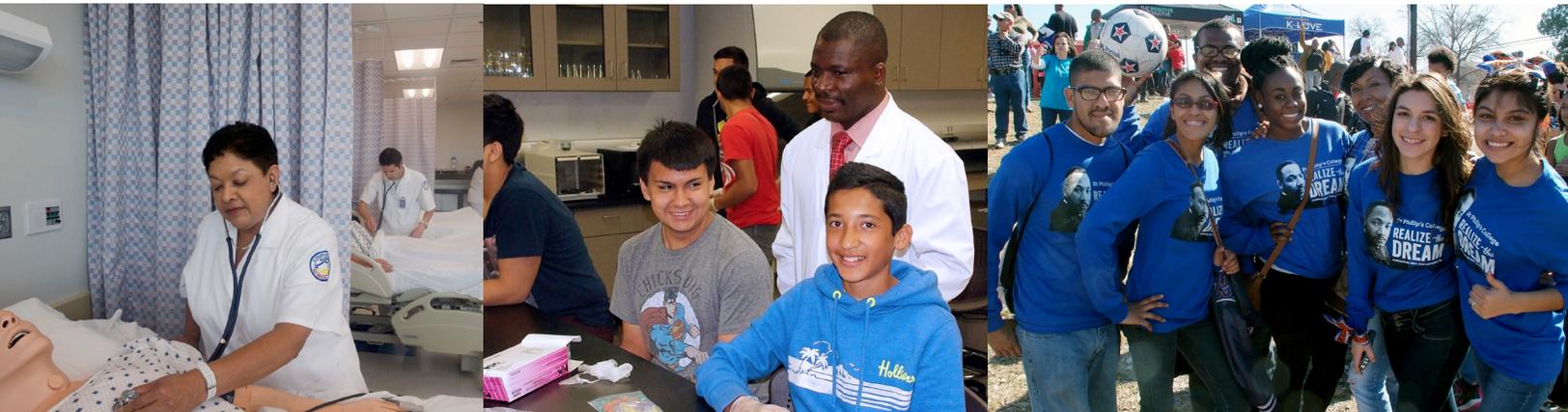# ALAMO COLLEGES
ST. PHILIP'S COLLEGE

SACSCOC REAFFIRMATION FOCUSED REPORT

Submission Information

Institution Name:

St. Philip's College

Institution Address:

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San Antonio, TX 78203**

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Planning, Research and Effectiveness**

Parent Accreditation Report

Institutional Summary

August 7, 2015

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

Dear SACSCOC Review Committee:

In response to the SACSCOC Preliminary Report of the Reaffirmation Committee, please find the attached Focused Report of St. Philip's College (SPC). The Focused Report submitted to the On-Site Reaffirmation Committee further gives St. Philip's College a second opportunity to present a convincing argument for compliance. As with our initial Certification Compliance Report submitted in Spring 2015, this process also required participation of key administrators, faculty, staff, as well as the attention of everyone on campus to ensure an accurate presentation of our practices, policies, and outcomes to our On-Site peer reviewers.

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

Our SACSCOC Focused Report demonstrates both our commitment to our mission and our achievements in accomplishing that mission.

Thank you for reviewing our Focused Report. It signifies our dedication and obligation of St. Philip's College to offer its students a sound education.

Sincerely,

Adena Williams Loston, Ph.D.
President

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Standard 3.1.1 Mission

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

Non-Compliance

St. Philip's mission statement is current, last approved December 16, 2014, by the Board of Trustees. Also, the mission statement is widely disseminated via multiple methods, including at the College's bi-annual All College Meeting, in the Student Handbook and the Faculty Handbook, and on the College's Web site.

Additionally, the College's narrative notes that its mission statement is the foundational aspect of its strategic planning processes, and it is used to guide the College's operations. Unit plans are developed based upon institutional priorities that are related to the mission. This is documented in the Detailed Assessment Report. Subsequently, institution-wide budget requests are funded based upon the request's impact on the strategic plan (to include the College's mission). A sample of a Performance-Based Resource Allocation Request Form and the 2013-2014 Institutional List of Non-Capital Requests provide evidence of the integration of the budget process into the institutional effectiveness process. At the institutional-level, cabinet members monitor both leading and lagging indicators on an ongoing basis and make mid-course corrections, as applicable. This includes information from the College's Scorecard. The Scorecard includes information on four key strategic goals of the College: student success, leadership, performance excellence, and reaffirmation.

However, the mission statement is only marginally comprehensive and lacks the specificity necessary to effectively guide the strategic directions, decisions, and activities of the College. Additional details in the mission statement such as, information on St. Philip's unique characteristics, its major educational components, and its primary constituencies, might better communicate the essence of St. Philip's to its internal and external stakeholders.

St. Philip's narrative notes that the mission statement is reviewed at the College's annual two-day Good-to-Great Strategic Planning Session. Documented evidence provided included the agendas for years 2012 and 2014.

The On-Site Committee may wish to review the comprehensiveness of St. Philip's College's mission statement.

3.1.1 Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.1.1 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee indicated, "The mission statement is only marginally comprehensive and lacks the specificity necessary to effectively guide the strategic directions, decisions and activities of the College. Additional details in the mission statement, such as information on St. Philip's unique characteristics, its major educational components and its primary constituencies, might better communicate the essence of St. Philip's to its internal and external stakeholders." The following focused report details the steps and actions taken to bring standard 3.1.1 to compliance.

St. Philip's College is in compliance with Comprehensive Standard 3.1.1 and has a current and comprehensive mission statement.

St. Philip's College has revised its Mission, Values and Values to the following:

St. Philip's College Mission

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision–making, career readiness and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The College fulfills its mission by offering:

1. General courses in arts and sciences leading to an associate degree.

2. Transfer education for students desiring to attend senior institutions.

3. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.

4. Applied science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.

5. Workforce and career development training programs for business, industry and government.

6. Continuing education programs for occupational and educational enrichment or certification.

7. Counseling and guidance designed to assist students in achieving their educational and professional goals.

8. Educational support services including library services, tutoring, open use computer labs and writing center.

9. Services and appropriate accommodations for special populations, to include adult literacy and distance education.

10. Quality social, cultural and intellectual enrichment experiences for the community.

11. Opportunities for participation in community service and economic development projects.

St. Philip's College Vision: St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

St. Philip's College Core Competencies: Quality Instruction, Support for Learners, Business and Industry Responsiveness and Community Engagement.

St. Philip's College Values: Students First, Respect for All, Collaboration, Community Engaged, Can-Do Spirit and Data Informed.

St. Philip's College Institutional Priorities: 1) Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation, 2) Ethical Decision-Making and 3) Improve Graduation, Persistence and Productive Grade Rate.

The mission of St. Philip's College is current, as it was last approved by the Policy and Long-Range Planning Committee of the Board of Trustees on July 21, 2015 and then by the Board of Trustees on July 28, 2015.

The mission is now more comprehensive and aims to guide the operations of the College and to meet State law mission component and comprehensiveness guidelines identified in Texas Education Code, Sections 51.354 and 130.003 and Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.93, which the College has adopted.

St. Philip's College's mission, first, highlights the unique and diverse culture and characteristics of the College. Describing itself in its mission as a "Historically Black College and Hispanic Serving Institution," the College aims to "empower [its] diverse student population" and "respond[] to the needs of a population rich in ethnic, cultural and socio-economic diversity." This statement embodies its role in higher education as a community college, particularly with a significant population and constituency of non-traditional students and a large number of technical programs.

Second, the mission captures the College's academic and community role as it aims to "empower...through personal educational growth, ethical decision-making, career readiness and community leadership," and for its students, administration, faculty and staff, the College aims to "create[] an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access." The mission further describes the College's

major educational components evidenced in its offerings of a [variety of courses and programs](#) that lead to degrees and certificates, transfer options, career training or continuing education and enrichment experiences. The mission is complemented by the College [Vision](#) to become "the best in the nation in Student Success and Performance Excellence" and the College [Value](#) of "Students First."

Third, the mission describes the College's [support role](#) to its students, providing "counseling and guidance," "educational support services including library services, tutoring, open use computer labs and writing center," and "services and appropriate accommodations for special populations, to include adult literacy and distance education."

Finally, the mission incorporates the College's larger public service role in the community through its focus on "empowering...through...community leadership" and its "opportunities for participation in community service and economic development projects." This portion of the mission is complemented by the College [Value](#) of "Community Engaged."

The specificity described above serves to effectively and comprehensively guide the strategic directions, decisions and activities of the College.

The comprehensiveness of the mission of St. Philip's College is further evident as the mission is periodically reviewed by a broad range of campus and community members annually. At the College's annual [Good to Great Strategic Planning](#) session, the mission is reviewed for applicability and alignment to existing and new goals and objectives. Good to Great is an annual two-day retreat held in May, which serves as the foundation for the College's annual strategic planning efforts and is the cornerstone for all matters of institutional effectiveness. In addition to administrators, faculty and staff, the event includes other stakeholders, such as elected students, officials, business representatives and various community leaders. Results of the Good to Great event are integrated into the St. Philip's College Strategic Plan to ensure alignment with the College Mission and Vision. In addition to reviewing the institution's strengths, weaknesses, opportunities and threats (SWOT) analysis, Context Map and College Scorecard, the mission is always reviewed and at times revised, as was the case during the [2015 Good to Great session](#).

During the 2015 Good to Great session, suggestions for revamping the College mission were discussed. All of these ideas were collected by the College Administration and [vetted, consolidated and narrowed](#) by the [College Cabinet](#) in preparation for the Presidents and Vice Chancellors meeting on [June 1, 2015](#), where the mission statement was approved to be presented to the Board of Trustees. The mission statement and this approval by the Presidents and Vice Chancellors was discussed by the [College Leadership Team](#) during the [June 2015 monthly meeting](#). The meeting included members of the Cabinet, the President of the Faculty Senate, the President of the Staff Council, the President of the Student Government Association and several other key staff members. The College Leadership Team reviewed and discussed the

final draft of the new College mission, which was presented to the Board of Trustees and approved on July 28, 2015.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.1.1 by having a current and comprehensive mission statement.

Standard 3.2.13 Institution-Related Entities

3.2.13   For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-Related Entities)**

Non-Compliance

The Alamo Community College District Foundation, Inc. is a separately incorporated 501(c) (3) organization, which provides fundraising and mission-related support to the colleges of the Alamo Community College District. The mission of the Foundation, and its relationship with the institution, is clearly defined in the Memorandum of Understanding dated March 3, 2014.

The institution provided a copy of the Foundation Bylaws, along with a Memorandum of Understanding, between the Foundation and the institution. Thus, the legal authority and operating control of the institution is clearly defined with respect to the Foundation; the relationship of the Foundation to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; however, the institution failed to demonstrated that the Chief Executive Officer has ultimate control over the institution's fund-raising activities.

Additionally, the Foundation Bylaws included as support for this standard bears no signatures or date. The institution should provide properly executed, official documentation to support compliance with this standard.

3.2.13 Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.2.13 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee stated that the institution failed to demonstrate that the Chief Executive Officer (CEO) has ultimate control over the institution's fundraising activities. Provided below is evidence and documentation of ultimate control exercised by the Chief Executive Office with two distinct and supportive examples: the President of the College/Chief Executive Officer (CEO) job description and the St. Philip's College Annual Scholarship Golf Tournament.

The President of St. Philip's College, as "Chief Executive Officer of the College", operates under a job description with the following responsibility: Develop and lead fundraising initiatives of the college and maintain liaison with the Alamo Community College District (ACCD) Development Office and the college-specific fundraising activities. This job description duty demonstrates that the President controls and is ultimately responsible for all fundraising activities at St. Philip's College.

In addition to the job description provided, documentation of the St. Philip's College Annual Scholarship Golf Tournament is attached as evidence to substantiate the President's involvement in leading all fundraising activities at the College. The purpose of the Annual Scholarship Golf Tournament is to raise scholarship funds for St. Philip's College students. For more detailed information, refer to the 2014 Golf Fundraiser Report and the 2013 Golf Fundraiser Report.

Additionally, the Off-Site Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) team cited that the Foundation Bylaws provided as documentation and evidence bears no signature or date. The team suggested that the institution provide properly-executed, official documentation to support compliance with this standard. To prove compliance, St. Philip's College is providing the signed Bylaws of the Alamo Colleges Foundation, Inc., which serves as properly executed, official documentation.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.2.13. The St. Philip's College Chief Executive Office exercises ultimate control over fundraising activities at the College, as evidenced by the President's job description and role in fundraising activities such as the Annual Scholarship Golf Tournament.

Standard 3.3.1 Institutional effectiveness- educational programs

SACSCOC Feedback

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas **(Institutional Effectiveness):**

*3.3.1.1 educational programs, to include student learning outcomes

Non-Compliance

St. Philip's College defines educational programs as "plans of study that lead to an Associate Degree or Certificate." Three academic divisions oversee the 172 programs at the College. The three divisions are Arts & Sciences, Applied Science & Technology, and Health Sciences. Additionally, the College identifies three distinct levels of outcomes for its educational programs: program outcomes (POs), institutional student learning outcomes (ISLOs), and program student learning outcomes (PSLOs). The College's strategic plan, its Student Achievement Goals, and Key Performance Indicators from the State as well as discipline-specific best practices guide the determination of the POs, ISLOs, and PSLOs. The College uses WeaveOnline as its primary repository for assessment information.

Program Outcomes: Expected program outcomes are based upon key indicators selected by the institution. These include graduation, productive grade, course completion, persistence, high-risk course, class size, degrees and certificates, job placement, licensure pass, and transfer rates. St. Philip's College's documentation provided some evidence of appropriate expected program outcomes that directly relate to the College's definition (e.g., The Construction program will meet the Perkins 85% placement rate). However, the majority of the institutions expected program outcome statements are not directly related to the College's definition of a program outcome. For example, many expected program outcome statements refer to hiring new faculty and building/ renovating facilities, etc. These are laudable initiatives, and they may help facilitate the achievement of an expected program outcome. However, they are not directly related to the College's definition of a program outcome.

Additionally, the College notes that State Benchmark Reports and Key Performance Indicator Reports provide data relative to these indicators. However, the Benchmark Reports, and Key Performance Indicator Reports provide aggregate data for Alamo Colleges. These documents do not include program outcome information that is specific to St. Philip's College nor the College's individual academic programs. Without St. Philip's College data that is program-specific, the College will be challenged in measuring and assessing the achievement of expected POs at the program level.

Moreover, the college defines educational programs as "plans of study that lead to an Associate Degree or Certificate." However, very few certificate programs were noted in the Program Outcomes document presented by St. Philip's: AS&T AEMT Electrical Trades, AS&T BIS Administrative Computer Technology, Certificate-Construction Technology. Information regarding how the sampling was conducted or how it was representative of St. Philip's programs was not provided.

Also, preponderance of the expected program outcomes noted in the Program Outcomes document are not stated in measurable terms. For example, the AEMT Advanced Manufacturing Technology unit lists a program outcome of "Develop students who are employment ready." The AS&T BIS Information Technology unit lists a program outcome of "Improve student success of IT majors."

St. Philip's College's narrative notes that it assesses the extent to which outcomes are achieved annually using a variety of instruments and methods. And, the documents Educational Program Outcomes Report and High Risk Course Summary Report provide data that programs may use in their analysis. However, the document Program Outcomes with Associated Measures and Targets presented in support of PO assessment, did not list outcome assessments. Additionally, the document For Targets not Met, Action Plans are Developed included minimal samples. Therefore, the extent to which program outcomes are achieved could not be evaluated.

With regard to the documentation of improvements, St. Philip's College notes in its narrative that it "systematically improves Program Outcomes through the Operational Unit Assessment Planning process." This was evidence in the document Environmental Scanning, Analysis of Strengths and Weaknesses and Assessment of Program Outcomes. However, a minimal sample was included in the document. No information on how the sample was a valid cross-section sample of institutional programs was provided. The document Successes, Challenges and Improvements provided evidence that improvements are being made. However, a direct link between this document and the expected program outcomes set forth by the academic programs could not be established.

Program Student Learning Outcomes: With regard to program student learning outcomes, these are defined by the College as "skills, and behaviors expected of students at program completion." PSLOs are determined by discipline-specific faculty who take into account a variety of factors, to include regulatory agency requirements, employer expectations, and discipline-specific best practices." PSLOs are documented in the DAR Degree Program SLOs 2013-2014 Report.

As with the POs, the preponderance of units do not state the PSLOs (or ISLOs) in measurable terms. For example, the AA-Associate of Arts unit lists a PSLO of "St. Philip's College students will develop, interpret and express ideas through effective written, oral and visual communication

for various academic and professional contexts." The AAS Hospitality Management unit lists a PSLO of "AAS-Hospitality Management student will demonstrate critical thinking skills." The AAS-invasive Cardiovascular Technology unit lists a PSLO of "Students will determine appropriate setup of the sterile field and equipment selection for the procedure. Students will be able to perform Cardiopulmonary Resuscitation."

With regard to PSLO assessment, the documents Target Achievement and For Targets not Met, Action Plans are Developed only contained minimal samples. Therefore, the extent to which student learning outcomes are achieved could not be evaluated.

The institution notes that improvements in PSLOs are documented in the Programs Student Learning Outcomes Reflective Report 2013-2014. However, the report is summative, and does not necessarily correlate with the program outcomes listed in the DAR Degree Program SLOs 2013-2014 Report. For example, the AA-Associate of Arts PSLO of "St. Philip's College students will develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts" is not contained in the Reflective Report; neither was the AAS-invasive Cardiovascular Technology PSLO of "Students will determine appropriate setup of the sterile field and equipment selection for the procedure. Students will be able to perform Cardiopulmonary Resuscitation." It should be noted that the AAS Hospitality Management unit lists a PSLO of "AAS-Hospitality Management student will demonstrate critical thinking skills" was included. Additionally, in this Reflective Report, an expected outcome of 80% was noted.

Institutional Student Learning Outcomes: ISLOs include reading, writing, speaking, listening, critical thinking, and computer literacy competencies. These were adopted by the College based on competencies defined by Texas Higher Education Coordinating Board (Core Curriculum: Assumptions and Defining Characteristics). Some ISLOs were noted in the DAR Degree Program SLOs 2013-2014 Report. However, St. Philip's indicates that, overall, ISLOs are assessed through the assessment of a variety of reports, to include Proficiency Profile, QEP Critical Thinking Rubric Assessment, Texas Higher Education Coordinating Board Core Objectives rubric assessment, Community College Survey of Student Engagement, Noel-Levitz Student Satisfaction Inventory, and Program Specific Accreditation.

With regard to ISLO assessment, St. Philip's College uses a variety of instruments to assess attainment. This includes Proficiency Profile, QEP Critical Thinking Rubric Assessment, Texas Higher Education Coordinating Board Core Objectives rubric assessment, Community College Survey of Student Engagement, Noel-Levitz Student Satisfaction Inventory, and Program Specific Accreditation. Sampling is used with the administration of many of these surveys/instruments, and the processes used to ensure a cross-sectional valid sample was provided in the narrative. The Proficiency Profile assessment document as well as the document Texas Higher Education Coordinating Board Core Objectives Rubric Assessment provided evidence of the

overall attainment of ISLOs. Other documents, such as CCSSE, Noel Levitz, and programmatic accreditation do not directly measure ISLO attainment.

With regard to continuous improvements in institutional student learning outcomes, the ISLO Assessment Results document continuous improvements.

It should be noted that St. Philip's College's Institutional Summary Form lists four off-campus teaching sites approved by SACSCOC at the 50% or more level, and the College offers numerous associate and certificate degree programs via distance learning. However, the College's narrative for 3.3.1.1 did not address the comparability of distance education programs to St. Philip's College's campus-based programs or the outcomes of courses/programs offered at off-campus locations.

Therefore, the On-Site Committee may wish to review expected program outcomes as they relate to each of St. Philip's College's associate and certificate degree programs, and review the measurability of program outcomes, to include student learning outcomes. Also, the On-Site Committee may wish to review a valid cross-section of degree programs with regard to 1) the extent to which program and student learning outcomes are achieved, and 2) evidence of improvements based on the analysis of the results.

3.3.1.1 Focused Report Response

St. Philip's College was found in non-compliance with Comprehensive Standard 3.3.1.1 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. This focused report addresses the Off-Site Reaffirmation Committee Report regarding non-compliant aspects of educational program assessment (Standard 3.3.1.1) and explains and offers clearer evidence of how St. Philip's College complies with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements for identifying expected educational program outcomes, assessing the extent to which our educational programs achieve these outcomes and provides evidence of improvement based on our analysis of the results of educational programs assessment.

The individual parts of the College's complex Educational Program Assessment flow through numerous, established assessment processes through which faculty and administration engage with resulting data, reflect on levels of achievement and identify new educational program goals in the interest of continuous improvement. The College's standardization of all these parts and the regular, cyclical processes of program assessment establish a strong pattern of effective program assessment that is, indeed, the cornerstone of the College's institutional effectiveness. These robust processes have enabled the College to adapt to and comply with evolving program evaluation requirements such as the Texas Higher Education Coordinating Board's directive in recent years to assess student learning outcomes in the Core Curriculum. The College will likewise adapt Program Assessment to inevitable changes to requirements in coming years. A diagram of *the St. Philip's College Educational Program Assessment Cycle's* parts and processes is attached here (Educational Assessment Program Cycle Pictograph). In addition to the data and reports linked in this narrative, three grants illustrate how the Cyber First Responders (see annual reports for Year 1, Year 2 and Year 3), Career and Technical Education and Associate Degree Nursing Education programs have performed curriculum-based assessment, and as a result, experienced transformational improvement.

Sampling Issues and Data Sources

Many of the concerns of the Off-Site Reaffirmation Committee pertained to lack of sampling rationale in the College's Compliance Report. Therefore, in the data and reporting linked to this focused report, the College has not employed any sampling and instead provides full data. The full Detailed Assessment Reports (DARs) for each cycle, 2014-2015 and 2013-2014, are organized into 40 educational programs. A chart diagramming how the College's programs report as 40 program entities is attached here (List of Programs and Degrees by Department and Division). The Associate of Arts, Associate of Science and Associate of Arts in Teacher Certification are reported as programs without disciplinary concentrations. The programs that offer the Associate of Applied Science degree and certificates are reported by discipline and reflect all levels of certificates and degrees offered.

The three grants described above are not intended to be representative samples of data; instead they are meant to illustrate how curriculum-based assessment has impacted three areas as they experienced major challenges in meeting the high expectations of St. Philip's College, the Alamo Colleges and accrediting agencies.

Finally, the Compliance Report linked to reports that are not used in the College's educational program assessment. The correct, relevant reports are linked in this focused report in each of the specific responses below.

WEAVEonline

St. Philip's College has been using WEAVEOnline since 2003 for capturing, sharing and reporting educational program assessment data at the Institutional Effectiveness level. Faculty, Program Coordinators and Chairs began using WEAVEOnline in 2012. Prior to using WEAVEOnline, faculty, Program Coordinators and Chairs used Microsoft Word and Excel to create reports that were shared via email or physically handed out. WEAVEOnline was believed to be a more comprehensive tool for more efficiently navigating and sharing data as well as reporting the results of both program and institutional effectiveness. However, WEAVEOnline structure and nomenclature has been problematic for Program Coordinators and Chairs who enter programmatic information into the application. The lack of clarity in the WEAVEOnline categories, particularly in the "Objective" box, for example, led to data entry errors identified by the Off-Site Review Committee as non-compliant aspects of program assessment ([WEAVEonline Data Entry Errors](#)). To immediately address these issues, an Educational Program Assessment Workshop was conducted on May 15, 2015, for Educational Program Coordinators and Chairs to clarify and differentiate direct, discipline-specific Program Student Learning Outcomes from Program Outcomes based on institutional data (Faculty Workshop [Attendee List,](#) [Agenda,](#) [Notice](#), [Tips for a Successful Experience](#)). Faculty and professional staff with experience in program evaluation, faculty training and technical communication worked with Program Coordinators and Chairs to clarify measurable program student learning outcomes, program outcomes and action plans as well as other assessment issues that arose.

Second, the College has also moved information into correct WEAVEOnline categories so that resulting reports are more accurate and more clearly in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards. The College will explore what changes can be made to WEAVEOnline and our use of it as well as different and possibly better options to capture, share and report program effectiveness. The resulting reports generated from WEAVEOnline and linked within this response now reflect the educational programs' compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Educational Program Assessment Leadership

St. Philip's College recognizes that its complex Educational Program Assessment process, while comprehensive, can be challenging to navigate. Therefore, the College leadership team has identified experienced faculty and professional staff with expertise in program evaluation, faculty training and communication to coordinate the College's Educational Program Assessment and strengthen the College's capacity for rigorous and meaningful program assessment. Priorities include but are not limited to continued refinement of the measurability of program student learning outcomes, remediating technological problems to include identifying and implementing improvements in tools and technologies for capturing and sharing program assessment data, helping personnel navigate through program assessment processes as well as streamlining documentation and reporting processes.

Off-Site Committee Report: Specific Concerns

The following sections of this focused report address all sections of the Off-Site Reaffirmation Committee's Report that specified concerns.

Cited in Off-Site Committee Report under Program Outcomes, Paragraph 1

In WEAVEOnline, the box labeled "Objective" is undefined; as a result, Program Coordinators entered parts of their Action Plans into that box erroneously. Action Plans are part of the evidence of the ways that programs seek improvements to their programs based on both Program Outcomes and Program Student Learning Outcomes data. When data is complete for a cycle, all Assessment Findings that did not meet or only partially met the Targets should have an Action Plan developed in order to improve results in future cycles. Action Plans develop from comprehensive reflection of data collected and analyzed during an academic year and in the months just after it ends. Links to Action Plans are here ([Action Plans 2014-2015](#)). In the May 15, 2015, Educational Program Assessment Workshop, Program Coordinators and Chairs (with the assistance of Planning and Research Effectiveness staff and the Program Assessment Coordinator) began sorting data into the correct WEAVEOnline categories, and the resulting correct Detailed Assessment Reports (DARs) and Assessment Summary Charts are here (Detailed Assessment Reports for [2014-2015](#) and [2013-2014](#) and Assessment Summary Reports for [2014-2015](#) and [2013-2014](#)). The College's Program Assessment Coordinator is continuing this work. These comprehensive, non-sampled reports provide evidence that all educational programs are identifying, measuring and using the resulting data generated by Program Student Learning Outcomes and Program Outcomes to improve their programs.

Cited in Off-Site Committee Report under Program Outcomes, Paragraph 2

The incorrect reports were provided as evidence in the Compliance Report. Program-level data for Program Outcomes appear in the corrected Program Outcomes Reports linked here (Program

Outcomes Report for 2014-2015 and 2013-2014). These reports demonstrate that all educational programs measure Program Outcomes achievement to drive improvements in their programs.

Cited in Off-Site Committee Report under Program Outcomes, Paragraph 3

The Compliance Report provided inadequately sampled data for Certificates; full, non-sampled data is attached here (Detailed Assessment Reports for Certificate Programs Only 2014-2015 and 2013-2014). The Detailed Assessment Report for Certificate Programs demonstrates that all educational programs that award Certificates measure program outcomes and use the resulting data to improve their programs.

Cited in Off-Site Committee Report under Program Outcomes, Paragraph 4

St. Philip's College retrained Program Coordinators and Chairs on the measurability of and differences between Program Outcomes and Program Student Learning Outcomes in the Educational Program Assessment Workshop on May 15, 2015. During the workshop, measurable action verbs from Bloom's Taxonomy were reviewed as well as the importance of identifying the artifact or assignment through which the demonstration of the outcome can be measured. Program Outcomes continue to be aligned with the College's and District's Key Performance Indicators (KPIs). Faculty and professional staff with experience in program evaluation, faculty training and technical communication are continuing work with Program Coordinators and Chairs. Improved Program Outcome (PO) and Program Student Learning Outcome (PSLO) data is provided (Detailed Assessment Reports for 2014-2015 and 2013-2014 and Assessment Summary Reports for 2014-2015 and 2013-2014). The Detailed Assessment Report (DAR) and Assessment Summary Report provide evidence that all Program Coordinators and Chairs have differentiated the two types of measures and that the programs are in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Cited in Off-Site Committee Report under Program Outcomes, Paragraph 5

The Compliance Report provided insufficient evidence for its multiple instruments and variety of assessments within its Educational Program Assessment cycle. This evidence is provided in the Educational Assessment Program Cycle Pictograph. In addition, the evidence was inadequately sampled. St. Philip's College systematically uses many sources of data and analysis processes such as Instructional Unit Review and Operational Unit Planning as well as Institutional Student Learning Outcome (ISLO) assessment. The Operational Unit Assessment Plan is the comprehensive instrument and process by which all program assessment data is synthesized. Full, correct links to the Operational Unit Assessment Plan reports for the 40 educational programs are provided (WEAVEOnline Detailed Assessment Reports for 2014-2015 and 2013-2014). In addition, full, correct links to Instructional Unit Review (IUR) are provided for the 17 programs assessed this cycle (Instructional Unit Review 2014-2015). The use and structures of

these instruments provide evidence that educational programs employ a variety of measures to assess and improve effectiveness in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Cited in Off-Site Committee Report under Program Outcomes, Paragraph 6

The Compliance Report provided insufficient evidence of documentation of improvements to programs based on incorrect sampling. Full evidence of how the College documents improvements to programs is provided here (Reflective Report Improvement Section 2014-2015 and 2013-2014), as in the curriculum-based assessment conducted as part of the three grants described above. Refer to the Cyber First Responders Year 1, Year 2 and Year 3 annual reports as well as the Career and Technical Education and Associate Degree Nursing Education grant information. Both the full, non-sampled data in the Action Plans as well as the grant documentation provide evidence and illustration of actions taken to improve programs based on data that demonstrate compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Cited in Off-Site Committee Report under Program Student Learning Outcomes, Paragraph 2

Measurability of Program Student Learning Outcomes (PSLOs) was addressed with Program Coordinators and Chairs at the May 15, 2015 Program Assessment Workshop. Evidence of improved measurability in Program Student Learning Outcomes (PSLOs) is in the Educational Program Student Learning Outcomes Report (2014-2015 and 2013-2014). These reports provide evidence that educational programs have identified measurable program student learning outcomes in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Cited in Off-Site Committee Report under Program Student Learning Outcomes, Paragraph 3

The Compliance Report provided insufficient sampling for Program Student Learning Outcome (PSLO) assessment; full, non-sampled data is attached here (Educational Program Student Learning Outcomes (PSLOs) Reports for 2014-2015 and 2013-2014). These reports demonstrate the extent to which programs measure and meet targets for Program Student Learning Outcomes (PSLOs) and the actions that programs take when their goals are not met. These processes are in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Cited in Off-Site Committee Report under Program Student Learning Outcomes, Paragraph 4

The Compliance Report included a Program Student Learning Outcomes (PSLOs) Reflective Report generated by WEAVEOnline that was a product of many types of program student learning outcome and program outcome data in incorrect categories and that combined cumulative data which did not communicate a comprehensive view of program assessment. The Program Student Learning Outcomes (PSLOs) Reflective Report linked here (Reflective Report 2014-2015 and 2013-2014) more clearly demonstrates that Program Coordinators' and Chairs' use of WEAVEOnline categories has improved and, more comprehensively, how St. Philip's College complies with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Cited in Off-Site Committee Report under Institutional Student Learning Outcomes, Paragraph 2

St. Philip's College accepts and complies with the Off-Site Reaffirmation Committee's advice not to use the Community College Survey of Student Engagement (CCSSE), Noel Levitz and programmatic accreditation to measure students' Institutional Student Learning Outcome (ISLO) attainment.

Cited in Off-Site Committee Report under Institutional Student Learning Outcomes, Paragraph 4

St. Philip's College online courses and courses taught at off-site locations are evaluated within their disciplines rather than as separate programs unto themselves. Programs must evaluate the effectiveness of online and/or offsite delivery of their programs. 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. An example of the evaluation process and the assessment requirements is provided in the prospectus submitted to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for the new Brackenridge High School Early College High School, San Antonio Independent School District (Appendix C, 3/30/2015). These courses must meet all the same evaluation requirements as any other course. There are no differences in levels of expected outcomes.

Standardized testing is used to measure gains in student attainment of general education core competencies. The Educational Testing Service (ETS) Proficiency Profile exam is used to assess core competency skills in reading, writing and mathematics. Using a random sample of classes, the College administers the exam each fall term to two cohorts (face-to-face and online) from

different areas of study. Face-to-face students are tested on the proctored version of the exam and distance learners are tested on the online version of the exam. The College tracks level one and two of the exam as appropriate skill levels for first- and second-year college students. A comparison of onsite and offsite results is provided here ([Educational Testing Service Comparison Report Fall 2011, 2012, 2013](#)). The comparison report shows Fall 2011, 2012 and 2013 cohort comparisons for students taking face-to-face classes with students taking online classes. The Fall 2011 results indicate that online students outperformed face-to-face students in four of the six categories. However, in Fall 2012 and 2013, face-to-face students outperformed online students.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.3.1.1. Based on the observations of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Committee Report, St. Philip's College has retrained Program Coordinators and Chairs on the differences between and measurability of Program Student Learning Outcomes and Program Outcomes; furthermore, we have reorganized and improved our data entry and use of WEAVEOnline to capture program assessment findings. These improvements, which ultimately generated the evidence provided in this response, demonstrate that St. Philip's College complies with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.3.1.1.

Standard 3.4.5 Academic Policies

SACSCOC Feedback

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

Non-Compliance

The institution provided documentation to show that academic policies of the college were published and available for all interested parties. These policies are found in the college catalog, student handbook and website. The academic policies of the college include information regarding admission to the college, transfer credit policies, and student performance policies.

St. Philip's College requires that all syllabi be posted on the "Concourse", the electronic syllabus tool used by the Alamo Community College District.

The narrative provided by the institution states that academic policies are implemented, reviewed and approved by the Academic Success Council, Chair Academy and Curriculum Committee. However, no evidence was provided to show that process in action and how academic policies are developed. In addition, no documentation was provided showing how the college's academic policies adhere to educational practices, such as a comparison of policies to other colleges.

3.4.5 Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.4.5 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The institution is providing this focused report to address the areas of non-compliance cited by the committee. Our original narrative was evaluated as lacking supporting documentation for the way we create our academic policies and the way our college's academic policies adhere to educational practices. Likewise, we have found additional documentation to support both of these areas.

St. Philip's College is in partial compliance with Comprehensive Standard 3.4.5. In order to address any concerns with academic policies, an action plan has been developed and is currently being carried out. As part of this action plan, an Academic Policy Committee has been formed to evaluate and make recommendations to the Vice President of Academic Success on matters concerning academic policy to include (but not limited to): Attendance, Grades, Academic Standing and Probation, Veterans and Their Dependents, Eligibility for Participation in College-Sponsored Programs and Events and Honors. This committee will meet at least once monthly during the Fall and Spring semesters. Meeting agendas and minutes must be posted in an accessible online location. Committee members include one Department Chairperson to serve as the committee chair; four full-time faculty (one from Arts and Sciences, one from Interdisciplinary Programs, one from Health Sciences and one from Applied Sciences and Technology); one Faculty Senate senator; two Student Success members (preferably Staff Council, Veterans Affairs and/or Student Life); two students (preferably Student Government Association President and Phi Theta Kappa President or a presidential scholar); and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Liaison. Each member's term of service is two academic years. The Academic Policy Committee is charged with the following functions:

- Review any proposals to create, revise or delete academic policies (matters of academic programs and curriculum are retained within the St. Philip's College Curriculum Committee).

- Give regular reports at the Vice President of Academic Success Council meetings on matters related to academic policies being addressed or in the pipeline.

- May provide advice, as needed, on educational practice matters at St. Philip's College.

- Consult, as needed, with other schools, colleges, relevant committees and organizations on academic policy additions, revisions and/or deletions to ensure adherence to good educational practices.

- Make recommendations to the Vice President of Academic Success on any matters related to academic policies.

Creation of Academic Policies

St. Philip's College has college policy specifically related to policy development and supporting input from stakeholders, as cited in B.5.3 (Policy) Board Policies, which states under "policy development" that "*new policies and policy amendments and deletions may be initiated by the Chancellor, Board members, employees, students or community citizens, but generally shall be recommended for the Board's consideration by the Chancellor.*"

Development of Academic Policies

The public has the opportunity to comment on policy development or policy changes during the Citizens to Be Heard portion of the Alamo Colleges Board of Trustees meetings. All St. Philip's College faculty and staff are able to participate. In addition, these discussions can be accessed via Board meeting videos, including live streaming, and in the meeting minutes available on the Board website. Board agendas and minutes are also sent to all employees via email. In addition, at times committees, to include faculty, participate in developing academic policies. For example, a committee was utilized to address our policy on Academic Honesty and can be seen in the attached email and draft of the Academic Honesty policy.

Also, as provided in our original narrative, St. Philip's College has several venues to discuss policy-related items: Academic Success Council, Chair Academy and the Curriculum Committee. Examples of meeting minutes from these committees, where such discussions can take place, are attached from the Curriculum Committee, Chair Academy and Academic Success Council. As such, staff, faculty and administrators are able to collaborate on items specifically impacting our college to make recommendations and/or decisions.

Adhering to Educational Practices

The academic policies of St. Philip's College have been developed with laws and regulations from the Texas Legislature, the Texas Higher Education Coordinating Board (THECB) and the Southern Association of College and Schools Commission on Colleges (SACSCOC). In addition, we consider best practices as cited in the Texas Higher Education Coordinating Board (THECB) Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically as well as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Best Practices for Electronically Offered Degree and Certificate Programs and Developing Policy and Procedure Documents Best Practices. We also emphasize best educational practices from the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association for College Admission Counseling to guide our policy decision.

Academic Policies in Action

Furthermore, St. Philip's College academic policies are carried out via a number of ways. These ways include policies and education practices related to attendance, grades, academic standing and probation, veterans and their dependents, eligibility in college sponsored programs and events and honors. An example of attendance practice is that faculty use a variety of tools to track attendance, such as the Canvas Attendance Tool or a Hard Copy Attendance Tool. Students not in compliance with the attendance policy may be dropped. An Add/Drop form is used to document the educational practice of withdrawing a student from a course if not in compliance with this academic policy. In addition, examples of how we address items related to our grading policy include the Grade Change Form and Incomplete Grade Form. Further examples of our educational practices include the Academic Probation and Academic Dismissal Forms and Field Trip Forms that help us determine a student's eligibility for college-sponsored events.

Summary

St. Philip's College is addressing the concerns of the Off-Site Reaffirmation Committee and is in partial compliance with Comprehensive Standard 3.4.5. As demonstrated by the attached documentation, St. Philip's College supports the appropriate input and participation of faculty in academic policy development and accurately portrays an institutional environment that promotes good educational practices and engagement of academic policies. In order to improve the development and review of academic policies, St. Philip's College has created an Academic Policy Committee charged with evaluating and making recommendations regarding all matters related to academic policy.

Standard 3.4.11 Academic Program Coordination

SACSCOC Feedback

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

Non-Compliance

St. Philip's College (SPC) provided job descriptions for an Academic Program Coordinator and Academic Program Director that outline duties, education and experience required for the positions. The director is required to hold a "Bachelor's degree in related field or combination of education, training and experience that equates to the required degree," while the coordinator is similar but the bachelor's does not indicate in the field. The coordinator position has a preferred education list as a "Master's degree in related field." The SPC Board Policy D.2.3 (Policy) Qualifications for Hire indicates "Every candidate for hire must satisfy the credential, qualification and other position requirements set forth in the job description." Based on the SPC's job descriptions the following do not meet the requirement and further evidence needs to be provided:

the Humanities Program Coordinator, the Associate of Science Program Director (3.4.11 chart indicates M in Music and the Faculty Roster states MS Mathematics), the Associate of Applied Science Air Conditioning & Heating and AAS Refrigeration Technology Program Director (no documentation on experience), and the Association of Applied Science Electrical Trade Program Director (no documentation on experience).

Examples of curriculum change requests were provided as evidence of the program coordination, curriculum development and review are assigned to the program coordinator or director.

St. Philip's College was found in non-compliance with Comprehensive Standard 3.4.11 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee found four program coordinators, who oversee a total of five programs, to have insufficient credentialing. These coordinators oversee Humanities, the Associate of Science (AS), Associate of Applied Science (AAS) in Air Conditioning and Heating, Associate of Applied Science (AAS) in Refrigeration Technology and Associate of Applied Science (AAS) in Electrical Trades. The Humanities and Associate of Science (AS) coordinators need clarification with regard to academic qualifications, while the Associate of Applied Science (AAS) coordinators need further documentation of work experience.

Humanities Program Coordinator

Mr. Nawrocik has a Master of Arts degree in History from the [University of Texas at San Antonio](#) and has taught at St. Philip's College since Fall 1998.   In Spring 2015, Mr. Nawrocik completed a second Master's Degree in Holocaust and Genocide Studies from [Gratz College](#).

[Webster's Dictionary](#) defines humanities as "the branches of learning (as philosophy, arts or languages) that investigate human constructs and concerns as opposed to natural processes (as in physics or chemistry) and social relations (as in anthropology or economics)." The [Stanford Humanities Center](#) describes humanities as: "The humanities can be described as the study of how people process and document the human experience. Since humans have been able, we have used philosophy, literature, religion, art, music, history and language to understand and record our world. These modes of expressions have become some of the subjects that traditionally fall under the humanities umbrella. Knowledge of these records of human experiences gives us the opportunity to feel a sense of connection to those who have come before us, as well as to our contemporaries."

Mr. Nawrocik has taught Humanities courses since his approval in 1999 by then [Interim President Dr. Homer Hayes](#) and has served as Program Coordinator/Director for History, Humanities, Government, Economics and Geography since 2011. Extensive [documentation](#) concerning analysis of his coursework, peer comparisons, letters of recommendation and student evaluation of his teaching are attached.

The College supports Mr. Nawrocik and ensures that all program coordinators and directors are academically qualified. The minimum requirements for an [Academic Program Coordinator](#) are:

1. Bachelor's degree or combination of education, training and experience that equates to the required degree and

2. Three years of directly-related experience.

The minimum requirements for an [Academic Program Director](#) are:

1. Bachelor's degree in a related field or a combination of education, training and experience that equates to the required degree,

2. Three years of related experience and

3. One year of supervisory experience.

The College believes that Mr. Nawrocik's coursework, detailed below, is in compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which allows faculty members who have graduate coursework in a related field (i.e., architecture, art history, religion, European history, world history or classical history) to teach humanities.

- HIS 4953 Russia before Peter the Great
- HIS 6423 Medieval History
- HIS 6813 History of US Religion
- HIS 5083 Readings in European History
- HIS 6423 Stalinism
- HIS 5083 Readings in European History
- HIS 5013 Modern European History

Associate of Science Program Coordinator

The degree originally listed for the Associate of Science Program Coordinator was a typographical error. Ms. Katz has a [Master's of Science](#) degree in Mathematics from the University of Texas at San Antonio. She has taught all levels of mathematics courses for 13 years at St. Philip's College. Besides her teaching experience, Ms. Katz has served as the [Interim Dean of Arts and Sciences](#), [Co-Principal Investigator on the Historically Black Colleges and Universities (HBCU)-UP Implementation Grant-Project GeNex](#). The goal of this project was to improve Science, Technology, Engineering and Mathematics (STEM) education at St. Philip's College. Ms. Katz has also served as Assistant to the Vice President of Academic Success as well as Faculty Senate President and Vice-President.

Associate of Applied Science in Air Conditioning and Heating Program Coordinator and Associate of Applied Science in Refrigeration Technology

Juan Villela has taught at St. Philip's College for over 25 years and owns his own Heating, Ventilating and Air Conditioning (HVAC) business, [Villela Service Co](#).

He is licensed by the [Texas Department of Licensing and Regulation as an Air Conditioning/Refrigeration](#) (Contractor TACLB00011829C).

[Requirements for the Air Conditioning/Refrigeration (ACR) Contractor's exam](#) (page 2) are:

- Be at least 18 years old
- Show proof of 48 months of practical experience in air conditioning and refrigeration work under the supervision of a licensed air conditioning and refrigeration contractor within the last 72 months

St. Philip's College is an approved site for the [Air Conditioning and Refrigeration Contractors state exam](#) (page 5).

Mr. Villela served as chair of the [Allied Construction Trades Department](#) from 2007-2009 as well as program director since 1998 and is coordinator of the programs advisory committee. He has [numerous certifications](#) including but not limited to the following from the [ESCO Group](#):

- Heating, Ventilating and Air Conditioning (HVAC) Excellence – Technical Educator Certification
- Heating, Ventilating and Air Conditioning (HVAC) Excellence – Electrical Educator Certification
- Heating, Ventilating and Air Conditioning (HVAC) Excellence – Air Conditioning Educator Certification
- Heating, Ventilating and Air Conditioning (HVAC) Excellence – Light Commercial Air Conditioning Educator Certification
- Heating, Ventilating and Air Conditioning (HVAC) Excellence – Commercial Refrigeration Educator Certification
- Heating, Ventilating and Air Conditioning (HVAC) Excellence – Green Awareness Certification – Core, Air Conditioning, Plumbing, Electrical

Associate of Applied Science in Electrical Trades Program Coordinator

David Carrillo has taught at St. Philip's College for over 25 years and owns his own electrical company, [AMC Electric Co](#). He is licensed by the [Texas Department of Licensing and Regulation as a Master Electrician, License # 84969](#). Requirements for a [Master Electrician License](#) (page 4) from the Texas Department of Licensing and Regulation are:

- 12,000 hours of on-the-job-training under the supervision of a master electrician
- Hold a journeyman electrician license for at least two years
- Passing score on the master electrician examination

Additionally, Mr. Carrillo has certifications as a Core Curricula and Electrical Instructor from the [National Center for Construction Education and Research](#).

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.4.11. The College has assigned program coordinators that are responsible for curriculum development and review and are academically qualified in their teaching field.

Standard 3.4.12 Technology Use

SACSCOC Feedback

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

Non-Compliance

St. Philip's College provides a rich technology environment for student learning in meeting the objectives of its programs and offers several examples of discipline-specific use of technology in enhancing student learning. Faculty and staff are afforded a wide range of skills enhancement workshops through the Instructional Innovation Center, notably the required Distance Learning Certification program and the technology-focused Fiesta of Teaching Technology day.

While the institution provides ample evidence of the effort to train faculty and staff on a wide range of technologies, there is less detail on how the majority of students receive training in the use and application of technology. The College provides and supports the use of technology in the "tutoring center, open labs, libraries and the Center for Distance Learning," but there is no evidence of formal training or the development of basic computer competencies for students across the curriculum.

The narrative also gives limited documentation of how students gain training on the distance learning management system in any formalized structure, especially as it relates to first-time participants in an online course. SPC reported that the Center for Distance Learning staff train students in the use of the learning management system and that students are "encouraged" to participate in an online introduction course, but no evidence was provided indicating either the online or face-to-face training of students.

3.4.12 Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.4.12 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The following focused report will demonstrate that the College is in compliance with Comprehensive Standard 3.4.12 by using technology to enhance student learning which is appropriate for meeting the objective of its programs. Students have access to and training in the use of technology.

St. Philip's College adheres to the principles set out in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Best Practices for Electronically Offered Degree and Certificate Programs as part of our ongoing commitment to using technology to enhance student learning. These guidelines and best practices are considered in all of the services described below.

St. Philips College offers a variety of opportunities for students to use technology to enhance their learning. From beginners to advanced users of technology, students will find assistance or training opportunities available to them so they can learn the skills needed to be successful in college and in careers. For beginners, individuals preparing to enter college for the first time will encounter a simple pathway of steps that will navigate them through the process of enrollment. To ensure individuals always have access to assistance, resources and contact information are always listed under the Contact Us link located at the footer of every page on the St. Philip's College website. Free onsite technology assistance is also available to anyone needing help with any of the online steps via the Admission and Records Call Center or the Technology Help Desk. As an enrolled student, individuals get introduced to the wealth of learning opportunities and available resources on campus via orientations and Student Development (SDEV) courses. Students can take advantage of training sessions that teach basic computer skills or engage in using some of the latest technology in their field of study.   From first-time college students to skilled users in advanced courses, all students have access and assistance to technologies offered at St. Philips College to elevate their skill sets.

As individuals prepare to enter college, St. Philip's College offers a simple online enrollment process through AlamoENROLL. Depending on the type of enrollment, a student can follow one of three simple checklists which contain step-by-step procedures and instructions for online enrollment. Technical assistance and guides are also available on a walk-in basis in the Welcome Center or via links and resources on the AlamoENROLL website under the "Who Can Help?" section. Individuals will find computer instructions, phone numbers and on-site locations for virtual or in-person assistance for completing enrollment requirements.

One of the requirements in the enrollment process is the creation of an Alamo Colleges Educational Services (ACES) account. An online Alamo Colleges Educational Services (ACES)

account is provided via email to each individual during the first steps of the enrollment process. An Alamo Colleges Educational Services (ACES) account is a student's gateway and access to a wealth of online information, guides and resources. When the student logs in to his or her account, they are presented with personalized information pertaining to their degree pathway. For example, under the Start Here tab, individuals have access to their progress and status in the AlamoENROLL process. Under the Student tab, individuals have access to course registrations, online catalogs, grades, enrollment services, online tutoring via Brainfuse, Canvas guides, the Goal + Plan = Success (GPS) degree audit program, technical support guides and phone contacts. Students are never too far from a link with assistance information or a phone contact list for any technical or navigation problems.

New students with less than 15 hours and students classified as at-risk are required to take a College Success course, known as Student Development or SDEV. These introductory courses are designed to aid in the student's personal and academic success by exploring a variety of topics, including the use of technology. Classes are taught in computer labs where students can get hands-on instructions on computer use, word processing, spreadsheets and Microsoft PowerPoint. Students must demonstrate they can navigate through student information systems such as registration, the Goal + Plan = Success (GPS) degree audit program, email and the Canvas Learning Management System (LMS). As part of the course, St. Philip's librarians also introduce and provide instructions on utilizing the extensive library databases for research. Students also get instructions on the technology resources available on campus such as the Bring-Your-Own Device (BYOD) resources, computer labs and online tutoring. The Student Development (SDEV) assignments are based on an understanding of using all college resources to enhance a student's learning experience. Technology is part of most assignments and students receive feedback from the instructor on not only the assignment content but on their understanding of the use of technology.

A key stop for students in need of tutoring or technical assistance is the St. Philip's College Tutoring and Technology Center. Referred to as the TnT Center, it offers students free tutoring, laptop checkout and a computer lab with 43 desktops. It is a popular location for students to use and get assistance with their technology and tutoring needs. Last year, there were 6,694 visits logged for assistance. For technical assistance with basic applications such as Microsoft Office products, Internet, Adobe, Apple or printing, the computer lab is staffed with lab assistants from 8 a.m. to 7 p.m. Monday through Thursday, Friday 8 a.m. to 5 p.m. and Saturdays from 10 a.m. to 2 p.m. during the Fall and Spring semesters. During the summer, lab assistance hours are from 7 a.m. to 7 p.m. Lab assistants provide scheduled assistance, ad hoc or individualized training assistance for multiple technology applications. Help guides for Microsoft Word, PowerPoint, Excel, Outlook and Internet are provided in the lab to help users develop basic elements of computer usage. In addition, the lab is equipped with online chat and remote assistance software. Users can ask questions or request assistance via online live chat support or have a help desk person remotely assist them with their technical needs. These support

services and onsite resources are also available to distance learning students who have the same privileges and access as on-campus students.

In addition, the Center for Distance Learning offers distance learning students online and onsite learning resources to assist in developing their technology skills to be successful with online courses. Orientation to Online Learning or OLNR 0001 is a free online course which covers key elements of taking an online course. Students may also seek available resources on the Distance Learning website or by making contact via phone, email or the Technology Help Desk. Students can also take advantage of the face-to-face sessions offered at the Center for Distance Learning. The Distance Learning website offers quick links to online help guides as well as other useful links such as setup guides for mobile devices. A schedule for formal face-to-face Canvas training, the online learning management system, is posted on the website as well. Students who cannot complete the online training course can attend the face-to-face training class option. These classes are conducted to enhance the student's use of technology skills to be successful in distance learning courses. Between Spring 2013 and Summer 2015, there were 102 face-to-face training attendees who took advantage of the onsite training options while 2305 students opted for the online overviews. Face-to-face class schedules are offered throughout the year in the Center for Distance Learning.

Academic and technical programs at St. Philips College also have up-to-date equipment to provide some of the latest technology in the various fields of study offered. Instructors use Program Student Learning Outcomes, or PSLOs, to prepare all students in the use of specific technology devices to enhance student learning. The use of technology by various programs is reflected in the associated Program Student Learning Outcomes (PSLOs) for Bio-Medical Engineering Technology, Respiratory Therapy Technician and Information Technology. Departments and programs also offer enrolled students access to practice labs hours where they can use technology to understand concepts that will best prepare them for their chosen career, such as the simulation technology used in the Health Sciences or MathWorld. Students can take advantage of these practice labs prior to taking competency-based tests. Students have access to and utilize this equipment to train, develop and elevate their skill level in their field of study. For example, Allied Health has simulation labs which allow students to practice before being tested on a competency skill. Refer to the Simulation Lab logins and examples of simulation testing reports for more detailed information. Automotive offers students the ability to repair personal or family vehicles with problems specifically related to the course of study. Business Information Solutions have open labs for students to practice computer configurations prior to taking exams. Refer to the highlighted sections of the attached syllabi for examples of technology and competency-based skills being integrated into various classes. In addition to classroom activities, the Cyber Tigers student club offers students opportunities to take part in Information Technology conferences, inter-collegiate competitions and help spread the word about the wonderful opportunities available in Information Technology through Science, Technology, Engineering and Mathematics (STEM) events.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.4.12 by providing appropriate technology use and instruction for every student. With the wide array of devices and program applications that are offered and supported, students have many opportunities to take advantage of and enhance their skill set in the use of technology in every program at St. Philip's College.

Standard 3.7.1 Faculty Competence

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

Non-Compliance

The Off-Site Review Committee determined that some faculty members do not appear to have the appropriate qualifications to teach assigned courses. See the "Request for Justifying and Documenting Qualifications of Faculty" form at the end of this report.

<div align="center">

Request for Justifying and Documenting

Qualifications of Faculty

</div>

Institution: **St. Philip's Community College**

For each of the faculty members listed below, the committee either found the academic qualification of the faculty member to be inadequate and/or the institution did not adequately justify and document the faculty member's other qualifications to teach the identified course(s). For each case, the committee checked the column appropriate to its findings and provided additional comments if needed to clarify the concern.

The institution is requested to submit additional justification and documentation on the qualifications of each of the faculty member listed. When responding, the institution should use the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and its "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty," which can be accessed under the Institutional Resources tab of the Commission website: *www.sacscoc.org.* Read the instructions carefully and pay close attention to the section "Providing Information that Establishes Qualifications." The completed form, or similar document, should be included as part of the institution's formal response to the Commission.

1	2	3	4	5
Name of Faculty Member	**Course(s) in Question**	**Inadequate Academic Qualifications**	**Insufficient Justification of Other Qualifications**	**Comments** (if needed)
Evans, Sharon	CDEC 1313 CDEC 1321 CDEC 2689 CDEC 2307 CDEC2304	X	X	Unrelated academic preparation Minimal work experience
Gulley, Gary	SRGT 1244 SRGT 1461 CVTT 1260	X	X	Unrelated academic preparation
Myers, Kara	CDEC 1358	X	X	Unrelated academic preparation Minimal work experience
Regas, Phil	CVTT 2330 CVTT 1110 CVTT 1304 CVTT 1471	X		Unrelated academic preparation
Saenz, Jeanette	CVTT 1260 CVTT 2562	X		Unrelated academic preparation
Clark, Brenda	TECM 1343	X	X	Unrelated academic preparation Minimal work experience

Edwards, Timothy	HART 1441 HART 1445 HART 2449	X	X	Unrelated academic preparation Minimal work experience
Ruiz, Roy	BIOM 2215 BIOM ??? BIOM 2301 ELPT 1319	X	X	No work experience provided Unrelated academic preparation
Sullivan, Jeffery	CPMT 1451 CPMT 1449	X		Unrelated academic preparation
Balmos, Janice	POFT 2312 POFT 1301 POFM 1302 POFM 1317 POFM 2333	X	X	Unrelated academic preparation
Carpenter, Cathy	ITSC 2335 ITSW 1301 ITSC 1301	X		Unrelated academic preparation
Chacon, Raymond	MRKG 2349 POFT 2312	X		Unrelated academic preparation
Dunavant, Reagan	ITSW 1310 ITSW 1301	X		Unrelated academic preparation
Everhart, Jonathan	MRKG 2349	X		Unrelated academic preparation
Goad, Brenda	ITSW 1310 ITSW 1301	X		Unrelated academic preparation
Hogan, Michelle	LGLA 2307 POFL 1305	X		Unrelated academic preparation
Irvin, John	ITSW 1307 ITSW 1310 ITSW 1301 ITSW 1304	X		Unrelated academic preparation

Manheimer, Kizzilla	ITSW 1307 ITSW 1310 ITSW 1301 ITSW 1304	X		Unrelated academic preparation
Martin, Danya	ITSW 1307 ITSW 1310 ITSW 1301 ITSW 1304	X		Unrelated academic preparation
Padilla, Gloria	ITSW 1310 ITSW 1301	X		Unrelated academic preparation
Pressnell, Sharon	ITSW 1301	X		Unrelated academic preparation
Samchez, Reynaldo	POFI 1191 POFT 2340	X		Unrelated academic preparation
Mosley, Audrey	SPCH 1311 SPCH 1321	X		Unrelated academic preparation
Pittman, Rachel	CHEM 2223	X		Unrelated academic preparation
Speelman, Carol	BIOL 2401 BIOL 2402	X		Unrelated academic preparation
Ozuna, Richard	INMT 2302 ELPT 1319 QCTC 1243	X	X	No credentials or work experience listed
Hays, Mary	PTHA 1405 PTHA 2460 PTHA 2435 PTHA 1321	X		Licensed
Armstrong, Beverly	HIST 2312	X		Unrelated academic preparation
Herbin, Victor	HUMA 1301 HUMA 1315 HUMA 2319	X		Unrelated academic preparation

Nawrocik, Jack	HUMA 1301	X		Unrelated academic preparation
Parsons, Robert	PHIL 1301 PHIL 2306	X		Unrelated academic preparation
Zannaras, Georgia	HUMA 1301	X		Unrelated academic preparation
Fernandez, Donald	DEMR 1329 DEMR 1406	X	X	Unrelated academic preparation Unrelated industrial certificates

Form Adopted: January 2007

Updated: January 2011

St. Philip's College was found in non-compliance with Comprehensive Standard 3.7.1 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The following focused report will address the committee's concerns.

St. Philip's College employs qualified faculty to teach courses. In response to the concern that several faculty members appear to be teaching courses with questionable credentials and/or unrelated qualifications, the College has reviewed each faculty member listed in the "Request for Justifying and Documenting Qualifications of Faculty." An institutional response has been provided for each faculty member identified.

The institution has submitted additional justification and documentation on the qualifications of each faculty member listed. The institution used the Commission's "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty" and its "Instructions for Reporting the Qualifications of Full-Time and Part-Time Faculty." The completed Faculty Roster Forms are included as part of the institution's response to the Commission.

Table for the Faculty Roster Form: Qualification of Full-Time and Part-Time Faculty

This table has been separated into four main categories to provide reviewer-friendly accessibility in reviewing the thirty-three cited full-time and part-time faculty at St. Philip's College. These four categories include: 1) faculty no longer employed by the College, 2) faculty cited due to clerical and human error, 3) faculty members who remained in the cited courses but needed additional information and justification to remain in the areas cited by the Off-Site Reaffirmation Committee and 4) faculty members with revised teaching assignments.

All faculty cited by the Off-Site Reaffirmation Committee review are listed in the table for the "Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty." This table has been separated into four categories, described below, to facilitate committee review.

Faculty No Longer Employed by the College

The first category includes faculty members who are no longer employed by the College with replacements identified. Eighteen faculty members were listed in the Compliance Certification report and cited by the Off-Site Reaffirmation Committee in the Preliminary Report received in April 2015. These eighteen faculty members are no longer employed by the College. In response, the College identified the individual faculty member who replaced the previous faculty member and presented the relevant credentials.

Faculty Cited Due to Clerical Errors

The second category comprises one [faculty member who had clerical errors](#) in the information presented in the Compliance Certification Report and was cited by the Off-Site Reaffirmation Committee in the Preliminary Report received in April 2015. The clerical errors have been explained and the correct information provided.

Faculty Members Who Needed Additional Information/Justification

The third category identified contains the [faculty members who needed additional information](#) to establish faculty competence who remained in cited courses. Additional information and justification is being provided in the attached justification packets to "prove compliance" for the following faculty members: [Donald Fernandez](#), [Mary Hays](#), [Audrey Mosley](#), [Jack Nawrocik](#) and [Richard Ozuna](#).

Faculty Members With Revised Teaching Assignments

The final category contains [faculty who have been given revised teaching assignments](#) to align with more closely with their credentials. The attached chart establishes the competence of these nine faculty members to teach their current course(s) by detailing their degrees, coursework and other qualifications.

The [faculty rosters are included here](#) and have been divided into the four categories referenced above.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.7.1. As demonstrated by the narrative above and attached documentation, the College employs qualified faculty members to teach all courses.

Standard 3.7.4 Academic Freedom

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. **(Academic freedom)**

Non-Compliance

St. Philip's College ensures adequate procedures for safeguarding and protecting academic freedom. The college follows state law which requires the protection of academic freedom. A description of academic freedom is noted in the college handbook and it also recognizes that the Faculty Senate can gather and discuss issues and concerns. The Faculty Senate acts on behalf of faculty in matters of concern related to policies on educational and professional matters. Policies related to academic freedom are publicized online accessible to all faculty members. The Alamo Community College District Board reviews Board policies and procedures as well. However, St. Philip's College did not address whether there have been instances in which issues involving the concept of academic freedom have emerged.

3.7.4 Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.7.4 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The following focused report will address the concerns of the committee by showing that St. Philip's College ensures adequate procedures for safeguarding and protecting academic freedom.

St. Philip's College, governed by the Alamo Community College District Board of Trustees, has adopted Policy D.3.5, which provides a description of entitlements, cautions faculty on free speech within public venues and affords all faculty the privilege and entitlement of academic freedom. Furthermore, St. Philip's College supports academic freedom by adopting Policy D.4.10 and Procedure D.4.10.1 which states, "The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence or other serious offense so long as the colleague's innocence may reasonably be maintained." This policy and procedure encourage a faculty culture based on academic freedom. Academic freedom is state law; instances of the acknowledgement can be found not only via the Alamo Community College District Board of Trustees website, but also in the Faculty Handbook. Faculty Senate senators review policy and professional conduct matters but have not formalized a protest focused on academic freedom. Attached is confirmation from the Vice President of Academic Success, Faculty Senate President and District Ethics and Compliance Officer, where each individual declares St. Philip's College's faculty have not protested academic freedom. St. Philip's College has experienced no formal protest of academic freedom, since our last Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation.

As far as freedom of speech and assembly are concerned, the St. Philip's College course catalog states: "The Alamo Colleges support the first amendment rights of every individual, recognizing that inquiry and discussion are essential to intellectual development. The Alamo Colleges embrace the right of individuals to express their views in a manner that conforms to federal, state and local laws. Students are only limited in expression if the expression materially and substantially interferes with school activities or interferes with the rights of other students or teachers." Students may organize an event as long as it does not interfere with the academic programs or administrative processes of the College by contacting the Director of Student Life.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.7.4. St. Philip's College ensures adequate procedures for safeguarding and protecting academic freedom; however, the College has

experienced no formal academic freedom protests since our last Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation.

Standard 3.8.2 Instruction of Library Use

SACSCOC Feedback

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

Non-Compliance

While St. Philip's College has indicated how users at the Martin Luther King Library and the Southwest Campus Library have access to instruction in the use of the Library's resources, no mention is made as to how instruction is provided for off-campus sites and distance learning courses.

Additionally, the LRC has provided an "Information Literacy Syllabus" for Information Literacy & Research Strategies 1301, but there is no indication of who takes this course or how it is provided to students. Information Literacy & Research Strategies 1301 would appear to be a good example of one way in which library instruction is offered, but additional information needs to be provided, such as who takes the course and when; how it is delivered (face-to-face, hybrid, online); if it is required or optional; how many students have taken it or take it in a given semester.

3.8.2 Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.8.2 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The following focused report addresses the concerns of the committee and demonstrates that St. Philip's College ensures that users, including off-site and distance learning students, have access to regular and timely instruction in the use of the library and other learning/information resources.

Off-Campus Instruction

St. Philip's College is compliant with Comprehensive Standard 3.8.2 in the area of providing instruction to off-campus sites. Library instruction sessions are taught by librarians at the request of faculty at offsite locations. Faculty members are able to schedule instruction for their students using the online instruction request form, by phone or in person. Faculty members are made aware of these services in the new faculty orientation and through their faculty librarian liaison.

The librarian who serves in the role of Library Instruction Lead assigns these instruction sessions based on schedule availability, corresponding liaison area and individual subject expertise. These classes are included in the comprehensive instruction statistics for 2009-2010 through 2013-2014, with a total of 164 classes, serving 4,558 students, held in 2013-2014. Scheduled instruction is available to students, faculty and staff through formal classroom instruction as well as individually through the library's Individual Research Assistance (IRA) program as well as online chat and email reference assistance services that students may remotely access through the library's website. Individual Research Assistance appointments are available to students who need more in-depth reference assistance through a one-on-one consultation with a librarian. Point-of-need instruction is available to off-site learners through a variety of access points, including 96 collaboratively-created LibGuides (online research guides), telephone, Ask-a-Librarian email, chat and SMS messaging. All remote assistance by library staff is included as part of the Library Reference Transactions report. Library staff strive to respond to all virtual reference questions within one working day, whether received via LibAnswers, email, chat or SMS messaging. By providing these reference services and access to a variety of information resources, including online databases, St. Philip's College adheres to the principles set out in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Best Practices for Electronically Offered Degree and Certificate Programs.

Library instruction classes are tailored to a wide variety of disciplines and are guided by faculty librarians at whatever location is required by the class' circumstances and project/assignment, including online classes, library labs at both campuses, any campus classroom, Randolph Air Force Base and Lackland Air Force Base. In order to tend to the needs of students at remote campuses, librarians either commute to the class location to give instruction or create online

instruction for the students as deemed appropriate by the collaboration of the faculty librarian and subject faculty member. Formal assessment of scheduled classroom instruction held off-campus is done the same way it is conducted for on-campus students, through a post-instruction assessment delivered electronically and collected anonymously. Refer to the English (ENGL) 1301 responses for more information.

Distance Learning Instruction

St. Philip's College is compliant with Comprehensive Standard 3.8.2 in the area of providing instruction to distance learners. Library instruction sessions are taught to online courses by librarians at the request of faculty. Faculty members are able to schedule instruction for their online students using the online instruction request form, by phone or in person. Faculty members are made aware of these services in the new faculty orientation and through their faculty librarian liaison.

The librarian who serves in the role of Library Instruction Lead assigns these instruction sessions for online courses in the same manner as for on- and off-campus sites based on schedule availability, corresponding liaison area and individual subject expertise. Delivery of instruction for online students is determined based on the needs of the students as prescribed in consultation between the library and subject faculty members. These classes may use synchronous online instruction or asynchronous instruction through online research guides tailored to the course needs and/or online discussion based instruction. Scheduled instruction is available to students, faculty and staff through formal classroom instruction (delivered online or at any on- or off-campus site) as well as individually through the library's Individual Research Assistance (IRA) program. Students may also remotely access online chat and email reference assistance through the library's website. Individual Research Assistance appointments are available to students who need more in-depth reference assistance through a one-on-one consultation in person or over the phone with a librarian. Point-of-need instruction is available to off-site learners through a variety of access points, including 96 collaboratively-created LibGuides (online research guides), telephone, Ask-a-Librarian email, chat and SMS messaging. All remote assistance by library staff is included as part of the Library Reference Transactions report. Library staff strive to respond to all virtual reference questions within one working day, whether received via LibAnswers, email, chat or SMS messaging.

Formal assessment of scheduled synchronous classroom instruction held online is done the same way it is conducted for on-campus students, through a post-instruction assessment delivered electronically and collected anonymously. Refer to the English (ENGL) 1301 responses for more information.

Statistics for synchronous classes are included in the comprehensive instruction statistics, with a total of 164 classes, serving 4,558 students held in 2013-2014.

Information Literacy Syllabus

The Information Literacy syllabus is for a research immersion course that was developed in support of a Student Engagement Grant awarded to the St. Philip's College Library in 2009. The course number in the syllabus was created as a placeholder to meet the requirement of the campus learning management system, not as an official course number. The focus of this grant was to increase student success through an in-depth information literacy course taught online by library faculty. The course was hosted completely online and taught to students who applied for the grant scholarship awards during the 2009-2010 and 2010-2011 academic years.

Due to the success of the program, it was later adapted to be taught as an instructional research immersion unit of the Student Development 0370 (SDEV 0370) course during the 2011-2012 academic year. As seen in the attached report, this course was taught to 636 students during the Fall 2011 semester.

This library instruction curriculum was removed from Student Development (SDEV) 0370 in 2012 due to additions made to the student development course curriculum that made it prohibitive for such an extensive learning unit to continue without taking necessary time from other learning units. Librarians continue to provide instruction to students taking student development courses, but in single or double class sessions that allow students an introduction to library research and the services and resources available at St. Philip's College Library.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.8.2 by ensuring that users have access to regular and timely instruction in the use of the library and other learning/information resources, regardless of a student's location or class(es) taken.

Standard 3.8.3 Qualified Staff

SACSCOC Feedback

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

Non-Compliance

St. Philip's College has provided sufficient documentation on the credentials (both education and experience) of Library faculty and staff. Additional information provided demonstrates that the Library employees engage actively in professional development. It was unclear how the College determines that the number of staff is sufficient to accomplish its mission.

3.8.3 Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.8.3 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The following focused report will address the concerns of the committee and show that St. Philip's College provides a sufficient number of qualified staff, with appropriate education or experiences in library and/or other learning/information resources, to accomplish the mission of the institution. Specifically, the Off-Site Reaffirmation Committee stated that "It was unclear how the College determines that the number of staff is sufficient to accomplish its mission." The following narrative will directly address this concern.

The Library and College Mission

The St. Philip's College Library's mission is to provide an educational environment which supports and enhances the instructional programs offered by the College, stimulates leadership, personal growth and a lifelong appreciation for learning while focusing on the importance of being responsible to a population rich in its ethnic, cultural and socioeconomic diversity. This mission aligns with the College mission to empower our diverse student population through personal and educational growth, ethical decision-making, career readiness and community leadership. The library staff deliver an optimal learning environment that supports student success by providing high quality instruction and services while assessing themselves to maintain and increase effectiveness. Library services, which are specifically recognized as contributing to the fulfillment of the unit's and College's missions, are defined as:

- Providing Timely Responses to Student and Faculty Questions/Requests

- Library Instruction – Whole Class or Individual

- Support of College and Community-Wide Events

- Academic Departmental Liaisons

- Maintaining Collections

Monitoring metrics in these key component areas forms the basis for determining staffing levels.

Providing Timely Responses to Student and Faculty Questions/Requests

Extensive use of Springshare's web platform allows the library to share knowledge, analyze services and connect with users. Analytics from the software are available on an hourly, daily, weekly, monthly or yearly basis as well as on a question or service provided basis.

Patrons of the library have access to the staff through various face-to-face service points, chat, email, telephone or SMS messaging anytime the libraries are open. The LibAnswers component of the Springshare platform routes all virtual requests to all staff at the same time, notifying them

of a request for information. Once responded to, a <u>detailed description of the service provided</u> is logged into the web platform. A response time of 24 hours or less lets the staff know they are meeting the needs of their clientele and are sufficiently staffed. For example, the <u>response time was less than 10 minutes for 80% of virtual requests in January 2015</u>. The volume of questions received, both remotely and in person, demonstrates the need to staff service points at all times the libraries are open. Another area that requires continuous staffing is the circulation desk. The <u>staff roster</u> for Martin Luther King and Southwest Campus provides additional information and the <u>cross-training table</u> identifies staff members trained in each job function.

Metrics allow the library staff to determine best how to use and place their staff by reviewing peak demand times and commonly-asked questions in order to answer such questions via other means. For example, 96 collaboratively-created <u>LibGuides</u> have been created that respond to many of these commonly-asked questions about services and processes and are available twenty-four hours a day, seven days a week through the library's website.

<u>Library Instruction</u>

Library instruction is delivered upon request at any campus classroom, off-site location or online. Librarians ensure that faculty and student instruction needs are met and make this service available through a variety of platforms, including online open access. Librarians taught a total of <u>164 classes, serving 4,558 students</u>, in 2013-2014. Library instruction is also available on a one-on-one basis through <u>Individual Research Assistance (IRA)</u> appointments. These appointments can be requested at any time by students according to their availability. Many faculty repeatedly utilize these services, which is indicative of the quality service received and the benefit gained by their students. Each time library instruction is performed, students fill out a <u>survey</u> which provides information about the quality of the instruction received. The librarian uses these <u>responses</u> to determine strengths and weaknesses in order to continually improve instruction. Providing instruction at the time requested by the faculty is another measure that is used to determine appropriate staffing levels. Metrics are available about the number of <u>requests made and a calendar maintained showing the request was honored</u>.

<u>Academic Department Liaisons and Maintaining Collections</u>

Each librarian serves as a <u>liaison</u> to an academic department as a library resource to the teaching faculty. In addition to providing classroom instruction, the liaison provides <u>reports on library resources</u> as requested by academic department faculty. This open line of communication allows the staff to have a positive impact on teaching and student learning. The median number of departments assigned to a librarian is a goal of 11. Due to the uniqueness, variability and size of programs, some liaisons have as few as 8 and others as many as 14.

College and Community-wide events

The library supports college and community-wide events by hosting and/or participating in activities such as [Library Open House Week](#), [Money Smart Week](#) and [Finals Week Perk Up](#). The Library Open House events provide information on library resources and services. The Money Smart Week, a partnership through the Federal Deposit Insurance Corporation (FDIC) with St. Philip's College Office of Student Success and Select Federal Credit Union, helps to make students aware of financial literacy. The Finals Week Perk Up events support student course completion by offering a variety of refreshments to encourage students to use the library during final examinations.

Supporting Documentation

The libraries currently employ six full-time librarians, two part-time librarians, three full-time Library assistants and three part-time library assistants for a total of 460 man hours each week. During the fall and spring semesters, the Martin Luther King Library is opened 68 hours per week, 40 hours during Maymester and 48 hours during the summer sessions. The Southwest Campus Library is open 53 hours during the fall and spring semesters and 40 hours during the summer sessions; the facility is not opened during Maymester, since classes are not taught at Southwest Campus during this time.

The library staff routinely monitor data to help determine staffing levels at all times and in all areas of the libraries. The [Reference Services Lead Librarian](#), assisted by the [Southwest Campus Library Lead](#) and [Library Chairperson](#), ensures that every service desk at both campuses has adequate coverage for the day. To make certain these staffing levels are met, two of the full-time library assistants have been [crossed-trained](#) to work in various areas of the libraries, making sure that the needs of the students and faculty are met at all times. Staffing schedules are maintained in Microsoft Outlook calendars for both [Martin Luther King](#) and [Southwest](#) campuses and adjusted as needed.

The charts below provide valuable information about where, how and at what times to distribute staff in order to meet the needs of the library patrons. The first chart for the month of January indicates that [80% of requests were responded to within 10 minutes](#). With a response time goal of no more than 24 hours, this data informs the librarians that they are sufficiently staffed in this area. The second chart provides data on the [hourly distribution of questions asked at the reference desks](#) at both the Martin Luther King and Southwest campuses for the month of July. Such information assists the library in determining the level of coverage needed at each location during specific times.

Turnaround Statistics for January 2015

0-10 minutes	10-60 minutes	1-12 hours	12-24 hours	1-3 days	3+ days
4 80%	0 0%	0 0%	0 0%	0 0%	1 20%

Average Response Time: 1 day, 6 hours, 45 min

July 2015 Transactions By Hour of the Day

Transactions By Hour of the Day

Student and faculty feedback are an important part of assessing services provided in the libraries. Point-of-service surveys are placed in strategic locations in the libraries to receive immediate feedback in addition to the more extensive surveys distributed at open houses. Data from the point-of-use surveys are collected, summarized and stored in an electronic dedicated drive so they can be analyzed along with other data and used in decision making. Surveys distributed at the Library Open House events are used to help gauge why and how students use the Library. The Spring 2014 Library Open House results are provided. All of these surveys help to guide St. Philip's College in ensuring it has the necessary staffing levels to meet the library needs of its patrons.

The library takes advantage of a variety of options to maximize efficiency. Acquisitions are partially outsourced so as not to have to rely as heavily on staff to process materials for inclusion in various collections. Most materials are acquired, when the option exists, in electronic format to enhance access to students at all times and to eliminate the need for processing and re-shelving.

In the absence of a national library staffing standard, staffing levels can be measured using comparison data compiled by the U.S. Department of Education, National Center for Education Statistics (NCES) Library Statistics Program. The most recent data reflects 2012 staffing levels. The attached report, with the information repeated in the chart below, compares St. Philip's College to nine other institutions. In comparison to our sister colleges (Northwest Vista College, Palo Alto College and San Antonio College), we have the largest staff to student Full-Time Equivalent (FTE). In comparison to the state, St. Philip's ranks favorably among other community colleges in Texas with 2.76 total staff per 1,000 Full-Time Equivalent (FTE) students.

Library Name	Librarians	Total Staff	Total FTE 12-Month Enrollment	Total Staff Per 1,000 FTE Students	Librarians and Other Professional Staff Per 1,000 FTE Students
St Philip`s College, TX	**8.5**	**14**	**5,078**	**2.76**	**1.67**
Amarillo College, TX	5	14	6,435	2.18	1.24
Austin Community College District, TX	37	75	22,180	3.38	1.71
Del Mar College, TX	6.4	27.6	6,386	4.32	1
Houston Community College, TX	42	64	33,803	1.89	1.24
Lone Star College System, TX	52.3	120.92	34,579	3.5	1.61
Northwest Vista College, TX	7	22	8,193	2.69	0.98
Palo Alto College, TX	4.63	10.71	4,273	2.51	1.08
Richland College, TX	8.75	22.3	10,271	2.17	0.95
San Antonio College, TX	8.5	22.12	12,973	1.71	0.73

The Noel-Levitz Student Satisfaction Inventory is administered every other year and is an additional resource/marker to help determine staffing levels. Results from the 2014 survey show "library resources and services are adequate" at St. Philip's College received a 5.76 rating compared to the National Community Colleges rating of 5.70. This data indicates that the current library staffing level is sufficient to support the College mission.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.8.3. This compliance is demonstrated by the data provided and by using National Center for Education Statistics (NCES) statistics, monitoring service desks on a daily basis, providing online reference and instruction resources, utilizing automated acquisitions services and continually assessing services to maintain a consistent level of service and access to its patrons.

Standard 3.13.4.1 (a) Policy Compliance – Distance Learning

SACSCOC Feedback

3.13.4 "Reaffirmation of Accreditation and Subsequent Reports"

*3.13.4.a. Applicable Policy Statement. An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Non-Compliance

St. Philip's College did not address its distance learning program in the narrative of the Core and Standards as stated in the Commission's policy.

3.13.4.1 (a) Focused Report Response:

St. Philip's College was found in non-compliance with Comprehensive Standard 3.13.4.1a by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. St. Philip's College is in compliance with Comprehensive Standard 3.13.4.1a as demonstrated in the table below.

The College offers courses, degrees and certificates that can be completed partially or entirely online. All courses, degrees and certificates offered by St. Philip's College are subject to the same academic policies and rigor regardless of instructional mode of delivery. The program approval processes for all programs are also applied equally without regard to instructional delivery mode. Furthermore, St. Philip's College adheres to the principles set out in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Best Practices for Electronically Offered Degree and Certificate Programs.

The College shows no differential treatment regarding program length, course content, quality or outcomes of distance learning programs as those programs that are offered face-to-face. The College observes the Texas Higher Education Coordinating Board's Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically, which states that "The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically." Online courses are the same as on-campus classes in credit hours, transferability and cost and are taught by distance learning certified faculty members.

Distance learning is addressed in the Core Requirements and Comprehensive Standards as noted below:

Sections Related to Distance Learning from Narrative Responses in the Core Requirements and Comprehensive Standards	
Core Requirements	
2.8 Faculty	Online faculty teaching loads and work week requirements follow the same policies as traditional faculty. In addition to meeting all the same requirements as a faculty member teaching face-to-face classes, all faculty members teaching in a distance learning format are required to complete an intensive certification program utilizing the Canvas Learning Management System. More than 200 faculty members have received training to develop online and hybrid courses. Both full-time and part-time faculty participate in the same training and preparation in order to teach online or hybrid classes.
	St. Philip's College hires new faculty members with either experience teaching in a distance learning environment or who are interested in learning how to teach in this kind of environment. All distance learning faculty must be internally certified to teach in this format prior to the start of an

	assigned distance learning course section. The Instructional Innovation Center provides training for this certification and coordinates the required peer review. Adjunct distance learning faculty who teach at other Alamo Colleges must complete the training as well, either at St. Philip's College or from another Alamo College. The Instructional Innovation Center also provides support, as needed, for all faculty teaching online or hybrid classes, or for faculty using the Canvas Learning Management System (LMS) in their face-to-face classes.
	A sufficient number of certified full-time faculty teach in distance learning and hybrid/blended formats to ensure the quality of instruction is equitable to face-to-face instruction. St. Philip's College is dedicated to maintaining a strong full-time faculty presence in teaching distance education modalities.
2.10 Student Support Services	The College provides support for distance learning students to include online tutoring using Brainfuse, access to online databases through the Library, information and assistance with research-related needs through the online "Ask a Librarian" service and support services provided by the Center for Distance Learning.
Comprehensive Standards	
3.1.1 Mission	According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Distance and Correspondence Education Policy, "If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission." With a significant amount of educational offerings online, St. Philip's College has integrated distance education into the College mission. As such, the College has formalized its practice of providing the same educational experience for distance learners as those taking face-to-face classes. Since departmental units tie their unit objectives to the College mission, distance education is reflected in the work of both academic and non-academic departments.
3.4.3 Admissions Policies	The St. Philip's College website allows students and the community to view admissions policies located in the College eCatalog, which outlines the admission requirements and guidelines for each student classification. The Ready-Set-Apply module is designed to guide students through the Apply Texas application and ensure a smooth admissions process. This module allows all students, including distance education students, to complete the admissions process.
3.4.6 Practices Awarding Credit	The faculty and administration of St. Philip's College work together to ensure that the academic integrity of the instructional programs of the College, including those offered at a distance, are in accordance with state standards established by the Texas Higher Education Coordinating Board (THECB). The Academic Course Guide Manual (ACGM) and Guidelines for Instructional Programs in Workforce Education (GIPWE) are used in determining the credit assigned for courses. The College's Curriculum Committee, which meets monthly during the semester, has an established process of review for all

	courses for consistency in the awarding of credit regardless of format or mode of delivery at St. Philip's College.
	The Center for Distance Learning provides training and support for students taking online and/or hybrid courses. The Instructional Innovation Center provides training and support for faculty teaching distance learning courses to ensure the quality of the learning environment is on par with non-distance learning courses. Instructional Unit Reviews evaluate each instructional program annually in cycles. These evaluations are designed to ensure the quality of the programs and determine the effectiveness of program courses.
3.4.7 Consortial relationships/Contractual Agreements	St. Philip's College has no consortial relationship whereby credits earned at another institution are included on St. Philip's College students' transcripts as credit earned from St. Philip's College. The College is a member of the Virtual College of Texas (VCT), but this relationship does not involve transcripting coursework taken at other institutions as credit earned from St. Philip's College. The Virtual College of Texas (VCT) is a consortium of community colleges that work together to provide online learning opportunities for college students in Texas. As a Virtual College of Texas (VCT) provider-only college, St. Philip's College provides instruction through online courses to students from other community colleges across Texas. St. Philip's does not offer credit for coursework taken through the Virtual College of Texas (VCT) at other community colleges.
3.4.9 Academic Support Services	St. Philip's College provides a comprehensive system of academic support services. To accommodate student needs, the College provides a variety of course delivery modes and flexible class scheduling, including distance learning through online and hybrid classes. Student support services are also available online, so both local and distance learning students can take care of needs and issues without coming on campus. The Center for Distance Learning provides resources to students currently enrolled or anticipating enrolling in coursework via distance learning.
3.4.10 Responsibilities for Curriculum	The St. Philip's College Faculty job description acknowledges faculty's primary responsibility for curriculum content and quality to include degrees and certificates offered through distance learning.
3.4.12 Technology Use	St. Philip's College provides students and faculty access to computer technology through open computer labs, tutoring centers, classroom labs, the libraries and the Center for Distance Learning. The college also provides an online Canvas Quick Guide, a Canvas overview through the Orientation to Online Learning (or OLRN) course and BioSIG support through the Center for Distance Learning website.
3.5.1 General Education Competencies	St. Philip's College utilizes the Educational Testing Service Proficiency Profile Exam to determine competency for both face-to-face and distance students. The exam allows the College to benchmark nationally with peer institutions. In addition, the College conducts extensive Educational Testing Service trend analysis and peer analysis based on testing results. Summary proficiency

	scores are segmented by course delivery mode and number of hours earned to determine areas that need improvement.
3.7.3 Faculty Development	St. Philip's College recognizes the value of professional growth and personal development and encourages faculty to participate in relevant professional development for job growth and development. Services, support and resources are provided through the Instructional Innovation Center (IIC). In particular, the Instructional Innovation Center (IIC) provides the Distance Learning Certification program which is required of all faculty prior to teaching online or hybrid classes. The program includes a peer review of their course shell. This peer review, called a Course Readiness Review, includes a presentation by the faculty member to the department chair and to other distance learning certified faculty.
3.7.5 Faculty Role in Governance	College faculty members are involved in various committees and task forces that impact decision making such as the College Distance Learning Committee, composed primarily of faculty. This committee meets for the purpose of keeping up with technology related to distance learning, exchanging information with our College District and district distance learning initiatives and getting updates on our Learning Management System (LMS), Canvas.
3.8.3 Qualified staff	Library staff have taken online classes offered through the Instructional Innovation Center and have obtained Service Skills Certification, Master Teacher Certification, Distance Learning Certification and Canvas Learning Management System (LMS) training, which have improved their teaching skills and have prepared them to provide meaningful learning experiences to students in both face-to-face and online settings.
3.12.1 Substantive Change	St. Philip's College is in compliance with Comprehensive Standard 3.12.1 and notifies the Southern Association of Colleges and Schools Commission on Colleges of substantive changes and, when required, seeks the Commission's approval. To ensure appropriate notification of substantive change, the College designates an Accreditation Liaison and requires procedures to be in place per its adopted Alamo Community College District Board policy and procedure. These substantive change procedures are outlined and made available to College administration, faculty and staff via its website, which provides instructions and links to changes including distance learning. Refer to the St. Philip's College Institutional Summary for more information.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Comprehensive Standard 3.13.4.1a as addressed in the specific compliance report standards outlined above. All courses, degrees and certificates offered by St. Philip's College are subject to the same academic policies and rigor regardless of instructional mode of

delivery. The College shows no differential treatment regarding program length, course content, quality or outcomes of distance learning programs as those programs that are offered face-to-face.

Standard 4.1 Student Achievement

SACSCOC Feedback

4.1 The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations, student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

Non-Compliance

St. Philip's College evaluates student achievement through the assessment of course completion, state licensing examination, and job placement rates. All achievement data are provided by the State of Texas. For example, the Alamo College Benchmarks Report provides course completion rates based on grade distributions. The Annual Licensure Report based on Program-level Report documents the pass rates of 14 academic programs at St. Phillip's. These programs range from Aircraft Powerplant Technology/Technician to Surgical Technology/Technologist. The Texas Higher Education Coordinating Board 2011-2012 Graduates Revised Post-Graduation provides data with regard to job placement.

St. Philip's College's selection of course completion, state licensing examination, and job placement rates are appropriate given its stated mission: St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership. Federal Requirement 4.1 does not require institutions to use all suggested student achievement criterion noted. However, the institution may wish to consider the use of additional indicators, such as retention and/or graduation rates, to help the College more accurately monitor student achievement with respect to the educational growth aspect of the mission.

With regard to the threshold of acceptability for each of the criterion listed, the course completion criterion threshold of acceptability is listed as St. Philip's College determines course completion rates based on grade distribution. This measure indicates the proportion of courses in which students do not withdraw by the end of the term. The job placement criterion threshold of acceptability is listed as The Texas Higher Education Coordinating Board has an 85% standard for this measure. St. Philip's College adopts this standard for its workforce programs which meet or exceed this standard. However, of the 14 academic programs listed as participating in state licensing exams, only the Nursing exam listed a threshold of acceptability (Eighty percent (80%) of first-time NCLEX-PN® candidates are required to achieve a passing score on the NCLEX-PN® examination during the examination year.).

Moreover, the justification of the appropriateness of the threshold of acceptability was not provided for each of the three criterion.

With respect to the measurement instruments for each criterion, the course completion criterion is assessed using the Alamo College's Benchmark Report. However, it is aggregate information; specific information for St. Philip's College was not presented. Additionally, the Alamo College's Benchmark Report provided was a draft as of May 2011, and is noted that it is for "discussion purposes only."

St. Philip's narrative noted, "Course completion rates, state licensure rates and job placement rates are all critical to the mission and goals of the institution and data related to these areas are reviewed regularly as part of the Planning, Budgeting and Assessment Cycle and the Operational Unit Planning and Assessment process."   However, documented evidence of the institution's assessment of student achievement data was not presented and could not be evaluated.

Therefore, the On-Site Committee may wish to review the appropriateness of the threshold of acceptability for each academic program participating in state licensing exams; the justification for the appropriateness of the threshold of acceptability (for each of the three criterion listed); the appropriateness of the measurement instrument for the course completion criterion; and documented evidence of the institution's assessment of student achievement data for all three criteria.

4.1 Focused Report Response:

St. Philip's College was found in non-compliance with Federal Requirement 4.1 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The following focused report demonstrates that St. Philip's College is in compliance with Federal Requirement 4.1 by evaluating success with respect to student achievement consistent with its mission.

Course Completion, Job Placement and State Licensure Information

St. Philip's College monitors the retention and transfer-out rate of career technical and allied health students through its Key Performance Indicator which measures the percent of concentrators who remained enrolled or graduated to another postsecondary institution or four-year college. The table below, with data taken from the Texas Higher Education Coordinating Board (THECB) Accountability System, indicates the College's level of performance and the state total:

Year	Fiscal Year 2012 (entering Fall 2006 cohort)		Fiscal Year 2013 (entering Fall 2007 cohort)		Fiscal Year 2014 (entering Fall 2008 cohort)	
% of concentrators persisted or graduated	St. Philip's College	State total	St. Philip's College	State total	St. Philip's College	State total
	28.5%	42.8%	30.0%	43.1%	25.9%	43.6%

Course Completion Rates

Course completion rates for all courses are monitored through the District Institutional Research Department (IRES) grade distribution report. The grade distribution report by course (which are grades reported as A, B, C, D, F, In Progress and Withdrawals) allows College administration, department chairs, faculty and program directors to study student success rates for each course taught by the College and analyze trends on a semester-by-semester basis.

The College has established an overall passage rate goal of 75% across all courses. The table below, with data compiled by the St. Philip's College Department of Planning, Research and Effectiveness, summarizes course completion data for all courses at the College for the last three fall semesters:

Grade	A	B	C	D	F	IP	W	% Passing (A-C)
Fall 2012	36.5%	26.7%	14.1%	3.1%	7.7%	3.5%	8.3%	77.3%
Fall 2013	39.4%	27.2%	13.9%	3.2%	6.9%	2.3%	7.0%	80.5%
Fall 2014	40.1%	26.3%	14.2%	3.5%	7.1%	1.5%	7.2%	80.6%

Job Placement Rates

St. Philip's College monitors job placement for all programs since job placement is one of St. Philip's College's key measures of success along with being a Key Performance Indicator for the College. The Texas Higher Education Coordinating Board (THECB) has an 80% standard for this measure. St. Philip's College adopts this standard for its workforce programs which meet or exceed this standard. For example, during the 2012-2013 period as reported by the Texas Higher Education Coordinating Board (THECB) Community and Technical Colleges Division Revised Post-Graduation Outcomes Workforce Education Programs Report, St. Philip's College workforce education graduates' most recent placement rate was 86%.

Year	2010-11 Graduates		2011-12 Graduates		2012-13 Graduates	
% of Workforce Education concentrators successfully placed and/or still enrolled/transferred	St. Philip's College	State target	St. Philip's College	State target	St. Philip's College	State target
	89%	80%	88%	80%	86%	80%

State Licensing Examinations

Licensure examinations provide an independent measure of student success. St. Philip's College has several programs with external licensing requirements (Allied Health, Aviation, and Massage Therapy). The Texas Higher Education Coordinating Board (THECB) publishes the Statewide Annual Licensure Report, which includes the number of students from each institution who sat for the licensure exam and the number who passed.

	Massage Therapy			Occupational Therapy Assistant			Physical Therapy Assistant		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
% of successful students	85%	89%	88%	95%	100%	100%	95%	94%	100%
State Benchmark	80%	80%	80%	80%	80%	80%	80%	80%	80%
National Benchmark	80%	80%	80%	80%	80%	80%	80%	80%	80%
	Licensed Vocational Nurse			Cardiovascular			Radiology		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
% of successful students	82%	86%	84%	**	**	100%	84%	85%	76%
State Benchmark	80%	80%	80%	65%	65%	65%	75%	75%	75%
National Mean	80%	80%	80%	65%	65%	65%	75%	75%	75%
	Medical Laboratory Technician			Surgical			Respiratory		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
% of successful students	50%	86%	50%	100%	91%	92%	100%	97%	100%
State Benchmark	75%	75%	75%	80%	80%	80%	80%	80%	80%
National Mean	75%	75%	75%	80%	80%	80%	80%	80%	80%

	Health Information			Registered Nurse			Sonography		
	2011-12	2012-13	2013-14	2009-10	2010-11	2011-12	2011-12	2012-13	2013-14
% of successful students	83%	100%	78%	88%	91%	85%	100%	100%	100%
State Benchmark	*	*	*	80%	80%	80%	60%	60%	60%
National Benchmark	*	*	*	80%	80%	80%	60%	60%	60%

	Aircraft Power Plant Technology/Technician			Airframe Mechanics and Aircraft Maintenance Technology/Technician		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
% of successful students	100%	91%	83%	100%	100%	90%
State Benchmark	100%	100%	100%	100%	100%	100%
National Benchmark	100%	100%	100%	100%	100%	100%

*No state and/or national benchmark exists.

**Program did not exist in these years.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with Federal Requirement 4.1 by evaluating success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals

Standard 4.7 Title IV Program Responsibilities

<u>SACSCOC Feedback</u>

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

Non-Compliance

The institution has a Program Participation Agreement, which allows the college to participate in Title IV programs through December 2016. The institution provided A-133 audits for FY12, FY13, and FY14. Each audit contained one A-133 finding related to the 30 day notification to students of disbursement of direct loans. In response to the A-133 audit findings, the institution provided documentation of corrective actions; however, the FY15 audit would need to be completed to ensure the successful implementation of the corrective actions.

Additionally, the institution acknowledged that the Department of Education conducted a program review of the institution's Title IV programs in May 2012, wherein 12 findings were cited. While the institution submitted corrective actions, the DOE has not issued a final program review determination letter. Based upon the uncertainty of the DOE's final determination, the institution is not in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.

4.7 Focused Report Response:

St. Philip's College was found in non-compliance with Federal Requirement 4.7 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The following focused report will demonstrate that the institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.

The Off-Site Reaffirmation Committee stated the institution has a Program Participation Agreement, which allows the college to participate in Title IV programs through December 2016. St. Philip's College provided A-133 audits for Fiscal Year 2012, Fiscal Year 2013, and Fiscal Year 2014 in our original response; however, the Fiscal Year 2015 audit will not be completed until December 2015.

In regard to the Department of Education findings, a Final Program Review Determination (FPRD) letter was received on April 23, 2015. As a result of the Final Determination, where 12 findings were cited, **9 of the 12 findings (2-10) were resolved** with the provided supporting documentation and the corrective actions taken by St. Philip's College. Therefore, the following findings are considered closed by the United States Department of Education – **Findings 2, 3, 4, 5, 6, 7, 8, 9 and 10.** The other 3 findings **(Findings 1, 11 and 12)** that were cited and require further action by St. Philip's College have been addressed in the following manner:

Department of Education Finding #1 and the St. Philip's College Response: Student Credit Balance Deficiencies

St. Philip's College acknowledged that funds needed to be returned to the United States Department of Education. Diane Snyder (Alamo Colleges Vice Chancellor for Finance and Administration) along with Ms. Ann DeBarros (Alamo Colleges District Comptroller) and Dr. Harold Whitis (Alamo Colleges District Director of Student Financial Services) contacted the Department of Education to assure them that we were ready to resolve the Financial obligations and funds had been set aside to do so.

St. Philip's College submitted payments totaling $120,903.36 on June 2, 2015. With these submissions, St. Philip's College has paid in excess of 95% of all student credit balance deficiencies. The remaining balance will be reviewed through appeal due to data discrepancies uncovered during the accounting review. The appeal was submitted on June 11, 2015.

Department of Education Finding #11:   Annual Security Report Does Not Meet Requirements

As quoted from the U.S. Department of Education Final Program Review Determination Letter: "St. Philip's College's 2011 Annual Security Report does not include required emergency response and evacuation procedures, including information regarding the testing of those procedures and documentation of the tests...Although the finding is now closed, St. Philip's College is reminded that the exceptions identified above constitute serious violations of the Clery Act that by their nature cannot be cured. There is no way to truly 'correct' a violation of this type

once it occurs. The College was required to take remedial action and in doing so, has begun to address the conditions that led to the violations. St. Philip's College has stated that it has brought its overall campus safety program into compliance with the Clery Act required by its Program Participation Agreement (PPA). Nevertheless, St. Philip's College officials must understand that any failure to publish and distribute an accurate and complete Annual Security Report deprives students and employees of important campus safety information to which they are entitled. For these reasons, the College is advised that its remedial actions, whether already completed or planned for the future, cannot and do not diminish the seriousness of these violations nor do they eliminate the possibility that the Department will impose an adverse administrative action and/or require additional corrective actions as result."

St. Philip's College Response to Department of Education Finding #11: Annual Security Report Does Not Meet Requirements

Alamo Colleges, to include St. Philip's College, publishes an [Annual Security and Fire Safety Report](), which is readily available to all students, employees and community members. This report is disseminated to all students and employees via email. Refer to the emails from [2012](), [2013]() and [2014]() for more information. Furthermore, emergency procedures are available in the [Student Handbook]().

As of January 2013, Alamo Community College District and St. Philip's College have adopted the federal emergency management protocol known as [National Incident Management System]() and developed a comprehensive [Martin Luther King Emergency Operations Plan]() and a [Southwest Campus Emergency Operations Plan]() with supporting Standard Operating Procedures (SOPs) for both the [Martin Luther King]() and [Southwest]() campuses. The Emergency Operations Plan and Standard Operating Procedures provide procedures, training, evacuation, reverse evacuation and shelter-in-place plans for emergency scenarios for the benefit and protection of the entire St. Philip's College community. Full compliance to the National Incident Management System standards throughout Alamo Community College District operations is expected to be implemented completely by late 2015. St. Philip's College has [faculty and staff who have tested and passed the requirements]() specified in the National Incident Management System serving on our emergency response teams at both Martin Luther King and Southwest campuses.

In addition to the Emergency Operating Plan and Standard Operating Procedures, every occupied building on campus has a Building Action Guide (i.e., [Industrial Technology Center]() and [Norris Technical Building]()) to assist the Building Action Teams at [Martin Luther King]() and [Southwest]() campuses to perform immediate protective actions in the case of a serious incident. Building-specific evacuation plans at both [Martin Luther King]() and [Southwest]() campuses are included in each guide as well as [posted on all floors of each building](). The guides also provide a listing of team members, response resources on the floor of each building, response kit contents for the teams and the location of external and internal assembly areas. Off-site operations should have similar documents in place by the end of calendar year 2015. Response teams are asked to

complete evaluations after all major training and drill functions which is then compiled and documented in an [evacuation drill report](#).

Although great strides have been made since 2013, Emergency Preparedness is still very much a work in progress. Much is still in stages of development. The Alamo Community College District Enterprise Risk Manager is developing a comprehensive Continuity of Operations Plan (COOP) for each college, administrative office and off-site operation throughout Alamo Community College District. These documents will provide specifics about resources necessary for recovery from emergency incidents, to ensure the resiliency of critical operations needed for the core mission of the Alamo Colleges. St. Philip's College Information and Communication Technology (ICT) has a [Business Continuity Plan (Disaster Recovery Plan)](#) in place, which is tested on a regular basis to ensure the continuity of critical operations. Information and Communication Technology also works to minimize the risk and reduce the impact of security-related incidents as well as to promote information security awareness throughout St. Philip's College and the Alamo Community College District.

St. Philip's College responded to the Department of Education on [June 22, 2015](#).

Department of Education Finding #12, Part 86: Drug and Alcohol Prevention Program Requirements Not Met

As quoted from the [U.S. Department of Education Final Program Review Determination Letter](#):

"St. Philip's College could not document that it conducts a biennial review of its drug prevention program to determine its effectiveness or to ensure the consistent enforcement of its disciplinary sanctions. St. Philip's College was unable to provide a copy of the biennial review report.

In addition, St. Philip's College does not have an annual distribution to all students of information concerning drug and alcohol abuse and the school's prevention program. Information regarding drug and alcohol abuse is listed in the school catalog under Student Code of Conduct which can be accessed electronically. No annual notice is sent to students, faculty and staff.

Although the finding is now conditionally closed, St. Philip's College is reminded that the exceptions identified above constitute very serious and persistent violations of the Drug Free Schools and Communities Act (DFSCA) that by their nature cannot be cured. There is no way to truly 'correct' a violation of this type once it occurs. The College was required to take remedial action. The College has initiated some such actions and is required to take immediate steps to implement the rest of its remedial action plan as directed above and as required by the Program Participation Agreement (PPA). While this is an important first step, St. Philip's College officials must understand that compliance with the Drug Free Schools and Communities Act (DFSCA) and the Clery Act are essential to maintaining a safe and healthy environment, especially in the light of the fact that more than 90% of all violent campus crimes are drug and/or alcohol-related."

St. Philip's College Response to Department of Education Finding #12, Part 86: Drug and Alcohol Prevention Program Requirements Not Met

St. Philip's College has a biennial review for Academic Years 2011-2013 and Academic Year 2014-2015 is to be completed by September 30, 2015. These reports show that St. Philip's College has had no drug- or alcohol- related violations or fatalities reported to campus officials in these years; however, the reviews also include procedures for handling any such incidents. The biennial review for Academic Years 2011-2013 was distributed to both students and employees via email as well as in the St. Philip's College (SPC) Weekly email from the Community and Public Relations office.

Both students and employees have access to a variety of support services and information regarding drug and alcohol prevention. The Employee Assistance Program (EAP) provides employees with various services to include drug and alcohol counseling. All St. Philip's College employees are required to complete the annual Drug-Free Workplace training. Counseling Services assists students by providing a variety of brochures, distributed during New Student Convocation and readily available at both campuses in the Counseling Services area at all times. Counseling Services collaborates with multiple departments on each campus to allow for the distribution of drug and alcohol awareness information at a variety of college events. Alcohol and Mood Disorder Screening is available online 24 hours a day, 7 days a week to employees, students and the community. Information is also available in the Student Handbook and the Student Code of Conduct.

St. Philip's College responded to the Department of Education on June 25, 2015.

Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. As described above, St. Philip's has submitted all necessary reports and documentation to the U.S. Department of Education in response to three findings in the Final Program Review Determination (FPRD) report. The College is currently awaiting a response from the Department of Education on these three findings, including an appeal of one finding.

Institutional Summary Form
Institutional Summary Form **Prepared for Commission Reviews**

GENERAL INFORMATION

Name of Institution St. Philip's College

Name, Title, Phone number, and email address of Accreditation Liaison

Dr. Maria Hinojosa

Director of Planning, Research and Effectiveness

210-486-2897

chinojosa32@alamo.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

John Orona

Director of Information and Communication Technology

210-486-2510

jorona3@alamo.edu

Accreditation Activity

Submitted with Materials for an On-Site Reaffirmation Review

Submission date of this completed document: 8/21/2015

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EDUCATIONAL PROGRAMS

</div>

1. Level of offerings

☑ Diploma or certificate program(s) requiring less than one year beyond Grade 12

☑ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12

☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution

☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer

2. Types of Undergraduate Programs

☑ Occupational certificate or diploma program(s)

☑ Occupational degree program(s)

☑ Two-year programs designed for transfer to a baccalaureate institution

☑ Liberal Arts and General

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GOVERNANCE CONTROL

</div>

Check the appropriate governance control for the institution:

☑ Part of a state system, institution has own independent board

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions: *Please address the following and attach the information to this form.*

1. History and Characteristics

Provide a <u>brief</u> history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

8-26_SACSCOC Institutional Summary - History mh

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report (January to December). Indicate term dates.

8-7-15_Approved_Grads1314CBMdup.pdf

3. Off-Campus Instructional Locations and Branch Campuses

List **all locations** where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers ***50 % or more*** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below***. The list should include only those sites reported and approved by SACSCOC***. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

8-7-15_Approved_ISF-OffCampusApproved_50%orMore

Institutions with off-campus instructional sites at which the institution offers ***25-49%*** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

[8-27_2-23v4Rj_Institutions with off25-49%](#)

Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, ***and*** (4) has its own budgetary and hiring authority. ***The list should include only those branch campuses reported and approved by SACSCOC.*** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

[8-7-15_Approved_BranchCampusapproved](#)

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

[8-26_SACSCOC Distance Learning Report Final 8-13-15](#)

5. Accreditation

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

2. If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which of the other accrediting agencies serves that purpose.

3. List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

4. Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

[8-7-15_Approved_Accreditation](#)

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

[8-7-15_Approved_ISF_Relationship to US DoE](#)