ALAMO COLLEGES DISTRICT
St. Philip's College

Office of the President

March 8, 2022

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

Dear SACSCOC Board of Trustees,

In response to the SACSCOC Interim Off-campus Instructional Site Committee recommendations, please find the attached St. Philip's College Response Report.

St. Philip's College is formally responding to the recommendations of the Committee visit, which occurred October 18 – 21, 2021. St. Philip's College demonstrates compliance with the Interim Off-campus Instructional Site Committee recommendations by addressing the following standards of the Principles of Accreditation:

- Standard 6.2.b (Program Faculty)
- Standard 8.2.a (Student outcomes: educational programs)

Founded in 1898, St. Philip's College has been a leader in education for over a century by maintaining commitment to continuous improvement and student success. The Response Report demonstrates this commitment, as well as compliance with these accrediting standards.

Thank you for reviewing our SACSCOC Response Report; it demonstrates the dedication and determination of St. Philip's College to offer students throughout our community the educational opportunity to pursue their goals.

Sincerely,

Adena Williams Loston

Adena Williams Loston, Ph.D.
President

Table of Contents

Section 6: Faculty, Off-Campus Instruction Site Team Recommendation

6.2b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)

Off-Campus Instructional Site Team, Recommendation 1:

The Committee recommends that the institution demonstrate that its full-time faculty have an appropriate mechanism to ensure curriculum and program quality, integrity, and review at its off-campus instructional sites.

The Interim Off-Campus Instructional Sites (OCIS) Committee reviewed the institution's process to determine the appropriate number of full-time faculty needed to ensure curriculum and program quality, integrity, and review. The institution had at least one full-time faculty member assigned to each educational program. The institution provided trend data by educational program with the number of full-time and part-time faculty over three academic years (Table 6.2.b-1: Self-Declared Program Count). These faculty were charged with the responsibility of ensuring program quality, among other responsibilities. Program integrity was upheld via adherence to internal standards (e.g., Board of Trustees' policies), external standards (e.g., state and national accreditation agencies, including programmatic accreditors), and programmatic standards. The institution provided evidence (Advisory Council Minutes for Biomedical Engineering and Automotive Technology) that the faculty reviewed programmatic curricula for effectiveness, industry relevance, and compliance with external agencies, when applicable. The institution employs full-time faculty members as Dual Credit Faculty Liaisons to help coordinate curriculum, program quality, integrity, and review. Although these positions supported effective communication and coordination of academic support for faculty and students, this mechanism appeared less effective in supporting effective communication and coordination of the educational programs.

During the on-site visit, the Interim OCIS Committee interviewed the Vice President for Academic Success, Deans of Academic Success, Director of High School Programs, Institutional Research, Department Chairs, and OCIS faculty. The interviews revealed a research-based structure that focused on program quality, integrity, and review for programs and the general education core but inconsistency in the use of this structure to support effective coordination between the institution and the educational offerings at its off-campus instructional sites. The interviewees gave examples of programmatic improvement as a result of this process, such as the refinements made to an English course. However, the interview process did not produce evidence of program coordination related to quality, integrity, and review at the OCIS, such as syllabus development, proactive coordination of appropriate assessment of student learning outcomes, collection and submission of OCIS student learning outcomes, documentation of OCIS faculty engagement in program assessment of student learning outcomes, and consistent integration and regular communication between full-time and OCIS faculty to support a shared understanding of student learning outcomes and curricular alignment (e.g., course syllabi, assignments, etc.). The interviews did demonstrate that faculty at

the OCIS were supported, but the Interim OCIS Committee was unable to determine how involved the OCIS faculty were in the review process or providing input to maintain quality. Similarly, the Interim OCIS Committee could not find artifacts that would provide evidence of consistent program mechanisms to support quality, integrity, and review at the OCIS.

St. Philip's College Response

St. Philip's College complies with Standard 6.2b by employing a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Table 1 provides a four-year review of the number of full-time to part-time faculty and the average class size.

Table 1: Sufficiency of Full-Time Faculty 2018-2021

Year	Full-Time Faculty	Part-Time Faculty	Avg. Class Size
2018	187	197	22
2019	182	200	20.8
2020	200	117	16.5
2021	238	223	18.1

Data source: NCES/IPEDS data and SPC Institutional Planning, Research, and Effectiveness Office

St. Philip's College faculty are responsible for the curriculum of each educational program. Our structure provides faculty accountability to ensure curriculum, program quality, integrity, and review with all faculty, including Off-Campus Instructional Site (OCIS) faculty as outlined in our Dual Credit Course Agreements, which contain requirements for adopting course textbooks, inputting grades, student learning outcomes assessment, and maintaining compliance with meeting attendance and other communications (**Artifact 6.2b-1 Sample OCIS Course Agreements**).

St. Philip's College has a clear and appropriate set of standards for ensuring program coordination between the full-time faculty and the Off-Campus Instructional Site (OCIS) faculty supported by our Dual Credit Liaisons. The Dual Credit Liaison is a full-time faculty member serving a three (3) year term. The Dual Credit Liaison is provided release time from teaching to fulfill the duties as outlined in the Dual Credit and Early College High School Artifact 6.2b-2, which includes the duties of "managing communication with DC Adjunct, SPC faculty and Staff about the following: FERPA, CANVAS, early intervention, and other assigned duties **(Artifact 6.2b-2 Dual Credit and Early College High School Faculty Liaison Job Duties).** The structure ensures curriculum, program quality, integrity, and review at our Off-Campus Instructional Sites.

Educational Programs Defined

St. Philip's College defines educational programs as the combination of courses that lead to degrees in Associate of Arts (AA), Associate of Science (AS), Associate of Arts in Teaching (AAT), and an Associate of Applied Science (AAS), as well as several certificates of completion. The AA, AS, and AAT are designed to be 100% transferrable to a university. The AA and AS do not constitute as majors. The oversight of St. Philip's College academic programs is managed by discipline-specific experts who are responsible for the curriculum, quality, and integrity of the academic program. The AAT, AAS, and the certificates identified have an assigned program coordinator.

Role of the program coordinator. As a full-time faculty member and a content expert, the program coordinator is responsible for all aspects of program quality, integrity, and review across all program faculty, including the OCIS faculty. Program coordinators provide direct oversight of the educational program, including programmatic accreditation requirements, scheduling meetings, assigning faculty to faculty mentors, faculty evaluations, and facility inspections. An example of program coordinators' direct oversight of the program is email correspondence between the Plumbing Program Coordinator and faculty at the OCIS exchanging information about bringing supplies to the OCIS. **(Artifact 6.2b-3 Email Correspondence Plumbing Supplies)**

Full-Time and Part-Time Faculty Defined

St. Philip's College employs faculty under several contractual employment categories of faculty appointments and adjunct faculty appointments.

These categories are defined as follows:

Faculty Appointments

- Full-Time: Full-time faculty have a continuous appointment depending upon the satisfactory performance of their professional duties.

Part-Time or Adjunct Faculty Appointments

- Part-Time Faculty: Faculty who are hired in a part-time capacity and are hired on a semester-by-semester contract basis contingent upon the needs of the College.
- Full-Time Adjunct/Temporary: Faculty who are hired on a semester-by-semester basis and have a workload unit minimum of 12 hours.

Faculty Intern

- Faculty Intern: The intern faculty is a temporary appointment, recommended for up to two full academic years. During the first semester, teaching faculty interns are expected to teach four courses under the supervision of a mentor in a team-teaching arrangement. During the second semester, the scholar interns will be expected to teach four courses with all necessary preparations and faculty duties. The program may be flexible depending on prior experience of the intern with the higher education environment. Both

semesters will include required professional development and participation in relevant faculty/staff activities. In the second year, if applicable, the Intern is expected to perform at a higher level and teach a full load of classes. (**Artifact 6.2b-4 Faculty Intern Program**)

Faculty members are professional educators who are primarily responsible for fulfilling the College's mission, vision, values, strategic plan, and following the Board of Trustees' charges and educational philosophy. An additional main goal of the St. Philip's faculty is providing a quality education for all students attending St. Philip's College, whether at the College or an OCIS location. Full-time faculty members are classified according to Instructor, Assistant Professor, Associate Professor, and Professor ranks. Tenure is not in place at St. Philip's College; however, faculty positions carry rank.

Faculty members are subject to Board policies, including academic freedom, and are bound by all accompanying responsibilities. Faculty are directly responsible to a program coordinator and/or a department chair who have responsibilities through the administrative structure at the College and to the District. Faculty members' relationships with students comprise being a teacher, advisor, mentor, leader, and facilitator of learning. Furthermore, as part of their activities, faculty review programmatic curricula for effectiveness, industry relevance, and maintain compliance with external agencies as appropriate.

Adjunct faculty, which includes all OCIS faculty, uphold the same academic standards as full-time faculty. Annually, the department chair or designee reviews adjunct faculty, including dual credit adjunct faculty, using the Classroom Observation Form **(Artifact 6.2b-5 OCIS Classroom Observation**). Once the observation concludes, the department chair or designee reviews comments with the adjunct faculty member and provides feedback to ensure student learning outcomes and course objectives are met. Full-time faculty are assigned to mentor adjunct faculty to assist with course delivery, syllabus development, grading criteria, and other areas specified in the Adjunct Faculty Job Description (**Artifact 6.2b-6 Adjunct Faculty Job Description**).

Adjunct faculty continued employment is contingent on fulfilling the duties and criteria for maintaining standards while providing appropriate support for student needs. When adjunct faculty do not perform their job duties as outlined in the job description, St. Philip's College reserves the right to no longer use those adjunct instructors. If an adjunct faculty member is non-compliant at an OCIS, the OCIS faculty member can be dismissed. In some instances, because of the faculty dismissal, the OCIS may no longer offer courses or a program. The following is an example of removing courses from an OCIS location: an OCIS instructor was repeatedly deficient in complying with grading deadlines. After progressive coaching, St. Philip's College made the decision to no longer offer courses in the program at that OCIS, as referenced in the attached artifact. (**Artifact 6.2b-7 Removal of Course Offerings Email Correspondence**)

Table 2 illustrates the structure of a faculty classroom matrix.

Table 2: Faculty Classroom Observations Matrix (during Spring 2020 and through 2021, faculty observations were conducted through Zoom)

Number of Classroom Observations Completed	Full-Time Faculty	Adjunct Faculty
2019-2020	13	26
2020-2021	11	20

As noted in Table 1 and Artifact 6.2b-7, St. Philip's has a sufficient number of full-time faculty to adjunct mentee faculty that vary from program to program as shown in our Faculty Mentor-Mentee Rosters (**Artifact 6.2b-8 Faculty to Faculty Mentor Assignments**). To manage the mentor and mentee relationship, department chairs and program coordinators work together to allow sufficient time to perform mentorship. Full-time faculty can have as few as one (1) mentee or up to five (5) mentees.

For example, regarding scheduling full-time faculty for OCIS visits, current English instructors are allowed and have always been allowed to schedule specific days outside of instructional time to visit OCIS to provide mentorship (**Artifact 6.2b-9 Sample Mentor Communication**, **Artifact 6.2b-10 Faculty Mileage Report**). The mentors' OCIS sites are grouped so the mentor can make rounds in a timely manner.

Academic Unit Organizational Structure

The organizational structure of academic units is contained within each academic department. Academic units are divided between general academic and workforce education departments. Each department has a department chair. The program faculty in a content area are appointed as program coordinators to oversee curriculum and program quality, integrity, and review. The program faculty credentials affect how faculty are involved in program delivery based on the individual faculty credentials held for each educational program. Faculty credentialing is outlined in The Faculty Credentialing Handbook **(Artifact 6.2b-11 Faculty Credentialing Handbook**).

Basic Faculty Responsibilities

The list below provides an overview of basic faculty functions, regardless of full-time or part-time, OCIS or on the St. Philip's College campus:

1. Manage classes and learning environments
2. Deliver effective instruction
3. Assess student learning
4. Promote continual improvement as part of the cycle of teaching and learning
5. Support learning through student engagement
6. Provide student advisement
7. Pursue professional development
8. Participate collegially in department, College, cross-college, discipline-specific, District, and community service activities

Whether the faculty delivers courses/programs off-site or online, the program standard is consistent. Another example of how St. Philip's College ensures program quality, integrity, and review is how program coordinators can manage syllabi content. Program coordinators have access to the Concourse syllabi platform **(Artifact 6.2b-12 Sample Concourse Syllabi)**. The Concourse platform provides faculty with access to a template for course syllabi for every course in their educational program. Within the first week of class each semester, program coordinators or department chairs must review all published syllabi each semester to ensure program standards are met. As such, faculty mentors, program coordinators, and department chairs have direct control over establishing consistency yet honoring academic freedom toward student learning outcomes.

Adjunct faculty, including OCIS instructors, must meet the same educational and/or experiential requirements as full-time faculty. The High Schools Programs Office initiates conversations for hiring OCIS faculty between OCIS sites, discipline experts, department chairs, and deans. During these meetings, the faculty qualifications, facility requirements, and any other compliance-oriented requirements are made clear before further steps are made toward formalizing a partnership. An example of the type(s) of conversations that occur is a documented meeting scheduled by the High School Programs Office that includes all parties outlined above to discuss a new course and/or program offering. (**Artifact 6.2b-13 Steering Committee Minutes**)

Department Chair/Program Coordinators hold required meetings during the Fall and Spring semesters between all faculty (full-time faculty, full-time adjunct faculty, adjunct faculty including OCIS faculty) in each educational program to discuss syllabi development, student learning outcomes, program goals/integrity, assessment cycles, the use of ACES email system, grading, all pertinent matters related to program curriculum, and its implementation. The evidence for the type of information transmitted to the faculty is represented by the attached Business Information Solutions Department Meeting PowerPoint **(Artifact 6.2b-14 Department Meetings).** Attendance to department and program meetings is required for all faculty, including OCIS faculty, and excessive absence is subject to coaching or other corrective action.

Full-Time Faculty Responsibilities

The responsibilities of full-time faculty members constitute a sufficient resource for carrying out basic faculty functions within educational programs as described in the Full-Time Faculty Job Description **(Artifact 6.2b-15 Full-Time Faculty Job Description)**. The cyclical nature of teaching and learning forms the basis of duties for the College's faculty. Continual improvement for student success requires that faculty members plan an optimal learning environment; provide high-quality instruction and advising; assess themselves and students to increase teaching effectiveness; continue professional development; actively participate in student success initiatives, and participate in the St. Philip's College shared governance process to ensure policies and procedures remain focused on maintaining high standards while providing appropriate support for student needs.

Faculty Workload by Educational Program

Full-time faculty. The standard teaching load for full-time faculty during the nine-month contract year is 30 workload units, 15 workload units per semester. Due to the uniqueness of the various programs, particularly in career and technical education programs, a faculty member's workload may consist of one course or various combinations of courses and laboratories. Faculty are expected to work a minimum of a 40-hour workweek as prescribed by the standard workweek.

The faculty workload provides sufficient time for faculty to engage in program review, design, development, and evaluation; develop master course outlines, course syllabi, instructional materials, student assessment strategies and procedures; and attend department, divisional, and other College meetings. An instructor may accept an overload assignment that increases their workload units to greater than 15. Faculty who accept overload assignments are expected to perform all regular instructional and non-instructional duties and maintain a minimum of 10 office hours each week. There are limits on overloads to ensure that faculty have sufficient time to perform their assigned duties.

Workload units above the standard 15 workload units during the Fall and Spring semesters are limited to two courses, not to exceed eight workload units, and those workload units are in addition to the 40-hour workweek. Any exceptions to the maximum overload for extenuating circumstances must be approved by senior leadership (e.g., Vice President for Academic Success and President of the College).

Fifteen (15) workload units are the maximum allowed for full-time faculty during the summer term. For each 3-hour workload unit, the faculty member agrees to serve 15 hours during the part of term in which the courses are scheduled. Faculty hold office hours, provide advising assistance, and work on departmental activities such as assessment during the additional hours. Full-time faculty teach across instructional locations and modalities. Faculty teaching online loads must follow the same policies as those teaching in other modalities such as remote or face-to-face. The faculty contract is for the two long terms plus an additional two (2) workdays identified by the College President.

Part-time faculty. All part-time faculty, including OCIS instructors' workloads, are limited to 11.999 workload units per semester.

Structure for Program Quality, Integrity, and Review with Off-Campus Instructional Site Faculty

Department chairs are responsible for ensuring the organizational structure is followed, and each educational program coordinator is responsible for adhering to this system.

Department chairs and/or program coordinators communicate with OCIS faculty via emails, phone conversations, and virtual and/or face-to-face meetings. Engagements include but are not limited to curriculum development, review of student learning outcomes, course syllabi, academic calendar, and grading. Full-time faculty also engage OCIS faculty several times a

semester to ensure the curriculum practices are current and provide guidance where needed. **(Article 6.2b-16 THCA PowerPoint November 7, 2021)**

Below is an overview of the structure in practice for program quality, integrity, and review.

Table 3: Overview of Structure for Program Quality, Integrity, and Review with Off-Campus Instructional Site Faculty

Department Chairs and/or Program Coordinators are responsible for curriculum, program quality, integrity, and review at our Off-Campus Instructional Sites.
Department Chair assigns a discipline-specific full-time faculty mentor to each Off-Campus Instructional Site faculty member for each educational program. For small departments, a designee is assigned. A department chair or program coordinator is not assigned as a mentor.
Department Chair/Program Coordinator holds required meetings during the Fall and Spring semesters between all faculty (full-time faculty, full-time adjunct faculty, adjunct faculty (on/off-campus instructional site faculty) in each educational program to discuss syllabi development, student learning outcomes, program goals/integrity, assessment cycles, ACES, grading, and all pertinent matters related to program curriculum, and its implementation.
Department Chair and/or Program Coordinator retains each program's documentation and includes meeting agenda, attendance, and meeting minutes for all program coordination meetings.
Department Chair/Program Coordinator collects and retains any curriculum-related emails between full-time faculty and Off-Campus Instructional Faculty.
Department Chair, Program Coordinator and/or Designee conducts one (1) annual Classroom Observation on OCIS faculty to review and discuss the organization of the subject matter, mastery of the subject matter, presentation of concepts, ideas and assignments, encouragement of student participation, and interaction with students. A review of the Classroom Observation occurs between the faculty.

Addressing Instructional Challenges

The faculty mentor, program coordinator, and department chair respond regularly to address student progression based upon instructional challenges, such as students not meeting PSLO targets. Faculty mentors, program coordinators, and department chairs conduct site visits and have regular conversations where OCIS faculty and SPC faculty collaborate, offer help, keep open communications, and train on new procedures, developments, and priorities **(Artifact 6.2b – 17 Classroom Observation Correspondence; Artifact 6.2b –18 OCIS Classroom Observation)**.

One such avenue is the Business Information Solutions Department, which employs an additional dual credit liaison who only manages high school students and is the specialist for everything dual credit. There is also a departmental email address for anything concerning dual credit (spc-bis-dc@alamo.edu) given to dual credit faculty upon hire. All faculty members also use the dual credit departmental email address to get help with dual credit students who may be placed in either online or general population departmental courses.

Another way for immediate response to OCIS instructional challenges on the academic program side is the use of Remind 101, a two-way Social Media System (SMS) that has been in use in the Engineering and Mathematics, Communications and Learning, Social and Behavioral Sciences, and Natural Science departments since 2018 **(Artifact 6.2b-19 Remind 101 Screenshots)**. All faculty, including OCIS faculty, are part of the Remind 101 system, allowing instant text messaging across all faculty. Department chairs hold a Remind 101 training at the start of each semester to ensure that new faculty members become part of the Remind 101 system and that veteran faculty remain connected to the Remind 101 system. On the academic program side, email distribution lists for OCIS faculty are created to send that faculty group specific messages targeted for their needs. The email distribution emails can be forwarded to personal email addresses from the ACES email system for OCIS faculty who do not like balancing multiple email streams.

Regular Site Visits from Support Programs

In addition to full-time faculty mentors in each program, St. Philip's College maintains between two and three High School Program/Dual Credit Liaisons. The Dual Credit Liaisons are full-time faculty who teach a reduced load and visit their assigned high schools each month to check in with the dual credit faculty and discuss a range of general issues such as using the ACES email system to how to submit grades. The High School Program/Dual Credit Liaisons support the content area program coordinators and the subject matter full-time faculty mentors by providing additional just-in-time guidance to OCIS instructors during the monthly visits to the OCIS locations. Furthermore, each month St. Philip's College sends its Quality Enhancement Plan directors, a mix of full-time faculty and student support staff, into the dual credit and early college high schools to discuss the Quality Enhancement Plan (QEP) and to provide literature and presentations on the QEP process **(Artifact 6.2b-20 QEP Roster Visits)**. Further support of off-site instructional locations occurs each semester with librarian visits to the OCIS libraries. During the library visits, our faculty and staff librarians work with the OCIS librarians, students, and faculty members to learn more about the St. Philip's College libraries at the Martin Luther King (main campus) and Southwest (career and technical education campus) campus locations **(Artifact 6.2b-21 Library Roster Visits)**. Therefore, as a team, full-time faculty, student support staff, and department chairs ensure dual credit/early college high school instructors are mentored appropriately and are provided with regular site visits from student support programs.

Influences of the Pandemic on Educational Programs

St. Philip's College responded purposefully to the COVID 19 pandemic. An Incident Command Team aligned with the National Incident Management System was deployed, and an operations manual became the foundation for the COVID-19 Recovery Operations Plan (**Artifact 6.2b-22 COVID 19 Recovery Operations Plan).** Priorities were established to ensure program quality, integrity, and review based on the COVID-19 Recovery Operations Plan. The institution met the demands promptly for all faculty and students, including those who teach at an OCIS, to continue instruction while transitioning to synchronous and asynchronous platforms. An example of how the institution responded was providing a "remote ready boot camp" offered to all

faculty, including OCIS faculty (**Artifact 6.2b-23 Remote Teaching Transition**; **Artifact 6.2b-24 Remote Ready Boot Camp**).

Faculty, including OCIS faculty, who needed laptops and hotspots, were provided with both. The HEERF grant also provided all faculty with a $60/month stipend (including benefits) to cover cell phone expenses. Technology support was available throughout the remote instruction period, and the St. Philip's College Instructional Innovation Center held daily Zoom sessions to work with all faculty, whether SPC-based or OCIS-located, to ensure courses could continue either synchronously, asynchronously, or hybrid, depending on location and COVID level in the region.

Conclusion

St. Philip's College maintains a structure for program quality, integrity, and review with Off-Campus Instructional Site (OCIS) Faculty consistent with the College mission. The structure aligns workload hours to current Board policies and practices, ensuring curriculum, program quality, integrity, and review with our Off-Campus Instructional Sites. Full-time faculty and Off-Campus Instructional Site Faculty are engaged with each other on a sustained basis every semester, and OCIS faculty have multiple ways to contact faculty mentors, program coordinators, and department chairs. Likewise, faculty mentors make regular visits to OCIS locations, as do student support staff including the library, QEP, and High School Programs liaisons. St. Philip's College takes responsibility for maintaining educational programs' compliance through a coordinated multi-prong approach with our Off-Campus Instructional Sites.

Support Documentation

Artifact 6.2b – 1 Sample OCIS Course Agreements
Artifact 6.2b – 2 Dual Credit and Early College High School Faculty Liaison Job Duties
Artifact 6.2b – 3 Email Correspondence Plumbing Supplies
Artifact 6.2b – 4 Faculty Intern Program
Artifact 6.2b – 5 OCIS Classroom Observation
Artifact 6.2b – 6 Adjunct Faculty Job Description
Artifact 6.2b – 7 Removal of Course Offerings Email Correspondence
Artifact 6.2b – 8 Faculty to Faculty Mentor Assignments
Artifact 6.2b – 9 Sample Mentor Communication
Artifact 6.2b – 10 Faculty Mileage Reports
Artifact 6.2b – 11 Faculty Credentialing Handbook
Artifact 6.2b – 12 Sample Concourse Syllabi
Artifact 6.2b – 13 Steering Committee Minutes
Artifact 6.2b – 14 Department Meetings
Artifact 6.2b – 15 Full-Time Faculty Job Description
Artifact 6.2b – 16 THCA PowerPoint November 27, 2021
Artifact 6.2b – 17 Classroom Observation Correspondence
Artifact 6.2b – 18 OCIS Classroom Observation

Artifact 6.2b – 19 Remind 101
Artifact 6.2b – 20 QEP Roster Visits
Artifact 6.2b – 21 Library Roster Visits
Artifact 6.2b – 22 COVID 19 Recovery Operations Plan
Artifact 6.2b – 23 Remote Teaching Transition
Artifact 6.2b – 24 Remote Ready Boot Camp

8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs. ***(Student outcomes: educational programs)***

Recommendation 2:
The Committee recommends that the institution demonstrate that it assesses the extent to which it achieves its program student learning outcomes and provides evidence of seeking improvement based on analysis of the results for each of its educational programs located at its off-campus instructional sites.

The SACSCOC Off-Campus Instructional Site Review Committee cited the following concerns in their November 16, 2021, report:

> The institution did not provide clear evidence through documentation or interviews with college administrators, staff, and dual enrollment faculty that program student learning outcomes are assessed for dual enrollment students. Insufficient evidence was provided that off-site instructors submit assessment results as part of the institution's annual process. Interviews with dual credit faculty also did not provide support for their engagement in the process. Many of the Outcome Details by Program forms provided as documentation were blank and on others it was not clear that assessment results from dual credit students were included. In addition, many of the Outcome Details by Program forms described measure types as final exam grades or overall final course grades. It is unclear how the institution uses final exam or final course grades to measure individual student learning outcomes.
>
> The institution also did not provide clear evidence that dual credit faculty are included in seeking improvement in student learning. During interviews, dual credit instructors could not describe the process to assess student learning outcomes or how that information is reported to or used by the institution to measure student learning. Dual enrollment faculty consistently noted they only reported mid-term and final grades to the institution. While interviewing program faculty at dual enrollment sites, numerous instructors were unable to identify program level student learning outcomes for their areas of instruction. Additionally, dual enrollment instructors expressed that they have not been asked by the institution to provide information related to student learning outcomes. (2021, *SACSCOC Off-Campus Instructional Site Visit Report*)

St. Philip's College Response

St. Philip's College identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of results for student learning outcomes for each educational program.

The following narrative addresses the reviewers' concerns in response to Standard 8.2.a. from the October 22, 2021, Off-Campus Instructional Site (OCIS) visit. The evidence provided supports the engagement of off-site faculty, including Dual Credit/High School Programs faculty, with St. Philip's College academic deans, department chairs, program coordinators, full-time faculty, and members of the High School Programs Office.

St. Philip's College maintains a robust dual credit program with 65 area high schools as of 2021. Faculty teaching at dual credit sites are full-time employees of their local schools and part-time St. Philip's College faculty. The hiring and onboarding process for St. Philip's College dual credit faculty follow the

same procedures outlined in the St. Philip's College Faculty Credentialing Manual **(Artifact 8.2a – 1 Faculty Credentialing Handbook)**. Dual credit faculty must meet the same level of education and experience required of any part-time faculty member teaching in academic transfer or career and technical education (CTE) course areas.

Part-time faculty may be employed only at St. Philip's College or in tandem with another institution. Dual credit/early college high school faculty may be either part-time or full-time faculty with St. Philip's College or may be hired as adjunct faculty at St. Philip's College for dual credit instruction at the area high schools. Full-time faculty are assigned to teach at St. Philip's College. In all instances, during the hiring process, the Vice President for Academic Success maintains a credential file and verifies the faculty member's qualifications.

Some St. Philip's College full-time and part-time faculty teach online and dual credit courses depending on the need. For example, Highlands High School's Information Technology courses were taught online in Fall 2021 using part-time BIS faculty. In 2019–2020, a full-time temporary faculty member in English taught at St. Philip's Early College High School for the academic year to assist when a dual faculty member became ill and could not teach.

Sufficiency of Full-Time Faculty and OCIS

St. Philip's College closely monitors a number of indicators to ensure sufficient full-time faculty members are in place to meet the College's and program's needs and ensure the quality and integrity of its off-site educational programs. Table 8.2.a-1 illustrates faculty staffing from 2018–2021 by full-time, part-time, and average class size. Part-time faculty includes dual credit faculty (NCES/IPEDS data, 2018–2021; 2022 data have not yet been certified in the State of Texas and have not been included).

Table 8.2.a-1: Sufficiency of Full-Time Faculty

Year	Full-Time Faculty	Part-Time Faculty	Avg. Class Size
2018	187	197	22
2019	182	200	20.8
2020	200	117	16.5
2021	238	223	18.1

Part-time faculty, including dual credit faculty, are assigned full-time faculty mentors who conduct in-class teaching observations once a semester, meet with part-time faculty regularly to discuss program processes, curriculum processes, grades submission, and completion of all program or departmental paperwork. Part-time faculty, including Dual Credit faculty, have the opportunity to provide feedback to the department either through their full-time faculty mentors, the High School Programs/Dual Credit Liaisons, or directly through the program coordinators/directors and department chairs. Communication with OCIS faculty also occurs through email distribution lists, Canvas course shell sites, and various site visits from St. Philip's College staff, faculty, and administration.

Full-time faculty mentors carry mentoring loads of no more than five (5) faculty; senior faculty in a program tend to have more mentoring responsibilities compared to junior faculty. Also, department chairs will often provide full-time faculty mentors with off-site mentoring locations based on proximity.

Therefore, full-time faculty mentors have visited two or three high schools in one day of off-campus visits. In addition, program coordinators/directors and department chairs also meet with all full-time and part-time faculty regularly, whether in person, online, or through Social Media Systems (SMS), like Remind 101.

St. Philip's College also maintains between two and three High School Program/Dual Credit Liaisons, who are full-time faculty who teach a reduced load and visit their assigned high schools each month to check in with the dual credit faculty and discuss a range of general issues, from using the ACES email system to how to submit grades. The High School Program/Dual Credit Liaisons support the subject matter full-time faculty mentors and the content area program coordinators by providing additional guidance when working with mentees.

Monthly, St. Philip's College sends its Quality Enhancement Plan directors, a mix of full-time faculty and student support staff, into the dual credit and early college high schools to discuss the Quality Enhancement Plan (QEP) and to provide literature and presentations on the QEP process. The College's librarians visit libraries at OCIS locations as an ongoing process each semester. During the library visits, our faculty and staff librarians work with the dual credit librarians, students, and faculty members to learn more about the St. Philip's College libraries at the Martin Luther King (main) and Southwest (career and technical education) campuses (**Artifact 8.2a-2 QEP and Library Visits**). Therefore, as a team, full-time faculty and student support staff and department chairs ensure that dual credit/early college high school instructors are mentored and instructional data are shared with the OCIS faculty through on-site visits and department meetings.

Faculty Responsibilities and Assessment

The faculty job description defines the primary responsibilities of all faculty members, whether full-time or part-time, on the St. Philip's College campuses or at off-site locations to ensure instructional integrity (**Artifact 8.2 – 3 Faculty Job Descriptions**).

Full-time faculty are required to work 40 hours per week in direct and indirect instructional activities with a teaching load of 15 semester hours each term. Part-time faculty, including dual credit faculty, are not permitted to have a teaching load of more than 11.99 semester hours each term. Full-time faculty members are expected to contribute to the assessment and curricular improvements of their programs through instructional management, which may include curriculum development, assisting program coordinators or department chairs with course or programmatic assessment, and/or completing training, licensure, or certifications required in specific programs or disciplines. Part-time faculty, including OCIS, may join in discussions about course or programmatic concerns, and part-time faculty, including OCIS, may take part in a faculty certification process in conjunction with the other two-year colleges in San Antonio (**Artifact 8.2a-4 Adjunct Faculty Certification Program**).

Institutional Planning, Research, and Effectiveness Support for Assessment

The St. Philip's College Institutional Planning, Research, and Effectiveness office (IPRE) provides as a continued process a range of support for academic and career and technical education programs' assessment efforts. The IPRE office provides the foundation for a culture of assessment on the St. Philip's College campuses and all OCIS locations. Evidence of these foundational activities are the annual assessment of academic programs, Assessment Day report outs, Operational Unit Annual Presentations (OUAP), monthly Data Points newsletters, Assessment Quarterly newsletters, and professional development week sessions with assessment-focused speakers, such as Dr. Beth Wuest from Texas State University (**Artifact 8.2a – 5 Sample Reporting and Professional Development**).

The Coordinator for Assessment and Evaluation in the IPRE office works with all faculty and staff, both on the College campuses and at our off-site locations, to provide research data for the best institutional practices in assessment and to coordinate all assessment activities related to the use of the Strategic Planning On-Line (SPOL) software. SPOL is the College repository for PSLO information.

One area where IPRE reviews assessment of courses is through performance spot checks. The IPRE Office compiles a random sampling of courses to monitor course outcomes and success. The IPRE Office uses verified Institutional Research (IRES) data sources (All Data Elements in CSV) to determine the overall success of both on campus and off-site dual credit courses for the 2017-2021 academic years. These random samples allow leadership and faculty to monitor performance of courses. All tabulations and visualizations are created using the software package SPSS 28 for ease of use and updating. IPRE compares success on both a percentage and count to account for difference in class size

Figures 1–8 provide a performance check of OCIS dual credit site offerings compared to on-campus offerings in 2019-2020. The rationale for using 2019–2020 performance checks in the current report is because Fall 2020 was the last semester over the past 24 months when all courses were delivered as designed, not requiring remote learning, either in whole or in part, to complete the coursework.

Figure 1 compares course outcomes as a way for department chairs, program coordinators, and full-time faculty mentors to engage in discussions with the OCIS faculty. The data are housed on the IPRE website Institutional Data webpage, so there is immediate access by department chairs, program coordinators, full-time faculty members, and OCIS faculty (**Artifact 8.2a – 6 Performance Checks**). One of the goals for using the data provided is to ensure that there is a sustained discussion of continuous improvement with regard to a culture of assessment across St. Philip's College.

Course Outcomes: Fall 2019 ENGL 1301															
		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	14374	16	69.6%	3	13.0%	1	4.3%	0	0.0%	0	0.0%	3	13.0%	23	100.0%
	35051	7	29.2%	6	25.0%	4	16.7%	3	12.5%	3	12.5%	1	4.2%	24	100.0%

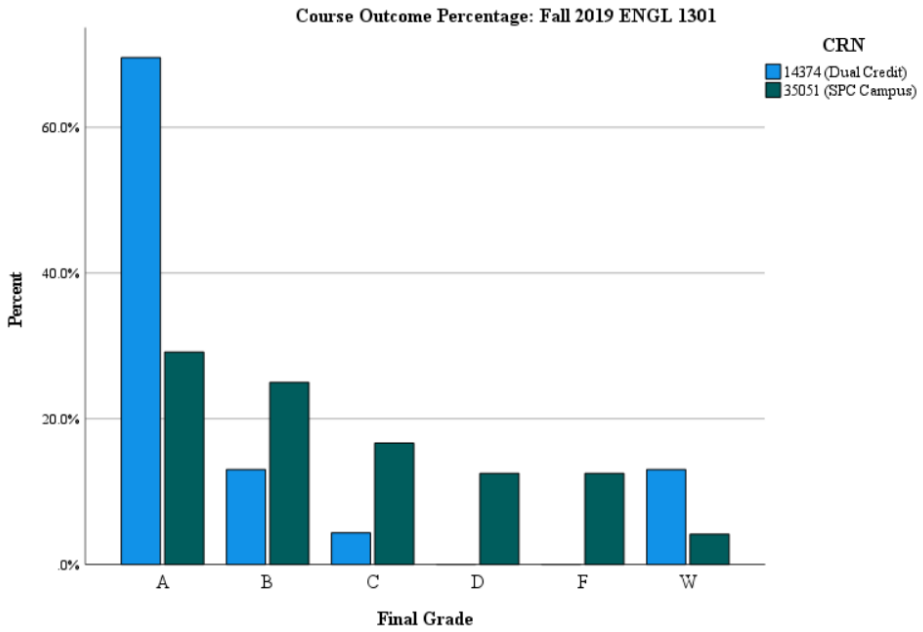

Figure 1: Performance Check of ENGL 1301 Fall 2019

Data source Figures 1-8: St. Philip's College Institutional Planning, Research, and Effectiveness Office

Figure 2 compares performance in SPAN 1411 for an OCIS class and an on-campus class during the Fall 2019 semester. Section numbers (CRNs) distinguish between OCIS and SPC campus locations.

		Course Outcomes: Fall 2019 SPAN 1411									
		A		B		C		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
CRN	26727	32	86.5%	5	13.5%	0	0.0%	0	0.0%	37	100.0%
	33465	9	52.9%	6	35.3%	1	5.9%	1	5.9%	17	100.0%

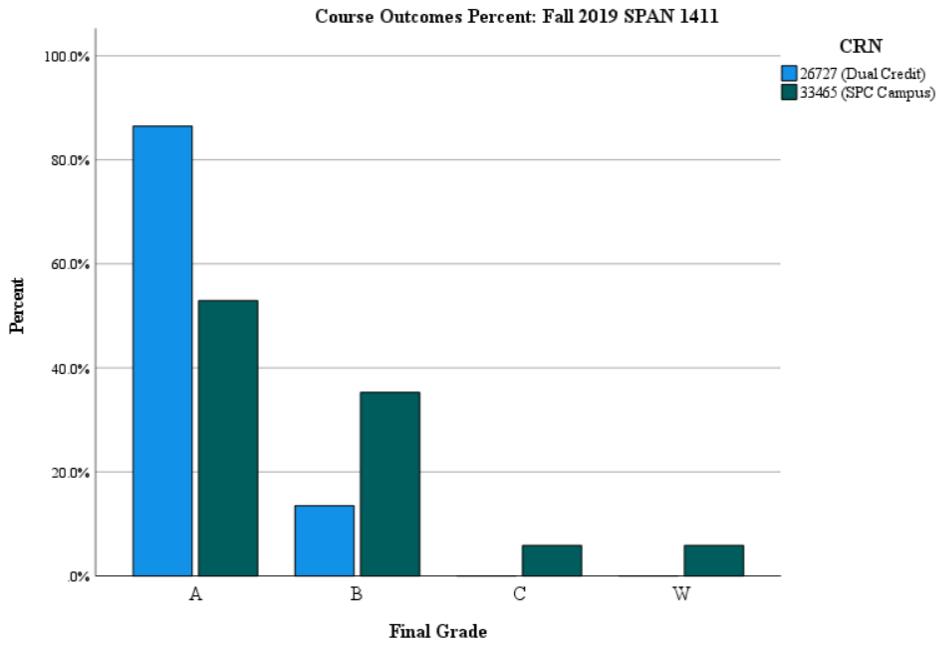

Figure 2: Performance check of SPAN 1411 Fall 2019

Performance checks are also conducted for the career and technical education courses. Figures 3 and 4 show performance checks in two career and technical education courses.

Figure 3 illustrates the performance check conducted for CNBT 1400. Section numbers (CRNs) distinguish between OCIS and SPC campus locations.

Course Outcomes: Fall 2019 CNBT 1400											
		A		B		C		F		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%
CRN	28626	11	52.4%	10	47.6%	0	0.0%	0	0.0%	21	100.0%
	33729	9	47.4%	5	26.3%	4	21.1%	1	5.3%	19	100.0%

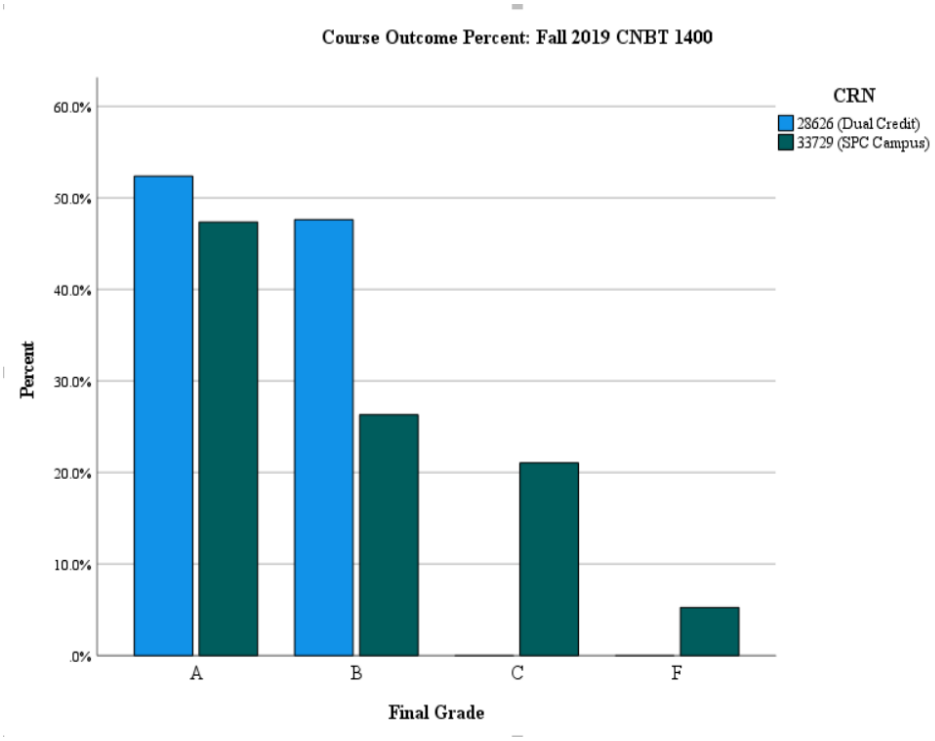

Figure 3: Performance check for CNBT 1400 Fall 2019

Figure 4 shows the performance check for AUMT 1305 for Fall 2019. Again, course outcome data are compared between OCIS and SPC students taking the same course during the semester. Section numbers (CRNs) distinguish between OCIS and SPC campus locations.

		Course Outcomes: Fall 2019 AUMT 1305											
		A		B		C		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	36557	0	0.0%	17	77.3%	3	13.6%	1	4.5%	1	4.5%	22	100.0%
	39359	10	62.5%	5	31.3%	0	0.0%	1	6.3%	0	0.0%	16	100.0%

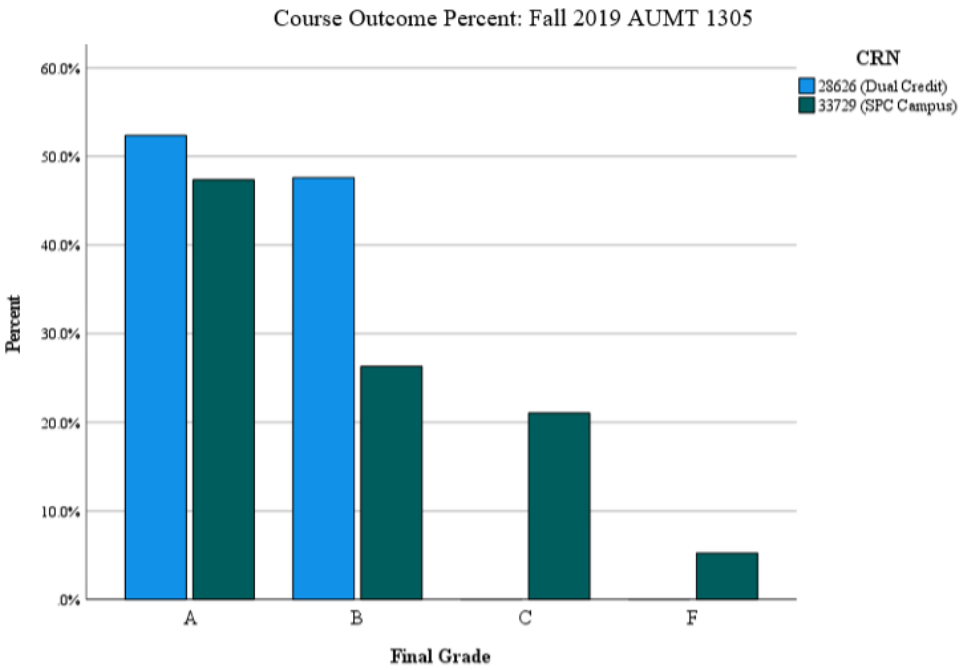

Figure 4:Performance check of AUMT 1305 Fall 2019

Figure 5 is a performance check of GOVT 2306 offered in Fall 2020. Again, as noted, the performance check is done to determine consistency by comparing the results of an OCIS course with a course taught on the St. Philip's College campus.

		Course Outcomes: Fall 2020 GOVT 2306													
		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	16888	16	35.6%	11	24.4%	6	13.3%	2	4.4%	7	15.6%	3	6.7%	45	100.0%
	36559	24	43.6%	21	38.2%	2	3.6%	2	3.6%	2	3.6%	4	7.3%	55	100.0%

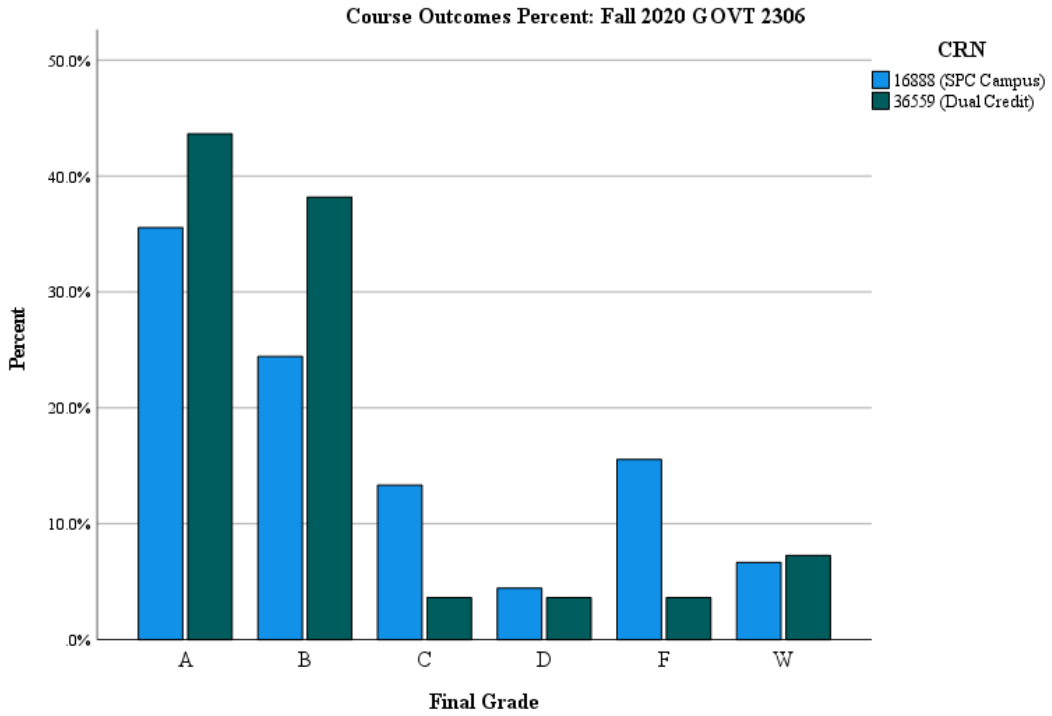

Figure 5: Performance check of GOVT 2306 Fall 2020

Figure 6 is a performance check of MATH 1414 offered in Fall 2020. Section numbers (CRNs) distinguish between OCIS and SPC campus locations.

		Course Outcomes: Fall 2020 MATH 1414											
		A		B		C		F		W		Total	
		Count	Row N %	Count	%	Count	%	Count	%	Count	%	Count	Row N %
CRN	11156	0	0.0%	1	6.7%	6	40.0%	4	26.7%	4	26.7%	15	100.0%
	43697	5	22.7%	9	40.9%	8	36.4%	0	0.0%	0	0.0%	22	100.0%

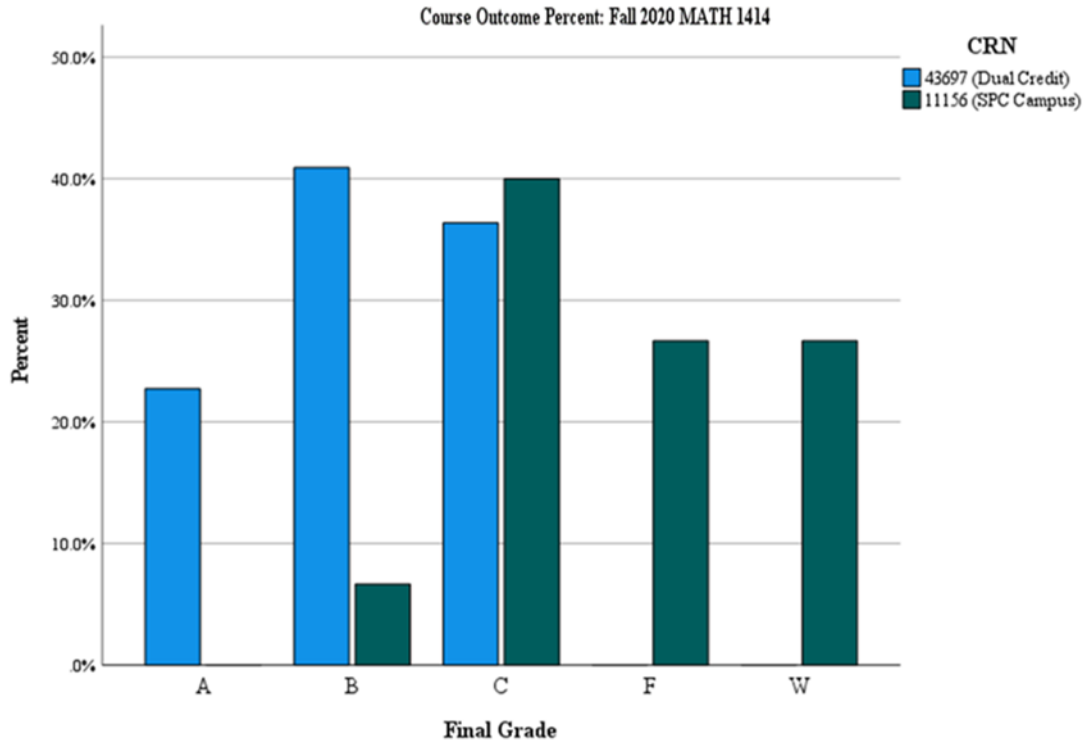

Figure 6: Performance check of MATH 1414 Fall 2020

The two courses shown in Figures 7 and 8 compare the OCIS delivered courses and the St. Philip's College -based courses in the career and technical education programs from 2019–2020. As noted previously, these 2019–2020 courses are highlighted because these were the last two years in which St. Philip's College courses were delivered in their designed modality and not taught remotely or via online hybrid instruction due to the pandemic.

Figure 7 provides a look at the course outcomes for a career and technical education course, AUMT 1201, taught in Fall 2020. The accompanying graph provides the visualization of how the OCIS location and the SPC on-site course compare in terms of performance.

		Course Outcomes: Fall 2020 AUMT 1201							
		A		B		C		Total	
		Count	%	Count	%	Count	%	Count	%
CRN	42526	5	45.5%	4	36.4%	2	18.2%	11	100.0%
	42581	1	16.7%	5	83.3%	0	0.0%	6	100.0%

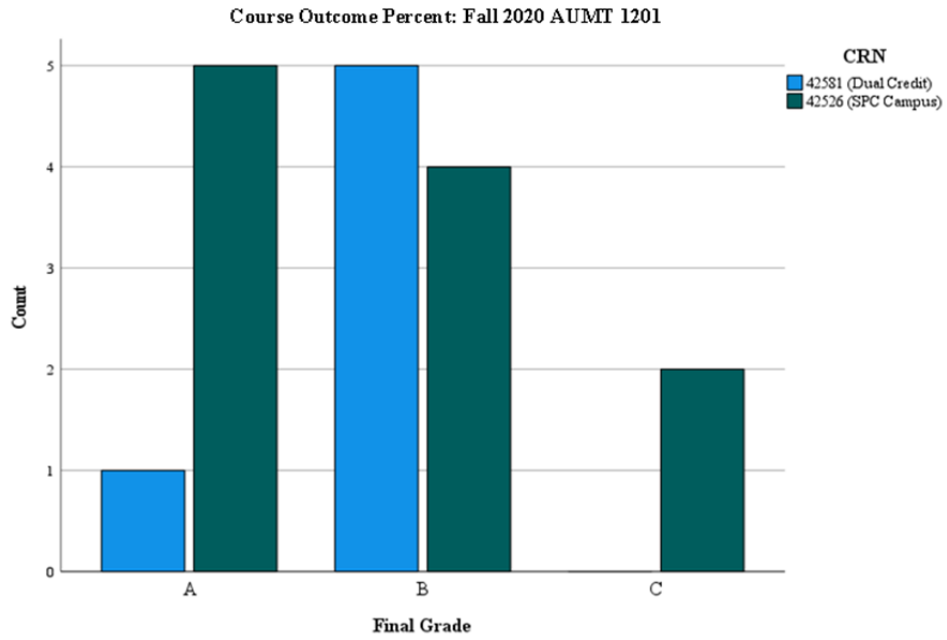

Figure 7: Performance check of AUMT 1201 Fall 2020

Figure 8 illustrates the performance check conducted in Fall 2020 for CHEF 1205, which is taught at OCIS and St. Philip's College's campus locations. As noted earlier, the visualization of the graph provides a quick summary of the performance in CHEF 1205 by using two sections selected randomly to compare the student performance at an OCIS site and at SPC on-site.

		Course Outcomes: Fall 2020 CHEF 1205													
		A		B		C		D		F		W		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CRN	10198	30	45.5%	22	33.3%	3	4.5%	3	4.5%	6	9.1%	2	3.0%	66	100.0%
	37049	12	37.5%	16	50.0%	4	12.5%	0	0.0%	0	0.0%	0	0.0%	32	100.0%

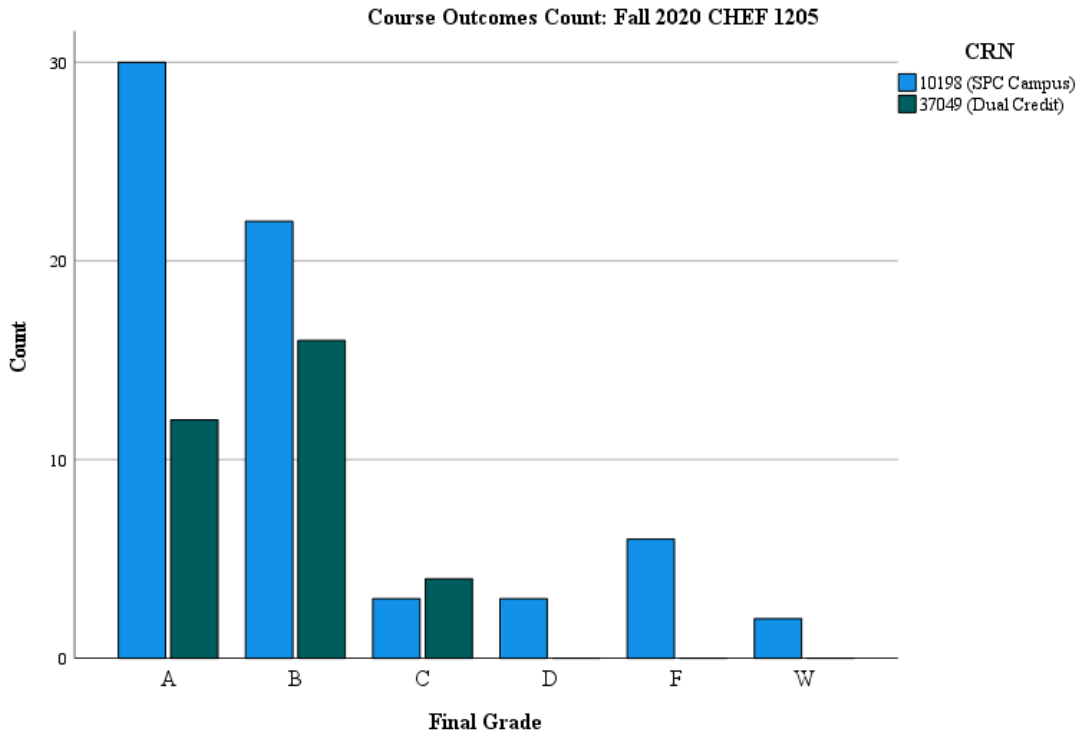

Figure 8: Performance check of CHEF 1205 Fall 2020

Data Source: St. Philip's College Institutional Planning, Research, and Effectiveness Office

The performance checks provide insight into areas where curricular, pedagogical, or other continued improvements are needed and reinforce the assessment needs for academic and career and technical education courses and programs. Data sources for the performance checks come from the St. Philip's College IPRE office and are based on various reports filed in the College's ARGOS system.

Assessment of Academic Programs

Each February, academic programs are reviewed based upon a writing sample produced by students in the previous Fall semester. Each Fall semester, the Coordinator of Assessment and Evaluation, part of the Institutional Planning, Research, and Effectiveness (IPRE) department, randomly selects courses and sections to be included in the review process. Off-site locations, such as dual credit/early college high school locations, are included in the selection process and are reviewed alongside on-site courses. Each OCIS location is sampled once every three years. In November, department chairs put all the selected courses and sections into iRubric, a software program used for the assessment review, to be conducted in the upcoming Spring semester.

Faculty assessors are selected by their respective department chairs for all assessment activities. A pair of assessors conduct the assessment process for each course to ensure consensus. Generally, departments deploy the same assessors yearly, but faculty who rotate out of the assessment teams are replaced.

All new assessors are paired with an experienced assessor, and all team members participate in Calibration Training. This training session is designed to calibrate the assessment process through reviewing and holistically scoring sample artifacts in the iRubric software platform used to record results. Once all members have completed Calibration Training, they attend Assessment Day, the day following

Calibration Training.

Each student artifact is prescribed a learning outcome proficiency from the following levels: skillful, emerging, or not demonstrated. To balance objectivity with subject matter expertise, faculty assessors do not assess students' artifacts from their courses but assess students' artifacts from other courses within their assigned departments.

During Assessment Day, each pair of assessors reviews all student artifacts for the courses they are assigned. Each assessor within the pair individually scores the artifacts; then, they compare answers and discuss any discrepancies, after which a final score for each student artifact is determined. The results and action plans are then presented at the Annual Assessment Showcase, attended by all faculty, full-time or part-time.

Table 8.2.a-2 provides a look at how Assessment Day data are made available to faculty and the College community from IPRE. Please note that these scores reflect variation in the modality for test-taking, as some OCIS locations operated completely remote, partially remote, and/or fully face-to-face to provide instruction during the last 24 months of the pandemic. Because modality can make a difference in testing, face-to-face tests were disaggregated. The sum S+E noted in the fifth column in Table 2 demonstrates the sum of students who achieved skillful or emerging on the assessment activity. The sum of invalid artifacts is based upon a section or a school not following some part of the instructions as assigned.

Table 8.2.a-2: OCIS report for Assessment Day 2020–2021

OCIS Site	Sum of Skillful	Sum of Emerging	Sum of Not Demonstrated	Sum of S+E	Sum of Grand Total	Sum of Invalid Artifact
CALVARY CHAPEL CHRISTIAN ACAD	**3**	**5**		**8**	**8**	
Face to Face	**3**	**5**		**8**	**8**	
Comm. Outcome 1	3	5		8	8	
CALVARY CHAPEL CHRISTIAN ACAD Overall	**35**	**36**	**1**	**71**	**72**	
Grand Total	35	36	1	71	72	
COLE HIGH SCHOOL	**4**	**6**	**1**	**10**	**11**	
Face to Face	**4**	**6**	**1**	**10**	**11**	
Comm. Outcome 1	4	6	1	10	11	
COLE HIGH SCHOOL Overall	**22**	**36**	**41**	**58**	**99**	
Grand Total	22	36	41	58	99	
DAVENPORT HIGH SCHOOL				**0**	**13**	**13**
Face to Face				**0**	**13**	**13**
Comm. Outcome 1				0	13	13
DAVENPORT HIGH SCHOOL Overall				**0**	**117**	**117**
Invalid Artifact				**0**	**117**	**117**
Grand Total	**0**	**0**	**0**	**0**	**130**	**130**
INGRAM TOM MOORE HIGH SCHOOL	**6**	**4**	**3**	**10**	**13**	
Face to Face	**6**	**4**	**3**	**10**	**13**	
Comm. Outcome 1	6	4	3	10	13	

INGRAM TOM MOORE HIGH SCHOOL Overall	**34**	**38**	**6**	**72**	**78**	
Grand Total	**34**	**38**	**6**	**72**	**78**	
JUDSON HIGH SCHOOL	**5**			**5**	**5**	
Face to Face	**5**			**5**	**5**	
Comm. Outcome 1	5			5	5	
JUDSON HIGH SCHOOL Overall	**42**	**1**	**2**	**43**	**45**	
Grand Total	**42**	**1**	**2**	**43**	**45**	
MEMORIAL EARLY COLLEGE HS	**1**	**35**	**11**	**36**	**70**	**23**
Face to Face	**1**	**35**	**11**	**36**	**70**	**23**
Comm. Outcome 1	1	35	11	36	70	23
MEMORIAL EARLY COLLEGE HS Overall	**62**	**259**	**89**	**321**	**591**	**181**
Grand Total	**62**	**259**	**89**	**321**	**591**	**181**
SMITHSON VALLEY HIGH	**48**	**12**		**60**	**60**	
Face to Face	**48**	**12**		**60**	**60**	
Comm. Outcome 1	48	12		60	60	
SMITHSON VALLEY HIGH Overall	**374**	**143**	**23**	**517**	**540**	
Grand Total	**374**	**143**	**23**	**517**	**540**	
WAGNER HIGH SCHOOL	**3**	**6**	**4**	**9**	**13**	
Face to Face	**3**	**6**	**4**	**9**	**13**	
Comm. Outcome 1	3	6	4	9	13	
WAGNER HIGH SCHOOL Overall	**36**	**42**	**39**	**78**	**117**	
Grand Total	**36**	**42**	**39**	**78**	**117**	
WHEATLEY/BRACKENRIDGE HS	**4**	**8**	**1**	**12**	**13**	
Face to Face	**4**	**8**	**1**	**12**	**13**	
Comm. Outcome 1	4	8	1	12	13	
WHEATLEY/BRACKENRIDGE HS Overall	**57**	**56**	**4**	**113**	**117**	
Grand Total	**57**	**56**	**4**	**113**	**117**	
ALL OCIS Face to Face	**74**					
Grand Total All Modalities	**635**	**655**	**209**	**1290**	**1833**	**334**

Data source: Coordinator of Assessment & Evaluation Office, St. Philip's College Institutional Planning, Research, and Effectiveness Office

Table 8.2.a-3 provides a multi-year look at academic program assessment and targets attained by site for dual credit/early college high schools from 2019–2022.

Table 8.2.a-3: 2019–2022 OCIS Academic Program Assessments with Targets by Selected Sites

Academic Year	Campus/OCIS	PSLO Focus	Target	Results by Site
2019-2020				
	St. Philip's College (No OCIS)	Personal Responsibility	74%	**90%**
		Critical Thinking	75%	**85%**
		Communication	74%	**93%**
	Memorial ECHS	Personal Responsibility	74%	**94%**
		Critical Thinking	75%	**89%**
		Communication	75%	**96%**
	St. Philip's ECHS	Personal Responsibility	74%	42%
		Critical Thinking	75%	38%
		Communication	75%	63%
	Canyon HS	Personal Responsibility	74%	**94%**
		Critical Thinking	75%	**96%**
		Communication	75%	**100%**
	Seguin HS	Personal Responsibility	74%	68%
		Critical Thinking	75%	68%
		Communication	75%	59%
2020-2021				
	St. Philip's College (No OCIS)	Teamwork	70%	**89%**
		Personal Responsibility	74%	**79%**
		Social Responsibility	70%	45%
	Alamo Heights HS	Teamwork	70%	100%
		Personal Responsibility	74%	100%
	Memorial ECHS	Social Responsibility	70%	63%
		Personal Responsibility	74%	**83%**

	Canyon HS	Teamwork	70%	**98%**
		Personal Responsibility	74%	**94%**
		Social Responsibility	70%	**98%**
	Seguin HS	Social Responsibility	70%	**84%**
		Personal Responsibility	74%	**95%**
	Judson HS	Teamwork	70%	**100%**
		Personal Responsibility	74%	**85%**
	Navarro HS	Teamwork	70%	37%
		Personal Responsibility	74%	**100%**
		Social Responsibility	70%	13%
	School of Science and Technology	Teamwork	70%	**100%**
		Social Responsibility	70%	**100%**
	Wagner HS	Teamwork	70%	**92%**
		Personal Responsibility	74%	**83%**
	Stockdale HS	Social Responsibility	70%	69%
		Personal Responsibility	74%	**80%**
	Brackenridge HS	Social Responsibility	70%	0%
		Personal Responsibility	74%	**85%**
2021-2022				
	St. Philip's College (No OCIS)	Critical Thinking	75%	**79%**
		Communication	74%	**86%**
		Personal Responsibility	74%	68%
	Memorial ECHS	Critical Thinking	75%	**78%**

	Communication	74%	**79%**
	Personal Responsibility	74%	**79%**
Judson HS	Communication	74%	**100%**
	Personal Responsibility	74%	**100%**
Calvary Chapel Christian Academy	Critical Thinking	75%	**100%**
	Communication	74%	**100%**
	Personal Responsibility	74%	**100%**
Wagner HS	Critical Thinking	75%	64%
	Communication	74%	67%
	Personal Responsibility	74%	69%
Robert G. Cole HS	Critical Thinking	75%	27%
	Communication	74%	**91%**
	Personal Responsibility	74%	58%
Brackenridge HS	Critical Thinking	75%	**97%**
	Communication	74%	**94%**
	Personal Responsibility	74%	**97%**
Davenport HS	Critical Thinking	75%	0%
	Communication	74%	0%
	Personal Responsibility	74%	0%
Ingram Tom Moore HS	Critical Thinking	75%	**95%**
	Communcation	74%	**90%**
Smithson Valley HS	Critical Thinking	75%	**96%**
	Personal Responsibility	74%	**93%**

Data source: St. Philip's College Institutional Planning, Research, and Effectiveness Office

The Annual Assessment Showcase uses the information presented in Tables 2 and 3 to provide the opportunity for faculty, program coordinators, and department chairs to review and discuss the assessment results that have been analyzed longitudinally, departmentally, and divisionally by instructional methods during a typical cycle. Prior to March 2020, Assessment Day and the Annual Assessment Showcase were conducted in person. For 2020-2022, Assessment Day and the Annual Assessment Showcase were presented virtually. All faculty, whether at SPC or at OCIS locations are invited to participate.

The disruption of the Covid-19 pandemic in March 2020 required many face-to-face courses to pivot to remote instruction; therefore, to ensure accurate results identification, the instructional method was not always identified in the 2020–2021 cycle. The 2021–2022 assessment also discussed results and action plans for each OCIS and were shared with OCIS faculty through their respective department chairs or program coordinators.

Assessment of Career and Technical Education (CTE) Programs

The College's Applied Science and Technology faculty, program coordinators, department chairs, and academic deans annually review Program Student Learning Outcomes (PSLOs) in conjunction with any revisions in the State of Texas Workforce Education Course Manual (WECM), program accreditation requirements for professional licensure, and external Advisory Board recommendations to ensure students are meeting the needs of local industries.

Each Fall semester, career and technical education courses' Program Student Learning Outcomes are assessed in capstone courses as a summative measure and included in the College's annual Operational Unit Annual Progress (OUAP) report-out. No capstone courses are currently taught at OCIS locations; therefore, faculty teaching at newer OCIS sites may not be familiar with PSLO assessment because of the restrictions placed on teaching during the pandemic.

Table 8.2.a-4 provides the OCIS locations for career and technical education programs.

Table 8.2.a-4: Applied Science and Technology Programs and Off-Campus Instructional Site Location

Program	**OCIS location/s**
Automotive Technology	Sidney Lanier High School
Information Technology Cybersecurity Specialist	Cyber P-TECH USA Sam Houston High School, Highlands High School, Ingram Tom Moore P-TECH
Restaurant Management	Sidney Lanier High School Southside High School Lytle High School Brackenridge High School
Plumbing Trades	Earl Warren High School Construction Careers Academy
Electrical Trades	Earl Warren High School Construction Careers Academy
Construction Technology	Earl Warren High School Construction Careers Academy Sidney Lanier High School

Faculty whose courses are assessed complete a *Closing the Loop Action Plan* form (**Artifact 8.2a – 7 Sample Closing the Loop Action Plans**). The action plan form requires assessed faculty to clearly outline improvements the faculty members make in their courses based on the recorded assessment data. Improvements may include modifying the artifact/assignment if needed; however, all faculty must detail improvements to student learning (e.g., delivery of course content, incorporation of new pedagogical approaches, etc.). The respective discipline lead must also complete the form and acknowledge faculty improvements that are to occur across all sections of the course based on the assessment results. The improvements provided by discipline leads are based on feedback from full-time faculty, part-time faculty, and OCIS faculty teaching the course in question. If a program consistently meets the set target, new and increased targets are set to ensure programs follow continuous quality improvement in assessment.

All assessment data are distributed to the President, Vice President, Academic Deans, and Department Chairs. Department chairs discuss the assessment data results with the faculty using a continual improvement process. The data are also made available through Institutional Planning, Research, and Effectiveness (IPRE) Department's Institutional Data webpage to reinforce transparency and data-informed decision-making. Assessment data are also available for institutional reporting included in the Program Review Feedback process to maintain consistent records across all programs.

PSLO Assessment in Career and Technology Education Programs

Program faculty use their subject matter/professional expertise combined with teaching expertise to specify course student learning outcomes that align with program outcomes, the Texas Workforce Education Course Manual, any program accreditation requirements for program licensure, and any external Advisory Board recommendations. Program personnel analyze these three inputs and identify categories of skills that encompass the desired outcomes of stakeholders within the context of each program.

Identification of Program Student Learning Outcomes in Career and Technical Education

The PSLOs for PSTR 1206: Cake Decorating I is an excellent example for demonstrating the practice of course outcomes becoming central to programmatic student learning outcomes in career and technical education. The Texas Workforce Education Course Manual student learning outcomes for the PSTR 1206: Cake Decorating I course are as follows: "Students will "Produce a variety of commercially acceptable decorated cakes using a variety of techniques." All faculty, including part-time faculty and dual credit faculty, in the Baking and Pastry Arts program, working with their program coordinator, department chair, and academic dean, wrote precise course student learning outcomes that lead to the program outcomes.

Figure 9 demonstrates the activities a PSTR 1206 must meet to achieve:

Figure 9: Example of course-level student outcomes

1) Prepare a cake using the following steps:
    a. Leveling
    b. Splitting
    c. Assembling
    d. Damming
    e. Filling a Cake
    f. Crumb-coating
    g. Piping the icing on the cake (pre-icing)
    h. Smoothing the Icing
2) Ice a cake in:
    i. Buttercream
    j. Ganache
3) Identify basic tips and how they are used

These course-specific student learning outcomes provide the primary basis for reviewing each program's identification of program student learning outcomes.

All faculty, program coordinators, and department chairs worked together to establish and review student learning outcomes that became the foundation for Program Student Learning Outcomes. Part-time faculty and dual credit faculty have had the opportunity to generate input during the establishment and review of student learning outcomes **(Artifact 8.2a – 8 THCA Curriculum PowerPoint)**.

A faculty-led PSLO review of course-level student outcomes then matched the groups of skills with appropriate measurable verbs using Bloom's Taxonomy, focusing on comprehension of knowledge and application of psychomotor skills. Finally, the faculty reviewed terminology to frame the outcomes students had mastered and demonstrated at the programmatic level.

The resulting PSLOs illustrate the broad priorities within each program. Figure 2 illustrates the PSLOs outcomes in Automotive Technologies, another career and technical education program:

Figure 10: PSLOs for safety and professionalism, psychomotor skills, and ASE Vehicle Subsystems in Automotive Technologies

> **PSLO 1:** Students will demonstrate professionalism and safety skills in the context of the automotive profession.
> **PSLO 2:** Students will effectively *problem-solve, diagnose*, and *test* in all 8 ASE Vehicle Subsystems.
> **PSLO 3:** Students will effectively *service, maintain, and repair* all 8 ASE Vehicle Subsystems.

The PSLOs reflected the Automotive Technologies' faculty responding to area employers' requirements through monthly meetings with the program's Advisory Committee in addition to the Texas Workforce Educational Course Manual outcomes. Knowledge of ASE, or the Automotive Service Excellence eight-vehicle subsystems, and the variety of different

psychomotor skills involved in demonstrating mastery of learning in the Automotive Technologies program are also central to the program student learning outcomes.

As PSLOs were reviewed in the most recent assessment cycle, the faculty team mapped the PSLOs to courses to assess and formalize the PSLOs. The process includes reinforcing expectations for introductory classes and dual enrollment faculty who teach at Off-Campus Instructional Sites.

Curriculum Mapping

The curriculum map used for CTE PSLO development provides a clear picture of the touchpoints where career and technical education faculty expect students to demonstrate increased knowledge and skills and where the Master levels of learning are expected to be demonstrated and assessed. For faculty who teach off-site and whose teaching loads focus on high school courses, the Curriculum Maps clarify and provide an overview of how the course/s they teach fit into the entire program's knowledge and skill development continuum.

It is important to note that the knowledge and skills students learn in many career and technical education courses could be associated with multiple Program Student Learning Outcomes. For the purpose of PSLO assessment, however, every course is accountable for one or more PSLO at a level appropriate to the course's sequence in the program. (**Artifact 8.2a – 9 Sample Career and Technical (CTE) Curriculum Maps**).

Table 8.2.a-4 presents the curriculum map for the Automotive Technologies Program. While two practicum courses (AUMT 1366 and AUMT 2328) are the best opportunity for students to demonstrate mastery of the three PSLO in Automotive Technologies, whether at the St. Philip's College campus or dual credit courses an OCIS location, earlier foundational courses are also assessed for program skills. Programmatic alignment allows all program stakeholders, whether students, faculty, the program, the College, employers, and the specific external program Advisory Boards, to assess Program Student Learning Outcomes at every level of the program.

In career and technical education courses, the focus on Program Student Learning Outcomes permits tracking the improvement of the students' progress throughout their educational experiences. The skills progression outlined in the Automotive Technologies program's PSLO curriculum map demonstrates the stages for faculty to reteach, reinforce, and reiterate critical knowledge and competencies.

Table 8.2.a-4 provides an overview of how the Automotive Technology program uses the PSLO Curriculum Map to ensure either professionalism or mastery in the program's respective courses.

Table 8.2.a-3: Example PSLO Mapping for Automotive Technologies

Automotive Technology
PSLO Curriculum Map

Every course addresses every PSLO, but the program assesses PSLOs according to the following chart.

	PSLO 1 **Students will demonstrate professionalism and safety skills in the context of the automotive profession.**	PSLO 2 **Students will effectively problem-solve, diagnose, and test in all 8 ASE Vehicle Subsystems.**	PSLO 3 **Students will effectively service, maintain, and repair in all 8 ASE Vehicle Subsystems.**
AUMT 1201 - Introduction and Theory of Automotive Technology	P		
AUMT 1407 - Automotive Electrical Systems		P	
AUMT 1410 - Automotive Brakes			M
AUMT 1419 - Automotive Engine Repair		M	
AUMT 1416 - Automotive Suspension and Steering Systems			M
AUMT 2421 - Automotive Electrical Diagnosis and Repair			M
AUMT 1445 - Automotive Climate Control Systems		M	
AUMT 2413 - Automotive Drive Train and Axles			M
AUMT 2417 - Automotive Engine Performance Analysis I			M
AUMT 2434 - Automotive Engine Performance Analysis II		M	
AUMT 2425 - Automotive Automatic Transmission and Transaxle			M
AUMT 1366 - Practicum (or Field Experience) - Automobile/Automotive Mechanics Technology/Technician	M	M	M
AUMT 2328 - Automotive Service	M	M	M

I=1 on ASE Tasks Lists
P=2 and 3 on ASE Tasks Lists
M=4 on ASE Tasks Lists

Assessing Program Student Learning Outcomes in CTE Courses

Program faculty and coordinators view the PSLO curriculum mapping as a formative assessment measurement that identifies students' struggles and triggers interventions before the course is completed. Identifying this critical touchpoint for learning and demonstrating these critical skills

is a result of program faculties' teaching expertise and subject matter expertise. Some measures assess how students are processing new thinking patterns and contain metacognitive aspects. Other measures focus on critical skills that must be demonstrated before moving on to the next part of the curriculum.

The Curriculum Map for the Automotive Technologies program in Figure 3 illustrates how PSLOs reflect programmatic student learning outcomes, course associations, and skills progression. The assignment is used as the measure for assessing the extent to which students in that program are demonstrating the Program Student Learning Outcomes. These measures are used across the program, including at Off-Campus Instructional Sites. They are shared with OCIS faculty through department meetings, faculty visits to the OCIS location, full-time faculty mentoring, and other departmental communication.

Program Results: Examples from Automotive Technology, Business Information Systems, Restaurant Management, and Construction Technology

Figures 11-16 illustrate the most recent PSLO assessment data. The information is organized by program, course, section, and location.

Automotive Technology Program

Automotive Technology Program		
AUMT 1201: Introduction and Theory of Automotive Technology		
PSLO 1: Students will demonstrate professionalism and safety skills in the context of the automotive profession. **Skill Level: Practice**		
PSLO Measure Department Safety Exam: series of objective questions that address aspects of safety in the automotive lab throughout all the years students are in the lab; exam reviewed and approved by Advisory Committee; Exam follows a walk-through of all safety equipment and procedures in the lab with detailed teaching		
Target: 100% of students must earn 100% on Safety Exam; multiple attempts allowed until target is met Reasoning: Any item failed on the Safety Exam could cause injury to the student, their peers, or the teaching personnel in the lab if students don't understand concepts of correct safety procedures; creates safe lab environment; consistent with OSHA and EPA standards; compliant with industry, employers' safety training in shops; prepares for industry work; sets standard for expectations in the program and the industry; and employers know that graduates will work safely.		
OCIS Sidney Lanier High School (Lanier)		
Course and Section	**% Students completing PSLO Measure**	**% Students met PSLO Target**
AUMT 1201-007	100%	0%
AUMT 1201-010	100%	62%

Because 0% of the students met the AUMT 1201-007 PSLO target, an action plan for Lanier HS was developed.

Figure 11: PSLO assessment data for AUMT 1201 OCIS program at Lanier High School with an action plan

Action Plan for Lanier High School

Department standard was reinforced: Students have multiple attempts to demonstrate a 100% score on the Safety Exam to reinforce the absolute need for safety in the automotive lab.

While Lanier High School was in remote instruction during the height of the pandemic, St. Philip's College purchased software licensing for a program called Electude to enhance the delivery of the online curriculum. The Electude software included virtual labs, and faculty determined Electude software was suitable for remote learning.

The department chair also held multiple meetings with Lanier instructors three times a semester to ensure the OCIS faculty were on point during remote instruction. The department has also developed an online Canvas course based upon the mentoring faculty's Canvas shell for OCIS faculty to download and upload communication, exams, curricula, grades, attendance, and other programmatic necessities.

Figure 12 provides a glimpse of the faculty member's Canvas shell for working with on-site and OCIS faculty. The faculty member for the Automotive Technology program is both faculty and the department chair.

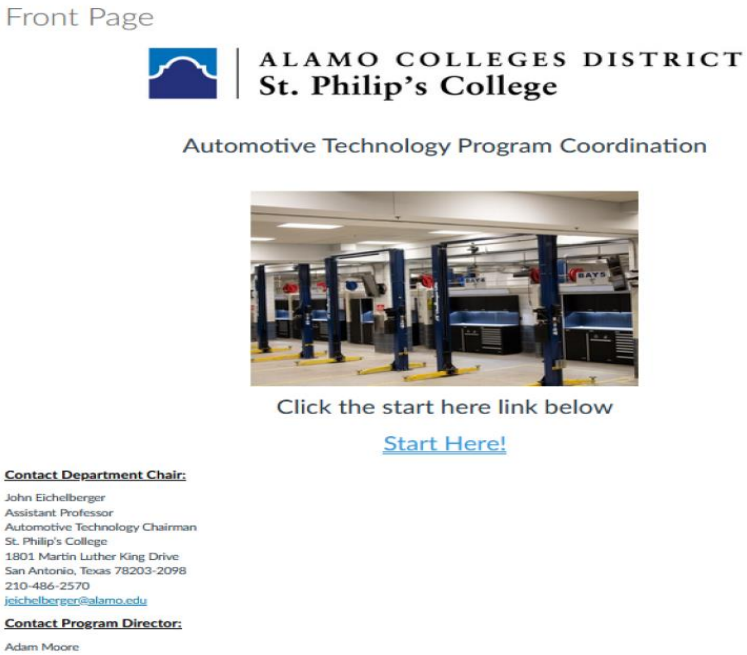

Figure 12: Automotive Technology Program Canvas Mentoring Shell for Faculty

Figure 13 highlights the PSLO for ITNW 1425: Fundamentals of Networking Technologies, an introductory course. The process of utilizing faculty input from full-time and part-time instructors, program coordinator and department chair review, academic dean review, and

insights from external Advisory Boards parallel the other career and technical education programs.

Information Technology Cybersecurity Specialist – Business Information Systems Program

For the ITNW 1425 PSLO review provided in Figure 13, the program director noted that the he conducted an extended site visit in Fall 2021 during the COVID-19 pandemic, found an issue at the OCIS, and addressed the problem quickly.

Information Technology Cybersecurity Specialist – Business Information Systems		
ITNW 1425: Fundamentals of Networking Technologies		
PSLO 1: **Graduates who complete the program can properly use security tools and utilities.** **Skill Level:** Introductory		
PSLO Measure Introduction to CISCO IOS and Network Simulator (Packet Tracer); one attempt; no curved grades. This lab assignment has students explore and navigate through CISCO operating system (IOS). This is an individual assignment; students have one hour to complete it. After students do the lab, the teacher facilitates a discussion of what they learned (such as the execution of commands within IOS to help them become familiar with configurations). This is a topic that is brand new to students; they do it and tell the faculty what they learned; the technology is not advanced, but assessment is metacognitive: tell us what you learned. The measure occurs about week 2 of a 16–20-week semester. It is foundational technical information but is also a foundational learning process because students must type out their answers and use self-reflective thinking.		
Target: 70% of students should achieve a minimum of 70% on an assignment The assignment has 7tasks students must complete; students must complete 5 of 7 to potentially pass the assignment **Reasoning:** This measure and target give the instructor a glimpse of the potential of grasping the concepts of what is to come in the course.		
OCIS Cyber P-TECH USA at Sam Houston High School		
Course and Section	**% Students completing PSLO Measure**	**% Students met PSLO Target**
ITNW 1425-009	100%	89%
ITNW 1425-010	100%	58%

Figure 13: PSLO Review INTW 1425 Cyber P-TECH USA Sam Houston High School with action plan

Action Plan

The Cyber P-TECH USA program at Sam Houston High School started in Spring 2020, and COVID-19 disrupted the implementation for much of the first year. Based upon the PSLO review, the program director visited the high school to tutor students on Saturdays a total of 10

times in Fall 2021. He observed that students were attempting coursework with Chromebooks, which are incompatible with the requirements of St. Philip's College's IT courses. Until the high school can meet a mandated need per the Memorandum of Understanding between the school and the College, the St. Philip's College Business Information Solutions Department loans specialized IT student laptops to Sam Houston students for them to have opportunities to complete the programmatic work.

In addition, students were brought to the St. Philip's College lab to execute a lab assignment to become familiar with the full range of technology used in the program, and the department maintains an "open door" policy that welcomes off-site students to its labs at any time. The program director also developed a Canvas shell for the high school faculty to use and is based on the program director's subject matter and teaching expertise for the Sam Houston faculty to use for content, delivery, refined grade book standards and record-keeping, and assessment.

The program director and department chair converse regularly to address student progression based upon students not meeting PSLO targets. The program director and department chair continue to conduct site visits and have conversations: Every first Tuesday of the month, the department chair conducts a dual credit instructor forum where dual credit faculty and St. Philip's College faculty collaborate, offer help, keep open communications, and train on new procedures, developments, and priorities.

The Business Information Solutions Department employs a dual credit liaison who only handles high school students and is the specialist for everything dual credit. There is also a departmental email address for anything concerning dual credit (spc-bis-dc@alamo.edu)
given to dual credit faculty upon hire. All faculty members also use the dual credit departmental email address to get help with dual credit students who may be placed in either online or general population departmental courses.

Restaurant Management Program

The Restaurant Management program PSLO review offers insight into how early intervention helps student success. Figure 14 illustrates how the department faculty use the PSLO review to engage in early intervention with an OCIS site.

Restaurant Management Program
CHEF 1301: Basic Food Preparation
PSLO 1: Upon graduation, students will be able to identify and apply the knowledge and skills necessary for hospitality and tourism operations. **Skill Level:** Introductory
PSLO Measure **Unit 6: Stocks and Sauces** This unit is taught in Week 6 of a 16 or 20-week semester and students. Students must make six different types of sauces and are assessed on a rubric (**Artifact 8.2a-10 THCA_Rubric Samples**). These sauces identify students' levels of understanding and if they need to review any specific topics. If students do not meet the target, previous lessons are retaught to ensure that students are mastering the required knowledge.

Target: 100% of students earn an 8 or higher on the Stocks and Sauces rubric		
OCIS **Sidney Lanier High School (Lanier)**		
Course and Section	**% Students completing PSLO Measure**	**% Students met PSLO Target**
CHEF 1301-005	100%	31%

Figure 14: PSLO Review of CHEF 1301 Basic Food Preparation at Lanier High School with an action plan

Action Plan

After reviewing the OCIS PSLO assessments and after observations of the OCIS, the College's Tourism, Hospitality, and Culinary Arts program donated two induction cooktops with compatible commercial pots, along with small wares such as sheet pans, mixing bowls, measuring cups, as well as five each of spoons, spatulas, and similar equipment to each of its OCIS (**Artifact 8.2a-11 Equipment Giveaway Email**). The donated materials help students practice skills using high-quality commercial equipment that supplements the high schools' culinary labs. More equipment available to students means that students need to share items less often and receive more hands-on experience.

In Spring 2022, the program continues instruction on-site, and the department chair and program coordinator continue to monitor students' success. By holding monthly meetings between on-campus and dual credit instructors, the department chair and program coordinator identify any need for special interventions.

Construction Technology Program

The Construction Technology program illustrates how PSLOs can integrate with faculty professional development and include ideas from the external Construction Technology Advisory Board even during the height of the COVID-19 pandemic. Figure 6 illustrates how two Construction Technology program courses used the PSLO to work with OCIS faculty.

Construction Technology Program
CNBT 1416: Construction Technology I
PSLO 2: Students will demonstrate the use of tools, equipment, and materials in the construction industry **Skill Level:** Practice
PSLO Measure: Module 3 Rafter Assignment Students perform angle cuts and plumb cuts with a circular saw to assemble a rafter based on a given roof pitch. They must perform calculations and measurements and then use appropriate tools to make the cuts and assemble the rafter. The assignment is challenging. They could see if they drew it correctly but may not have cut it correctly. The assignment lasts for 1-2 weeks; students have multiple attempts; if they fail, can redo; if slightly low, they correct but grade stands—but they redo until the rafter is right.
OCIS

Earl Warren High School (Construction Careers Academy) (Warren CCA)		
Course and Section	**% Students completing PSLO Measure**	**% Students met PSLO Target**
CNBT 1416-002	87% completed	87%
CNBT 1416-003	100%	81%

Figure 15: PSLOs for Construction Technology Program CNBT 1416 Earl Warren High School with action plans

Action Plan
Students are doing well in this course based on the PSLO assessment data. College and OCIS meetings, collaborations with professional development, inclusion with the Advisory Board, and student visits to the College's Southwest Campus continue.

Construction Technology Program		
CNBT 1450: Construction Technology II		
PSLO 2: Students will demonstrate the use of tools, equipment, and materials in the construction industry **Skill Level:** Practice		
PSLO Measures **Build a prefabricated wall for an office building on a trailer for a local business (like a tiny house, but an office)** **Or** **Install a standing seam metal roof** on the **office building on a trailer for a local business** Both assignments require students to use standard tools, equipment, and materials to build a part of a structure. This is a multi-week assignment and students must practice and/or repeat the assignment until they pass.		
Target: 100% of students should earn 80% or higher		
OCIS Earl Warren High School (Construction Careers Academy) (Warren CCA)		
Course and Section	**% Students completing PSLO Measure**	**% Students met PSLO Target**
CNBT 1450-001	100%	90%
CNBT 1450-004	95%	95%

Figure 16: PSLOs for Construction Technology Program CNBT CBNT 1450 Earl Warren High School with action plans

Action Plan
Students are doing very well in this course based on PSLO assessment. College and OCIS meetings, collaborations with professional development, inclusion with the Advisory Board, and student visits to the College's Southwest Campus continue.

Conclusion

For all Off-Campus Instructional Sites and at its two campuses, St. Philip's College identifies program student learning outcomes. Whether for academic programs or career and technical

education programs, St. Philip's College assesses the extent to which students achieve the program student learning outcomes, uses a data-informed approach to make curricular and programmatic decisions, and uses data results to improve student learning in cycles that drive continuous improvement in our students' educational achievement and career readiness and our faculty's preparedness to offer well-designed and implemented courses at Off-Campus Instructional Sites as well as on the St. Philip's College campuses.

Data are shared with all faculty through the department chairs and program coordinators. Performance check data are provided at the Assessment Section of the St. Philip's College Institutional Planning, Research, and Effectiveness (IPRE) website, which all full-time and part-time faculty have access to and can discuss with their faculty mentors, program coordinators, and department chairs. Institutional Unit Review plans must include data from OCIS and PSLOs.

Deans, department chairs, program coordinators, and faculty members discuss their findings with multiple groups, including the OCIS sites, in professional development, and when collaborating with their respective Advisory Boards.

Support Documentation

Artifact 8.2a – 1 Faculty Credentialing Handbook
Artifact 8.2a – 2 QEP and Library Visits
Artifact 8.2a – 3 Faculty Job Descriptions
Artifact 8.2a – 4 Adjunct Faculty Certification Program
Artifact 8.2a – 5 Sample Reporting and Professional Development
Artifact 8.2a – 6 Performance Checks
Artifact 8.2a – 7 Sample Closing the Loop Action Plans
Artifact 8.2a – 8 THCA Curriculum PowerPoint
Artifact 8.2a – 9 Sample Career & Technical Curriculum Maps
Artifact 8.2a – 10 THCA Rubric Samples
Artifact 8.2a – 11 Equipment Giveaway Email