
Subject: FW: SACSCOC Executive Council Decision

From: "Kevin W. Sightler"

Date: Monday, April 26, 2021 at 9:25 AM

To: George Johnson

Subject: SACSCOC Executive Council Decision

****THIS EMAIL IS FROM AN EXTERNAL SENDER OUTSIDE OF THE ALAMO COLLEGES.
Be cautious before clicking links or opening attachments from unknown sources. Do not provide personal or
confidential information.****

Dear SACSCOC liaison,

In the interest of time during the pandemic, we're temporarily emailing to you the text of decisions by the Executive Council of the SACSCOC Board of Trustees (excluding closure approvals); please see the text below. Mailed letters and invoices may be slightly delayed while staff work staggered days.

Notes:

1. Invoice is not attached to this email. It will be included, as needed, with the mailed letter to the liaison.
2. Invoices are now mailed with the letter copy to the liaison rather than with the original letter to the CEO.
3. Keep this email.

For the benefit of accreditation verifiers:

This email is an official communication from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). It should be given the same consideration as a printed and signed letter during the coronavirus pandemic until such letters can be produced.

/s/ Kevin W. Sightler, Ph.D.

Director of Substantive Change

Southern Association of College and Schools

Commission on Colleges

Do not reply to this email

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Subject to edits for form

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April 23, 2021

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

Dear Dr. Loston:

Thank you for submitting the following substantive change:

Substantive change:

OCIS 50% or More of Program
Bandera High School
474 Old San Antonio Highway
Bandera, TX 78003

Submission date:

12/14/2020

Intended Implementation date:

8/2/2021

Case ID:

SC012521

St. Philip's College will begin offering more than 50% of the existing Level I Certificate program in Inert Gas GTAW/GMAW Welder to students at the Bandera High School off-campus instructional site as part of a dual credit arrangement. A copy of the signed Memorandum of Understanding between the College and the Bandera Independent School District was provided. The target audience is students enrolled at the site who are interested in acquiring career skills while pursuing a high school diploma. Courses will be delivered through face-to-face instruction with an expected enrollment of 60 students.

A comprehensive list of all programs offered by the College was noted, as well as a list of approved off-campus instructional sites. There will be no differences in admission, curriculum, or graduation requirements for the dual credit students, nor any special arrangements for grading, transcripts, or transfer policies. The College adheres to the Texas Workforce Education Course Manual for defining semester credit hours assigned to career technical education courses. The Dean for Academic Success, Creative and Communication Arts,

Science, and Technology will be responsible for providing administrative oversight. The Director of High School Programs is also available to serve as the liaison between the College and the high school.

The Faculty Roster describes the qualifications of the one part-time faculty member who will provide instruction for the Certificate program at the off-campus site. The faculty member has a bachelor's degree, is a certified teacher, and operates a welding business. He appears qualified to teach the assigned courses. Keep in mind that the ultimate determination of faculty qualifications is the responsibility of the peer review teams who will assess the faculty as part of the institution's next SACSCOC accreditation review.

Library and learning resources appear to be adequate. The College's Center for Learning Resources has a collection of both physical and electronic resources that support the welding curriculum including books/e-books, periodicals, databases, and audiovisual materials. Students may access these items in person from the Center's two locations, or online through the student portal. Additional external resources are available through the TexShare statewide consortium and interlibrary loans. Professional librarians are available to provide instruction face-to-face or remotely via videoconferencing, email, and text. Students also have access to online tutorials, LibGuides, and the Ask Us chat service.

Student support services appear to be adequate and are available to all students, both in-person and remotely. Along with standard academic support services such as financial aid, student records, and admissions, the College provides additional assistance through academic advising, personal counseling, and disability services. The Welcome Center serves as a one-stop location for accessing most of these services. Supplemental instruction is available through the Tutoring and Technology Center, MathWorld/Math Emporium, Byrd Sanctuary, and the Reading Lab. The Director of High School Programs and Student Support Services staff will serve as liaisons to the high school and provide support by facilitating academic advising, registering students for classes, coordinating acquisition of textbooks, posting grades, and ensuring transcript availability. Students may also pursue learning opportunities outside the classroom through recreational activities, student organizations, health and wellness activities, and social events.

The physical resources appear to be adequate. Bandera High School has over 158,408 square feet of space including classrooms, office, and laboratories. Instruction for the welding classes will take place in the Agricultural Shop, the Welding Classroom, and the Career and Technical Education computer lab. The Agriculture Shop has 24,000 square feet of space and is equipped with 12 ARC welders, six MIG welders, two TIG welders, three oxy-fuel cutting torch assemblies, a Scotchmen ironworker, an overhead chain and rail system, two five-ton gantry lifts, a 4x4 Torchmate CNC table, eight individual welding bays, assorted saws, and multiple handheld grinders. Students will also have access to 30 Chromebook computers.

Financial support for the site appears to be adequate; a sample budget was provided. Direct costs associated with the delivery of the Certificate program, such as personnel and equipment, will be the responsibility of the high school. Revenues will come from student

tuition, local funds, and state appropriations. All institutional expenditures for support areas such as student services, information technology, dual credit, and library services are included within the respective departmental operating budgets which will absorb any costs related to the off-campus site.

The Certificate program offered at the high school will be integrated into the ongoing College-wide institutional effectiveness process. This annual process requires all academic units to develop program and student learning outcomes, employ multiple methods of assessment, then use the findings to improve teaching and learning. The College employs a Scorecard method to capture results in a consolidated format and provide trend data to inform targets for the next year.

The site will be evaluated again as part of the institution's fifth-year or decennial review.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Bandera High School off-campus instructional site (OCIS). It was the decision of the Board to approve the site and include it in the scope of the current accreditation.

Enclosed is an invoice for \$500 to help defray the cost of reviewing the prospectus.

Should you need assistance, please contact Dr. Patricia L. Donat at 404-679-4501 or via email at pdonat@sacscoc.org.

Please include the Case ID number above in all submissions or correspondence about this substantive change.

Note: The SACSCOC substantive change policy was revised in 2020. It includes many new requirements and changes to previous requirements. The Substantive Change Policy and Procedures and learning resources are available on the substantive change webpage at www.sacscoc.org.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW/SKO:lp

Enclosure (invoice with liaison's copy only)

cc: Dr. Melissa Guerrero, Director of Institutional Planning, Research, and Effectiveness
Dr. Patricia L. Donat

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