



November 16, 2021

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

Dear Dr. Loston:

Thank you again for the hospitality and assistance extended to the Interim Off-Campus Instructional Site Committee during its visit to your institution on October 19-21, 2021. Enclosed is the final report prepared by the Committee.

The report represents the professional judgment of the Interim Off-Campus Instructional Site Committee made in accordance with the *Principles of Accreditation: Foundations for Quality Enhancement* and conducted in conjunction with your institution's Fifth Year Interim Review. The report will be reviewed by a Committee on Compliance and Reports, and a final decision will be made by the SACSCOC Board of Trustees. Some parts of the report are directly related to the requirements of the *Principles*, while others may represent advisory comments offered by the visiting committee in a spirit of helpfulness. A formal recommendation is included when a visiting committee determines that the institution does not comply with one or more of the Standards of the *Principles*. All recommendations included in a visiting committee report have been adopted by the total committee and require an institutional response.

The SACSCOC Board of Trustees meets officially in June and in December to review institutional cases. Final decisions on accreditation are made public following each meeting on the SACSCOC website, and a public announcement regarding official actions occurs during the meeting of the College Delegate Assembly at the SACSCOC Annual Meeting each December. The report of the committee which visited your institution will be reviewed in **June 2022**. For that meeting, you should prepare a written Response to any formal recommendation contained in the Committee's report.

Please provide **three copies** of your Response to my attention at the office of SACSCOC on or before **March 21, 2022**. **A copy of the SACSCOC Policy "Reports Submitted for SACSCOC Review" is enclosed, and it is imperative that the appropriate instructions be followed when developing your institutional response.**



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An institution may release its visiting committee report; however, release of this report in its entirety or in part must be accompanied by the following statement: "The findings of this visiting committee represent a preliminary assessment of the institution at this time; final action on the report rests with the SACSCOC Board of Trustees." If the institution releases part of its report, that part must contain a note stating: "A copy of the entire report may be obtained from the institution."

SACSCOC works to maintain a cooperative and constructive relationship with officials in system and state offices. Due to the institutional nature of the accreditation process, however, visiting committee reports would more appropriately be furnished to the system or state offices by the institution rather than directly from SACSCOC. Should you wish to do so, you will find enclosed a second copy of the report.

Please express my sincere appreciation to all members of your faculty and staff for their cooperation and assistance during the review process. As you develop your responses to the report, please feel free to call upon me if I can be of any assistance.

Sincerely,

A handwritten signature in cursive script that reads "Donat".

Patricia L. Donat, Ph.D.
Vice President

PLD/ecr

cc: Mr. George H. Johnson, III, Interim Vice President of College Services

Enclosures



**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: **St. Philip's College**

Date of the Review: **October 19 – 21, 2021**

SACSCOC Staff Member: **Dr. Patricia Donat**

Chair of the Committee: **Ms. Tina Ruff, Chief of Staff
Durham Technical Community College,
Durham, NC**

Part I. Overview and Introduction to the Institution

St. Philip's College is federally designated as a Historically Black College (HBCU) and a Hispanic-Serving Institution (HSI). St. Philip's College was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area.

Key educational programs, offerings, and services at St. Philip's College include Associate Degree programs, Certificate programs, credit-bearing courses, and student support services. These educational programs, offerings, and services are essential to the College's mission which includes, "... to empower our diverse student population through educational achievement and career readiness. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access."

The Dual Credit program was established in 1995. The program provides students with the opportunity to earn college credits, tuition-free, while they are still in high school. In 2006, Texas HB1 required school districts to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit while in high school. St. Philips coordinates programming by working with the high school liaisons who work closely with the St. Philip's Director of High School Programs and staff to coordinate registration, data collection, and other non-instructional needs. The Dean of Arts and Sciences coordinates programmatic and assessment functions.

Students who take college-level courses at the off-campus instructional sites have to meet the same admissions, curriculum, and graduation requirements as the general population of students who attend St. Philip's College. Students must meet the basic skill requirements and rigor for any college course they take and must maintain a 2.0 GPA to graduate.

The table below provides specific information about the off-campus instructional sites associated with this process.

Off-Campus Instructional Sites						
OCIS	Location	Initial Date of Commission Approval	Initial Date of implementation	Current number of students	Primary Target Audience	Instructional Delivery Methods
Alamo Heights High School	6900 Broadway San Antonio, TX, 78209	8/14/2000	Fall 2021	72	All students who meet the college enrollment criteria	Face-to-Face
Earl Warren High School	9411 Military Drive West, San Antonio, Tx, 78251	5/18/2018	Fall 2018	145		Face-to-Face with hands-on lab instruction
Karen Wagner High School	3000 North Foster Rd., San Antonio, Tx, 78244	11/8/2018	Spring 2019	95		Face-to-Face, Face-to-Face with hands-on lab instruction
Sidney Lanier High School	1514 W. Cesar E. Chavez Blvd., San Antonio, TX 78207	8/14/2020	Spring 2021	184		Face-to-Face, Face-to-Face with hands-on lab instruction, online
Cyber P-Tech USA at Sam Houston High School	4635 East Houston St., San Antonio, Tx, 78220	7/19/2019	Spring 2020	94		Face-to-Face, Face-to-Face with hands-on lab instruction, online

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 Sites (OCIS) Committee, following its review of St. Philips’ **Report of the Interim Off-Campus Sites** and after engaging in interviews and discussions with administrators, faculty, staff, and students during the October 19 – 20 onsite activities, has determined that the institution operates with integrity in all matters related to SACSCOC accreditation.

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 Interim Off-Campus Instructional Sites (OCIS) Committee reviewed job descriptions and resumes for a number of administrative and academic officers. From these documents, it appeared that the institution employs administrative and academic officers with appropriate experience and qualifications to lead the institution. In addition, the Interim OCIS Committee reviewed the Board policy on employee evaluations [D.7.1.1 (Procedure) Employee Evaluations] and three provided examples of completed annual evaluations (Performance Review 2019 and Performance Review 2020) on employees at three levels: College Director of Institutional Advancement, Dean for Academic Success, and a Vice President. The institution provided example evaluations appeared to have been conducted in compliance with the policy and appeared to constitute regular evaluations. During the OCIS Committee's interviews with the Vice President for Academic Success, Deans of Academic Success, Director of High School Programs, Institutional Research, Department Chairs, and OCIS faculty the Committee confirmed the institution's compliance with this principle.

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)

The institution provided Guidelines/Standard Operating Procedures for Documentation of Faculty Credentials that outlined the minimal academic qualifications for faculty in each discipline or program. This document specified the minimum qualifications for all courses the institution offered, regardless of delivery method or location. The institution also acknowledged that there were instances where faculty competence could be justified through other means, including "demonstrated competencies in the teaching discipline" (e.g., relevant professional experience, awards and distinctions, and other documented competencies).

The Interim Off-Campus Instructional Sites (OCIS) Committee reviewed all faculty information as provided on the Faculty Roster Form, which included all faculty teaching during the spring 2020 and the fall 2020 terms at the five OCIS included in the report. The Interim OCIS Committee interviewed the Vice President for Academic Success, Deans of Academic Success, Director of High School Programs, Institutional Research, Department Chairs, and OCIS faculty. In addition, the institution provided supplementary evidence of qualifications for the OCIS faculty listed on the Faculty Roster Form. Information provided during the interviews and after review of additional evidence, the institution justified and presented evidence that all faculty teaching at the OCIS were qualified.

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

The Interim Off-Campus Instructional Sites (OCIS) Committee reviewed the institution's process to determine the appropriate number of full-time faculty needed to ensure curriculum and program quality, integrity, and review. The institution had at least one full-time faculty member assigned to each educational program. The institution provided trend data by educational program with the number of full-time and part-time faculty over three academic years (Table 6.2.b-1: Self-Declared Program Count). These faculty were charged with the responsibility of ensuring program quality, among other responsibilities. Program integrity was upheld via adherence to internal standards (e.g., Board of Trustees' policies), external standards (e.g., state and national accreditation agencies, including programmatic accreditors), and programmatic standards. The institution provided evidence (Advisory Council Minutes for Biomedical Engineering and Automotive Technology) that the faculty reviewed programmatic curricula for effectiveness, industry relevance, and compliance with external agencies, when applicable. The institution employs full-time faculty members as Dual Credit Faculty Liaisons to help coordinate curriculum, program quality, integrity, and review. Although these positions supported effective communication and coordination of academic support for faculty and students, this mechanism appeared less effective in supporting effective communication and coordination of the educational programs.

During the on-site visit, the Interim OCIS Committee interviewed the Vice President for Academic Success, Deans of Academic Success, Director of High School Programs, Institutional Research, Department Chairs, and OCIS faculty. The interviews revealed a research-based structure that focused on program quality, integrity, and review for programs and the general education core but inconsistency in the use of this structure to support effective coordination between the institution and the educational offerings at its off-campus instructional sites. The interviewees gave examples of programmatic improvement as a result of this process, such as the refinements made to an English course. However, the interview process did not produce evidence of program coordination related to quality, integrity, and review at the OCIS, such as syllabus development, proactive coordination of appropriate assessment of student learning outcomes, collection and submission of OCIS student learning outcomes, documentation of OCIS faculty engagement in program assessment of student learning outcomes, and consistent integration and regular communication between full-time and OCIS faculty to support a shared understanding of student learning outcomes and curricular alignment (e.g., course syllabi, assignments, etc.). The interviews did demonstrate that faculty at the OCIS were supported, but the Interim OCIS Committee was unable to determine how involved the OCIS faculty were in the review process or providing input to maintain quality. Similarly, the Interim OCIS Committee could not find artifacts that would provide evidence of consistent program mechanisms to support quality, integrity, and review at the OCIS.

Recommendation 1: The Committee recommends that the institution demonstrate that its full-time faculty have an appropriate mechanism to ensure curriculum and program quality, integrity, and review at its off-campus instructional sites.

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

The institution assigned responsibility for academic and/or workforce programs' operation, content, quality, and effectiveness to program coordinators. The program coordinators are academically qualified full-time faculty members in the program area, and they are appointed by the respective department chair and Dean of Academic Success with approval from the Vice President for Academic Success. The institution outlined qualifications for the program coordinators in the St. Philip's College Faculty Credentialing Handbook.

The program coordinators are responsible for program leadership, such as establishing student learning outcomes, course scheduling, faculty workloads, faculty evaluation, curriculum development and maintenance, and program review and assessment. The institution provided a List of Program Coordinators/Directors (Table 6.2c-2) for the sampled Off-Campus Instructional Sites (OCIS) and their qualifications. In section 8.2 of the narrative provided to the OCIS Committee, the program offerings for each OCIS were listed.

The Interim OCIS Committee interviewed the Vice President for Academic Success, Deans of Academic Success, Director of High School Programs, Institutional Research, Department Chairs, and OCIS faculty. The interview process demonstrated evidence that the institution assigned appropriate personnel to be responsible for program coordination.

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)

The Interim Off-Campus Instructional Site (OCIS) Committee reviewed information provided by the institution and interviewed administrators, faculty and staff regarding its processes to identify, assess, and improve program-level student learning outcomes. The institution uses its Organizational Unit Assessment Plans (OUAP) as well as examples of tools and documents that are part of the annual program outcome review to identify expected outcomes and provide evidence of a process for faculty and staff to review expected outcomes and document results.

The institution did not provide clear evidence through documentation or interviews with college administrators, staff, and dual enrollment faculty, that program student learning outcomes are assessed for dual enrollment students. Insufficient evidence was provided that off-site instructors submit assessment results as part of the institution's annual process. Interviews with dual credit faculty also did not provide support for their engagement in the process. Many of the Outcome Details by Program forms provided as documentation were blank and on others it was not clear that assessment results from dual credit students were included. In addition, many of the Outcome Details by Program forms described measure types as final exam grades or overall final course grades. It is unclear how the institution uses final exam or final course grades to measure individual student learning outcomes.

The institution also did not provide clear evidence that dual credit faculty are included in seeking improvement in student learning. During interviews, dual credit instructors could not describe the process to assess student learning outcomes or how that information is reported to or used by the institution to measure student learning. Dual enrollment faculty consistently noted they only reported mid-term and final grades to the institution. While interviewing program faculty at dual enrollment sites, numerous instructors were unable to identify program level student learning outcomes for their areas of instruction. Additionally, dual enrollment instructors expressed that they have not been asked by the institution to provide information related to student learning outcomes.

Recommendation 2:

The Committee recommends that the institution demonstrate that it assesses the extent to which it achieves its program student learning outcomes and provides evidence of seeking improvement based on analysis of the results for each of its educational programs located at its 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 Interim Off-Campus Instructional Sites (OCIS) Committee reviewed evidence provided by the institution for compliance regarding adequate and appropriate library and learning resources and services for OCIS centers. The institution appropriately identified the off-campus sites that are the subject of this OCIS review. Through the OCIS report, the institution generally described library resources that are available at the Martin Luther King and Southwest campuses.

Through on-site visits and interviews including faculty, students, and staff at Alamo Heights High School, Karen Wagner High School, Sidney Lanier High School, Earl Warren High School, and Sam Houston High School, the Committee confirmed that

library resources, including digital databases and inter-library loan, are available to students at the sites noted in this report. Information regarding library services were verified through interviews with faculty, students, high school counselors, college coordinators for high school programs, and library administrators at the Martin Luther King Campus. Students are informed of services by ongoing contact between librarians, liaisons, faculty, and administrators from St. Philip's College and the respective OCIS.

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 Interim Off-Campus Instructional Sites (OCIS) Committee reviewed evidence of academic and student support services through the Martin Luther King and Southwest campuses. The institution provides counseling services, tutorial options, writing center support, and student activities for on-campus and distance education students. Veterans and international students have access to counseling and services related to admissions, financial aid, and additional benefits.

The institution provided evidence of appropriate academic and student support services at the OCIS by demonstrating strong connections and on-going collaboration between the institution's dual enrollment liaisons and high school programs coordinators and counselors. The institution provided a comprehensive document prepared for dual enrollment students and their parents that offers links for admissions, counseling, tutoring, and additional support services. All dual enrollment students receive a St. Philip's College student ID that offers dual enrollment students access to library resources, subject-specific tutoring services, writing center support, and science lab services. Students receive multiple levels of support for academic and non-academic needs through counseling, advising, and external support that is delivered through collaboration between institutional faculty and staff and dual enrollment partners. In particular, student complaints and potential Office of Civil Rights matters are managed through centralized systems that track progress. Interviews were conducted to understand processes and assess the level of services provided to students. The interviews included administration at the Martin Luther King Campus as well as at each OCIS with the director of student support services, faculty, high school counselors, Interim Dean of Student Success, the Vice President of Academic Success, and the Interim Vice President of Student Success in support of the institution's case for compliance.

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 Interim Off-Campus Instructional Sites (OCIS) Committee reviewed information regarding physical facilities. While the documents provided by the institution as part of the Interim OCIS report did not adequately reflect the facilities and physical resources that are available to students at Alamo Heights High School, Karen Wagner High School, Sidney Lanier High School, Earl Warren High School (Construction Career Academy), and Sam Houston High School, the on-site visit tours confirmed that the facilities and physical resources appropriately meet the needs of OCIS dual-enrollment students.

The Interim OCIS Committee visited general education spaces, culinary arts, construction trades, and automotive technology labs. Interviews were conducted at each site with dual enrollment students, the institution's coordinators for high school programs, the institution's faculty, the director of student support services, the director of high school programs, high school counselors, principals, and staff. From interviews and tours, the Committee verified that dual enrollment students have appropriate access to instructional and student support spaces, library and instructional technology, and counseling areas in support of the institution's case for compliance.

APPENDIX A

Roster of the Interim Off-Campus Instructional Sites Committee

Ms. Tina B. Ruff - **CHAIR**
Chief of Staff, Office of the President
Durham Technical Community College
Durham, NC

Dr. John P. Black
Vice President of Instruction
Lenoir Community College
Kinston, NC

Mr. Mike Engel
Dean, Aerospace, Trade and Industry
Central Georgia Technical College
Warner Robins, GA

Ms. Melissa S. Vermillion
Institutional Effectiveness Planning /Research Assess. Coord
Hazard Community and Technical College
Hazard, KY

Dr. Jonathan M. Woodward
Chief Academic Officer
Mississippi Gulf Coast Community College
Gulfport, MS

SACSCOC Staff

Dr. Patricia L. Donat
Vice President
SACSCOC
Decatur, GA

APPENDIX B

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

Standard 6.2.b (Program Faculty), Recommendation 1:

The Committee recommends that the institution demonstrate that its full-time faculty have an appropriate mechanism to ensure curriculum and program quality, integrity, and review at its off-campus instructional sites.

Standard 8.2.a (Student Outcomes: educational programs), Recommendation 2:

The Committee recommends that the institution demonstrate that it assesses the extent to which it achieves its program student learning outcomes and provides evidence of seeking improvement based on analysis of the results for each of its educational programs located at its off-campus instructional sites.