

ALAMO  
COLLEGES

ST. PHILIP'S COLLEGE

*Office of the President*

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March 3, 2014

Dr. Belle Wheelan, President,  
Commission on Colleges  
Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

In keeping with the Southern Association of Colleges and Schools' Principles of Accreditation: Foundations for Quality Enhancement, St. Philip's College is pleased to notify you of a substantive change scheduled for Fall of 2014. The change relates to Substantive Change Procedure One: The Review of Substantive Changes Requiring Notification and Approval Prior to Implementation. St. Philip's College is submitting a Prospectus for approval of Alamo Colleges- Memorial College High School as a new off-campus site where 50% or more of course credits may be earned. The location of the Early College High School is:

Alamo Colleges Memorial Early College High School  
1419 N. Business IH35  
New Braunfels, TX 78130

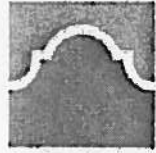
The Early College High School has been in place since fall of 2010. Beginning in fall of 2014, students will be able to earn 50% or more of course credits at the newly acquired off-campus site. Previously, students were bused to the St. Philip's main campus, but now that a new location has been established, the location of their courses will move to the off-campus site.

I look forward to hearing from you regarding this submission. Please let me know if I can provide you with additional information or clarification.

Sincerely,

Adena Williams Loston, Ph.D.  
President

C: Michael Hoefler, Ph.D., Vice-President, Commission on Colleges  
Karen J. Sides, Ed.D., SACSCOC Accreditation Liaison, St. Philip's College



ALAMO  
COLLEGES

ST. PHILIP'S COLLEGE

**SUBSTANTIVE CHANGE PROSPECTUS for**

**approval of a new off-campus site where 50% or more of course credits may be earned.**

**Prepared by St. Philip's College**

**Submitted to the Southern Association of Colleges and Schools Commission on Colleges**

**March 3, 2014**

**Contact for questions regarding the prospectus**

**Karen J. Sides**  
**Dean of Interdisciplinary Programs**  
**(210) 486-2339**  
**ksides@alamo.edu**

**List Degrees the institution is authorized to grant**

**St. Philip's College is authorized to grant the Associate of Arts degree.**

**St. Philip's College is authorized to grant the Associate of Science degree.**

**St. Philip's offers the following Fields of Study**

- **Associate of Arts in Teaching, Teacher Certification: 8-12, and Other EC-12**
- **Associate of Arts in Teaching, Teacher Certification: EC-8, 4-8, and EC-12**
- **Associate of Arts, concentration in Business Administration**
- **Associate of Arts, concentration in Criminal Justice**
- **Associate of Arts, concentration in Music**
- **Associate of Arts, concentration in Speech**
- **Associate of Science, concentration in Computer Science**
- **Associate of Science, Concentration in Engineering**
- **Associate of Science, concentration in Mechanical Engineering**

**St. Philip's College is authorized to grant the Associate of Applied Science degree in the following programs/majors:**

<b>Accounting Technician</b>	<b>Early Childhood Studies</b>
<b>Accreditation Leadership (2598)</b>	<b>Electrical Trades</b>
<b>Administrative Office Technology</b>	<b>GM Automotive Service Educational Program</b>
<b>Air Conditioning and Heating</b>	<b>Health Information Technology</b>
<b>Aircraft Technician Airframe</b>	<b>Health Management</b>
<b>Aircraft Technician Powerplant</b>	<b>Hospitality Event Management</b>
<b>Automotive Technology - Option II Ford</b>	<b>Hotel Management</b>
<b>Automotive Technology</b>	<b>Industrial Maintenance Management</b>
<b>Baking and Pastry Arts</b>	<b>Invasive Cardiovascular Technology</b>

<b>Biomedical Equipment Technology</b>	<b>Language and Literacy in Preschool (2563)</b>
<b>Business Management and Technology (2739)</b>	<b>Medical Laboratory Technician</b>
<b>CNC Manufacturing Technician</b>	<b>Network Administrator</b>
<b>Collision/Refinishing Technician</b>	<b>Network Security Administrator</b>
<b>Computer Aided Drafting (Architectural)</b>	<b>Occupational Therapy Assistant</b>
<b>Computer Maintenance Technology with Network Specialization</b>	<b>Occupational Safety and Health Association</b>
<b>Computer Maintenance Technology</b>	<b>Physical Therapist Assistant</b>
<b>Construction Business Management (2755)</b>	<b>Power Generation and Alternative Energy</b>
<b>Construction Technology</b>	<b>Precision Metal Workers: Manufacturing Operations Technician</b>
<b>Culinary Arts</b>	<b>Radiography Technologist</b>
<b>Desktop Support Specialist</b>	<b>Refrigeration Technology</b>
<b>Diagnostic Medical Sonography</b>	<b>Respiratory Care Technology</b>
<b>Diesel Construction Equipment Technician</b>	<b>Restaurant Management</b>
<b>Diesel/Light to Heavy Truck Technology</b>	<b>Web Developer</b>
	<b>Welder/Welding Technologist</b>

**St. Phillip's College is authorized to grant Certificates in the following programs/majors:**

<b>Advanced Cisco Systems Networking</b>	<b>Health Information Specialist</b>
<b>Air Conditioning and Heating</b>	<b>Heating and Air Conditioning Specialist</b>
<b>Aircraft Mechanic Airframe</b>	<b>Histologic Technician</b>
<b>Aircraft Mechanic Powerplant</b>	<b>Home Building</b>
<b>Aircraft Structures Mechanic</b>	<b>Hotel Limited Service Property Management</b>
<b>Aircraft Turbine Mechanic</b>	<b>Legal Word Processing Specialist</b>
<b>Architectural Drafting 3D Enhanced Skills</b>	<b>Machinist/Machine Technologist</b>
<b>Automotive Technology</b>	<b>Manual/Semi-Manual Inert Gas Welding GTAW/GMAW Welder</b>
<b>Avionics</b>	<b>Microsoft Office Specialist (MOS)</b>
<b>Baking Principles</b>	<b>Network Professional *</b>
<b>Brake and Front End Specialist</b>	<b>Network Professional: Server+</b>
<b>Building Trades</b>	<b>Network Systems Technician</b>
<b>Child Development Associate National Credential (CDA)</b>	<b>Office Assistant</b>
<b>Cisco Systems Networking</b>	<b>Payroll Clerk</b>
<b>CNC Operator</b>	<b>Performance Specialist</b>
<b>Coding Specialist</b>	<b>Plastics</b>
<b>Collision Technology</b>	<b>Plumber's Helper</b>
<b>CompTIA Linux+ Certification Preparation (MSAC)</b>	<b>Plumbing Trades</b>
<b>Computer Aided Drafting Technician</b>	<b>Power Generation and Alternative Energy</b>

<b>(Architectural)</b>	
<b>Computerized Accounting Technician</b>	<b>Precision Metal Worker: Production Tool Operator / Maintenance Assistant</b>
<b>Culinary Studies</b>	<b>Precision Metal Workers: Manufacturing Operations Maintenance Assistant</b>
<b>Data Driven Web Developer</b>	<b>Precision Metal Workers: Manufacturing Operations Maintenance Mechanic</b>
<b>Desktop Support Specialist</b>	<b>Precision Metal Workers: Manufacturing Skills Trade Helper</b>
<b>Diesel/Heavy Equipment Technology Diesel/Light to Heavy Duty Truck Transmission Specialist (2660)</b>	<b>Refinishing Technology</b>
<b>Diesel/Light to Heavy Truck Technology (2524)</b>	<b>Refrigeration</b>
<b>Documentation Coding Specialist</b>	<b>Specialty Medical Transcriptionist</b>
<b>Early Childhood Studies</b>	<b>Structural/Pipe Layout</b>
<b>Electrical Trades</b>	<b>Surgical Technology</b>
<b>Electronics Assistant</b>	<b>Transmission Specialist</b>
<b>Entrepreneurship</b>	<b>Vocational Nursing</b>
<b>Ford Maintenance and Light-Duty Repair</b>	<b>Web Designer Level I</b>
<b>General Medical Transcriptionist</b>	<b>Web Developer Level II</b>

**List certificate, diploma and degree programs which are related to the proposed program**  
**Associate of Arts**

**List institutional strengths that facilitate the offering of the proposed program**

- 1. Over 100 years of experience offering quality educational opportunities**
- 2. Diversity –Dual Federal designations as a Historically Black College or University (HBCU) and a Hispanic Serving Institution (HSI)**
- 3. Outcomes for educational programs are identified, assessed and used to provide evidence of improvement**
- 4. Cyclical and systemic Planning, Budgeting and Assessment Cycle**
- 5. Annual Strategic Planning and Unit Planning Process**
- 6. Long and healthy history of Dual Enrollment offerings across the service area including with the school district addressed in this prospectus**
- 7. Highly Qualified and Experienced Personnel**
- 8. Strong and substantive Faculty Development programs**
- 9. Information Technology Support**
- 10. Nurturing and supportive environment for students**

**List of existing approved off-campus sites and their addresses**

<b>LOCATION</b>	<b>COURSES AND PROGRAMS</b>
<b>Southwest Campus (SWC), San Antonio(Bexar County) 78211</b>	<b>General Academic Courses</b>
<b>Central Texas Technology Center, New Braunfels (Comal County) 78130</b>	<b>General Academic and Vocational Courses</b>
<b>Guadalupe Regional Training Center, Seguin (Guadalupe County) 78155</b>	<b>General Academic, Technical and Vocational Courses</b>
<b>Wilson Memorial Hospital, Floresville (Wilson County) 78114</b>	<b>Vocational Courses</b>
<b>Canyon High School, New Braunfels, Texas (Comal County) 78130</b>	<b>Technical Courses</b>
<b>Canyon High School, New Braunfels, Texas (Comal County) 78130</b>	<b>Technical and Vocational Courses</b>
<b>Seguin High School, Seguin, Texas (Guadalupe County) 78155</b>	<b>Vocational Courses</b>
<b>Smithson Valley High School New Braunfels, Texas (Comal County) 78130</b>	<b>Technical and Vocational Courses</b>
<b>Madison High School San Antonio, Texas (Bexar County) 78247</b>	<b>Technical and Vocational Courses</b>
<b>Reagan High School , San Antonio, Texas (Bexar County) 78258</b>	<b>Technical and Vocational Courses</b>
<b>McArthur High School, San Antonio, Texas (Bexar County) 78217</b>	<b>Technical and Vocational Courses</b>
<b>Highlands High School, San Antonio, Texas (Bexar County) 78210</b>	<b>Technical and Vocational Courses</b>
<b>First Baptist Christian Academy</b>	<b>Technical and Vocational Courses</b>
<b>Floresville High School, Floresville, Texas (Wilson County) 78114</b>	<b>Technical Courses</b>
<b>Floresville High School, Floresville, Texas (Wilson County) 78114</b>	<b>Technical and Vocational Courses and Programs</b>
<b>New Braunfels High School, New Braunfels, Texas (Comal County) 78130</b>	<b>Technical and Vocational Courses and Programs</b>
<b>Bandera High School, Bandera, Texas (Bandera County) 78003</b>	<b>Technical and Vocational Courses and Programs</b>
<b>Memorial Early College High School, New Braunfels (Comal County) 78130</b>	<b>General Academic Courses</b>
<b>Lackland Air Force Base, San Antonio, Texas (Bexar County) 78236</b>	<b>General Academic, Technical and Vocational Courses</b>
<b>Randolph Air Force Base, San Antonio, Texas (Bexar County) 78148</b>	<b>General Academic, Technical and Vocational Courses</b>

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### **Abstract**

**St. Phillip's College (SPC) seeks to expand its Early College High School partnership with Comal Independent School District (CISD) for Alamo Colleges Memorial Early College High School (AC-MECHS) located at 1419 North Business IH-35, New Braunfels, TX 78130.**

**AC-MECHS was established in fall 2010 and has seen steady growth with 225 students currently enrolled. The location is approximately 30 miles from SPC which creates issues with access to the SPC campus and college work. As a result, there has been an increase in participation in distance learning courses and in adjunct faculty certified to teach in an online environment. For students to earn their A.A. degree by high school graduation, over 50% of required courses will be offered at the AC-MECHS site.**

**This change is planned to be implemented beginning with the fall 2014 semester. It is projected that AC-MECHS will eventually serve between 400 and 500 students all taking college level courses at some point in their high school years. The partnership between SPC and AC-MECHS will be ongoing.**

### **Background Information**

**SPC is the only community college in the nation that is federally designated as both Historically Black and Hispanic-Serving. St. Phillip's was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. Through these humble beginnings, through extreme financial challenges during the depression, through desegregation and the civil rights movement in the 50s and 60s, and through massive expansions in the 70s and on into the present, St. Phillip's has become a pillar in the community and often is referred to as "a point of pride in the community." Over the last 115 years and with the shift from being a parochial school to a public institution, SPC has developed a culture that respects diversity, that provides for a nurturing and supportive environment for students, and that guides students toward academic excellence as well as development of marketable job skills.**

**St. Phillip's College Mission Statement reads:**

**St. Phillip's College provides an education experience that stimulates leadership, personal growth, and a lifelong appreciation for learning.**

**The key educational programs, offerings and services at St. Phillip's College include Associate Degree programs, Certificate programs, credit and non-credit courses and student support services. These educational programs, offerings and services are the means for the institution to realize its vision and achieve its mission. Helping students gain individual economic independence as well as supporting the community by being responsive to workforce demands is at the heart of the SPC culture. The importance of Associate Degree programs to meet the SPC mission is substantial. Earning an associate degree or taking credit courses allows students an affordable pathway to transfer to a 4-year institution and/or to go into the workforce with skills to earn a living.**

**The SPC core competencies of quality instruction, support for learners, business and industry responsiveness and community engagement are steeped within our mission. Quality instruction is an**



imperative for SPC to be able to effectively respond to the needs of business and industry. They depend upon the College to provide a skilled workforce, ready to perform effectively on the job. Four-year colleges also depend upon SPC to adequately prepare students to transfer to their institution, academically ready to perform. Our community depends upon the College to prepare residents for jobs, for academic and personal growth, and for life-long learning opportunities.

**Key SPC Goals and Strategic Objectives**

	<b>Goal</b>	<b>Strategic Objective</b>
1	<b>Access</b>	<b>Provide a gateway to a quality higher education experience</b>
2	<b>Success/Completion</b>	<b>Provide the academic and student support to facilitate the successful completion of student academic goals</b>
3	<b>Pathways to Success</b>	<b>Develop coherent educational pathways in partnership with universities, business, and community-based organizations with a focus on student completion and life-long learning</b>
4	<b>Performance Excellence</b>	<b>Develop employees and strengthen the financial, technological, and physical capacities of St. Philip's College.</b>
5	<b>Communication</b>	<b>Foster internal and external organizational communication to consistently promote the positive impact and value of SPC to the community.</b>

Expansion of the AC-ECHS partnership supports Strategic Objective I and II in that it facilitates students' opportunities to more easily reach their educational goals, and provides a rigorous learning experience while allowing early access to higher education and an accelerated path to degree completion. Strategic Objective III facilitates partnerships with four-year universities and businesses that provide opportunities for students in the path they wish to explore.

The A.A. degree is offered on the main campus and coursework within the degree is available at other off-campus sites. The Alamo Community College District Board is the legal authority entity governing St. Philip's College today. St. Philip's College has authority under state law to offer courses in the eight county service area of the Alamo College District (ACCD).

**EDUCATION CODE  
TITLE 3. HIGHER EDUCATION  
SUBCHAPTER J. JUNIOR COLLEGE DISTRICT SERVICE AREAS**

**Sec. 130.161. DEFINITIONS. In this subchapter:**

- (1) "Services" means the courses and programs described by Sections 130.0011 and 130.003(e)**
- (2) "Service area" means:**
  - (A) the territory within the boundaries of the taxing district of a junior college district; and**
  - (B) the territory outside the boundaries of the taxing district of a junior college district in which the junior college district provides services.**

**Added by Acts 1995, 74th Leg., ch. 971, Sec. 1, eff. Sept. 1, 1995.**

**Sec. 130.162. ALAMO COMMUNITY COLLEGE DISTRICT SERVICE AREA.** *The service area of the Alamo Community College District includes the territory within:*

- (1) Bexar, Bandera, Comal, Kendall, Kerr, and Wilson counties;*
- (2) Atascosa County, except the territory within the Pleasanton Independent School District; and*
- (3) Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.*

ACCD Board and St. Philip's College operate under the authority of the Texas Higher Education Coordinating Board (THECB), which supervises all Texas Junior College Districts.

**Assessment of Need and Program Planning/Approval**

The Early College High School Initiative was started in 2002 by Jobs For the Future in partnership with the Bill and Melinda Gates Foundation and others. The schools are designed so that low-income youth, first generation college goers, English Language learners, students of color and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree – tuition free. In 2006 (HB1, §5.01, 79<sup>th</sup> Texas Legislature, 3<sup>rd</sup> Called Session) required School Districts to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. Since that time the program and course offerings have seen steady growth. Many students have experienced the benefit of accelerating their college education while also completing their high school graduation requirements.

Comal Independent School District (CISD) contacted St. Philip's College in early 2008 to begin discussions about developing an Early College High School [Appendix B]. CISD is a K-12 public school district that serves more than 16,000 students and covers 589 square miles, including parts of five Texas counties: Comal, Bexar, Hays, Kendall and Guadalupe. Almost 65% of its student population is identified as At-Risk and/or Economically Disadvantaged and 35% are identified as Hispanic. As a Historically Black and Hispanic Serving Institution, SPC is committed to serving the traditionally underserved and at-risk student. Entering into the Early College High School agreement married the ideology of the Early College High School Initiative with SPC's mission of personal growth and a lifelong appreciation for learning and Goal 1: Access, and its associated Strategic Objective, "Provide a gateway to a quality higher education experience.

The Dual Credit program at St. Philip's is under the leadership of the Dean of Arts and Sciences who has responsibility for the facilitation of the Associate of Arts degree program. SPC's dedication to the partnership with CISD is evidenced by faculty and staff awareness and participation since its initial development. AC-MECHS students attend on-campus events such as the President's Lecture Series, theatrical productions and yearly AC-MECHS freshman visits. The ECHS has been a key agenda item at the "All College Meeting" and in Arts & Sciences Division meetings. In addition, faculty have developed an orientation to prepare ECHS students for the rigor and expectations of college-level work [Appendix

**C]. For the last two years, junior and senior students from AC-MECHS have attended classes on the SPC campus but transportation and scheduling issues require that more college classes be offered at AC-MECHS.**

**Description of Change**

**This change will allow CISD high school students to take the general education courses necessary to complete the requirements and program level outcomes for an A.A. degree from SPC, while attending courses at AC-MECHS. Associate of Arts Program Level Outcomes are:**

**St. Philip's College students**

- o use inquiry and analysis, evaluation and synthesis of information and innovation and creative thinking.**
- o develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.**
- o demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.**
- o students demonstrate an awareness and understanding of cultural and social diversity and gain the skills necessary to interact appropriately within diverse environments.**
- o articulate an informed personal response and critically analyze works in the arts and humanities.**

**AC-MECHS students who take college level courses have to meet the same requirements for admissions, curriculum, and graduation requirements as the general population of students who attend SPC. Students must meet the basic skill requirements and rigor for any college course they take, and must maintain a 2.0 GPA to graduate. Students enrolled in this program must meet the requirements to be enrolled according to the Memorandum of Understanding in place between Alamo Colleges on behalf of St. Philip's College and Comal Independent School District on behalf of Alamo Colleges – Memorial Early College High School [Appendix A].**

**AC-MECHS comes under the supervision of the Dean of Arts and Sciences at St. Philip's College and receives support from the Dual Credit Program also under the Dean of Arts and Sciences. The Dean serves as the college's liaison to AC-MECHS and provides support by facilitating student advising, registering students for classes, coordinating acquisition of textbooks, posting grades, ensuring transcript availability and by providing oversight of the faculty and curriculum through the department chairs. The Dean also works with key personnel at the College to help arrange support services for students such as Disability Services as well as access to library resources.**

High School faculty for AC-MECHS are hired by CISD. SPC reviews faculty credentials to assure that all faculty meet SACSCOC and local instructor credentialing requirements prior to teaching college level courses. Once confirmed by SPC, they are considered adjunct faculty of SPC and participate in the same training and information sessions as all other adjuncts. Courses are taught with the same rigor as on-campus classes and students are assessed with the same student learning outcomes criteria as all other students attending SPC.

The following is a proposed schedule for general education courses for students to take at AC-MECHS if SACSCOC approval is provided and faculty are hired that can be adjunct approved:

Sophomores	Juniors	Seniors
ARTS 1303/1304	ENGL 1301/1302	ENGL 2322/2323
	HIST 1301/1302	BIOL 2401/2402
	Foreign Language 1411/1412	MATH 1314 or 1414
		Foreign Language 2311/2312

SPC adheres to the Carnegie Unit and the Student Hour definition of a credit hour as it is used today. A credit hour is the equivalent of one hour (50 minutes) of lecture time for a single student per week over the course of a semester, which for SPC is 16 weeks. AC-MECHS courses will follow the same credit hour requirements as all other SPC courses. All two-year Community Colleges in the State of Texas are under the guidance of the Texas Higher Education Coordinating Board and must adhere to their guidelines when offering credit courses, which in turn are governed by the Texas Legislature. For general academic courses, the Lower-Division Academic Course Guide Manual (ACGM) [Ref 1] defines the rules and regulations for assigning semester credit hour (SCH) to courses within the college's program offerings.

All pre-approved courses listed in the ACGM correspond to course designations of the Texas Common Course Numbering System (TCCNS). Each entry begins with a common course prefix and number. In some cases, there may be a list of courses. Beneath the course or list of courses, a brief description appears along with a line listing the 10-digit approval number for the course and information about maximum semester credit hours (SCH) per student, maximum SCH per course, and maximum contact hours per course. SPC is in compliance with the ACGM.

The following is an excerpt from the ACGM, page 94

**ENGL 1301 Composition I**

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective 95 rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**Note:** ENGL 1301 is a pre-requisite for all 2000-level literature courses.

Approval Number .....	23.1301.51 12
maximum SCH per student .....	3
maximum SCH per course .....	3
maximum contact hours per course .....	64

### **Learning Outcomes**

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

### **Credit Hours**

A traditional course offered for 48 contact hours of lecture over a 16-week semester will earn three semester credit hours and carry a 3 in the second digit of the common course number. In general, one semester credit hour is awarded per 16 contact hours of lecture instruction and one semester credit hour is awarded per 32 to 48 contact hours of laboratory instruction.

St. Phillip's assigns a ratio of contact hours to SCH for each course according to the parameters established by the THECB as defined in the ACGM. The college's catalog provides access to all courses and uses the TCCN naming structure, identifies any prerequisites or basic skill requirements for the course, provides a description of the course and identifies the semester credit hours. For example:

### **ENGL 1301 - Composition I**

**Prerequisites:** Demonstrate College Readiness through appropriate placement scores and/or completion of developmental sequence in English and/or Reading.

**Writing Basic Skills Prerequisite (Fall 2013):** ENGL 0301

**Reading Basic Skills Prerequisite (Fall 2013):** READ 0303

**Integrated Reading & Writing Basic Skills Prerequisite (Spring 2014):** INRW 0420

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**Semester Hours:** (3-3-0)

### **Faculty**

The faculty that will be teaching college-level courses at AC-MECHS will meet the SACSCOC credentialing guidelines and will be identified as adjunct faculty for SPC. The faculty will be employed as full-time teachers of CISD and will be assigned to teach at AC-MECHS. Consequently, there will be no minimal impact on faculty workload at SPC, beyond the chair of the department to provide oversight to adjuncts teaching at AC-MECHS. Adjunct faculty teaching at AC-MECHS will be provided the same oversight as all SPC adjunct faculty and are expected to participate in professional development opportunities and required college and department meetings. All adjuncts have access to professional development and attend events such as the All College Meeting, Fiesta of Teaching Technologies, Master Teacher

Certification, Canvas training, and other required or optional activities. Faculty will be evaluated according to Alamo Colleges' procedures. Due to the small size of the school, 225 students, AC-MECHS has adequate faculty to teach the college-level courses. Below is the registration count for each discipline for Fall 2013.

**Biology (1 faculty), 2 sections for a total of 32 students**

**History (1 faculty), 2 sections for a total of 51 students**

**Spanish (1 faculty), 3 sections for a total of 79 students**

**English (2 faculty), 3 sections for a total of 75 students**

**Art (1 faculty), 3 sections for a total 86 students**

**German (1 faculty), less than 20 students**

**See Appendix B for faculty roster.**

#### **Library and Learning Resources**

**Students at AC-MECHS have access to the same library services as any student attending SPC.**

**Resources can be physically accessed in the SPC Center for Learning Resources (library) while the students are on the SPC campus, or through Internet access using the college's portal system Alamo Colleges Educational Services (ACES) or the College's website. In addition, students will have access to the library located at AC-MECHS. The mission of the SPC Center for Learning Resources is to provide an educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning while focusing on the importance of being responsible to a population rich in its ethnic, cultural and socioeconomic diversity. Resources are available for faculty and staff as well to enhance classroom instruction and meet the needs of students, faculty, staff and administrators.**

**The SPC Library has two locations. The main location is in the Center for Learning Resources (CLR) located at 1801 Martin Luther King Dr. The second location is in Building 1, at Southwest Campus located at 800 Quintana Rd. Both libraries feature quiet, comfortable study areas, including group and individual study rooms. They offer computers with internet and software programs for student projects, email, and research. Photocopiers and printers are also provided, as well as rooms for library instruction and media viewing. Students may also check out iPads for in-library use. The Reference and Instruction librarians give tours and are available during operating hours for help with research and information literacy needs.**

**The Library's collections include books, music CDs, videos, and DVDs, all of which may be checked out, as well as numerous print periodicals and reference materials for in-library use. If desired, videos may be viewed in the TV/DVD viewing room.**

**The library's web site provides patrons with quick online access to books, articles and other media**

through the SPC online library catalog and electronic databases. As these tools are web-based, students can easily access library holdings and resources from any AC Library or from their home or their high school through the library's web site.

Other resources found on the web site include general library information, library guides, and library-service request forms. SPC faculty may contact any Librarian or complete a request form to schedule bibliographic/library instruction.

The following resources are available to all students:

- SPC Library Catalog
- Electronic Databases
- InterLibrary Loan (ILL)
- Links to Other Libraries

For further assistance to students and their research related needs, the College provides

- Anatomical Models
- Assistive Technology for Special Needs
- 36 Computers with MS 2007 and Internet
- Copy Machines
- Current Magazines and Periodicals
- Individual and Group Study Areas
- 

St. Philip's College students can request information and research related needs through an online "Ask a Librarian" service. This service is available 24/7 for research assistance within 24 hours. In addition, there is a chat service available. Faculty and students can request library instruction training. Available to students are Library Guides compiled by the librarians to assist students with their research and provide subject-specific assistance and other resourceful information. The CLR offers 150 Dell computers that are available for student projects, email, Internet browsing and research.

AC-MECHS has a library that is part of the high school and available to students before and after school and during lunch periods that is managed by a Library Resource Consultant. The library provides access to the SPC library, a complete listing of all CISD campus library links and information, encyclopedias, an online dictionary and thesaurus, atlas, timelines, encyclopedia resources in Spanish and a comprehensive collection of full text periodicals, primary source documents, newspapers and maps through EBSCO (Elton B. Stephens Co) database service.

#### **Student Support Services**

Students at AC-MECHS have access to support services while they are on campus and through the SPC website. SPC's Mission Statement requires that the college create an environment that stimulates leadership, growth and a lifelong appreciation for learning. The support of students is a collaborative effort between the Divisions of Student Success, Academic Success, and Interdisciplinary Programs along with the Division of Arts and Sciences. The administration of these divisions works continuously to

strengthen the services, programs, and activities to every student population served by the College: traditional/non-traditional, developmental/college-ready, dual credit, international, and distance education, to assure every student has the opportunity to "walk in their passion." For off-campus students, services can be accessed online or by phone.

St. Philip's eCatalog and the Student Services webpage is a key resource for current students and provides detailed information about each of the support programs. The array of programs, services, and activities available to all students fall under the following headings:

- Registration
- Academic Assistance
- Academic Programs
- Financial Aid
- Campus Life
- Job, Family, or Personal Concerns

Services accessed by students most often are highlighted below.

**First Year Experience Center** offers special services and assistance to first year students. The purpose of the program is to retain participating students beyond their critical first year of college where the majority of dropouts occur. Extensive one-on-one student services and academic support help students to adjust to college life and acquire the skills needed to become successful students. Services and programs offered include Academic Advising, Peer Mentoring, Fresh X Summer Bridge, Book Loan, Calculator Loan, Early Alert, New Student Orientation, Student Success Workshops, and referral to community family resources. ECHS students and faculty will be encouraged to participate in applicable services including advising, Early Alert and student success workshops. The Early Alert system assists with retaining students. Faculty members, along with academic advisors, identify students at risk of dropping out and contacts these students to help them get back on track. As well, academic advisors assist students with developing an Individual Education Plan (IEP).

#### **Registration**

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

#### **Academic Assistance**

The **Tutoring and Technology (TnT) Center** provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including Accounting, Biology, Calculus, Chemistry, English, History, Math, and Physics. All students, including



online and off-campus students are able to access SMARTThinking for tutoring assistance. SMARTThinking is an online tutoring site available to students 24/7 through the Alamo Colleges Educational Services (ACES) portal, providing students with access to online tutors. The TnT Center is home to state-of-the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi Wireless Internet access and as many as 50 Dell computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

MathWorld is an on-campus lab available to students who may be experiencing roadblocks as they progress through their math courses. In the lab, students have access to computer programs, such as MyMathLab and individuals that can assist with their math homework.

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

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

**Disability Resource Center** The Disability Support Services provides reasonable academic support to eligible students. The staff follows best practices to ensure students have access to the latest information and technologies. Students are provided with assistance with the registration process, Testing Accommodations (ex: extended time, quiet room, readers and/or scribes), Adaptive Technology and Equipment, and Interpreter Services. At St. Philip's College, the goal is to create an accessible and effective learning environment where students with disabilities can complete their education and training. The Center provides reasonable academic support to eligible students to 'level the learning field'.

**Advisors - St. Philip's College** subscribes to an intrusive, progressive advising model, which is a system of shared responsibility between students, faculty, and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist in understanding academic policies and procedures, access campus resources to promote academic success, and enhance retention and success through developing personal interactions with faculty and staff. Academic advising at St. Philip's College seeks (a) to improve and expand faculty academic advising for all students across the college; and (b) to unite assessment and advisement in support of developmental education and retention programs of the college. The advising process is composed of five steps to assist the student with their educational goal. These steps include exploration of life goals, exploration of educational/career goals, selection of educational program,

selection of coursework, and the scheduling of classes. Academic advisors assist students with navigating requirements of their degree program.

### ***Academic Programs***

#### ***Distance Learning***

To accommodate student needs, the College provides a variety of course delivery modes and flexible class scheduling. In addition to traditional face-to-face courses, the College offers distance learning through Internet, hybrid, teleconference, clinical, internships, dual credit, and classes taught at remote locations. The myriad class offerings and delivery modes are available during day, evening and weekend hours to serve all learners. Student support services are also available online, so both local, off-campus and distance learning students can take care of needs and issues without coming on campus. Chat rooms are available along with traditional email and phone support. The Center for Distance Learning provides resources to students currently enrolled or anticipating enrolling in coursework via distance education.

#### ***Campus Life***

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

#### ***Job, Family, or Personal Concerns***

Career and Transfer Services Department provide both current and former students with the necessary support, skills, and resources to assist them with choosing careers and obtaining employment and or long range educational goals while ensuring that the transition is a seamless process. The Career and Transfer Center provides students with comprehensive information on career and transfer opportunities. Career Exploration and Job Search Services assist students with identifying personal goals, interests, and abilities. Computerized job market information allows students to explore career options. The Career and Transfer Center staff eagerly assists students with information regarding criteria for admission, selectivity of specific colleges, on and off-campus housing, tuition, financial aid and scholarship information and when and where one can apply. College Fair Days, Graduation Audits, Arrange University and College Campus Visits, Transfer and Degree Advising, Tours to 4 College Catalogs.

The Career and Transfer Center also provides students with information on Joint Admission Agreements, Transfer Scholarships, and Transfer Equivalency Guides. Career development and the pursuit to increase ones knowledge is fundamentally a lifelong process geared toward the acquisition of skills, which will strengthen students' ability to live meaningful, enjoyable, and economically rewarding lives. Career and Transfer Services devotes itself to every individual the opportunity to discover, determine, and develop his/her way of life. Lastly, the Career and Transfer Services Department seeks to serve all students registered with the Center.

**The Student Health Center is staffed with professionally trained and licensed nurses. The center seeks to inform and educate the campus community in the art of "staying well." The staff is readily available to respond and administer first aid to on-site emergency injuries and illnesses. A wide assortment of health-related services are available at the Health Center.**

**The mission of Counseling Services is to support student success by providing professional counselors who are available to discuss personal, social, educational, and psychological concerns. Counseling Services assist in student's adjustment to college life and contribute to their efforts in resolving issues that are vital to healthy emotional development, as well as necessary for coping with personal difficulties, issues, or crises. Counselors are also available to provide academic advising, support and scholastic intervention as needed. Counseling Services strives to collaborate with the college community to promote the personal, social, and mental well-being of students. Collaboration occurs through outreach services, classroom visits, topic-specific workshops, and consultation with faculty, staff, and administration. Counseling Services strives to enhance the practice of college counseling through promoting ethical and responsible professional practice, and fostering an accepting and inclusive campus culture which will value, affirm, and respect the differences among all members.**

#### **Physical Resources**

**CISD built AC-MECHS using monies realized from the selling of an old elementary school that was no longer being used. The location of the facility is:**

**Alamo Colleges Memorial Early College High School  
1419 N. Business IH35  
New Braunfels, TX 78130**

**The two story facility is 51,000 square feet and is designed to emulate a college facility. It contains an open environment with soft seating for students to congregate, state of the art classrooms and labs, and distance learning capabilities. The facility houses a multi-media learning resource center and technology space and an eatery where students can purchase and/or prepare meals and snacks. Faculty and students have access to ACES (Alamo Colleges Educational Services) portal which provides access to email, Banner and campus announcements.**

**CISD maintains equipment at their facility and the quality is comparable to those at SPC. The day to day operation of the facilities of AC-MECHS are managed by CISD with oversight by SPC and will have minimal impact on existing programs and services at SPC.**

#### **Financial Support**

**Financial support for AC-MECHS is funded by CISD using the same protocols for funding as any comprehensive high school in the district. The ISD receives federal, state and local revenues and salaries of faculty and administrative personnel are funded by CISD. SPC does not provide financial support for**

the operation of AC-MECHS. Student tuition and fees are waived but SPC does receive funding from the state based upon contact hour generation through enrollment in college courses. All institutional support expenditures for areas such as student services, IT, Dual Credit and library services are all budgeted within and absorbed by the respective departments/programs operational budgets. The ECHS College Liaison will spend approximately 5% dedicated work time to this effort and one dual credit staff person will spend approximately 10% dedicated work time to the ECHS.

**COSTS:**

Dean of Arts and Sciences (ECHS College Liaison) \$91,000 at 5% = \$4,550

Dual Credit Staff Person \$23,780 at 10% = \$2,378

All other associated costs are absorbed by the various departments as part of their normal cost of doing business.

The following table provides expenditures for St. Philip's College for the academic year 2012-2013.

Functional Category	
Instruction	\$25,247,703
Academic Support	\$4,396,397
Student Services	\$4,064,712
Institutional Support	\$3,514,467
Public Services	\$151,354
Operations and Maintenance	\$8,792
Scholarships & Fellowships	\$83,349
Auxiliary	\$159,041
Transfers	\$930,000
<b>Total</b>	<b>\$38,555,815</b>

**Evaluation and Assessment**

SPC uses integrated and cyclical processes for overall institutional assessment and improvement, including Strategic Planning as well as Operational Unit and Assessment Planning. This applies to all off-campus sites and locations. Additional institution wide assessments that are specific to educational programs include Student Learning Outcomes Assessment and Instructional Unit Review. Collectively these approaches provide broad-based student, faculty staff and administrative participation in assessment activities that impact the whole of the college community.

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

The Associate of Arts degree and courses offered at AC-MECHS are equivalent to those offered at SPC, the procedures for systematic evaluation and assessment of instructional results, including the process of monitoring and evaluating programs are the same. Educational content and student learning outcomes for the A.A. degree are the same. The college assesses overall institutional effectiveness through the Planning, Budgeting and Assessment Cycle. The goal of the intensive College-wide review process is to determine effectiveness of programs and services to support the College mission and goals as well as to identify opportunities for improvement. The Operation Unit and Assessment Planning component of this process is performed annually and enables departments the opportunity to regularly review data, including pertinent Key Performance Indicators such a graduation and transfer rates, perform environmental scanning and research best practice.

SPC assesses student satisfaction of support programs and services using the national Noel-Levitz Student Satisfaction Inventory (SSI). The instrument helps to determine student perceptions of the College, including importance of and satisfaction with educational support programs and services. The Noel-Levitz aggregates the survey questions and responses under eight scales: Student Centeredness, Instructional Effectiveness, Safety and Security, Academic Advising Effectiveness, Campus Services, Registration Effectiveness and Campus Climate. The Noel –Levitz is administered each Spring.

SPC also participates in the national survey focusing on student perception of teaching, learning and retention in community colleges. The Community College Survey of Student Engagement (CCSSEE) indicates that students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relationships among groups on campus. The CCSSEE is administered each fall.

St. Phillip's mission is to provide a quality educational environment which stimulates leadership, personal growth and a lifelong appreciation for learning. The college has made great progress in analyzing, designing, developing, implementing and evaluating its performance in all modes of instructional delivery. The Vice President of Academic Success oversees the educational programs implemented by faculty and supporting departments. Using input from regulatory agencies, business and industry, students, educational institutions, and a scan of best practices, faculty design curriculum and learning environments based on best practices, engage in professional development, develop instructional strategies and assessments, implement the new or enhanced instruction, assess the instruction through formal processes and make improvements based upon the evidence gained from the assessments to ensure quality output.

Key to the development of curriculum and teaching strategies is a definition of student learning outcomes. St. Phillip's defines its Institutional Student Learning Outcomes (ISLOs) for educational programs using the five intellectual competencies: Reading, Writing, Speaking, Listening and Computer Literacy specified by the Texas Higher Education Coordinating Board (THECB). In conjunction with these, the College's QEP assesses Critical Thinking. Recent changes by THECB required new ISLOs to be identified and will be effective in Fall 2014. These are Critical Thinking, Communication, Empirical and

**Quantitative Skills, Team Work, Social Responsibility and Personal Responsibility. All of the competencies described in the ISLOs are embedded within the College's general education core. Instruction within the core contains educational experiences that help students achieve and demonstrate competency in all areas. The College uses the Educational Testing Service (ETS) Proficiency Profile test to measure ISLOs, except critical thinking. Critical thinking measures are based upon the QEP SLO assessment process that utilize faculty developed rubrics with specific skills identified and assessed. Each educational program includes these competencies through the core curriculum requirements. This process assures students engage in learning activities that address all of the ISLOs. See Appendix C.**

**The college uses a Scorecard to tie goals, measures, benchmarks, supporting documentation and results in a consolidated format. It also provides trend data which is used to inform targets for the next year. The scorecard makes it very easy to see where and how data is being used. For example, QEP and ETS results impact our productive grade, employment, transfer and licensure passage rates. They are also components of our overall performance excellence. Programs can use the scorecard to see how they are part of the college's overall performance and goals (Appendix D).**

## **Appendix A**

**Memorandum of Understanding  
between  
Comal Independent School District  
Alamo Colleges- Memorial Early College High School  
and  
Alamo Community College District  
on behalf of St. Philip's College**



ALAMO  
COLLEGES



**Memorandum of Understanding  
BETWEEN**

**COMAL INDEPENDENT SCHOOL DISTRICT  
ALAMO COLLEGES - MEMORIAL EARLY COLLEGE HIGH SCHOOL  
AND  
ALAMO COMMUNITY COLLEGE DISTRICT  
ON BEHALF OF ST. PHILIP'S COLLEGE**

The ALAMO COMMUNITY COLLEGE DISTRICT on behalf of St. Philip's College (herein referred to as "the College"), and Comal Independent School District (herein referred to as the "School District"), enter the following contract for the creation of Alamo Colleges - Memorial Early College High School (herein referred to as the "School"), as of August, 2010 and for the terms of which WITNESS THE FOLLOWING:

WHEREAS the purpose of this agreement is to outline the collaboration of the partners, as listed above, in creating an Early College High School serving grade 9 in the 2010-2011 school year, that will provide enrollment for college credit courses to traditionally underserved high school students for whom a smooth transition into postsecondary education is now problematic, including low-income or economically disadvantaged students, students at-risk of not graduating, first generation college goers, English language-learners, and students for whom the cost of college is prohibitive.

WHEREAS Early College High Schools are small schools where students have the opportunity to earn a high school diploma and complete 60 credit hours towards an Associate's degree and/or Baccalaureate degree at no cost to the student, the School will add a cohort of approximately 100 students per grade annually until serving at least grades 9-12.

WHEREAS Early College High Schools prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work, during their attendance at the School, students will develop a commitment to learning, a capacity for critical thinking, and understanding of their future role as community leaders, and the academic and other skills necessary to achieve success in these and other arenas. The students graduating from the School will enter post-secondary education and/or training with significant advanced standing.

NOW THEREFORE, the parties to the Memorandum of Understanding mutually agree as follows:

**1. TERM**

The term of this agreement shall commence on May 2011 and will be reviewed annually beginning on June 2012.

**2. GOVERNANCE**

The School established under this agreement will be governed by the School District and subject to district, state, and federal policies and requirements. The chief administrative officer or principal of the School will report to the School District Assistant Superintendent and the College Chief Academic Officer. The Superintendent of the School District and St. Philip's College President will maintain an open dialogue regarding the success of this partnership.

**The School's Advisory Committee**

An Advisory Committee comprised of representatives of the College and School District will meet weekly during the



Planning Phase and at least quarterly (and as needed) during the Implementation Phase in order to facilitate communication, to evaluate instructional and programmatic activities, to identify issues and challenges and make recommendations, and to enhance collaboration.

**The School's Collaborative Council**

A Collaborative Council, chaired by the School's Principal will meet once a month (and as needed) in order to discuss implementation issues within the school and make recommendations regarding policies, practices, and procedures at the School. Members will include representatives from the faculty and staff, School District representatives, as well as parent and student representatives. The council representatives will be elected once a year for a one year term.

3. **PROVISION OF COURSES:** The College is currently accredited by the Southern Association of Colleges and Schools (SACS) as required and meets all the SACS requirements to offer college credit courses to the School. The College will collaborate to ensure that the School provides a course of study that enables students to earn a high school diploma and complete up to 60 hours towards an Associate's degree and/or Baccalaureate degree within four to five years of entering high school.

The College shall give college credit for the courses that are listed on Attachment A of this Agreement which may be modified from time-to-time by the mutual written agreement of the Parties hereto. These courses are for college credit enrollment only. Internet course(s) enrollment criteria will be determined on a course by course basis.

Students that participate in a semester of college Fine Arts and/or Kinesiology courses will be given one year of high school credit for these courses.

4. **COURSE COMPLIANCE:** The College and the School District will seek designation as an Early College High School from the Texas Education Agency and the Texas Higher Education Coordinating Board.

The College and the School District will ensure that the School Students are able to meet all TEKS and high school graduation requirements while also earning college credit.

The College is responsible for involving full-time teaching faculty in the process of selecting and implementing College courses. This includes ensuring that course goals and standards are understood, and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. The department chairs and associated Deans will monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by SACS, the College, and the School District.

5. **ENROLLMENT:** All School Students will take the required college placement exams and meet the minimum score requirements as determined by the College in order to enroll in College courses; in accordance with Texas Education Agency (TEA) guidelines, St. Philip's is not permitted to provide developmental education.

Students desiring academic credit from the College will enroll for each course. Upon mutual agreement, the College will conduct enrollment one time per semester at the School. Students failing to enroll or failing to complete enrollment procedures at that time will complete the necessary procedures at the College during usual business hours and according to the published timelines.

6. **INSTRUCTION OF COURSES:** All School instructors must meet state certification requirements in their subject area to teach in the state of Texas.

Faculty of the School who meet the requirements necessary to teach courses for the College will be granted "Adjunct Instructor" faculty status by the College. Faculty of the School will be evaluated annually by their respective school districts and the College. As a part of the annual evaluation process, student evaluation of instruction will take place.

The School will provide instructors for all courses covered by this Agreement. The instructors will meet the requirements and standards of the College, SACS as well as those set by the School.

In the event the School does not have instructors who meet the requirements for teaching college credit courses, the College may assist in identifying and securing the services of instructors employed by the College. When the College is paying for the instructor, the average class size for the course must meet the college's required average class size. The College will provide no more than 20% of the instructors. The College instructor will be responsible for providing instruction for the minimum contact hours required for the college credit course(s) (i.e. a 3 semester hour course requires 48 contact hours) and will be paid by the College accordingly. Any request or arrangement for instruction beyond that requirement is between the College instructor and the School, not the College. Example: The Alamo College semester ends before the school district's semester ends in December and May. Any arrangement for additional instruction during these timeframes is between the instructor and the School, not the College.

The School may request to have the college credit course(s) offered at the College campus or via a distance learning delivery mode. This includes, but is not limited to, internet, hybrid and video conferencing delivery modes. In such cases, students must be enrolled in an approved college credit course(s). When the college credit course(s) are offered via a distance learning delivery mode, the College is responsible for facilities to deliver the course and the School is responsible for facilities to receive the college credit course(s).

**7. STUDENT ENGAGEMENT ACTIVITIES:** To reinforce the college-going culture, some of the activities the School students will have an opportunity to attend on the College campus are:

- a. Freshman Orientation in August
- b. Open House for students and parents in September
- c. President's Lecture Series -- fall and spring
- d. Transfer Fairs - fall and spring
- e. Fall and Spring theatre performances -- October/November and March/April
- f. Symphony in Residence Program during February
- g. CultureFest in April

Academic Programs the School students will be involved in are:

- a. Centers of Excellence in Mathematics and Science
- b. Career and Technology
- c. Student Engagement Grants -- College students receiving the grant will work with an approved College adjunct instructor at the School to provide tutoring and mentoring to the students of the School.

**8. COLLABORATIVE EFFORTS:** The School District Planning Team, College Deans and department chairs will meet to refine and align courses with both THECB and TEKS requirements.

Attachment A lists 60+ hours of college credit for the School. The model for college coursework for the first year of the School is:

- a. the students will fill out the ApplyTexas.
- b. Students will take the ACCUPLACER to meet TSI requirements and determine the level of support that the School District will need to provide the students.
- c. Students that meet course requirements will have the option to take classes listed in Attachment A. These courses will be available via distance learning if the School does not have faculty that College can approve as adjunct faculty. Initially, the School District will not have faculty hired to teach all the college disciplines.

**9. FACULTY ENGAGEMENT:** The teachers recruited for the School have a minimum of a Masters Degree and/or 18 graduate hours in their teaching discipline.

All teachers in the School will attend the College Adjunct Faculty Orientation. The focus of the mandatory session will be to review expectations, course content, grading, and other requirements for college credit. School teachers, while required to satisfy adjunct qualifications at College, will not be College employees and will not be eligible to participate in or receive any benefits offered by College.

The School teachers and College faculty will meet monthly by department. The focus of these meetings will be on course material, rigor of content, and delivery of instruction to ensure learning outcomes are met. These meetings will be accomplished by visits to both institutions as well as videoconferencing.

Each year, College and the School will evaluate the program, course offerings, and identify additional ways to assist the students to succeed.

10. **FACILITIES:** Courses will be conducted at the School. When the college credit course(s) is offered at the College, the College will provide facilities at the College.
11. **TRANSPORTATION:** Freshmen and sophomore years will be predominantly at the School. Juniors and seniors progressively will be expected to travel to College. The School will provide transportation to the College as necessitated.
12. **TUITION AND FEES:** All tuition and fees will be waived for dual credit courses taught at the School.
13. **BOOKS AND SUPPLEMENT MATERIALS:** Payment for textbooks and supplemental materials required for the college credit course(s) will be the responsibility of the School District. Textbooks and supplemental materials selection will be made by the College with an extension of usage (minimum of 3 years) to be considered.
14. **STUDENT RECRUITMENT AND SELECTION:** The School will recruit eighth grade students at-risk of not graduating, first generation college-goers, low-income or economically disadvantaged students. Recruitment will be from the districts' middle schools in January of each year. A recruitment team comprised of the School's Principal, on-site School administrators and counselors, School District representatives, and representatives from the College will spearhead this effort. This process will include:
  - a. Creation of the School web site that provides recruitment and admission information;
  - b. Distribution of recruitment/admission packets to middle school students in the School District;
  - c. Meetings with middle school faculty and counselors to introduce and explain the concept of an Early College High School;
  - d. Student/parent meetings with all middle school campuses explaining the opportunities and commitment required of the School students; and
  - e. Presentation of recruitment and admission information in a bilingual mode.

The School District will create a list of eligible students who wish to attend the School. Should the number of students wishing to attend exceed available spaces, admission will be done by lottery.

Students will be recruited by the School and will meet the basic criteria for enrollment. In compliance with the State-mandated TAKS and Texas Success Initiative (TSI), the admissions requirements of the College, and the School requirements, students must meet the eligibility criteria and demonstrate certain academic prerequisites at the time of enrollment into the college credit course(s).

15. **INSTRUCTIONAL SCHEDULE AND CALENDAR:** The School will comply with the College's semester schedule and calendar.
16. **CONDUCT:** The School students are required to adhere to the College and the School District regulations regarding facilities and equipment usage, and the College and the School District codes of conduct. Failure to do so will subject the student to appropriate action taken by the School District and the College, including suspension and dismissal.

**17. SAFETY:** If any School student, instructor, or administrator should experience an accident or sudden illness while on the premises of the College, the response to such incidents will be based on operating College regulations, guidelines, and procedures.

**18. PERFORMANCE EVALUATION AND PROJECT REPORTING:** The College and the School District will evaluate the effectiveness of the collaboration each academic year. The results of the evaluation will be reported at the end of each academic year. This evaluation will satisfy all applicable Federal and State guidelines for the evaluation of K-12 schools, in addition to any other evaluative guidelines established for the program.

An annual report and other reports, as required, will be prepared and submitted to the Texas Education Agency on the progress of the School under its purview. The report will be provided to participating partners, and others as deemed appropriate.

The College and the School District will collaborate to implement a longitudinal tracking process to follow students after they exit the School program and enter college.

**19. FISCAL AGENT:** The School District will serve as the fiscal agent for the purposes of this Memorandum of Understanding. Under this arrangement, the School District will be the recipient of the Texas Education Agency Early College High School Grant.

**20. BUDGET:** A budget will be updated annually in collaboration with the College and the School District.

**21. SUSTAINABILITY:** The College and the School District have planned and budgeted for sustainability beyond the expenditure of start-up funds. The School District will provide local funds for instructional, administrative, professional development, and maintenance of facility costs beyond the expenditure of the start-up funds. The College will provide administrative, instructional, and support services beyond the expenditure of the start-up funds.

**22. RESPONSIBILITIES OF THE PARTNERS:**

**Regulatory requirements**

All members of the School faculty and administration, as well as any other party connected to the program, must comply with regulations regarding the report of any and all alleged child abuse, school-related crimes, and sexual molestation.

**Compliance with laws**

All signatories to the Memorandum of Understanding will be responsible for complying with applicable Federal, state and local laws, rules, and mandatory policies and guidelines.

**23. MODIFICATION OF THE AGREEMENT:** This Memorandum of Understanding may be modified and amended only by mutual agreement of the parties in writing, and any such modification or amendments shall be attached and become a part of this collaboration as if set forth herein.

**24. TERMINATION OF THE AGREEMENT:** The College and the School District reserve the right to terminate this Memorandum of Understanding upon service of written notice to the other party 90 days prior to the date of the termination. In this event, the date of termination will be the day after the end of the semester during which the 90-day period expires. If the ECHS has an 11<sup>th</sup> grade cohort, operation will continue through the cohort's scheduled graduation. The date of termination will be the day after the end of the semester the cohort graduates.

Should the College or the School District terminate their participation in the Early College High School the parties agree to return any unspent funds and provide a complete accounting for all expenditures to the date of termination.

**25. DISCONTINUING OPERATION:** If the decision is made to discontinue the operations of the ECHE the following provisions must be met:

- a) If the ECHE has an 11<sup>th</sup> grade cohort, operation will continue through that cohort's scheduled graduation.
- b) If the ECHE has only 9<sup>th</sup> and 10<sup>th</sup> grade students, operation will discontinue at the end of the school year.
- c) While in the process of discontinuing operation, the ECHE may not enroll any additional students.
- d) While in the process of discontinuing operation, the ECHE must continue to meet all the required design elements and provide full support for all students.

**26. BOTH PARTIES AGREE:**

- a. To certify that their sites are ADA compliant.
- b. To comply with all applicable provisions of the Family Educational and Privacy Rights Act (FERPA), 20 U.S.C. 1232g.
- c. In all cases, to comply with all federal, state, and local laws applicable to this Agreement.
- d. To have in place and abide by a policy prohibiting sexual harassment.
- e. MOU is contingent upon TEA and THECB ECHE designation being granted.

**27. INDEPENDENT CONTRACTOR/AGENCIES:**

The Parties understand and agree that this Agreement does not create an employment relationship, partnership, or joint venture between the School District, its employees, and College. Neither Party nor its employees shall be deemed employees of the other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by the other. The Parties further agree that nothing in this Agreement shall be construed to create a borrowed servant status with the employees of the other Party.

IN WITNESS WHEREOF, the partners have duly approved this AGREEMENT, EXECUTED IN TWO original counterparts on this 19<sup>th</sup> date of May, 2011

ALAMO COLLEGES

On Behalf of St. PHILIP'S COLLEGE

By: 

Bruce H. Latta, Chancellor

Date: 5/19/11

Approved as to Form Only:

R. Karnes 5-15-11

R. Karnes, Assoc. General Counsel

By: 

Adena Williams Loston,  
President of St. Philip's College

Date: 5/19/2011

COMAL INDEPENDENT SCHOOL DISTRICT

On Behalf of MEMORIAL EARLY COLLEGE HIGH SCHOOL

By: 

Dr. Marc Walker, Superintendent

Date: 5/20/11

By: Carol K. Keller  
Carol Keller, CISD Board President

Date: 5/24/11

## ATTACHMENT A

### Table of College Credit Courses

#### Memorial Early College High School

SFC Course	SFC Course Title	TCCN	Core/Elective Course	High School Course Credit
SPCH 1311	Introduction to Speech Communications	SPCH 1311	C	Communication Applications
KINE 1301	Foundations of Kinesiology	KINE 1301	C	
MATH 1314	College Algebra	MATH 1314	C	Algebra II
PSYCH 2301	Introduction to Psychology	PSYCH 2301	E	Introduction to Psychology
HIST 1301	US History	HIST 1301	C	US History
HIST 1302	US History	HIST 1302	C	US History
SPAN 1411	Spanish I	SPAN 1411	C	Spanish III
SPAN 1412	Spanish II	SPAN 1412	C	Spanish III
ART 1301	Art Appreciation	ART 1301	C	Art Appreciation- Fine Arts Credit
MATH 2412	Pre-Calculus	MATH 2412	C	Pre-Calculus
ENGL 1301	Freshman English Composition Part I	ENGL 1301	C	English IV
ENGL 1302	Freshman English Composition Part II	ENGL 1302	C	English IV
GOVT 2305	US Government	GOVT 2305	C	US Government
GOVT 2306	Texas Politics and Society	GOVT 2306	E	Special Issues in Social Studies
BIOL 1408	Biology for Non-Science Majors I	BIOL 1408	C	Biology AP
BIOL 1409	Biology for Non-Science Majors II	BIOL 1409	C	Biology AP
SPAN 2311	Spanish Intermediate I	SPAN 2311	C	Spanish IV
SPAN 2312	Spanish Intermediate II	SPAN 2311	C	Spanish IV
ECON 2301	Macroeconomics	ECON 2301	C	Economics

AC/TECHS Graduation Plan- Class of 2014

High School Requirements- Distinguished Achievement

St. Philip's Associate of Arts Degree

Distinguished Achievement	26 Credits	Taken	College Course	60+ credit hours	Taken
English I	1				
English II	1				
English III	1		ENGL 1301/1302 ✓	6	
English IV	1		ENGL 2322 or 2323 ✓	3	
Algebra I	1				
Geometry	1				
Algebra II	1				
Math	1		College Level Math (MATH 1414) (MATH 1442)	4	
Biology	1	124, 144, 1442, 2002			
Chemistry	1				
Physics	1				
Science	1		College Level Science- 2 semesters (BIOL 2401/2402)	8	
World Geography	1				
World History	1				
U. S. History	1		HIST 1301/1302	6	
Government	.5		GOVT 2305/2306	6	
Economics	.5				
Second Language Level I	1				
Second Language Level II	1				
Second Language Level III	1		SPAN or GERM 1411/1412 ✓	8	
Second Language Level IV	1		SPAN or GERM 2311/2312	6	
Health	.5				
Fine Arts	1		Visual/Performing Arts (HUMA 1315)	3	
P.E. or Substitute	.5				
P.E. or Substitute	.5				
Technology Applications	1		MED 1301/1316	3	
Professional Communications	.5		SPCH 1311 ✓	3	
Additional Electives	2	132A	Social/Behavioral Science (SOC 1301, PSYC 2301, CRU 1301)	3	



ACMECHS Graduation Plan- Class of 2015 and 2016

High School Requirements- Distinguished Achievement

St. Philip's Associate of Arts Degree

Distinguished Achievement	26 Credits	Taken	College Course	60+ credit hours	Taken
English I	1				
English II	1				
English III	1		English 1301/1302	6	
English IV	1		Humanities- English 2322 or 2323	3/6	
Algebra I	1				
Geometry	1				
Algebra II	1				
Math- Pre Cal	1		College Level Math (MATH 1414) (MATH 1442)	4	
Biology	1				
Chemistry	1				
Physics	1				
Science	1		College Level Science- 2 semesters (BIOL 2401/2402)	8	
World Geography	1				
World History	1				
U. S. History	1		History 1301/1302	6	
Government	.5		Government 2305/2306	6	
Economics	.5				
Second Language Level I	1				
Second Language Level II	1				
Second Language Level III	1		Span or Germ 1411/1412	8	
Second Language Level IV	1		Span or Germ 2311/2312	3/6	
Fine Arts	1		Visual/Performing Arts (Huma 1315)	3	
P.E. or Substitute	.5				
P.E. or Substitute	.5				
Professional Communications	.5		Speech 1311	3	
Additional Electives	3.5		Social/Behavioral Science (Sociology, Psychology, or Criminal Justice)	3	
(Technology Applications can be taken as one of the electives- 1 credit)			Additional Requirements: IMED 1301/1316	6	

**Appendix B**

**Faculty Roster**

**Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: St. Philip's College

Name of Primary Department, Academic Program, or Discipline: Memorial Early College High School

Academic Term(s) Included: Spring 2013, Fall 2013

Date Form Completed: February 28, 2014

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Alex Andrews (P)	Fall 2013 MATH 1414 College Algebra, 3 (U)	M.A. Mathematics, American University Washington, D.C.	
Abel Candia (P)	Fall 2013 BIOL 2401 Human Anatomy & Physiology I, 4 (UN)	M.S. School Administration, Texas A&M University Kingsville University of Texas at San Antonio BIO 5053 Seminar in Life Sci BIO 5543 Pharmacol & Toxicol BIO 6953 Independent Study BIO 5973 Directed Research BIO 6973 Directed Research BIO 6953 Independent Study Total: 18 Graduate Semester Hours	
Keith Cunningham (P)	Spring 2013 HIST 1302 United States History II, 3 (UN) Fall 2013 HIST 1301 United States History I, 3 (UN)	M.ED. History, Texas State University	
Alan Davis (P)	Spring 2013 IMED 1318 Web Design I, 3 (UN)	M.ED. Educational Technology, Texas State University	


Kristy Garcia (P)	<p>Spring 2013 SPAN 1412 Elementary Spanish II, 4, (UN) SPAN 2312 Intermediate Spanish II, 3 (UN)</p> <p>Fall 2013 SPAN 1411 Elementary Spanish I, 4 (UN) SPAN 2311 Intermediate Spanish I, 3 (UN)</p>	M.A. in the Teaching of Language (Spa), The University of Southern Mississippi	
Laura Gibson (P)	<p>Spring 2013 ENGL 1302 Composition II, 3 (UN)</p> <p>Fall 2013 ENGL 1301 Composition I, 3 (UN)</p>	<p>M.ED. Curriculum &amp; Instruction, Midwestern State University READ 6283 Content Reading Texas A&amp;M University – Kingsville ENG 4810 COL/19-CENT AM LIT ENG 502F TOP: British Novel ENG 503E TOP: Early American LIT ENG 502D TOP: 19<sup>th</sup> CNT BR LIT ENG 503A TOP: American NOVEL ENG 5080 Thesis Total: 18 Graduate Semester Hours</p>	
Genevieve F. Miller-Sellese (P)	<p>Fall 2013 ENGL 2322 British Literature I: Anglo Saxon through Neoclassic, 3 (UN)</p>	M.A. English Lit and Language, St. Mary's University	
Cynthia Moore (P)	<p>Spring 2013 HUMA 1315 Fine Arts Appreciation, 3 (UN)</p>	M.A. Theatre, Texas State University	
William Pickett (P)	<p>Spring 2013 GERM 1412 Elementary German II, 4 (UN)</p> <p>Fall 2013 GERM 1411 Elementary German I, 4 (UN) GERM 2311 Intermediate German I, 3 (UN)</p>	M.A. German Texas Tech University	
Robert Ramirez (P)	<p>Fall 2013 ARTS 1303 Art History I, 3 (UN)</p>	M.F.A. Art University of Texas at San Antonio	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Form Updated: January 2011

## **Appendix C**


### **Student Learning Outcomes Assessment Process**



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## Student Learning Outcomes Assessment Results

2012-2013

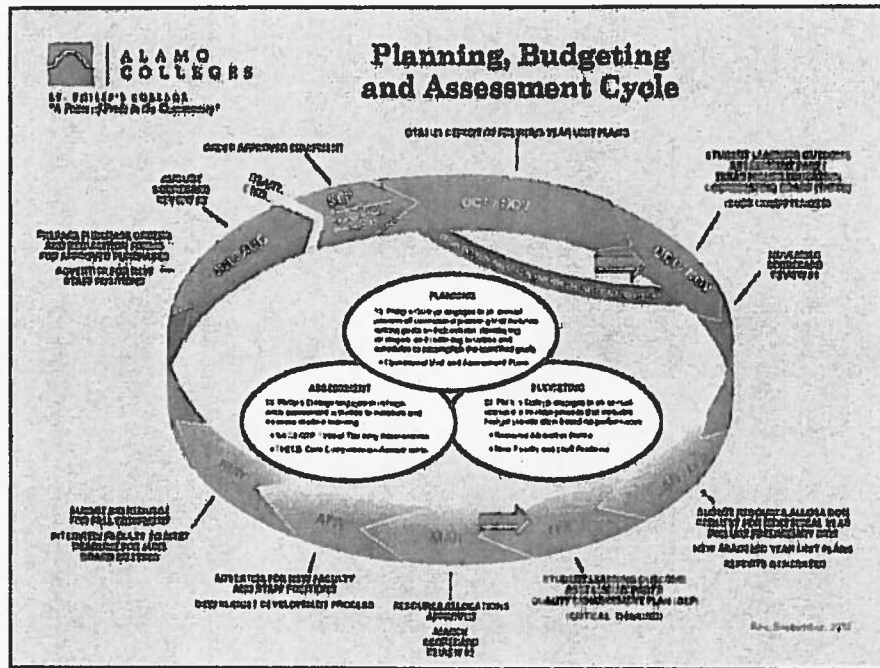


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## Key Results

### Evidence of Increased student learning

- Increased demonstration of critical thinking skills (QEP)
- Increased math proficiency (ETS)
- Closing the gap with peer institutions on writing, math, and critical thinking proficiency. (ETS)
- Higher than national benchmarks on student perception of quality of instruction. (Noel Levitz)
- Higher than national benchmarks on student perception of college contribution to student growth (CCSSE)



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## Part I: Core Competencies

Fall 2012

### **ETS Proficiency Profile Exam**

- **Measures general education core competencies**
- **Measures gains in overall student learning**
- **Supports accrediting/regulatory assessment requirements**

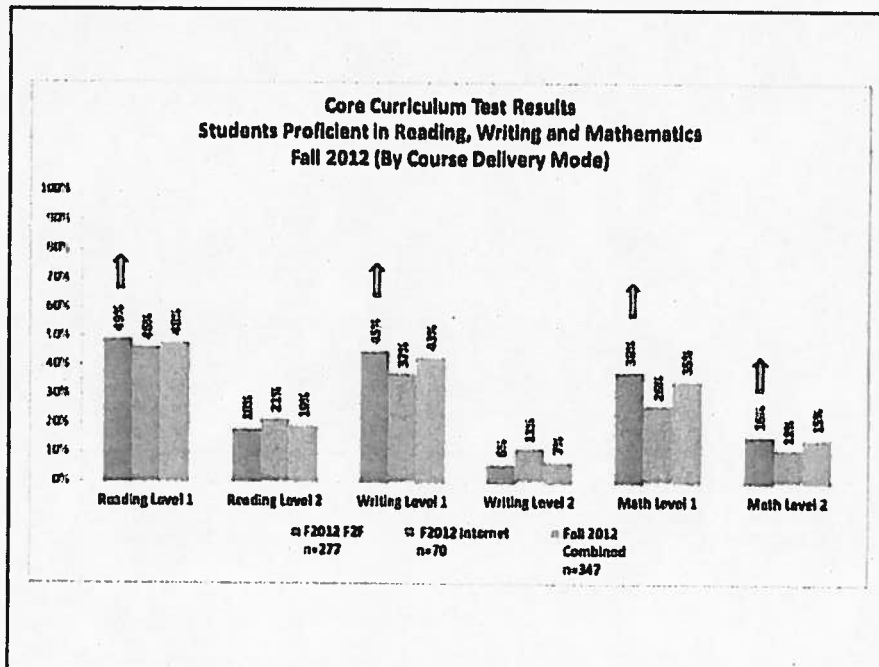
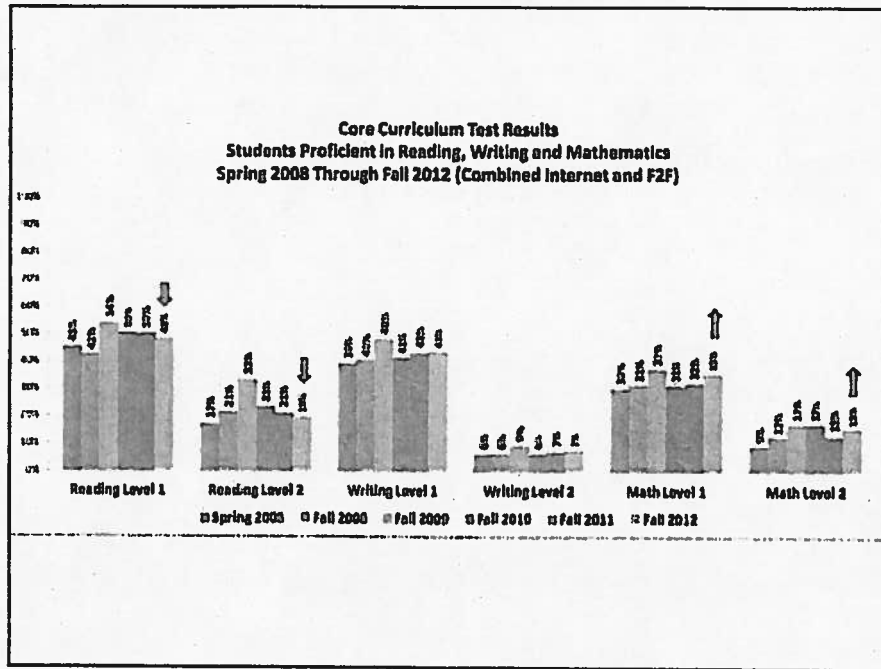
#### **The ETS Assesses Core Skills:**

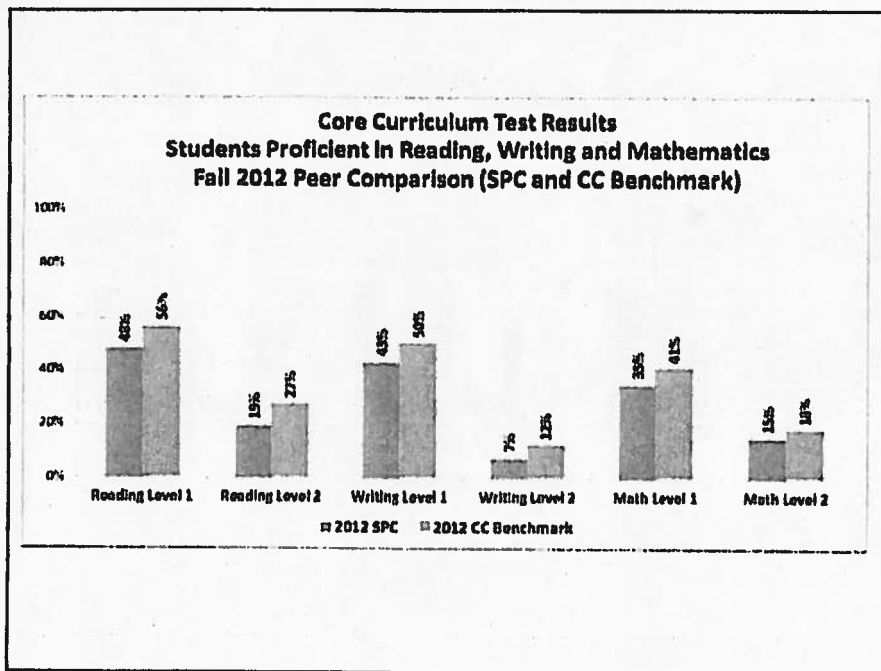
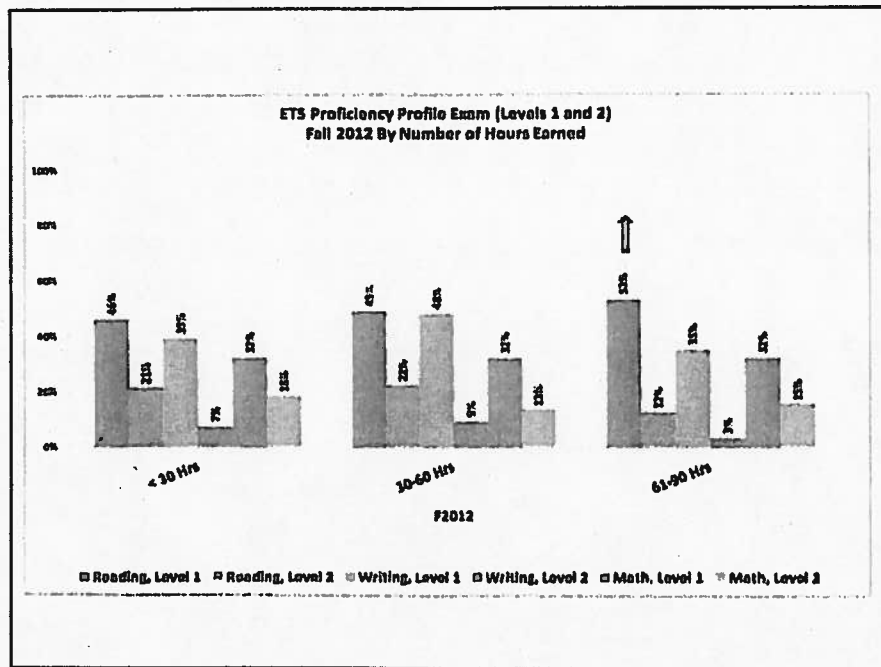
**Reading**  
**Writing**  
**Mathematics**  
**Critical Thinking**

#### **Cohorts Tested:**

**Spring 2008 (Pilot)**  
**Fall 2008**  
**Fall 2009**  
**Fall 2010**  
**Fall 2011**  
**Fall 2012**

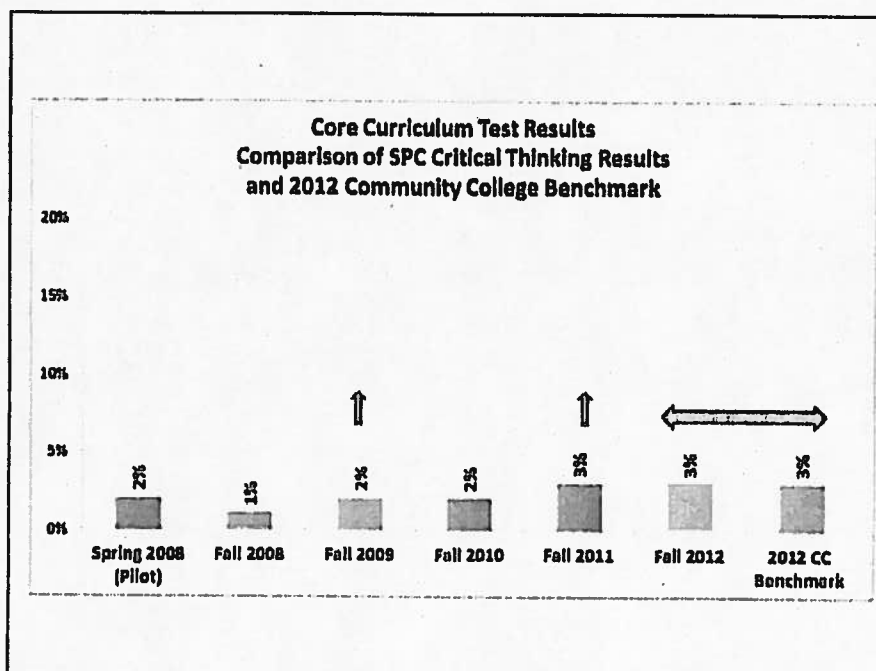






Core Curriculum Test Results Progress on Closing the Benchmark Gap		
	F2011 Benchmark Gap	F2012 Benchmark Gap
Reading Level 1	-7%	-8%
Reading Level 2	-7%	-8%
Writing Level 1	-9%	-7%
Writing Level 2	-6%	-5%
Math Level 1	-10%	-6%
Math Level 2	6%	-3%

Red indicates gap grew.  
Green indicates gap shrank.



## ETS Proficiency Profile (Levels 1 and 2) Baseline Comparison

	Proficiency Spring 2008 n=158	Proficiency Fall 2012 n=397	Gain Over Baseline
Reading, Level 1	45%	48%	3%
Reading, Level 2	17%	19%	2%
Writing, Level 1	39%	43%	4%
Writing, Level 2	6%	7%	1%
Math, Level 1	30%	35%	5%
Math, Level 2	9%	15%	6%



## Part II: Critical Thinking

Fall 2012

### **QEP Artifact Assessment**

- **Measures students' ability to demonstrate critical thinking skills**
- **Measures gains in overall student learning**
- **Supports accrediting/regulatory assessment requirements**

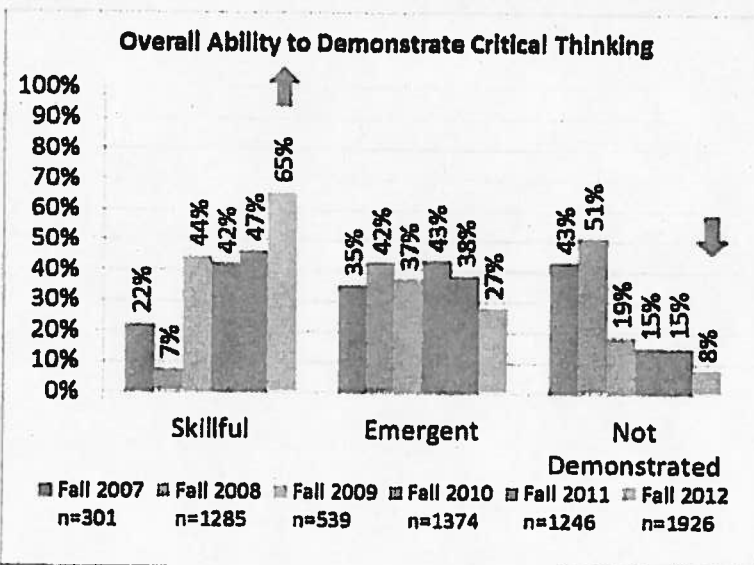
### **QEP Measures Student's Ability to**

- **SLO1: Pose vital questions**
- **SLO2: Gather relevant information**
- **SLO3: Consider alternative systems of thought**
- **SLO4: Develop well-reasoned conclusions**
- **SLO5: Communicate effectively**

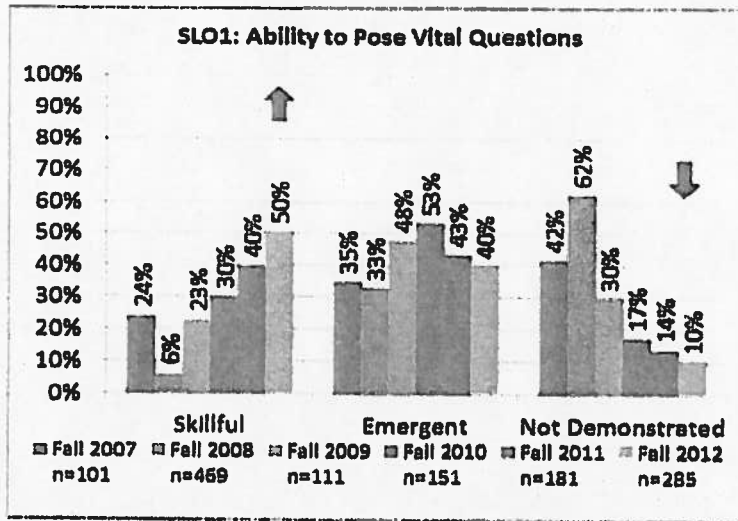
**QEP Artifacts were assessed for cohorts**

- Fall 2007
- Fall 2008
- Fall 2009
- Fall 2010
- Fall 2011
- Fall 2012

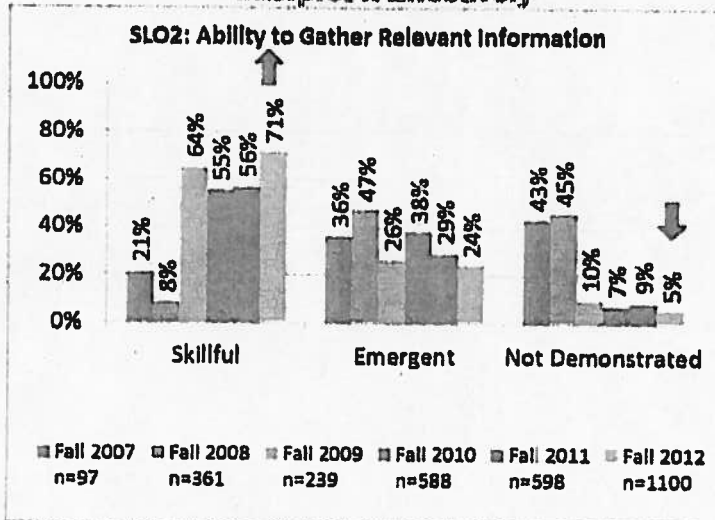
**QEP Overall Assessment Results**



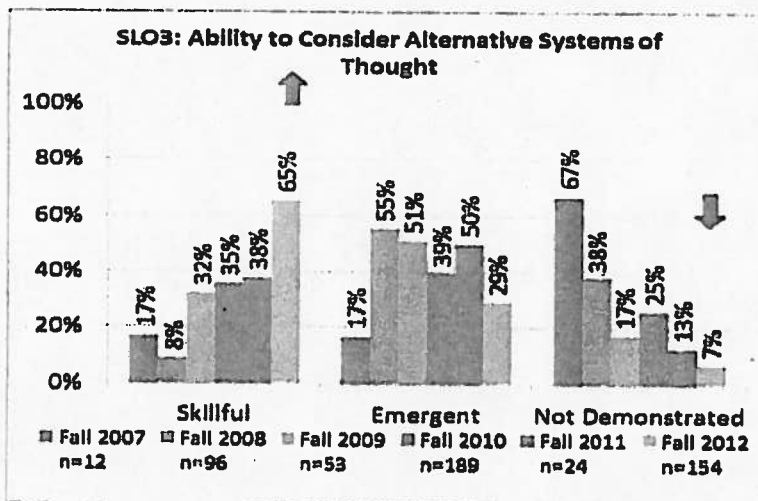
**SLO 1: Ability to Pose Vital Questions and Identify Problems, Formulating Them Clearly and Precisely**



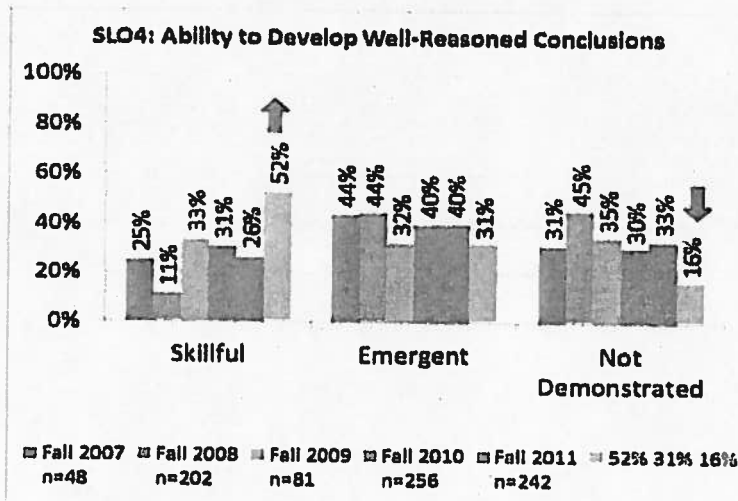
**SLO2: Ability to Gather Relevant Information to Interpret It Effectively**



**SLO 3: Ability to Impartially Consider Alternative Systems of Thought, Recognizing Assumptions, Implications, & Practical Consequences**

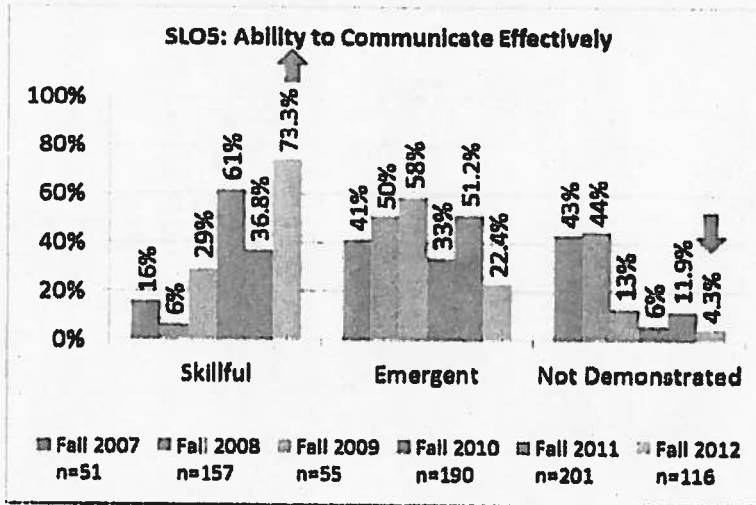


**SLO 4: Ability to Develop Well-Reasoned Conclusions and Solutions**

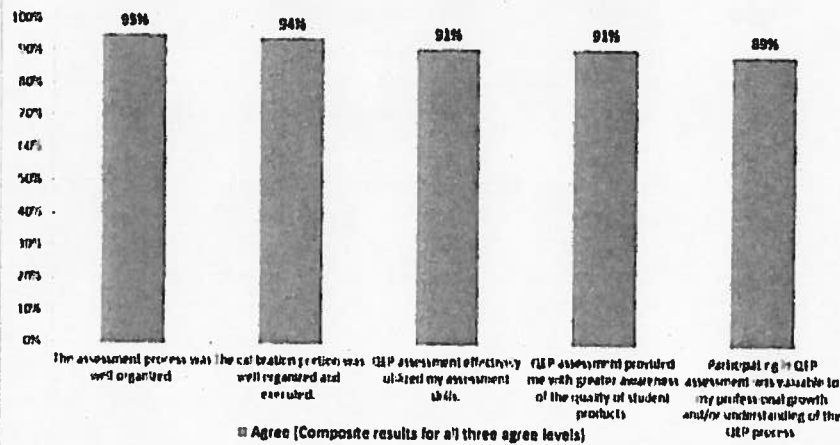





**SLO 5: Ability to Communicate Effectively With Others  
In Determining Solutions to Complex Problems**



**QEP Assessment Day 2013 Evaluation Results  
Please Evaluate Today's Experience**

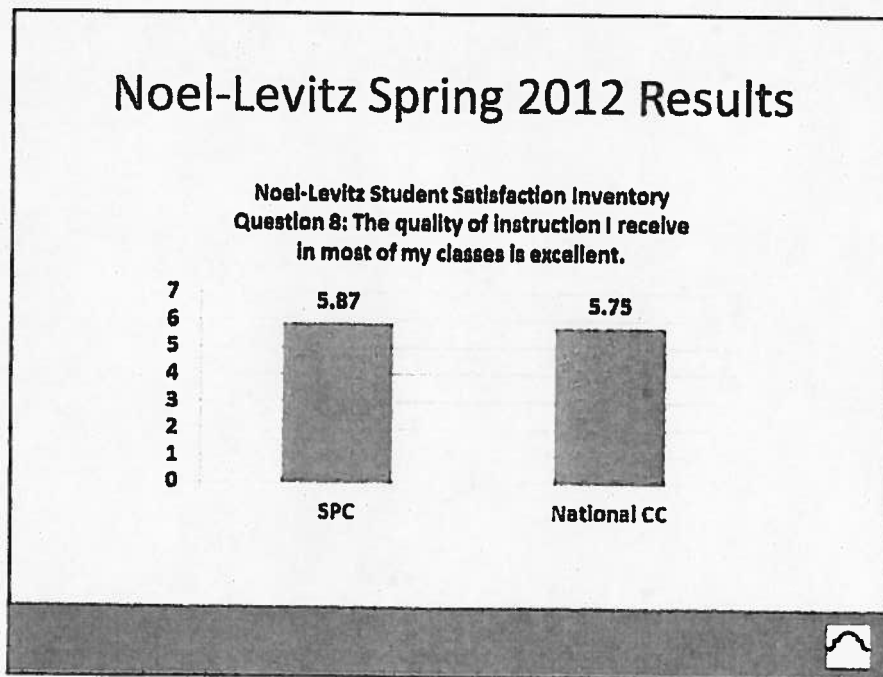




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## Indirect Measures: Noel-Levitz

Spring 2012





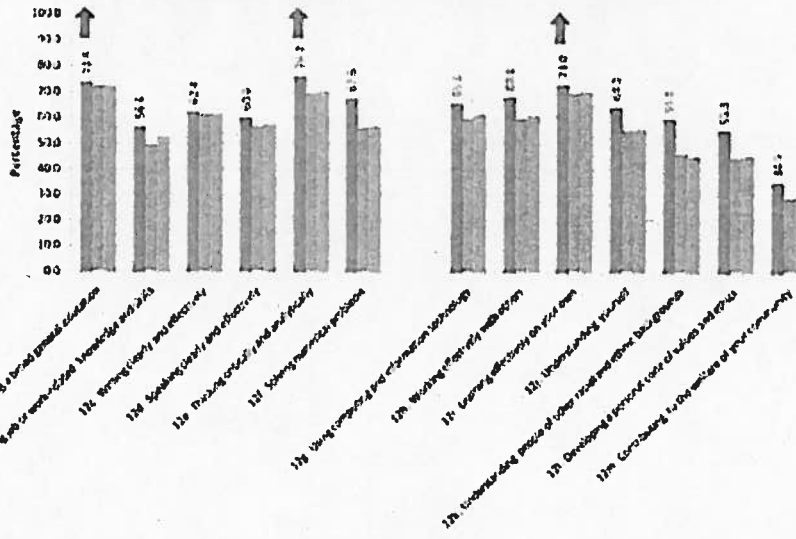
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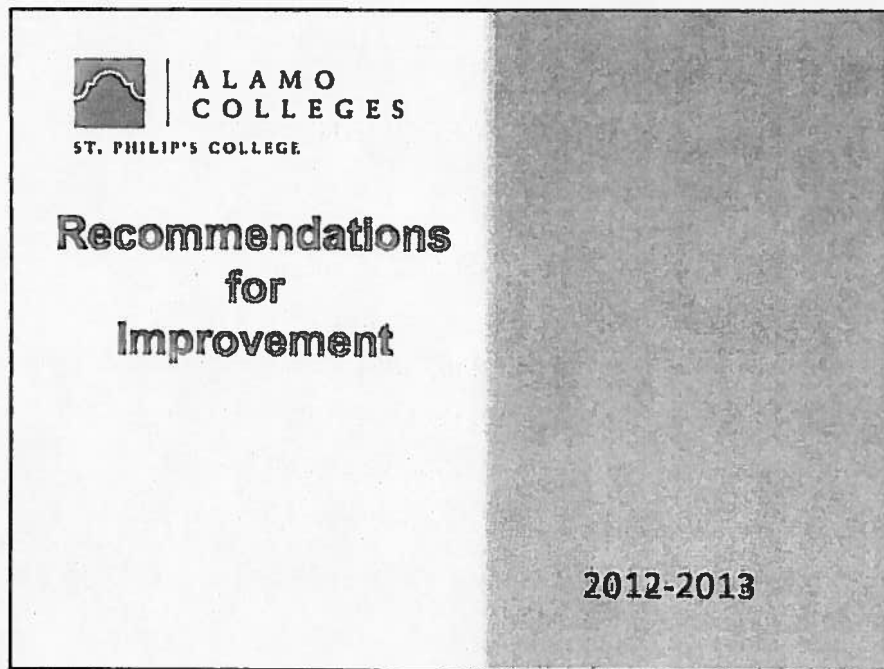
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# Indirect Measures: CCSSE

Spring 2011

**CCSSE 2011 - College Contributions to Student Growth**  
**Questions 12a to 12m: How much has your experience at this college**  
**contributed to your knowledge, skills, and personal development?**





## Recommendations for Improvement

- Identify strategies in Unit Plans.
- Share best practices.
- Consider incentives for students taking the ETS Exam.
- Use assessment results for improvement.
  - ETS Item Analysis Report
  - CT Results Segmented by Department

## Reflection

In light of student/stakeholder expectations and SACS/THECB requirements, how can we best utilize SLO assessment results to inform our decisions regarding core competency attainment?

### Crucial Questions

- What are our goals for core competency attainment in the next five years? Where are we going? What are we trying to achieve?
- How can we ensure continued progress on all core objective in a consistently positive direction overcoming our current shifting patterns and trends?
- What areas do we want to focus on next academic year, why, and how?
- What strategies can we develop and implement that will help us accomplish improvement in these areas?
- What are our specific SLO achievement targets for FY14? Are they strategic and achievable and will they have an impact on overall student outcomes?



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## Goals for 2013-2014

- Perform at National Benchmark Levels
- Develop assessment plan for new core objectives.
- Develop QEP 2016 Plan.
- Use SLO Results to improve learning outcomes.
- Use technology to simplify assessment.

3/6/2014



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## Questions?

Student Learning Outcomes  
Assessment Office  
June 2013

**Appendix D**

**St. Philip's College Scorecard 2013-2014**

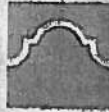
**SPC College Scorecard FY 2014**

Data Update 01-09-14 Office of Planning, Research and Effectiveness

GOAL	MEASURE	BENCHMARK	Supporting Documents/Leading Indicators	RESULTS						TARGET
				Fall 09	Fall 10	Fall 11	Fall 12	Fall 13*	Fall 14	
GOAL 1 Appears to Higher Education	Enrollment		<ul style="list-style-type: none"> <li>Labor Market Demand Data</li> <li>Weekly Enrollment Report for Current/Upcoming Semester</li> </ul>	10,280	10,828	10,710	10,313	10,245	TBD	
	Productive Grade Rate	AC baseline (Fall 2008) = 67.3% Dual Credit = 93.6% Non-Dual Credit = 75.3%	<ul style="list-style-type: none"> <li>SLO Assessment Results (QEP and ETS)</li> <li>Early Alert</li> <li>Tutoring</li> <li>Student Engagement (CCSSE Survey)</li> </ul>	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	
GOAL 2 Success / Completion	Course Completion	AC baseline (Fall 2008) = 80.2 % Dual Credit = 98.9% Non-Dual Credit = 89.5%	<ul style="list-style-type: none"> <li>Early Alert</li> <li>Tutoring</li> <li>Student Engagement and Satisfaction (CCSSE, Noel Levitz, End of Course)</li> </ul>	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14	
	Persistence FTIC Fall-to-Fall	State & VLCC Best - LoneStar Cy-Fair = 66.5% VLCC Average = 55.7%, Statewide = 52.5% National (Northern Virginia, Fall 2011) = 69.0% AC developmental education = 50.8%	<ul style="list-style-type: none"> <li>Student Satisfaction</li> <li>On-Site Wait Times</li> <li>Student Engagement and Satisfaction (CCSSE, Noel Levitz)</li> </ul>	FY09	FY10	FY11	FY12	FY13*	FY14	
	Graduation Rate FTIC 4-year	VLCC Best (South Texas) = 21.8% VLCC Average = 13.9%, State Average = 16.0%, State best (Clarendon College) = 32.8% National (Maricopa, 2007 cohort) = 23.4% AC developmental education = 8.1%	<ul style="list-style-type: none"> <li>Enrollment</li> <li>PGR</li> <li>Early Alert</li> <li>Tutoring</li> </ul>	Fall 05 Cohort	Fall 06 Cohort	Fall 07 Cohort	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	
	Degrees and Certificates Awarded	VLCC Best (Dallas) = 7,928 VLCC Average = 4,769 National (Mancopa, 2011) = 22,294	<ul style="list-style-type: none"> <li>Enrollment</li> <li>PGR</li> <li>Early Alert</li> <li>Tutoring</li> <li>Regulatory Compliance</li> </ul>	1,264	1,415	1,433	1,434	1,415	TBD	
	Employment % technical students employed within six months of graduation	VLCC Best (El Centro - DCCCD) = 82.7% VLCC Average = 74.1%, State average = 76.5% State Best (Brazosport) = 89.3%	<ul style="list-style-type: none"> <li>Graduation Rates</li> <li>SLO Assessment Results (QEP and ETS)</li> <li>Labor Market Demands</li> <li>Licensure Pass Rates</li> </ul>		63.7%	78.0%	75.9%	76.1%	78.3%	
GOAL 3 Pathways to Success	Transfer 1, FTIC students transferred to a senior institution in six years	VLCC Best (Collin) = 31.6% VLCC Average = 24.6% Statewide = 28.0% State Best (Blinn College) = 49.4%	<ul style="list-style-type: none"> <li>Graduation Rates</li> <li>Persistence</li> <li>SLO Assessment Results (QEP and ETS)</li> <li>Labor Market Demands</li> </ul>	FY09	FY 10	FY 11	FY 12	FY13	FY14	
	Licensure Passage	State Best (Austin) = 100% State Average = 91.4%	<ul style="list-style-type: none"> <li>SLO Assessment Results</li> <li>PGR</li> <li>Tutoring</li> </ul>	88.1%	93.3%	90.1%	Pending	93.5%		
GOAL 4 Performance Excellence	Best in the Nation		<ul style="list-style-type: none"> <li>Regulatory Compliance</li> <li>Good to Great Implementation (Context Map, SWOT Analysis, Strategic Objectives, Action Plans, PBA Cycle Adherence)</li> <li>Cycles of Improvement</li> <li>College Climate (PACE Survey)</li> <li>Student Engagement and Satisfaction (CCSSE, Noel Levitz)</li> <li>SLO Assessment Results (QEP and ETS)</li> <li>OUAPs completed and on time</li> <li>TAPE Band Level Improvement</li> <li>Employee professional development satisfaction</li> <li>Funds spent appropriately and timely</li> <li>Emergency Preparedness Assessments</li> <li>On-Time, On-Budget Facilities Completion</li> </ul>				FY12	FY13	FY14	
GOAL 5 Organizational Communication	Fundraising	2012/13 AC: SAC \$422,507 PAC \$185,825 NLC \$114,140 NVC \$198,244	<ul style="list-style-type: none"> <li>Monthly Status Reports</li> <li>Golf Tournament weekly reports</li> </ul>				\$405,269	\$492,991	\$350,000	

\*Preliminary





# ALAMO COLLEGES

## ST. PHILIP'S COLLEGE

### - MISSION -

St. Philip's College provides an educational experience that stimulates leadership, personal growth, and a lifelong appreciation for learning.

### - VISION -

St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

### - VALUES -

Students First  
Collaboration

Respect For All  
Can Do Spirit

Community-Engaged  
Data-Informed

### - STRATEGIC PRIORITIES -

Process Improvement - efficiencies, alignment, outcomes

Financial Literacy

College Preparatory - adaption to new state policy and requirements

### - CORE COMPETENCIES -

Quality Instruction

Business and Industry Responsiveness

Support for Learners

Community Engagement

### - STRATEGIC OBJECTIVES -

St. Philip's College provides a gateway to a quality higher education experience.

St. Philip's College provides the academic and student support to facilitate the successful completion of student academic goals.

St. Philip's College develops coherent educational pathways in partnership with universities, business, and community-based organizations with a focus on student completion and life-long learning.

St. Philip's College is committed to continuously improve opportunities for our employee, financial, technological, physical, and other capacities with focus on effectiveness, efficiency, and agility.

St. Philip's College fosters integrated organizational communication to consistently promote the positive impact and value of SPC to the community of Bexar County and the surrounding service area.