



THE FIFTH-YEAR INTERIM REPORT

Name of Institution: St. Philip's College

Address of the Institution: 1801 Martin Luther King Dr., San Antonio, TX 78203

Name, title, contact numbers of person(s) preparing the report:

Mr. George Johnson, III
 Interim Vice President for College Services
 (210) 486-2178 (office)
 (210) 771-7753 (mobile)
 gjohnson@alamo.edu

The Fifth-Year Interim Report is divided into five parts:

- **Part I: Signatures Attesting to Integrity** (*applicable to all institutions*). Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.
- **Part II: Institutional Summary Form Prepared for Commission Reviews** (*applicable to all institutions*). Requests that the institution complete the "Institutional Summary Form Prepared for Commission Reviews."
- **Part III: Fifth-Year Compliance Certification** (*applicable to all institutions*). Monitors continued compliance with identified Core Requirements and Standards.
- **Part IV: Fifth-Year Follow Up Report** (*applicable to select institutions and formerly called an "Additional Report"*). Addresses issues identified in an action letter following a recent review of the institution. If applicable, issues are identified in the notification letter sent to the institution.
- **Part V: Impact Report of the Quality Enhancement Plan** (*applicable to all institutions*). Demonstrates the extent to which the QEP has affected outcomes related to student learning.

An institution may also be requested to host an off-campus committee charged to review new, but unvisited, off-campus sites initiated since the institution's previous reaffirmation. An institution will be notified of this at the time it receives its letter from the SACSCOC President regarding the Fifth-Year Interim Report.

General Directions for the Fifth-Year Interim Report

In addition to the general directions below that are applicable to all Parts of the Fifth-Year Interim Report, please also follow the directions specific for each Part. Submit all parts of your Report to the SACSCOC Vice President assigned to your institution.

1. *Materials should be submitted in electronic format. If an audit has been requested, it should be submitted electronically in pdf format.*
 - ***Electronic documents: please provide 8 flash/thumb drives.*** Copy the report and all attachments onto each self-contained flash/thumb drive. All hyperlinks should point to a file on the flash drive; no links should point to external web pages. Provide the name of the person who can be contacted if the readers have problems accessing the information. In addition, ***provide one flash drive in pdf format containing Parts I, II, III, and V without attachments or supporting documentation.*** Please label this copy distinctively as “without supporting documents.”
 - *Each flash/thumb drive **must be** submitted in a separate paper or plastic envelope not smaller than 4” x 4” and the envelope should be labeled with the name of the institution, the title of the report, and a list of the parts of the report that are included. The flash/thumb drive should be labeled with the name of the institution and the title of the report.*
 - *Be sure to check the flash/thumb drives before mailing to the SACSCOC office to ensure that all intended documents are included and can be accessed.*
 - ***If permission has been granted to submit print documents, please provide eight (8) copies.*** Copy all documents front and back and use no less than an 11 point font. Staple or soft bind the document. Do not submit in a three-ring binder. ***Also, provide one print copy without attachments or supporting documentation.***
2. *Reread the report before submission and eliminate all narrative that does not directly address the standard or the issue.*
3. *Provide a separate submission for PART IV, if requested. PART IV should be submitted on a flash/thumb drive. **SIX (6) COPIES SHOULD BE SUBMITTED.***

Part I:
Signatures Attesting to Integrity
(Applicable to all institutions)

By signing below, we attest that St. Philip's College (*name of institution*) has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: September 4, 2021

Accreditation Liaison

Name of Accreditation Liaison: Mr. George Johnson, III

Signature:



Chief Executive Officer

Name of Chief Executive Officer: Dr. Adena Williams Loston

Signature:



Part II:
“Institutional Summary Form Prepared for SACSCOC Reviews”
(Applicable to all institutions)

GENERAL INFORMATION

Name of Institution St. Philip’s College

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

Mr. George Johnson, III
 Interim Vice President for College Services
 (210) 486-2178 (office)
 (210) 771-7753 (mobile)
 gjohnson@alamo.edu

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

Mr. John Orona
 Director of Info. & Comm. Technologies
 (210) 486-2792
 (210) 486-2510
 jorona3@alamo.edu

IMPORTANT:

Accreditation Activity (*check one*):

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: September 4, 2021

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- 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
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

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

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (*check one*)
 - Independent, not-for-profit
 - Name of corporation OR
 - Name of religious affiliation and control: _____
 - Independent, for-profit *
 - If publicly traded, name of parent company: _____

- Public state * (*check one*)
- Not part of a state system, institution has own independent board
- Part of a state system, system board serves as governing board
- Part of a state system, system board is super governing board, local governing board has delegated authority
- Part of a state system, institution has own independent board

* *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.*

INSTITUTIONAL INFORMATION FOR REVIEWERS

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.

St. Philip's College was founded in 1898 by the Episcopal Church of the West Texas Diocese as a sewing school for daughters and granddaughters of former slaves in the downtown 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. It often is referred to as "a point of pride in the community." Since its beginning, St. Philip's has been an institution in transition, evolving from a parochial day school to a private junior college and finally into an accredited two-year college offering programs for students interested in transferring to a 4-year institution, as well as for students interested in joining the workforce with a technical degree. In 1945, St. Philip's College affiliated itself with the San Antonio Union Junior College District and has remained a public institution ever since.

Associate degree and certificate programs, credit-bearing courses, and student support services are vital for the institution to achieve its mission 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.

St. Philip's College is the only community college in the nation federally designated as a Historically Black College (HBCU) and a Hispanic-Serving Institution (HSI).

Today, St. Philip's College is a multi-campus institution with an open-door admissions policy that is continuing to meet the needs of the ethnically, culturally, academically, and economically diverse population of San Antonio and the surrounding community. St. Philip's College is one of the five Alamo Colleges to include San Antonio College, Palo Alto College, Northwest Vista College, and Northeast Lakeview College.

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. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

Select link: [St. Philip's College Degrees and Certificates 2020-2021](#)

3. Off-Campus Instructional Locations and Branch Campuses

List *all locations* where 25% 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.

Table 1: 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 to 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.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
St. Philip's College-Southwest Campus	800 Quintana Road San Antonio, TX 78211	June 28, 2012 SACSCOC notified St. Philip's that the St. Philip's College – Southwest Campus is in the scope of St. Philip's accreditation as an off-campus instructional site	1987	AAS and Certificates Air Conditioning, Heating and Refrigeration Electric Trades Construction Technology Plumbing Trades Certificate Plumbers Helper Certificate Aircraft Technology Avionics Diesel Technology Collision Technology Machinist/Machine Technology Welder/Welding Technology Power Generation & Alternative Energy Electronics Technology Instrumentation	YES
Central Texas Technology Center (CTTC)	2189 FM 758 New Braunfels, TX 78130	March 25, 2009 (for relocation)	Spring 2009	Licensed Vocational Nursing Manufacturing Skills Trades Helper Production Tool Operator Maintenance Mechanic	YES
Memorial Early College High School with St. Philip's	1419 N. Business IH-35 New Braunfels, TX	06/03/2014	Fall 2014	AA & AS	YES

College	78130				
Brackenridge Early College High School	4900 Eagleland Drive San Antonio, TX 78210	02/08/2016	Fall 2015	AA	YES
Seguin Early College High School	815 Lamar Street Seguin, TX 78155	07/05/2017	Spring 2017	AA	YES
Alamo Heights High School	6900 Broadway San Antonio, TX 78209	8/14/2020	Fall 2021	AA	YES
Bandera High School	474 Old San Antonio Hwy. Bandera, TX 78003	4/23/2021	Fall 2021	Level 1 Cert Welding	YES
Bracken Christian Academy	670 Old Boerne Rd. Bulverde, TX 78163	8/16/2019	Spring 2020	AA	YES
Luther Burbank High School	1002 Edwards St. San Antonio, Texas 78204	4/23/2021	Fall 2021	Level 1 Cert. Catering Mgmt., Office Applications Specialist	YES
Calvary Chapel Christian Academy	2935 Pat Booker Rd. Suite 118 Universal City, TX 78148	2/14/2020	Fall 2020	AA	YES
Canyon High School	1510 IH 35 North New Braunfels, TX 78130	12/3/2017	Spring 2018	AA	YES
Canyon Lake High School	8555 RM 32 Fischer, TX 78623	12/3/2017	Spring 2018	AA	YES
Career & Technology Education Center (NEISD)	3736 Perrin Central, Bldg. #4 San Antonio, TX 78217	12/3/2017	Spring 2018	Level 1 Cert. Brake & Front End	YES
Samuel Clemens High School	1001 Elbel Road Schertz, TX 78154	12/3/2017	Spring 2018	Level I Cert. Catering Mgmt.	YES (teach out submitted for AA program 20210601)
Robert G. Cole High School	4001 Winans Rd. San Antonio, TX 78234	11/08/2018	Spring 2019	AA	YES
Cyber P-TECH USA at Sam Houston High School	4635 East Houston St. San Antonio, TX 78220	7/19/2019	Spring 2020	AAS Cybersecurity Level 1 Cert. Culinary Studies	YES
First Baptist Academy	1401 Pat Booker Road Universal City, TX 78148	12/3/2017	Spring 2018	AA	YES
Gloria Deo Academy	1100 Bulverde Rd. Bulverde, TX 78163	8/2/2019	Spring 2020	AA	NO (teach out submitted for AA program 20210601)
Highlands High School	3118 Elgin Ave San Antonio, TX 78210	8/14/2020	Spring 2021	Level 1 Cert. Office Applications Specialist	YES
Ingram Tom Moore High School	510 Hwy. 39 Ingram, TX 78025	4/23/2021	Fall 2021	AA	YES
Judson High School	9142 FM 78 Converse, TX 78109	12/3/2017	Spring 2018	AA Level 1 Cert. Brake & Front End	YES

Lanier High School	1514 W. Cesar E. Chavez Blvd. San Antonio, TX 78207	8/14/2020	Spring 2021	Level 1 Cert. Restaurant Supervision	YES
La Vernia High School	225 Bluebonnet Rd. La Vernia, TX 78121	12/3/2017	Spring 2018	AA	YES
Lifegate Christian School	395 Lifegate Lane Seguin, TX 78155	8/2/2019	Spring 2020	AA	YES
Lytle High School	18975 W. Farm to Market 2790 S. Lytle, TX 78052	8/14/2020	Spring 2021	Level 1 Cert. Plumbing Trades	YES
Navarro High School	6350 North State Hwy 123 Seguin, TX 78155	12/3/2017	Spring 2018	AA	YES
Poteet High School	800 Leming Road Poteet, TX 78065	12/3/2017	Spring 2018	Level 1 Cert. Brake & Front End	YES
Smithson Valley High School	14001 Hwy 46 West Spring Branch, TX 78070	12/3/2017	Spring 2018	AA	YES (teach out submitted for Rest. program 20210601)
Southside High School	19190 Hwy 281 South #2 San Antonio, TX 78221	10/25/2018	Spring 2019	Level 1 Cert. inert Gas GTAW/GMAW Welder	YES
St. Gerard Catholic High School	521 South New Braunfels Avenue San Antonio, TX 78203	8/16/2019	Spring 2020	AA	YES
Southwest High School	11914 Dragon Lane San Antonio, TX 78252	9/29/2016	Fall 2016	AAS Information Assurance and Cybersecurity	NO; approved for 50% 4/23/2021 - teach out submitted 20210601
Stockdale High School	500 South 4th Street Stockdale, TX 78160	8/16/2019	Spring 2020	AA	YES
Vanguard Christian Institute	43360 IH 10 West Boerne, TX 78006	12/3/2017	Spring 2018	AA	YES
Veterans Memorial High School	7618 Evans Road San Antonio, TX 78266	4/23/2021	Fall 2021	AA	YES
Karen Wagner High School	3000 N. Foster Rd. San Antonio, TX 78244	11/08/2018	Spring 2019	AA	YES
Earl Warren High School (Construction Careers Academy)	9411 Military Drive West San Antonio, TX 78251	5/17/2018	Fall 2018	AAS Construction Technology Level 1 Cert. Electrical Trades	YES

Table 2: Off-campus instructional sites at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

Name of Site (Indicate if site is currently active or	Physical Address (street, city, state, country) Do not include	Date of SACSCOC letter accepting	Date Implemented by the institution	Educational programs offered (specific degrees,	Is the site currently active? (At any
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inactive. If inactive, date of last course offerings and date of projected reopening	PO Boxes.	notification		certificates, diplomas) with 25-49% credit hours offered at each site	time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Fort Sam Houston	Army Education Center Bldg. 2268, Rm. 207 2478 Stanley Road Fort Sam Houston, TX 78234		1970's	AA, AS, and AAS	YES
Lackland Air Force Base	1550 Wurtsmith St. Lackland AFB, San Antonio, TX 78236		1970's	AA, AS, and AAS	YES
Randolph Air Force Base	301 B Street West Randolph AFB, San Antonio, TX 78148		1970's	AA, AS, and AAS	YES
Alamo University Center (AUC)	8300 Pat Booker Road Live Oak, TX 78233		2015	Level 1 Cert. Medical Front Office	YES
Westside Education Training Center (WETC)	563 Southwest 40 th Street San Antonio, TX 78237		2014	Level 1 Cert. Medical Front Office CPR Certification	YES
Agape Christian Academy	La Vernia Christian Teaching Center 10688 U.S. Hwy 87 West La Vernia, TX 78121	8/13/2018	Fall 2018	AA	NO; (teach out submitted for AA program 20210601)
William J. Brennan High School	2400 Cottonwood Way San Antonio, TX 78253	9/6/2018	Spring 2019	Level 1 Cert. Catering Mgmt.	NO; (teach out submitted for Catering program 20210601)
Davenport High School	23255 FM 3009 San Antonio, TX 78266	8/6/2020	Spring 2021	AA	YES
East Central High School	7173 Farm to Market 1628 San Antonio, TX 78263	9/6/2018	Spring 2019	Level 1 Cert. Welding	YES
East Central CAST Lead	7173 Farm to Market 1628 San Antonio, TX 78263	2/8/2021	Fall 2021	Level II Cert. Hospitality Management Fundamentals	YES
Thomas Edison High School	701 Santa Monica San Antonio, TX 78212	11/6/2018	Spring 2018	Level 1 Cert. Restaurant Supervision, Catering Mgmt.	YES
George Gervin Academy	3030 E. Commerce St. San Antonio, TX 78220	11/13/2020	Spring 2021	AA & AAS	YES
Floresville High School	1813 Tiger Lane Floresville, TX 78114	9/29/2016	Fall 2016	Level 1 Cert. Entrepreneurship	NO; (teach out submitted for Entrepreneur program 20210601)
Harlandale High School	114 East Gerald Ave. San Antonio, TX	9/29/2016	Fall 2016	AAS Network Administration	NO; (teach out submitted for

	78214			Level 1 Cert. Construction Technology	AA program 20210601)
Harmony Science Academy	8505 Lakeside Parkway San Antonio, TX 78245	8/6/2020	Spring 2021	Level 1 Cert. Cybersecurity	YES
Hill Country College Preparatory High School	21077 State Highway 46 West Spring Branch, TX 78070	2/8/2021	Fall 2021	AA	YES
John Jay High School	7611 Marbach Road San Antonio, TX 78227	8/6/2020	Spring 2021	Level 1 Cert. Transmission Specialist, Catering Mgmt.	YES
Living Rock Academy	2500 Bulverde Rd. Bulverde, TX 78163	9/29/2016	Fall 2016	AA	YES
James Madison High School	5005 Stahl Rd. San Antonio, TX 78247	8/13/2018		Level 1 Cert. Catering Mgmt.	NO; (teach out submitted for Catering program 20210601)
John Marshall High School	8000 Lobo Ln. San Antonio, TX 78240	8/13/2018	Spring 2019	Level 1 Cert. Catering Mgmt.	YES
McCollum High School	500 W. Formosa Blvd San Antonio, TX 78221	8/13/2018	Fall 2018	Level 1 Cert. Brake & Front End	NO; (teach out submitted for Brake+ program 20210601)
Milton B. Lee Academy	1826 Basse Rd. San Antonio, TX 78213		Spring 2021	AA	YES
Memorial High School	1227 Memorial St. San Antonio, TX 78228	01/14/2019	Fall 2018	Level 1 Cert. Catering Management	YES
River City Christian School	5810 Blanco Road San Antonio, Texas 78216	01/07/2020	Spring 2020	AA	NO; (teach out submitted for AA program 20210601)
San Antonio Christian High School	19202 Redland Rd. San Antonio, TX 78259	8/1/2014	Fall 2014	AA	NO; (teach out submitted for AA program 20210601)
School of Excellence	Milton B. Lee Academy of Science and Engineering 1826 Basse Rd. San Antonio, TX 78213	1/9/2018	Fall 2017	AA	YES
School of Science and Technology	1450 North East Loop 410 San Antonio, TX 78209-1543	1/7/2020	Spring 2020	AA	YES
South San Antonio High School	7535 Barlite Blvd. San Antonio, TX 78224	8/13/2018	Spring 2019	Level 1 Cert. Catering Mgmt.; Phlebotomy	YES
Southwest Legacy High School	4495 SW Verano Parkway, Bldg. 100 Von Ormy, TX 78073	8/2/2021		Information Technology Cybersecurity Specialist Level I	NO; (teach out submitted for Cyber program 20210601)

				Certificate	
Southwest Preparatory School	1258 Austin Hwy., Bldg. 1 San Antonio, TX 78209 6535 Culebra Road San Antonio, TX 78238	1/9/2018	Fall 2017	AA	YES
Town East Christian High School	2030 Bible Street San Antonio, TX 78220	9/29/2016	Fall 2016	AA	YES

Table 3: 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 to 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.

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.

St. Philip's College received initial approval for distance education

Award Level	Department or Major Code	Degree Name	CIP Code	Total Credit Hrs	Offered 100% Online	Offered 50% Online	Synchronous or Asynchronous
AAT	TXCT	AAT Teaching, 7-12, and Other EC-12	13.1205	60	X		Both
AAT	TECT	AAT Teacher Certification: EC-6, 4-8, and EC-12	13.1205	60	X		Both
AA	LBAT	Associate of Arts	24.0102	60	X		Both
AS	GSCI	Associate of Science	24.0102	60	X		Both
AAS	ACTC	Bookkeeping Specialist	52.0302	60		X	Both
AAS	BMTC	Business Management and Technology	52.0201	60	X		Both
AAS	CMCS	CISCO Networking and Integrated Systems	11.1002	60		X	Both
AAS	CBMG	Construction Business Management	52.0201	60		X	Both
AAS	ECST	Early Childhood and Family Studies	19.0706	60	X		Both
AAS	HITC	Health Information Technology	51.0707	60		X	Both
AAS	ISAC	Information Technology Cybersecurity Specialist	11.0901	60	X		Both
AAS	NADN	Information Technology Network Administrator	11.1002	60	X		Both
AAS	ADOT	Office Systems Technology	52.0401	60	X		Both
AAS	WMDV	Web and Mobile Developer	11.0201	60	X		Both
Certificate 2	ECST	Early Childhood and Family Studies	19.0706	30	X		Both
Certificate 1	CSSN	Cisco Systems Networking	15.1202	16		X	Both
Certificate 1	ISAC	Information Technology Cybersecurity Specialist	11.1003	28	X		Both
Certificate	MCSE	MCSE: Server	11.0901	18	X		Both

ate 1		Infrastructure					
Certificate 1	MOSP	Office Applications Specialist (OAS)	52.0401	33	X		Both
Certificate 1	BUSG	Small Business Management	52.0201	21	X		Both
Certificate 1	WMDV	Web and Mobile Developer	11.0201	39	X		Both

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.

SPC Programs and Accrediting Agencies		
Institution/Program(s)	Agency	Date
St. Philip's College	Regional Accrediting Agency: Southern Association of Colleges and Schools Commission on Colleges	Date of Last Review: October 2015 (Compliance Certification); September 2016
Aircraft Technology	Accrediting Agency: Federal Aviation Administration (FAA)	Date of Last Review: August 21, 2014
Automotive Technology; General Motors ASEP	Accrediting Agency: National Automotive Technicians Education Foundation (NATEF)	Date of Last Review: February 2018
Child Development Center	Accrediting Agency: National Association for the Education of Young Children (NAEYC)	Date of Last Review: March 7, 2018
Culinary Arts Baking & Pastry Arts	Accrediting Agency: American Culinary Federation Educational Institute Accrediting Commission (ACF)	Date of Last Review: July 2015
Diagnostic Medical Sonography	Accrediting Agency: Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Date of Last Review: May 17, 2019
Early Childhood and Family Studies	Accrediting Agency: National Association for the Education of Young Children (NAEYC)	Date of Last Review: October 29, 2018
General Motors ASEP	Accrediting Agency: National Automotive Technicians Education Foundation (NATEF)	Date of Last Review: June 2018
Health Information	Commission on Accreditation for	Date of Last Review:

Technology	Health Informatics and Information Management Education (CAHIIM)	December 12, 2019
Histologic Technician	Accrediting Agency: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Date of Last Review: October 22, 2019
Hospitality Management Hotel Management Restaurant Management	Accrediting Agency: Accreditation Commission for Programs in Hospitality Administration	Date of Last Review: October 2011
Invasive Cardiovascular Technology	Accrediting Agency: Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Date of Last Review: March 23, 2021
LVN/Military to AND Mobility Program; Vocational Nursing	Accrediting Agency: Texas Board of Nursing	Date of Last Review: April 15-16, 2019
Medical Laboratory Technology	Accrediting Agency: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Date of Last Review: October 22, 2019
Nurse Aide for Health Care	Accrediting Agency: Texas Board of Nursing	Date of Last Review: September 21, 2018
Occupational Therapy Assistant	Accrediting Agency: Accreditation Council for Occupational Therapy Education (ACOTE)	Date of Last Review: February 14, 2018
Physical Therapist Assistant	Accrediting Agency: Commission on Accreditation in Physical Therapy Education (CAPTE)	Date of Last Review: October 24, 2018
Radiography Technology	Accrediting Agency: Joint Review Committee on Education in Radiologic Technology (JRCERT)	Date of Last Review: February 29, 2016
Respiratory Technology	Accrediting Agency: Commission on Accreditation for Respiratory Care (CoARC)	Date of Last Review: March 30-31, 2017
Surgical Technology	Accrediting Agency: Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Date of Last Review: January 16, 2018

Vision Care Technology	Accrediting Agency: International Council of Accreditation	Date of Last Review: July 31, 2019
Vocational Nursing	Accrediting Agency: Texas Board of Nursing	Date of Last Review: March 28, 2013

- (2) If SACSCOC is not your primary accreditor for access to US Department of Education (USDE) Title IV funding, identify which accrediting agency serves that purpose.

Not applicable

- (3) List any USDE 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).

Not applicable

- (4) Describe any sanctions applied or negative actions taken by any USDE-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 USDE to the institution.

Not applicable

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.

The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. St. Philip's College has not had any limitations, suspensions, or terminations initiated by the U.S. Department of Education with regard to student financial aid or any other financial aid programs during the previous three years. St. Philip's College has never been placed on the reimbursement method for receiving Title IV funding or any other exceptional status.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014

**Part III:
The Fifth-Year Compliance Certification**

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Section 8: STUDENT ACHIEVEMENT

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Section 9: EDUCATIONAL PROGRAM STRUCTURE AND CONTENT

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Section 10: EDUCATIONAL POLICIES, PROCEDURES, AND PRACTICES

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Section 12: ACADEMIC AND STUDENT SUPPORT SERVICES

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Section 13: FINANCIAL AND PHYSICAL RESOURCES

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5 ADMINISTRATIVE AND ORGANIZATION

- 4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers) (**Qualified Administrative/Academic Officers**)

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College complies with Principle 5.4: The College has effective leadership to accomplish its mission and employs academic and administrative staff with the credentials and expertise appropriate to the duties and responsibilities associated with their positions. The executive leadership team of St. Philip's College, known as the Cabinet, includes the President, three Vice Presidents, seven Deans, the College Budget Officer, the Director of Marketing and Strategic Communications, the Director of Institutional Advancement and Grants Development, the Director of Strategic Initiatives, the Academic Program Director, and the Executive Assistant to the President.

In accordance with Alamo Colleges District policy D.7.1.1 (see [Artifact 5.4-1 ACD Policy D.7.1.1 Employee Evaluations](#)), cyclical performance evaluations are conducted for all administrators, faculty, and staff by their supervisor. Each Spring semester, College administrative and academic officers are evaluated for performance based on the Alamo Colleges District requirements assuring that these key employees maintain high standards for performance and effectiveness while keeping the institution focused on its mission. Employee Performance Planning is a three-part system tracked in AlamoTALENT to establish and manage performance expectations, training, and career development for all employees.

1. **SMART Goals:** This is a joint exercise between the employee and the supervisor to define the major job responsibilities and agree on performance goals and standards for the period.
2. **Competency/Development Plans:** These are a customizable system of action steps and courses an employee may complete to develop strengths or to address gaps in the competencies selected by the employee and manager.
3. **Annual Progress Review:** This is a yearly assessment of performance on goals and development plans.

The St. Philip's College Organizational Chart (see [Artifact 5.4-2 Organizational Chart 2021](#)) lists the names and titles of the College administrators, academic officers, and directors. The College administrators' summary of qualifications is shown in Table 1 below. It outlines and includes links to summary of work profiles, job descriptions, and performance review dates. Additionally, performance evaluation examples (two consecutive years, based on job level and redacted to

protect employee confidentiality) are provided (see Artifacts [5.4-3a Samp Eval Dean2019](#), [5.4-3b Samp Eval Dean2020](#), [5.4-4a Samp Eval Director2019](#), [5.4-4b Samp Eval Director2020](#), [5.4-4c Samp Eval VP2019](#), and [5.4-4d Samp Eval VP2020](#)).

Table 1: St. Philip’s College Administrators’ Summary of Qualifications

Name and Title with link to Resume and Job Description	Brief Job Description	Relevant Education	Relevant Experience	Performance Review Dates
Dr. Adena Williams Loston President	Serves as Chief Executive Officer; oversees the daily administration and operation of the College, interpreting policies and procedures to ensure compliance with policy and legal requirements.	<p>Doctor of Philosophy in Educational Administration & Supervision, Bowling Green State University</p> <p>Master of Education, Bowling Green State University</p> <p><i><u>Additional Education/Certification</u></i></p> <p>The Leadership Journey, Wharton Business School</p> <p>Certificate, Oxford Round Table, Oxford University</p> <p>Certificate, Institute for Educational Management, Harvard University</p>	<p>National Aeronautics and Space Administration (NASA), Director of Education and Special Assistant for Suborbital and Special Orbital Projects Directorate (Sept. 2005–2007) Responsible for structuring the Office of Education to provide executive leadership and policy direction; accountable for a \$230 million budget and directed policy for \$1.3 billion.</p> <p>NASA, Chief Education Officer (Sept. 2002–Sept. 2005) Senior Executive Service Officer responsible for providing overall leadership as a senior official for agency-wide educational endeavors nationally and internationally, including 10 field center officers of education and Mission Directorates in Science, Space Operations, Aeronautics and Space</p>	<p>Jul 28, 2021</p> <p>Mar 20, 2019</p>

			<p>Exploration; promoting education as an integral component of every research and development mission/enterprise.</p> <p>San Jacinto College South, President (Aug. 1997–Sept. 2002) CEO responsible for providing the leadership in overall college operations and working collaboratively with faculty and other constituencies in planning and administration of educational programs and services; 450 employees with an operating budget of \$18 million; over 7,500 credit students and 5,000+ non-credit students.</p>	
<p>Randall Dawson</p> <p>Vice President for Academic Success (VPA S)</p>	<p>Serves as the Chief Academic Officer, overseeing the various academic units while maintaining the academic excellence and integrity of the institution.</p>	<p>Master of Science in Physical Education, Pittsburg State University</p> <p><i>Additional Education/Certification</i></p> <p>Teaching Excellence in Distance Learning (SPC, 2007)</p> <p>Mediation Certification (Texas Lutheran College, 1998)</p>	<p>St. Philip’s College, Dean of Arts and Science (Jul 2015–May 2017) Directly supervised six Department Chairpersons, four Early College High Programs, 38 Dual Credit ISD Programs and the Centers of Excellence for Science and Math</p> <p>St. Philip’s College Chair of Health Sciences (Jan 2010–Jul 2015) Directly supervised and evaluated 13 Program Directors and their programs with oversight of WECM and ACGM programs/degrees and ten program</p>	<p>Jan 2, 2021</p> <p>Jan 21, 2020</p> <p>Feb 12, 2019</p>

			<p>accreditations.</p> <p>St. Philip's College, Program Director: Kinesiology (Sept 2008–Jan 2010) Recruited, hired, trained, evaluated, and mentored Kinesiology faculty.</p> <p>St. Philip's College, Director of Intramurals / Kinesiology Faculty (Jan 1997–Sept 2008)</p>	
<p><u>Dr. Paul Machen</u></p> <p>Interim Vice President for Student Success (VPSS)</p>	<p>Provides leadership in the management of all College student service functions, including designing, implementing, and evaluating all aspects of financial aid and business services.</p>	<p>Doctor of Philosophy in Adult, Occupational and Continuing Education, Kansas State University</p> <p>Master of Business in Managerial Leadership, City University</p> <p><u>Additional Education/Certification</u></p> <p>Enrollment Management Professional, ACT NRCCUA</p> <p>Operation College Promise–Certificate for Veterans' Service</p>	<p>St. Philip's College, Dean for Student Success (Aug 2010–Jul 2021)</p> <p>Performs executive, managerial oversight of 13 departments and over 120 employees. Manages a \$2.3 million annual budget. Design, implement, supervise, and evaluates all aspects of the Educational Support Services Division in compliance with federal, state, and Southern Association of Colleges & Schools (SACS-COC) regulations.</p> <p>St. Philip's College, Assistant to the President (May 2010 – Aug 2010)</p> <p>Provided leadership to a variety of special projects requiring research and development. Assumed a key role in the strategic planning and budgeting</p>	<p>Jan 8, 2021</p> <p>Mar 3, 2020</p> <p>Feb 22, 2019</p>

		<p>Providers, Thomas Edison State University</p> <p>Title IX Investigator, Academic Impressions</p> <p>Leadership and Mentoring Institute, American Association of Blacks in Higher Education</p>	<p>process, including preparing electronic documents under the guidance of the President.</p> <p>The University of Texas at San Antonio, Academic Advisor III Supervisor (Mar 2007– May 2010) Senior advisor on staff, College of Sciences (COS) Undergraduate Advising Center. Performed as director during the incumbent’s absence. Supervised five employees. Assisted the director in the day-to-day management of all programs and student outreach efforts.</p>	
<p><u>Mr. George Johnson</u></p> <p>Interim Vice President for College Services (VPC S)</p>	<p>Provides leadership in the management and alignment of financial, human, planning, and physical resources to achieve student success and operational goals of the College.</p>	<p>Master of Science in Mathematics, Texas Southern University</p> <p><u>Additional Education/Certi fication</u></p> <p>Project Management for Unofficial Project Manager, Alamo Colleges</p> <p>Leading Across Generations</p> <p>Distance Learning, SPC</p> <p>Title IX Campus Save</p>	<p>St. Philips’ College, Interim Vice President of Student Success (2015–2016) Reported to the President and provided College- wide leadership, oversight, and coordination of the Student Success Division.</p> <p>St. Philip’s College, Department Chair–Social and Behavioral Sciences (2012–2015) Provided leadership for the management and oversight of instructional matters in history, government, economics, humanities, geography, philosophy, psychology, sociology, and criminal</p>	<p>Mar 5, 2021</p> <p>Jan 24, 2020</p> <p>Feb 15, 2019</p>

		<p>Act</p>	<p>justice to include course offerings in Dual Credit and Early College High Schools.</p> <p>St. Philip’s College, Full-time Tenured Faculty – Professor (1997–present) Maintained course grades and attendances records, created departmental syllabi, assessed student learning outcomes, and provide content area expertise on College and/or District committees.</p> <p>Alamo Colleges District (ACD), Chair of District Council of Chairs (2013–2015) Provided strategic leadership, guidance, and direction in all academic and non-academic matters for all department chairs of the Alamo Colleges District; Faculty “Super” Senate President (2010–2011) Provided strategic leadership, guidance, and direction in all academic and non-academic matters for all faculty of the Alamo Colleges District, in coordination with their Faculty Senates.</p>	
<p>Dr. Michael Grillo Interim Dean</p>	<p>In collaboration with the VPAS, facilitates,</p>	<p>Ph.D., Political Science and International Relations, University of</p>	<p>St. Philip’s College: Interim Dean, Division of Arts & Sciences (Mar 2021–Present) Manage five</p>	<p>Jan. 25, 2021</p>

<p>for Academic Success –Arts and Sciences</p>	<p>leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/ universities, and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Delaware</p> <p>M.A., Political Science and International Relations, University of Delaware</p> <p>M.A., Political Science, Florida Atlantic University</p>	<p>academic departments: Communications & Learning, Mathematics, Natural Sciences, Fine Arts & Kinesiology, Social and Behavioral Sciences; manage High School Programs, which is responsible for 53 Dual Credit, Early College High School, PTECH, and TSTEM Programs</p> <p>St. Philip’s College Chairperson, Department of Social & Behavioral Sciences (Oct 2020–Mar 2021) Managed faculty, budget, assessment, course scheduling, staffing, curriculum, credentialing, and student recruitment efforts for 10 programs: Criminal Justice, Economics, Geography, Government, History, Humanities, Philosophy, Psychology, Social Work, and Sociology</p>	
<p><u>Mr. Christopher Beardsall</u></p> <p>Dean for Academic Success – Applied Science and Technology (Southwest Campus)</p>	<p>In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent</p>	<p>Master of Education in Leadership, Schreiner University</p>	<p>St. Philip’s College, Dean of Applied Science and Technology (2014–2019) Responsible for five distinct departments and oversaw 20 different Associate of Applied Science degree and certificate programs.</p> <p>St. Philip’s College, Interim Department Chair/Program Coordinator</p>	<p>Mar 19, 2021</p> <p>Feb 24, 2020</p> <p>Feb 4, 2019</p>

	school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and opportunities.		<p>Transportation Service Technologies (2013–2014) Developed the department schedule, conducted classroom observations, performed annual faculty performance evaluations.</p> <p>St. Philip’s College, Faculty (2007–2010, Instructor; 2011–2014 Assistant Professor) Provided learning environments for students to learn high, in-demand workforce skills through the process of lectures, labs, and hands-on training.</p>	
<p><u>Ms. Edith Orozco</u></p> <p>Dean for Academic Success – Applied Science and Technology (MLK Campus)</p>	In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and	<p>Masters of Business Administration in Information Security and Assurance, Texas A&M University-San Antonio</p> <p><u><i>Additional Education/Certification</i></u></p> <p>Certified Ethical Hacker (CEH)</p> <p>Microsoft Certified IT Professional (MCITP)</p> <p>Microsoft Certified Technology Specialist</p>	<p>St. Philip’s College, Chairperson of Business Information Solutions (BIS) (2016–2019) Managed department operations, ensured compliance with District and College policy and procedures, and maintained compliance with SACSCOC and National Center of Academic Excellence in Cyber Defense accreditation standards and state regulations.</p> <p>St. Philip’s College, Program Director of Information Technology: BIS (2008–2016) Provided a learning environment for students and developed classroom lab scenarios to build student job market skills. Assisted</p>	<p>Feb 22, 2021</p> <p>Jan 25, 2020</p> <p>Feb 15, 2019</p>

	opportunities.	(MCTS) Microsoft Office Certified Master Specialist Blackboard Certified Canvas Certified Master Teacher 2013	with recertification of National Center of Academic Excelling in Cyber Defense for a two-year college (2015–2020) St. Philip’s College, Associate Professor: CyberSecurity (2002–2016) Provided a learning environment for students to assist them in obtaining high in-demand workforce skills through the process of lectures, labs, and hands-on training.	
<u>Ms. Jessica Cooper</u> <u>Dean for Academic Success – Health Sciences</u>	In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and opportunities.	Master of Science in Family and Child Studies , Texas State University-San Marcos <u>Additional Education/Certification</u> Master Teacher Certification, SPC Texas Master Registered Trainer Child Life Specialist Teaching Excellence in Distance Learning Certification	St. Philip’s College, Department Chairperson (Jan 2015–Jul 2018) Managed and lead faculty and staff of Diagnostic Medical Sonography, Early Childhood and Family Studies, Invasive Cardiovascular Technology, Respiratory Care Technology, Radiography Technology, and Surgical Technology programs; Served as divisional point of contact in the absence of the dean. Interim Department Chairperson (Jan 2014–Dec 2014) Served as manager and leader for faculty and staff of Diagnostic Medical Sonography, Early Childhood and Family Studies, Invasive Cardiovascular Technology, Respiratory	Jan 20, 2021 Jan 25, 2020 Dec 17, 2020

			<p>Care Technology, Radiography Technology, and Surgical Technology programs. Faculty Assistant to the Vice President of Academic Success (Sept 2012–Dec 2013) Coordinated College-wide Schedule Validation to audit class schedules, monitored compliance with grading deadline submissions and collaborated with State Reporter and Records and Registration, and reviewed College faculty teaching assignments.</p> <p>St. Philip’s College, Tenured Faculty Instructor (Feb 2007– present) Facilitated all aspects of course development and instruction of Early Childhood and Family Studies curriculum for 100% online program.</p>	
<p>Dr. Vanessa Anderson</p> <p>Dean for Academic Success-Academic Services</p>	<p>In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/univer</p>	<p>Doctor of Philosophy in Educational Leadership & Policy Studies, Virginia Polytechnic Institute & State University</p> <p>Master of Education in Student Personnel Services, University of South Carolina</p>	<p>St. Philip’s College, Dean for Academic Success, Academic Services (Jul 2019–Mar 2020)</p> <p>Drove overall excellence in program management and performance of administrative and professional staff in the Library, Instructional Innovation Center, Center for Distance Learning, Child Development Center, Academy of Fine Arts/Community Liaison, Archives and</p>	<p>Mar 5, 2021</p>

	sities, and community agencies to increase student enrollment and provide educational training and opportunities.		<p>Classroom Equipment.</p> <p>Arapahoe Community College, Dean, Communication/Humanities/Arts/Design, (Jul 2013–Jun 2019)</p> <p>Denver Seminary, Dean of Student Services (Aug 2005–2007)</p> <p>Promoted high-quality results and productivity through establishing long-/short-range objectives, fiscal accountability (\$300K), student recruitment and retention, international student recruitment, and quantitative/qualitative program analysis, as well as managing various administrators and staff, including the chaplain, database manager, financial aid coordinator, worship coordinator, writing tutor coordinator, international student coordinator, program manager, and administrative assistants.</p>	
<p>Ms. Christina Cortez</p> <p>Dean for Student Success</p>	Ensures connection and entry strategies align with AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES, which includes outreach and recruitment, application assistance, and	Master of Education in Counseling , Texas A&M University-Corpus Christi	<p>St. Philip's College, Director of Advising (Aug 2014–Aug 2018) Provided oversight for advising operations. Developed, implemented, and interpreted student support services, policies and procedures; adhered and maintained updates to federal, state and local legislation.</p> <p>Palo Alto</p>	<p>Jan 20, 2021</p> <p>Jan 30, 2020</p> <p>Feb 22, 2019</p>

	<p>enrollment step completion. This focus may include oversight of Welcome Advising/Admissions Centers, Early College/Academies, Dual Credit Advising, College Connection, Outreach and Recruitment Efforts, and Military Education Centers.</p>		<p>College, Coordinator-Student Success (Sep 2013–Aug 2014) Assisted students, parents, and high school counselors with advising, registration, coursework, and degree plans pertaining to the dual credit enrollment process. Led a team to coordinate Dual Credit specific services and projects.</p> <p>St. Philip’s College, Coordinator-Student Success (Jul 2010– Sept 2013) Assisted students with advising, registration, coursework, and degree plans to include developing individual education plans and evaluating student high school and college transcripts. Supervise an advising team and trained advisors on Banner, cross/permit enrollment, records and reports, career and job placement, accessing available services, admissions, residency, add/drops, dual credit programs, veterans’ services, transcripts, transfer process, continuing education, financial aid, scholarships, and graduation.</p>	
<p>Ms. Destiny Harper-Lane Interim Dean for Student</p>	<p>Creates and sustains a holistic system of robust student support</p>	<p>Master of Science in Community Counseling, College</p>	<p>St. Philip’s College, Associate Director for Student Success (Jul 2017–Jul 2021) Managed daily</p>	<p>Jan 6, 2021 Dec 13, 2019 Dec 17, 2018</p>

<p>Success</p>	<p>services across the College, developed with faculty and community partnerships. These student support services may include personal counseling, emergency resources, and unique programming for diverse student populations. Leverages the benefits of student engagement opportunities to facilitate persistence and completion.</p>	<p>Student Development Administration, Northern Kentucky University</p> <p><i>Additional Education/Certification</i></p> <p>Graduate work toward a Doctor of Business Administration in Leadership, Walden University (anticipated completion July 2021)</p>	<p>operations of Turbon Student Center to include the staffing, training, and equipment upkeep of Tiger Lanes Bowling Alley. Directed information services, communication strategy, and customer service experience Student Center and provided daily training and development opportunities for all students, faculty, and staff in the areas of AlamoEXPERIENCE, event planning, and Student Services Fee funding.</p> <p>Northwest Vista College, Coordinator for Student Success-New Student Orientation & Vista Central: Welcome & Admissions Center (Jan 2015– Jul 2017) Managed logistics, operations, staffing, student outreach, and cross-campus implementation of New Student Orientation. Directed information services, communication strategy, and customer service experience of Welcome & Admissions Center.</p>	
<p>Mr. Jorge Flores College Budget Officer</p>	<p>Performs budget preparation, coordination, management, and reporting work. May perform or</p>	<p>Masters of Business Administration, University of the Incarnate Word</p>	<p>Alamo Colleges District, Senior Budget Analyst (Jun 2015–Apr 2019) Assist in developing the annual budget (labor/non-labor) by working with the College Budget</p>	<p>Jun 21, 2021 Jan 24, 2020 Feb 15, 2019</p>

	coordinate other asset management-related work.		<p>Managers, Vice President of College Services, and District Budget Managers; review and analyze college/district departments budgets to ensure alignment to PVC strategies. Provide training and document processes on the various budget development tools (i.e., Self-Serve Budget Development, Salary Planner, Banner, Argos, BvA) used to strengthen the budgetary control process to balance and track budget for each department.</p> <p>Alamo Colleges District, Inventory Accounting Analyst (Sep 2011– June 2015) Served as a subject matter expert with department software systems and technology equipment, provided required monthly and annual financial schedules to the Finance office, gathered asset transaction history and designed reports for equipment reconciliation and physical inventory reconciliations.</p>	
<p>Ms. Adrian Jackson</p> <p>Director of Marketing and Strategic Communications</p>	Champions effective internal and external messaging campaigns to enhance the understanding, perception and reputation of	Master of Arts in Technical Communication and Rhetoric, Texas Tech University	<p>Tarrant County College, Publications Manager (Apr 2012– Aug 2016) Managed the college’s 17-person design team in support of the seventh-largest public higher education institution in Texas. Lead designer for Trinity</p>	<p>Feb 11, 2021</p> <p>Jan 21, 2020</p> <p>Feb 14, 2019</p>

	<p>the institution. Builds and manages relationships between the College and its stakeholder groups across online and offline channels. Oversees the narrative of the institutional voice.</p>	<p><u><i>Additional Education/Certification</i></u></p> <p>FEMA, National Incident Management System, ICS-363, ICS-29, ICS-42</p> <p>Operation College Promise (supporting military-affiliated students), Thomas Edison Univ.</p> <p>Texas Award for Performance Excellence Examiner, Quality Texas Foundation</p> <p>Project Management, Tarrant County College</p> <p>Diversity and Inclusion Facilitator Training, Tarrant County College</p> <p>HR Management and Leadership I, II, III, Tarrant County College</p>	<p>River Campus, Trinity River Campus East, TCC Connect Campus, and District Operations. Advised College administrators to ensure design needs matched stakeholders for maximum impact.</p> <p>Coastal Bend College, Public Relations Officer (Oct 2006–Apr 2012) Created digital media center, increasing media coverage and introducing SEO and Twitter to college media package. Served as key media spokesperson for rural college in nine-county district. Developed and maintained relationships in media, higher ed, and government.</p> <p>Beeville Bee-Picayune, Managing Editor (2006)</p>	
<p>Dr. Sharon Crocket-Ray</p>	<p>Develops, plans, cultivates</p>	<p>Doctor of Philosophy in Education with</p>	<p>St. Philip’s College, (1998–2011) Coordinator of</p>	<p>Feb 21, 2021</p>

<p><u>Director of Institutional Advancement</u></p>	<p>relationships, and solicits donors and prospective donors to raise financial support for College and resource development goals.</p>	<p>a specialization in Leadership for Higher Education, Capella University</p> <p>Master of Arts, Human Resources Development, Webster University</p> <p><u>Additional Education/Certification</u></p> <p>Master Teacher Certified, SPC</p>	<p>Alumni and Friends Association, Establish Alumni and Friends Association and oversee activities to include strategies to locate alumni and other potential donors to the institution; establish close ties with community leaders interested in assisting with fundraising projects and coordinate special events of the Alumni and Friends Association; providing on-site project management. Assistant Director for Institutional Advancement/Alumni Affairs, Identified, solicited, and provided stewardship for gifts and grants from government agencies, foundations, corporations, businesses, alumni and donors; directed major fundraising events and alumni activities; coordinated special events to enhance College and community involvement; and promoted community awareness.</p> <p>Dual Credit Coordinator/Recruiter/Advisor, Coordinated the Dual Credit and Tech Prep programs; recruited and advised students for college admissions; assisted the development of educational plans for prospective students</p>	<p>Jan 31, 2020</p> <p>Feb 14, 2019</p>
<p><u>Mr. Jeffery</u></p>	<p>The Director</p>	<p>Master of</p>	<p>US Army South-Ft. Sam</p>	<p>In Progress</p>

<p>French</p> <p>Director of Strategic Initiatives</p>	<p>of Strategic Initiatives is responsible for facilitating identification and successful implementation of College initiatives designed to measurably improve College KPI performance and student outcomes. The Director serves as the President's primary advisor, convener and coordinator for College performance planning, monitoring and enhancement to achieve the goals and vision of the College.</p>	<p>Strategic Studies, US Army War College</p> <p>Master of Arts in History, Texas A&M University</p> <p><u>Additional Education/Certification</u></p> <p>Graduate work towards a Doctor of Philosophy in History, Texas A&M University</p>	<p>Houston, Chief Operating Officer (2017–2019) Integrate and synchronize operations, intelligence, logistics, security, and resource management of 600+ military and civilian workforce responsible for all Army operations and collaboration with 31 partner nations in the Caribbean, Central and South America. Developed and implemented a \$30M redesign project that altered operational approach from building US partner capability to mutually beneficial readiness building with measurable returns-on-investment for US forces. Improved organizational effectiveness by building a command assessment program that aligns operations and resources to organizational objectives/goals.</p> <p>US Army Europe-Germany, Chief of Plans (2015–2017) Planned, directed, and integrated all U.S. Army operations, training and war planning in Europe.</p> <p>US Army War College, Director, Strategic Initiatives Group & Professor (2013–2015) Developed and led institutional strategy.</p>	
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			engagement, and communications plan to establish the US Army War College as preeminent US military and civilian National Security education. Taught 20 senior, executive-level military officers and government leaders Strategic Leadership, Responsible Command, and Defense Management.	
Dr. Diane Gavin Interim Director of College Institutional Readiness	<p>Ensures educational coherence by providing support for effective teaching practices and professional development opportunities, information literacy and other library support services, and distance learning modules. Leads strategic planning and engages appropriate stakeholders.</p>	<p>Doctor of Philosophy in American Literature/ Composition & Cultural Rhetoric, Syracuse University</p> <p>Master of Science in Higher Education Administration & Management/ Specialization in Institutional Research, Drexel University</p> <p>Master of Art in Linguistic/ Specialization in Syntax & Morphosyntactics, Syracuse University</p> <p><u>Additional Education/Certification</u></p> <p>Certified</p>	<p>St. Philip's College, Department Chair, Communications & Learning (2018–2020) Provide day-to-day academic departmental operations and offer departmental leadership in a federally designated HBCU/HSI for 21 full-time, 55 adjunct faculty in the areas of English, Speech Communication, Education, Student Development, Foreign Languages, Developmental Integrated Reading/Writing</p> <p>University of Phoenix Flagship Campus, Program Dean for Research, Dissertation Quality (2014–2018) Oversight for a budget of \$3.2 million per year and served as the administrator for dissertation quality and human research protections. Involved with the financial</p>	<p>Feb 5, 2021</p> <p>Jan 31, 2020</p> <p>Feb 18, 2019</p>

		<p>Institutional Review Board Professional</p> <p>Certified CITI Researcher</p> <p>Certified NIH Social Sciences Researcher</p> <p>MicroMasters in Instructional Design, University of Maryland</p>	<p>planning and analysis for the yearly budget with the University Financial Planning & Analysis directors. Compiled reports, including statistical and educational trends, for the College of Doctoral Studies (10 social science practitioner doctoral programs and three Ph.D. programs). Developed the Office of Dissertation Services.</p> <p>University of Phoenix Flagship Campus, Associate Dean for Instruction – Research (2010–2014) Oversight of courses and instruction/curriculum in doctoral-level research courses offered by the College of Doctoral Studies. Directed the administration of the University Institutional Research Board (IRB) office.</p>	
<p>Dr. Tomeka Wilson</p> <p>Academic Program Director</p>	<p>Directs program development, implementation, evaluation, and improvement to ensure program objectives are met and sustained. Monitors existing programs. Ensures compliance with all grant,</p>	<p>Doctor of Education in Community College Leadership, Ferris State University</p> <p>Master of Science: FCS-Human Development and Resource Management, Alabama A&M University</p> <p><i>Additional</i></p>	<p>St. Philip's College, Grant Project Director for National Science Foundation, CIMA-LSAMP grant (Jan 2019–Mar 2020). Oversaw the financial administration of a federal grant and ensured the accomplishment of approved program initiatives to remain compliant. Worked closely with grant personnel and senior leaders to manage grant funds and activities.</p>	<p>Jan 31, 2020</p> <p>In Progress</p>

	legal, and licensing/certification requirements.	<p><u>Education/Certification</u></p> <p>Career Pathways Leadership Certification, National Career Pathways Network</p>	<p>St. Philip's College, Grant Program Coordinator-NSF CIMA-LSAMP (Apr 2018–Jan 2019) Oversaw the financial administration of a federal grant and ensured the accomplishment of approved program initiatives to remain compliant.</p> <p>J.F. Drake State Community College, Director of Grants and Workforce Development (May 2012–Mar 2018) Supervised and administered 40+ grant and workforce personnel activities. Managed the workforce and instructional on/off-campus site. Leadership and Skill development training. Directed the activities associated with grants (State and Federal) for the college. Developed and organized STEM Camps and Programs for middle and high school students</p>	
<p>Ms. Marsha Hall</p> <p>Executive Assistant to the President</p>	<p>Chief of Staff; facilitates the daily operations of the President's office and provides leadership to functions of the office. Serves as a liaison between the</p>	<p>Master of Science in Education specializing in Educational Technology, DeVry University</p> <p><u>Additional Education/Certification</u></p>	<p>St. Philip's College, Continuing Education Coordinator (Jun 2006–May 2012) Responsible for planning and the day-to-day operations of the K-8 Academy; assist other Community Service Training Center and Academy of Professional Development and</p>	<p>In Progress</p> <p>Jan 21, 2020</p> <p>Feb 13</p>

	community and the President.	<p>Graduate work toward a Doctor of Business Administration in Quality Systems Management, New England Institute of Business at Cambridge College</p> <p>Continuous Improvement Certificate, University of Texas-El Paso</p> <p>Project Management, Project Management Academy</p> <p>Texas Licensed Child Care Director</p>	<p>Training programs. Identified and developed grant proposals for potential funding sources. Participated in the strategic planning and unit planning process of the division.</p> <p>C.E. Instructor (May 2008–May 2012) Taught community and contract computer classes (Introduction to Computers, MS Word and Internet Basics) and Adult Education preparation courses (math, reading and writing).</p> <p>Law Offices of Maloney & Maloney, Independent Contractor (Oct 2003–Jun 2006) Transcribed patient medical case files and verified intake information.</p> <p>YMCA of Greater San Antonio, Child Care Director (2002–2003) Oversaw the daily operations of twelve Y School Age Sites, responsible for a 15% increase in enrollment. Developed new programming, customized training programs and grant proposals for youth programs.</p>	
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Evidentiary Documents

-  [2021a3.pdf](#)
-  [5.4-1 ACD PoID 7 1 1 EmpEval .pdf](#)
-  [5.4-10 Job Desc VPStdSuc .pdf](#)
-  [5.4-11 Resume Anderson .pdf](#)
-  [5.4-12 Job DescVPCollSvcs.pdf](#)
-  [5.4-13 Resume Johnson .pdf](#)
-  [5.4-14 Job DescDeanAcadSuc.pdf](#)
-  [5.4-15 Resume Beardsal.pdf](#)
-  [5.4-16 Resume Orozco .pdf](#)
-  [5.4-17 Resume Cooper .pdf](#)
-  [5.4-18 Resume Gavin .pdf](#)
-  [5.4-19 Resume Cortez .pdf](#)
-  [5.4-20 Job Desc DeanStdSuc.pdf](#)
-  [5.4-21 Resume Harper-Lane .pdf](#)
-  [5.4-22 Resume Flores .pdf](#)
-  [5.4-23 Job Desc CollBudOfcr.pdf](#)
-  [5.4-24 Resume Jackson .pdf](#)
-  [5.4-25 Job Desc DirMarComm .pdf](#)
-  [5.4-26 Resume Crockett-Ray .pdf](#)
-  [5.4-27 Job Desc DirInstAdv.pdf](#)
-  [5.4-28 Resume French .pdf](#)
-  [5.4-29 Job Desc DirStrInis .pdf](#)
-  [5.4-30 Resume Wilson .pdf](#)
-  [5.4-31 Job Desc AcadPrgDir.pdf](#)
-  [5.4-32 Resume Hall .pdf](#)
-  [5.4-33 Job Desc ExecAsstPres .pdf](#)
-  [5.4-3a Samp Eval Dean2019 \(1\).pdf](#)
-  [5.4-3b Samp Eval Dean2020 \(1\).pdf](#)
-  [5.4-4a Samp Eval Director2019 \(1\).pdf](#)
-  [5.4-4b Samp Eval Director2020 \(1\).pdf](#)
-  [5.4-4c Samp Eval VP2019 \(1\).pdf](#)
-  [5.4-4d Samp Eval VP2020 \(1\).pdf](#)
-  [5.4-5 Resume Loston .pdf](#)
-  [5.4-6 Job Desc President .pdf](#)
-  [5.4-7 Resume Dawson .pdf](#)

-  [5.4-8 Job DescVPAcadSuc.pdf](#)
-  [5.4-9 Resume Machen .pdf](#)
-  [5.4 CV DGavin.pdf](#)
-  [5.4 CV GJohnson.pdf](#)
-  [5.4 CV MGrillo.pdf](#)
-  [5.4 CV VAnderson.pdf](#)
-  [5.4 JD Director Institutional Research.pdf](#)
-  [5.4 JD Director of College Institutional Readiness.pdf](#)
-  [5.4 Resume DHarper-Lane.pdf](#)
-  [5.4 Resume JFrench.pdf](#)

6 FACULTY

- 1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty) (Core Requirement) **((Full-Time Faculty))**

Compliant

Partial Compliance

Non-Compliant


Narrative

St. Philip's College complies with Core Requirement 6.1 by employing an adequate number of full-time faculty members to support the institution's mission and goals.

Full-Time Faculty Sufficiency

St. Philip's College determines that it employs an adequate number of full-time faculty members to support the institution's mission and goals in a data-informed way. St. Philip's College values are data-informed. For example, on an annual basis, the College publishes Quick Facts every Fall semester. It captures various data points to include the number of full-time faculty (see Table 6.1-1: SPC Fall 2020 QuickFacts: College Staffing), full-time equivalent (FTE) students (see Table 6.1-2: SPC Fall 2020 Quickfacts: Student Enrollment), and student-to-faculty ratios (see Table 6.1-3: SPC Fall 2020 Quickfacts: Facts of Interest - Faculty Ratios). The Quick Facts publication is a snapshot of the faculty sufficiency profile.

Table 6.1-1: SPC Fall 2020 Quickfacts: College Staffing

Quick Facts  Fall 2020

College Staffing

Includes SPC, SWC and District Managed Personnel	N	%
Total Staffing	663	100%
Administrators	11	1.7%
Classified	82	12.4%
Chairs	13	2.0%
Faculty	200	30.2%
Professional	120	18.1%
Adjunct	117	17.6%
Part-time (Classified/Professional)	46	6.9%
Continuing Education Instructor	74	11.2%

Table 6.1-2: SPC Fall 2020 Quickfacts: Student Enrollment



<i>Quick Facts</i>		 <i>Fall 2020</i>
Student Enrollment		
Total Students	12,696	100%
Full-Time Equivalent (FTE)	6,449	50.8%
FT/PT Status	12,696	100%
Full-Time	1,570	12.4%
Part-Time	11,126	87.6%
Distance Learning	6,580	100%
Internet	5,854	89.0%
Hybrid	726	11.0%

Table 6.1-3: SPC Fall 2020 Quickfacts: Facts of Interest (Faculty Ratios)

<i>Quick Facts</i>		 <i>Fall 2020</i>
Facts of Interest		
Student to Counselor/ Advisor Ratio*		343:1
Student to Faculty Ratio**		19:1
Full-Time to Part-Time Faculty Ratio^		53:47
Average Class Size^^		16.5

*Student to Counselor/Advisor Ratio: Number of students divided by number of Counselors and Advisors, including HS Programs.

** Student FTE divided by Faculty FTE

^Percentage of full-time faculty compared to percent of adjunct faculty.

^^Average Class Size: Preliminary data; does not include labs, clinicals, co-op internships & practicums, private music lessons, small group ensembles, gateway, ESOL, open entry/open exit computer courses, dual credit courses, and internet orientation courses.

In addition, the College reviews comparisons among like institutions, particularly student-to-faculty ratios, and uses this data as a benchmark to determine the adequacy of the College's student-to-faculty ratio. According to the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS) 2021 ([6.1-1 IPEDS Report for Fall 2018 Student to Faculty Ratios](#)), the latest comparisons show St. Philip's College among the lowest student-to-faculty ratio over the last three (3) academic years.

St. Philip's College has sufficient numbers of faculty to support the educational achievement and career readiness of students: enrollment, productive grade rates, retention, number of degrees/certificates awarded, graduation and licensure rates, and the number of St. Philip's College graduates employed or transferred to 4-year colleges and universities as outlined in the SPC's Student Achievement Goals ([6.1-2 SPC Student Achievement Goals](#)). Over the past three (3) academic years, 2017–2018, 2018–2019, and 2019–2020, St. Philip's College has met or exceeded our metrics. In addition, the data shows a trend toward increasing the number of full-time faculty as enrollment for full-time equivalent (FTE) students has increased while our student-to-faculty ratio has remained relatively stable. The subsequent tables highlight specific data points supporting St. Philip's College demonstrating compliance with sufficient full-time faculty.

Driven by the St. Philip's College mission, a Future Search ([see page 17](#)) was deployed for strategic planning three years, five years, and ten years into the future. This process took into consideration the number of faculty needed for the institution to continue to meet the mission in the future.

Table 6.1-4 shown below illustrates the number of full-time faculty, number of adjunct faculty, full-time equivalent (FTE students), and student-to-faculty ratios for Fall 2017 through Fall 2020.

Table 6.1-4: St. Philip's College Number of Full-Time Faculty, Number of Adjunct Faculty, Number of Full-Time Equivalent (FTE) Students, and Student-to-Faculty Ratio

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Number of Full-Time Faculty	169	187	182	200
Number of Adjunct Faculty	184	197	200	117
Number Full Time Equivalent (FTE) Students	6417	6103	7027	6449
Student to Faculty Ratio	16:1	17:1	15:1	19:1

Source: St. Philip’s College Quick Facts for Fall 2017, Fall 2018, Fall 2019, and Fall 2020
Table 6.1-5 illustrates the number of course sections taught by full-time to part-time faculty ratios for 2017–2020. The table is consistent with the fact that St. Philip’s College has continued to increase the number of full-time faculty, maintaining a student-to-faculty ratio over the past three (3) academic years, the lowest among like institutions across the state of Texas.

Table 6.1-5: Full-Time to Part-Time Faculty Ratios

FT/PT Ratio Fall 2017	FT/PT Ratio Fall 2018	FT/PT Ratio Fall 2019
49:51	48:52	53:47

Source: St. Philip’s College Quick Facts for Fall 2017, Fall 2018, and Fall 2019

Organizational Structure

St. Philip’s College has a Chief Academic Officer identified as the Vice President of Academic Success (VPAS) ([6.1-3 Job Description VP of Academic Success](#)). This position reports directly to the President. The VPAS is responsible for overseeing all academic units and maintaining the academic excellence and integrity of the institution. The VPAS ensures that the College operates in accordance with the policies and procedures of the Board of Trustees and St. Philip’s College, the Texas Higher Education Coordinating Board (THECB), and its various accrediting agencies.

Academic programs are divided into four (4) divisions: Arts and Sciences, Health Sciences, Applied Science and Technology housed at the Martin Luther King campus, as well as Applied Science and Technology housed at the Southwest Campus. Each division is managed by a Dean of Academic Success ([6.1-4 Job Description Dean of Academic Success](#)) whose responsibility is to ensure educational coherence by providing support for course- and program-level student learning outcomes, effective teaching practices, service to the community, and professional development. The Dean also supervises, guides, supports, and evaluates the work of faculty and staff. Furthermore, the Deans conduct interviews, recommend hiring new personnel, and initiate and review actions for terminations.

Each division is divided into departments managed by a chairperson for a total of 13 department chairs. Department Chairpersons support the institution’s mission and vision ([6.1-5 Job Description Department Chair](#)). They ensure that departments function efficiently, effectively, and in accordance with College and District policies, procedures, and other accreditation and certification guidelines. Annually, St. Philip’s College requests that chairpersons determine faculty and staff needs.

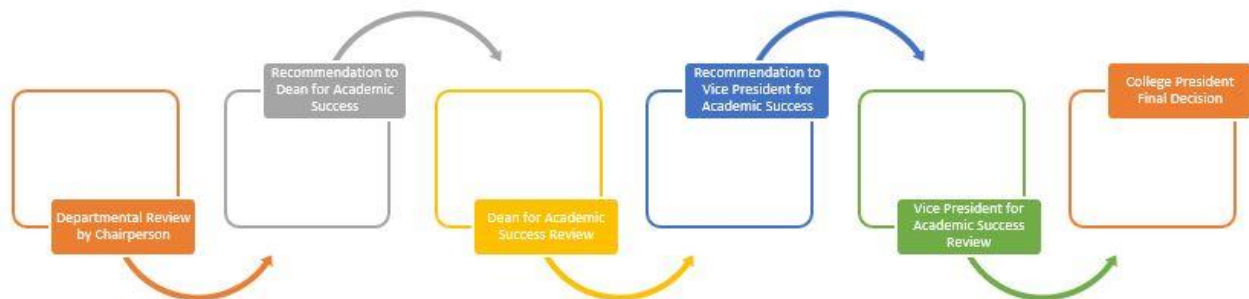
The process used at St. Philip’s College to determine full-time faculty needs is as follows: Chairperson reviews departmental data, such as sections offered versus sections run, number of full-time temporary faculty hired and how long, productive grade rates, number of contact hours, and student learning outcome assessment data. They also consider advisory board and regulatory

requirements, as well as pending programmatic changes.

1. The Chairperson sends request(s) for additional full-time faculty to the appropriate Academic Dean with all supporting data.
2. The Academic Dean reviews the request(s) and may make additional recommendations or revisions.
3. The Academic Dean forwards his or her recommendations to the Vice President for Academic Success.
4. The Vice President for Academic Success reviews and makes recommendations to the President.
5. The College President reviews and makes the final decision regarding full-time faculty positions.

The process diagram below, Figure 6.1-1, provides a visual illustration of the process to determine full-time faculty needs.

Figure 6.1-1: Illustration of Process to Determine Full-time Faculty Staffing Needs



St. Philip's College ensures full-time faculty needs are assessed and acted upon on an annual basis. The College is also responsive to changes that create opportunities for additional full-time faculty. For example, full-time faculty-led an effort to review peer lab loading compensation, and the Board of Trustees' decision supported a change for lab hours from 2/3 to 3/4 ratio. As a positive result, St. Philip's College gained 15 full-time faculty positions in Health Sciences and Applied Science and Technology. An internal position adjustment document (6) signed by the College President is attached as an artifact of this increase in full-time faculty positions effective Fall 2020 ([6.1-6: Position Adjustment Document](#)).

Faculty Roles and Responsibilities

Faculty appointments at St. Philip's College are full-time tenured and non-tenured, or adjunct with or without benefits, depending on their assigned workload. As outlined in the full-time faculty job description ([6.1-7 Job Description Full-time Faculty](#)), faculty are professional educators responsible for fulfilling St. Philip's College's mission of empowering our diverse student population through educational achievement and career readiness. With the primary goal of providing a quality education for all students, faculty also support the College's vision, values,

strategic plan, Board of Trustees' charges, and educational philosophy. Faculty members' relationships with students comprise being a leader, teacher, advisor, mentor, and facilitator of learning. St. Philip's College full-time faculty members are responsible for student support, curriculum development, teaching, student learning outcomes assessment, part-time faculty support, professional growth and development, and service to St. Philip's College and the community. Full-time faculty have a primary responsibility for teaching in addition to professional development and service. The subsequent sections will describe how this relates to our sufficiency of full-time faculty.

Full-Time Faculty Teaching Loads

The standard faculty teaching load is based on workload units ([6.1-8 Standard Teaching Load](#)). A workload unit is defined as one faculty lecture hour; this is 16 instructional contact hours, equaling 50 minutes. This definition is rather simplistic as there are a couple of other variations for determining workload units. The full-time faculty teaching assignment requirement during the nine-month contract year is 30 workload units, 15 per semester. Due to the uniqueness of the various programs, a faculty member's workload may consist of courses only or a combination of various courses and laboratories. For example, a typical full-time psychology instructor may be assigned their 15 workload units for the Fall term with five lecture courses, but a career and technical faculty in Vocational Nursing may be assigned their 15 workload units for the same term with one lecture course and one clinical course. Furthermore, full-time faculty designate 10 hours per week as office hours beyond the teaching load, and the remaining 15 hours per week are used toward professional development and service.

Management of Overloads

To meet enrollment demands, an instructor may accept a course overload that increases their workload unit to greater than 15. St. Philip's College places limits on overload assignments to ensure that faculty have sufficient time to maintain the quality and integrity of instruction. Workload units above the standard 15 units per Fall and Spring semester are limited to two courses, not to exceed eight workload units. This constitutes a single to double overload. Also, triple overloads or anything over 23 workloads requires the College President's approval.

There is an effort where possible to reduce the incidence of overloads by utilizing adjunct faculty. Adjunct faculty work on a semester-by-semester basis. Their utilization reduces the incidence of overloads and enriches the student learning experience. To ensure consistency in instruction and curriculum, full-time faculty work with the adjunct faculty each semester to prepare them for the classroom to develop syllabi consistent with the courses' master syllabi and student learning outcomes. As the number of Dual Credit and Early College High School students has increased, it became necessary to ensure the integrity and quality of instruction is maintained by providing mentors for each adjunct faculty member teaching at a high school campus. Also, the High School Programs Office has Faculty Liaisons who interact with adjunct faculty who teach at the high schools to ensure adherence to college-level rigor, instructional deadlines, and maintaining grades in the College learning management system. Examples of support provided to adjunct faculty include a workshop facilitated by the High School Programs Office and the St. Philip's College

All-College Meetings (at the beginning of Fall and Spring semesters). See the six attached artifacts as examples ([Artifact A](#), [Artifact B](#), [Artifact C](#), [Artifact D](#), [Artifact E](#), [Artifact F](#)).









Service to the College and Community

Most full-time faculty service occurs as part of normal duty hours. Examples of this include service on College committees, local boards, and community events. There are assignments for full-time faculty that require non-instructional time to reduce faculty teaching obligation to fulfill commitments. For example, the Faculty Senate President is granted a full release from teaching assignments. The Faculty Senate President represents faculty in many capacities, which require attending meetings, working on special projects, and interacting with faculty regularly. Also, some career and technical full-time faculty are assigned as program directors/coordinators. These responsibilities require full-time faculty to perform administrative functions like supervising other faculty, writing reports, facilitating meetings, and/or making curricular decisions. In circumstances where full-time faculty have release from teaching assignments, the quality and integrity of instruction is still maintained by use of qualified adjunct faculty, full-time temporary, or other full-time faculty. All non-instructional assignments are approved by the College President.

Summary

St. Philip's College student achievement goals have been met or exceeded over the last three (3) academic years. Monitoring student achievement goals is a way for the College to assess the adequacy of full-time faculty as a data-informed institution. The full-time faculty number is trending upward, student to faculty ratios remain lowest among peer institutions, and overloads are managed with the majority of faculty fewer than 23 workload units. Adjunct faculty are utilized as needed to reduce overloads, and non-instructional (release) time is deployed to reduce faculty teaching obligations to support the College's mission for service and education. In summary, our continual review of student achievement goals, faculty workload data, IPEDS data, and non-instructional (release) time demonstrate a sufficient number of faculty for St. Philip's College now and in the future.

Evidentiary Documents

-  [6.1-1 IPEDS Report for Student-to-Faculty Ratios 2016-2018.pdf](#)
-  [6.1-2 StdAchGoals.pdf](#)
-  [6.1-3 JobDescVP AcadSuc.pdf](#)
-  [6.1-4 JobDescDeanAcadSuc.pdf](#)
-  [6.1-5 JobDescDeptChair.pdf](#)
-  [6.1-6 PositionAdjDoc.pdf](#)
-  [6.1-7 JobDescFT Fac.pdf](#)
-  [6.1-8 StandTeachLoad.pdf](#)

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

Compliant

Partial Compliance

Non-Compliant

Narrative

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

Educational Programs Defined

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

Table 6.2.b-1: Self-Declared Program Count ([see Artifact 6.2b-1_F17-F19SelfDeclPrgCount](#)) provides trend data by educational program with the number of full-time and part-time faculty over the past three (3) academic years, including the number of students who self-declared a concentration, and self-declared student-to-full-time faculty ratio. The data demonstrate that St. Philip's College has a sufficient number of faculty by educational program. Each educational program has dedicated full-time faculty and adjunct faculty to support teaching loads. Self-declared student-to-faculty ratios in the AAT in Teaching 7–12 in Fall 2017 and Fall 2019, Construction Technology in Fall 2017, and Nurse Aide for Health in Fall 2018 are outliers. In both Construction Technology and Nurse Aide for Health Care, the trend improved over the period reviewed, thus proving there is a sufficient number of full-time faculty.

Based on how St. Philip's College defines educational programs, it is important to note that all programs that lead to an Associate degree may or may not have stackable credentials in the form of a certificate. The list of educational programs does not include all these certificates in Table 6.2.b-1. However, several certificates do require specialized faculty for those educational programs, and they have been included in Table 6.2.b-1.

St. Philip's College strives to balance the ratio of full-time to part-time faculty by educational program by using policy from programmatic accrediting body standards, where applicable. Through natural attrition and competing with labor market demands and recent trends in employment, St. Philip's College works aggressively to advertise hard-to-fill positions and incentivize talent to apply by providing high-wage, high-demand stipends in relevant educational

programs.

Student-to-Faculty Ratio by Educational Program

St. Philip's College has at least one (1) full-time faculty member assigned to each educational program. When students apply to St. Philip's College, they select one of our educational programs through the Apply Texas electronic application, a centralized application system for students to apply to post-secondary institutions in Texas. In addition, educational programs in health sciences require program acceptance.

Full-Time and Part-Time Faculty Defined

St. Philip's College employs faculty under several contractual employment categories of faculty appointments and adjunct faculty appointments. These categories are defined as follows:

Faculty Appointments

- Tenured: Full-time faculty who have a continuous appointment from the beginning of their seventh year, depending upon the satisfactory performance of their professional duties
- Non-Tenured: Faculty who are contracted as tenured or tenure-track to serve as a professional academic resource, includes librarians

Adjunct Faculty Appointments

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

Faculty members are professional educators who have the primary responsibility of fulfilling the College's mission, vision, values, strategic plan, Board of Trustees' charges and educational philosophy, and a primary goal of providing a quality education for all students attending St. Philip's College. Full-time faculty members are classified according to Instructor, Assistant Professor, Associate Professor, and Professor ranks. All faculty members are subject to Board policies, including academic freedom, and are bound by its accompanying responsibilities. They are directly responsible to a program coordinator and/or department chair and have responsibilities through the administrative structure at the College and to the District. Faculty members' relationships with students comprise being a leader, teacher, advisor, mentor, and facilitator of learning. Furthermore, faculty review programmatic curricula for effectiveness, industry relevance and maintain compliance with external agencies as appropriate. Evidence of this is reflected in minutes from advisory committee meetings ([6.2b-2_Advisory Committee Minutes](#)).

Adjunct Faculty are to uphold the same academic standards as full-time faculty. Annually, the

department chair or designee reviews adjunct faculty, including dual credit adjunct faculty, using the Classroom Observation Form ([6.2b-3 ClassObsForm](#)). Once the observation concludes, the department chair or designee reviews comments with the adjunct faculty member and provides feedback to ensure student learning outcomes and course objectives are met. Full-time faculty are assigned to mentor adjunct faculty to assist with course delivery, syllabus development, grading criteria, and other areas as specified in the Adjunct Faculty Job Description ([6.2b-4 JobDescAdjFac](#)). Adjunct faculty continued employment is contingent on fulfilling the duties and criteria for maintaining high standards while providing appropriate support for student needs.

Academic Unit Organizational Structure

The organizational structure of academic units is contained within each academic department. Academic units are divided between general academic and career and technical education departments. Each department has a department chair. The program faculty are appointed as program coordinators to oversee curriculum and program quality, integrity, and review. The program faculty credentials affect how faculty are involved in program delivery based on individual faculty credentials for each educational program. This is outlined in The Faculty Credentialing Handbook ([6.2b-5 Faculty Credentialing Handbook](#)).

Full-Time Faculty Responsibilities

The responsibilities of full-time faculty members constitute a sufficient resource for carrying out basic faculty functions within educational programs as described in the Full-Time Faculty Job Description ([6.2b-6 JobDesFTFac](#)). Furthermore, the cyclical nature of teaching and learning forms the basis of duties for the College's faculty. To strive for continual improvement of student success, faculty members must plan an optimal learning environment; provide high-quality instruction and advising; assess themselves and students to increase teaching effectiveness; continue professional development; actively participate in student success initiatives, such as MyMAP, AlamoINSTITUTES, and AlamoADVISE processes; and participate in the shared governance process to ensure policies and procedures remain focused on maintaining high standards while providing appropriate support for student needs.

The list below provides an overview of basic faculty functions:

1. Manage classes and learning environments
2. Deliver effective instruction
3. Assess student learning
4. Promote continual improvement as part of the cycle of teaching and learning
5. Support learning through student engagement
6. Provide student advisement
7. Pursue professional development

8. Participate collegially in department, College, cross-college, discipline-specific, District, and community service activities

Whether the faculty are delivering courses/programs off-site or online, the program standard is consistent.

Public Service of Full-Time Faculty

Full-time faculty have a mission to provide public service as part of their full-time faculty responsibilities. Full-time faculty provide service to the community by participating in activities such as Jessica's Project. The Jessica's Project Committee selects a physical condition with health implications, provides information to community members afflicted with that condition, and educates the community in an open forum via posters and a presentation from medical professionals and other experts. Other faculty and students participate in an organization named Women in Non-Traditional Occupations (WINTO). WINTO's goal is that every female student enrolled in a non-traditional occupation realizes her capability for learning, strengthens her qualifications, and follows pathways tailored to her aptitudes and aspirations. Another example includes teen and unplanned pregnancy events that encourage young girls to concentrate on school and provide information about local services. Another example of public service includes the Automotive Technology Department's students and faculty's modification of a donated vehicle designed to help wounded service members relearn how to drive through a simulated driver training at the Center of the Intrepid at Brook Army Medical Center. In addition, the Automotive Technology Department conducts a Car Fest that benefits local youth and repairs cars for the needy in the community. Yet another example is the 20-year-old Volunteer Income Tax Assistance (VITA) program overseen by Business Information Systems faculty, staff, and many volunteers that process between \$6 and 7 million in income tax returns for local residents.

Full-Time Faculty Workloads

The standard teaching load for full-time faculty during the nine-month contract year is 30 workload units, fifteen per semester. Due to the uniqueness of the various programs, a faculty member's workload may consist of one course or various combinations of courses and laboratories. Faculty are expected to work a minimum of a 40-hour workweek as prescribed by the standard workweek. This workload provides sufficient time for faculty to engage in program review, design, development, and evaluation; develop master course outlines, course syllabi, instructional materials, student assessment strategies and procedures; and attend department, divisional, and other College meetings. An instructor may accept an overload assignment that increases their workload units to greater than 15. Faculty in this situation are expected to perform all regular instructional and non-instructional duties and maintain a minimum of ten office hours. There are limits on overloads to ensure that faculty have sufficient time to perform their assigned duties. Workload units above the standard 15 per Fall and Spring semester are limited to two courses, not to exceed eight workload units, and are in addition to the 40-hour workweek. Any exceptions to the maximum overload for extenuating circumstances must be approved by senior leadership.

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

Standard Full-Time Faculty Workloads

Below is a detailed explanation of full-time faculty workloads.

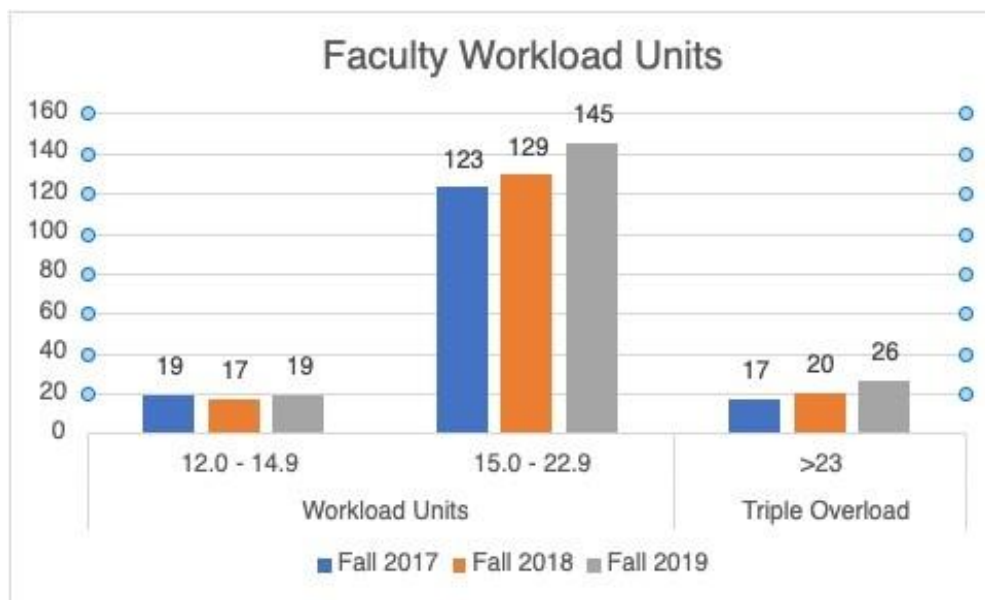
1. Full-time faculty include all faculty teaching 12 or more workload units.
2. Faculty loads are determined by workload units. Workload units for different types of courses are defined below.
3. The standard workweek for full-time faculty is 40 hours.
4. A standard teaching load for a faculty member during the nine-month contract year is thirty workload units, fifteen units per semester. The faculty contract is for the two long terms starting the week before each Fall and Spring term through the final class day of the Fall and Spring term. In addition, each faculty member will work two additional days to be identified by the College President.
5. Teaching loads less than fourteen workload units per semester must be approved by the Dean/Vice President based upon a recommendation by the Department Chairperson or appropriate supervisor. Any reduction during the semester will be made up in the following semester to maintain the nine-month standard workload of thirty workload units.
6. Any faculty member with an anticipated load of less than thirty workload units will be assigned additional duties by the Department Chair/appropriate supervisor in consultation with and approval of the Dean/Vice President if the adjunct and/or overload assignments planned for other faculty cannot be reassigned to create a full load for the faculty member. Under some circumstances, those duties may be assigned in the summer if such an assignment is necessary or timely to the needs of the College.
7. Loads for full-time temporary faculty will follow the same guidelines as all full-time faculty.
8. Adjunct faculty may be scheduled for fewer than 12 workload units per Fall or Spring semester.
9. Faculty also participate in grant writing and are involved in initiatives such as the Louis Stokes Alliance for Minority Participation Grant that provides research opportunities for students, supplementary instruction and tutoring support, and Student Engagement Grants that provide grants to students in return for service to the College. Faculty also support and tutor students through the Byrd Sanctuary, Rose R. Thomas Writing

Center, Integrated Reading and Writing Lab, and MathWorld.

Prevalence of overloads

The prevalence of overloads is monitored by reviewing three (3) academic years to establish a trend, and it is compared to St. Philip's College policy for faculty teaching loads. The most recent three (3) academic years, 2017–2018, 2018–2019, and 2019–2020 are provided in Figure 1 below.

Figure 1 Percentage of Work Load Units (WLUs) by FT Faculty Type and Program



In Figure 1, full-time faculty who teach more than 23 workload units are approved by the College President and Chancellor. In recent years, the number of full-time faculty who teach above 23 WLU has doubled based on a response to resolve unforeseen circumstances in which dual credit HS instructors weren't staffed at the beginning of a semester or due to retention purposes. St. Philip's College Vice President of Academic Success has conducted a review of faculty positions, along with the Academic Deans, to ensure the College's needs are met once funding allows for new positions to be created or a sufficient number of qualified adjuncts are hired.

Professional Development Support

The College relies on full-time and part-time faculty for instructional delivery. To ensure consistency in instruction and curriculum, full-time faculty work with adjunct faculty each semester to prepare them for the classroom, including developing syllabi that are consistent with the courses' master syllabi and student learning outcomes. Part-time faculty have the opportunity to participate in the Master Teacher Certification and Adjunct Faculty Certification Programs.

The Master Teacher Program provides quality learning experiences to actively engage in reflective and creative exercises and dialogue to enhance teacher effectiveness and student success. The Adjunct Faculty Certification Program offers adjunct faculty the opportunity to receive high-quality and effective educational enrichment opportunities.

Full-time faculty are required to participate in professional development activities and attend pre-semester College and department workshops and meetings. Each Fall and Spring semester, faculty participate in professional development to learn best practices and keep abreast of the latest research and trends. Topics have included assessment of student learning outcomes, teaching strategies, and using technology in the classroom. All new faculty members must complete the Faculty Mentoring Certification and Master Teacher Certification Programs. All faculty members teaching in a distance learning format must complete and obtain their Distance Learning Certification training provided through the Instructional Innovation Center. More than 200 faculty members have received training to develop online, remote, and hybrid courses. All full-time and part-time faculty participate in the same preparation for teaching online or hybrid courses. As a result, St. Philip's College was able to pivot to remote/synchronous online teaching during the pandemic. Professional development was deployed throughout the pandemic. Each semester, faculty can request funding from the College's operational funds to travel to national and state conferences and workshops to stay abreast of current teaching trends and student support activities.

In addition, St. Philip's College provides an Employee Tuition Reimbursement Program for actively employed full-time employees with one or more years of service. They have the opportunity to take higher education courses or professional certification courses that will prepare them to further advance the College mission by gaining additional education or training.

Summary

St. Philip's College has clearly defined educational programs with sufficient full-time faculty and strives to maintain student-to-full-time faculty ratios that allow for quality instruction. Prevalence of overload is monitored to ensure the College employs a sufficient number of full-time faculty for quality instruction and student success.

Evidentiary Documents

 [6.2b-1 F17-F19SelfDecPrgCount.pdf](#)

 [6.2b-2 Advisory Committee Minutes.pdf](#)

 [6.2b-3 ClassObsForm.pdf](#)

 [6.2b-4 JobDescAdjFac.pdf](#)

 [6.2b-5 FacCredHandbook.pdf](#)

 [6.2b-6 JobDescFTFac.pdf](#)

2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (Program coordination) **(Program Coordination)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College complies with Standard 6.2c by assigning appropriate responsibility for program coordination.

Program Coordination

St. Philip's College has 49 educational programs that lead to an AA, AS, AAT, or AAS (including 62 leading to a stackable certificate) and four educational programs that lead to certification only. There are 41 program coordinators assigned across the educational programs at St. Philip's College. Each program coordinator holds full-time faculty status. They are appointed with approval from the Vice President for Academic Success upon submission from the department chair through the Academic Dean.

Qualifications for program coordinators follow the requirements for faculty credentialing as published in the SPC Faculty Credentialing Handbook ([Artifact 6.2c-1 FacultyCredentialingHandbook](#)).

The AA, AS, and AAT are designed to be 100% transferrable to a university. The program coordinators for the AA and AS (listed below in Table 6.2c-2: Arts and Sciences Division with Departments and Subject Areas) are utilized as liaisons between the subject matter experts and College administration to support coordination of student learning outcomes, but actual curriculum coordination for the various general education subjects is overseen by a department chair, and full-time faculty subject matter experts qualified to submit curricular changes and approve curricular content. The subject matter expert for these transferrable programs must hold a Master's degree plus 18 graduate hours in the subject matter. Table 6.2c-1 below provides a snapshot of the organizational structure of the Arts and Sciences Division.

Table 6.2c-1. Arts and Sciences Division with Departments and Subject Areas

Arts and Sciences Division	Communications & Learning	<ul style="list-style-type: none"> • Education • English • Spanish • Integrated Reading and Writing • Speech • Student Development
	Fine Arts and Kinesiology	<ul style="list-style-type: none"> • Art • Dance • Music • Theatre • Kinesiology
	Math and Engineering	<ul style="list-style-type: none"> • Math • Engineering
	Natural Sciences	<ul style="list-style-type: none"> • Biology • Chemistry • Geology • Physics
	Social and Behavioral Sciences	<ul style="list-style-type: none"> • Criminal Justice • Economics • Geography • Government/Political Science • History • Humanities • Military Science • Philosophy • Psychology • Sociology • Social Work

For the two (2) AAT, 46 AAS, 62 stackable certificates, and four (4) certificate-only educational programs, a designated program coordinator who is a subject matter expert and is qualified academically and experientially in the teaching field are assigned. The AAT program coordinator is part of the Arts and Sciences Division and Communications and Learning Department. This is a transferrable program which means the program coordinator is academically qualified by holding at least a Master's degree with 18 graduate hours in the subject matter.

The AAS and certificates are divided among the Health Sciences Division, Applied Science and Technology Division-MLK Campus, and the Applied Science and Technology Division-Southwest Campus. All program coordinators report to a department chair, and the department chair reports to the Academic Dean. The Academic Dean and department chair roles ensure compliance with faculty qualifications for program coordination. Only the program coordinators make decisions related to the curriculum and/or curricular content area. Program coordinators, as full-time faculty, have teaching requirements in addition to specific administrative duties related to their assigned program. The priority of program coordination is ensuring quality educational program delivery. In general, program coordinators have responsibility for the operation of the academic and/or occupational program(s), including, but not limited to, the content, quality, and effectiveness of the curriculum within the program area.

Other responsibilities of program coordinators include:

- Establishing program student learning outcomes
- Developing program course schedule and ensuring correct reporting of faculty workloads
- Assisting department chairperson with the evaluation of faculty
- Working closely with faculty members within the program area and the department chairperson in

the formulation, justification, and revision of courses and curricula and acting as curriculum content expert, and participating in the curriculum process

- Preparing and submitting textbook requests in accordance with College procedures
- Scheduling and leading advisory committee meetings
- Teaching assigned courses and advising students
- Actively recruiting for the program and the College
- Monitoring and mentoring new full-time and adjunct faculty for the program
- Participating in program review and evaluation processes
- Providing input for budget preparation
- Completing other duties as assigned, like compliance with programmatic level accreditation

Table 6.2c-2 below lists St. Philip's College program coordinators/directors, their area of responsibility, and their qualifications for coordinating the program in alphabetical order by award level.

Table 6.2c-2: List of Program Coordinators/Directors, Area(s) of Responsibility, and Qualifications for Coordinating the Designated Program(s)

Educational Program(s)	Program Coordinator/Director	Qualifications: Education, teaching experience in the discipline, and/or industry certifications/experience
Associate of Arts	Gregory Gonzales	M.A. Music, University of Texas at Austin
Associate of Science	Sam McCall	M.S. Computer Science, St. Mary's University
Associate of Arts in Teaching, EC-6, 4-8, EC-12 Special Education FOS	JoAnn Martinez	ED.D Bilingual Education, Texas A & M Kingsville
Associate of Arts in Teaching 7-12, and Other EC-12 FOS		
Advanced Manufacturing Technology (AMT), A.A.S.	David Hime	A.A. Administration, San Antonio College <u>Relevant Experience:</u> 2004–2009, Electronics Technician, United States Army; 2010–2011, Warehouse Technical Manager, Automation-X; 2012-2013, Technician, Southwest Research Institute; 2013-2014, Maintenance Technician, H.E.B.; 2014-2017, Field Engineering Technician III, CB & I-LFG Specialties; 2017–2020, Senior Industrial Electrical Technician/Foreman, Quest

		<p>Automated Services</p> <p><u>Certification(s)</u>: Certified Electronic Technician (ETA);</p> <p>Certified Industrial Electronics Technician (CIET), Fuji Automatic Numerical Control (FANUC) Robotics</p>
Air Conditioning and Heating, A.A.S.	Raul Lopez	<p><u>Education</u>: M.Ed, Wayland Baptist University; B.S. Occupational Education, Wayland Baptist University; A.A.S. Air Conditioning and Heating, St. Philip's College</p> <p><u>Relevant Experience</u>: 1983–1987, Residential Air Conditioning Technician, Airtron; 1988–2004, Residential Air Conditioning Technician, Dependable Air Conditioning</p> <p><u>Certification(s)</u>: Texas Department of Licensing and Regulation-Air Conditioning/Refrigeration Contractor, License #6773; Heating, Ventilation and Air Conditioning (HVAC) Excellence Certified Subject Matter Educator (CSME); National Center for Construction Education and Research (NCCER) Core-Curricula Certified; NCCER HVAC Instructor; Environmental Protection Agency (EPA) Certified Universal, ESCO Institute R-410 Certified Universal, ESCO Institute</p>
Air Conditioning and refrigeration, A.A.S.	Raul Lopez	<p><u>Education</u>: M.Ed, Wayland Baptist University; B.S. Occupational Education, Wayland Baptist University; A.A.S. Air Conditioning and Heating, St. Philip's College</p> <p><u>Relevant Experience</u>: 1983–1987, Residential Air Conditioning Technician, Airtron; 1988–2004, Residential Air Conditioning Technician, Dependable Air Conditioning</p> <p><u>Certification(s)</u>: Texas Department of Licensing and Regulation–Air Conditioning/Refrigeration Contractor, License #6773; Heating, Ventilation and Air Conditioning (HVAC) Excellence Certified Subject Matter Educator (CSME); National Center for Construction Education and</p>

		Research (NCCER) Core-Curricula Certified; NCCER HVAC Instructor; Environmental Protection Agency (EPA) Certified Universal, ESCO Institute R-410 Certified Universal, ESCO Institute
Aircraft Technician Airframe, A.A.S.	Richard Jewell	<p><u>Education:</u> A.A.S. Aircraft & Airframe Technician, St. Philip's College</p> <p><u>Relevant Experience:</u> 1998–2012, Aircraft Maintenance Technician/Trainer, Boeing Aircraft Company; 1976–1998, Aircraft Maintenance Technician; United States Air Force.</p> <p><u>Certification(s):</u> Federal Aviation Administration (FAA) Airframe and Powerplant Technician</p>
Aircraft Technician Powerplant, A.A.S.	Richard Jewell	<p><u>Education:</u> A.A.S. Aircraft & Airframe Technician, St. Philip's College</p> <p><u>Relevant Experience:</u> 1998–2012, Aircraft Maintenance Technician/Trainer, Boeing Aircraft Company; 1976–1998, Aircraft Maintenance Technician; United States Air Force.</p> <p><u>Certification(s):</u> Federal Aviation Administration (FAA) Airframe and Powerplant Technician</p>
Automated Industrial Processing Electronics/Mechatronics, A.A.S.	Elizabeth De Leon	<p><u>Education:</u> M.S. Industrial Engineering, St. Mary's University; B.S. Industrial Engineering, Instituto Tecnológico de Matamoros; A.A.S. Biomedical Equipment Technician, St. Philip's College</p> <p><u>Relevant Experience:</u> 2004–2005, Analyst Technician, Xenco Lab; 2003–2004, Quality Engineer/Technician, Maytag; 2000–2003, Quality Engineer/Technician, Rancho de Mexico; 1990–1998, Quality Control Coordinator/Technician, Lucent Technologies</p> <p><u>Certification(s):</u> Occupational Safety Health Administration OSHA, Fuji Automatic Numerical Control (FANUC) Robotics,</p>

		Integrated Manufacturing Systems.
Automotive Technology, A.A.S.	John Eichelberger	<p><u>Education:</u> B.S. Computer Science and Business Administration, Trinity University</p> <p><u>Relevant Experience:</u> 1982–1994, Business owner/mechanic, Buckeye Automotive Service.</p> <p><u>Certification(s):</u> Automotive Service Excellence Certified Technician in all Automotive areas; Master Certified Technician; Certified in four areas of GM; G1 – General Maintenance; L1-Advance Engine Performance</p>
Baking and Pastry Arts, A.A.S.	Cynthia De La Fuente	<p><u>Education:</u> A.A.S. Culinary Arts, St. Philip’s College</p> <p><u>Relevant Experience:</u> 1997–1998, Cake Decorator, Pastry Garden; 1998–2000, Pastry Baker, Broadway Central; 2000–2002, Assistant Pastry Chef, Reggianos Italian Restaurant; 2007–2009, Food Service Director, Oak Hills Church; 2008–2010, Owner/operator, Mad About Cake; 2009–2012, Pastry Chef, Kangaroo Court of Texas</p> <p><u>Certification(s):</u> American Culinary Federation Certified Executive Pastry Chef (CEPC)</p>
Biomedical Engineering Technology, A.A.S.	Jemal Nelson	<p><u>Education:</u> B.A.A.S. Information Assurance & Security, Texas A&M University at San Antonio; A.A.S. Biomedical Engineering Technology, St. Philip’s College, A.A.S. Electronics, Hallmark College</p> <p><u>Relevant Experience:</u> 1989–1996, Communications and Electronics Repair, United States Army; 1998–2000, Technical Service Manager, Southwestern Bell; 2013–2017, Simulation Lab Tech, St. Philip’s College</p> <p><u>Certification(s):</u> None</p>
Bookkeeping Specialist, A.A.S.	Maria Luna-Chavez	<p><u>Education:</u> M.S.A. Accounting, University of Texas at San Antonio; B.B.A. Accounting, St. Mary’s University</p> <p><u>Relevant Experience:</u> 1998–1999, Staff Accountant/Banking Niche, Padgett,</p>

		<p>Stratemann & Co., L.L.P., 1999–2004, Vice President/Senior Auditor, Frost National Bank; 2004–2008, Internal Audit Manager/Vice President, Southwest Research Institute; 2008–2013, Business/Accounting Teacher, SSAISD/Harlandale ISD</p> <p><u>Certification(s)</u>: Certified Public Accountant (CPA)</p>
Business Management and Technology, A.A.S.	Celestino Valentin	<p><u>Education</u>: Ph.D. Human Resource Development, Texas A&M University (TAMU), M.B.A. TAMU San Antonio</p> <p><u>Relevant Experience</u>: 1989–2001 Philips Semiconductor Inc. / VLSI Technology; 2001–2009, Superintendent/ Manager of Construction, American Dream Real Estate/Mortgage and Twin Homes Builder; 2010–2012, Executive Program Director (Co-Founder), Monte Cristo Center; 2013–2015, Graduate Assistant Teacher, Texas A&M University (TAMU) College Station</p> <p><u>Certification(s)</u>: Lean Six Sigma Master Blackbelt, Graduate Teaching Academy Fellow TAMU College Station</p>
CISCO Networking Professional, A.A.S.	Rick Lopez, Jr.	<p><u>Education</u>: M.B.A. Management Information Systems, Our Lady of the Lake University; BBA Computer Information Systems, Our Lady of the Lake University</p> <p><u>Relevant Experience</u>: 2003–2008, Sector Personnel Manager, IBM; 2008 –2016, Enterprise Server Delivery Exec, IBM</p> <p><u>Certification(s)</u>: Amazon Web Services (AWS): Cloud, Cisco: CyberOps, Cisco: Security, Cisco: Networking, Microsoft: Networking</p>
CNC Manufacturing Technician, A.A.S.	Anthony Broderick	<p><u>Education</u>: B.A. Interdisciplinary Studies, University of Texas at Dallas</p> <p><u>Relevant Experience</u>: 2011–2016, Machinist, United States Navy</p> <p><u>Certification(s)</u>: Occupational Safety Health</p>

		Administration (OSHA) Trainer
Collision/Refinishing Technician, A.A.S.	Jason Master	<p><u>Education:</u> A.A.S. Vehicle Maintenance, Community College of the Air Force</p> <p><u>Relevant Experience:</u> 2015–2016, Refinishing Technician, Caliber Collision; 1994–2014, Collision/Refinishing Technician, United States Air Force.</p> <p><u>Certification(s):</u> I-Car Certified 6 years of experience in Allied Trades</p>
Computer Engineering Technology Technician, A.A.S.	Brenda Clark	<p><u>Education:</u> M.A.Ed. Adult Education and Training, University of Phoenix; B.S. Electronics Technology, Texas Southern University</p> <p><u>Relevant Experience:</u> 1970–2001, Network Communication Manager, AT&T</p> <p><u>Certification(s):</u> Cisco Certified Network Academy Instructor; Lab Volt Certified Process Control and Industrial Maintenance; Texas Education Agency (TEA) Certified for Vocational Instructor; TEA Certified for Administration of Self-Paced Instruction; TEA Certified for Principles and Techniques of Instruction</p>
Construction Business Management, A.A.S.	Celestino Valentin	<p><u>Education:</u> Ph.D. Human Resource Development, Texas A&M University (TAMU), MBA TAMU San Antonio</p> <p><u>Relevant Experience:</u> 1989–2001 Philips Semiconductor Inc. / VLSI Technology; 2001–2009, Superintendent/ Manager of Construction, American Dream Real Estate/Mortgage and Twin Homes Builder; 2010–2012, Executive Program Director (Co-Founder), Monte Cristo Center; 2013–2015, Graduate Assistant Teacher, Texas A&M University College Station</p> <p><u>Certification(s):</u> Lean Six Sigma Master Blackbelt, Graduate Teaching Academy Fellow – TAMU College Station</p>
Construction Technology,	Robert Bohmfalk	Education: A.A., St. Philip's College

A.A.S.		<p><u>Relevant Experience:</u> 1995–2005, Plumber, Ron’s Plumbing Company; 2005–2013, Owner, Bohmfalk Plumbing; 2011–2013, Maintenance Supervisor, Texas Department of Criminal Justice; 2016–2017, Plumber, Pacific Architects and Engineers</p> <p><u>Certification(s):</u> Master Plumber License; Commercial Driver’s License (CDL) Class A License</p>
Culinary Arts, A.A.S.	Patrick Brown	<p><u>Education:</u> A.A.S. Computer Science, St. Philip’s College</p> <p><u>Relevant Experience:</u> 1989–1990, Kitchen Manager, Texas 21 Restaurant; 1990–1992, Assistant Pastry Chef, Zuni Grill; 1992–1996, Pastry Chef, Cascabel;</p> <p>1992–2007, Pastry Chef, Central Market; 2007–2019, Chef de Cuisine, Anne Marie’s Catering; 2013–2016, Chef Instructor, Southside High School</p> <p><u>Certification(s):</u> ServSafe Food Service Managers Certificate</p>
Diagnostic Medical Sonography, A.A.S.	Yvette Senovsky	<p><u>Education:</u> Doctor of General Medicine, Karlova Univerzita (Charles University); A.A.S Diagnostic Medical Sonography, Harper College</p> <p><u>Relevant Experience:</u> 2004–2006, General Sonographer, Sherman Hospital; 2006–2013, General Sonographer, Newton Memorial Hospital</p> <p><u>Certification(s):</u> Registered Diagnostic Medical Sonographer, Abdomen, Obstetrics/Gynecology and Breast</p>
Diesel Construction Equipment Technician, A.A.S.	Donald Fernandez	<p><u>Education:</u> M.Ed. Technical Education, Texas State University; B.A.A.S Occupational Workforce and Leadership, Texas State University</p> <p><u>Relevant Experience:</u> 1990–2012, Diesel/Light</p>

		to Heavy Truck Technician, United States Army <u>Certification(s):</u> Automotive Service Excellence Certified Technician
Diesel/Light to Heavy Truck Technology, A.A.S.	Donald Fernandez	<u>Education:</u> M.Ed. Technical Education, Texas State University; B.A.A.S Occupational Workforce and Leadership, Texas State University <u>Relevant Experience:</u> 1990–2012, Diesel/Light to Heavy Truck Technician, United States Army <u>Certification(s):</u> Automotive Service Excellence Certified Technician
Early Childhood and Family Studies, A.A.S.	Amy Huebner	<u>Education:</u> M.Ed. Special Education, Texas Tech University; B.A. Interdisciplinary Studies, University of Texas at San Antonio <u>Relevant Experience:</u> 2002–2004, Instructional Assistant, Royal Ridge Elementary (North EastIndependent School District); 2004–2007, Child Life Specialist, Methodist Children’s Hospital; 2007–2016, Early Childhood General Ed and Special Ed Teacher, Hidden Forest Elementary (North EastIndependent School District) <u>Certification(s):</u> Texas Teaching Certificate EC-4 Generalist/EC-12 Special Education; Autism Specialty Certification
Electrical Trades, A.A.S.	David Carillo	<u>Education:</u> A.A.S. Electrical Trades, St. Philip’s College <u>Relevant Experience:</u> 1984–1987, Electrician Foreman, GERTH Electric Company; 1987–1989, Maintenance Manager, Miller Curtain Company; 1989–1997, Maintenance Mechanic Electrician, Management and Training Corp.; <u>Certification(s):</u> State of Texas Licensed Master Electrician; Electrical Contractors License, National Center for Construction Education and Research (NCCER) Core Curriculum Certified; NCCER Electrical Instructor; Occupational Safety and Health Administration Train the Trainer Certified

<p>General Motors Automotive Service Educational Program (ASEP), A.A.S.</p>	<p>Ben Birkenfeld</p>	<p><u>Education:</u> A.A.S., General Motors (GM) Automotive Service Educational Program (ASEP), St. Philip's College</p> <p><u>Relevant Experience:</u> 2006–2013, Service Technician, Freedom Chevrolet; 2013–2016, Service Technician, Gunn Chevrolet</p> <p><u>Certification(s):</u> Automotive Service Excellence Certified Technician in all Automotive areas; Master Automobile Technician; GM World Class technician; GM Master Technician; G1-General Maintenance; L1- Advanced Engine Performance</p>
<p>Health Information Technology, A.A.S.</p>	<p>Beatrice Avila</p>	<p><u>Education:</u> M.Ed. Career and Technical Education, Concordia University; B.S. Health Information Management, Texas State University; A.A.S. Health Information Technology, St. Philip's College; Certificate of Completion Medical Records, St. Philip's College; Certificate of Completion Coding Specialist, St. Philip's College</p> <p><u>Relevant Experience:</u> 2011–2012, Coding Supervisor, Gonzaba Medical Group; 1998–2009, Manager Coding & Reimbursement, UT Medicine; 1997–2000, Medical Records Technician, Well Medical Clinics; 1996–1997, Medical Records, Southwest General Hospital; 1992–1996, Assistant Medical Records & Staff Coordinator, Katy Medical Center</p> <p><u>Certification(s):</u> Registered Health Information Administrator (RHIA); Registered Health Information Technician (RHIT); Certified Coding Specialist-Physician Based</p>
<p>Histologic Technician, A.A.S.</p>	<p>Lucila Escobedo</p>	<p><u>Education:</u> B.S. Biology, University of Texas at San Antonio; Certificate of Completion from University of Texas Health Science Center at San Antonio</p> <p><u>Relevant Experience:</u> 1995–2002, Histology Technician, Christus Health NW Hospital; 2004–2016, Histology Technician, Grossing Technician, Pathology Reference Lab; 2010–</p>

		2013, Histology Adjunct, St. Philip's College <u>Certification(s)</u> : American Society of Clinical Pathology Histologic Technician (ASCP-HT)
Hospitality Management, A.A.S.	Cory McNair	<u>Education</u> : M.S. Hospitality and Tourism Administration, University of Wisconsin; B.A. English, Morehouse College <u>Relevant Experience</u> : 2001–2004, Chief Executive Officer, Favorite Deli Corporation; 2007–2010, Senior Faculty, Art Institute of Pittsburgh; 2012–2016, Assistant Professor, National American University; 2006–Current, Founder, World Hospitality Partners <u>Certification(s)</u> : Servsafe Food Manager Certification
Hotel Management, A.A.S.	David Uminski	<u>Education</u> : M.S. Hospitality Management, University of North Texas; B.A.A.S. Applied Arts and Sciences, Texas A & M San Antonio; A.A.S. Hospitality Event Management, St. Philip's College; A.A.S. Hotel Management, St. Philip's College <u>Relevant Experience</u> : 2007–2009, Head Cook, Acadia Institute of Oceanography; 2010–2013, Corporate and Wedding Coordinator, Rio Cibolo Ranch; 2014–2015, Corporate Event Coordinator, Adventures in San Antonio; 2015–2018, Head Cook, Acadia Institute of Oceanography <u>Certification(s)</u> : Certified Tourism Ambassador (CTA); Certified Hospitality Coordinator (CHE)
Information Technology Cybersecurity Specialist, A.A.S.	Rick Lopez, Jr.	<u>Education</u> : M.B.A. Management Information Systems, Our Lady of the Lake University; BBA Computer Information Systems, Our Lady of the Lake University

		<p><u>Relevant Experience:</u> 2003–2008, Sector Personnel Manager, IBM; 2008–2016, Enterprise Server Delivery Exec, IBM</p> <p><u>Certification(s):</u> Amazon Web Services (AWS): Cloud, Cisco: CyberOps, Cisco: Security, Cisco: Networking, Microsoft: Networking</p>
Information Technology Network Administrator, A.A.S.	Rick Lopez, Jr.	<p><u>Education:</u> M.B.A. Management Information Systems, Our Lady of the Lake University; BBA Computer Information Systems, Our Lady of the Lake University</p> <p><u>Relevant Experience:</u> 2003–2008, Sector Personnel Manager, IBM; 2008–2016, Enterprise Server Delivery Exec, IBM</p> <p><u>Certification(s):</u> Amazon Web Services (AWS): Cloud, Cisco: CyberOps, Cisco: Security, Cisco: Networking, Microsoft: Networking</p>
Invasive Cardiovascular Technology, A.A.S.	Benjamin Ochoa	<p><u>Education:</u> B.S., Health Services, Trident University International; A.A., Health Services, Coastline Community College</p> <p><u>Relevant Experience:</u> 2006–2007, 68WY6 Cardiovascular Non-commissioned Officer, Madigan Army Medical Center, Tacoma, WA; 2007–2010, 68WY6 Cardiovascular Non-commissioned Officer, Tripler Army Medical Center, HI; 2011–2012, 68WY6 Cardiovascular NON-COMMISSIONED OFFICER, Landstuhl Army Medical Center (LRMC), Landstuhl, Germany (Deployed from SAMMC); 2011–2013, 68WY6 Cardiovascular Non-commissioned Officer, San Antonio Military Medical Center (SAMMC), San Antonio, TX; 2013–2015, Clinical Coordinator/Instructor, Sanford Brown College; 2014–2015, Non-invasive Cardiology Lab Supervisor, U.S. Department of Veterans Affairs</p> <p><u>Certification(s):</u> Registered Cardiovascular Invasive Specialist; Registered Cardiac Sonographer</p>
Medical Laboratory Technician, A.A.S.	Adam Moya	<p><u>Education:</u> M.A. Adult Learning and Teaching, University of Texas at San Antonio; B.S.</p>

		<p>Clinical Laboratory Science, Texas A & M University at Corpus Christi</p> <p><u>Relevant Experience:</u> 2005–2006, Medical Technologist, Bay Area Medical Center; 2006–2015 Clinical Laboratory Scientist III, Methodist Hospital; 2015–2017, Laboratory Manager, Methodist Boerne Emergency Center Laboratory; 2017–2018 Technical Support Specialist, Diagnostica Stago</p> <p><u>Certification(s):</u> Certified Medical Laboratory Scientist through the American Society for Clinical Pathology</p>
Nursing: Career Mobility - LVN/Military to ADN Mobility Program, A.A.S	Valerie Moke	<p><u>Education:</u> M.S.N. Nurse Clinical Specialist (NCS), University of Texas at El Paso; B.S.N. Nursing, University of Texas at El Paso; Associate Degree Nursing (ADN), Laredo Community College</p> <p><u>Relevant Experience:</u> 1995–2011, Registered Nurse/Charge Nurse (Nursery/NICU), Doctors Hospital of Laredo; 2011–2012, Registered Nurse (Nursery/NICU), Mission Trail Baptist Hospital; 2012–2014, Registered Nurse (Case Manager), Aetna Insurance Company</p> <p><u>Certification(s):</u> Registered Nurse; Certified Case Manager, Commission for Case Management Certification (CCMC)</p>
Occupational Therapy Assistant, A.A.S	Kathryn Freeman	<p><u>Education:</u> Master’s Occupational Therapy, Texas Woman’s University; B.S. Physical Education with a specialization in Exercise Technology, Texas A & M University</p> <p><u>Relevant Experience:</u> 1994–1996, Work Hardening Clinic Manager, Work Ready; 1996–1998, Director of Occupational Therapy, Uvalde Memorial Hospital; 2006–2012, Occupational Therapist, Accustrust Diagnostics/Churchill Evaluations</p> <p><u>Certification(s):</u> Occupational Therapist</p>
Office Systems Technology, A.A.S.	Sam McCall	<p><u>Education:</u> M.S. Computer Information System, St. Philip’s College; B.A. Computer</p>

		<p>Science/Applied Statistics, St. Mary's University</p> <p><u>Relevant Experience:</u> 2000–2007, IT Consultant, System/Database Administrator, Computer Systems Engineer, Operation San Antonio Big Vote Mentoring/Tutoring Inc. (Companies: SIG, Infrastructure, TEKSystem, Berger & Company); 1995–2000, IT Consultant, University of Texas Health Science Center; 1991–1994, System/Database Administrator, General Dynamics Corporation</p> <p>1989–1991, Computer Systems Engineer</p> <p><u>Certification(s):</u> Master Certification, Microsoft Office Specialist</p>
Physical Therapist Assistant, A.A.S.	Tunetha Parchem	<p><u>Education:</u> M.S. Physical Therapy, University of Texas Medical Branch at Galveston; B.S. Kinesiology, University of Texas at San Antonio</p> <p><u>Relevant Experience:</u> 2007–2017, Lecturer I/Lecturer II - Kinesiology Department, UTSA; 2010–2013, Physical Therapist Assistant, St. Luke's Baptist Hospital; 2010, Physical Therapist Assistant, Remington Medical Resort; 2016–2018, Physical Therapist Assistant, Barnes Physical Therapy</p> <p><u>Certification(s):</u> Licensed Physical Therapist Assistant</p>
Power Generation and Alternative Energy A.A.S.	Craig Overmiller	<p><u>Education:</u> Master of Architecture Construction Management, Texas A & M College Station; Bachelor of Architecture, University of Houston</p> <p><u>Relevant Experience:</u> 1996–2017, Solar Power Technician, Texas Solar Power Company</p> <p><u>Certification(s):</u> Texas State Architecture License; North American Board of Energy Practitioner (NABCEP); Certified Professional Installer</p>
Radiography Technologist, A.A.S	Gladys Yolanda Poist	<p><u>Education:</u> M.B.A., Baker College; B.S.O.E., Wayland Baptist University</p>

		<p><u>Relevant Experience:</u> 1987–2011, Radiography Technologist, US Army; 1999 –2003, Phase II Radiologic Clinical Instructor, Ft. Benning, GA; 2003–2007, Radiologic Technology Clinical Coordinator/Senior Instructor Writer, US Army, AMEDD Center and School; 2011– Present, Program Director/Radiologic Technology Program Faculty, St. Philip’s College</p> <p><u>Certification(s):</u> Certified and Licensed Radiography Technologist (Radiography, Mammography, and Computed Tomography)</p>
Respiratory Care Technology, A.A.S.	Christa Mitchell	<p><u>Education:</u> M.B.A., Capella University; B.S. Respiratory Care, Midwestern University; A.A.S. Respiratory Care, Temple College</p> <p><u>Relevant Experience:</u> 2002–2005 Registered Respiratory Therapist, Brackenridge and Children’s Hospital of Austin; 2004–2009 General Manager/Registered Respiratory Therapist, Walgreens Homecare; 2009–2011 Registered Respiratory Therapist, Seton Medical Center; 2011–2011 Sales Representative, Breath of Life Home Care; 2011–2016 Star CPD Services- Registered Respiratory Therapist, Independent Testing; 2013–2014 Faculty Instructor, Concorde Career College; 2013–2015 Registered Respiratory Therapist, Methodist Hospital; 2014– Present Program Director/Respiratory Care Program Faculty, St. Philip’s College</p> <p><u>Certification(s):</u> Registered Respiratory Therapist (RRT) by the National Board of Respiratory Therapy; Respiratory Care Practitioner license by the Texas Medical Board</p>
Restaurant Management, A.A.S.	Patrick Costello	<p><u>Education:</u> A.A.S. Culinary Arts, St. Philip’s College</p> <p><u>Relevant Experience:</u> 1998–2000, Kitchen Manager, TGI Fridays; 2001–2005, Cooking Connection Manager, HEB Grocery Company</p> <p><u>Certification(s):</u> ServSafe Food Managers Certificate</p>
Surgical Technology, A.A.S.	Maria Hilda Arenas (Interim)	<p><u>Education:</u> B.A.A.S. Siena Heights University; Certificate in Surgical Technology, Texas State</p>

		<p>Technical College</p> <p><u>Relevant Experience:</u> 1994–2003 Certified Surgical Technologist, Knapp Medical Center, Weslaco, Texas;</p> <p>2003–2010 Certified Surgical Technologist, Methodist Health System, San Antonio, Texas; 2010–2015 ST Instructor, Brown Mackie College, San Antonio, Texas; 2015–2016 Travel Educator, SPD Dept., Integrated Medical Services (IMS), Birmingham, Alabama; 2016–Current-CST Instructor/Interim Program Director/Clinical Coordinator, St. Philip’s College, San Antonio, Texas; 2019– Current Certified Surgical First Assist (CSFA)-PRN/Weekend-Methodist Specialty & Transplant Hospital, San Antonio</p> <p><u>Certification(s):</u> Certified Surgical Technologist (CST), Certified Surgical First Assist (CSFA) by the National Board of Surgical Technologists and Surgical Assistants; Licensed Vocational Nurse (LVN) by the Texas Board of Nursing</p>
Vision Care Technology, A.A.S.	Syed Parvez	<p><u>Education:</u> M.D. University of Karachi, Dow Medical College</p> <p><u>Relevant Experience:</u> 1970–1974, Medical Officer (Rank of Captain), Pakistan Army and Navy;</p> <p>1974–1980, Chief Medical Officer, Libyan Naval Base Benghazi Libya; 1989–1988, Ophthalmologist, Private Practice, Karachi, Pakistan Medi complex Hospital; 1990–2005, Lead Technician University Eye Consultants, University of Texas Health Science Center (Certified Visual Acuity Examiner Ocular Melanoma study, Ocular Complications of Diabetes, National Institute of Health Study); 2005–2012, Administrator and Chief Executive Officer, Community General Hospital of Dilley, Texas; 2012–2015, Ophthalmic Technician, Ultra Vision San Antonio, Texas</p> <p><u>Certification(s):</u> Certified Ophthalmic</p>

		Technician (COT) International Joint Commission on Allied Health Personnel in Ophthalmology
Web and Mobile Developer, A.A.S.	Sam McCall	<p><u>Education:</u> M.S. Computer Information System, St. Philip's College; B.A. Computer Science/Applied Statistics, St. Mary's University</p> <p><u>Relevant Experience:</u> 2000–2007, IT Consultant, System/Database Administrator, Computer Systems Engineer, Operation San Antonio Big Vote Mentoring/Tutoring Inc. (Companies: SIG, Infrastructure, TEKSystem, Berger & Company); 1995–2000, IT Consultant, University of Texas Health Science Center; 1991–1994, System/Database Administrator, General Dynamics Corporation</p> <p>1989–1991, Computer Systems Engineer</p> <p><u>Certification(s):</u> Master Certification, Microsoft Office Specialist</p>
Welder/Welding Technologist, A.A.S.	John Hoyt	<p><u>Education:</u> A.A.S. Welder/Welding Technology, St. Philip's College; Certificate of Completion Manual/Semi Manual GTAW/GMAW, St. Philip's College; Certificate of Completion Structural/Pipe Layout, St. Philip's College</p> <p><u>Relevant Experience:</u> 2007–2008, Welder, Trinity Staffing; 2008–2008, Production Welder, Allegiance Staffing; 2008–2010, Welder, Rivets Welding</p> <p><u>Certification(s):</u> American Welding Society (AWS) Certified Welding Inspector</p>
Healthcare Technician: Phlebotomy	Adam Moya	<p><u>Education:</u> M.A. Adult Learning and Teaching, University of Texas at San Antonio; B.S. Clinical Laboratory Science, Texas A & M University at Corpus Christi</p> <p><u>Relevant Experience:</u> 2005–2006, Medical Technologist, Bay Area Medical Center; 2006–2015 Clinical Laboratory Scientist III, Methodist Hospital; 2015–2017, Laboratory</p>

		<p>Manager, Methodist Boerne Emergency Center Laboratory; 2017–2018 Technical Support Specialist, Diagnostico Stago</p> <p><u>Certification(s)</u>: Certified Medical Laboratory Scientist through the American Society for Clinical Pathology</p>
Nurse Aide for Health Care Level 1	Bonnie Hobbs	<p><u>Education</u>: Associate Degree Nursing (ADN), Howard County College; Certificate Surgical Technology, El Paso Community College</p> <p><u>Relevant Experience</u>: 1986–1987, Staff Nurse (Operating Room), St. Joseph Hospital; 1987–1989, Registered Nurse/Director (Women’s Services), Memorial Medical Center; 1989–1994, Registered Nurse/Director (Obstetrics/Gynecology), All Saints Hospital; 1995–1996, Registered Nurse/Senior Investigator, Texas State Board of Medical Examiners; 1996–2000, Registered Nurse/Consultant, Stryker Medical; 2003–2006, Registered Nurse/Director (Patient Care Services), Odyssey Healthcare; 2006–2007, Registered Nurse, Harris Methodist Northwest Hospital; 2013–2015, Registered Nurse/Administrator, Interim Healthcare Hospice; 2018–2019, Registered Nurse/Director (Clinical Services), Harbour Hospice</p> <p><u>Certification(s)</u>: Registered Nurse; Certified Hospice and Palliative Care Administrator</p>
Plumbing Trades Level 1	Robert Bohmfalk	<p><u>Education</u>: A.A., St. Philip’s College</p> <p><u>Relevant Experience</u>: 1995–2005, Plumber, Ron’s Plumbing Company; 2005–2013, Owner, Bohmfalk Plumbing; 2011–2013, Maintenance Supervisor, Texas Department of Criminal Justice; 2016–2017, Plumber, Pacific Architects and Engineers</p> <p><u>Certification(s)</u>: Master Plumber License; Commercial Driver’s License (CDL) Class A License</p>
Vocational Nursing Level 2	Ivette Sterling	<p><u>Education</u>: M.S.N. Nursing Education, Capella University; B.S.N. Nursing, SUNY College at</p>

		<p>Brockport</p> <p><u>Relevant Experience:</u> 1989–2010, Clinical Nurse, United States Air Force</p> <p><u>Certification(s):</u> Registered Nurse; American Nurses Credentialing Center (ANCC) Certification in Medical-Surgical Nursing</p>
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Summary

St. Philip's College complies with the assignment of program coordinator for educational programs. Faculty qualifications are pertinent to determining program coordination in a transferrable versus a non-transferrable program. In addition, for AAS and certificate programs, relevant work experience and certifications are considered to further uphold the requirements for workforce education programs.

Evidentiary Documents

 [6.2c-1 Faculty Credentialing Handbook.pdf](#)

8 STUDENT ACHIEVEMENT

- 1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) (Core Requirement) **(Student Achievement)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, students, and programs.

St. Philip's College Mission:

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through 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 (See Artifact [8.1-1_SPC_MissionVisionValues](#)).

By emphasizing complementary student, community, and industry needs for increased economic opportunity, mobility, and skilled workforce, the College's mission aligns to institutional and district strategic plans and goals, in addition to the Texas Higher Education Coordinating Board's 60x30TX Strategic Plan (Artifact [8.1-2_THECB60x30Home](#)). Under its 60x30TX initiative, the Texas Higher Education Coordinating Board (THECB) set educational attainment goals for 60% of Texans ages 25 to 34 to achieve higher education credentials by 2030. The educational goals include developing a more educated population, improving the student completion rate, developing marketable skills beneficial to the workforce, and decreasing student debt.

To support these statewide initiatives and appropriately measure student success, St. Philip's College's Student Achievement Goals include the following metrics and definitions:

- **Enrollment:** State Coordinating Board-certified student headcount includes dual credit but not flex entry students (THECB).
- **Productive Grade Rate (PGR):** The measure of success grades relative to total enrollment expressed as a percentage $(A+B+C/\text{Total Enrollment})$. (Institutional Research and

Effectiveness Services - IRES)

- **Course Completion Rate:** Measure of completed grades relative to total enrollment expressed as a percentage $(A+B+C+D+F+IP+I+P/\text{Total Enrollment})$. (IRES)
- **Persistence:** Percentage of first-time, credential-seeking students enrolled in at least 12 semester credit hours (SCH) in the Fall semester who are enrolled at the same or another Texas public or private (independent) institution one academic Fall semester later. Credential-seeking students are those who intend to earn an Associate's degree, certificate, Bachelors of Applied Technology (BAT) degree, credits for transfer, or did not respond. Those who intend to gain job skills or personal enrichment are not included. If a student earned a CERT1, CERT2, Advanced Technology Certificate, Associate, or Bachelor's at any Texas public or private institution and did not persist, they were excluded from the cohort. If a student earned an award and persisted, then they remain in the cohort (THECB).
- **Graduation Rate:** The percentage of a given college-entering First-Time-in-College cohort of degree-seeking students who graduate in a specific period of time; for St. Philip's College student achievement, a 4-year graduation rate is used (THECB and IRES).
- **Completion Rate:** Based on the National Student Clearinghouse (NSC) and identified to SACSCOC as St. Philip's College's defining completion standard; this source was selected due to NSC's inclusive methodology and to ensure a more comprehensive interpretation of student completion. (Artifact [8.1-3 NSC DefinitionsMethodology](#))
- **Degrees and Certificates:** Number of certificates and Associate degrees awarded by Texas public or private (independent) institutions of higher education. Certificates are Level 1, Level 2 (undergraduate certificates) and Advanced Technology Certificates (THECB).
- **Transfers to Senior/Other Institution:** Cohort of first-time students who started their postsecondary studies at St. Philip's College and tracks transfer and completion patterns at four-year institutions over a period of six years (NSC).
- **Technical Student Employment and/or Enrollment:** Number and percentage of students awarded a degree or certificate in a given year who are employed in the 4th quarter of the calendar year in which the program (fiscal) year ends or enrolled in a Texas public, private (independent), and for-profit (career) institution of higher education in the Fall semester after receiving the award. Enrollment in certain institutions located outside Texas-serving residents or conducting services in Texas is also included. (THECB)
- **Licensure Pass Rate:** The percentage of students in a discipline requiring or offering external certification or licensure who pass a licensure or certification exam during the reporting period. It is calculated as the total unduplicated number of students who pass an exam relevant to a degree or program course during the reporting period, divided by the total unduplicated number of students or graduates taking licensure or certification exams

during the reporting period (THECB).

8.1-1 Student Achievement Goals

GOALS AND MEASURES	BASELINE (AY 2016)	THRESHOLDS OF ACCEPTABILITY	RESULTS			TARGET
			Fall 17	Fall 18	Fall 19	
1. SPC Students enroll at increasing numbers.	Fall 15		Fall 17	Fall 18	Fall 19	Fall 2020
	11,198	11,881	12,050	11,590	12,962	12,962
2. SPC Students earn high productive grade rates.	83.1%	70.0%	83.6%	83.6%	83.1%	83.4%
3. SPC Students complete their courses.	93.8%	85.0%	93.2%	93.9%	93.7%	94.0%
4. SPC Students stay in school from fall-to-fall. FT FTIC Fall-to-Fall	Fall 15-16		Fall 16-17	Fall 17-18	Fall 18-19	Fall 19-20
	57.2%	59.2%	64.0%	56.9%	62.7%	63.0%
5. SPC Students graduate. FT FTIC 4-year	Fall 12 Cohort		Fall 13 Cohort	Fall 14 Cohort	Fall 15 Cohort	Fall 16 Cohort
	16.6%	24.6%	22.5%	32.5%	33.4%	33.7%
6. SPC Students complete. 6-year total completion rate [^]	Fall 10 Cohort		Fall 11 Cohort	Fall 12 Cohort	Fall 13 Cohort	Fall 14 Cohort
	34.5%	33.5%	25.6%	35.9%	37.9%	38.2%
7. SPC Students earn Degrees and Certificates.	AY 16		AY 17	AY 18	AY 19	AY 20
	1,800	2,017	2,007	1,988	2,203	2,351
8. SPC Students transfer to 4-year colleges and universities % FTIC students transferred to a senior institution in six years	14.5%	15.6%	14.6%	15.8%	17.5%	17.8%
9. SPC Graduates are employed. % technical students employed within six months of graduation*	FY 16		FY 16	FY 17	FY 18	FY 19
	58.7%	60.1%	58.7%	57.5%	63.6%	63.9%
% technical students employed or enrolled within six months of graduation*	92.1%	85.0%	92.1%	89.2%	93.0%	93.3%
10. SPC Students pass licensure exams.	84.1%	75.0%	84.1%	92.8%	93.9%	94.2%
Data Sources: Items 1, 4, 7, 10 – THECB Accountability Data Items 2, 3 – IRES Data by Strategic Driver (Completion – Grade Distribution) Item 5 – Alamo Colleges Benchmarks Items 6, 8 – National Student Clearinghouse Item 9 – THECB Almanac [^] National Student Clearinghouse Total Completion Rate identified to SACSCOC as SPC's specific graduation rate data						

Student Achievement Goals are posted publicly on the SPC webpage and accessible from either

the Strategic Plan webpage menu or the Planning, Research, and Effectiveness webpage Quick Links: <https://www.alamo.edu/spc/about-spc/strategic-plan/mission-vision-and-valuesstrategic-plan/student-achievement-goals/> (8.1-4 student-achievement-goals).

By incorporating these goals, St. Philip's College focuses inclusively on its diverse student population's needs and intended program outcomes. Thresholds of acceptability are identified through either state/institutional mandate or by calculating average performance levels over a minimum of four years. Mandated thresholds include PGR, course completion, employed/enrolled rates, and licensure, while average levels are used for enrollment, persistence, graduation, completion, number of awards, and transfer rates. These thresholds are deemed acceptable as they are based on past institutional performance. Targets are set based on 0.3% growth, with the exceptions of enrollment and number of awards, which are based on Wildly Important Goals (WIGs), smart growth goals that anticipate maintaining current levels or increases of up to 2%. Student Achievement Goals and the correlation to St. Philip's College's mission are highlighted below.

Enrollment

To strategically meet the Chancellor's charge to increase enrollment and contact hours, St. Philip's College maintains College Connections, AlamoADVISE, and the Student Onboarding model. The student enrollment numbers highlighted are certified headcounts, including dual credit students, from St. Philip's College's governing body, the Texas Higher Education Coordinating Board (THECB). Enrollment targets are typically structured based on a 2% annual enrollment increase as set by the College administration in conjunction with the district Strategic Leadership Team (SLT). However, due to the Covid-19 pandemic, the Fall 2020 target was set to maintain rather than increase enrollment. These enrollment metrics are viewed weekly at the President's Cabinet-level to monitor whether St. Philip's College is progressing, sustaining, or decreasing student registrations that affect headcount, contact hours, and, ultimately, funding, which subsequently may impact student resources.

St. Philip's College strives to focus on areas that impact our workforce programs and to better serve the community through partnerships including the following descriptions are from the organizations websites):

- **SA2020** – “A nonprofit organization that drives progress toward a shared Community Vision for San Antonio through research, storytelling, and practice in areas including education, economic development, and sustainability”
- **Project Stay** – “A private nonprofit that assists individuals in securing a postsecondary education”
- **SA Works** – “An initiative from the San Antonio Economic Development Foundation that brings employers and students together for paid internships and mentoring opportunities”
- **San Antonio Education Partnership** – “Create college opportunities, access, and success for the community by helping students enroll in college and complete a credential through

programs including Café College and Upgrade”

- **Café College** – “Funded by the City of San Antonio and powered by the San Antonio Education Partnership, Café College is a “one-stop-shop” dedicated to providing college access to information, resources, and opportunities to the citizens of San Antonio. Students, parents, and anyone interested in going to college can use café college as a resource to provide direction in navigating the college process. All services are free of charge and available in Spanish. Services are provided via group forums (workshops, tours, presentations, etc.) and on a one-on-one, walk-in basis”
- **Upgrade** – “is a program of the San Antonio Education Partnership focused on supporting adults who have some college credit but have not finished their degree or certificate. Upgrade provides adult learners with free advising services such as; guidance with financial aid processes, career advising, transfer planning, transcript evaluation, and more. Upgrade’s advisor understands the busy lives of adult learners and provides resources and encouragement through their education journey”
- **Project Quest** – “San Antonio-based workforce development initiative providing life-changing services, education, and career skills through collaboration and community partnerships”
- **Workforce Solutions** – “Governing board for the regional workforce system, a network of service providers and contractors that bring people and jobs together”

The purpose and outcome for these partnerships are to increase higher education enrollment, eventually lowering the poverty rate within the San Antonio area by producing more educated, qualified, and/or work-ready citizens. To view a more comprehensive student profile, please see Table 8.1-1 below, featuring disaggregated Fall enrollment data based on SPC student profiles from 2013 to 2020:

Table 8.1-1 SPC Student Profile

St. Philip's College Student Profile Fall 2013 - 2020								
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
St. Philip's College Student Enrollment	10238	10514	11198	11604	12050	11590	12962	12696
Gender								
Male	4540	4618	4866	5001	5149	5051	5598	5182
Female	5698	5896	6332	6603	6856	6539	7364	7514
Ethnicity								
African American	1198	1251	1272	1252	1352	1265	1493	1447
White	3116	3053	3157	3194	3138	2741	2800	2813
Hispanic	5306	5397	6084	6466	6816	6807	7756	7529
Asian	259	307	306	273	254	250	290	271
International	45	63	115	65	28	12	21	14
Other	314	443	264	354	462	515	602	622
Veteran/Non-veteran								
Veteran	1189	1605	1684	1208	1016	1042	1342	952
Non-veteran	9049	8909	9514	10396	11034	10548	11620	11744
Age								
Under 18	1729	1733	2571	3113	3479	3361	3372	3287
18-21	2973	3098	3153	3085	3129	3014	3437	3610
22-24	1319	1440	1472	1468	1455	1391	1651	1555
(25-29) 25-30	(1422)	(1565)	(1558)	1778	1881	1854	2037	1922
(30-34) 31-35	(1019)	(972)	(932)	828	814	811	990	936
(35 and Over) 36 and Over	(1776)	(1706)	(1512)	1332	1292	1159	1475	1386
Enrollment Status								
Part-Time	8469	8892	9660	10200	10447	10034	10904	11126
Full-Time	1769	1622	1538	1404	1603	1556	2058	1570
Enrollment Profile								
Continuing	6660	6991	6986	6968	6796	6490	7163	7493
Dual Credit (DCS)	1772	1761	2636	3196	3561	3477	3440	3334
Transfer	666	561	533	506	622	580	986	605
First Time in College (FTIC)	1140	1201	1043	934	1071	1043	1373	1264

Productive Grade Rates

St. Philip's College students consistently achieve high productive grade rates (PGR). PGR are considered productive when the quantitative data demonstrates that students are achieving at acceptable levels set by the College. Successful levels of PGR enable the student to continue to the next level in the discipline and denotes academic progress. This number derives from students who receive a final grade of C or higher divided by total enrollment, including students who withdraw (W) from a course despite instructor-initiated intervention. The minimum productive grade rate considered acceptable is 70%, as determined by Alamo Colleges District and St. Philip's College's administration to align with the minimum course passing grade. However, the target is based on the expectation that St. Philip's College student performance will continue not only to surpass the acceptable threshold of 70%, but also to improve.

Course Completion

Completion rates reflect students who did not drop or withdraw from a course during a semester. Low course completion rates often lead to longer college enrollment time needed to earn a degree, certificate, or credential. Additional adverse effects may include students not completing a program, loss of scholarship or financial aid, increased financial burden, and lower retention. To fulfill the mission to support and empower our diverse student population, course completion plays an impactful role and may determine student eligibility for financial aid. Due to state and federal level limitations on hours taken, students who are not completing courses may face financial hindrances that prevent them from reaching their educational goals. By monitoring course completion rates, St. Philip's College is able to monitor student progress and support TX60x30 goals toward completion and lower student debt.

Persistence

Student persistence provides the foundation for student completion and corresponds to state, district, and College initiatives and strategic plans. Results are certified through the THECB Accountability System and are presented during St. Philip's College Convocations at the start of every Fall and Spring semester and inform discussion during spring semester Good to Great sessions — the inclusive, annual College-wide strategic planning event attended by participants from all College divisions, student population, and community partners. As an institutional priority that helps drive the strategic objective of student success, rolling three-year persistence rate results appear on the student achievement goals table along with the target set by St. Philip's College's Cabinet. These targets are data-informed projections based on trend analysis, benchmarking, and strategic planning discussions.

To encourage student persistence and success, St. Philip's College employs various course delivery modes, flexible course schedules, and AlamoADVISE, an extensive and progressive advising model of shared responsibility among students, faculty, and academic advisors for higher engagement and accountability. Under AlamoADVISE, students must meet with their advisors at completion points of 15, 30, and 45 hours. Other initiatives include AlamoINSTITUTES (a guided-pathways model), a student advocacy center called Safe SPaCe, and multiple tutoring and academic support services such as the TnT Center (includes SMARThinking for 24/7 access), the Byrd Sanctuary (Natural Sciences), MathWorld, Rose R. Thomas Writing Center, Reading Lab, Brainfuse (online 24/7 tutoring access), and Disability Services.

Graduation Rate (4-year)

Regarding specific student cohorts, graduation rates provide a clear indication of increased student success and demonstrate the effectiveness of strategies, including AlamoADVISE and AlamoINSTITUTES. These two programs are complementary initiatives designed to promote student support and increase completion rates while decreasing financial burdens and timeframes to earn a credential through clearly identified program requirements. As with persistence, graduation rates appear on the student achievement goals table with the annual target determined by St. Philip's College's Cabinet and based on past results and data trends. While St. Philip's

College previously emphasized the THECB three-year graduation rate, the decision was made to focus on THECB four-year graduation rate in 2019 to better serve students, most of whom are enrolled part-time.

Completion Rate

Additionally, St. Philip's College identified to SACSCOC that the National Student Clearinghouse (NSC) Total 6-year Completion Rate: Fall 2016 as the baseline student completion indicator. The College made this selection because the NSC data provides a more comprehensive portrait of student completion measures while addressing the longer time to completion for St. Philip's College's predominantly part-time student population. These completion percentages demonstrate consistent improvement from 2017 to 2019 and align with St. Philip's College's mission and values by empowering our diverse student population.

Figure 8.1-1 6-Year Completion Rates for SPC

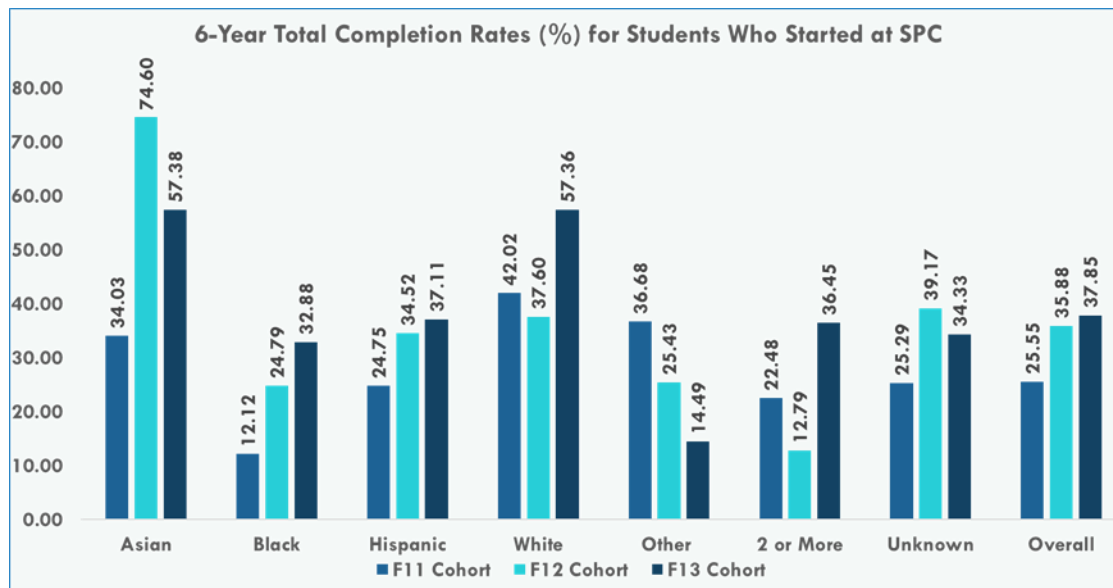
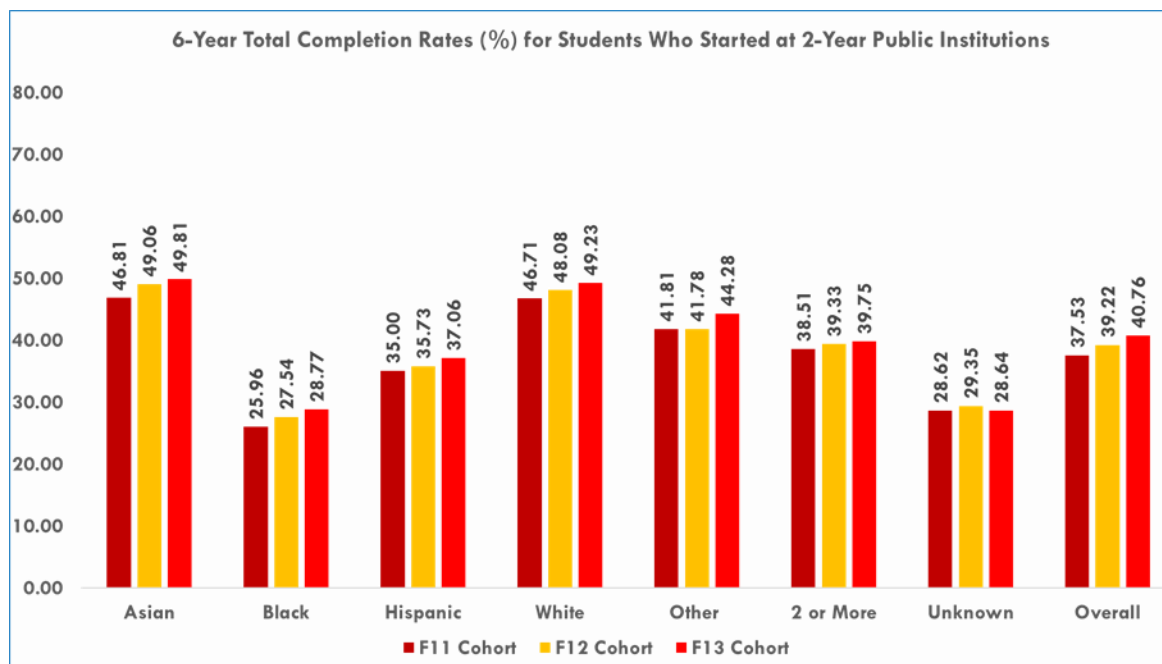


Figure 8.1-2 6-Year Completion Rates for 2-Year Public Institutions



Although the College's overall student completion remains below the overall completion rates for students starting at 2-year public institutions, for the 2013 cohort, St. Philip's College achieved higher completion rates for key demographic groups of students identifying as Asian, Black, Hispanic, and White. The NSC Total Completion Reports are available through the St. Philip's College SACSCOC Transparency webpage Annual Reports: ([Artifacts 8.1-5 NSC FALL2011COHORT](#); [8.1-6 NSC FALL2012COHORT](#); [8.1-7 NSC FALL2013COHORT](#)).

Degrees and Certificates

While the graduation rate measures specific cohorts, the number of degrees and certificates provides encompassing numbers of awards earned by St. Philip's College students during a specific academic year. Subscribing to THECB methodology, awards include Level I Certificate, Level II Certificate, Associate of Arts, Associate of Arts in Teaching, Associate of Science, and Associate of Applied Science. Including the number of degrees and certificates in the St. Philip's College student achievement metrics ensures that all students complete an award, regardless of full- or part-time enrollment or entry cohort. Because most St. Philip's College's students are enrolled part-time, this success metric allows for broader assessment and accountability in carrying out the College's mission regarding educational achievement and career readiness.

Transfer Rate

As a two-year institution, St. Philip's College enrolls some students who require additional education to reach their academic and/or career goals, thus making transfer rates a strong indicator of student success and creating a measurement opportunity for St. Philip's College students' success rates at four-year institutions. Developed in partnership with four-year institutions,

Transfer Advising Guides (TAGs) streamline the process for students by outlining the courses needed to transfer by specific program and university. By following these guides, students can eliminate extraneous courses from their curriculum, creating cost-saving benefits and expediting educational achievement, thereby supporting St. Philip's College's mission to expand opportunity and access for a diverse community. Consistently increasing transfer rates demonstrate the College's commitment to continuous improvement and student success.

Technical Student Employment and Enrollment

With St. Philip's College's emphasis on career readiness and high career and technical student enrollment, employment presents a necessary success measure in confirming efficacy and educational quality, while the emphasis on educational achievement requires the inclusion of enrolled students. By examining both metrics, St. Philip's College fully aligns to its mission while maintaining accountability across technical programs and with student achievement goals. While the acceptable threshold for employed or enrolled student is mandated by the state, the acceptable threshold for employed is based on the St. Philip's College five-year average percentage of employed technical completers (fiscal years 2015–2019).

Licensure Pass Rate

Licensure and certification exams are a requisite part of maintaining programmatic accreditation in numerous disciplines, as well as enhancing students' preparedness when entering their selected career fields. The overall licensure pass rate is calculated and published by THECB, as is the program-level report (snapshot below, and [Artifact 8.1-8 2018LicensureReport](#)).










Table 8.1-2 St. Philip's College Licensure/Certification by Major Area and CIP reported by THECB

Report Year	Major	CIP	Collection Method	Licensure Taken	Licensure Passed	Success
2018	Aircraft Powerplant Technology/Technician	47060800	A	7	7	100.00
	Airframe Mechanics and Aircraft Maintenance Technology/Technician	47060700	A	7	7	100.00
	Baking and Pastry Arts/Baker/Pastry Chef	12050100	A	28	28	100.00
	Biomedical Technology/Technician	15040100	A	1	1	100.00
	Cardiovascular Technology/Technologist	51090100	A	13	12	92.31
	Clinical/Medical Laboratory Technician	51100400	A	9	8	88.89
	Construction Engineering Technology/Technician	15100100	A	46	46	100.00
	Culinary Arts/Chef Training	12050300	A	35	35	100.00
	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	51091000	A	7	7	100.00
	Diesel Mechanics Technology/Technician	47060500	A	18	18	100.00
	Health Information/Medical Records Technology/Technician	51070700	A	5	4	80.00
	Heating, Ventilation, Air Conditioning and Refrigeration Technology/Technician	15050100	A	46	35	76.09
	Histologic Technician	51100800	A	2	2	100.00
	Hospitality Administration/Management, General	52090100	A	10	10	100.00
	Hotel/Motel Administration/Management	52090400	A	5	5	100.00
	Instrumentation Technology/Technician	15040400	A	18	18	100.00
	Licensed Practical/Vocational Nurse Training	51390100	A	123	110	89.43
	Occupational Therapist Assistant	51080300	A	22	22	100.00
	Physical Therapist Technician/Assistant	51080600	A	24	24	100.00
	Radiologic Technology/Science - Radiographer	51091100	A	40	40	100.00
	Registered Nursing/Registered Nurse	51380100	A	28	26	92.86
	Respiratory Care Therapy/Therapist	51090800	A	21	18	85.71
	Restaurant, Culinary, and Catering Management/Manager	12050400	A	15	15	100.00
	Surgical Technology/Technologist	51090900	A	13	11	84.62
	Welding Technology/Welder	48050800	A	12	12	100.00

Some programs encourage student participation in multiple licensure and certification exams, so these results include the aggregated average pass rates based on program results. For example, Air Conditioning and Heating students may take Environmental Protection Agency (EPA) Section 608 Universal, EPA Section 608 Type I, EPA Section 608 Type II, and/or EPA Section 608 Type III, or Advanced Manufacturing and Technology students may take the Occupational Safety and Health Administration (OSHA) – 10 hours certification and the Manufacturing Skill Standards Council (MSSC) Safety certification. These exams are highlighted in Artifact [8.1-9 2018LicensureExamList](#).

While the St. Philips' College threshold of acceptability for this measure is set at 75% overall for all programs as determined by College Leadership in conjunction with Academic Deans, program-specific acceptable pass rates often are prescribed by programmatic accreditors. For example, the College's nursing programs are approved by the Texas Board of Nursing (BON), and full program approval, among other things, requires maintaining a licensure pass rate of at least 80%. This Texas Board of Nursing (BON) requirement must be met for nursing programs to remain on full approval status. If a program does not meet a pass rate of 80% for two years in a row, a self-study of the program is required. If the program does not have a pass rate of 80% for three years in a row, a site visit by the Texas BON occurs. If the program goes four years with a pass rate below 80%, the Texas BON closes the program. Therefore, the consequences of disregarding this student achievement metric may include program closure, which negatively impacts students and local industry needs for qualified individuals.

Evidentiary Documents

-  [8.1-1 SPC_MissionVisionValues.pdf](#)
-  [8.1-2 THECB60x30Home.pdf](#)
-  [8.1-3 NSC_DefinitionsMethodology.pdf](#)
-  [8.1-4 student-achievement-goals.pdf](#)
-  [8.1-5 NSC_FALL2011COHORT.pdf](#)
-  [8.1-6 NSC_FALL2012COHORT.pdf](#)
-  [8.1-7 NSC_FALL2013COHORT.pdf](#)
-  [8.1-8 2018LicensureReport.pdf](#)
-  [8.1-9 2018LicensureExamList.pdf](#)

Associated Links

 [8.1](#)

<https://www.alamo.edu/spc/about-spc/strategic-plan/mission-vision-and-valuesstrategic-plan/student-achievement-goals/>

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

Compliant

Partial Compliance

Non-Compliant

Narrative

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

St. Philip's College uses integrated and cyclical processes for institutional assessment and improvement, including the inclusive Good to Great Strategic Planning Retreat and **Operational Unit and Assessment Planning (OUAP)**. Additional institution-wide assessment processes exclusive to educational programs include **Institutional Student Learning Outcomes Assessment (ISLO)** and **Instructional Unit Review (IUR)**. Collectively these approaches provide broad-based student, faculty, staff, and administrative participation in assessment activities that affect the whole College community.

St. Philip's College assesses overall institutional and program effectiveness through the **Planning, Budgeting, and Assessment (PBA) Cycle** (See Artifact [8.2.a-1_pba-cycle](#)). The intensive College-wide review process aims to determine the effectiveness of programs and services to support the College mission and goals and identify opportunities for improvement. The Operational Unit and Assessment Planning (OUAP) component of this process is performed annually and affords educational programs and support units the opportunity to regularly review data, including **Program-level Student Learning Outcomes (PSLOs)**, pertinent Key Performance Indicators (KPIs) such as graduation and transfer rates, perform environmental scanning, and research best practices.

Operational Unit Assessment Plan (OUAP) and Program Outcomes

The OUAP cycle and Report Out process provides an opportunity for all educational programs and support areas to present annual achievements, objectives/program outcomes, results, and areas for improvement. St. Philip's College recently migrated to a new Planning and Assessment software platform to better separate and identify objectives/program outcomes and student learning outcomes. As demonstrated in an OUAP timeline artifacts and OUAP announcement artifacts, 2019–2020 was the training and implementation year for Strategic Planning Online (SPOL), with the first SPOL-based OUAP Report Out occurring in Fall 2020 via Zoom for remote presentations in response to COVID-19 safety precautions (See Artifacts [8.2.a-2_19-20_OUAP_Timeline](#); [8.2.a-3_20-21_OUAP_Timeline](#); [8.2.a-4_OUAP_Announcement](#)). Educational programs address objectives and program outcomes through the SPOL Planning

Units. All planning unit managers are required to define objective and outcome relationships to institutional goals and planning priorities, identify measures and targets, and record results.

The OUAP process provides multiple means of addressing shortcomings, including ASWOT (Achievements, Strengths, Weaknesses, Opportunities, and Threats) analysis and action plans, innovations, or resources needed for objective and outcome achievement. In advance of the 2019–2020 planning cycle, St. Philip’s College additionally incorporated the Radical Innovation Process (RIP) (see Artifact [8.2.a-5 RIP cycle](#)) to better address priorities or unmet objectives and outcome targets through a cyclical, systematic series of steps:

- Discovery – Identify and plan or idea generation for the project, innovation, and/or improvement selection
- Incubation – Test and assess or innovation development
- Acceleration – Improve/implement or market implementation of the selected project

For example, the Natural Sciences Department incorporated the Radical Innovation Process into their Wildly Important Goals, an institutional strategy based on the 4 Disciplines of Execution (4DX) to emphasize specific key performance indicators and improve student achievement. Natural Sciences focused on increasing student course enrollment through outreach and student engagement while reinforcing skills related to Associate of Science student learning outcomes for teamwork and critical thinking. (See Artifact: [8.2.a-6 BOT NS WIG](#)).

Associate of Arts and Associate of Science: Institutional Student Learning Outcomes

General education core competencies as prescribed by the Texas Higher Education Coordinating Board (THECB), adopted by St. Philip’s College, and incorporated into Institutional Student Learning Outcomes (ISLOs) are assessed through the annual calibration and assessment process, a cyclical 2-year process that addresses all core competencies. While meeting the state requirements, these core competencies serve as the foundation for Associate of Arts (AA) and Associate of Science (AS) Program Student Learning Outcomes. Effective Fall 2014, the Texas Higher Education Coordinating Board promoted the following core objectives and competencies:

- Critical Thinking: Ability to use inquiry and analysis, evaluation. And synthesis of information, as well as 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 others to support a shared purpose or goal and consider different points of view.
- Social Responsibility: Ability to demonstrate intercultural competency, civic knowledge and engage effectively in regional, national, and global communities.
- Personal Responsibility: Ability to connect choices, actions, and consequences to ethical decision-making.

Cycle I core competencies include Critical Thinking, Communication, and Personal Responsibility. Cycle II core competencies include Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. Personal Responsibility is assessed annually in support of the Quality Enhancement Plan—Ethical Decision Making.

Assessment for AA and AS programs is performed by departmental faculty with support from the department chairs, Dean for Academic Success—Creative and Communication Arts, Science and Technology, and Vice President for Academic Success (see Artifact: [8.2.a-7 2020-21 DpmtAssessors](#)). The cycle is comprised of student artifact collection and submission during the Fall semester and followed by Calibration Training and Assessment Day in the Spring semester. Students produce artifacts (student assignments) in all general education core courses, including face-to-face, online, hybrid, and dual credit courses, and faculty submit this work for randomly selected courses. The faculty develop the assignments for ISLO assessment within Arts and Sciences departments. Some departments opt to use a single assignment for all courses offered in the department (Engineering and Mathematics and Natural Sciences), while others choose to employ multiple assignments to address different course disciplines within the department (Communications and Learning, Fine Arts and Kinesiology, and Social and Behavioral Sciences).

Their respective department chairs select the faculty assessors. Generally, departments deploy the same assessors yearly, but those faculty who rotate out of the assessment teams are replaced. The assessment process is conducted by a pair of assessors for each course to ensure consensus. Any new assessor is paired with an experienced assessor, and all team members are invited to participate in Calibration Training. This training session walks the assessors through reviewing and scoring sample artifacts in the software platform used to record results (iRubric). During Assessment Day, each pair reviews all student artifacts for the courses they are assigned. Each assessor within the pair individually scores the artifacts; then, they compare answers and discuss any discrepancies, after which a final score for each student artifact is determined. Each student artifact is prescribed a learning outcome proficiency from the following levels: skillful, emerging, or not demonstrated. To balance objectivity with subject matter expertise, faculty assessors do not assess students' artifacts from their courses but assess students' artifacts from other courses within their assigned departments.

Due to staff changes, the course random sampling process was altered in the 2019–2020 cycle and subsequently refined for inclusivity based on faculty feedback. St. Philip's College courses aligned to the THECB core curriculum by subject/rubric and split by the instructional method are selected through row sampling stratified by rubric (see Artifact [8.2.a-8 2020-21 SampleCourses](#)). The department stratified the previous sampling.

The Annual Assessment Showcase provides the opportunity to present and discuss among peers the assessment results analyzed longitudinally, departmentally, and divisionally by instructional methods during a typical cycle. However, during the Covid-19 pandemic, many face-to-face courses pivoted to remote instruction, so to ensure accurate results identification, the instructional method was not identified in the 2020–2021 results.

The Assessment Showcase incorporates activities and discussion for immediate feedback, while the assessors and academic departments undertake continuous improvement. Resulting from these collaborative efforts, the decision to assess all Student Learning Outcomes (SLOs) per core foundational area artifact was implemented during 2018–2019, creating a more comprehensive and equitable assessment, as prior cycles assessed one selected core foundational area SLO per artifact. More recently, core competency rubrics underwent revisions for enhanced clarity and explicitly defined expectations following the 2018–2019 assessment cycle (see Artifacts [8.2.a-9 RubricsPre-revisions](#) and [8.2.a-10 RubricsRevised](#)). These revised rubrics were implemented during the 2019–2020 assessment cycle. A condensed version of the Assessment Showcase occurred in Spring 2020 in response to COVID-19. The Academic Dean led discussions regarding areas for improvement and recommendations, including cross-departmental and programmatic collaboration. In Spring 2021, an inclusive presentation and discussion resumed via Zoom with Arts and Sciences Chairs and faculty participation.

For the 2020–2021 assessment cycle, needed improvements emphasized assignment revisions and creating an assignment “pool” for disciplines without a common faculty-generated assignment to ensure students are provided the opportunity to demonstrate skillful proficiency after a disproportionate number of assignments did not fully address requisite competencies. The results, discussion, and improvement highlights are recorded through the Annual Core Competency Report. Annual Core Competency Reports are publicly available online from the St. Philip’s College SACSCOC Transparency webpage, under *SPC Annual Reports* (see Artifacts [8.2.a-11 2018-19 CoreCompetency](#), [8.2.a-12 2019-20 CoreCompetency](#), and [8.2.a-13 2020-21 CoreCompetency](#)).

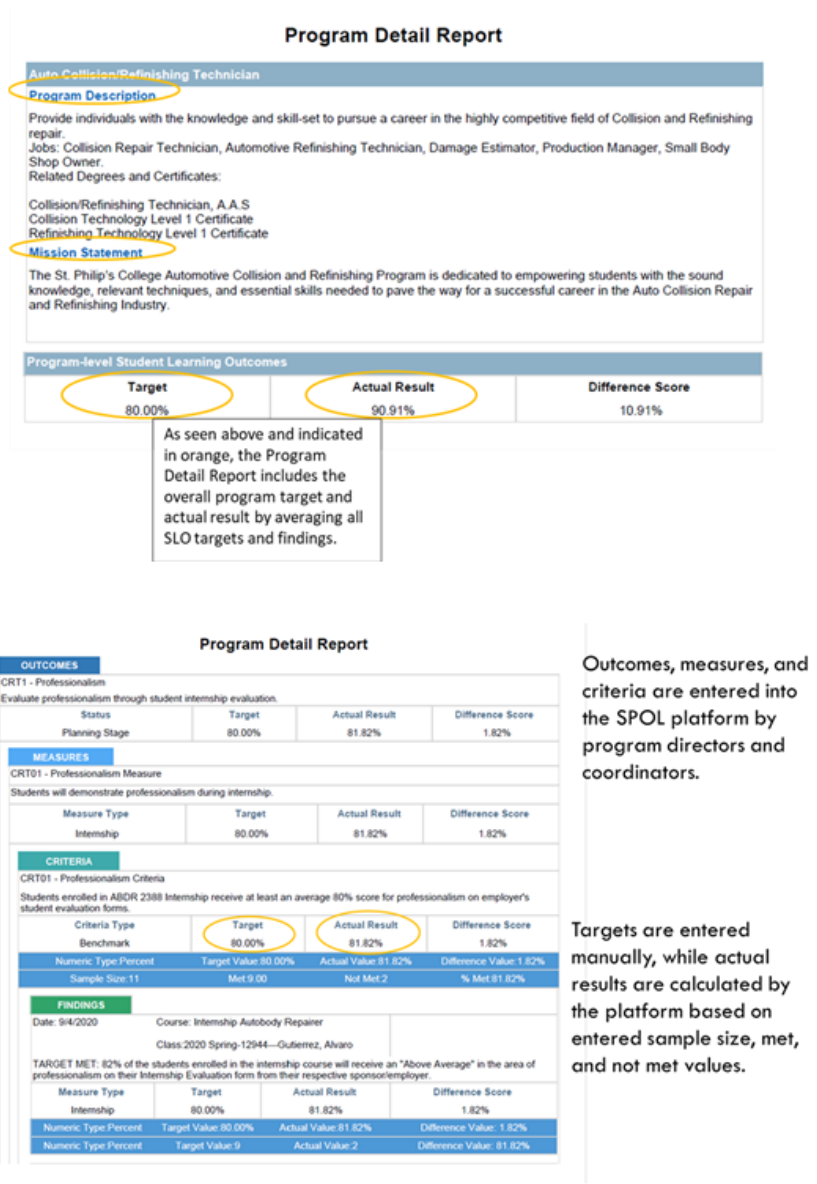
This data is distributed to the President’s Cabinet, Academic Deans, and Department Chairs and made available through Institutional Planning, Research, and Effectiveness (IPRE) Department’s Institutional Data to reinforce transparency and data-informed decision-making. PSLOs and corresponding data for the AA and AS are entered into SPOL for institutional reporting, subsequently included in the Program Review Feedback process to maintain consistent records across all programs.

Educational Program-level Student Learning Outcomes (PSLOs)

St. Philip’s College identifies Program Student Learning Outcomes as knowledge, skills, and behaviors expected of students at program completion. Educational programs across the College develop and review Program Student Learning Outcomes. PSLOs are determined by program directors and/or coordinators based on specific program characteristics, including programmatic accreditation, workforce and industry needs, and academic requirements. These PSLOs, along with outcome-specific criteria and targets, are entered into the Strategic Planning Online (SPOL) Assessment module, where findings track outcome efficacy, which may be accessed and assessed by program directors, departmental chairs, and academic deans on an ongoing basis. Prior to the 2019–2020 academic year, these outcomes were reported through WEAVE online planning and assessment software, and archival records informed the transition to the SPOL platform, allowing process continuity. The Covid-19 pandemic disrupted the SPOL Assessment

module implementation process in Spring 2020. Still, training resumed via Zoom, allowing program directors and coordinators to begin the migration into the new platform. Educational program entries are required to include program description/mission and program-level student learning outcomes with identified measures, criteria, targets, and findings. Developments manifesting from this transition include more robust visual data calculation and precise identification of PSLO findings and areas needing improvement, creating a more comprehensive overview of student learning outcome achievement and/or programmatic shortcomings. The Program Detail Reports provide an overview of each program’s SLOs by overall and individual targets, results, and the difference score. An excerpted Program Detail Report is shown below (Figure 8.2.a-1: Program Detail Report) for the Auto Collision/Refinishing Technician program:

Figure 8.2.a-1: Program Detail Report



Although the platform allows for electronic program review, this feature has not been deployed at this time as users continue to adapt to the new system. Program reviews are conducted via the Program Review Feedback Form. The Coordinator of Measurement and Evaluation reviews the general content. The department chairs and Academic Deans review the specific content and context to ensure program SLOs and associated criteria are wholly and accurately recorded. Through this process, academic subject matter experts can identify areas needing improvement.

Space has been identified within the platform for entering Improvements as of the 2020-2021 academic cycle to ensure an inclusive overview and record. For 2019–2020, improvements are addressed through unit plans, Assessment Day reporting, and Instructional Unit Reviews. Figure 8.2.a.2 below shows the template for the Program Review Feedback Form.

Figure 8.2.a-2: Program Review Feedback Form Template

Program Review Completed By:	Academic Program: Planning Cycle:			
	Non-compliant	Compliant	Exemplary	Notes and Feedback
Program Description	No description provided	Description accurately describes program purpose/priorities	Description clearly defines programmatic purpose, those it serves, and aligns with the college mission	
Outcomes:	Objectives are missing, incomplete, unmeasurable, or do not address student learning	All outcomes address program-specific student learning and are measurable	All outcomes stated with clarity and specificity including precise verbs, description of the content/skill/or attitudinal domain, and specification of whom should be assessed	
Measures	Measures missing or do not address adequate data collection method or source	Measure includes method, process, and/or source of data, but no direct measures	Direct measure that clearly states the data source/methodology and aligns to outcome	
Criteria	Criteria is missing, inaccurate, or unrelated to the outcome	Criteria is entered and clearly aligns to the outcome	Criteria clearly aligns to the outcome, measure and target, is clearly defined and relevant	
Targets	Target is missing or unrelated to the outcome	Target clearly aligns to the related outcome	Target clearly aligns to the related outcome and contains specificity	
Findings	Findings are missing or do not relate to the Outcome/Target	All findings are entered	Findings entered with full analysis relating to trends, stakeholders, and/or impact and direct relationship to outcome	
Analysis	Analysis is missing or inadequately describes findings	Analysis accurately addresses findings	Comprehensive analysis that describes the results and how results relate to future strategic initiatives	
Seeking Improvement	No evidence of seeking improvement or modifications	Evidence is provided and outdated objectives retired/revised as appropriate	Evidence for seeking improvement is clearly provided and multiple strategies have been identified with specific details	

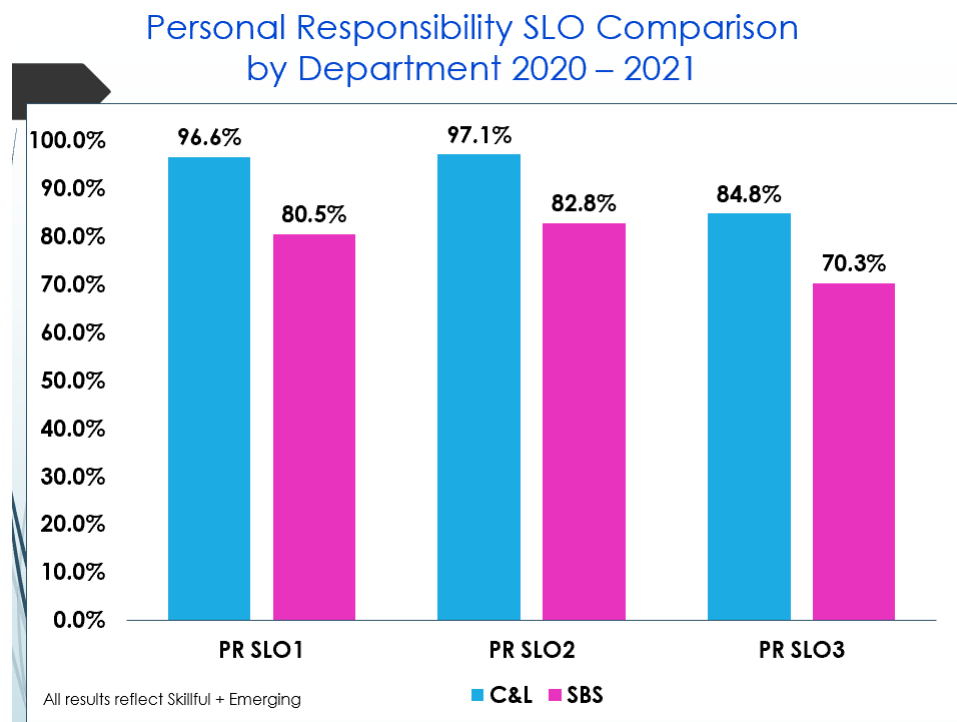
Examples of Improvement through Assessment

The programmatic improvement resulting from assessment occurs as needed to enhance student learning and academic success. For example, alternative instruments were explored and implemented when the nursing program found that exclusive use of Assessment Technologies Institute (ATI) comprehensive predictors led to low SLO attainment and pass rates. St. Philip's College's Registered Nursing program overall pass rate for the 2017–2018 cohort was 62.5% (5 out of 8 students), well below the Texas Board of Nursing required 80%. For the third cohort, 2018–2019, UWorld was added as a National Council Licensure Examination (NCLEX) practice tool, while ATI was scaled back. This group had an overall pass rate of 92.7% (26 out of 28 students). (Artifact [8.2.a-14 2008-18 SPC LicensureRN](#)) For 2019–2020, preliminary reporting shows that St. Philip's College's registered nursing program students surpassed the needed 80% required by the Texas Board of Nursing (25 of 27 students, 93% pass rate; Artifact [8.2.a-15](#)

[2019-20 PrelimLicensureRN](#)). The nursing programs continue to support and improve student learning through special tuition spending initiatives (Artifact: 8.2.a 2019-2020 PlanningVPAS_HS [Obj. 247](#)).

Additional department-level improvement was sought following the 2019–2020 ISLO assessment cycle. For this reason, the Social and Behavioral Sciences Department initiated a program objective to improve declining emerging and skillful results for student learning outcomes related to the general education core competency of personal responsibility (Artifact [SBS Obj. 629](#)). This strategic approach to improving performance proved successful when the department achieved a 2020–2021 overall personal responsibility score of 77.9% emerging and skillful, 7.9% above the 70.0% target. All associated departmental student learning outcome components met or exceeded this target, as displayed in Figure 8.2.a-3: Personal Responsibility SLO Comparison of Communications and Learning and Social and Behavioral Sciences Departments 2020–2021, below.

Figure 8.2.a-3: Personal Responsibility SLO Comparison of Communications and Learning and Social and Behavioral Sciences Departments 2020–2021



Institutional strategies to improve and enhance student learning include expanding open educational resources to ensure all students have access to appropriate course materials and working with advisory committees in workforce and technical programs for stronger alignment between student learning outcomes and industry needs (Artifact: 8.2.a 2019-2020 PlanningVPAS_HS [Obj. 278](#) and [Obj. 377](#)). Table 8.2.a-1 details each program with student learning outcome summary and artifact links to the respective program details reports for 2019-2020 PSLOs, program review feedback forms, and documented improvements and strategies.

2020-2021 PSLOs are linked in Column 2, although Findings are pending for many programs.

Table 8.2.a-1 Program Student Learning Outcomes and Program Outcomes Artifacts and Evidence

Arts and Sciences			
Program	Program Student Learning Outcomes (PSLOs) - (links for 2020-2021 PSLOs)	2019-2020 Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Associate of Arts (Related departments include Communications and Learning – C&L, Fine Arts and Kinesiology – FAKIN, and Social and Behavioral Sciences – SBS)	PSLO 1: Critical Thinking PSLO 2: Communication AA PSLO 4 Teamwork AA PSLO 5 Social Responsibility AA PSLO 6: Personal Responsibility *PSLO 1, 2, 6 assessed 2019-2020; PSLO 4, 5, 6 assessed 2020-2021	8.2.a-17 AS_AA 2019-20 PDR (3-9) PRF (1-2)	Unit plan objectives: C&L Obj. 221 SBS Obj. 629 FAKIN Obj. 726 Artifact Assessment: 8.2.a-13 2020-21 CoreCompetency (pages 10-12)
Associate of Arts in Teaching	PSLO 1: Certified Teacher process PSLO 2: Differentiated Teaching PSLO 3: Alter Lesson plan PSLO 4: Classroom diversity Revised for 2020-	8.2.a-18 AS_AAT 2019-20 PDR (3-12) PRF (1-2)	8.2.a 2020-21_AAT_SLO2

	<p>2021:</p> <p>AAT PSLO 1 Graded Rubrics and Presentations</p> <p>AAT PSLO 2 Lesson Plans and Teaching Demo</p> <p>AAT PSLO 3 Fieldwork and Analysis</p> <p>AAT PSLO 4 Teaching Scenario Analysis</p>		
<p>Associate of Science</p> <p>(Related departments include Engineering and Mathematics – E&M and Natural Sciences – NS)</p>	<p>PSLO 1: Critical Thinking</p> <p>PSLO 2: Communication</p> <p>AS PSLO 3 Empirical & Quantitative Skills</p> <p>AS PSLO 4 Teamwork</p> <p>*PSLO 1, 2 assessed 2019-2020; PSLO 3, 4 assessed 2020-2021</p>	<p>8.2.a-19 AS_AS 2019-20 PDR (3-9)</p> <p>PRF (1-2)</p>	
Applied Science and Technology (AST) - MLK			
Automotive Technology			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Automotive Technology / General Motors Automotive Service Education Program	<p>PSLO 1: Demonstrate Electrical/Electronic Fundamentals</p> <p>PSLO 2: Practice</p>	<p>8.2.a-20 AST-MLK_AutoTech 2019-20</p> <p>PDR (3-11)</p> <p>PRF (1-2)</p>	8.2.a 2019-2020 PlanningAST-MLK Obj. 332 (page 7)

Professionalism			
Business Information Solutions			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Bookkeeping Specialist	PSLO 1: Manage Accounting Transactions	8.2.a-21 AST-MLK_BIS_Bkpg 2019-20 PDR (3-6) PRF (1-2)	
Business Management and Technology (includes Construction Business Management)	BMT PSLO 1: Interpreting information BMT PSLO 2: Technology benefits	8.2.a-22 AST-MLK_BIS_BMT 2019-20 PDR (3-6) PRF (1-2)	
Information Technology (Network Administrator and Cybersecurity)	IT PSLO 1 Occupational Readiness IT PSLO 2 Networking	8.2.a-23 AST-MLK_BIS_IT 2019-20 PDR (3-8) PRF (1-2)	
Office Systems Technology	1 OST PSLO - Computer Literacy 2 OST PSLO - Student Applied Skill(s)	8.2.a-24 AST-MLK_BIS_OST 2019-20 PDR (3-6) PRF (1-2)	8.2.a 2020-21 IUR all (OST page 22)
Tourism, Hospitality, and Culinary Arts			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Baking and Pastry Arts	Baking and Pastry Arts PSLO 1: Sanitation and Safety Baking and Pastry Arts PSLO 2: Professional Skills Baking and Pastry	8.2.a AST-MLK_THCA_Baking 2019-20 PDR (3-11) PRF (1-2)	

	Arts PSLO 3: Equipment Utilization		
Culinary Arts	Culinary Arts PSLO 1: Sanitation and Safety Culinary Arts PSLO 2: Equipment Utilization Culinary Arts PSLO 3: Professional Skills	8.2.a AST-MLK_THCA_Culinary 2019-20 PDR (3-7) PRF (1-2)	8.2.a 2019-2020 PlanningAST-MLK Obj. 142 (page 51)
Hospitality Management	Hospitality Mgmt PSLO 1: Ethical Decision Making Hospitality Mgmt. PSLO 2: Student Networking Opportunities in Hospitality Industry Organizations Hospitality Mgmt PSLO 3: Student Effective Communication Skills	8.2.a AST-MLK_THCA_Hospitality 2019-20 PDR (3-8) PRF (1-2)	
Hotel Management	Assessed in 2019-2020 1-Ethical Decision Making 2-Professionalism in Hospitality 3-Development of Effective Networking Assessed in 2020-2021 HM PSLO 1 -	8.2.a AST-MLK_THCA_HotelMgmt 2019-20 PDR (3-8) PRF (1-2)	

	Identify Hotel Departments		
Restaurant Management	Restaurant Mgmt. PSLO 1 Sanitation and Safety Practices Restaurant Mgmt. PSLO 2 Students Demonstrate Ethical Decision Making	8.2.a AST-MLK_THCA_RestMgmt 2019-20 PDR (3-11) PRF (1-2)	
Applied Science and Technology (AST) - SWC			
Allied Construction Trades			
Program	Program Student Learning Outcomes (PSLOs)	Program Review Feedback	Additional Improvements
Air Conditioning, Heating & Refrigeration	1 ACHR PSLO - Basic Electrical Troubleshooting Skills	8.2.a AST-SWC_ACT_ACHR 2019-20 PDR (3-5) PRF (1-2)	8.2.a-16 2020-21 PlanEdProgAll page 4
Computer Engineering Technology	1 CET PSLO - Subnetting skills 2 CET PSLO - Electronic Skills 3 CET PSLO -Field Experience Skills	8.2.a AST-SWC_ACT_CET 2019-20 PDR (3-10) PRF (1-2)	
Construction Technology	Assessed 2019-2020 1 CT PSLO - NCCER certification 2 CT PSLO - Employment 3 CT PSLO -Safety Assessed 2020-2021 1 CT PSLO - Critical Thinking and Confidence	8.2.a AST-SWC_ACT_Construction 2019-20 PDR (3-7) PRF (1-2)	8.2.a-16 2020-21 PlanEdProgAll page 72 (Obj 745) 8.2.a 2020-21_IUR_all page 303

	CT PSLO Constructional Technology Skills		
Electrical Trades	PLSO 1 Industry Software Benchmarking	8.2.a AST- SWC_ACT_Electrical 2019-20 PDR (3-5) PRF (1-2)	
Plumber's Helper/Plumbing Trades	Assessed 2019-2020 1 PHPT PLSO - Effectively Train Qualified Plumbers Assessed 2020-2021 1 PHPT PSLO - Critical Thinking and Confidence	8.2.a AST- SWC_ACT_Plumbing 2019-20 PDR (3-5) PRF (1-2)	8.2.a-16 2020-21 PlanEdProgAll page 173 (Obj 345) 8.2.a 2020- 21 IUR all page 1838
Power Generation and Alternative Energy	PSLO 1 Electronics Skills PSLO 2: NABCEP Associate Level Exam PSLO 3: Field Experience Skills Added 2020-2021 PGAE PSLO 1 - Industry Certification	8.2.a AST- SWC_ACT_PGAE 2019- 20 PDR (3-7) PRF (1-2)	
Welder/Welding Technologist	Welding PSLO 1 AWS Codes Welding PSLO 2 Joints	8.2.a AST- SWC_ACT_Welding 2019-20 PDR (3-6) PRF (1-2)	
Transportation and Manufacturing Technology			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements

Advanced Manufacturing Technician (AMT)	AMT PSLO 1: Electronics Skills AMT PSLO 2: Robotics Skills AMT PSLO 3: Practicum Evaluation	8.2.a AST-SWC_TMT_AMT 2019-20 PDR (3-7) PRF (1-2)	
Aircraft Technician	PSLO 1 Blueprints charts and graphs	8.2.a AST-SWC_TMT_Aircraft 2019-20 PDR (3-5) PRF (1-2)	8.2.a-16 2020-21 PlanEdProgAll page 7
Auto Collision / Refinishing Technician	1 ACRT PSLO - Professionalism 2 ACRT PSLO - Shop Safety (added 2020-2021)\ 3 ACRT PSLO - Quality of Work	8.2.a AST-SWC_TMT_Auto 2019-20 PDR (3-6) PRF (1-2)	
Automated Industrial Process	AIP PSLO 1 Practicum Performance Students performance in practicum is an indicator of success AIP PSLO 2 Instrumentation Systems Troubleshooting	8.2.a AST-SWC_TMT_AIP 2019-20 PDR (3-6) PRF (1-2)	
Diesel Technology / Technician	Diesel PSLO 1 Safety Practices Diesel PSLO 2 Practice Professionalism	8.2.a AST-SWC_TMT_Diesel 2019-20 PDR (3-7) PRF (1-2)	

	Diesel PSLO 3 Entry Level Skills		
CNC Manufacturing Technician	1 PSLO - Increase the utilization of interactive online resources in program coursework 2 PSLO - Industry Certifications	8.2.a AST- SWC_TMT_Mfg 2019-20 PDR (3-6) PRF (1-2)	
Health Sciences			
Healthcare Sciences and Early Childhood			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Diagnostic Medical Sonography	PLSO 1 - Clinical Competency PSLO 2 - DMSO 2230 Course Pass Rate PSLO 3 - Graduation Rate PSLO 4 - Employment Rate	8.2.a HS_HCSEC DMSO 2019-2020 PDR (4-9) PRF (1-3)	8.2.a 2020- 21_IUR_all page 397 Please open this link in a .pdf reader and scroll to page 397.
Early Childhood and Family Studies	ECFS1-PSLO1: Promoting Child Development and Learning ECFS2-PSLO2: Building Family and Community Relationships ECFS3-PSLO3: Observing, Documenting, and Assessing to Support Young Children and Families	8.2.a HS_HCSEC ECFS 2019-2020 PDR (3-13) PRF (1-2)	8.2.a 2019-2020 PlanningVPAS_HS Obj. 307 (page 84)

	<p>ECFS4-PSLO4: Using Developmentally Effective Approaches</p> <p>ECFS5-PSLO5: Using Content Knowledge to Build Meaningful Curriculum</p> <p>ECFS6-PSLO6: Becoming a Professional</p>		
Invasive Cardiovascular Technology	<p>1 ICT PSLO X-ray competency</p> <p>2 ICT PSLO ACLS certification</p>	<p>8.2.a HS_HCSEC CVTT 2019-2020</p> <p>PDR (4-7)</p> <p>PRF (1-3)</p>	<p>8.2.a 2020- 21_IUR_all page 3034</p>
Radiography Technologist	<p>1 RT PSLO Pass Rate</p> <p>2 RT PSLO Employment Rates</p> <p>2020-2021 revisions:</p> <p>1 RT PSLO- Radiation Protection</p> <p>2 RT PSLO- Continuing Education Credits</p>	<p>8.2.a HS_HCSEC RADR 2019-2020</p> <p>PDR (3-6)</p> <p>PRF (1-2)</p>	<p>8.2.a 2020- 21_IUR_all page 1899-1900</p> <p>Please open this link in a .pdf reader and scroll to pages 1899-1900.</p>
Respiratory Care Technology	<p>PSLO 1: Critical Thinking and Judgment</p> <p>PSLO 2: Personal and Professional Behavior</p>	<p>8.2.a HS_HCSEC RSPT 2019-2020</p> <p>PDR (4-9)</p> <p>PRF (1-3)</p>	<p>8.2.a 2020- 21_IUR_all page 2271</p> <p>Please open this link in a .pdf reader and scroll to page 2271.</p>
Surgical	PLSO 1 -	8.2.a HS_HCSEC	




































Technology	Competency PSLO 2-Communication PSLO 3-Professionalism	SurgTech 2019-2020 PDR (3-8) PRF (1-2)	
Health Sciences and Histologic Technology			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Biomedical Engineering Technology	BIOM-PSLO1 - Clinical Applications BIOM-PSLO2 - Engineering Technology Application BIOM-PSLO3 - Science and Mathematics Application	8.2.a HS_HSH_BMET 2019-2020 PDR (3-7) PRF (1-2)	
Health Information Technology	Domain I PSLO. Data Structure, Content, and Information Governance Domain II PSLO. Information Protection: Access, Use, Disclosure, Privacy, and Security Domain III PSLO. Informatics, Analytics, and Data Use Domain IV PSLO. Revenue Cycle Management	8.2.a HS_HSH_HealthInfoTech 2019-2020 PDR (3-14) PRF (1-2)	




























	Domain V PSLO. Health Law & Compliance Domain VI PSLO. Organizational Management & Leadership		
Histologic Technician	1 PSLO-Basic Histology Methodologies 2 PSLO-Interpersonal / Organizational Skills	8.2.a HS_HSH_HistoTech 2019-2020 PDR (3-12) PRF (1-2)	
Medical Laboratory Technician (MLT)	2020-2021 revisions: 1 PLSO-First-Time Certification Pass Rates 2 PSLO-Completion of Program Academic and Clinical Requirements 3 PSLO-Completion of Entry Level Skills 4 PSLO-Performing Basic Operations of a Hematology and Coagulation Analyzer	8.2.a HS_HSH_MedLabTech 2019-2020 PDR (3-7) PRF (1-2)	
Occupational Therapy Assistant	PSLO 1: Occupational Therapy Knowledge Exam Domain 1 - Collaborating and Gathering Information	8.2.a HS_HSH_OTA 2019-2020 PDR (3-7) PRF (1-2)	8.2.a 2019-2020 PlanningVPAS_HS Obj. 99 (page 56) Please open this link in a .pdf reader and scroll to page 56.

	<p>PSLO 2: Occupational Therapy Knowledge Exam Domain 2 - Implement Interventions</p> <p>PSLO 3: Occupational Therapy Knowledge Exam Domain 3 Uphold Professional Standards & Responsibilities</p>		
Physical Therapist Assistant	<p>1 PSLO-Entry-level safe practice</p> <p>2 PSLO-Knowledge of musculoskeletal and neuromuscular systems</p> <p>3 PSLO-Interprofessional and/or intra-professional collaboration</p>	<p>8.2.a HS_HSH_PTA 2019-2020</p> <p>PDR (3-8)</p> <p>PRF (1-2)</p>	<p>8.2.a 2019-2020 PlanningVPAS_HS Obj. 145 (page 60)</p> <p>Please open this link in a .pdf reader and scroll to page 60.</p>
Vision Care Technology	<p>PSLO 1: Demonstrate Basic Eye Examination Techniques</p> <p>PSLO 2: Apply Intrapersonal Organizational Skills</p>	<p>8.2.a HS_HSH_VisionCare 2019-2020</p> <p>PDR (3-7)</p> <p>PRF (1-2)</p>	
Nursing Education			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Nurse Aide for Health Care	<p>1 PSLO-Member of the Profession</p> <p>2 PSLO-Provider of</p>	<p>8.2.a HS_NursingEd NurseAide 2019-20</p> <p>PDR (3-7)</p>	







	Patient-Centered Care 3 PSLO-Course Completion	PRF (1-2)	
Nursing: Career Mobility - LVN/Military to ADN Mobility	1 LVN PSLO-Member of the Profession 2 LVN PSLO-Provider of Patient-Centered Care 3 LVN PSLO-Patient Safety Advocate 4 LVN PSLO-Member of the Health Care Team 5 LVN PSLO-NCLEX Pass Rate	8.2.a HS_NursingEd ADN 2019-20 PDR (3-13) PRF (1-2)	8.2.a 2019-2020 PlanningVPAS_HS Obj. 247 (page 123) Please open this link in a .pdf reader and scroll to page 123.
Vocational Nursing	1 VN PSLO-Member of Profession 2 VN PSLO Provider of Patient-Centered Care 3 VN PSLO Patient Safety Advocate 4 VN PSLO Member of the Healthcare Team 5 VN PSLO NCLEX-PN (National Council Licensure Examination-Practical Nursing) pass rates	8.2.a HS_NursingEd_LVN 2019-20 PDR (4-14) PRF (1-3)	8.2.a 2019-2020 PlanningVPAS_HS Obj. 247 (page 123) Please open this link in a .pdf reader and scroll to page 123.

Evidentiary Documents



















-  [8.2.a 2019-2020 PlanningAST-MLK.pdf](#)
-  [8.2.a 2019-2020 PlanningVPAS HS.pdf](#)
-  [8.2.a-1 pba-cycle.pdf](#)
-  [8.2.a-10 RubricsRevised.pdf](#)
-  [8.2.a-11 2018-19 CoreCompetency.pdf](#)
-  [8.2.a-12 2019-20 CoreCompetency.pdf](#)
-  [8.2.a-13 2020-21 CoreCompetency.pdf](#)
-  [8.2.a-14 2008-18 SPC LicensureRN.pdf](#)
-  [8.2.a-15 2019-20 PrelimLicensureRN.pdf](#)
-  [8.2.a-16 2020-21 PlanEdProgAll.pdf](#)
-  [8.2.a-17 AS AA 2019-20.pdf](#)
-  [8.2.a-18 AS AAT 2019-20.pdf](#)
-  [8.2.a-19 AS AS 2019-20.pdf](#)
-  [8.2.a-2 19-20 OUAP Timeline.pdf](#)
-  [8.2.a-20 AST-MLK AutoTech 2019-20.pdf](#)
-  [8.2.a-21 AST-MLK BIS Bkpg 2019-20.pdf](#)
-  [8.2.a-22 AST-MLK BIS BMT 2019-20.pdf](#)
-  [8.2.a-23 AST-MLK BIS IT 2019-20.pdf](#)
-  [8.2.a-24 AST-MLK BIS OST 2019-20.pdf](#)
-  [8.2.a-25 AST-MLK THCA Baking 2019-20.pdf](#)
-  [8.2.a-26 AST-MLK THCA Culinary 2019-20.pdf](#)
-  [8.2.a-27 AST-MLK THCA Hospitality 2019-20.pdf](#)
-  [8.2.a-28 AST-MLK THCA HotelMgmt 2019-20.pdf](#)
-  [8.2.a-29 AST-MLK THCA RestMgmt 2019-20.pdf](#)
-  [8.2.a-3 20-21 OUAP Timeline.pdf](#)
-  [8.2.a-30 AST-SWC ACT ACHR 2019-20.pdf](#)
-  [8.2.a-31 AST-SWC ACT CET 2019-20.pdf](#)
-  [8.2.a-32 AST-SWC ACT Construction 2019-20.pdf](#)
-  [8.2.a-33 AST-SWC ACT Electrical 2019-20.pdf](#)
-  [8.2.a-34 AST-SWC ACT PGAE 2019-20.pdf](#)
-  [8.2.a-35 AST-SWC ACT Plumbing 2019-20.pdf](#)
-  [8.2.a-36 AST-SWC ACT Welding 2019-20.pdf](#)
-  [8.2.a-37 AST-SWC TMT AIP 2019-20.pdf](#)
-  [8.2.a-38 AST-SWC TMT Aircraft 2019-20.pdf](#)
-  [8.2.a-39 AST-SWC TMT AMT 2019-20.pdf](#)

-  [8.2.a-4 OUAP Announcement.pdf](#)
-  [8.2.a-40 AST-SWC TMT Auto 2019-20.pdf](#)
-  [8.2.a-41 AST-SWC TMT Diesel 2019-20.pdf](#)
-  [8.2.a-42 AST-SWC TMT Mfg 2019-20.pdf](#)
-  [8.2.a-43 HS HCSEC CVTT 2019-20.pdf](#)
-  [8.2.a-44 HS HCSEC DMSO 2019-20.pdf](#)
-  [8.2.a-45 HS HCSEC ECFS 2019-20.pdf](#)
-  [8.2.a-46 HS HCSEC RADR 2019-20.pdf](#)
-  [8.2.a-47 HS HCSEC RSPT 2019-20.pdf](#)
-  [8.2.a-48 HS HCSEC SurTech 2019-20.pdf](#)
-  [8.2.a-49 HS HSH BMET 2019-20.pdf](#)
-  [8.2.a-5 RIP cycle.pdf](#)
-  [8.2.a-50 HS HSH HealthInfo 2019-20.pdf](#)
-  [8.2.a-51 HS HSH HistoTech 2019-20.pdf](#)
-  [8.2.a-52 HS HSH MedLabTech 2019-20.pdf](#)
-  [8.2.a-53 HS HSH OTA 2019-20.pdf](#)
-  [8.2.a-54 HS HSH PTA 2019-20.pdf](#)
-  [8.2.a-55 HS HSH VisionCare 2019-20.pdf](#)
-  [8.2.a-56 HS NursingEd ADN 2019-20.pdf](#)
-  [8.2.a-57 HS NursingEd NurseAide 2019-20.pdf](#)
-  [8.2.a-58 HS NursingEd LVN 2019-20.pdf](#)
-  [8.2.a-6 BOT NS WIG.pdf](#)
-  [8.2.a-60 2020-21 AAT SLO2.pdf](#)
-  [8.2.a-61 2020-21 IUR all.pdf](#)
-  [8.2.a-7 2020-21 DpmtAssessors.pdf](#)
-  [8.2.a-8 2020-21 SampleCourses.pdf](#)
-  [8.2.a-9 RubricsPre-revisions.pdf](#)


































Associated Objectives















-  [221-Ensure SLOs are followed across Communications & Learning courses](#)
-  [332-Improve industry connections](#)
-  [629-Improve ISLO scores for personal responsibility](#)
-  [726-Institutional Objective](#)
-  [345-Reorganize the lab](#)
-  [745-Update all certificates and degrees for Construction](#)

Associated Outcomes

-  [27-Subnetting skills](#)
-  [214-AA PSLO 4 Teamwork](#)
-  [215-AA PSLO 5 Social Responsibility](#)
-  [204-AAT PSLO 1 Graded Rubrics and Presentations](#)
-  [205-AAT PSLO 2 Lesson Plans and Teaching Demo](#)
-  [206-AAT PSLO 3 Fieldwork and Analysis](#)
-  [207-AAT PSLO 4 Teaching Scenario Analysis](#)
-  [220-Advanced Cardiac Life Support ACLS](#)
-  [217-AS PSLO 3 Empirical & Quantitative Skills](#)
-  [216-AS PSLO 4 Teamwork](#)
-  [23-Baking and Pastry Arts PSLO 1 Sanitation and Safety](#)
-  [98-Baking and Pastry Arts PSLO 2 Professional Skills](#)
-  [99-Baking and Pastry Arts PSLO 3 Equipment Utilization](#)
-  [179-Basic Electrical Troubleshooting Skills](#)
-  [53-Basic Histology Methodologies](#)
-  [11-BIOM-PSLO1 - Clinical Applications](#)
-  [112-BIOM-PSLO2 - Engineering Technology Application](#)
-  [173-BIOM-PSLO3 - Science and Mathematics Application](#)
-  [44-BMT PSLO 1: Interpreting information - verify that you can read information regarding e-commerce](#)
-  [45-BMT PSLO 2: Technology benefits and management](#)
-  [241-Completion of Entry Level Skills](#)
-  [240-Completion of Program Academic and Clinical Requirements](#)
-  [202-Computer Literacy](#)
-  [246-Construction Technology Skills](#)
-  [167-Continuing Education Credits](#)
-  [140-Course Completion](#)
-  [226-Critical Thinking and Confidence](#)
-  [225-Critical Thinking and Confidence](#)
-  [83-Culinary Arts PSLO 1 Sanitation and Safety](#)
-  [109-Culinary Arts PSLO 2 Equipment Utilization](#)
-  [108-Culinary Arts PSLO 3: Professional Skills](#)
-  [46-Diesel PSLO 1 Safety Practices](#)
-  [47-Diesel PSLO 2 Practice Professionalism](#)
-  [48-Diesel PSLO 3 Entry Level Skills](#)
-  [110-ECFS1-PSLO1: Promoting Child Development and Learning](#)

-  [111-ECFS2-PSLO2: Building Family and Community Relationships](#)
-  [113-ECFS3-PSLO3: Observing, Documenting, and Assessing to Support Young Children and Families](#)
-  [114-ECFS4-PSLO4: Using Developmentally Effective Approaches](#)
-  [115-ECFS5-PSLO5: Using Content Knowledge to Build Meaningful Curriculum](#)
-  [116-ECFS6-PSLO6: Becoming a Professional](#)
-  [210-Electronic Skills](#)
-  [24-Electronics Skills](#)
-  [223-Entry-level safe practice](#)
-  [211-Field Experience Skills](#)
-  [168-First-Time Certification Pass Rates](#)
-  [91-Hospitality Mgmt PSLO 1 Ethical Decision Making](#)
-  [93-Hospitality Mgmt PSLO 3 Student Effective Communication Skills](#)
-  [92-Hospitality Mgmt. PSLO 2 Student Networking Opportunities in Hospitality Industry Organizations](#)
-  [233-Hotel Mgmt. PSLO 1 Identify Hotel Departments](#)
-  [175-Increase the utilization of interactive online resources in program coursework](#)
-  [245-Industry Certification](#)
-  [176-Industry Certifications](#)
-  [191-Instrumentation Systems Troubleshooting](#)
-  [121-Interpersonal / Organizational Skills](#)
-  [124-Interprofessional and/or intraprofessional collaboration](#)
-  [224-Knowledge of musculoskeletal and neuromuscular content](#)
-  [148-Member of Profession](#)
-  [144-Member of the Health Care Team](#)
-  [151-Member of the Healthcare Team](#)
-  [134-Member of the Profession](#)
-  [141-Member of the Profession](#)
-  [145-NCLEX Pass Rate](#)
-  [152-NCLEX-PN, \(National Council Licensure Examination-Practical Nursing\) pass rates](#)
-  [143-Patient Safety Advocate](#)
-  [150-Patient Safety Advocate](#)
-  [242-Performing Basic Operations of a Hematology and Coagulation Analyzer](#)
-  [76-PLSO 1 - Clinical Competency](#)
-  [182-PLSO 1 - Competency](#)
-  [193-PLSO 1 Industry Software Bench marking](#)
-  [77-PLSO 2 - DMSO 2230 Course Examination Pass Rate](#)

-  [34-Practicum Evaluation](#)
-  [188-Practicum Performance Students performance in practicum is in an indicator of success](#)
-  [228-Professionalism](#)
-  [149-Provider of Patient Centered Care](#)
-  [142-Provider of Patient Centered Care](#)
-  [138-Provider of Patient Centered Care](#)
-  [25-PSLO 1 Blueprints charts and graphs](#)
-  [160-PSLO 1 Demonstrate Basic Eye Examination Techniques](#)
-  [19-PSLO 1 Electronics Skills](#)
-  [10-PSLO 1 Occupational Therapy Knowledge Exam Domain 1 - Collaborating and Gathering Information](#)
-  [70-PSLO 1. Domain I. Data Structure, Content, and Information Governance](#)
-  [35-PSLO 1: Critical Thinking](#)
-  [118-PSLO 1: Critical Thinking and Judgment](#)
-  [89-PSLO 1: Demonstrate Electrical/Electronic Fundamentals](#)
-  [31-PSLO 1: Manage Accounting Transactions](#)
-  [80-PSLO 2 Occupational Therapy Knowledge Exam Domain 2 - Implement Interventions](#)
-  [161-PSLO 2 Apply Intrapersonal Organizational Skills](#)
-  [183-PSLO 2- Communication](#)
-  [71-PSLO 2. Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security](#)
-  [36-PSLO 2: Communication](#)
-  [195-PSLO 2: NABCEP Associate Level Exam](#)
-  [119-PSLO 2: Personal and Professional Behavior](#)
-  [90-PSLO 2: Practice Professionalism](#)
-  [78-PSLO 3 - Graduation Rate](#)
-  [96-PSLO 3 Occupational Therapy Knowledge Exam Domain 3 Uphold Professional Standards & Responsibilities](#)
-  [185-PSLO 3- Professionalism](#)
-  [72-PSLO 3. Domain III. Informatics, Analytics, and Data Use](#)
-  [196-PSLO 3: Field Experience Skills](#)
-  [79-PSLO 4 - Employment Rate - Employer Satisfaction](#)
-  [73-PSLO 4. Domain IV. Revenue Cycle Management](#)
-  [74-PSLO 5. Domain V. Health Law & Compliance](#)
-  [75-PSLO 6. Domain VI. Organizational Management & Leadership](#)
-  [40-PSLO 6: Personal Responsibility](#)

-  [37-PSLO 6: Personal Responsibility](#)
-  [43-PSLO 6: Personal Responsibility](#)
-  [234-PSLO1 Occupational Readiness](#)
-  [238-PSLO2 Networking Student Success and Performance](#)
-  [230-Quality of Work](#)
-  [165-Radiation Protection](#)
-  [68-Restaurant Mgmt. PSLO 1 Sanitation and Safety Practices](#)
-  [69-Restaurant Mgmt. PSLO 2 Students Demonstrate Ethical Decision Making](#)
-  [33-Robotic Skills](#)
-  [199-Shop Safety](#)
-  [203-Student Applied Skill\(s\)](#)
-  [66-Welding PSLO 1 AWS Codes](#)
-  [67-Welding PSLO 2 Joints](#)
-  [219-X-ray competency](#)

9 EDUCATIONAL PROGRAM STRUCTURE AND CONTENT

1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) is based upon fields of study appropriate to higher education. (Program content) 9Core Requirement) **(Program Content)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College complies with Core Requirement 9.1. St. Philip's College offers degree programs that embody a coherent course of study that are compatible with its stated mission to empower our diverse student population through *personal and educational growth, career readiness, and community leadership*. The personal and educational growth components of the College's mission are addressed through the core objectives in place for each concentration. The attached AA Degree and AAS Degree in Automotive Technology provide examples of these core objectives (see [Artifacts 9.1-1_AA DegreePlan](#) and [9.1-2_AAS_Automotive](#)). Degree programs are designed to address institutional student learning outcomes in critical thinking skills, communication skills, empirical and quantitative skills, teamwork, personal responsibility, and social responsibility. Moreover, St. Philips' College measures comprehensive objectives yearly using our Strategic Planning Online (SPOL) software. Lastly, St. Philip's College conducts periodic institutional unit reviews to maintain compliance, degree completion, enrollment and overall sustainability of all programs. The Instructional Unit Review Evaluation for Aircraft Technologies are attached as examples of this IUR program review process ([9.1-4_IUR AircraftEvaluation](#)).

St. Philip's College's curriculum process ensures that students engage in active and collaborative learning activities that address college-level core objectives at the degree program level and align with the College mission. The faculty program coordinators determine the coherent sequencing of courses within degree programs at St. Philip's College. Program coordinators ensure that all programs meet state and external regulatory agency requirements and guidelines to include course student learning objectives and program objectives. During the review of their program, courses are logically aligned to ensure coursework prepares students from one semester to the next semester. Program coordinators meet with advisory boards and faculty to discuss learning objectives and sequencing. The attached artifacts provide examples of the Curriculum Committee process:

- [9.1-6_CCMinutes](#)
- [9.1-7_CCMinutes2020](#)
- [9.1-8_CCMinutes2020\(2\)](#)
- [9.1-9_ManufacturingCertificateRevision](#)

- [9.1-10_ChemistryCourseProposal](#)
- [9.1-11_MachiningNewCourseProposal](#)
- [9.1-12_CoreCurriculum](#)
- [9.1-13_NurseAideCourseRevision](#)
- [9.1-14_AASEarlyChildhoodFamilyStudies](#)

The Applied Science and Technology Division at Martin Luther King (MLK), the Applied Science and Technology Division at Southwest Campus (SWC), and the Health Sciences Divisions report yearly on their Program Student Learning Outcomes to ensure student success. St. Philip's College programs adopt and utilize the Texas Higher Education Coordinating Board's Guidelines for Instructional Programs in Workforce Education (GIPWE) manual and the Workforce Education Course Manual (WECM), accessed via an online search tool to determine course offerings. Both the GIPWE and WECM manuals are linked below (see Artifacts [9.1-15_GIPWE](#) and [9.1-16_WECMProtocolManual](#)). When necessary, courses are adopted or revised for degree plans. Program courses are selected for degree plans by discipline lead with input from industry leaders through yearly advisory committee meetings. They are sequenced by identifying required prerequisites for courses that progress beyond basic knowledge and skills to intermediate and advanced student learning objectives. In addition, St. Philip's College faculty subject matter experts in each discipline are selected to participate in statewide workshops to review and update Workforce Education Course Manual courses.

St. Philip's College works in conjunction with the Texas Higher Education Coordinating Board (THECB) Academic Course Guide Manual (ACGM), which serves as a guide for sequencing courses within the disciplines offered by the Arts and Sciences Division (see [Artifact 9.1-17_ACGM](#)). Refer to Academic Course Guide Manual Computer Science COSC 1337 course (see Artifact [9.1-18_COSCPreReq](#)) as an example of prerequisites. Faculty from each program concentration, with support and recommendations from their respective program advisory committees, select discipline-specific courses required for degrees and certificates.

The Curriculum Committee consists of faculty, chairs, and Academic Deans who recommend approval for new, closing, and revised programs. The Curriculum Committee meets on a bi-monthly basis to review curriculum proposals and discuss College curriculum issues. Course modalities, to include in-person, hybrid, or online delivery, go through the same curriculum evaluations, updates, creation, and archiving of courses and programs. In addition, any substantive change must go through the St. Philip's College Curriculum Committee. The Curriculum Handbook (see [Artifact 9.1-19_CurriculumCCGuidebook](#)) outlines the relevant procedures. The St. Philip's College Curriculum Committee ensures that any recommended program change supports the broader range of program offerings and does not adversely impact students.




















All updates to the curriculum must be initiated by faculty and go through the Curriculum Committee. The Manufacturing Maintenance Certificate is one example of Curriculum Committee review and approval of sequencing. St. Philip's College demonstrates that all

programs are appropriate to higher education by adopting and putting into practice the Texas Higher Education Coordinating Board and other regulatory agency (i.e., National Institute for Automotive Service Excellence and Texas Board of Nursing) requirements and guidelines, as well as, through the St. Philip's College Curriculum Committee, the internal review system led by faculty chairs and Academic Deans, as described above.

Summary

St. Philip's College offers degree programs that embody a coherent course of study and are compatible with its mission to empower students through personal and educational growth, career readiness, and community leadership. As described above, St. Philip's College ensures that all programs are compliant and function within the guidelines of all outside stakeholders. All changes to the curriculum are vetted internally by the St. Philip's College Curriculum Committee.

Evidentiary Documents

-  [9.1-01 AA DegreePlan.pdf](#)
-  [9.1-02 AAS Automotive.pdf](#)
-  [9.1-03 IURAircraft.pdf](#)
-  [9.1-04 IURAircraftEval.pdf](#)
-  [9.1-05 IURPsychology.pdf](#)
-  [9.1-06 CCMinutes.pdf](#)
-  [9.1-07 CCMinutes2020.pdf](#)
-  [9.1-08 CCMinutes2020\(2\).pdf](#)
-  [9.1-09 ManufacCertiRev.pdf](#)
-  [9.1-10 ChemCourseProp.pdf](#)
-  [9.1-11 MachNewCrsProp.pdf](#)
-  [9.1-12 CoreCurriculum.pdf](#)
-  [9.1-13 NurseAideCrsRev.pdf](#)
-  [9.1-14 AASEarlyChildFam.pdf](#)
-  [9.1-15 GIPWE.pdf](#)
-  [9.1-16 WECM Protocol.pdf](#)
-  [9.1-17 ACGM.pdf](#)
-  [9.1-18 COSCPreReqs.pdf](#)
-  [9.1-19 CCGuidebook.pdf](#)

- 2** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length) (Core Requirement) **(Program Length)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College is in compliance with Core Requirement 9.2 by offering 48-degree programs based on a minimum of 60 semester credit hours, as set forth by the Texas Higher Education Coordinating Board (THECB), adopted by St. Philip's College, and listed in St. Philip's College Course Catalog. St. Philip's College adopted and adheres to the Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Rule 7.3 ([see highlighted section 5 A&B](#)), which requires a minimum of 60 semester credit hours for each degree offered: Associate of Arts in Teaching, Associate of Arts, Associate of Science, and Associate of Applied Science.

As listed on the Texas Higher Education Coordinating Board (THECB) report titled *THECB Program Inventory by CIP for SPC* (see [Artifact 9.2-02 THECBProgramInventorySPCCIP](#)), St. Philip's College offers an Associate of Arts in Teaching (AAT) degree, an Associate of Arts (AA) degree with concentrations, an Associate of Science (AS) degree with concentrations, and 45 Associate of Applied Science (AAS) degrees.

In accordance with THECB rules and permissions, St Philip's College does offer four Associate of Applied Science degrees that exceed the 60-semester credit hour limit in the Health Sciences fields. Through accrediting bodies' policies and advisory boards' support, the degrees in Diagnostic Medical Sonography (64 hours), Physical Therapist Assistant (65 hours), Radiography Technologist (64 hours), and Respiratory Care Technology (66 hours) have been approved by THECB to exceed 60 semester credit hours. This exemption is documented on the THECB webpage titled *60 Semester Credit Hour (SCH) Exemptions* (see [Artifact 9.2-03 THECBExemptions](#)).

St. Philip's College does not offer programs that rely on other means of assessment and degree awarding methods aside from the traditional semester credit hour.

Faculty and department chairs review recommendations by accrediting bodies and their policies, advisory committees, the St. Philip's College Curriculum Committee, cross-College discipline teams, and the Alamo Colleges Curriculum Council (ACCC), as well as the Texas Higher Education Coordinating Board to inform them of needed program revisions. When revisions to a degree plan or program are made, faculty ensure that they follow the curriculum and program

revision process of St. Philip's College as outlined in the Curriculum Committee Handbook. Faculty ensure that any changes made to the degree offer 60 semester credit hours as advertised in the St. Philip's College's catalog. Table 9.2.1 below lists each of the degrees that St. Philip's College offers. Each of the degrees is attached as well (see Artifacts 9.2-04 through 9.2-51 linked in Table 9.2.1: St. Philip's College Degrees).

Table 9.2.1: St. Philip's College Degrees Supporting Documents




















St. Philip's College Degrees			
Division Name	Department Name	Degree Title (with a link)	Semester Credit Hours
Arts and Sciences	Communication and Arts	Associate of Arts	60
Arts and Sciences	Communication and Arts	Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education FOS	60
Arts and Sciences	Communication and Arts	Associate of Arts in Teaching 7-12 and Other EC-12 FOS	60
Arts and Sciences	Natural Sciences	Associate of Science	60
Applied Science and Technology-Southwest Campus (SWC)	Transportation and Manufacturing Technologies	Advanced Manufacturing Technology (AMT), AAS	60
Applied Science and Technology (SWC)	Allied Construction Trades	Air Conditioning and Heating, A.A.S	60
Applied Science and Technology (SWC)	Allied Construction Trades	Air Conditioning and Refrigeration, A.A.S.	60
Applied Science and Technology (SWC)	Transportation and Manufacturing Technologies	Aircraft Technician Airframe, A.A.S	60
Applied Science and Technology (SWC)	Transportation and Manufacturing Technologies	Aircraft Technician Powerplant, A.A.S	60
Applied Science and Technology (SWC)	Transportation and Manufacturing Technologies	Automated Industrial Processing Electronics/Mechatronics, A.A.S	60
Applied Science and Technology,	Automotive Technology	Automotive Technology, A.A.S	60

































Martin Luther King Campus (MLK)			
Applied Science and Technology, (MLK)	Tourism Hospitality and Culinary Arts	Baking and Pastry Arts, A.A.S	60
Health Sciences	Health Sciences and Histology	Biomedical Engineering Technology, A.A.S	60
Applied Science and Technology, (MLK)	Business Information Solutions	Bookkeeping Specialist, A.A.S	60
Applied Science and Technology, (MLK)	Business Information Solutions	Business Management and Technology, A.A.S.	60
Applied Science and Technology, (MLK)	Business Information Solutions	CISCO Networking Professional A.A.S	60
Applied Science and Technology, (SWC)	Transportation and Manufacturing Technologies	CNC Manufacturing Technician, A.A.S	60
Applied Science and Technology, (SWC)	Transportation and Manufacturing Technologies	Collision/Refinishing Technician, A.A.S	60
Applied Science and Technology (SWC)	Allied Construction Trades	Computer Engineering Technology Technician, A.A.S	60
Applied Science and Technology (MLK)	Business Information Solutions	Construction Business Management, A.A.S	60
Applied Science and Technology (SWC)	Allied Constructions Trades	Construction Technology, A.A.S	60
Applied Science and Technology (MLK)	Tourism, Hospitality, and Culinary Arts	Culinary Arts, A.A.S.	60
Health Sciences	Healthcare Science and Early Childhood	Diagnostic Medical Sonography, A.A.S.	64
Applied Science and Technology (SWC)	Transportation and Manufacturing Technologies	Diesel Construction Equipment Technician, A.A.S	60
Applied Science and Technology (SWC)	Transportation and Manufacturing Technologies	Diesel/Light to Heavy Truck Technology A.A.S	60
Health Sciences	Healthcare Science and Early	Early Childhood and Family Studies, A.A.S	60

	Childhood		
Applied Sciences and Technology (SWC)	Allied Construction Trades	Electrical Trades, A.A.S	60
Applied Science and Technology (MLK)	Automotive Technology	General Motors Automotive Service Educational Program (ASEP), A.A.S	60
Health Sciences	Health Science and Histology	Health Information Technology, A.A.S	60
Health Sciences	Health Science and Histology	Histologic Technician A.A.S	60
Applied Science and Technology (MLK)	Tourism, Hospitality, and Culinary Arts	Hospitality Management, A.A.S	60
Applied Science and Technology (MLK)	Tourism, Hospitality, and Culinary Arts	Hotel Management, A.A.S	60
Applied Science and Technology (MLK)	Business Information Solutions	Information Technology Cybersecurity Specialist, A.A.S	60
Applied Science and Technology (MLK)	Business Information Solutions	Information Technology Network Administrator, A.A.S.	60
Health Sciences	Healthcare Science and Early Childhood	Invasive Cardiovascular Technology, A.A.S	60
Health Sciences	Health Science and Histology	Medical Laboratory Technician, A.A.S	60
Health Sciences	Nursing Education	Nursing: Career Mobility - LVN/Military to ADN Mobility Program	60
Health Sciences	Health Science and Histology	Occupational Therapy Assistant, A.A.S.	60
Applied Science and Technology (MLK)	Business Information Solutions	Office Systems Technology, A.A.S.	60
Health Sciences	Health Science and Histology	Physical Therapist Assistant, A.A.S	65
Applied Science and Technology (SWC)	Allied Construction Trades	Power Generation and Alternative Energy A.A.S	60
Health Sciences	Healthcare Science and Early	Radiography Technologist, A.A.S.	64

	Childhood		
Health Sciences	Healthcare Science and Early Childhood	Respiratory Care Technology, A.A.S	66
Applied Science and Technology (MLK)	Tourism, Hospitality, and Culinary Arts	Restaurant Management, A.A.S	60
Health Sciences	Healthcare Science and Early Childhood	Surgical Technology A.A.S	60
Health Sciences	Health Science and Histology	Vision Care Technology, A.A.S	60
Applied Science and Technology (MLK)	Business Information Solutions	Web and Mobile Developer, A.A.S.	60
Applied Science and Technology (SWC)	Allied Construction Trades	Welder/Welding Technologist, A.A.S	60

Evidentiary Documents

-  [9.2-01 TXAdminCode.pdf](#)
-  [9.2-02 THECBPrgInvSPC_CIP.pdf](#)
-  [9.2-03 THECBExemptions.pdf](#)
-  [9.2-04 AssociateofArts.pdf](#)
-  [9.2-05 A.A.TeachingFOS.pdf](#)
-  [9.2-06 A.A.Teaching 7-12OFOS.pdf](#)
-  [9.2-07 AssociateofScience.pdf](#)
-  [9.2-08 AdvMfgTechAAS.pdf](#)
-  [9.2-09 AirCondHeatAAS.pdf](#)
-  [9.2-10 AirCondRefrigAAS.pdf](#)
-  [9.2-11 AircraftTechnAirfrmAAS.pdf](#)
-  [9.2-12 AirTechPwrpltAAS.pdf](#)
-  [9.2-13 AutoIndryProcElecMechAAS.pdf](#)
-  [9.2-14 AutomotiveAAS.pdf](#)
-  [9.2-15 BakingPastryArtsAAS.pdf](#)
-  [9.2-16 BiomedicalEnginTechAAS.pdf](#)
-  [9.2-17 BookkeepingSpclAAS.pdf](#)
-  [9.2-18 BusMgmtTechAAS.pdf](#)
-  [9.2-19 CISCONetrkProfAAS.pdf](#)

-  [9.2-20 CNCMfgTechAAS.pdf](#)
-  [9.2-21 ColliRefTechAAS.pdf](#)
-  [9.2-22 CompEngTechAAS.pdf](#)
-  [9.2-23 ConstrBusMgmtAAS.pdf](#)
-  [9.2-24 ConstrTechnAAS.pdf](#)
-  [9.2-25 CulinaryArtsAAS.pdf](#)
-  [9.2-26 DiagMedSonoAAS.pdf](#)
-  [9.2-27 DieselConstsEquipTechAAS.pdf](#)
-  [9.2-28 DiesLgtHvyTruckTechAAS.pdf](#)
-  [9.2-29 EarlyChildFamStdsAAS.pdf](#)
-  [9.2-30 ElectricalTradesAAS.pdf](#)
-  [9.2-31 GMAutoSvcEduProgram.pdf](#)
-  [9.2-32 HealthInfoTechAAS.pdf](#)
-  [9.2-33 HistologicTechAAS.pdf](#)
-  [9.2-34 HospitalityMgmtAAS.pdf](#)
-  [9.2-35 HotelMgmtAAS \(1\).pdf](#)
-  [9.2-36 InfoTechNetAdmAAS.pdf](#)
-  [9.2-37 InfoTechCyberSpecAAS.pdf](#)
-  [9.2-38 InvCardioTechAAS.pdf](#)
-  [9.2-39 MedLabTechAAS.pdf](#)
-  [9.2-40 NursLVN Mil-ADN AAS.pdf](#)
-  [9.2-41 OcclTherAsstAAS.pdf](#)
-  [9.2-42 OfcSysTechAAS.pdf](#)
-  [9.2-43 PhysTherAsstAAS.pdf](#)
-  [9.2-44 PwrGenAltEnergyAAS.pdf](#)
-  [9.2-45 RadTechAAS.pdf](#)
-  [9.2-46 RespCareTechAAS.pdf](#)
-  [9.2-47 RestMgmtAAS.pdf](#)
-  [9.2-48 SurgTechAAS.pdf](#)
-  [9.2-49 VisionCareTechAAS.pdf](#)
-  [9.2-50 WebMobDevAAS.pdf](#)
-  [9.2-51 WeldTechAAS.pdf](#)

10 EDUCATIONAL POLICIES, PROCEDURES, AND PRACTICES

- 2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. **(Public Information)**

Compliant

Partial Compliance

Non-Compliant

Narrative

A sound educational practice allows an institution's constituents to be informed about academic calendars, grading policies, and refund policies. A best educational practice is for policies and calendars to be published and widely distributed. St. Philip's College, as a two-year public college, produces an eCatalog for its undergraduate students. The eCatalog is a dynamic document, which is updated as critical changes occur throughout the year. The St. Philip's College eCatalog is available across platforms and is accessible for students regardless of the mode of instruction. There is an annual review and update of all content contained within the eCatalog.

The St. Philip's College's online college catalog, referred to as eCatalog, is the source publication where information is centrally housed for currently enrolled students, prospective students, and the general public. The eCatalog allows access to local, state, and federal information, which empowers the student to navigate with transparency. The College specifically outlines to students, prospective students, and the general public the College's semester/annual academic calendar, college grading policy, tuition and fee schedule, and the refund policy. Figure 10.2-1 demonstrates the eCatalog webpage students see when accessing the Schedule of Classes.

Figure 10.2-1 Schedule of Classes

The screenshot shows the St. Philip's College website. The top navigation bar includes links for 'Apply', 'Request Information', and 'Visit SPC'. The left sidebar contains a 'Publication Search' section and a list of navigation links including 'SCHEDULE OF CLASSES'. The main content area is titled 'SCHEDULE OF CLASSES' and features a dropdown menu for 'St. Philip's College Schedule/Catalog 2021-2022'. Below the title, there is a section for 'Scheduled Closures for the 2021-2022 Academic Year' listing various holidays and breaks. The page also includes information about the registration process, the ACES Portal, and a link to the '15-Step Banner Registration Guide'.

Students, prospective students, and the general public can access the online eCatalog and then click on links in the left sidebar to read and review the College's semester/annual calendar, College grading policy, tuition and fee schedule, and the refund policy. Figures 10.2-1 through 10.2-8 provide a general illustration of the information provided to the public.

The Academic Calendar offers students, prospective students, or the general public the opportunity to view important information for the semester and academic year. Visitors navigate the calendar by clicking on links in the left sidebar or by selecting hyperlinks within the eCatalog.

Figure 10.2-2 Academic Calendar

The screenshot shows the St. Philip's College Academic Calendar webpage. The header includes the college logo and navigation links: 'Apply', 'Request Information', and 'Visit SPC'. Below the header is a search bar and a sidebar with various links. The main content area is titled 'Academic Calendar' and includes sections for '2021-2021 Academic Calendar' with links for Fall 2021, Spring 2022, and Summer 2022. It also lists 'DAILY WEB REGISTRATION HOURS OF OPERATION' and 'Fall 2021' registration dates.

The Academic Standards webpage provides students with information about attendance, grades, student academic standing and probation, student eligibility to participate in college events and activities, and the process for honors standing. Students, prospective students, and the general public can navigate the Academic Standards webpage by clicking on hyperlinks in the left sidebar for specific items or by scrolling down the webpage and clicking hyperlinks embedded within the text.

The Grades section of the Academic Standards webpage offers students, prospective students, and the general public information about the grading system, incomplete grades, incomplete grades for military students, in-process grades, and midterm grades. Visitors to the webpage can also find information about grade point averages and grade point average calculations. Students can click on hyperlinks in the sidebar or embedded within the text on the Academic Standards webpage to learn about grading information.

Figure 10.2-3 is a screenshot of the St. Philip's College Grades and Grading Processes webpages found in the eCatalog. This figure provides an overview of what students, prospective students,

or the general public will find online (see also [Artifact 10.2-1 GradePro](#)).

Figure 10.2-3 Grades and Grading Processes

Information about SPC Grades and Grading Processes

1 Grading System

Grades
Grading System

Course instructors establish grading policy in their respective syllabi. Permanent grades are recorded only at the end of each semester/session. The grades used are:

- A (excellent/receptional performance)
- B (satisfactory average)
- C (average)
- D (below average/poor)
- F (failure)
- I (incomplete)*
- IM (incomplete military)**
- W (withdrawal)***
- NC (non credit)
- W (withdrawal, does not count in a drop limit)
- WD (withdrawal, counts in a drop limit)
- WX (withdrawal exemption, does not count in a drop limit)
- WM (military withdrawal)
- CR (non-traditional credit only)
- AU (audit)
- P (pass)
- MR (not recorded)

Grades no longer in use:

- WF (withdrawal failing)
- WP (withdrawal passing)

2 Information about Incomplete Grades, In-Process Grades, and Midterm Grades

***Incomplete Grades**

The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by governmental hardship, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. An enrollment in the course will not receive the "I." Students may be required to sign an agreement outlining the requirements to satisfactorily complete the course.

****Incomplete Military**

A new grade has been created to assist our military students, the Incomplete Military (IM). In order to obtain the IM grade, the military member completes the Call to Active Service Section (CAS) Form for each course, requesting to be withdrawn or to obtain the Excused Absence with the Faculty Member. The Faculty member assesses the completion of the form. If there is less than 25% of the course remaining (including final examination periods), they assign a grade of "IM" and follow the policy for incomplete grades. If more than 25% of the course remains (including final examination periods), the Faculty member will complete the Expectations for Course Completion Contract with the student. The student then takes the form to the vice-chancellor (VCh) with a copy of their orders and will have 120 days from the date of return of active service to complete the coursework as agreed on the CAS Form. The 120 days is tracked as a program submitted to CS by A&S. However, Faculty will notify Academic Chair and Academic Dean when the Incomplete Military contract is submitted/completed.

*****In-Progress Grades**

A final grade of "IP" may be assigned to students who have not adequately mastered developmental course content during a given semester or term yet who, in the instructor's judgment, have the potential to successfully complete the coursework. The only way to receive a passing grade in a course for which an "IP" grade has been recorded is to re-register for the course and earn a grade of "C" or better at the end of the semester or term in which the re-registration occurs.

Midterm Grades

Faculty will post midterm grades to keep students informed of their progress. Midterm grades may be viewed online through ACE. Midterm grades are for informational purposes only and not final grades of record.

3 Information about Grade Availability, Grade Changes, and Grade Point Average

Grade Availability

At the end of the term, students for whom no final grade is posted by the faculty will have a grade of "NR" (Not Recorded/assigned). Students should follow up with their instructor or, should the instructor not be available, the department chair regarding questions about grades.

Grade Changes

A student has a maximum of one (1) year from the end of the semester or term in which the final grade was issued to request a review of the grade or petition for a change of grade. The responsibility for determining if grades and for judging the quality of academic performance in a course rests with the instructor assigned to the course. A student who believes that the grade received is incorrect should schedule a conference with the instructor and provide supporting documentation to resolve the issue. If the student cannot reach the instructor in a timely manner, the student should contact the department chair for assistance. Grade changes require the approval of the instructor and the respective department chair.

If students are not satisfied with an instructor's decision, they may initiate an Academic Grievance within five (5) days after the instructor's decision. See [Academic Grievance Procedure](#) in [General State and Federal Regulations](#).

Grade Point Average

The grade point average (GPA) is computed by assigning quality values to each grade as follows:

- A - 4 quality points per semester credit hour
- B - 3 quality points per semester credit hour
- C - 2 quality points per semester credit hour
- D - 1 quality point per semester credit hour
- F - 0 quality points per semester credit hour

W, WM, WI, WS, WF, CE, NC, NS, AU - not computed in GPA

- * Incomplete grade carries 0 quality points per semester credit hour. GPA recalculated upon completion of required work (see Incomplete Grades section in this catalog).
- ** Final grade for developmental course and Academic Behavior Contract - not computed in GPA
- ** Continuing Education Completion or Academic Behavior Contract (ongoing on open/closed)

The GPA is derived by dividing the total number of quality points by the total number of semester credit hours attempted (not including W, WM, WI, WS, WF, CE, NC, NS, AU) for which grades have been received. The average is based on all semester and term coursework.

4 Information about calculating Grade Point Average

The GPA is derived by dividing the total number of quality points by the total number of semester credit hour attempted (not including W, WM, WI, WS, WF, CE, NC, NS, AU) for which grades have been received. The average is based on all semester and term coursework.

Calculating the GPA:

- Multiply the number of semester credit hours each course is worth by the quality points earned.
- Add these values.
- Divide this sum by the number of semester credit hours attempted.

	Semester Hours	Grade Points	Quality Points
For Example:			
ENGL 1301	4	B (3)	12
ENGL 1301	3	C (2)	6
SPAN 1411	4	D (1)	4
PSYC 2301	3	C (2)	6
BME 1104	15	A (4)	60
		44	GPA = 44/15
			= 2.93

The student will have two GPAs. The institution GPA is based on courses taken at the home/primary college. The student will also have an overall GPA based on the courses completed at all of the colleges in the Alamo College District.

Repetition of courses: Once a course is repeated at the institution where the grade was earned, the highest earned will be the one recorded in the institution GPA. Other colleges and universities may not follow this practice. Students planning to transfer to another institution should check with that institution concerning its repeat or admissions criteria.

Cost of Attendance

The Cost of Attendance (Tuition and Fee Schedule) can be found online through the eCatalog. Students, prospective students, and the general public can access the cost of attendance and tuition and fee schedules by clicking on the hyperlinks in the left sidebar of the eCatalog. Figure 10.2-4 illustrates the information visitors will see when viewing this webpage in the eCatalog.

See Figures 10.2-4a and 10.2-4b as examples, as well.

Figure 10.2-4 Tuition and Refunds

The screenshot displays the St. Philip's College website interface. At the top, a dark blue navigation bar contains the college logo and name on the left, and three main navigation links: 'Apply', 'Request Information', and 'Visit SPC'. Below this is a white header area with a search bar on the left and a dropdown menu on the right showing 'St. Philip's College Schedule/Catalog 2021-2022'. The main content area is titled 'Tuition & Refunds' and features a list of links: Residency, Tuition Reimbursement/Rebate Policy, Payment Plan, Tuition Waivers, Hazlewood Program for Texas Veterans, Combat Exemption for Children of Military Service Members, Tuition Schedule, Tuition Refund Schedule, Refundable Charges Paid by All Students, Other Refundable Fees, Non-Refundable Fees, and Continuing Education Tuition and Fees Schedule. A small image of students in a classroom is positioned below the list. A left-hand sidebar contains a 'Publication Search' section with a search box and a 'Whole Word/Phrase' checkbox, followed by a list of navigation links including 'Publication Home', 'Administration, Faculty and Staff', 'Contact Information and Hours', 'SCHEDULE OF CLASSES', 'College Overview', 'Search Classes', 'Student Support Services and Resources cont.', 'Steps to Enrollment', 'Student Support Services and Resources', 'Financial Aid Quick Guide', 'SPC Scholarships', 'Registration Guide', '2021-2022 St. Philip's College Student Handbook', 'Tuition and Fees', 'Distance Learning', and 'Registration Dates & Payment'.

Under the Tuition & Refunds section, visitors will find the information for residency requirements, tuition reimbursement plans, tuition waivers, tuition for military members and dependents, and any refundable charges or fees as well as non-refundable charges or fees. Continuing education and fees are also listed.

Some St. Philip's College programs carry special tuition. Those programs are listed under Non-Refundable Fees. Students, prospective students, and the general public can find a listing of courses that have special tuition costs under the Non-Refundable Fees heading, as shown in Figure 10.2-5.

Figure 10.2-5 Non-Refundable Fees


COLLEGE	PROGRAM	TUITION
Special Program Tuition * (per semester unless otherwise stated):		
SPC	Advanced Manufacturing Technology (AMT)	\$400.00
SPC	Air Conditioning	\$250.00
SPC	Aircraft Technology	\$250.00 to \$1,000.00
SPC	Automotive Collision	\$230.00
SPC	Automotive Technology	\$200.00
PAC	Aviation Technology-Pilot	\$295.00 to \$36,000.00
SPC	Bio-Medical Equipment Technology	\$150.00
SAC	Communication Design	\$ 60.00
SPC	Computer Maintenance Technology	\$100.00
SPC	Construction Technology	\$150.00
PAC	Cosmetology	\$300.00
SPC	Culinary Arts/Baking and Pastry	\$200.00
SAC	Dental Assistant/Lab Technician	\$580.00
NVC	Digital Media	\$ 60.00 to \$180.00
NVC	Digital Video & Cinema Production	\$ 60.00 to \$240.00
SPC	Diesel Technology	\$325.00 to \$600.00
SPC	Electrical	\$250.00
SAC	Fire Science	\$1,100.00
SPC	Health Information Technology	\$500.00
SPC	Histology	\$700.00
SPC	Invasive Cardio Vascular	\$700.00
SPC	Manufacturing Engineering Technology	\$300.00
SPC	Medical Laboratory Technician / Phlebotomy	\$700.00
SPC	Nursing - PN/LVN	\$1,600.00
SAC/SPC	Nursing - RN	\$1,600.00
SPC	Occupational Therapy Assistant	\$700.00
PAC	Oil and Gas	\$300.00
NVC	Personal Fitness Training	\$400.00 to \$600.00
SPC	Physical Therapist Assistant	\$700.00
SPC	Plumbing	\$125.00
SPC	Radiography	\$250.00 to \$700.00
SPC	Respiratory Care	\$700.00

A student, prospective student, or member of the general public interested in tuition and refund information can scroll down the webpage to click on hyperlinks embedded in the text or access hyperlinks in the left sidebar.

Refund Schedule

Within the College's eCatalog, students, prospective students, and the general public can find the refund days on the session calendar. Direct references to the College's refund schedule and Figure 6 below provide a look at the information provided to students, prospective students, and the general public.

Figure 10.2-6 Tuition Refund Schedule


ST. PHILIP'S COLLEGE

[Apply !\[\]\(c029974817362751c5ce461e263b8135_img.jpg\)](#)
[Request Information !\[\]\(fa622bb7024fc0efe68a00f8b7fa72b4_img.jpg\)](#)
[Visit SPC !\[\]\(7a338a2d16a53d7b6ab5434d33150bc9_img.jpg\)](#)

Tuition Refund Schedule

(Subject to change without notice)

Students officially dropping or withdrawing from courses at any of the colleges in the Alamo Colleges District will have their tuition calculated according to the following schedules:

Fall and Spring Semesters (16 Week Sessions)

- 100% Prior to the first class day* of semester
- 70% During class days* one (1) through fifteen (15)
- 25% During class days* sixteen (16) through twenty (20)
- 0 After the twentieth (20) class day*

Six Week Summer Sessions

- 100% Prior to the first class day* of semester
- 70% During class days* one (1) through five (5)
- 25% During class days* six (6) through seven (7)
- 0 After the seventh (7) class day*

Eight Week Summer Sessions and Flex Terms

- 100% Prior to the first class day* of the semester
- 70% During class days* one (1) through eight (8)
- 25% During class days* nine (9) through ten (10)
- 0 After the tenth (10) class day*

Open Entry/Open Exit

- 100% Prior to the first class day* of the semester
- 70% During class days* one (1) through eight (8)
- 25% During class days* nine (9) through ten (10)
- 0 After the tenth (10) class day*

* "Class day" is the State of Texas term of art referring to the calendar days that classes generally meet, i.e., Monday-Friday.

Refunds for Students Called to Active Duty

Students who require refunds based on being called to military active duty can find their information listed in the eCatalog on the Registration webpage in the *Withdrawal* section. Refer to Figure 10.2-7 below for an example of this webpage. Military students or their families are provided with the process for withdrawing and obtaining refunds.

Figure 10.2-7 Registration Webpage

Students or prospective students who are active military can click on the Priority Registration for Military Affiliated and Veteran Students hyperlink, which directs them to information connected to military student registration and refunds for students called to active duty. Figure 10.2-8 highlights the refund information given to students called to active duty.

Figure 10.2-8 Refunds for Students Called to Active Duty

Withdrawal for Military Service

Military students may want their transcripts to reflect that they withdrew due to military reasons or may request that their transcripts show no indication that they were enrolled, and the course(s) will be permanently removed from their transcripts. If a student withdraws as a result of military obligations, the colleges, at the student's option and with proper documentation, shall:

- Grant a student who is eligible under the Alamo Colleges District's guidelines a grade in all courses by designating "Withdrawn-Military" (WM) on the transcript, **OR**
- As determined by the instructor, assign an appropriate final grade or credit to a student who has satisfactorily completed a substantial amount of coursework and demonstrated sufficient mastery of the course material.

Refunds for Students Called into Active Duty

Reservists or members of the National Guard called into duty after the start of a semester as a result of U.S. military demands have three (3) options concerning tuition and fees paid to a Texas institution of higher education. According to state statutes and Coordinating Board rules, students can choose to have the college or university:

- Refund the tuition and fees paid for the semester;
- Receive a Withdrawal Military (WM) grade in all courses on the transcript; OR
- As determined by the instructor, assign an appropriate final grade for the course(s).

Please note: There are no provisions for refunds for active duty service members who are deployed as a result of military orders or for individuals who chose to enter into the service.

Recording Withdrawal Grades

Withdrawals are recorded as a "WS" (withdrawn); "W" prior to Fall 2007. Exceptions to the course drop limit are recorded as a "WX" (withdrawn with exception). Military Service withdrawals are recorded as a "WM." All withdrawals have no effect on the GPA but do negatively impact Satisfactory Academic Progress (SAP) for financial aid eligibility. Students who stop attending class may be issued a failing grade (F).

Courses dropped do not become official until the drops have been processed.

Reinstatement to Class

Policy Compliance

Each Spring, the eCatalog is reviewed by all campus constituents to verify accuracy. Revisions are sent to the Registrar's Office for compilation. A final review is sent to all campus constituents for verification before generating the new academic year catalog and archiving the older catalog. Any critical policy or procedural changes to the campus catalog during the academic year based upon local, state, or federal policy is made immediately through the eCatalog system.

Evidentiary Documents
 10.2-1 Grade Pro.pdf

- 3** The institution ensures the availability of archived official catalogs, digital or print, with relevant information for the course and degree requirements sufficient to serve former and returning students. (Archived information) **(Archived Information)**

Compliant

Partial Compliance

Non-Compliant

Narrative

Maintenance of College Catalogs

The St. Philip's College archived catalogs are maintained by the Records and Registration Office and the College Archives. The Records and Registration Office maintains catalogs from 1946–1947 to the present. Print copies are kept in the Welcome Center, Room 203, for all catalogs from 1946–1947 through 2009–2010. Catalogs from 2006–2009 through the present catalog are available online in the form of the eCatalog on the St. Philip's College website as shown in Figures 10.3-1 and 10.3-2 below.

Figure 10.3-1: Online Access to Archived Catalogs, 2006–Present

The screenshot displays the website myspccatalog.alamo.edu/content.php?catoid=2208&navoid=16466. The header includes navigation links for ALAMO COLLEGES DISTRICT, NORTHEAST LAKEVIEW COLLEGE, NORTHWEST VISTA COLLEGE, PALO ALTO COLLEGE, and SAN ANTONIO COLLEGE. The main content area features the Alamo Colleges District logo and the text "St. Philip's College". A search bar is present, along with links for "Apply", "Request Information", and "Visit SPC".

The main content area is titled "Previous SPC Catalogs" and includes a dropdown menu for "St. Philip's College Schedule/Catalog 2021-2022". Below this, text states: "2009-2010 and later archived St. Philip's College Academic Catalogs can be accessed from the drop-down menu above." It also notes: "Earlier archived St. Philip's College Catalogs are available below in PDF format and require the free Adobe Acrobat Reader to view:" followed by links for "2006-2008 catalog" and "2008-2009 catalog".





A sidebar on the left contains a "Publication Search" section with a search box and a "Whole Word/Phrase" checkbox. Below this are various navigation links: "Publication Home", "Administration, Faculty and Staff", "Contact Information and Hours", "SCHEDULE OF CLASSES", "College Overview", "Search Classes", "Student Support Services and Resources cont.", "Steps to Enrollment", "Student Support Services and Resources", "Financial Aid Quick Guide", "SPC Scholarships", "Registration Guide", and "2021-2022 St. Philip's College".

Figure 10.3-2 Current Year Schedule and Academic Catalog

myspccatalog.alamo.edu/index.php

ALAMO COLLEGES DISTRICT NORTHEAST LAKEVIEW COLLEGE NORTHWEST VISTA COLLEGE PALO ALTO COLLEGE SAN ANTONIO COLLEGE

ALAMO COLLEGES DISTRICT
St. Philip's College

SEARCH  Apply  Request Information  Visit SPC 

St. Philip's College Schedule/Catalog 2021-2022

St. Philip's College Schedule/Catalog 2021-2022

Welcome to St. Philip's College's Schedule and 2021-2022 Academic Catalog

-- one of the colleges of the Alamo Colleges District

St. Philip's College welcomes you to our academic publications online. The Catalog provides detailed information about all aspects of the academic experience at St. Philip's College. All references to "Alamo Colleges" in the Catalog are intended to be each of the Colleges in the Alamo Colleges family. The Schedule of Classes provides guidelines for applying to the College and links for registering for classes online.

Navigation Menu
The navigation menu is located on the left side of the page. Use the menu to navigate through the catalog and class schedule.

Search and Navigate
Locate specific programs, courses, colleges, departments, etc. in one of two ways:
Use the Publication Search box:

- From the drop down menu above the search box, choose from
 - Courses
 - Programs
 - Departments
 - Policies and Other Non-Academics
 - Entire Publication
- Type in keyword or phrase (e.g. Technical Writing or ENGL 2311 or Grade Point Average); and click "GO"

Click on a section in the navigation menu:

- To find information on a department or its programs (degrees and certificates), click on "Departments" on the left menu. Departments are listed in alphabetical order.
- To view department information, click on "Go to information about this department." Programs are listed under their departments.
- To find information about a specific program, scroll to find the appropriate department and click on the link.
- Note that Degree Plans and Certificates can be accessed in two different ways -
 - Alphabetically by Academic fields and Technical fields
 - Alphabetically by Degree Type (AA, AS, AAT, AAS, Certificates and Awards)

My Publication
My Publication allows students to save programs and courses of interest. Save content from *any* of the Alamo Colleges' catalogs in a single portfolio.

- Click the "Add to My Publication" link above or below the program/course description to save for future use.
- Review items in your portfolio at any time by clicking the "My Publication" link.

Publication Search

Entire Publication
Search Publication

Whole Word/Phrase
[Advanced Search](#)

Publication Home
Administration, Faculty and Staff

Contact Information and Hours
SCHEDULE OF CLASSES
College Overview
Search Classes
Student Support Services and Resources cont.
Steps to Enrollment
Student Support Services and Resources
Financial Aid Quick Guide
SPC Scholarships
Registration Guide
2021-2022 St. Philip's College Student Handbook
Tuition and Fees
Distance Learning
Registration Dates & Payment Deadlines/Refund Dates
Common Entry Requirements 2021-2022
Final Exam Schedules
2021-2022 CATALOG

President's Message
Academic Calendar
Workforce Development and Continuing Education
Admissions
Registration
Tuition & Refunds
Financial Aid

Access to and copies of the information in these catalogs can be requested via telephone, email, postal mail, or in-person to receive print photocopies or digital PDFs of pages requested.

The College Archives maintains catalogs from 1903 to the present. Print copies are located in a temperature-and-humidity-controlled, secure storage area in the Center for Learning Resources, Room 314A. Electronic copies in Archives are saved as PDF files and kept in a shared drive and in various places within the Archives in workstations, on CDs, and on an external hard drive.

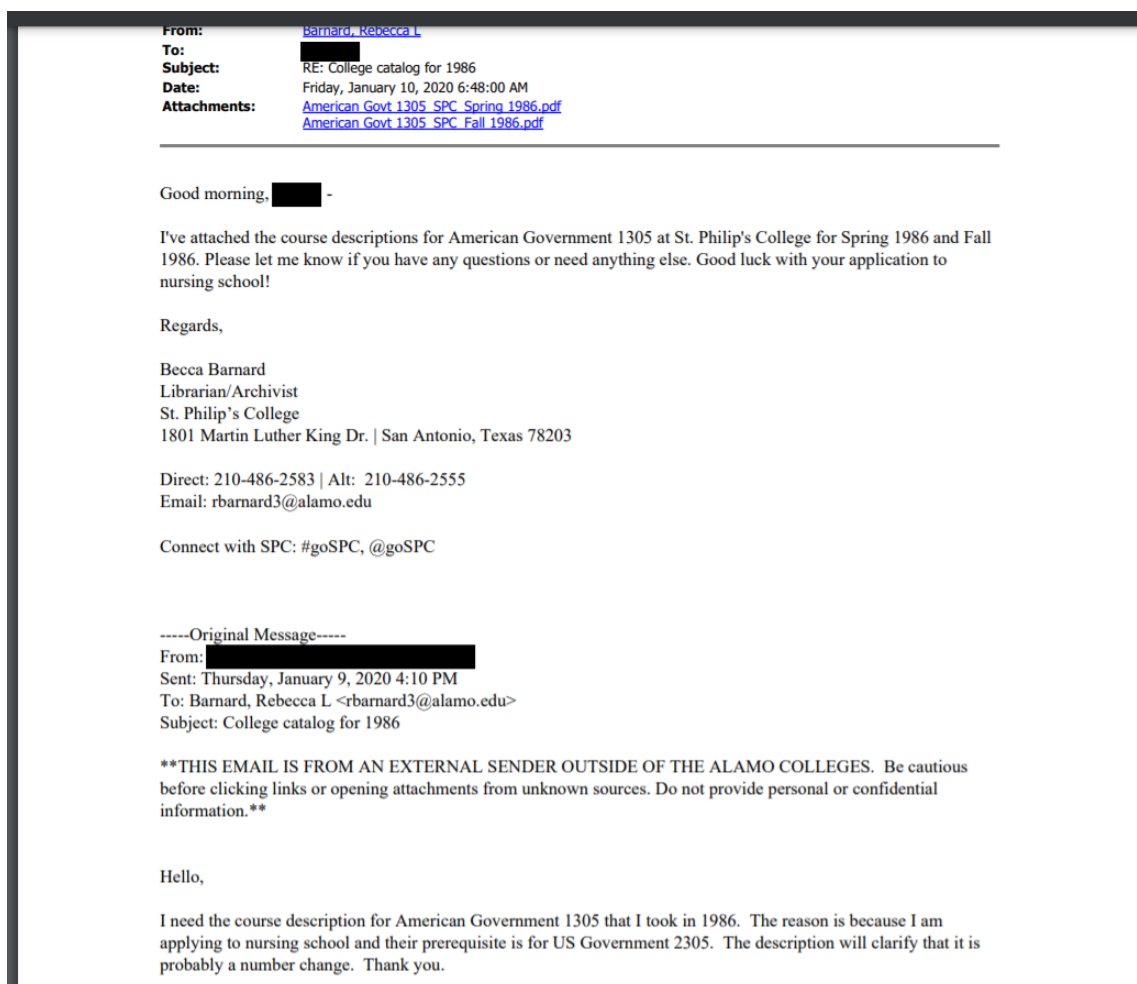
Access to College Catalogs

Students, constituents, and the public may contact either the Records and Registration Office or the College Archives to access catalogs or request information from the catalogs. Requests are generally received via phone or email but can also be handled in person. See Figure 10.3-3 as an

example of a request for archived catalogs.

Because these requests are time-sensitive, the turn-around time for requests is one to three business days. Responses are most often sent via email but mailing print copies of the requested information is also possible at no cost to the requestor.

Figure 10.3-3 Example Email Requesting Archived Catalog Information from Archives



Page 14 of the Student Handbook contains information about how to access eCatalog and archived catalogs on the Records and Registration and Archives websites. See Figure 10.3-4 as an example of page 14 from the Student Handbook. Figure 10.3-5 is the Records and Registration website, showing information on how to request archived catalogs. Figure 10.3-6 is an example of the Archived Collection.

Figure 10.3-4 Example Demonstrating how to Access the Archived College Catalogs in the SPC Student Handbook (Page 14)

MY SUPPORT SERVICES

Academic Advising

To be adequately prepared for registration, students should seek [academic advising](#) before the registration process begins to consider program options and understand the academic requirements to include prerequisites for courses, degrees and programs, and transfer institutions. Having a goal and understanding of what is required to achieve the goal can save time and money.

Visit the Welcome Center for Academic Advising at the MLK campus. At Southwest campus, visit the Student Services office located in Bldg. 1, B172.

Admissions and Records

The [Admissions](#) & Residency/Records & Registration processes admissions applications (ApplyTexas), high school and college transcripts, college transcript requests, state residency determinations, early admissions, and proof of bacterial meningitis vaccinations. Additional information about the admission and registration process can be found in the online [e-catalog](#).

Archived College Catalogs

Information from archived College catalogs, such as course descriptions for transfer credit or employment, can be accessed via the St. Philip's College Office of Records and Registration (spc-records@alamo.edu; 210-486-2284; Welcome Center, Room 203) or the Center for Learning Resources Archives Department (210-486-2583; Center for Learning Resources, Room 314B). Any requests for copies of catalog pages can be sent via e-mail or postal mail.

Career and Transfer Services

The [Career and Transfer Services](#) offers resources, guidance, and assistance with career and transfer planning to current students and graduates. We can provide assistance in choosing a career and college major, assistance with finding both full and or part time employment, help in developing a resume and assistance in locating an internship or practicum site. We offer group and individual sessions on interviewing techniques, dress for success and general labor market information. Assessment programs are available for students to explore careers, majors and joint admission agreements; to include [Purple Briefcase](#), [Career Coach](#) and [Focus 2](#).

The Career and Transfer Services advisors also provides a variety of services and information for students who are interested in transferring to a four-year college or university by providing them with information for admission, selectivity of specific colleges, financial aid, on and off-campus housing, college costs, and when and where one can apply. We can provide students with course equivalency sheets, Transfer core Curriculum Sheets, and Transfer Advising Guides.

14 | Page

Figure 10.3-5 Example of eCatalog and Records, Registration, and Transcript Site

alamo.edu/spc/experience-spc/current-students/records-and-transcripts/

EXPERIENCE SPC / CURRENT STUDENTS / RECORDS, REGISTRATION, AND TRANSCRIPTS

CURRENT STUDENTS

- Career Services
- Commencement/Graduation +
- Parking and Transportation +
- Records, Registration, and Transcripts
- Register for Classes
- Safe Space +
- Standards, Petitions and Appeals +
- Student Resources +
- Transfer +

Records, Registration, and Transcripts

Records and Registration Statement of Commitment

The Office of Records & Registration's mission is to provide reliable and accurate management of all records, including but not limited to transcripts, change of grades, change of primary institution/change of majors, and state reports. Records & Registration seeks to provide the highest quality in customer service, continually improving web-based and electronic services, always within a student-centered environment. Ultimately, Records & Registration staff will strive 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.

Commencement Ceremony (Graduation)

You must apply to graduate in order to be awarded a degree or certificate. There is no graduation fee. We will provide the diploma, cap, and gown.

Visit the [Commencement/Graduation page](#) for more information.

College Catalog (Online)

St. Philip's College welcomes you to our Online Electronic Catalog (E-catalog). The Catalog provides detailed information about all aspects of the academic experience at St. Philip's College. All references to "Alamo Colleges" in the Catalog are intended to be each of the Colleges in the Alamo Colleges family. The Schedule of Classes provides guidelines for applying to the College and links for registering for classes online.

Information from archived College catalogs, such as course descriptions for transfer credit or employment, can be accessed via the St. Philip's College Office of Records and Registration (spc-records@alamo.edu; 210-486-2284; Welcome Center, Room 203) or the Center for Learning Resources Archives Department (210-486-2583; Center for Learning Resources, Room 314B). Any requests for copies of catalog pages can be sent via e-mail or postal mail.

Transcripts

- Official high school or college transcripts may be submitted in the original sealed envelope by mail OR using an encryption service provider (determined by the school), encryption service provider send an official transcript to spc-records@alamo.edu
- Home school transcripts must be notarized and sent by mail
- Texas High Schools may use TREX
- GED score reports sent by mail or email from the GED company, by using the college email address spc-records@alamo.edu

St. Philip's College provides access to archived catalogs in both print and digital format. Catalogs from 2006 through the present are available online. All other catalogs can be requested via telephone, email, postal mail, or in person through the Records and Registration Office or the College Archives (See Figure 6).

Figure 10.3-6 Example of Archived Collections

alamo.edu/spc/about-spc/our-college/history/archives/

ST. PHILIP'S COLLEGE

Apply Request Information Return to Campus MENU

Our Collections

- Archived College Catalogs: Information from archived College catalogs, such as course descriptions for transfer credit or employment, can be accessed via the St. Philip's College Office of Records and Registration (spc-records@alamo.edu; 210-486-2284; Welcome Center, Room 203) or the Center for Learning Resources Archives Department (rbarnard3@alamo.edu; 210-486-2583; Center for Learning Resources, Room 314B). Any requests for copies of catalog pages can be sent via e-mail or postal mail.
- St. Philip's College ECHO Yearbooks: Yearbooks are available for viewing by appointment. Select pages can be sent via email or postal mail.
- Manuscript Collections: Manuscript collections are available for viewing by appointment. These collections cover individuals such as Artemisia Bowden and Dr. Clarence W. Norris, Sr.
- Departmental Records: Departmental records are available for viewing by appointment. Departments include various college functions, such as Marketing and Strategic Communications.
- Photographs: Photographs are available for viewing by appointment. Many photographs can be requested and shared via email.
- Archives Collection (a searchable list of individual archival items)
- The Portal to Texas History (photographs and student newspapers available online)

Visit Us (Archives Reading Room, Center for Learning Resources (CLR), Room 303 or 314-B)

The SPC Archives holds various collections, including yearbooks, catalogs and photographs as well as materials from prominent people throughout our history, such as Artemisia Bowden and Dr. Clarence Norris, Sr. We also hold the audio and transcripts for the oral histories used to write the SPC history book by Dr. Marie Thurston, *St. Philip's College: A Point of Pride on San Antonio's Eastside*. Visit us to view any of these items.

College Catalog Updates

St. Philip's College maintains an annual process to update the eCatalog. Acalog is the software used by the Records and Registration Office to make these updates. The Acalog process ensures the dissemination of accurate, up-to-date information on all college programs via the eCatalog.

Department leads, including those at off-site campuses, are responsible for making necessary edits to their section of the eCatalog. Having department leads act as liaisons with the Records and Registration Office ensures that personnel knowledgeable about the eCatalog content can make updates. In April each year, Records and Registration sends requests for updates (see Figure 10.3-7), along with the timeline (see Figure 10.3-8), and a template (see Figure 10.3-9) used in revising eCatalog content to all these assigned department personnel.

Figure 10.3-7 Records and Registration Requests for Updates

From: Shelton, Tracy L
 Sent: Thursday, May 14, 2020 1:53 PM
 To: Cortez, Christina M; Machen, Paul A; Gavin, Diana
 Cc: Edmonds, Catherine A
 Subject: Catalog edits for 2020-2021 Ecatalog - Student Support Services

6/18/2020 FW: Catalog edits for 2020-2021 Ecatalog - Student Support Services

received correspondence from DSO to submit catalog edits pertaining to curriculum/degree outlines. Now it is time to focus on SPC specific information, as well as involve curriculum analyst to verify degree plans. Please take a look at the attached documents and request your directors, coordinators, administrative assistants, etc. to review the content of the ecatalog for accuracy. Instructions for catalog edits are found in the attached documents.

Let us know if you have questions.

Ecatalog Table of Content:
<https://myspccatalog.alamo.edu/index.php>

Please review the links below, BUT be sure to check the ENTIRE catalog for areas which pertain to you!

Employee Listing: <https://myspccatalog.alamo.edu/content.php?catoid=198&navoid=13545>
 Department Information: <https://myspccatalog.alamo.edu/content.php?catoid=198&navoid=13550>

President's Message
Academic Calendar
College Overview
Student Support Services and Resources
Student Support Services and Resources cont.
SPC Scholarships
Workforce Development and Continuing Education
Admissions
Registration
Tuition & Refunds
Financial Aid
Financial Aid Resources
Academic Standards
Student Code of Conduct
Student Handbook

Figure 10.3-8 Records and Registration Timeline

Timeline for <u>College Specific Content</u> for the 2020-2021 Ecatalog	
<p>Timeline is subject to change. All edits must be provided in writing * Catalog edits are limited to college specific information, does not include course content or degrees.</p>	
Critical Events in Review	
<p>May 18, 2020 - June 15, 2020</p> <p>Note: All content can be reviewed from the published, draft copy of the 2020-2021 Ecatalog</p> <p>SPC 2020-2021 Ecatalog https://myspccatalog.alamo.edu/index.php simply click on the link(s) that will guide you to the Ecatalog, then locate your section by using the PUBLICATION SEARCH column in grey.</p> <p>You will copy & paste your section, both current and the edit version, onto the attached template that has been created as a Word document.</p>	<p>Departments will review & correct College specific content for the College Ecatalog</p> <p>College specific sections:</p> <p><u>2020-2021 SPC Catalog items to review and edit</u> President's Message College Overview Student Support Services and Resources SPC Scholarships Workforce Development and Continuing Education Admissions/Registration/Tuition & Refunds/Fin Aid Financial Aid Quick Guide/Financial Aid Resources Graduation Final Exam Schedule Student Code of Conduct Student Handbook SPC Handbook District/State/Federal Regulations Department Information Degree Information Degrees/certificates/transfer advising guides Course descriptions Administration, Faculty, and Staff Locations and Maps</p>
<p>May 18, 2020 - June 15, 2020</p>	<p>Departments will submit the "2020-2021 catalog edit form" to the Records and Registration office by email</p> <p>Submit form by email to: cedmonds8@alamo.edu with subject line "2020-2021 Catalog and Schedule Edits"</p> <p>REMINDER: Please include your department name, editor name, and a call-back number in the body of the email</p>
<p>June 16 - June 27, 2020</p>	<p>Corrections will be made to non-curriculum topics of the Ecatalog by the Records and Registration Office.</p>

Figure 10.3-9 Records and Registration Template

2020-2021 Catalog Edits

Submit by email to:
Cedmonds8@alamo.edu and tshelton@alamo.edu WEC 203

TO: _____

INSTRUCTIONS:
 Copy and Paste existing information found in the 2020-2021 catalog under “current content” and provide suggested text under “revised content”. You will need to use additional templates for each section.
Current Content: (use red text AND strikethrough for removal or edits of text. **Example**)
Revised Content: (use green text for added or edited text. **Example**)

TITLE OF SECTION and URL:
 Example: (PRESIDENT’S MESSAGE <http://myspccatalog.alamo.edu/content.php?catoid=142&navoid=8136>)

Current Content: (use red text and strikethrough for removal or edits of text. **Example**)

Revised Content: (use green text for added or edited text. **Example**)

Department name:

Name of person making edits:

Contact telephone number of person making edits:

All updates are due to the Records and Registration Office by June. Once the updates have been made, the assigned departments must review and sign off on the updated changes. This process ensures the dissemination of accurate, up-to-date information on all College programs via the eCatalog.

Notification of Changes

Changes to course offerings or the requirements needed to earn a specific credential are updated in the eCatalog each academic year, as detailed above. Only significant changes prompt updates to the catalog, in which case, an addendum is published instead of making changes within the catalog. See Figure 10.3-10 as an example.

The addendum is then published online alongside the eCatalog. An example of such an addendum would be a document or a report required by the Texas Higher Education Coordinating Board (THECB).

Figure 10.3-10 Example of Addendum to eCatalog

The screenshot displays the Alamo Colleges District website. At the top, there is a navigation bar with logos for Alamo Colleges District, Northeast Lakeview College, Northwest Vista College, Palo Alto College, and San Antonio College. Below this is the Alamo Colleges District logo and the name 'St. Philip's College'. A search bar and utility links like 'Apply', 'Request Information', and 'Visit SPC' are also present.

The main content area shows a 'Publication Search' sidebar on the left with a search box and filters. The main content is titled '[Archived Catalog] ADDENDUM: CREDIT/NO CREDIT SPRING 2020 and SUMMER 2020'. The addendum text explains that students have the option to petition for Credit/No Credit (CR/NC) for Spring 2020 and Summer 2020 course grades. It lists several requirements and conditions:

- Students must complete the eligible course with a letter grade A, B, C, D or F to be eligible for Credit/No Credit option.
- There is no numerical value assigned to Credit/No Credit that will affect the student's GPA.
- There is no limit to the number of Spring 2020 eligible course sections that students may convert to Credit/No Credit grading.
- Students may make their decision on a course-by-course basis.
- Students have until July 30th, 2020 to choose for Credit/No Credit for Spring 2020 courses.
- Students have until October 2nd, 2020 to choose for Credit/No Credit for Summer 2020 courses.
- A grade of Credit will be awarded for grades A, B, and C, a grade of No Credit will be awarded for grades D and F.
- All decisions to elect the Credit/No Credit option are final and may not be changed once submitted. The option will not be available after the July 30, 2020 deadline (Spring Courses) and October 2nd (Summer Courses).
- A grade of Credit will earn the semester hours for that course; a grade of No Credit will not earn semester hours.
- Students should consider possible implications of a Credit/No Credit option on their GPA (e.g., on course transfer, GPA calculations, financial aid, etc.). Students are encouraged to speak with an advisor before petitioning for this option.
- The Credit grade will not have an adverse impact on financial aid or veterans' benefits.
- A grade of Credit awarded in Spring 2020 and/or Summer 2020 will satisfy the "C or better" requirement for course prerequisites.
- Students graduating in Spring 2020 must still meet an overall GPA of 2.0 and degree requirements.
- The grade of I will have an extended deadline for resolution. See note below*

A section titled '*Incomplete Grades' explains that the conditional grade of 'I' may be issued to a student having a passing average on all completed coursework but for a justified reason has been prevented from taking the final examination or completing other required coursework. The 'I' becomes an 'F' at the end of the Summer 2021 term, (on August 14th, 2021) unless the student completes the balance of the coursework with a performance grade of 'D' or higher. Re-enrollment in the course will not resolve the 'I'. Students may be required to sign an agreement outlining the requirements to satisfactorily complete the course. Enrollment into subsequent courses may be impacted by students not completing 'I' coursework by registration deadline.

At the bottom, it states: 'If a student completes the balance of the coursework and receives a letter grade prior to July 30th, 2020, they may choose to replace that grade using of the Credit/No Credit option.'

Conclusion

St. Philip's College makes available complete, accurate, timely, accessible, clear, and sufficient archival catalog information to serve the needs of the alumni and former and returning students as well as for external constituencies.

- 5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices) **(Admissions Policies and Practices)**

___ Compliant

___ Partial Compliance

___ Non-Compliant

Narrative

As an open-door admissions institution, St. Philip's College provides admissions policies and practices to meet the needs of all students who wish to become part of the College community. St. Philip's College admits students based on the following enrollment classifications: high school graduates, GED applicants, homeschooled graduates, early admissions graduates, dual credit applicants, college or university transfers, college or university transients, former Alamo Colleges students, international students, senior citizens, and individual approval applicants. The only requirement is the completion of a high school diploma or GED/High School Equivalency. There are no additional minimum admissions requirements such as minimum entrance exam scores, minimum GPA, or class ranking, for example. As a Federal Equal Employment Opportunity (EEO) institution, St. Philip's College admits students without regard to race, religion, gender, national origin, age, disability, veteran status, genetic information, or sexual orientation. Figure 10.5.1 below illustrates where students, prospective students, and the public can learn more about the admissions process using the College eCatalog.

Figure 10.5.1: Admissions Information in eCatalog

The screenshot displays the Alamo Colleges District website, specifically the Admissions page. The header includes the Alamo Colleges District logo and navigation links for Apply, Request Information, and Visit SPC. The main content area is titled "Admissions" and features a list of links for various admission-related topics:

- Admissions Classifications
- General Admission Requirements
- Apply/Texas Application
- Registration/Transient Holds
- Re-enrollment/Appeal Procedure
- Texas Success Initiative (TSI)
- TSI Requirement Exemptions
- Common Entry Requirements for Course Placement
- Academic Fresh Start
- Academic Advising
- Transfer Credit Policy
- Credit by Non-Traditional Means
- CLEP/AP Credit
- International Baccalaureate Degree Program

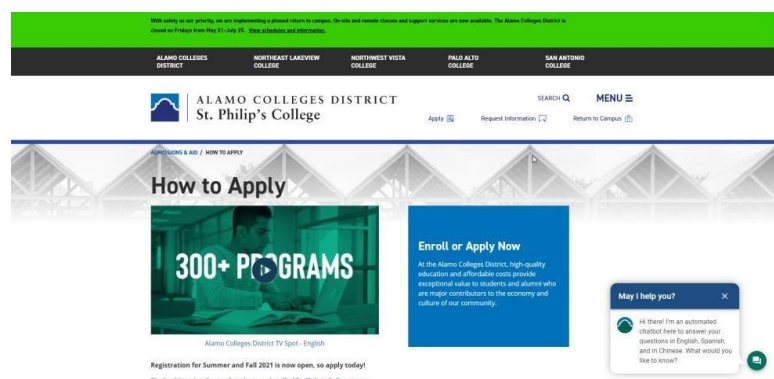
Below the links, there is a paragraph stating: "The Alamo Colleges District (Northwest Lakeview College, Northwest Vista College, Palo Alto College, St. Philip's College, San Antonio College) encourages students to pursue an education beyond high school and welcomes all students to attend."

The College publishes admissions policies consistent with its mission as an open-door institution. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of St. Philip’s College. The College also ensures that independent contractors or agents used for recruiting purposes and admission activities are governed by the same principles and policies as College employees. St. Philip’s consistently applies admissions policies to all applicants. Any exceptions are limited and based upon specific criteria for waiving admissions requirements.

While St. Philip’s College maintains an open admissions policy, some technical and vocational programs have specific admission criteria. For admission into these programs, students must meet the general College requirements based on their corresponding enrollment classification as well as based upon the academic standards and guidelines set forth by each of the following programs: Baking and Pastry Arts, Vocational Nursing, and Allied Health (see Artifacts [10.5.1](#), [10.5.2](#), and [10.5.3](#)).

This policy fully supports the College’s mission to empower our diverse student population through personal and educational growth, career readiness, and community leadership. Procedures within Policy F.2.1 (see Artifacts [10.5.4](#), [10.5.5](#), [10.5.6](#), [10.5.7](#), [10.5.8](#), and [10.5.9](#)) address Texas state residency classification, early admission of high school students, requirements for international students holding an F-1 visa, and the process for obtaining a campus identification card. Procedure F.6.1.1 (Artifacts [10.5.10](#), [10.5.11](#), and [10.5.12](#)) outlines the admissions and registration processes that support student success, such as the establishment of application, registration, and financial aid deadlines. Admissions standards for St. Philip’s College applicants align with those standards outlined by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO), and the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO). Students, potential students, and any member of the public interested in the admissions policies find this information both on the St. Philip’s College website and through the College’s eCatalog. The St. Philip’s College *How to Apply Process* (see Figure 10.5.2 below) illustrates where interested individuals can learn more about the admissions process.

Figure 10.5.2: How to Apply to St. Philip’s College



Admissions Procedure

Basic admissions policies require students to complete the AlamoEnroll module located on the *How to Apply* webpage shown in Figure 10.5.1. The following steps are presented on the *How to Apply* webpage:

1. Applicants determine whether they are Future Students, Former Students, Transfer Students, or Dual Credit students using the information listed on the *How to Apply* web page shown in Figure 1.
2. Applicants review the St. Philip's College Institute career exploration tool to ensure the College is the right fit for them. A PDF document of *Ready-Set-Apply* tips to help make decisions ([Artifact 10.5.10](#)) is available to assist students with the application process.
3. Applicants submit an online ApplyTexas two (2) year college admission application through the ApplyTexas portal.
4. Applicants then link to and complete a FAFSA form.
5. Applicants submit official high school/GED or college transcript from the last college attended.
6. Applicants then receive notification of *Next Steps* through an email and receive the information to log onto the ACES email system to complete additional steps.
7. Applicants are asked to activate AlamoNAVIGATE, an app that provides a pathway for completing their *to-do* lists for registration.
8. Applicants meet the placement requirements with official documentation of the Texas Success Initiatives (TSI), if required, or take mandatory placement tests if TSI scores are not available for placement. Those students who are eligible for exemption of TSI scores complete the following online form for review (see Figure 10.5.3).

Figure 10.5.3: Online Exemption Request for Texas Success Initiative (TSI) Scores

The screenshot shows a web browser window displaying the 'TSI Exemption Request Form' on the St. Philip's College website. The form is titled 'ST. PHILIP'S COLLEGE' and includes a navigation menu with 'Apply', 'Request Information', and 'Return to Campus'. The form fields are as follows:

- Student Phone Number (Ex: 000-000-0000): [Text input field]
- Student Email: [Text input field]
- What are you establishing your exemption on?: [Text input field]
- What document would you like the Testing Center to review for the exemption?: [List of radio button options]
 - Active Duty Member (LES or PCS Orders)
 - Veteran Status - on or after August 1, 1990 (DD214 showing honorable discharge status)
 - College Transcript
 - High School Transcript (e.g., College Prep, EOC, SAT, etc.)
 - SAT/ACT
 - End of Course Exam (STAAR)
 - Level 1 Certificate (Your exemption may be applied if your application reflects an SPC Level 1 Certificate program)
 - Waiver from TSI assessment and use of Multiple Measures: Multiple measures are defined as a review of two or more measures for assessment and placement. When the use of multiple measures occurs, you will be required to complete the TSI assessment by the end of the first semester as indicated by TAC 4.54.
- Has the document been received by St. Philip's College?: [List of radio button options]
 - Yes
 - No*

At the bottom of the form, a note states: '*Please note in order to establish the exemption the documentation must be on file in the Testing Center, email the document to spc-testcenter@alamo.edu.'

1. Those applicants whose programs have additional requirements, such as Baking and Pastry Arts, Vocational Nursing, and Allied Health programs, provide the required information at this time.
2. Applicants are to provide proof of bacterial meningitis vaccination, if required.
3. Applicants are required to complete the Go FAARR module and any test preparation (if required).
4. Applicants take test placements (if required) or refresher courses for placement (if required).
5. As new students of St. Philip's College, the individuals are now ready to sign up for New Student Orientation.
6. As new students of St. Philip's College, the individuals are required to sign up through AlamoNAVIGATE to meet with their certified advisors.
7. Once new students meet their certified advisors, they are directed to pay their tuition bill and can use AlamoNAVIGATE to pay their tuition.
8. Once new students pay their tuition, they can begin to take their courses.

Admissions Policies and the College Mission

St. Philip's College's institutional mission as a comprehensive public community college is to empower our diverse student population through educational achievement and career readiness. Each stage of the admissions process prepares incoming students for educational growth, personal and academic success, and career readiness alongside community leadership. The enrollment and academic advising teams ensure that students are on the right pathway to achieve their career goals. By determining if a student is ready for college-level courses through the Texas Success Initiative (TSI) scores and additional multiple measures for readiness in math, reading, and writing, the College ensures that each student takes appropriate courses to achieve success.

St. Philip's College demonstrates that the admissions requirements are appropriate for identifying qualified students who have the ability to complete a program of study successfully. Any placement exams prior to enrollment, such as the Texas Success Initiative, are used to assess the academic skills of all entering students unless they are considered exempt. Students who do not meet the minimum passing standards for college readiness are provided with additional opportunities through refresher courses or review of multiple measures of prior academic success based on meeting with a Certified Academic Advisor and review of prior multiple measures of academic success by the appropriate academic department. Upon review of all measures of college readiness, the academic advisor and the student develop an academic plan for success that may include enrollment in co-requisite coursework in math and/or writing.

Publication of Admissions Policies

The St. Philip's College website allows students, prospective students, and the public the ability to access admissions policies in the College eCatalog. The College eCatalog outlines the admission requirements and guidelines for each student enrollment classification and the *How to Apply* webpage and the *Ready-Set-Apply* tip sheet is provided for applicants to guide them

smoothly through the admissions process starting with the ApplyTexas website. Prospective students may also visit the College's Welcome Center to complete their application in person. Currently enlisted or veteran military applicants may visit the College Veterans Affairs Office or the College's Good Samaritan Veterans Outreach Center for assistance with the admissions and enrollment processes.

Summary

St. Philip's College publishes admissions and enrollment policies consistent with its mission and institutional standards. Admissions and enrollment policies are available to students, prospective students, and the community through the College's eCatalog via the College website.

Evidentiary Documents

-  [10.5.1 SpeCritProACMS™.pdf](#)
-  [10.5.10 PolF.6.1.1.pdf](#)
-  [10.5.11 ProcF.6.1.2StuSuccess.pdf](#)
-  [10.5.12 ProStuSucc.pdf](#)
-  [10.5.2 SpecAdmCritHeaACMS™.pdf](#)
-  [10.5.3 SpecAdNuACMS™.pdf](#)
-  [10.5.3 SpecCritAdAutoACMS™.pdf](#)
-  [10.5.4 StuEnroReqPol.pdf](#)
-  [10.5.5 ProStateRes.pdf](#)
-  [10.5.6 PolEarlyAdHSStu.pdf](#)
-  [10.5.7 PolF-1Visa.pdf](#)
-  [10.5.8 ProcCampID.pdf](#)
-  [10.5.9 ready-set-app-tips.pdf](#)

- 6** An institution that offers distance or correspondence education
- a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.
(Distance and Correspondence Education)
- Compliant Partial Compliance Non-Compliant

Narrative

St. Philip's College ensures that a student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course. While St. Philip's College offers programs and courses via online distance education, the College does not offer correspondence courses.

St. Philip's College ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. St. Philip's College complies with Principle 10.6a-c, Distance and Correspondence Education, and provides the case for compliance in the following structured sections:

1. St. Philip's College utilizes a biometric enabling system to verify students' identification.
2. St. Philip's College adheres to established policies and procedures protecting student privacy.
3. Students are informed of any additional charges associated with student verification at the time of registration.

Verifying Student Identification

St. Philip's College students engage in distance learning through internet-based online and hybrid courses. Each student is assigned a secure unique user ID and a default password at the beginning of the onboarding process. All students access online courses and electronic College services via ACES, the Alamo Colleges District secure portal. At initial login into ACES, students must change the password, and then they have the ability to update and/or change passwords at any time. Students are required to keep their passwords secure. The password follows complexity rules to help prevent any unauthorized access. The system automatically requires students to create a new password every 180 days.

The ACES portal provides students with access to various applications using a single login. Through ACES, students have access to course registration, financial aid information, email, library resources, and their online courses via Canvas, the secure learning management system. St. Philip's College is committed to preserving the academic integrity of its courses and has implemented a unique technology from a company called Biometric Signature ID (BSI).

Once in Canvas, BioSig-ID (a biometric signature gesture system) is used to authenticate a student's identity. BioSig-ID is fully integrated into Canvas and requires only a mouse, stylus, or touchpad for students to create their unique password. If a password reset becomes necessary, this is completed through a "secret question" protocol. As with the ACES password, students are required to keep their passwords secure and confidential.

Students can also access BioSig-ID within the Orientation to Online Learning (OLRN) course and through information shared through the Center for Distance Learning website by scrolling down to the area noted as Creating Your BioSig Profile. See Figure 10.6-1 as an example of what is in this section on the website.

Figure 10.6-1 How to Create a BioSig-ID

Creating your BioSig-ID profile

Recent Federal legislation requires that all online courses have a system implemented to verify students. St. Philip's College is committed to preserving the academic integrity of its courses and has implemented a unique technology from a company called Biometric Signature ID (BSI).

Protecting your security and preventing identity theft is very important.
Click: [BioSig Video Link](#) to view the BioSig ID process. If the video does not appear or will not play, check to see if your browser is blocking the content.

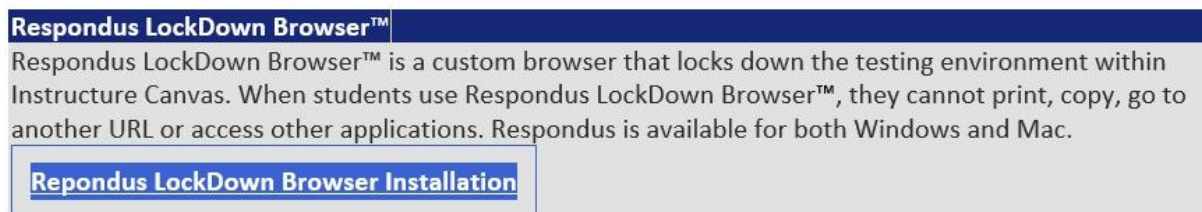
Access to the BioSig signature is available in your Canvas courses and the Orientation to Online Learning (OLRN) course.

Academic Deans and chairs are responsible for informing faculty at division and department meetings of the requirement to use BioSig-ID for online courses. Instructors then inform students through their syllabi of the requirement to use the BioSig process prior to starting an online assignment, quiz, or exam. Students receive BioSig instructions via their instructor's Canvas modules. Challenge questions are presented to students at random and/or predetermined times to ensure that the students completing the coursework are the students who have registered for that course.

In addition to BioSig-ID, course integrity is also upheld through the use of the Respondus LockDown Browser™. This custom browser locks down the testing environment within Instructure Canvas. When students use the Respondus LockDown Browser™, they cannot print, copy, go to another URL, or access other applications. Students can initially access information about the Respondus LockDown Browser™ by visiting the Center for Distance Learning and scrolling down to the area noted under Student Online Resources, as shown in Figure 10.6-2

below.

Figure 10.6-2 Student Online Resources



In their course syllabi, specific course instructors outline how the Respondus LockDown Browser™ will integrate with Canvas for a particular course. Individual course instructors set the testing environment required for the course where the Respondus LockDown Browser™ is used.

Protecting Student Privacy

St. Philip's College is committed to protecting the privacy of students' educational records regardless of delivery method. Upon receipt of an application to the College through the ApplyTexas portal, St. Philip's College's Admissions office sends a letter (see [10.6-1 Welcome Letter](#) and [10.6-2 Next Steps Email](#)) to the applicant that provides a unique student Banner ID number, username, and temporary password to St. Philip's College's ACES student portal. Upon initial login, users are required to create a secure password.

Once an acceptable password is entered, students use that password in conjunction with a unique username to access ACES and the Canvas learning management system. Students are responsible for protecting their privacy by keeping their login credentials secure as per the Student Code of Conduct Board Procedure F.4.2.1 Non-Academic Misconduct Disciplinary and Appeal Process ([10.6-3 Misconduct Disciplinary Procedure](#)) and Board Policy C.1.9 Appropriate Use of Information Technology Resources ([10.6-4 Alamo Colleges District IT](#)). Other students can access work submitted by students in open forums, like discussion boards. Assignments, responses, grades, and correspondence are not viewable to other students.

St. Philip's College, in accordance with Alamo Colleges F.4.2. Student Code of Conduct-Non-Academic Misconduct, Academic Integrity policy ([10.6-5 Student Code of Conduct](#)), outlines for students that the intentional violation of College policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or assessment, or any information regarding the content of such an instrument is prohibited. This information is provided to students in full detail through the Student Code of Conduct and the St. Philip's College Student Handbook.

As mentioned previously, all distance education courses offered at St. Philip's College have a process to verify that students engaged within the course(s) are the actual students enrolled. Both Biometric Signature ID (BSI) and the Respondus LockDown Browser™ are utilized to ensure

course integrity.

The mission of the St. Philip's College Information and Communication Technology Department is to provide students, faculty, and staff excellence in technical services with timely and professional support while fostering innovative processes that aid and promote learning opportunities at the College, its satellite campuses, and for online learners.

When learners require support accessing ACES, the St. Philip's College Help Desk department follows a standard operating process for secure password resets:

- Students must provide first and last names.
- Identity is confirmed by verification of date of birth and Banner ID.
- Passwords reset by St. Philip's College are unique to each student. Students are encouraged to create a new password the next time they access their accounts. The new password must meet the requirements outlined above.

Figure 10.6-3 below provides a brief overview of what students see when they visit the St. Philip's College Help Desk webpage.

Figure 10.6-3 Help Desk Webpage

The screenshot shows the St. Philip's College Help Desk webpage. At the top, there is a navigation bar with links to Alamo Colleges District, Northeast Lakeview College, Northwest Vista College, Palo Alto College, and San Antonio College. Below this, the Alamo Colleges District logo and name are displayed, along with a search bar and a menu icon. The main content area features a large heading "We Are Here to Support You!" and a "Technical Support Statement of Commitment" section. This section states the mission of the department and lists the services provided, including ACES login questions, printer repair, laptop check-out, and wireless internet connection guides. A sidebar on the left lists "STUDENT RESOURCES" such as Book Loan Program, Bookstore, Child Development Center, Computer Labs, Connect2Compete, Emergency Information, ID Center, Library, Student Health Center, Student Handbook, Student Logins, Technical Support, Get Wireless at SPC, and Campus Police. A search bar and menu icon are also visible in the top right corner.

The Family Educational Rights and Privacy Act (FERPA) requires any school that receives federal funds to release or withhold students' education records in accordance with its rules. The Family Educational Rights and Privacy Act (FERPA) is designed to protect the privacy of students' education records. St. Philip's College has a written procedure for protecting all of its students' privacy, including students enrolled in online courses or programs.

Alamo College policy F.4.1.1 (Procedure) *Access to Student Education Records* ([10.6-6 Access to Student Records](#)) outlines the procedure for how St. Philip's College maintains the confidential nature of students' education records at all times and the restricted use of these records to use only in the President's, Vice President's, Dean's, advisor's or counselor's office, or other restricted areas.

Faculty and staff understand and commit to confidentiality, integrity, and security to protect students' privacy in an online learning modality. The instructor keeps students' records private, except when academic staff or administration access the course with legitimate educational interest under FERPA guidelines. Student identity is confirmed by verification of date of birth and Banner ID when reviewing student records.

To maintain course security and protect student privacy, faculty do not access or attempt to access another employee's or student's account without authorization as described in Board Policy C.1.9 *Appropriate Use of Information Technology Resources* and D.4.10.1 *Faculty Code of Professional Ethics* ([see 10.6-7 Faculty Code of Conduct](#)).

Student Notification of Verification Fees

St. Philip's College students have no additional charges associated with the verification of student identity, which includes free use of software such as BioSig-ID and Respondus Lockdown Browser. Students are notified in writing of any anticipated fees through the College tuition and fee schedule, which are published online prior to each semester to prepare students for charges associated with their enrollment. After enrollment, students are instructed to review individual course syllabi carefully for webcam needs; a notification is also provided at the time of registration through the online registration system. An example of this is the requirement for students to possess a webcam for use during exams or Zoom sessions. The St. Philip's College Library has limited webcams available to students for check out. Some academic departments also offer a limited number of webcams available for check out to students to mitigate this expense. In courses where Respondus Lockdown Browser or webcam testing is used, faculty inform students in advance of this requirement. Students are allowed webcam access via a computer, smartphone, or by checking out a webcam through departmental or library facilities to eliminate additional expenses.

Some College faculty may require students in online courses to come to campus for supervised proctored exams in the Testing Center to verify student identity and maintain the integrity of the exam. Instructors coordinate test proctoring services with the Testing Center staff. The Testing Center staff ensures that the registered student is the same student completing the exam. Students must present a valid photo ID before they are allowed to test. The staff maintains the integrity of the exam through the use of a monitoring software system and by maintaining direct and continuous observation of students during the test-taking process. The requirement for proctored exams is clearly stated on course syllabi. A notification is also provided at the time of registration through the online registration system. A fee is charged for select tests administered by the Testing Center. Figures 10.6-4 and 10.6-5 provide a snapshot of Testing Center practices and fees.

Figure 10.6-4 Testing Center Webpage

ALAMO COLLEGES DISTRICT
St. Philip's College

SEARCH MENU

Apply Request Information Return to Campus

ADMISSIONS & AID / TESTING CENTER

ADMISSIONS & AID

How to Apply +
Pay for College +
Specific Populations +

Schedule Now!

Testing Center

St. Philip's College is implementing the following phases from our return to campus plan:

- effective May 31, 2021 Level 3 up to 25% on-site capacity
- effective July 6, 2021 Level 2 up to 50% on-site capacity
- effective Sept 6, 2021 we are planning for Level 1 up to 75% on-site capacity

The Testing Center is currently offering on-site TSI Assessment appointments and Zoom TSIA testing throughout the summer. To schedule an on-site TSI appointment please click the icon to the left "Schedule Now" and select "TSI Assessment on campus"; for Zoom testing we need to verify your technology prior to scheduling the appointment please select "Tech Check from home."

You may communicate with our department via email, spc-testcenter@alamo.edu or phone at 210-486-2444.

PLEASE NOTE: TEAS testing dates are now available on the ATI website.

Figure 10.6-5 Help Desk Webpage

**** Notice ****

If you need to test outside of our regular business hours, you may take the TSI Assessment virtually through Examity. Please read below to begin the process, you must pass these 2 systems checks to be eligible to test with Examity. This vendor offers 24/7 virtual TSI Assessment proctoring, for a fee of \$25.

A. Complete a home computer system check by using [Examity's diagnostic tool](#). You must see Ready on all 5 areas.

B. Complete an [ACCUPLACER system check](#) by using ACCUPLACER's diagnostic tool. You must see Pass on all 5 areas.

****Please note, if you are testing on a Chromebook, you must schedule a TSI Technology Check with the Testing Center to take the TSI.**

Did you pass both system checks?








If **yes**, please complete following steps:

1. Complete the [Alamo Colleges Remote Testing request](#) & pay for the TSI Assessment.
2. Complete your Alamo Enroll modules found in your [ACES student portal](#).
3. Receive your TSI Assessment voucher from the email provided on the Alamo Colleges Remote Testing request.
4. When you receive your voucher, create an Examity account by [clicking here](#), select St. Philip's College as Institution Name, and proceed to complete the profile.
5. Once the profile is complete you may schedule your appointment, but you will need the voucher number to complete the scheduling process.

Conclusion

St. Philip's College ensures that students are notified at the time of registration or enrollment of any non-refundable fees or any anticipated fees through the College tuition and fee schedule published online. Students have no additional charges associated with the verification of student identity. St. Philip's College provides a limited number of webcams available for check out to students who need assistance to complete a course task. A biometric signature is required for students taking online courses in order to verify the student. Any student taking a test at the St. Philip's College Testing Center must present a valid photo ID before testing can begin. Faculty may use the Respondus Lockdown Browser™ in the classroom to preserve exam integrity or choose line-of-sight; similarly, staff may also use monitoring software or line-of-sight when proctoring tests in the Testing Center. Students are notified through the course syllabi if tests are proctored. Notification is also provided to students at the time of registration through the College's online registration system.

Evidentiary Documents

-  [10.6-1 Welcome Letter.pdf](#)
-  [10.6-2 Next Steps Email.pdf](#)
-  [10.6-3 Misconduct Disciplinary Procedure.pdf](#)
-  [10.6-4 Alamo Colleges District IT.pdf](#)
-  [10.6-5 Student Code of Conduct.pdf](#)
-  [10.6-6 Access to Student Records.pdf](#)
-  [10.6-7 Faculty Code of Ethics.pdf](#)

- 7** The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. **(Policies for Awarding Credit)**

Compliant

Partial Compliance

Non-Compliant

Narrative

Policies for Awarding Credit

The St. Philip's College faculty and administration work collaboratively to ensure that the academic integrity of the instructional programs is in accordance with state standards established by the Texas Higher Education Coordinating Board (THECB). All policies and procedures are published in an accessible manner on St. Philip's College's website. The THECB Academic Course Guide Manual (ACGM) and Guidelines for Instructional Programs in Workforce Education (GIPWE) in conjunction with the Workforce Education Course Manual (WECM) are used in determining the credit assigned for courses, certificates, and programs. St. Philip's College's course numbering and naming systems are in accordance with the Texas Common Course Numbering System, which provides the common course matrix.

Policy Oversight by Academically Qualified Persons

St. Philip's College places primary responsibility for the curriculum's content, quality, and effectiveness with its faculty. All persons responsible for course approval have appropriate academic qualifications. There is a clear expectation that appropriately qualified persons make these decisions per the guidelines defined in the St. Philip's College Faculty Credentialing Handbook.

St. Philip's College provides multiple levels of academic support led by academically qualified persons to assist the faculty with online instruction, pedagogical professional development, and in compliance with all policies and procedures.

Curriculum Oversight

St. Philip's College's oversight structure for course approval is determined through faculty academic committees with approval by the academic administration. Departmental committees are composed of faculty in the field. College-level curriculum committees include faculty representation from different departments.

The College's Curriculum Committee meets monthly during the semester. It follows an established review process for all courses for consistency in the awarding of credit regardless of

format or mode of delivery at St. Philip's College. The curriculum process follows a standard set of actions:

- Faculty member submits a proposal in Curriculog.
- A content expert in that area approves the submission.
- An area curriculum analyst approves the submission.
- Dean approves the submission.
- Proposal reaches the Curriculum Committee and Committee approves, tables, or returns the submission for revision.
- Finally, a course or program proposal is accepted at the district-level Alamo Colleges Curriculum.

If the Curriculum Committee does not approve the amount or level of credit proposed, the Curriculum Committee returns a proposal to the originating unit for reconsideration. The Curriculum Committee has final review and approval authority for curricular changes, program revisions, program closures, course revisions, course additions, course archival, and any new program.

All curricular submissions, reviews, and approvals are performed in the Curriculog platform (see Figure 10.7.1).

Figure 10.7.1: Curriculog Platform

The screenshot displays the Curriculog platform interface. At the top, there are navigation tabs for 'Proposals', 'Agendas', 'Accounts', and 'Reports'. A user profile for 'Diana Gavin' is visible in the top right. Below the navigation, there are tabs for 'My Tasks', 'My Proposals', 'Watch List', and 'All Proposals'. The main content area is titled 'Filter by:' and includes a dropdown menu for 'All Tasks' and a 'New Proposal' button. A list of proposals is shown, each with a checkbox, a progress indicator (a row of 10 circles, some green and some grey), and a 'Last Activity' timestamp. The proposals listed are:

- ARTS - 1301 - Revision 20-21 (Last Activity: May 6, 2021 1:14 PM by Vincent Hardy)
- ARTS - 1303 - Revision 20-21 (Last Activity: Apr 16, 2021 1:29 PM by Francisco Hernandez)
- ARTS - 1304 - Revision 20-21 (Last Activity: Apr 16, 2021 1:29 PM by Francisco Hernandez)
- ARTS - 1311 - Revision 20-21 (Last Activity: Apr 16, 2021 1:29 PM by Francisco Hernandez)
- ARTS - 1312 - Revision 20-21 (Last Activity: Apr 16, 2021 1:30 PM by Francisco Hernandez)
- ARTS - 1316 - Revision 20-21 (Last Activity: Apr 16, 2021 1:30 PM by Francisco Hernandez)
- ARTS - 1317 - Revision 20-21 (Last Activity: Apr 16, 2021 1:30 PM by Francisco Hernandez)

On the right side, there is a 'My Recent Notifications' panel with a dropdown arrow. It lists several notifications with dates and details:

- Aug 16: Edit: Francisco Hernandez has made an edit on the SLOs field for your proposal, ARTS - 2323 - Revision 20-21. [Click here](#) to view the proposal.
- May 12: Decision: Francisco Hernandez has decided to approve your proposal, ARTS - 2326 - Revision 20-21. [Click here](#) to view the proposal.
- May 6: Decision: Vincent Hardy has decided to approve your proposal, ARTS - 1301 - Revision 20-21. [Click here](#) to view the proposal.
- May 3: Approved: The proposal, Plumber's Helper Level 1 Certificate - Revision 20-21, with the step of College Curriculum Committee has been approved and is moving on to the Pre-ACC Review step. [Click here](#) to view the proposal.
- May 3: Decision: Connie Ramirez has decided to approve your proposal, Plumber's Helper Level 1 Certificate - Revision 20-21. [Click here](#) to view the proposal.

Below the notifications is a 'My Upcoming Events' section with a calendar icon and the text 'No Upcoming Events'. At the bottom right, there is a 'Walk Me Through' button with a dropdown arrow.

The faculty Curriculum Committee members each review proposed new courses and course revisions in the Curriculog platform to ensure consistency. All new or revised courses to deliver off-campus, fully online, and/or in an alternative format go through the same vetting process as face-to-face courses. The amount and level of credit awarded to a course are the same regardless


of format or mode of delivery.

Instructional Unit Review


The St. Philip's College faculty maintain an Instructional Unit Review Committee (see Figure 10.7.2 below) and conduct annual instructional program reviews.

Figure 10.7.2: Instructional Unit Review Committee

Northeast Lakeview College ▶
Northwest Vista College ▶
Palo Alto College ▶
San Antonio College ▶
St. Philip's College ▶


Instructional Unit Review Committee

✉ Send by email



Amy Quesenberry, Chair

We hope that the resources offered here will assist you in developing your review document.

As part of the College's institutional effectiveness process, each instructional program is responsible for developing goals and evaluating those goals. Data is gathered from the course and program assessment, employees, and businesses and industries. Instructional unit (IU) review is an organized process whereby each instructional program area examines its individual effectiveness by careful evaluation of stated purposes, educational goals, assessment methods, and outcomes. This process receives input from a broad-based representation of the persons who interact with the IU. This representation includes instructional faculty within the IU and also faculty from other supporting and supported disciplines, as well as other stakeholders. Through this review, an IU can identify its contribution to the college's mission, establish educational goals and outcome measures, and utilize assessment findings to effectively plan educational goals and desired future outcomes.

Contact Information

along2@alamo.edu
 Center for Health Professions (CHP), 330K
 (210) 486-2443

1801 Martin Luther King Drive, San Antonio, TX 78203 210-486-2000 | 800 Quintana Road, San Antonio, TX 78211 210-486-7000

The Instructional Unit Plan Reviews are conducted on a three-year cycle. St. Philip's College Instructional Unit Plan evaluations are designed to ensure programmatic quality and course effectiveness (see [Artifact 10.7.1](#)). Each instructional unit preserves its documents in the Strategic Planning Online (SPOL) system (see Figure 10.7.3 below).

Figure 10.7.3: Strategic Planning Online (SPOL) system

v4.6.1.10

Friday, August 20, 2021

Interim Director, Institutional Readiness - St Philips College

Diane Gavin

Planning Year: 2020-2021 (Current)

My SPOL Planning Budget Assessment Credentialing Accreditation Resources Reports Support Logout

Welcome Diane Gavin

Planning
 > Member Planning Units

Budget
 > Member Planning Units

Assessment
 > My Programs

Credentialing
 You have no Credentials assigned to you.

Accreditation
 > Assigned Standards
 > Standards Pending Approval

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The role of faculty in reviewing academic credit awarded is comprehensive. All instructional departments are responsible for the academic integrity and student learning outcomes of all courses taught within the departmental programs. Academic oversight also applies to off-site locations where departmental courses are taught, such as Dual Credit/Early College High Schools, clinical sites, Joint Base San Antonio military sites, and Study Abroad. Syllabi for all classes are posted on the College's website in Concourse as required by Texas HB 2504, presented here:

Sec. 51.974. INTERNET ACCESS TO COURSE INFORMATION. (a)

Each institution of higher education, other than a medical and dental unit, as defined by Section 61.003, shall make available to the public on the institution's Internet website the following information for each undergraduate classroom course offered for credit by the institution.

St. Philip's College faculty annually evaluate Instructional Unit Plans for each instructional program in three-year cycles. The Instructional Unit Review evaluations are designed to ensure the programs' quality and determine the effectiveness of program courses. The Instructional Unit

Review Committee members and review team leads are selected by the faculty members' Deans and are then approved by the Vice President of Academic Success.

Online Instruction

St. Philip's College's policies to determine the level and amount of credit awarded for undergraduate coursework follow the same standards, regardless of format or mode of delivery. St. Philip's College offers degrees and certificates by asynchronous, synchronous, online, hybrid, and/or remote learning through Canvas LMS. The Instructional Innovation Center (IIC) provides ongoing training and support for instructors to ensure the quality of the learning environment. The Center for Distance Learning provides ongoing training and support for students engaged in online, hybrid, or distance learning.

The IIC also provides Distance Learning Certification for faculty who wish to teach online or hybrid courses at St. Philip's College. Distance Learning Certification provides all faculty with training in the Canvas learning management system and exposure to academically sound online pedagogy. As a Quality Matters program, the IIC and faculty members engage in course reviews to ensure faculty meet or exceed Quality Matters standards for online instruction at St. Philip's College.

All new full-time faculty are required to work with the IIC and selected St. Philip's College faculty mentors to earn Master Teacher Certification. The Master Teacher Certification program requires completing an online course with five content topics; two required face-to-face discussion sessions to bring participants together to reflect and discuss concepts and techniques introduced in the online topics; group activities; a reflection report; and a teaching philosophy statement. Other activities, like Pop-Up Sessions, are scheduled to provide opportunities to expand on what is learned in the online course. The program is offered each Fall and Spring semester. Faculty must renew their Master Teacher Certification every two years. Adjunct faculty are also encouraged to participate in Master Teacher Certification.

Credit Hour

St. Philip's College's definition of a credit hour is consistent with the commonly accepted federal definition of a *credit hour* in higher education and outlined in the Texas Administrative Code 511.51:A:

“Traditionally delivered three semester-credit-hour courses” or “traditional course” means a course containing 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45–48 contact hours depending on whether there is a final exam.

Furthermore, the Texas Administrative Code 511.51 defines the term credit hour as:

Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately 15 weeks for one semester or

trimester hour of credit, or 10 to 12 weeks for a one-quarter hour of credit, or the equivalent amount of work over a different amount of time, or an equivalent amount of work as required for other academic activities, such as laboratory work, internships, practica, or studio work as established by the faculty curriculum committee.

For online or remote coursework, a *credit hour* reflects the faculty member’s documentation of the amount of work a typical student does.

The “credit hour” documentation is based upon a student’s ability to complete a task within a specified amount of academically engaged time or is based on documented student learning that is standardized to the amount of academically engaged time needed for a typical student to complete the assignment or task.

The College’s definition of a credit hour, or its equivalent, is also in accordance with the Texas Higher Education Coordinating Board. The College’s definition of a credit hour, or its equivalent, is also in accordance with the Texas Higher Education Coordinating Board’s Lower Division Academic Course Guide Manual ([ACGM](#)). A unit of measure (50 minutes) represents an hour of instruction over a 15-week period in a semester system or over a 10-week period in a quarter system. Courses that meet 50 minutes meet three times per week; courses that meet 75 minutes meet twice per week. Courses that meet three hours meet once per week. The unit of measure is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

The St. Philip’s College definition of *credit hour* for online or remote coursework aligns with Texas Administrative Code 511.51 and the Texas Higher Education Coordinating Board.

Conclusion

St. Philip’s College places primary responsibility for the curriculum’s content, quality, and effectiveness with its faculty. Curriculum committees at departmental, academic division, and institutional levels are composed of faculty with the appropriate academic qualifications who review and determine the amount and level of credit awarded for each course. Curriculum committees apply the Texas state policies and St. Philip’s College policy to all courses, regardless of format or mode of delivery.

Evidentiary Documents

 [10.7.1 Artifact.pdf](#)

 [Artifact 10.7 Faculty Credentialing Handbook \(1\).pdf](#)

Associated Links

 10.7

<http://board.theccb.state.tx.us/apps/WorkforceEd/acgm/acgm.htm>

- 9 The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative academic arrangements) **(Cooperative Academic Arrangements)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College transcribes courses or credits as its own when offered through a cooperative academic arrangement. In July 2021, St. Philip's College petitioned SACSCOC for a teach-out at Wuxi Institute of Technology (WXIT) in China, the only cooperative academic arrangement with St. Philip's College. The request for teach-out is based on a lack of activity with WIXT ([Artifact 10.9-1 Submission of Teach-Out Plan for WIXT](#)).

The cooperation agreement with WXIT was established for three years, 2018–2021. The cooperation agreement between St. Philip's College and WXIT outlined the responsibilities for each institution. With a lack of activity from the Wuxi Institute of Technology at the three-year mark in 2021, the decision has been made to teach-out the program and dissolve the cooperative arrangement.

The St. Philip's College international cooperative academic agreement with the Wuxi Institute of Technology (WXIT) in China began in Spring 2018. As noted in the cooperation agreement with Wuxi Institute of Technology and in the SACSCOC letter from Dr. Sightler ([Artifact 10.9-2 Letter from Dr. Sightler](#)) dated August 1, 2018, St. Philip's College was to teach 30% of Wuxi Institute of Technology's courses in the Associate of Applied Science for Mechanical Engineering and Automation degree. Students who completed the WIXT Associate of Applied Science for Mechanical Engineering also would receive an Associate of Applied Science degree in Manufacturing Operations Technician from St. Philip's College.

St. Philip's College courses for WXIT were delivered through online modalities using St. Philip's College faculty per the cooperative agreement between St. Philip's College and WXIT. St. Philip's College courses taken at WXIT are listed as St. Philip's College courses on a St. Philip's College transcript.

The cooperative academic arrangement at WXIT was taught by a mix of St. Philip's College faculty and St. Philip's College adjunct faculty at Wuxi Institute of Technology, who met the faculty credentialing standards for adjunct faculty set by St. Philip's College as documented in the St. Philip's College Faculty Credentialing Handbook.

St. Philip's College maintained quality control of teaching at WXIT through a specialized course design plan constructed by both St. Philip's College and WXIT faculty. The cooperative




agreement between the two colleges detailed the course design plan. The WXIT courses must have aligned with SACSCOC guidelines. The WIXT/St. Philip's College cooperative agreement provided for one St. Philip's College full-time faculty member to be the designated supervisor of teaching and visit WIXT to ensure St. Philip's College courses were delivered appropriately on the WIXT campus.

The AAS program with WXIT in China has a cooperative academic agreement kept on file with the College President. The teach-out petition with WIXT in China has been sent to SACSCOC for approval, and copies are with the Vice President for Academic Success ([Artifact 10.9-3 Teach-Out Petition](#)).

Conclusion

St. Philip's College does not transcript any courses or credits as its own when offered through a cooperative academic arrangement unless the course or credits are taught by the College's faculty. As of July 2021, with the petition to teach-out at WUXI Institute of Technology in China because of a lack of activity, St. Philip's College has no joint or dual academic degrees with another institution.

Evidentiary Documents

-  [10.9-1 SPC TeachOutPlanWXIT MOT \(1\).pdf](#)
-  [10.9-2 Letter from Dr Slighter.pdf](#)
-  [10.9-3 WIXT Cooperation Agreement.pdf](#)

12 ACADEMIC AND STUDENT SUPPORT SERVICES

1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student Support services) (Core Requirement) **(Student Support Services)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College complies with Core Requirement 12.1 by providing the appropriate academic and student support programs and services to enhance the educational and personal development experiences of all its students. Academic and student support programs contribute to the achievement of teaching and learning outcomes, ensure student success in meeting the goals of the educational programs, and provide an appropriate range of support services and programs to students at all locations. St. Philip's College satisfies this requirement through operationalizing its mission in several ways: to empower our diverse student population through personal and educational growth, career readiness, and community leadership. Academic and student support services are available to all students, whether face-to-face, online, or off-site. In Spring 2020, Student Support Services pivoted most on-campus services to an online modality to provide seamless services to our prospective and current students. These services were provided utilizing various software platforms to include the following: Zoom, AlamoEXPERIENCE, Google Voice, and Canvas, to name a few. Additionally, the College modified our webpages to ensure that all prospective and current students were aware of available services and the location to retrieve them. Finally, employees within Student Support Services were provided the necessary tools (ex. laptop, hot spots, and monitors) and resources (such as professional development) to be successful in transitioning to and serving in a remote environment.

Various departments in the Divisions of Student Success and Academic Success collaborate, provide support, and continually assess the St. Philip's College student body of various students identified as traditional/nontraditional, developmental/college-ready, high school, international, military/veteran, and distance learners. Example programs, services, and activities include the following:

Traditional/non-traditional Students

- Enhanced media services within our Learning Resource Center (library) facilities
- Student engagement activities such as student organizations and intramural sports
 - Information Technology services

- Reading, writing, math, and science tutoring centers

Developmental/college-ready students

- Student development courses
- Developmental co-requisite math and English/Integrated Reading and Writing courses to build skills in these subject areas
- Non-course based remedial instruction in reading, writing, and math
- First-Year Experience Program
- Tutoring and Technology Center ([12.1-1a Tutoring and Technology](#))

High School Students

- Early College High School, Dual Credit, P-TECH, T-STEM, Alamo Academies orientations
- High school programs offer engagement to stakeholders such as Counselor Breakfast updates and Dual Credit/Early College High School professional development opportunities ([12.1-2 Counselor Breakfast PD](#))

International ([12.1-3a International](#)) Students

- Qualified Principal Designated School Official (PDSO)
- Qualified Designated School Official (DSO)

Military/Veteran ([12.1-4 Military Veteran](#)) Students

- Military Appreciation at graduation
- Veteran's Day
- Memorial Day
- Military-driven New Student Orientation information
- Military Success Workshops

Distance Learning ([12.1-5 Distance Learning](#)) Students

- The Center for Distance Learning
- Robust online student support services or OLRN course

Key Academic Support Areas

The Byrd Sanctuary ([12.1-6 Byrd Sanctuary](#)), located on the MLK campus, supports students in promoting academic and personal growth in the natural sciences and developing an appreciation for learning and life-long success. The College exclusively reserves “The Byrd Sanctuary” lab for students enrolled in natural science courses to help them succeed in their science-related studies. Dedicated and knowledgeable professionals with degrees in relevant subject areas

maintain the “The Byrd.” Faculty members who teach natural science classes provide academic support. The College equips the lab with abundant materials and study resources essential for student success, including models of complete anatomy and physiology of the human body, circulatory system (wireman), skeletal system (skeleton models), and various textbooks students can check out.

MathWorld ([12.1-7_Mathworld](#)), located on the MLK campus, serves as the College’s math tutoring lab with the mission to assist all students enrolled in the College’s math courses. When students visit MathWorld, instructors help students understand math concepts while building confidence to support them in the real world.

The College’s Southwest Campus houses the MathSouth/Math Emporium ([12.1-8_Mathsouth](#)) tutoring lab. Working with the Applied Sciences Division, the Mathematics department created a unique experience for students registered in many AAS and Certificate programs. The MathSouth/Math Emporium seeks to help students master the math skills necessary for real-world use in their programs of study and applied courses.

The Rose R. Thomas Writing Center ([12.1-9_Rose R Thomas Writing Center](#)), located on the MLK Campus, provides an easy-going, low-stress tutoring environment, so students feel at ease. Writing Center staff assist students with complex writing assignments to help improve their writing effectiveness.

The Center for Learning Resources (CLR) operates the library, archives, photographic services, and classroom equipment support. The CLR provides resources to enhance classroom instruction and meet the informational and research needs of students, faculty, staff, and administrators. Students can request information and receive assistance with research-related needs through an online “Ask A Librarian” ([12.1-10_Ask A Librarian](#)) service, available 24 hours per day, seven days per week, for research assistance, with a response provided within 24 hours. Students may also use the chat service in support of their research needs. Faculty and students may request classroom or individual library instruction for assistance in formulating a research topic, finding appropriate resources, and citing source materials.

The Child Development Center ([12.1-11_Child Development Center](#)) (CDC), located on the MLK Campus, commits to providing quality child care and development. Child Development Center professionals remain current in leading child development techniques, such as hands-on experience, authentic learning, and peer interaction. The CDC provides an early education environment for children ranging in age from 18 months-and-walking to five years old, with registration priority given to full-time students. Part-time students may enroll their children, as well. Qualified students receive a subsidy.

Students can use open access computers labs on both campuses (two labs at the MLK campus with 95 computers and one lab at SWC with 36 computers) to complete assignments and access the Internet. Computer labs provide Microsoft Office Suite, Adobe Acrobat Reader, printers, and academic and special-use software. At both campuses’ students may access the Internet in

several outside areas, as well.

The Faculty-Student Mentoring ([12.1-12 Faculty Student Mentoring](#)) (FSM) Program at St. Philip's College offers students the opportunity to establish an academic relationship with a faculty member. The faculty member (mentor) meets with their assigned student (mentee) to encourage and support their goals during the semester. The mentor provides insight into the mentee's academic success. Students are assigned a faculty mentor once they have completed their first semester or have earned at least 15 credit hours.

To meet the St. Philip's College community's demand for more college transfer and workforce programs, the college has expanded the capacity of its High School Programs Office to serve 22 independent school districts and 11 charter/private schools in Bexar and surrounding counties. The eight counties include approximately 53 high schools for dual credit ([12.1-13 Dual Credit](#)) (DC), four Early College High Schools, two PTECH schools ([12.1-14 Early College High School](#)), and homeschooled students. St. Philip's College offers dual credit/early college high school courses in the following modalities: high school campus with St. Philip's College adjunct instructor (teaches for both ISD and College), online, and face-to-face on a college campus. The High School Programs office collaborates with the high school/charter/private school to provide college access to all academic and student support programs. These programs are provided both in a remote setting (for example, tutoring services offered via Brainfuse ([12.1-15 Brainfuse](#)) or at an on-site location at the college campus (for example, Mathworld). Students can access services such as Brainfuse on their high school campuses.

St. Philip's College provides Student Development (SDEV 0370, 0170, and 0171) ([12.1-16 Student Development](#)) courses for academically unprepared new and transfer students to help them acclimate to the College, find an appreciation for lifelong learning, enhance practical decision-making, foster personal and career growth, support academic achievement, and gain skills for financial management. College-ready students complete the EDUC 1300 ([12.1-17 EDUC 1300](#)) Learning Frameworks course, which provides the student development core instruction and enables students to develop effective academic behaviors for college success and transfer these behaviors into their specific program of study. Additionally, the College has established co-requisite course delivery ([12.1-18a MATH CoReq 0214](#), [12.1-18b MATH CoReq 0314](#), [12.1-18c MATH CoReq 0132](#), [12.1-18d MATH CoReq 0142](#), [12.1-18e MATH CoReq 0224](#), [12.1-18f ENGL CoReq 0100](#), [12.1-18g ENGL CoReq 0201](#)) and non-course-based refresher courses to provide remedial instruction in integrated reading and writing ([12.1-19a Integrated Reading and Writing](#)) and math ([12.1-19b Math](#)) to help students increase their skills in these subject areas. For example, academic refreshers in math and English provide additional just-in-time instruction to equip students for future academic success within their educational journey.

Key Student Support Areas

The St. Philip's College Welcome Center, located on the MLK Campus, serves as a one-stop center to support students' transition into college. The College designed the Welcome Center to help students receive assistance with admission, enrollment, advising, assessment, financial aid,

and bursar's services. Veterans' Affairs, Records and Registration, and the Financial Aid offices are also located in the Welcome Center. Students can access these offices at the Southwest Campus and during remote campus operations, as well. Due to the COVID-19 pandemic, student support areas maintained their operations in a remote setting through a Virtual Welcome Center, the use of Calendly for appointments, and the development of a new departmental email address for efficient access to departmental employees.

All students are assigned a Certified Academic Advisor ([12.1-20_Certified Academic Advisor](#)) during their initial semester. Certified Academic Advisors work by their assigned caseload to provide guidance and encouragement to ensure students stay on track in their chosen academic pathway. Students participating in high school programs such as Dual Credit and Early College High Schools are assigned an individual within the high school programs offices to allow students to access academic questions towards their educational goals. Distance learning students are also assigned a Certified Advisor to assist through their educational pathway based upon their chosen academic pathway. Certified Advisors communicate with distance education students via telephone, email, Navigate, and ZOOM. Students are provided the opportunity to schedule their appointments remotely or on-site. All Certified Advisors are Council for Adult and Experiential Learning (CAEL) certified and remain with their assigned students from the start to degree and/or certificate completion. During the COVID-19 pandemic, remote campus operations within Academic Advising included a Virtual Welcome Center, the use of Navigate for virtual appointments, and the development of new departmental email addresses for efficient access to departmental employees. Additionally, Certified Advisors implemented a weekly check-in with students via email and text messaging. These weekly check-ins and remote appointments will continue as we transition back on-site to continue communicating with our students.

AlamoCARES ([12.1-21_AlamoCARES](#)), the Alamo Colleges District program operated and delivered at St. Philip's College, provides all students a supportive learning environment and fosters safe and healthy relationships. AlamoCARES consists of prevention, education, and support programs for dating violence, domestic violence, sexual assault, and stalking. Additionally, Title IX and other related resources help educate and assist students when dealing with harassment and sexual violence. Awareness events, training, and other discussion opportunities are hosted for students throughout the year. Students can access programming in a remote environment (via ZOOM, AlamoEXPERIENCE, or student newsletter) or on-site.

Career Services ([12.1-22_Career Services](#)) offers students career development and planning guidance to help increase their employability in the global economy. Services include professional development workshops in strategic job searching, resume and cover letter writing, military to civilian resume writing, interview preparation, dressing for success, and employer fairs and seminars.

Counseling Services ([12.1-23_Counseling Services](#)) provides free, short-term, personal counseling services to currently enrolled students. Licensed personal counselors assist students in expressing concerns about anxiety, depression, loss of a relationship, and other mental health-related issues.

Disability Services ([12.1-24 Disability Services](#)) assists students to ensure equal access to a quality education and provides reasonable accommodations to eligible students. In addition to serving as an advocate for students with disabilities, Disability Services works closely with faculty and staff to provide training, monitor student progress, and encourage a positive educational experience. Disability Services coordinates with the specific high school as needed to ensure reasonable accommodations are provided for instruction taking place face-to-face, online, or at an off-site location.

Financial Literacy Services ([12.1-25 Financial Literacy](#)) provides students with the financial education and training necessary to make informed financial decisions. Financial Literacy Services informs students about the appropriate use of budgeting, funds management, and the responsibilities of accepting a financial loan. The dedicated staff provides financial literacy information and resources to students through one-on-one mentoring, face-to-face and online workshops, iGrad (online financial literacy platform), free financial literacy books and other print materials, and online financial coaching with certified financial coaches.

First-Year Experience Services ([12.1-26 First Year Experience](#)) support students by offering a broad array of programs, services, experiences, and other educational activities throughout the year. Activities begin with Tiger Nation Family Day and continue through the year to create opportunities for new students to meet and interact with other students, staff, and faculty to build a solid and lasting connection to the College.

The Good Samaritan Veterans Outreach & Transition Center (GSVOTC) ([12.1-27 GSVOTC](#)) provides free personalized services to all active duty, transitioning service members, veterans, National Guard, Reserves, and their family members. The San Antonio Texas City Council established the Good Samaritan Veterans Outreach & Transition Center (GSVOTC) in December 2011 when it approved a partnership with the Alamo Community College District and St. Philip's College to renovate the former hospital into a veterans' outreach center.

The Institutional Advancement and Grants Development Office ([12.1-28 Institutional Advancement](#)) obtains external resources to enhance St. Philip's College's special programs and projects. The office engages in research, planning, and soliciting funds from private and public entities, including individuals, corporations, foundations, government agencies, and coordinates the Alumni Affairs Office. Institutional Advancement and Grants Development serves as the student scholarship assistance center and provides hundreds of opportunities for students each year. Various types of scholarships, funded by institutional and private donations, include merit-based and a combination of merit and need.

The Interfaith Programs Committee ([12.1-29 Interfaith Programs](#)) organizes experiences and events throughout the year to promote respectful understanding among diverse religious, spiritual, and other groups. These programs help prepare students to enter a workforce where all faiths, beliefs, spiritual paths, cultural traditions, and communities exist together.

International Student Services ([12.1-3b International](#)) is staffed with a Principal Designated School Official and a Designated School Official to provide international students with

admission, advising, immigration services, and other general assistance to ensure compliance with laws and promote internationalization. Specific services include help with obtaining F-1 student visas, maintaining full-time enrollment, transferring administration of the SEVIS I-20 record between schools, and traveling outside of the United States.

The Military Support Services ([12.1-30 Military Support Services](#)) department provides focused support to the growing number of Active Duty, National Guard, and Reserve service members and their dependents in the San Antonio area and surrounding communities. The department assists potential and current students attending St. Philip's College and other Alamo Colleges. The College maintains full-time personnel at Lackland and Randolph Air Force Bases and Fort Sam Houston Army Post to assist. College faculty teach the classes on these military installations, as well.

The Records & Registration Office ([12.1-31 Records and Registration](#)) provides reliable and accurate management of all records, including but not limited to transcripts, change of grades, change of primary institution/change of majors, and state reports.

The Student Success & Advocacy Center (SAFE Space) ([12.1-32 SafeSpace](#)) provides food, social services, emergency funds, and other support that may negatively impact student performance. Online counseling, case management support, and access to community resources are provided, as well.

Student Health Centers ([12.1-33 Student Health Centers](#)) are comprised of licensed nurses and other professionals who provide wellness checks to monitor blood pressure, heart rate, weight, and general health monitoring. Other services include emergency first aid and treatment for minor illnesses and injuries.

Student Financial Services ([12.1-34 Student Financial Services](#)) manages the Financial Aid program for St. Philip's College. This office provides direct support to students to help them apply for grants, loans, find work-study employment, scholarships, and other related assistance.

The Tutoring and Technology Center ([12.1-1b Tutoring and Technology](#)) (TNT) provides both face-to-face and online tutoring support services for students across several academic subjects to ensure student success. The TNT Center also offers free online professional tutoring through *Brainfuse* for numerous subject areas.

The Veterans Affairs Office ([12.1-35 Veteran Affairs](#)) assists service members, veterans, spouses, and other family members utilizing Department of Veterans Affairs educational assistance benefits under one of the public laws as applicable. Students can take advantage of referral services, job training, and other related consultation as needed to help them achieve their academic goals.

The Student Life Office ([12.1-36 Student Life](#)) supports the mission of St. Philip's College by engaging students in a variety of Experiential Learning Program activities comprised of co-curricular, extra-curricular, service learning, and field experiences to enhance their college

experience. Students also connect with the College by participating in activities like student organizations, campus and recreation activities, and social development activities. The newly renovated Turbon Student Center offers students a place to study or recreate at the bowling alley, pool, ping-pong, and video gaming areas. Individual rooms are available to support student organization activities, as well.

The Testing Center ([12.1-37 Testing Center](#)) provides a secure testing environment and quality customer service to meet the increasing needs of our students, faculty, and community. This office offers both face-to-face and virtual testing and support to all students as required.

An Advising Team Leader manages Transfer Services ([12.1-38 Transfer Services](#)) and ensures that advisors are trained to assist students as they research colleges/universities and work to satisfy their transfer requirements. Other activities include managing the *Transfer Articulation Agreement Process* and updating Transfer Advising Guides, which were created to guide students on the courses to complete before they transfer; help with students wanting to utilize the Reverse Transfer Process.

St. Philip's College ensures appropriate faculty are available to teach and support students in various ways. For example, all faculty must participate in mandatory professional development activities the week before the Fall and Spring semesters to learn best educational practices and keep abreast of the latest research and trends. Topics have included assessing student learning outcomes, teaching strategies and associated technology, and advanced methods in online teaching. All new faculty members must complete the Master Teacher Certification program offered through the Instructional Innovation Center. All faculty members teaching in a distance learning format are required to complete an intensive training program. More than 200 faculty members have received training to develop online and hybrid courses. All faculty, both full-time and part-time, participate in the same preparation for teaching online or hybrid courses. Faculty are also provided the opportunity to travel to national and state conferences/workshops to stay abreast of current teaching trends and student support activities.

Key Faculty Support Areas

The Instructional Innovation Center ([12.1-39 Instructional Innovation Center](#)) (IIC) empowers faculty, staff, and students for success by providing professional development opportunities to promote professional growth, quality instruction, innovative teaching, and opportunities to support staff in enhancing their services to students. Specific faculty training and certificate programs include *Canvas Training and Distance Learning Certification*, *Instructure Canvas*, *Distance Learning Certification Program*, *Master Teacher Certification Program*, and *Concourse eSyllabus*. The IIC offers a fully online **Canvas Training** course that enables faculty and staff to use Canvas tools in their courses and programs. **Instructure Canvas** or Canvas serves as St. Philip's College standard learning management system for online, hybrid, and web-enhanced classes. The IIC offers a **Distance Learning Certification** program each semester for faculty who will be assigned an online or hybrid class the following semester. The program consists of an online course covering instructional technology, pedagogy, and best practices for teaching online and the development of a course. The program takes 6-8 weeks to complete.

Participants must also complete the Canvas Training course as part of the certification program. Established in Fall 1998, the Master Teacher Certification program has helped many faculty members actively engage in reflective and creative exercises and dialogs to improve their teaching. Through collaborative learning experiences, online and face-to-face discussions across disciplines, exploration of best practices, including the use of technology, and the development of an e-portfolio, faculty are challenged to think differently about teaching and learning and to learn new tools for effective classroom practice. The College requires continuous professional development to maintain this certification.














Concourse eSyllabus

The Alamo Colleges District uses Concourse (Course Syllabi) ([12.1-40 Course Syllabi](#)) as the online syllabus tool for complying with Texas House Bill 2504, which requires all public institutions of higher education to post to the public information about courses and faculty. Specifically, “each institution of higher education, other than a medical and dental unit, shall make available to the public on the institution’s Internet website certain undergraduate course information, and information about available work-study opportunities.” Concourse went live in the Fall 2013 semester with all online syllabi made available to the public.

Summary

St. Philip’s College, as evidenced above, provides all students, faculty, and staff with appropriate and innovative academic and student support programs, services, along with professional development and other activities consistent with its mission. Additionally, appropriate levels of academic and student support services are available to all students whether taking classes face-to-face, online, or any off-site or high school locations.

Evidentiary Documents

-  [12.1-10 Ask A Librarian.pdf](#)
-  [12.1-11 ChildDevCtr.pdf](#)
-  [12.1-12 Fac-StudMent.pdf](#)
-  [12.1-13 Dual Credit.pdf](#)
-  [12.1-14 Early College HS.pdf](#)
-  [12.1-15 Brainfuse.pdf](#)
-  [12.1-16 Student Dev.pdf](#)
-  [12.1-17 EDUC 1300.pdf](#)
-  [12.1-17 EDUC 1300.pdf](#)
-  [12.1-18a MathCoReq0214.pdf](#)
-  [12.1-18b MathCoReq0314.pdf](#)
-  [12.1-18c MathCoReq0132.pdf](#)
-  [12.1-18d MathCoReq0142.pdf](#)

-  [12.1-18e MathCoReq0224.pdf](#)
-  [12.1-18f EnglCoReq0100.pdf](#)
-  [12.1-18g Engl1301CoReq 0201.pdf](#)
-  [12.1-19a INRW.pdf](#)
-  [12.1-19b Math.pdf](#)
-  [12.1-1a TutoringTech.pdf](#)
-  [12.1-1b TutoringTechn.pdf](#)
-  [12.1-2 CounselorBF PD.pdf](#)
-  [12.1-20 CertAcadAdv.pdf](#)
-  [12.1-21 AlamoCARES.pdf](#)
-  [12.1-22 CareerSvcs.pdf](#)
-  [12.1-23 CounselingSvcs.pdf](#)
-  [12.1-24 DisabilitySvcs.pdf](#)
-  [12.1-25 FinancialLit.pdf](#)
-  [12.1-26 FirstYrExp.pdf](#)
-  [12.1-27 GSVOTC.pdf](#)
-  [12.1-28 InstAdv.pdf](#)
-  [12.1-29 InterfaithPrg.pdf](#)
-  [12.1-30 MilSupSvcs.pdf](#)
-  [12.1-31 RecordsReq.pdf](#)
-  [12.1-32 SafeSpace.pdf](#)
-  [12.1-33 StudHealthCtrs.pdf](#)
-  [12.1-34 StudFinSvcs.pdf](#)
-  [12.1-35 VetAffairs.pdf](#)
-  [12.1-36 StudentLife.pdf](#)
-  [12.1-37 TestingCtr.pdf](#)
-  [12.1-38 XferSvcs.pdf](#)
-  [12.1-39 InstrInnCtr.pdf](#)
-  [12.1-3a International.pdf](#)
-  [12.1-3b International.pdf](#)
-  [12.1-4 Military Veteran.pdf](#)
-  [12.1-40 Course Syllabi.pdf](#)
-  [12.1-5 Distance Learning.pdf](#)
-  [12.1-6 Byrd Sanctuary.pdf](#)
-  [12.1-7 Mathworld.pdf](#)
-  [12.1-8 Mathsouth.pdf](#)
-  [12.1-9 RoseThomasWC.pdf](#)

- 4 The institution (a.) publishes appropriate and clear procedures for addressing written student complaints, (b.) demonstrates that it follows the procedures when resolving them, and (c.) maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student complaints) **(Student Complaints)**

Compliant

Partial Compliance

Non-Compliant

Narrative

(a.) The institution publishes appropriate and clear procedures for addressing written student complaints.

Student Complaints

St. Philip's College is compliant with SACSCOC Standard 12.4 by having established policies and procedures for addressing written student complaints and can demonstrate that it follows policies and procedures when resolving the complaints. A written student complaint is defined as a written concern or dissatisfaction with a person, service, or process that requires clarification, investigation, and resolution. These complaints may involve the following student issues:

- Non-academic complaints/grievances
- Academic complaints/grievances
- Civil Rights Discrimination, Harassment, and Retaliation Complaints

Evidence in the form of supporting documents are linked according to their filenames in parentheses throughout this narrative.

St. Philip's College follows Board Policy F.4.6 Academic Grievances ([12.4-1 Board Policy F.4.6](#)) when addressing student academic grievances and Board Policy F.4.7 Non-Academic Grievances ([12.4-2 Board Policy F.4.7](#)) when addressing student non-academic grievances. Finally, the College adheres to Board Policy H.1.2 - Civil Rights Discrimination, Harassment, and Retaliation ([12.4-3 Board Policy H.1.2](#)) for student complaints related to these situations. Students can learn about policies and procedures regarding student complaints by accessing the information online, listening to various presentations during class sessions, and reading about them in multiple publications. Alamo Colleges' policies and procedures apply to students regardless of their location or mode of delivery. The primary means of disseminating information regarding policies and procedures are in multiple places on the College website, such as the AlamoCARES webpage ([12.4-4 AlamoCARES](#)). This information is available to review and download from our Student Handbook ([12.4-5 Student Handbook](#)), Academic Catalog (e-catalog) ([12.4-6 Academic Catalog](#)), and our website) for new, returning, transfer, and high school program students such as Dual Credit and Early College. These resources help students understand policies that govern sexual misconduct, campus safety, and even customer service. The Student Development Course Syllabus ([12.4-7 Student Development Syllabus](#)) required of

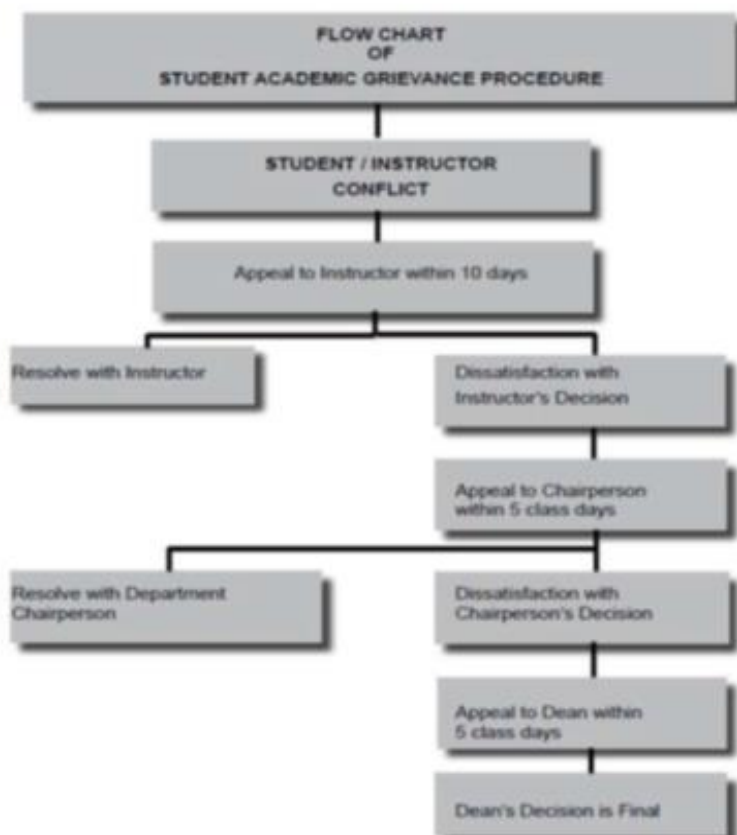
all new students also covers the above-mentioned board policies and procedures. All students follow the Board Policies F.4.6., F.4.7., and H.1.2. and their associated procedures (previously mentioned) regardless of location (on- or off-campus) or status.

(b.) The institution demonstrates that it follows the procedures when resolving them.

Academic Grievances

The academic grievance process includes several steps. If a student believes he or she has been treated unfairly by an instructor, the student should first schedule a conference with the instructor to resolve the issue. If the student believes the matter is unresolved following the scheduled conference, he or she may consult with the department chair. An Academic Grievance Form ([12.4-8 Academic Grievance](#)) must be completed and filed with the department chair. The department chair will consult with the instructor and student individually and, if necessary, request a meeting with all parties involved. After the meeting(s), the department chair will affirm or deny the grievance. If the student believes the matter is still unresolved, he or she may appeal to the appropriate academic dean. The dean's decision to affirm or deny the appeal is final. Figure 12.4-1 demonstrates the academic grievance process.

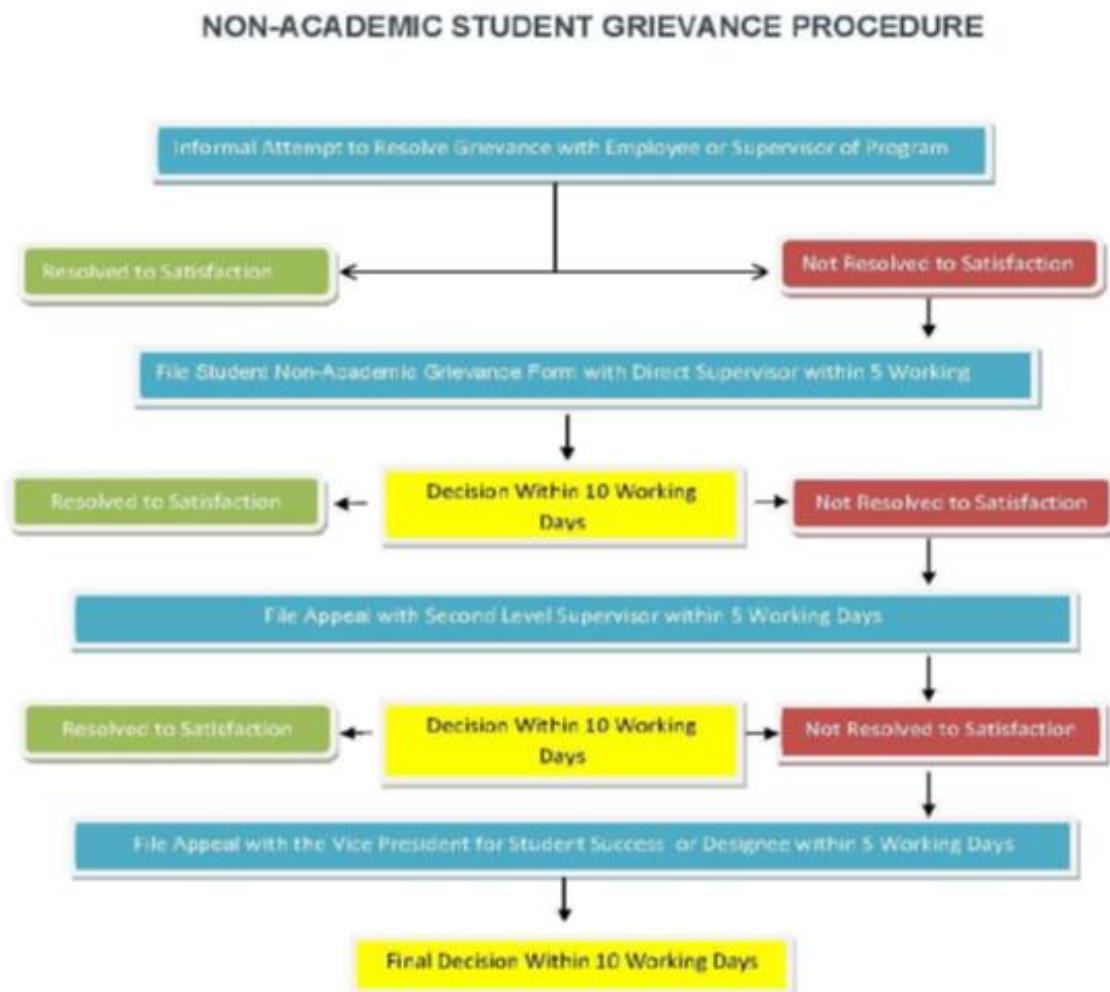
Figure 12.4-1 Steps to File an Academic Grievance



Non-Academic Grievances

The non-academic grievance process includes several steps. A Non-Academic Grievance Form is completed when the grievance cannot be resolved informally with the employee or supervisor of the program. If the student believes he or she has not received a reasonable and fair response from the supervisor, the student may appeal to the second-level supervisor. If the student believes the issue is still unresolved, he or she can file an appeal with the next level supervisor and so on. A student may also request a disciplinary hearing to discuss the unresolved issue. The Vice President for Student Success is the highest administrator to address a Non-Academic Grievance. Since 2016 there have been no formal non-academic grievances filed with the College. The decision of the Vice President is final and cannot be appealed. Figure 12.4-2 demonstrates the non-academic grievance process.

Figure 12.4-2 Steps to File a Non-Academic Grievance



Civil Rights Discrimination, Harassment, and Retaliation Complaints

The third type of student complaint relates to Civil Rights Discrimination, Harassment, and Retaliation. St. Philip's College adheres to Board Policy H.1.2 - Civil Rights Discrimination, Harassment, and Retaliation. The policy confirms that St. Philip's College will adhere to "all federal and state civil rights laws banning discrimination, harassment, and retaliation in public institutions of higher education and the workplace." Both students and employees must comply with this policy which addresses each of the following areas: Discriminatory and Bias-related Harassment, Sexual Harassment, Sexual Misconduct, Additional Civil Rights Offenses, and Retaliation. The policy creates a statement of complainant rights (for both student and employee). The policy also makes a statement of respondent rights.

The Alamo Colleges Board of Trustees also approved Board Procedure H.1.2.1 - Civil Rights Complaint and Resolution Procedure ([12.4-10 Board Procedure H.1.2.1](#)) and the H.1.2.1 Civil Rights Complaint Procedure Diagram ([12.4-11 H.1.2.1 Civil Rights](#)) in support of the policy. This complaint and resolution process is designed to receive, investigate, evaluate and resolve a complaint or report of civil rights discrimination, harassment or retaliation within sixty days. These steps include an investigation of the charges, a report of findings, and results for recommended actions that must, if possible, be completed within 60 days. The procedure notes that any individual receiving a notification, complaint, or report of alleged discrimination, harassment, retaliation, or sexual violence shall notify the Title IX/VII/ADA/504 Coordinator within 24 hours.

The Board Procedure H 1.2.2-Civil Rights Complaint Appeal Procedure ([12.4-12 Board Procedure H 1.2.2](#)), and the H.1.2.2 Civil Rights Appeal Diagram ([12.4-13 H.1.2.2 Civil Rights](#)) outline the process to follow if a complainant or respondent/accused wishes to appeal the Notice of Resolution (decision) from the Complaint.

The above procedures were both adopted in October 2014. We have not yet had a student complaint that necessitates the use of this procedure. Table 12.4-1 below outlines the Civil Rights Complaint and Resolution Process.

Table 12.4-1 Process for Appealing the Notice of Resolution

Civil Rights Complaint and Resolution Process	
1	Victim or witness notifies the Title IX/VI/ADA/504 Coordinator, Deputy Coordinator, Administrator or ACPD (Alamo College Police Department) of a violation or potential violation.
2	Title IX/VI/ADA/504 Coordinator helps reporter prepare a formal complaint or report.
3	Title IX/VI/ADA/504 Coordinator notifies ACPD if the matter is also a potential police matter.
4	Title IX/VI/ADA/504 Coordinator establishes any interim remedies required to protect campus and/or workplace safety (such as suspension of employee or student).
5	Title IX/VI/ADA/504 Coordinator designates a trained Deputy Coordinator and trained Investigative Panel to conduct complaint resolution.
6	Deputy Coordinator provides concurrent official notice of the complaint to the complaining and accused parties and the senior College or District administrator(s) for the parties.
7	Investigative Panel launches an investigation to include interviewing witnesses and collecting evidence.
8	Investigative Panel concludes the investigation.
9	Investigative Panel provides concurrent preliminary findings to all parties with a five (5) day opportunity for complainant and accused to provide any additional information for consideration by the Panel.
10	Investigative Panel considers and may investigate any additional information provided.
11	Investigative Panel Chair prepares and issues a Final Report of Investigative Findings to the Deputy Coordinator.
12	Deputy Coordinator renders an appropriate Resolution of the complaint based on the Investigation Panel's Final Report of Investigative Findings and the preponderance of all evidence collected by the Panel.
13	Deputy Coordinator provides a written Resolution concurrently to the complainant, accused and senior College or District administrator(s).
14	Deputy Coordinator refers any recommendations for employee discipline and/or student sanctions to the responsible administrator for evaluation and action.
15	The responsible Administrator implements appropriate Discipline or Sanctions, separate and apart from the Complaint Resolution Procedure but within, or as close to the sixty (60) day Resolution Period as possible.
16	Complainant and Accused each have the opportunity to accept the Resolution or submit an Appeal to the Title IX/VI/ADA/504 Coordinator.
17	Appeals are processed in accordance with Civil Right Appeal Procedure (H.1.2.2)

(c.) The institution maintains a record of student complaints that can be accessed upon request by SACSCOC.

St. Philip's College utilizes Maxient as the software program to manage and track written student complaint records. Centralized reporting and record-keeping help ensure all written student complaints are addressed appropriately and timely. Whether it is an academic grievance, non-academic grievance, or Civil Rights Discrimination, Harassment, and Retaliation Complaints, Maxient's Complaint and Conduct Manager allows St. Philip's College to keep a record of the situation as required. The individuals/offices responsible for maintaining the records include the Vice President for Student Success (VPSS), who provides administrative leadership and maintains the official tracking log of all student complaints that occur throughout the year. The tracking log contains the following information about each complaint: *name of person who submitted the complaint, type of complaint, date submitted, date resolved, name of person who resolved the complaint, and actions taken to resolve the complaint.* The Dean for Student Success (Educational Support Services) serves as the VPSS designee to assist with student complaint records and tracking log management, acquiring final complaint documents from the operational units, and supervising any other support activities related to the complaint situation.















The Director of Student Conduct/Title IX Programs ensures all student complaints are entered into the Maxient system, coordinates with operational units to ensure the record is updated as required, and then writes an Annual SOBI Report ([12.4-14 Annual SOBI Report](#)) each year to summarize all complaints, identify trends, and help manage the resolution of trends as appropriate. The SOBI Report is generated and distributed to the President and other college leaders. The report includes, among other items, information about written student complaints, related trend information, and actions taken to resolve them. Each operational unit maintains a record of the student complaint in the office of final resolution for their records, as well. St. Philip's College also utilizes the Feed the Tiger (FTT) webpage ([12.4-15 Feed the Tiger](#)) as another way for students to access the different student complaint procedures and help them resolve other issues not considered Academic, Non-Academic, or associated with any other student complaint process. When a student submits a complaint through FTT, the information is routed to the appropriate supervisor to address and resolve the issue directly. If an FTT complaint evolves into academic complaints/grievances, non-academic complaints/grievances, civil rights discrimination, harassment, and retaliation complaints, we will transition and follow the appropriate policy and procedure. All informal and formal student complaints are managed using the tracking log mentioned earlier in the narrative.

Summary

St. Philip's College has established processes for addressing written student complaints/grievances related to academic, non-academic, civil rights discrimination, harassment, and retaliation complaints. These policies are published in St. Philip's College's Catalog, website, and Student Handbook, where they are readily accessible to students, faculty, and staff. St. Philip's College tracks all informal and formal student grievances/complaints using the official complaint log to ensure that they are handled in accordance with established policies

and to establish trends that could be used in the continuous improvement and training cycle. Multiple examples have been provided to document that institutional practice follows institutional policy in this area.

Evidentiary Documents

-  [12.4-1 Board Policy F.4.6.pdf](#)
-  [12.4-10 Board Procedure H.1.2.1.pdf](#)
-  [12.4-12 Board Procedure H.1.2.2.pdf](#)
-  [12.4-2 Board Policy F.4.7.pdf](#)
-  [12.4-3 Board Policy H.1.2.pdf](#)
-  [12.4-4 AlamoCARES .pdf](#)
-  [12.4-5 Student Handbook.pdf](#)
-  [12.4-7 Student Development Syllabus.pdf](#)
-  [12.4.11 H.1.2.1 Civil Rights Diagram.pdf](#)
-  [12.4.13 H.1.2.2 Civil Rights Appeal Diagram.pdf](#)
-  [12.4.14 Annual SOBI Report.pdf](#)
-  [12.4.15 Feed the Tiger.pdf](#)
-  [12.4.6 Academic Catalog.pdf](#)
-  [12.4.8 Academic Grievance.pdf](#)

13 FINANCIAL AND PHYSICAL RESOURCES

6 The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. (Federal and state responsibilities) **(Federal and State Responsibilities)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College meets its program responsibilities under Title IV of the most recent Higher Education Act, as amended, and audits its financial aid programs as required by federal and state regulations. St. Philip's College is part of a system, Alamo Colleges District, which conducts a system-wide audit with information specific to the College. The District's financial statements and the audit report on those financial statements cover all member colleges of the District to include St. Philip's College, as seen in the Comprehensive Annual Financial Reports ([CAFR](#)): [13.6-1 CAFRFY2020](#), [13.6-2 CAFR2019](#), [13.6-3 CAFR2018](#). St. Philip's College complies with Principle 13.6 Federal and State Responsibilities.

The following four sections support this claim:

- A. St. Philip's College contracts with Weaver to perform annual compliance audits.
- B. St. Philip's College submits an annual Fiscal Operations Report and Application to Participate (FISAP) to the Department of Education.
- C. St. Philip's College outlines its Cohort Default Rates (CDRs) and default aversion methods.
- D. St. Philip's College meets eligibility standards to participate in Title IV financial aid programs and verifies student eligibility before awarding aid.

Weaver/Grant Thornton Annual Audits

St. Philip's College regularly audits its financial aid programs and complies with its program responsibilities as required by *Section 487(c) of the Higher Education Act* as amended, the *Higher Education Opportunity Act of 2008*, *Section 668.23 of Title 34 of the Code of Federal Regulations*, *Chapter 321 of the Texas Government Code*, and *OMB Uniform Guidance (2 CFR §200)*. The audits include tests to evaluate the effectiveness of the design and operation of internal controls considered relevant to preventing or detecting material noncompliance with laws, regulations, contracts, and grants as evidenced in the following document [13.6-](#)

[4 MOAuditSvc.](#)

In FY20, St. Philip's College contracted with Weaver to perform the annual compliance audits required by the *A-133 Circular Section .510(a)* and the *State of Texas single audit* under the *Uniform Guidance*, which replaced A-133. St. Philip's College's Federal Single Audit Opinions for 2018, 2019, 2020 are evidence in the [13.6-5 SingleAuditOpinions](#) supporting document. The Audit Summary of Findings and Questioned Costs — Federal for 2018, 2019, 2020 are included as evidence in the [13.6-6 SummaryFindingsCosts](#). The most recent audits for fiscal years ending August 31, 2020, 2019, and 2018 found no material weaknesses or significant deficiencies related to the College. St. Philip's College received zero Student Financial Aid findings in FY20, FY19, and FY18.

Fiscal Operations Report and Application to Participate (FISAP)

Annually, St. Philip's College submits to the federal Department of Education a *Fiscal Operations Report and Application to Participate* (FISAP) report detailing Title IV expenditures for the previous year and requesting Title IV funds for the next unfunded fiscal year. St. Philip's College provides the year-end June 30, 2020, 2019, and 2018 FISAPs as evidence. The following supporting documents are available as evidence [13.6-7 FISAPYearEnd2020](#), [13.6-8 FISAPYearEnd2019](#), [13.6-9 FISAPYearEnd2018](#).

Cohort Default Rates (CDRs) and Default Aversion Methods

St. Philip's College publishes the payment history of St. Philip's College cohort student loans and default rates for the Federal Family Education Loan and William D. Ford Federal Direct Loan Programs. In its *3-Year Official Cohort Default Rates* report ([13.6-10 CohortDefaultRates](#)), St. Philip's College reported the following numbers: 12.4% for FY17, 11.9% for FY16, and 10.8% for FY15. To assist in default prevention, St. Philip's College offers free online coaching from a certified financial coach as well as the services of a professional default aversion company, i3-Group, which works with former students who have fallen behind on loan payments, informing them of options for preventing default. These Financial Literacy Services provide students with financial education and training necessary to make informed financial decisions, such as the appropriate use of budgeting, funds management, and the responsibilities of accepting a financial loan. Dedicated staff in Student Services provide financial literacy information and resources to students through one-on-one mentoring, face-to-face and online workshops, iGrad (online financial literacy platform), free financial literacy books and other print materials, and online financial coaching with certified financial coaches.

College and Student Eligibility Standards

St. Philip's College meets eligibility standards to participate in Title IV financial aid programs and offers academic programs eligible for such funding. To date, St. Philip's College remains eligible because the College maintains its accreditation status as required by *34 CFR Part 600: Institutional Eligibility under the Higher Education Act of 1965, as Amended*. The Student Financial Aid Office administers all sources of financial aid at St. Philip's College and maintains












an updated online listing of financial aid sources on its website.

The Department of Education has identified zero problems with St. Philip's College Title IV programs. St. Philip's College has not committed any infractions that would jeopardize Title IV funding. Neither the Department of Education nor other regulatory agency requires a reimbursement method for funding, a letter of credit, or responses to unresolved complaints. No impending litigation exists concerning financial aid activities; no adverse communication has been received from the Department of Education. St. Philip's College does not owe significant unpaid dollar amounts to the Department of Education.

St. Philip's College has been able to achieve this compliance because prior to awarding aid, St. Philip's College verifies student eligibility using the standards established by the Title IV programs, including the cost of attendance, satisfactory academic progress, selective service registration or exemption, eligible academic program, financial need, citizenship or eligible non-citizen status, default or overpayment status, drug conviction, and enrollment status. St. Philip's College publishes the *Satisfactory Academic Progress Policy* ([13.6-11 Satisfactory Academic Policy](#)) on the Student Financial Aid Office website. The Student Financial Aid Office monitors academic progress at the end of each spring term by reviewing cumulative grade point averages and course completion rates of financial aid recipients.

The Student Financial Aid Office District Director and senior staff are thoroughly familiar with Title IV regulations, state regulations, and institutional policy. Regardless of location or mode of delivery, all students can access financial aid assistance in person, by phone, or by phone email.

Evidentiary Documents

-  [13.6-1 CAFR2020.pdf](#)
-  [13.6-10 CohortDefRates.pdf](#)
-  [13.6-11 SatAcadPol.pdf](#)
-  [13.6-2 CAFR2019.pdf](#)
-  [13.6-3 CAFR2018.pdf](#)
-  [13.6-4 MOAuditSvc.pdf](#)
-  [13.6-5 SingleAuditOpinions.pdf](#)
-  [13.6-6 SumFindCosts.pdf](#)
-  [13.6-7 FISAPYearEnd2020.pdf](#)
-  [13.6-8 FISAPYearEnd2019.pdf](#)
-  [13.6-9 FISAPYearEnd2018.pdf](#)

7 The institution ensures adequate physical facilities and resources, both on and off-campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (Physical resources) **(Physical Resources)**

Compliant

Partial Compliance

Non-Compliant

Narrative

Facilities

St. Philip's College is in compliance with Core Standard 13.7 by providing physical resources for both on and off-campus that are adequate to serve and support the mission of its programs and services. St. Philip's College is a community college operating under an open-door policy. The desire is to serve each student's educational needs while maintaining a high standard of excellence in all programs.

St. Philip's College MLK campus is located east of downtown San Antonio, Texas, with 852,769 square feet of academic, student support, and maintenance space in 24 buildings. The Southwest Campus, located 9 miles from the MLK campus, is situated on 450,294 square feet of academic and student support space in 6 buildings.

The buildings and facilities are adequate to support all mission-related activities, including instruction and educational support, student activities, and administration. St. Philip's College operates two comprehensive campuses in its service area, offering day, evening, and weekend classes and maintains physical facilities on and off-campus that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. The Alamo Colleges 2020 Asset Detail Report ([13.7-1 AssetDtlReport](#)) by Asset Number for MLK and SW campuses details the FCI, building gross square feet (GSF), usage, year built, year renovated for each structure, and an exterior photograph.

The gross square footage of all the facilities, by type of space, is enumerated in Tables 13.7-1 and 13.7-2 below. The Tables also provide the Facility Condition Index (FCI), sorted from highest to lowest, and associated metrics. The Facility Condition Index (FCI) is a standard facility management benchmark used to objectively assess the current and projected condition of a building asset.

The College's Physical Facilities ([13.7-2 CollegePhysRscs](#)) provides a snapshot of the Asset Detail building description with sample photos of the interior classroom and lab spaces.

Table 13.7-1 Facilities Index Chart Martin Luther King Campus

Campus	Building	Building Asset Number	Building Use	Replacement Value	FCI	FCI Costs	Total Requirements Cost	Building Size
MLK	Health and Fitness Center	0007	Athelilic Facility/ Gymnasium	\$ 6,346,713.00	45.0%	\$ 2,837,724.00	\$ 4,009,504.00	25,833
MLK	Bowden Building	0014	Classroom/Training	\$ 4,232,655.00	32.0%	\$ 1,336,334.00	\$ 2,413,308.00	20,830
MLK	Campus Center	0012	Classroom/Training	\$ 5,930,421.00	27.0%	\$ 1,594,833.00	\$ 4,139,667.00	20,064
MLK	Portable Building	0021	Classroom/Offices	\$ 118,282.00	10.0%	\$ 11,574.00	\$ 38,200.00	1,440
MLK	Portable Building	0022	Classroom/Training	\$ 118,282.00	10.0%	\$ 11,574.00	\$ 38,200.00	1,440
MLK	Portable Building	0023	Classroom/Training	\$ 118,282.00	10.0%	\$ 11,574.00	\$ 38,200.00	1,440
MLK	Learning and Leadership Development Center	0017	Classroom/Training	\$ 3,098,341.00	12.0%	\$ 361,583.00	\$ 939,393.00	15,331
MLK	Applied Science Building	0002	Classroom/Training	\$ 18,829,857.00	11.0%	\$ 2,153,832.00	\$ 8,912,501.00	87,400
MLK	Watson Fine Arts Center	0001	Classroom/Training	\$ 14,854,246.00	10.0%	\$ 1,418,711.00	\$ 8,476,364.00	50,360
MLK	Continuing Education Building	0004	Classroom/Training	\$ 2,208,638.00	9.0%	\$ 196,683.00	\$ 1,062,140.00	10,000
MLK	Child Development Center	0018	Classroom/Training	\$ 165,513.00	4.0%	\$ 59,272.00	\$ 516,521.00	6,700
MLK	(CHP, CLR, WEC) Applied Health,. One Stop and CLR	0008	Classroom/Training	\$ 48,217,281.00	1.0%	\$ 4,627,973.00	\$ 4,627,972.00	217,265
MLK	Sutton Learning Center	0010	Classroom/Training	\$ 25,295,428.00	1.0%	\$ 263,087.00	\$ 1,951,012.00	119,740
MLK	William C. Davis Science Building	0009	Classroom/Training	\$ 19,937,192.00	0.0%	\$ 96,874.00	\$ 5,601,753.00	83,829
MLK	E.L. Turbon Student Center	0013	Multipurpose Use	\$ 12,013,050.00	0.0%	\$ 591.00	\$ 591.00	28,266
MLK	Good Samaritan Veterans Outreach Center	0020	Classroom/Training	\$ 3,369,505.00	0.0%	\$ -	\$ 342.00	14,874
MLK	Tourism, Hospitality Culinary Arts	0024	Classroom/Training	\$ 33,597,527.00	0.0%	\$ -	\$ -	62,128
MLK	Clarence W. Norris Building	0011	Classroom/Training	\$ 20,741,188.00	0.0%	\$ -	\$ -	85,829
				\$ 219,192,401.00			\$ 42,765,668.00	852,769

Table 13.7-2 Facilities Index Chart SouthWest Campus

Campus	Building	Building Asset Number	Building Use	Replacement Value	FCI	FCI Costs	Total Requirements Cost	Building Size
SWC	Workforce Center of Excellence	0008	Classroom/Training	\$ 11,269,637.00	14.0%	\$ 1,619,954.00	\$ 4,934,451.00	40,000
SWC	Industrial Technology Center	0001	Classroom/Training	\$ 59,057,050.00	7.0%	\$ 4,251,593.00	\$ 21,886,374.00	294,113
SWC	Aircraft Technology Center	0002	Classroom/Training	\$ 6,378,984.00	2.0%	\$ 11,768.00	\$ 1,938,294.00	41,550
SWC	Diesel Technology Center	0006	Classroom/Training	\$ 2,191,744.00	1.0%	\$ 30,035.00	\$ 262,752.00	13,223
SWC	Diesel Technology Labs	0007	Classroom/Training	\$ 1,593,449.00	1.0%	\$ 15,956.00	\$ 189,634.00	11,048
SWC	Multi-Disciplinary Instructional Center	0003	Classroom/Training	\$ 10,040,038.00	0.0%	\$ 5,387.00	\$ 1,002,351.00	50,360
				\$ 90,530,902.00			\$ 30,213,856.00	450,294

The gross square footage per student also demonstrates the adequacy of the physical resources (13.7-3_ADAstraRooms) of the College. St. Philip's College's gross square footage (GSF) per the total enrolled number of students and gross square footage per full-time student equivalent (FTSE) are outlined in Table 13.7-3. St. Philip's College uses THECB Accountability metrics to focus on Fall data (Fall to Fall persistence, Fall headcount enrollment, etc.).

Table 13.7-3 SPC GSF per Number of Students (MLK and SWC)**Table 3 - SPC GSF per Number of Students (MLK and SW)**

Semester	Student Enrollment	Full-Time Student Equivalent	GSF per Enrolled Student	GSF per Full-Time Student
Fall 2018	11,590	6,103	107.07	203.33
Fall 2019	12,962	7,027	95.74	176.6
Fall 2020	12,696	6,449	97.74	192.42

NOTE: GSF does not include the THCA GSF. THCA opened fall 2021 semester.

Source: Student Enrollment (St. Philip's College Quick Facts publication 2020, 2019, 2018; page 1)

The campus maps ([13.7-5_CampusMapMLK](#) and [13.7-6_CampusMapSWC](#)) display the comprehensive facilities provided to St. Philip's College faculty, students, and staff. A college of this size requires periodic investment in the improvement of its facilities to expand available resources. St. Philip's College's Master Plans ([13.7-4_MLKMasterPlan](#)) for the MLK and SW campuses recent master plans reflect the College's vision for the future and commitment to creating an environment conducive to successful higher education.

The most recent expansion project was approved in May 2017 by the Bexar County citizens as a \$450 million bond package to construct new Alamo Colleges facilities and renovate existing buildings to accommodate student growth. Of this \$450 million, \$30 million was dedicated to St. Philip's College for the four-story 61,000 square foot Tourism, Hospitality, Culinary Arts building. The building features classrooms, teaching kitchens, full commercial projection kitchen labs, special purpose areas featuring a 100-seat tiered lecture hall, Hospitality Area (Mock Hotel Space), and two signature public restaurants. The \$15,582,376 renovation of the Norris Technical Building was also funded from this budget. The Norris was rededicated to Clarence Windzall Norris. The Alamo Colleges District voted in March 2020 to rename the building in honor of Dr. Clarence W. Norris, Sr. recognizing his 30 years of dedicated service to St. Philip's College. In 2020, a major renovation of this building added 6,911 square feet. The renovation enhanced the student community learning environment and student lounge areas. It houses the Tutoring & Technology Center and the Rose R. Thomas Writing Center, which are special-purpose areas for the Information Technology & Communications Department and the Communications & Learning Department.

St. Philip's College bond-funded construction is overseen by a Citizens Bond Oversight Committee, which was established to ensure that planned bond expenditures were approved and carried out in accordance with the recommendations of the Board of Trustees and taxpayer intent.

IT Technology Infrastructure

The technological support infrastructure at the College consists of a more extensive enterprise system which is an extension of the Alamo Community Colleges District infrastructure network. The vast span of network hardware and bandwidth capacities are more than sufficient to support the demands of the College for student computer access, business needs, online curriculum, distant learning, and video conferencing systems. The college network has a dedicated 10GB bandwidth capacity with an additional 600Mb backup circuit that operates data flow. In addition, burstable bandwidth is available when demanding peak times increase the bandwidth as needed. The Alamo Community Colleges District network infrastructure consists of a vast array of equipment, including enterprise servers, storage area networks, cabling systems, network switches, and routers. In the 2020 Noel-Levitz Student Satisfaction Survey ([13.7-20_RNL_SSI_ItemReport](#)), students listed several strengths, including the adequacy of computer labs, sufficient study areas, and a well-maintained campus environment.

The technology network supports internal and external resources for students, staff, employees, and the community. Public library services, internet access, campus computer labs, classroom support, telephone systems, and Audio Visual equipment contribute to the information technology demands supported via the college network. The network maintained and supported 100% of staff remoting into office desktops for remote work environments while providing students access via Wifi around campus, via distant learning, or in ad hoc wireless computer classroom setups. Externally, the Alamo Community College network supports employee and student portals which provide access to essential resources pertinent to doing business within the College. The network's capacity is monitored via Orion system alerts that provide a holistic college network environment dashboard.

Facilities Maintenance

St. Philip's College provides physical facilities that allow faculty, students, and staff access to on-site and off-site facilities as necessary. The College makes periodic investments in improving its on-site and off-site facilities to expand available resources exceeding the C.2.3 Facilities and Ground Management Policy ([13.7-8 BoardPolicyC.2.3](#)) for minimum facilities maintenance expenditures. The College's policy ensures that its facilities are consistently safe, comfortable, and hygienic for students, faculty, employees, and the general public. All maintenance and repair services are performed to the highest standard of service and in accordance with all federal, state, and local laws.

The Vice President of College Services and Associate Vice Chancellor for Facilities and Construction Management are responsible for overseeing St. Philip's College Facilities Operations and Construction Management ([13.7-9 ConstructionMgmtProcedure](#)). The Facilities Superintendent and his staff are responsible for managing the operation and maintenance of the buildings, grounds, and related support services for St. Philip's College and the daily maintenance and custodial support services, some of which are outsourced. The Facilities Department routinely inspects the condition of the buildings and uses a work-order ([13.7-11 WORK ORDER](#)) system to manage the maintenance tasks effectively.

The Facilities Department uses the MAXIMO computerized maintenance management system to manage online work order requests to manage the overall upkeep of the campuses. Work orders ([13.7-11 WORK ORDER](#)) result from a call to the Facilities Hotline or submitting an online request for maintenance issues. MAXIMO tracks work order request receipt dates, descriptions, building locations, work types, work estimates, and completion dates for the multitude of submitted requests. Automated e-mails are generated to keep all responsible parties updated. This process creates a user-friendly approach for maintenance requests, enhances communication while providing a mechanism for the Facilities Department to organize requests appropriately and receive customer feedback.

The St. Philip's College Facilities Superintendent is responsible for overseeing operations and maintenance of the MLK Campus with 24 buildings and 50.82 acres, and the Southwest Campus with seven buildings and 15.7 acres. The Facilities Department is organized into Building Maintenance, Heating, Ventilation, Air Conditioning & Refrigeration, Grounds Keeping, Housekeeping, and Waste Management (trash disposal and recycling). The Facilities Superintendent reports building operation and maintenance issues to the Vice President of College Services.

The St. Philip's College Facilities Services Department provides general maintenance, custodial services, and grounds maintenance. The Facilities Services department consists of general maintenance personnel responsible for the operation and maintenance of building systems, including heating, ventilation, air conditioning, electrical, plumbing, painting, and carpentry services. They are also responsible for repairing the structural components of buildings, such as walls, floors, and roofs.

Below are the three primary areas of services that facilities provide to St. Philip's College:

1. *General maintenance* personnel is responsible for building systems' operation and maintenance, including heating, ventilation, air conditioning, electrical, plumbing, painting,

and carpentry services. They are also responsible for repairing the structural components of buildings such as walls, floors, and roofs.

2. *Custodial Services*: Custodians provide general housekeeping and cleaning for common areas, interior spaces, classrooms, offices, and departmental space. General housekeeping includes trash removal, floor cleaning and dusting, and special services such as carpet shampooing, floor stripping and waxing, interior window cleaning, and Venetian blind cleaning. Custodial Services also coordinates pest control services.
3. *Grounds maintenance* maintains the campus (and some off-campus) grounds, lawns, shrubs, other plants and trees, outside trash removal, some outside pest control, litter and leaf removal.

The campus facilities and grounds are well-maintained. Custodial Services provides general housekeeping and cleaning for common areas, interior spaces, classrooms, offices, and departmental spaces. General housekeeping refers to trash removal, floor cleaning, and dusting, as well as special services, such as carpet shampooing, floor stripping and waxing, interior window cleaning, and Venetian blind cleaning. Custodial Services also coordinates pest control services. Grounds Maintenance ([13.7-10_FacilitiesGroundsManagement](#)) maintains the campus grounds, lawns, shrubs, and other plants and trees and provides outside trash removal, some outside pest control, and litter and leaf removal.

Maintenance of operable systems tasks such as chiller/boiler inspection, pest control, waxing of floors, replacement of air filters funded in the St. Philip's College's annual operating budget. Additionally, replacing old equipment or systems (near the end of their useful life expectancies) is funded for St. Philip's College with dedicated PM budget line items. Regular inspection and maintenance are an ongoing part of general operations. St. Philip's College allocates funding for annual inspection and pending replacement of appropriate facility operation systems. The college attempts to aggressively maintain systems to extend their useful life expectancy and plans for system replacement before failure.

For all students and faculty accessing the MLK campus, the 66,000 square-foot Center for Learning Resources (CLR) provides quiet, comfortable areas for study and reflection; enclosed spaces for individual and group study. The second floor has desktop computers; priority is given to St. Philip's College students, faculty, and staff. No sign-up is required. Each desktop has Internet access and MS Office Suite. Laptops are available for checkout at the Circulation Desk. Laptops may be checked out in 4-hour blocks of time and can be renewed if there is no waitlist. The CLR has three computer labs available for multi-purpose use, and each lab has thirty-five desktops. Free wireless access is available throughout the CLR. The SW Campus library is 10,336 square feet and features casual reading spaces, study tables, individual study carrels, and an open computer lab with 26 computers. There are also five separate study rooms and three group study rooms, capable of accommodating 20 students. Free wireless access is available through the library.

Each Early College High School and Dual Credit Site and Resources, which are off-site locations, have physical facilities that meet the [13-7-22_Texas Administrative Code](#) Title 19, Part 2, 61.1036, which provides minimum standards for constructing high school classroom facilities. All off-site locations are part of the Texas Public Independent School Districts or charter schools and must follow the Texas Administrative Code. This code also ensures that these classroom facilities meet requirements for the delivery of college lecture courses. All off-site locations have met the requirements of this code for

current enrollment, as addressed in the Substantive Change prospectus for each off-site campus, which includes all students enrolled in courses offered via dual enrollment.

The approximate square footage of general off-site classrooms must meet the Texas Education Code requirements for square feet per room. The respective Academic Department Program Coordinator reviewed Career and Technical Education labs and approved them after an on-site visit has been conducted to ensure all requirements are met for delivery of instruction. The Program Coordinator ensures the physical facilities are adequate to permit achievement of the program goals and performance objectives.

- Automotive Technology Standard 9 Facilities
- Comal ISD Biology and Chemistry – Zoom meeting

Compliance with building codes, fire extinguisher permits, gas permits, elevator permits, grease traps, alarm permits, and other regulatory requirements are kept current. All maintenance and repair services are performed to the highest standard of service and in accordance with all federal, state, and local laws.

Preventive and Deferred Maintenance

The Board's policy is to follow a preventive maintenance program to ensure a continuous high level of care that protects taxpayer investments in facilities. The preventive maintenance program includes the recurrent, day-to-day, periodic, or scheduled work required to preserve the physical integrity or usefulness of a real property facility. It includes work required to maintain, repair, restore, replace in kind, or alter facilities or components that have deteriorated or require upgrading or modernization to a condition that the facility or component may be used effectively for its designated or intended purpose. Regular maintenance schedules are kept current for the air conditioning units, furnaces, safety systems, water coolers, restroom fixtures, installed light fixtures, cafeteria equipment, and general equipment affixed to the building.

The prioritization and planning of maintenance, expansion, and upgrade projects are determined by the Vice President of College Services, the College President, and the District Facilities Management Department with the support of internal and external engineers and experts. St. Philip's College adheres to the District's preventive maintenance program outlined in [C.2.3.1 Preventive Maintenance \(Procedure\)](#). This program helps the College meet its mission to provide a quality educational environment and meet the [Strategic Plan 2018-2019 \(13.7-7 StrategicPlan\)](#) Objective Three: *PERFORMANCE EXCELLENCE Continuously improves our employee, financial, technological, physical, and other capacities to enhance efficiency and effectiveness.*

In support of student success, St. Philip's College, in coordination with the District's Associate Vice Chancellor of Facilities, ensures a high level of continuous care for facilities and installed equipment through the *Annual Preventive Maintenance (PM) program*. Preventive maintenance is defined as the recurrent, day-to-day, periodic, or scheduled work required to preserve the physical integrity or usefulness of a real property facility.

The college ensures continuous care for facilities and structural equipment through a preventive

maintenance (PM) program. PM includes work required to maintain, repair, restore, replace-in-kind, or alter facilities or components which have deteriorated or require upgrading or modernization to a condition that the facility or component may be used effectively. PM funds are used for materials, labor, tools, equipment, or contracted work directly relating to and supporting the concept of well-maintained buildings, ground, utilities, or items associated with physical plant activities.

Table 13.7-4 details the Preventive Maintenance budget for Fiscal Years 2021–2023 for St. Philip’s College. St. Philip’s has identified areas requiring preventive, roof, structural, pavement, mechanical, electrical, and plumbing maintenance and allocated funds to proactively maintain these systems as part of a successful Routine and Preventive Maintenance plan.

Table 13.7-4 St. Philip’s College Preventative Maintenance Budget FY 2021–2023

PM Budget by Building for Years 2021 – 2023 St. Philip's College

	2021	2022	2023	Grand Total
Applied Health, One Stop and CLR	\$ 10,470	\$ 19,125		\$ 29,595
Applied Science Building	\$ 352,649	\$ 1,710	\$ 2,175,497	\$ 2,529,856
Campus	\$ 1,904,399			\$ 1,904,399
Central Plant	\$ 132,356	\$ 2,816,855		\$ 2,949,211
Child Development Center	\$ 86,739		\$ 179,925	\$ 266,664
Chiller Building		\$ 46,783		\$ 46,783
Continuing Education	\$ 165,294	\$ 1,197	\$ 599,490	\$ 765,981
Diesel Technology Center		\$ 855		\$ 855
Diesel Technology Labs		\$ 17,491		\$ 17,491
Industrial Technology Center	\$ 667,019			\$ 667,019
Learning and Leadership Development Center (LLDC)	\$ 131,050	\$ 4,850	\$ 205,159	\$ 341,059
Multi-Disciplinary Instructional Center		\$ 3,077		\$ 3,077
Science Building (William C. Davis)	\$ 258,457		\$ 649,547	\$ 908,004
Sutton Learning Center		\$ 279,636	\$ 2,130	\$ 281,766
Watson Fine Arts Center	\$ 209,400	\$ 699,013		\$ 908,413
Workforce Center of Excellence		\$ 567,914	\$ 2,043,251	\$ 2,611,165
Grand Total	\$ 3,917,832	\$ 4,458,506	\$ 5,854,999	\$ 14,231,337

To ensure that facilities are utilized and maintained appropriately, St. Philip’s College abides by the following District Board policies and procedures:

- *C.2.3 Facilities and Ground Management Policy* ([13.7-8 BoardPolicyC.2.3](#)) provides authoritative guidance to St. Philip’s College related to maintenance standards critical for responsibly managing the College’s assets. The Policy states that consistent maintenance standards shall be employed and requires College administrators to prepare, budget, and execute an annual preventive maintenance program. It also requires that funds be set aside annually to fund preventive maintenance projects determined by the Board.
- *Board Procedure C.2.3.1. (Included in artifact 13.7-19 on p. 7) Preventative Maintenance* requires that an annual preventive maintenance program be prepared, budgeted, and executed “in order to ensure a continuous high level of care that protects

taxpayer investments in facilities and installed equipment.”

St. Philip’s College utilized services from [Lockwood, Andrews, & Newman, Inc.](#) to develop a *three-year Preventive Maintenance Plan in 2020 through the collaboration of the Alamo Colleges Facilities department and Alamo Colleges’ senior leadership*. The work resulted in the prioritization of *repairs/renewals of building elements for the Alamo Colleges District covering FY21 through FY23*. Funds are set aside annually for these preventive maintenance programs. The Chancellor or designee develops, publishes, and disseminates specific instructions and procedures necessary to implement the preventive maintenance program.

Items not addressed under preventive maintenance policies and procedures are characterized as deferred maintenance and are addressed under a distinct plan and set of guidelines developed by the Alamo Community College District. In a January 2020 report on select facilities management principles and policies specific to the St. Philip’s College, outside consultants, Lockwood, Andrews, and Newman, Inc., stated St. Philip’s College deferred maintenance plan is built around comprehensive facility assessments. The Alamo Colleges has identified the benefit of a comprehensive facility conditions assessment performed by a team of qualified facility professionals on roughly five to seven-year intervals. Pursuing such work on these intervals helps the College maintain an accurate deferred maintenance backlog, develop a clear plan of action to maintain and improve facilities over manageable time periods, and ensure that facilities are regularly evaluated for compliance with current codes, standards, and guidelines.

Physical Resources

To support the College’s mission focused on student success, routine *capital expenditures* to update or replace obsolete and worn-out equipment and furniture for capitalized and non-capitalized items are also funded from the operating budget. Unused allocations to the capital budget from an annual budget for routine capital expenditures are made available for use. The allocation is determined by estimating the asset life and assets that need replacement based on capital depreciation expenses in the prior year and historical trends of \$0.25 per contact hour spent on non-capitalized items.

Every other year, the College administers the *Student Satisfaction inventory from Ruffalo Noel Levitz*. The instrument includes items relating to the adequacy of campus services and overall campus facilities. The 2018 results indicate that students perceived the strengths of the following area of the College:

- On the whole, the campus is well-maintained.
- Computer labs are adequate and accessible.
- The equipment in the lab facilities is kept up to date.

The areas are identified as strengths because the St. Philip’s College Student Satisfaction score is higher than the national cohort for December 2020, with 6.40 out of 7. See Tables 13.7-5 and 13.7-6. This score indicates an improvement in campus maintenance, computer labs, and up-to-date equipment in lab facilities.

Table 13.7-5 Satisfaction Inventory for Campus Maintenance

Ruffalo Noel Levitz Student Satisfaction Inventory—Campus Maintenance						
	May 2016		May 2018		December 2020	
	SPC	National	SPC	National	SPC	National
On the whole, the campus is well-maintained.	6.17	5.93	5.86	5.96	6.40	6.10

Table 13.7-6 Satisfaction Inventory for Computer Labs

Ruffalo Noel Levitz Student Satisfaction Inventory—Computer Labs						
	May 2016		May 2018		December 2020	
	SPC	National	SPC	National	SPC	National
Computer labs are adequate and accessible.	6.22	5.79	5.83	5.85	6.18	6.01
The equipment in the lab facilities is kept up to date.	5.98	5.58	5.60	5.63	6.21	5.78

St. Philip’s College follows the necessary and appropriate control over its physical resources. St. Philip’s College collaborates with Alamo Community College District Purchasing Department ([13.7-14 Purchasing Authority](#)), abides by policies and procedures that govern the acquisition, tracking, and disposal of all equipment and property ([13.7-15 Property Mgmt Policy](#) and [13.7-16 Property Mgmt Procedure](#)). Each fiscal year, a physical inventory is conducted to determine all tangible property assets are accounted for at St. Philip’s College. The inventory control process ensures equipment and other assets are not identified as missing, excess, defective, or obsolete.

Annually, St. Philip’s College President Dr. Adena Williams Loston receives an inventory report outlining the College’s Final Inventory Report for review along with a report accounting for missing inventory items. A Signed Certification ([13.7-13 Final Certification](#)) of Physical Inventory completes the process of asset accountability. Departments with missing inventory assets must submit process improvement plans that close tracking gaps and strengthen inventory processes. In addition, annual pre-inventory checks occur the following year for departments not achieving a 100% inventory rating.

Control

The Inventory Control team at Alamo Community College District utilizes inventory control guidelines and procedures mandated by the State of Texas and reference materials from the Texas State Property Accounting Manual, District Board-approved policy, and generally accepted accounting practices.

Every college department officially designates property stewards ([13.7-17 Inventory Stewardship](#)) entrusted with caring and safeguarding all controlled items/fixed assets and other items of value located on St. Philip’s College campus. The property stewards are identified in the Final Inventory Report ([13.7-14 Purchasing Authority](#)). Budget managers are required to know the general location of controlled departmental assets and ensure property stewards are present during district inventory events. Throughout the year and by request, inventory documentation must support the tracking and transfer of departmental assets between the annual physical inventory event.

St. Philip’s College utilizes the controlled/fixed asset reporting software, Wisetrack, and the

administrative software, Banner, to help financial managers fulfill the financial accountability of administering, accounting for, and preserving the institution's property investment, plant, and equipment. The budget manager, property stewards, and the District Inventory Control team have role-based privileges in the systems that allow for accounting, reporting, documenting the assets' current location, history of asset transfer, asset retirement, lost/stolen status, and obsolete property reporting. E-mail Property Transfer Notices ([13.7-18 PropertyTransferNotice](#)) requesting authorization are sent to property stewards when assets are removed or added to department inventory. Together, these financial and inventory systems provide St. Philip's College administration, budget managers, and property stewards with up-to-date reports on acquisitions and disposal of St. Philip's College's procured physical resources. Through the lifecycle of the inventory asset, equipment is recorded and tracked via inventory barcodes and serial numbers at the time of acquisition or installation through disposal and removal from the Wisetrack system.




Accountability













Banner Finance and Wisetrack systems account for the procured property with an Alamo Colleges District Asset tag for identification as St. Philip's College-owned property. The Inventory Control team and the St. Philip's College Property Stewards monitor and track the asset's lifecycle. The disposal of the asset is tracked and released from the inventory system via the disposal property process that includes a certified technology surplus vendor partnership. The Inventory Control Team schedules inventory visits at all locations that have inventoried assets, including all off-site locations. This process completes the lifecycle record of the property.

Summary

Through its effective use of software, physical accountability, and strict adherence to procedure, St. Philip's College maintains appropriate control over its physical resources and has sufficient technological infrastructure in place that adequately supports operational services while allowing for future growth.

Evidentiary Documents

-  [13.7-1 AssetDtlReport.pdf](#)
-  [13.7-10 FacilitiesGroundsMgmt.pdf](#)
-  [13.7-11 WORK ORDER.pdf](#)
-  [13.7-12 FacilityPlanningMemo.pdf](#)
-  [13.7-13 Final Certification.pdf](#)
-  [13.7-14 PurchasingAuthority.pdf](#)
-  [13.7-15 PropertyMgmtPolicy.pdf](#)
-  [13.7-16 PrptMgmtProcedure.pdf](#)
-  [13.7-17 InventoryStewardship.pdf](#)
-  [13.7-18 PropertyXferNotice.pdf](#)

-  [13.7-19 C.2.3.1 Procedure.pdf](#)
-  [13.7-2 CollegePhysRscs.pdf](#)
-  [13.7-20 RNL SSI ItemReport.pdf](#)
-  [13.7-21 LANMemo.pdf](#)
-  [13.7-22 TexasAdminCode.pdf](#)
-  [13.7-3 ADAstraRooms.pdf](#)
-  [13.7-4 MLKMasterPlan.pdf](#)
-  [13.7-5 CampusMapMLK.pdf](#)
-  [13.7-6 CampusMapSWC.pdf](#)
-  [13.7-7 StrategicPlan.pdf](#)
-  [13.7-8 BoardPolicyC.2.3.pdf](#)
-  [13.7-9 ConstrMgmtProc.pdf](#)

8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment) **(Institutional Environment)**

Compliant

Partial Compliance

Non-Compliant

Narrative

Institutional Environment Narrative

St. Philip's College and the Alamo Colleges District have taken reasonable actions to provide a healthy, safe, and secure environment that supports the College in achieving its mission and reducing future risk. The measures address such topics as Institutional Environment; Emergency Plans, Procedures, and Preparedness; and Regulatory Compliance. The actions taken include evaluating and updating procedures, policies, and training to reduce and mitigate risks; aligning personnel to address specific needs; and ensuring engineering controls are installed and functioning to address potential threats. Where engineering controls, training, and procedures cannot mitigate risks, such as a pandemic, then Personal Protective Equipment is recommended and made available to both employees and students to minimize associated risks.

St. Philip's College retains services from the Alamo Colleges District Police Department. The Alamo Colleges District Police Department employs State of Texas licensed Peace Officers who are responsible for providing law enforcement services 24 hours a day, seven days a week, and 52 weeks a year at St. Philip's College's Martin Luther King and Southwest Campus locations. Their responsibilities include, but are not limited to patrolling the campuses' grounds, buildings, and parking areas; responding to calls for service; providing on-campus safety escorts; assisting stranded motorists; enforcing federal, state, and local laws; parking enforcement; and ensuring that community members and guests follow the policies established by Alamo Colleges District and St. Philip's College. The Alamo Colleges District Police Department maintains an established open and collaborative relationship with other law enforcement agencies whose jurisdictions overlap St. Philip's College Martin Luther King and Southwest Campus. In a customer satisfaction survey of students and employees conducted in 2019, titled the "2019 Survey Results Poster" ([13.8-1_2019SurveyResultsPoster](#)), St. Philip's College led with 85% of the respondents indicating they were satisfied with the services provided by the Alamo Colleges Police Department.

In the 2020 administration of the Noel Levitz Student Satisfaction Inventory, students indicated that they were satisfied with the safety and security of St. Philip's College. The ratings were higher than those of the 2018 administration and higher than those of the 2020 national cohort. Table 1 displays these results.

Table 1: Ruffalo Noel Levitz Student Satisfaction Inventory—Safety and Security: St. Philip’s College to National Comparison

Ruffalo Noel Levitz Student Satisfaction Inventory—Safety and Security						
	May 2016		May 2018		December 2020	
	SPC	National	SPC	National	SPC	National
Security staff are helpful.	5.89	5.26	5.41	5.39	6.17	5.61
Security staff respond quickly in emergencies.	5.89	5.24	5.35	5.37	6.29	5.62
Parking lots are well-lighted and secure.	5.79	5.39	5.34	5.46	6.07	5.58
The campus is safe and secure for all students.	5.99	5.79	5.66	5.84	6.40	5.99
The amount of student parking space on campus is adequate.	5.69	4.78	5.37	4.97	5.73	6.16

Emergency Plans, Procedures, and Preparedness

In January 2013, the Alamo Colleges District and St. Philip’s College adopted the federal emergency management protocols known as National Incident Management System (NIMS) and developed an individual comprehensive Emergency Operations Plan (EOP) for both the Martin Luther King (MLK-EOP) and Southwest campuses (SWC-EOP) with supporting Standard Operating Procedures (SOP). The EOPs and SOPs provide procedure and training guidelines for emergency scenarios such as evacuation, reverse evacuation, shelter-in-place, and lockdown. The plans increase safety awareness and minimize the associated risks and threats to the St. Philip’s College community. St. Philip’s College designates employees by position from both campuses as members of the Emergency Response Team (ERT). The ERT maintains a level of readiness by completing various training courses required by the National Incident Management System through the Federal Emergency Management Agency’s Emergency Management Institute.

Students (ECHS) follow the safety guidelines given by St. Philip’s College and the Independent School District (ISD), where the off-site location resides. When they are on the college campus, MLK and/or SWC, they participate in all drills and follow the established safety protocols. Dual Credit and ECHS students follow their Schools/ISDs guidelines and participate in all safety drills when they are at their campus.

To augment the EOPs and SOPs, St. Philip’s College established and maintains a volunteer base group of employees for each occupied building, referred to as a Building Action Team. Each team has roles and responsibilities outlined in the Building Action Guide specific to each building. The Building Action Guide contains building-specific evacuation and shelter-in-place maps and plans, guidance on actions to be taken during particular incidents, a list of Building Action Team members, locations of external and internal assembly areas, and a list of resources. See the Applied Science Building Action Guide ([13.8-5 AppliedScienceGuide](#)). In March 2020, the St. Philip’s College Community transitioned to a remote learning and working environment due to the SARS-CoV-2 (COVID-19) pandemic. As a result of the remote work and learning transition, the Building Action Teams were suspended. In Summer 2020, much of the College community remained remote. Only those directly involved in teaching and learning in a Career

Technical Education (CTE) program were allowed on campus with strict guidelines for infectious disease safety. Realizing the need to enhance the safety of the employees and students occupying various spaces on the campus, Alamo Colleges District and St. Philip's College's leadership met that need by creating a temporary position called a Health & Safety Officer (HSO) to assist during the pandemic. The HSO follows the protocols established in the "St. Philip's College Operations COVID Recovery Plan" ([13.8-6_COVIDRecoveryPlan](#)). One responsibility is to conduct health screening (symptoms and temperature) / checking in employees and students, pandemic safety compliance in assigned building, and assisting the occupants during an emergency incident (e.g., shelter in place).

Emergency management is a continuous process that involves preparedness, response, recovery, and mitigation. As Alamo Colleges began to respond to the pandemic, it was recognized that the established plans needed to be more fluid to meet the ever-changing environment. Enterprise Risk Management began updating and enhancing our Continuity of Operations Plans by implementing software that will align District-wide institutions. The documents created will provide details about resources necessary during recovery from an incident. The COOP ensures the resiliency of critical operations to support the core mission of the Alamo Colleges. Threat and Hazard Identification and Risk Assessment (THIRA) assessments are conducted and reported annually to support campus emergency management further.

Regulatory Compliance

Each facility at St. Philip's College is outfitted with various safety systems and equipment types, such as a fire suppression system, fire extinguishers, smoke detectors, audible and visual alarms, evacuation chairs, Automated External Defibrillator (AED), and emergency phones. The systems and equipment are inspected monthly and/or annually pursuant to state and local statutes as shown in [Artifact 13.8-2_MonthlyInspections](#).

Alamo College's District Police Department evaluates campus safety needs and has strategically installed interior and exterior security cameras on the St. Philip's College Martin Luther King and Southwest Campuses. The security cameras actively record activity on campus that is later accessible for review by the Alamo Community College District Police Department investigations team.

Alamo College's District Police Department maintains, monitors, and controls access to buildings and rooms utilizing a combination of key and electronic locks and access card readers. The electronic door lock technology allows the police department to initiate a campus-specific lockdown immediately from a centralized location.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Alamo Colleges District Police Department collects, documents, and publishes the Annual Security and Fire Safety Report (ASR) ([13.8-11_2020SecurityFireReport](#) and [13.8-12_2019SecurityFireReport](#)) that contains the crime statistics pertaining to St. Philip's College Martin Luther King (MLK) and Southwest (SWC) Campuses on pages 33 and 34. The Clery Geography maps for the MLK and SWC campuses can be found on pages 40 and 42,

respectively. Additionally, each year, on or before October 1, 2020, Alamo Colleges Police Department communicates the publication of the ASR by sending an email notification to all students and employees. All current students, faculty, and staff receive an email notification that provides the website to the district police to access the reports. Refer to [13.8-11_2020SecurityFireReport](#) and [13.8-12_2019SecurityFireReport](#) as examples.

As a political subdivision of the State of Texas, Alamo Colleges—St. Philip’s College (SPC) does not fall under the Federal Authority of the Occupational Safety and Health Administration (OSHA). SPC encourages its employees and students to take the OSHA safety courses related to their industry and scope of work. This practice maximizes our community’s knowledge of current rules and regulations, preparing our students for employment with various organizations in many industries.

Crisis Communications Plan

St. Philip’s College has established, with the Alamo Colleges District, a multilayer approach to communicating college community threats to its students, employees, and stakeholders. Alamo Colleges Police maintain a crime blotter for the College campuses and locations, provide Daily Activity Reports to the College administration, and initiate emergency communications to the campus community through the RAVE software platform, also known as Alamo Alert. RAVE is an alert system used to communicate with students, employees, and other members of the Alamo Colleges Family during a college emergency or weather-related delay or closure. The system can send email and text notifications directly to mobile phones.

[Alamo Alert](#) uses various communication methods to aid in alerting the St. Philip’s College community of any threats to health and safety. Alamo Alert uses email, a reverse 9-1-1 method (calling listed phone numbers with a prerecorded message), posting messages to various social media platforms, and geofencing messaging. The system is tested periodically by the Alamo Colleges Police Department. It is used in some of St. Philip’s College’s emergency drills to evaluate its effectiveness and test system operability in a real case scenario. The Alamo Colleges District Communication Plan is controlled and managed by the Alamo Colleges Marketing and Communications Department in collaboration with St. Philip’s College Marketing and Strategic Communications Department.

Disseminating Health, Safety and Emergency Policies, Procedures and Information

St. Philip’s College disseminates to employees and students emergency and health and safety-related procedures through online and face-to-face training. Additionally, St. Philip’s College distributes flyers and posters in buildings and posts information on the College’s website. Alamo Community College District Police Department maintains helpful information regarding crime prevention, emergency preparedness, and personal safety on their external website. It promotes the information during student and employee interaction such as orientation, open house, and other community events ([13.8-6_COVIDRecoveryPlan](#)).

The Alamo Community College District Human Resources, Ethics and Compliance, and Enterprise Risk Management departments are responsible for providing all employees at St. Philip's College with the policies and training. See Alamo College Board Policy D.6.1.2—Procedure—Required Training ([13.8-14_D.6.1.2_Procedure](#)) regarding preventing discrimination, workplace harassment, ethics, and the handling of hazardous waste ([13.8-4_CompletedTrainingEx](#)).

Strategies of Behavior Intervention (SOBI)

The Strategies of Behavioral Intervention (SOBI) Employee and Student Guide ([13.8-13_SOBIGuide](#)) is a resource St. Philip's College uses to provide the College community with guidelines focused on preventive and timely intervention before a crisis arises. The purpose of this guide is to provide a reference tool for College faculty, administrators, staff, and students when referring to the disruptive behavior of students or visitors on our campuses who may negatively impact student learning. Strategies of Behavior Intervention have been a resource for St. Philip's College faculty, staff, and students to report student behaviors of concern.










Title IX Compliance

Complaints/Grievances Alleging Violation of Federal and State Laws are administered by the Title IX Deputy Coordinator and Vice President of Student Success of St. Philip's College. These complaints/grievances are not limited to harassment of any kind, discrimination, Title IX, nor ADA compliance. *St. Philip's College does not discriminate* on the basis of race, religion, gender, national origin, age, disability, veteran status, genetic information, or sexual orientation with respect to access, employment programs, or services. Inquiries or complaints/grievances concerning these matters should be brought to the attention of the Vice President of Student Success and Title IX Deputy Coordinator. *Since our last reaffirmation visit in 2016, St. Philip's College did not have any active or new investigations regarding a healthy, safe and secure campus environment.*

Summary

St. Philip's College has demonstrated organizational resilience in taking the necessary steps to provide a healthy, safe, and secure environment for all College community members. Facilities Operations and Construction Management, Enterprise Risk Management, and Alamo Colleges District Police Department, in collaboration with the Vice President of College Services, are entrusted with creating an environment that allows for the safe exchange of ideas that enable our community, employees, and students to learn and develop as leaders.

Evidentiary Documents
<p> 13.8-1 2019SurvResPost.pdf</p> <p> 13.8-11 2020SecurityFireRpt.pdf</p> <p> 13.8-12 2019SecurityFireRpt.pdf</p>

-  [13.8-13 SOBIGuide.pdf](#)
-  [13.8-14 D.6.1.2 Procedure.pdf](#)
-  [13.8-2 MontlyInspections.pdf](#)
-  [13.8-3 TestNotification.pdf](#)
-  [13.8-4 CompletedTrainingEx.pdf](#)
-  [13.8-5 AppliedScienceGuide.pdf](#)
-  [13.8-6 COVIDRecoveryPlan.pdf](#)
-  [13.8-7 EmployeeReturnGuide.pdf](#)
-  [13.8-8 COVIDReturnChart.pdf](#)

14 TRANSPARENCY AND INSTITUTIONAL REPRESENTATION

- 1** An institution (a.) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC requirements and federal policy and (b.) ensures all its branch campuses include the name of that institution and makes it clear that their accreditation is dependent on the continued accreditation of the parent campus. (Publication of accreditation status) **(Publication of Accreditation Status)**

Compliant

Partial Compliance

Non-Compliant

Narrative

Publication of Accreditation Status

St. Philip's College complies with Comprehensive Standard 14.1 and represents the accreditation status of the institution accurately. Accreditation status is communicated prominently on the College's website and in print publications. The Accreditation web page (screenshot included for reference) for the College communicates accreditation under SACSCOC with the following statement:

St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of St. Philip's College. To maintain accreditation with the Commission on Colleges, St. Philip's College must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the SACSCOC. The Commission on Colleges applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

For promotional and information documents, the College uses the following truncated statement on SACSCOC accreditation:

St. Philip's College, one of the Alamo Colleges, is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

The statement on accreditation is also prominently featured in the St. Philip's College Student Handbook (Figure 14.1-1) and in the course catalog (Figure 14.1-2).

Figure 14.1-1 Statement of Accreditation in the Student Handbook, p. 3

a dynamic and innovative institution, St. Philip's College values the role of creative and critical thought in preparing its students, campus and community to meet the challenges of a rapidly changing world.

Date Established
1898

Accreditation

St. Philip's College is [accredited](#) by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees and certificates. Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of St. Philip's College.

To maintain accreditation with the SACSCOC, St. Philip's College must comply with the standards contained in the *Principles of Accreditation: Foundations for Quality Enhancement* and with the policies and procedures of the Commission on Colleges. The Commission on Colleges applies the requirements of its *Principles* to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

Vision

[St. Philip's College](#) will be the best in the nation in Student Success and Performance Excellence.

Mission

St. Philip's College, founded in 1898, is a comprehensive public community college whose [mission](#) is to empower our diverse student population through personal educational growth, ethical

Figure 14.1-2 Statement of Accreditation in the Course Catalog

The screenshot shows the St. Philip's College website interface. At the top, there is a navigation bar with the college logo and name, and links for 'Apply', 'Request Information', and 'Visit SPC'. Below the navigation bar is a 'Publication Search' section with a search box and options for 'Whole Word/Phrase' and 'Advanced Search'. The main content area is titled '2021-2022 CATALOG' and features a sub-section for 'Accreditation'. The accreditation text states that St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and also approved and accredited by the Texas Higher Education Coordinating Board, National Accrediting Groups for Health Science and Nursing Programs, Culinary and Hospitality Programs, Automotive Programs, and the Federal Aviation Administration.

The College's statement of accreditation is reviewed annually for accuracy and accessibility, and the standards of accreditation are continually monitored for compliance. The St. Philip's College Accreditation webpage is shown in Figure 14.1-3.

Figure 14.1-3 St. Philip's College Accreditation Webpage

alamo.edu/spc/about-spc/compliance/accreditation/

bookmarks Employee Portal Shutterstock FootPrints PR EMPL Portal Professional Appo... WIGs login Facility Requ

ALAMO COLLEGES DISTRICT
St. Philip's College

SEARCH MENU

Apply Request Information Return to Campus

Planning & Research SACSCOC Accreditation SACSCOC Committee Functional Teams SACSCOC Transparency

ST. PHILIP'S COLLEGE
ONE OF THE ALAMO COLLEGES

ABOUT SPC / COMPLIANCE / ACCREDITATION

Accreditation

St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees and certificates. Questions about the accreditation of St. Philip's College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

To maintain accreditation with the Commission on Colleges, St. Philip's College must comply with the standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the SACSCOC. The Commission on Colleges applies the requirements of its Principles to all applicant, candidate, and member institutions, regardless of type of institution (public, private for-profit, private not-for-profit).

Summary

St. Philip's College complies with the Comprehensive Standard 14.1 and represents its accreditation with the Southern Association of Colleges and Schools Commission on Colleges.

- 3** The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews) **(Comprehensive Institutional Reviews)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip's College applies policies, procedures, and applicable standards of accreditation across the organization to include its off-campus sites and distance learning programs. The College has no branch campuses. The consistent application of policies, procedures, and principles of accreditation ensures that St. Philip's College provides the same standard of program quality and integrity, regardless of the physical location or mode of delivery.

Information related to distance learning and off-campus programs are integrated throughout this report in all applicable standards of accreditation as summarized in the table below:

Section 8: Student Achievement	
8.1	“Student Achievement Goals are posted publicly on the College’s webpage and accessible from either the Strategic Plan webpage menu or the Planning, Research, and Effectiveness webpage. By incorporating these goals, St. Philip’s College focuses inclusively on its diverse student population’s needs and intended program outcomes.”
8.2.a	St. Philip’s College identifies, assesses and uses those results to improve learning in all locations and formats for all students. Student learning outcome assessment is conducted for the core curriculum annually. Program outcomes are also identified and assessed annually to ensure compliance with external accreditation entities.
Section 9: Educational Program Structure and Content	
9.1	“St. Philip’s College offers degree programs that embody a coherent course of study that are compatible with its stated mission to empower our diverse student population through personal and educational growth, career readiness, and community leadership. The personal and educational growth components of the College’s mission are addressed through the core objectives in place for each concentration.
9.2	“St. Philip’s College is in compliance with Core Requirement 9.2 by offering 48 degree programs based on a minimum of 60 semester credit hours, as set forth by the Texas Higher Education Coordinating Board (THECB), adopted by St. Philip’s College, and listed in St. Philip’s College Course Catalog. St. Philip’s College adopted and adheres to the relevant Texas Administrative Code which requires a minimum of 60 semester credit hours for each degree offered: Associate of Arts in Teaching, Associate of Arts, Associate of Science, and Associate of Applied Science. In accordance with THECB rules and permissions, St Philip’s College does offer four Associate of Applied Science degrees that exceed the 60-semester credit hour limit in the Health Sciences fields.”

Section 10: Educational Policies, Procedures, and Practices	
10.5	“The St. Philip’s College website allows students, prospective students, and the public the ability to access admissions policies in the College eCatalog. The College eCatalog outlines the admission requirements and guidelines for each student enrollment classification...”
10.6	“SPC students engage in distance learning through internet-based online and hybrid courses. Each student is assigned a secure unique user ID and a default password at the beginning of the onboarding process. All students access online courses as well as electronic college services via ACES, the Alamo Colleges District secure portal.”
10.9	“St. Philip’s College does not transcript any courses or credits as its own when offered through a cooperative academic arrangement unless the course or credits are taught by the College’s faculty. As of July 2021, with the petition to teach-out at WUXI Institute of Technology in China because of a lack of activity, St. Philip’s College has no joint or dual academic degrees with another institution.”
Section 12: Academic and Student Support Services	
12.1	“St. Philip’s College offers dual credit/early college high school courses in the following modalities: high school campus with St. Philip’s College adjunct instructor (teaches for both ISD and College), online, and face-to-face on a college campus. The High School Programs office collaborates with the high school/charter/private school to provide College access to all academic and student support programs.”
12.4	“Students can learn about policies and procedures regarding student complaints by accessing the information online, listening to various presentations during class sessions, and reading about them in various publications. The Alamo Colleges policies and procedures are applicable to students regardless of their location or mode of delivery.”
Section 14: Transparency and Institutional Representation	
14.1	“Accreditation status is communicated prominently on the College’s website and in print publications. The statement on accreditation is also prominently featured in the St. Philip’s College Student Handbook.”
14.4	“A listing of all agencies with which St. Philip’s College and its individual programs maintain accreditation is accessible via the institution’s Compliance Website.”

- 4** The institution (a.) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy “Accrediting Decisions of Other Agencies.”) (Representation to other agencies) **(Representation to Other Agencies)**

Compliant

Partial Compliance

Non-Compliant

Narrative

St. Philip’s College complies with Standard 14.4, representing itself accurately to all U.S. Department of Education-recognized agencies with which it holds accreditation. The College describes its accreditation status with the Southern Association of Colleges and Schools Commission on Colleges in identical terms to these accrediting bodies and keeps each institutional and programmatic accrediting body apprised of changes in accreditation status with one another.

In addition to the institution’s accreditation through SACSCOC, programmatic accreditation is maintained through three Department of Education-recognized agencies—the Accreditation Council for Occupational Therapy Education (ACOTE), the Commission on Accreditation in Physical Therapy Education (CAPTE), and the Joint Review Committee on Education in Radiologic Technology (JRCERT). St. Philip’s College consistently describes its SACSCOC accreditation status to each of these accrediting bodies with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, per the accrediting standards of the agency or association. The College and its respective programs are in continuous communication with these accrediting agencies and have not voluntarily withdrawn accreditation from any of these agencies.

Table 14.4-1 below lists the Department of Education-recognized agencies apart from SACSOC that currently accredit the institution and/or its programs, including the date of the last review. These agencies have not taken any adverse action since the date of the last review, and all programs remain accredited.

Table 14.4-1 Department of Education-Recognized Agencies that Accredite Institutions and Programs

Program	Program Accrediting Agency	Date of Last Review
Occupational Therapy Assistant	*Accreditation Council for Occupational Therapy Education (ACOTE)	February 14, 2018
Physical Therapist Assistant	*Commission on Accreditation in Physical Therapy Education (CAPTE)	October 24, 2018
Radiography Technology	*Joint Review Committee on Education in Radiologic Technology (JRCERT)	February 29, 2016


A listing of all agencies with which St. Philip’s College and its individual programs maintain accreditation is accessible via the institution’s Compliance Website; a screen capture ([14.4-1 Webpage Prog and Accred Agencies](#)) is attached to this standard’s supporting documentation. This public listing tracks all of the programmatic accrediting agencies with which the institution partners, including but not limited to the USDOE-recognized agencies mentioned previously, reflecting the institution’s commitment to these ongoing affiliations.

The College utilizes an External Agency Tracking Document to establish a process for internal review of all incoming and outgoing communications with external accrediting agencies. The process outlined in that document helps ensure that the College and its respective programs provide accurate representation with respect to SACSCOC accreditation to all U.S. Department of Education-recognized accrediting bodies and keeps each agency apprised of any changes in status with one or another. A sample of the External Agency Tracking Document ([14.4-9 ExtAgcyTrackDoc](#)) is included as a supporting artifact for this standard. A recent example of external interagency representation occurred in 2016 when the College was briefly placed on warning status with SACSCOC. All programs accredited with Department of Education-recognized agencies immediately notified their respective accreditor of the action taken by SACSCOC. External Agency Tracking Documents were utilized to ensure consistent and accurate communications with DOE-recognized programmatic accreditors until the College was removed from warning status and accreditation was reaffirmed by SACSCOC. Samples of outgoing letters, emails, and associated External Agency Tracking Documents ([14.4-2 Comm ACOTE Sub Change](#), [14.4-3 Comm ACOTE Change of Stat](#), [14.4-5 Comm CAPTE Change of Stat](#), [14.4-7 Comm JCERT Change of Stat](#)) during that time period, and relating to each DOE-recognized programmatic accreditor, are provided in the supporting artifacts for this standard. Additional supporting documentation for this standard includes the following document as artifacts: [14.4-4 Self Study Excerpt ACOTE](#), [14.4-6 Self Study Excerpt CAPTE](#), and [14.4-8 Self Study Excerpt JCERT to USDOE](#)—recognized accrediting bodies concerning institutional accreditation with SACSCOC per the accrediting standards of the respective agencies.

Summary

Through continuous and transparent communication with all accrediting agencies, both at the institutional and programmatic level, St. Philip's College maintains compliance with Comprehensive Standard 14.4, representing itself accurately to all U.S. Department of Education-recognized accrediting bodies, including SACSCOC, and keeping each agency apprised of any changes in status with one or another agency.

Evidentiary Documents

-  [14.4-1 WebpgProgAccredAgencies.pdf](#)
-  [14.4-2 CommACOTE SubChange.pdf](#)
-  [14.4-3 CommACOTE ChangeStat.pdf](#)
-  [14.4-4 SelfStfyExcerptACOTE.pdf](#)
-  [14.4-5 CommCAPTE ChangeStat.pdf](#)
-  [14.4-6 SelfStudyExcerptCAPTE.pdf](#)
-  [14.4-7 CommJCERTChangeStat.pdf](#)
-  [14.4-8 SelfStudyExcerptJCERT.pdf](#)
-  [14.4-9 ExtAgcyTrackDoc.pdf](#)

NOT APPLICABLE

**Part IV:
Fifth-Year Follow Up Report**
(Not applicable to all institutions)

Directions: Please provide six (6) copies of Part IV of the Fifth-Year Interim Report. It should not be combined with another Part of the Fifth-Year Interim Report. Entitle it “Fifth-Year Follow Up Report” and submit it by the date indicated in the letter from the President of SACSCOC.

Definition: A Fifth-Year Follow Up Report addresses an institution’s continued compliance with one or more identified standards specified in a letter by the President of SACSCOC, normally at the time of an institution’s last review. *(If applicable, a copy of the letter was enclosed with the letter of notification.)*

Audience: The Fifth-Year Follow Up Report is reviewed by SACSCOC Board of Trustees and is subject to the review procedures of SACSCOC’s standing committees, including the continuation of a monitoring period, the imposition of a sanction, or a change of accreditation status.

Elements: Structure the response so that it addresses the standards in the order that they appeared in the report. Each response to a cited standard should be easily identifiable.

For each accreditation standard noted in the letter, (1) restate the number of the Core Requirement or Standard of the *Principles of Accreditation* and cite verbatim the current request of SACSCOC (reference action letter from the SACSCOC President); and (2) prepare a response to the request, including a narrative and supporting documentation demonstrating ongoing compliance.

When doing so, please adhere to the following guidelines:

- *Provide a concise, clear, and complete report. Ensure that documentation is appropriate for demonstrating fulfillment of the requirement. Specify actions that have been taken and document their completion.*
 - *Ensure that your narrative explains the use of the documentation and how the documentation supports compliance.*
 - *When possible, excerpt passages from text and incorporate the narrative into the report instead of sending an entire document as a reference. Provide definitive evidence, not documents that only address the process.*
 - *Specify actions that have been taken and provide documentation that such actions have been completed.*
 - *When possible and appropriate, provide samples of evidence of compliance rather than all documents pertaining to all activities associated with compliance.*
-