



October 25, 2018

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

Dear Dr. Loston:

Thank you for your letter of June 21, 2018, conveying the prospectus for the following off-campus instructional site where more than 50% of credit toward a certificate will be offered, effective January 2019:

Southside High School
19190 Highway 281 South #2
San Antonio, TX 78221

As part of the review of the prospectus, additional information was requested by email. The institution's response has been incorporated into the originally-submitted materials.

Notification of offering 25-49% of credit at the site was accepted in a Commission letter dated January 9, 2018. The program targets high school students who wish to acquire college credit while pursuing a high school diploma. Expansion at the site supports institutional strategic objectives and meets a service area need. Students meet the same requirements for admissions, curriculum, and graduation as the general population. A Memorandum of Understanding between the institution and Southside ISD addressed areas such as college readiness, course schedule, equivalency of courses, and other salient issues.

Courses for the Level 1 Certificate Inert Gas GTAW/GMAW Welder will be offered through face-to-face instruction, and course descriptions with learning outcomes were provided. Oversight of the dual credit program is the responsibility of the Dean of Arts and Sciences. The dean, Director of High School Programs, and high school program staff serve as liaisons to provide support for the initiative. The institution uses surveys to assess student satisfaction of support programs and services (Ruffalo Noel-Levitz Student Satisfaction Inventory) and student perception of teaching and learning (Community College Survey of Student Engagement).

The majority of faculty will be employed as full-time teachers in their respective high school district and, as adjunct faculty for St. Philip's, will be supervised by the department chair. Adjunct faculty are expected to participate in professional development opportunities and



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required college and department meetings. The Faculty Roster Form for one part-time faculty included academic degree and additional certification/licenses in the fields of construction and welding. Faculty qualifications appear appropriate.

Students have access to appropriate learning resources using the college's portal system, and a scan of the library's website noted discipline-specific resources. Through the library at the high school, students are provided internet access to St. Philip's library as well as electronic databases and resources. Students may use the Ask a Librarian service for 24/7 requests for information and research needs, and a live chat service is also available. Faculty and students can request library instruction training, and a LibGuide for the welding discipline was noted on the library's website.

Discussion of student support services was noted, and for off-campus students, services can be accessed online or by phone. Online tutoring assistance is provided through SMARTThinking.

The high school facility provides a classroom with wireless internet connectivity and appropriate instructional technology. The welding shop provides 4,000 square feet of space with a tool room for storage of tools and personal protective equipment. Equipment noted included welding booths and equipment specific to various types of welding.

The institution receives funding from the state based on contact hour generation. Discussion was noted for the prorated costs for faculty and support personnel to deliver the program at the site; other costs are absorbed by various departments as part of their normal cost of doing business. The college does not provide financial support for operation of the high school, and contingency planning was provided.

Procedures for systematic evaluation and assessment of instructional results at the high school site are the same as those for on-campus instruction. An annual review through the Operation Unit and Assessment Planning protocol provides regular data review, including performance indicators such as graduation and transfer rates. Each educational program includes core objectives and competencies promoted by the Texas Higher Education Coordinating Board. A scorecard is used to tie goals, measure, benchmarks, and documentation of results in a consolidated format that also provides trend data.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Southside High School off-campus



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instructional site. It was the decision of the Board to approve the site and include it in the scope of the current accreditation. The site will be reviewed, and may include a site visit, as part of the institution's next fifth-year and/or decennial review. Keep in mind that all Commission principles and policies apply without exception to dual-enrollment students, programs, and instructional sites.

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

At its meeting in June 2018, the Board of Trustees approved modification of the "*Substantive Change Policy for SACSCOC Accredited Institutions Policy Statement*," for any type of substantive change requiring approval. If an approved substantive change has not been implemented within two years of action by the SACSCOC Board of Trustees, the institution will need to submit a new prospectus for the change or application for a level change.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW/MAC:iy

Enclosure

cc: Dr. Maria Hinojosa, Director, Institutional Planning, Research, and Effectiveness
Dr. Patricia L. Donat