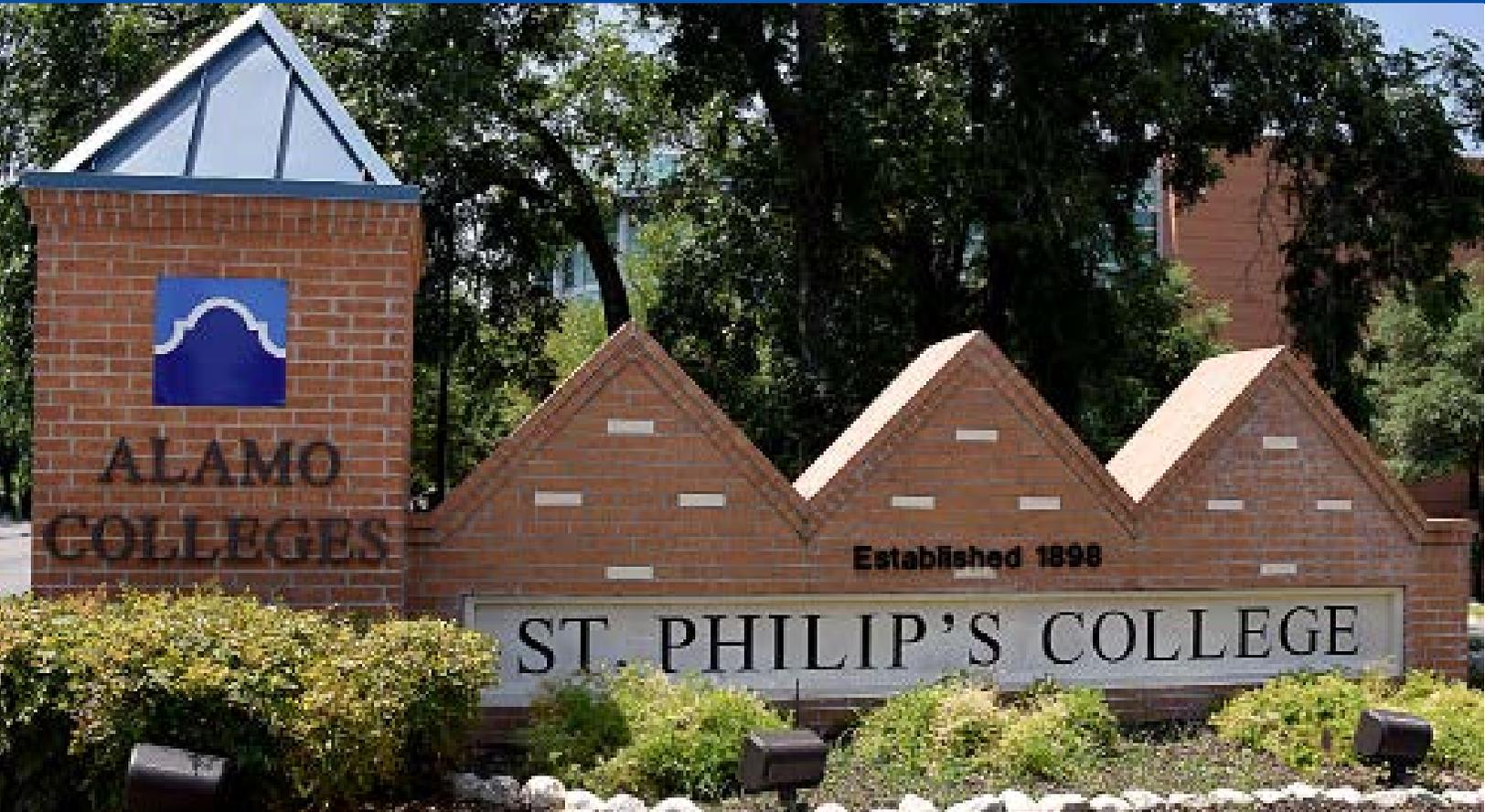


ST. PHILIP'S COLLEGE

1801 MARTIN LUTHER KING DRIVE, SAN ANTONIO, TEXAS 78203

Response Report to SACSCOC Special Committee Visit



Southern Association of Colleges and Schools Commission on Colleges

November 11, 2016

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



ALAMO COLLEGES
ST. PHILIP'S COLLEGE

Institutional Summary Form Prepared for Commission Reviews

GENERAL INFORMATION

Name of Institution St. Philip's College

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

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

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

John Orona
Director of Information and Communication Technology
210-486-2510
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Accreditation Activity

Response Report to SACSCOC Special Commitee Report

Submission date of this completed document: 11/10/2016

EDUCATIONAL PROGRAMS

1. Level of offerings

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer

2. Types of Undergraduate Programs

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

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

INSTITUTIONAL INFORMATION FOR REVIEWERS
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Directions: *Please address the following and attach the information to this form.*

1. History and Characteristics

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

[8-26 SACSCOC Institutional Summary - History mh](#)

2. List of Degrees

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

[8-7-15 Approved Grads1314CBMdup.pdf](#)

3. Off-Campus Instructional Locations and Branch Campuses

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

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

[11-8-16 ISF InstitutionswithOff-CampusApproved](#)

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

[11-8-16 ISF InstitutionswithOff-Campus25-49%](#)

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

[8-7-15 Approved BranchCampusapproved](#)

4. Distance and Correspondence Education

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

[11-8-16 ISF Programs Chart for DL Report 7-12-2016](#)

5. Accreditation

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
2. If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which of the other accrediting agencies serves that purpose.
3. List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
4. Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

[8-7-15_Approved_Accreditation](#)

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

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

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

Introduction & Contents

November 10, 2016

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

Dear SACS-COC Special Committee and Board of Trustees:

In response to the SACS-COC Special Committee recommendations, please review the attached St. Philip's College Response Report.

St. Philip's College (SPC) presents a compelling argument of autonomy and demonstrates 100% compliance with the Special Committee recommendations by addressing each of the following Principles of Accreditation:

- Comprehensive Standard 3.4.4 (Acceptance of Academic Credit),
- Comprehensive Standard 3.4.5 (Academic Policies),
- Comprehensive Standard 3.4.10 (Responsibility for Curriculum),
- Comprehensive Standard 3.13.4b (Governance and Policy), and
- Federal Requirement 4.7 (Title IV Program Responsibilities)

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

The SACS-COC Response Report demonstrates commitment to our mission and achievement in accomplishing that mission. Thank you for reviewing our SACS-COC Response Report; it signifies the dedication and obligation of St. Philip's College to offer students a sound education through the peer review process and continuous improvement.

Sincerely,



Adena Williams Loston, Ph.D.
President

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Comprehensive Standard 3.4.4 Acceptance of Academic Credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (Acceptance of academic credit)

Recommendation 1: The Committee recommends that the institution demonstrate responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

The Report of the Special Committee states: "*The Committee interviewed the following personnel from the Center for Student Information: Director for the Center for Student Information (CSI), Process Function Manager and the Associate Director for CSI. These personnel reported that they are not following the procedures outlined in the Service Agreement.*"

Response and Actions Taken:

St. Philip's College Response

On October 10, 2016, the St. Philip's College President presented to PVC (Presidents and Vice Chancellors) "[Strategies for Addressing SACSCOC Recommendations](#)." This presentation was created by the [SACSCOC Task Force](#) appointed by the SPC President. This Task Force reviewed practices of other SACSCOC accredited bodies and, through consensus, developed methods for gaining and reinforcing institutional compliance based on the seven recommendations received from the SACSCOC Special Committee.

Demonstration of Autonomy- St. Philip's College Actions to Address Recommendation 1

Page 6 of the SACSCOC Final Report of the Special Committee states: *"[T]he committee interviewed the following personnel from the Center for Student Information (CSI): Director for the Center for Student Information, Process Function Manager and the Associate Director for CSI."* The report also states, *"[T]hese personnel reported that they are not following the procedures outlined in the service agreement and courses that do not currently have an equivalency are not being sent to St. Philip's College chairs and faculty members for review."*

SPC determined through a follow up teleconference on [October 31, 2016](#) with the Director, Process Function Manager, and Associate Director of CSI that procedures outlined in the Transcript Posting/Processing service agreement were not followed. This determination was based on a unique question posed by a Special Committee member during the CSI interview inquiring into equivalency processing for out-of-state coursework. The teleconference confirmed that CSI personnel determined equivalency utilizing the Transcript Evaluation System (TES) manual, which is not a procedure in the [current Transcript Posting/Processing Service Agreement](#). See https://tes.collegesource.com/support/doc/TES_Manual_20120228.pdf.

To further demonstrate St. Philip's College assumes responsibility for the academic quality of any course work or credit on the institution's transcript, SPC further clarified and confirmed CSI personnel would forward any out-of-state coursework directly to St. Philip's College. Attached is the [Transcript Posting/Processing Service Agreement between St. Philip's College and CSI](#). In addition, SPC utilizes institutional [Guidelines and Standard Operating Procedures for Transfer/Experiential Credit Equivalency Evaluation](#) to ensure published policies include criteria for the acceptance of academic credit.

Further Evidence of Autonomy

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

- [Texas Common Course Numbering System \(TCCN\) \(see Texas Administrative Code \(TAC\) Title 19, Chapter 4, Sub Chapter B Rule 4.24\)](#)
- Lower Division Academic Course Guide Manual (see [Academic Course Guide Manual](#)), (ACGM) and [Texas Administrative Code \(TAC\) Title 19, Chapter 4, Sub Chapter b, Rule 4.25\)](#)
- Workforce Education Course Manual (WECM) (See [SPC Institutional Process Service Agreement based on the "St. Philip's College and Center for Student Information Service Agreement"](#))
- SHATATR, Banner Transfer Equivalency Database (previously equated courses)

The Center for Student Information (CSI) **does not have authority to evaluate courses that are not found in any of the St. Philip's College approved course equivalency systems or manuals listed above.** St. Philip's College faculty discipline leaders, program coordinators and department chairs are responsible for evaluating courses to determine equivalencies, as described in the [SPC Institutional Process Service Agreement based on the Transcript Posting/Processing Agreement between St. Philip's College and the Center for Student Information](#).

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

[St. Philip's College Request for Course Substitution](#) provides students the opportunity to receive equivalent college semester credit hours following faculty evaluation.

Documentation and evidence of [Course Substitution Approvals](#) and [Course Substitution Denials](#) are completed by St. Philip's College faculty from each of the Academic Divisions: Division of Arts and Sciences, Division of Health Sciences, and Division of Applied Science and Technology.

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

[Experiential Learning Application approvals](#) and Experiential Learning Application denials are completed by the Division of Applied Science and Technology and the Division of Health Sciences.

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

Approved experiential/prior learning credit is posted on a student's official college transcript. The [experiential learning application](#) is submitted by the appropriate department chair to their Dean

before submission to the Vice President of Academic Success for final approval. A maximum of twelve (12) semester credit hours may be earned through the experiential learning application process and applied toward graduation. Credit hours earned by examination and/or awarded through non-traditional means will be posted as Credit (CR) and will not be included in a student's Grade Point Average computation; however, the semester credit hours are counted toward graduation. Credit by non-traditional means may not be awarded once a grade has been earned. Students planning to transfer to other institutions are encouraged to consult with those institutions regarding their policies on granting non-traditional credit.

Summary

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

Supporting Documentation and Evidence:

-  [10.10.2016 Transcript Posting&Processing Agreement SPC&CSI.pdf](#)
-  [11.2016 3.4.4 Doc 1 SPC Transcript Services Agreement with CSI.pdf](#)
-  [11.2016 3.4.4 Doc 10 Request for Course Substitution.pdf](#)
-  [11.2016 3.4.4 Doc 12 Course Substitution Denial.pdf](#)
-  [11.2016 3.4.4 Doc 13 Experiential Learning Approval.pdf](#)
-  [11.2016 3.4.4 Doc 14 Faculty Participation - Experiential Learning Approval.pdf](#)
-  [11.2016 3.4.4 Doc 2 SPC Process Transfer Work Experience Prior Learning 09132016.pdf](#)
-  [11.2016 3.4.4 Doc 3 Original Course Substitution&EC.pdf](#)
-  [11.2016 3.4.4 Doc 4 revised course substitution form 01152016.pdf](#)
-  [11.2016 3.4.4 Doc 5 Original Experiential Credit Application.pdf](#)
-  [11.2016 3.4.4 Doc 6 revised Experiential Credit form 01142016 \(002\).pdf](#)
-  [11.2016 3.4.4 Invitation Transfer Credit Telephone Conference @ Mon Oct 31, 2016 11am - 11 30am \(CDT\) \(lizpgarza@gmail.pdf](#)
-  [11.2016 Report to the PVC 10 10 16 w PVC Edits 10102016 SACS-COC Special Committee Recommendations.pdf](#)
-  [11.2016 SACSCOC Task Force Sign in 10-3&5.pdf](#)
-  [ACGM Guidelines.pdf](#)
-  [Course Substitution Form rev 2016 11 04.pdf](#)
-  [SPC Institutional Process Service Agreement 8-2016.pdf](#)
-  [Texas Administrative CodeTitle 19, Ch 4, Sub ChB, 4.24.pdf](#)
-  [Texas Administrative CodeTitle 19, Ch 4, Sub ChB, 4.25.pdf](#)

Comprehensive Standard 3.4.5 Academic Policies

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

Recommendation 2: The committee recommends that the institution follow generally accepted practices in higher education for posting of transfer credit.

The Report of the Special Committee states: "*The Special Committee reviewed transcripts for student with transfer credit from within the Alamo District and outside the Alamo District. Intra-District courses are included as institutional credit, rather than transfer credit, and only a district wide GPA is calculated on the transcript. An institutional GPA is not calculated. Interviews with the Registrar and financial aid personnel confirmed that the institution includes intra-district courses as institutional credit and that a separate GPA is not calculated. These individuals also confirmed that the new transfer agreement with the Alamo District Colleges (dated August 29, 2016) stating that transfer credit among the district colleges are transcribed as transfer is not being followed at this time and has not been implemented.*"

Recommendation 3: The committee recommends that the Institution establish policies for GPA policies in accordance with generally accepted practice.

The Report of the Special Committee states: "*Faculty, staff and administrators indicated in interviews that they are considering the need for separate GPAs on the academic transcript. Currently, the academic transcripts has only an overall GPA (district GPA that includes all district credit). The institution does not calculate an institutional GPA. The calculation of the GPA has implications for academic standing, honors for graduation, degree GPA, and federal*

financial aid. The institution requires a 2.0 district GPA rather than institutional GPA for degree requirements."

Response and Actions Taken:

St. Philip's College Response:

On October 10, 2016, the St. Philip's College President presented to PVC (Presidents and Vice Chancellors) "[Strategies for Addressing SACSCOC Recommendations](#)." This presentation was created by the [SACSCOC Task Force](#) appointed by the SPC President. This Task Force reviewed practices of other SACSCOC accredited bodies and, through consensus, developed methods for gaining and reinforcing institutional compliance based on the seven recommendations received from the SACSCOC Special Committee.

SPC addressed areas of non-compliance cited by the Special Committee, specifically GPA calculation and posting of transfer credit. St. Philip's College put into regular practice an [Academic Policy Committee](#), established June 2015. Since its establishment, this committee has been actively engaged in maintaining full compliance with CS 3.4.5 and the Academic Policy Committee remains charged with the following responsibilities:

- Review any proposals to create, revise, or delete academic policies (matters of academic programs and curriculum are retained within the [St. Philip's College Curriculum Committee](#)).
- Give regular reports at the Vice President of Academic Success Council meetings on matters related to academic policies being addressed or in the pipeline.
- Provide advice on educational practice matters at St. Philip's College.
- Consult as needed with other schools, colleges, relevant committees, and organizations on academic policy additions, revisions, and/or deletions to ensure adherence to good educational practices.

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

Furthermore, St. Philip's College has taken additional steps to work toward compliance with this comprehensive standard as evidenced by the [new transcript](#), which more clearly designates institutional and transfer credit. The revised transcript displays "St. Philip's College" on the upper left hand side of the document header and contains the St. Philip's College Seal on the upper right side of the header. The St. Philip's College Director of Enrollment is listed beneath the College Seal. In the left-hand column of the transcript body text, the College is listed as "St. Philip's College". Transfer credit information follows, starting with out-of-Alamo Community College District courses, followed by within-Alamo Community College District courses. These courses are identified as "Transfer" and are listed by transfer institution. Finally, "Institutional Credit" is listed by semester, and includes **only those courses taken at St. Philip's College**. These changes are supported and will be maintained through the [Transcript Posting/Processing Service Agreement with the Center for Student Information](#) (CSI) and a [Transcript Standards Agreement between St. Philip's College and the other colleges within the Alamo Community College District](#).

Establishing Memorandum of Agreement

St. Philip's College established a [Memorandum of Understanding for the Joint Admission and Transfer of Credits, Guidelines/Standard Operating Procedures for the Transfer, Work Experience, and Prior Learning Credit Equivalency](#), and a [Transcripts Standards Agreement](#) with other colleges in the Alamo Community College District. In addition, St. Philip's College has established a [Transcript Posting/Processing Service Level Agreement with the Center for Student Information](#) (CSI). The memorandum and agreements confirm St. Philip's College is autonomous in how it admits students, accepts transfer credit, and posts transfer credit.

Creation of Institutional Manual

St. Philip's College, through the Academic Policy Committee, has initiated the process of creating an [Institutional Manual](#) that illustrates Alamo Community College District Board Policies and Procedures as the basis for development of independent policies and procedures. An example is the [St. Philip's College Guidelines/Standard Operating Procedures for Documentation of Faculty Credentials](#). The institutional policy manual will also be available in electronic format on the St. Philip's College website. Finally, within the policies and procedures, SPC will establish a process for feedback between St. Philip's College and the Alamo Community College District policies and procedures.

Best Practices

Academic policies of St. Philip's College continue to develop with laws and regulations from the Texas Legislature, the Texas Higher Education Coordinating Board (THECB), and the Southern Association of College and Schools Commission on Colleges (SACSCOC). In addition, St. Philip's College continues best practices as cited in the [Texas Higher Education Coordinating Board \(THECB\) Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically](#), as well as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [Best Practices for Electronically Offered Degree and Certificate Programs](#) and [Developing Policy and Procedure Documents Best Practices](#).

Summary

As demonstrated by the attached documentation illustrating compliance with 3.4.5, St. Philip's College is utilizing the Academic Policy Committee to make decisions about policies and procedures and continues to emphasize good educational practices. In order to more greatly demonstrate autonomy over policies and procedures, the College has also initiated a St. Philip's College Institutional Manual detailing development of independent policies and procedures.

Supporting Documentation and Evidence:

-  [10.10.2016 Transcript Posting&Processing Agreement SPC&CSI.pdf](#)
-  [11.2016 3.4.4 Doc 2 SPC Process Transfer Work Experience Prior Learning 09132016.pdf](#)
-  [11.2016 3.4.5 Academic Policy Committee Handbook w substantive change rev 9 26 16 e3.pdf](#)
-  [11.2016 3.4.5 Best Practices for Policy Development final \(2\).pdf](#)
-  [11.2016 3.4.5 Footprints Work Order Policy Procedure Webpage.pdf](#)
-  [11.2016 3.4.5 MOU Joint Admission Transfer of Credits.pdf](#)
-  [11.2016 3.4.5 SACSCOC Best Practices Electronically Degrees and Certificate.pdf](#)
-  [11.2016 3.4.5 SOP Faculty Credentialing.pdf](#)
-  [11.2016 3.4.5 THECB Good Practice.pdf](#)
-  [11.2016 Report to the PVC 10 10 16 w PVC Edits 10102016 SACS-COC Special Committee Recommendations.pdf](#)
-  [11.2016 SACSCOC Task Force Sign in 10-3&5.pdf](#)
-  [11.2016 TranscriptMockUp2SPC.pdf](#)
-  [SPC CC MEMBERS Revised 7-5-2016.pdf](#)
-  [Transcripts Standards Agreements Among the Alamo Colleges 10-10-16 \(2\).pdf](#)

Comprehensive Standard 3.4.10 Responsibility for Curriculum

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

Recommendation 4: The Committee recommends that the institution demonstrates that it places primary responsibility for content of the curriculum with its faculty.

The Report of the Special Committee states: "*There are indications that the board, through board policy, has required certain content (The Seven Habits of Highly Effective People) to be included in the curriculum. This is stipulated in Board Policy B.9.1. It appears that this bypassed faculty review process.*"

Response and Actions Taken:

St. Philip's College Response

On October 10, 2016, the St. Philip's College President presented to PVC (Presidents and Vice Chancellors) "[Strategies for Addressing SACSCOC Recommendations](#)." This presentation was created by the [SACSCOC Task Force](#) appointed by the SPC President. This Task Force reviewed practices of other SACSCOC accredited bodies and, through consensus, developed methods for gaining and reinforcing institutional compliance based on the seven recommendations received from the SACSCOC Special Committee.

To maintain compliance with 3.4.10, SPC and the SACSCOC Task Force revised, edited, and modified [Board Policy B.9.1](#), which was adopted July 26, 2011 and amended May 21, 2013 to include *The Seven Habits of Highly Effective People*. The SACSCOC Task Force recommended removal of all references to student curriculum and course content. However, Board Policy B.9.1 has not been approved by the Board of Trustees, as [addressed by Board Chair, Dr. Yvonne Katz](#).

All decisions regarding curriculum are reviewed and approved by faculty to ensure quality and effectiveness through St. Philip's College's current processes and procedures as described below.

St. Philip's College Faculty [Job Description](#) acknowledges the primary responsibility of faculty is curriculum content and quality. The job description states: "*Teaching faculty are professional educators who have the primary responsibility of fulfilling the... mission of providing a quality education for all students attending the colleges....Faculty members will uphold the mission and values of the colleges....*" Similarly, St. Philip's College's adopted [Board Procedure](#) D.7.1.2 further states: "*The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning.*"

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

Student Learning Outcomes (SLO) Development and Assessment

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

Instructional Unit Review (IUR)

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

St. Philip's College Curriculum Committee (CC)

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

[Process](#)) or an existing program [revision](#), it is then identified as "College Approved" and forwarded to the Alamo Colleges Curriculum Committee (ACCC) for review and collaboration with the other colleges ([Curriculum Committee Alamo Colleges Minutes October 20, 2014](#), [Curriculum Committee Alamo Colleges Minutes November 17, 2014](#)).

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

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

- Review and address any changes required by Texas Higher Education Coordinating Board
- Research the core curriculum at peer/transfer institutions for general acceptance of the courses
- Review the need for and/or possible removal of unique needs courses
- Review the need for and/or possible removal of Academic Cooperatives
- Review the need for and/or possible removal of courses which have a prerequisite that satisfies the core
- Review enrollment data for courses – recommend enrollment goals/requirements each semester
- Verify all courses meet Foundational Component Area definitions
- Review core curriculum assessment data for the discipline and make necessary revisions to coursework to ensure that the Core Objectives are being met

Faculty provide recommendations to the St. Philip's College [Curriculum Committee](#) by the end of November for informational purposes. By the first of February, faculty meet with cross-district Discipline Team members, and consensus of the courses to be included in the general education core is reached. If consensus cannot be reached, mediation may be required. To

accommodate differences in academic coursework, the general education core for each college does not have to be the same for all colleges, though consensus will ensure greater transferability across Alamo Community College District. Once this process is complete, the Discipline Team recommendations are brought back to the St. Philip's College Core Curriculum Committee for final approval. Once approved at the college level, the process for review at the district level is implemented.

Alamo Colleges Curriculum Committee (ACCC) and Discipline Teams

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

Summary

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

Supporting Documentation and Evidence:

-  [11.2016 3.4.10 IUR Team Assignments Report Out Dates.pdf](#)
-  [11.2016 Report to the PVC 10 10 16 w PVC Edits 10102016 SACS-COC Special Committee Recommendations.pdf](#)
-  [11.2016 SACSCOC Task Force Sign in 10-3&5.pdf](#)
-  [ACCC Meeting Minutes 10.20.14.pdf](#)
-  [ACCC Meeting Minutes 11.17.14.pdf](#)
-  [Annual Core Competency Report 2015-2016.pdf](#)
-  [Board Policy B 9 1 Educational Philosophy Edits w PVC Edits 10102016 \(002\).pdf](#)
-  [CC Guidebook Dec 2014](#)
-  [CC Meeting Minutes 10-16-2014.pdf](#)
-  [CC Meeting Minutes 11-20-2014.pdf](#)
-  [Curriculum Committee New Program Development](#)
-  [Curriculum Committee New Program Process Example - Vision Care](#)
-  [Curriculum Review Process Flowchart - Program Revisions](#)
-  [D.7.1.2-Procedure w higlht.pdf](#)
-  [Discipline Team Collaboration, Biology, January 23, 2015.pdf](#)
-  [Discipline Team Collaboration, Network Administrator, October 8, 2014.pdf](#)
-  [Discipline Team, Mediation Document Samples.pdf](#)
-  [Faculty Job Description wHiglht1_08_24_16.pdf](#)
-  [IU Review Template 2014-15.pdf](#)
-  [IUR Schedule.pdf](#)
-  [SACSCOC Letter from Dr. Katz 11.4.16.pdf](#)
-  [SLO Committee 2011-2012](#)
-  [SPC CC MEMBERS Revised 7-5-2016.pdf](#)
-  [SPC CC Mtg Minutes 10-29-2015.pdf](#)

 [SPC CC Mtg Minutes 3-31-2016.pdf](#)

 [SPC CC Mtg Minutes 3-3-2016.pdf](#)

 [SPC Core Curriculum Assessment Plan Fall 2014 \(Rev 8-29-2013\)](#)

 [Student Learning Outcomes Assessment Results 2013-2015.pdf](#)

Comprehensive Standard 3.13.4b Governance and Policy

(b) - Policy compliance - Reaffirmation of Accreditation and Subsequent Reports - System Operation (or Corporate Structure)

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

Recommendation 5: The Committee recommends that the institution retain its authority as a separately accredited unit for the appointment and employment for all institutional personnel.

The Report of the Special Committee states: "*In addition, the employment contract is between the individual and the Alamo Colleges District and not between the individual and the institution for which the faculty/administrator was hired.*"

Recommendation 6: The Committee recommends that the institution accurately represents itself as a separately accredited institution.

The Report of the Special Committee states: "*The representation of institutional autonomy is unclear.*"

Response and Actions Taken:

St. Philip's College Response

On October 10, 2016, the St. Philip's College President presented to PVC (Presidents and Vice Chancellors) "[Strategies for Addressing SACSCOC Recommendations](#)." This presentation was created by the [SACSCOC Task Force](#) appointed by the SPC President. This Task Force reviewed practices of other SACSCOC accredited bodies and, through consensus, developed

methods for gaining and reinforcing institutional compliance based on the seven recommendations received from the SACSCOC Special Committee.

Demonstration of Autonomy- St. Philip's College Response and Actions to Address Recommendation 5

To maintain compliance with 3.13.4.b, Board of Trustees [D.2.5 policy](#) has been revised, edited, and modified by the SACSCOC Task Force to recommend the inclusion of the College President when an employee reassignment or transfer is necessary. However, Board Policy D.2.5 has not been approved by the Board of Trustees, as addressed in [Chancellor Bruce Leslie's letter of October 21, 2016](#).

All employment [contracts](#) and [job offer letters](#) for staff, faculty, and administrators now include the hiring college. During [October 10, 2016 Presidents and Vice Chancellors meeting](#), through consensus, a determination was made to add the name of the hiring college to the faculty contracts within the online portal, faculty and administrator contracts, and on all job offer letters.

Demonstration of Autonomy- St. Philip's College Response and Actions to Address Recommendation 6

St. Philip's College compared several websites of state university systems (University of Texas, Texas A&M University and University of North Texas) and a community college district (Dallas County Community College District). The findings reveal a common practice system name inclusion within the nomenclature of universities and colleges. Whether the system is singly accredited or a system of independently accredited institutions, [research](#) demonstrates the use of this common practice. St. Philip's College exhibits unique branding through all forms of communication of information for students and stakeholders, as provided below:

- [President's Corner](#)
- [St. Philip's College Catalog](#)

- [Social Media - Facebook](#)
- [St. Philip's College Admission Letter](#)
- [St. Philip's Student Handbook](#)
- [St. Philip's College Academic Planner](#)
- [All Access Pass](#)
- [St. Philip's College - All College Brochure](#)

As well as ensuring individual branding/representation, SPC entered into a revised [Memorandum of Understanding \(MOU\) for the Joint Transfer of Credits](#) at the Presidents and Vice Chancellors (PVC) meeting conducted on October 10, 2016. The [MOU for Joint Transfer of Credits](#) was amended to affirm admissions guidelines, prevent duplicate efforts when completing the enrollment process, provide framework to address admission data storage, ensure students will self-select their respective Home college, and most importantly, state the determination to accept academic credit lies with the receiving institution. This MOU allows St. Philip's College greater autonomy.

Recently, the Alamo Community College District enrollment website, which provides enrollment guidance to future, former, and transfer students, did not include St. Philip's College logo to allow students to enroll at the institution of their choice. After discovering the omission, the SPC Vice President of Student Success worked with District Support Services (DSO) to amend the website to include the St. Philip's College logo. See <http://www.alamo.edu/AlamoENROLL>.

In addition, the St. Philip's College graduation script read during commencement ceremony has been revised to include St. Philip's college as the institution conferring all degrees and certificates ([St. Philip's College graduation script](#)).

Summary

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

Supporting Documentation and Evidence:

-  [11.2016 3.13.4b FLAC Contract.pdf](#)
-  [11.2016 3.13.4b SPC Full-time Faculty Offer Letter.pdf](#)
-  [11.2016 3.4.5 MOU Joint Admission Transfer of Credits.pdf](#)
-  [11.2016 Report to the PVC 10 10 16 w PVC Edits 10102016 SACS-COC Special Committee Recommendations.pdf](#)
-  [11.2016 SACSCOC Task Force Sign in 10-3&5.pdf](#)
-  [2016-2017 Academic Planner - St. Philip's College.pdf](#)
-  [AllAccessPass-final.pdf](#)
-  [Branding - TX Accredited Colleges&Universities 11-2016.pdf](#)
-  [D 2 5 Policy SACS Edit w PVC Edits 10102016.pdf](#)
-  [Dr Leslie SACSCOC response 3 13 4 b.pdf](#)
-  [Presidents Corner.pdf](#)
-  [Recommendation College Name on Job Offer and Contracts.pdf](#)
-  [SPC All College Brochure 2016.pdf](#)
-  [SPC Catalog.pdf](#)
-  [SPC Fall 2016 graduation SCRIPT.pdf](#)
-  [SPC Social Media evidence.pdf](#)

 [SPC Admissions Letter.pdf](#)

 [SPC-Student-Handbook.pdf](#)

Federal Requirement 4.7 Title IV Program Responsibilities

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

Recommendation 7: The Committee recommends that the institution demonstrate that it uses appropriate practices in the calculation of cumulative grade point average in determining Satisfactory Academic Progress and for federal reporting in compliance with Title IV requirements.

The Report of the Special Committee states: "*It was further reported that the cumulative grade point average is calculated only from coursework taken at the Alamo Colleges rather than from all coursework (transfer, district and institutional) completed by the student.*"

Response and Actions Taken:

St. Philip's College Response:

On October 10, 2016, the St. Philip's College President presented to PVC (Presidents and Vice Chancellors) "[Strategies for Addressing SACSCOC Recommendations](#)." This presentation was created by the [SACSCOC Task Force](#) appointed by the SPC President. This Task Force reviewed practices of other SACSCOC accredited bodies and, through consensus, developed methods for gaining and reinforcing institutional compliance based on the seven recommendations received from the SACSCOC Special Committee.

The Alamo Community College District Student Financial Aid Office is a part of the District Support Operations and reports to the Vice Chancellor for Finance and Administration. It operates under a "[Student Financial Aid - Collaborative District Relationship](#)" with San Antonio College, St. Philip's College, Palo Alto College, Northwest Vista College, and Northeast

Lakeview College. The description of services includes the responsibility to adhere to federal regulations. Additionally, St. Philip's College participates in a [Memorandum of Understanding for Joint Transfer of Credits](#) with San Antonio College, Northwest Vista College, Palo Alto College, and Northeast Lakeview College to promote transferability of coursework and define admission policies. The primary or "home" institution is responsible for enrollment requirements and generally disburses funds.

The basic function of Student Financial Aid is to determine a student's eligibility for Title IV federal financial aid funds. To be eligible for these funds, a student must make [Satisfactory Academic Progress](#) (SAP), and the school must have a reasonable policy for monitoring that progress. St. Philip's College (SPC) has adopted the three-tier monitoring process in which students are expected to maintain the following minimum requirements:

- Grade Point Average (GPA) – at least a minimum of 2.0 GPA for all course work taken at St. Philip's College
- Completion rate – at least 67% of all course work must be completed at St. Philip's College
- Maximum hours attempted – students cannot exceed more than 150% of the published time frame to complete a program and must earn an associate degree before exceeding 99 hours of course work, including transfer credit

St. Philip's College employs [SAP](#) to comply with mandates from the [Department of Education](#) to ensure a periodic evaluation of student Title IV eligibility and provide a rationale for assessing students' progress using both qualitative and quantitative methods.

Recognizing the SACSCOC concern, and at the recommendation of the Special Committee, St. Philip's College revised the [SAP](#) policy to state, "*students must maintain the 'Home' school cumulative 2.0 GPA*" to more clearly align process and procedures to policy. For financial aid purposes, SPC defines the "Home" school as the college at which a student is admitted into an

eligible program of study. St Philip's College maintains Title IV compliance by its process and procedures of the newly adopted institutional [SAP](#) policy.

As St. Philip's College is responsible for disbursing Title IV funds and accessing SAP for all students who receive funding, the following scenarios provided portray the process used to ensure Title IV funds are distributed in alignment with the newly implemented SAP, along with a mock assessment for students who are enrolled in courses outside the Alamo Community College District:

Example A:

Student A is a full-time student who earns 6 hours of academic credit from St. Philip's College with a 3.0 institutional GPA. This student also earns 6 hours academic credit from Northwest Vista College with a 2.0 non-institutional GPA. The student's Alamo Community College District overall GPA of 2.5 would be used to determine the student's SAP.

Example B:

Student B has enrolled at Texas A&M University at San Antonio for 12 hours and 6 hours at St. Philip's College.

Cumulative Hours Attempted	18	6 hours - St. Philip's College 12 hours - Texas A&M University at San Antonio
Cumulative Hours Earned	15	6 hours - St. Philip's College 9 hours - Texas A&M University at San Antonio
Cumulative Completion Percentage	83.3%	$15/18 = 0.833$

During the Presidents and Vice Chancellors (PVC) meeting on October 10, 2016, new guidelines were created in the [Transcripts Standards Agreement](#) to address SACSCOC concerns regarding the reporting of transfer credit and the organization of student transcripts for the Alamo Community College District. This agreement provides a framework for organization of transfer credit and credit earned within the district, calculation of GPAs, core curriculum completion, Texas Success Initiative assessment (TSI), and credit by exam results. Student B's completion rate is greater than the 67% required by our policy (attempted 18 hours and completed 15 hours). While there is no transfer GPA calculated, all transfer hours attempted and all hours attempted at one of the five Alamo Colleges are included in the calculation of a student's quantitative progress.

Summary

In addition to the examples stated above, St. Philip's College provides information related to its compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Federal Requirement 4.7 on its website <http://alamo.edu/spc/SACSCOC-Transparency/>. Students, employees, and the public can view documents related to the autonomy of St. Philip's College on [this page](#). This webpage was developed by St. Philip's College in Spring 2016 to ensure greater transparency and compliance. The website and the evidence provided above support the fact that St. Philip's College controls all activities related to its program responsibilities under Title IV of the most recent Higher Education Act as amended.

Supporting Documentation and Evidence:

 [100416 DoED Raul Galvan Email re SAP.pdf](#)

 [11.2016 3.4.5 MOU Joint Admission Transfer of Credits.pdf](#)

 [11.2016 Report to the PVC 10 10 16 w PVC Edits 10102016 SACS-COC Special Committee Recommendations.pdf](#)

 [11.2016 SACSCOC Task Force Sign in 10-3&5.pdf](#)

 [SAP PolicyREVISED102816.pdf](#)

 [Student Financial Aid - Collaborative District Relationship.pdf](#)

 [Transcripts Standards Agreements Among the Alamo Colleges 10-10-16 \(2\).pdf](#)



ALAMO COLLEGES

ST. PHILIP'S COLLEGE

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