



**REPORT OF THE INTERIM OFF-CAMPUS INSTRUCTIONAL SITES
COMMITTEE
New Sites Added Since Last Reaffirmation**

Statement Regarding the Report

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

Name of the Institution: Northwest Vista College

Date of the Review: October 11-14, 2021

SACSCOC Staff Member: Dr. Michael T. Hoefler

Chair of the Committee: Lori A Heafner, Vice President
Institutional Effectiveness and Development,
Horry-Georgetown Technical College,
Conway, SC

Part I. Overview and Introduction to the Institution

Northwest Vista College (NVC) is a community college established in 1994 as the fourth college within the Alamo Community College District (ACCD). Classes began in 1995 at partner locations with enrollment of twelve students. The first building opened onsite at NVC (3535 N. Ellison Dr. – San Antonio, TX) in 1998, and the college has expanded to include fourteen buildings and two parking garages situated on 137 acres. NVC was granted SACSCOC candidacy in 1999 and was granted accreditation in 2001.

Service Area

NVC is located on the far west side of San Antonio, Texas in a fast-growing service area with a diverse socioeconomic population. The largest cluster of students attending NVC are located in the northwest quadrant of the City of San Antonio and Bexar County, primarily in the triangle formed between Interstate Highway 10 (IH-10) and US Highway 90 (US-90). However, students attending NVC originate from as far away as New Braunfels, to the east, Boerne, to the north, and the southern extents of Bexar County, into both Atascosa and Wilson Counties.

Off-Campus Instructional Sites (OCIS)

NVC off campus instructional sites (OCIS) include two types of locations (1) high school dual credit OCIS and (2) Alamo Community College District (ACCD) Regional Centers OCIS, as noted in the SACSCOC Off Campus Instructional Sites (OCIS) database and summarized in the table provided in the documentation for the Interim Off-Campus Instructional Sites Committee. OCIS selected for review during the committee visit are highlighted in the table below. The NVC Interim Review of Off-Campus Instructional Sites report included Earl Warren High School, John Marshall Harlan High School, Louis D. Brandeis High School, Sandra Day O'Connor High School, and Tom C. Clark High School.

Part II. Assessment of Compliance

Section 1: The Principle of Integrity

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

The Interim Off-Campus Instructional Site Committee found no lack of integrity.

Section 5: Administration and Organization

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

(Qualified administrative/academic officers)

The institution employs qualified administrative and academic officers with necessary experience and qualifications to provide leadership to the institution. The administrative and academic officers oversee all aspects of the institution and program instruction regardless of site location or method of delivery. All employees receive an annual performance evaluation by the supervisor as required by Northwest Vista College and the Alamo Community College District Board of Trustees policy. Examples of evaluations and credentials were provided. Administrators' credentials appear reflective of the duties. Resumes were provided and current.

The Interim Off-Campus Instructional Sites Committee reviewed the college's organizational chart, job descriptions, minimum qualifications required as well as the resumes of the Administrative and Academic Officers. The Committee also conducted interviews the Vice President for College Services and Vice President for Academic Success.

Section 6: Faculty

6.2 For each of its educational programs, the institution

6.2.a Justifies and documents the qualifications of its faculty members.
(Faculty qualifications)

As part of the hiring process, Northwest Vista College (NVC) uses a multi-step process to review faculty credentials, including those of adjuncts teaching at off-campus instructional sites (OCIS). Documentation required as part of the review includes official transcripts of all graduate academic course work completed and germane to the teaching field, a curriculum vitae, an NVC employment application, references, and other relevant documentation such as licensures and certifications. The appropriate discipline coordinator, department chair and dean for academic success review credentials then submit a hiring packet to the Vice President for Academic Success for final review and approval.

NVC Procedure AS 005 Faculty Credentialing outlines the credential requirements for faculty, the approval process, the process for exceptions and justification, and the appeals process for faculty determined not to meet minimum credentials. Additionally, NVC provided a Faculty Credential Table that clearly outlines minimum credential requirements for each discipline. The procedure applies to all faculty, including adjunct faculty teaching dual credit courses at OCIS.

The Committee reviewed faculty credential rosters and, for a few faculty, reviewed additional documentation during the site visit. Documentation included student learning outcomes, transcripts, Dual Credit Memorandums of Understanding (MOU), and memos that provided an in-depth explanation of

qualifications. Interviews with deans for academic success and a sampling of department chairs and discipline coordinators confirmed that Procedure AS 005 Faculty Credentialing is adhered to when credentialing high school faculty to teach dual credit courses. Therefore, NVC justifies and documents the qualifications for its dual credit faculty.

- 6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(Program faculty)

As a component of the Alamo Community College District (ACCD), NVC is governed by the ACCD Board of Trustees. ACCD Board of Trustees Procedure D.5.1.2 Faculty Teaching Loads establishes the following threshold. "Colleges will maintain a 50/50 ratio of full-time and adjunct faculty and will strive for 55% of sections to be covered by full time faculty with the other 45% to be covered by adjuncts or full-time faculty overloads." Overall, the College meets the 50/50 ratio regularly for programs and by course. The College shows evidence of actions taken when the ratio falls below 50/50.

While off-campus instructional site (OCIS) courses are taught mostly by adjuncts, there is sufficient evidence that adjuncts have adequate support. This includes robust faculty development resources, frequent communication with discipline coordinators and department chairs, and course agreements that include coordination of textbooks, student learning outcomes, and other resource materials. Interviews with deans for academic success, a sampling of department chairs and discipline coordinators, and adjunct faculty confirm that there is sufficient support for faculty to ensure curriculum and program quality, integrity, and review.

- 6.2.c Assigns appropriate responsibility for program coordination.
(Program coordination)

Program coordination is the responsibility of department chairs and faculty discipline coordinators. Department chairs ensure departments function efficiently and effectively and ensure that policies and procedures are followed. Chairs receive 100% release from teaching. Faculty discipline coordinators are responsible for the content and quality of the curriculum. This includes working with adjuncts teaching dual credit courses in high school. Coordinators report to the department chair and receive varying release time dependent on the scope of responsibilities. Department chairs and faculty discipline coordinators must have the same credentials as faculty teaching in the discipline, as stated in NVC procedure AS 005 Faculty Credentialing.

Dual Credit Memorandums of Understanding (MOU) are renewed every three years. These MOUs are developed by department chairs, faculty discipline coordinators, and adjunct faculty teaching dual credit courses. MOUs outline discipline expectations including alignment, level of rigor, and textbook usage.

MOUs also outline requirements for assessment, faculty evaluation, grading, and syllabi.

The Committee reviewed discipline coordinator qualifications, NVC Academic Success structure (organizational chart), a sample of a Dual Credit Memorandum of Understanding, examples of release time and relevant job descriptions. The Committee also interviewed deans for academic success, a sampling of department chairs and discipline coordinators, and dual credit adjunct faculty. Program coordination is assigned to qualified chairs and discipline coordinators.

Section 8: Student Achievement

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.a Student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)

Each educational program at the institution engages in an annual process of setting expected program learning outcomes that specify the knowledge, skills, and values a student should achieve at completion of the program.

Documentation of Program Assessment Plans were provided for three years to include FY18, FY19, and FY20. Assessment Reports for Associate in Arts and Associate of Science were provided and demonstrated evidence that learning outcomes were measured, and students were achieving outcomes. In instances where outcomes were not met, actions were identified to seek improvement for student learning. Further, data was disaggregated to isolate specific differences in locations where students were not meeting outcomes.

The Interim Off-Campus Instructional Site Committee reviewed Associate in Arts and Associate in Science Scorecards, Assessment Plans, Academic Assessment Framework and Action Plans from Brandeis High School, Clark High School and O'Conner High School. The Committee also interviewed the Vice President for College Services, Vice President for Academic Success and faculty who teach at the off-campus instructional sites.

Section 11: Library and Learning/Information Resources

11.1 **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**
(Library and learning/information resources) [CR]

The institution describes how students at the high school Off Campus Instructional Sites (OCIS) are provided learning/information resources, services, and support for its mission through remote and on-campus access to learning resources.

The institution describes appropriate library facilities and resources selected to support undergraduate education. OCIS students have access to the institution's library which is open 66.5 hours per week, Monday-Saturday. The library alters the hours of operation based on student and program needs. Students and faculty may also access the institution's library resources remotely via 24/7 access to over 100,000 electronic journals and online media resources including streaming video and music. Students may access physical materials unavailable at the institution's library through interlibrary loan (ILL) requests. In addition to access to the institution's library, students have access to high school libraries at each OCIS.

OCIS student and faculty use of library and learning resources is supported by an extensive collection of library research guides, dual credit faculty and student workshops, class instruction sessions, and online librarian chat sessions.

The Committee reviewed documents such as the Dual Credit Library Brochure, the Library Dual Credit Staff Development Agenda, and a listing of library databases. The Committee interviewed staff from the institution including the Vice President for Academic Success, Dean for Academic Success, Dean for Academic Success - Academic Support services, the Electronic Resources Librarian, and the Learning Resource Center (Library) Director. Finally, the committee visited five OCIS (Earl Warren High School, John Marshall Harlan High School, Louis D. Brandeis High School, Sandra Day O'Conner High School, and Tom C. Clark High School) and interviewed counselors, principals, associate principals, academic deans, and faculty in support of the institution's case for compliance and affirms that the Institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Section 12: Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR]

The institution describes the academic and student support services that it offers for the students enrolled in classes at high school dual credit off campus instructional sites (OCIS). Coordinated by the High School Programs Office, the institution provides services to guide students at OCIS through college application and enrollment processes. These services include recruitment/information presentations, placement testing, orientation, advising, and registration. Dual credit students at an offsite location are subject to the same academic policies and procedures as students enrolled in on campus courses, including academic, probationary, dismissal, withdrawal and grievance procedures.

The institution provides access to academic support services including tutoring and library/learning resources to students at OCIS. The institution offers several tutoring

options including the Math Advocacy and Tutoring Center, Centers for Academic Reading and English Support (CARES), Learning Assistance Services for Science, Learning Assistance Center, Writing Across the Curriculum (WAC) Lab/Tutoring, and online tutoring. In addition to onsite libraries at the high school OCIS, the institution's library provides both on-campus and off-campus students with access to an extensive collection of physical library resources as well as 24/7 access to electronic resources. The institution provides workshops and information to OCIS faculty and students in the access and use of library resources.

The Committee reviewed documents such as the OCIS New Student Orientation module, Memoranda of Understanding (MOAs) with school districts, admissions website, and high school programs website. The Committee interviewed staff from the institution including the Vice President for Academic Success, Dean for Academic Success, Dean for Academic Success - Academic Support services, Director of High School Programs, Senior Advisor (for high school programs), and Senior Specialist (for high school programs). Finally, the committee visited five OCIS (Earl Warren High School, John Marshall Harlan High School, Louis D. Brandeis High School, Sandra Day O'Conner High School, and Tom C. Clark High School) and interviewed counselors, principals, assistant principals, academic deans and faculty in support of the institution's case for compliance and affirms that the institution offers appropriate academic and student support programs and services which are consistent with its mission.

Section 13: Financial and Physical Resources

- 13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.
(Physical resources)

The institution evaluates and monitors high school Off Campus Instructional Sites (OCIS) to ensure that physical facilities and resources are appropriate to serve the needs of its educational programs and support services.

High school OCIS physical facilities and resources are managed by the respective high school and district in accordance with Texas Education Agency Safety Standards to meet the requirements of Texas Administrative Code (TAC) Title 19 which defines the school facilities standards for Texas school districts. The institution verifies that OCIS facilities and resources meet their course delivery requirements via the "Verification of Resources and Physical Facilities" form.

The Committee reviewed the dual credit facilities verifications compiled by the Institution and visited five high school OCIS (Earl Warren High School, John Marshall Harlan High School, Louis D. Brandeis High School, Sandra Day O'Conner High School, and Tom C. Clark High School) in support of the institution's case for compliance and affirms that the OCIS have adequate physical facilities and resources to appropriately serve the needs of the programs at the sites.

APPENDIX A

Roster of the Interim Off-Campus Instructional Sites Committee

Ms. Lori A. Heafner - **CHAIR**

Vice President, Institutional Effectiveness and Development
Horry-Georgetown Technical College
Conway, SC

Dr. Beth R. Stewart

Vice President, Instructional Services
Asheville-Buncombe Technical Community College
Asheville, NC

Dr. Thomas R. Brooks

Executive Vice President, Instruction, Student Services, Workforce Continuing Education
Southwestern Community College
Whiteville, NC

SACSCOC STAFF REPRESENTATIVE

Dr. Michael T. Hoefler

Vice President

SACSCOC

Decatur, GA

APPENDIX B

List of Recommendations Cited in the Report of the Interim Off-Campus Instructional Sites Committee

The Committee wrote no recommendations.