



August 14, 2020

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
Lytle High School
18975 W. Farm to Market S.
Lytle, TX 78052
Submission date:
6/22/2020
Implementation date:
1/1/2021
Case ID:
SC010771

St. Philip's College will begin offering more than 50% of the existing Level I Certificate program in Plumbing Trades to students at the Lytle 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 Lytle Independent School District was provided. The target audience is students enrolled at the site who are interested in workforce training for apprenticeship opportunities in the skilled trades. Courses will be delivered through face-to-face instruction with an expected enrollment of 15-25 students. 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.

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 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



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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 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 related academic credentials and multiple plumbing certifications. She 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 skills trades curriculum including books/e-books, periodicals, databases, and audiovisual materials. Students may access these items in person from either campus location, 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 in person 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. Students also have access to learning opportunities outside the classroom including leadership development, cultural events, recreational activities, student organizations, health and wellness activities, and social events.

The physical resources appear to be adequate. Lytle High School has over 95,459 square feet of space including offices, classrooms, computer labs, and a library. Every classroom is equipped with a promethean board, document camera, and access to the Blackboard learning management system. Dual credit students each have access to computers and wireless internet connections. One computer lab is a dedicated Academic Dual Credit online classroom with a staff member assigned as proctor. Adjacent to the main campus facility is a Career and Technology building that houses classrooms, shops, and a kitchen for Culinary Arts students.



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Financial support for the site appears to be adequate; a sample budget was provided. Direct costs associated with the delivery of the Certificate program will be the responsibility of the high school. Revenues will come from student tuition and state appropriations through the Texas funding formula. 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 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 Lytle 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.

Sincerely,

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

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