



ALAMO COLLEGES DISTRICT
St. Philip's College

Office of the President

June 22, 2020

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

Dear Dr. Wheelan,

In accordance with the Southern Association of Colleges and Schools Commission on Colleges' *Principles of Accreditation: Foundations for Quality Enhancement*, St. Philip's College is pleased to request approval to offer students the opportunity to complete greater than 50% of the coursework required for Plumbing Trades Level I Certificate at the following high school location:

Lytle High School
18975 W. Farm to Market S.
Lytle, TX 78052

We anticipate that greater than 50% of the necessary coursework leading to Plumbing Trades Level I Certificate may be obtained by students beginning in the spring 2021 semester.

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

Sincerely,

A handwritten signature in black ink that reads "Adena Williams Loston".

Adena Williams Loston, Ph.D.
President

CC: Melissa Guerrero, Ph.D., SACSCOC Accreditation Liaison, St. Philip's College

Cover Sheet for Submission of Substantive Changes Requiring Approval

COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.

For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4526, or email Dr. Kevin Sightler at ksightler@sacscoc.org

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

OFFICIAL NAME OF INSTITUTION

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

SUBMISSION DATE
(MM/DD/YYYY)

INTENDED STARTING
DATE (MM/YYYY)

Type of change (check the appropriate boxes)

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

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

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

SITE NAME

CITY

STATE

STREET ADDRESS

ZIP

COUNTRY

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

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

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

Closing a program, instructional site, or institution

Type of closure:

Program closure

Site closure

Institution closure

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

FROM LEVEL

TO LEVEL

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

Merger / consolidation, program acquisition, or site acquisition

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

Change of governance, ownership, control, or legal status

NAMES AND ACCREDITORS OF ALL INSTITUTIONS

DESCRIPTION

Other (PLEASE DESCRIBE)

OFFICE USE ONLY

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

Institutional ID

ST. PHILIP'S COLLEGE

1801 Martin Luther King Drive, San Antonio, Texas 78203

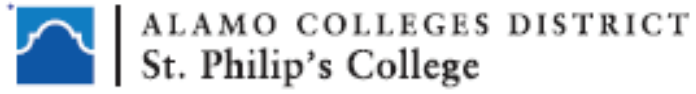
SACSCOC Substantive Change Prospectus



Substantive Change Prospectus
for approval of new off-campus site

Prepared by St. Philip's College

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



Substantive Change Prospectus
Implementation of new off-campus instructional site (OCIS): Lytle High School

Prepared by St. Philip's College

Submitted to Southern Association of Colleges and Schools
Commission on Colleges

June 22, 2020

Contact for questions regarding the prospectus

Dr. Melissa Guerrero
Director, Institutional Planning, Research, and Effectiveness
(210) 486-2897
mguerrero269@alamo.edu

List Degrees the institution is authorized to grant:

- Associate of Arts
- Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education FOS
- Associate of Arts in Teaching 7-12 and Other EC-12 FOS
- Associate of Science

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

Advanced Manufacturing Technology	General Motors Automotive Service Educational Program
Air Conditioning and Heating	Health Information Technology
Air Conditioning and Refrigeration	Histologic Technician
Aircraft Technician Airframe	Hospitality Management
Aircraft Technician Powerplant	Hotel Management
Automated Industrial Process	Information Technology Cybersecurity Specialist
Automotive Technology	Information Technology Network Administrator
Baking and Pastry Arts	Invasive Cardiovascular Technology
Biomedical Engineering Technology	Manufacturing Operations Technician
Bookkeeping Specialist	Medical Laboratory Technician
Business Management and Technology	Nursing: Career Mobility – LVN to RN/Military to RN
CISCO Networking and Integrated Systems	Occupational Therapy Assistant
CNC Manufacturing Technician	Office Systems Technology
Collision/Refinishing Technician	Physical Therapist Assistant
Computer Maintenance Technology Technician	Power Generation and Alternative Energy
Construction Business Management	Radiography Technologist
Construction Technology	Respiratory Care Technology
Culinary Arts	Restaurant Management
Diagnostic Medical Sonography	Surgical Technology
Diesel Construction Equipment Technician	Vision Care Technology
Diesel/Light to Heavy Truck Technology	Web and Mobile Developer
Early Childhood and Family Studies	Welder/Welding Technologist
Electrical Trades	

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

- Biology FOS
- Business Administration and Management FOS
- Computer Science FOS

- Criminal Justice FOS
- Economics FOS: BA Track
- Economics FOS: BS Track
- Mathematics FOS
- Mechanical Engineering FOS (Voluntary Transfer Compact)
- Mexican-American Studies FOS
- Music FOS
- Political Science and Government FOS
- Psychology FOS
- Social Work FOS
- Sociology FOS
- Speech Communication FOS

St. Philip’s College is authorized to grant **Level 2 Certificates** in the following programs/majors:

- Aircraft Mechanic Airframe
- Aircraft Mechanic Powerplant
- Automated Industrial Process Mechanic
- Baking Principles
- Catering Management
- Computer Engineering Technology Technician
- Culinary Studies
- Early Childhood and Family Studies
- Histologic Technician
- Hospitality Management Fundamentals
- Hotel Select Service Property Management
- HVAC Technician
- Office Administration Specialist I (OAS)
- Payroll Specialist
- Power Generation and Alternative Energy
- Restaurant Supervision
- Vocational Nursing

St. Philip’s College is authorized to grant **Level 1 Certificates** in the following areas:

Advanced Diesel Heavy Equipment	Healthcare Technician: Phlebotomy
Aircraft Structures Mechanic	Hotel Limited Service Property Management
Aircraft Turbine Mechanic	Hotel Rooms Division
Artisan Breads & Specialty Desserts	HVAC Installer
Automated Industrial Process Associate	HVAC Technician
Automotive Heating and Air Conditioning Specialist	Industrial Maintenance Assistant
Automotive Performance Specialist	Inert Gas GTAW/GMAW Welder (MSGW)
Automotive Technology	Information Technology Cybersecurity Specialist
Baking Principles	Manufacturing Maintenance Associate

Brake and Front End Specialist	Manufacturing Operations Maintenance Mechanic
Cake Decorating	MCSE: Server Infrastructure
Catering Management	Nurse Aide for Health Care
Chocolates and Plated Desserts	Office Applications Specialist (OAS)
Cisco Systems Networking	Plumber's Helper
CNC Operator	Plumbing Trades
Collision Technology	Power Generation and Alternative Energy
Computer Engineering Technology Assistant	Principles of Hotel Food and Beverage Management
Construction Technology	Production Tool Operator / Maintenance Assistant
Culinary Studies	Refinishing Technology
Diesel Heavy Equipment	Refrigeration
Diesel/Light to Heavy Truck Technology Brake and Front End Specialist	Restaurant Supervision
Diesel/Light to Heavy Truck Technology	Small Business Management
Electrical Trades Helper	Structural/Pipe Layout
Electrical Trades	Transmission Specialist
GM Light Maintenance Repair	Web and Mobile Developer

St. Philip's College is authorized to grant **Occupational Skills Achievement Awards** in the following programs/majors:

Android Application Developer	Human Patient Simulation Technology
Basic HVAC Helper	Information Technology Specialist
Basic HVAC Installer	Leadership Theory & Practice
Cloud Computing	Microsoft Office Specialist
CompTIA Linux+ Certification Preparation	Power Generation and Alternative Energy
CompTIA Security + Certification Preparation	Project Management
Cyber First Responders	Retail Management
Diesel/Light to Heavy Truck Technology Mechanic Helper I	Social Media Specialist
Diesel/Light to Heavy Truck Technology Mechanic Helper II	Web Designer Apprentice I
Fundamentals of Business Communication	Web Designer Apprentice II

Enhanced Skills/Advanced Technical Certificate

- Automotive Specialized Tuning and Enhancement Program, Enhanced Skills Certificate
- Computed Tomography Enhanced Skills Certificate
- Healthcare Technology Management Enhanced Skills Certificate
- Magnetic Resonance Imaging Enhanced Skills Certificate
- Medical Imaging Technology Enhanced Skills Certificate
- Cardiac Sonography Advanced Technical Certificate

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

Plumbing Trades Level I Certificate

List of existing approved 50% off-campus sites and their addresses

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Courses and Programs
St. Philip's College-Southwest Campus	800 Quintana Road San Antonio, TX 78211	General Academic Courses
Central Texas Technology Center (CTTC)	2189 FM 758 New Braunfels, TX 78130	General Academic and Vocational Courses
Memorial Early College High School with St. Philip's College	1419 N. Business IH-35 New Braunfels, TX 78130	General Academic Courses
Brackenridge Early College High School	4900 Eagleland Drive San Antonio, TX 78210	General Academic Courses
Seguin Early College High School	815 Lamar Street Seguin, TX 78155	General Academic Courses
Automotive Technology Academy	3736 Perrin Central, Bldg. #4 San Antonio, TX 78217	Vocational Courses
Bracken Christian Academy	670 Old Boerne Rd. Bulverde, TX 78163	General Academic Courses
Calvary Chapel Christian Academy	2935 Pat Booker Rd. Suite 118 Universal City, TX 78148	General Academic Courses
Canyon High School	1510 IH 35 North New Braunfels, TX 78130	General Academic Courses
Canyon Lake High School	8555 RM 32 Fischer, TX 78623	General Academic Courses
Samuel Clemens High School	1001 Elbel Road Schertz, TX 78154	General Academic Courses
Robert G. Cole High School	4001 Winans Rd. San Antonio, TX 78234	General Academic Courses
Cyber P-TECH USA at Sam Houston High School	4635 East Houston St. San Antonio, TX 78220 545 S. W.W. White Road San Antonio, TX 78220	General Academic and Vocational Courses
First Baptist Academy	1401 Pat Booker Road Universal City, TX 78148	General Academic Courses
Gloria Deo Academy	1100 Bulverde Rd. Bulverde, TX 78163	General Academic Courses
Judson High School	9142 FM 78 Converse, TX 78109	General Academic, Technical and Vocational Courses
La Vernia High School	225 Bluebonnet Rd.	General Academic Courses

	La Vernia, TX 78121	
Lifegate Christian School	395 Lifegate Lane Seguin, TX 78155	General Academic Courses
Navarro High School	6350 North State Hwy 123 Seguin, TX 78155	General Academic Courses
Poteet High School	800 Leming Road Poteet, TX 78065	Vocational Courses
Smithson Valley High School	14001 Hwy 46 West Spring Branch, TX 78070	General Academic Courses
Southside High School	19190 Hwy 281 South #2 San Antonio, TX 78221	Vocational Courses
Byron P. Steele II High School	1300 FM 1103 Cibolo, TX 78130	General Academic Courses
St. Gerard Catholic High School	521 South New Braunfels Avenue San Antonio, TX 78203	General Academic Courses
Stockdale High School	500 South 4th Street Stockdale, TX 78160	General Academic Courses
Trinity Christian Academy	5401 North Loop 1604 East San Antonio, TX 78247	General Academic Courses
Vanguard Christian Institute	43360 IH 10 West Boerne, TX 78006	General Academic Courses
Karen Wagner High School	3000 N. Foster Rd. San Antonio, TX 78244	General Academic Courses
Earl Warren High School (Construction Careers Academy)	9411 Military Drive West San Antonio, TX 78251	Vocational Courses

List of existing 25% off-campus sites and their addresses

Fort Sam Houston	Army Education Center Bldg. 2268, Rm. 207 2478 Stanley Road Fort Sam Houston, TX 78234	General Academic, Technical and Vocational Courses
Lackland Air Force Base	1550 Wurtsmith St. Lackland AFB, San Antonio, TX 78236	General Academic, Technical and Vocational Courses
Randolph Air Force Base	301 B Street West Randolph AFB, San Antonio, TX 78148	General Academic, Technical and Vocational Courses
Agape Christian Academy	La Vernia Christian Teaching Center 10688 U.S. Hwy 87 West La Vernia, TX 78121	General Academic Courses
Alamo University Center (AUC)	8300 Pat Booker Road Live Oak, TX 78233	Vocational Courses

Westside Education Training Center (WETC)	563 Southwest 40 th Street San Antonio, TX 78237	Vocational Courses
Alamo Heights High School	6900 Broadway San Antonio, TX 78209	General Academic Courses
Bandera High School	474 Old San Antonio Hwy. Bandera, TX 78003	Vocational Courses
William J. Brennan High School	2400 Cottonwood Way San Antonio, TX 78253	Vocational Courses
East Central High School	7173 Farm to Market 1628 San Antonio, TX 78263	Vocational Courses
Thomas Edison High School	701 Santa Monica San Antonio, TX 78212	Vocational Courses
Floresville High School	1813 Tiger Lane Floresville, TX 78114	Vocational Courses
Harlandale High School	114 East Gerald Ave. San Antonio, TX 78214	Vocational Courses
Highlands High School	3118 Elgin Ave San Antonio, TX 78210	Vocational Courses
John Jay High School	7611 Marbach Road San Antonio, TX 78227	Vocational Courses
Lanier High School	1514 W. Cesar E. Chavez Blvd. San Antonio, TX 78207	General Academic Courses
Living Rock Academy	2500 Bulverde Rd. Bulverde, TX 78163	General Academic Courses
Lytle High School	18975 W. Farm to Market 2790 S. Lytle, TX 78052	Vocational Courses
James Madison High School	5005 Stahl Rd. San Antonio, TX 78247	Vocational Courses
John Marshall High School	8000 Lobo Ln. San Antonio, TX 78240	Vocational Courses
McCollum High School	500 W. Formosa Blvd San Antonio, TX 78221	Vocational Courses
Memorial High School	1227 Memorial St. San Antonio, TX 78228	Vocational Courses
River City Christian School	5810 Blanco Road San Antonio, Texas 78216	General Academic Courses
San Antonio Christian High School	19202 Redland Rd. San Antonio, TX 78259	General Academic Courses
School of Excellence	Milton B. Lee Academy of Science and Engineering 1826 Basse Rd. San Antonio, TX 78213	General Academic Courses
School of Science and Technology	1450 North East Loop 410 San Antonio, TX 78209-1543	General Academic Courses
Seguin High School	815 Lamar Street	General Academic Courses

	Seguin, TX 78155	
South San Antonio High School	7535 Barlite Blvd. San Antonio, TX 78224	Vocational Courses
Southwest High School	11914 Dragon Lane San Antonio, TX 78252	Vocational Courses
Southwest Preparatory School	1258 Austin Hwy., Bldg. 1 San Antonio, TX 78209 6535 Culebra Road San Antonio, TX 78238	General Academic Courses
Town East Christian High School	2030 Bible Street San Antonio, TX 78220	General Academic Courses
Veterans Memorial High School	7618 Evans Road San Antonio, TX 78266	General Academic Courses

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ABSTRACT

St. Philip's College (SPC) Divisions of Arts and Sciences and Applied Science and Technology respectfully request approval to expand the dual credit program with Lytle High School located at 18975 W. Farm to Market S., Lytle, TX 78052. The proposed expansion will offer the opportunity for students to achieve **50% of Plumbing Trades Level I Certificate.**

The planned implementation for this change is the **spring 2021 semester**. It is projected that Lytle High School will eventually serve approximately 15 – 25 students. The partnership between St. Philip's College and Lytle High School will be ongoing. The courses in this program will be held at the following off-campus site:

Lytle High School
18975 W. Farm to Market S.
Lytle, TX 78052

The proposed program will meet a need in our service area. The program targets high school students who have an interest in acquiring a Plumbing Trades Level I Certificate while pursuing a high school diploma. Not only will the successful completion of dual credit courses reduce the time to complete a college degree and cost of higher education, this program also provides an avenue for students who desire workforce training to forge a road to apprenticeship opportunities in the skilled trades.

Instructional delivery will be accomplished through face to face instruction at the high school campus.

Institutional strengths that facilitate the offering of the proposed program

1. Over 100 years of experience offering quality educational opportunities
2. Diversity – Dual federal designations as a Historically Black College or University (HBCU) and a Hispanic Serving Institution (HSI)
3. Outcomes for educational programs are identified, assessed, and used to provide evidence of improvement
4. Cyclical and systemic Planning, Budgeting and Assessment (PBA) Cycle
5. Annual Strategic Planning and Unit Planning Process
6. Long and healthy history of dual enrollment offerings across the service area including those with the school districts addressed in this prospectus
7. Highly qualified and experienced staff and faculty (SACSCOC Comprehensive Standard 6.2.a)
8. Strong and substantive faculty development programs
9. Information technology support
10. Nurturing and supportive environment for students

DETERMINATION OF NEED/RELATIONSHIP TO SPC MISSION

Background Information

St. Philip's College is the only community college in the nation that is federally designated as a Historically Black College (HBCU) and a Hispanic-Serving Institution (HSI). St. Philip's College was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. From these humble beginnings, through extreme financial challenges during the depression, desegregation and the civil rights movement in the 1950s and 1960s, massive expansions in the 1970s,

and into the present, St. Philip’s College has become a pillar in the community and often is referred to as “a point of pride in the community.” Over the last 122 years and with the shift from parochial school to public institution, St. Philip’s College has developed a culture that respects diversity, provides a nurturing and supportive environment for students, and guides students toward academic excellence as well as development of marketable job skills.

Key educational programs, offerings, and services at St. Philip’s College include Associate Degree programs, Certificate programs, credit courses, and student support services. These educational programs, offerings, and services are vital for the institution to realize its vision and achieve its mission. St. Philip’s College Mission Statement reads:

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through educational achievement and career readiness. 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.

Helping students gain individual economic independence, as well as supporting the community by being responsive to workforce demands is at the heart of the St. Philip’s College culture. The importance of Associate Degree and Certificate programs in meeting the St. Philip’s College mission is substantial. Earning an associate degree, a certificate, or taking credit courses allows students an affordable pathway to transfer to a 4-year institution and/or to enter the workforce with skills to earn a living.

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

Key St. Philip’s College Goals and Strategic Objectives

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

DESCRIPTION OF THE SUBSTANTIVE CHANGE

This change will allow Lytle High School students to fulfill the course requirements and program level outcomes for Plumbing Trades Level I Certificate from St. Philip's College, while attending courses at the following location:

Lytle High School
18975 W. Farm to Market S.
Lytle, TX 78052

Students who take college level courses at the above-listed high school have to meet the same requirements for admissions, curriculum, and graduation requirements as the general population of students who attend St. Philip's College. Students must meet the basic skill requirements and rigor for any college course they take, and must maintain a 2.0 GPA to graduate. Students enrolled in this program must meet the requirements to be enrolled according to the Memorandum of Understanding in place between **St. Philip's College – Alamo Colleges District and Lytle Independent School District**. (See Appendix A).

Lytle High School comes under the supervision of the Dean for Academic Success Creative and Communication Arts, Science and Technology and receives support from High School Programs, also under the Dean for Academic Success Creative and Communication Arts, Science and Technology, and Applied Sciences and Technology, Allied Construction Trades, and the Plumbing department. The Director of High School Programs, Student Support Services staff and academic faculty serve as the college liaisons to area high schools and provide support by facilitating student advising, registering students for classes, coordinating acquisition of textbooks, posting grades, ensuring transcript availability, and ensuring oversight of the faculty and curriculum through the department chairs. The Dean and Director also work with key personnel at St. Philip's College to help arrange student support services such as Disability Services as well as access to library resources.

Faculty will be hired, if not currently employed, by Allied Construction Trades. St. Philip's College reviews faculty credentials to assure all faculty meet SACSCOC and local instructor credentialing requirements prior to teaching college level courses (2018 *Principles* 6.2.a). Once confirmed by St. Philip's College, faculty are considered adjunct faculty of St. Philip's College and participate in training and information sessions as do all other St. Philip's College adjuncts. Courses are taught with the same rigor as on-campus classes and students are assessed with the same student learning outcomes criteria as all other students attending St. Philip's College.

General Education Student Learning Outcomes at St. Philip's College are:

- Critical Thinking: Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- Communication: Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- Empirical and Quantitative Skills: Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- Teamwork: Ability to work effectively with other to support a shared purpose or goal and consider different points of view.

- **Social Responsibility:** Ability to demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.
- **Personal Responsibility:** Ability to connect choices, actions and consequences to ethical decision-making.

Plumbing Trades Level I Certificate requirements are listed in Appendix B. Below is a proposal of courses students can take following SACSCOC approval and faculty vetting:

Proposed Course Offerings	
Fall	Spring
PFPB 1413 Introduction to the Plumbing Trade	PFPB 1421 Plumbing Maintenance and Repair
PFPB 2409 Residential Construction Plumbing I	PFPB 1450 Plumbing and Pipefitting Equipment and Safety
	PFPB 2445 Residential Construction Plumbing II

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

All pre-approved courses listed in the Lower-Division Academic Course Guide Manual (ACGM) correspond to course designations of the Texas Common Course Numbering System (TCCNS). Each entry begins with a common course prefix and number. In some cases, there may be a list of courses. Beneath the course or list of courses, a brief description appears along with a line listing the 10-digit approval number for the course and information about maximum Student Contact Hours (SCH) per student, maximum Student Contact Hours per course, and maximum contact hours per course. St. Philip’s College is in compliance with the Lower-Division Academic Course Guide Manual (ACGM). The following is an excerpt from the Lower-Division Academic Course Guide Manual (ACGM), page 94:

ENGL 1301 Composition I

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

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

Approval Number	23.1301.51 12
maximum SCH per student	3
maximum SCH per course	3
maximum contact hours per course	64

Learning Outcomes

Upon successful completion of this course, students will:

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

Credit Hours

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

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

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

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

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

Semester Hours: (3-3-0)

CIP: 23.0401.51 12

FACULTY QUALIFICATIONS

Faculty who will be teaching college-level courses at Lytle High School will meet SACSCOC credentialing guidelines and will be identified as adjunct faculty for St. Philip's College. The majority of faculty will be employed as full-time teachers in their respective high school district/other site and will be assigned to teach at their respective high school. Consequently, there will be minimal impact on faculty workload at St Philip's College beyond the department chair's oversight of adjuncts teaching at each high school. Adjunct faculty members at Lytle High School will be provided the same oversight as all St. Philip's College adjunct faculty and will be expected to participate in professional development opportunities and required college and department meetings. All adjuncts have access to professional development and attend events such as the All College Meeting, Fiesta of Teaching Technologies, Master Teacher Certification, Canvas training, and other required or optional activities. Faculty will be evaluated according to Alamo Colleges District's procedures. (See Appendix C for Faculty Roster Form).

LIBRARY AND LEARNING RESOURCES

Students will have access to the same library services as any student attending St. Philip's College (SPC). Resources can be accessed in the St. Philip's College Center for Learning Resources (library) while the students are on the St. Philip's College campus, or through Internet access using the college's portal

system - Alamo Colleges Educational Services (ACES) - or the College's website. In addition, students will have access to the library located at their respective high schools. The Library's mission is to develop and maintain a collection in a wide variety of formats, including electronic resources, document-delivery and other library services available to face-to-face, hybrid, and Distance Education learners and educators. The library strives to be responsive, professional, and sensitive to the needs of the diverse populations that St. Philip's College increasingly serves to include Distance Education and Campus-based full time and part-time students and educators. Resources are available for faculty and staff to enhance classroom instruction and meet the needs of students, faculty, staff, and administrators.

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

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

The library's web site provides patrons with quick online access to electronic resources such as e-books, articles, and other streaming media through the St. Philip's College online library catalog and electronic databases.

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

The following resources are available to all students:

- Library Catalog
- Electronic Databases
- InterLibrary Loan (ILL)
- TexShare Card
- Individual Research Assistance
- Ask Us (Email/Chat)
- How to Videos
- Links to Other Libraries

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

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

- Mobile Whiteboards
- Calculator Checkout

St. Philip’s College students can request information and research related needs through an online “Ask Us” service. This service provides students the ability to email questions 24/7. In addition, students have the ability to chat with a librarian during library operating hours. Faculty and students can request library instruction training on-site or via video conferencing. Also available to students are Library Guides compiled by the librarians to assist students with their research and provide subject-specific assistance and other helpful information.

The Lytle High School library houses 24,511 books for circulation in addition to 10 computers, flexible learning spaces, and two staff members to assist students with library and technology needs.

STUDENT SUPPORT SERVICES

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

St. Philip’s eCatalog and the Student Services webpage are key resources for current students and provide detailed information about each of the support programs. The array of programs, services, and activities available to all students fall under the following headings:

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

Services accessed by students most often are highlighted below.

Registration

The **Welcome Center** serves as a one-stop center that supports students transitioning into college. The Center is designed to help students receive assistance in all aspects of the admission and enrollment processes, including advising, assessment, financial aid, bursar’s services, and G.E.D. testing. The offices of Veterans’ Affairs, Enrollment Management, and Financial Aid are located in the Welcome Center.

Academic Assistance

The **Tutoring and Technology (TNT) Center** provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including

Accounting, Biology, Calculus, Chemistry, English, History, Math, and Physics. All students, including online and off-campus students are able to access Brainfuse for tutoring assistance. Brainfuse is an online tutoring site available to students 24/7 through the Alamo Colleges Educational Services (ACES) portal, providing students with access to online tutors. The TNT Center is home to state-of-the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi Wireless Internet access and numerous computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

Byrd Sanctuary is a free tutoring lab available exclusively to students at St. Philip's College to utilize throughout the entire academic year in order to succeed in their studies in the Natural Sciences. The Byrd delivers essential tutoring services to students in a motivational and stimulating environment with materials and study resources, to include the full breadth of Anatomy and Physiology models as well as a complete catalogue of textbooks.

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

Math Emporium is St Philip's College Southwest Campus' open learning lab for mathematics.

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

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

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

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

(1) exploration of life goals, (2) exploration of educational/career goals, (3) selection of educational program, (4) selection of coursework, and (5) the scheduling of classes. Academic advisors assist students with navigating requirements of their degree program.

Academic Programs

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

Campus Life

The Department of Student Life supports the mission of the College by engaging students in activities to enhance the student's college experience. Students connect with the College by participating in academic co-curricular opportunities, leadership and professional development, cultural/ethnic events, intramural/extramural activities, recreational activities, student organizations, health and wellness activities, social events, and much more.

The Turbon Student Center (MLK) contains a six-lane bowling alley, pool tables, ping-pong tables, gaming stations for PlayStation and Xbox, lockers, and areas for student lounging. The Southwest Campus Student Center is equipped with pool tables, ping-pong tables, PlayStation and Xbox, and a fitness area with a treadmill, exercise spin bicycle, free weights, and more.

Job, Family, or Personal Concerns

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

Certified Advisors also provide students with information on Joint Admission Agreements, Transfer Scholarships, and Transfer Equivalency Guides. Career development and the pursuit to increase one's knowledge is fundamentally a lifelong process geared toward the acquisition of skills, which will strengthen students' ability to live meaningful, enjoyable, and economically rewarding lives. Career and Transfer Services staff devotes to every individual the opportunity to discover, determine, and develop his/her way of life. Lastly, seek to serve all students registered with SPC.

The **Student Health Centers** at the MLK and SW Campuses are staffed with professionally trained and licensed nurses. The centers seeks to inform and educate the campus community in the art of "staying

well." The staff is readily available to respond and administer first aid for on-site emergency injuries and illnesses. A wide assortment of health-related services and resource information are available at the Health Centers.

The mission of **Counseling Services** is to support student success by providing professional counselors who are available to discuss personal, social, educational, and psychological concerns. Counseling Services strives to collaborate with the college community to promote the personal well-being of students via outreach services such as classroom visits, topic-specific workshops, and consultation with faculty, staff, and administration. Counseling Services fosters an accepting and inclusive campus culture, which values, affirms, and respects the differences among all members.

The mission of the **Safe SPACE Student Success and Advocacy Center** is to empower our community through academic, economic and social engagement initiatives to promote self-efficacy and awareness. The center offers student support services, food and personal hygiene products, financial literacy assistance, community referral activities, and associated case management to help students overcome barriers and remain on their educational pathway towards degree and/or certification completion.

PHYSICAL RESOURCES

The location and physical description of the facility follows:

Lytle High School, 18975 W. Farm to Market S., Lytle, Texas 78052

Lytle is a rural community approximately 20 miles south of San Antonio along the I-35 South corridor. Opened in 1998, Lytle High School's main campus is 95,459 square feet, with approximately 450 students enrolled. Adjacent to the main building is a Career and Technology building that houses four classrooms, three shops, and a kitchen equipped with industrial sinks, 2 stoves, 2 convection ovens, 2 industrial refrigerators, and multiple table top pieces of kitchen equipment for Culinary Arts students.

Lytle High School is a 1:1 device campus. The facilities include 30 classrooms with the capacity to fit up to 30 students each. Every classroom is equipped with a promethean board, document camera, and each teacher utilizes Blackboard as a platform to assist with content distribution.

Lytle High School includes three functional computer labs, open seating environments inside and outside the building, and a library conference/classroom for use on an as-needed basis. The large computer lab contains 20 desktop computers while a small lab contains 7 desktop computers.

Featuring 15 desktop computers, the third computer lab is a dedicated Academic Dual Credit online classroom with a staff member assigned as proctor. Every student enrolled in a dual credit course is assigned to that staff member and computer lab one period a day. Students that enroll in multiple Dual Credit courses are assigned multiple periods in the designated lab.

FINANCIAL SUPPORT

Financial support for Lytle High School uses the same protocols for funding as any comprehensive high school in their school district. The Independent School District receives federal, state and local revenues and salaries of faculty and administrative personnel are funded by independent taxing districts. St. Philip's College does not provide financial support for operation of the high school. Student tuition and fees are set by Alamo Colleges District and St. Philip's College receives funding from the state based

upon contact hour generation through enrollment in college courses. All institutional support expenditures for areas such as student services, IT, Dual Credit, and library services are budgeted within and absorbed by the respective departments/programs operational budgets.

Costs:

Dean for Academic Success Creative and Communication Arts, Science and Technology \$103,080 at 5% = \$5,154

Director of High School Programs \$94,440 at 5% = \$4,722

Chair: \$87,629 x 5% = \$4,381

Faculty: \$70,002 at 3% = \$2,100

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

The following table provides expenditures for St. Philip’s College for the academic year 2019-2020.

FY 19-20 Expenses by Functional Category	
Instruction	\$28,398,542
Academic Support	\$5,970,600
Student Services	\$6,890,093
Institutional Support	\$5,693,217
Operations and Maintenance	\$29,958
Public Service	\$116,898
Scholarships & Fellowships	\$0
Auxiliary	\$98,997
Transfers	\$1,336,511
Total	\$48,534,816

EVALUATION AND ASSESSMENT

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

Strategic Planning occurs as part of the College’s Good to Great (G2G) initiative and engages all employees who make decisions about human and/or financial resources as well as Faculty Senate, Staff Council, and Student Government representatives. Using these Good to Great sessions two times per year (more if needed), St. Philip’s College practices a cohesive and inclusive approach to college-wide assessment.

Lytle High School courses offered are equivalent to those offered at St. Philip’s College; the procedures for systematic evaluation and assessment of instructional results, including the process of monitoring and evaluating programs are the same. Educational content and student learning outcomes for the Plumbing Trades Level I Certificate are identical. St. Philip’s College assesses overall institutional effectiveness through the Planning, Budgeting, and Assessment (PBA) Cycle. The goal of the intensive

College-wide review process is to determine effectiveness of programs and services to support the College mission and goals and to identify opportunities for improvement. The Operational Unit and Assessment Planning (OUAP) component of this process is performed annually and affords departments the opportunity to regularly review data, including pertinent Key Performance Indicators such as graduation and transfer rates, perform environmental scanning, and research best practice.

St. Philip's College assesses student satisfaction of support programs and services using the national **Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI)**, administered every *even* year, spring semester. The survey most recently was administered in 2018 with the next administration scheduled for spring 2020. This survey administration has been postponed due to the COVID-19 pandemic during the spring 2020 semester. The instrument helps to determine student perceptions of the College, including importance of and satisfaction with educational support programs and services. The SSI aggregates the survey questions and responses under eight scales: Academic Advising, Admissions and Financial Aid, Campus Climate, Campus Services, Instructional Effectiveness, Registration Effectiveness, Safety and Security, and Student Centeredness.

St. Philip's College also participates in a national survey focusing on student perception of teaching, learning, and retention in community colleges. The **Community College Survey of Student Engagement (CCSSE)** indicates that students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relationships among groups on campus. The Community College Survey of Student Engagement (CCSSE) is administered each *odd* year, spring semester. The survey will be issued to students in spring 2021, having been administered spring 2019.

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

Key to the development of curriculum and teaching strategies is a definition of student learning outcomes. St. Philip's College adopts its **Institutional Student Learning Outcomes (ISLOs)** for educational programs from the Texas Higher Education Coordinating Board (THECB). Effective fall 2014, the Texas Higher Education Coordinating Board (THECB) promoted the following core objectives and competencies: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. In conjunction with these core objectives, the College's Quality Enhancement Plan (QEP) assesses Ethical Decision Making. All of the competencies described in the Institutional Student Learning Outcomes (ISLOs) are embedded within the College's general education core. Instruction within the core contains educational experiences that help students achieve and demonstrate competency in all areas. (See Appendix D).

The college uses a **Scorecard** to tie goals, measures, benchmarks, supporting documentation and results in a consolidated format. It also provides trend data, which is used to inform targets for the next year. The scorecard makes it very easy to see where and how data is being used. For example, Quality

Enhancement Plan (QEP) results influence our productive grade, employment, transfer, and licensure passage rates. They are also components of our overall performance excellence. Programs can use the scorecard to see how they are part of the college's overall performance and goals. (See Appendix E).

Appendix A



ALAMO COLLEGES DISTRICT
St. Philip's College

To: Dr. Jo Carol Fabianke, Vice Chancellor of Academic Success
Thru: Dr. Adena Williams Loston, President *Adena Williams Loston by FAX*
Thru: Mr. Lacy Hampton, Vice President of College Services *LH left for Hampton*
Thru: Mr. Randall Dawson, Interim Vice President of Academic Success *Randall Dawson 6/21/17*
From: Mr. George Johnson, Interim Dean of Arts and Sciences *GJ 6/20/17*
Date: June 20, 2017
Re: Dual Credit MOU for Lytle ISD

-
- Please sign the attached Dual Credit MOU and return to Interim Dean Johnson.
 - The MOU will be sent from the Dean's office to Rosena Garcia at District Support Operations.
 - Ms. Garcia will present to the Vice Chancellor's office for Dr. Fabianke's signature.
 - Ms. Garcia will email the signed copy to SPC and Lytle ISD once Vice Chancellor Fabianke has signed.

VP Academic Success
RECEIVED JUN 20 2017

VPCS
RECEIVED
EMAILED
JUN 21 2017
RG
ARTS & SCIENCES
RECEIVED JUN 20 2017



2017-2020
DUAL CREDIT MEMORANDUM OF UNDERSTANDING
BETWEEN

LYTLE ISD

AND

ST. PHILIP'S COLLEGE
ALAMO COLLEGES DISTRICT

This Dual Credit Memorandum of Understanding ("MOU" or "Agreement") is entered into by and between ST. PHILIP'S COLLEGE (herein referred to as "the College"), a college of the ALAMO COMMUNITY COLLEGE DISTRICT (herein referred to as "Alamo Colleges District"), and the LYTLE ISD (herein referred to as the "School District"), a Texas Independent School District contracting on behalf of its High School(s) listed at the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) (herein collectively referred to as "School"), or a private or charter high school (hereinafter referred to as both "School" and "School District"), to facilitate the cooperation between the College and School in the provision of instruction of Dual Credit courses for their School. Each College and School are herein referred to as a "Party," and collectively as "Parties." The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

TERM AND TERMINATION: This Agreement shall be in effect from the beginning of the School semester, August 2017, to the end of the academic year, June 2020. College shall have a right to initiate a negotiated revision of this MOU prior to the commencement of each of the Fall and Spring semesters during the term hereof. The College and School will complete an Annual Agreement as hereinafter specified. The Annual Dual Credit Timeline, located on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>) will define all deadlines for the actions defined in this agreement. The College and School reserve the right to terminate this Agreement upon service of written notice to the other party sixty (60) days prior to the expiration of any academic term.

ACADEMIC AGREEMENTS

1. **AGREEMENTS BETWEEN THE COLLEGE AND SCHOOL:** The Dual Credit program will function through three (3) documents: this MOU, a Course Agreement, and a College Enrollment Annual Agreement ("Annual Agreement"). Each School will have a college designated as its primary provider ("Primary College"). Where courses are offered by a College from the Alamo

Colleges District other than the Primary College, a separate MOU will be executed with each Secondary College. Primary and Secondary Colleges for each School will be shown on the Alamo Colleges District High School Programs Website (<http://www.alamo.edu/hsprograms>). This MOU and the Course Agreement will be in effect for three years, subject to amendment as herein provided. The Annual Agreement will be entered into online at <http://www.alamo.edu/hsprograms>. Certain specific responsibilities of the College and School are defined in EXHIBIT A, which is attached hereto and made a part hereof for all purposes, with deadlines defined in the Annual Timeline.

2. **ACADEMICS:** This MOU hereby incorporates, by reference, all Dual Credit requirements defined in the Texas Administrative Code ("TAC") and the accreditation requirements established by the Southern Association of Colleges and Schools Commission on Colleges (herein referred to as "SACSCOC"), as such may be amended during its term.

Dual Credit courses may include, courses in the core curriculum listing available in the college catalog, a career and technical education / workforce course that applies to any certificate or associate degree, or a foreign language course. Dual Credit course schedules will be determined by the location of the course delivery, provided that the required contact hours and prerequisites must first be met. The School District will adjust its schedule as necessary to enable students to enroll in and attend the college-level courses provided by College. The School District and College will coordinate the testing requirements of the students to ensure students may take all required State examinations without penalty. Should a School choose to enroll students in courses taught at the College, it may be necessary for its students attending dual credit courses at the College to attend classes on days when the School District is closed (e.g., different within-term holiday closures). During days when the two institutions are out of alignment on days of operation, and students must attend classes that are in session at the College site, the School District will provide at least one staff member with administrative authority to be available in case of emergency.

Semester grades and grading policies shall be outlined in each instructor's course syllabus. Teachers will assign grades by the deadline defined in the Annual Timeline. Grades are awarded on a 4.0 scale at the College, and School will convert them to School letter grades according to its procedures.

According to Title 19 Texas Administrative Code § 4.85, students taking Dual Credit courses should have demonstrated college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative Assessment. Students must meet the basic skills requirements for the courses and programs defined by the colleges of the Alamo Colleges District. To continue in the College's Dual Credit program, students must be in good standing as defined in the College catalog. Students who are not progressing to successful completion in any Dual Credit course will be counseled by the course instructor, the School and the College. Faculty will follow the College policies for Early Alert and grade posting. Students taking dual credit courses will be informed by the instructor of academic progress/grade status at the third week and at mid-semester. Students struggling to maintain a passing grade will be provided with options for the student's successful completion or be advised by the instructor, the high school counselor, assigned high

school staff, and/or the College academic representative on consequences of withdrawing from the College course in order to minimize future problems related to admissions, financial aid, and scholarships. Students performing poorly in any Dual Credit course may be dropped from the college-level course prior to the drop deadline. Students enrolled following the drop deadline will receive the grade earned. Withdrawal from the College course does not result in a withdrawal from the high school course. Both the School staff and the designees from the College's Office of High School Programs are responsible for monitoring these actions.

Students may find appropriate resources to support their college experience at www.alamo.edu/hsprograms/student-resources. Students enrolled in High School Programs (Dual Credit, Early College High School or Alamo Academies) have access to services similar to traditional college students who have graduated from high school.

3. **COURSE AGREEMENTS:** Course Agreements will be developed by the College and the School District for each Dual Credit course taught, regardless of instructional site. Academic representatives from both the College and the School District will agree on alignment of college course outcomes and School District curriculum, including but not limited to, length of the course, whether the AP curriculum is appropriate for college-level course, and approved textbook(s) and instructional materials that will be supplied to students by the School District. The Course Agreement requirement for Dual Credit extends to designation of academic and workforce courses for Traditional Dual Credit, Early College High Schools ("ECHS") and the Alamo Area Academies. College, School District and School shall ensure that a Dual Credit course and the corresponding course offered at the School are equivalent. In collaboration, the academic representatives from both the College and the School will develop a Dual Credit syllabus satisfying requirements of both institutions to include: course identifying information, faculty qualifications, text(s), student learning outcomes, and performance measures.
 - A. Course Agreements will include any additional instructional requirements, any required faculty development/training, and the requirements for evaluation of teaching. A Course Agreement will be completed by the deadline designated in the yearly Dual Credit Timeline for any course. School shall agree on the Dual Credit courses offered at the School which will be listed on the Alamo Colleges District High School Programs website (<http://www.alamo.edu/hsprograms>). This list will be reviewed and revised prior to the beginning of each academic year. College and School will develop a timeline for completing a Course Agreement by the beginning of each Fall semester for each course currently offered as Dual Credit. All courses offered for Dual Credit must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification. For course sections taught at the School, the College will maintain the same instructional materials and editions for Dual Credit courses taught at the high school campus for a minimum of three years, unless otherwise specified in the applicable Course Agreement or as otherwise specified in the section hereof captioned "Instructional Materials." The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.

B. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 10 - Instructional Materials where details related to the application of instructional materials fees and how these may be incurred by the School District as defined herein.

4. **COLLEGE ENROLLMENT ANNUAL AGREEMENT:** The Annual Agreement will list the courses offered each semester and will be finalized with the School by the date listed on the Annual Timeline. The student enrollment on census day will be the basis for compensation between the parties.

5. **COMPOSITION OF DUAL CREDIT CLASSES:** Dual Credit designated courses offered on the School campus must be composed of Dual Credit students only, except as follows.

Exceptions for a mixed class that includes Dual Credit and high school credit-only students may be allowed only under one of the following conditions:

- A. If the course involved is required for completion under the State Board of Education Foundation High School Program or Distinguished Level of Achievement and/or Performance Acknowledgements graduation requirements, and the School involved is otherwise unable to offer such a course.
- B. If the high school credit-only students are simultaneously enrolled in a comparable College Board Advanced Placement course.
- C. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit.

Students in Dual Credit, Early College High School or Alamo Academies enrolled in college courses with traditional College Students may be co-enrolled in the same sections only under the following conditions:

- A. The School does not have its own instructor meeting the qualifications defined in the Course Agreement.
- B. Dual Credit and Early College High School (ECHS) students may be co-enrolled in either an ECHS high school designated class or a Dual Credit designated class per Course Agreement.

6. **IDENTIFYING AND ADMITTING DUAL CREDIT STUDENTS:** Each School will assume responsibility for providing information to potential Dual Credit students under the direction of the College. College may collaborate with the School to hold an information session at the School for potential students and their parents. College will work with School to identify classes to be offered from the Course Agreement list. Time frames for each process will be included in the Annual Timeline.

7. **STUDENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS:** Students meeting admission requirements by the deadlines defined by the College in the Annual Timeline may be accepted for Dual Credit courses. In compliance with the State-mandated STAAR and TSI Laws,

the Assessment Policy of the College, and the School requirements, students must meet the eligibility criteria and demonstrate the following academic prerequisites at the time of enrollment into the Dual Credit course(s):

- A. Achievement of the required basic skills prerequisites as defined for each course. Placement scores and course requirements can be viewed through the Alamo Colleges District High School Programs web site (<http://www.alamo.edu/hsprograms>).
- B. Achievement of appropriate School eligibility criteria and satisfactory completion of School Course(s).
- C. Must be in the ninth through twelfth grade as documented in the verification form.
- D. Must be in good standing as defined by the College catalog.
- E. School is responsible for ensuring all Dual Credit students have up-to-date bacterial meningitis documents on file per their records.

These requirements may be modified if the College's requirements are changed. School will be notified of any changes by the date designated on the Annual Timeline.

8. **STUDENT DATA SHARING.** While both Parties maintain information on shared students, each agree to share data not available to the other to ensure data integrity as both Parties use data for enrollment into courses, state reporting, financial matters, and other official business related to the High School Programs listed herein. Parties agree to share student information exclusively for those students who are shared in High School Programs. Parties agree to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA") and will encrypt the student data before it is transmitted electronically. The School District will transmit the student data to a secure location mutually agreed upon by both Parties. The College will retrieve and delete the student data from the secure location so as not to expose any sensitive student information. The student data retrieved from the School District will be entered into the Banner, the College's system of record, and used exclusively for official business pertaining to all High School Programs.
9. **SCHOOL OBLIGATION OF STUDENT ASSESSMENT.** If the School is authorized to administer the Texas Success Initiative (herein referred to as "TSI") approved assessment test, then the following requirements shall apply. If the School is not so qualified, then the School shall notify the College in writing of that non-qualification within 30 days after the completion of signature of this MOU.
- A. School will perform on behalf of College the requirement of TSI Rule 4.55 (19 Texas Administration Code 4.55) that each test-taking student be provided pre-assessment activities ("Activities") that address, at a minimum, the defined Activities components in an effective and efficient manner, such as through workshops, orientations, and/or online modules. Upon request by the College, the School will provide the College an explanation of said Activities and how they are provided. By administering the approved assessment test, the School certifies that the student has been provided the Activities.

- B. The School shall administer a Texas Success Initiative (TSI) college placement exam to all prospective students, abiding by the rules set forth by the College Board to ensure compliance, to assess college readiness, provide students with appropriate academic advising, design individual instructional plans, and enable students to begin college courses based on their performance.
- C. The School shall implement a plan for TSI success, including academic preparation classes for accepted students and academic interventions for students who do not pass TSI, which interventions shall occur before retesting. The School shall report to the College the number of students who have currently passed each section of the TSI assessment.
Results from TSI exams administered by the School District as a College Board approved test site will be submitted to the College in the required technical format that facilitates official delivery/receipt.
The School District will share the results from TSIA administered via ISD/College Board-approved-test-sites and submit to the College in the required technical format that facilitates official delivery/receipt. The TSIA scores will be electronically input into the College's official system of records. The College agrees to adhere to the confidentiality requirements set forth by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g as implemented by 34 C.F.R. part 99 ("FERPA"). The College will use students' TSIA assessment score data exclusively for official business related to the dual credit program.

10. **INSTRUCTIONAL MATERIALS:** The School District will provide all course materials, including textbooks, instructional materials, syllabi, course packets, and other materials needed for enrollment in classes.

- A. For courses in which Dual Credit students are placed into traditional College classes at the College, the College selects the instructional materials required, and no maintenance period is committed. Notwithstanding anything appearing elsewhere herein to the contrary, for courses taught on the College campus in which Dual Credit students are placed into traditional College classes with non-Dual Credit students, whether face-to-face or online, the College selects the Instructional Materials required and the required materials may change at the discretion of the College: (i) no instructional material continuity commitment applies; and (ii) Instructional Materials fees will be incurred by the School District.
- B. For Dual Credit courses sections taught at the School District or the College containing exclusively Dual Credit students, the College will maintain the same instructional materials and editions for dual credit courses taught at the high school campus for a minimum of three years dependent upon the signed Course Agreement. The adoption of any course materials, print or electronic, after the signed Course Agreement will require an Addendum.
- C. For some classes where Dual Credit students are enrolled in course sections with Traditional College Students and Instructional Materials are included in the registration process, the School will be invoiced for the Dual Credit students enrolled. Individual Course Agreements will contain details on the type of instructional materials required for each dual credit course. The Department Chair of each discipline of the College maintains discretion to designate instructional materials for courses in their discipline.

- D. The School must consult with the College High School Programs office to determine, prior to enrolling students in courses defined in this section, if Instructional Materials fees are applicable, as the School District will be billed for these fees. The Alamo Colleges District Business Office will bill the School District for those students who are enrolled in these courses on the College's census date. Students who withdraw after census will be billed per Alamo Colleges District billing policy.
11. **ENROLLMENT PROCESS:** Students desiring academic credit from the College must be enrolled for each course during the registration period. In coordination with the School, the College will conduct enrollment each fall and spring semester. The School will meet the deadlines defined in the College Annual Timeline. Students failing to complete the process by the published deadlines will not be eligible for the Dual Credit program. The College must adhere to these deadlines to meet all requirements prior to the published first day of class.
 12. **CHANGES IN STUDENT STATUS THROUGHOUT SEMESTER:** The College has a defined process for Students withdrawing from courses. Student withdrawals following census date require the teacher of record or the College's approval in order to process the Student's request. Once processed, the withdrawal will appear on the Student's college transcript. Census rolls are the documentation of Dual Credit students enrolled in classes. Students not listed on the census roll will not be eligible to receive a grade in the course.
 13. **GRANTING COLLEGE AND HIGH SCHOOL CREDIT:** In order to have a grade assigned, students must be enrolled at the beginning of the class, must be on the census roll as approved by the instructor of record, and must complete all requirements for the course. Exceptions may be made to these requirements if approved by the School principal and the College's chief academic officer or designated representatives.
 14. **TRANSCRIPTION OF COLLEGE COURSES:** All Dual Credit courses will be transcribed immediately upon a student's completion of the performance required in the course. Students enrolled through the census date will have the courses recorded on their permanent student transcript.

ACADEMIC ADVISING AGREEMENTS

15. **SCHOOL OBLIGATION OF ACADEMIC ADVISING:** The School and College through the academic advising process will develop either a two-year or four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides a seamless transition for students from high school to post-secondary education or the workforce and represents high levels of rigor, acceleration, and support. The plan will provide pathways to a certificate, an associate degree or baccalaureate degree, and must follow the courses defined by the College. Designees from the College's Office of High School Programs and the School will be responsible for working to develop and refine a clear and coherent academic course sequence across the two institutions for curriculum alignment.

- A. The School District will provide the School Counselors, School Dual Credit Liaisons and/or other appropriate staff who manage, enroll or otherwise provide guidance to students expressing interest in participating in High School Programs, release time during the summer months or the regular Academic Year to attend the designated workshop session(s) on High School Programs delivered by the College or other Alamo Colleges District Staff. These professional development workshop sessions will prepare participants to provide guidance to high school students throughout the time they are enrolled in High School Programs courses. The workshop series will contain language, guidance, and resources used by the College staff.
- B. The School will assist students to take courses that will count toward the degree at their respective 4 year universities of choice or a degree or certificate from the College.
- C. Staff from the College Student Success will provide students with academic advising on their chosen AlamoINSTITUTE and program of study. Each student will select a high school graduation and college degree plan. The selected plans of study will align with the student's selected high school endorsement.
- D. The Parties must review and agree to the appropriateness of students' enrollment in online courses for each semester.
- E. To enroll in any college-level course, students must meet all of the regular College-course prerequisites. The Parties will assess each student for overall readiness to engage in any college-level course. Any out-of-pocket costs associated with said courses shall be borne by School District. Based on such assessment, designees from the College's Office of High School Programs and the School will determine what forms of assistance and remediation may be needed by a student in order to meet enrollment requirements for any college-level course.
- F. If a student fails a course, any retake will be outside the regularly scheduled academic plan and all Early Admission requirements will apply. Tuition and any applicable fees will be imposed and must either be paid by the School District as fiscal agent or by the student's parent / guardian.
- G. Students taking Dual Credit courses are subject to the same academic policies and procedures as all post-secondary students enrolled in the College. This includes, but is not limited to the Academic, Probationary, Dismissal and Withdrawal policies and procedures of the College.

FINANCIAL OBLIGATIONS

- 16. **FISCAL AGENCY:** For the purpose of this MOU, the School District will act as the fiscal agent. Any fees incurred by students from the corresponding School District will be billed to the School District as the fiscal agent. The School District may, by policy, elect to recover fees incurred by students and paid to the Alamo Colleges District by the School District as fiscal agent to the extent permitted by Applicable Law. Should the School District fail to meet its payment responsibilities as fiscal agent regarding a student, College shall refuse enrollment of that student for the next Academic Year after determination of payment default.
- 17. **COST SHARING:** The Alamo Colleges District and the School District will share costs of all Dual Credit Programs (Traditional Dual Credit, Early College High School and Alamo Academies) by payments from one to another determined by which of them primarily funds the cost of the Dual

Credit Instructor as detailed below.

- A. When the School District contracts the Dual Credit Instructor to teach a Dual Credit course section, the Alamo Colleges District will pay \$600 for each course section that contains at least 15 students, but not otherwise. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid net 45 days after the applicable course section census date.
 - B. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals less than 80% of the total student enrollment of the said course, the School District will pay \$100 per student in that course section to the Alamo Colleges District. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
 - C. When the College contracts the Dual Credit Instructor to teach a Dual Credit course section and the School District's student enrollment in that course section totals to 80% or more of the total student enrollment of that course section, the School District will pay \$2,800 per course to the Alamo Colleges District. The official student enrollment count will be taken on the course section census date. The Alamo Colleges District Business Office will communicate with the School District Business Office and provide an invoice to be paid net 45 days after the applicable course section census date.
 - D. Should the School District fail to meet its cost-sharing payment responsibilities, the College may decline to enter into the Annual Agreement and so terminate the Dual Credit relationship, for the next Academic Year after determination of uncured default in payment from the School District.
18. **TUITION AND FEES:** Subject to the cost-sharing noted above, Alamo Colleges District will waive tuition and fees for students enrolled in Dual Credit courses. Students in Traditional Dual Credit may take a maximum of 14 courses in total from the various Colleges of the Alamo Colleges District during their high school tenure based on the approved course load listed in this MOU. Course loads will vary per semester depending on the student's grade level classification and the College's approval. All tuition promotions, incentives or discounts as published by Alamo Colleges District or the College via www.alamo.edu, in printed format, or other broadcast media do not apply to students enrolled in Dual Credit, Early College High School or the Alamo Academies. Examples of promotional incentives include the "*Summer Momentum Plan*" published in the Alamo Colleges District web site, www.alamo.edu/free.
19. **DUAL CREDIT COURSE OPTIONS:** As part of the Alamo Colleges District High School Programs offerings, students may enroll in Dual Credit courses following an academic or workforce program of study. As appropriate, students may enroll in a combination of academic and workforce courses, but shall not exceed 14 courses per student as a cumulative total during their time in high school. Should students chose to enroll in both programs, both students and their parents or guardians must be made aware of the implications of enrolling in multiple

programs. Students wishing to take or retake any additional college courses should apply for Early Admission status. All Early Admission tuition and fees will apply.

20. **TRANSPORTATION:** The School District will be responsible to provide for such student transportation as may be required to and from the College by means meeting the requirements of Applicable Law pursuant to applicable School District rules and procedures.

PROGRAM QUALITY ASSURANCE

21. **FACULTY SELECTION, SUPERVISION AND EVALUATION:** All instructors teaching Dual Credit courses for college credit must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the College. All instructors teaching Dual Credit classes at the School must be approved as faculty by the College prior to teaching Dual Credit courses. The same credentialing and hiring will apply for all dual-credit faculty as for College faculty teaching regular credit courses, per SACSCOC requirements. The College will designate personnel to supervise and evaluate the instructors of the Dual Credit course(s) using the same or comparable procedures used for faculty at the main campus of the College. The instructor(s) will be responsible for providing instruction for the minimum contact hours required for the Dual Credit course(s) (e.g., a 3-semester-hour course requires 48 contact hours). The School District will be responsible for compensating instructors on its staff who teach Dual Credit designed course sections.
- A. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills ("TEKS") and all other law applicable to Texas public school districts and that School District students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit. School District will be responsible for monitoring and ensuring the quality of instruction for the exclusive high school credit courses offered by the College. College faculty teaching dual credit courses will teach using the respective course Student Learning Outcomes ("SLOs"). Alignment of objectives between School District TEKS and the College SLOs are addressed in the individual Course Agreements.
 - B. Faculty teaching Dual Credit classes at the School will be evaluated at least annually by School District and the College. Student evaluation of instruction takes place each semester and will be a part of the annual evaluation process. Performance evaluation of all dual-credit faculty will adhere to College and academic division protocols and schedules as pertain to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.
 - C. Instructors' Dual Credit classes may include both traditional dual credit and ECHS students.
 - D. Faculty teaching Dual Credit classes at the School are expected to participate in the early alert system. This system is designed to assist the student and the College to determine when interventions or academic suspensions are required. All Dual Credit instructors must adhere to applicable Alamo Colleges District and College policies. Alamo Colleges District policies are located at: alamo.edu/district/policies/, particularly sections E, F & H. College

academic policies are located at the College's eCatalog and Title IX policies are directly available on the Alamo Colleges District Web site: <http://www.alamo.edu/alamocares/>.

- E. The College and School District will provide professional development opportunities to their respective employees in accordance with their respective institutional policies. The College will provide professional development in critical thinking, leadership, student engagement, and other areas deemed necessary.
22. **PARENT OUTREACH:** The School District will take the lead on parent outreach efforts to ensure parents understand the long-term implications of students earning college credits. These long-term implications could pose challenges to their college careers and federal financial aid eligibility, as well as possible consequences that a student may experience as a result of course withdraws, failures, retaking courses and taking excess hours beyond their degree or program requirements. The parties may agree that College representatives could be involved in recruitment events. To ensure that students and parents are aware of college credit opportunities, it is highly recommended that meetings are held on middle school or high school campuses to appropriately explain the opportunities, required commitment and all other implications of students taking college courses during their high school tenure.
23. **COMMUNICATION WITH PARENTS / GUARDIANS:** The School District or School staff will be responsible for all communication with parents. The College personnel will not be expected to communicate with parents.
24. **COMMUNICATION WITH STUDENTS:** In the absence of available School staff, College staff in the High School Programs office will communicate directly with students to ensure that all pertinent details are available to enroll students into courses for the following semester.

LEGAL MATTERS, POLICIES & COMPLIANCE

ACCREDITATION: The College is accredited by SACSCOC, but has been placed on warning status. The warning is not a reflection of the College's quality of instruction, but related to issues of autonomy of each college within the Alamo Colleges District. The College has until December 2017 to address the accreditation principles cited in the warning notification and is taking corrective action. In the event that the College accreditation status changes, another accredited institution within the Alamo Colleges District will fulfill the responsibilities outlined in the MOU.

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

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

26. **STUDENT ATTENDANCE POLICIES:** Students enrolled in Dual Credit courses are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather, when permitted by Applicable Law, or when related to state-mandated assessment days) shall be avoided. Detailed attendance requirements may be found at the College Catalog section titled Academic Standards. The catalog is accessible at www.alamo.edu for the College.
27. **STUDENT CONDUCT:** Students enrolled in Dual Credit courses are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct as well as the Alamo Colleges District Student Responsibility for Success Policy. All disciplinary action, including suspension and dismissal from the College, shall be in conformity with the Codes of student conduct of the parties. All students will be provided access to the College eCatalog and the Alamo Colleges District Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict. Students who do not comply with policies and codes of conduct will be subject to the code of conduct process as outlined in the College catalog. For more detailed information on the Student Code of Conduct, please refer to the Alamo College District Board Policies <http://alamo.edu/district/policies/> under section F.4.2.
28. **STUDENT RECORDS:** In accordance with Applicable Law, School District will maintain student records pertaining to School and provide College copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for College to perform its obligations under this MOU. Each party will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws and the federal FERPA. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for purposes of FERPA, and each Party agrees in its capacity as such agent to comply with the FERPA requirements set forth, without limitation, at 20 CFR 99.33. Each party shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws, including, without limitation, FERPA, governing the rights of students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.
29. **APPLICABLE LAW:** The parties agree to operate the Dual Credit program in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 ("FERPA"); Title IV of the Higher Education Act of 1965; and the Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code,

including, without limitation, Section 29.908 and Chapter 39; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110-125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) all applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC").

College disability support services are provided to students attending classes at an Alamo Colleges site or online and may include special testing arrangements, readers, scribes, and note-taking services. The College is neither able nor required to provide the level of disability support services required by the public school system. Therefore, a student requiring disability support services may have differing levels of assistance from School District and College. For a student to receive disability support services at the College, the School counselor must provide a copy of the student's current 504 plan to the Disability Student Services (DSS) office at College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the College DSS office may require additional documents to provide needed clarification. The College DSS office will review said documentation and will produce one or more official College accommodations letters for the student. The letters will be given to the student and the School counselor, who then provide the letters to the student's respective faculty members. Accommodations required by state law or School District policy exceeding those applicable to College, if any, shall be the responsibility of School District. The Parties agree to operate the Dual Credit program in compliance with applicable College and School District board policies and procedures and policies and procedures. The foregoing as set forth in this section and any other laws, rules, and guidelines applicable to the subject matter of this MOU, including, without limitation, the requirements of accrediting authorities, collectively, shall be referred to as "Applicable Law" when used herein.

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

The Alamo Colleges District does not tolerate discrimination, harassment, or retaliation on the basis of any protected criteria, including gender or disability. To ensure compliance with the Civil Rights Policy and Procedure on Civil Rights Discrimination, Harassment, and Retaliation, the Alamo Colleges District has designated a Title IX/VII/ADA/504 Coordinator to coordinate the investigation and resolution District-wide of complaints under the Civil Rights Policy and Procedure. All Civil Rights complaints involving any Dual Credit students must promptly be shared with the Alamo Colleges District Coordinator of Title IX and the School District's Title IX Coordinator. Title IX Coordinators from the Alamo Colleges District and School District will collaborate to address the complaint. At all times, the Coordinator and the School District will keep each other informed of complaints reported. The results of the investigation and sanctions will also be communicated to the extent permitted by Applicable Law.

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

31. **NO WAIVER OF IMMUNITY:** Neither College nor School District waiver or relinquish any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this MOU and the performance of the covenants contained herein.
32. **COUNTERPARTS:** This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to be one and the same instrument. A signature transmitted by facsimile or similar equipment shall be deemed an original signature.
33. **SEVERABILITY:** In the event any provision of this MOU shall be found invalid, void and/or unenforceable, for any reason, neither this MOU generally nor the remainder of this MOU shall thereby be rendered invalid, void and/or unenforceable, but instead each such provision, and (if necessary) other provisions hereof shall be reformed by a court of competent jurisdiction so as to effect, insofar as is practicable, the intention of the parties as set forth in this MOU; provided, however, that if such court is unable or unwilling to effect such reformation, the remainder of this MOU shall be construed and given effect as if such invalid, void and/or unenforceable provisions had not been a part hereof.
34. **AMENDMENTS/REVISIONS:** This Agreement, except to the extent of any right of College to make ministerial revisions elsewhere herein specified, may only be amended by mutual written agreement of the parties.
35. **NOTICE:** Any notice required by or permitted under this MOU must be made in writing. Any notice required by this MOU will be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, U.S. certified or registered mail, return receipt requested, and addressed to the intended recipient at the address shown in the signature block of each party below. Any address for notice may be changed by written notice delivered as

provided herein. Such addresses may be changed or additional addresses added from time to time by written notice of such change given in accordance with this section.

All notices, demands, or requests to the College shall be given or mailed to:

School District:

Lytle ISD
ATTN: Superintendent of Schools
P.O. Box 745
Lytle, Texas 0

College:

St. Philip's College
ATTN: College President
1801 Martin Luther King Drive
San Antonio, Texas 78203

Additional Notice to:

Name:

Title:

Address:

Tel:

Email:

Alamo Colleges District:

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

General Counsel

Alamo Colleges District
San Antonio, Texas 78204

Tel: 210-485-0050

Email: pmeurin@alamo.edu

36. **CHOICE OF LAW:** This Agreement is to be performed in Bexar County, Texas, and is governed by the Constitution and the internal laws of the State of Texas. The exclusive venue of any suit arising from this Agreement shall be in Bexar County, Texas.
37. **NONASSIGNABILITY:** Parties herein shall not assign any interest in this Agreement and shall not transfer any interest in same without prior written consent of both parties.
38. **INDEPENDENT CONTRACTOR:** Parties shall provide services pursuant hereto, as independent contractors. Both parties understand that the tasks, the details of which both parties do not have legal right to control and no such control are assumed by this Agreement. This Agreement does not create an employment relationship, partnership, or joint venture between the parties (or its employees). Neither party nor its employees shall be deemed employees of each other for any purpose whatsoever, and neither shall be eligible to participate in any benefit program provided by either party.
39. **NO THIRD PARTY BENEFICIARIES:** Nothing in this Agreement, express or implied, is intended or shall be construed to confer upon any person, firm or corporation other than the parties hereto and their respective successors or assigns, any remedy or claim under or by reason of this Agreement or any term, covenant or condition hereof, as third party beneficiaries or otherwise, and all of the terms, covenants and conditions hereof shall be for the sole and exclusive benefit of the parties hereto and their successors and permitted assigns.
40. **ENTIRE AGREEMENT:** This Agreement along with the Course Agreement and the Annual Agreement and any and all exhibits attached thereto shall constitute the complete agreement between the parties relating to the subject matter herein and supersedes all prior and contemporaneous

proposals, agreements, understandings, representations, purchase orders, invoices and communications, whether oral or written relating to the subject matter herein. In the event of conflict between these three documents, the order of precedence shall be (1) this MOU, (2) the Course Agreement, and (3) the Annual Agreement.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed by its duly authorized officer, to become effective as of the date stated above.

Alamo Colleges District

Participating School District or School:

Jo-Carol Fabianke Digitally signed by Jo-Carol Fabianke
DN: cn=Jo-Carol Fabianke, o=Alamo
Colleges, ou=Vice Chancellor for
Academic Success,
email=fabianke@alamo.edu, c=US
Date: 2017.06.26 11:58:09 -05'00' 6/26/17

Jo-Carol Fabianke, Ph.D. Date
Vice-Chancellor for Academic Success
Alamo Colleges District

Michelle Carroll Smith

Mrs. Michelle Carroll Smith Date 6/12/17
Superintendent / CEO
Lytle ISD

Adena Williams Loston 4/21/17 Approved as to form only

Dr. Adena Williams Loston Date
College President by *ANae*
St. Philip's College

EXHIBIT A

Responsibilities of School and College

I. Responsibilities of School:

- a. School teacher/lead for discipline shall collaborate with College on curriculum, syllabus, text for course as defined in Course Agreement;
- b. School teacher/lead for discipline shall collaborate with College on instructors and syllabus for each section as defined in Annual Agreement;
- c. School shall collaborate with College on promotion of Dual Credit opportunities; School representative(s) will work with School Dual Credit ("DC") instructor to provide presentations;
- d. School shall distribute student admission and enrollment materials and assist students with completing the Admission Checklist;
- e. School shall provide time and support for students to complete the ApplyTexas application and work with School DC instructors to schedule class time to work on the ApplyTexas application;
- f. School shall provide College with a certified list of students eligible to enroll in Dual Credit classes. This will serve as the unofficial transcript;
- g. School shall collect all application, enrollment and course documentation required and provide same to College in accordance with the College defined timeline (if available, this documentation should be scanned and forwarded to College by email);
- h. School shall collaborate with College using on-going reporting to ensure that all documentation is provided by specified enrollment dates as provided in the Annual Agreement;
- i. School shall ensure that the School DC instructor provides all faculty hiring materials to the appropriate College academic contact within hiring timelines;
- j. School shall designate a School DC representative to work with School DC instructors to ensure the instructors are verifying their rosters online and that the instructor provides the School DC representative a copy of their final roster;
- k. School shall designate a School DC representative to work with School DC instructors to ensure they post their college grades online by the deadline and that they provide the School DC Representative with a copy of student grades for posting onto high school transcript;
- l. School shall designate a School DC representative to work with School DC instructors to ensure that all participate in evaluation of instruction as requested by the College DC representative and/or College discipline chair/lead;
- m. School shall ensure that the School DC representative and School DC instructors provide all communication to students, and parents where appropriate, regarding eligibility status and missing paperwork. **At no time** will the College directly contact parents of the students;
- n. School DC representative and School DC instructors will submit FINAL School class rosters to College by the first Monday in August for fall enrollment and the last Monday in November for spring enrollment;
- o. School DC representative will serve as liaison for any individual students enrolling in regular college for Dual Credit, including assuming responsibility for working with parents to ensure that tuition and fees are paid by designated deadlines; and

II. Responsibilities of College:

- a. College academic lead will coordinate all academic decisions;
- b. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on curriculum, syllabus, text for course as defined in Course Agreement;
- c. College chair or designee and/or discipline lead will collaborate with School DC discipline lead on instructors and syllabus for each section as defined in Annual Agreement;
- d. College chair or designee and/or discipline lead will approve eligible faculty as adjunct faculty and ensure that School DC faculty are approved by the Alamo Colleges District governing board;
- e. College DC representative will collaborate with School on promotion of Dual Credit opportunities;
- f. College will serve as advocate for all colleges' Dual Credit partnerships;
- g. College will provide potential student/parent orientations;
- h. College will provide training for School counselors on DC and College enrollment materials required and ApplyTexas application process and all requirements for enrollment;
- i. College will coordinate student admission and provide enrollment materials to School;
- j. College will provide assessment opportunities for potential DC students on the College main campus;
- k. College will confirm eligibility of students for enrollment in the DC program;
- l. College will provide appropriate reports to School on each student's required documentation until all materials are received or the student is dropped from the DC program;
- m. College will provide residency verification for all DC students;
- n. College will notify School of missing grades after the deadlines established in the Annual Agreement;
- o. College will post grades to student transcripts;
- p. College will provide college transcripts at students' request upon receiving an official high school transcript from the student with graduation date; and
- q. College will provide reimbursement payment to School based on DC instructor student enrollment ratio in accordance with the Academic Agreement.

Appendix B

St. Philip's College

St. Philip's College Schedule/Catalog 2019-2020

[Archived Catalog]

Plumbing Trades Level 1 Certificate

The certificate includes both laboratory work and classroom study and was designed in cooperation with the local plumbing contractors and a consortium of contractors who act as an Advisory Committee for the program. Students will learn basic skills to enter the plumbing industry. The program and faculty are certified under the National Center for Construction Education and Research (NCCER). Upon completion of the certificate, students can join a local apprenticeship to accumulate the remaining hours needed to test for a journeyman license with the State Board of Plumbing.

With this award, you may seek jobs such as:

Plumber's Helper

Related Awards:

[Construction Technology, A.A.S.](#)

[Plumber's Helper Level 1 Certificate](#)

Total Credit Hours Required: 39

Semester I

- [CNBT 1301 - Introduction to the Construction Industry ***](#)
- [CNBT 1400 - Residential and Light Commercial Blueprint Reading](#)
- [PFPB 1413 - Introduction to the Plumbing Trade ***](#)
- [ELPT 1429 - Residential Wiring](#)

Semester II

- [CNBT 1416 - Construction Technology I](#)
- [PFPB 2409 - Residential Construction Plumbing I](#)
- [PFPB 2445 - Residential Construction Plumbing II](#)
- [PFPB 1450 - Plumbing and Pipefitting Equipment and Safety](#)

Semester III

- [PFPB 2436 - Commercial Construction and Fixture Setting](#)
- [PFPB 1421 - Plumbing Maintenance and Repair](#)

Milestone Course(s)

*** denotes Milestone course(s).

A milestone course is a course that is critical for success in this program.

NOTES

CIP Code: 46.0502

Major Code: PLMT

Introduction to the Plumbing Trade

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
46.0503	PFPB	1013	Introduction to the Plumbing Trade	Active	0	48	128
46.0503	PFPB	1413	Introduction to the Plumbing Trade	Active	4	64	128
46.0503	PFPB	1313	Introduction to the Plumbing Trade	Archived #	3	48	96

Course Level: Introductory

Course Description: Material selection, mathematical calculations applicable to the plumbing trade, hand and power tools, and safety practices.

End-of-Course Outcomes: Apply mathematical calculations related to plumbing installation; demonstrate the safe use of hand and power tools; and identify materials used in the plumbing industry.

Lab Recommended

CIP Code Description: 46.0503 (Plumbing Technology/Plumber)

Effective Date: September 1, 2010

Plumbing Maintenance and Repair

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
46.0503	PFPB	1021	Plumbing Maintenance and Repair	Active	0	48	128
46.0503	PFPB	1321	Plumbing Maintenance and Repair	Active	3	48	96
46.0503	PFPB	1421	Plumbing Maintenance and Repair	Active	4	64	128

Course Level: Introductory

Course Description: Instruction in the practices and procedures employed by a plumber including public relations.

End-of-Course Outcomes: Identify and repair various types of DWV and water supply systems; and apply general principles of public relations.

Lab Recommended

CIP Code Description: 46.0503 (Plumbing Technology/Plumber)

Effective Date: September 1, 2012

Plumbing and Pipefitting Equipment and Safety

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
46.0503	PFPB	1050	Plumbing and Pipefitting Equipment and Safety	Active	0	48	128
46.0503	PFPB	1350	Plumbing and Pipefitting Equipment and Safety	Active	3	48	96
46.0503	PFPB	1450	Plumbing and Pipefitting Equipment and Safety	Active	4	64	128

Course Level: Intermediate

Course Description: Safe use of hand tools, power tools, rigging, and power equipment used in the plumbing trade for installation of different plumbing systems.

End-of-Course Outcomes: Identify and demonstrate the safe use of construction equipment.

Lab Recommended

CIP Code Description: 46.0503 (Plumbing Technology/Plumber)

Effective Date: September 1, 2012

Residential Construction Plumbing I

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
46.0503	PFPB	2009	Residential Construction Plumbing I	Active	0	64	128
46.0503	PFPB	2309	Residential Construction Plumbing I	Active	3	64	112
46.0503	PFPB	2409	Residential Construction Plumbing I	Active	4	80	128

Course Level: Intermediate

Course Description: Skill development in the procedures and techniques employed by a plumber in the rough-in and top-out stages of a new home or the remodeling of an older home.

End-of-Course Outcomes: Rough-in drain, waste, and vent pipes; install domestic water lines; install gas lines; and set control valves.

Lab Recommended

CIP Code Description: 46.0503 (Plumbing Technology/Plumber)

Effective Date: September 1, 2012

Residential Construction Plumbing II

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
46.0503	PFPB	2045	Residential Construction Plumbing II	Active	0	48	128
46.0503	PFPB	2345	Residential Construction Plumbing II	Active	3	48	112
46.0503	PFPB	2445	Residential Construction Plumbing II	Active	4	64	128

Course Level: Advanced

Course Description: Installation of residential plumbing fixtures used in single- and multi-family housing.

End-of-Course Outcomes: Install various types of residential plumbing fixtures and appliances.

Lab Recommended

CIP Code Description: 46.0503 (Plumbing Technology/Plumber)

Effective Date: September 1, 2012

Appendix C

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

Name of Institution: St. Philip's College

Name of Primary Department, Academic Program, or Discipline: Dual Credit Lytle High School

Academic Term(s) Included: Fall 2020 and Spring 2021

Date Form Completed: 05/05/2020

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Ginter, Stephanie (Anna) (P)	Fall PFPB 1413 Introduction to Plumbing PFPB 2409 Residential Construction Plumbing I Spring PFPB 1421 Plumbing Maintenance and Repair PFPB 1450 Plumbing and Pipe Fitting PFPB 2445 Residential Construction Plumbing II	College of Central Florida Drafting and Design Technology	Multiple Plumbing Certifications

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

Appendix D

INSTITUTIONAL STUDENT LEARNING OUTCOMES

St. Philip's College ensures that students develop the essential knowledge and skills they need to be successful in college, career, community and life by embedding cross-disciplinary student learning outcomes in academic courses and co-curricular activities.



Critical Thinking

St. Philip's College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.



Communication

St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.



Empirical and Quantitative Skills

St. Philip's College students will demonstrate the ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.



Teamwork

St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.



Social Responsibility

St. Philip's College students will demonstrate intercultural competency, civil knowledge and the ability to engage effectively in regional, national and global communities.



Personal Responsibility

St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Student Learning Outcomes Assessment Process as it pertains to the Texas Higher Education Coordinating Board (THECB) Core Courses taught at Dual Credit High School locations in partnership with St. Philip's College, Alamo Colleges District, and respective Independent School Districts

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

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

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

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

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

In addition, assessment of Institutional Student Learning Outcomes for courses and educational programs at both on-campus and off-campus sites aligns directly with Texas Higher Education Coordinating Board (THECB) expectations as outlined in the St. Philip's College Core Curriculum Assessment Plan and the expectation as outlined in SACSCOC Principles 8.1 and 8.2.a addressing the following:

- a. Student achievement
- b. Student outcomes
- c. Educational programs

To ensure that these requirements are met for Dual Credit and Early College High School courses, a Course Agreement Form is prepared and approved by the St. Philip's College Dean and Chairperson associated with the specific St. Philip's College course being taught and by the Curriculum Specialist at the high school. Course Instructors meet with department chairs and faculty liaisons to ensure that all material is appropriate and that the agreement includes all course material and expected student learning outcomes as outlined in the course syllabus as taught both on- and off-campus.

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

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

Description of Student Learning Outcomes Assessment Process

St. Philip's College uses consistent structure and set of institutional processes to identify, assess, and improve expected outcomes for educational programs. It identifies **Institutional Student Learning Outcomes (ISLOs)** through adoption of competencies defined by the Texas Higher Education Coordinating Board (THECB).

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

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

- QEP Personal Responsibility rubric assessment, (ongoing)
- Texas Higher Education Coordinating Board (THECB) Core Objectives rubric assessment, (ongoing)
- Community College Survey of Student Engagement, (alternating spring semesters, ongoing)
- Noel-Levitz Student Satisfaction Inventory, (alternating spring semesters, ongoing)

Sampling is used to administer both direct and indirect college-wide assessments. A number of factors are considered when selecting sampling methods. The Student Learning Outcomes Assessment Report monitors compliance with the assessment process and documents improvement based on results.

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

1. Clearly define program outcomes.
2. Describe assessment.
3. Determine success at achieving program outcomes.

4. Describe how information and/or data are used to improve programs.

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

Appendix E

St. Philip's College Scorecard FY 2020

For a detailed review of SPC Student Achievement Goals: <http://www.alamo.edu/mainwide.aspx?id=43716>

Results of Mission: Empower our diverse student population through educational achievement and career readiness. Vision: Best in the nation in Student Success and Performance Excellence. Values: Students First Respect For All Community Engaged Collaboration Can Do Spirit Data Informed Core Competencies: Quality Instruction of Educational Programs Student Engagement Community Engagement							
STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARKS	RESULTS			TARGET
				Fall 16	Fall 17	Fall 18	Fall 19
Student Success	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> SLO Assessment Results (QEP and ETS) Early Alert/Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Ruffalo Noel Levitz 1-16 	AC baseline (Fall 2006) = 67.3%	85.0%	83.6%	83.6%	83.9%
	Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> On-Site Wait Times Ruffalo Noel Levitz 1-16, 43,32,15,65 CCSSE 4O, 4E, 4P, 9B Tutoring/Advising Class Climate 	State & VLCC Best (San Jacinto) = 71.8% VLCC Average = 62.7% Statewide = 58.5%	57.2%	64.0%	56.9%	57.4%
	Graduation Rate FT FTIC 4-year	<ul style="list-style-type: none"> Enrollment Productive Grade Rate (PGR) Early Alert Follow-Up Reports Tutoring/Advising Weekly Degree Audits (45+ Hrs) 	VLCC Best (San Jacinto North) = 41.4% VLCC Average = 25.2%, State Best (Lee College) = 41.5% State Average = 24.8%	Fall 12 Cohort 16.6%	Fall 13 Cohort 22.5%	Fall 14 Cohort 32.5%	Fall 15 Cohort 33.0%
Leadership	Ethical Decision Making (EDM)	<ul style="list-style-type: none"> Rubric Assessment Ethical Decision Making/Personal Responsibility Student Engagement and Satisfaction (CCSSE, Ruffalo Noel Levitz) 	CCSSE every odd year (spring) Target: 50.0% RNL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	16/17	17/18	18/19	19/20
				CCSSE ACL 48.1 SE 52.1 AC 48.8 SFI 48.3 SFL 56.0	Assessed Biannually	CCSSE ACL 49.1 SE 46.0 AC 47.4 SFI 47.8 SFL 52.5	CCSSE ACL 50.0 SE 50.0 AC 50.0 SFI 50.0 SFL 53.0
				Next Assessment Spring 18	Summary Score RNL 5.64	Next Assessment Spring 20	5.84
Performance Excellence	SACSCOC Compliance and Sustainability	<ul style="list-style-type: none"> College Climate Survey (PACE) Employee Professional development 	PACE every year (Fall) target 3.76	3.86	3.81	3.95	4.05
				Alumni (EDM) SPC Constituent Survey Spring 2016 Average (first survey) = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations SACSCOC due dates and dates of implementation SACSCOC Acceptance and Approval, respectively	84.3%	85.1%	91.1%



ALAMO
COLLEGES
DISTRICT

St. Philip's College

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