

# Cover Sheet for Submission of Substantive Changes Requiring Approval

## COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.

For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4571, or email Dr. Sarah Armstrong at [sarmstrong@sacsoc.org](mailto:sarmstrong@sacsoc.org)

Complete, attach to submission, and send to:  
 Dr. Belle Wheelan, President  
 Southern Association of Colleges and Schools  
 Commission on Colleges  
 1866 Southern Lane  
 Decatur, GA 30033

OFFICIAL NAME OF INSTITUTION

MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)

SUBMISSION DATE  
(MM/DD/YYYY)

INTENDED STARTING  
DATE (MM/YYYY)

### Type of change (check the appropriate boxes)

- New program at the current degree level that is a significant departure from current programs

FULL NAME OF PROPOSED PROGRAM (E.G., CERTIFICATE IN CYBER SECURITY, BACHELOR OF SCIENCE IN CIVIL ENGINEERING)

- New off-campus instructional site where 50% or more of a program's credits are offered

SITE NAME

CITY

STATE

STREET ADDRESS

ZIP

COUNTRY

Will the site be a **branch campus?** (see Substantive Change Policy, p. 16, for definition)  Yes  No

- Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time

- Competency-based educational program in which 50% or more of the credit is offered by direct assessment (see "Direct Assessment Competency-based Educational Programs" policy)

- Closing a program, instructional site, or institution

Type of closure:

Program closure

Site closure

Institution closure

- Degree Level Change (see Substantive Change Policy, p. 15, for definitions; for changes from Level III to IV and from Level V to VI, an Application is not required; contact Commission staff for guidance)

FROM LEVEL

TO LEVEL

TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)

- Merger / consolidation, program acquisition, or site acquisition

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

- Change of governance, ownership, control, or legal status

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

- Other (PLEASE DESCRIBE)

OFFICE USE ONLY

On sanction | date imposed: \_\_\_\_\_  
 Sanction recently removed for CR 2.11.1  
 or CS 3.10.1 | date removed: \_\_\_\_\_

Institutional ID





ALAMO  
COLLEGES

ST. PHILIP'S COLLEGE

# SACSCOC SUBSTANTIVE CHANGE PROSPECTUS AUGUST 24, 2016







ALAMO  
COLLEGES

ST. PHILIP'S COLLEGE

SUBSTANTIVE CHANGE PROSPECTUS for

approval of a new off-campus site where 50% or more of course credits may be earned.

Prepared by St. Philip's College

Submitted to the Southern Association of Colleges and Schools Commission on Colleges

August 24, 2016





ALAMO  
COLLEGES

ST. PHILIP'S COLLEGE  
*Office of the President*

August 26, 2016

Dr. Belle Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30033

Dear Dr. Wheelan,

In accordance with the Southern Association of Colleges and Schools Commission on Colleges' *Principles of Accreditation: Foundations for Quality Enhancement*, St. Philip's College is pleased to notify you that students will have the opportunity to complete greater than 50% of the coursework required for an Associate of Arts degree at Seguin Early College High School with St. Philip's College in partnership with Alamo Colleges. The location of the Early College High School is as follows:

Seguin Early College High School with St. Philip's College in partnership with Alamo  
Colleges  
815 Lamar Street  
Seguin, TX 78155

The Seguin Early College High School will expand the high school's current dual credit program approved on August 1, 2014. We anticipate that greater than 50% of the necessary coursework leading to the Associate of Arts degree may be obtained by Seguin Early College High School students beginning in the Spring 2017 semester.

I look forward to continually working to ensure that St. Philip's College complies with all guidelines set forth by the Southern Association of Colleges and Schools Commission on Colleges. Please let me know if you have any questions or need any clarification.

Sincerely,

Adena Williams Loston, Ph.D.  
President

c: Maria Hinojosa, Ed.D., SACS-COC Accreditation Liaison, St. Philips College

1801 Martin Luther King Drive • San Antonio, TX 78203 • Phone: (210) 486-2900 • Fax: (210) 486-9270





**Contact for questions regarding the prospectus**

Dr. Maria Hinojosa  
Director of Institutional Planning, Research and Effectiveness  
(210) 486-2897  
chinojosa32@alamo.edu

**List Degrees the institution is authorized to grant**

St. Philip’s College is authorized to grant the Associate of Arts degree.

St. Philip’s College is authorized to grant the Associate of Science degree.

**St. Philip’s offers the following Fields of Study (FOS):**

- Associate of Arts in Teaching, Teacher Certification: 7-12, and Other EC-12
- Associate of Arts in Teaching, Teacher Certification: EC-6, 4-8, EC-12, and Special Education
- Business
- Computer Science
- Criminal Justice
- Mechanical Engineering (Voluntary Transfer Compact)
- Music
- Speech Communication

**St. Philip’s College is authorized to grant the Associate of Applied Science degree in the following areas:**

Accounting Technology	Electrical Trades
Administrative Office Technology	Electronics Technology, Instrumentation
Advanced Manufacturing Technology	General Motors Automotive Service Educational Program
Air Conditioning and Heating	Health Information Technology - Health Management with Allied Health Technical Specialties
Aircraft Technician Airframe	Health Information Technology
Aircraft Technician Powerplant	Hospitality Management
Automotive Technology - Option II Ford	Hotel Management
Automotive Technology	Information Assurance and Cybersecurity
Baking and Pastry Arts	Invasive Cardiovascular Technology
Biomedical Equipment Technology	Manufacturing Operations Technician

Business Management and Technology	Medical Laboratory Technician
CNC Manufacturing Technician	Network Administrator
Collision/Refinishing Technician	Occupational Therapy Assistant
Computer Maintenance Technology with Network Cisco Specialization	Physical Therapist Assistant
Computer Maintenance Technology	Power Generation and Alternative Energy
Construction Business Management	Radiography Technologist
Construction Technology	Refrigeration Technology
Culinary Arts	Respiratory Care Technology
Diagnostic Medical Sonography	Restaurant Management
Diesel Construction Equipment Technician	Surgical Technology
Diesel/Light to Heavy Truck Technology	Vision Care Technology
Early Childhood and Family Studies	Web Developer
Early Childhood and Family Studies – Specialization in Accreditation Leadership	Welder/Welding Technologist
Early Childhood and Family Studies Specialization in Language and Literacy Preschool	

**St. Philip’s College is authorized to grant Certificates in the following areas:**

Administrative Office Assistant Technology	Hospitality Management Fundamentals
Air Conditioning and Heating	Hotel Limited Service Property Management
Aircraft Structures Mechanic	Inert Gas GTAW/GMAW Welder
Aircraft Turbine Mechanic	Information Assurance and Cybersecurity
Automotive Heating and Air Conditioning Specialist	Machinist/Machine Technologist
Automotive Performance Specialist	Manufacturing Operations Maintenance Mechanic
Automotive Technology	Manufacturing Skills Trade Helper
Baking Principles	Massage Therapy Level 1
Brake and Front End Specialist	MCSE: Server Infrastructure
Catering Management	Microsoft Office Specialist (MOS)
Cisco Systems Networking	Nurse Aide for Health Care
CNC Operator	Payroll Clerk
Collision Technology	Plumber's Helper

Computer Maintenance with Cisco Specialization	Plumbing Trades
Construction Technology	Power Generation and Alternative Energy
Culinary Studies	Production Tool Operator/Maintenance Assistant
Diesel Heavy Equipment	Refinishing Technology
Diesel/Light to Heavy Duty Truck Technology Brake and Front End Specialist	Refrigeration
Diesel/Light to Heavy Truck Technology	Restaurant Supervision
Early Childhood Studies	Structural/Pipe Layout
Entrepreneurship	Transmission Specialist
Ford Maintenance and Light-Duty Repair	Web and Mobile Developer
GM ASEP Level 1	

**List certificate, diploma and degree programs which are related to the proposed program**

Associate of Arts; See Appendix E for details

**List institutional strengths that facilitate the offering of the proposed program**

1. Over 100 years of experience offering quality educational opportunities
2. Diversity –Dual Federal designations as a Historically Black College or University (HBCU) and a Hispanic Serving Institution (HSI)
3. Outcomes for educational programs are identified, assessed and used to provide evidence of improvement
4. Cyclical and systemic Planning, Budgeting and Assessment (PBA) Cycle
5. Annual Strategic Planning and Unit Planning Process
6. Long and healthy history of Dual Enrollment offerings across the service area including with the school district addressed in this prospectus
7. Highly Qualified and Experienced Staff and Faculty (SACS-COC, Comprehensive Standard 3.7.1)
8. Strong and substantive Faculty Development programs
9. Information Technology Support
10. Nurturing and supportive environment for students

**List of existing approved off-campus sites and their addresses**

<b>LOCATION</b>	<b>COURSES AND PROGRAMS</b>
St. Philip’s College - Southwest Campus (SWC) 800 Quintana Road San Antonio, Texas (Bexar County) 78211	General Academic Courses

Central Texas Technology Center (CTTC) 2189 FM 758 New Braunfels, Texas (Comal County) 78130	General Academic and Vocational Courses
Workforce Center of Excellence – Alamo Academies 800 Quintana Road, Building 8 San Antonio, Texas (Bexar County) 78211	Vocational Courses
Memorial Early College High School 1419 N. Business IH 35 New Braunfels, Texas (Comal County) 78130	General Academic Courses
Sites Offering 25-49%	
Fort Sam Houston Army Education Center Bldg. 2268, Rm. 207 2478 Stanley Road Fort Sam Houston, Texas (Bexar County) 78234	General Academic, Technical and Vocational Courses
Lackland Air Force Base 1550 Wurtsmith St. Lackland AFB, San Antonio, Texas (Bexar County) 78236	General Academic, Technical and Vocational Courses
Randolph Air Force Base 301 B Street West Randolph AFB, San Antonio, Texas (Bexar County) 78148	General Academic, Technical and Vocational Courses
Alamo Heights High School 6900 Broadway San Antonio, Texas (Bexar County) 78209	General Academic Courses
Samuel Clemens High School 1001 Elbel Road Schertz, Texas (Guadalupe County) 78154	General Academic Courses
Smithson Valley High School 14001 Hwy 46 West Spring Branch, Texas (Comal County) 78070	General Academic Courses
Canyon High School 1510 IH 35 North New Braunfels, Texas (Comal County) 78130	General Academic Courses
Alamo University Center (AUC) 8300 Pat Booker Road Live Oak, Texas (Bexar County) 78233	Vocational Courses
Westside Education Training Center (WETC) 563 Southwest 40 <sup>th</sup> Street San Antonio, Texas (Bexar County) 78237	Vocational Courses

<p>First Baptist Academy  1401 Pat Booker Road  Universal City, Texas (Bexar County) 78148</p>	<p>General Academic Courses</p>
<p>Byron P. Steele II High School  1300 FM 1103  Cibolo, Texas (Comal County) 78130</p>	<p>General Academic Courses</p>
<p>G. W. Brackenridge High School  400 Eagleland Drive  San Antonio, Texas (Bexar County) 78210</p>	<p>General Academic Courses</p>
<p>La Vernia High School  225 Old Seguin Road  La Vernia, Texas (Bexar County) 78121</p>	<p>General Academic Courses</p>
<p>Navarro High School  6350 North State Highway 123  Seguin, Texas (Guadalupe County) 78155</p>	<p>General Academic Courses</p>
<p>San Antonio Christian School  19202 Redland Road  San Antonio, Texas (Bexar County) 78259</p>	<p>General Academic Courses</p>
<p>Seguin High School  815 Lamar Street  Seguin, Texas (Guadalupe County) 78155</p>	<p>General Academic Courses</p>



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## **Abstract**

St. Philip's College (SPC) seeks to expand its Dual Credit partnership with Seguin Independent School District (SISD) for Seguin High School (SHS) located at 815 Lamar Street, Seguin, Texas, 782155.

Seguin's public schools were operated by local residents and the Lutheran church prior to the establishment of the district system in 1901.

Seguin Independent School District Central Office is currently located at 1221 E. Kingsbury in Seguin, Texas. Seguin Independent School District (SISD) is the largest public school system located entirely in Guadalupe County. Seguin Independent School District (SISD) encompasses 365 square miles with a total student population of 7,400 (2016-2017 school year). The Seguin High School (SHS) location is approximately 36 miles from St. Philip's College Martin Luther King (MLK) Campus. Seguin High School has many extracurricular activities, which cause scheduling conflicts for students to attend classes on the St. Philip's College campus. Currently St. Philip's College offers dual credit on the Seguin campus and the proposed new partnership will create an Early College High School (ECHS) at the Seguin High School (SHS) campus.

**Early College High Schools** are innovative schools in which students have the opportunity to earn a high school diploma and complete either an Associate Degree or up to 60 college credit hours toward a Baccalaureate degree or college hours towards a certificate. St. Philip's College, in collaboration with Seguin High School plans to add a cohort of approximately 150 students in grade 9 on a yearly basis, with a maximum enrollment not to exceed 600 students in grades 9-12.

The planned implementation of this change is the Spring 2017 semester. It is projected that Seguin High School will eventually serve between 100-200 Dual Credit students. The partnership between St. Philip's College and Seguin High School will be ongoing.

## **Background Information**

St. Philip's College is the only community college in the nation that is federally designated as both Historically Black College (HBC) and Hispanic-Serving Institution (HSI). St. Philip's College was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. From these humble beginnings, through extreme financial challenges during the depression, desegregation and the civil rights movement in the 1950s and 1960s, and massive expansions in the 1970s, and into the present, St. Philip's College has become a pillar in the community and often is referred to as "a point of pride in the community." Over the last 118 years and with the shift from parochial school to public institution, St. Philip's College has developed a culture that respects diversity,



provides a nurturing and supportive environment for students, and guides students toward academic excellence as well as development of marketable job skills.

St. Philip's College Mission Statement reads:

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College (HBC) and Hispanic Serving Institution (HSI), 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.

Key educational programs, offerings, and services at St. Philip's College include Associate Degree programs, Certificate programs, credit courses and student support services. These educational programs, offerings and services are vital for the institution to realize its vision and achieve its mission. Helping students gain individual economic independence, as well as supporting the community by being responsive to workforce demands is at the heart of the St. Philip's College culture. The importance of Associate Degree programs to meet the St. Philip's College mission is substantial. Earning an associate degree or taking credit courses allows students an affordable pathway to transfer to a 4-year institution and/or to enter the workforce with skills to earn a living.

St. Philip's College core competencies of quality instruction, student engagement, and community engagement are steeped within our mission. Quality instruction is an imperative for St. Philip's College to be able to effectively respond to the needs of business and industry. Business stakeholders and constituencies depend on St. Philip's College to provide a reliable workforce who are skillfully trained and intellectually ready to perform effectively on the job. Four-year colleges also depend on St. Philip's College to adequately prepare students to transfer to their institutions academically prepared to achieve. The St. Philip's College external community depends on St. Philip's College to prepare residents for the workforce and academic opportunity, while empowering students through personal educational growth, ethical decision-making, career readiness, and community leadership.

**Key St. Philip’s College Goals and Strategic Objectives**

#	Goal	Strategic Objective
1	Student Success	Provide academic and student support and align labor market-based pathways to achieve student completion
2	Leadership	Provide opportunities for St. Philip’s College students and employees to develop as leaders
3	Performance Excellence	Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness
4	Reaffirmation	Successful submission of the decennial SACS-COC Response Reports and QEP Proposal

Expansion of the Seguin High School (SHS) partnership supports Strategic Objective 1 and 2 in that it facilitates students’ opportunities to more easily reach their educational goals and provides a rigorous learning experience while allowing early access to higher education and an accelerated path to degree completion. Strategic Objective 3 facilitates partnerships with four-year universities and businesses that provide opportunities for students in the areas they wish to explore.

The Associate of Arts degree will be a new academic program offered at Seguin Early College High School, 815 Lamar Street Seguin, Texas 78155. Coursework in the Associate of Arts degree will be available to Seguin Early College High Schools. The Alamo Community College District (ACCD) Board is the legal authority governing St. Philip’s College today. St. Philip’s College has authority under state law to offer courses in the eight county service area of the Alamo Community College District (ACCD).

EDUCATION CODE  
 TITLE 3. HIGHER EDUCATION  
 SUBCHAPTER J. JUNIOR COLLEGE DISTRICT SERVICE AREAS

*Sec. 130.161. DEFINITIONS. In this subchapter:*

- (1) "Services" means the courses and programs described by Sections 130.0011 and 130.003(e)*
- (2) "Service area" means:*
  - (A) the territory within the boundaries of the taxing district of a junior college district; and*
  - (B) the territory outside the boundaries of the taxing district of a junior college district in which the junior college district provides services.*

*Added by Acts 1995, 74th Leg., ch. 971, Sec. 1, eff. Sept. 1, 1995.*

*Sec. 130.162. ALAMO COMMUNITY COLLEGE DISTRICT SERVICE AREA. The service area of the Alamo Community College District includes the territory within:*

- (1) Bexar, Bandera, **Comal**, Kendall, Kerr, and Wilson counties;*
- (2) Atascosa County, except the territory within the Pleasanton Independent School District; and*
- (3) Guadalupe County, except the territory within the San Marcos Consolidated Independent School District.*

Alamo Community College District (ACCD) Board and St. Philip's College operate under the authority of the Texas Higher Education Coordinating Board (THECB), which supervises all Texas Junior College Districts.

### **Assessment of Need and Program Planning/Approval**

Dual Credit has been established at St. Philip's College since 1995. The program is designed so that all qualifying students have the opportunity to earn college credits - tuition free - while they are still in High School. In 2006 (HB1, §5.01, 79<sup>th</sup> Texas Legislature, 3<sup>rd</sup> Called Session) required School Districts to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. The Dual Credit program and course offerings have seen steady growth, and many students have experienced the benefit of accelerating their college education while simultaneously completing their high school graduation requirements. In August 2014, St. Philip's College received approval from SACS-COC to provide 25-49% of the Associate of Arts degree curriculum at Seguin High School (SHS).

Seguin Independent School District (SISD) contacted St. Philip's College about expanding the Dual Credit program into an Early College High School. Seguin Independent School District (SISD) is a K-12 public school district that serves students in Guadalupe County. As a Historically Black College (HBC) and Hispanic Serving Institution (HSI), St. Philip's College is committed to serving the traditionally underserved and at-risk student. Entering the Dual Credit agreement married the ideology of the Dual Credit program with St Philip's College's mission to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership.

The Dual Credit program at St. Philip's is under the leadership of the Dean of Arts and Sciences who has responsibility for the facilitation of the Associate of Arts degree program. St. Philip's College's dedication to the partnership with Seguin Independent School District is evidenced by faculty and staff awareness and participation since its initial development. Seguin High School students are anticipated to attend on-campus events such as the President's Lecture Series and theatrical productions. Scheduling issues require that more college classes be offered at Seguin High School so students will have the opportunity to take advantage of this free program.

### **Description of Change**

This change will allow Seguin High School (SHS) students to take the general education courses necessary to begin the requirements and program level outcomes for an Associate of Arts degree from St. Philip's College, while attending courses at Seguin High School (SHS). Associate of Arts Program Level Outcomes are:

- **Critical Thinking**: Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- **Communication**: Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- **Teamwork**: Ability to work effectively with other to support a shared purpose or goal and consider different points of view.
- **Social Responsibility**: Ability to demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.
- **Personal Responsibility**: Ability to connect choices, actions and consequences to ethical decision-making.

Seguin High School students who take college level courses have to meet the same requirements for admissions, curriculum, and graduation requirements as the general population of students who attend St. Philip's College. Students must meet the basic skill requirements and rigor for any college course they take, and must maintain a 2.0 GPA to graduate. Students enrolled in this program must meet the requirements to be enrolled according to the Memorandum of Understanding in place between St. Philip's College – Alamo Community College District and Seguin Independent School District (SISD) [Appendix A].

Dual Credit courses and the Early College High School at Seguin High School come under the supervision of the Dean of Arts and Sciences at St. Philip's College and receive support from the Dual Credit Program, also under the Dean of Arts and Sciences. The Dean, Director of Dual Credit, and Dual Credit staff serve as the college liaisons to Seguin High School and provide support by facilitating student advising, registering students for classes, coordinating acquisition of textbooks, posting grades, ensuring transcript availability, and ensuring oversight of the faculty and curriculum through the department chairs. The Dean and Director also work with key personnel at St. Philip's College to help arrange support services for students such as Disability Services as well as access to library resources.

High School faculty for Seguin High School will be hired, if not currently employed, by Seguin Independent School District (SISD). St. Philip's College reviews faculty credentials to assure all faculty meet SACS-COC and local instructor credentialing requirements prior to teaching college level courses (Comprehensive Standard 3.7.1). Once confirmed by St. Philip's College, faculty are considered adjunct faculty of St. Philip's College and participate in training and information sessions as do all other St. Philip's College adjuncts. Courses are taught with the same rigor as on-campus classes and students

are assessed with the same student learning outcomes criteria as all other students attending St. Philip's College.

The following is a proposed schedule for general education courses for students to take at SHS if SACS-COC approval is provided and faculty are hired that can be adjunct approved:

<b>Dual Credit (12<sup>th</sup> grade only, 2016-2017)</b>	<b>Early College High School (9<sup>th</sup> - 11<sup>th</sup> grade)</b>
ENGL 2322/2323	MATH 1314
MATH 1314	MUSI 1306
GOVT 2305	ARTS 1301
ECON 2301	EDUC 1300
	SPCH 1311
	SOCI 1301
	BIOL 1406/1407
	ENGL 1301/1302
	PSYC 2301
	HIST 1301/1302

St. Philip's College adheres to the Carnegie Unit and the Student Hour definition of a credit hour as it is used today. A credit hour is the equivalent of one hour (50 minutes) of lecture time for a single student per week over the course of a semester, which is 16 weeks for St. Philip's College. Seguin High School courses will follow the same credit hour requirements as all other St. Philip's College courses. All two-year Community Colleges in the State of Texas are under the guidance of the Texas Higher Education Coordinating Board (THECB) and must adhere to their guidelines when offering credit courses, which in turn are governed by the Texas Legislature. For general academic courses, the Lower-Division Academic Course Guide Manual (ACGM) defines the rules and regulations for assigning a semester credit hour (SCH) to courses within the college's program offerings.

All pre-approved courses listed in the Lower-Division Academic Course Guide Manual (ACGM) correspond to course designations of the Texas Common Course Numbering System (TCCNS). Each entry begins with a common course prefix and number. In some cases, there may be a list of courses. Beneath the course or list of courses, a brief description appears along with a line listing the 10-digit approval number for the course and information about maximum Student Contact Hours (SCH) per student, maximum Student Contact Hours per course, and maximum contact hours per course. St. Philip's College is in compliance with the Lower-Division Academic Course Guide Manual (ACGM).

The following is an excerpt from the Lower-Division Academic Course Guide Manual (ACGM), page 94:

***ENGL 1301 Composition I***

*Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective 95 rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.*

**Note:** *ENGL 1301 is a pre-requisite for all 2000-level literature courses.*

<i>Approval Number</i> .....	<i>23.1301.51 12</i>
<i>maximum SCH per student</i> .....	<i>3</i>
<i>maximum SCH per course</i> .....	<i>3</i>
<i>maximum contact hours per course</i> .....	<i>64</i>

***Learning Outcomes***

*Upon successful completion of this course, students will:*

- 1. Demonstrate knowledge of individual and collaborative writing processes.*
- 2. Develop ideas with appropriate support and attribution.*
- 3. Write in a style appropriate to audience and purpose.*
- 4. Read, reflect, and respond critically to a variety of texts.*
- 5. Use edited American English in academic essays.*

***Credit Hours***

*A traditional course offered for 48 contact hours of lecture over a 16-week semester will earn three semester credit hours and carry a 3 in the second digit of the common course number. In general, one semester credit hour is awarded per 16 contact hours of lecture instruction and one semester credit hour is awarded per 32 to 48 contact hours of laboratory instruction.*

*St. Philip’s assigns a ratio of contact hours to Student Contact Hours for each course according to the parameters established by the Texas Higher Education College Board (THECB) as defined in the Lower-Division Academic Course Guide Manual (ACGM). The college’s eCatalog provides access to all courses and uses the Texas Common Course Numbering System (TCCN) naming structure, identifies any prerequisites or basic skill requirements for the course, provides a description of the course and identifies the semester credit hours. For example:*

***ENGL 1301 - Composition I***

*Prerequisites: Demonstrate College Readiness through appropriate placement scores and/or completion of developmental sequence in English and/or Reading.*

*Integrated Reading & Writing Basic Skills Prerequisite: [INRW 0420](#)*

*Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.*

*This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.*

*Semester Hours: (3-3-0)*

*CIP: 23.0401.51 12*

### **Faculty**

Faculty that will be teaching college-level courses at Seguin High School will meet the SACS-COC credentialing guidelines and will be identified as adjunct faculty for St. Philip's College. The majority of faculty will be employed as full-time teachers of Seguin Independent School District and will be assigned to teach at Seguin High School. Consequently, there will be minimal impact on faculty workload at St Philip's College, beyond the department chair's oversight of adjuncts teaching at Seguin High School. Adjunct faculty teaching at Seguin High School will be provided the same oversight as all St. Philip's College adjunct faculty and will be expected to participate in professional development opportunities and required college and department meetings. All adjuncts have access to professional development and attend events such as the All College Meeting, Fiesta of Teaching Technologies, Master Teacher Certification, Canvas training, and other required or optional activities. Faculty will be evaluated according to Alamo Colleges' procedures.

### **Library and Learning Resources**

Students at Seguin High School have access to the same library services as any student attending St. Philip's College (SPC). Resources can be physically accessed in the St. Philip's College Center for Learning Resources (library) while the students are on the St. Philip's College campus, or through Internet access using the college's portal system - Alamo Colleges Educational Services (ACES) - or the College's website. In addition, students will have access to the library located at Seguin High School. The mission of the St. Philip's College Center for Learning Resources is to provide an educational environment which supports and enhances the instructional programs offered by the College, stimulates leadership, personal growth, and lifelong appreciation for learning while focusing on the importance of being responsible to a population rich in its ethnic, cultural, and socioeconomic diversity. Resources are

available for faculty and staff to enhance classroom instruction and meet the needs of students, faculty, staff, and administrators.

The St. Philip's College Library has two locations. The main location is in the Center for Learning Resources (CLR) located at 1801 Martin Luther King Dr. The second location is at Southwest Campus, Building 1, located at 800 Quintana Rd. Both libraries feature quiet, comfortable study areas, including group and individual study rooms. They offer computers with Internet and software programs for student projects, email, and research. Photocopiers and printers are also provided, as well as rooms for library instruction and media viewing. Students may also check out iPads for in-library use. The Reference and Instruction librarians give tours and are available during operating hours for help with research and information literacy needs.

The Library's collections include books, music, CDs, videos, and DVDs, all of which may be checked out, as well as numerous print periodicals and reference materials for in-library use. If desired, videos may be viewed in the TV/DVD viewing room.

The library's web site provides patrons with quick online access to books, articles, and other media through the St. Philip's College online library catalog and electronic databases. As these tools are web-based, students can easily access library holdings and resources from any Academic College Library or from their home or their high school through the library's web site.

Other resources found on the web site include general library information, library guides, and library-service request forms. St. Philip's College faculty may contact any Librarian or complete a request form to schedule bibliographic/library instruction.

The following resources are available to all students:

- St. Philip's College Library Catalog
- Electronic Databases
- InterLibrary Loan (ILL)
- Links to Other Libraries

For further assistance to students and their research related needs, the College provides:

- Anatomical Models
- Assistive Technology for Special Needs
- Computers with Microsoft Office and Internet
- Copy Machines
- Current Magazines and Periodicals
- Individual and Group Study Areas



St. Philip's College students can request information and research related needs through an online "Ask a Librarian" service. This service is available 24/7 for research assistance within 24 hours. In addition, there is a chat service available. Faculty and students can request library instruction training. Available to students are Library Guides compiled by the librarians to assist students with their research and provide subject-specific assistance and other helpful information. The College Learning Resources offers computers that are available for student projects, email, Internet browsing, and research.

Seguin High School includes a library, available to students before and after school and during lunch periods, that is managed by a Library Resource Consultant. The library provides access to the St. Philip's College library, a complete listing of all Seguin Independent School District (SISD) campus library links and information, encyclopedias, an online dictionary and thesaurus, atlas, timelines, encyclopedia resources in Spanish, a comprehensive collection of full text periodicals, primary source documents, newspapers and maps through EBSCO (Elton B. Stephens Co) database service, GALE/INFOTRAC databases, SoundzAbound databases computer lab, tables for studying, and e-books for checkout.

### **Student Support Services**

Students at Seguin High School have access to support services while they are on campus and through the St. Philip's College website. St. Philip's College Mission Statement requires that the college empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. The support of students is a collaborative effort among the Divisions of Student Success, Academic Success, Interdisciplinary Programs, and the Division of Arts and Sciences. The administration of these divisions works continuously to strengthen the services, programs, and activities for every student population served by the College: traditional/non-traditional, developmental/college-ready, dual credit, international, and distance education, to assure every student has the opportunity to "walk in their passion." For off-campus students, services can be accessed online or by phone.

St. Philip's eCatalog and the Student Services webpage is a key resource for current students and provides detailed information about each of the support programs. The array of programs, services, and activities available to all students fall under the following headings:

- Registration
- Academic Assistance
- Academic Programs
- Financial Aid
- Campus Life
- Job, Family, or Personal Concerns

Services accessed by students most often are highlighted below.

**First Year Experience Center** offers special services and assistance to first year students. The purpose of the program is to retain participating students beyond their critical first year of college when the majority of dropouts occur. Extensive one-on-one student services and academic support help students adjust to college life and acquire the skills needed to become successful students. Services and programs offered include Academic Advising, Peer Mentoring, Fresh X Summer Bridge, Book Loan, Calculator Loan, Early Alert, New Student Orientation, Student Success Workshops, and referral to community family resources. Dual Credit students and faculty will be encouraged to participate in applicable services including advising, Early Alert and student success workshops. The Early Alert system assists with retaining students. Faculty members, along with academic advisors, identify students at risk of dropping out and contact these students to help them get back on track. Additionally, academic advisors assist students with developing an Individual Education Plan (IEP).

### **Registration**

The **Welcome Center** serves as a one-stop center that supports students transitioning into college. The Center is designed to help students receive assistance in all aspects of the admission & enrollment processes, including advising, assessment, counseling, financial aid, bursar's services, dual credit, and G.E.D. testing. The offices of Veterans' Affairs, Enrollment Management, and Financial Aid are located in the Welcome Center. Early College High School (ECHS) students and faculty will be encouraged to participate in any applicable service offerings.

### **Academic Assistance**

The **Tutoring and Technology (TnT) Center** provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including Accounting, Biology, Calculus, Chemistry, English, History, Math, and Physics. All students, including online and off-campus students are able to access SMARThinking for tutoring assistance. SMARThinking is an online tutoring site available to students 24/7 through the Alamo Colleges Educational Services (ACES) portal, providing students with access to online tutors. The (TnT) Center is home to state-of-the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi Wireless Internet access and as many as 50 Dell computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

**Byrd Sanctuary** is a free-tutoring lab available exclusively to students at St. Philip's College to utilize throughout the entire academic year in order to succeed in their studies in the Natural Sciences. The Byrd delivers essential tutoring services to students in a motivational and stimulating environment with

materials and study resources, to include the full breadth of Anatomy and Physiology models as well as a complete catalogue of textbooks.

**MathWorld** is an on-campus lab available to students who may be experiencing roadblocks as they progress through their math courses. In the lab, students have access to computer programs, such as MyMathLab and individuals that can assist with their math homework.

**Rose R. Thomas Writing Center** is a writing lab to assist students progressing through their English and writing courses. The lab offers computerized instruction, guided by a staff of Instructional Skills Specialists. In addition to completing skills modules in writing, the staff conducts workshops that enhance student understanding of key writing concepts.

**The Reading Lab** at St. Philip's College provides students with the opportunity to work on their class work, receive tutoring, and participate in other instructional activities. Lab activities consist of computer and written programs focused on assisting students to gain valuable success skills and to enhance learning.

### **Disability Resource Center**

The Disability Support Services provides reasonable academic support to eligible students. The staff follows best practices to ensure students have access to the latest information and technologies. Students are provided with assistance through the registration process, Testing Accommodations (ex: extended time, quiet room, readers and/or scribes), Adaptive Technology and Equipment, and Interpreter Services. At St. Philip's College, the goal is to create an accessible and effective learning environment where students with disabilities can complete their education and training. The Center provides reasonable academic support to eligible students to 'level the learning field.'

**Advisors** - St. Philip's College subscribes to an intrusive, progressive advising model, which is a system of shared responsibility between students, faculty, and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist in understanding academic policies and procedures, access campus resources to promote academic success, and enhance retention and success through developing personal interactions with faculty and staff. Academic advising at St. Philip's College seeks (a) to improve and expand faculty academic advising for all students across the college; and (b) to unite assessment and advisement in support of developmental education and retention programs of the college. The advising process is composed of five steps to assist the student with their educational goal. These steps include exploration of life goals, exploration of educational/career goals, selection of educational program, selection of coursework, and the scheduling of classes. Academic advisors assist students with navigating requirements of their degree program.

## *Academic Programs*

### **Distance Learning**

To accommodate student needs, St. Philip's College provides a variety of course delivery modes and flexible class scheduling. In addition to traditional face-to-face courses, the College offers distance learning through Internet, hybrid, teleconference, clinical, internships, dual credit, and classes taught at remote locations. The myriad class offerings and delivery modes are available during day, evening and weekend hours to serve all learners. Student support services are also available online, both local, off-campus and distance learning students can take care of needs and issues without coming on campus. Chat rooms are available along with traditional email and phone support. The **Center for Distance Learning** provides resources to students currently enrolled or anticipating enrolling in coursework via distance education.

### **Campus Life**

**Student Life** department supports the mission of the College by engaging students in activities to enhance the student's college experience. Students connect with the College by participating in activities, such as student organizations, campus and recreation activities, and social development activities. In addition, the department supports students by providing the following services: *bus cards, lockers, student laptops for personal use, and a student lounge/recreation area.*

### **Job, Family, or Personal Concerns**

**Career and Transfer Services Department** provide both current and former students with the necessary support, skills, and resources to assist them with choosing careers and obtaining employment and or long range educational goals while ensuring that the transition is a seamless process. The Career and Transfer Center provides students with comprehensive information on career and transfer opportunities. Career Exploration and Job Search Services assist students with identifying personal goals, interests, and abilities. Computerized job market information allows students to explore career options. The Career and Transfer Center staff eagerly assist students with information regarding criteria for admission, selectivity of specific colleges, on and off-campus housing, tuition, financial aid and scholarship information and when and where one can apply. College Fair Days, Graduation Audits, Arrange University and College Campus Visits, Transfer and Degree Advising, Tours to 4 College Catalogs.

**The Career and Transfer Center** also provides students with information on Joint Admission Agreements, Transfer Scholarships, and Transfer Equivalency Guides. Career development and the pursuit to increase ones knowledge is fundamentally a lifelong process geared toward the acquisition of skills, which will strengthen students' ability to live meaningful, enjoyable, and economically rewarding

lives. Career and Transfer Services staff devotes to every individual the opportunity to discover, determine, and develop his/her way of life. Lastly, the Career and Transfer Services Department seeks to serve all students registered with the Center.

The **Student Health Center** is staffed with professionally trained and licensed nurses. The center seeks to inform and educate the campus community in the art of "staying well." The staff is readily available to respond and administer first aid to on-site emergency injuries and illnesses. A wide assortment of health-related services are available at the Health Center.

The mission of **Counseling Services** is to support student success by providing professional counselors who are available to discuss personal, social, educational, and psychological concerns. Counseling Services assist in student's adjustment to college life and contribute to their efforts in resolving issues that are vital to healthy emotional development, as well as necessary for coping with personal difficulties, issues, or crises. Counselors are also available to provide academic advising, support and scholastic intervention as needed. Counseling Services strives to collaborate with the college community to promote the personal, social, and mental well-being of students. Collaboration occurs through outreach services, classroom visits, topic-specific workshops, and consultation with faculty, staff, and administration. Counseling Services strives to enhance the practice of college counseling through promoting ethical and responsible professional practice, and fostering an accepting and inclusive campus culture which will value, affirm, and respect the differences among all members.

### **Physical Resources**

Seguin High School and the location of the facility is:

Seguin High School  
815 Lamar Street  
Seguin, Texas 78155

Seguin High School, a dynamic 5A high school, is a campus where the administration, teachers, students, and staff prescribe to one simple mission: SHS=Student Success!

Seguin High School (SHS) has a rich tradition of producing successful students in areas including academics, athletics, band, and career and technical education. The success of the students is due in part to the dedicated faculty and staff who believe and carry out the mission of student success. The school structure is designed to produce successful graduates in all walks of life. These structures include Professional Learning Communities (PLC's) for our faculty to engage in meaningful conversations about improving student performance. In addition, our Language Ambassadors Program target English as a Second Language (ESL)/Limited English Proficiency (LEP) students by providing each with faculty case managers. Our Advancement Via Individual Determination (AVID) and Early College High School programs focus on preparing for post-secondary success by emphasizing college readiness skills.

The current structure is 273,041 square feet. The original buildings were constructed in the early 1950s. Additional buildings were constructed in each decade to meet the growing needs of the community. Several buildings were torn down in 2015 to make way for a new state of the art high school campus that will open in fall 2017. There will be 375,000 of new square footage to go along with 100,000 of current square footage to make up the new Seguin High School Campus.

Seguin Independent School District maintains equipment at their facility and the quality is comparable to those at St. Philip's College. The day to day operations of the facilities of Seguin High School are managed by Seguin Independent School District with oversight by St. Philip's College and will have minimal impact on existing programs and services at St. Philip's College.

### **Financial Support**

Financial support for Seguin High School is funded by Seguin Independent School District using the same protocols for funding as any comprehensive high school in the district. The Independent School District receives federal, state and local revenues and salaries of faculty and administrative personnel are funded by Seguin Independent School District. St. Philip's College does not provide financial support for the operation of Seguin High School. Student tuition and fees are waived but St. Philip's College does receive funding from the state based upon contact hour generation through enrollment in college courses. All institutional support expenditures for areas such as student services, IT, Dual Credit and library services are all budgeted within and absorbed by the respective departments/programs operational budgets. The Dean will spend approximately 5% dedicated work time to this effort and one dual credit staff person will spend approximately 60% dedicated work time to Seguin High School (SHS).

Costs:

Dean of Arts & Sciences \$91,000 at 5% = \$4,550

Director of High School Programs \$84,780 at 5% = \$4,239

Director of Student Support Services \$77,905 at 5% = \$3,895

College Coordinator of High School Programs \$50,856 at 60% = \$30,514

All other associated costs are absorbed by the various departments as part of their normal cost of doing business.

The following table provides expenditures for St. Philip’s College for the academic year 2015-2016.

FY 15-16 Expenses by Functional Category	
Instruction	\$25,494,338
Academic Support	\$4,957,463
Student Services	\$5,607,484
Institutional Support	\$3,230,999
Public Services	\$126,378
Operations and Maintenance	\$4,878
Scholarships & Fellowships	\$0
Auxiliary	\$131,321
Transfers	\$930,000
Total	\$40,482,861

**Evaluation and Assessment**

St. Philip’s College uses integrated and cyclical processes for overall institutional assessment and improvement, including Strategic Planning as well as Operational Unit and Assessment Planning. This applies to all off-campus sites and locations. Additional institution wide assessments that are specific to educational programs include Student Learning Outcomes Assessment and Instructional Unit Review. Collectively these approaches provide broad-based student, faculty staff and administrative participation in assessment activities that impact the whole of the college community.

**Strategic Planning** occurs as part of the College’s Good to Great initiative and engages all employees who make decisions about human and/or financial resources as well as Faculty Senate, Staff Council, and Student Government representatives. Using these Good to Great sessions two times per year (more if needed), St. Philip’s College practices a cohesive and inclusive approach to college-wide assessment.

The Dual Credit courses offered at Seguin High School are equivalent to those offered at St. Philip’s College, the procedures for systematic evaluation and assessment of instructional results, including the process of monitoring and evaluating programs are the same. Educational content and student learning outcomes for the Associate of Arts Degree are the same. The St. Philip’s College assesses overall institutional effectiveness through the Planning, Budgeting and Assessment (PBA) Cycle. The goal of the intensive College-wide review process is to determine effectiveness of programs and services to support the College mission and goals as well as to identify opportunities for improvement. The Operation Unit and Assessment Planning (OUAP) component of this process is performed annually and enables departments the opportunity to regularly review data, including pertinent Key Performance Indicators such a graduation and transfer rates, perform environmental scanning and research best practice.

St. Philip's College assesses student satisfaction of support programs and services using the national Noel-Levitz Student Satisfaction Inventory (SSI), administered every *even* year, spring semester. The survey was issued in Spring 2016 and will next be administered in 2018. The instrument helps to determine student perceptions of the College, including importance of and satisfaction with educational support programs and services. The Noel-Levitz aggregates the survey questions and responses under eight scales: Student Centeredness, Instructional Effectiveness, Safety and Security, Academic Advising Effectiveness, Campus Services, Registration Effectiveness and Campus Climate.

St. Philip's College also participates in the national survey focusing on student perception of teaching, learning and retention in community colleges. The Community College Survey of Student Engagement (CCSSE) indicates that students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relationships among groups on campus. The Community College Survey of Student Engagement (CCSSE) is administered each *odd* year, spring semester. The survey will be issued to students in Spring 2017, having last been administered Spring 2015.

St. Philip's mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. The college has made great progress in analyzing, designing, developing, implementing and evaluating its performance in all modes of instructional delivery. The Vice President of Academic Success (VPAS) oversees educational programs implemented by faculty and supporting departments. Using input from regulatory agencies, business and industry, students, educational institutions, and a scan of best practices, faculty design curriculum and learning environments based on best practices, engage in professional development, develop instructional strategies and assessments, implement the new or enhanced instruction, assess the instruction through formal processes and make improvements based upon the evidence gained from the assessments to ensure quality output.

Key to the development of curriculum and teaching strategies is a definition of student learning outcomes. St. Philip's adopts its Institutional Student Learning Outcomes (ISLOs) for educational programs from the Texas Higher Education Coordinating Board (THECB). Effective Fall 2014, the Texas Higher Education Coordinating Board (THECB) promoted the following core objectives and competencies: Critical Thinking, Communication, Empirical and Quantitative Skills, Team Work, Social Responsibility, and Personal Responsibility. In conjunction with these core objectives, the College's Quality Enhancement Plan (QEP) assesses Ethical Decision Making. All of the competencies described in the Instructional Student Learning Outcomes (ISLOs) are embedded within the College's general education core. Instruction within the core contains educational experiences that help students achieve and demonstrate competency in all areas. The College uses the Educational Testing Service (ETS) Proficiency Profile test to measure Instructional Student Learning Outcomes (ISLOs), except critical thinking. Critical thinking measures are based upon the Quality Enhancement Plan Student Learning Outcomes (QEP SLOs) assessment process that utilize faculty developed rubrics with specific skills identified and assessed.



Each educational program includes these competencies through the core curriculum requirements. This process assures students engage in learning activities that address all of the Instructional Student Learning Outcomes (ISLOs). [See Appendix C].

The college uses a Scorecard to tie goals, measures, benchmarks, supporting documentation and results in a consolidated format. It also provides trend data which is used to inform targets for the next year. The scorecard makes it very easy to see where and how data is being used. For example, Quality Enhancement Plan (QEP) and Educational Testing Center (ETS) results impact our productive grade, employment, transfer, and licensure passage rates. They are also components of our overall performance excellence. Programs can use the scorecard to see how they are part of the college's overall performance and goals [Appendix D].



**Appendix A**

Memorandum of Understanding  
between  
St. Philip's College – Alamo Community College District  
And Seguin Independent School District



## Early College High School Memorandum of Understanding

Between

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**St. Philip's College - Alamo Community College District  
and Seguin Independent School District**

The ALAMO COMMUNITY COLLEGE DISTRICT (herein referred to as "Alamo Colleges") on behalf of St. Philip's College (herein referred to as "the College"), and the Seguin Independent School District (herein referred to as the "School District") enter the following Memorandum of Understanding ("MOU") for the creation of a School District Early College High School (herein referred to as the "ECHS") as of the 2016-2017 academic year. Collectively the parties are referred to as "Parties." The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

The purpose of this MOU is to outline the collaboration of the partners, as listed above, in creating an Early College High School, beginning with grade 9 in Fall 2016. The School District will not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by The Public Education Information Management System), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA).

Early College High Schools are innovative schools where students have the opportunity to earn a high school diploma and complete a forty-two (42) Core Complete Certificate, an Associate Degree, Certificates or up to 60 college credit hours. The ECHS plans to add a cohort of approximately 150 students in grade 9 on a yearly basis, with a maximum enrollment not to exceed 600 students in grades 9-12. Any material deviation from the Early College High School student enrollment parameters must be addressed in a separate MOU. The ECHS will be located at 815 Lamar Street, Seguin, TX 78155.

An Early College High School prepares high school students for successful career and educational futures through a full integration of high school, college, and the world of work. During their attendance at the ECHS, students will develop a commitment to learning, a capacity for critical thinking, an understanding of their future role as community leaders, and the academic and other skills necessary to achieve success in these and other areas. The students graduating from the ECHS will enter post-secondary education and/or training with significant advanced standing. The Alamo Colleges Principles on Dual Credit & Early College Partnerships, attached as **Exhibit A**, provide a framework for a collaborative approach for academic and community partnerships.

## **1. TERM**

The Initial Term of this MOU shall be August 1, 2016 – July 31, 2017. Effectiveness is subject to approval of the ECHS application by the Texas Education Agency (“TEA”), any additional approvals that may be required by the Texas Higher Education Coordinating Board (“THECB”), any annual approval as required by law or by the TEA or the THECB. An additional condition precedent to a Party's commitment to this MOU is approval of the MOU, or at least its form and parties, by that Party's governing board. Upon mutual written agreement by the Parties by the end of each February and approval as may be required by the Parties' governing boards, TEA, and THECB, this MOU may be extended for a one-year renewal term (“Renewal Term”). As used in this MOU, the term "Term" shall mean the Initial Term as may be extended by the Renewal Term, or such shorter period of time in the event of termination of this MOU.

## **2. APPLICABLE LAW**

The parties agree to operate the ECHS in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); Title IV of the Higher Education Act of 1965; and the Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 29.908 and Chapter 39; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110-125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) all applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges (“SACSCOC”).

College disability support services are provided to students attending classes at an Alamo Colleges site or online and may include special testing arrangements, readers, scribes, and note-taking services. The College is neither able nor required to provide the level of

disability support services required by the public school system. Therefore, an ECHS student requiring disability support services may have differing levels of assistance from School District and College. For an ECHS student to receive disability support services at the College, the ECHS counselor must provide a copy of the student's current 504 plan to the Disability Student Services (DSS) office at College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the College DSS office may require additional documents to provide needed clarification. The College DSS office will review said documentation and will produce one or more official College accommodations letters for the ECHS student. The letters will be given to the ECHS student and the School District ECHS counselor, who then provide the letters to the student's respective faculty members. Accommodations required by state law or School District policy exceeding those applicable to College, if any, shall be the responsibility of School District. The Parties agree to operate the ECHS in compliance with applicable College and School District board policies and procedures and policies and procedures that may be agreed upon by the Parties and approved for the ECHS. The Parties agree to comply with all assurances in the Program application submitted to TEA and any additional requirements for the Program adopted by the THECB. The foregoing as set forth in this Section 2 and any other laws, rules, and guidelines applicable to the subject matter of this MOU, including, without limitation, the requirements of accrediting authorities, collectively, shall be referred to as "Applicable Law" when used herein.

### **3. GOVERNANCE**

- a. The ECHS established under this MOU will be governed by Applicable Law. The School District shall apply to the Texas Education Agency for the establishment and continual approval of an Early College High School designation. The School District will take the lead in any reporting requirements to TEA and will serve as the fiscal agent. The College will take the lead in notifying and/or preparing prospectus documentation for substantive changes to SACSCOC, as well as any reporting that the THECB may require.
- b. An ECHS Planning Committee will meet as frequently as needed prior to designation to plan for the process, designation application, hearing from TEA, and MOU development. The committee shall be equally representative of the College District and the School District.
- c. An ECHS Leadership Council shall meet at least yearly, or as mutually agreed to by both parties, to review and evaluate the ECHS's effectiveness and provide an end-of-year progress report to the Chancellor and Alamo Colleges Board of Trustees, as well as the Superintendent and the School Board. It will leverage opportunities for fund development, innovative projects, and overall sustainability. It will consist of the

Alamo Colleges' Chancellor or designee, the College's President, Alamo Colleges' Board representative(s), and the School District's Superintendent and/or designee and Board representative(s).

- d. An ECHS Steering Committee will meet at least twice a year, or as mutually agreed to by both parties to evaluate instructional and programmatic activities, identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration. The Steering Committee will make reports, at least annually, to the parties' respective boards that provide data, highlight successes, and outline plan for improvement. The Steering Committee will consist of the Assistant Superintendent for Curriculum and Instruction, the Executive Director of Secondary Education, the ECHS Principal, the College President or designee, the Alamo Colleges Vice Chancellor for Academic Success or designee, the Alamo Colleges Director of High School Programs, the College Coordinator of High School Programs, the College Dual Credit Liaison, and other appropriate personnel as identified by both parties. Meeting minutes and agendas shall be publically available. A subset of the Committee may meet more often to satisfy the organizational needs of the ECHS.
- e. The ECHS Staff will include a principal with scheduling, hiring, and budget autonomy, a counselor, support staff, teachers, and any other School District staff assigned to the Program as determined by the School District. Any school nurse and security personnel, as the School District may determine to be required for its students, are the responsibility of the School District. The School District, in collaboration with the College, will provide appropriate Disabled Student Support Services (see No. 2). The staff will be comparable, based on enrollment, to other high schools within the School District. The College will provide a representative to participate in the process of hiring the ECHS Principal. The College will provide a College Coordinator of High School Programs who will interact directly and frequently with ECHS staff and administrators.

#### **4. MARKETING AND CO-BRANDING**

- a. Partnership Recognition. Marketing materials should acknowledge the partnership between the school district and the Alamo Colleges. The preferred language is XYZ ECHS, "at", or "with", or "in partnership with" "College name – Alamo Colleges." At minimum, the official name must include that of the specifically accredited individual college to assure compliance with SACSCOC accreditation standards. The official name must also include the name Alamo Colleges to assure compliance with the Alamo Colleges' brand standards. The parties agree that the official name of the ECHS shall be Seguin Early College High School in partnership with the Alamo Colleges – St. Philip's College. The official name of the ECHS shall be used, at minimum, in the letterhead of the ECHS, the business card of its principal, all of its press releases, any references to the ECHS in ISD announcements (including graduations) or board



minutes, at least one sign affixed to its building, and any other campus signage referencing the ECHS.

- b. Official Logo for ECHS. Permissible logos and brand standards to co-brand will be jointly developed by the Alamo Colleges and the School District. However, there will be a minimum requirement that such logos must contain the logo of the participating College, consisting of the stylized image of The Alamo in the College-specific color above the full College name, with “Alamo Colleges” at the side.
- c. Brand Standards. The parties agree to abide by any brand standards and approval process defined by each party.
- d. Media and Press. The College and School District hereby agree that each may issue a press release or releases related to this MOU. These may be developed collaboratively or individually, but each party shall pre-review its own releases with the other party.
- e. Secondary Partners. The College acknowledges that a School District may partner with multiple partners in an ECHS venture. However, because the designation of the ECHS from the Texas Education Agency (TEA) is dependent upon the partnership and participation of the Alamo Colleges alone, the College is considered the sole partner, and as such, any names, logos, and references to/of secondary partners should not be included in the official/legal name of the ECHS or the official logo of the ECHS.
- f. Intellectual Property. Each party retains ownership of its intellectual property, such as trademarks and copyrights, but grants a license to the other party to use its logos and slogans for the purposes of promoting awareness of the ECHS partnership or model throughout the community. Any material misuse by either party of the intellectual property of a party to this MOU shall be resolved by negotiations between the parties, but if not so resolved shall be grounds for, without limitation, termination of the MOU by the aggrieved party.

## **5. PARENT INVOLVEMENT AND OUTREACH**

- a. The School District will take the lead on parent involvement and outreach efforts to ensure parents understand the ECHS concept that students are earning college credits which may have long-term ramifications on their college careers and federal financial aid eligibility, that high-level behavior and academic standards are expected of ECHS students, and that parents are expected to be involved in the program. The parties may agree that College representatives should be involved in recruitment events.
- b. School District personnel, counselors, and administrators will be responsible for all communication with parents. The ECHS will communicate to the parents of ECHS students that any questions or concerns from parents should be directed to the ECHS Principal or Counselor. The College personnel will not be expected to communicate with parents.
- c. In the absence of available staff at the ECHS, College Staff in the High School Programs office will communicate directly with students from the ECHS to ensure that

all pertinent details are available to enroll students into courses for the following semester.

## **6. BUILDING A COLLEGE CULTURE**

The School District, in collaboration with the College, will establish a learning community that blends high school and college, instilling a college-going culture among the participating students.

- a. The ECHS and College will develop a four-year high school graduation plan and a post-secondary plan;
- b. The ECHS students will gain college-readiness skills through a program identified by the School District and College and provided by the School District during the summer or outside the regular school schedule;
- c. The ECHS student will participate in dual credit courses receiving both high school and college credit;
- d. The ECHS will provide students with at least six visits per school year to the college campus if the students are not attending classes on a college campus, and,
- e. The ECHS students will have access to the same services and facilities as regular college students, including but not limited to the use of the library, computer labs, study rooms, student services, bookstore, and food services. It is recognized that ECHS students may gain access on the College campus to the unrestricted internet access afforded other College students.

## **7. RECRUITMENT**

- a. The School District will recruit 8<sup>th</sup> graders annually for the incoming 9<sup>th</sup> grade class. The recruitment process will include:
  - i. The establishment of a recruitment website or link at School District's website that will provide recruitment and admission information;
  - ii. The distribution of recruitment/admission packets to all 8<sup>th</sup> grade students;
  - iii. Meetings with middle school counselors, as applicable, to discuss the ECHS and answer questions;
  - iv. Student/parent meetings held on intermediate school campuses that explain the opportunities and commitment required of ECHS students, and
  - v. Development of recruitment and admission information presented in both English and Spanish.
  - vi. The selection process will include an information meeting with the student and parent(s) to explain the expectations required for success.

- vii. The College and ECHS will collaborate on the development of a Student/Parent Consent form. The ECHS shall have each student and a parent sign the consent form defining the requirements and expectations of the ECHS program. ~~The ECHS will maintain all consent forms documents and provide an electronic copy of said to the College.~~
- b. *The ECHS will not have more than 150 students per cohort seeking an Associate Degree. Alamo Colleges agrees to waive tuition for the first 10 courses for ECHS students seeking a Core Complete Certificate, Workforce Certificates and becoming College-Ready. Tuition and fees will be billed for those ECHS students seeking a Core Complete Certificate, Workforce Certificates and becoming College-Ready once enrolled in their 11<sup>th</sup> class in their program. Any increase to these maximums must be mutually agreed upon by the College and the ECHS following consideration of all financial and other resource requirements. Any associated fees will be documented the Addendum to this Memorandum of Understanding. Any changes to the incoming cohort maximum must also be agreed upon in writing and documented through a mutually signed Addendum to this Memorandum of Understanding (MOU). Students may not be added to any cohort following enrollment in the 9<sup>th</sup> grade, unless the College and School District specifically agree in writing to an exception in unusual, extraordinary or unexpected cases. All exceptions will be documented and maintained by the College.*
- c. *The ECHS will target enrolling students in June preceding their freshmen year to begin college placement testing and the transitional bridge program. Students are allowed to enter the ECHS only as freshmen. New students will not be enrolled after the first class day of the freshmen cohort, unless there is written permission from both partners no later than October 1. Any students who have been reviewed and accepted by both the ECHS and the College as an exception must be classified as freshmen. Additionally, at the student's expense, students are responsible to take any courses required in their selected program of study, not taken with their cohort.*
- d. ECHS students must take the Texas Success Initiative (TSI) assessment and abide by Alamo Colleges' placement scores, policies, and prerequisite requirements.
- e. The School District and College will establish a set of expectations for students seeking the two-year degree, including a plan for being college-ready by at least the end of the sophomore year. Students who are not college-ready by this time will be expected to participate in a summer program or other classes outside the regular class day with the intent to be college ready by the beginning of the junior year.
- f. The ECHS will safeguard all vaccination documents.
- g. The ECHS student selection team will include, at a minimum, the School District ECHS principal, on-site School District ECHS counselor, teachers, and a representative from the College.

## 8. CURRICULUM

- a. The ECHS shall administer a Texas Success Initiative (TSI) college placement exam to all prospective students, abiding by the rules set forth by the College Board to ensure compliance, no later than the fall of the 10<sup>th</sup> grade year, to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.
- b. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSI, which interventions shall occur before retesting. The ECHS shall report to TEA the dates the TSI is administered. The ECHS shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students and will share the report with the College Coordinator of High School Programs.
- c. Results from TSI exams administered via ISD/College Board-approved-test-sites will be submitted to the respective Alamo College in the required technical format that facilitates official delivery/receipt. The TSI assessment scores will be electronically input into the College's official system of records. The College agrees to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA"). The College will use students' TSI assessment score data exclusively for official business related to the ECHS program.
- d. The School District and College will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from grade level to grade level, allows students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration to college-level classes during grades 11 and 12, and represents high levels of rigor, acceleration, and support. The plan will provide pathways to a certificate, associate, or baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual or a Level I certificate. The College Coordinator of High School Programs or designated College Liaison and the Principal or ECHS designee will be responsible for working with ECHS faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment. The ECHS curriculum for dual credit courses will include principles of leadership with the same curriculum and at the same level it is included in the College's curriculum.
- e. Through the ECHS counselor(s), each student will receive advising on the five high school endorsements and its corresponding Alamo INSTITUTE. Each student will select a high school graduation and college degree plan.

- f. ECHS students may reduce their course load should they encounter unusual circumstances occurring “once in a lifetime”, tragic in nature, or damaging the welfare of the student or family, which would prevent them from performing at their normal standard. A course reduction must be initiated and approved by the administrations of the College and the ECHS. A student may not initiate the course reduction.
- g. The College will utilize various programs that are either system or computer based in both face-to-face and online learning environments. These resources are intended to support and promote the learning environment.
- h. Both parties must review and agree to the appropriateness of students’ enrollment in all online courses for each semester. The parties may agree that ECHS students, during their junior and senior year, may be enrolled in regular College classes (face-to-face or online) for their dual credit courses at no charge to the School District.
- i. ECHS students will be expected to use the same programs or instructional materials as other students when enrolled in mixed courses with regular college students, as deemed by the instructor. The ECHS must consult with the College High School Programs office to determine, prior to enrolling students in these courses, if Instructional Materials fees are applicable, as the School District will be billed for these fees. The Alamo Colleges Business Office will bill the School District Finance Department, or comparable, for those students who are enrolled in these courses on census date. Students who withdraw after census will be billed per Alamo Colleges billing policy.
- j. The School District will be responsible for any college preparatory courses required by ECHS students. The College, at its sole discretion, may offer remedial or developmental courses for ECHS students with costs covered by School District with billing as detailed in 8(i) hereinabove. Students enrolled in college-preparatory courses will not earn college credit for those courses. The College will designate personnel to monitor the quality of instruction in order to ensure compliance with all Applicable Law. Courses may be offered outside the regular school schedule.
- k. Within the ECHS framework, students may earn the Distinguished Level of Achievement High School Program diploma within a four-year time frame and 60 credit hours or equivalent, as prescribed by the selected plan of study, towards an Associate degree and/or Baccalaureate degree. If applicable, students may also receive a Core Complete Certificate awarded by the College.
- l. The primary emphasis on the ECHS plan of study is on the Core Curriculum requirements for Associate of Arts, Associate of Science, or Associate of Applied Science degrees. Some Colleges may offer students the option to earn college-level credit toward Certificates. The ECHS student must follow the courses and sequence defined in the College program plans. Such courses shall have been evaluated and approved through the official College curriculum approval process and shall be taught at the College level.

- m. The College is responsible for involving full-time teaching faculty in the process of selecting and implementing College courses. This includes ensuring that course goals and standards are understood and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. ECHS students will participate in college-level work and may be subject to material deemed college level. The department chairs and associated Deans or Vice Presidents of Academic Success will monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by Applicable Law, the College, and the School District.
- n. ECHS students who would like to enroll in an online course, whether taken during the regular term or summer terms, must obtain the ECHS principal's approval, as well as the designated College staff approval. Courses taken beyond what is prescribed in a student's plan of study will not be a part of the ECHS program and thus the student is responsible for the cost associated with taking these courses. Any costs or fees associated with the online course or courses outside the plan of study will be incurred by the School District as the fiscal agent.
- o. The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes for high school graduation credit and college-level texts, instructional materials and supplemental materials required for ECHS classes at no cost to the student. For ECHS course sections taught at the School District or the College containing exclusively ECHS students, the College will maintain the same instructional materials and editions for dual credit courses taught at the ECHS/high school campus for a minimum of three years dependent upon the signed Course Agreement. The adoption of any course materials, print or electronic, after the signed Course Agreement will require an Addendum. For courses taught on the College campus in which dual credit/ECHS students are placed into traditional College classes with non-dual credit/ECHS students, the College selects the instructional materials required per signed Course Agreement and: (i) no instructional material continuity commitment applies; and (ii) instructional materials fees will be incurred by the School District. The school will provide the instructional materials (and associated technology, such as tablets/computers) for all courses taken as dual credit that require electronic instructional materials.
- p. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills (TEKS) and all other law applicable to Texas public school districts and that School District students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit. School District will be responsible for monitoring and ensuring the quality of instruction for the exclusive high school credit courses offered by the ECHS.

- q. To enroll in any college-level course, ECHS students must meet all of the regular College-course prerequisites. The College and School District will assess each student for overall readiness to engage in any college-level course, and any out-of-pocket costs of same shall be borne by School District. Based on such assessment, the College Coordinator of High School Programs and the Principal/Counselor will determine what forms of assistance and remediation may be needed by a student in order to meet enrollment requirements for any college-level course.
- r. If a student fails a course, any retake will be outside the regularly scheduled academic plan and all Early Admission requirements will apply. Tuition and any applicable fees must be paid by the School District as fiscal agent. The School District and the College will ensure that technology requirements are met by Parties for both access to courses and management of student information.
- s. ECHS students will be subject to the same academic policies and procedures as students enrolled in Alamo Colleges. This includes, but is not limited to the Academic, Probationary, Dismissal and Withdrawal policies and procedures of the Alamo Colleges.

## **9. FACULTY**

- a. All instructors teaching ECHS courses for college credit must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the College. All instructors teaching dual credit classes in the ECHS will be approved as faculty by the College prior to teaching dual credit courses.
- b. The School District will provide the instructors for all high school courses at the ECHS. The School District will also provide the instructors for all dual credit courses at the ECHS during the freshman and sophomore years. Instructors teaching high school dual credit courses will be either high school teachers with the necessary academic requirements or instructors identified by the College to whom the School District will pay adjunct faculty compensation. The School District is encouraged to hire teachers who meet the requirements for teaching college courses and/or provide incentives to have instructors earn the college hours required for qualification, and should coordinate eligibility with the College. The parties may agree in writing for the College to recommend certain instructors for certain courses during the freshman and sophomore years at the School District's expense.
- c. Should the ECHS not have high school faculty qualified to teach dual credit courses, the College's High School Programs office will secure seats in regular College classes for students during the junior and senior year. Students enrolled in the ECHS during the ninth and tenth grades taking college-level courses should be taught by college-credentialed instructors provided by the ECHS. In the absence of available college-credentialed instructors at the ECHS, the ECHS will make necessary

arrangements with the college to secure and pay the required faculty to teach the courses articulated in the students' degree plans. While the College will collaborate to secure faculty to teach ninth and tenth grade students, the College makes no guarantee that it will have available faculty to teach students in the ninth and tenth grades. All of the foregoing provisions of this section 9(c) are expressly subject to availability of sufficient instructors in the local market, absent which the parties will determine course substitution in the plan of study.

- d. ECHS faculty teaching dual credit classes will be evaluated annually by School District and the College. Student evaluation of instruction takes place each semester and will be a part of the annual evaluation process.

## **10. ECHS CALENDAR**

The instructional calendar for the high school portion of the ECHS will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule as necessary to enable ECHS students to enroll in and attend the college-level courses provided by College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty. When the ECHS is based at the School District, it may be necessary for its students attending dual credit courses at the College to attend classes there on days when the School District ECHS facility is closed (*e.g.*, different within-term holiday closures). During days when the two institutions are out of alignment on days of operation, and students must attend classes that are in session at the College site, the School District will provide at least one staff member with administrative authority to be present in case of emergency.

## **11. ACADEMIC POLICIES**

- a. The academic policies of the School District and College shall apply to all students enrolled in the ECHS as applicable.
- b. ECHS students are expected to meet academic standards (including academic progress) for College coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. Grades are awarded on a 4.0 scale at the College, and High School will convert them to High School letter grades according to its procedures. Faculty will follow the College policies for Early Alert and grade posting. ECHS students will be informed by the instructor of academic progress/grade status at the third week and at mid-semester. Students struggling to maintain a passing grade will be advised by the instructor or the high school counselor to withdraw from the College course in order to avoid future problems related to admissions, financial aid, and scholarships or be provided with options for the student's successful completion.



Withdrawal from the College course does not result in a withdrawal from the high school course. The ECHS personnel are responsible for advising ECHS students concerning academic progress in high school and college courses. The ECHS staff and the College Coordinator of High School Programs or designee are responsible for monitoring these actions.

- c. Students who fail to maintain a cumulative college grade point average (GPA) of 2.00 (C average) are considered scholastically deficient and shall be placed on early academic alert, mandatory intervention or academic suspension as appropriate by the College or ECHS. Academic policies are accessible on the College's eCatalog website.
- d. Dual Credit and ECHS students may be co-enrolled in either an ECHS high school-designated class or a dual credit-designated class.
- e. Dual Credit Instructors may teach courses at both ECHS and traditional dual credit. However, Alamo Colleges will only pay dual credit stipends for dual credit courses with 20 traditional dual credit students or more. ECHS students will not be included in the count to qualify the Dual Credit Instructor to receive the stipend. ECHS courses are not eligible for Dual Credit Instructors to receive the stipend.

## **12. PROFESSIONAL DEVELOPMENT**

The College and School District will provide professional development opportunities to their respective employees in accordance with their respective institutional policies. Cross-over learning and collaboration will be organized and facilitated by the ECHS School Principal and the College Coordinator of High School Programs. The College will provide professional development in critical thinking, leadership, student engagement, and other areas deemed necessary.

## **13. STUDENT SAFETY**

When on the College campus, ECHS students will follow the policies and procedures of the Alamo Colleges to ensure the safety and well-being of the fellow classmates, faculty, staff and visitors. ECHS students traveling for College events will be required to sign an Alamo Colleges General Participation Release as a condition of participation as are all Alamo Colleges students.

Alamo Colleges is subject to legislation requiring it to allow licensees to carry concealed handguns on its campuses effective August 1, 2017, and ECHS students will potentially encounter license holders availing themselves of this privilege. Any notice of these facts to parents of ECHS students will be the responsibility of School District.

## **14. STUDENT ATTENDANCE POLICIES**

ECHS students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather, when permitted by Applicable Law, or when related to state-mandated assessment days) shall be avoided.

## **15. STUDENT CONDUCT**

ECHS students are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct as well as the Alamo Colleges' Student Responsibility for Success Policy. All disciplinary action, including suspension and dismissal from ECHS, shall be in conformity with the Codes of student conduct of the parties. All ECHS students will be provided access to the Alamo Colleges eCatalog, Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict. Students who do not comply with policies and codes of conduct will, where appropriate, return to the School District's high school and will not be allowed to return to the ECHS.

## **16. STUDENT ASSESSMENT**

All ECHS students are required to participate in required state, national and federal assessments, which will be administered by the ECHS staff. College agrees to make accommodations in course scheduling and attendance so that ECHS students are not penalized in their college credit courses for their participation in the required state, national and federal assessments.

## **17. STUDENT RECORDS**

In accordance with Applicable Law, School District will maintain student records pertaining to ECHS and provide College copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for College to perform its obligations under this MOU. Each party will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws and the federal FERPA. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for purposes of FERPA, and each Party

agrees in its capacity as such agent to comply with the FERPA requirements set forth, without limitation, at 20 CFR 99.33. Each party shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws, including, without limitation, FERPA, governing the rights of ECHS students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

## **18. STUDENT SUPPORT SERVICES**

Both parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. The School District will assign a specific counselor or counselors to its ECHS who will provide academic advising support to the ECHS students and their parents and seek guidance from the College Coordinator of High School Programs in the areas of test preparation, tutoring, and the development of an integrated support system for ECHS students across the two institutions. Students will receive the same or similar tutoring and other academic support as provided for other students in the School District and College. To promote academic success, the parties will provide academic support services as may be needed. The ECHS counselor and ECHS designee will work to ensure ECHS students receive pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. Each Party will assist families as they complete initial application and admission requirements per the respective organizations' processes. The College will assist with registration for all students who are qualified to enroll in College courses. The School District will be responsible for non-academic counseling services and the College is authorized, but not required, to provide emergency counseling intervention services despite student minority age.

## **19. EXTRACURRICULAR ACTIVITIES AND STUDENT ENGAGEMENT ACTIVITIES**

- a. The School District may allow students to participate in high school activities as long as participation does not interfere with academic requirements of the ECHS.
- b. To reinforce the college-going culture, students may participate in age-appropriate activities on the college campus such as clubs and organizations, theater performances, student activities, and other academic activities as long as participation does not interfere with the academic requirements of the ECHS. ECHS students are not permitted to travel with College student organizations. ECHS students traveling for College events will be required to sign an Alamo Colleges General Participation Release as a condition of participation as are all Alamo Colleges students.

## **20. TRANSCRIPTION OF COLLEGE CREDIT**

College credit for each ECHS student appears on the College transcript as students complete each college course. Transcription of college credit is the responsibility of the College and transcription of high school credit is the responsibility of the School District. The School District determines how the college grades will be recorded in the high school transcript for GPA and ranking purposes. The School District staff ensures parents are aware and knowledgeable of this and other procedures regarding transcription of grades.

## **21. CIVIL RIGHTS AND ALAMO COLLEGES POLICIES**

The Alamo Colleges Policy and Procedure on Civil Rights prohibits discrimination, harassment, and retaliation in violation of several statutes, including but not limited to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. In particular, Section 504 prohibits discrimination and the denial of benefits or participation in any program or activity receiving federal financial assistance on the basis of disability. The protection extends to employees and students. Title IX prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. Sex and gender discrimination under Title IX cover sexual harassment and sexual assaults and violence occurring on campus.

The Alamo Colleges do not tolerate discrimination, harassment, or retaliation on the basis of any protected criteria, including gender or disability. To ensure compliance with the Civil Rights Policy and Procedure on Civil Rights Discrimination, Harassment, and Retaliation, the Alamo Colleges have designated a Title IX/VII/ADA/4Coordinator to coordinate the investigation and resolution District-wide of complaints under the Civil Rights Policy and Procedure. All civil rights complaints should be reported or routed to the District Title IX/Title VII/ADA/504 Coordinator for handling and processing. At all times, the Coordinator and the school district will keep each other informed of complaints raised against each other.

All ECHS students will have access to AlamoCARES, a prevention, education and support program regarding dating violence, domestic violence, sexual assault, and stalking. Within the AlamoCARES site, students will find information on rights granted by Title IX and other federal statutes and resources to help educate and assist them when dealing with gender or disability discrimination, harassment, and retaliation, including sexual harassment and violence.

## **22. PROGRAM EVALUATION**

The School District and the College will develop a plan for the evaluation of the ECHS program to be completed each year. The evaluation will include, but is not limited to, disaggregated attendance and retention rates, GPA of high-school-credit-only courses and college courses, satisfactory progress in college courses, state assessment results, SAT/ACT, TSI readiness by grade level, qualifications of ECHS staff, location(s) where courses are taught, and adequate progress toward the college-readiness of the students in the program. The School District commits to collecting longitudinal data as specified by the College, and making data and performance outcomes available to the College upon request. Data points to be longitudinally captured by the School District include, at minimum: GPA, retention, persistence, completion, transfer and scholarships. School District will provide parent contact and demographic information to the College upon request for targeted marketing of degree completion or workforce development information to parents of ECHS students. School District agrees to obtain valid FERPA releases drafted to support the supply of such data if deemed required by counsel to either School District or Alamo Colleges.

## **23. FISCAL MATTERS**

- a. Where ECHS is located on the College property, any commitment of College facilities for ECHS purposes and the associated costs will be borne by School District and addressed by separate agreement(s) of the parties.
- b. In instances where the ECHS students must repeat a course due to failing grades, the College will bill tuition and fees for Early Admission to the School District which serves as the fiscal agent responsible for payment.
- c. The School District will provide remedial or developmental courses and/or support as needed. The College will bill the School District for remedial or developmental courses taught and/or support provided to the ECHS in this area.
- d. The School District will provide all instructional materials (textbooks and electronic materials) and will be billed for applicable Instructional Material charges embedded in courses requiring electronic materials.
- e. The School District will act as the fiscal agent for purposes of this MOU, including student fees. Based on School District policies, the School District may recover fees incurred by students.
- f. Any transportation and food services will be provided by the School District.
- g. All personal fines, late fees, parking tickets, etc. incurred by student at the College are the student's individual responsibility.
- h. Both parties must review and agree to the appropriateness of the students enrolled in all online courses for each semester. The parties may agree that ECHS students, during

their junior and senior year, may be enrolled in regular College classes (face-to-face or online) for their dual credit courses at no charge to the School District.

- i. The approved fee schedule for the 2017-2018 academic school year will be disseminated to School District Officials not later than October 1, 2016.
- j. School District's failure to meet its payment responsibilities as fiscal agent regarding a student will result in College's refusal of enrollment of that student for the next enrollment period after determination of payment default.

#### **24. TERMINATION OF THE MOU**

Either party may terminate this MOU through written notice to the other party given not later than the last day in December and to be effective for the ensuing academic fall semester. In the event of termination, the Steering Committee will prepare an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the Leadership Council. In the event of termination and notwithstanding the foregoing, the 11<sup>th</sup> and 12<sup>th</sup> grades will continue operation through scheduled graduation. The 9<sup>th</sup> and 10<sup>th</sup> grades will return to the home high school.

#### **25. TRANSPORTATION**

The School District will provide for such student transportation as may be required to and from the College as required under State law, and for any ECHS field trips, each pursuant to applicable School District rules and procedures.

#### **26. STUDENT DIRECTORY INFORMATION**

Upon enrolling in the ECHS, each student's directory information (defined by Alamo Colleges, pursuant to FERPA, to exclude student addresses) will become part of the College's student directory information as that term is defined by FERPA, and each student's directory information will remain subject to the Texas Public Information Act.

#### **27. FOOD SERVICES**

The School District will provide for all student meals as required by State and Federal law and School District rules and procedures. ECHS students may purchase food from College food service facilities when on the College campus.

#### **28. ENTIRE AGREEMENT**

This MOU supersedes all prior agreements, written or oral, between College and School District and constitutes the entire agreement and understanding between the Parties with

respect to the subject matter hereof. This MOU and each of its provisions may not be waived, modified, amended or altered except by a subsequent writing signed by authorized representatives for each respective Party. Services Agreements may be entered into by College and School District in order to address more specific logistical concerns. Notwithstanding anything appearing in such Service Agreements, in case of any conflict with this MOU, the terms of this MOU shall prevail.

### **29. NO WAIVER OF IMMUNITY**

Neither College nor School District waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this MOU and the performance of the covenants contained herein.

### **30. COUNTERPARTS**

This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to be one and the same instrument. A signature transmitted by facsimile or similar equipment shall be deemed an original signature.

### **31. SEVERABILITY**

In the event any provision of this MOU shall be found invalid, void and/or unenforceable, for any reason, neither this MOU generally nor the remainder of this MOU shall thereby be rendered invalid, void and/or unenforceable, but instead each such provision, and (if necessary) other provisions hereof shall be reformed by a court of competent jurisdiction so as to effect, insofar as is practicable, the intention of the parties as set forth in this MOU; provided, however, that if such court is unable or unwilling to effect such reformation, the remainder of this MOU shall be construed and given effect as if such invalid, void and/or unenforceable provisions had not been a part hereof.

### **32. NOTICE**

Any notice required by or permitted under this MOU must be made in writing. Any notice required by this MOU will be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, U.S. certified or registered mail, return receipt requested, and addressed to the intended recipient at the address shown in the signature block of each party below. Any address for notice may be changed by written notice delivered as provided herein. Such addresses may be changed or additional addresses added from time to time by written notice of such change given in accordance with this section.

**School District:**

Seguin ISD  
ATTN: Superintendent of  
Schools  
1221 E. Kingsbury  
Seguin, TX 78155

**College:**

Alamo Community College  
District  
ATTN: Chancellor  
201 W. Sheridan  
San Antonio, TX 78204

**33. NON-APPROPRIATION**

The Parties hereto acknowledge that College and District are governmental entities subject to certain budgetary constraints and agree that, in the event funding for the provision of services of performance hereunder by either College or District is not appropriated or provided for in the budget for its next fiscal year, College and District may immediately terminate this MOU without penalty and its duties hereunder shall cease to exist.

**34. NO-THIRD PARTY BENEFICIARY**

This MOU inures to the benefit of and obligates only the Parties executing it. No term or provision of this MOU shall benefit or obligate any person or entity not a party to it. The Parties hereto shall cooperate fully in opposing any attempt by any third person or entity to claim any benefit, protection, release or other consideration under this MOU.

**35. HEADINGS**

The description headings used in this MOU are inserted for reference only and do not and shall not be deemed to modify the construction of any of the provisions of this MOU.


**36. RELATIONSHIP**


The relationship of the District and College shall, with respect to that part of any service or function undertaken as a result of or pursuant to this MOU, be that of independent contractors. Nothing contained herein shall be deemed or construed by the Parties, or by any third party, as creating the relationship of principal and agent, partners, joint venturers, or any other similar such relationship between the Parties.




Intending to be bound, the parties sign below.

**ALAMO COMMUNITY COLLEGE DISTRICT**

By:  8/17/16  
Dr. Bruce H. Leslie, Chancellor Date

By:  8/18/2016  
Dr. Adena Williams Loston, President Date  
St. Philip's College

Seguin Independent School District

By:  8/19/16  
Stetson Roane, Superintendent Date

Attachments:

Exhibit A: Alamo Colleges Principles on Dual Credit & Early College Partnerships

## **Appendix B**

SACS-COC Faculty Roster (Comprehensive Standard 3.7.1)



**Faculty Roster Form**  
**Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: St. Philip's College

Name of Primary Department, Academic Program, or Discipline: Dual Credit at Seguin Early College High School

Academic Term(s) Included: Fall 2016 & Spring 2017

Date Form Completed: 7.26.16

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Brena, Imelda (P)	<b>Spring 2017</b> MATH 1314, College Algebra, 3 (UT)	University of Texas at San Antonio, M.S., Applied Math- Industrial Math MAT 5283 Linear Algebra & Matrix Theory 3 hrs MAT 5293 Numerical Linear Algebra 3 hrs MAT 6603 Optimizat Tech-Operat Research 3 hrs MS 5003 Quantitative Methods Bus Anlys 3 hrs MAT 5653 Differential Equations I 3 hrs STA 5133 Adv Prog & Data Mgt in SAS 3 hrs Total: 18 graduate hours	
Garcia, Leonardo (P)	<b>Fall 2016</b> MUSI 1306, Music Appreciation, 3 (UT)  <b>Spring 2017</b> MUSI 1306, Music Appreciation, 3 (UT)	Baylor University, Master of Music	
Gratz, Melissa (P)	<b>Fall 2016</b> ARTS 1301, Art Appreciation, 3 (UT)	Teachers College Columbia University, M.A., Art and Art Education	

	<b>Spring 2017</b> ARTS 1301, Art Appreciation, 3 (UT)		
Osborne, James R. (P)	<b>Fall 2016</b> SPCH 1311, Introduction to Speech Communication, 3 (UT) <b>Spring 2017</b> SPCH 1311, Introduction to Speech Communication, 3 (UT)	University of Texas El Paso, M.A., Speech	
Rodriguez, Carlos A. (P)	<b>Spring 2017</b> SOC 1301 Introduction to Sociology, 3 (UT)	University of Texas at San Antonio, M.A., Sociology	
Sanders, Alicia (P)	<b>Fall 2016</b> BIOL 1406, Biology for Science Majors I, 4 (UT) <b>Spring 2017</b> BIOL 1407, Biology for Science Majors II, 4 (UT)	Texas State University, M.S., Biology	
Saunders, Kimberly E. (P)	<b>Fall 2016</b> ENGL 1301, Composition I, 3 (UT) <b>Spring 2017</b> ENGL 1302, Composition II, 3 (UT)	Texas State University, M.F.A., Creative Writing 18 Graduate hours in English ENG3331-LIT OF BLK AM* ENG5368B-JANE AUSTEN ENGL3341 GREAT BOOKS* ENGL5331 WILLIAMS AND STEVENS ENGL3346 SWTRN STDS ENG5321I-LITERARY MODERNISM *Approved as Post Graduate Credit	
Schneebeli, Aundrea (P)	<b>Fall 2016</b> PSYC 2301, General Psychology, 3 (UT) <b>Spring 2017</b> PSYC 2301, General Psychology, 3 (UT)	Angelo State University, M.S., Industrial Org Psychology	
Stevenson, Lisa (P)	<b>Fall 2016</b> EDUC 1300, Learning Framework, 3 (UT)	Lamar University, MED, Teacher Leadership	

	<b>Spring 2017</b> EDUC 1300, Learning Framework, 3 (UT)		
Womack, Thomas (P)	<b>Fall 2016</b> HIST 1301, United States History I, 3 (UT)  <b>Spring 2017</b> HIST 1302, United States History II, 3 (UT)	Texas Tech University, M.Ed., Education HIST 5307 Hist of World History 3 hrs HIST 5328 Studies in US Military 3 hrs HIST 5358 Islamic Reform and Revi 3 hrs HIST 5346 Modern European History 3 hrs HIST 5341 Medieval History 3 hrs HIST 5342 Renaissance/Reform Hist 3 hrs Total of 18 graduate hours	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

## **Appendix C**

St. Philip's College  
Student Learning Outcomes Assessment Process





**Appendix C (8/19/2016): Student Learning Outcomes Assessment Process as it pertains to the Texas Higher Education Coordinating Board (THECB) Core Courses taught at Seguin Early College High School with St. Philip's College in partnership with Alamo Colleges, Seguin Independent School District (SHS ECHS/SISD).**

**For submission with SACS-COC Substantive Change Prospectus for approval of a new off-campus site where 50% or more of the course credits may be earned.**

St. Philip's College provides for a systematic evaluation of educational programs, including evaluation of courses at off-campus sites where 50% or more of the course credits may be earned, and ensures that results are used for improvement. Comparability of off-site and on-campus programs and courses are ensured by the evaluation of educational effectiveness, including assessment of student learning outcomes.

Assessment of Institutional Student Learning Outcomes for courses and educational programs at both on-campus and off-campus sites aligns directly with the St. Philip's College Strategic Plan. Specifically, assessment ties back to the following College Goal and Action Plan.

**Goal 1 STUDENT SUCCESS** (Provide academic and student support and align labor market-based pathways to achieve student completion) and

**Action Plan 1.6** (Assess and improve student learning outcomes/competencies for all academic and workforce programs).

In addition, assessment of Institutional Student Learning Outcomes for courses and educational programs at both on-campus and off-campus sites aligns directly with Texas Higher Education Coordinating Board (THECB) expectations as outlined in the St. Philip's College Core Curriculum Assessment Plan and the expectation as outlined in SACS-COC Comprehensive Standard 3.3.1.1 addressing the following:

- a. Identifies expected outcomes
- b. Assesses the extent to which it achieves these outcomes
- c. Provides evidence of improvement

To ensure that these requirements are met for Dual Credit and Early College High School courses, a Course Agreement Form is prepared and approved by the St. Philip's College Dean and Chairperson associated with the specific St. Philip's College course being taught and by the Curriculum Specialist at the high school. Course Instructors meet with department chairs to ensure that all material is appropriate and that the agreement includes all course material and expected student learning outcomes as outlined in the course syllabus as taught both on- and off-campus. The Dual Credit Course Agreement Form specifies that *"The course requirements listed in the attached St. Philip's Course Syllabus identifies the learning outcomes of the college course listed above. The high school syllabus addresses the Texas Essential Knowledge and Skills (TEKS) requirements for the high school class identified above. Both sets of outcomes will be covered in the course taught at the high school."*

**Alamo Colleges**

**Dual Credit Course Agreement**

In compliance with the *Texas Administrative Code, §4.84, Institutional Agreements*, \_\_\_\_\_ High School of the \_\_\_\_\_ ISD (herein called the High School) and St. Philip's College, one of the Alamo Colleges (herein called College) in partnership have agreed to the following concerning:

College Course: \_\_\_\_\_ and

Dual Credit for High School Class \_\_\_\_\_

**Course Information**

- I. The course requirements listed in the attached St. Philip's Course Syllabus identifies the learning outcomes of the college course listed above. The high school syllabus addresses the TEKS requirements for the high school class identified above. Both sets of outcomes will be covered in the course taught at the high school.
- II. The textbook(s) has been approved by the College as comparable to the college-level text and is identified in the attached St. Philip's Course Syllabus.
- III. The course is one of the following:
  - a. \_\_\_ A transfer course which is part of the core curriculum requirements of the Alamo Colleges, or
  - b. \_\_\_ A career/technical course which is a requirement in a St. Philip's Colleges' certificate and/or AAS degree.
- IV. The length of the section/class will be
  - a. \_\_\_ One semester
  - b. \_\_\_ Two semesters
  - c. Other: \_\_\_\_\_
- V. The course is aligned with and must be offered with another course which is:  
\_\_\_\_\_
- VI. The performance measures (how the course will be graded) for the course meets the requirements of the college and is included in the attached St. Philip's Course Syllabus.
- VII. The section/class will be held (indicate all that apply)
  - a. \_\_\_ At the high school
  - b. \_\_\_ At the college campus with high school arranging transportation to the college
  - c. \_\_\_ Via Distance Learning with instructor that has AC distance learning certification

**Faculty Qualifications and Requirements**

- VIII. The section/class will be offered at the high school and will be taught by a high school teacher qualified for this course as stated below
  - a. \_\_\_ For general education courses, doctorate or master's degree in teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)
  - b. \_\_\_ For career/technical courses, bachelor's degree in the teaching discipline or associate's degree and demonstrated competencies in the teaching discipline

The dual credit teacher shall be hired by the Alamo Colleges through the adjunct hiring process before the section/class begins.

- IX. Faculty development/training required for eligibility to teach this specific course is
  - a.  Not applicable or
  - b.  (list requirements) – attendance at Fall and Spring Adjunct Faculty Meetings
- X. Regular evaluation of the section/class, in accordance with the Alamo Colleges' Faculty Evaluation Procedures, will consist of the following, at a minimum:
  - a. Course Syllabus
  - b. Student Surveys each semester for each section/class
  - c. Classroom Observations as defined in the Faculty Evaluation Procedures

**Student Requirements**

- XI. The students in each class/section will consist of (indicate all that apply)
  - a.  Dual credit students only.
  - b.  Dual credit students and AP students.
  - c.  Dual credit students and high school credit students earning articulated college credit
  - d.  Dual credit students and high school credit-only students if the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduate requirements and the high school is otherwise unable to offer the course.
  - e.  Dual credit students and college students on the college campus (all dual credit students will meet minimum 16-year old requirement by first day of class).
  - f.  A distance learning section/class with regular college students and dual credit students.
- XII. The eligibility requirements (basic skills requirements and any other prerequisites) for enrollment in the course are: Contact the Dual Credit Office at your home college for the current requirements.
- XIII. The St. Philip's Course Syllabus with course description, textbooks, and student learning outcomes is attached.

Agreement is for three years from date of approval. Request for review and revision may be made by either party during the three-year period. Any revision must be accompanied with a revised syllabus.

Agreement can be made with ISD for all high schools or with individual high schools within the ISD.

Date of Agreement: \_\_\_\_\_

\_\_\_\_\_  
High school chair/dean/curriculum specialist

\_\_\_\_\_  
College chair, \_\_\_\_\_ Department, SPC

\_\_\_\_\_  
Dean \_\_\_\_\_, SPC

12.10.2012

The process for monitoring and evaluating student learning outcomes at off-campus sites is comparable to the process for evaluating student learning outcomes on-campus. Dual Credit and Early College High School students who are enrolled in an online course or a St. Philip's College campus course are assessed following the institutional student learning outcomes assessment process as described in Description of Student Learning Outcomes Assessment Process below. In those cases, students are assessed like any other student through random sampling of courses.

Students enrolled in a course that take place on the high school campus are assessed through St. Philip's College department faculty overseeing the course. This addresses the challenge of identifying and pulling students enrolled in a different part of term. As an example of how departments conduct assessment, the Communications and Learning Department collects student artifacts from high school instructors and assesses these artifacts using institution-wide assessment rubrics used for ISLO assessment to determine competency attainment.

Currently, Dual Credit courses taught at Seguin Early College High School, Seguin Independent School District, are ENGL 2322/2323, MATH 1314, GOVT 2305, ECON 2301. A sample Faculty Roster is provided.

<b>Name</b>	<b>Subject</b>	<b>Banner ID</b>
Brena, Imelda	MATH 1314	900761274
Garcia, Leonardo	MUSI 1306	901187624
Gratz, Melissa	ARTS 1301	901188560
Osborne, James R.	SPCH 1311	900127068
Sanders, Alicia	BIOL 1406/1407	900462132
Saunders, Kimberly	ENGL 1301/1302	900974449
Schneebeil, Aundrea	PSYC 2301	901234239
Stevenson, Lisa	EDUC 1300	901188067
Womack, Thomas	HIST 1301/1302	901120554

### **Description of Student Learning Outcomes Assessment Process**

St. Philip's College uses consistent structure and set of institutional processes to identify, assess, and improve expected outcomes for educational programs. It **identifies Institutional Student Learning Outcomes (ISLOs)** through adoption of competencies defined by the Texas Higher Education Coordinating Board (THECB). Through academic year 2012-2013, St. Philip's College adopted intellectual competencies: Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy as the College ISLOs. Definitions for these ISLOs were derived from Texas Higher Education Coordinating Board (THECB) descriptors with the exception of Critical Thinking which was derived from the Quality Enhancement Plan.

In August 2013, St. Philip's College adopted new Institutional Student Learning Outcomes based on competencies newly established by Texas Higher Education Coordinating Board (THECB), now called Core Objectives: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility. Definitions are derived from Texas Higher Education Coordinating Board (THECB) descriptors. The Core Objectives are aligned with core course instruction and, through degree program plans, are embedded in all educational programs.

St. Philip's College uses a variety of instruments to assess progress toward and attainment of **Institutional Student Learning Outcomes**. The following list illustrates instruments used to assess

outcomes. Administration cycles show the level of maturity for each instrument. Instruments are administered according to the assessment cycle associated with each instrument and data are collected as provided below.

- Educational Testing Service Proficiency Profile, 2008 to 2016 (ongoing)
- QEP Personal Responsibility rubric assessment, 2014 to 2016 (ongoing)
- Texas Higher Education Coordinating Board (THECB) Core Objectives rubric assessment, Cycle I, 2013-2014; Cycle II, 2014-2015 (ongoing) Core Objectives rubric assessment, Cycle I, 2015-2016;
- Community College Survey of Student Engagement, 2007, 2009, 2011, 2013, 2015 (alternating spring semesters, ongoing)
- Noel-Levitz Student Satisfaction Inventory, 2010, 2012, 2014, 2016 (alternating spring semesters, ongoing)

Sampling is used to administer both direct and indirect college-wide assessments. It uses standardized sampling procedures that can be replicated to yield representative results during each assessment cycle. Consequently, a number of factors are considered when selecting sampling methods. These include size of the population and the use of stratification approaches to ensure all programs are represented. St. Philip's College utilizes random sampling with all four assessment instruments: Educational Testing Service Proficiency Profile Exam, Texas Higher Education Coordinating Board Core Objectives rubric assessment, Community College Survey for Student Engagement and Noel-Levitz Inventory.

The Student Learning Outcomes Assessment Report monitors compliance with the assessment process and documents improvement based on results.

St. Philip's College **improves Program Student Learning Outcomes** by ensuring that academic programs use results to inform curricular decisions and to continually update programs to ensure continued alignment, relevance and performance excellence. The Program Student Learning Outcomes Reflective Report requires that program coordinators:

1. Clearly define program outcomes.
2. Describe how program is assessed.
3. Determine success at achieving program outcomes, including the analysis approach for evaluating results.
4. Describe how information and/or data are used to improve programs by providing specific examples.

St. Philip's College **improves Institutional Student Learning Outcomes** through annual evaluations of the assessment process. Faculty are asked to comment on successes and areas that need improvement. Resulting recommendations are presented to administration for consideration and action as appropriate.

## **Appendix D**

St. Philip's College Scorecard 2016-2017



**Mission:** Empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership.

**Vision:** Best in the nation in Student Success and Performance Excellence.

**Values:** Students First – Respect For All – Can Do Spirit - Community Engaged – Data Informed - Collaboration

	CORE COMPETENCIES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARK	RESULTS			TARGET
					Fall 13	Fall 14	Fall 15	Fall 16
Student Success	Quality Instruction for Educational Programs	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> <li>SLO Assessment Results (QEP and ETS)</li> <li>Early Alert/Follow-Up Reports</li> <li>Tutoring</li> <li>Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21</li> <li>Noel Levitz 1-16</li> </ul>	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	80.5%	80.7%	80.9%	82.0%
		Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> <li>On-Site Wait Times</li> <li>Noel Levitz 1-16, 43,32,15,65</li> <li>CCSSE 4O, 4E, 4P, 9B</li> <li>Tutoring/Advising</li> <li>Class Climate</li> </ul>	State & VLCC Best – Lonestar Univ. Park = 68.3% VLCC Average = 60.9% Statewide = 56.5% AC developmental education 50.8%	49.9%	49.5%	58.6%	53.9%
		Graduation Rate FTIC 4-year	<ul style="list-style-type: none"> <li>Enrollment</li> <li>Productive Grade Rate (PGR)</li> <li>Early Alert Follow-Up Reports</li> <li>Tutoring/Advising</li> <li>Weekly Degree Audits (45+ Hrs)</li> </ul>	VLCC Best (NVC) = 27.6% VLCC Average = 17.9% State Average = 19.0% State best (Western Texas) = 34.9% AC developmental education = 9.1%	Fall 09 Cohort 11.3%	Fall 10 Cohort 10.4%	Fall 11 Cohort 17.8%	Fall 12 Cohort 15.9%
Performance Excellence	Student Engagement	Ethical Decision Making (EDM)	<ul style="list-style-type: none"> <li>Rubric Assessment Ethical Decision Making/Personal Responsibility</li> <li>Student Engagement and Satisfaction (CCSSE, Noel Levitz)</li> <li>Compliance report</li> <li>Focus Report</li> </ul>	CCSSE every odd year (spring) Target 50.0% NL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	13/14	14/15	15/16	16/17
					Not Assessed	CCSSE ACL 51.3 SE 49.5 AC 49.0 SFI 50.8 SFL 53.7	Not Assessed	CCSSE ACL 50.0 SE 50.0 AC 50.0 SFI 50.0 SFL 50.0
					Summary Score NL 5.62	Not assessed	Summary Score NL 5.90	Next assessment Spring 2018
					EDM not assessed by THECB	EDM planning year	EDM 73%	EDM 75%
Leadership	Community Engagement	Alumni Constituent Survey (ACS)	Alumni (EDM) SPC Constituent Survey Spring 2015 Average = 84.5%	Not assessed	Not assessed	84.5%	86.5%	
	All Competencies	SACS-COC Reaffirmation	<ul style="list-style-type: none"> <li>Submission of Autonomy Report and Response Report</li> <li>BOT Review/Recommendations Dec.2016</li> <li>Action Plans Sustainability Plans for Submission of the 5th year Report in 2021</li> </ul>	Best in the region (SACS-COC); Compliance in all 94 standards (core, comprehensive and federal)	Preparation for Fall 205 Submission	Preparation for Fall 205 Submission	Compliance in 92 standards	Compliance in all 94 standards; including 10 Autonomy standards and Response Report standards
Reaffirmation								





## **Appendix E**

Supporting Documentation for Four Year Plan for Associate Degree Pathway Students



## Four-Year Plan for Associate Degree Pathway Students

Student \_\_\_\_\_ Student ID# \_\_\_\_\_ Endorsement: \_\_\_\_\_

Last Name

First Name

MI

Foundation + Endorsement	Grade 9		Grade 10		Grade 11		Grade 12	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>Required courses for Distinguished Achievement</b> <b>ENGLISH</b> <input type="checkbox"/> English 1 (1) <input type="checkbox"/> English 2 (1) <input type="checkbox"/> English 3 (1) <input type="checkbox"/> Advanced English (1)	English 1 (.5)	English 1 (.5)	English 2 (.5)	English 2 (.5)	ENG 1301 – Composition I (3 hours)	ENG 1302 – Composition II (3 hours)	ENG 2322 – British Literature I (3 hours)	ENG 2323 – British Literature II (3 hours)
<b>SOCIAL STUDIES</b> <input type="checkbox"/> W Hist. OR W Geo. (1) <input type="checkbox"/> US History (1) <input type="checkbox"/> Govt. (.5) <input type="checkbox"/> Eco. (.5)	<i>World Geography</i> (.5)	<i>World Geography</i> (.5)	<i>World History</i> (.5)	<i>World History</i> (.5)	HIST 1301 – US History I (3 hours)	HIST 1302 – US History II (3 hours)	GOVT 2305 – Federal Government (3 hours)	ECON 2301 – Principles of Macroeconomics (3 hours)
<b>SCIENCE</b> <input type="checkbox"/> Biology (1) <input type="checkbox"/> Chemistry (1) <input type="checkbox"/> Advanced Science (1) <input type="checkbox"/> Advanced Science (1)	Biology (.5)	Biology (.5)	Chemistry (.5)	Chemistry (.5)	Physics (.5) OR BIOL 1406 – Biology for Science Majors I (4 hours)	Physics (.5) OR BIOL 1407 – Biology for Science Majors II (4 hours)	BIOL 1406 – Biology for Science Majors I (4 hours) OR CHEM 1405 – Chemistry I (4 hours)	BIOL 1407 – Biology for Science Majors II (4 hours) I OR CHEM 1407 – Chemistry I (4 hours)
<b>MATH</b> <input type="checkbox"/> Algebra 1 (1) <input type="checkbox"/> Geometry (1) <input type="checkbox"/> Algebra 2 (1) <input type="checkbox"/> Advanced Math (1)	Algebra 1 (.5) OR Geometry (.5)	Algebra 1 (.5) OR Geometry (.5)	Geometry (.5) OR Algebra 2 (.5)	Geometry (.5) OR Algebra 2 (.5)	Algebra 2 (.5) OR MATH 1314 – College Alg. (3 hours)	Algebra 2 (.5) OR MATH 1314 – College Alg. (3 hours)	MATH 1314 – College Algebra (3 hours) OR MATH 1414 – Pre-Cal Track (4 hours)	MATH 1314 – College Algebra OR MATH 1414 – Pre-Cal Track
<b>WORLD LANGUAGES</b> <input type="checkbox"/> LOTE 1 (1) <input type="checkbox"/> LOTE 2 (1)	Spanish 1 (.5) OR French 1 (.5)	Spanish 1 (.5) OR French 1 (.5)	Spanish 2 (.5) OR French 2 (.5)	Spanish 2 (.5) OR French 2 (.5)				
<b>FINE ARTS</b> <input type="checkbox"/> Fine Arts (1)	<b>MUSI 1306</b> (3 hours)							
<b>PHYSICAL EDUCATION</b> <input type="checkbox"/> PE (1)	PE/Athletics (.5)	PE/Athletics (.5)						
<b>ELECTIVES</b> <input type="checkbox"/> *Electives (7)	AVID (.5)	AVID (.5)	AVID (.5)	AVID (.5)	AVID (.5)	AVID (.5)	AVID (.5)	AVID (.5)
<b>TOTAL: 26 Credits</b>		<b>SPCH 1311 – Intro to Speech</b> (3 hours)	<b>EDUC 1300 – Method of Acad/Personal Success</b> (3 hrs)	<b>ARTS 1301 – Art Appreciation</b> (3 hours)	<b>SOCI 1301 – Intro to Sociology</b> (3 hours)	<b>PSYC 2301 – General Psychology</b> (3 hours)	<b>SPCH 1315 – Public Speaking</b> (3 hours)	<b>GOVT 2306 – Texas Government</b> (3 hours)
	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)	Elective (.5)		<b>DRAM 1310 –</b> (3 hours)





ALAMO COLLEGES  

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ST. PHILIP'S COLLEGE

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