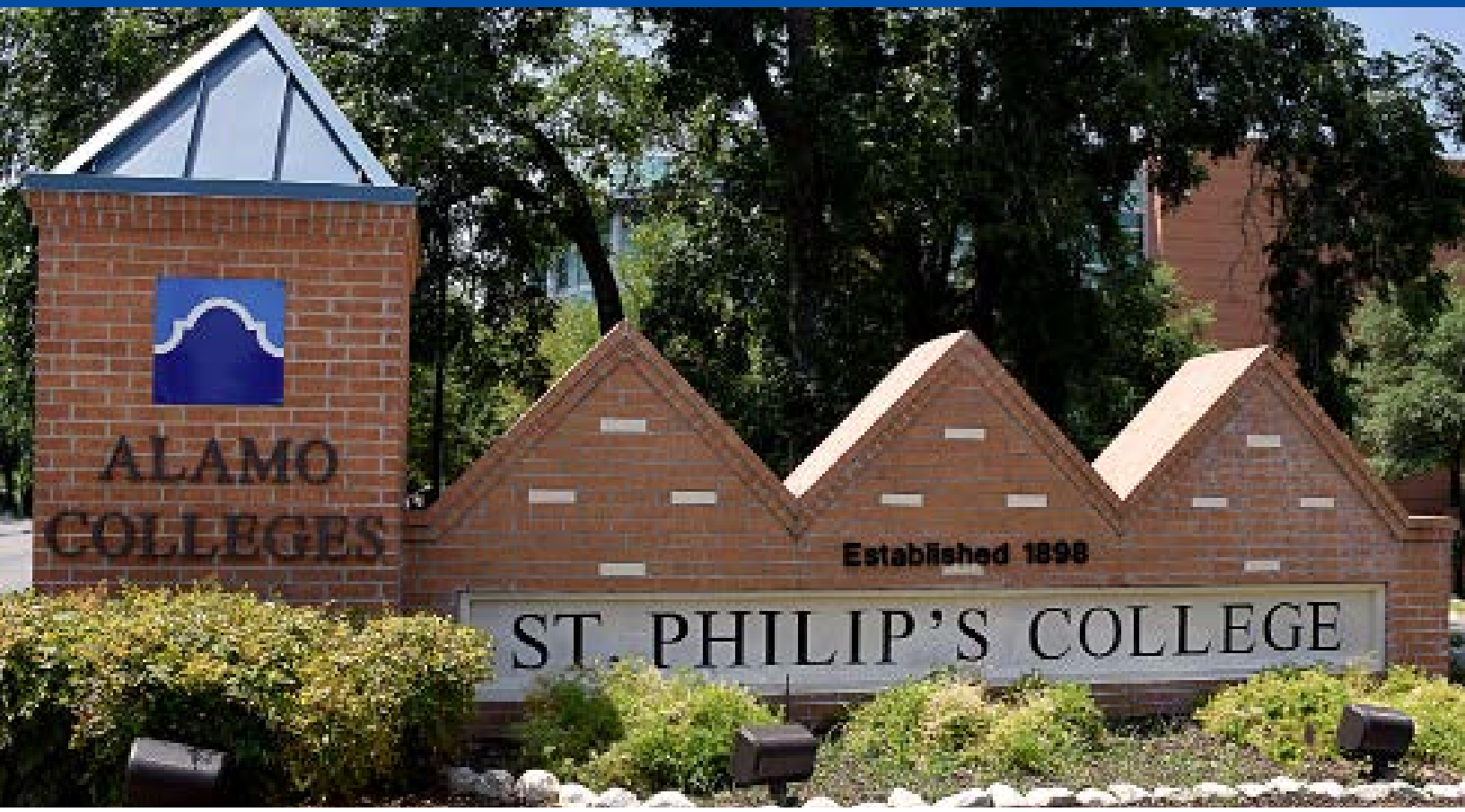
ST. PHILIP'S COLLEGE

1801 MARTIN LUTHER KING DRIVE, SAN ANTONIO, TEXAS 78203

Special Committee Autonomy Report



Southern Association of Colleges and Schools
Commission on Colleges

Site Visit
September 26–29, 2016

Prepared by
Dr. Adena Williams Loston, President
Dr. Maria Hinojosa
Director of Institutional Planning, Research & Effectiveness

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

Submission Information – Special Committee Autonomy Report

Institution Name:

St. Philip's College

Institution Address:

1801 Martin Luther King Dr.
San Antonio, TX 78203

Dates of Committee Visit

9/26/2016 - 9/29/2016

Preparer Information:

Dr. Maria Hinojosa, Director
Planning, Research and Effectiveness
210-486-2897

Parent Accreditation Report

Focused Report_11May15_095222

Institutional Summary

August 30, 2016

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033

Dear SACS-COC Special Committee and Board of Trustees:

In response to the **SACS-COC Public Disclosure 2016 please find the attached St. Philip's College Autonomy Report:**

The Committee on Compliance and Reports, a standing committee of the SACS-COC Board of Trustees, deferred action on reaffirmation of accreditation for six months and authorized a special committee to visit St. Philip's College, in San Antonio, Texas. The Committee was unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. In order to do so, a Special Committee was authorized to review the following standards of the Principles of Accreditation:

- *Core Requirement 2.3 (Chief Executive Officer),*
- *Comprehensive Standard 3.2.2.3 (Governing Board Control - Institutional Policy),*
- *Comprehensive Standard 3.2.7 (Organizational Structure),*
- *Comprehensive Standard 3.2.9 (Personnel Appointment),*
- *Comprehensive Standard 3.4.1 (Academic Program Approval),*
- *Comprehensive Standard 3.4.4 (Acceptance of Academic Credit),*
- *Comprehensive Standard 3.4.7 (Consortial Relationships/Contractual Agreements),*
- *Comprehensive Standard 3.4.10 (Responsibility for Curriculum),*
- *Comprehensive Standard 3.7.5 (Faculty Role in Governance), and;*
- *Comprehensive Standard 3.13.1 (Policy Compliance - Reaffirmation of Accreditation and Subsequent Reports).*

Submission of the Autonomy Report to the SACS-COC Special Committee and Board of Trustees further provides St. Philip's College an opportunity to present a compelling argument as being completely autonomous and demonstrating 100% compliance on all ten standards denoted above.

St. Philip's College, founded in 1898, has been a leader in education for over a century and is always working toward continuous improvement, which has been an integral part of our college community for decades. We are proud to have a college culture that reflects our accomplishments, as we simultaneously continue to strive for constant improvement on our journey to excellence.

The SACS-COC Autonomy Report demonstrates both commitment to our mission and achievements in accomplishing that mission.

Thank you for reviewing our SACS-COC Autonomy Report; it signifies the dedication and obligation of St. Philip's College to offer students a sound education.

Sincerely,

Adena Williams Loston, Ph.D.

President

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2.3 Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

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St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Core Requirement 2.3 as the institutional chief executive officer's primary responsibility is to St. Philip's College and not the presiding officer of the Alamo Community College District (ACCD) Board. St. Philip's College was not cited in this core standard in both the off-site review conducted April 21-22, 2015, nor during the on-site review, October 11-16, 2015. Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016 that the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples that St. Philip's College demonstrates and maintains complete autonomy as a independently accredited institution.

St. Philip's College: Chief Executive Officer

St. Philip's College adheres to State Law ((d)3), which requires that "...each governing board shall:... 3) appoint the president or other chief executive officer of each institution under the board's control and management and evaluate the chief executive officer of each component institution and assist the officer in the achievement of performance goals."

Dr. Adena Williams Loston serves as the President of St. Philip's College and was appointed as the 14th President of St. Philip's College on January 23, 2007, for a term to begin March 1, 2007. She previously served as Chief Education Officer for the National Aeronautics and Space Administration in Washington, D.C., responsible for a $230 million budget and directed policy for $1.3 billion. Her previous college administration posts included President of San Jacinto College South, Executive Dean/Provost in the El Paso Community College District (EPCCD) and Dean

of Vocational Education, Budgets and Facilities and Dean of Professional Programs at Santa Monica College (President's Resume).

Dr. Loston's contract was renewed in May of 2016 (2016 President Contract Renewal, Board Meeting Approved Minutes, May 17, 2016). She has no employment commitments other than as President of the College.

Demonstration of Autonomy

Dr. Loston reports to the Chancellor, Dr. Bruce H. Leslie (President's Job Description, Board Policy, Section B.2.1, B.5.1, D.2.5.1), who reports to the Board of Trustees (Board Policy, Sections B.5.1(4), D.2.5, D.2.5.1), currently chaired by Dr. Yvonne Katz. The organizational chart of the Alamo Community College District (ACCD) shows that the College President is distinct and not the presiding officer of the Alamo Community College District (ACCD) Board. The Alamo Community College District (ACCD) Board meeting minutes illustrate evidence that the St. Philip's College President is not the presiding officer of the Board or its meetings, as evidenced in the following Alamo Community College District (ACCD) Board meeting minutes (Board Meetings July 16, 2013, September 17, 2013, April 15, 2014, October 27, 2015, May 17, 2016). The Alamo Community College District (ACCD) Board has the primary role as a policy-making entity (also Board Policy, Section B.1.1), while the College President supervises all operational areas, daily supervisory and management considerations of St. Philip's College.

To further illustrate autonomy, Dr. Adena Loston ensures that St. Philip's College senior administrators are responsible for implementing the Alamo Community College District (ACCD) Board policies, evaluating them periodically and reporting results to the Board for possible revision and refinement. For example, on July 2, 2015, St. Philip's College Leadership Team

Meeting minute notes illustrate Alamo Community College District (ACCD) E.1.3 policy was disseminated by Dr. Adena Williams Loston to senior administrators responsible for implementing the policy at the institutional level. Senior administrators reviewed and evaluated the E.1.3 policy and reported feedback, as St. Philip's College periodically reports results to the Alamo Community College District (ACCD) for revision and refinement.

Another example of autonomy is illustrated through Board Policy Section D.2.3.2 (Procedure) Faculty and Department Chair Positions. Dr. Adena Williams Loston demonstrates leadership responsibilities on behalf of the institution through the execution of Board Policy Section D.2.3.2 (Procedure) Faculty and Department Chair Positions, as evidenced through the creation of the institutional Guidelines/Standard Operating Procedures for Documentation of Faculty Credentials. This handbook supports board policy and illustrates autonomy, as St. Philip's College is the first college within Alamo Colleges to create a handbook for Faculty and Department Chairs. These guidelines adhere to institutionally adopted Procedure D.2.3.2, based on Board Policy D.2.3- Qualifications.

Autonomy is also represented in various other venues such as the annual St. Philip's Annual Performance Update. Each Chief Executive Officer of the Alamo Colleges presents to the Alamo Community College District (ACCD) Board an Annual Performance Update that describes the status of key performance indicators in comparison to the Alamo Colleges, Very Large Community College (VLCC) and the Best in the Nation peer institutions.

The President's Job Description and St. Philip's College's adopted Board Policy B.2.1 define the President of the College as "Chief Executive Officer of the College," and per Board Policy, the College President advances the mission, vision, and values of the College, oversees the daily administration of St. Philip's College, and provides leadership for College administration, faculty, and staff.

Summary

St. Philip's College has a chief executive officer whose primary responsibility is to St. Philip's College and who is not the presiding officer of the Alamo Community College District (ACCD) Board. Thus, St. Philip's College is in compliance with Core Requirement 2.3, while exhibiting autonomy through our chief executive officer's adoption and utilization of Alamo Community College District (ACCD) Board policies. In further summation, St. Philip's College is fully compliant and completely autonomous with Core Requirement 2.3.

3.2.2.3 Governing Board Control - Institutional Policy

The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing Board Control)**

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St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.2.2.3 and clearly defines authority and operational control of institutional policy within the institution's governance structure. St. Philip's College was not cited for this comprehensive

standard following the off-site review conducted April 21-22, 2015, nor during the on-site review October 11-16, 2015. Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016 that the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples, that St. Philip's College maintains complete autonomy as an independently accredited institution.

St. Philip's College Clearly Defines the Legal Authority and Operating Control for the College's Institutional Policy

Control of institutional policy is first established by State law (Texas Education Code, Sections 130.040, 130.084), to which St. Philip's College adheres and which requires that a board of trustees govern, administer, and control a junior college. The Board of Trustees of the Alamo Community College District (ACCD) comprises the local corporate body charged with legislative and policy making responsibilities pertaining to St. Philip's College governance (Board Policy, Sections A.1.1, B.1.1, B.5.1, B.5.2; Alamo Colleges Organization Chart). According to St. Philip's College's adopted Board Policy (B.1.1, B.5.2), "The Alamo Community College District (ACCD) Board has final authority to determine and interpret the policies that govern the Alamo Community College District (ACCD) and, within the limits imposed by other legal authorities, has complete and full control of the Alamo Community College District (ACCD)."

Demonstration of Autonomy

Alamo Community College District (ACCD) Board sets policy for St. Philip's College (Texas Education Code, Section 51.352; Board Policy, Sections B.1.1, B.3.3), which the College adopts and adheres to, and has specific powers and duties outlined in Board Policy and in state law,

including setting policy direction, 100% review of existing policy every three years, establishing goals consistent with St. Philip's College's role and mission, issuing regulations, hiring and reviewing Chief Executive Officer performance and stewardship responsibilities (Texas Education Code, Sections 51.352, 130.084; Board Policy, Sections B.1.1, B.5.1, B.5.2, B.5.3). Board meeting minutes evidence the Board's active participation in carrying out its policy-making duties (Board Meetings: July 16, 2013, September 17, 2013, April 15, 2014, October 27, 2015, July 26, 2016).

The St. Philip's College President receives assistance from the Cabinet executive team and College Leadership team, advances the College's mission through the oversight of the daily operations and execution of adopted Alamo Community College District (ACCD) policy.

St. Philip's College organizational structure is divided into four major divisions: Academic Success, Student Success, College Services, and Southwest Campus. These divisions are led by a Vice President along with Administrative Deans and Directors to ensure 100% operational authority, decision-making responsibility, and supervision of all Departments across the College.

To further distinguish the Board's policy-making responsibilities from the College's oversight of operations, St. Philip's College's adopted Board Policy confines Board action to policy and disallows Board involvement in day-to-day operations. This perspective is reinforced by the Association of Community College Trustees (ACCT).

St. Philip's College utilizes several standing committees that oversee all administrative and operational aspects of adopted Alamo Community College District (ACCD) Board Policies. Examples include the St. Philip's College Curriculum Committee, St. Philip's College Faculty Senate, St. Philip's College Academic Policy Committee, St. Philip's College Academic Affairs Council, St. Philip's College Student Success Leadership, and St. Philip's College Capital

Improvement Plan Committee. The St. Philip's College Academic Policy Committee considers a variety of policies for adoption and adopts all Alamo Community College District (ACCD) policies. Additionally, supported by the St. Philip's College Leadership Team and St. Philip's College Deans and Directors Council, the President's Cabinet ensures all cross-divisional issues are appropriately vetted in advance of policy execution by College leaders. Finally, information is disseminated throughout St. Philip's College during Division and Departmental meetings conducted regularly during the year.

Board Policies and Procedures are regularly reviewed by the Board (Policy Update B.5.3, All Employees, October 28, 2014, Policy Update B.5.3, All Employees, October 30, 2014, Policy Update B.5.3., All Employees, October 27, 2015, Policy Update B.5.3., All Employees, April 16, 2016). Any new policies or revisions to existing policy requires approval by a majority of the Board for implementation.

Summary

As evidenced by the discussion and examples above, St. Philip's College is in compliance with Comprehensive Standard 3.2.2.3, as the College clearly defines authority and operational control of institutional policy in the institutional governance structure and demonstrates autonomy through the consistent review of existing governance. In further summation, St. Philip's College is fully compliant and completely autonomous with Comprehensive Standard 3.2.2.3.

3.2.7 Organizational Structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational Structure)**

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St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.2.7 and has a clearly defined and published organizational structure. St. Philip's College was not cited for this comprehensive standard following the off-site review conducted April 21-22, 2015, nor during the on-site visit October 11-16, 2015. Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016, that the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further examples that St. Philip's College maintains complete autonomy as an independently accredited institution.

Demonstration of Autonomy Clearly Defined Organizational Chart for Administration of Policies

St. Philip's College implements a clearly defined organizational chart for the administration of the Alamo Community College District (ACCD) Board policies. St. Philip's College's organizational structure is led by its President, whose Job Description and under St. Philip's College-adopted Board Policy is defined "Chief Executive Officer of the College." The College President advances the mission, vision and values of the College and oversees the daily administration of St. Philip's College activities. The College President oversees four principal areas, each headed by a Vice President: Academic Success, Southwest Campus, Student Success, and College Services. These divisions emphasize and support the College's mission, goals and priorities. Also reporting to the President are the Director of Institutional Advancement and Grants Development and the Director of Community and Public Relations, who both oversee departments that focus on student and community outreach and opportunity.

Under the Vice President for Academic Success are four Deans, each of whom are responsible for vital academic areas—Arts and Sciences, Applied Science and Technology, Health Sciences, and Interdisciplinary Programs. Every Academic Success department and/or program has chairs, directors, program directors/coordinators, and/or program managers to assist with the academic mission, goals and priorities of the College as defined by their particular areas. Faculty reside in the area of the Vice President for Academic Success and perform the instructional responsibilities of the College.

Under the Vice President for Student Success are two deans and three directors: Dean of Student Success, Dean of Southwest Campus, Director of Enrollment, Director of the Veterans Outreach and Transition Center, and Associate Director of Financial Aid; their teams play critical roles in managing the student support services related to the mission, goals and priorities of the College.

Under the Vice President for College Services, four directors help support the budget, facilities, research/planning, and technology needs of the College through their respective departments: Campus Budget Officer, College Services, Institutional Planning, Research, and Effectiveness, and Information and Communication Technology.

The Vice President for Southwest Campus was reestablished in December 2015 by the Chancellor of the community college district in response to industry and community need for a community liaison at the Southwest Campus of St. Philip's College. Acting in accordance with Alamo Community College District board policy D.2.5/procedure D.2.5.1 – Hiring Authority, Status, Assignments and Duties (Exceptions), the Chancellor reestablished the position of Vice President of Southwest Campus. The position’s responsibilities include ensuring the seamless functionality of all workforce and academic programs, engaging with relevant employers and leaders, and promoting the mission of St. Philip’s College.

The combination of the Alamo Colleges organization chart and the St. Philip's College organizational chart shows the clear flow of policy from the Board to those who implement that policy and manage day-to-day operations at the administrative, faculty, and staff levels. This organization is consistent with what is required in the College's adopted Board Policy (B.1.1, B.5.2), which places "final authority" in the Board.

Organization Chart is Published

The organizational structure is published on the College's website, both on the online resources page and in the "President's Corner" section of the website, and it can be accessed on the College's intranet sites. The organizational chart is published in the Faculty Handbook. A list members of the College's Cabinet executive team is published on the College's website. Formal updates of the organizational chart are completed by the President's Office twice a year in preparation for new employee orientation and faculty/staff professional development.

Summary

It is clear that St. Philip's College has a clearly defined and published organization structure. In further summation, St. Philip's College is fully compliant and completely autonomous with respect to Comprehensive Standard 3.2.7, as the institution takes full responsibility for the maintenance and publication of our individual organization chart, while understanding and acknowledging the relationship to the Alamo Community College District (ACCD) and Board.

3.2.9 Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel Appointment)**

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St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.2.9 and publishes policies regarding appointment, employment, and evaluation of all personnel. St. Philip's College was not cited for this comprehensive standard following the off-site review conducted April 21-22, 2015, nor during the on-site review October 11-16, 2015. Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016, the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples that St. Philip's College maintains complete autonomy as an independently accredited institution.

Demonstration of Autonomy

St. Philip's College complies with the section of Board Policy and Procedure dedicated to the hiring (I, II, III, IV) and evaluation (V) of personnel.

Autonomy is further evident as the process of hiring and terminating employees is initiated at St. Philip's College with approval from the St. Philip's College Division management team. The hiring process begins with the posting of vacant positions in *AlamoTalent*, the St. Philip's College recruiting system, by St. Philip's College personnel. Through this recruiting system, St. Philip's College's potential candidates are recruited internally and externally and the St. Philip's College Hiring Manager (Dean, Vice President, or President) of a particular Division or Department within St. Philip's College puts together a diverse search committee. Hiring Selection Committee (Sample Accounting Clerk Hiring Charge, Sample Business Information Systems Chair Hiring Charge). The St. Philip's College diverse search committee is charged

with reviewing applications, screening candidates based on job description criteria, conducting interviews, and making recommendations to the St. Philip's College Hiring Manager. All members of the St. Philip's College hiring selection committees must receive hiring selection training conducted by Human Resources within the year prior to serving on the selection committee (Hiring Training).

The St. Philip's College Hiring Manager reviews the institutional Committee's recommendations, contacts listed references, and conducts a second round of interviews. With the exception of hourly paid staff, the President of the College is included in all final interviews leading to the selection of the new institutional hire. All hired St. Philip's employees must meet the credentials, qualifications, and other position requirements indicated in the job description (St. Philip's College adopted Board Policy D.2.3 and Procedure D.2.2.1).

For Non-Contract Employee positions, the second round of interviews is the final round, and the St. Philip's College Hiring Manger recommends the selected candidate to Human Resources (Sample Disability Services Coordinator Hiring Charge). For Term Contract positions, recommended applicants must interview with the St. Philip's College President and appropriate Vice President. Once Term Contract position candidates have interviewed with the St. Philip's College President and appropriate Vice President, a recommendation for hire is made (Sample Business Information Systems Chair Hiring Charge). The process of conducting background checks, drug tests, and contract offers are services provided by the District Support Operations (DSO) Human Resources Department.

St. Philip's College utilizes the same faculty selection and evaluation procedures for dual credit and other similar programs (Dual Credit Alamo Heights ISD, Dual Credit Comal ISD). The St. Philip's College Institutional Guidelines/Standard Operating Procedures for Documentation of Faculty Credentials provide St. Philip's College faculty credential guidelines suggested by the

Southern Association of Colleges and Schools: Commission on Colleges (SACS-COC). This handbook additionally supports board policy and illustrates autonomy, as St. Philip's College is the first college within Alamo Colleges to create a handbook for Faculty, Department Chairs and Deans. These guidelines adhere to institutionally adopted Procedure D.2.3.2, based on Board Policy D.2.3- Qualifications.

Appointment, employment practices and forms related to employee appointment, employment, and evaluation, along with instructions on their applicable use, are available to all employees on the Human Resources intranet site. Other online resources available to St. Philip's College employees include the HR Recruitment and Selection Webpage, New Hire Checklist Benefited Hire, New Hire Checklist - Non Benefited Hire. Forms related to St. Philip's College employee performance appraisals, along with instructions on their use, are available on the Performance Appraisals portion of the Alamo Colleges, District Support Operations (DSO) Human Resources intranet site, accessible to all St. Philip's College employees. In addition, St. Philip's College has a Senior Human Resources Generalist and a Benefits Coordinator available to assist any St. Philip's College employee.

St. Philip's College-adopted Board Policies and Procedures provide for the following "Term Contract" types of positions:

- Administrator Appointments
- Faculty Appointed to Non-Faculty Positions
- Faculty Appointments
- Adjunct Faculty Appointments
- Faculty Department Chairpersons

St. Philip's College-adopted Board Policies and Procedures provide for the following "Non-Contract (At-Will) Employment" types of positions:

- Regular Staff Employee
- Temporary Staff Employee

Policies Published for Personnel Evaluation

St. Philip's College requires periodic performance evaluations (St. Philip's College-adopted Board Policy D.7.1 and Procedure D.7.11) for the following categories of employees:

- Full-time Non-tenured Faculty (Example Chemistry Chair Evaluation, Example Chemistry Self-Evaluation, Example Chemistry Peer Review, Example Chemistry Classroom Observation,Example Chemistry Class Climate)
- Non-tenured Department Chairs (Example Applied Electrical and Mechanical Technologies Self-Evaluation)
- Part-time Adjunct Faculty (Example Tourism Hospitality and Culinary Arts)
- Department Chairs (Example Natural Sciences Dean Evaluation, Example Natural Sciences Self-Evaluation, Example Natural Sciences Peer Review, Example Natural Sciences Classroom Observation, Example Natural Sciences Class Climate)
- Full-time Non-faculty employees (Example Continuing Education)

If an employee disagrees with his/her evaluation, he/she may appeal with the St. Philip's College President (see St. Philip's College-adopted Board Policy D.7.1 and Procedure D.7.1.1).

Summary

It is evident from the evidence and documentation above that St. Philip's College is in compliance with Comprehensive Standard 3.2.9 and publishes policies regarding appointment,

employment, and evaluation of all personnel, while proving full autonomy through St. Philip's College employee personnel policies regarding appointment, employment, and evaluation of all personnel. In further summation, St. Philip's College is fully compliant and completely autonomous with respect to Comprehensive Standard 3.2.9.

3.4.1 Academic Program Approval

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic Program Approval)**

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St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.4.1 by demonstrating that each educational program for which academic credit is awarded is approved by the faculty and the administration. St. Philip's College was not cited for this comprehensive standard following the off-site review conducted April 21-22, 2015, nor during the on-site review October 11-16, 2015. Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016 that the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples that St. Philip's College maintains complete autonomy as an independently accredited institution.

Demonstration of Autonomy

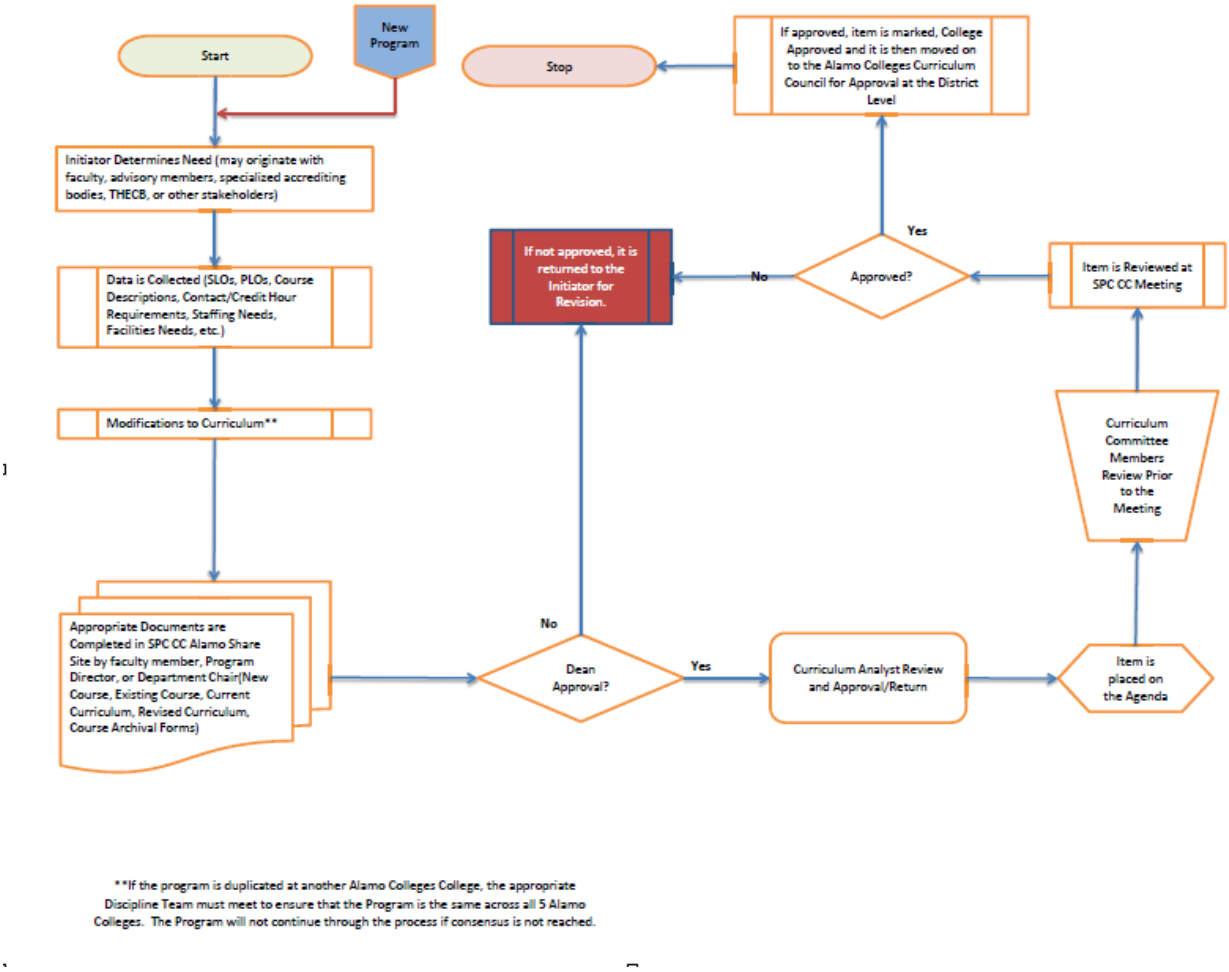
The development and approval of educational programs, program revisions and course revisions begin with a St. Philip's College faculty member or administrator who identifies the need for program revision or new program development (Degree Awards Detail). The St. Philip's College faculty member, usually a Department Chair, is responsible for assuring that the appropriate steps are taken to follow the College Curriculum Committee approval process and that appropriate faculty are involved. The Curriculum Committee has outlined the procedures for new program development and program revisions in the Curriculum Committee Guidebook. This guidebook provides an overview, examples of meeting minutes, a membership list, process flowcharts and related documents to illustrate the work of this committee.

The College Curriculum Committee is chaired by a faculty member who is charged with implementing procedures for curriculum review. This includes the oversight of material

submissions and conducting meetings in which curriculum changes are processed. Each meeting includes Action Items. Action Items involve the presentation of curriculum changes by program faculty, discussion by faculty members from across the college, input from various individuals from support units from across the college and concludes with an action to approve, deny or table the item under consideration. Meetings also include announcements and updates by administrators from across the College. Refer to the March 3, 2016 Meeting Minutes for examples of action items, announcements and updates.

New Program Development

New program development typically begins with recommendations that faculty receive from employers, advisory committees, community members, state organizations or external accrediting groups. Refer to Vision Care as an example of the initial stage of new program development. New program development does not begin until a feasibility study, sometimes called a needs assessment, is completed. The collected data is presented first to the Deans Workforce Council, then to the Presidents and Vice Chancellors Council. If approval to proceed is given, the faculty develop the curriculum for the degree or certificate program. The Curriculum Committee Guidebook includes forms and flowcharts relevant to new program development. Refer to the Cyber Security AAS New Program Form for an example. Below is a flowchart explaining the new program development process:



When St. Philip's College new program development is complete, it is presented to the St. Philip's College Curriculum Committee for review and approval. Following St. Philip's College approval, the curriculum is presented to the Alamo Colleges Curriculum Council (ACCC) for review. Following this assessment, the degree or certificate programs are presented to the Presidents and Vice Chancellors Council and the Board of Trustees. When the new program is accepted by the Board of Trustees, the new program is sent to the Texas Higher Education Coordinating Board for final approval. Once Coordinating Board approval is received, the College places the new program in the e-Catalog.

In addition, a Substantive Change Prospectus is submitted to SACS-COC for new programs. Refer to Vision Care Technology as an example.

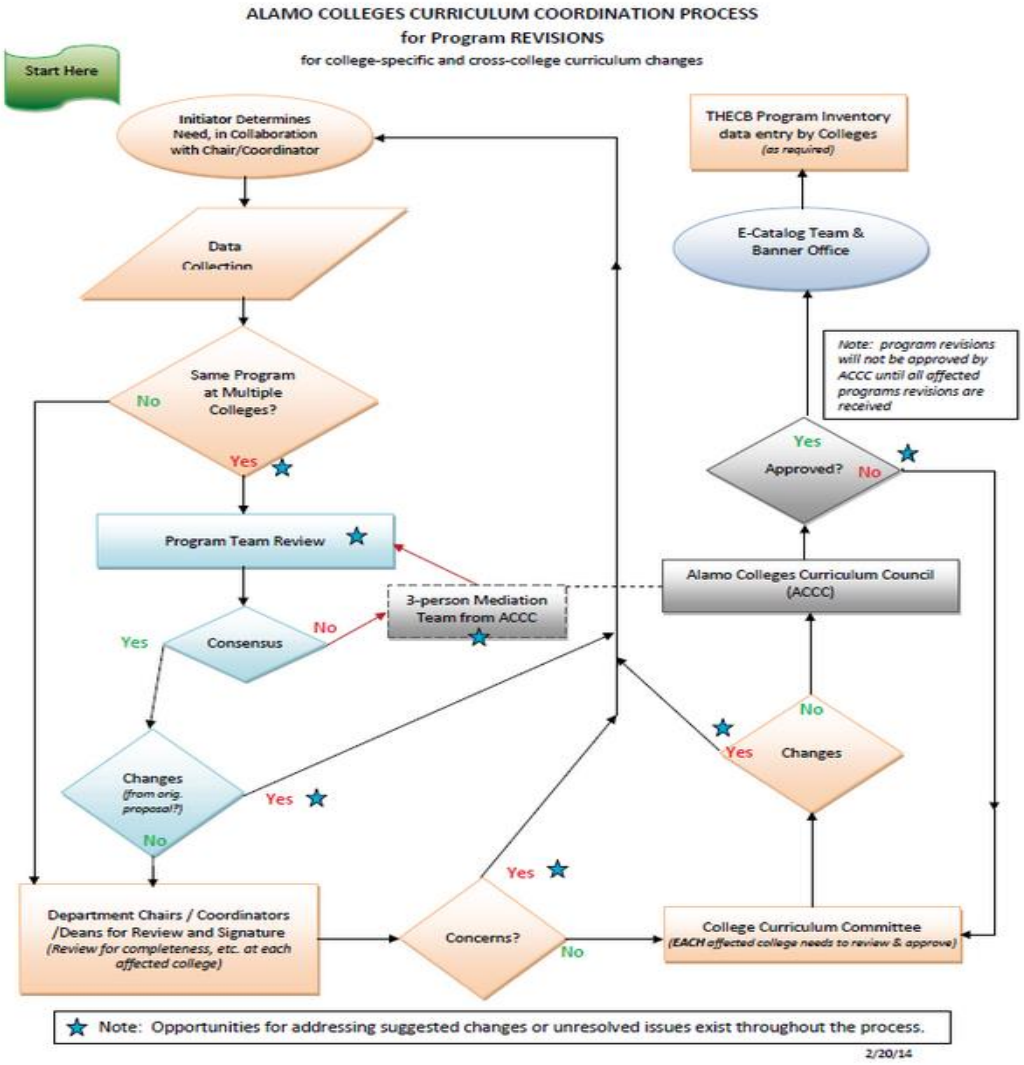
Existing Program Revisions

Program revisions are processed in a similar manner. The exception is that no feasibility study or approval by the Presidents and Vice-Chancellors Council is needed to proceed. Program revisions are forwarded for inclusion in the e-Catalog upon approval by the Alamo Colleges Curriculum Council. The Curriculum Committee Guidebook includes forms and flowcharts relevant to program revisions. Refer to the Aircraft Program Revision Form for an example. The flowchart below summarizes the program revision process:

In addition, a Substantive Change Prospectus is submitted to SACS-COC for new programs. Refer to Vision Care Technology as an example.

Existing Program Revisions

Program revisions are processed in a similar manner. The exception is that no feasibility study or approval by the Presidents and Vice-Chancellors Council is needed to proceed. Program revisions are forwarded for inclusion in the e-Catalog upon approval by the Alamo Colleges Curriculum Council. The Curriculum Committee Guidebook includes forms and flowcharts relevant to program revisions. Refer to the Aircraft Program Revision Form for an example. The flowchart below summarizes the program revision process:



The St. Philip's College Vice President of Academic Success has the ultimate responsibility for the development and approval of educational programs. However, that responsibility is shared with faculty members from across St. Philip's College and members of the College Curriculum Committee, including St. Philip's College Deans.

Summary

In conclusion, St. Philip's College has formalized a process that demonstrates each educational program for which academic credit is awarded is approved by the faculty and the administration.

Through this process, the College creates a cohesive, multidimensional perspective that takes into account the needs of our students and community, while achieving full compliance and autonomy with respect to Comprehensive Standard 3.4.1.

3.4.4 Acceptance of Academic Approval

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that are consistent with its mission and ensure that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. **(See Commission policy "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.") (Acceptance of academic credit)**

SACS-COC Public Disclosure 2016:

The Committee on Compliance and Reports, a standing committee of the SACS-COC Board of Trustees, deferred action on reaffirmation of accreditation for six months and authorized a special committee to visit St. Philip's College, in San Antonio, Texas

The Committee was unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as separately accredited entity. In order to do so, a Special Committee was authorized to review the following standards of the Principles of Accreditation:

Core Requirement 2.3 (Chief executive officer), Comprehensive Standard 3.2.2.3 (Governing board control - institutional policy), Comprehensive Standard 3.2.7 (Organizational structure), Comprehensive Standard 3.2.9 (Personnel appointment), Comprehensive Standard 3.4.1 (Academic program approval), Comprehensive Standard 3.4.4 (Acceptance of academic credit), Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements), Comprehensive Standard 3.4.10 (Responsibility for curriculum), Comprehensive Standard 3.7.5

(Faculty role in governance), and Comprehensive Standard 3.13 (Policy compliance - Reaffirmation of Accreditation and Subsequent Reports).

St. Philip's College Response

St. Philip's College defined and published procedures for evaluating, awarding, and accepting credit for transfer, experiential learning, and credit by examination, Advanced Placement (AP), and professional certificates. St. Philip's College procedures ensure the full responsibility for the academic quality of any course or credit recorded on the institution's transcript through effective, efficient, and collaborative faculty participation in the acceptance of academic credit.

Demonstration of Autonomy

The Transfer Credit Policy is published in the St. Philip's College online catalog and available to all students. Policies are available in the college catalog for the following:

- Transfer Transcript Evaluation
- Military Transfer
- Transfer Credit Evaluation for Students Submitting Transcripts from Foreign Institution
- Transfer Dispute Resolution
- Transfer Rules non-compliance Policy

Credit by Non-Traditional Means and External Standardized Exams

- Internal Examinations
- College Level Examination Program (CLEP) and Advanced Placement (AP)
- Tech Prep Articulation Agreements
- Work Experience and Prior Learning Credit
- Continuing Education Units Conversion to Career and Technical Credit

To further illustrate autonomy, in October 2015, St. Philip's College strengthened the pre-existing institutional documents to include the comprehensive standard principle 3.4.4. on the new substitution form and experiential learning application.

- St. Philip's College Request for Course Substitution Form (On or prior to 11/1/2015)
- St. Philip's College Request for Course Substitution Form (After 11/1/2015)
- St. Philip's College Experiential Learning Application (On or prior to 11/1/2015)
- St. Philip's College Experiential Learning Application (After 11/1/2015)

A denotation on each of the forms includes the following:

- *This form serves as documentation and evidence of compliance with SACS-COC comprehensive standard 3.4.4 "St. Philip's College publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that coursework and learning outcomes are at the collegiate level and comparable to St. Philip's College own degree programs." "St. Philip's College assumes responsibility for the academic quality of any course work or credit recorded on its transcript."*

Further Evidence of Autonomy

St. Philip's College has a Transcript Posting-Processing Service Agreement with the Center for Student Information (CSI). The Center for Student Information is an extension and support office of St. Philip's College which provides support services such as processing of incoming transcripts. The Center for Student Information (CSI) is approved to use the following to process pre-existing (only) course equivalency:

Texas Common Course Numbering System (TCCN) (see Texas Administrative Code (TAC) Title 19, Chapter 4, Sub Chapter B Rule 4.24)

Lower Division Academic Course Guide Manual (see Academic Course Guide Manual, (ACGM) and Texas Administrative Code (TAC) Title 19, Chapter 4, Sub Chapter b, Rule 4.25)

Workforce Education Course Manual (WECM) (See Institutional Process Based-on the "St. Philip's College and Center for Student Information Service Agreement")

Banner SHATATR Data Base (previously equated courses)

The Center for Student Information (CSI) does not have authority to evaluate courses that are not found in any of the St. Philip's College approved course equivalency systems or manuals listed above. St. Philip's College faculty discipline leaders, program coordinators and faculty chairs are responsible for evaluating courses to determine equivalencies, as described in the Service Agreement between St. Philip's College and the Center for Student Information.

In addition to ensuring institutional published policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement (AP), and professional certificates that are consistent with St. Philip's College mission, the College **must ensure that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs.**

Demonstration of Autonomy in Ensuring Coursework and Learning Outcomes are Collegiate and Comparable to the Institutions own Degree programs:

- St. Philip's College Request for Course Substitution (St. Philip's College provides students the opportunity to receive equivalent college semester credit hours earned

through a request for course substitution. This documentation provides evidence that faculty participate in the acceptance of academic and transfer credit).

Documentation and evidence of course substitution approvals and course substitution denials are completed by St. Philip's College faculty from each of the Academic Divisions: Division of Arts and Sciences, Division of Health Sciences and Division of Applied Science and Technology.

St. Philip's College provides students the opportunity to receive equivalent college semester credit hours earned through an experiential learning application. This documentation provides evidence that faculty participate in the acceptance of academic and transfer credit.

Documentation and evidence of experiential learning application approvals and experiential learning application denials are completed by the Division of Applied Science and Technology and the Division of Health Sciences.

- (St. Philip's College Experiential Learning Application) Credit by Experience Learning, Examination, Advanced Placement
- St. Philip's College provides students the opportunity to receive equivalent college semester credit hours earned through Advanced Placement (AP) and non-traditional means. St. Philip's College, with appropriate departmental guidelines, reserves the right to determine the acceptable transfer credit to a maximum of thirty-two (32) semester credit hours once the student has earned six (6) college semester credit hours at any of the Alamo Colleges.

Work experience/prior learning credit can be awarded and is posted on a student's official college transcript. The request is submitted by the appropriate department chair, through the Dean, and up to the Vice President of Academic Success for final approval. A maximum of

twelve (12) semester credit hours may be earned through the assessment of work experience/prior learning and applied toward graduation. Credit hours earned by examination and/or awarded through non-traditional means will be posted as Credit (CR) and will not be included in a student's Grade Point Average computation; however, the semester credit hours are counted for graduation. Credit by non-traditional means may not be awarded once a grade has been earned. Students planning to transfer to other institutions should consult with those institutions regarding their policies on granting non-traditional credit.

St. Philip's College provides students the opportunity to receive equivalent college semester credit hours earned through an experiential learning application. This documentation provides evidence that faculty participate in the acceptance of academic and transfer credit.

Documentation and evidence of experiential learning application approvals and experiential learning application denials are completed by the Division of Applied Science and Technology and the Division of Health Sciences.

Summary

St. Philip's College publishes policies that include standards for evaluation, awarding, and accepting credit for transfer, credit by experiential learning, examination and Advanced Placement (AP) that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. Qualified faculty participate in the evaluation of credit; more importantly, the institution is autonomous and demonstrates full compliance, as St. Philip's College assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

3.4.7 Consortial Relationship / Contractual Agreements

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. **(See the Commission policy "Collaborative Academic Arrangements.") (Consortial relationships/ contractual agreements)**

SACS-COC Public Disclosure 2016:

The Committee on Compliance and Reports, a standing committee of the SACS-COC Board of Trustees, deferred action on reaffirmation of accreditation for six months and authorized a special committee to visit St. Philip's College, in San Antonio, Texas

The Committee was unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as separately accredited entity. In order to do so, a Special Committee was authorized to review the following standards of the Principles of Accreditation:

Core Requirement 2.3 (Chief executive officer), Comprehensive Standard 3.2.2.3 (Governing board control - institutional policy), Comprehensive Standard 3.2.7 (Organizational structure), Comprehensive Standard 3.2.9 (Personnel appointment), Comprehensive Standard 3.4.1 (Academic program approval), Comprehensive Standard 3.4.4 (Acceptance of academic credit), Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements), Comprehensive Standard 3.4.10 (Responsibility for curriculum), Comprehensive Standard 3.7.5 (Faculty role in governance), and Comprehensive Standard 3.13 (Policy compliance - Reaffirmation of Accreditation and Subsequent Reports).

St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.4.7 by ensuring the quality of educational programs and courses offered through the Virtual College of Texas are in compliance with the Principles of this standard and are periodically evaluated to assess the relationship and agreement with the mission of the College. St. Philip's College was not cited for this Comprehensive Standard following the off-site review conducted April 21-22, 2015, nor during the on-site review of October 11-16, 2015. As Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016, the SACS-COC Board of Trustees, on June 16, 2016, was unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples, that St. Philip's College maintains complete autonomy.

Demonstration of Autonomy

Consortial relationships and contractual agreements entered into by St. Philip's College support its mission to "empower our diverse student population through personal educational growth, ethical decision making, career readiness and community leadership."

St. Philip's College has the following consortial relationships and contractual agreements:

- Transcript Posting-Processing Service Agreement between St. Philip's College and the Center for Student Information (CSI), a member of the District Support Operations.
- Memorandum of Understanding for Joint Admissions and Transfer of Credit Among Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College and St. Philip's College

- Transcripts Standards Agreement Among Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College and St. Philip's College.
- Virtual College of Texas
- Dual Credit Academic Agreement
- Practicum, Internships and Externships

Transcript Posting-Processing Service Agreement between St. Philip's College and the Center for Student Information (CSI)

The Center for Student Information (CSI) is an extension and member of the District Support Operations of St. Philip's College. The Transcript Posting-Processing Service Agreement outlines the transcript process and support services that the Center of for Student Information provides to St. Philip's College. This is includes but is not limited to the following:

- Incoming Transcript Processing (see St. Philip's College Institutional Process for the Transcription of St. Philip's College Credit)
- Outgoing Transcript Processing (see St. Philip's College Institutional Process for the Transcription of St. Philip's College Credit)

Memorandum of Understanding for Joint Admissions and Transfer of Credit Among Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College and St. Philip's College

St. Philip's College, Northeast Lakeview College, Northwest Vista College, Palo Alto College, and San Antonio College, members of the Alamo Community College District (ACCD), entered into a Memorandum of Understanding for Joint Admissions and Transfer of Credit that delineates the understanding of admissions and transcription of credit among the institutions.

Transcripts Standards Agreement Among Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College and St. Philip's College

This agreement enables St. Philip's College to enter into an agreement with all members of the Alamo Colleges in the interest of promoting collaboration, alignment and student centeredness and success. The agreement reinforces St. Philip's College cooperation to promote successful undergraduate educational experiences with all institutions within Alamo Colleges.

Virtual College of Texas

The Virtual College of Texas is a consortium of community colleges that work together to provide online learning opportunities for college students in Texas. The Virtual College of Texas' model involves three parties: the student, the student's home school (the "host"), and the school where the course originates (the "provider"). **St. Philip's College's involvement in the** Virtual College of Texas **is as a "provider" college only for** Virtual College of Texas, which means that St. Philip's College provides instruction through online courses to students from other community colleges across Texas (St. Philip's College MOU with Virtual College of Texas; St. Philip's College Virtual College of Texas Webpage). **St. Philip's College is not a host college and does not offer credit for coursework taken through** Virtual College of Texas **at other community colleges**. St. Philip's College cannot enroll St. Philip's College students in courses at other community colleges; students must first register with their home (host) college in order to take Virtual College of Texas classes at St. Philip's College. As a provider college, St. Philip's College 1) provides online instruction for a variety of courses and defines course content and instructional methodologies; 2) directs all class activities, including assignments and tests, and awards final grades; 3) establishes an academic calendar for courses offered through the Virtual College of Texas; and 4) provides online book ordering at the College Book Store.

Dual Credit Academic Agreement

St. Philip's College Faculty, Academic Chairs and Deans, in collaboration with the Vice President of Academic Success (VPAS), are responsible for student learning outcomes and curriculum, including textbooks and the dissemination of the course syllabus. The Academic Course Agreement includes requirements for faculty development and training, including the requirements for Comprehensive Standard 3.7.1 (Faculty Competence). Faculty at the area school districts, grades 9-12, must adhere to the Institutional Guidelines/Standard Operating Procedures for Documentation of Faculty Credentials. Additionally, all St. Philip's College Dual Credit faculty must be approved in advance to teach by St. Philip's College. Once approved to teach, Dual Credit Faculty adhere to the same assessment and evaluation as all St. Philip's College faculty. Each Dual Credit Agreement remains in effect for three years from its effective date and agreements may be amended by mutually written agreements of the parties.

Practicum, Internships, and Externships

St. Philip's College routinely enters into Memorandums of Understanding (MOU) with local industry partners to provide St. Philip's College students with work experience in supervised settings relevant to their areas of study. Memorandums of Understanding are executed to assure that obligations of the industry partner, St. Philip's College and the St. Philip's College student are clearly defined. Additionally, Memorandums of Understanding define expectations for regular evaluation of the St. Philip's College students' progress by the site supervisor and the St. Philip's College Program Coordinator and expectations that the assigned work experience is sufficient to satisfy the St. Philip's College students' educational goals. St. Philip's College retains full responsibility for granting academic credit associated with the internship Memorandum of Understanding in all practicums, internships and externships.

Summary

St. Philip's College occasionally purchases curriculum from partner agencies and organizations, but only after a thorough review is conducted to ensure it meets existing St. Philip's College standards and learning objectives. The approved curriculum is then incorporated into existing or specifically designed courses. The approved curricula is subject to continual review by faculty, administration, and appropriate St. Philip's College Advisory Panels to ensure quality material is disseminated to students across Texas. In further summation, St. Philip's College is fully compliant and completely autonomous with respect to Comprehensive Standard 3.4.7, while demonstrating the college's collaborative efforts to support access to higher education.

3.4.10 Responsibility for Curriculum

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for Curriculum)**

SACS-COC Public Disclosure 2016:

The Committee on Compliance and Reports, a standing committee of the SACS-COC Board of Trustees, deferred action on reaffirmation of accreditation for six months and authorized a special committee to visit St. Philip's College in San Antonio, Texas.

The Committee was unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. In order to do so, a Special Committee was authorized to review the following standards of the Principles of Accreditation:

Core Requirement 2.3 (Chief executive officer), Comprehensive Standard 3.2.2.3 (Governing board control - institutional policy), Comprehensive Standard 3.2.7 (Organizational structure), Comprehensive Standard 3.2.9 (Personnel appointment), Comprehensive Standard 3.4.1 (Academic program approval), Comprehensive Standard 3.4.4 (Acceptance of academic credit), Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements), Comprehensive Standard 3.4.10 (Responsibility for curriculum), Comprehensive Standard 3.7.5 (Faculty role in governance), and Comprehensive Standard 3.13 (Policy compliance - Reaffirmation of Accreditation and Subsequent Reports).

St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.4.10 and places primary responsibility for curricular content and quality with its faculty. St.. Philip's College was not cited for this comprehensive standard following the off-site review conducted April 21-22, 2015, nor during the on-site review of October 11-16, 2015. As Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016, the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples, that St. Philip's College maintains complete autonomy.

St. Philip's College Faculty Job Description acknowledges faculty's primary responsibility for curriculum content and quality when it states: "Teaching faculty are professional educators who have the primary responsibility of fulfilling the... mission of providing a quality education for all students attending the colleges.... Faculty members will uphold the mission and values of the colleges...." Similarly, St. Philip's College's adopted Board Procedure further states: "The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning."

St. Philip's College faculty curriculum role and responsibility is carried out through participation in the Student Learning Outcomes Development and Assessment Processes Development, Instructional Unit Review, St. Philip's College Curriculum Committee, the Core Curriculum Committee through its Core Curriculum Assessment Plan, as well as Alamo Colleges Curriculum Committee and cross-college Disciplinary Teams.

Student Learning Outcomes (SLO) Development and Assessment

St. Philip's College Student Learning Outcomes are assessed by faculty at the institutional and department/program level as part of the St. Philip's College Quality Enhancement Plan (student demonstration of critical thinking) through annual Assessment Day activities each February. In addition, Education Testing Service standardized testing in Reading, Writing and Math is implemented each Fall semester to provide faculty with data on how well students are doing in key core areas. To meet Texas Higher Education Coordinating Board Core Curriculum assessment requirements, faculty develop, assess and identify best practices and opportunities for improvement of program and institutional student learning outcomes. The end result is a Student Learning Outcomes Assessment (2013-2015).

Instructional Unit Review (IUR)

Instructional Unit Review is an organized process whereby faculty within each instructional program area examine program effectiveness by careful evaluation of stated purposes, educational goals, assessment methods and outcomes. As part of the College's institutional effectiveness process, faculty within each instructional program are responsible for developing goals and evaluating those goals. This IUR process receives input from a broad-based representation of the persons who interact with the Instructional Unit. This representation includes instructional faculty within the Instructional Unit and also faculty from other supporting and supported disciplines, as well as other stakeholders. Data is gathered from course and program assessment, employees, and business and industries. Through this review, faculty within an Instructional Unit identify their program's contribution to the college's mission, establishes educational goals and measurement of outcomes, and utilizes assessment findings to effectively plan educational goals and desired future outcomes (Instructional Unit Review Results June 2007 to September 2010).

St. Philip's College Curriculum Committee (CC)

Instructional curricula are reviewed on an ongoing monthly basis by the Curriculum Committee, which is composed of all academic department chairs (faculty) in addition to deans and key directors. Changes in curriculum originate at the level of individual faculty members or the department, but these changes must be approved by the St. Philip's College Curriculum Committee. Members of this Committee receive a handbook that helps guide them in their responsibilities. The purpose of the Curriculum Committee is to review and evaluate changes in the College programs of study. The Curriculum Committee reviews items submitted by Deans and/or Academic Program Coordinators (Curriculum Committee Minutes October 16, 2014, Curriculum Committee Minutes November 20, 2014, Curriculum Committee Minutes October 29, 2015, Curriculum Committee Minutes March 3, 2016). Once the Curriculum Committee reviews and makes decisions about a particular program, whether a new program (Sample New Program Process) or a revision, it is then identified as "College Approved" and forwarded to the Alamo Colleges Curriculum Committee for review and collaboration with the other colleges (Curriculum Committee Alamo Colleges Minutes October 20, 2014, Curriculum Committee Alamo Colleges Minutes November 17, 2014).

St. Philip's College Core Curriculum Committee (CCC)

The Arts and Sciences departmental faculty use the following criteria to evaluate their core courses and determine inclusion into the general education core curriculum for the next year, resulting in a Core Curriculum Assessment Plan document.

- Review and address any changes required by Texas Higher Education Coordinating Board

- Research the core curriculum at peer/transfer institutions for general acceptance of the courses in their discipline
- Review the need for and/or possible removal of unique needs courses
- Review the need for and/or possible removal of Academic Cooperatives
- Review the need for and/or possible removal of courses which have a pre-requisite that satisfy the core
- Review enrollment data for courses – recommend enrollment of at least 100 students each semester
- Verify all courses meet their Foundational Component Area definitions
- Review core curriculum assessment data for their discipline and make necessary revisions to coursework to ensure that the Core Objectives are being met

Faculty provide their recommendations to the St. Philip's College Core Curriculum Committee by the end of November for informational purposes. By the first of February, faculty meet with their cross-district Discipline Team members and consensus of the courses to be included in the general education core is reached. If consensus cannot be reached, mediation may be required. To accommodate differences in academic coursework, the general education core for each college does not have to be the same for all colleges, though consensus will ensure greater transferability across Alamo Colleges. Once this process is complete, the Discipline Team recommendations are brought back to the St. Philip's College Core Curriculum Committee for final approval. Once approved at the college level, the process for review at the district level is implemented.

Alamo Colleges Curriculum Committee (ACCC) and Discipline Teams

The Alamo Colleges Curriculum Committee serves as a collaborative team of individuals, primarily faculty, representing each of the sister colleges, including St. Philip's College. As

curricular program issues arise and through ongoing review, the committee meets to determine a consensus regarding proposals for additions, deletions or changes to the current general education core and program curriculum (Curriculum Committee Alamo Colleges Minutes March 3, 2016, Curriculum Committee Alamo Colleges Minutes March 31, 2016). The ultimate goal is to collectively proceed in a manner that best serves students attending any of the Alamo Community College District colleges. Faculty at the individual colleges develop their own syllabi, course content and assessments as appropriate for their programs. Before an issue is brought to the Alamo Colleges Curriculum Committee and if a program is offered at more than one of the Alamo Colleges, it is reviewed by cross-district Discipline Teams composed of faculty representatives from all of the sister colleges who teach in a particular disciplinary area (Network Administrator Discipline Team, Biology Discipline Team; Discipline Team Mediation Samples). This review assures that content experts assess the proposed change or new program prior to submission for review by the faculty and administrators of the Alamo Colleges Curriculum Committee (Curriculum Review Process Flowchart - Program Revisions).

Summary

Based on the evidence above, St. Philip's College is in compliance with Comprehensive Standard 3.4.10 as the institution places primary responsibility for curricular content and quality with its faculty. St. Philip's College further demonstrates its autonomy by ensuring faculty involvement and approval. In summation, St. Philip's College is fully compliant and completely autonomous with respect to Comprehensive Standard 3.4.10.

3.7.5 Faculty Role in Governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty Role in Governance)**

SACS-COC Public Disclosure 2016:

The Committee on Compliance and Reports, a standing committee of the SACS-COC Board of Trustees, deferred action on reaffirmation of accreditation for six months and authorized a special committee to visit St. Philip's College in San Antonio, Texas.

The Committee was unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. In order to do so, a Special Committee was authorized to review the following standards of the Principles of Accreditation:

Core Requirement 2.3 (Chief executive officer), Comprehensive Standard 3.2.2.3 (Governing board control - institutional policy), Comprehensive Standard 3.2.7 (Organizational structure), Comprehensive Standard 3.2.9 (Personnel appointment), Comprehensive Standard 3.4.1 (Academic program approval), Comprehensive Standard 3.4.4 (Acceptance of academic credit), Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements), Comprehensive Standard 3.4.10 (Responsibility for curriculum), Comprehensive Standard 3.7.5 (Faculty role in governance), and Comprehensive Standard 3.13 (Policy compliance - Reaffirmation of Accreditation and Subsequent Reports).

St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.7.5 and publishes policies regarding the responsibility and authority of faculty in academic and governance matters. St. Philip's College was not cited for this standard following the off-site review conducted April 21-22, 2015, nor during the on-site review of October 11-16, 2015. As Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016, the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples, that St. Philip's College maintains complete autonomy.

Policies Published on Responsibility and Authority of Faculty in Academic and Governance Matters

St. Philip's College states in its adopted Board Policy it has an interest in "maintaining open communication and encouraging participative decision making" with faculty and "appropriately involv[ing them] in the governance of the institution." St. Philip's College provides for faculty involvement in policy development and other matters to assist the College per the Faculty Job Description and recognizes the right of the Faculty Senate to gather and discuss issues and concerns.

The St. Philip's College Faculty's primary focus is on teaching and curriculum development. Academic department chairs (faculty) review instructional curricula on a continuous monthly basis in the College Curriculum Committee (Curriculum Review Process Flowchart - Program Revisions; Sample SPC Curriculum Committee Meeting Agenda-November 20, 2014, SPC Curriculum Meeting Agenda November 19, 2015). Other curriculum matters that require faculty

input include the Core Curriculum Committee in the Arts and Sciences department and Student Learning Outcomes Development and Assessment.

Apart from academic governance, the St. Philip's College faculty is represented on the College Leadership Team, the Academic Affairs Council, and the Faculty Senate (Faculty Handbook).

The College Leadership Team is composed of the Vice Presidents, Deans of the College, Directors of Enrollment Management, Educational Support Services, Institutional Planning and Research, Student Activities, Public Relations, Institutional Advancement, Instructional Technology, the College Budget Officer, the Director of Student Financial Services, and the Presidents of the Faculty Senate, Staff Council, and Student Government. This Council provides a forum for executive and operational managers to share information concerning their departments or units and addresses all issues and opportunities of the College. The Team meets the first Tuesday of each month and is chaired by the President (Sample College Leadership Meeting Agenda and Handouts, June 7, 2016)

The Academic Affairs Council is an advisory council whose function is to provide input into academic affairs matters, including, but not limited to, curriculum, grades, new and revised program matters, etc. This Council is chaired by the Vice President for Academic Success and makes appropriate recommendations on the teaching/learning mission. This council meets monthly, and members include the Vice President of Student Success, the deans of Arts and Sciences, Applied Science and Technology, Health Sciences, Interdisciplinary Programs, Student Success, and Workforce and Continuing Education, the Dean of Southwest Campus, department chairpersons, the directors of Enrollment Management, Instructional Technologies, and Instructional Innovation Center, the Faculty Senate President, and the Instructional Unit Review Chairman (Sample Academic Affairs Council Minutes, September 26, 2014).

The Faculty Senate consists of members elected at large by the faculty electorate of the College. Cynthia Katz, Mathematics, a faculty member is the current President of the Faculty Senate at St. Philip's College, and Dr. Lang Coleman, a faculty member in Social and Behavioral Sciences, is the Immediate Past President of the Faculty Senate. The Senate's purpose is to act on behalf of the electorate in matters of concern relating to policies on educational and professional matters in accordance with rules and regulations of the Alamo Community College District and the College. This governance body is tasked with faculty related issues. The Preamble to Constitution of the Faculty Senate states, "We, the faculty at St. Philip's College, in order to provide a forum in which the faculty may, without restraint, freely express their thoughts on issues of concern to the members of the academic community, hereby establish this Constitution creating a Faculty Senate. The Faculty Senate's goal will be to provide an effective and united voice for the faculty." The Faculty Senate has the following standing committees: Executive Committee, Election Committee, Constitution Committee, Professional Concerns Committee, Faculty Development Committee, Promotional Appeals Committee, and Finance Committee. The Faculty Senate acts on behalf of the St. Philip's College faculty and holds an open meeting once a month during every semester. All faculty at St. Philip's College are welcome to attend and are given an opportunity to bring concerns before the Senate at each meeting during the "Faculty to be Heard" portion of the meeting agenda.

In addition, the faculty is involved in various committees and task forces that impact decision making at St. Philip's College. While the College Distance Learning Committee is composed of both faculty and staff, the majority of participants are faculty. This committee meets for the purpose of keeping up with technology, exchanging information with our College District, updating our Learning Management System and Canvas, and sharing applications. Also, the College Committee on Instructional Technology involves Faculty members and focuses on

reviewing the College's capacity to provide sufficient technology for classroom, lab, and distance instruction.

St. Philip's College adopted Board Policies and Procedures, including those related to faculty role in governance, require availability online and are accessible by all faculty members. The College's Board regularly reviews Board Policy and Procedure and at times makes revisions to existing Board policy, which are disseminated to all employees (Policy Update B.5.3, All Employees, October 28, 2014; Policy Update B.5.3, All Employees, July 29, 2014; Sample Policy Updates).

Summary

Therefore, as described in the preceding narrative, St. Philip's College is in compliance with Comprehensive Standard 3.7.5, publishing policies regarding the responsibility and authority of faculty in academic and governance matters. Autonomy is proven through the leadership and responsibility accepted by faculty who continuously participate in the planning, improvement, and revision of courses, student learning and assessment, and decision making. In summation, St. Philip's College is fully compliant and completely autonomous with respect to Comprehensive Standard 3.7.5.

3.13.1 Policy – Accrediting Decisions of Other Agencies

The institution complies with the policies of the Commission on Colleges. **(Policy compliance)** (Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have an asterisk are policies that include a federal mandate. Polices can be accessed at http://www.sacs-coc.org/policies.asp.).

3.13.1 "Policy compliance - Accrediting Decisions of Other Agencies"

Applicable Policy Statement: Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

SACS-COC Public Disclosure 2016:

The Committee on Compliance and Reports, a standing committee of the SACS-COC Board of Trustees, deferred action on reaffirmation of accreditation for six months and authorized a special committee to visit St. Philip's College in San Antonio, Texas.

The Committee was unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. In order to do so, a Special Committee was authorized to review the following standards of the Principles of Accreditation:

Core Requirement 2.3 (Chief executive officer), Comprehensive Standard 3.2.2.3 (Governing board control - institutional policy), Comprehensive Standard 3.2.7 (Organizational structure), Comprehensive Standard 3.2.9 (Personnel appointment), Comprehensive Standard 3.4.1 (Academic program approval), Comprehensive Standard 3.4.4 (Acceptance of academic credit), Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements), Comprehensive Standard 3.4.10 (Responsibility for curriculum), Comprehensive Standard 3.7.5 (Faculty role in governance), and Comprehensive Standard 3.13 (Policy compliance - Reaffirmation of Accreditation and Subsequent Reports).

St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.13.1 and describes itself to all accrediting bodies in identical terms. St. Philip's College was not cited for this standard following the off-site review conducted April 21-22, 2015, nor during the on-site review of October 11-16, 2015. As Dr. Belle S. Wheelan formally notified St. Philip's College on July 6, 2016, the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within Alamo Community Colleges District in

order to take action on reaffirmation of accreditation as a separately entity. The following excerpts provide further evidence, illustrated through various examples, that St. Philip's College maintains complete autonomy.

Demonstration of Autonomy

St. Philip's College academic, technical, and professional programs are either accredited or affiliated with 20 other agencies or associations in addition to accreditation by Southern Association of Colleges and Schools Commission on Colleges, each with their own criteria and reaffirmation timelines. The list below includes agencies or associations and the appropriate dates and timelines. However, only three of the accrediting agencies below are recognized by the U.S. Department of Education -- the Accreditation Council for Occupational Therapy Education (ACOTE), the Commission on Accreditation in Physical Therapy Education (CAPTE) and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Programs accredited by these agencies are illustrated in the list below. Other accreditation below is recognized by the Council for Higher Education Accreditation (CHEA), the Council for the Accreditation of Educator Preparation (CAEP), among other entities and organizations.

St. Philip's College autonomously describes itself to each of these accrediting bodies with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, per the accrediting standards of the agency or association. The attached documentation are merely samples of larger submissions to these accrediting bodies. Full documentation is available upon request.

"Accrediting Decision of Other Agencies"				
Institution/Program	**Accrediting Agency**	**Date of First Approval**	**Date of Last Renewal/Visit**	**Expiration**
St. Philip's College	Southern Association of Colleges and Schools Commission on Colleges	1951	6/2005-Visit 2006-reaffirmation	2016
Baking and Pastry Arts	The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) (Sample Self-Study Submission)	June 30, 1991	2/19/2008 April 13-15, 2015 (renewal visit)	June 30, 2022
Culinary Arts	The American Culinary Federation Foundation Accrediting Commission (ACFEFAC) (Sample Self-Study Submission)	June 30, 1991	2/19/2008 April 13-15, 2015 (renewal visit)	June 30, 2022
Hospitality Management	Accreditation Commission for Programs in Hospitality Administration (Sample Application for Accreditation, Accreditation Approval)	Fall 2012	Oct. 2011	Fall 2012-Fall 2019
Hotel Management	Accreditation Commission for Programs in Hospitality Administration	Fall 2012	Oct. 2011	Fall 2012-Fall 2019
Restaurant Management	The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	June 30, 1991	February 19, 2008	Winter 2019
Restaurant Management	Accreditation Commission for Programs in Hospitality Administration	Fall 2012	Oct. 2011	Winter 2019
Early Childhood and Family	National Association for the Education of Young Children (NAEYC) (Sample Accreditation Application)	Spring 2012	3/31/2011	expires 07/01/2019
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	7/1/1980	9/1/2013	expires 9/1/2018

Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	4/30/2003	10/16/2014	expires 10/16/2021
License Vocational Nursing	Texas Board of Nursing	5/1/1949	5/1/2014	expires 05/01/2018
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), in Cooperation with the Commission on Accreditation of Allied Health Education Programs and the American Medical Association	Spring 1983	10/16/2014	expires 10/16/2021
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE) (Sample excerpts Section I, Section II, Section III)	11/1/1973	4/16/2011	expires 10/01/2018
Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE) (Sample excerpts Section I, Section II, Section III)	5/1/1973	10/28/2009	expires 06/30/2019
Radiography Technician	Joint Review Committee on Education in Radiologic Technology (JRCERT) (Sample Excerpts)	11/12/2009 1/19/1974	4/29/2011	expires 10/01/2018
Respiratory Therapy Technician	Commission on Accreditation for Respiratory Care (CoARC) (Sample Letter)	7/9/1996	9/12/2009	expires 09/01/2017
Surgical Technology	Commission on Accreditation of Allied Education Programs (CAAHEP)	10/14/1981	5/15/2009	expires 10/01/2019
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)-Automotive Technology (Sample Accreditation Standards, Application, and Self Study)	6/1/1988	5/26/2013	expires 04/26/2018
General Motors ASEP	National Automotive Technicians Education Foundation (NATEF)-General Motors ASEP	1/29/2002	5/15/2013	expires 04/15/2018

Aircraft Technology	Federal Aviation Administration (FAA) Certifications: PART141# PHJT009K (Sample FAA Manual Revision, FAA Inspections Communication)	8/11/2011	8/21/2014	expires 12/31/2099

St. Philip's College is in good standing with each of these accrediting agencies. The Early Childhood and Family program had a lapse in accreditation from the National Association of Education for Young Children (NAEYC) between April 27, 2012, and June 26, 2013, due to an incident that occurred at the Child Development Center where the program is housed. However, The Early Childhood and Family program reapplied on May 11, 2012 and again received accreditation on June 26, 2013. St. Philip's College has not voluntarily withdrawn its accreditation with any of the agencies.

Summary

Thus, as discussed above, St. Philip's College is in compliance with Comprehensive Standard 3.13.1 and describes itself to all accrediting bodies in identical terms, while maintaining institutional autonomy through compliance and cooperation with multiple accrediting boards and agencies who acknowledge St. Philip's College as an independently accredited institution.

3.13.4.2 (b) Policy Compliance – Reaffirmation of Accreditation and Subsequent Reports (or Corporate Structure).

(b) **Applicable Policy Statement:** If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

SACS-COC Public Disclosure 2016:

The Committee on Compliance and Reports, a standing committee of the SACS-COC Board of Trustees, deferred action on reaffirmation of accreditation for six months and authorized a special committee to visit St. Philip's College in San Antonio, Texas.

The Committee was unable to determine the autonomy of St. Philip's College within the Alamo Community College District Support Operations (DSO) in order to take action on reaffirmation of accreditation as a separately accredited entity. In order to do so, a Special Committee was authorized to review the following standards of the Principles of Accreditation:

Core Requirement 2.3 (Chief executive officer), Comprehensive Standard 3.2.2.3 (Governing board control - institutional policy), Comprehensive Standard 3.2.7 (Organizational structure), Comprehensive Standard 3.2.9 (Personnel appointment), Comprehensive Standard 3.4.1 (Academic program approval), Comprehensive Standard 3.4.4 (Acceptance of academic credit), Comprehensive Standard 3.4.7 (Consortial relationships/contractual agreements),

Comprehensive Standard 3.4.10 (Responsibility for curriculum), Comprehensive Standard 3.7.5 (Faculty role in governance), and Comprehensive Standard 3.13.4.2 (b) (Policy compliance - Reaffirmation of Accreditation and Subsequent Reports).

St. Philip's College Response

St. Philip's College demonstrates autonomy and compliance with Comprehensive Standard 3.13.4.2 (b) and clearly defines authority and operational control of institutional policy within St. Philip's College governance structure. St. Philip's College was not cited for this Comprehensive Standard following the off-site review conducted April 21-22, 2015, nor during the on-site visit of October 11-16, 2015. Dr. Belle S. Wheelan formally notified St. Philip's College that the SACS-COC Board of Trustees, on June 16, 2016, were unable to determine the autonomy of St. Philip's College within the Alamo Community College District in order to take action on reaffirmation of accreditation as a separately accredited entity. The following excerpts provide further evidence, illustrated through various examples that St. Philip's College demonstrates and maintains complete autonomy as an independently accredited institution.

Demonstration of Autonomy

St. Philip's College is the oldest college of a five-college community college district which includes Northwest Vista College, Palo Alto College, and San Antonio College. Northwest Vista College, Palo Alto College, and San Antonio College are independently accredited by the Southern Association on Colleges and Schools Commission on Colleges (SACS-COC). The fifth college, Northeast Lakeview College, has been granted candidacy status by SACS-COC in June 2016 and a final visit is scheduled for Spring 2017. St. Philip's College is regulated by the Texas Higher Education Board and each of the four independently accredited institutions, in addition to the non-accredited institution includes a Leadership Team directed by each, unique

College President to support institutional autonomy and advance the mission of each College. Presented by the College President to the Alamo Community College District (ACCD) Board of Trustees, the Annual Performance Report provides an opportunity for the four independently accredited institutions, in addition to the non- accredited institution to individually demonstrate progress, accomplishments, and opportunities for improvement. St. Philip's College key performance indicators are compared to the four independently accredited colleges, in addition to the non-accredited institution, which are all individual and unique institutions within Alamo Community College District (ACCD). Another demonstration of St. Philip's College is evident through institutional comparison of key performance indicators (graduation rate, completion rate, productive grade rate) to other Very Large Community Colleges (VLCC), in addition to Best in the Nation peers. As President and Chief Executive Officer of St. Philip's College (SPC), Dr. Adena Williams Loston ensures implementation and execution of Board policies. The St. Philip's College Guidelines/Standard Operating Procedure for Documentation of Faculty Credentials, created in accordance with St. Philip's College adopted Alamo Community Colleges District (ACCD) Board of Trustees (BOT) Policy D.2.3 - Qualifications, Procedure D.2.3.2 illustrates complete autonomy of St. Philip's College, while ensuring comprehensive standard, 3.7.1 Faculty Competence remains in compliance.

Mission

The mission of the Alamo Community College District is to "empower our diverse communities." St. Philip's College has a mission that supports the district support operations direction while prioritizing the specific needs of the St. Philip's College community. The St. Philip's College mission is determined by faculty, staff and administrators through its annual strategic planning process, "Good to Great." The St. Philip's College 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 (HBC) and

Hispanic Serving Institution (HIS), 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.

Governance

The Alamo Community College District Support Operations governance structure is well-defined to support needs of the entire Greater San Antonio-Bexar County metropolitan community while at the same time focusing on specific needs of St. Philip's College. The four independently accredited institutions, in addition to the one non-accredited institution share the Alamo Community College District Board of Trustees (8) who are elected by various Council Districts throughout the Greater San Antonio-Bexar County service area. The Board of Trustees is charged with making policies; the Chancellor, five institutional Presidents and District Support Operations (DSO) Vice Chancellors are charged with implementing these policies.

The Board of Trustees hires the Chancellor who is the Chief Executive Officer of the District. The Board also hires each individual college President to serve as Chief Executive Officers of their respective institutions. The Chancellor, Dr. Bruce Leslie, reports to the Alamo Community College District Board of Trustees, while the institutional Presidents report to the Chancellor. The Chancellor, Dr. Bruce Leslie, also oversees the activities of five Vice Chancellors who perform the District Support Operations for St. Philip's College.

At St. Philip's College, daily administration and management is controlled by the St. Philip's College President, Dr. Adena Williams Loston with the support of the College Vice Presidents, Leadership Team, Deans and Directors, Faculty Senate, and Staff Council.

Operating Procedures

As described in the district-wide organizational chart, specific support functions provided by District Support Operations in collaboration with St. Philip's College include finance, information systems, student success, academic success and economic/workforce development. Major District Support Operational decisions are determined collaboratively through the Chancellor's executive team, comprised of the Vice Chancellors and five institutional Presidents. Each institutional President represents the interests of their respective colleges to ensure the needs of their student community are appropriately and adequately addressed, as demonstrated by the Memorandum of Understanding for Joint Admission and Transfer of Credit and Transcripts Standards Agreement.

Summary

St. Philip's College is one of the independently accredited institutions of Alamo Community College District, consisting of five colleges, which include Northwest Vista College, Palo Alto College, and San Antonio College. All of these institutions are independently accredited by the Southern Association on Colleges and Schools Commission on Colleges (SACS-COC). The fifth college, Northeast Lakeview College, has been granted candidacy status by (SACS-COC) in June 2016 and a final visit is scheduled for Spring 2017. St. Philip's College is regulated by the Texas Higher Education Coordinating Board (THECB) and accredited by the Southern Association on Colleges and Schools Commission on Colleges (SACS-COC) and shares best practices with institutions within Alamo Community College District (ACCD) while maintaining institutional autonomy.

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

St. Philip's College
1801 Martin Luther King Drive, 78203 | 800 Quintana Road, 78211
San Antonio, Texas
(210) 486-2000 | alamo.edu/spc
#goSPC