PRELIMINARY REPORT OF THE REAFFIRMATION COMMITTEE

Statement Regarding the Report

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of the Commission's policies and procedures. Final interpretation of the Principles of Accreditation *and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees..*

Name of the Institution: **Saint Philip's College**
                                                     San Antonio, TX

Date of the Review: **April 21 – 22, 2015**

COC Staff Member: **Dr. Michael T. Hoefer**

Chair of the Committee: **Mr. Dan P. Smith**
                                                     Vice President for Student Affairs & Chief of Staff
                                                     Northwest Mississippi Community College
                                                     Senatobia, MS

Part I.   Overview and Introduction to the Institution

To be completed by the On-site Reaffirmation Committee.

Part II.   Assessment of Compliance

Sections A thru E to be completed by the Off-Site Review Committee and the On-Site Reaffirmation Committee. An asterisk before the standard indicates that it will be reviewed by the On-Site Reaffirmation Committee even if the off-site review determines compliance.

A.   Assessment of Compliance with Section 1: The Principle of Integrity

1.1   The institution operates with integrity in all matters. **(Integrity)**

Compliance

The Off-Site Committee found no evidence of a lack of integrity.

B.   Assessment of Compliance with Section 2: Core Requirements

2.1   The institution has degree-granting authority from the appropriate government agency or agencies. (**Degree-granting authority)**

Compliance

St. Philip's possesses degree-granting authority under both the Constitution of the State of Texas and the Texas Education Code. The institution provided Board Policies and Procedures that documented the constitutional and code sections that grant that authority.

2.2   The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of

the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing board)**

Compliance

St. Philip's College is governed by the Board of Trustees of the Alamo Community College District. The nine members of the Board serve six year terms as defined by the Article Seven of the Texas Constitution and Section 130.082 of the Texas Education Code. Board members are elected to represent single-member districts in the educational district (Bexar County). Texas Education Code Sections 130.040 and 51.352 vests in the Board the responsibility for governing and administering the institutions in the Community College District. The Board meets monthly at a publically disclosed time and place and a review of Board minutes documents that the Board is active and makes policies for the institutions in its educational district. Board policies and state law mandate that meetings are open to the public and that all decisions require the approval of a majority of the publically elected Board, insuring that the board is not controlled by a minority of members or an outside organization.

Texas Education Code Sections 130.084 and 130.121 authorizes the Board to levy taxes and set and collect tuition, fees and other charges necessary to insure that the district has sufficient financial resources for the efficient operation of its Colleges. As documented in Board minutes, the Board approves an annual budget and reviews income and expenditures, a Board committee presents monthly reports on financial matters, and the Board directly employs an internal auditor to monitor the financial resources of the district.

Texas Government Code Section 572 prohibits all members of the Board from having a direct or indirect personal or financial interest that would interfere with the proper discharge of duties. Board policy B3.3 further prohibits any member from actions that would benefit themselves or any entity outside the College. The institution attests that no substantial conflict of interest has arisen in recent years, and Board minutes document that members abstain from decisions regarding personal expense reimbursement. Board members receive training on board duties and responsibilities.

2.3   The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. *(See the Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.")* **(Chief executive officer)**

Compliance

St. Philip's College has a well-qualified CEO/President with significant public and private sector experience. The President's contract is clear and spells out the leadership duties expected. The President is not a member of the Board of Trustees and a clear line of authority seems to exist with no conflicts of interest. The President reports to the Chancellor, who reports to the Board of Trustees (Board Policy, Sections B.5.1(4), D.2.5, D.2.5.1). There are Board policies regarding ethics that state that no conflict of interest should exist. The provided contract documentation is for the correct dates. The search process for selecting a President, along with detailed job description was documented.

2.4   The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional mission)**

Compliance

St. Philip's College has a clearly defined and marginally comprehensive mission statement for an institution of higher education: *St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership.* However, more elaboration in the mission statement regarding the distinctiveness of St. Philip's College might help to better guide the directions, decisions, and activities of the College. Refer to Comprehensive Standard 3.1.1 for additional information.

The mission statement is widely published on the College's website, in the *Faculty* and *Student Handbooks*, and in a variety of other publications. The mission statement addresses teaching and learning through the statement, *educational growth and career readiness.* It addresses public service through the statement, *personal and educational growth and career readiness.* St. Philip's notes that research is not an applicable function of the institution. Inasmuch, it is not addressed in the mission statement.

2.5   The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional effectiveness)**

Compliance

St. Philip's College's ongoing institutional effectiveness process is integrated into three distinct annual cycles at the institution: 1) planning, 2) budgeting, and 3) assessment.

Annual Planning Cycle: The annual planning cycle extends from November until February, and it incorporates institutional- and unit-level strategic planning as well as budget planning. At the institutional-level, cabinet members monitor both leading and lagging indicators on an ongoing basis and make mid-course

corrections, as applicable. This includes information from the *College's Scorecard*. At the unit-level, all units within the College participate in planning, and the College utilizes WeaveOnline to facilitate these processes. This is documented in the *Detailed Assessment Report.* Plans are developed based upon institutional priorities (as related to the mission) as well as based upon continuous improvements noted during the previous assessment cycle. Budget planning is then conducted once each unit's strategic plans have been established.

Annual Budgeting Cycle: The annual budgeting cycles extends from February until May. This process is an outgrowth of the planning cycle, and it documents the integration of budgeting into the institutional effectiveness process. During the process, supervisors and senior administrators review and fund institution-wide budget requests based upon the request's impact on the strategic plan, to include the College's mission. A sample of a *Performance-Based Resource Allocation Request Form* and the 2013-2014 *Institutional List of Non-Capital Requests* provide evidence of the integration of the budget process into the institutional effectiveness process*.*

Annual Assessment Cycle: The assessment cycle extends from May until November. During this "closing the loop" cycle, opportunities for improvement are identified as well as institutional strengths upon which to build for the next academic year. As a part of this process, St. Philip's College's office of Planning, Research and Effectiveness provides research-based data and information to applicable constituents. This includes, but is not limited to, information on *Key Performance Indicators,* outcomes of the unit-level planning and assessment, along with *Educational Program Evaluation* data. The utilization of these and other reports document that plans are evidenced-based and decisions are grounded in data/research.

Agendas from the 2012, 2013, and 2014 two-day *Good-to-Great Planning Retreat* provide evidence of culmination of the assessment process. The retreat includes broad-based involvement by departments, professional staff, administrators, the Student Government Association, Staff Council, Faculty Senate and the community. Additionally, the retreat provides an opportunity for a systematic review of the mission, goals, objectives, and action outcomes as well as an opportunity for the institution to affirm that continuous improvements are being made to institutional quality. Documents reviewed at the retreat, and throughout the year, include the *College Scorecard*, *Detailed Assessment Report*, and *Key Performance Indicators*. When opportunities for improvement are noted, continuous improvements have been implemented. These recommendations for improvement are finalized at a follow-up retreat each June. Examples of continuous improvements were documented for academic programs (e.g., Allied-Health and AS&T ACMT Construction and support services) and academic/support services (CCSSE) and administrative programs (e.g., Public Relations).

In addition to affirming it is effectively accomplishing its mission at its annual *Good-to-Great Planning Retreat,* St. Philip's provides an annual *Performance Update* to its Board of Trustees. This document provides evidence that the College is effectively accomplishing its mission.

The planning, budgeting, and assessment cycles, noted above, the College's research-based initiatives, and its review by/affirmation to the Board that the College is effectively accomplishing its mission affirms St. Philip's engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

2.6   The institution is in operation and has students enrolled in degree programs. **(Continuous operation)**

Compliance

St. Philip's College is in continuous operation as evidenced by enrollment data reported in institutional reports such as *The College Fact Book Quick Facts 2013-2014* and confirmed by the Texas Higher Education Coordinating Board *Coordinating Board Management Report* which documents 10 year enrollment trends and reports a Fall 2013 enrollment of 10,238 credit students in 172 programs.

2.7.1   The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program length)**

Compliance

The institution demonstrates that it offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate degree level. The college is part of the Texas Higher Education Coordinating Board (THECB), and St. Philip's College offers an Associate of Arts in Teaching (AAT) degree, an Associate of Arts (AA) degree with concentrations, an Associate of Science (AS) degree with concentrations and 53 Associate of Applied Science (AAS) degrees for a total of 89 degree programs.

This institution's catalog lists all of the degree programs offered by the college. In examining these offerings, it was found that no degree program offered is less than 60 credit hours in length. The institution provided evidence as to the procedure for adding or revising its programs. This is accomplished in a collaborative manner with the faculty, department chairs and the college's curriculum committee. As part of the THECB, the college must adhere to the policies and procedures of that coordinating board. In demonstrating its adherence to state policy, the college provided Texas Senate Bill 497, which states, in part:

"...a student may not be required by an institution of higher education to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree."

The institution is currently revising its program lengths to confirm to that legislation. Several examples were provided by the institution demonstrating programs length revisions consist of 60 credit hours.

While the college did not address distance learning in this section, examination of the catalog shows that all on line degree programs consist of a minimum of 60 credit hours.

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program content)**

Compliance

St. Philip's College provided the Texas Higher Education Coordinating Board Academic Course Guide Manual containing course descriptions, pre- and co-requisites, and learning outcomes as evidence for system-wide coordination of the lower level general education courses for the Associate in Arts or Science.

The Institution utilizes advisory boards for recommendations on AAS programmatic updates and improvements. Minutes from the advisory board meeting for Plumbing were included as evidence of program changes based on industry recommendations. In addition to advisory boards, the institution adopts mandates and recommendations from various regulatory bodies, such as the National Automotive Technician Foundation and the Texas Board of Nursing.

All programmatic changes are vetted through the Curriculum Committee, evidenced by the curriculum review forms and the 11/20/2014 Curriculum Committee minutes.

The Institution discussed the Texas Higher Education Coordinating Board's Guidelines for Instructional Programs in Workforce Education, but the scanned document only included three pages of the manual, resulting in a lack of evidence for system-wide development of Associate of Applied Science (AAS) degrees. After review of other standards, it was determined SPC provided evidence of compliance.

*2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours

or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General education)**

Compliance

St. Philip's College accomplishes the goal of the successful completion of a general education component at the collegiate level by aligning the college's general education requirements with regulatory and accrediting agency guidelines. The intellectual competencies from the "Core Curriculum: Assumptions and Defining Characteristics" document specified by the Texas Higher Education Coordinating Board was used by St. Philips for the 2012-2013 assessment cycle.

St. Philip's College includes an adequate description and rationale for general education courses which states that the students' breadth of knowledge acquired through general education courses is sufficient to the mission and that the courses are drawn from the areas specified by SACSCOC requirements. Documentation is provided through the degree information excerpt and other documents that the institution makes it clear to students the specific options for general education courses. For each undergraduate degree program, the college requires the successful completion of the required general education components.

The college adopted new institutional student learning outcomes based on competencies by the core objectives established by the Texas Higher Education Coordinating Board. Core objectives include: critical thinking, communication, empirical and quantitative skills, teamwork, social responsibility and personal responsibility. The coordinating board approved a 42 semester credit hour core curriculum for all undergraduate students in Texas that includes the six core objectives and common component areas. All degree programs include at least one course from the three required areas of study. The college directs students with general education courses through the catalog and degree plans that show requirements of each degree program. This makes it clear how the general education core should be followed.

2.7.4   The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all

aspects of its educational program. (*See the Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach."*) **(Course work for degrees)**

Compliance

St. Philip's College provided four degree programs as evidence of compliance. The Institution stated all courses are delivered by St. Philip's. Both the curriculum and faculty are fully supervised by the Institution. St. Philip's College did not address or provide evidence of compliance for the online programs.

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

Compliance

The institution has provided narrative describing the definitions for various faculty appointments, such as full time, part time, tenured, etc. This is evidenced through the "Alamo Community College District faculty job description" and in D.5.1.2 (Procedure) Faculty Teaching Loads. These documents detail the roles and responsibilities for each category of faculty at the college.

Data for the fall semester, 2014, indicates the institution employs an adequate number of full-time faculty to support its mission by employing 193 fulltime faculty and 335 part-time faculty. While the overall full-time percentage of faculty is approximately 37%, when analyzing the overall sections of courses taught by full-time vs part-time faculty members, the college demonstrates that approximately 46% of all course sections are taught by full-time faculty, with part-time faculty comprising approximately 54% of course sections taught. The ratio of full-time faculty contact hour teaching versus part-time faculty contact hour teaching shows a similar division, with full-time faculty teaching approximately 48% of all contact hours and part time faculty teaching approximately 52%. When compared to the data provided by the Southern Regional Educational Board *Fact Book on Higher Education, 2013 Edition, Table 75*, the institution's full-time faculty to part time faculty is higher than the national average of 30.9% full-time to 69.1% at similar higher education institutions nationwide.

To ensure the quality and integrity of each of its academic programs, statistical charts provided by the college illustrate that each program has at least one full-time faculty member.

Additional data provided by the college delineates the full time to part time ratios for:
Face-to-Face courses   163 (43.8%) FT to 209 (56.2%) PT
Fully on line courses   60 (51.7%) FT to 56 (48.3%) PT
Hybrid/Blended courses   23 (51.1%) FT to 22 (48.9%) PT

Faculty/Student ratios for fall 2013 were reported as 1 to 24 for full-time faculty and a ratio of 1 to 15 overall for the college. The institution provided similar data

for other colleges in their area and the faculty/student ratio reported was lower than any of the other comparable colleges.

The college provided a breakdown of full-time to part time faculty for each subject area. There are approximately 15 subject areas where no full-time faculty is utilized to teach; however, those subject areas are part of an overall program and, as mentioned previously, all programs of study at the institution have at least one full-time faculty member.

The institution also provided narrative and documentation in the faculty's role as to curriculum development, teaching, student learning outcomes assessment and other services provided to the college.

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning resources and services)**

Compliance

St. Philip's College demonstrates that it provides sufficient collections, resources, and services through its libraries on the Martin Luther King Campus and Southwest Campus; through its website; and through participation in the TexShare program to support the institutional mission.

*2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student support services)**

Compliance

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. After review of the St. Phillip's College 2014-2015 eCatalog and website the committee found that students have access to academic advising services, career, transfer, international, enrollment, veterans, financial, scholarships, tutoring, disabilities and learning resources. The institution has a disability resource center in addition to an early alert system.

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services* issued by the

AICPA for those institutions audited as part of a system wide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. **(Financial resources and stability)**

Compliance

The institution indicated an annual budgeting process which was guided by sound fiscal procedures, and was described within the SPC Annual Budget 2014-2015, along with approval by the governing board. The institution provided the most recent District Financial Statements, along with the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt for the college. Annual District audits were provided which included unaudited supplemental data specific to the college. A District Management Letter was provided and identified the college as part of the District. Also, the Management Letter included audit findings by the college within the District.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical resources)**

Compliance

The Institution described the buildings located on its campuses, along with a description of facilities shared with other District colleges. The Institution provided evidence of continued evaluation of existing facilities in regard to their ability to meet current and future program needs. In addition, the Institution provided evidence of student satisfaction surveys, in which the results indicated an overall satisfaction in regard to the institution's physical resources.

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. **(Quality Enhancement Plan)**

Not applicable for review by the Off-Site Reaffirmation Committee.

C. Assessment of Compliance with Section 3: Comprehensive Standards

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**

Non-Compliance

St. Philip's mission statement is current, last approved December 16, 2014, by the Board of Trustees. Also, the mission statement is widely disseminated via multiple methods, including at the College's bi-annual *All College Meeting,* in the *Student Handbook* and the *Faculty Handbook,* and on the College's Web site.

Additionally, the College's narrative notes that its mission statement is the foundational aspect of its strategic planning processes, and it is used to guide the College's operations. Unit plans are developed based upon institutional priorities that are related to the mission. This is documented in the *Detailed Assessment Report.* Subsequently, institution-wide budget requests are funded based upon the request's impact on the strategic plan (to include the College's mission). A sample of a *Performance-Based Resource Allocation Request Form* and the 2013-2014 *Institutional List of Non-Capital Requests* provide evidence of the integration of the budget process into the institutional effectiveness process. At the institutional-level, cabinet members monitor both leading and lagging indicators on an ongoing basis and make mid-course corrections, as applicable. This includes information from the *College's Scorecard.* The *Scorecard* includes information on four key strategic goals of the College: student success, leadership, performance excellence, and reaffirmation.

However, the mission statement is only marginally comprehensive and lacks the specificity necessary to effectively guide the strategic directions, decisions, and activities of the College. Additional details in the mission statement such as, information on St. Philip's unique characteristics, its major educational components, and its primary constituencies, might better communicate the essence of St. Philip's to its internal and external stakeholders.

St. Philip's narrative notes that the mission statement is reviewed at the College's annual two-day *Good-to-Great Strategic Planning Session.* Documented evidence provided included the agendas for years 2012 and 2014.

The On-Site Committee may wish to review the comprehensiveness of St. Philip's College's mission statement.

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

Compliance

St. Philip's CEO/President was selected according to Texas state law and Board policy. The search appeared to be conducted properly before selection was made. The evaluation process is impressive and meets and exceeds all state and compliance standards. The President is evaluated twice per year by the Chancellor, which occurs in May and June. The College President is evaluated based on an Executive Performance Protocol, which uses as a basis for evaluation Key Performance Indicators. The Key Performance Indicators include enrollment, course completion rates, productive grade rates, student retention rates, performance on Community Colleges Student Satisfaction Engagement survey, student satisfaction rates, success rates in developmental coursework, transfer rates, graduation rates, and student improvement in high risk courses. Of particularly note, the evaluation and eight specific areas pointed out by the Chancellor in the most recent evaluation letter imply a strong working relationship and commitment to improvement.

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 the institution's mission

Compliance

The College meets the requirements set forth by Texas Education Code, Section 130.0011[3] – Public Junior Colleges; Role and Mission, which outlines the three missions of higher education as teaching, research, and public service. The mission of St. Philip's College is disseminated to internal and external constituents in a variety of ways which includes print, social media, broadcast and digital mediums, and examples were given.

3.2.2.2 the fiscal stability of the institution

Compliance

Board Policies were provided that address the fiduciary responsibility of Board members and Board Responsibilities. The Board is charged with studying and passage of the College's budget based on the Chancellor's budget.

Board members receive training on the funding and budgeting of community colleges. Evidence suggests that Board members will receive a minimum of five hours of training in investment responsibilities every two years.

3.2.2.3 institutional policy

Compliance

Texas State Statutes identify the role and responsibilities of a governing board in the development of institutional policies. Examples of institutional policy development and approval were provided.

3.2.3 The governing board has a policy addressing conflict of interest for its members. **(Board conflict of interest)**

Compliance

The Trustees have adequate policies in place regarding ethics and conflicts of interest. Orientation training for new board members is provided, and tenured board members attend updated training sessions when pertinent. The Board adopted a comprehensive ethics policy with 17 specific points; several of these address conflicts of interest and specific steps to avoid them. Appropriate minutes and attendance rosters are provided that support the Board's commitment to maintaining a proper working relationship with St. Philip's with no conflicts of interest. The Board of Trustees also has policies regarding hiring practices (Board Policy, Sections D.2.2, D.2.2.1), nepotism and conflicts of interest (Board Policy, Sections D.2.4), fraud (Board Policy, Sections C.1.1, C.1.1.1) and vendor/contractor communications and conflicts (Board Policy, Sections B.5.4, C.1.5, C.1.5.1) (also Texas Government Code, Sections 572, 573; Texas Local Government Code, Sections 171, 176; Texas Association Community Colleges Policy Prohibited Practices).

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. **(External influence)**

Compliance

The majority of board work is conducted through committee, which allows for checks and balances and can limit undue influence from outside entities. Training for Board members educates board members on ethics and governance rules and protects the entity against undue external influence. The State requires open meetings training and open records training for every elected or appointed public official, and the College references this. St. Philip's College-adopted Board Policy requires all new members of the Board to attend an orientation within the calendar year of their election regarding the Board's function, policies, and procedures. All of these training efforts are designed to provide governing boards with sufficient information and resources that give them the best opportunity to be active, effective, and ethical in their service.

St. Philip's College-adopted Board Policy indicates, "From the date the project is approved for publication until a contract is executed, no College District Board member or employee other than authorized Acquisitions personnel shall communicate with potential contractors, consultants, or other vendors... who are interested in, or... might reasonably become interested in, any non-construction competitive procurement opportunity." Also, "bribery," the acceptance of "illegal

gifts," "abuse of office," and "nepotism" are prohibited practices of a Board member.

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Compliance

The Board policy (B 3.1) for St. Philip's states an Alamo Community College District Board member may be dismissed or removed from office for a number of reasons, described in State law and/or Board policy, adopted and adhered to by the College. Two main reasons cited were: A Board member may be removed for inactivity or non-attendance of at least half of the scheduled Board meetings or for ceasing to reside in the college district from which they are elected. The policy also gives examples of legal action against Trustees that may result in their dismissal. The College states there have been no situations or examples in the last 10 years of the need to use this policy.

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

Compliance

It is clear that the Board of Trustees sets policy for St. Philip's College and has specific powers and duties outlined in Board policy and in Texas state law, including setting policy direction including the hiring of the Chief Executive Officer. College policies may initiate at the departmental level, and flow upward through administration to the Board, but the Board has the distinct final power granted by internal College policy and Texas statute to ultimately set policy. The power to carry out these policies are granted to the President through the Chancellor. It is then the President's responsibility to see that these initiatives are carried out through the support of the College's Vice Presidents, Deans, and Directors. Board meeting minutes evidence the Board's active participation in carrying out its policy-making duties (Board Meeting Minutes July 1, 2013, September 17, 2013, April 15, 2014). Any revisions to Board policy are communicated to all employees (Policy Update B.5.3, All Employees, October 28, 2014; Policy Update B.5.3, All Employees, July 29, 2014).

The President of the College reports to the Chancellor, who reports to the Board of Trustees. Board meeting minutes provide evidence that the College President is not the presiding officer of the Board or its meetings (Board Meeting Minutes July 16, 2013, September 17, 2013, April 15, 2014), and the Board approves substantive changes to the job description of the College President. The President's job description clearly indicates the administrative functions of the College President.

3.2.7   The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

Compliance

The College has a published, clear organizational model. Three vice presidents oversee critical areas that include academic success, student success, and college services. The structure appears to delegate work down to a sufficient amount of deans and department heads to carry out the mission of the college. Although the college only has three vice presidents, there are 16 members of the President's cabinet. The organizational structure is well documented through job descriptions, board minutes, and handbooks.

*3.2.8   The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

Compliance

The institution provided resumes and job descriptions that reflect that the institution has qualified administrative and academic officers with the experience and competence to lead the institution.

3.2.9   The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

Compliance

St. Philip's College publishes polices regarding appointment, employment and evaluation of all personnel. The policies regarding appointment of personnel include administrator appointments, faculty appointed to non-faculty positions, faculty appointments, adjunct faculty appointments and faculty department chairpersons. It also includes regular staff employees and temporary staff employees. The Board approves all policies and procedures and engages in periodic reviews and revisions.

Policies and forms are made readily available to employees through the Human Resources intranet site, and the recruitment and selection webpage. St. Philip's College provides documentation through sample hiring charges. Multiple levels of personnel evaluations were included in the documents that included: full-time non-tenured faculty, non-tenured department chairs, part-time adjunct faculty, department chairs and full-time non-faculty employees.

3.2.10 The institution periodically evaluates the effectiveness of its administrators. **(Administrative staff evaluations)**

Compliance

The institution periodically evaluates the effectiveness of its administrators. Upon review of administrators evaluation forms and sample evaluation forms evidence was shown of a periodic system and evaluation with criteria in place.

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

Not Applicable

Control of intercollegiate athletics is not applicable to St. Philip's since they specifically spell out in their board policies and operating procedures that they do not participate in intercollegiate athletics. The college has an intramural program, but doesn't appear to have any activities that would qualify under intercollegiate athletics.

3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities)**

Compliance

St. Philip's College is involved in external fund-raising activities. The President is actively engaged in leading this activity. There is evidence in the President's job description, and updates in weekly cabinet meetings that the President is actively engaged and leading this effort. Notes from cabinet meetings reference updates from senior administrators to the President on activities such as a golf tournament fund raiser.

3.2.13 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related entities)**

Non-Compliance

The Alamo Community College District Foundation, Inc. is a separately incorporated 501(c) (3) organization, which provides fundraising and mission-related support to the colleges of the Alamo Community College District. The mission of the Foundation, and its relationship with the institution, is clearly defined in the Memorandum of Understanding dated March 3, 2014.

The institution provided a copy of the Foundation Bylaws, along with a Memorandum of Understanding, between the Foundation and the institution. Thus, the legal authority and operating control of the institution is clearly defined with respect to the Foundation; the relationship of the Foundation to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; however, the institution failed to demonstrated that the Chief Executive Officer has ultimate control over the institution's fund-raising activities.

Additionally, the Foundation Bylaws included as support for this standard bears no signatures or date. The institution should provide properly executed, official documentation to support compliance with this standard.

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

Compliance

St. Philip's College operates under the Alamo Community College District (AC) Board Polices C.1.8 and E.1.7 which address intellectual property rights and copyrighted materials. The institution provided examples, the "Pate Review" and the Work Made For Hire Agreement for an Oral History Project, as evidence of implementation of the policy and procedure. Both were reviewed by the Alamo Community College District Intellectual Property Review Board. All students, employees and community at-large have access to the Alamo Community College District Board policies and the Copyright and Fair Use Policy via online access to the AC Board Policy Website. Letters to the employees on the updates to the AC Board policies were provided as communication evidence.

3.3.1 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 each of the following areas **(Institutional Effectiveness)**:

*3.3.1.1 educational programs, to include student learning outcomes

Non-Compliance

St. Philip's College defines educational programs as "plans of study that lead to an Associate Degree or Certificate." Three academic divisions oversee the 172 programs at the College. The three divisions are Arts & Sciences, Applied Science & Technology, and Health Sciences. Additionally, the College identifies three distinct levels of outcomes for its educational programs: program outcomes (POs), institutional student learning outcomes (ISLOs), and program student learning outcomes (PSLOs). The College's strategic plan, its *Student Achievement Goals*, and *Key Performance Indicators* from the State as well as discipline-

specific best practices guide the determination of the POs, ISLOs, and PSLOs. The College uses WeaveOnline as its primary repository for assessment information.

Program Outcomes: Expected program outcomes are based upon key indicators selected by the institution. These include graduation, productive grade, course completion, persistence, high-risk course, class size, degrees and certificates, job placement, licensure pass, and transfer rates. St. Philip's College's documentation provided some evidence of appropriate expected program outcomes that directly relate to the College's definition (e.g., The Construction program will meet the Perkins 85% placement rate). However, the majority of the institutions expected program outcome statements are not directly related to the College's definition of a program outcome. For example, many expected program outcome statements refer to hiring new faculty and building/ renovating facilities, etc. These are laudable initiatives, and they may help facilitate the achievement of an expected program outcome. However, they are not directly related to the College's definition of a program outcome.

Additionally, the College notes that State *Benchmark Reports* and *Key Performance Indicator Reports* provide data relative to these indicators. However, the *Benchmark Reports,* and *Key Performance Indicator Reports* provide aggregate data for Alamo Colleges. These documents do not include program outcome information that is specific to St. Philip's College nor the College's individual academic programs. Without St. Philip's College data that is program-specific, the College will be challenged in measuring and assessing the achievement of expected POs at the program level.

Moreover, the college defines *educational programs* as "plans of study that lead to an Associate Degree or Certificate." However, very few certificate programs were noted in the *Program Outcomes* document presented by St. Philip's: AS&T AEMT Electrical Trades, AS&T BIS Administrative Computer Technology, Certificate-Construction Technology. Information regarding how the sampling was conducted or how it was representative of St. Philip's programs was not provided.

Also, preponderance of the expected program outcomes noted in the *Program Outcomes* document are not stated in measurable terms. For example, the AEMT Advanced Manufacturing Technology unit lists a program outcome of "Develop students who are employment ready." The AS&T BIS Information Technology unit lists a program outcome of "Improve student success of IT majors."

St. Philip's College's narrative notes that it assesses the extent to which outcomes are achieved annually using a variety of instruments and methods. And, the documents *Educational Program Outcomes Report and High Risk Course Summary Report* provide data that programs may use in their analysis. However, the document *Program Outcomes with Associated Measures and Targets* presented in support of PO assessment, did not list outcome assessments. Additionally, the

document *For Targets not Met, Action Plans are Developed* included minimal samples. Therefore, the extent to which program outcomes are achieved could not be evaluated.

With regard to the documentation of improvements, St. Philip's College notes in its narrative that it "systematically improves Program Outcomes through the Operational Unit Assessment Planning process." This was evidence in the document *Environmental Scanning, Analysis of Strengths and Weaknesses and Assessment of Program Outcomes*. However, a minimal sample was included in the document. No information on how the sample was a valid cross-section sample of institutional programs was provided. The document *Successes, Challenges and Improvements* provided evidence that improvements are being made. However, a direct link between this document and the expected program outcomes set forth by the academic programs could not be established.

Program Student Learning Outcomes: With regard to program student learning outcomes, these are defined by the College as "skills, and behaviors expected of students at program completion." PSLOs are determined by discipline-specific faculty who take into account a variety of factors, to include regulatory agency requirements, employer expectations, and discipline-specific best practices." PSLOs are documented in the *DAR Degree Program SLOs 2013-2014 Report*.

As with the POs, the preponderance of units do not state the PSLOs (or ISLOs) in measurable terms. For example, the AA-Associate of Arts unit lists a PSLO of "St. Philip's College students will develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts." The AAS Hospitality Management unit lists a PSLO of "AAS-Hospitality Management student will demonstrate critical thinking skills." The AAS-invasive Cardiovascular Technology unit lists a PSLO of "Students will determine appropriate setup of the sterile field and equipment selection for the procedure. Students will be able to perform Cardiopulmonary Resuscitation."

With regard to PSLO assessment, the documents *Target Achievement* and *For Targets not Met, Action Plans are Developed* only contained minimal samples. Therefore, the extent to which student learning outcomes are achieved could not be evaluated.

The institution notes that improvements in PSLOs are documented in the *Programs Student Learning Outcomes Reflective Report 2013-2014*. However, the report is summative, and does not necessarily correlate with the program outcomes listed in the *DAR Degree Program SLOs 2013-2014 Report*. For example, the AA-Associate of Arts PSLO of "St. Philip's College students will develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts" is not contained in the *Reflective Report*; neither was the AAS-invasive Cardiovascular Technology PSLO of "Students will determine appropriate setup of the sterile field and equipment selection for the procedure. Students will be able to perform Cardiopulmonary

Resuscitation." It should be noted that the AAS Hospitality Management unit lists a PSLO of "AAS-Hospitality Management student will demonstrate critical thinking skills" was included. Additionally, in this R*eflective Report*, an expected outcome of 80% was noted.

Institutional Student Learning Outcomes: ISLOs include reading, writing, speaking, listening, critical thinking, and computer literacy competencies. These were adopted by the College based on competencies defined by Texas Higher Education Coordinating Board (*Core Curriculum: Assumptions and Defining Characteristics*). Some ISLOs were noted in the *DAR Degree Program SLOs 2013-2014 Report.* However, St. Philip's indicates that, overall, ISLOs are assessed through the assessment of a variety of reports, to include Proficiency Profile, QEP Critical Thinking Rubric Assessment, Texas Higher Education Coordinating Board Core Objectives rubric assessment, Community College Survey of Student Engagement, Noel-Levitz Student Satisfaction Inventory, and Program Specific Accreditation.

With regard to ISLO assessment, St. Philip's College uses a variety of instruments to assess attainment. This includes Proficiency Profile, QEP Critical Thinking Rubric Assessment, Texas Higher Education Coordinating Board Core Objectives rubric assessment, Community College Survey of Student Engagement, Noel-Levitz Student Satisfaction Inventory, and Program Specific Accreditation. Sampling is used with the administration of many of these surveys/instruments, and the processes used to ensure a cross-sectional valid sample was provided in the narrative. The Proficiency Profile assessment document as well as the document *Texas Higher Education Coordinating Board Core Objectives Rubric Assessment* provided evidence of the overall attainment of ISLOs. Other documents, such as CCSSE, Noel Levitz, and programmatic accreditation do not directly measure ISLO attainment.

With regard to continuous improvements in institutional student learning outcomes, the *ISLO Assessment Results* document continuous improvements.

It should be noted that St. Philip's College's *Institutional Summary Form* lists four off-campus teaching sites approved by SACSCOC at the 50% or more level, and the College offers numerous associate and certificate degree programs via distance learning. However, the College's narrative for 3.3.1.1 did not address the comparability of distance education programs to St. Philip's College's campus-based programs or the outcomes of courses/programs offered at off-campus locations.

Therefore, the On-Site Committee may wish to review expected program outcomes as they relate to each of St. Philip's College's associate and certificate degree programs, and review the measurability of program outcomes, to include student learning outcomes. Also, the On-Site Committee may wish to review a valid cross-section of degree programs with regard to 1) the extent to which program and student learning

outcomes are achieved, and 2) evidence of improvements based on the analysis of the results.

3.3.1.2 administrative support services

Compliance

St. Philip's College defines administrative support services as "those departments that provide infrastructure, administrative, budgetary and other ancillary support to the institution. These services fall primarily under the Vice President of College Services." The College's strategic plan guides the determination of the units' expected outcomes. The annual determination of these outcomes is an integral part of St. Philip's planning and assessment cycles. This process is initiated annually with the two-day Good-to-Great retreat and all plans are entered into the WeaveOnline assessment system.

The *2013-2014 Detailed Assessment Report* documented that, overall, administrative support services units identify expected outcomes, stating them in measurable terms. For example, the Information and Communications Technology unit listed the following expected outcome: "Develop a Mobile App and distribute via iTunes and Google Play Store." Also, the College Services unit included the following expected outcome: "By May 31, 2014, scheduled Emergency Preparedness drill exercises will be executed without incident."

Additionally, the administrative support services units generally assess the extent to which the units achieve these outcomes and provide evidence of improvements based on the analysis of the results. Various assessment were utilized, based upon the unique needs of each unit. Some expected outcomes included multiple measures of assessment. An example of the assessment of an expected outcome, as documented in the *2013-2014 Detailed Assessment Report*, is from the Institutional Research, Planning, and Effectiveness Office: "100% of the SACS Reaffirmation compliance certification timeline is implemented by the end of the Fall 2014 semester." This expected outcome was assessed and found to be met. Likewise, when outcomes are not met, generally, action plans were developed and continuous improvements made. For example, the Information and Communication Technology unit included an expected outcome of "Provide technology to meet the needs of the college," with multiple measures included. However, the targets were not fully met. Therefore, a Hardware Maintenance and Lifecycle Plan was developed and is being implemented to address shortcomings.

3.3.1.3 academic and student support services

Compliance

St. Philip's College defines academic and student support services as "those departments that provide resources to help students succeed academically and overcome any obstacles in their pursuit of an education. These services fall primarily under the Vice President for Student Success and the Vice President for Academic Success." The College's strategic plan guides the determination of the units' expected outcomes. The annual determination of these outcomes is an integral part of St. Philip's planning and assessment cycles. This process is initiated annually with the two-day Good-to-Great retreat and all plans are entered into the WeaveOnline assessment system.

The *2013-2014 Detailed Assessment Report* documented that, overall, academic and student support services units identify expected outcomes, stating them in measurable terms. For example, the Academic Advising Services unit listed the following expected outcome: "Provide students with degree planning and academic advising, resulting in roadmaps for success," with a target of 300 degree plans/academic advisements. Also, the Instruction Innovation unit included the following expected outcome: "Overall satisfaction levels with IIC resources will be 90% of satisfied or highly satisfied."

Additionally, the academic and student support services units generally assess the extent to which the units achieve these outcomes and provide evidence of improvements based on the analysis of the results. Various assessment were utilized, based upon the unique needs of each unit. Some expected outcomes included multiple measures of assessment. An example of the assessment of an expected outcome, as documented in the *2013-2014 Detailed Assessment Report*, is from the Service Learning unit: "The course grades of 80% of service-learning students participating in reflection sessions will be higher than the course grades of service-learning students not participating in reflection sessions." This expected outcome was assessed and found to be met. Likewise, when outcomes are not met, generally, action plans were developed and continuous improvements made. For example, the Library unit included an expected outcome of "An additional 25% of LRS staff and Librarians will be able to successfully work in acquisitions department." However, the expected outcome was not achieved as "cross training did not occur due to staffing challenges including employee attrition, injury, illness, and additional job duties for remainder of librarians… With the pending retirement of the collection development librarian in January 2015, library faculty and staff will be cross-trained to perform the duties and functions ordinarily done by her to include: aspects of ordering, cataloging, maintaining the library automation records, and processing withdrawals from the various collections. A request to replace [the collection development librarian] will be submitted at the appropriate time using the appropriate mechanism."

It should be noted that St. Philip's *Institutional Summary Form* lists four off-campus teaching sites approved by SACSCOC at the 50% or more level, and the College offers numerous associate and certificate degree programs via distance learning. However, the College's narrative for 3.3.1.3 did not address how academic and student support service units

ensure the effectiveness of their initiatives in support of students taking courses via distance education or at off-campus locations.

3.3.1.4 research within its mission, if appropriate

Not Applicable

Research is not within the scope of the College's mission.

3.3.1.5 community/public service within its mission, if appropriate

Compliance

St. Philip's College defines community and public service as "a strong connection to our neighborhoods and community." Community and public service initiatives are decentralized at the College, occurring within units from a cross-section of areas. The College's strategic plan guides the determination of goodness of fit with regard to community and public service activities as compared to the College's mission.

Units engaging in community and public services initiatives generally document expected outcomes in WeaveOnline, the College's central repository for assessment information. These expected outcomes are largely stated in measurable terms. This is documented in the *2013-2014 Detailed Assessment Report.* For example, the Campus Budget Officer unit listed the following expected outcome: "Increase the number of volunteers [at Bowden Elementary] from 19 to 50."

Additionally, units participating in community and public service initiatives generally assess the extent to which the units achieve these outcomes and provide evidence of improvements based on the analysis of the results. Various assessment were utilized, based upon the unique needs of each unit. An example of the assessment of an expected outcome, as documented in the *2013-2014 Detailed Assessment Report*, is from the Continuing Education Public Service Institute unit: "Continue Kids Camp efforts with increased enrollments, but not to exceed 100 per week on average." This expected outcome was assessed and found to be met. No examples were provided of initiatives where the community and public service expected outcomes were not met.

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)**

Not applicable for review by the Off-Site Reaffirmation Committee.

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Compliance

The institution uses a multi-level approach for approval of education programs and involves faculty, administration and curriculum committees for the purpose of approving programs in which academic credit is awarded. The curriculum committee of the college is chaired by a faculty member who is charged with implementing the procedures for curriculum review. A faculty member or administrator who identifies a need may recommend additions of new programs or revisions of current programs. The college has instituted procedures by which new programs and changes in existing programs are evaluated. The institution performs a feasibility study for all new program suggestions before any program development begins. The institution has provided a flow chart of their process and procedures for new program addition as well as an example of the feasibility study to demonstrate the steps needed for program development. In addition, the college has provided the Curriculum Committee Guidebook which outlines the proper steps for program additions and revisions.

The narrative and flowcharts demonstrate the institution follows the proper procedures developed by the faculty of the college, in accordance with the regulations of Alamo Colleges and the Texas Higher Education Coordinating Board. After college approval (following the established policies and procedures for program approval), the curriculum is presented to the Alamo Colleges Curriculum Council for approval. If this has a positive outcome, then it is sent to the Texas Higher Education Coordinating Board for final approval.

St. Philip's College has provided an example in the Vision Care Technology program as an example of the processes involved in new program development. The institution also provided a copy of the substantive change submitted to SACSCOC relative to this new program.

Revisions to existing programs are dealt with in a similar manner as new program development, with the exception that no feasibility study or approval of the President or Vice Chancellors Council is needed to proceed. The college provided a revision form for the Aircraft Program as an example showing their procedures for making revisions in current programs.

Although the ultimate responsibility for development and approval of educational programs lies with the Vice President for Academic Success at the institution, that responsibility is shared by the appropriate faculty members across the college, the College Curriculum Committee and the college deans.

3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

Compliance

St. Philip's College (SPC) provides non-credit offerings through the Division of Workforce Development and Continuing Education. The Division has aligned its mission with the SPC mission by delivering "the best workforce training and opportunities for personal growth." SPC provided the Continuing Education Website as evidence of the division's offerings which are consistent with the SPC mission of "…empower our diverse student population through personal and educational growth, career readiness and community leadership.

*3.4.3 The institution publishes admissions policies that are consistent with its mission. **(Admissions policies)**

Compliance

The institution has sound admission policies related to the institutions mission as reviewed in official documents such as the e-Catalog and the Ready-set-apply module that guides students through the application process.

3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. *(See Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Acceptance of academic credit)**

Compliance

St. Philip's College publishes policies that include criterial for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates, consistent with its mission. Each policy was listed and included supporting documentation. The institution accepts transfer credit from the six regional accrediting organizations and lists other accreditation organizations recognized by the Texas Higher Education Coordinating Board from which credit may be accepted after being reviewed on a case by case basis. St. Philip's College assumes responsibility for the academic quality of course work appearing on their transcripts, either earned by attending the College or as result of transfer or credits earned through non-traditional means.

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. **(Academic policies)**

Non-Compliance

The institution provided documentation to show that academic policies of the college were published and available for all interested parties. These policies are found in the college catalog, student handbook and website. The academic policies of the college include information regarding admission to the college, transfer credit policies, and student performance policies.

St. Philip's College requires that all syllabi be posted on the "Concourse", the electronic syllabus tool used by the Alamo Community College District.

The narrative provided by the institution states that academic policies are implemented, reviewed and approved by the Academic Success Council, Chair Academy and Curriculum Committee. However, no evidence was provided to show that process in action and how academic policies are developed. In addition, no documentation was provided showing how the college's academic policies adhere to educational practices, such as a comparison of policies to other colleges.

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

Compliance

The institution employs sound practices for determining the amount and level of credit. Faculty and administration of St. Philip's College work together to insure the academic integrity of instructional programs at the college. Practices are in accordance with the Texas Higher Education Coordinating Board. Documents provided include the Academic Course Guide Manual and Guidelines for Instructional Programs in Workforce Education. The Curriculum Committee also meets monthly and has an established set of procedures to review for awarding credit for all formats and modes of delivery. Each instructional unit plan evaluates instructional programs annually. Documentation provided to demonstrate that SPC follows its policies and procedures included the curriculum committee evaluation of the new program Cyber Security and revision to the Aircraft Technician program.

3.4.7 The institution ensures the quality of educational programs and courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles* and periodically evaluates the consortial relationship and/or agreement against the mission of the institution**.** *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures."*) **(Consortia relationships/contractual agreements)**

Compliance

St. Phillip's College is part of a consortium through the Virtual College of Texas and periodically evaluates this agreement to assess the relationship to the mission of the College.

The agreement with the Virtual College of Texas includes indication of the responsibilities of all parties, provisions to ensure the quality of courses and programs offered through the agreement and provisions for evaluation related to the mission of the college. In this relationship, St. Philips is a "provider" college only. It is not a host college and does not offer credit for coursework taken through Virtual College of Texas at other community colleges. The St. Philip's College MOU with the Virtual College of Texas was provided and reviewed by the committee.

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

Compliance

St. Philip's College's policy states that students may request and be awarded a conversion of continuing education credit to college credit for specific career and technical courses. This policy is outlined in its admissions catalog. The institution limits the number of credit hours the student may be awarded. The institution determines whether the student has achieved the same level of proficiency as required in a credit course by comparing the competencies of the courses required in the course inventory under the direction of the college's Dean of Career and Technical education and approval by the academic vice president. Awarding credit in this way is not a standard practice for St. Philip's College.

3.4.9 The institution provides appropriate academic support services. **(Academic support services)**

Compliance

The college provides adequate student support services and student engagement activities that support the college's mission. After review of the St. Phillip's College 2014-2015 e-Catalog the committee determined that students have access to academic advising services, career, transfer, international, enrollment, veterans, financial, scholarships, tutoring, disabilities and learning resources.

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. **(Responsibility for curriculum)**

Compliance

St. Philip's College provides evidence that it places the primary responsibility for the content, quality and effectiveness of its curriculum with its faculty. The faculty

job description places as the primary responsibility for curriculum content and quality with faculty. It also mentions that Faculty will uphold the mission and values of the college. Faculty participate in a number of processes to carry out this responsibility. Student learning outcomes are assessed by faculty, instructional unit reviews are performed by faculty, and faculty serve on the curriculum committee. St. Philip's College also has a College Core Curriculum Committee for Arts and Sciences and, finally, Alamo Colleges have a Curriculum and Discipline Team. Sample curriculum committee and core curriculum committee meeting minutes were provided to document faculty responsibility for the curriculum.

*3.4.11 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. **(Academic program coordination)**

Non-Compliance

St. Philip's College (SPC) provided job descriptions for an Academic Program Coordinator and Academic Program Director that outline duties, education and experience required for the positions. The director is required to hold a "Bachelor's degree in related field or combination of education, training and experience that equates to the required degree," while the coordinator is similar but the bachelor's does not indicate in the field. The coordinator position has a preferred education list as a "Master's degree in related field." The SPC Board Policy D.2.3 (Policy) Qualifications for Hire indicates "Every candidate for hire must satisfy the credential, qualification and other position requirements set forth in the job description." Based on the SPC's job descriptions the following do not meet the requirement and further evidence needs to be provided: the Humanities Program Coordinator, the Associate of Science Program Director (3.4.11 chart indicates M in Music and the Faculty Roster states MS Mathematics), the Associate of Applied Science Air Conditioning & Heating and AAS Refrigeration Technology Program Director (no documentation on experience), and the Association of Applied Science Electrical Trade Program Director (no documentation on experience).

Examples of curriculum change requests were provided as evidence of the program coordination, curriculum development and review are assigned to the program coordinator or director.

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology. **(Technology use)**

Non-Compliance

St. Philip's College provides a rich technology environment for student learning in meeting the objectives of its programs and offers several examples of discipline-specific use of technology in enhancing student learning. Faculty and staff are

afforded a wide range of skills enhancement workshops through the Instructional Innovation Center, notably the required Distance Learning Certification program and the technology-focused Fiesta of Teaching Technology day.

While the institution provides ample evidence of the effort to train faculty and staff on a wide range of technologies, there is less detail on how the majority of students receive training in the use and application of technology. The College provides and supports the use of technology in the "tutoring center, open labs, libraries and the Center for Distance Learning," but there is no evidence of formal training or the development of basic computer competencies for students across the curriculum.

The narrative also gives limited documentation of how students gain training on the distance learning management system in any formalized structure, especially as it relates to first-time participants in an online course. SPC reported that the Center for Distance Learning staff train students in the use of the learning management system and that students are "encouraged" to participate in an online introduction course, but no evidence was provided indicating either the online or face-to-face training of students.

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

Compliance

The institution has identified six college level general education competencies: (1). Reading; (2). Writing; (3). Speaking; (4). Listening; (5). Computer literacy; and (6) Critical Thinking. These competencies were selected in an effort to align the institutional student learning outcomes with competencies defined by the Texas Higher Education Coordinating Board. The college publishes these competencies in its catalog and all educational programs at the institution include those competencies in the individual program's core curriculum.

The institution provided documentation detailing the processes involved in determining the appropriateness of the competencies. This process includes aligning the competencies with the Texas Higher Education Coordinating Board's Core Objectives. Research into best practices and utilizing external benchmarks and peer comparisons were also utilized in determining college level general education competencies. These benchmarks are also used to set assessment targets, including the ETS Proficiency Profile, CCSSE survey, Noel-Levitz Student Satisfaction Survey and program specific accreditation reports.

The institution has a detailed plan in place demonstrating the process and procedure for assessing general education competencies. The college has provided documentation of their Core Curriculum Assessment Schedule and Core Curriculum Assessment Plan detailing the manner in which courses/disciplines assess the various components of their general education competencies and Student Learner Outcomes. The institution also demonstrates

the extent to which students attain those competencies with results from the various assessment strategies utilized by the college provided.

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Institutional credits for a degree)**.

Compliance

In order to graduate from any program (degree, diploma, and certificate) at the institution, a student must earn a minimum of 25 percent of the required credit hours at the institution. This requirement is published on the institution's website.

The institution utilizes Alamo Colleges DegreeWorks to assist the Registrar in evaluating transcripts to ensure that all graduates earned a minimum of 25% of their credits at the institution. An example of a student's DegreeWorks listing is provided by the institution. The college's Registrar is responsible for verifying all transfer course work as to the appropriateness and validity of the course or courses being evaluated for transfer. DegreeWorks clearly shows the student how many credits will transfer and how many credits the student must earn at the institution for graduation. In addition, the transcript and course work generated by DegreeWorks clearly indicates the college or colleges from which credit is being transferred in.

3.5.3 The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. *(See the Commission policy "The Quality and Integrity of Undergraduate Degrees.")* **(Undergraduate program requirements)**

Compliance

St. Philip's College publishes its undergraduate programs in the St. Philip's College Catalog. Each program is outlined to include general education requirements. The programs encompass a coherent program of study mandated by the Texas Higher Education Coordinating Board.

3.5.4 At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Not Applicable

St. Philip's College does not offer baccalaureate level degrees.

3.6.1 The institution's post-baccalaureate professional degree programs, and its master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Not Applicable

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

Not Applicable

3.6.3 At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.")* **(Institutional credits for a degree)**

Not Applicable

3.6.4 The institution defines and publishes requirements for its graduate and post-graduate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Not Applicable

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institutions *Commission guidelines "Faculty Credentials."* **(Faculty competence)**

Non-Compliance

The Off-Site Review Committee determined that some faculty members do not appear to have the appropriate qualifications to teach assigned courses. See the *"Request for Justifying and Documenting Qualifications of Faculty"* form at the end of this report.

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

Compliance

St. Philip's College (SPC) Board Policy D.7.1 Faculty Performance Evaluations clearly outlines the purposes for the faculty evaluations, such as "To provide information to individual employees concerning job performance and thus contributing to their professional growth and development." The policy further explains the schedule for evaluations with tenured faculty being every two years and non-tenured being annually. Performance evaluations for faculty focus on teaching, service and professional growth. SPC Board Policy D.7.1.2 (Procedure) Faculty Performance Evaluations provides procedural guidelines facilitating "coordination among institutional processes for faculty performance evaluation, tenure review, and promotion in rank." D.7.1.2 provides a chart of the schedule for each item included in the evaluation, such as student evaluations are conducted every semester on every class. Classroom observations occur every fall semester for non-tenured faculty and every other fall for full-time tenured faculty. Classroom observation forms include organization of subject matter, mastery of subject matter, presentation of concepts, ideas, and assignments, encouragement of student participation, interaction with students, and overall appraisal. Evaluation forms for students, peers, self and chairperson were provided. Evaluation examples for tenured faculty, non-tenured, adjunct, and temporary faculty provided evidence of compliance.

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

Compliance

The institution documents the providing of faculty development opportunities in several ways, including the college's professional development week, faculty development workshops and distance learning certification programs. The institution provides numerous and varied professional development opportunities throughout the academic year. The schedule of college-wide professional development opportunities is found in the faculty handbook and announcements are made on the college's website.

Faculty are also encouraged to attend conferences and seminars related to teaching as well as discipline-specific courses. The college has a travel/employee fund established to offset the costs associated with faculty development. In addition, the college provides a tuition reimbursement program in which faculty can be reimbursed up to $2,200 per academic year in pursuit of a higher degree or training that will make the faculty more proficient and qualified in their field of study. By the number of professional development opportunities available for faculty, the institution has clearly demonstrated its commitment to professional development.

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

Non-Compliance

St. Philip's College ensures adequate procedures for safeguarding and protecting academic freedom. The college follows state law which requires the protection of academic freedom. A description of academic freedom is noted in the college handbook and it also recognizes that the Faculty Senate can gather and discuss issues and concerns. The Faculty Senate acts on behalf of faculty in matters of concern related to policies on educational and professional matters. Policies related to academic freedom are publicized online accessible to all faculty members. The Alamo Community College District Board reviews Board policies and procedures as well. However, St. Philip's College did not address whether there have been instances in which issues involving the concept of academic freedom have emerged.

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

Compliance

St. Philip's College (SPC) Board Policy B.2.1 (Policy) Organizational Plan states "In the interest of maintaining open communication and encouraging participative decision making, the Board wishes to provide avenues for the full-time faculty and staff and the part-time faculty of the College District to be appropriately involved in the governance of the institution." Faculty compose the majority of the Curriculum Committee, as evidenced by the St. Philip's College Curriculum Committee Role, Scope, and Membership. The SPC Core Curriculum Assessment Plan was developed with the key participants being chair department faculty and deans. SPC faculty are active members of the College Leadership Team, the Academic Affairs Council and the Faculty Senate.

All SPC Board Policies and Procedures are available online and all updates are communicated to employees by letters of Policy Updates.

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

Compliance

St. Philip's College has demonstrated support of its libraries through the construction of a new Center for Learning Resources on the MLK Campus and an upgrade of the SWC library. The facilities and resources are appropriate to support the mission on the College. Trained library personnel employ several strategies to ensure the selection of appropriate materials and resources to support College programs. Additionally, methods are in place for eligible users to

access the extensive collection of electronic resources when the libraries are closed.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

Non-Compliance

While St. Philip's College has indicated how users at the Martin Luther King Library and the Southwest Campus Library have access to instruction in the use of the Library's resources, no mention is made as to how instruction is provided for off-campus sites and distance learning courses.

Additionally, the LRC has provided an "Information Literacy Syllabus" for Information Literacy & Research Strategies 1301, but there is no indication of who takes this course or how it is provided to students. Information Literacy & Research Strategies 1301 would appear to be a good example of one way in which library instruction is offered, but additional information needs to be provided, such as who takes the course and when; how it is delivered (face-to-face, hybrid, online); if it is required or optional; how many students have taken it or take it in a given semester.

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

Non-Compliance

St. Philip's College has provided sufficient documentation on the credentials (both education and experience) of Library faculty and staff. Additional information provided demonstrates that the Library employees engage actively in professional development. It was unclear how the College determines that the number of staff is sufficient to accomplish its mission.

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

Compliance

The e-Catalog and student handbook include a clear and appropriate statement of student rights and responsibilities. The documents are disseminated to the campus community via web and print publications. Student rights are also published on the course syllabus.

3.9.2 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. **(Student records).**

Compliance

The institution protects the security confidentially and integrity of student records and maintains special security measures to protect data. The institution manages the security of electronic access to all records. The institution emergency operations plan protects records retention.

3.9.3 The institution provides a sufficient number of qualified staff—with appropriate education or experience in the student affairs area—to accomplish the mission of the institution. **(Qualified staff)**

Compliance

The members of the student affairs administrative staff have the appropriate educational credential and experience to accomplish the mission of the college. The institution provided a roster and resumes and job descriptions that documented the student affairs staff are qualified and have the experience to support the institutions mission. Student Services staff have opportunities to participate in professional development activities.

3.10.1 The institution's recent financial history demonstrates financial stability. **(Financial stability)**

Compliance

The institution is part of the Alamo Community College District, which is audited annually by an independent certified public accounting firm. The Institution provided audited financial statements for the District expressing an unmodified opinion and a management letter for the fiscal year ended August 31, 2014. In addition to the audited financial statements, the institution provided unaudited supplemental data that indicated the institution possessed sufficient resources to demonstrate financial stability.

*3.10.2 The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

Compliance

The institution has provided audit reports for the District, performed by an independent certified public accounting firm, of financial aid programs as required by OMB Circular A-133 and the State Single Audit Circular. The institution provided A-133 audits for FY12, FY13, and FY14.

3.10.3 The institution exercises appropriate control over all its financial resources. **(Control of finances)**

Compliance

The institution exercises appropriate control over all financial resources through documented policies, procedures, and internal controls. Annual financial audits conducted by an independent certified public accounting firm, and internal topic-specific audits, confirm that the institution is effective in safeguarding college funds and other assets.

3.10.4 The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

Compliance

The institution maintains financial control over externally funded or sponsored programs by applying the same budget oversight and controls as mandated by the Alamo Community College District policies and procedures. The District's Grant Accounting Office, along with the institution's Grant Project Manager/Principle Investigator, enforces these controls.

3.11.1 The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

Compliance

Appropriate control over institutional physical resources is exercised in accordance with procedures contained in the Alamo Community College District Procedures Manual. Tracking and inventory records are maintained in both the Banner and Wisetrack software packages. Specific administrators at the Institution and at the District are delegated responsibility for these activities, and annual audits of the resources are conducted, with the College President certifying the inventory annually.

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

Compliance

The institution has taken reasonable steps to provide a healthy, safe, and secure environment through an extensive array of policies, procedures, services, programs, and training under the auspices of the Alamo Community College District Police Department. Evidence provided of implementation, assessment, and resulting improvements in the areas of safety indicate a committed and systemic concern for all members of the campus community.

*3.11.3 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. **(Physical facilities)**

Compliance

The institution operates and maintains physical facilities that appropriately serve the needs of the Institution's programs, services, and other mission-related activities. Survey results provided as documentation indicate that generally speaking, members of the campus community believe that the facilities are adequate, accessible and well maintained. In an effort to maintain these facilities, the District and Institution conduct an annual District Facilities Audit to identify planned major repairs, rehabilitation, and some deferred maintenance projects for the institution through the academic year.

The institution operates and maintains physical facilities to serve the needs of the Institution's programs, services, and other mission-related activities. The Institution provided evidence that an annual District Facilities Audits are completed to identify planned major repairs, rehabilitation, and some deferred maintenance projects for the institution through the academic year. Student survey results provided by the institution indicated that students rate the institution's facilities as adequate, accessible and well maintained. However, the Institution did not provide evidence of evaluation of existing facilities in regard to their condition, from faculty or staff. The lack of supporting documentation, from faculty or staff, does not allow a determination to be made that there are sufficient physical resources to support the Institution's mission.

3.12.1 The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See the Commission policy "Substantive Changes for Accredited Institutions.")* **(Substantive change)**

Compliance

St. Philip's College has clearly documented its on-going record of timely notification of the Commission on Colleges regarding substantive changes since its last reaffirmation. Changes include the expansion of dual enrollment at a number of Bexar County high schools, creation of a variety of new AAS programs, initiation of a new distance learning program, relocation of a vocational program extension campus, and discontinuance of course offerings at another College. The institution has in place detailed policies and procedures to guide administration, faculty and staff regarding the identification and reporting of substantive changes.

3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

*3.13.1. **"Accrediting Decisions of Other Agencies"**

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Compliance

The institution provided a chart documenting all accrediting bodies from which the institution has accreditation. A review of the documents provided by the institution reveal that for the three agencies recognized by the U.S. Department of Education the institution represented itself in identical terms and the chart and other documents recorded the dates of initial approval, current renewal and the expiration date of the current renewal. No negative actions were noted.

3.13.2 "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures"

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Not applicable

St. Philip's College does not have dual or collaborative academic agreements.

*3.13.3 "Complaint Procedures Against the Commission or Its Accredited Institutions"

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-

publicized. *(See FR 4.5).* The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Compliance

The institution provides student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. The complaint procedures and policies are disseminated widely via the Student Handbook and college website. The grievance procedures are recorded in the 2014-2015 Student Handbook (p.26) The institution keeps Records for Complaints Complaints/Grievances Alleging Violation of Federal and State Laws with the Vice President of Student Success. A centralized log is administered by the Vice President of Student Success to document compliance with this standard.

3.13.4 "Reaffirmation of Accreditation and Subsequent Reports"

*3.13.4.a. Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Non-Compliance

St. Philip's College did not address its distance learning program in the narrative of the Core and Standards as stated in the Commission's policy.

3.13.4. b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance

The institution is part of the Alamo Community College District (ACCD) and has identified that the institution aligns and supports its individual and district-wide

mission. The institution provided evidence that the Alamo Community College District provides a number of administrative, academic, educational, and student support services to all of the ACCD institutions, either directly or as a supplement to those services provided by the institution itself.

3.13.5 "Separate Accreditation for Units of a Member Institution"

*3.13.5.a.   Applicable Policy Statement. .All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation.   All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Not applicable

The institution reports that it does not have branch campuses.

3.13.5.b. **Applicable Policy Statement.** If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Not applicable

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Compliance

The institution accurately represents its accreditation status in compliance with Commission and federal requirements.   The institution publishes its statement through a link on the main page of its website, in the *Student Handbook* and on the *Student Handbook* webpage.

D.   Assessment of Compliance with Section 4: Federal Requirements

*4.1   The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations, student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

Non-Compliance

St. Philip's College evaluates student achievement through the assessment of course completion, state licensing examination, and job placement rates. All achievement data are provided by the State of Texas. For example, the *Alamo College Benchmarks Report* provides course completion rates based on grade distributions. The *Annual Licensure Report based on Program-level Report* documents the pass rates of 14 academic programs at St. Phillip's. These programs range from Aircraft Powerplant Technology/Technician to Surgical Technology/Technologist. The *Texas Higher Education Coordinating Board 2011-2012 Graduates Revised Post-Graduation* provides data with regard to job placement.

St. Philip's College's selection of course completion, state licensing examination, and job placement rates are appropriate given its stated mission: *St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership.* Federal Requirement 4.1 does not require institutions to use all suggested student achievement criterion noted. However, the institution may wish to consider the use of additional indicators, such as retention and/or graduation rates, to help the College more accurately monitor student achievement with respect to the *educational growth* aspect of the mission*.*

With regard to the threshold of acceptability for each of the criterion listed, the course completion criterion threshold of acceptability is listed as *St. Philip's College determines course completion rates based on grade distribution. This measure indicates the proportion of courses in which students do not withdraw by the end of the term.* The job placement criterion threshold of acceptability is listed as *The Texas Higher Education Coordinating Board has an 85% standard for this measure. St. Philip's College adopts this standard for its workforce programs which meet or exceed this standard.* However, of the 14 academic programs listed as participating in state licensing exams, only the Nursing exam listed a threshold of acceptability (*Eighty percent (80%) of first-time NCLEX-PN® candidates are required to achieve a passing score on the NCLEX-PN® examination during the examination year*.).

Moreover, the justification of the appropriateness of the threshold of acceptability was not provided for each of the three criterion.

With respect to the measurement instruments for each criterion, the course completion criterion is assessed using the *Alamo College's Benchmark Report.* However, it is aggregate information; specific information for St. Philip's College was not presented. Additionally, the *Alamo College's Benchmark Report*

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provided was a draft as of May 2011, and is noted that it is for "discussion purposes only."

St. Philip's narrative noted, "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 of the Planning, Budgeting and Assessment Cycle and the Operational Unit Planning and Assessment process." However, documented evidence of the institution's assessment of student achievement data was not presented and could not be evaluated.

Therefore, the On-Site Committee may wish to review the appropriateness of the threshold of acceptability for each academic program participating in state licensing exams; the justification for the appropriateness of the threshold of acceptability (for each of the three criterion listed); the appropriateness of the measurement instrument for the course completion criterion; and documented evidence of the institution's assessment of student achievement data for all three criteria.

*4.2   The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

Compliance

The institution awards diplomas, certificates, and degrees that are approved by the Texas Higher Education Coordinating Board. In reviewing the programs available at the institution, it has demonstrated that they are consistent with the mission of the college.

The College's curriculum carries out the goals of the educational programs. The institution formally adopted the competencies of reading, writing, speaking, listening, critical thinking and computer literacy in 2005 to assure alignment with Texas Higher Education Coordinating Board requirement, with the competencies derived from the Texas Higher Education Coordinating Board descriptors.

The catalog and student handbook outlines the requirements for each diploma, certificate, and degree awarded by the institution and requires general education requirements for degrees and the technical skills for the certificate and diploma programs. In addition, the college offers Level I Certificates to 15-42 credit hours and Level 2 Certificates to 43-59 credit hours, adhering to the requirements of the Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education.

The college conforms to requirements of the Texas Higher Education Coordinating Board by drawing academic course content from the Academic Courses Guide Manual and technical course content from the Workforce Education Course Manual. In addition, the institution utilizes advisory committees and detailed assessment reports in determining the appropriateness of the programs it offers and their link to the college's overall mission and goals.

*4.3   The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Compliance

The institution makes current academic calendars, grading policies and refund polices available via web and print. The college uses a central website for student services. The Welcome Center disseminates information to students throughout the year.

*4.4   Program length is appropriate for each of the institution's educational programs. **(Program length)**

Compliance

The institution's faculty, in conjunction with the College Curriculum Committee, make the determination of program length, according to the degree being pursued and any regulatory requirements. All programs are developed and approved in keeping with the guidelines of the coordinating board and/or relevant legislation.

The institution publishes the length of each of its academic programs in the college catalog and on their website. The length of all of the programs at the college falls within the guidelines of the Texas Higher Education Coordinating Board policies on program length, and are consistent with similar programs at similar colleges within the region. The institution provided documentation to demonstrate the length of each of its degree and certificate programs. Programs are also listed on the college's website and catalog.

No degree programs are offered that contain less than 60 credit hours for completion. In addition, certificate programs conform to the Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education. The guidelines specify that Level I certificates are between 15 and 42 credit hours for completion and Level II certificates are between 43-59 credit hours for completion.

*4.5   The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*) **(Student complaints)**

Compliance

The institution has policies in place to address written complaints. The Student Code of Conduct Policy is available online and provides grievance and appeals policies and procedures. St. Philip's houses the student complaint logs in the appropriate areas such as academic success, administration and finance, and student success divisions. Documentation provided included a redacted complaint log and examples of academic and non-academic student grievances.

*4.6 Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

Compliance

Review of recruitment materials confirms that the institution's recruitment materials and presentations accurately represent the institution. The institution uses print materials, social media and Weekly SPC emails to disseminate recruitment materials.

*4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV program responsibilities)**

Non-Compliance

The institution has a Program Participation Agreement, which allows the college to participate in Title IV programs through December 2016. The institution provided A-133 audits for FY12, FY13, and FY14. Each audit contained one A-133 finding related to the 30 day notification to students of disbursement of direct loans. In response to the A-133 audit findings, the institution provided documentation of corrective actions; however, the FY15 audit would need to be completed to ensure the successful implementation of the corrective actions.

Additionally, the institution acknowledged that the Department of Education conducted a program review of the institution's Title IV programs in May 2012, wherein 12 findings were cited. While the institution submitted corrective actions, the DOE has not issued a final program review determination letter. Based upon the uncertainty of the DOE's final determination, the institution is not in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.

*4.8 An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

    4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or

coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance

The institution uses the Alamo Colleges Educational Services portal that is based on Banner by Ellucian Luminis Platform. This provides students with a single login and password for all online courses. The college utilizes Canvas as their learning management system. When students register for courses, they are assigned a unique username and password to allow access to online courses.

The college makes available to faculty a service in which gesture biometrics is used to identify students in online courses with secure passwords (BioSIg). This is not required of faculty, but is highly encouraged by the college. Additionally, some departments at the college require that students take their final examinations in person and proctored, assuring that the students registered and taking the course is authentic. The testing center requires a valid identification for access to those final examinations. These requirements are posted on the college's website and at the testing center.

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliance

In its narrative, the institution states that access to all student records is restricted to employees that have direct job duties related to student records, including human resources, financial aid and student registration personnel. While distance learning students were not specifically addressed in the policy, it is implied that those students are protected under this policy, as well as in person students. A form to request access to student records must be submitted and approved, and the employee must complete training, before that request is granted.

The college provided documentation of their written policy regarding student confidentiality of records and the process in which access to those records is granted.

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance

The institution does not charge students any additional fees for verifying the identity of students enrolled in distance learning courses.

*4.9   The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. *(See the Commission policy "Credit Hours.")* **(Definition of credit hours)**

Compliance

St. Philip's College has policies and procedures for determining credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. The institution's definition of a credit hour complies with the federal guidelines of SACSCOC credit hours. The college also has state mandates established by the Workforce Education Course Manual and Academic Course Guide Manual. St. Philip's College also allows students to receive credit through advanced placement and other non-traditional means. St. Philip's College will accept up to 32 semester credit hours only after the student has earned six college semester credit hours at any Alamo Community College District. Because the process and criteria used by an institution that calibrates documented student learning to the amount of academically engaged time for a typical student may vary, St. Philip's College admitted students are strongly encouraged to consult with the appropriate academic department to determine if those experiences are applicable for credit.

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E.   Additional observations regarding strengths and weaknesses of the institution. (Optional)

Part III.   Assessment of the Quality Enhancement Plan

To be completed by the On-Site Reaffirmation Committee.

A.   Brief description of the institution's Quality Enhancement Plan

B.   Analysis of the Acceptability of the Quality Enhancement Plan

1.   ***An Institutional Process***. *The institution uses an institutional process for identifying key issues emerging from institutional assessment.*

2.   ***Focus of the Plan***. *The institution identifies a significant issue that (1) focuses on learning outcomes and/or the environment supporting student learning and (2) accomplishes the mission of the institution.*

3.   ***Institutional Capability for the Initiation, Implementation, and Completion of the Plan***. *The institution provides evidence that it has sufficient resources to initiate, implement, sustain, and complete the QEP.*

4.   ***Broad-based Involvement of Institutional Constituencies***. *The institution demonstrates the involvement of its constituencies in the development and proposed implementation of the Plan.*

5.   ***Assessment of the Plan***. *The institution identifies goals and a plan to assess the achievement of those goals.*

C.   Analysis and Comments for Strengthening the QEP

Part IV.   Third-Party Comments

To be completed by the On-Site Reaffirmation Committee.

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following:

_____   No Third-Party Comments submitted.

_____   Third-Party Comments submitted. *(Address the items below.)*

1. Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments;

2.   Indicate whether the Committee found evidence in support of any allegations of non-compliance.

If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.

If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.

APPENDIX A	
Roster of the Off-Site Reaffirmation Committee	**Roster of the On-Site Reaffirmation Committee**
Mr. Dan P. Smith – **CHAIR** Vice President for Student Affairs and Chief of Staff Northwest Mississippi Community College Senatobia, MS Ms. Bernadette P. Battle Director of Student Services Southside Virginia Community College Alberta, VA Ms. Jacquelyn C. Blakley Dean, Business and Public Services Division Tri-County Technical College Pendleton, SC Dr. Keith Brammell Professor / Associate Dean, Academic Affairs Ashland Community and Technical College Ashland, KY Dr. Susan E. Graybeal Institutional Effectiveness Officer Northeast State Community College Blountville, TN Dr. Jim L. Haffey President Holmes Community College Goodman, MS Mrs. Catherine A. Lee Dean, Learning Resource Center Cape Fear Community College Wilmington, NC Ms. Melinda Robin McCree Executive Vice President, Educational Services Stanly Community College Albemarle, NC Dr. Tim F. Zimmerman Chief Business Affairs Officer Somerset Community College Somerset, KY **SACSCOC Staff Coordinator** Dr. Michael T. Hoefer Vice President	

(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")

APPENDIX B

Off-Campus Sites or Distance Learning Programs Reviewed
(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")

APPENDIX C

List of Recommendations
Cited in the Report of the Reaffirmation Committee
(Refer to "Directions for Completion of the Report of the Reaffirmation Committee.")

Request for Justifying and Documenting
Qualifications of Faculty

Institution: _____ **St. Philip's Community College** _____

For each of the faculty members listed below, the committee either found the academic qualification of the faculty member to be inadequate and/or the institution did not adequately justify and document the faculty member's other qualifications to teach the identified course(s). For each case, the committee checked the column appropriate to its findings and provided additional comments if needed to clarify the concern.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty member listed. When responding, the institution should use the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and its "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty," which can be accessed under the Institutional Resources tab of the Commission website: *www.sacscoc.org*. Read the instructions carefully and pay close attention to the section "Providing Information that Establishes Qualifications." The completed form, or similar document, should be included as part of the institution's formal response to the Commission.

1	2	3	4	5
Name of Faculty Member	**Course(s) in Question**	**Inadequate Academic Qualifications**	**Insufficient Justification of Other Qualifications**	**Comments** (if needed)
Evans, Sharon	CDEC 1313 CDEC 1321 CDEC 2689 CDEC 2307 CDEC2304	X	X	Unrelated academic preparation Minimal work experience
Gulley, Gary	SRGT 1244 SRGT 1461 CVTT 1260	X	X	Unrelated academic preparation
Myers, Kara	CDEC 1358	X	X	Unrelated academic preparation Minimal work experience
Regas, Phil	CVTT 2330 CVTT 1110 CVTT 1304 CVTT 1471	X		Unrelated academic preparation
Saenz, Jeanette	CVTT 1260 CVTT 2562	X		Unrelated academic preparation
Clark, Brenda	TECM 1343	X	X	Unrelated academic preparation Minimal work experience
Edwards, Timothy	HART 1441 HART 1445 HART 2449	X	X	Unrelated academic preparation Minimal work experience
Ruiz, Roy	BIOM 2215			

	BIOM ??? BIOM 2301 ELPT 1319	X	X	No work experience provided Unrelated academic preparation
Sullivan, Jeffery	CPMT 1451 CPMT 1449	X		Unrelated academic preparation
Balmos, Janice	POFT 2312 POFT 1301 POFM 1302 POFM 1317 POFM 2333	X	X	Unrelated academic preparation
Carpenter, Cathy	ITSC 2335 ITSW 1301 ITSC 1301	X		Unrelated academic preparation
Chacon, Raymond	MRKG 2349 POFT 2312	X		Unrelated academic preparation
Dunavant, Reagan	ITSW 1310 ITSW 1301	X		Unrelated academic preparation
Everhart, Jonathan	MRKG 2349	X		Unrelated academic preparation
Goad, Brenda	ITSW 1310 ITSW 1301	X		Unrelated academic preparation
Hogan, Michelle	LGLA 2307 POFL 1305	X		Unrelated academic preparation
Irvin, John	ITSW 1307 ITSW 1310 ITSW 1301 ITSW 1304	X		Unrelated academic preparation
Manheimer, Kizzilla	ITSW 1307 ITSW 1310 ITSW 1301 ITSW 1304	X		Unrelated academic preparation
Martin, Danya	ITSW 1307 ITSW 1310 ITSW 1301 ITSW 1304	X		Unrelated academic preparation
Padilla, Gloria	ITSW 1310 ITSW 1301	X		Unrelated academic preparation
Pressnell, Sharon	ITSW 1301	X		Unrelated academic preparation
Samchez,	POFI 1191			

Reynaldo	POFT 2340	X		Unrelated academic preparation
Mosley, Audrey	SPCH 1311 SPCH 1321	X		Unrelated academic preparation
Pittman, Rachel	CHEM 2223	X		Unrelated academic preparation
Speelman, Carol	BIOL 2401 BIOL 2402	X		Unrelated academic preparation
Ozuna, Richard	INMT 2302 ELPT 1319 QCTC 1243	X	X	No credentials or work experience listed
Hays, Mary	PTHA 1405 PTHA 2460 PTHA 2435 PTHA 1321	X		Licensed
Armstrong, Beverly	HIST 2312	X		Unrelated academic preparation
Herbin, Victor	HUMA 1301 HUMA 1315 HUMA 2319	X		Unrelated academic preparation
Nawrocik, Jack	HUMA 1301	X		Unrelated academic preparation
Parsons, Robert	PHIL 1301 PHIL 2306	X		Unrelated academic preparation
Zannaras, Georgia	HUMA 1301	X		Unrelated academic preparation
Fernandez, Donald	DEMR 1329 DEMR 1406	X	X	Unrelated academic preparation Unrelated industrial certificates

Form Adopted: January 2007
Updated: January 2011