



September 25, 2018

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

Dear Dr. Loston:

Thank you for your letter of June 21, 2018, conveying the prospectus for the following off-campus instructional site where more than 50% of credit toward a certificate will be offered, effective January 2019:

Memorial High School (Edgewood Independent School District)
1227 Memorial Street
San Antonio, TX 78228

The program targets high school students who wish to acquire college credit while pursuing a high school diploma. Expansion at the site supports institutional strategic objectives and meets a service area need. Students meet the same requirements for admissions, curriculum, and graduation requirements as the general population. A Memorandum of Understanding between the institution and Edgewood Independent School District addressed areas such as college readiness, course schedule, equivalency of courses, and other salient issues.

Courses for the Level 1 Certificate Restaurant Supervision will be offered through face-to-face instruction, and course descriptions with learning outcomes were provided. However, the list of proposed courses for the dual-enrollment site listed the high school course name and not the name of the courses in the approved college certificate. There was also a discrepancy between the course numbers and course titles listed on the Faculty Roster Form and those listed in the catalog. **Please verify the courses taught at the dual-enrollment site are the courses noted in the catalog with the appropriate credit hours for college credit.** Oversight of the dual credit program is the responsibility of the Dean of Arts and Sciences. The dean, Director of High School Programs, and high school program staff serve as liaisons to provide support for the initiative. The institution uses surveys to assess student satisfaction of support programs and services (Ruffalo Noel-Levitz Student Satisfaction Inventory) and student perception of teaching and learning (Community College Survey of Student Engagement).

The majority of faculty will be employed as full-time teachers in their respective high school district and, as adjunct faculty for St. Philip's, will be supervised by the department chair. Adjunct faculty are expected to participate in professional development opportunities and required college and department meetings. The Faculty Roster Form noted three dual-credit faculty members, and although course assignments were noted, the course titles did not match the catalog course titles for the certificate as noted earlier. **While the following faculty member may be qualified to teach the courses assigned, those**

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qualifications are not clear, and the institution should provide additional explanatory information concerning her qualifications:

- **Jennifer Parks:** holds the Bachelor of Arts in Psychology and the Associate of Arts in Psychology; other qualifications noted were ServSafe Food Handler and ServSafe Food Manager (in progress). Additional qualifications listed were Special Education and Family and Consumer Science (Composite)—no explanation of those qualifications was provided. The instructor teaches Introduction to Foods, Professionalism in the Hospitality Industry, and Hospitality Legal Issues, based on the course number. It was not possible to determine congruence between academic qualifications and the teaching assignment.

Please provide the academic credentials and/or discussion of other qualifications related to the courses taught that qualify the individual to teach the assigned courses.

Please consult Standard 6.2.a regarding faculty competence. Qualifications may include academic preparation, professional experiences, research and publications but they must be specified and related to the courses assigned. If a faculty member has earned graduate credits related to the course(s) assigned but the credits would not be readily apparent from the degree earned, the graduate courses and credits should be listed and the relationship to the assigned courses should be clear. The institution must make its case that the number and nature of the graduate credits is sufficient to qualify the faculty member to teach the courses assigned.

Through the library at the high school, students are provided internet access to St. Philip's library as well as electronic databases and resources. The high school library also houses a culinary arts section, discipline-specific magazines, and electronic resources such as a career test preparation for culinary arts. Students may use the Ask a Librarian service for 24/7 requests for information and research needs, and a chat service is also available. The librarian and student assistants on site are available to instruct students in locating online resources.

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

The high school facility provides three classrooms and a commercial kitchen with additional square footage in a café/seating area. Expansion plans by the district include an additional kitchen lab. Equipment was noted and included walk-in refrigerator and freezer, ovens, grill, steamer, gas ranges, dishwasher, and others. Students participating in the dual-credit program will have planned time within the school day for use of equipment and facilities.

The institution receives funding from the state based on contact hour generation. Discussion was noted for the prorated costs for faculty and support personnel to deliver the program at the site; other costs are



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absorbed by various departments as part of their normal cost of doing business. The college does not provide financial support for operation of the high school.

The institutional assessment process includes strategic planning and Operational Unit and Assessment Planning (OUAP), and the process applies to all off-campus sites and locations. The OUAP is performed annually and provides regular data review including key performance indicators such as graduation and transfer rates. Each educational program includes core objectives and competencies promoted by the Texas Higher Education Coordinating Board. A scorecard is used to tie goals, measure, benchmarks, and documentation of results in a consolidated format that also provides trend data.

We defer action on the Memorial High School site pending review of the information requested above.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin W. Sightler", with a long, sweeping flourish extending to the right.

Kevin W. Sightler, Ph.D.
Director of Substantive Change

KWS/MAC:iy

Enclosure

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