



December 18, 2015

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

Dear Dr. Loston:

Thank you again for the hospitality and helpfulness extended to the Reaffirmation Committee during its visit to St. Philip's College on October 13 - 15, 2015. Enclosed is the final report prepared by the Committee.

The report represents the professional judgment of the Reaffirmation Committee made in accordance with the *Principles of Accreditation: Foundations for Quality Enhancement* and subject to review by SACSCOC and its standing review committees—the Committees on Compliance and Reports. Some parts of the report are directly related to the requirements of the *Principles*, while others may represent advisory comments offered by the visiting committee in a spirit of helpfulness. A formal recommendation is included when a visiting committee judges that the institution does not comply with a particular standard of the *Principles*. All recommendations included in a visiting committee report have been adopted by the total committee and require an institutional response.

The SACSCOC Board of Trustees meets officially in June and in December. Final decisions on accreditation are made public following each meeting. The report of the committee which visited your institution will be reviewed in **June 2016**. For that meeting, you should prepare a written statement of your response to the recommendations contained in the Committee's report. **Guidelines for the response are enclosed, and it is critical that they be followed when developing your institutional response.**

Please submit **five** copies of your written **response** to my attention at the office of SACSCOC on or before **Monday, March 14, 2016**. Also, please submit **five** copies of the University's **QEP**. If the visiting Committee did not write a recommendation related to the QEP, please submit copies of the QEP that was provided to the Committee. If the visiting Committee wrote a recommendation related to the QEP, please submit five copies of the revised QEP. The Compliance and Reports Committees are reviewing these documents as they work to ensure consistency in the evaluation decisions of On-Site Committees.

The Commission on Colleges endeavors to maintain a cooperative and constructive relationship with officials in system and state offices. However, because of the institutional nature of the accreditation process, it is preferable that visiting committee reports be furnished to the system or state offices by the institution rather than directly by the Commission office. Therefore, you will also find enclosed a second copy of the report.



Dr. Adena Williams Loston
December 18, 2015
Page Two

An institution may publicly release its visiting committee report; however, release of this report in its entirety or in part must be accompanied by the following statement: "The findings of this visiting

committee represent a preliminary assessment of the institution at this time; final action on the report rests with the Commission on Colleges." If the institution releases part of its report, that part must contain a note stating: "A copy of the entire report can be obtained from the institution."

Please express my sincere appreciation to all members of your faculty and staff for their cooperation and assistance during the review process.

Sincerely,

A handwritten signature in cursive script, appearing to read "Donat", written in black ink.

Patricia L. Donat
Vice President

PLD:ecr

Enclosures



*Southern Association of Colleges and Schools
Commission on Colleges*

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: St. Philip's College
San Antonio, TX

Date of the Review: October 13-15, 2015

COC Staff Member: Dr. Patricia L. Donat

Chair of the Committee: Dr. L. Anthony Wise, Jr.
President
Pellissippi State Community College
Knoxville, TN

Part I. Overview and Introduction to the Institution

St. Philip's College was founded in 1898 as a parochial school for African-American girls. It was organized under state law as a public institution in 1942. In 1945, St. Philip's College and San Antonio College were chartered by the state legislature under the San Antonio Junior College District. The name of the district changed in 1982, becoming the Alamo Community College District.

St. Philip's College has two primary campuses – Martin Luther King (MLK) and Southwest (SWC) Campus. It also offers courses at a number of off-site locations, including dual enrollment sites and the Central Texas Technology Center. From a start that included fewer than 20 students, the College now has more than 11,000 credit students and 6,000 non-credit students enrolled in 172 programs. Additionally, St. Philip's College has the unique distinction of being the only college in the nation designated as a Historically Black College (HBC) and a Hispanic Serving Institution (HSI).

The On-Site Reaffirmation Committee was afforded every personal and professional courtesy by the institution. All members of the institution extended themselves to provide information, data, and comprehensive answers to questions asked by the team. The team was, and is, most appreciative of its reception by the institution.

Part II. Assessment of Compliance

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

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

The Reaffirmation Committee found no evidence indicating a lack of integrity during its visit to the institution.

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)

St. Philip's possesses degree-granting authority under both the Constitution of the State of Texas and the Texas Education Code (TEC). The institution provided Board Policies and Procedures documenting relevant sections of the constitution and state code granting 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)**

St. Philip's College is governed by the Board of Trustees of Alamo Community College District. 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 the Board responsibility for governing and administering institutions in the Alamo Community College District. The Board meets monthly at a publically disclosed time and place. A review of Board minutes demonstrates the Board is active and makes policies for adoption by 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, ensuring that the board is not controlled by a minority of members or an outside organization.

Texas Education Code Sections 130.084 and 130.121 authorize the Board to levy taxes and set and collect tuition, fees and other charges necessary to ensure that Alamo Community College 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)**

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 is for the current President and covers the period from September 1, 2015 through August 31, 2017. 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)**

St. Philip's College has a clearly defined and comprehensive mission statement for an institution of higher education: *St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.*

The mission statement is widely published on the College 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 College notes that research is not an applicable function of the institution. Consequently, research 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)**

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 on 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 cycle 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 on 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 continuous assessment practices. 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 identified, corrective activities have been implemented. 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 Alamo Community College District 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 of Trustees 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)

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 (THECB) *Coordinating Board Management Report* which document 10-year enrollment trends and reports a fall 2013 certified enrollment of 10,238 credit students in 172 programs. The preliminary, uncertified enrollment report for fall 2015 indicates a census headcount of 11,186 students.

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)

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 56 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 Texas Higher Education Coordinating Board (THECB), the college must adhere to the policies and procedures of the Texas Higher Education Coordinating Board (THECB). 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 Commission on Colleges unless the institution determines that there is compelling academic reason for requiring completion of additional semester credit hours for the degree."

The institution is currently revising its program lengths to comply with 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 online 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)**

St. Philip's College provided the Texas Higher Education Coordinating Board (THECB) Academic Course Guide Manual (ACGM) 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 program 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 implements 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 the system-wide development of Associate of Applied Science (AAS) degrees. After review of other standards, it was determined St. Philip's College 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)**

St. Philip's College accomplishes the goal of the successful completion of a general education component at the collegiate level by aligning the college 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. Philip's 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 (THECB). 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.

During the On-Site visit, the Reaffirmation Committee interviewed the Vice President of Academic Success (VPAS) and the Interim Vice President of Student Services (VPSS), and reviewed documents such as the college catalog, college website, student handbook and transcripts of students progressing toward degree completion, as well as transcripts of students recently awarded an associate degree from the institution. All materials and interview responses support the institution's case for compliance and affirm the findings of the Off-Site Reaffirmation Committee.

The institution offers the Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS), and the Associate of Applied Science (AAS), each requiring the successful completion of a general education component at the collegiate level. Each degree requires more coursework than the 15-hour general education requirement. The college catalog and college website confirm that the specific course and program details required for each degree are up to date, accurate, and published for students to easily access.

The AA, AAT, and AS Degrees are designed for students who are planning to transfer to senior institutions. The three degrees require a minimum of 60 semester hours, with a general education core of 42 semester hours. The general education core is identical for all three degrees. The core requirements conform to approved guides developed for statewide higher education policy with the assistance of an Undergraduate Education Advisory Committee. The general education core, required in all degrees, includes courses in mathematics, natural sciences, humanities/ literature/visual art-performing arts, and social/behavioral sciences as required by the Code of Texas, Texas Higher Education Coordinating Board (THECB).

- 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)**

St. Philip's College provided four degree programs as evidence of compliance. All courses are delivered by St. Philip's College; both curriculum and faculty are fully supervised by the institution.

- *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)**

The institution has provided narrative describing the definitions for various faculty appointments, such as full-time, part-time, tenured, etc. This is evidenced by 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 full-time 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 versus 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.

The institution presented summative data related to the percentage of contact hours taught by full-time and part-time instructors. The institution's Compliance Report indicates that full-time instructors instruct 50% of the student credit hours delivered by the institution. The documentation is also delineated by program areas and instructional modality. The institution employs 193 full-time instructional faculty and 335 part-time faculty. The institution provided additional

documentation on the adequacy of full-time faculty, supporting the institutions claim that they have adequate full-time faculty.

The On-Site Reaffirmation Committee affirms the findings of the Off-Site Reaffirmation Committee. Observations while on campus, discussions with college administration, supported with a review of the College Catalog and enrollment data provided in the reaffirmation report show evidence of compliance.

- 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)**

St. Philip's College demonstrates that it provides sufficient collections, resources, and services through its libraries on the Martin Luther King (MLK) Campus and Southwest Campus (SWC); 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)**

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance student development. After review of the St. Phillip's College 2014-2015 eCatalog and website, the On-Site Reaffirmation 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.

The On-Site Reaffirmation Committee reviewed the college's website, the Student Handbook, eCatalog, and other documents. Also, the Committee conducted interviews with the Interim Vice President of Student Success (VPSS) and the Dean of Student Success in support of the institution's case for compliance and affirmed the findings of the Off-Site Reaffirmation Committee.

- 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)**

Guided by sound fiscal procedures and described in the St. Philip's College Annual Budget of 2014-15, the institution's annual budgeting process was approved 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)**

The On-Site Committee for Reaffirmation viewed buildings on the Southwest Campus (SWC), the Martin Luther King (MLK) Campus and other sites. These facilities and those shared with other District colleges were found adequate and supportive of the College's mission, programs and services. 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 with 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)**

The institution developed an acceptable QEP. See Part III for additional information.

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)**

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

St. Philip's focused report response to the Off-Site committee's observations was comprehensive and thorough highlighting the campus's diverse culture, unique characteristics, educational components and institutional values. The revised mission statement was approved by the Policy & Long-Range Planning Committee of the Board of Trustees on July 21, 2015. Final approval of the mission statement was provided by the Alamo Community College District Board of Trustees on July 28, 2015. The new mission is visible on campus and on the college website and appears in printed publications.

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)**

St. Philip's CEO/President was selected according to Texas state law and Board policy. The search appeared to be conducted properly before the selection was made. The evaluation process is impressive and meets and exceeds all state and compliance standards. The College 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 particular 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

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

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 receive a minimum of five hours of training in investment responsibilities every two years.

3.2.2.3 institutional policy

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)**

The Alamo Community College District Board of Trustees has 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 College with no conflicts of interest. The Alamo Community

College District 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)**

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)**

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)

It is clear that the Alamo Community College District 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 is 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 provide evidence of the Board's active participation in carrying out its policy-making duties (Board Meeting Minutes July 1, 2013, September 17, 2013, and 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, and 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)**

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 chairs 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)**

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

St. Phillip's College provided descriptions and resumes of members of the Executive Leadership Team giving indication of an administrative staff whose

credentials and expertise align with the duties and responsibilities associated with the positions. Members of the On-Site Reaffirmation conducted numerous meetings with the administrative and academic officers of the institution and concluded the campus employs qualified administrative and academic staff with the experience and competence necessary to lead the institution.

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

St. Philip's College publishes policies 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 web page. 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)**

The institution periodically evaluates the effectiveness of its administrators. Upon review of administrator evaluation forms and sample evaluation forms, evidence was illustrative 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)**

St. Philip's College is involved in external fund-raising activities. . 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 fundraiser.

- 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)**

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.

St. Phillip's College provided a job description depicting the CEO's responsibilities inclusive of the role to assume primary control of the institution's fundraising activities. Further, evidence was submitted giving indication of the President exercising such authority and bringing leadership to fundraising events. Finally, the College provided Bylaws of the Alamo Colleges Foundation, Inc. that is signed and executed; therein, supporting the conclusion that the College is in compliance with this comprehensive 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)**

St. Philip's College operates under the Alamo Community College District (ACCD) Board Policies 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

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, *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.

St. Philip's College identifies expected student learning outcomes for the college-wide performance. The college identified six General Education outcomes that coincided with the Texas Core Curriculum and provided a curriculum map and syllabi to demonstrate that the outcomes are included in program courses. Competencies assessed were critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility.

The college provided assessment results for mature and complete data sets of 2012-2013 and 2013-2014. Standardized instruments, such as the Educational Testing Service (ETS) Proficiency Profile Exams were used to assess students' competencies in reading, writing, and mathematics. The college administers these tests each fall to a random selection of courses from Arts and Sciences, Applied Science and Technology and Health Sciences to demonstrate a holistic approach to core assessment. Moreover, these tests allowed the College to compare its students' performance to other institutions with similar populations and governance.

Finally, results from these and other assessment tools are compiled by the Office of Student Learning Outcomes Assessment. The results are analyzed and presented in the annual Student Learning Outcomes Report. The results are presented to the Student Learning Outcomes Committee, which makes specific recommendations for improvement. These recommendations are then communicated to faculty and staff.

Implementation of these unit plans is then monitored throughout the assessment cycle.

3.3.1.2 administrative support services

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 assessments 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 Planning, Research and Effectiveness Office: "100% of the SACSCOC 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.

St. Philip's College identified administrative support services planning units that reside in the Vice President of College Services (VPCS) office. Budgeting, planning, and establishing outcomes are created in the institution's Good to Great strategic planning retreat. The institution provided examples from the various units. The Information and Communications Technology unit identified measurable outcomes for one complete cycle of data, 2013-2014. The Institutional Planning, Research, and Effectiveness Office was also provided as an example. The unit of College Services demonstrates the assessment of expected outcomes,

also. Various methods of assessment were used and results were used to make improvements.

3.3.1.3 academic and student support services

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 assessments 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 the 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.

St. Philip's College has identified academic and student support services that reside in the Vice President for Student Success (VPSS) and the Vice President for Academic Success (VPAS) offices. Based on the College's strategic plan, Good to Great, its budgeting, planning, and assessment cycle, and WEAVE online, which is a commercially available product designed to document planning, assessment, and evaluation, it is evident that the college has processes and procedures established for its administrative support services to develop goals, initiatives, and procedures for accomplishing them. These goals, objectives, and procedures are aligned with the College's mission. The College provided examples of sample assessment plans for admissions and academic advising services.

Academic Advising Services has identified a goal of providing one-to-one advising services to its first-year students and students seeking graduation through its Alamo Advise program. Clear unit objectives, with measures, targets, and findings were identified. In addition, upon evaluating results, six process improvements were established. The Interim Vice President for Student Services (VPSS), Director of Advisement, and other staff monitor implementation of action plans for the next assessment cycle.

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

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 assessments 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.

St. Philip's College has identified community service and public service activities within the units and Divisions of the College. Because these areas of the College identify goals and expected outcomes within the strategic planning process at the Good to Great Retreat, documentation is housed within the WeaveOnline institutional effectiveness system. Expected outcomes are identified in measurable terms. A complete cycle of data for the year 2013-2014 was provided. The College provided examples from the Campus Budget Office and Continuing Education Public Service Institute.

- 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)**

The institution addressed all components of this standard in a satisfactory manner. See Part III for additional information.

- 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)**

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 Community College District and the Texas Higher Education Coordinating Board (THECB). After College approval (following the established policies and procedures for program approval), the curriculum is presented to the Alamo Community College District Curriculum Council for approval. If this has a positive outcome, then it is sent to the Texas Higher Education Coordinating Board (THECB) 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 and Vice Chancellors (PVC) 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 (VPAS) at the institution, that responsibility is shared by the appropriate faculty members across the College, the St. Philip's 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)**

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)**

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

The On-Site Reaffirmation Committee reviewed the College website and documents including the Student Handbook and the eCatalog. Also, the On-Site Reaffirmation Committee conducted on-campus interviews with the Interim Vice President of Student Success (VPSS), Dean of Student Success, and Dean of Health Sciences in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- 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)**

The On-Site Committee's review of documents, the College Catalog, and interviews with staff and administration demonstrate that the institution does not comply with the expectation of responsibility and comparability of all courses it applies to the associate degree and other awards granted by the college. During the on-site visit, the Reaffirmation Committee reviewed published policies for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates consistent with the institution's mission. Moreover, the institution should present a case for ensuring that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs for any credit awarded to a student and posted to the student's transcript. Such procedures would show that the institution understands and complies with its claim of responsibility for the academic quality of all course work a student presents to fulfill degree requirements. One policy, published in the College Catalog, in support of the institution's acceptance of responsibility for the academic quality of all awards, is the restriction of credit articulation to only regionally accredited institutions and specific accredited agencies recognized by the Texas Higher Education Coordinating Board (THECB). Additionally, the institution requires students to complete a minimum of 25% of the required semester credit hours toward a degree or certificate at the institution to be granted the award or degree. Other significant aspects of fulfilling the institution's responsibility for the quality of its awards and degrees rests with ensuring that faculty participate in the acceptance of transfer credit and articulation agreements that involve the transfer of course work and college credit from one institution to another.

While performing its duty during the College visit, the On-Site Committee observed that course credit from an unaccredited college appears on transcripts. Interviews with staff, corroborated by the College Catalog, explain a process

whereby course evaluation is performed by Alamo Community College District Center for Student Information (CSI) employees. Faculty and staff at the institution are not involved in the evaluation of course credit or transcript posting. Therefore, the process observed is not consistent with published policies for the acceptance of transfer credit, and the acceptance of course work and credit is not performed by members of the College faculty and staff.

Recommendation #1: The committee recommends that the institution clarify its published transfer credit policies and agreements for transcribing credits within the Alamo District and document how it ensures the academic quality of any course or credit recorded on the institution's transcript.

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)**

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.

The On-site Reaffirmation Committee reviewed documents including the St. Philip's College Academic Policy Committee Handbook, Minutes of the St. Philip's College Academic Policy Committee, the St. Philip's College Academic Policy Committee Membership, Board Policy B.5.3 – Policy Development, and copies of academic related forms including Grade change, Academic Dismissal, and Field Trip. The Committee also conducted interviews with the Vice President of Academic Success (VPAS) and Interim Vice President of Student Success (VPSS), they both confirmed that the Academic Policy Committee has been formed and held its first meeting. The Committee also reviewed several resources that the College indicated it used to help guide its policy decisions, including Texas Higher Education Coordinating Board (THECB) Principles of Good Practice for Academic Degree and Certificate Courses offered Electronically, SACSCOC Best Practices for Electronically Offered Degree and Certificate Programs, Developing Policy and Procedure Documents Best Practices, and Texas Association of Collegiate Registrars and Admissions

Officers. These documents support the institution's case for compliance, and the On-Site Committee finds that the institution is in compliance with this standard.

- 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)**

The institution employs sound practices for determining the amount and level of credit. Faculty and administration of St. Philip's College work together to ensure academic integrity of instructional programs at the college. Practices are in accordance with the Texas Higher Education Coordinating Board (THECB). Documents provided include the Academic Course Guide Manual (ACGM) and Guidelines for Instructional Programs in Workforce Education (GIPWE). The St. Philip's College 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 St. Philip's College 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 consorcial 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)**

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

The agreement with the Virtual College of Texas (VCT) 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 College is a "provider" college only. It is not a host college and does not offer credit for coursework taken through Virtual College of Texas (VCT) at other community colleges. The St. Philip's College Memorandum of Understanding (MOU) with the Virtual College of Texas (VCT) 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)**

St. Philip's College 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 Applied Science and Technology and approval by the Vice President of Academic Success (VPAS). 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)

St. Philip's College provides adequate student support services and student engagement activities that support the College 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)

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 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. Finally, Alamo Community College District has 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)**

St. Philip's College 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 a 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.

All program coordinator credentials were identified and reviewed using the faculty roster. Faculty are appropriately credentialed and academically qualified for the respective programs they are coordinating.

The On-Site Reaffirmation Committee finds evidence of compliance. Organizational charts, the College Catalog, and interviews with the Vice President of Academic Success (VPAS), the Dean of the Southwest Campus, and some department chairs/program coordinators, show that teaching faculty and administration have clearly developed plans to support program coordination, curriculum development and curriculum review.

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**)

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.

The On-Site Reaffirmation Committee reviewed several documents and resources available to students that assist in providing training in the use of technology, including distance learning, especially as it relates to first-time students in an online course. The Committee also interviewed the Director of Instructional and Professional Development. Documents reviewed and resources available include: Orientation to Online Learning (OLNR 0001) class; Memorandum dated October 9, 2015 from the St. Phillips College Vice President of Academic Success (VPAS) regarding the Mandatory Requirement for First-time Online Students - required OLRN 0001 Orientation to Online Learning; Distance Learning Website resources including quick links to online help guides, set-up guides for mobile devices, schedule for formal face-to-face and online Canvas online learning management system training; free on-site technology assistance available through the Admission and Records Call Center or the Technology Help Desk; St. Phillips College's AlamoENROLL online enrollment process and its checklist which contains simple step-by-step procedures and instruction; the Tutoring and Technology Center and data of logged visits; Program Student Learning Outcomes (PSLOs) for academic and technical programs that includes technology training; sample course syllabi for courses including Music Theory I (MUS 1311) and Advanced Cardio Instrumentation (CVTT-2330) that show examples of technology and competency-based skills integration into courses; College Success/Student Development Courses that cover the use of technology and are taught in computer labs; technology use in academic and technical programs including Nursing , Respiratory Therapy Technician, Information Technology, Biomedical Engineering Technology; and simulation technology used to teach technology skills in use of program specific technology.

The Orientation to Online Learning (OLNR 0001) is a non-credit course that covers key elements of Canvas, the online learning management system. Beginning in spring 2016 all first-time online students will be required to take OLNR 0001 (see memo dated October 9, 2015). Data reported indicate that between spring 2013 and summer 2015, 2,407 students took advantage of the Canvas training. Data reported for the Tutoring and Technology Center indicate that there were 6,694 logged visits last year. This Center is a popular place for students to get technical and technology assistance. Lab Assistants are available to help students with technical needs and basic applications and help guides are provided to help users develop basic elements of computer usage. Online chat and remote assistance software are available to students in the computer lab to allow them to ask questions or request assistance via online live chat support or have a help desk person remotely assist them with their technical needs.

The On-site Reaffirmation Committee's review of documents and resources at St. Phillips College as provided, and the interview conducted with the Director of Instructional and Professional Development support the institution's case for compliance, it is found that St. Phillips College is in compliance with this standard.

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

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 and assessment targets. Those utilized include the following: 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).**

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 Office 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 Registrar Office in collaboration with Alamo Colleges Central Processing Center (CSI) 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)**

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 (THECB).

- 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)**

The On-Site Reaffirmation Committee observes that the College's faculty job description and policy (Board Procedure D.2.7.1) are used to establish the criteria for faculty hiring. The Vice President of Academic Success (VPAS) reports that the college's hiring practices are consistent with SACSCOC guidelines. Specifically, the institution defines qualified faculty using the following: For "faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)" is required. Upon review of the faculty rosters, other documents (i.e. a complete faculty listing for fall 2015) provided by the institution, and interviews with the Vice President of Academic Success (VPAS), the On-Site Reaffirmation Committee found the academic qualifications of faculty members to be adequate or with sufficient justification to support employment.

- 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)**

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, scholarly/creative activities, service, and academic administrative role; mutual expectations; and progress. 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)**

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 Alamo Community College District has established an Employee Tuition Reimbursement Program to provide opportunities for actively employed full-time employees with one or more years of service to take higher education courses or professional certification courses that will prepare them to further the Alamo Colleges mission by gaining additional education or training for a position with Alamo Colleges". Consequently, the institution supports professional development and has clearly demonstrated its commitment to education.

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

St. Philip's College has appropriate policies and procedures to ensure the maintenance of academic freedom. The policies and procedures are published in the faculty handbook and are available online. Appropriate methods for review are established and involve Alamo Community College District Board as needed. If an instance occurs, the faculty senate can apply the adopted Board policies to maintain fairness and objectivity for all involved. With no challenges to academic freedom since their previous SACSCOC reaffirmation, no additional evidence demonstrating adherence to the policies is needed from St. Philip's College.

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

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 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, Academic Affairs Council, and 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)**

St. Philip’s College demonstrated support of its libraries through the construction of a new Center for Learning Resources on the Martin Luther King (MLK) Campus and an upgrade of the Southwest Campus (SWC) library. The facilities and resources are appropriate to support the mission of 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)**

St. Philip’s College library demonstrated their information literacy practices at the Martin Luther King (main) campus, the SWC, a nearby Air Force base and online. Methods of instruction are organized in all formats and students have access to information literacy tools both in- and out- of the classroom as needed. Instructors also have easy access to information literacy training for their own research purposes. With this evidence, St. Philip’s College library meets the requirements of the comprehensive standard. Testimonies and documentation provided by Ms. Rita Castro, Library Chair, and Ms. Kelli Wilder, Library Instruction Coordinator, further confirm the library’s widespread dedication to student access and information literacy skill development. Finally, the focused report sufficiently addresses the off-site SACSCOC committee’s question concerning the “information literacy syllabus” by explaining why it was discontinued.

- 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)**

St. Philip's provides the mission statement of the College and library in the focused report. In support of this guidance, St. Philip's sufficiently documents how the number of library staff are determined. A 2012 *National Center for Education Statistics* report on community college library staffing in Texas is included in the focused report. It shows the number of professional library staff based on 1000 FTE students per college, and with a rate of 1.67, the report indicates that St. Philip's College has the second highest level out of ten colleges. For all library staffing, St. Philip's College ranks fourth out of ten. It is implied in the focus report that St. Philip's College uses this information when determining current and future library staffing levels. Per conversations with Ms. Rita Castro, Library Chair, the library staff will be increased by one full-time librarian and seven additional part-time librarians during 2016-17. Evidence of student satisfaction with library resources and services, according to a 2014 Noel-Levitz survey, is higher than the national benchmark – an achievement which further supports the position of compliance.

- 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)**

The St. Philip's College e-Catalog and student handbook include a clear and appropriate statement of student rights and responsibilities. These 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)**.

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)**

The members of the student affairs administrative staff have the appropriate educational credentials and experiences to accomplish the mission of the college. The institution provided a roster, resumes and job descriptions that documented student affairs staff are qualified and have the experience to support the institution's 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)**

The institution is part of 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)**

The institution 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. The On-Site Reaffirmation Committee reviewed audit documents and conducted interviews with the Interim Vice President of Student Services (VPSS) in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

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)**

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)**

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)**

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 improvement 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)**

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 facilities are adequate, accessible and well maintained. In an effort to maintain these facilities, District and the 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 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. The On-Site Reaffirmation Committee visited the Central Texas Technology Center (CTTC), Memorial Early College High School (MECHS), Southwest Campus (SWC), and Martin Luther King (MLK) Jr. Campus. In each case, members of the committee found the facilities more than adequate to meet the educational mission of the institution. Evaluation of existing facilities is part of the College's annual strategic planning process and the "Good to Great" meetings held on an annual basis.

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)**

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.

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.

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 stated in the 2014-2015 Student Handbook (p.26) The institution keeps Records of 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.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews with the Interim Vice President of Student Success and the Dean of Student Success in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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.

In its Focused Report, the institution provided supplemental information in response to the appropriate requirements and standards in such a way as to demonstrate an appropriate review of distance learning program. The On-site Reaffirmation Committee reviewed the Focused Report, website, and intranet documents, and met with the vice president of academic success, as well as the Interim Vice President for Student Success (VPSS) and the dean for student success and affirms the presentation of compliance. The institution's self-study, audit reports and program review documents comprise the documents reviewed and demonstrate that faculty members are properly trained and evaluated to provide distance education instruction. The On-Site Reaffirmation Committee affirms through these same reviews or procedure and practice that student services are available and assessed for distance learning programs.

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 within that system.

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

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)**

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)**

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 criterions.

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* 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.

St. Philip's College provided documentation that it collects evidence of student success through a variety of measures. The institution gathers data from the State of Texas accountability system to generate enrollment, retention, and graduation reports. In addition, St. Philip's extracts data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) to track yearly completion rates and utilizes licensure and certification exams. Within these data, the college identified achievement thresholds for success and provided evidence of instituting changes for improved performance.

St. Philip's College provided documentation that it collects evidence of student success through a variety of measures. The institution gathers data from the State of Texas Higher Education Coordinating Board Accountability System to generate persistence and graduation rates. Also, St. Philip's Institutional Planning, Research, and Effectiveness Office collects and compiles course completion and grade distribution reports. Next, the Texas Higher Education Coordinating Board Community and Technical Colleges Division Revised Post-Graduation Outcomes Workforce Education Programs Report clearly documents the institution's workforce education graduates' for the three complete cycles of data, 2010-2011, 2011-2012, and 2012-2013. During each year, St. Philip's exceeded the state target. Finally, the college provided data from the Annual Licensure Report, which licensure success rates for the college's Allied Health, Aviation, and Massage Therapy programs. Mature cycles of data were provided, wherein St. Philip's student success identified. State and national benchmarks were also identified, as a means to compare the institution's success. The committee is satisfied that within these data, the college identified achievement thresholds for success and provided evidence of instituting changes for improved performance.

***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)**

The institution awards diplomas, certificates and degrees that are approved by the Texas Higher Education Coordinating Board. In reviewing 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 outline 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 30-51 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.

The institution's mission is to serve students and communities by providing educational opportunities that promote personal and educational development. The institution demonstrates a commitment to providing accessible educational and workforce development programs through which students may obtain the skills and knowledge necessary to pursue their life's work and to become educated members of society. Students may select an option from among: university parallel degree programs, career and professional degree programs, certificate and non-credit certificate programs, dual enrollment programs, and distance learning programs.

The On-Site Reaffirmation Committee finds sufficient evidence for compliance after reviewing all program information published in the College Catalog, the website, intranet documents, and interviews on campus. The committee met with the President, the President's cabinet, as well as the Dean of the Southwest Campus, and various deans and program coordinators to support the presentation of compliance.

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

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

The On-Site Reaffirmation Committee reviewed the college's website and published documents. It also conducted interviews with the Interim Vice President of Student Success (VPSS) and the Dean of Student Success in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

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

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. 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, approved July 13, 2015. The guidelines specify that Level I certificates are between 15 and 42 credit hours for completion and Level II certificates are between 30 and 51 credit hours for completion. The Off-Site Reaffirmation Committee reviewed the degree plans documented in the College catalog and on the College website. The institution reported that AA, AAT, AAS and AS degree programs of study must consist of a minimum of 60 semester credit hours.

The On-Site Reaffirmation Committee affirms the findings of the Off-Site Reaffirmation Committee by reviewing the College Catalog, Texas Senate Bill 497 (effective Fall 2015), meeting with the president and vice president of academic success, and reviewing the College Catalog, website, and Texas administrative Code, Title 19, Part I, Chapter 9, Subchapter J, Rule 9.183 (section 3b) and other intranet documents. Degree requirements, coupled with required credit hours for graduation, are clearly presented in an organized, easily accessible fashion on the College website.

- *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)**

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 College 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.

The On-Site Reaffirmation Committee reviewed the College's website and documents including the Student Handbook, the eCatalog, examples of student complaints and student complaint logs. Also, the Committee conducted on campus interviews with the Interim Vice President of Student Success (VPSS), the Vice President of Academic Success (VPAS) and the Dean of Student Success in support of the institution's case for compliance. The Committee affirms the findings of the Off-Site Reaffirmation Committee.

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

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.

The On-Site Reaffirmation Committee reviewed the College's website and its online Office of Student Recruitment. Also, the Committee conducted on campus interviews with the Interim Vice President of Student Success (VPSS) and the Dean of Student Success in support of the institution's case for compliance and affirms the findings of the Off-Site Reaffirmation Committee.

- *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)**

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.

Recommendation #2: The committee recommends that the institution demonstrate compliance with program responsibilities under Title IV of the most *Higher Education Act* as revised.

- *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.

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 (ACES ID) and password for all courses, as well as online courses. The college utilizes Canvas as their learning management system.

The college makes available to faculty a service in which gesture biometrics is used to identify students in online courses with secure passwords (BioSlg). 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.

The On-Site Reaffirmation Committee reviewed the college's website and documents including the Student Handbook, and the eCatalog. Also, the Committee conducted on campus interviews with the Interim Vice President of Student Success (VPSS), the Vice President of Academic Success (VPAS), and the Dean of Student Success in support of the institution's case for compliance. The Committee affirms the findings of the Off-Site Reaffirmation Committee.

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

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.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews with the Interim Vice President of Student Success (VPSS), the Vice President of Academic Success (VPAS), and the Dean of Student Success in support of the institution's case for compliance. The Committee affirms the findings of the Off-Site Reaffirmation Committee.

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.

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

The On-Site Reaffirmation Committee reviewed documents and conducted interviews with the Interim Vice President of Student Success (VPSS), the Vice President of Academic Success (VPAS), and the Dean of Student Success in support of the institution's case for compliance. The Committee affirms the findings of the Off-Site Reaffirmation Committee.

*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)**

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.

The On-Site Reaffirmation Committee reviewed documents and conducted interviews with the Interim Vice President of Student Success (VPSS), the Vice President of Academic Success (VPAS), and the Dean of Student Success in support of the institution's case for compliance. The Committee affirms the findings of the Off-Site Reaffirmation Committee.

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

Part III. Assessment of the Quality Enhancement Plan

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

St. Philip's College selected the title, *Ethical Decision-Making*, for its QEP. The plan fits well with the university's mission statement that asserts St. Philip's mission is to "empower our diverse student population through personal and educational growth, ethical decision-making, career readiness, and community leadership." The goal of the QEP is "for students to engage in specific, measurable academic activities that will provide opportunities to enhance their ethical decision-making skills."

Focusing on ethical decision-making, the components of the plan include faculty development, faculty and student best practice sharing, student engagement in ethical decision-making (New Student Convocation, several key foundational area courses, and special projects), and ethical decision-making awareness (print media, digital media, and classroom discussions).

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.*

Good to Great is an annual strategic planning event that engages college employees and administrators, as well as external stakeholders in the community in an examination of internal goals, processes, and outcomes. Over 90 participants form collaborative teams that help guide the College in the development of its vision, mission, and strategic direction.

During the 2013 college-wide Good to Great Retreat, the viability of the college success initiatives such as the Quality Enhancement Plan was discussed. Collectively decisions were made to formalize proposals for the future Quality Enhancement Plan. Based on institutional analyses provided by the Community College Survey of Student Engagement, the college community chose "personal responsibility" as the topic for the St. Phillip's College QEP. This data demonstrated that the "development of a personal code of values and ethics" has decreased at St. Phillips College over four-year span: 2009 (58.2%); 2011 (55.3%); 2013 (53.6%). This topic led to the focus and title "Ethical Decision-Making." The QEP addresses weaknesses in ethical decision-making with a campus-wide program. Implementation of the QEP is embedded within context of course-related instruction and its four distinct strategies.

1. To provide faculty and staff professional development to enhance skills and create learning activities that support ethical decision-making.
2. To facilitate faculty-student best practice sharing to enable continuous improvement across the QEP five-year plan.
3. To engage students in ethical decision-making learning opportunities.

4. To develop St. Phillips community-wide ethical decision-making awareness.

The QEP supports the St. Philip's College Mission Statement and Core Values.

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.*

The St. Philip's College Quality Enhancement Plan is designed to improve traditional undergraduate students' ethical decision-making skills, a weakness identified by the 2013 Good to Great Retreat, the Community College Survey of Student Engagement (CCSSE), and further verified in QEP focus group meetings. The QEP's primary goal is "for students to engage in specific measurable academic activities that provide opportunities to enhance ethical decision-making skills."

The student learning outcomes are:

1. Values: Students gain skills to assess their own values.
2. Ethical Issues: Students identify and are knowledgeable of ethical issues.
3. Perspectives: Students analyze various ethical perspectives.

The institution will provide an environment to support these goals by means of faculty development, faculty and student best practice sharing, student engagement in ethical decision-making (New Student Convocation, several key foundational area courses, and special projects), and ethical decision-making awareness (print media, digital media, and classroom discussions).

The QEP provides adequate student-learning outcomes. It also supports the St. Philip's College Mission Statement that seeks to "empower our diverse student population through personal and educational growth, ethical decision-making, career readiness, and community leadership."

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.*

St. Philip's College presents evidence describing its capacity to implement, sustain and complete the Quality Enhancement Plan. Therein, a broad timeline for implementing and completing the QEP was presented beginning with the onset of a pilot in August 2015 through the fifth year reporting period. The timeline supports the implementation of the strategic initiative, whereas ethical decision-making is promoted, advanced through professional development opportunities, and incorporated into courses as constructed by well-defined student learning outcomes.

The institution has assigned a cohort of staff to administer and oversee the implementation of the QEP. Such that three (3) directors have been tasked with providing oversight of the implementation of the QEP in collaboration with

appointed institutional teams. The director's responsibilities include advancing the awareness and implementation of the plan, supervising day-to-day activities, coordinating the assessment of the initiative and ultimately responding to the analysis of the plan and its impact on student learning. In addition, advisory teams such as a QEP Core and Implementation teams serve to ensure broad-based involvement, make recommendations and highlight potential challenges and issues pertaining to the facilitation of the plan. The institution articulates the roles and responsibilities of the organizational structure for the QEP, however as noted, there is no particular staff member who assumes overall responsibility for the implementation and continuation of the plan. Therein, and while the institution submits that the necessary oversight is sufficiently embedded in the plan, the College should provide additional evidence to support the conclusion that the plan is directed by an administrative structure that is clearly accountable to the goals of the QEP.

The QEP also provides a budget that appears reasonable to ensure the sustainability of the plan. The budget reflects the utilization of release time to insure the continuity of services provided by the faculty and administrative staff to include a fulltime FTE to engage in the assessment of the QEP. Moreover, the expenditure portion of the budgets includes a variety of costs associated with the implementation of the plan, including consultation, professional development, assessment and testing, and materials to support the ethical decision-making agenda. While the budget typically remains neutral during proceeding years, the College does provide for annual increases in payroll costs, and advances the QEP with an overall fiscal obligation of \$1,501,796 over the six-year period.

Accordingly, the College may consider the opportunity to reduce cost annually and, as a result, minimize the total investment of the institution. This is particularly relevant in keeping with the fiscally challenging environments in which colleges operate nationally and in the State of Texas.

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

St. Philip's College received input from faculty, staff, students, administrators, advisory groups, and others in the development of its Quality Enhancement Plan (QEP). The College's process involved broad-based involvement from internal and external constituencies including all three areas of the college, Academic Success, Student Success, and College Services, as well as advisory groups, alumni, and students. For example, the College's QEP logo and topic were chosen by popular institutional vote; Phi Theta Kappa students shared ideas with the Core Team and provided student survey data; roundtable discussions were held at Division meetings; weekly and monthly committee meetings; committee participation; faculty workshops; Good to Great Retreat Strategic Planning session; committee participation; to name a few.

The College's QEP Project Management Charter provided a thorough model for St. Phillips to use in the development, implementation, and assessment of its QEP by providing clear goals, roles and responsibilities of those involved in the

plan's development and implementation and an organizational structure that identifies leadership and working project teams as well as key stakeholders. The Charter provides a good road map and sets the stage for broad-based involvement of institutional constituencies in the plan's development and implementation.

The plan's many different teams and committees involved in the QEP's development and implementation and the make-up of those teams show the College's efforts to ensure maximum participation and broad-based involvement. The two primary teams responsible for the plan were the QEP Core Team and the QEP Steering Committee. The Steering Committee was disbanded with an invitation for all members to join the QEP Implementation Team. Additional members were invited to this team as well to implement the QEP.

The QEP Implementation Team began its work during spring 2015 to enable adequate preparation to begin QEP implementation in fall 2015. Members of the QEP Core Team, members of the QEP Steering Committee and additional needed individuals comprise the QEP Implementation Team. Table 27 (QEP pg. 49) describes individuals and their role on the QEP Implementation Team including three directors.]

Many of the members of these teams serve on both teams. For example, 12 of the 17 member QEP Core Team serve on the QEP Steering Committee; and 13 of the 24 member QEP Steering Committee serve on the QEP Core Team. Both teams have heavy faculty representation, which is a plus for this particular QEP. For example, 13 of the 17 (76%) QEP Core Team members are faculty and 12 of the 24 (50%) QEP Steering Committee members are faculty. The two Co-Directors are the same individuals for both the Steering Committee and the QEP Core Team. Review of Table 21 QEP Core Team membership, Table 22 QEP Steering Committee, Table 25 Broad-Based Involvements in QEP Development, and Table 23 Presidential Cabinet, confirms the variety of areas, groups, and individuals involved in the QEP development process.

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

The assessments include both direct and indirect measures of student learning. Assessment of student learning outcomes is based on three instruments: St. Phillips College QEP Ethical Decision-Making Personal Responsibility Rubric; Defining Issues Test, Version 2, pre-assessment and post-assessment; and the Personal and Social Responsibility Inventory pre-assessment and post-assessment. Indirect assessment is based on the Community College Survey of Engagement and survey items results indirectly related to ethical decision-making.

The institution has presented an adequate plan for assessing the QEP.

C. Analysis and Comments for Strengthening the QEP

St. Philip's College recognized the need to address not only their college's social and ethical health, but also the larger community by providing the workforce with graduates who have the skills to make ethical decisions. Internal research demonstrated the college fell short in the area of ethical decision-making. St. Philip's College addressed this shortcoming by adopting an appropriate QEP. All aspects of the plan are well thought out and assessable. Moreover, the college community appears to endorse the plan and is genuinely excited for it to commence.

The On-Site Committee applauds St. Philip's College for selecting Ethical Decision-Making as its QEP. It is an endeavor worthy of the school's resources and has the potential of producing great rewards.

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

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

Roster of the On-Site Reaffirmation Committee

Dr. L. Anthony Wise, Jr. (**CHAIR**)
 President
 Pellissippi State Community College
 Knoxville, TN

Dr. Donna Alexander
 Vice President of Instruction and Student
 Development
 Rappahannock Community College
 Glens, VA

Dean Norma Grant Bell
 Dean of Career and Technical Education
 Jefferson State Community College
 Birmingham, AL

Dr. Ray L. Belton
 President/Chancellor
 Southern University A&M System
 Shreveport, LA

Mr. Michael W. Knecht
 Director of Library Services
 Henderson Community College
 Henderson, KY

Ms. Catrenia W. McLendon
 Dean of Institutional Effectiveness
 Georgia Piedmont Technical College
 Clarkston, GA

Dr. Silvia P. Rios Husain
 Vice President, Student Affairs and Enrollment
 Management
 Gaston College
 Dallas, NC

Dr. Joe Early
 -Associate Prof Religion, Director of QEP
 Campbellsville University
 School of Theology
 Campbellsville, KY

SACSCOC Staff Coordinator
 Dr. Patricia L. Donat
 Vice President

Somerset Community College
Somerset, KY

SACSCOC Staff Coordinator

Dr. Michael T. Hoefler
Vice President

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

APPENDIX B

Off-Campus Sites or Distance Learning Programs Reviewed

Central Texas Technology Center

2189 FM 758

New Braunfels, TX 78130

The On-Site Reaffirmation Committee visited the Central Texas Technology Center (CTTC) located in New Braunfels as part of the reaffirmation of accreditation process. The site currently has one building, and construction has begun on an additional building. The center is owned by the Alamo district, and can be used by any college within the system. It offers short-term workforce vocational training programs connected to high demand jobs, continuing education programs, and St. Philip's credit-bearing courses and programs. The Committee toured the facilities and talked to administrators and staff from CTTC and St. Philip's College.

The facility has sufficient classrooms, computer labs, instructional labs and equipment, and common areas to provide students with a successful student learning environment. It is in very good condition and appears to provide an appropriate environment conducive to student learning.

St. Phillip's College offers a complete Licensed Vocational Nursing program, Manufacturing Skills program and an Operator Maintenance Mechanic program, Certified Nursing Assistant, and Anatomy and Physiology Biology courses at this location. The committee met with a full-time health science faculty member, as well as the dean of healthcare services, who provided detailed information about the program and student achievement. The committee reviewed documents and conducted interviews which provided evidence that admissions criteria and academic rigor are consistent with standards on the St. Philip's main campus. Learning outcomes and QEP information seem integrated as part of St. Phillip's curriculum and were displayed in common areas used by St. Philip's students.

Distance Learning

St. Phillips College offers distance education and many Associate of Arts, Associate of Science, Associate of Arts in Teaching, Associate of Applied Science degrees and certificates can be completed exclusively online. The college also offers a combination of hybrid/ blended and web-enhanced courses. In hybrid courses, some instruction takes place face-to-face and another portion is delivered online. Web-enhanced courses are face-to-face courses in which faculty members use an online system for assignments, presentations, and other course activity. The On-Site Reaffirmation Committee visited off-campus sites, reviewed documents, and conducted interviews to ascertain compliance with the standards and policies of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The On-Site Reaffirmation Committee reviewed the college's website and several documents including the college catalog, the Student Handbook, admission policies, mandatory requirement for online students, student transcripts, student complaint and grievance samples, institutional summary forms, faculty credentials, faculty certification roster for online teaching, course syllabi, class rosters, and faculty meeting minutes. The Committee conducted formal interviews and informal conversations with faculty, staff, and students. Some of the interviewees included: Vice President for Academic Success (VPAS), Interim Vice President for Student

Success (VPSS), Dean of Health Sciences, Dean of Student Success, Department Chairs, Director of Enrollment Management, Associate Director of Records and Registration, Coordinator of High School Programs, Nursing Faculty, Librarian, and students in various majors.

The On-Site Reaffirmation Committee determined that St. Philip's College's distance education fits the College's mission of "expanding its commitment to opportunity and access." It was evident that the organizational structure ensures that qualified faculty members teach online courses and are involved in curriculum development and assessment. It appears that faculty members have primary responsibility and oversight for the quality of online, hybrid, and web-enhanced courses. Faculty members are provided with extensive staff development and are certified to teach online courses. The learning outcomes for online courses are comparable to traditional campus-based programs.

Online students are afforded similar support services such as tutoring, career services, and library services. There is ample technology and support through the Center for Distance Learning which provides assistance for students taking online and hybrid classes. This center provides face-to-face and online overview of Canvas and other online systems. Students have access to the open computer lab and are giving technical help at various locations at the institutions. All students, regardless on the course delivery, are required to adhere to the same college policies and procedures.

Based on observations, review of the college's web site, analysis of documents, formal interviews and informal conversations with faculty, staff, and students, the On-Site Reaffirmation Committee finds St. Philip's College is in compliance with SACSCOC's distance education standards and policies.

Memorial Early College High School

1419 N. Business 35
New Braunfels, TX 78130

The On-Site Reaffirmation Committee visited the Memorial Early High School (ECHS) as part of the reaffirmation of accreditation process. The Committee toured the facilities and talked to administrators, staff, and students. In addition, Committee interviewed personnel to ascertain information on support services, activities, and overall institutional effectiveness.

The ECHS provides an opportunity for students to earn an Associate Degree while in high school. The facility is located in New Braunfels in a two-story building that is appropriate for instruction. The facility has sufficient classrooms, computer labs, and common areas for students to receive instruction. It is in very good condition and appears to provide a safe, clean, open environment conducive to student learning.

The Committee held discussions with administrators, staff, and faculty from both the ECHS and St. Phillip's College, including the principal, counselor, librarian, coordinator of high school programs, interim vice president of student success, and faculty. The committee reviewed documents including admissions processes, transcripts, rosters, syllabi, and faculty credentials, which provided evidence that admissions criteria and academic rigor are consistent with the institution's standards, as well as SACSCOC guidelines. In addition, learning outcomes and assessment instruments were posted throughout classrooms, which indicated a culture of self-efficacy among the faculty and students. QEP information was integrated as part of the curriculum and was displayed throughout the campus.

Additionally, the Committee met with students and observed evidence that there are adequate support services, library services, and access to the technology needed for student learning and success. Students are provided with training and assistance in using the technology needed for their college level coursework. These services are equivalent to (and in some cases surpass) those available to students at St. Philip's campus.

Southwest Campus

800 Quintana Road
San Antonio, Texas 78211

The SACSCOC visiting team members Dr. Donna Alexander, Dr. Joseph Early, and Mr. Michael Knecht arrived at approximately 2:00 PM at the SW campus of St. Philip's College for a review of the facilities, instructors, students and academic programs. The tour was led by Dr. Maureen Cartledge, Vice President of Academic Success (VPAS), and several other St. Philip's campus leaders including Mr. Joshua Scott, Ms. Laura Miele, Ms. Christina Cortez, and Mr. Reuben Kaller. The Welding Technology program was explained by Mr. Eugene Garcia, program coordinator, and the Aircraft Technology program was presented by Mr. Rod Cotter, program coordinator. The team members also viewed the Industrial Technology and Diesel Technology programs. Mr. John Martin, Student Life Coordinator, provided an overview of student activities used to engage students. Ms. Patti White, Phoenix Program Coordinator, explained the College's effort to provide college-level training for high school students. The visiting team viewed students in classrooms and visited with Mr. Jordan Terrell, a student who assists Mr. John Martin with Student Life events.

APPENDIX C

List of Recommendations Cited in the Report of the Reaffirmation Committee

CS 3.4.4 (Acceptance of academic credit), Recommendation 1. The committee recommends that the institution clarify its published transfer credit policies and agreements for transcribing credits within the Alamo District and document how it ensures the academic quality of any course or credit recorded on the institution's transcript.

FR 4.7 (Title IV program responsibilities), Recommendation 2. The committee recommends that the institution demonstrate compliance with program responsibilities under Title IV of the most recent *Higher Education Act* as revised.