

ST. PHILIP'S COLLEGE INSTITUTIONAL EFFECTIVENESS RETREAT

June 22, 2015

*Good to Great
Follow-up*



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

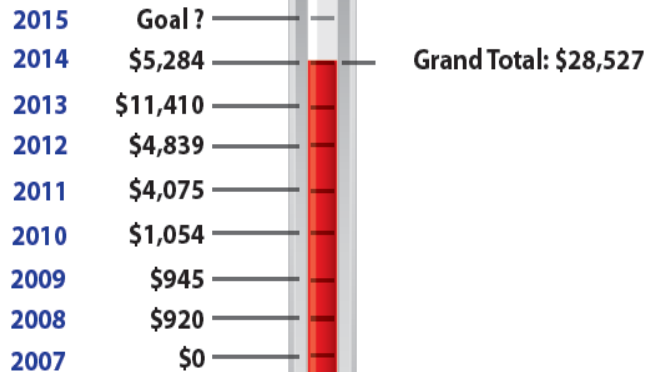


The Nation's Only Historically Black College & Hispanic Serving Institution

Good to Great Fundraising Update

2015 SPC Good To Great Fundraising Activity

GREAT
FROM GOOD **2**



▣ We raised \$5,513.51

▣ Grand total:

\$34,040.51

Institutional Accomplishments

- ▣ Academic Success
- ▣ Student Success
- ▣ Recognition
- ▣ Community Engagement
- ▣ Institutional Advancement and Sustainability
- ▣ Other

CLICK 1-3 TO VOTE

1 - DISAGREE

2 - AGREE WITH EDITS

3 - AGREE

FY16 Institutional Priorities

- ▣ SACSCOC Reaffirmation
- ▣ Ethical Decision-Making
- ▣ Improve Graduation, Persistence and Productive Grade Rate

Environmental Scan

Environmental Scan

MAY 2015

SOCIAL

def: Social factors include cultural aspects, population growth rate, age distribution, career attitudes and emphasis on safety.

1. Preparedness & Personal Responsibility of Incoming students
2. Emergency Preparedness & Campus Safety in light of national/local incidents and Title IX
3. Financial literacy & Responsibility
4. Local Education Initiatives (such as Grants, Community Projects and fundraising)
5. Evolution of Social Media/Communication
6. Growth in special populations to include Veterans, Foster-care, and first generation students.

ECONOMIC

def: Economic factors include economic growth, interest rates, exchange rates and the inflation rate.

1. Resource Constraints, i.e. less funding , faculty and staff ratios, work studies
2. Property taxes/values stabilization
3. Enrollment – less revenue to serve more students
4. Market and industry demands to retool and reskill students
5. Lack of Disposable income to spend on education
6. Impact of Eagle Ford Shale, Eastside Promise Zone, Downtown Revitalization and general growth of economy
7. Student Default rate / student loan debt
8. Bond capacity and rating

TECHNOLOGICAL

def: Technological factors include technological aspects such as automation, technology incentives and the rate of technological change.

1. System level security
2. Stay abreast on technology trends and standards
3. Training & Maintenance
4. Assess technology for accessibility, availability and reliability (for example multisystem integration)
5. Alamo Colleges Online
6. System inefficiencies and issues supporting employees and students (i.e. MyMap, Alamo Enroll, Canvas, Alamo GPS and Banner)
7. Lack of technology assessment and competency training for students.

REGULATORY

def: Regulatory factors include acts of associated regulations, international and national standards, local government by-laws, and mechanisms to monitor and ensure compliance; addressing basically to what degree the government intervenes in the economy.

1. Developmental education basic skills requirements
2. Federal Funds
3. Unfunded, un-resourced mandates. (Early College High School)
4. Funding by Success Points for student completion
5. Elimination of low enrollment programs
6. Individual Success Plan and Career Guidance
7. Maintain compliance with regulatory and accrediting agencies such as SACSCOC and THECB
8. Local, state and Federal regulatory actions (DOE and Title IX)
9. AC directives –consolidation and systemization- impacting loss of employees, no external hiring, faculty and staff ratios, retirement, Faculty contact hour requirements vs. work load units (listed under AC Regulatory Board Policies)
10. Shared Governance

Environmental Scan Feedback

Social

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- ▣ Remember social factors include cultural aspects, population growth rate, age distribution, career attitudes and emphasis on safety.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

Environmental Scan Feedback

Economic

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- ▣ Remember economic factors include economic growth, interest rates, exchange rates and the inflation rate.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

Environmental Scan Feedback

Technological

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- Remember technological factors include technological aspects such as automation, technology incentives and the rate of technological change.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

Environmental Scan Feedback

Regulatory

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

- ▣ Remember technological factors include technological aspects such as automation, technology incentives and the rate of technological change.

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

SWOT Analysis

Strengths

- Effective collaboration with educational partners: Early College, Phoenix Program and Dual Credit
- HBCU and HSI designation welcomes cultural diversity and a rich history
- Military Friendly
- Support for Learners through educational support services and financial literacy for all
- Diverse programs of study to include: Workforce, Transfer and Health Professions
- Strong community and industry alliances with various organizations and agencies
- Institutional fundraising that supports scholarships and student engagement

Weaknesses

- Increased work expectations while decrease in staffing/faculty levels
- Strengthen written/verbal communication plan and process
- Utilization of technology, resources and training
- System efficiency across the board to include registration and payment
- Capacity to serve early college high school and dual credit

Internal

Opportunities

- Collaborate with Eastside Promise Zone, small business and International institutes
- Market unique programs and our special designation (i.e. Eastside Promise Zone)
- Allow employees to be effective managers
- Cultivate a culture of ethical decision-making
- Finalize funding for the Good Samaritan Veterans Outreach and Transition Center

Threats

- Decreasing Autonomy (remove uniqueness of each institution)
- Increasing financial/budget constraints
- Increasing competition (i.e. proprietary institutions) Local, state and Federal regulatory actions

External

SWOT Feedback

Strengths

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

SWOT Feedback

Weaknesses

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

SWOT Feedback

Opportunities

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

SWOT Feedback

Threats

- A. “I can live with that”
- B. “We need to make some adjustments”
- C. “I won’t stand for that”

**CLICK THE LETTER
OF THE STATEMENT YOU MOST AGREE WITH**

3.1.1- Mission

- ▣ The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. (Mission)



3.1.1 Areas of Non-Compliance

- ▣ Lacks evidence that the mission statement is comprehensive to the institution
 - Details such as: unique characteristics, major educational components and primary constituencies need to be communicated

Mission Statement

- ▣ St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. 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 college fulfills its mission by offering:

- 1) General courses in arts and sciences leading to an associate degree.
- 2) Transfer education for students desiring to attend senior institutions.
- 3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- 4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
- 5) Workforce and Career development training programs for business, industry and government.
- 6) Continuing education programs for occupational and educational enrichment or certification.
- 7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
- 8) Educational support services including library services, tutoring, open use computer labs and writing center.
- 9) Services and appropriate accommodations for special populations, to include adult literacy.
- 10) Quality social, cultural, and intellectual enrichment experiences for the community.
- 11) Opportunities for participation in community service and economic development projects.

3.1.1 Action Plan

Timeline	Action Plan
May 26, 2015	Proposed new mission statement refined and finalized at Cabinet meeting
June 1, 2015	Proposed new mission statement approved at the Presidents and Vice Chancellors (PVC) meeting.
June 22, 2015	New mission statement update and action plan introduced at Good to Great strategic planning Follow up session
June 29, 2015	New Mission statement committee begin working with Community and Public Relations Department and marketing committee to develop overall marketing plan to change and promote awareness of the new mission statement internally/externally.
July 28, 2015	Presentation of the new mission statement to the AC Board of Trustees. Vote to approve the new mission statement.
July 29, 2015	Finalize mission statement narrative, 3.1.1, along with AC Board of Trustees meeting documentation to be included in the Focused Report and QEP in preparation to meet mail out July 30, 2015 deadline.

3.1.1 Action Plan

Timeline	Action Plan
August 3, 2015	New mission statement committee submit proposed marketing plan for review and approval by leadership.
August 14, 2015	New mission statement announced/discussed at the "Chairs Academy".
August 15, 2015	New mission statement announced/discussed at the All College meeting.
August 18-21, 2015	New mission statement announced/discussed at all Division meetings.
August 24, 2015	New mission statement committee will help develop a plan to update all faculty/staff ID's with the new mission statement before September 1, 2015 and roll out new marketing plan with PR department and marketing committee prior to the SACSCOC On-Site visit in October 2015.
Remaining Fall 2015 and Spring 2016	New mission statement committee continue to monitor and assess marketing plan with the help of the PR department and marketing committee.

Break!





Focused Report Review



SACSCOC- Non Compliance

Standard	Standard Description	Team Members
		*Lead, Preliminary Report
3.1.1	Mission	Lacy Hampton*, Chris Beardsall, Art Hall, Dr. Paul Machen
3.2.13	Institution- related entities	Dr. Sharon Crocket-Ray*, Paul Borrego, Art Hall
3.3.1.1	Institutional Effectiveness- Educational Programs	Sean Nighbert*, Rafael Brisita, Randal Dawson, Sonia Valdez
3.4.5	Academic policies	Jessica Cooper*, Rebecca Barnard, Mary Kunz, Tracy Ross-Garcia, Tracy Shelton, Kathy White
3.4.11	Academic program coordination	Melissa Arthur*, Gregory Gonzales*, Mary Cottier, Bill Fuller, Dr. Gregory Hudspeth, Renita Mitchell, Dr. Marie-Michelle Saint Hubert
3.7.1	Faculty competence	John Orona*, Rebecca Barnard, Janie Gonzales, Luis Lopez, Rick Lopez, Jack Nawrocik, Penny Pfeil
3.4.12	Technology use	George Johnson*, Dr. Chris Davis, Art Hall, Ivette Sterling
3.7.4	Academic freedom	Kelli Wilder*, Rebecca Barnard, Rita Castro, Betsy Hamilton, Laurie Humberson, Rick Lopez
3.8.2	Instruction of library use	Rebecca Barnard*, Rita Castro, Cynthia Jaime, Joshua Scott
3.8.3	Qualified staff	Felipa Lopez*, Lacy Hampton, Janie Gonzales, Joe Quiroz, Kim Thompson, Kevin Schantz, Robert Walling, IR Data
3.11.3	Physical facilities	Luis Lopez*, Erick Akins, Lucy Barlow, Dr. Karlene Fenton, Dr. Yvette Woods
3.13.4	(a) Policy compliance - Distance Learning in Reaffirmation of Accreditation	Rose Spruill*, Erick Akins, Beautrice Butler, IR Data
4.1	Student achievement	Grace Zapata*, Rebecca Barnard, Christina Cortez, Dr. Sherrie Lang, Dr. Paul Machen
4.7	Title IV program responsibilities	

Interactive Review of Focused Report

15 minute Activity: You are a recently appointed SACSCOC On-Site evaluator. Please review the SACSCOC Focused Report Narrative assigned to your table. Use the *SACSCOC Analyzing a Case for Compliance Worksheet* to rate the narrative. Next, compare your findings with your table. Did your team come to a consensus?



ANALYZING A CASE FOR COMPLIANCE

NOTE: The information presented below is intended to assist the Committee in focusing and developing its analysis of the institution's case for its compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements in *The Principles of Accreditation*. The component parts of the matrix are not summative nor are they necessarily of equal weight. You will need to weigh the issues when assessing the strength of the institution's compliance with the requirement.

COMPONENT	UNACCEPTABLE	WEAK	ACCEPTABLE
The narrative includes a statement of the institution's perception of its compliance with the requirement	Either the narrative does not include a statement of the institution's perception of its compliance with the requirement, or it is not applicable to the specific accreditation requirement.	<p>The narrative includes a general statement of the institution's perception of its compliance with the requirement but it does not address each of the components of the requirement.</p> <p>The narrative is not clear, concise, nor focused.</p>	<p>The narrative includes a statement of the institution's perception of its compliance with the requirement that addresses each of the components of the requirement (as necessary).</p> <p>The statement is focused solely on the requirement.</p>
The rationale for the assertion	The narrative provides no explanation of reason(s) for the assertions regarding compliance with all aspects of the requirement.	The narrative provides a limited discussion of the reason(s) for determining compliance with all aspects of the requirement.	The narrative provides a clear and concise statement of the reason(s) for the assertion regarding the institution's perception of compliance with the requirement.
The evidence supporting the assertion	<p>Either no evidence is presented to support the institution's case or the evidence provided is unacceptable because of two or more of the following characteristics:</p> <ul style="list-style-type: none"> • It is not reliable • It is not current • It is not verifiable • It is not coherent • It is not objective • It is not relevant 	<p>Either the evidence provided is uneven in its support of the institution's case or it is deficient because of one of the following characteristics:</p> <ul style="list-style-type: none"> • It is not reliable • It is not current • It is not verifiable • It is not coherent • It is not objective • It is not relevant • It is not representative 	<p>The evidence provided sufficiently supports the institution's case because of at least three of the following characteristics:</p> <ul style="list-style-type: none"> • It is reliable • It is current • It is verifiable • It is coherent • It is objective • It is relevant • It is representative

3.2.13 Institution-Related Foundations

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

- (1) the legal authority and operating control of the institution is clearly defined with respect to that entity;
- (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and
- (3) the institution demonstrates that
 - (a) the chief executive officer controls any fund-raising activities of that entity or
 - (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. (Institution-related entities)

3.2.13 Area of Non-compliance

- ▣ Lack of evidence that the CEO has ultimate control over the institution's fundraising activities.



3.2.13 Action Plan

Action Plan	Timeline
Develop a Committee	June 2015
Update the URL http://alamo.edu/spc/advancement-grants/ To create transparency by including the President's charge as CEO for fundraising	July 2015
Gather Fundraising Data Data will include Fundraising Outcomes, i.e. goal and funds raised	July 2015
Create a "Fundraising" Link There will be a link to access a Fundraising Calendar and Fundraising Outcomes on the Website	August 2015
Upload Documents to Institutional Advancement Website	August 2015
Public Relations will notify College Community	September 2015
IA Office will maintain Website	Ongoing

3.3.1.1 Institutional Effectiveness- Program Student Learning Outcomes

- 3.3.1.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)
 - 3.3.1.1 Educational programs, to include student learning outcomes



3.3.1.1 Area of Non-compliance

- ❑ Lack of evidence linking SLOs to the assessment to the improvement results
- ❑ Lack of documentation



3.3.1.1 Action Plan

Action Plan	Timeline
<p>Conducted Program Student Learning Outcome Assessment Training for Program Coordinators and Chairs:</p> <ul style="list-style-type: none">▪ Dr. Maria Hinojosa▪ Sonia Valdez▪ Dr. Jen Osborne	May 15, 2015 ✓
<p>Begin the process of proposing faculty with expertise in program evaluation & training to serve SPC (partial release time/supplementary service pay): Faculty to work closely with IPRE, Program Coordinators, and Chairs to assist programs in refining program student learning outcome identification, measurement, assessment, and reporting.</p>	June 2015-ongoing

3.3.1.1 Action Plan Continued

Action Plan	Timeline
Conduct Program Student Learning Outcome training: Provide assistance for Faculty, Program Coordinators, and Chairs to connect the dots through all the parts of the Educational Program Assessment Cycle.	August 2015---ongoing
Research options for other assessment management software programs or provide extensive WEAVE training. The current process must be improved for program evaluation.	August 2015-ongoing
Conduct direct measurement of student program satisfaction: pilot; develop meaningful evaluation processes and tools	Fall 2015

3.3.1.1 Action Plan Continued

Action Plan	Timeline
Develop training for Deans to check for compliance of educational program assessment	August 2015
Develop training with IIC for Program Student Learning Outcome assessment	August 2015
Trainings and evaluation tools developed by faculty through this Action Plan can be used in Administrative Program Evaluation as well.	August 2015
Capitalizing on faculty expertise saves the College time and money from having to hire and train staff to focus on program assessment.	Ongoing

3.4.5. Academic Policies

- The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.



3.4.5- Area of Non-compliance

- ❑ No evidence showing how academic policies are developed
- ❑ No documentation showing how college's academic policies adhere to educational practices



3.4.5 Action Plan

Action Plan	Timeline
Create an Academic Policy Committee (APC) Appoint a Chair to the APC Appoint members to the APC	June 2015
Meet with Johnny Rodriguez in PR to discuss creation of webpage and Alamo Share site	June 25 at 11 am
Create webpage for College Governance (for Curriculum Committee, Faculty Senate, Academic Policy Committee, IUR, etc.) Create an AlamoShare site for the APC APC Chair meets with VPAS to review APC role and expectations	July 2015
1 st meeting of APC to review role and expectations	August 2015
Begin developing a written operating handbook for APC (should be available online)	September 2015
Complete written operating handbook for APC	October 1 st

Lunch Time



3.4.11- Academic Program Coordination

- ▣ For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Academic program coordination)

3.4.11- Area of non-compliance

- ❑ Lack of evidence that every faculty member satisfies the credential, qualification and other position requirements set forth in the job description.



3.4.11 Action Plan

Action Plan	Timeline
Create SACSCOC 3.4.11 Coordination Committee; consisting of successful coordinators, SACSCOC Liaison, and VPAS	July 2015
Review and Update the Faculty Coordination List every semester in August and in January.	August 2015/January 2016
Hold Faculty Coordination meetings once a semester for updates/review of openings, etc.	September 2015/ February 2016
Provide updates and recommendations of Faculty Coordinating positions once a semester at the VPAS meetings.	October 2015
College Leadership/Cabinet approval	Upon request

3.7.1 Faculty Competence

- The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

3.7.1 Area of non-compliance

- ▣ Lack of evidence that all faculty have the appropriate qualification to teach assigned courses.

*There is no
evidence to
suggest that...*

3.7.1 Action Plan

Action Plan	Timeline
Create SACSCOC 3.4.11 Faculty Credentialing Committee consisting of the VPAS, SACSCOC Liaison, AS member, AA member, and 2 AAS members	June 2015
Begin an institutional wide collection of "official documentation for PT/FT faculty members."	June 2015
Utilize consolidated credentialing software to efficiently and accurately assess credentials PT/FT faculty members. This offers consolidation of all areas, instead of reviewing separate documents; has a search feature.	July 2015
Review new hires/non-renewals/terminations/and keep record up to date	Faculty credentialing committee will review every semester; August 2015/January 2016

Efficient Tools

Faculty Roster Form Qualifications of Adjunct Faculty

Name of Institution: St. Philip's Colleg (F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate)

* Relevant to Courses Taught

Credentialed
Questions
Not Credentialed

Name of Primary Department, Academic Program, or Discipline	Last Name	First Name	F or Term	Subject	Course	Course Title	D, UN, SCH or UT	* Institution Granting Faculty	*Academic Degrees	*Major	*Coursework	*Additional Graduate Coursework	*Other Qualifications & Comments
ACM - AIRCRAFT	Schattenberg	John	P	201420 AERM	1452	AIRCRAFT SHEET METAL		UTSA	B. A.	Education			Airframe/Powerplant Licenses
					1253	AIRCRAFT WELDING							
					1254	AIRCRAFT COMPOSITES							
					2333	ASSEMBLY AND RIGGING							
	Ward	Roland	P	201420 AERM	1310	GROUND OPERATIONS		Hamilton University	B. S.	Aviation Maintenance Tech			Airframe/Powerplant Licenses
					1205	WEIGHT & BALANCE							
					1208	FEDERAL AVIATION REGULATIONS							
					1220	JOB SEARCH SKILLS							
						AIRCRAFT TURBINE ENGINE		Com. Col. Of the Airforce					Airframe/Powerplant Licenses
	McGee	Mario	F	201420 AERM	1351	THEORY			A. A. S.	Aircrew Operations			
					2547	AIRCRAFT RECIPI ENGINE OVERHAUL							
						AIRCRAFT TURBINE ENGINE							
					2351	OVERHAUL							
					1340	AIRCRAFT PROPELLERS							
						FUEL METERING & INDUCTION							
					1357	SYSTEM							
						AIRCRAFT POWERPLANT							
					2352	INSPECTION							
ACM - CONSTRUCTION TECHNOLOGY	Gaertner	David	P	201420 CNBT	1311	CONSTRUCTION METHODS AND MATERIALS		Barry University	B. A.	Professional Studies			Contractors Licenses
						INTRO TO CONSTRUCTION		St. Philip's College	A. A.	Gen. Studies			
					1301	INDUSTRY							
						BUILDING CODES AND SPECIFICATIONS		Ohio State University	B. S.	Business Administration			NCCER and OSHA Certified
	Byrnes	Michael	M.	201420 CNBT	1342								
					2342	CONSTRUCTION MANAGEMENT I							
	Graeber	Jerry	P.	201420 CNBT		INTRODUCTION TO THE PLUMBING		St. Philip's College	A. A. S.	Construction Project Mgt.			
ACM - PLUMBING	Byrnes	Michael	M.	201420 PFPB	1413	TRADE							
ACM - MANUFACTURING TECHNOLOGY	Breshears	Russell	P	201420 RBTC	1305	ROBOTIC FUNDAMENTALS		Southwest Texas State	B. A.	Industrial Arts			Also teaches QCTC, INMT, ENTC
					MCHN	1319	MANUFACTURING PROCESSES						

3.4.12- Technology Use

- ▣ The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.
(Technology use)



3.4.12- Area of non-compliance

- ▣ Limited documentation of how students gain training on the distance education management system in any formalized structure, especially as it relates to first-time participants in an online course.

3.4.12 Action Plan

Action Plan	Timeline
Create an SPC team to lead the 3.4.12 Action Plan- Student training and use of technology Proposed Members: Luis Lopez, Dr. Maria Hinojosa, John Orona, Rebecca Barnard,	July 2015
Research the online introductory course submitted on February 25, 2015 in the SACSCOC Certification Compliance Report. Work with Interdisciplinary Programs and IPRE to research “training” of the learning management system. Gather data	August 2015
Create a repository of data on student training and use of technology. Use the data to provide descriptive and inferential analysis in graph format, etc.	August 2015
Explore mandatory training modules for students	September 2015
Provide differentiated training based on student preference; this could be collected through surveys	September 2015
SPC will be able to provide data, analysis, and improvements made utilizing the student training information. In addition, the 3.4.12 team can prove compliance during the On-Site Visit by providing different student training modules, sessions, workshops, etc.	October 1, 2015

3.7.4- Academic Freedom

- ▣ The institution ensures adequate procedures for safeguarding and protecting academic freedom. (Academic freedom)



3.7.4- Area of non-compliance

- ❑ Lack of evidence addressing whether there have been instances in which issues involving the concept of academic freedom have emerged.

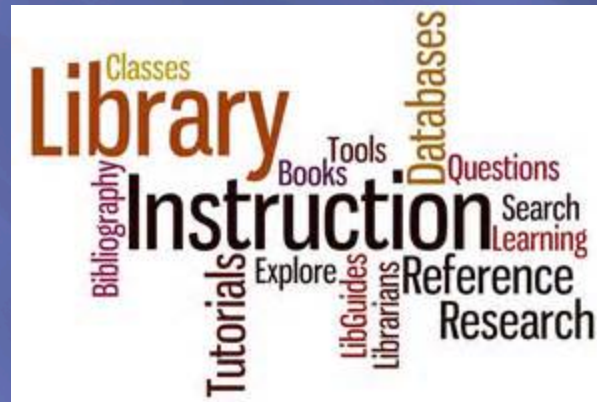


3.7.4- Action Plan

Action Plan	Timeline
St. Philip's College Faculty Senate will discuss adopting language to its constitution to allow the senate hear academic freedom issues brought forward by faculty.	September 2015
Upon senate approval, a draft of the changes to the constitution will be forged and forwarded to faculty to vote on the proposed changes.	February 2016
St. Philip's College Faculty will vote on the acceptance of the changes to the constitution.	March 2016
Update the constitution with the newly adopted changes	April 2016

3.8.2- Instruction of Library Use

- ▣ The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)



3.8.2- Area of non-compliance

- ❑ Lack of evidence of how instruction is provided for off-campus sites and distance learning courses.
 - Lack of evidence regarding who takes the Information Literacy & Research Strategies course and how it is provided.



3.8.2- Action Plan

Action Plan	Timeline
Library will form core instruction committee that will consist of the Dean of Interdisciplinary Studies, the library department chair, the library instruction lead, the electronic services librarian and/or the distance services librarian tasked with ensuring that library instruction is available to all students regardless of location or delivery method and ensuring that all library curriculum outcomes are accounted for in all delivery modes.	August 21, 2015
Committee will meet during professional development week each semester and a minimum of once per month.	August 2015 (prof dev. Week)
Each offsite location will be treated as a liaison area and will have a librarian assigned to it as part of that librarian's liaison duties. Timeline: Liaisons selected by August 21, 2015	August 21, 2015

3.8.3- Qualified Staff

- ▣ The institution provides a sufficient number of qualified staff – with appropriate education or experiences in library and/or other earning/information resources – to accomplish the mission of the institution. (Qualified staff)



3.8.3- Area of non-compliance

- ❑ Insufficient documentation on the credentials of Library faculty and staff.
- ❑ Lack of evidence of how the College determines that the number of staff is sufficient to accomplish its mission.



3.8.3 Action Plan

ACTION PLAN	TIMELINE
Explore the possibility of hiring 3 FT staff and 2 FT librarians	January 2016
Purchase LibSurveys	August 15, 2015
Formalize and document cross-training activities in a procedures manual	September 30, 2015

3.11.3- Physical facilities

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



3.11.3 Area of non-compliance

- ❑ No evidence of evaluation existing facilities in regard to their condition, from faculty or staff.
- ❑ Lack of supporting documentation, from faculty or staff, does not allow for a determination to be made that there are sufficient physical resources to support the institution's mission.



3.11.3 Action Plan

Action Plan	Timeline
Draft Physical Facilities Survey & Present to College Cabinet	July 2015
Email communication to faculty/staff on Survey process and benefits	August 2015
Conduct Physical Facilities Survey	September 2015
Review survey results, compile findings and formulate report	October 2015
Present report to College Cabinet	November 2015
Vice Presidents debrief Deans, Directors, and Supervisors, on survey results	December 2015

3.13.4- (a) Policy Compliance- Distance Learning in Reaffirmation of Accreditation

- ▣ An institution includes a review of its distance learning programs in the Compliance Certification



3.13.4- (a) Area of Non-compliance

- ❑ Lack of an assessment of compliance with standards relating to distance and correspondence education programs and courses



3.13.4- Action Plan

- Institute an SPC Distance Learning Compliance Committee

Committee Responsibilities:

- Review compliance-related matters and make recommendations to administration on areas that need to be addressed.
- Meet at minimum **twice a year** - at least once each fall and once each spring
 - Report committee meeting minutes to administration
- Develop an annual **SPC Distance Learning status report** to include recommendations to administration along with key data points and trend data, such as
 - retention and completion data of distance learning students compared to on-campus students
 - number of faculty teaching online
 - number of courses and sections offered online
 - number of staff supporting online students
 - percentage of fully online students compared to overall student population
 - list of programs and courses offered online

3.13.4- Action Plan Continued

- Develop and administer a **distance learning student satisfaction survey**
 - Administer survey to students in the spring of each year
- Develop and administer a **distance learning faculty satisfaction survey**
 - Administer survey to faculty in the spring of each year

4.1- Student Achievement

- ▣ The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations and job placement rates. (Student achievement)



4.1- Area of non-compliance

- ❑ Lack of justification of appropriateness of the threshold of acceptability for the three criterion.
- ❑ Lack of evidence of the measurement instrument for course completion.
- ❑ Lack of evidence of the institution's assessment of student achievement data.



4.1 Action Plan

- ▣ Implement a St. Philip's College **Student Achievement Committee** composed of members from the Applied Science Technology Division, Continuing Education Division, Institutional Research, and the Health Science Division.

- ▣ **Committee Responsibilities and Objectives**
 - Review course completion rates, state licensing examination with emphasis on first time test takers, and job placement rates fall and spring
 - Committee will appoint an secretary to assist in record keeping and maintaining data information
 - Committee will analyze data and report bi-annual findings to the College president and Cabinet members.
 - Report will include data analysis and committee recommendations that may help improve outcomes in compliance.

- ▣ First Committee Review/ Evaluation: September 15th, 2015

- ▣ Report Submission and Recommendations September 25th, 2015
- ▣ Second Review/Evaluation: February 15th, 2016
- ▣ Report Submission and Recommendations February 25th, 2016

4.7- Title IV program responsibilities

- The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) **(Title IV program responsibilities)**



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4.7- Area of non-compliance

- ❑ Lack of evidence of the Dept. of Education's determination regarding the successful implementation of corrective actions based on the FY15 audit.



4.7- Action Plan

Action Plan Item	Timeline	Responsible Person(s)
Create a Drug and Alcohol Abuse Committee	September 1, 2015	Co-Chairs Melissa Sutherland and Rosalinda Rivas
Create 16 nuggets of the effects of drugs and alcohol for SPC Weekly and digital signage	Beginning the first week of the fall semester	Counseling Services will submit the information and Community and Public Relations will publish it
Conduct annual SOBI training at varying levels	Fall 2015	SOBI Team: Vice President for Student Success Dean of Student Success Dean of Southwest Campus Advising Team Lead for SWC Campus Police Counseling Services Disability Services Student Life Director of Advising Director of Enrollment
Conduct Drug and Alcohol Abuse Prevention semesterly campaigns	Fall 2015 and continuing every semester	Counseling Services in collaboration with Student Life and Disability Services
Conduct an annual review of Board of Trustees Policy and Procedures related to drug and alcohol abuse	Fall 2015	Vice President for Student Success Dean of Student Success
Conduct an annual review of Drug and Alcohol Abuse Prevention Plan	Fall 2015	Vice President for Student Success Dean of Student Success

SPC Action Plan

Department of Education Finding #1: Student Credit Balance Deficiencies

Action Plan	Timeline
SPC paid \$120,903.36 to DOE	June 2, 2015
Coordinate with Dr. Whitis, District Director of Student Financial Aid, to draft a letter to account for the deposits made on June 2, 2015, address the modifications made to original balance \$146,997.34 and identify the next steps needed to resolve account	Week of June 22, 2015
SFA Appeal to be filed	June 29, 2016
FY15 audit will be completed and submitted to DOE	December 2015

SPC Action Plan

Department of Education Finding #11: Annual Security Report

Action Plan	Timeline
Clery Act - Chief Adams is reviewing and preparing a response and documentation of compliance. This involves submitting copies of 2012, 2013 and 2014 Annual Security Reports with proof of distribution as well as a certification statement.	June 22, 2015
SPC will gather reports to submit for DOE review, e.g., SOP, ASR, etc.	Week of June 22 - 25 2015
SPC will submit all materials for DOE review	June 29, 2015

Break!

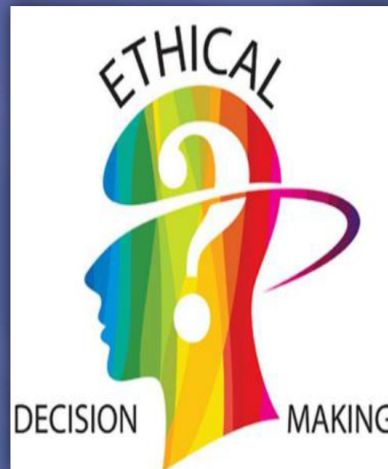


SACSCOC Website Logistics

- Web Author Listing- Obtained from PR
- Prescriptive List for Web Authors- provided to PR by IPRE
- Both Web Authors and Supervisors must sign the Accountability Form created by IPRE
- Updates are shared every Tuesday at Cabinet meetings
- Working with PR to access all SPC webpages
- Internal SACSCOC completion of webpage updates and Accountability forms are due July 15
- External review of all webpages will be completed and Web Authors and supervisors notified by July 20th.
- Final Date to complete polish websites (include new mission statement, etc.,) is August 5th.

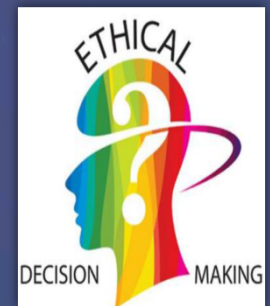
QEP Update

2016 Quality Enhancement Plan



Quality Enhancement Plan(QEP) Status Report

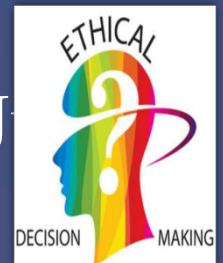
- ▣ QEP Proposal
- ▣ Ethical Decision-Making Focus Statement
- ▣ Ethical Decision-Making Process
- ▣ QEP Strategies



Quality Enhancement Plan(QEP) Status Report

QEP Proposal

- ▣ Thank you for your response to the QEP Call to Comment.
- ▣ Suggestions were integrated into the QEP Proposal.
- ▣ The Proposal was finalized on May 29th.
- ▣ Electronic disbursement to Administration occurred on June 5th.
- ▣ Administrative edits have been incorporated.
- ▣ Placement of proposed new SPC Mission Statement into the Proposal and final formatting is in progress.
- ▣ The Proposal will be submitted to SACSCOC in J



Quality Enhancement Plan(QEP) Status Report

Ethical Decision-Making (EDM) Focus Statement

Ethical decision-making requires the ability to connect *values* and choices to actions and consequences



Quality Enhancement Plan(QEP) Status Report

Process of Ethical Decision-Making

- ▣ **Stop and think to determine the facts.** Avoid an emotional reaction.
Consider the viewpoint of others.
- ▣ **Identify options.** What are my values? What choices do I have?
- ▣ **Consider consequences for yourself and others.** Evaluate choices and possible short and long-term effects.
- ▣ **Make an ethical choice and take appropriate action.** Accept responsibility.



Quality Enhancement Plan(QEP) Status Report

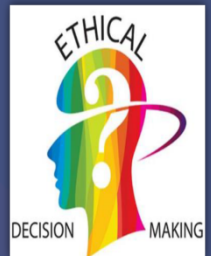
QEP Strategies

- ▣ Professional Development
- ▣ Best Practices
- ▣ Student Engagement
- ▣ Community Awareness



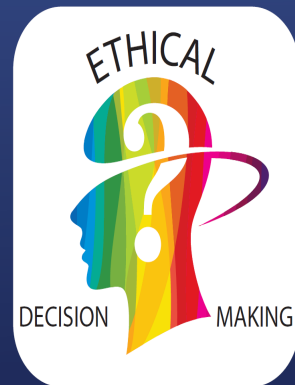
Quality Enhancement Plan(QEP) Status Report

- ▣ Staff Luncheon
- ▣ Chair's Academy
- ▣ All College Meeting
- ▣ Pilot Faculty Workshop
- ▣ QEP Retreat Repeat
- ▣ Division Meeting Round Table Discussion & Sharing Best Practices
- ▣ Canvas Learning Commons
- ▣ Employee Development Day
- ▣ New Student Orientation
- ▣ New Student Convocation
- ▣ Campus Walkabouts – What Do You Do?
- ▣ Phi Theta Kappa
- ▣ Student Focus Groups
- ▣ All Access Pass
- ▣ Student Organization Handbook & Training
- ▣ PR Five Year Marketing & Communications Plan



Quality Enhancement Plan(QEP) Status Report

St. Philip's College Quality Enhancement Plan (QEP)



ALAMO COLLEGES
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Ethical decision-making is the ability to connect values and choices to actions and consequences.

The Process of Ethical Decision-Making:

1. Stop and think to determine the facts.
2. Identify options.
3. Consider consequences for yourself and others.
4. Make an ethical choice and take appropriate action.

Learn more...

www.alamo.edu/spc/qep



Educational Programs



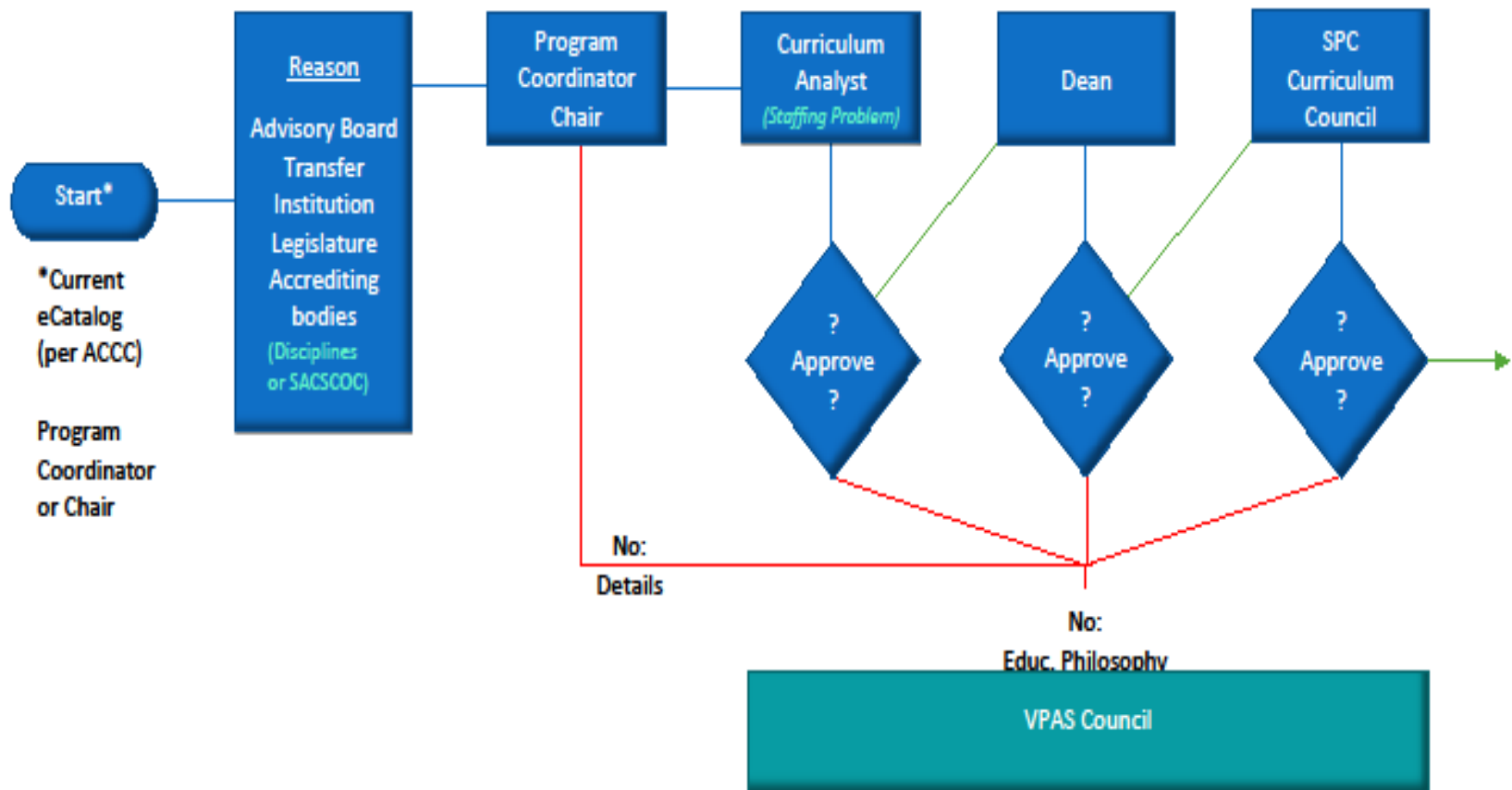
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Institute Alignment Update

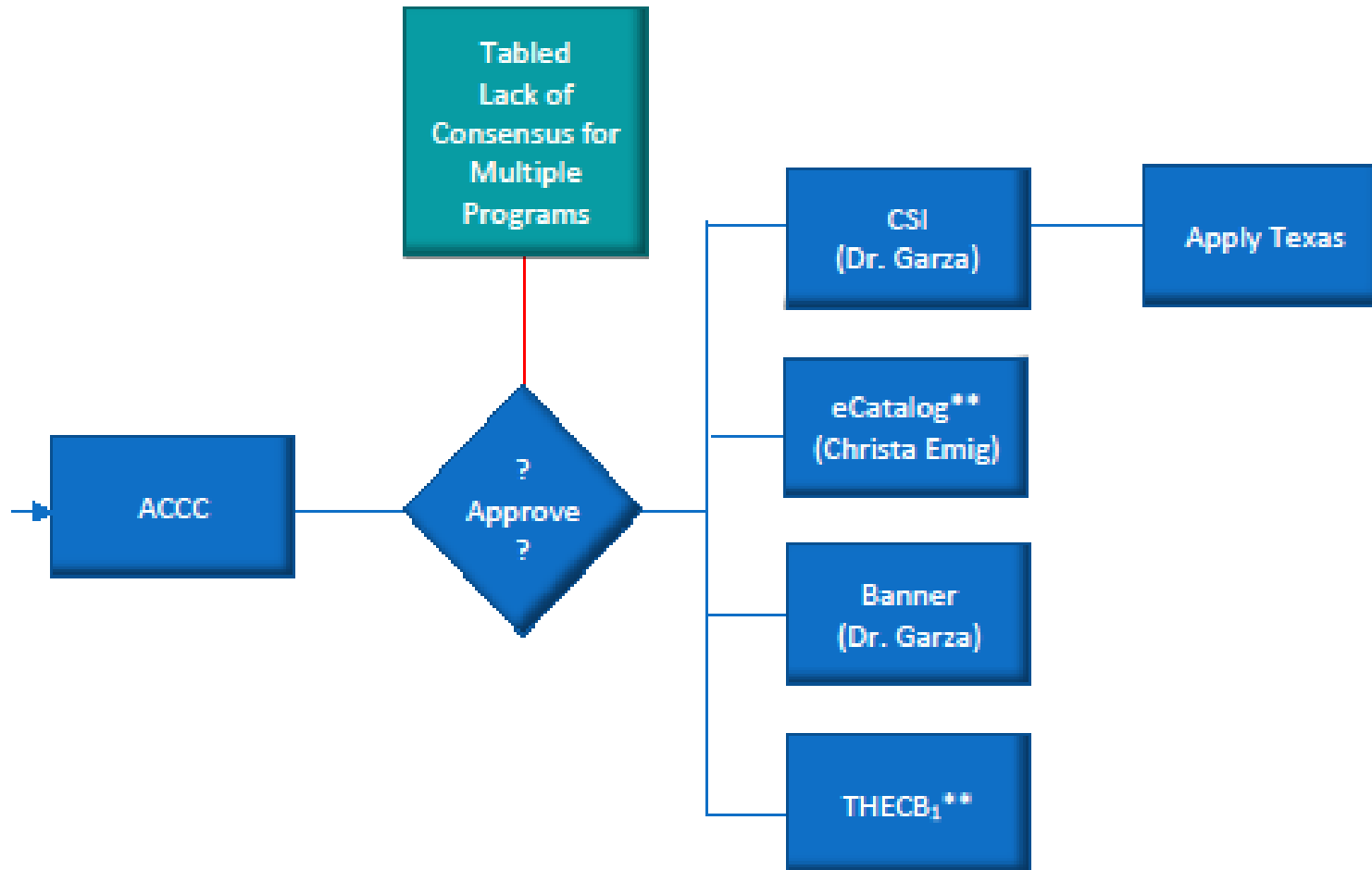
Focus PDCA Project

- **Committee Chair:** Vice President of Academic Success
- **Co-leaders:** Dean of Student Success & Director Institutional Planning, Research, and Effectiveness
- **Members:** Deans & Directors council, Department Chairs, Program Coordinators, Curriculum Committee experts, Student Success
- **Problem:** There are a number of places (Coordinating Board (CB), Institute List, IPEDS, eCatalog, ApplyTX, WEAVE, Perkins, THECB, etc...) where degrees and courses do not match each other. CB is the official list and serves as the basis for college contact hour reimbursement model
- **Committee Charge:** Utilize Focus PDCA Model to identify root cause(s) to ensure existing lists match CB

Flowchart: Part 1



Flowchart: Part 2



Problem Issues

- ❑ Staffing: Full-time Curriculum Analyst duties assigned to existing staff member: Manuel Navarro
- ❑ Lag time for full implementation Educational Programs Coordinators:, Greg Gonzales, Dr. Joann Davis, Cindy Katz
- ❑ Changes need to be done more than once a semester
- ❑ The mismatched lists affects Advising, Dual Credit, Early College High School, AAT, AA, AS, AAS
- ❑ Academic Success & Student Success need to work more closely on this issue

Resolution-Action Plan

- ❑ Identify single POC for AA/AS, AAS: Greg Gonzales, Dr. Joann Davis, Cindy Katz, Manuel Navarro
- ❑ Integrate regular POC THECB update/validation status into existing Curriculum Committee meetings
- ❑ Establish annual New Education Program training
- ❑ Create a checklist/process outline to guide Academic and Student Success departments through:
 - New education program development
 - Existing education program changes
 - Submit eCatalog updates
- ❑ De-conflict Student Success meeting calendar to ensure regular Curriculum Committee meeting attendance
- ❑ Meet with Dr. Elizabeth Garza, Director Center for Student Information
- ❑ Meet with Dr. Christa Emig, Director of Curriculum Coordination & Transfer Articulation
- ❑ Begin Course specific Focus PDCA resolution actions

IPRE Quick Facts- Distribution



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

Fall 2014 Quick Facts



Strategic Objectives



STRATEGIC OBJECTIVES

OBJECTIVE	ACTION PLAN FY15-FY18
<p>1. STUDENT SUCCESS Provide academic and student support and align labor market-based pathways to achieve student completion.</p>	<ul style="list-style-type: none"> a. Leverage and strengthen resources targeted to engagement with P-12 and industry partners to improve the college-readiness and transition of students from high school to college and to workforce. b. Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators). c. Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups, and other special population groups. d. Streamline and provide access to the MyMAP student experience to integrate advising, support and academic progress. e. Align and provide access to a comprehensive approach to accelerate completion of the required ALAMOPEP and ALAMOREADY, aimed toward improving students' progress toward their academic and career goals. f. Assess and improve student learning outcomes/competencies for all academic and workforce/CE programs. g. Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways. h. Improve access (through financial aid, scholarships, high school-to-college, and other programs)
<p>2. LEADERSHIP Provide opportunities for St. Philip's College students and employees to develop as leaders.</p>	<ul style="list-style-type: none"> a. Incorporate ethical decision making into the culture and curriculum of St. Philip's College (e.g. SDEV and EDUC 1800 courses) b. Promote current and accurate data-informed innovation, risk-taking and entrepreneurship. c. Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
<p>3. PERFORMANCE EXCELLENCE Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.</p>	<ul style="list-style-type: none"> a. Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data and efficient, effective work systems. b. Build talent and engage employees through professional development with a focus on collaboration, application of knowledge and skills, and high performance teams. c. Ensure sound financial management with emphasis on cost containment. d. Innovate and maximize technology to support student and employee success. e. Develop, communicate, and implement environmental sustainability initiatives. f. Maximize two-way communication with internal and external communities.
<p>4. REAFFIRMATION Successful submission of the decennial SACSCOC reaffirmation report.</p>	<ul style="list-style-type: none"> a. Successfully submit and immediately address all fourteen SACSCOC principles/standards of non-compliance through the timely submission of the SACSCOC Focused Report and through adequate and informative preparation of the SACSCOC On-Site Visit in October 2015. b. Successfully submit the SACSCOC QEP Proposal that engages broad SPC community involvement through compliance of the following SACSCOC standards: c. Refine, implement and assess the QEP through broad SPC community involvement.