



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

SACSCOC REAFFIRMATION COMPLIANCE REPORT 2016





ALAMO COLLEGES

ST. PHILIP'S COLLEGE

SACSCOC
Reaffirmation Compliance Report
Class of 2016

Submitted March 2015



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

OFFICE OF THE PRESIDENT

February 17, 2015

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

Dear SACSCOC Review Committee:

Thank you for reviewing the Compliance Certificate of St. Philip's College (SPC). The compliance review process required the participation of key administrators, faculty and staff in lead roles as well as the attention of everyone on campus to ensure an accurate presentation of our practices, policies, and outcomes to our peer reviewers.

St. Philip's College has been at the forefront of education for over a century, and continuous improvement has been an integral part of our college community for decades. We are proud that we have a college culture that can reflect on our accomplishments as we simultaneously continue to strive for constant improvement while on our journey to excellence. Our Compliance Report demonstrates both our commitment to our mission and our achievements in accomplishing that mission.

We appreciate the opportunity to share the results of our efforts with you.

Sincerely,

Adena Williams Loston, Ph.D.
President

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COMPLIANCE CERTIFICATION

St. Philip's College

Institution Address:

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

Preparer Information:

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

Submission Date: 2/25/2015

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That St. Philip's College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
2. That St. Philip's College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That St. Philip's College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Dr. Maria Hinojosa, Director, Planning, Research and Effectiveness

Signature _____

Date 2/25/2015

Chief Executive Officer

Dr. Adena Williams Loston, President

Signature _____

Date 2/25/2015

**Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED
SINCE THE LAST REAFFIRMATION**

Approval Date	Description of Substantive Change
8/1/2014	Dual Credit Notifications 25% to 49% of the AA or AS at: Seguin HS, GW Brackenridge HS San Antonio Christian School Smithson Valley HS Bryon P. Steele HS Canyon HS Samuel Clemens HS First Baptist Academy La Vernia HS Alamo Heights HS AA, AS
6/3/2014	Submission of the prospectus for >50% at the Alamo Colleges Early College High School - Memorial AA
5/23/2014	Submission of the prospectus for the Vision Care Technology program, fall 2014 AAT, Vision Care Technology
4/10/2014	Submission of req info re: Advanced Manufacturing Tech program at the Workforce Developemnt Center site
1/22/2014	Submission of the modified prospectus for the AMT at the Workforce Dev Center of Excellence site, Spr 2014; New Program, New Off-Site AMT
8/23/2013	Prospectus for the AAS in Surgical Tech/ Program Level Change-Certif to AAS Surgical Tech
11/26/2012	Notification of intent to offer the AAS in Health Mgmt with three concentration in Spring

	AAS-Health Mgmt
7/3/2012	Notification of plans to offer the AAS in Health Mgmt in Radiography, Medical Lab and Occupational Therapy in Spring 2013 AAS-Health Mgmt
3/15/2012	Prospectus for AAS in Biotech AAS-Biotech
3/15/2012	Prospectus AAS in Chemistry Research Asst AAS-Chem Research
10/12/2011	Notification of Early High School (25%) partnership with Comal in New Braunfels, TX - Comal HS
2/11/2011	Notification of intent to implement a teach out plan for closure of the Nursing program - ADN
1/6/2011	Prospectus for AAS in in Electronics Tech. New Degree Program, Certifs, and MSAs - Electronics Tech
12/14/2010	Prospectus for AAS in Occupational Safety and Health Tech. New Degree Program, Certifs, and MSAs Electronics Tech
12/14/2010	Closing Degree Program AAS - Arch. Drafting
10/19/2010	Prospectus for AAS in Power Generation and Alternative Energy AAS-Power Generation
4/12/2010	Notification of three new degrees AA in Statistics, AS in Earth Sciences and Natural Energy Resources, AAS Power Generation and Alternative Energy
8/25/2009	Notification of new distance learning program that will be offered beginning Summer 09 - LVN-DCS-VCT

Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Section 1: THE PRINCIPLE OF INTEGRITY

- 1.1 The institution operates with integrity in all matters. **(Integrity)**
*(This statement should **not** be addressed by the institution in its Compliance Certification. It may be addressed in the Off-Site Reaffirmation Committee Report if the review of information and documentation provided in the institution's Certification causes evaluators to question the accuracy or candid presentation of materials.)*

Section 2: CORE REQUIREMENTS

- 2.1 The institution has degree-granting authority from the appropriate government agency or agencies.
(Degree-granting Authority)

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.1 and is duly authorized with degree-granting authority under both the [Constitution of the State of Texas](#) and the [Texas Education Code](#), and such authorization is memorialized in the St. Philip's College-adopted [Alamo Community College District \(ACCD\) Board Policy and Procedure](#).

Degree-Granting Authority from the Texas Higher Education Coordinating Board

St. Philip's College degree-granting authority begins at the State level. The authority for public education and its funding is prescribed to the State Legislature in the [Texas Constitution](#), which in turn, prescribes authority over all public post-secondary education to the Texas Higher Education Coordinating Board (THECB) (Texas Education Code, Sections [61.002](#), [61.051\(a\)](#), [130.001\(a\)](#)). The duties of the Texas Higher Education Coordinating Board include the creation of public junior colleges and the adoption of standards for their operation (Texas Education Code, Sections [130.001\(b\)](#), [130.0011](#)). The Texas Higher Education Coordinating Board gives St. Philip's College degree-granting authority as described below.

[Founded](#) in [1898](#) as a parochial school for young African-American girls during the post-slavery era, St. Philip's College was [organized](#) under State law as a public institution in 1942 under the jurisdiction of San Antonio Independent School District. However, on November 5, 1945, San Antonio Independent School District (including St. Philip's College and sister college San Antonio College) were chartered by the Texas Legislature under the San Antonio Union Junior College District ([Alamo Union Junior College District Petition for Creation, 1945](#); [Alamo Union Junior College District Bylaws](#); [Excerpts from "St. Philip's College: A Point of Pride on San Antonio's Eastside," Dr. Marie Pannell Thurston, 2013](#)). The District [changed names](#) in 1982, becoming the Alamo Community College District (ACCD), the legal entity with Board oversight over St. Philip's College today.

St. Philip's College, as part of Alamo Community College District, has authority under State law to offer courses in an eight county service area (Texas Education Code, Section [130.162](#); Board Policy, Sections [A.1.1](#), [A.1.2](#)). St. Philip's College adopts [State law](#), which indicates, "Texas public junior colleges shall be two-year institutions primarily serving their local taxing district and service areas in Texas and offering vocational, technical and academic courses for certification or associates degrees." The approval of degree programs require specific approval of the Texas Higher Education Coordinating Board (Texas Education Code, Section [61.0512\(a\)](#); [Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.93](#)). St. Philip's College degree programs are developed and approved in alignment with the Texas Higher Education Coordinating Board curriculum legislation and guidelines ([Degree Awards by Division](#), [Degree Awards Detail](#)).

St. Philip's College offers courses at off-site locations, such as nearby [military installations](#), [dual credit program sites](#), and [New Braunfels \(Central Texas Technology Center, CTTC\)](#), that lead to a degree or certificate (Texas Education Code, Section [130.162](#)). In addition to compliance with all requirements of the Texas Higher Education Coordinating Board, all off-campus locations and branch campuses are coordinated, whether via notification or approval, with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the accrediting body of the College ([SACSCOC Substantive Change](#); [Dual Credit Example](#)). St. Philip's College has two primary campuses -- [Martin Luther King \(MLK\)](#) and [Southwest Campus \(SWC\)](#), with both campuses managed principally from the Martin Luther King Campus, although the Southwest Campus has a [Dean of Southwest Campus](#) with general

oversight with regard to Student Success matters and reporting to the Vice-President for Student Success.

St. Philip's College has no conditional approvals, nor does it offer degrees in other states or internationally.

Summary

Thus, as evidenced above, St. Philip's College is in compliance with Core Requirement 2.1 and is duly authorized with degree-granting authority from the appropriate government agencies.

Supporting Documents:

-  [A Point of Pride on the Eastside, 1898.pdf](#)
-  [A Point of Pride on the Eastside, highlighted.pdf](#)
-  [A.1.1 Policy Legal Name and Organizational Units](#)
-  [A.1.2 Policy](#)
-  [Alamo Union Junior College District By laws](#)
-  [Alamo Union Junior College District Petition for Creation, highlighted.pdf](#)
-  [Campus Map MLK](#)
-  [Campus Map SWC](#)
-  [Dean of Southwest Campus.pdf](#)
-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [Dual Credit, Academies 11-14-2014.pdf](#)
-  [Education Code Chapter 130](#)
-  [Education Code Chapter 130, Section 130.001\(a\), \(b\).pdf](#)
-  [Education Code Chapter 130, Section 130.0011.pdf](#)
-  [Education Code Chapter 130, Section 130.162.pdf](#)
-  [Education Code Chapter 61, Section 61.002.pdf](#)
-  [Education Code Chapter 61, Section 61.051.pdf](#)
-  [Education Code Chapter 61, Section 61.0512.pdf](#)
-  [Military/Veteran Admissions](#)
-  [SACSCOC Dual Credit 25-49percent Fall 2014 FINAL -.pdf](#)
-  [SACSCOC Substantive Change](#)
-  [SPC Webpage, Multiple Locations.pdf](#)
-  [TAC Title 19 Ch 9 Subch E Rule 9.93](#)
-  [Tex Ed Code Section 130.001 Supervision By Coordinating Board Texas College And University System](#)
-  [TEX ED Code 130.162 ACCD Service Area](#)
-  [Texas Constitution, Article 7, Sections 1, 17.pdf](#)
-  [TSPR Alamo Community College District, 1898.pdf](#)
-  [TSPR Alamo Community College District, 1942.pdf](#)
-  [TSPR Alamo Community College District, 1982.pdf](#)

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. **(Governing Board)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.2 and has a [governing board](#) that is active and independent.

Governing Board: Constituents

St. Philip's College governing body is led by Alamo Community College District Board of Trustees, which consists of nine members who serve "six year terms," meeting State law guidelines ([Texas Constitution, Article 7, Section 16\(a\)](#); Texas Education Code, Sections [130.082\(d\)](#), [\(e\)](#)). Alamo Community College District Board members are elected from single-member districts within Bexar County (Texas Education Code, Sections [130.041](#), [130.082\(e\)](#), [\(f\)](#), [\(g\)](#)).

The current members of the Alamo Community College District [Board of Trustees](#) are:

- District 1 -- Joe Alderete, Jr. -- term June 2010 to May 2016 -- former City Council member; consultant
- District 2 -- Denver McClendon -- term May 2010 to May 2016 -- retired Air Force Lieutenant Colonel; owner of McClendon Properties; operations manager for Community Crime Prevention Network, Inc.
- District 3 -- Anna Uriegas Bustamante (Chair) -- term May 2010 to May 2016 -- educator in the Southside Independent School District
- District 4 -- Albert R. Herrera -- term June 2014 to May 2020 -- former trustee for the South San Antonio Independent School District; CFO of Imagine Educational Foundation; business manager of Lighthouse Charter School
- District 5 -- Roberto Zarate -- term May 2012 to May 2018 -- retiree from Northside Independent School District
- District 6 -- Dr. Gene Sprague -- term May 2012 to May 2018 -- professor at the University of Texas Health Science Center
- District 7 -- Dr. Yvonne Katz -- term May 2012 to May 2018 -- retired Superintendent of the Harlandale Independent School District, Beaverton School District (Oregon), and Spring Branch Independent School District
- District 8 -- Clint Kingsbery -- term June 2014 to May 2020 -- educator in the Northside Independent School District
- District 9 -- James Rindfuss -- term May 2014 to May 2020 -- attorney

- Non-voting Student Trustee -- Jacob Wong -- term May 2014 to April 2015 -- former Student Government Association President at San Antonio College; Psychology concentration
- Non-voting Student Trustee, Alternate -- Rudy Padilla -- former Student Government Association President at St. Philip's College; Culinary Arts concentration

Governing Board Authority: Financial Resources

St. Philip's College adheres to State law ([130.040](#), [130.084](#)), which requires that a Board of Trustees govern, administer, and control a junior college. Alamo Community College District Board of Trustees are the local corporate body with authority to govern and oversee management of St. Philip's College (Board Policy, Sections [A.1.1](#), [B.1.1](#), [B.5.1](#), [B.5.2](#); [Alamo Colleges Organization Chart](#)). St. Philip's College's adopted Board Policy states ([B.1.1](#), [B.5.2](#)), "The Board has final authority... and... has complete and full control of the College District." St. Philip's College adheres to [State law](#), which further indicates, "All authority not vested by this chapter or by other laws of the state in the coordinating board or in the Central Education Agency [the Texas Higher Education Coordinating Board] is reserved and retained locally in each of the respective public junior college districts or in the governing boards of such junior colleges as provided in the laws applicable" (also Texas Education Code, Section [61.060](#)).

Alamo Community College District Board of Trustees set policy for St. Philip's College and consequently, St. Philip's College adopts and has specific powers and duties outlined in Alamo Community College District Board Policy and state law, including: establishing goals consistent with the College role and mission, 100% review of existing policy every three years, issuing regulations, hiring and reviewing Chief Executive Officer performance, stewardship responsibilities, providing ways and means, preparing and adopting a budget for each fiscal year, setting tuition rates and fees, levying and collecting taxes and issuing bonds, reviewing and approving expenditures, and auditing accounts (Texas Education Code, Sections [51.352](#), [130.084](#), [130.121-130.131](#); Board Policy, Sections [B.1.1](#), [B.5.1](#), [B.5.2](#), [B.5.3](#), [C.1.1](#), [C.1.1.1](#), [C.1.2](#), [C.1.2.1](#), [C.1.3](#), [C.1.4](#), [C.1.4.1](#)). Alamo Community College District Board passed the FY 2014-2015 budget on [August 19, 2014](#). To ensure that the financial resources of St. Philip's College are adequate to provide a sound educational program, the Alamo Community College District Board receives monthly reports from the [Audit, Budget and Finance Committee](#). The Alamo Community College District Internal Auditor is hired by the Alamo Community College District Board and reports directly to the Board (Board Policy, Sections [B.5.1\(4\)](#), [D.2.5](#), [D.2.5.1](#); also [B.6.1](#), [C.1.2](#), [C.1.2.1](#)).

Governing Board is Active: Policy-Making

Alamo Community College District Board is [led](#) by a Chairperson, Vice Chairperson, Secretary, and Assistant Secretary, which is peer elected. Alamo Community College District Board responsibility is primarily policy guidance and overall direction to St. Philip's College (Texas Education Code, Section [51.352](#), Board Policy, Section [B.5.3](#)). St. Philip's College adopted Board Policy [confines](#) Board action to policy and [disallows involvement in day-to-day operations](#). This perspective is reinforced by the [Association of Community College Trustees \(ACCT\)](#).

Alamo Community College District Board responsibility and oversight occurs through [committees](#), whose work is "[limited](#) in the transaction of business to action specifically delegated to the committee by the Board." The Chairperson appoints all committee members, unless otherwise instructed by the Board, and serves as a ex-officio voting member of every Board committee (Board Policy, Sections [B.4.1](#), [B.6.1](#)). The following are the [Board's standing committees](#) per St. Philip's College-adopted [Board Policy](#), each of which consist of three Trustees, unless otherwise designated by the Board Chairperson:

- Building, Grounds and Sites Selection Committee ([sample minutes](#))
- Policy and Long-Range Planning Committee ([sample minutes](#))
- Audit, Budget and Finance Committee ([sample minutes](#))
- Legal Affairs Committee ([sample minutes](#))
- Student Success Committee ([sample minutes](#))

- Ad-Hoc Committees ([sample minutes](#))

St. Philip's College-adopted [Board Policy](#) stipulates that "regular meetings of the Board shall be held on the third Tuesday of each month." Also, Special Board Meetings (Board Policy, Sections [B.4.1](#), [B.8.1](#)) can be scheduled at the discretion of the Board Chairperson or by request of three or more board members. St. Philip's College adheres to [State law](#), which also encourages regular attendance by board members of at least half of the scheduled board meetings and allows a board to dismiss an inactive board member. A review of meeting minutes provides evidence of the active engagement of the Trustees (Board Meetings [July 16, 2013](#), [September 17, 2013](#), [April 15, 2014](#)).

Governing Board: Control

To ensure that decisions by the Alamo Community College District Board are those of the majority, all meeting agenda items must be publicly posted 72 hours prior to the meeting, all meetings must be open to the public in accordance with the [State Open Meetings Act](#) and the [Public Information Act](#), all meetings must observe parliamentary procedures, all decisions require the [affirmative vote of a majority of the Board](#), and all [minutes](#) must be approved by a majority vote of the Board and signed by the Board Liaison or designee. According to the [Association of Community College Trustees \(ACCT\)](#), a board member has the responsibility of understanding that s/he "represent[s] all people of the district and no particular interest, community or constituency within it... [and] authority resides only with the board as a whole and not in its individual members," and St. Philip's College-adopted Board Policy [prohibits](#) an individual Board member from acting on behalf of the whole Board or [sponsoring or endorsing](#) events on behalf of the Board without the Board's approval or consent.

Governing Board: Conflict of Interest

Neither the St. Philip's College Board Chair nor a majority of other voting members of the Board have contractual, employment, or personal or familial financial interest in St. Philip's College. St. Philip's College-adopted [Board Policy](#) requires Board members to make decisions independently and avoid conflict of interest. A trustee with substantial interest in a business entity and/or substantial interest in real property must file an affidavit disclosing the conflict of interest. Such a member must abstain from voting on contractual matters relating to the business entity and/or the real property (Board Policy, Section [B.3.3](#); also Texas Government Code, Sections [572](#), [573](#); Texas Local Government Code, Sections [171](#), [176](#)). While there are no recent examples of a vote abstention based on substantial ownership interests, Board Trustees have exhibited their compliance with the spirit of this policy and law by, for example, abstaining when s/he is receiving reimbursement for travel expenses from the District ([Board Meeting Minutes, July 29, 2014](#)).

Alamo Community College District Board also has policies guarding hiring practices (Board Policy, Sections [D.2.2](#), [D.2.2.1](#)), nepotism conflicts of interest (Board Policy, Sections [D.2.4](#)), fraud (Board Policy, Sections [C.1.1](#), [C.1.1.1](#)) and vendor/contractor communications and conflicts (Board Policy, Sections [B.5.4](#), [C.1.5](#), [C.1.5.1](#)) (also Texas Government Code, Sections [572](#), [573](#); Texas Local Government Code, Sections [171](#), [176](#); [Texas Association of Community Colleges Policy Prohibited Practices](#)).

Finally, training for Alamo Community College District Board members further enhances familiarity with ethics and governance rules. St. Philip's College adheres to State law, which requires [open meetings training](#) and [open records training](#) for every elected or appointed public official. The State also now [requires \(d\)](#) all members of the governing boards of institutions of higher education to attend a training program within the first two years of service in the areas of budgeting, policy development and governance and in the areas of [best practices \(e\)](#) in campus financial management, financial ratio analysis and case studies using financial indicators. The Alamo Community College District Board acknowledges the best practices State mandate in St. Philip's College-adopted [Board Policy](#). Additionally, via the [Public Funds Investment Act](#), the State now requires all members of governing boards to attend at least one public investment training within the first six months of taking office ([Board Meeting Minutes, December 16, 2014, Board Training](#)). Furthermore, the St. Philip's College-adopted [Board Policy](#) requires all new members of the Board to attend an [orientation](#) within the calendar year of











































their election regarding the Board's function, policies and procedures. All of these training efforts are designed to provide governing boards with sufficient information and resources that give them the best opportunity to be active, effective and ethical in their service.

Summary

As evidenced by the above examples, St. Philip's College has a governing board that is active and independent and is thus in compliance with Core Requirement 2.2.

Supporting Documents:

-  [A.1.1 Policy Legal Name and Organizational Units](#)
-  [AC Trustee Training.pdf](#)
-  [Alamo Colleges Org Chart](#)
-  [B.1.1 Board Legal Status](#)
-  [B.1.1 Policy, Board Final Authority.pdf](#)
-  [B.3.2 Policy, Orientation for New Board Members.pdf](#)
-  [B.3.2 Policy, THECB Training.pdf](#)
-  [B.3.3 Policy, Avoid Conflict of Interest.pdf](#)
-  [B.3.3 Policy, Board Confined to Policy.pdf](#)
-  [B.4.1 Board Officers](#)
-  [B.4.1 Policy, Board Committees Appointed by Chair.pdf](#)
-  [B.4.1 Policy, Special Meetings.pdf](#)
-  [B.5.1 Board Responsibilities](#)
-  [B.5.2 Board Member Authority](#)
-  [B.5.2 Policy, Board No Exercise of Authority Over Employees.pdf](#)
-  [B.5.2 Policy, Board No Independent Investigations.pdf](#)
-  [B.5.3 Policy Board Policies](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [B.5.4 Policy Contractual Authority](#)
-  [B.5.5 Policy, No Endorse Public Events Without Majority Vote.pdf](#)
-  [B.6.1 Policy Board Committees](#)
-  [B.6.1 Policy, Board Committees.pdf](#)
-  [B.6.1 Policy, Committees Limited.pdf](#)
-  [B.8.1 Policy, Board Action Recorded in Minutes.pdf](#)
-  [B.8.1 Policy, Majority Vote.pdf](#)
-  [B.8.1 Policy, Regular Meetings and Special Meetings.pdf](#)
-  [B.8.1 Policy, Texas Open Meetings Act.pdf](#)
-  [Board Committee Meeting Minutes, February 5, 2013, Legal Affairs, clean.pdf](#)
-  [Board Committee Meeting Minutes, July 15, 2014, Academic Accountability and Student Success, clean.pdf](#)
-  [Board Committee Meeting Minutes, July 15, 2014, Policy and Long-Range Planning, clean.pdf](#)
-  [Board Committee Meeting Minutes, September 9, 2014, Audit, Budget and Finance, clean.pdf](#)
- [Board Committee Meeting Minutes, September 9, 2014, Building, Grounds and Site Selection, clean.pdf](#)
- [Board Committee Meeting Minutes, September 9, 2014, Student Success, clean.pdf](#)
- [Board Meeting Minutes 04/15/14](#)

-  [Board Meeting Minutes 07-29-2014.pdf](#)
-  [Board Meeting Minutes 12-16-2014, Board Training.pdf](#)
-  [Board Meeting Minutes 8-19-2014, Budget Passed.pdf](#)
-  [Board Minutes Policy making 7/16/13](#)
-  [Board Minutes Policy Making Excerpt 09-17-13](#)
-  [Board of Trustees](#)
-  [Board of Trustees, Standing Committees.pdf](#)
-  [C.1.1 Policy Financial Ethics and Accountability](#)
-  [C.1.1.1 Procedure Financial Ethics](#)
-  [C.1.2 Policy](#)
-  [C.1.2.1 Procedure Internal Audit Services](#)
-  [C.1.3 District Policy](#)
-  [C.1.4 Policy Budget](#)
-  [C.1.4.1 Procedure Annual Operating Budget](#)
-  [C.1.5 Policy Purchasing and Acquisitions](#)
-  [C.1.5.1 Procedure Purchasing Authority](#)
-  [D.2.2 Policy Hiring Practices](#)
-  [D.2.2.1 Procedure Hiring Practices](#)
-  [D.2.4 Nepotism, Conflicts of Interest](#)
-  [D.2.5 Policy](#)
-  [D.2.5.1 Procedure](#)
-  [Education Code Chapter 130, Section 130.002.pdf](#)
-  [Education Code Chapter 130, Section 130.040, 130.041.pdf](#)
-  [Education Code Chapter 130, Section 130.082.pdf](#)
-  [Education Code Chapter 130, Section 130.084.pdf](#)
-  [Education Code Chapter 130, Section 130.0845.pdf](#)
-  [Education Code Chapter 130, Section 130.121.pdf](#)
-  [Education Code Chapter 51, Section 51.352.pdf](#)
-  [Education Code Chapter 61, section 61.060.pdf](#)
-  [Education Code Chapter 61, section 61.084.pdf](#)
-  [Government Code Chapter 2256, Section 2256.007.pdf](#)
-  [Government Code Chapter 551, Section 551.005.pdf](#)
-  [Government Code Chapter 552, Section 552.001.pdf](#)
-  [Government Code Chapter 552, Section 552.012.pdf](#)
-  [Government Code Chapter 572](#)
-  [TACC Board Handbook, p. 16 2.pdf](#)
-  [TACC Board Handbook, pp. 16-17.pdf](#)
-  [TACC Policy Prohibited Practices](#)
-  [Texas Constitution, Article 7, Section 16a.pdf](#)
-  [Texas Government Code 573](#)
-  [Texas Local Government Code 171](#)
-  [Texas Local Government Code 176](#)

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.3 and has a chief executive officer whose primary responsibility is to St. Philip's College and who is not the presiding officer of the Alamo Community Colleges District Board.

St. Philip's College: Chief Executive Officer

St. Philip's College adheres to [State law \(\(d\)3\)](#), which requires that "...each governing board shall:... 3) appoint the president or other chief executive officer of each institution under the board's control and management and evaluate the chief executive officer of each component institution and assist the officer in the achievement of performance goals."

[Dr. Adena Williams Loston](#) serves as the President of St. Philip's College. Dr. Loston was appointed as the 14th President of St. Philip's College on [January 23, 2007](#), for a term to begin [March 1, 2007](#). She previously served as Chief Education Officer for the National Aeronautics and Space Administration in Washington, D.C., responsible for a \$230 million budget and directed policy for \$1.3 billion. Her previous college administration posts included President of San Jacinto College South, Executive Dean/Provost in the El Paso Community College District and Dean of Vocational Education, Budgets and Facilities and Dean of Professional Programs at Santa Monica College ([President's Resume](#)).

Dr. Loston's contract was renewed in May of 2014 ([President's Contract, Board Meeting, May 13, 2014](#)). She has no other employment responsibilities other than as President of the College.

St. Philip's College: Chief Executive Officer and Board Affiliation

























Dr. Loston reports to the Chancellor, Dr. Bruce H. Leslie ([President's Job Description](#), Board Policy, Section [B.2.1](#), also [B.5.1](#), [D.2.5.1](#)), who reports to the Board of Trustees (Board Policy, Sections [B.5.1\(4\)](#), [D.2.5](#), [D.2.5.1](#)), currently chaired by Anna Uriegas Bustamante. The [organizational chart](#) of the Alamo Community Colleges District shows that the College President is distinct from the Board, and Board meeting minutes evidence that the College President is not the presiding officer of the Board or its meetings (Board Meetings [July 16, 2013](#), [September 17, 2013](#), [April 15, 2014](#)). The Board's role is principally [policy-making](#) (also Board Policy, Section [B.1.1](#)).

The [President's Job Description](#) and St. Philip's College's adopted [Board Policy](#) define the President of the College as "Chief Executive Officer of the college." The College President [advances the mission](#), vision and values of the College and [oversees the daily administration of St. Philip's College](#) activities.

Summary

St. Philip's College has a chief executive officer whose primary responsibility is to St. Philip's College and who is not the presiding officer of the Alamo Community College District Board. Thus, St. Philip's College is in compliance with Core Requirement 2.3.

Supporting Documents:

-  [Alamo-Colleges Org. Chart](#)
-  [B.1.1 Board Legal Status](#)
-  [B.2.1 Organizational Plan](#)
-  [B.2.1 Policy, College Presidents Advance Mission.pdf](#)
-  [B.2.1 Policy, President Selected by Chancellor and Appointed by Board.pdf](#)
-  [B.3.3 Policy, Board Confined to Policy.pdf](#)
-  [B.5.1 Board Responsibilities](#)
-  [B.5.1 Policy, Board Approves President Job Description Changes.pdf](#)
-  [Board Meeting Minutes 04/15/14](#)
-  [Board Meeting Minutes 1-23-07, Dr Loston Approval.pdf](#)
-  [Board Meeting, May 13, 2014, Professional and Faculty Appointments.pdf](#)
-  [Board Minutes Policy making 7/16/13](#)
-  [Board Minutes Policy Making Excerpt 09-17-13](#)
-  [D.2.5 Policy Hiring Authority, Status, Assignments and Duties](#)
-  [D.2.5.1 Procedure Hiring Authority, Status, Assignments and Duties](#)
-  [D.2.5.1 Procedure, Term Contracts, Administrator.pdf](#)
-  [President's Bio.pdf](#)
-  [President's Contract](#)
-  [President's Contract, March 2007.pdf](#)
-  [President's Job Description](#)
-  [President's Job Description, Administrative.pdf](#)
-  [President's Job Description, CEO.pdf](#)
-  [Resume - Dr. Adena Williams Loston.pdf](#)
-  [TEX ED Code 51.352 Responsibility of governing boards](#)

- 2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.4 and has a mission centered on teaching and learning.

St. Philip's College: Clearly Defined and Comprehensive Mission

St. Philip's College has the following [Mission, Vision, and Values](#):

St. Philip's College Mission: St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership.

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

Performance Excellence.

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

The Mission of St. Philip's College was last approved by the Alamo Community College Board of Trustees on [December 16, 2014](#).

St. Philip's College Mission: Specific and Appropriate, Addressing Teaching and Learning

The appropriateness of the St. Philip's College's mission is based on its adherence to [State law](#), which indicates that "each institution of higher education has the general responsibility to serve the public and, within the institution's role and mission, to:

- transmit culture through general education;
- extend knowledge;
- teach and train students for professions;
- provide for scientific, engineering, medical, and other academic research;
- protect intellectual exploration and academic freedom;
- strive for intellectual excellence;
- provide educational opportunity for all who can benefit from post-secondary education and training; and
- provide continuing education opportunities."

In addition, St. Philip's College adheres to State law promulgated by the [Texas Higher Education Coordinating Board \(THECB\)](#), which has oversight over all public post-secondary education and states,

"a) Each public two-year college must develop a statement regarding the purpose, role, and mission of the institution reflecting the three missions of higher education: teaching, research, and public service...
(b) Each public community college shall include in its role and mission statement the purpose of the community college as prescribed under Texas Education Code, [§130.003\(e\)](#),... offering career technical/workforce, and academic courses for certificates or associate degrees. Continuing education, remedial and compensatory education consistent with open admission policies, and a program of counseling and guidance shall also be provided."

St. Philip's College [mission](#) is clearly defined and comprehensive, highlighting two areas wherein the aim of teaching and learning intersect at the College -- personal and educational growth and career readiness -- all leading to a student's productivity and leadership in the community. The mission is specific to St. Philip's College as the College "empowers [its] diverse population," particularly as a community college with a significant population of non-traditional students and a large number of technical programs ([Fact Book, Quick Facts 2013-2014](#)). Complemented by the College's [vision](#) to become the best in "Student Success and Performance Excellence" and its [values](#) of "Students First" and "Community Engaged," St. Philip's College aligns with the State's "teaching" and "public service" mandates. (Note that "research" is not an applicable function of junior or community colleges and is therefore not included in the St. Philip's College mission.)

St. Philip's College fulfills its mission by seeking to achieve the following [strategic objectives](#) and thus fulfilling the second part of the State's college mission mandates of offering credit and non-credit programs and student support services:

- Student Success: Provide academic and student support and align labor and market-based pathways to achieve student completion.
- Leadership: Provide opportunities for St. Philip's College students and employees to develop as leaders.
- Performance Excellence: Continuously improve our employee, financial, technological, physical

- and other capacities to enhance efficiency and effectiveness.
- Reaffirmation: Successful submission of the decennial SACSCOC reaffirmation report.

St. Philip's College mission is periodically reviewed at the College's annual [Good to Great Strategic Planning](#) session to further ensure specificity, appropriateness and alignment to existing and new goals and objectives. Good to Great is an annual two-day retreat, held in May, and serves as the foundation for the College's annual strategic planning efforts and is the cornerstone for all matters of institutional effectiveness. In addition to administrators, faculty, and staff, the event includes other stakeholders, such as students, elected officials, business representatives, and various community leaders.

During the past Good to Great 2014 session, suggestions for revamping the College mission were discussed at small group tables. All of these ideas were collected by the College Administration and vetted, consolidated, and narrowed by the College [Cabinet](#) (President's Executive team). The Cabinet presented four choices to the [College Leadership Team](#) during its October 2014 monthly meeting. This meeting includes members of the Cabinet, the President of the Faculty Senate, the President of the Staff Council, the President of the [Student Government Association](#), and several other key staff members. The St. Philip's College Leadership Team discussed the four options and [selected](#), refined, and signed one option which was presented to the Board for approval in [December 2014](#).

St. Philip's College mission plays a critical role in directing and guiding the College planning and activity. During the St. Philip's College annual operational unit planning process, each unit is asked to relate unit plans to the strategic plan and other elements of the College Mission, focusing the activities of each unit in the clear direction of the College Mission ([Operational Unit Assessment Plan Guide](#)). St. Philip's College department and division objectives are tied to St. Philip's College strategic goals, which are in turn aligned to St. Philip's College overall mission. Annual review of the operational unit plans leads to clear assessment and alignment of St. Philip's College activities to its mission statement, and is a tool to evaluate institutional and unit effectiveness.




















St. Philip's College: Mission Statement Publication

Mass dissemination of the St. Philip's College mission statement is provided at a bi-annual [All College Meeting](#), where the President, Dr. Adena Williams Loston, initiates a charge to the College in an open venue. *[Note: The College's changed in the summer of 2014 during its Good to Great retreat and was passed by the Alamo Community College District Board on December 16, 2014. Consequently, some documentation in this reaffirmation report illustrates the previous mission statement].* Additionally, the St. Philip's College mission statement is widely published and disseminated throughout the College, to include the College website, Catalog, Faculty Handbook, Student Policy Manual, Strategic Plan, and fact books and brochures (examples of current [Student Handbook](#), [Faculty Handbook](#), [Mission, Vision and Values] [MVV Website](#)). Displayed posters of the mission statement are placed in a variety of locations in buildings throughout the College, to include classrooms and hallways for student awareness and in offices and on employee ID-size cards for employee awareness. Finally, each employee receives a St. Philip's College mission statement badge and bookmark, which support and strengthen the adoption of the mission statement into the culture of the College (examples of December 2013 [Mission, Vision and Values] [MVV, Poster](#), [MVV, Badge](#)).

Summary

It is evident from the narrative above that St. Philip's College has a mission centered on teaching and learning and publishes that mission and is, thus, in compliance with Core Requirement 2.4.

Supporting Documents:

-  [All College Meeting, Fall 2014, Mission.pdf](#)
-  [Board Meeting, December 16, 2014.pdf](#)
-  [Cabinet](#)
-  [College Leadership Team 021615](#)
-  [College Leadership Team.pdf](#)
-  [Education Code Chapter 130, Section 130.003.pdf](#)
-  [Education Code Chapter 51, Section 51.354.pdf](#)
-  [Fact Book, Quick Facts 2013-2014](#)
-  [GTG Agenda May 2014](#)
-  [MVV, Badge](#)
-  [MVV, Poster](#)
-  [MVV, Website revised.pdf](#)
-  [OUAP Guide](#)
-  [Revised SPC Mission, 10/4/2014](#)
-  [SGA Officer Contact List 2014-15](#)
-  [SPC Faculty Handbook, p. 12.pdf](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Handbook, p. 2.pdf](#)
-  [TAC Title 19 Ch 9 Subch E Rule 9.93](#)

- 2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.5 by engaging in ongoing, integrated and institution-wide, research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.

Systematic Review of the Institutional Mission, Goals and Outcomes

St. Philip's College has as its mission to empower its diverse student population through personal and educational growth, career readiness and community leadership. With this mission we deploy an ongoing systemic, cyclical and disciplined approach to effectively address, improve and evaluate all matters of institutional effectiveness.

Formalized strategic planning occurs annually at the [Good to Great Retreat](#), which includes broad-based involvement by departments, professional staff, administrators, Student Government Association (SGA), Staff Council, Faculty Senate and the community. Strategic Planning sessions review the previous year's accomplishments, goals, objectives and strategic actions for all areas of the College. The reviews provide new strategic objectives which are operationalized through Annual Operational Unit Plans. The Operational Unit Plans detail expected outcomes at the institutional level and through

Strategic Plan Associations in the College's planning and assessment software (WeaveOnline); in addition, educational programs track progress toward achievement of these outcomes. The Office of Planning, Research and Effectiveness provides the Key Performance Indicators (KPIs) and Educational Program Evaluation data to assist programs in documenting results and initiating improvements based on results. The Strategic Plan by Association Report is generated to determine progress at the institutional level based on each program's contributions.

The Office of Institutional Planning, Research and Effectiveness administers the integrated strategic planning process. The annual Good to Great Retreat provides the structure for assessing the Strategic Plan and for reviewing outcomes. Participants in the [May 2014 Good to Great Strategic Planning Retreat](#) reviewed performance indicators from the Coordinating Board in the [2014 Texas Public Higher Education Almanac: A Profile of State and Institutional Performance and Characteristics](#) and the [SPC Scorecard](#), including updates on **course completion, retention, productive grade rates, graduation rates, transfer rates and employment rates**. In addition, the participants reviewed the indicators along with the College's accomplishments, Institutional Priorities, [Mission/Vision/Values](#), [Context Map](#), [Strengths, Weaknesses, Opportunities and Threats \(SWOT\) Analysis](#) and [Objectives and Key Action Plans](#), making recommendations for updating the plan. The [Cabinet](#) reviewed feedback to synthesize ideas into a coherent and cohesive long-term strategic plan. A key outcome was the [2014-2018 Strategic Plan](#) and [FY 2015 Scorecard](#) to be used by educational programs to track outcomes in Operational Unit and Assessment Planning.

St. Philip's College describes its planning and evaluation process through the [Planning, Budgeting and Assessment Cycle](#) (updated 2014), the College's strategic planning timeline that has been in place since 2010. See the previous [Planning, Budgeting and Assessment Cycle](#) (2010-2014) to see how this timeline has evolved throughout the years. The College adheres to the requirements of its Planning, Budgeting and Assessment Cycle. This cycle integrates strategic long-range and annual goals with performance-based budgeting in order to effectively evaluate and assess the accomplishment of institutional goals, process improvements and student success measures. The Planning, Budgeting and Assessment Cycle involves three thematic approaches for assessing and reviewing our institutional mission, goals and outcomes, quality continuous improvements and student successes: the Planning Cycle, the Budgeting Cycle and the Assessment Cycle. All three cycles (Annual Planning, Annual Budgeting, and Annual Assessment) are ongoing and systematically integrated into the fabric of our intentional efforts towards student success.

The Annual Planning Cycle Initiated: November – February

- **Strategic Planning** is an ongoing process that is initiated in December by the Cabinet with thoughtful review of leading indicators and Key Performance Indicators towards determining any necessary refinements, goal adjustments and/or new measures. This review frames the three to five year plan while addressing the immediacies of the annual upcoming goals. The [current](#), [2010-2011 \(update\)](#) and [2011-2012 \(update\)](#) strategic plans demonstrate that strategic planning is an ongoing process at St. Philip's College.
- **Budget Planning** is ongoing; however, the driving impetus begins in December and continues through January anchored to the planning integration and reviews that also take place with Cabinet in December. The planning process drives budget allocations and the assessment cycle determines how much the allocation is based on past performances and outcome measures.
- **Unit Planning** is an ongoing process highlighted in February and based upon the strategic plan objectives and actions as well as any changes to the mission, vision and values. The individual operational units must develop, modify and align their plans with the institutional plan to ensure institutional needs are addressed and goals are met.
- **Student Learning Outcomes Planning** occurs throughout the year, for a 12-month period and is ongoing process. In November and December of each calendar year, St. Philip's College conduct an assessment through a institutional wide benchmark that illustrates how faculty are doing in regards to student artifact collection. This assessment assists faculty with the collection of artifacts (student work) in preparation for student learning outcomes assessment and analysis in January.

The Annual Budgeting Cycle Initiated: February – May

- **Funding Requests** are made through the College's [Resource Allocation Form](#) where individual operational units, departments or divisions describe their need(s) for funding to support the unit planning action items they developed in support of the College mission and goals. Requests are submitted through the appropriate department chair or coordinator to their respective division dean or director. Each division submits their requests to the respective vice president. The three vice presidents prioritize their division requests based upon health and safety and matters of emergency preparedness receiving the highest rankings. The vice-president for college services, student success and academic success combine their individual prioritized lists into one institutional prioritized list based on health and safety and matters of emergency preparedness receiving the highest rankings followed by greatest impact and department or division necessity.
- **Funding Approvals** are given preliminary support through the signature of the dean or director and then undergo a thorough review by the respective vice president. As the three vice presidents collapse their individual list and develop an [institutional list](#), this list is presented to the president for discussion and an intentional review as to how each allocation impacts institutional mission, goals and outcomes. This review determines the allocation and level of funding. This process is completed in March.
- **Funding Allocations and Purchases** are coordinated by the [College Budget Officer](#). Once the president and vice-presidents have reached agreement on the institutional budget request which may include equipment requests, facilities requests and requests for human capital, the prioritized list is submitted to the campus budget officer who is responsible for notifying the individual operational units of their approved funding request with guidance to prepare the appropriate purchase orders or seek the appropriate bids to support the purchase order. Individual operational units begin making purchases typically between March through May of each year.

The Annual Assessment Cycle Initiated: May – November

- **Organizational Assessment** is an ongoing process with the initial process beginning annually through a two-day [Good to Great Retreat](#) held in May. This Good to Great process ensures a regular cyclical systemic review and assessment of the mission, vision, values and outcomes of institutional strategic objectives and action plans. Extensive feedback is collected from participants and reviewed to determine needed improvements and opportunities for further achievements. This assessment is framed to include the [Strengths, Weaknesses, Opportunities and Threats \(SWOT\) Analysis](#) as well as an assessment through a [Context Map](#) considering such elements as internal trends, outside trends, student/stakeholder needs, technology factors, uncertainties, political climate and economic climate. A follow-up retreat is held in June to finalize and confirm recommended improvements. Good to Great agendas from [2012](#) and [2013](#) demonstrate the College's ongoing commitment to planning and evaluation.
- **Student Learning Outcomes (SLO) Assessment** is ongoing throughout the year within the instructional departments and programs and receives institution-wide review and assessment during the Good to Great retreat in May and during the Operational Unit and Assessment Planning [report outs](#) in October and November. Findings from the College's Quality Enhancement Plan as well as from the Texas Higher Education Coordinating Board Core Objectives are presented with a particular emphasis on the Student Learning Outcomes. These findings determine if the College is meeting its targets and identify opportunities for improvement.

Continuing Improvements in Institutional Quality

Decisions about selection, collection, alignment and integration of key data and information are made by the Senior Leaders and Good to Great participants who examine data needs and issues related to organizational performance. Alignment of data with strategic objectives and key action plans is formalized into the [College Scorecard](#). In addition, institutional regulatory body data requirements and

district Key Performance Indicators are integrated into the scorecard as well and support College action plans. Measures are tied to strategic objectives and strategic objectives are tied to district overarching goals. Refer to the [Applied Science and Technology \(AS&T\) Aircraft, Construction and Manufacturing Technology \(ACMT\) - Construction](#) Detailed Assessment Report as one example of these strategic plan associations.

There are a number of tools that St. Philip's College uses to ensure continuous improvements in Institutional quality as described below.

Strategic Planning - [Good to Great](#), the College's annual two-day retreat held each May, ensures institutional quality through regular and systematic review and assessment of the mission, vision, values and outcomes of institutional strategic objectives and action plans. Participants include all employees who make decisions about funding and/or human resources along with representatives from the faculty senate, staff council, student government association, board members, community members and business partners. Extensive feedback is collected from participants and reviewed to determine need for improvements and opportunities for further achievements. An example of a significant improvement from the 2014 Good to Great retreat is when participants determined a need to update the mission statement to more directly address the key components of the College's purpose. Potential revisions to the mission statement were submitted as recommendations to the cabinet and upon further review and refinement, the [mission statement](#) was shared with the College community and approved by the [Board](#).

Operational Unit and Assessment Planning - Good to Great recommendations for improvements are aligned to activities within the Operational Unit and Assessment Planning at the department and unit levels, as seen in each unit plan [Detailed Assessment Report](#), to ensure the improvements are deployed and integrated throughout the institution. The Operational Unit and Assessment Planning process provides a pathway at the department and unit level to determine how their function areas can contribute to the College's success in implementing key institutional action plans through their own units. Unit objectives, targets, measures and findings are entered into [WeaveOnline](#), the College's assessment software, for each unit within the College. At the end of each unit planning cycle, findings are entered and compared with existing targets. If targets are not met, an action plan is created to make the appropriate adjustments and improvements necessary to achieve the stated objectives. Units present their findings each Fall semester during [report-out sessions](#), using the Detailed Assessment Report. Recommendations for improvements are made by the cabinet and open forum participants.

Examples of improvements made through the Operational Unit and Assessment Planning process can be found in the following document: [Operational Unit and Assessment Planning Report Improvement Examples](#). The information is taken directly from the [Operational Unit and Assessment Planning Report 2012-2013 – WEAVE DAR_02MAY14](#). Refer to pages 1 through 9 for information on Allied Health Professions, with improvements listed on page 9. Refer to pages 10 through 11 for information on AS&T ACMT Construction, with improvements listed on page 11. Refer to pages 12 through 15 for information on the Director of Public Relations, with improvements listed on page 15.

College Scorecard and Organizational Leadership - [Ongoing, weekly review of the College Scorecard](#) including Key Performance Indicator data and leading indicators is a key means of cabinet members taking responsibility for following up on potential problem issues. Action items are assigned to cabinet members if indicators show a risk of not meeting targets. For example, when the College's Community College Survey of Student Engagement [CCSSE](#) scores dropped in a few key areas, immediate action was taken to develop and implement an [intervention plan](#).

Demonstrating the Institution is Effectively Accomplishing its Mission

Performance Measures

St. Philip's College is effectively accomplishing its mission to empower its diverse student population through personal and educational growth, career readiness and community leadership. In the annual [Performance Update](#) to the [Board of Trustees](#), the College President presents key information

demonstrating how the St. Philip's is effectively accomplishing its mission. Data covered in the presentation include course completion rates, productive grade rates, high risk courses, graduation rates, persistence rates, transfer rates and employment rates. Targets for each of these areas are set and benchmarked to peer institutions. If targets are not met, action plans, listed as Student Success Strategies in the report, are developed. One example is the introduction of mandatory tutoring for all students enrolled in college prep courses as a means of improving graduation rates, persistence rates and productive grade rates.

To ensure ongoing effectiveness, St. Philip's College embraces a culture of evidence-based decision making which uses both quantitative and qualitative analysis at all levels of the organization. All components of the College actively participate in systematic planning and evaluation. The systematic approach involves a rigorous plan of data collection, organization, analysis, interpretation and presentation of relevant and critical performance measures that are tied to strategic objectives and key action plans as well as Operational Unit and Assessment Plans, which are utilized by all operational units across the College. Refer to the [list](#) of all areas with unit plans for more information. Furthermore, key measures are identified in the [College Scorecard](#) and demonstrate organizational alignment with strategic objectives.

Integration of data into decision making occurs through the regular review of the College Scorecard during [Senior Leader cabinet meetings](#), [Good to Great](#) and throughout the [Planning, Budgeting and Assessment cycle](#). Throughout the cycle, progress in achieving the strategic objectives and associated action plans is assessed utilizing the College Scorecard as a key source of information. Areas for improvement are identified; potential new programs and services are weighed; threats and trends along with potential opportunities and challenges all emerge from the ongoing review process. St. Philip's College strategic objectives and Scorecard; Alamo Colleges Key Performance Indicators; SACSCOC Quality Enhancement Plan and Educational Program Assessment of Student Learning Outcomes; Texas Higher Education Coordinating Board Core Curriculum Student Learning Outcomes as well as other regulatory agency data requirements and findings are considered by Senior Leaders in Operational Unit and Assessment Planning and strategic planning and refinement processes. For example, student completion and success rates are reviewed by academic deans and chairs on a semester and annual basis to inform curriculum changes as well as implementing [action plans for faculty improvement](#).

For daily operations selection, collection, alignment and integration of data and information are determined through division leadership and their associated departments and units through the Operational Unit and Assessment Planning process. This process incorporates data-based evidence in the development of unit plans that address specific College strategic objectives and action plans. Evidence is derived from the College [Strengths, Weaknesses, Opportunities and Threats \(SWOT\) Analysis](#), [Context Map](#), [strategic objectives](#), [key action plans](#) and measures as well as daily operational data and external data ([Noel-Levitz](#) and [Community College Survey of Student Engagement \(CCSSE\)](#) surveys). These data resources are made available to all employees through the College's AlamoShare intranet site. Since the Operational Unit and Assessment Planning process is the means in which the College strategic objectives and action plans are directly implemented, the integration of daily operational data into the planning and assessment process is critically important. Senior Leaders, through the divisions, departments and individual units, review and respond to daily operations data as part of regular staff meetings and weekly reports as well as through the Planning, Budgeting and Assessment cycle activities, including the annual Operational Unit and Assessment Planning report out event each fall semester.

Through regular reviews of [Key Performance Indicator data](#), [Strengths, Weaknesses, Opportunities and Threats \(SWOT\) Analysis](#), [context mapping](#), [Student Learning Outcomes assessment](#) and the [College Scorecard](#), St. Philip's College demonstrates that the institution is effectively accomplishing its mission through its established institution-wide planning and evaluation processes.

The College's strategic plan and Operational Unit and Assessment Plans are located in [WeaveOnline](#) and include measures, targets and findings. In addition, regular reports on the College's progress in achieving student success are presented to the [Board of Trustees](#) on a semester and annual basis. To

help assure that strategic objectives are effectively met, measures are aligned with the Chancellor's charge from the Board of Trustees and are used in the annual evaluation of all administrators. Staying abreast of the job functions and status of departmental and work units allows the College to respond to changing organizational needs and challenges. When a situation arises an action team is put in place to analyze, review and determine actionable items to resolve or embrace the change. An example is when recent budgetary issues forced a shift of a substantial amount of career and academic advising responsibilities from student services to faculty in academic departments. A team was formed with representation from all academic divisions as well as student success to review best practices locally and globally. As a result, a division of workload was agreed upon, a workshop with hands-on practice and related material was developed to provide faculty with the necessary skills to take on this new task and a new document repository structure was developed.

Budgetary Support for Assessment Programs











































The St. Philip's College institutional effectiveness process is related to the budget through the use of the [Resource Allocation Form](#) process, a systematic approach that serves as the baseline strategy for prioritizing all faculty and staff hiring requests and major departmental purchases. St. Philip's College uses a performance-based financial model to ensure adequate financial resources are available to support institutional action plans, daily operations and financial obligations. The College then formulates and aligns the operating budget to the St. Philip's College [strategic plan](#). Adjustments are made to meet course demands, student services and academic programs. The Resource Allocation Forms provide operational units the opportunity to justify funding requests and to demonstrate how their requests align to specific activities, strategic objectives and Key Performance Indicators in their Operational Unit and Assessment Planning. The Campus Budget Officer compiles the information in the forms and submits the list to the Vice Presidents and President for consideration. The Vice Presidents and President determine the level of priority and allocation. Funding is allocated between personnel and non-personnel to assure that expenditures are directly correlated to departmental unit plans. Refer to the [Resource Allocation list](#) for more detailed information on these requests.

St. Philip's College maintains appropriate institutional budgetary support for assessment programs throughout the institution in the form of personnel, technology, professional development and event support. The Director of Institutional Planning, Research and Effectiveness, the Coordinator of Student Learning Outcomes Assessment and the Quality Coordinator for Health Sciences all play a vital role in assessment programs. Evidence of College support for assessment programs can be seen in the following budgets: [Student Learning Outcomes Assessment office](#), including the [Quality Enhancement Plan budget](#), and the [Department of Planning, Research and Effectiveness](#). The College also provides for technology, including WeaveOnline planning and assessment software, associated with assessment. [Assessment Day](#) is fully supported by the College in the form of staff time, technology and facilities. In terms of professional development, the College provides [travel funds](#) for key assessment stakeholders to keep abreast of the latest assessment trends and best practices. Another example of St. Philip's College supporting assessment programs is the development of assessment skills in its faculty through the [Master Teacher program](#) offered by the College's Instructional Innovation Center, which includes a module with extensive instruction on Student Learning Outcomes Assessment.

Summary

St. Philip's College engages in ongoing, integrated and institution-wide, research-based planning and evaluation processes that accomplish the following: (1) incorporate a systematic review of institutional mission, goals and outcomes as part of the various activities outlined in the Planning, Budgeting and Assessment Cycle; (2) result in continuing improvement in institutional quality through the use of strategic planning activities, Operational Unit and Assessment Planning and the continual review of key data by College leadership; and (3) demonstrate the institution is effectively accomplishing its mission by integrating data into decision making and creating strategic plan associations which tie the mission to individual operational unit plan objectives.

Supporting Documents:

-  [Admissions Satisfaction Survey Example](#)
-  [Advising Survey and Results Nov 2014](#)
-  [Assessment Day Evaluation 2014 Results](#)
-  [Board Meeting, December 16, 2014.pdf](#)
-  [Board of Trustees](#)
-  [Cabinet Agenda 03-25-14](#)
-  [CCSSE Improvement Strategy](#)
-  [CCSSE Results 2013](#)
-  [College Budget Officer.pdf](#)
-  [College Leadership Council Agenda](#)
-  [College Scorecard 04 2014](#)
-  [Context Map](#)
-  [DAR - AS&T ACMT Construction](#)
-  [DAR - Student Learning Outcomes Assessment](#)
-  [DAR Objectives and College Goals Example](#)
-  [DAR Student Development 2013-14](#)
-  [DAR Using Data to Inform Decision Making Example](#)
-  [Examples of Completed Action Plans](#)
-  [F.6.1 Policy](#)
-  [Fact Book 12-13](#)
-  [G2G 073014](#)
-  [G2G Context Map May 2013](#)
-  [G2G SWOT Analysis May 2013](#)
-  [Goals Strategic Objectives Stakeholders](#)
-  [Good to Great Agenda 2012](#)
-  [Good to Great Agenda 2013](#)
-  [GTG Agenda May 2014](#)
-  [High Risk Course Action Plan](#)
-  [Institutional Effectiveness Travel](#)
-  [Key Action Plans](#)
-  [Knowledge Management Requirements and Processes](#)
-  [Knowledge Management System](#)
-  [KPI Report for Chancellor JAN2015](#)
-  [Master Teacher Program Module](#)
-  [Military Site Satisfaction Survey](#)
-  [Noel Levitz SSI 4-2014](#)
-  [Non-Capital Requests FY13-14](#)
-  [Office of Planning Research and Effectiveness Budget](#)
-  [OUAP Report 2012-2013 WEAVE DAR 5/2/14](#)
-  [OUAP Report Improvements Examples](#)
-  [OUAP Report Out Schedule 2014](#)
-  [PACE 2013](#)
- [PBA Cycle 08-12-14](#)

-  [PBA Cycle 9-2012](#)
-  [Performance Update SPC 2014](#)
-  [Planning Budgeting and Assessment Cycle 2011](#)
-  [President's Cabinet 021615](#)
-  [QEP Budget](#)
-  [Resource Allocation Form-Allied Health.pdf](#)
-  [Scorecard FY 15](#)
-  [SLO and Assessment Budget](#)
-  [SLO Assessment Annual Report 2012-2013](#)
-  [Strategic Challenges and Advantages.pdf](#)
-  [Strategic Plan 14-18v4](#)
-  [Strategic Plan 2010-2015](#)
-  [Strategic Plan 2011-2012](#)
-  [Strategic Planning Process.pdf](#)
-  [SWOT Analysis](#)
-  [WEAVE Online Unit Planning](#)
-  [WEAVEonline Entity Tree](#)

2.6 The institution is in operation and has students enrolled in degree programs. **(Continuous Operation)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.6 and is presently in operation with students enrolled in degree programs.

St. Philip's College: Continuous Operation

Founded in 1898 with less than 20 students, St. Philip's College has been in continuous operation since 1898 and today annually enrolls over 10,000 credit students and 6,000 non-credit students in 172 programs -- one Associate of Arts in Teaching (AAT), 21 Associate of Arts (AA) degrees, 14 Associate of Science (AS) degrees, 53 Associate of Applied Science (AAS) degrees and 83 certificate programs, for a total of 172 programs ([Degree Awards by Division](#), [Degree Awards Detail](#)). Details of these degree programs can be found online and in the [Course Catalog](#).

The [College Fact Book, Quick Facts 2013-2014](#) shows Fall enrollments during 2013-2014 of 10,238. The [College Fact Book, Quick Facts 2012-2013](#) showed the 10-year trend of Fall enrollments from 9,880 in 2003, rising to 11,008 in 2009, and falling to 10,313 in 2012. Spring enrollments were 11,040 in 2003, rose to 14,814 in 2011, and fell to 12,528 in 2012.

Truly a comprehensive community college, approximately 45% of the students enrolled are seeking a degree in one of the Applied Science and Technology degree programs, while approximately 55% are enrolled in either an Associate of Arts degree program, an Associate of Science degree program, or an Associate of Arts in Teaching degree program ([Collect Fact Book, Quick Facts 2013-2014](#)). The [College Fact Book, Quick Facts 2012-2013](#) showed the 5-year trend of degrees and certificates awarded by the College from 1,664 in 2008-2009 to 1,435 in 2012-2013. The 2014-2015 goal for number of degrees and certificates awarded for St. Philip's College is 1,490, as evidenced by the [Spring Division Meeting](#) slides distributed to all Divisions in January 2015.

The above information is confirmed through data submitted to the Texas Higher Education Coordinating Board (THECB) through a [Coordinating Board Management Report](#), wherein institutions of higher education in the State of Texas report semester enrollment data to generate three years of comparative enrollment data, which is collected and submitted to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS).

Summary

Therefore, it is clear from the above statement St. Philip's College continues to operate and has students enrolled in degree programs and is, hence, in compliance with Core Requirement 2.6.

Supporting Documents:

-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [Division Mtg Presentation 2015 Spring, WIG.pdf](#)
-  [E-Catalog 2014-2015](#)
-  [Fact Book, Quick Facts 2012-2013, p. 31.pdf](#)
-  [Fact Book, Quick Facts 2012-2013, p. 47.pdf](#)
-  [Fact Book, Quick Facts 2013-2014, p. 1.pdf](#)
-  [Fact Book, Quick Facts 2013-2014, p. 2.pdf](#)
-  [THECB CBM January 2013.pdf](#)

- 2.7.1** 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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

Compliance Partial Compliance Non-Compliance

Narrative:

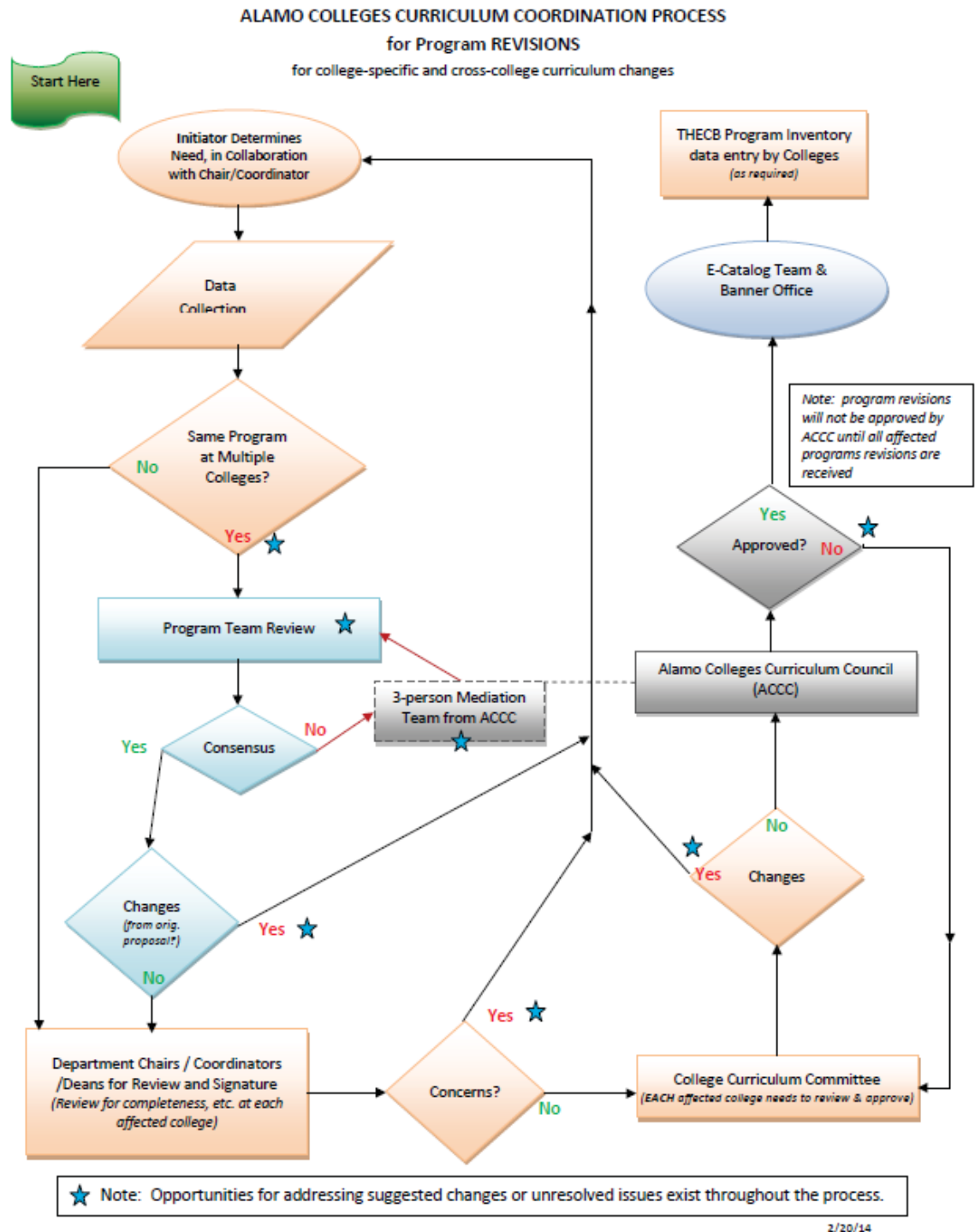
St. Philip's College is in compliance with Core Requirement 2.7.1 by offering 89 degree programs based on at least 60 semester credit hours.

As listed at the Texas Higher Education Coordinating Board (THECB), 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 53 Associate of Applied Science (AAS) degrees for a total of 89 degree programs including concentrations that are based on at least 60 semester credit hours ([Degree Awards by Division](#), [Degree Awards Detail](#)). St. Philip's College adopted and adheres to the [Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183](#) (see section 3b), which requires a minimum of 60 semester credit hours for each of these programs (Associate of Arts in Teaching, Associate of Arts, Associate of Science and Associate of Applied Science).

St. Philip's College follows the semester credit hours system. Evidence that St. Philip's College is following this requirement can be found in the online catalog. Examples from the catalog are [Associate of Applied Science \(Accounting Technology\)](#), [Associate of Arts \(English\)](#) and [Associate](#)

[of Applied Science \(Early Childhood and Family Studies\)](#). For the Associate of Arts (AA) example, the concentration is English.

Program revisions are handled by the St. Philip's College Curriculum Committee. The Curriculum Committee Guidebook includes [forms and flowcharts](#) relevant to Associate of Arts in Teaching, Associate of Arts, Associate of Science and Associate of Applied Science program revisions. The flowchart below summarizes the program revision process:



Department chairs and faculty review recommendations by [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 and accrediting body policies to inform program revisions. For example, [Texas Senate Bill 497](#) was passed with an effective date of September 1, 2013, to be implemented by Fall 2015. The bill states:

...a student may not be required by an institution of higher education to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree.



















St. Philip's College adopted this bill and is currently transitioning to meet this new 60 semester credit hour requirement, which goes into effect in Fall 2015. [Occupational Therapy Assistant](#) is one example of a program revision made to meet this new requirement.

For all of its degree programs (Associate of Arts in Teaching, Associate of Arts, Associate of Science and Associate of Applied Science) St. Philip's College adopted and conforms to Texas Higher Education Coordinating Board curriculum legislation and guidelines.

Summary

St. Philip's College is in compliance with Core Requirement 2.7.1 by offering 89 degrees with concentrations based on at least 60 semester credit hours. St. Philip's College offers no degree programs with less than 60 semester credit hours.

Supporting Documents:

-  [Academic and Workforce Updates - GIPWE and 60 Semester Credit Hour Limits](#)
-  [ACCC Membership Directory](#)
-  [Accounting Technology AAS Requirements](#)
-  [ACGM Spring 2014, pp. 1-12](#)
-  [Advisory Committee Meeting Minutes](#)
-  [CC Guidebook December 2014, Members](#)
-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [Degree Program Semester Credit Hours](#)
-  [E.1.6 Policy Program and Course Offerings](#)
-  [Early Childhood and Family Studies AAS Degree Requirements](#)
-  [English AA Degree Requirements](#)
-  [GIPWE 2010 Overview, pp. 1-9](#)
-  [Occupational Therapy Assistant A A S - Revision](#)
-  [TAC Part 1 Chapter 9J Rule 9.183](#)
-  [Texas Senate Bill 497](#)
-  [THECB 19 TAC §9.183, SECTION 3B](#)
-  [WECM Protocol Manual](#)

- 2.7.2** The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.7.2. The 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 mission are addressed through the [general education requirements](#) in place for each concentration. General education requirements are designed to address institutional student learning outcomes in critical thinking skills, communication skills, empirical and quantitative skills as well as teamwork, personal responsibility and social responsibility. Each educational program includes these competencies within the program's core curriculum requirements. The process ensures that students engage in learning activities that address college-level competencies at the degree program level and that they align with the college mission. Career readiness, another component of the mission statement, is the primary purpose of all the Associate of Applied Science (AAS) degrees and certificates offered at St. Philip's College such as aircraft, construction and manufacturing, allied health and nursing, business information solutions, electrical and mechanical technology, transportation services, and tourism, hospitality and culinary arts. Community leadership, the third component of the mission statement, is addressed in [student development courses](#) and through student programs and organizations such as [Phi Theta Kappa](#), the [Student Government Association](#), [Presidential Scholarships](#) and [Student Engagement Grants \(SEG\)](#).

The coherent sequencing of courses within degree programs at St. Philip's College is determined by the faculty of each program who ensure that all programs meet state and external regulatory agency requirements and guidelines to include student achievement goals that are included in each course as Student Learning Outcomes. See [Computer Maintenance Technology](#) and [Biotechnology](#) for examples of sequencing revisions. The Applied Science and Technology and Health Sciences Divisions adopted and utilize the Texas Higher Education Coordinating Board's [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#) and the *Workforce Education Course Manual* (WECM), accessed via an [online search tool](#), to determine course offerings. Courses in the manual are developed with input from industry and faculty from across Texas and are sequenced by identifying required prerequisites for courses that progress beyond basic knowledge and skills to intermediate and advanced Student Learning Outcomes. St. Philip's College faculty experts in each discipline have the opportunity to participate in statewide [workshops](#) to review and update Workforce Education Course Manual courses, including learning outcomes and sequencing.

St. Philip's College adopted and puts into practice the Texas Higher Education Coordinating Board [Academic Course Guide Manual \(ACGM\)](#), which serves as a guide for sequencing courses within the disciplines offered by the Arts and Sciences Division, as it provides prerequisite courses. See [Academic Course Guide Manual Engineering Technology courses](#) as examples with prerequisites. Faculty from each program concentration area participate in the selection of the general academic courses from those offered at the College, District and from the Academic Course Guide Manual. All Associate degree programs include a selection of general education courses which constitute at least fifteen (15) semester hours in the General Academic core course requirements for the Associate of Applied Science (AAS) Degree and 42 semester hours from the Core Curriculum for the Associate of Science (AS), Associate of Arts (AA), and Associate of Arts in Teaching (AAT) Degrees as documented in the St. Philip's College Catalog [Core Curriculum Selection List](#). See [Associate of Applied Science \(Aircraft Technician Airframe\)](#) and [Associate of Arts \(Psychology\)](#) as examples of programs complying with these core curriculum requirements.

Program faculty review the quality and structure of their programs on an ongoing basis. This occurs formally through the annual unit planning process (see the [Associate of Applied Science Air Conditioning and Heating unit plan](#) as an example) as well as through external accrediting body




recommendations and requirements (see the [Vocational Nursing curriculum requirements](#) as an example). For Associate of Applied Science (AAS) programs, [advisory committees](#) also make recommendations based upon industry standards and needs. If program faculty determine that an adjustment is necessary to ensure that students are engaging in the right course content in the most appropriate sequence and building skill levels progressively throughout the program, recommendations are made to the Curriculum Committee for changing the current content and/or the sequencing of courses. The [St. Philip's College Curriculum Committee Guidebook](#) outlines the relevant procedures. The [Associate of Applied Science Computer Maintenance Technology](#) is one example of [Curriculum Committee](#) review and approval of sequencing. The [Curriculum Committee](#) consists of faculty chairs and academic deans who recommend approval for new, closing and revised programs. The Curriculum Committee meets on an as-needed basis, typically monthly. The St. Philip's College Curriculum Committee considers all [recommendations to make changes to the curriculum](#) and ensures that any recommended program changes support the broader range of program offerings and do not have an adverse impact on students.








St. Philip's College demonstrates that programs are appropriate to higher education by adopting and putting into practice Texas Higher Education Coordinating Board and other regulatory agency (i.e., [National Automotive Technician Foundation](#) 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 also ensures that these programs are based upon fields of study appropriate to higher education by adopting and putting into practice regulatory body guidelines and requirements as well as through its own internal review process in the form of the St. Philip's College Curriculum Committee.

Supporting Documents:

-  [AA - Psychology Degree Requirements](#)
-  [ACGM Spring 2014, pp. 1, 119](#)
-  [ACGM Spring 2014, pp. 1-12](#)
-  [ACGM Spring 2014, pp. 12-13](#)
-  [Advisory Board VN Program Meeting Minutes 120412](#)
-  [Advisory Committee - Plumbing Minutes 112113](#)
-  [Aircraft Technician Airframe AAS Requirements](#)
-  [Biotechnology AS - Revision](#)
-  [CC Guidebook December 2014, Members](#)
-  [CC Guidebook December 2014, pp. 1, 10, 16-18, 23, 51-52](#)
-  [CC Meeting Minutes 11-20-2014.pdf](#)
-  [Computer Maintenance Technology AAS - Revision Sequencing Example](#)
-  [Core Curriculum 2014-15](#)
-  [DAR AAS Air Conditioning and Heating](#)
-  [GIPWE 2010, pp. 1-9](#)
-  [NATEF Program Accreditation Standards.pdf](#)
-  [Phi Theta Kappa Webpage](#)
-  [Presidential Scholarship Application](#)
-  [SDEV Course Descriptions](#)

-  [SEG, SPC Quality of Texas Presentation 2014, revised.pdf](#)
-  [SGA Constitution](#)
-  [Strategic Plan 14-18v4](#)
-  [Texas Board of Nursing Approval](#)
-  [Vocational Nursing Requirements from 2014-15 E-catalog](#)
-  [WECM](#)
-  [WECM Workshops](#)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.7.3. For each undergraduate degree program, St. Philip's College requires successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. The successful completion of a general education component at the collegiate level in each undergraduate degree program is accomplished through alignment of St. Philip's College [general education](#) requirements with regulatory and accrediting agency guidelines. St. Philip's College general education requirements are detailed and posted in the College catalog.

St. Philip's College determines specific college-level competencies within the general education program by adopting competencies defined by the Texas Higher Education Coordinating Board as its institutional student learning outcomes for attainment of the core. Through the 2012-2013 assessment cycle, St. Philip's College used the intellectual competencies specified by the Texas Higher Education Coordinating Board in its document: "[Core Curriculum: Assumptions and Defining Characteristics](#)" (Rev. 1999). St. Philip's College formally adopted these competencies (Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy) in 2005 to ensure alignment with Texas Higher Education Coordinating Board requirements. [ISLO definitions](#) for the St. Philip's competencies are derived from the Texas Higher Education Coordinating Board descriptors with the exception of critical thinking which was derived from the Quality Enhancement Plan.

In August 2013, St. Philip's College adopted new Institutional Student Learning Outcomes based on the new competencies established by the Texas Higher Education Coordinating Board, now called Core Objectives. See [Institutional Competency Alignment with Texas Core Objectives](#). Core Objectives were first approved by the Texas Higher Education Coordinating Board on October 27, 2011 as part of a major revision of the Texas Core Curriculum which stated in part that "Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following Core Objectives: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility" [Coordinating Board Rules Chapter 4 Subchapter B §4.28 \(b\)](#).

Rationale for development of the core curriculum and assessment plan is described in the [THECB Core Curriculum End User Manual: Workforce, Academic Affairs and Research, 2013](#), which states in part,

“Following a comprehensive review of trends and promising practices in undergraduate core curriculum initiatives nationwide, including curriculum requirements in other states and core curricula at more than one hundred different public and private colleges and universities, the Undergraduate Education Advisory Committee, developed recommendations for a revised Texas Core Curriculum centered on increasing student learning and improving student success....Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board approved a 42 semester credit hour core curriculum for all undergraduate students in Texas that includes a statement of purpose, six core objectives, and common component areas. All courses in each institution’s core curriculum align with a component area description and incorporate the appropriate core objectives.”

St. Philip's College uses the Foundational Component Areas with Content Descriptions, Core Objectives and Semester Credit Hour (SCH) Requirements, [THECB Rules Chapter 4, Subchapter B 4.28](#), in aligning course content, expected learning outcomes and semester credit hour requirements for each component area. Each educational program includes these competencies within the program’s core curriculum requirements. The process ensures that students engage in learning activities that address college-level competencies at the degree program level and that they align with the college mission.

Guidelines ensure that students’ breadth of knowledge acquired through the general education component of each degree program is sufficient and appropriate to the [mission](#) and that courses included in the core curriculum are (1) drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics, (2) include at least one pure humanities course as defined above, and (3) include courses that do not narrowly focus on those skills, techniques, and procedures specific to a student’s particular occupation or profession.

The [general education core](#) is a substantial component of each undergraduate degree. For degree completion in the Associate of Arts, Associate of Science and Associate of Arts in Teaching, St. Philip's College requires completion of a minimum of 42 semester hours in the core. For Associate of Applied Science degrees, St. Philip's College requires completion of a minimum of 15 semester hours in the core. These hours include courses in mathematics, natural sciences, humanities/literature/visual-performing arts, and social/behavioral sciences to comply with accreditation requirements and reflect the foundational component areas required by the Texas Higher Education Coordinating Board. Each course is assigned a core curriculum component number that is used by all Texas public institutions of higher education to assist in determining that the core has been met. ([Degree Information Excerpt](#))

Transfer students may complete and transfer 42 hours of core credit as a block and may earn an Associate of Arts, Associate of Science or Associate of Arts and Teaching, choosing 18 hours above the core requirements to address the receiving institution’s requirements or students’ area of interest. Students who transfer to four-year institutions without completing the core curriculum receive credit for the number of successfully completed core courses.

St. Philip's College catalog lists the required hours from a menu of core courses in varied disciplines ([2014-15 Core Curriculum Selection List](#)) to help students follow the pathway to general education course selection. This core curriculum selection list includes a listing of the courses that are considered pure humanities/fine arts in accord with the Texas Higher Education Coordinating Board foundational component area designations and Core Requirement 2.7.3 interpretation.

St. Philip's College directs students in their choice of general education courses through the catalog with degree plans that detail requirements for each undergraduate degree program. These plans are used to audit students’ progress through the core and make it clear for students how the general education core should be followed. An example is provided: [Health Information Technology—Health Management with Allied Health Technical Specialties](#).













The measurement criteria to ensure the required skills level meets collegiate standards are provided in St. Philip's College course syllabi templates and in Concourse, the online syllabus platform. A syllabus for each course offered is available through Concourse; these syllabi include appropriate student learning outcomes and measurements to define and determine collegiate standards ([Sample Concourse Syllabus](#)). These outcomes are developed by each department or program, or they are provided by the State in the Lower Division Academic Course Guide Manual of the Texas Workforce Education Course Manual ([WECM excerpt](#)).

In addition, as part of the new [St. Philip's College Core Curriculum Assessment Plan](#), faculty developed the [SPC Core Curriculum Assessment Rubrics](#) for each of the Core Objectives. Through use of rubrics, St. Philip's College has standardized assessment across the core curriculum. Faculty develop assignments across common disciplines to align with the rubrics and use the rubrics to assess the resulting student work (artifacts). Assessment takes place over a two-year cycle. Critical Thinking and Communication were assessed in 2013-2014 and the remaining Core Objectives are being assessed in 2014-2015. St. Philip's College Core Objectives were mapped to [Foundational Component Areas](#). The [St Philip's College Core Curriculum Assessment Schedule](#) shows detail of deployment plan. With this alternating model, faculty use the non-assessment year to review results and to design and implement improvement strategies to ensure college-level competency.

Summary

For each undergraduate degree program, the College requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree; (2) ensures breadth of knowledge; and, (3) is based on a coherent rationale.

Supporting Documents:

-  [AAS Health Information](#)
-  [ACGM Excerpt](#)
-  [ACGM Spring 2014](#)
-  [Core Curriculum 2014-15](#)
-  [Degree Information Excerpt](#)
-  [Foundational Component Areas with Content Descriptions, Core Objectives and SCH Requirements](#)
-  [Mission, Vision, and Values 2014](#)
-  [Sample Concourse Syllabus](#)
-  [SPC SCH CATALOG 2014-15 CORE CURRICULUM\(2\)](#)
-  [THECB Core Curriculum End User Manual-Workforce, Academic Affairs and Research 2013](#)
-  [THECB Rules Chapter 4, Subchapter B 4.28](#)
-  [WECM Excerpt](#)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission's Board of Trustees. In both cases, the institution demonstrates that it controls all aspects of its educational program. **(Course work for Degrees)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.7.4 by providing instruction for all course work required for at least one degree program at each level at which the College awards degrees. St. Philip's College controls all aspects of its educational programs.

St. Philip's College: Instruction and Coursework








St. Philip's College provides instruction for all coursework required for each of the degree programs offered by the College. For example, in the [2014-2015 Catalog](#), St. Philip's College offers four [degree programs](#) at the Associate Degree level, an [Associate of Arts \(AA\)](#), an [Associate of Science \(AS\)](#), an [Associate of Applied Science \(AAS\)](#) and an [Associate of Arts in Teaching \(AAT\)](#). The Associate of Arts (AA) has 21 concentration areas and the Associate of Science (AS) has 14 concentration areas. The examples provided are associate degrees, the only level degree offered at St. Philip's College, demonstrating that the College provides instruction for all coursework required for at least one degree program at the level at which it awards degrees. All degree programs and required coursework offered by the College are available at the St. Philip's College Schedule and Catalog 2014-2015 web page. Each degree program in the [2014-2015 Catalog](#) lists the degree requirements and total credit hours required. Required courses are listed on the program degree page of the e-catalog with a hyperlink that provides specific details for each course.

The [Curriculum Committee](#) reviews, recommends, and approves all course work instruction and course work revisions. Course work provided to students attending St. Philip's College has been approved by the Curriculum Committee. Furthermore, St. Philip's College does not utilize other institutions to deliver coursework to students. The curriculum and faculty are under the full direction of the College.

Summary

St. Philip's College is in compliance with Core Requirement 2.7.4 by providing instruction for all course work required at each level at which the College awards degrees. St. Philip's College controls all aspects of its educational programs.

Supporting Documents:

-  [AA Art Ecatalog 20142015](#)
-  [AAS Early Childhood and Family Studies Sample Curriculum](#)
-  [AAT Teacher Certification Sample Curriculum](#)
-  [AS Math 2014-2015 eCatalog](#)
-  [Curriculum Committee Action Items Example](#)
-  [Degree Plans & Certificates Ecatalog 20142015](#)
-  [Degree Program Awards by Level and Division 021615](#)

2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications.
(Faculty)

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.8 by employing a sufficient number of full-time faculty members to support the mission of the institution and to ensure the quality and integrity of its academic programs.

Mission of the College

In order to achieve our [mission](#) to empower our diverse student population through personal and educational growth, career readiness and community leadership, St. Philip's employs a sufficient number of qualified faculty to ensure that program and student needs are met. To address the number of faculty needed for educational programs, departmental review of student outcomes to include enrollment, retention, productive grade rates and licensure rates as appropriate are utilized to determine whether additional faculty are needed to meet the academic, technical and workforce needs of the community and to maintain the quality of their programs. For example in [History, Government and Psychology](#), enrollment increases warranted another faculty member in each of the disciplines being approved for hire.

Faculty Roles and Responsibilities

St. Philip's College employs faculty under several hiring categories. These categories are defined as follows:

- Tenured Faculty: Full-time faculty who have continuous appointment from the beginning of their seventh year, depending upon the satisfactory performance of their professional duties.
- Full-time Non-Instructional Faculty: Faculty who are contracted as tenured or tenure-track to serve as a professional academic resource, includes librarians and counselors.
- Tenure Track Faculty: Full-time faculty who are on continuous, probationary contracts for the first six years of their employment. Effective with Fall 2011, these appointments are not appointed as tenure track (probationary) appointments, waiting on action from the board.
- Part-Time Faculty (Adjunct): Adjunct faculty are hired in a full-time or 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 basis and have a workload unit at a minimum of 12 hours.
- Faculty: All inclusive term for Tenured, Tenure Track, Full-time Non-Instructional and Part-Time Faculty.

Teaching faculty are professional educators who have the primary responsibility of fulfilling the College's mission to empower our diverse student population through personal and educational growth, career readiness and community leadership. The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning. St. Philip's full-time faculty members are responsible for curriculum development, teaching, student learning outcomes assessment as well as part-time

faculty support, professional growth and development, service to the College and the community as well as student support. St. Philip's College has adopted and utilizes the Alamo Community College District [faculty job description](#) as a guide to hiring qualified faculty.

Curriculum Development

Full-time faculty are responsible for maintaining the integrity of their programs, staying abreast of curriculum changes and ensuring that changes are made in a timely fashion. These changes included archiving seldom offered courses and low producing programs, revisions to existing courses and programs, and developing new courses and programs. Curriculum changes, whether they be changes to an existing course, implementing a new course, revisions to an existing program or development of a new program are facilitated by the teaching faculty in the discipline and processed through the Curriculum Committee. The St. Philip's College Curriculum Committee meets regularly to discuss curricula and program changes. The committee is comprised of all department chairs, volunteer faculty, admissions and records personnel, Institutional Research personnel and the Chief Academic Officer. During the academic year 2013-2014, the college's [faculty initiated 63 program and/or curriculum changes](#).

Teaching

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 work week of which 10 hours are designated as office hours. The additional 15 hours provides sufficient time for faculty to engage in tasks such as program review, design, development and evaluation; developing master course outlines, course syllabi, instructional materials, student assessment strategies and procedures and attend department, divisional and other college meetings. To meet enrollment demands, an instructor may accept a course overload that increases their work load units to greater than 15. Faculty in this situation are expected to perform all regular instructional and non-instructional duties and maintain the minimum 10 office hours. Full-time faculty teach across instructional locations and modes of delivery. Online faculty teaching loads and work week requirements follow the same policies as traditional faculty. The [faculty contract](#) is for the two long terms plus an additional two work days identified by the college president.

There are [limits on teaching and non-teaching assignments](#), overloads and academic chair assignments 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 8 workload units and will be in addition to the 40 hour work week. Fifteen workload units are the maximum allowed for full-time faculty during the summer term. For each 3-hour workload units, 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.

Student Learning Outcomes Assessment

St. Philip's College full-time faculty members [participate in the development and assessment](#) of student learning outcomes at the course, program, and institutional level. Faculty regularly review student learning outcomes at all levels as part of the [Operational Unit and Assessment Planning cycle](#) to assure student learning outcomes are being met and that assessments align with the Texas Higher Education Coordinating Board's Core Curriculum [THECB Core Curriculum](#). Further, faculty are responsible for active participation in the QEP initiative focused on student demonstration of critical thinking skills. Specifically, faculty are expected to commit to at least one of the College's critical thinking student learning outcomes in each identified course, incorporate the identified student learning outcome(s) into course syllabi, participate in the [QEP Professional Development workshops](#), engage students in classroom activities in which they can practice and demonstrate critical thinking skills, provide feedback to students regarding their critical thinking skills, collect student artifacts in the fall semester; participate on the [QEP Faculty Assessor Team](#) to evaluate artifacts using the uniform Critical Thinking Assessment Rubric.

Support for Part-Time Faculty

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 the [adjunct faculty each semester](#) to prepare them for the classroom to include the development of a syllabus that is consistent with the course's master syllabus and student learning outcomes.

Professional Development

Full-time faculty are required to participate in professional development activities and are required to attend pre-semester College and department workshops and meetings. Each fall and spring, faculty participate in [professional development](#) with the stated goal of learning best practices and keeping abreast of the latest research and trends. Topics have included [assessment of student learning outcomes](#), [teaching strategies](#) and [technology in the classroom](#). 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 in [Canvas](#). 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 provided the opportunity to travel to national and state conferences/workshops to stay abreast of current teaching trends and student support activities. Each semester, faculty request funding from the college's operational funds. For the last three years, all faculty requests for travel have been funded.

Community Service

The full-time faculty provide service to the community by participating in activities such as [Jessica's Project](#): Natural Sciences faculty select a physical condition that has nutritional implications and provide information to a community member that has the condition in an open forum via posters and a presentation from a medical professional; the [Annual Hunger Banquet](#): a cross-discipline and divisional activity that simulates the hunger situation across the world and collects non-perishable food for the local food bank, over 15,000 pounds were donated in 2013; [Teen and Unplanned Pregnancy Events](#) that encourage young girls to concentrate on school and provides information about local services; donation of a driver training simulator to the [Center of the Intrepid](#) at Brook Army Medical Center designed to help wounded service members relearn how to drive that was modified by the Automotive faculty and students from a donated vehicle; the 20 year old [Volunteer Income Tax Assistance \(VITA\) program](#) that routinely processes between \$6 and \$7 million dollars in income tax returns for local residences are just a few examples.

Support for Students

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 as well as [Student Engagement Grants](#) that provide grants to students in return for service to the college. Faculty also engage in support and tutoring of students through the [Byrd Sanctuary](#) and [MathWorld](#).

Supporting Data

St. Philip's College reviews Faculty by Full-Time to Part-Time status, Full-Time to Part-Time Contact Hour Ratio, the Course Type and Instructor Type Teaching Modalities and the Student to Faculty Ratio. The number of full-time versus part-time faculty teaching in each program varies by department, program, enrollment demands, number of courses within a program and regulatory agency requirements.

The following chart is reviewed to ensure program quality by maintaining at least one full-time faculty member in each program/department.

St. Philips College Fall 2014 Faculty by Full-Time/Part-Time Status

Department	FT	PT	Grand Total
SPC Accounting Information Sys Tech	1	3	4
SPC Administrative Computer Tech	1	7	8
SPC Automotive Technology	9	15	24
SPC Biological Sciences	10	28	38
SPC Business Administration	1	7	8
SPC Business Management	2	6	8
SPC Cardiovascular	2	4	6
SPC Chemistry	5	8	13
SPC Computer Science	1		1
SPC Counseling and Student Develop	4	5	9
SPC Early Childhood Studies	2	5	7
SPC Electronic Systems Technology	7	9	16
SPC English	12	19	31
SPC Foreign Languages	1		1
SPC Health Information Systems	1	9	10
SPC Information Technology	3	16	19
SPC Kinesiology	2	5	7
SPC Library Services	7		7
SPC Mathematics	14	35	49
SPC Medical Laboratory	3	4	7
SPC Music	2	7	9
SPC Nursing Associate Degree	2		2
SPC Nursing New Braunfels Prog	2		2
SPC Nursing Vocational	18	11	29
SPC Occupational Therapy Assistant	3	6	9
SPC Physical Therapy Assistant	3	1	4
SPC Physics	1	3	4
SPC Psychology	5	14	19
SPC Radiography	5	11	16
SPC Reading and Education	2	7	9
SPC Respiratory Care	5	6	11
SPC Social Sciences	17	17	34
SPC Sonography	1	3	4
SPC Surgical Tech	1	2	3
SPC Theater and Fine Arts	4	10	14
SPC Tourism Hospitality Culinary	7	16	23
SWC Allied Construction	4	8	12
SWC Auto Body	2	4	6
SWC Aviation	10	8	18
SWC Diesel Technology	3	3	6
SWC Electrician	1		1
SWC Home Building	1	4	5
SWC Machine Technology	1	4	5
SWC Plumbing	1		1
SWC Welding	4	5	9
Grand Total	193	335	528

Source: Position Control report from Alicia Reyes, 11/15/14

Note: FT = Chair, FT Faculty, Temporary FT Faculty; PT = Adjunct, Overloads.

Rj SPC Planning and Research 12/16/14

The [Full-Time/Part-Time Ratio by Subject](#) chart is utilized to monitor our 50:50 ratio of contact hours taught by full-time to part-time faculty to ensure the number of fulltime faculty remains sufficient to

support the quality of the program. The report is prepared each semester by the Office of Institutional Research and Effectiveness Services (IRES).

St. Philip's College is cognizant of the number of full-time vs part-time faculty teaching in each modality. A sufficient number of full-time faculty teach in distance learning and hybrid/blended formats to ensure the quality of instruction is equitable to face to face instruction. All faculty teaching in a distance education or hybrid/blended course are required to participate in [specialized training](#) and are expected to continually improve their skills with new technologies. St. Philip's College is dedicated to maintaining a strong full-time faculty presence in teaching distance education modalities as indicated in the chart below.

SPC Fall 2014 Duplicated Faculty Counts*

by Course Type and Instructor Type

Instructor Type

Course Type	FT	%	PT	%	Total
Face to Face	163	43.82	209	56.18	372
Fully Distance Education Course	60	51.72	56	48.28	116
Hybrid/Blended Course	23	51.11	22	48.89	45
Total	246	46.15	287	53.85	533

* Counts of faculty by the modality they teach. Counts are duplicated because a faculty member may teach multiple types of courses. Source: STU0074a with IRES course file Rj SPC Planning and Research 12/18/14

Student to full-time faculty ratios are important benchmarking indicators informing the College of the sufficiency of its full-time faculty. Student to full-time faculty ratios for Fall 2013 are the lowest when compared with sister institutions within the Alamo Community College District as well as peer institutions throughout the state as shown in the chart below.

Fall 2013 Student to Faculty Ratio

Institution Name	Full-Time Equivalent Enrollment Fall 2013	# Instructional Staff, Full-Time Fall 2013	Student to Full-Time Faculty Ratio (1 to X)	# Instructional Staff, Part-Time Fall 2013	Total Instructional Staff, Fall 2013	% Instructional Staff who are Full-Time Fall 2013	Student to Faculty Ratio (1 to X)
Palo Alto College	3759	110	1 to 34	452	562	20.0%	1 to 19
San Antonio College	11491	343	1 to 34	1109	1452	24%	1 to 20
St. Philip's College	4612	189	1 to 24	888	1077	18%	1 to 15
Northwest Vista College	7952	162	1 to 49	766	928	17%	1 to 21
El Paso Community College	16734	412	1 to 41	942	1354	30%	1 to 24
DCCD-Brookhaven College	5692	135	1 to 42	384	519	26%	1 to 21

DCCD-Cedar Valley College	3280	71	1 to 46	144	215	33%	1 to 24
DCCD-Eastfield College	7095	130	1 to 55	317	447	29%	1 to 24
DCCD-EI Centro College	4939	147	1 to 34	276	423	35%	1 to 19
DCCD-Mountain View College	4251	84	1 to 51	191	275	31%	1 to 26
DCCD-Richland College	9540	160	1 to 60	534	694	23%	1 to 23

National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) 2014

Quality and Integrity of St. Philip's College Academic Programs

Faculty ensure quality instruction as evidenced by ongoing accreditation in a number of specialized programs. Separate program accreditations are maintained by the faculty in those programs. The standards by which these programs have been measured are developed by the regulatory agency experts involved in each discipline and St. Philip's College faculty ensure the program integrity through these standards. These programs have met standards in areas such as administration, resources, faculty and facilities. Meeting the required accreditation standards ensures that these programs provide the quality education as described in the table below.

"Accrediting Decision of Other Agencies"				
Institution/Program	Accrediting Agency	Date of First Approval	Date of Last Renewal/Visit	Expiration
St. Philip's College	Southern Association of Colleges and Schools Commission on Colleges	1951	6/2005-visit 2006-reaffirmation	2016
Baking and Pastry Arts	The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) (See sample Self-Study Submission)	June 30, 1991	2/19/2008 April 13-15, 2015 (renewal visit)	June 30, 2015
Culinary Arts	The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) (See sample Self-Study Submission)	June 30, 1991	2/19/2008 April 13-15, 2015 (renewal visit)	June 30, 2015
Hospitality Management	Accreditation Commission for Programs in Hospitality Administration (See sample Application for Accreditation and Accreditation Approval)	Fall 2012	Oct. 2011	Fall 2012-Fall 2019
Hotel Management	Accreditation Commission for Programs in Hospitality Administration<	Fall 2012	Oct. 2011	Fall 2012-Fall 2019
Restaurant Management	The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	June 30, 1991	2/19/08	June 30, 2015
Restaurant Management	Accreditation Commission for Programs in Hospitality Administration	Fall 2012	Oct. 2011	Fall 2012-Fall 2019

Early Childhood and Family<	National Association for the Education of Young Children (NAEYC) (See sample Accreditation Application)	Spring 2012	3/31/2011	expires 07/01/2019
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	7/1/1980	9/1/2013	expires 9/1/2015
Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	4/30/2003	10/16/2014	expires 10/16/2021
License Vocational Nursing	Board of Vocational Nurse Examiners for the State of Texas	5/1/1949	5/1/2014	expires 05/01/2016
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), in Cooperation with the Commission on Accreditation of Allied Health Education Programs and the American Medical Association	Spring 1983	10/16/2014	expires 10/16/2021
***Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	11/1/1973	4/16/2011	expires 10/01/2018
***Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	5/1/1973	10/28/2009	expires 06/30/2019
***Radiology Technician	Joint Review Committee on Education in Radiologic Technology (JRCERT) (See Excerpts)	11/12/2009 1/19/1974	4/29/2011	expires 10/01/2015
Respiratory Therapy Technician	Commission on Accreditation of Allied Health Education Programs (CAAHEP), and Commission on Accreditation of Respiratory Care (CoARC) (See sample Letter)	7/9/1996	9/12/2009	expires 09/01/2017
Surgical Technology	Commission on Accreditation of Allied Education Programs (CAAHEP)	10/14/1981	5/15/2009	expires 10/01/2019
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)-Automotive Technology (See sample Accreditation Standards , Application , and Self Study)	6/1/1988	5/26/2013	expires 04/26/2018
General Motors ASEP	National Automotive Technicians Education Foundation (NATEF)-General Motors ASEP	1/29/2002	5/15/2013	expires 04/15/2018
Aircraft Technology	Federal Aviation Administration (FAA) Certifications: PART141# PHJT009K (See sample FAA Manual Revision and FAA Inspections Communication)	8/11/2011	8/21/2014	expires 12/31/2099

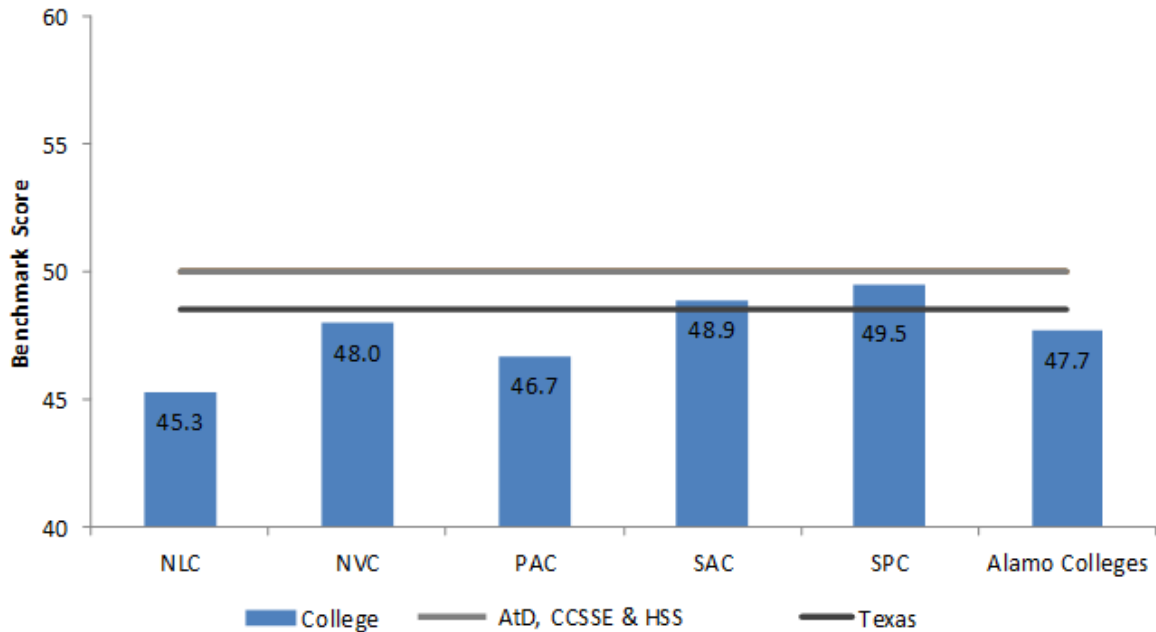
St. Philp's College is committed to providing student access to quality instruction and seeks their input about the instruction they receive. The [Community College Survey of Student Engagement \(CCSSE\)](#) and the Noel Levitz Student Satisfaction Survey are administered in alternating years to gather student input. [Results from the Noel-Levitz](#) administered in Spring 2014 indicate that on the **Student Satisfaction Survey** they rated Instructional Effectiveness at St. Philip's College as a 5.48 compared to National Community Colleges of 5.46. Instructional areas where the college rated higher than the National Community Colleges are

- The quality of instruction I receive in most of my classes is excellent.
- Students are notified early in the term if they are doing poorly in class.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty provide timely feedback about student progress in a course.

- Faculty are understanding of student’s unique life circumstances.
- Faculty take into consideration student differences as they teach a course.
- The quality of instruction in the vocational/technical programs is excellent.

Outcomes from the CCSSE administered in 2013 indicate that students rate the Academic Challenge at St. Philip’s College higher than the sister colleges in our district and the Texas Cohort.

**Community College Survey of Student Engagement
2013 Benchmark Results - Academic Challenge**



Academic Challenge: Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance. (www.ccsse.org)

Notes:


Benchmark Score: The Community College Survey of Student Engagement (CCSSE) benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes.

AtD = Achieving the Dream Consortium
 CCSSE = Community College Survey of Student Engagement Cohort
 HSS = Hispanic Student Success Consortium

Summary

St. Philip's College is in compliance with Core Requirement 2.8 as evidenced by the data provided and the documentation of faculty responsibilities including curriculum development, teaching, student learning outcomes assessment, professional development, community service, support for students and quality and integrity of the program.

Supporting Documents:

-  [Assessment Faculty Workshop sample](#)
-  [Assessment Workshop Flyer Fall2014](#)
-  [Byrd Sanctuary website](#)
-  [Canvas Training Program.PDF](#)
-  [CC Sample Agenda](#)
-  [CCSSE Results 2013](#)
-  [CCSSE2013 Academic Challenge Comparison to Alamo Colleges](#)
-  [CIMA-LSAMP Grant](#)
-  [D.5.1.2 \(Procedure\) Faculty Teaching Loads](#)
-  [Distance Learning Certification Program](#)
-  [Distance Learning Certified Faculty by Department](#)
-  [Driving simulator news release](#)
-  [Faculty Job Description](#)
-  [FT PT Ratio by Subject](#)
-  [Hunger Banquet 2014](#)
-  [IIC Professional Development Week Report Fall 2013](#)
-  [ISLO Assessment Sign-in](#)
-  [Jessica's Project](#)
-  [Louis Stokes Grant flyer](#)
-  [Master Teacher Certification Program](#)
-  [MathWorld website](#)
-  [Mission, Vision, and Values 2014](#)
-  [Mission, Vision, and Values 2015](#)
-  [MT List Jan2015](#)
-  [NL SSI Instructional Effectiveness 4/2014](#)
-  [OUAP Timeline 201516](#)
-  [QEP Faculty Roster 2014](#)
-  [Sample Dept Adjunct Faculty Meeting Minutes](#)
-  [SPC Curriculum Action Items 2013-2014](#)
-  [SPC Instructional Innovation Center - Webpage.PDF](#)
-  [Spring Grade Distribution Comparison](#)
-  [Student Engagement Grants Website](#)
-  [Teaching Strategies Faculty Workshop sample](#)
-  [Technology Faculty Workshop sample](#)
-  [Teen Pregnancy Prevention Flyer](#)
-  [THECB Approved Core Courses 3-5-14](#)
- [VITA](#)

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.9 by providing and supporting student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources and services are sufficient to support all educational, research and public service programs.

Budget

In academic year 2013-2014, the St. Philip's College Libraries allocated [\\$156,750.00 to the materials budget](#), a decrease of \$9,537.00 from the [previous year's budget of \\$166,287.00](#). From the total allocation for 2013-2014, \$20,697.92 went to Direct Orders (primarily books), \$24,718.49 went to periodicals (journals, magazines and newspapers), \$15,000 was budgeted for the catalog system used to index and locate materials and \$86,083.59 was used to purchase online database subscriptions. The previous year, \$30,268.00 was budgeted to Direct Orders, \$25,000 was budgeted to periodicals, \$15,000 was budgeted for the catalog system used to index and locate materials and \$81,321.76 was used to purchase online database subscriptions. Despite the current economic climate and resulting budget cuts, the Libraries implement creative ways to continue to provide collections and services to support student, faculty, staff and administrative needs. The Libraries belong to the [TexShare and Amigos Library Services consortia](#) to purchase online resources at a reduced cost. Furthermore, the pricing structure of the Electronic Book Library (EBL) results in substantial cost savings.

Collection Resources

St. Philip's College libraries house [a wide variety of resources](#) at both campuses. The [Martin Luther King \(MLK\) Campus Library collection](#) is housed within the Center for Learning Resources, includes 138,640 items comprised primarily of monographs, reference sets, DVDs, VHS tapes, CDs and microfilm/fiche. In addition, the Martin Luther King Campus Library features focused collections such as the [Black Collection](#), a circulating collection of 4,116 books by or about African Americans. The Southwest Campus Library is housed within the Industrial Technology Center (ITC) holds [7,557 items](#), comprised primarily of monographs, reference sets, DVDs, VHS tapes and CDs. Magazines, journals and newspapers are also available for leisurely and academic pursuits in both libraries. Many of these resources are available in on-line format through the electronic databases. Patrons can use Library materials in a comfortable, quiet seating area available on the first floor of the [Martin Luther King Campus Library](#) and in the lobby area of the [Southwest Campus Library](#). Additional seating, tables, computer workstations and study rooms are available on the second and third floor of the Center for Learning Resources/Martin Luther King Campus Library on the Martin Luther King campus.

St. Philip's College students, staff, administrators and faculty as well as community patrons can access both the [physical collections](#) and the [electronic collections](#) of the College onsite during normal college hours of operation, excepting the Electronic Book Library (EBL) collection which is not accessible to community users even on-campus. The Martin Luther King Campus Library is open for 68 hours per week during the Fall and Spring semesters, 40 hours per week

during Maymester and 48 hours per week during summer sessions. The Southwest Campus Library is open for 53 hours per week during the Fall and Spring semesters, 40 hours per week during the summer sessions and closed during Maymester. Patrons can also access the [combined catalog](#) with descriptive and access information on book, audio-visual and periodical holdings available through all of the Alamo Community College District Colleges: Northwest Vista College (NVC) Library, Palo Alto College (PAC) Library, San Antonio College (SAC) Library, St. Philip's College (SPC) Martin Luther King Campus Library and St. Philip's College Southwest Campus (SWC) Library. The catalog may be accessed from any computer with internet access.

[Twenty-four hour off-campus access](#) to the electronic collections is available to St. Philip's College students, staff, administrators and faculty through the Library webpage. Students, staff, administrators and faculty of other Alamo Community College District Colleges and district employees have full borrowing privileges at St. Philip's College libraries but must be onsite in order to access the online resources that are not available under shared licensing.

The 119 listed available [online databases](#) comprise the core of the electronic collection and allow patrons to find articles from reference books, popular magazines, scholarly journals, government documents, pamphlets, credible websites and a wide variety of sources in digital form. They cover relevant [academic and vocational subject areas](#) including business, education, fine arts, geography, history, legal, literature, psychology, religion, philosophy, science, political science, health/nursing/medical and sociology. Academic journals, magazines and newspapers can be searched directly through a relevant database or by using Ebsco AtoZ with LinkSource, a tool enabling users to locate databases within the St. Philip's College Library collection that contain full-text versions of the source.

The consortia with whom St. Philip's College partners to purchase [online resources](#) includes [TexShare](#), a [consortium of libraries and institutions](#) that purchase content through the Texas State Library and Archives Commission, as well as its sister colleges through the Alamo Community College District Colleges: Northeast Lakeview College, Northwest Vista College, Palo Alto College and San Antonio College. The Library also receives a discount on some databases through the 'Amigos' membership.

The [TexShare Card Program](#) (see also [TexShare Policy](#)) and [Interlibrary Loan](#) resource-sharing services supplement materials found in the collections of the Alamo Community College District Colleges Libraries. Texshare provides patrons with borrowing privileges from more than 500 participating libraries across the state. Interlibrary Loan is a Library lending service that is used to obtain circulating materials and periodical articles not owned by any of the Alamo Community College District Colleges libraries. It is available to current students, staff, faculty and administrators of St. Philip's College. (See [TexShare Card Statistics 2011-2014](#).)

Other learning/information resources available to students, staff, administrators and faculty as well as community patrons through the Library include equipment (televisions, DVD/VHS players, and projectors), headphones, laptops and iPads, as well as anatomical charts and models. The [28 iPads](#) available for student use, not including the one master iPad, were checked out [211 times during 2013-2014 academic year](#). These checkouts are referred to as a St. Philip's College 4-Hour Reserve.

In addition to library services and facilities, the Center for Learning Resources houses the St. Philip's College Archives. The Archives holds manuscript collections, audio-visual materials, photographs and college records, which support research needs across a variety of disciplines, primarily in the social sciences. A reading room is available for research use. Patrons can view archival materials in a quiet and spacious environment, with a reference archivist on hand to answer questions. Access to materials is provided through the use of finding aids and an online searchable tool to explore our holdings. Materials are stored in two secure, temperature- and humidity-controlled rooms and are retrieved for patron in-house use. In order to ensure the physical integrity of the materials, most of which are irreplaceable, all copies are made by the reference archivist on duty.

Collection Relevancy

The relevancy of the collection is determined by how well the collection serves the needs of the College's [academic and vocational programs](#). Every academic department has a [liaison librarian](#) assigned to work with faculty on requests for resources to enhance classroom instruction, facilitate requests for Course Reserves and Library Instruction services and assist with achieving critical thinking skills development through research activities.

All purchases and weeding processes are guided by the principles laid out in the [Collection Development Policy](#), which is used in the selection, acquisition, evaluation and maintenance of Library materials. The policy is used for enhancing consistency among those responsible for developing the collection and in communicating the library's policies to students, staff, faculty, administrators and other interested patrons.

Liaison librarians also utilize reviews by general and discipline-specific sources including Booklist, Choice, Doody's Reviews, Kirkus Reviews, Library Journal and Publisher's Weekly in order to verify the currency, applicability and program relevancy when selecting materials for purchase.

Beyond program and class curriculum needs, which are identified by liaison librarians in concert with their program faculty, there are two patron/need-driven methods of identifying materials for purchase. They are the following: (1) the [Purchase Request Form](#) is available for a patron, faculty, staff or administrator who wishes to call attention to a particular material for Library acquisition, and (2) via details noted during reference transactions: collection subject requests and needs are noted and materials are ordered if deemed necessary to support the topic. Additionally, the Library collection undergoes an annual currency analysis to track the relative age of materials available. See the currency/age analysis for both MLK ([2010](#), [2011](#), [2012](#) and [2013](#)) and SWC ([2011](#), [2012](#) and [2013](#)).

Student/Faculty Feedback

In the Noel-Levitz Student Satisfaction Inventory survey dated May 2014, St. Philip's College students rated the [adequacy of library resources and services](#) higher than national respondents.

The [Community College Survey of Student Engagement \(CCSSE\) 2013 data regarding Question 9b](#) indicates that 78.4% of the students agreed Quite a Bit or Very Much or (35.2 and 43.2 respectively) with the statement that the College is "Providing the support you need to help you succeed at this college." As a key area providing student services, the Library plays an important role in supporting student success and satisfaction.

Both [student and faculty feedback](#) has been gathered through the semi-annual Library Open House. This feedback helps library personnel identify strengths and weaknesses to continually improve library services.

Services

St. Philip's College Libraries provide a [wide array of services](#) to students, staff, administrators and faculty as well as community patrons, including assistive technology for special needs, reference services, instruction services, computer labs, copy machines, GoPrint printing stations, course reserves, individual and group study areas and Interlibrary Loan services. All services are available during normal operating hours at both campuses.

The assistive technologies for special needs available include:

- JAWS: A screen reader software that provides access to software applications and the Internet. Information from the screen is read aloud, providing technology to access a

wide variety of information. Headphones are available at the Center for Learning Resources circulation desk;

- ZOOMTEXT: Seamlessly integrates magnification and screen reading, providing access to all software programs;
- MagniLink: TV magnifier that provides easy reading of printed materials;
- Kurzweil 3000 for Windows: Enables students to be independent learners by being able to hear, see, track and understand readings, writing, lesson materials and test materials;
- Scanning and Reading Appliance (SARA): A stand-alone device designed to help the blind and those with low vision read printed materials;
- Audio books;
- Audio-enhanced content within electronic databases;
- Larger monitors at computer workstations;
- Closed-captioned videos;
- Audio players and headphones; and,
- Computer desks that are higher to accommodate wheelchairs and scooters.

All services are available during normal operating hours at both campuses.

Reference services and scheduled instruction in the use of Library resources is available to students, faculty, administrators and staff through both formal classroom instruction in campus libraries and at a given class' instruction space, as well as individually through the library's [Individual Research Assistance \(IRA\)](#) program. These appointments are available to students who need more in-depth reference assistance through a one-on-one consultation with a librarian. Point-of-need instruction and reference is available through a variety of access points, including five onsite staffed information/reference desks and telephone reference. Virtual reference services include LibAnswers service, 96 collaboratively-created LibGuides (research guides), email, chat and SMS messaging which are available 24/7 for research assistance. Responses to all virtual reference questions are made within one working day, whether received via LibAnswers, email, chat or SMS messaging.






































The libraries each contain public computers equipped with black and white and color printing powered by GoPrint systems. The open lab at the Martin Luther King Campus Library contains 48 computers, while the Southwest Campus Library lab contains 26. The GoPrint system allows users to securely print and pay with accounts that work across the district and in any onsite computer lab. Copy machines are also available to patrons at both campuses on all floors with public service points.

Both campuses have an array of study rooms available for patron use. The [Center for Learning Resources at the Martin Luther King campus](#) has eight individual study rooms, seven group study rooms and one group study computer lab. The [Southwest Campus Library](#) has three group study rooms and five individual study rooms, two of which are equipped with desktop computers.

Summary

St. Philip's College, as evidenced above, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered by the College. Collections, resources and services are sufficient to support all educational, research and public service programs.

Supporting Documents:

-  [Age of Collection 2010 MLK](#)
-  [Age of Collection 2011 MLK](#)
-  [Age of Collection 2013 SWC](#)
-  [Age of Collection MLK 2012](#)
-  [Age of Collection MLK 2013](#)
-  [Age of Collection SWC 2011](#)
-  [Age of Collection SWC 2012](#)
-  [CCSSE Results Question 9b 2013](#)
-  [Database Off Campus Access](#)
-  [IRA Publication](#)
-  [Library iPads](#)
-  [Library iPads MLK Checkouts 2013-14](#)
-  [Library Materials Budget 2012-13](#)
-  [Library Materials Budget 2013/14](#)
-  [Library Open House Questionnaire Results Spring 2014](#)
-  [Library Purchase Request Form](#)
-  [Millennium Library Catalog Search](#)
-  [MLK and SWC Topic Recommendations 2012-2014](#)
-  [MLK CLR Map](#)
-  [NL SSI Academic Services 042014](#)
-  [SPC Collection by Call Numbers May 2014](#)
-  [SPC Collection May 2014](#)
-  [SPC Databases by Topic](#)
-  [SPC Degree Plans & Certificates](#)
-  [SPC Interlibrary Loan Policy](#)
-  [SPC Liaison List](#)
-  [SPC Libraries Collection Development Policy](#)
-  [SPC Library Databases Complete List](#)
-  [SPC Library Resources](#)
-  [SPC Library Services](#)
-  [SPC TexShare Policy](#)
-  [SWC Collection By Call Number May 2014](#)
-  [SWC Library Map](#)
-  [TexShare Card Program](#)
-  [TexShare Card Statistics 2011-2014](#)
-  [TexShare Consortium](#)
-  [TexShare Facts At a Glance](#)
-  [TexShare TexSelect - TSLAC](#)

2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.10 by providing student support programs, services and activities consistent with its mission, all of which serve to promote student learning and enhance the development of its students.

[St. Philip's College mission](#), to empower our diverse student population through personal and educational growth, career readiness and community leadership, is consistent with providing student support programs, services and activities that promote student learning and enhance the development of students. Service areas include counseling and guidance, educational support services, services for individuals with special needs and quality social and cultural activities. Support of students is a collaborative effort among the various departments under [Student Success and Academic Success](#). Leadership of these offices and division work continuously to strengthen the services, programs and activities for all student populations served by St. Philip's College: traditional/non-traditional, developmental/college- ready, dual credit, international and distance learners.

St. Philip's College 2014-2015 [eCatalog](#) and website for current students provide detailed information about each of the areas discussed below. In addition, the [All-Access Pass](#), distributed to students at the mandatory New Student Orientation, lists student support programs and services available to students.

St. Philip's College assesses the effectiveness and adequacy of student support programs and services using the nationally-administered Noel-Levitz Student Satisfaction Inventory (NL) and the Community College Survey of Student Engagement (CCSSE). The [2014 Noel-Levitz](#) and [2013 Community College Survey of Student Engagement](#) results are discussed within each of the relevant student service areas below. These instruments help to determine student perceptions of St. Philip's College, including "importance of" and "satisfaction with" educational support programs and services. The Noel-Levitz survey aggregates the survey questions and responses under twelve scales: Student Centeredness, Instructional Effectiveness, Academic Services, Safety and Security, Academic Advising/Counseling, Registration Effectiveness, Admissions and Financial Aid, Service Excellence, Campus Support Services, Responsiveness to Diverse Populations, Concern for the Individual and Campus Climate. The Community College Survey of Student Engagement rates satisfaction in the following relevant areas: academic advising, tutoring, skill labs, financial aid advising, disability services, career counseling and job placement.

Academic Advising and Counseling Services

St. Philip's College: Academic Advising

St. Philip's College [Academic Advising Team](#) subscribes to an intrusive, progressive advising model, which is a system of shared responsibility among students, faculty and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist students in understanding academic policies and procedures, and provide access to campus resources that promote academic success and enhance retention.

The advising process is composed of five elements to assist the student with their educational goal, including exploration of life goals, exploration of educational/career goals, selection of educational

program, selection of coursework and the scheduling of classes. By utilizing these five elements, academic advisors effectively assist students with navigating requirements of their degree programs.

In addition to these services, the [Early Alert](#) system, which utilizes GradesFirst software, assists with retaining students. Faculty, along with academic advisors, identify students at risk of failing and contact these students to help them get back on track. Furthermore, academic advisors assist students with developing an [Individual Education Plan \(IEP\)](#) to track a student's academic progress.

St. Philip's College academic advisors served [19,313 students \(duplicated count\) from Fall 2013 to Summer 2014](#).

Community College Survey of Student Engagement (CCSSE) results related to [academic advising](#) were comparable to other Texas colleges and the 2013 cohort. Compared to the 2010 survey, Noel-Levitz results in the area of satisfaction with [academic advising](#) declined in 2014. Since Noel-Levitz administration, St. Philip's College implemented a program in which an advisor is assigned to each student to more effectively meet student needs. The reduction of advising personnel was identified as a contributing factor to the decline in Noel-Levitz results. In response, the St. Philip's College added 17 advising-related positions in Fall 2014: one Director of Advising, one Data Analyst for Advising, three Advising Team Leads and twelve Certified Advisors. Refer to the current [advising staffing list](#) for information on advising staff and their qualifications. See also the staffing list of [certified advisors in the Veterans Affairs office](#).

In addition to the Noel-Levitz Inventory, the Academic Advising Team distributes internal [satisfaction surveys](#) in order to respond to student needs.

St. Philip's College: Counseling Center

The mission of the St. Philip's College [Counseling Center](#) is to promote student success by providing professional counselors who are available to discuss personal, social, educational and psychological concerns. St. Philip's College Counseling Center assists students with adjustment to college life and contributes to their efforts in resolving issues that are vital to healthy emotional development, as well as necessary for coping with personal difficulties, issues or crises. Counselors are also available to provide academic advising, support and scholastic intervention as needed. St. Philip's College Counseling Center strives to collaborate with the college community to promote the personal, social and mental well-being of students. Collaboration occurs through outreach services, classroom visits, topic-specific workshops and consultation with faculty, staff and administration. St. Philip's College Counseling Center works to enhance the practice of college counseling through promoting ethical and responsible professional practice and fostering an accepting and inclusive campus culture which will value, affirm and respect the differences among all members. Two counselors are located on the Martin Luther King Campus, with support services extended to the Southwest Campus (SWC). Refer to the [counseling staff list](#) for more information.

Compared to the [2010 survey](#), Noel-Levitz satisfaction inventory results in the area of [counseling services](#) declined in 2014. In response, the St. Philip's College Counseling Center has increased collaboration with other student services departments across campus, including the Disability Resource Center and Student Life. One example of such collaboration is the [Historically Black Colleges and Universities Center for Excellence in Behavioral Health \(HBCU-CFE\) 2013-2014 Behavioral Health Capacity Expansion Mini-Grant](#). In addition, St. Philip's Counseling Center has set unit planning objectives to address student satisfaction issues. The current [Counseling Center unit plan](#) includes various outreach activities to assist the student population. One objective, to provide mental health wellness/outreach activities, set a target of increasing the total number of students and community members participating in screenings by 5%. The result far exceeded this target, with an 82% increase in the overall number of screenings completed by students.

St. Philip's College: Career and Transfer Services

The [Career and Transfer Services Department](#) provides both current and former students with the necessary support, skills and resources to assist them with choosing careers, obtaining employment and achieving long-range educational goals while ensuring that the transition is a seamless process.

Academic Advisors provide students with comprehensive information on career and transfer opportunities. [Career Exploration and Job Search Services](#) assist students with identifying personal goals, interests and abilities. Computerized job market information allows students to explore career options. Academic Advisors eagerly assist students with information regarding criteria for admission, selectivity of specific colleges, on- and off-campus housing, tuition, financial aid, scholarships and the application process.

Academic Advisors also provide students with information on Joint Admission Agreements, Transfer Scholarships and Transfer Equivalency Guides. Career development and the pursuit to increase one's knowledge is fundamentally a lifelong process geared toward the acquisition of skills, which will strengthen students' abilities to live meaningful, enjoyable and economically-rewarding lives. Academic Advisors assist the student with opportunities to discover, determine and develop his/her way of life.

Noel-Levitz ratings by St. Philip's College students were comparable to the national response in their assessment of the satisfaction with [career exploration and job placement assistance](#). Community College Survey of Student Engagement (CCSSE) results related to [career counseling](#) were higher than other Texas colleges and the 2013 cohort. [Job placement](#) results from this survey were comparable to other institutions.

St. Philip's College: International Student Services

[International Student Services](#) provides international students with admission and academic advising, U.S. immigration advising and other general assistance to ensure compliance with laws and promote internationalization.

Enrollment Support

St. Philip's College: The Welcome Center

St. Philip's College Welcome Center serves as a one-stop center that supports students' transition into college. St. Philip's College Welcome Center is designed to help students receive assistance in all aspects of admission and enrollment processes, including advising, assessment, counseling, financial aid, bursar's services and GED testing. The offices of Veterans' Affairs, Records and Registration and the Financial Aid are also located in the St. Philip's College Welcome Center.

Compared to the [2010 survey](#), Noel-Levitz inventory results show that student satisfaction with the [effectiveness of the registration process declined in 2014](#). In response to this decline, St. Philip's College added more advising staff, increased training, established small group New Student Orientation sessions, along with other enhancements related to the [registration process](#). In addition, each student is assigned an advisor and attendance at New Student Orientation is mandatory.

St. Philip's College: The Veterans Affairs Office

The [Veterans Affairs](#) office assists students attending the College using benefits under the Department of Veterans Affairs Educational Assistance Programs. Students can take advantage of referral services, job training and consultation on their educational options.

Noel-Levitz results in the area of [Veterans' Services](#) are significantly higher than the national average.

St. Philip's College has earned designation as a [Military-Friendly School](#) for five consecutive years.

St. Philip's College: Financial Aid Office

To qualify for financial aid St. Philip's College students must:

- Be a U.S. Citizen or Eligible Noncitizen
- Have a High School Diploma or GED
- If male 18-25 years of age, be registered with Selective Service
- Be enrolled and attending at least one course (for Pell Grant) of college level courses (Continuing Education courses do not qualify) or be enrolled in at least 6 semester hours for other financial aid programs
- Not be in default of a Federal Direct Loans or owe a refund of a Federal Grant
- Not have a conviction for possession or sale of illegal drugs for an offense that occurred while receiving federal student aid
- Have established need as determined by the federal need analysis methodology
- Be making Satisfactory Academic Progress according to (SAP) requirements
- Be in an eligible program of study/major

The FAFSA (Free Application for Federal Student Aid) is the first step to apply for federal aid at St. Philip's College to include, grants, loans, and work-study. The Department of Education uses the information provided on students FAFSA and forward to St. Philip's College to determine eligibility.

St. Philip's College: Institutional Advancement Scholarship Office

[Scholarship opportunities](#) are available to students enrolled at the College. There are various types of scholarships available based on merit or combination of merit and need, funded by institutional and private donations. Described below are the three main scholarships that support students through completion of their academic goals:

- General Scholarships are awarded to students of academic merit within specific academic or vocational departments. Awardees must have and maintain a minimum 3.5 overall GPA in their academic records at St. Philip's College. The average award for full-time study for an academic year is \$1,000.00, depending upon financial need and the number of hours in which the student is enrolled for two consecutive terms. Continuing and new students who are full- or part-time may apply.
- The Presidential Scholarship is available to students with a GPA of 3.5 or higher. Students receiving this scholarship must show a commitment to completing their college degree, as well as a commitment to community service. The President interviews the applicants, and selected individuals receive a scholarship valued at \$3,000.
- The [Student Engagement Grant \(SEG\)](#) is based on College initiatives designed to support recruitment efforts and enrollment in targeted programs and improve student retention through financial support and increased opportunities for student engagement. College personnel develop initiatives (e.g. St. Philip's College Choir, Service-Learning, Programmatic recruitment activities) and apply for funds to support student workers in these areas. The Student Engagement Grant Committee approves applications based on specific guidelines and the amount of funds available. Student Engagement Grant scholarship recipients are required to work a specific number of hours to fulfill the objectives of their respective initiatives. Students who have and maintain a 2.5 GPA are eligible for the grant. The financial support consists of \$750 in tuition/fee assistance and \$500 textbook assistance per term for full-time students. Part-time students receive \$500 tuition/fee assistance and \$250 textbook assistance per term.

Work Study jobs are available to students based on financial need. The positions are available to both full-time and part-time students. Work-study jobs allow students to gain work and career experience. The positions support students through flexible scheduling and limited work hours.

St. Philip's College has partnered with USA Funds to offer a [Financial Literacy Program](#). All incoming students are instructed in key elements of financial literacy, via a game show format, as part of the mandatory New Student Orientation. In addition, all new and currently enrolled St. Philip's College students are encouraged to attend Financial Literacy Workshops.

Noel-Levitz inventory results regarding [student financial aid](#) scored St. Philip's College slightly higher than national respondents. Community College Survey of Student Engagement (CCSSE) results related to [financial aid advising](#) were comparable to other Texas colleges and the 2013 cohort.

Academic Assistance

St. Philip's College: Tutoring Services

The [Tutoring and Technology \(TnT\) Center](#) provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including Accounting, Biology, Calculus, Chemistry, English, History, Math and Physics. All students, including online and off-campus students, are able to access SMARTThinking for tutoring assistance. [SMARTThinking](#) is an online tutoring site available to students 24/7 through the Alamo Colleges Educational Services (ACES) portal, providing students with access to online tutors.

The Tutoring and Technology Center is home to state-of-the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi wireless internet access and use the 50 Dell computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

[MathWorld](#) is an on-campus lab available to students who may be experiencing roadblocks as they progress through their math courses. In the lab, students have access to computer programs, such as MyMathLab, and faculty and staff that can assist with their math homework. St. Philip's College full-time faculty designate 2 of their 10 office hours to MathWorld. In addition, over 50% of St. Philip's College full time faculty contribute over 2 hours a week through volunteer service. Currently, all St. Philip's College students enrolled in developmental math are required to enroll in a 1-hour math lab component.

The [Rose R. Thomas Writing Center](#) is a writing lab that assists students progressing through their English and writing courses. The lab offers computerized instruction, guided by a staff of Instructional Skills Specialists. In addition to completing skills modules in writing, the staff conducts workshops that enhance student understanding of key writing concepts.

The Natural Sciences Tutoring Lab, known as the [Byrd Sanctuary](#), supports student success within the Natural Sciences Department and the various disciplines that the department serves. Byrd Sanctuary staff are knowledgeable professionals with degrees in the various subjects being tutored. In addition, a variety of resource materials are available to support student needs. St. Philip's College full-time faculty designate 2 of their 10 office hours to the Byrd Sanctuary. Every Friday before an Anatomy and Physiology examination, the faculty host "mock exams" to prepare students for the upcoming exam. Faculty also host a Physics Bootcamp and Alchemist Cave tutorial sessions every Friday from 9-1 p.m.

[Noel-Levitz results](#) show students assessed St. Philip's College slightly higher than the national respondents in the following areas: 1) Computer labs are adequate and accessible. 2) The equipment in the lab facilities is kept up to date. The availability of tutoring services, however, was slightly lower than the national response. See the [Noel-Levitz results for Academic Services](#) for more information. Since

this decline, the Tutoring and Technology Center has implemented a [Seminars for Success](#) workshop at both the Martin Luther King and Southwest Campus. Students are taught a variety of skills to improve academic success, including note taking techniques, the writing process, preparing for examinations and stress management. Multiple sessions are offered at various times each week at both campuses. The Tutoring and Technology Center staff also works with faculty who teach high risk courses in order to provide small group tutoring sessions for their students. Group sessions were scheduled based upon student input. Tutoring and Technology Center staff are also working with faculty at the Southwest Campus to adjust tutoring schedules to best accommodate students needs.

Community College Survey of Student Engagement (CCSSE) results related to [tutoring and skill labs](#) were higher than other Texas colleges and the 2013 cohort.

St. Philip's College: Disability Resource Center

The mission of the [Disability Resource Center \(DRC\)](#) is to create an accessible and effective learning environment where students with disabilities can complete their education and training. The Center provides a wide range of support services to eligible students. Staff follow best practices to ensure students have access to the latest information and technologies. Students are provided assistance with the registration process, testing accommodations (ex: extended time, quiet room, readers and/or scribes), adaptive technology and equipment and interpreter services. The Center provides reasonable academic support to eligible students to “level the learning field.”

Community College Survey of Student Engagement (CCSSE) results related to [disability services](#) were comparable to other Texas colleges and the 2013 cohort.

St. Philip's College: Center for Learning Resources

The [Center for Learning Resources](#) operates the Library, Archives, photographic services and classroom equipment support. Resources are available to enhance classroom instruction and meet the information and research needs of students, faculty, staff and administrators.

The St. Philip's College libraries house a wide variety of resources at both campuses, including monographs, reference sets, DVDs, VHS tapes, CDs, microfilm/fiche, [119 online databases](#) and 92 print magazine and journal subscriptions (59 at Martin Luther King Campus, 28 at Southwest Campus and 5 at the nursing program in Seguin). Reference services and library instruction support the use of these materials.

St. Philip's College students can request information and receive assistance with research-related needs through an online [“Ask a Librarian”](#) service. This service is available 24 hours per day, 7 days per week for research assistance, with a response provided within 24 hours. A chat service is also available. Faculty and students can request classroom or individual library instruction for assistance in formulating a research topic, finding appropriate resources and citing source materials. [LibGuides](#) are compiled by St. Philip's College librarians to assist students with their research and provide subject-specific assistance and other resourceful information.

The [library facility at the College's Southwest Campus](#) has been renovated and enhanced with a larger media services component. Facilities include a library instruction classroom, individual and group study rooms as well as additional computer and study stations. The renovation also includes an enclosed photocopy services area and a Media Production Suite equipped with technology to help students create multimedia-rich information sources for classroom presentations.

The most recent Noel-Levitz survey shows that students ranked the St. Philip's College library slightly higher than the national average regarding the [adequacy of library resources and services](#).

St. Philip's College: Course Delivery Modes

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

Campus Life

St. Philip's College: Department of Student Life

[Department of Student Life](#) supports the mission of the College by engaging students in activities to enhance their college experience. Students connect with the College by participating in activities, such as student organizations, campus and recreation activities and social development activities. In addition, the department supports students by providing lockers and a student lounge/recreation area.

St. Philip's College: Student Health Center

[Student Health Center](#) is staffed with professionally trained and licensed nurses on both campuses. The center seeks to inform and educate the campus community in the art of "staying well." The staff is readily available to respond to and administer first aid to on-site emergency injuries and illnesses.

St. Philip's College: Child Development Center

St. Philip's College [Child Development Center](#) provides childcare services to the college community with priority given to currently enrolled students, faculty and staff. The Center is child-centered and responsive to cultural, ethnic and socio-economic diversity.

Noel-Levitz results related to [child care](#) were significantly higher than national respondents in 2014.

Alamo Community College District: Police Department

The mission of the [Alamo Colleges Police Department](#) is to provide a safe environment to support student learning. Services include an emergency telephone number, a 24-hour dispatch service and a weather line. St. Philip's College Martin Luther King and Southwest campuses each house a police department. In addition, emergency phones are located throughout the campuses to ensure students' safety.

In order to improve [Noel-Levitz results in areas of safety and security](#) where we fell short of our peers, several actions were taken. In the Fall 2010 Semester, St. Philip's Colleges adopted the [Strategies for Behavioral Intervention \(SOBI\)](#) to address general safety concerns. Strategies for Behavioral Intervention is a guide providing information as to how an employee or student can address disruptive or threatening behavior by students or visitors. To address the low satisfaction with security response to calls for assistance, the Alamo Community College District placed additional officers on campus. Refer to [Campus Police staff list](#) for more information.










In addition to an increase in staffing, the Facilities Department has addressed the low satisfaction with parking lots being well-lit and secure. Light fixtures were repaired and trees were trimmed or cut to increase visibility. Additionally, the emergency phones located throughout the campuses were tested and repaired.

Summary

All student support services, from advising and counseling to health and safety, fully support the St. Philip's College mission to empower our diverse student population through personal and educational growth, career readiness and community leadership. By providing these services, our students can get the most out of their education and develop into leaders within their career fields.

Supporting Documents:

-  [Advising Staff Jan2015](#)
-  [Advising Students Served Aug 2013 - July 2014](#)
-  [Advising Survey and Results Nov 2014](#)
-  [Alamo Advise Org Chart Updated](#)
-  [AllAccessPass](#)
-  [Ask A Librarian Website](#)
-  [Byrd Sanctuary Natural Sciences Tutoring Lab](#)
-  [Campus Police Staff](#)
-  [Career Services Website](#)
-  [CCSSE 2013, Tutoring and Skill Labs](#)
-  [CCSSE Key Findings Report 2013](#)
-  [CCSSE Results 2013, Academic Advising](#)
-  [CCSSE Results 2013, Career Counseling and Job Placement](#)
-  [CCSSE Results 2013, Disability Services](#)
-  [CCSSE Results 2013, Financial Aid Advising](#)
-  [Certified Advisors in Veterans Affairs](#)
-  [Child Development Center Website](#)
-  [Counseling Center Staff](#)
-  [Counseling Resource Center Website](#)
-  [Counseling Services Importance & Satisfaction](#)
-  [Current Student Website](#)
-  [DAR ESS Counseling Resource Center](#)
-  [Distance Learning Website](#)
-  [DRC Website](#)
-  [Early Alert Program](#)
-  [E-Catalog 2014-2015](#)
-  [Enrollment Steps](#)
-  [Financial Literacy](#)
-  [HBCU-CFE Mini-Grant Final Report 071814](#)
-  [IEP Example](#)
-  [International Education](#)
- [LibGuides Website](#)
- [MathWorld Website](#)
- [Military Friendly Designation](#)
- [MLK CLR Map](#)
- [NL SSI Academic Advising Counseling 042014](#)
- [NL SSI Academic Services 042014](#)

-  [NL SSI Admissions and Financial Aid 042014](#)
-  [NL SSI Campus Support 042014](#)
-  [NL SSI Career 042014](#)
-  [NL SSI Registration Effectiveness 042014](#)
-  [NL SSI Safety and Security 042014](#)
-  [Noel Levitz SSI 4-2014](#)
-  [Organizational Chart 2015 021215](#)
-  [Police Department Website](#)
-  [Registration Effectiveness - Importance & Satisfaction](#)
-  [Scholarships](#)
-  [SEG Website](#)
-  [SMARThinking](#)
-  [SOBI Guide](#)
-  [SPC Library Databases Complete List](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Health Center Website](#)
-  [Student Life Website](#)
-  [Student Resources](#)
-  [SWC Library Map](#)
-  [TnT Website](#)
-  [Veterans Affairs Website](#)
-  [Writing Center Website](#)

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (*or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit*) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (*or Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board. Audit requirements for applicant institutions may be found in Commission policy "Accreditation Procedures for Applicant Institutions." **(Financial Resources)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.11.1. St. Philip's College has a solid financial base and has demonstrated strong financial stability to support the mission of the institution and the scope of its programs and services. St. Philip's College responsibly manages its fiscal resources within an allocated expenditure budget to meet its financial obligations. This is evidenced by stable student enrollments, increasing operating revenues, adequate capital asset base and growth in community cultural and enrichment events. St. Philip's College provides sufficient resources to support all of its programs.

Evidence of Financial Stability

St. Philip's responsibly manages its fiscal resources within an allocated expenditure budget to meet its financial obligations and provides sufficient resources to support its programs.

Financial information includes the following: (1) [an independent audit](#); (2) [a written institutional management letter for the most recent fiscal year prepared by an independent auditor](#); (3) a Statement of Unrestricted Net Position, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (4) an annual budget ([SPC Annual Budget 2014-15](#)) that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Independent Audits

St. Philip's College is audited annually by its external independent auditors, Ernst & Young LLP, as part of a system-wide audit of the Alamo Community College District. The unqualified opinion reflects the quality and strength of the financial records as well as the existence of proper internal controls.

St. Philip's College			
Results of Financial Statement Audits			
Figure 2.11.1 0			
2011	2012	2013	2014
Unqualified	Unqualified	Unmodified	Unmodified

* Beginning in 2013, the terminology used in auditors' opinion reports changed from "unqualified" to "unmodified". These terms are synonymous.

Management Letters

The independent auditors for St. Philip's College issue a management letter in conjunction with the annual audit. The management letters for each of the fiscal years are provided: [2012](#), [2013](#) and 2014. There were no deficiencies in internal control over financial reporting that were considered to be material weaknesses or significant deficiencies.

There were no auditor recommendations in the management letter for the year ending August 31, 2011. For the year ending August 31, 2012, the management letter contained one recommendation related to accounting for complex non-recurring transactions; however the recommendation was not related to any issues identified at St. Philip's College. For the year ending August 31, 2013, the management letter contained one recommendation, but again, was not related to the St. Philip's College, but rather, the monitoring of the change management process for information technology changes at the Alamo Community College District. For the year ended August 31, 2014, the management letter did not include any audit findings or auditor recommendations.

The minimal number and nature of the management letter recommendations in conjunction with the successful implementation of corrective action plans provides evidence that adequate controls are in place to ensure proper financial reporting.

Statement of Unrestricted Net Position

As part of the basic financial statements for St. Philip's College, a Statement of Unrestricted Net Position, exclusive of plant assets and plant-related debt is presented. These statements represent the changes in unrestricted net position attributable to operations for each respective year. St. Philip's College maintains a positive net position which has continually increased over each of the last three fiscal years. The increases are a direct result of the excess of revenues over expenses during each fiscal year.

A Statement of Unrestricted Net Position, exclusive of plant assets and plant-related debt, for the years ending August 31, 2011, 2012 and 2013 is presented below (Figure 2.11.1 1). As a member of Alamo Community College District, the College does not carry separate assets, thus unrestricted net position at the institution's level would be zero.

St. Philip's College			
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt			
(in thousands)			
Figure 2.11.1 1			
	2012	2013	2014
Unrestricted net position - SPC	\$ -	\$ -	\$ -
Unrestricted net position - District*	101,913	101,383	86,233
Add back compensated absences	5,165	5,134	5,667
Unrestricted net position available to SPC	\$ 107,078	\$ 106,517	\$ 91,890

* Net position is presented exclusive of plant assets and plant-related debt

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determine the level of assets available to meet day-to-day obligations of the institution. Net position exclusive of plant assets and plant-related debt remained steady between fiscal years 2012 and 2013, and decreased by approximately \$14.6 million between fiscal years 2013 and 2014. The decrease in fiscal year 2014 primarily relates to the self-funding of replacement equipment and other assets.

Annual Budget

St. Philip's College prepares an [annual Budget](#) that provides a global view of the financial activity incorporating both unrestricted and restricted activity for the college. Preparation of the annual budget preceded by strategic planning, is subject to sound fiscal procedures, and is approved by the [Alamo Community College District's Board of Trustees](#) on an annual basis. The 2014-15 Budget was approved by the Alamo Community College District Board of Trustees and [August 19, 2014](#).

Summary

Based on its history of favorable audit results, absence of internal control deficiencies or weaknesses as evidenced in the institutional management letters, sufficient net position available to the College and strong annual budget process, St. Philip's College has demonstrated that it has a strong financial base and financial stability adequate to support its mission and scope of its programs and services.

Supporting Documents:

-  [AC Annual Financial Report FY 2012](#)
-  [Annual Audit 2014](#)
-  [Annual Audit FY 2013](#)
-  [Board Meeting Minutes 8-19-2014, Budget Passed.pdf](#)
-  [Board of Trustees](#)
-  [SPC FY2014-2015 Budget Final](#)

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Core Requirement 2.11.2 by providing adequate physical resources in quality, scope, and condition to 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. The [College's MLK Master Plan](#) and [Southwest Campus Master Plan](#) were designed with this in mind, and its purpose is to create a "unique" campus based on the Vision, Mission, and College Priorities, which includes physical, environmental, and social elements in support of our students' needs. The Plans is reviewed and revised annually during the College's Strategic Planning Retreat.

Examples include:

- St. Philips' College was awarded recognition in 2013 by the Quality Texas Foundation at the Achievement Level with special recognition in the following areas: Leadership, Strategic Planning, Student and Stakeholder Focus, and Workforce Focus.
- The Center of Excellence (COE) in Science and Mathematics is an exceptional example of our response to student and stakeholder focus to meet workforce needs for trained workers for high paying careers in science, technology, engineering and mathematics (STEM). Center of Excellence is directly connected to national and state STEM project initiatives. The Center of Excellence in Science and Mathematics is a cooperative effort based on community outreach, business and workforce partnerships, university transfer, college prep, and teacher professional development programs.
- The Welding Program was recognized nationally for the first college accredited testing facility in Texas.
- We are the first community college in San Antonio and the second in Texas to be certified to offer curriculum approved to meet the National Training Standard endorsed by the National Security Agency (NSA) and the Committee on National Security Systems (CNSS). The College had its first graduates in this program in Fall 2011.
- St. Philip's College received the Hispanic Contractors Association ([HCA](#)) Excellence Through Diversity Award in the Owner of the Year category for projects ranging from \$2 million to \$5 million for the renovation of the William C. Davis Science building in July 2012.

St. Philip's College relies on an array of processes to include: feedback from our students using class climate surveys, the [Noel-Levitz](#) and [CCSSE](#) surveys , advisory boards, and leadership meetings to determine if our physical resources adequately support our programs. Information gathered from our student surveys provides an in depth view into our ability to provide suitable physical resources. In the 2013 [Community College Survey of Student Engagement](#) (CCSSE), student responses demonstrate the College has been effective in three key areas compared to other Texas colleges and national cohort of institutions:

- Providing the support students need to help them succeed
- Providing the financial support students need to afford their education
- Acquiring job or work-related knowledge and skills

Input is also gathered from our workforce programs' [advisory board meetings](#). Our advisory boards provide invaluable information related to the workplace and to the kind of training our students will require. Our advisory boards also provide us with insight into the resources and equipment used in the workforce, to ensure we provide our students with similar experiences so that our students are successful after graduation.

Additionally, leadership meetings take place on a regular basis to further determine that our physical resources are a proper mixture to ensure student success. These meetings take place at the program level with faculty input, at the department level with program leads input, and at the divisional level with divisional leadership input. This information, especially when additional physical resources are being requested, is translated into the Annual Operational Unit Plans, documented in WEAVE. Ultimately, it is the responsibility of the department chair to address the capital and investment needs of the department through the [Resource Allocation Request](#) process.

Recommendations for change can be made through any of the processes outlined above in regards to physical resources provided to go beyond adequately meeting the quality, scope and condition to support the College's mission, vision and values.

IT Assets

- Students
 - 2258 Desktops
 - 622 Laptops
- Faculty
 - 254 Desktops
 - 151 Laptops
 - 8 video conference rooms
- Staff
 - 457 Desktops
 - 78 Laptops
- Classrooms
 - 179 SMART classrooms
- Computer Labs
 - 89 Computer Labs

College Location

St. Philip's College is located on the east side of San Antonio, two miles from the center of town and is easily accessible from all parts of San Antonio and its surrounding areas. The College also operates the Southwest Campus located at 800 Quintana Road.

Physical Plant

St. Philip's College continues to expand and change as it strives to fulfill the diverse needs of the community. The facilities comprise the MLK campus and the Southwest Campus. The facilities include:

Martin Luther King Campus

50.82 acres, 23 buildings and 777,362 sq. ft.

Building	Sq. Ft.	Original Age	Renovation Date
Center for Health Professionals	116,341	2009	n/a
Center for Learning Resources	69,146	2009	n/a
Welcome Center	31,778	2009	n/a
Learning & Leadership Development Center	15,331	1997	2002
Applied Science & Technology	87,400	1993	n/a
Bowden	20,830	1953	1996
Campus Security	1,857	1977	n/a
Continuing Education	10,000	1992	n/a
Child Development Center	6,700	2001	n/a
Maintenance Shop	8,608	1972	n/a
Norris Technical Building	85,829	1972	1998
Health & Fitness	25,833	1942	1999
Tennis Court	576	2010	n/a
Central Plant	8,070	1987	1995
Grounds Building	3,000	2010	n/a
Chiller Building	2930	2009	n/a
William C. Davis Science Building	83,829	1992	2012
Campus Center	20,064	1953	1987
Sutton Learning Center	119,740	1975	2014
Watson Fine Arts Center	50,360	1993	n/a
E.L. Turbon Student Center	9,657	1953	1996

Public Safety (Campus Security - Police)

Completed in 1977, this structure houses the offices and operational facilities of the Department of Public Safety.

Central Plant

Completed in 1987, this building houses the offices for the Facility Superintendent for St. Philip's College/Southwest Campus and maintenance. Additionally, it includes the shop areas for electrical, general maintenance, grounds, housekeeping, structural, and HVAC.

Norris Technical Building

Built in 1970 and originally completed with three floors, the Norris Technical Building received a fourth floor which was added in 1972. Dedicated in honor of Clarence W. Norris, Dean Emeritus, in 1975, the Norris Technical Building underwent a renovation in 1996 and now houses the Communications and Learning Department, the Reading Lab, the Rose R. Thomas Writing Center and the Developmental English Lab.

William C. Davis Science Building

This structure which was constructed in 1992 was completely renovated in 2012 and renamed after Professor Emeritus Dr. William Conan Davis. It now houses the Natural Sciences and Mathematics Departments and the Dean of Arts and Sciences. The facility contains seven Biology, five Chemistry, and two Physics laboratories. It is also home of MathWorld and the Natural Sciences Tutoring Center.

Sutton Learning Center

St. Philip's College recently completed the renovation of the Sutton Learning Center (SLC) in 2014 to accommodate the colleges' administrative offices, Instructional Innovation Center, Center for Distance Learning, classrooms for instruction, employee wellness center and educational support services to support student success. The renovation also includes the President's Gallery, the Artemisia Bowden Gallery featuring an art collection donated by Mayor Emeritus Lila Cockrell, and the Bowden Alumni Center.

Campus Center

Built in 1953 and renovated in 1978 and 1987, this building houses the bookstore, the Department of Tourism, Hospitality and Culinary Arts which includes Artemisia's restaurant and commercial kitchens for instruction in Baking and Pastry Arts, Culinary Arts, Hospitality Event, Hotel and Restaurant Management Programs and the college cafeteria. The Heritage Room, one of the college's major venues, and the United States Post Office are also located in this building.

E. L. Turbon Student Center

Across from the Campus Center is the E. L. Turbon Student Center, located directly in the heart of the campus. This building, constructed in 1953 and renovated in 1976 and 1996, houses a student conference room, the student government office, the student newspaper office, study areas, lockers, lounge areas, and a variety of recreational features. This building is the center of co-curricular activities. In 1996, the E.L. Turbon Student Center was renamed for Everett L. Turbon, who devoted 36 years of service to St. Philip's College.

Bowden

The Bowden Building, built in 1953 and dedicated in honor of Miss Artemisia Bowden in 1954, underwent major renovations in 1996 in order to accommodate the Business Information Solutions Department. The department consists of the following programs: Accounting, Administrative Office Technology, Business Administration, Business Management, Computer Science, Information Security and Assurance, Network Administration, and Web and Mobile Development . Business Information Solutions is also home to the Corporate and Entrepreneurial Training Center, Certified Internet Webmaster Program and the Microsoft Office Specialist Testing Center. In the fall of 2014, St. Philip's College in partnership with San Antonio Independent School District created an Early College High School where high school students have an opportunity to earn a high school diploma and complete either an Associate's degree, up to 60 college credit hours toward a baccalaureate degree, or college hours towards a Level I Certificate. Classes for these students are held in the Bowden Building.

Watson Fine Arts Center

Completed in 1993, this structure features a 600-seat theatre and instructional facilities for the study of art, music, dance, and drama. This center boasts studios, practice rooms, a gallery/ conference room, and instructors' offices. In 1996, the Watson Fine Arts center was dedicated in honor of Leonidas Watson, Associate Dean Emeritus.

Applied Science and Technology

This building was completed in 1993 and is home to Biomedical Equipment Technology, Automotive Technology, CISCO Academy, and Electronic Systems Technology.

Health and Fitness Center

The Health and Fitness Center, built in 1942 and remodeled in 1999, contains a basketball court, a volleyball court, an aerobic studio, an indoor swimming pool, a weight room, dressing rooms, computer laboratories, and instructors' offices. The gym is available to all students, faculty, and staff.

Continuing Education Building

The Continuing Education Building which was completed in 1992 houses the central offices of Workforce Development and Continuing Education and three key academies - the Academy of Professional Development Training, the Academy of Health Careers Training, and the Academy of Fine Arts. In addition to offices, the classrooms and laboratories are designed to provide hands-on and/or computer-based instruction for Massage Therapy, Certified Nurse's Aide Certification, real estate certifications, and Commercial Driver's License, among several other courses.

Child Development Center

Built in 2001, The Child Development Center is located on the northwest corner of the campus on Wyoming Street, and can accommodate up to 57 children. The Center provides childcare services to the students and staff of St. Philip's College. The mission of the center is to provide the highest quality training for students and early care and education for children with respect to cultural differences, developmental capabilities and educational opportunities.

Learning and Leadership Development Center

Built in 1997, the Learning and Leadership Development Center is located on Meerscheidt Street, between Maryland and Dakota Street, and west of the Sutton Learning Center. The Learning and Leadership Development Center houses classrooms and computer labs designed to assist community members attain literacy skills. This building is shared with the City of San Antonio's literacy programs.

Welcome Center

The Welcome center is one of three state-of-the-arts buildings built in 2009. The Welcome Center includes offices and work areas for such student support services as counseling, registration and financial aid.

Center for Health Professionals

The Center for Health Professions, also constructed in 2009, is an advanced medical training facility that provides hands-on, simulated instruction. Its capabilities consist of classrooms and labs meant to replicate various departments found throughout healthcare facilities and supports career programs such as vocational nursing, surgical technology, radiology and diagnostic imaging, physical therapy, respiratory therapy, occupational therapy, and health information technology. It includes complete radiology systems, two surgical suites, four simulation rooms for training nurses, eight general hospital rooms, a nurse's station, and it also houses the Dr. Frank Bryant, Jr. Human Patient Simulator Lab.

Center for Learning Resources

The Center for Learning Resources on the MLK campus was built in 2009 and is a 66,000 square foot facility allocated over three floors. The Learning Resource Center's mission is to provide an educational

environment which stimulates leadership, personal growth, and a lifelong appreciation for learning while focusing on the importance of being responsible to a population rich in its ethnic, cultural and socioeconomic diversity.

The library includes a two-story library stacks area and many private reading areas. The circulation desk, which serves as a primary information gathering and public system hub for the library system, is located directly inside the main doors of the first floor. Physical periodicals (magazines, journals and newspapers, as well as the microform collection) can also be found on the first floor, integrated with 16 casual reading chairs, five group study tables and a public copier.

On the second floor, patrons have access to an open public lab with 48 computers, three public copiers, additional physical collection (including books, DVDs, CDs, etc.) and two public assistance service points: the information desk and the reference desk. In order to help provide consistent service to all members of the user population, there is a room dedicated to disability services, equipped with a Kurzweil/Assistive technologies computer and a SARA (Scanning and Reading Appliance) machine. There are eight individual study rooms and seven group study rooms as well as a group study computer lab containing 36 computers and two scanners. Throughout the second floor, patrons may avail themselves of one of 28 casual reading chairs and one of 24 sets of study tables and chairs for academic work, singly or in groups of four to eight people. Finally, the Media Viewing Room contains a typewriter, two scanners with workstations, three TV/DVD combination stations and six TV/VHS combination stations.

The third floor public area is reserved for quiet study/work space. It contains 24 comfortable chairs, 12 coffee tables and 12 group study tables seating four to eight students each.

In August 2011, the [Southwest Campus Library](#) completed its facilities upgrade and returned to a 10,336 square foot space it had previously held in Building 1. The Southwest Campus library facility features two service desks immediately inside the entrance for circulation and reference services. The entire physical collection is housed in the main space, surrounded by seating, study and computing areas: 14 casual reading chairs, nine study tables, 16 individual study carrels, as well as the open computer lab consisting of 26 computers. There are also five individual study rooms and three group study rooms, capable of accommodating 20 students. A Kurzweil room is freely available to patrons at Southwest Campus library as well.

Faculty may schedule their classes with a librarian to receive library instruction in one of two SMART-equipped computer labs at the MLK library (seating 35 and 41 students), as well as the SMART-equipped computer lab at the Southwest Campus (seating 28 students).

For complete information regarding the Learning Resource Center's resources, facilities, and services please refer to Standards 2.9 and 3.8.1 responses.

Southwest Campus

The [Southwest Campus](#) has been a vital part of St. Philip's College since mid-1980. Located at 800 Quintana Road, the Southwest Campus is the site of the Multi-Modal Transportation, Allied Construction Trades, Architectural Computer Aided Drafting & Interior Design, and Repair and Manufacturing Departments, with ten programs of study. The three main buildings of Southwest Campus also house administrative offices, the Learning Resource Center, Advising and Enrollment Services, Continuing Education/Contract Training, SAISD Phoenix High School, Youth Opportunity Program, Workforce Development Skills and GED Academy, Alamo Area Aerospace Academy, Texas One Stop Workforce Center, and other specialized workforce development training programs. Several of these programs offer students the opportunity to train at community sites at the San Antonio Housing Authority and MAUC locations.

In 2009, the College opened two new buildings: Diesel Technology Center and Lab which includes 10 instructional Diesel technology bays. These programs offer the most advanced diesel and heavy machinery maintenance training in the San Antonio area. Both the Center and Lab will also serve as a

regional training center for Diesel technicians from such firms as Cummins, HOLT CAT, and Romco Equipment Company (a Volvo distributor based in San Antonio).

In April 2011, the Southwest Campus celebrated the opening of three new science and math facilities. The facilities are the Center of Excellence in Science, the Center of Excellence in Mathematics, and the Alternative Energy Laboratory. These were built to increase the flow of two-year college graduates transferring to four-year universities for STEM related science and math degrees that lead to high-paying jobs in the green economy. As part of the new centers, students have access to a weather station and the largest non-commercial rooftop solar installation in the city. The new centers have debuted new green degree programs for students with specializations in power generation and bio-energy, along with the installation, repair, maintenance and construction of large alternative energy systems such as solar power.

The Southwest Campus serves a vital role as the South Texas region's primary center for technical and industrial training and education. A major satellite operation of St. Philip's College, Southwest Campus serves approximately 2,000 students each semester, providing classroom instruction and hands-on-training for careers in high-skill, high-wage fields such as allied construction, industrial manufacturing, aviation technology, railroad operations, architectural drafting, CNC, welding, heavy equipment maintenance and repair, as well as a variety of other manufacturing fields.

The state's first community college, officially designated "One-Stop Texas Workforce Center," the Southwest Campus serves as one of four centers linking welfare recipients and displaced workers to area education opportunities. The campus also remains a major training and development resource for business and industry, offering specialized training to help employees upgrade their technical on-the-job skills.

Located near Kelly USA, Southwest Campus is strategically positioned as a world-class technical education center capable of meeting the needs of base employees facing career transitions as well as incoming employers in need of a highly skilled workforce.

A bistro café was added in 2012.

SWC - 15.7 acres, 7 buildings, and 417,305 sq. ft.

Southwest Campus			
Building	Sq. Ft.	Original Age	Renovation Date
Multi-Disciplinary Instructional Center	50,360	2005	n/a
Aircraft Technology Center	34,240	1937	2000
Industrial Technology Center	294,113	1940	1990
Diesel Technology Center	13,223	2009	n/a
Diesel Technology Labs	11,048	2009	n/a
Material Management (Building 4)	13,601	1937	n/a
Solar Shed	720	2010	n/a

In May 2005 the Multi-Disciplinary Instructional Center, with an approximate cost of \$2,274,000 was completed. It replaced Building 3004, which was demolished. The two-story Multi-Disciplinary Instructional Center houses five Instructional Technologies labs, a technician's workroom, storage room and server room, offices, conference room, faculty resource room, and faculty/staff and student break rooms. A video conference room, a seminar room and eight classrooms are located on the second floor.

The ceremony to celebrate the opening of the diesel lab also included a ribbon cutting to commemorate several classroom renovations in Building 3020 at Southwest Campus.

The following are programs that are offered at Southwest Campus:

- Transportation Services Technology
 - AAS Degrees
 - Diesel Construction Equipment Technician
 - Diesel/Light to Heavy Truck Technology
 - Collision/Refinishing Technician
 - Certificates
 - Collision Technology
 - Diesel/Heavy Equipment Technology Diesel/Light to Heavy Duty Truck Transmission Specialist
 - Diesel/Light to Heavy Truck Technology
 - Refinishing Technology
 - Structural/Pipe Layout
 - Marketable Skills Achievement Awards
 - Diesel/Light to Heavy Truck Technology Mechanic Helper I
 - Diesel/Light to Heavy Truck Technology Mechanic Helper II
- Manufacturing
 - AAS Degrees
 - CNC Manufacturing Technician
 - Manufacturing Operations Technician
 - Certificates
 - CNC Operator
 - Machinist/Machine Technologist
 - Manufacturing Skills TradeHelper
 - Production Tool Operator/Maintenance Assistant
- Aircraft
 - AAS Degrees
 - Aircraft Technician Airframe
 - Aircraft Technician Powerplant
 - Certificates

- Aircraft Mechanic Airframe
 - Aircraft Mechanic Powerplant
 - Aircraft Structures Mechanic
 - Aircraft Turbine Mechanic
 - Marketable Skills Achievement Awards
 - Aircraft Technology
- Construction
 - AAS Degrees
 - Construction Technology
 - Certificates
 - Construction Technology
- Plumbing
 - Certificates
 - Plumbing Trade
 - Plumbers Helper
- Welding
 - AAS Degrees
 - Welder/Welding Technologist
 - Certificates
 - Inert Gas GTAW/GMAW Welder (MSGW)
 - Structural/Pipe Layout
- Applied Electrical and Mechanical Technology
 - AAS Degrees
 - Air Conditioning and Heating
 - Computer Maintenance with Cisco Specialization
 - Computer Maintenance Technology
 - Electrical Trades
 - Electronics Technology, Instrumentation
 - Refrigeration Technology
 - Power Generation and Alternative Energy
 - Certificates
 - Air Conditioning and Heating Certificate
 - Cisco Systems Networking Certificate
 - Computer Maintenance with Cisco Specialization Certificate
 - Electrical Trades Certificate

- Power Generation and Alternative Energy Certificate
- Refrigeration Certificate
- Marketable Skills Achievement Awards
 - Air Conditioning Systems - Installation MSAC
 - Air Conditioning Systems - Service MSAC
 - CompTIA Security + Certification Preparation MSAC
 - Electronics Assistant MSAC
 - Human Patient Simulators MSAC (Effective 1-1-2014)
 - Power Generation and Alternative Energy MSAC

Shared Alamo Colleges Space/Buildings

Workforce Center of Excellence

The newly renovated, 40,000-square-foot building that sits on 1.5 acres provides space for the Alamo Colleges to expand their award-winning Alamo Academies, which train high school students for skilled jobs and earn them up to 30 hours of dual credit while they are still in high school. Additionally students enrolled in the Toyota Advanced Manufacturing Technology (AMT) program can earn their AAS degree. Currently, the building provides space for the Information Technology Security Academy. The new center will also allow for the expansion of the Alamo Colleges' other workforce training efforts, including Just-in-Time job training and the Eagle Ford Shale boot camp.

The new center makes extensive use of the latest technology for teaching and learning. It features technology-enhanced classrooms, a conference center with seven 70-inch LCD screens, six computer labs, each with 24 workstations, life-sized videoconferencing capability, polyvision interactive whiteboards and monopad, giant touch-screen tablets for presentations and videoconferencing.

Features

- Seven-screen Conference Center that seats 150
- Meeting rooms for 12 - 55 participants
- Computer labs with 15 - 24 workstations
- Videoconferencing
- Webinars - web conferencing
- Free wireless internet access
- On-site tech support & service

Greater Kerrville Center

The Greater Kerrville Center provides Skills Development Training that is customized to Workforce in "Demand Occupations" Training, Welding Training, TSI Assessment, Proctored Exams, General Education Core Curriculum Course Offerings, and Continuing Education classes. The following lists the physical resources at the Greater Kerrville Center.

Features

- Main Facility (1012 Barnett St.)
 - 18,216 sq. ft.
 - 2 computer labs with 20 computers in each lab
 - 2 video conference classrooms\
 - 1 portable video conference system
 - 1 nursing lab
 - 2 science labs

- 7 classrooms
- Wireless internet access
- Welding facility (1994 Airport Loop)
 - 10,000 sq. ft.
 - 1 classroom
 - 10 ARC welding machines
 - 1 MIG welding machine
 - 1 TIG welding machine bench grinder
 - 1 band saw (stationary)
 - 1 portable band saw
 - 1 forklift
 - wireless internet access
 - Miscellaneous welding equipment and safety gear

Alamo Colleges Central Texas Technology Center

The Alamo Colleges Central Texas Technology Center is a 25,000 square foot facility. The Alamo Colleges and St. Philip's College, in partnership with the New Braunfels 4B Economic Development Board and the Seguin 4A Economic Development Board, have worked to bring Alamo Colleges and St. Philip's College and its services to New Braunfels, Seguin, and the surrounding area. The following programs are offered at the Alamo Colleges Central Texas Technology Center.

- Skills Development Training - short-term workforce training programs that connect residents to emerging jobs in demand occupations.
- Licensed Vocational Nursing (LVN)
- Certified Nurse's Aide
- Welding technology
- OSHA training
- College academic core courses (such as science, math, humanities)
- TSI Assessment
- ESL Classes, GED Classes (in either English or Spanish), Bilingual Education
- Summer Youth programs




Central Texas Technology Center Features

- 5 classrooms that are 30' x 30'
- 2 computer labs that accommodate 24 and 32 students
- 1 biology/chemistry lab
- 1 LVN/CNA nursing skills lab including one full simulation manikin
- 1 manufacturing technician (climate controlled) lab that will accommodate up to 24 students and is equipped with 16 IT computer based training stations
- 1 welding lab that is equipped with 18 welding stations capable of providing ARC, MIG, TIG, and Oxy-fuel cutting
- 1 machining (climate controlled) lab that will accommodate up to 16 students seeking skills utilizing milling machines and lathes.
- 1 student break area (25' x 25')
- 1 cyber use area in the foyer that provides accommodations for 17 student IT workstations
- 7 office spaces to accommodate center staff, full-time faculty, and adjunct faculty members.
- 1 cyber use area in the foyer that provides accommodations for 17 student IT workstations
- 7 office spaces to accommodate center staff, full-time faculty, and adjunct faculty members.

Summary

Thus, St. Philip's College provides the necessary physical resources in support of its programs and services. It is the College's goal to serve the needs of the students by creating an environment that ensures student success. Its newest facilities, Welcome Center, Center for Health Care Professionals, Center for Learning Resources, complimented by recent renovations of our Southwest Campus, William C. Davis Science Building and the Sutton Learning Center, go a long way in demonstrating support of the College's Mission, Vision and Values.

Supporting Documents:

-  [About the Library](#)
-  [Advisory Committee - Plumbing Minutes 112113](#)
-  [Campus Map MLK](#)
-  [Campus Map SWC](#)
-  [CCSSE Results 2013](#)
-  [MasterPlan MLK 7 2010](#)
-  [MLK CLR Map](#)
-  [Noel Levitz SSI 4-2014](#)
-  [Resource Allocation Form-Allied Health.pdf](#)
-  [San Antonio Construction News- HCA 3rd Annual Gala- July 2012.pdf](#)
-  [SWC Library Map](#)
-  [SWC Master Plan - Marmon Mok Architecture](#)

Section 3: COMPREHENSIVE STANDARDS

Institutional Mission, Governance, and Effectiveness

3.1 Institutional Mission

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

Compliance Partial Compliance Non-Compliance

Narrative:

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

Mission is Current and Comprehensive

St. Philip's College has established the following [Mission, Values, and Values](#) :

St. Philip's College Mission: St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership.

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

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

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

St. Philip's College Institutional Priorities: 1) Process Improvement, 2) SACSCOC Reaffirmation, and 3) Graduation, Persistence, and Productive Grade Rate Improvement.

[Note: The College Mission Statement changed Summer 2014 during its Good to Great retreat and was passed by the Alamo Community College District Board on December 16, 2014. Some of the sample printed materials have the previous mission statement.]

The Mission of St. Philip's College is current, as it was last approved by the Board of Trustees on [December 16, 2014](#).

Mission is Periodically Reviewed

The mission of St. Philip's College is periodically reviewed at the College annual [Good to Great Strategic Planning](#) session for applicability and alignment to existing and new goals and objectives. Good to Great is an annual two-day retreat, held in May, and serves as the foundation for the College's annual strategic planning efforts and is the cornerstone for all matters of institutional effectiveness. In

addition to administrators, faculty, and staff, the event includes other stakeholders, such as elected students, officials, business representatives, and various community leaders. Results of the Good to Great event are integrated into the St. Philip's College Strategic Plan to ensure alignment with the College Mission and Vision. In addition to reviewing the institution's strengths, weaknesses, opportunities, and threats (SWOT) analysis, the Context Map, and the College Scorecard, the Mission is always reviewed and at times revised, as was the case during the 2014 Good to Great session.

During the past Good to Great 2014 session, suggestions for revamping the College mission were discussed. All of these ideas were collected by the College Administration and vetted, consolidated, and narrowed by the College Cabinet. The Cabinet presented four choices to the [College Leadership Team](#) during its October 2014 monthly meeting. The meeting included members of the Cabinet, the President of the Faculty Senate, the President of the Staff Council, the President of the Student Government Association, and several other key staff members. The College Leadership Team discussed the four options and [selected](#), refined, and signed one option which was present to the Board for approval in [December 2014](#).

The mission is comprehensive and aims to guide the operations of the College and to meet State law guidelines identified in Texas Education Code, Section [51.354](#), and [Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter E, Rule §9.93](#), which the College has adopted. The St. Philip's College Mission highlights two areas wherein the aim of teaching and learning intersect at the College -- personal and educational growth and career readiness -- all leading to a student's productivity in the community through community leadership. The mission is specific to St. Philip's College as the College "empowers [its] diverse population" through teaching and as it embodies its role in higher education as a community college, particularly with a significant population of non-traditional students and a large number of technical programs. And, the Mission is complemented by the College [Vision](#) to become the best in "Student Success and Performance Excellence" and the College [Values](#) of "Students First" and "Community Engaged."

Mission is Communicated to College Constituencies
















The updated Strategic Plan and mission are introduced to the whole College community at the start of the fall semester. Department chairs, directors, deans, and unit supervisors use the College Strategic Objectives, revised mission statement, and Action Plans as a guide to the development and/or refinement of their [Operational Unit Assessment Plan](#). Each Operational Unit Assessment Plan must support in whole or in part, the College's Action Plans and Mission

Mass dissemination of the mission statement is provided at a bi-annual [All College Meeting](#), where the President initiates a charge to the College in an open venue. [*Note: The College Mission Statement changed during the summer of 2014 during its Good to Great retreat and was passed by the ACCD Board on December 16, 2014. Some of the sample printed materials have the previous mission statement.*] Additionally, the Mission Statement is widely published and disseminated throughout the College, to include the College website, Catalog, Faculty Handbook, Student Policy Manual, Strategic Plan, and fact books and brochures (examples of [Student Handbook](#), [Faculty Handbook](#), [MVV Website](#)). Displayed posters of the Mission Statement are placed in a variety of locations in buildings throughout the College, to include classrooms and hallways for student awareness and in offices and on employee ID-size cards for employee awareness. Finally, each employee receives a Mission Statement badge and bookmark, which support and strengthen the adoption of the Mission Statement into the culture of the College (examples of [MVV, Poster](#), [MVV, Badge](#)).

Summary

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

Supporting Documents:

-  [All College Meeting, Fall 2014, Mission.pdf](#)
-  [Board Meeting, December 16, 2014.pdf](#)
-  [College Leadership Team.pdf](#)
-  [Education Code Chapter 51, Section 51.354.pdf](#)
-  [GTG Agenda May 2014](#)
-  [Mission, Vision, and Values 2014](#)
-  [MVV, Badge](#)
-  [MVV, Poster](#)
-  [MVV, Website revised.pdf](#)
-  [OUAP Report 2012-2013 WEAVE DAR 5/2/14](#)
-  [Revised SPC Mission, 10/4/2014](#)
-  [SPC Faculty Handbook, p. 12.pdf](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Handbook, p. 2.pdf](#)
-  [TAC Title 19 Ch 9 Subch E Rule 9.93](#)

3.2 Governance and Administration

- 3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.1.2, as the Alamo Community Colleges District (ACCD) Board appoints the St. Philip's College President and annually reviews performance of the College President.

The Governing Board is Responsible for Selection of the St. Philip's College President

St. Philip's College adheres to [State law \(\(d\)2\)](#), which requires that "each governing board shall... 3) appoint the president or other chief executive officer of each institution under the board's control and management and evaluate the chief executive officer of each component institution and assist the officer in the achievement of performance goals."

Regarding the selection of Dr. Loston, St. Philip's College adopted [Board Policy](#) indicates that "College Presidents are selected through an Executive Search Firm and in accordance with [Procedure D.2.2.1 -- Hiring Practices](#)." St. Philip's College adopted [Board Policy](#) further states, "Upon recommendation by the Chancellor and approval by the Board, administrators shall be hired using contracts of one or two year terms. Contract renewal or non-renewal for these positions shall be considered by the Board no later than the regular May Board meeting" (also [B.2.1](#), [D.2.5](#), [D.2.5.1](#)).

The Board appointed [Dr. Adena Williams Loston](#) as 14th President of St. Philip's College on [January 23, 2007](#), for a term to begin [March 1, 2007](#). Dr. Loston's contract was renewed in May of 2014 ([President's Contract](#), [Board Meeting, May 13, 2014](#), [Board Meeting, May 21, 2013](#)).

The [President's Job Description](#) and St. Philip's College adopted [Board Policy](#) define the President of the College as "Chief Executive Officer of the college," [advancing the mission](#), vision and values of the College and [overseeing the daily administration of the College activities](#). The Board approves [substantive changes](#) to the [job description](#) of the College President.

The Governing Board is Responsible for Evaluating the St. Philip's College President

Evaluation of the St. Philip's College President, as required by [State law](#) adhered to by St. Philip's College and prescribed by the College adopted [Board Policy](#), occurs in May and June on an annual basis. The College President is evaluated by the Chancellor based on an [Executive Performance Protocol](#), which uses as a basis for evaluation Key Performance Indicators. The Key Performance Indicators include enrollment, course completion rates, productive grade rates, student retention rates, performance on Community Colleges Student Satisfaction Engagement survey, student satisfaction rates, success rates in developmental coursework, transfer rates, graduation rates, and student improvement in high risk courses. In addition, adherence to mandated average class size targets, meeting fundraising goals, reduction of personnel as a percentage of operating budget and other cost-cutting strategies are also Key Performance Indicators. Furthermore, promoting effective communication, cultivating community relations, the executive team's awareness and promotion of institutional objectives, the implementation of Achieving the Dream models and practices, promoting institutional sustainability, building a unified culture across the District and promoting diversity are used as basis for the College President Evaluation. Lastly, thorough progressive hiring practices and cultural programming is also considered, collegial and supportive relations with sister college Presidents, Vice-Chancellor colleagues and the advancement of College priorities. The results of the evaluation are reviewed with the President by the Chancellor and are documented in the [President's Self Evaluation](#)

and [President's Evaluation](#). The St. Philip's College President's contract is renewed annually by the Board of Trustees in conjunction with the performance evaluation ([Board Meeting, May 13, 2014](#), [Board Meeting, May 21, 2013](#)).

Summary

As indicated in the above statement and examples, St. Philip's College is in compliance with Comprehensive Standard 3.1.2, as the Alamo Community College District Board appoints the St. Philip's College President and annually reviews the President's performance.

Supporting Documents:

-  [B.2.1 Organizational Plan](#)
-  [B.2.1 Policy, CEO.pdf](#)
-  [B.2.1 Policy, College Presidents Advance Mission.pdf](#)
-  [B.2.1 Policy, President Selected by Chancellor and Appointed by Board.pdf](#)
-  [B.5.1 Policy, Board Approves President Job Description Changes.pdf](#)
-  [Board Meeting Minutes 1-23-07, Dr Loston Approval.pdf](#)
-  [Board Meeting, May 13, 2014, Professional and Faculty Appointments.pdf](#)
-  [Board Meeting, May 21, 2013, Professional and Faculty Appointments.pdf](#)
-  [D.2.2.1 Procedure Hiring Practices](#)
-  [D.2.5 Policy, Chancellor Hiring Authority.pdf](#)
-  [D.2.5.1 Procedure](#)
-  [D.2.5.1 Procedure, Chancellor Hiring Authority.pdf](#)
-  [D.7.1.1 Procedure Employee Evaluations](#)
-  [Education Code Chapter 51, Section 51.352\(d\).pdf](#)
-  [Executive Performance Protocol](#)
-  [President's Bio.pdf](#)
-  [President's Contract](#)
-  [President's Contract, March 2007.pdf](#)
-  [President's Evaluation](#)
-  [President's Job Description](#)
-  [President's Job Description, Administrative.pdf](#)
-  [President's Job Description, CEO.pdf](#)
-  [President's Self Evaluation](#)
-  [TEX ED Code 51.352 Responsibility of governing boards](#)

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

3.2.2.1 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.2.1 and clearly defines the authority and operational control of the institution's mission in the institution's governance structure.

St. Philip's College Clearly Defines the Legal Authority and Operating Control for the College's Mission














Control of the institution's mission is first established by State law (Texas Education Code, Sections [130.040](#), [130.084](#)), to which St. Philip's College adheres and which requires that a board of trustees govern, administer, and control a junior college. The Board of Trustees of the Alamo Community College District is the local corporate body with the authority to govern and oversee the management of St. Philip's College (Board Policy, Sections [A.1.1](#), [B.1.1](#), [B.5.1](#), [B.5.2](#); [Alamo Colleges Organization Chart](#)). According to St. Philip's College's adopted Board Policy ([B.1.1](#), [B.5.2](#)), "The Board has final authority... and... has complete and full control of the College District." The Board has oversight of all [policy](#) relating to the [mission](#) (also Board Policy, Section [B.1.1](#)), while the St. Philip's College President, assisted by the [Cabinet executive team](#) and [College Leadership team](#), [advances the College's mission](#) through the [oversight of daily operations](#).








Based on the criteria regarding mission established by the State and adhered to by St. Philip's College ([Texas Education Code, Section 51.354](#), [Texas Administration Code, Rule 9.93](#)), the College develops its own [mission Statement](#) and periodically reviews its mission for applicability and alignment to existing and new goals and objectives at the College's annual Good to Great Strategic Planning session ([Good to Great Agenda](#)). The Mission is reset, if necessary. The Board approves the College's mission statement or revisions to that statement. The mission of St. Philip's College was last reset by the College during the Summer 2014 [Good to Great Strategic Planning](#) session and approved by the Board on [December 16, 2014](#).

Summary

As evidenced by the examples above, St. Philip's College is in compliance with Comprehensive Standard 3.2.2.1 and clearly defines the authority and operational control of the institution's mission in the institution's governance structure.

Supporting Documents:

-  [A.1.1 Policy Legal Name and Organizational Units](#)
-  [Alamo Colleges Org Chart](#)
-  [B.1.1 Board Legal Status](#)
-  [B.1.1 Policy, Board Final Authority.pdf](#)
-  [B.2.1 Policy, College Presidents Advance Mission.pdf](#)
-  [B.3.3 Policy, Board Confined to Policy.pdf](#)
-  [B.5.1 Board Responsibilities](#)
-  [B.5.2 Board Member Authority](#)
-  [B.5.2 Policy, Board Final Authority.pdf](#)
-  [Board Meeting, December 16, 2014.pdf](#)
-  [Cabinet Members.pdf](#)
-  [College Leadership Team.pdf](#)
-  [Education Code Chapter 130, Section 130.040, 130.041.pdf](#)

-  [Education Code Chapter 130, Section 130.084.pdf](#)
-  [Education Code Chapter 51, Section 51.352.pdf](#)
-  [Education Code Chapter 51, Section 51.354.pdf](#)
-  [GTG Agenda May 2014](#)
-  [President's Job Description, Administrative.pdf](#)
-  [Strategic Plan 14-18v4](#)
-  [TAC Title 19 Ch 9 Subch E Rule 9.93](#)

3.2.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.2.2 and clearly defines the authority and operational control of the institution's fiscal stability in the institution's governance structure.

St. Philip's College Clearly Defines the Legal Authority and Operating Control for the College's Fiscal Stability

Control of the institution's fiscal stability is first established by State law (Texas Education Code, Sections [130.040](#), [130.084](#)), to which St. Philip's College adheres and which requires that a board of trustees govern, administer, and control a junior college. The Board of Trustees of the Alamo Community College District is the local corporate body with the authority to govern and oversee the management of St. Philip's College (Board Policy, Sections [A.1.1](#), [B.1.1](#), [B.5.1](#), [B.5.2](#); [Alamo Colleges Organization Chart](#)). According to St. Philip's College's adopted Board Policy ([B.1.1](#), [B.5.2](#)), "The Board has final authority... and... has complete and full control of the College District."

The Board of Trustees has oversight of all [policy](#) (also Board Policy, Section [B.1.1](#)) and has specific powers and duties outlined in Board Policy and in State law, including stewardship responsibilities, providing ways and means, preparing and adopting a budget for each fiscal year, setting tuition rates and fees, levying and collecting taxes and issuing bonds, reviewing and approving expenditures, and auditing accounts (Texas Education Code, Sections [51.352](#), [130.084](#), [130.121-130.131](#); Board Policy, Sections [B.1.1](#), [B.5.1](#), [B.5.2](#), [C.1.1](#), [C.1.1.1](#), [C.1.2](#), [C.1.2.1](#), [C.1.3](#), [C.1.4](#), [C.1.4.1](#)).

The Board of Trustees Standing Committee on [Audit, Budget and Finance](#) reviews all financial matters on a [monthly basis](#) and develops fiscal policy for the College ([Committee Meeting Minutes 9/9/2014](#)). The Board passed the FY 2014-2015 budget on [August 19, 2014](#). Board meeting minutes evidence the Board's active participation in carrying out its fiscal oversight duties (Board Meetings [July 16, 2013](#), [September 17, 2013](#), [April 15, 2014](#)).

To further ensure fiscal stability and accountability within at the College, the District Internal Auditor is hired by the Board and reports directly to the Board (Board Policy, Sections [B.5.1\(4\)](#), [D.2.5](#), [D.2.5.1](#); [Alamo Colleges Organization Chart](#); also Board Policy, Sections [C.1.2](#), [C.1.2.1](#)).

The St. Philip's College President, assisted by the [Cabinet executive team](#) and [College Leadership team](#), [advances the College's mission](#) through the [oversight of daily operations and execution of the adopted annual budget](#).

Summary

As evidenced by the examples above, St. Philip's College is in compliance with Comprehensive Standard 3.2.2.2 and clearly defines the authority and operational control of the institution's fiscal stability in the institution's governance structure.

Supporting Documents:

-  [A.1.1 Policy Legal Name and Organizational Units](#)
-  [Alamo Colleges Org Chart](#)
-  [B.1.1 Board Legal Status](#)
-  [B.1.1 Policy, Board Final Authority.pdf](#)
-  [B.2.1 Policy, College Presidents Advance Mission.pdf](#)
-  [B.3.3 Policy, Board Confined to Policy.pdf](#)
-  [B.5.1 Board Responsibilities](#)
-  [B.5.2 Board Member Authority](#)
-  [B.5.2 Policy, Board Final Authority.pdf](#)
-  [B.6.1 Policy Board Committees](#)
-  [Board Committee Meeting Minutes, September 9, 2014, Audit, Budget and Finance.pdf](#)
-  [Board Meeting Minutes 04/15/14](#)
-  [Board Meeting Minutes 8-19-2014, Budget Passed.pdf](#)
-  [Board Minutes Policy making 7/16/13](#)
-  [Board Minutes Policy Making Excerpt 09-17-13](#)
-  [Board of Trustees, Standing Committees.pdf](#)
-  [C.1.1 Policy Financial Ethics and Accountability](#)
-  [C.1.1.1 Procedure Financial Ethics](#)
-  [C.1.2 Policy](#)
-  [C.1.2.1 Procedure Internal Audit Services](#)
-  [C.1.3 District Policy](#)
-  [C.1.4 Policy Budget](#)
-  [C.1.4.1 Procedure Annual Operating Budget](#)
-  [Cabinet Members.pdf](#)
-  [College Leadership Team.pdf](#)
-  [D.2.5 Policy](#)
-  [D.2.5.1 Procedure](#)
-  [Education Code Chapter 130, Section 130.040, 130.041.pdf](#)
-  [Education Code Chapter 130, Section 130.084.pdf](#)
-  [Education Code Chapter 130, Section 130.121.pdf](#)
-  [Education Code Chapter 51, Section 51.352.pdf](#)
-  [President's Job Description, Administrative.pdf](#)

3.2.2.3 The legal authority and operating control of the institution are clearly defined for the following areas within the institution's governance structure: **(Governing board control)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.2.3 and clearly defines the authority and operational control of institutional policy in the institution's governance structure.

St. Philip's College Clearly Defines the Legal Authority and Operating Control for the College's Institutional Policy

Control of institutional policy is first established by State law (Texas Education Code, Sections [130.040](#), [130.084](#)), to which St. Philip's College adheres and which requires that a board of trustees govern, administer, and control a junior college. The Board of Trustees of the Alamo Community College District is the local corporate body with the authority to govern and oversee the management of St. Philip's College (Board Policy, Sections [A.1.1](#), [B.1.1](#), [B.5.1](#), [B.5.2](#); [Alamo Colleges Organization Chart](#)). According to St. Philip's College's adopted Board Policy ([B.1.1](#), [B.5.2](#)), "The Board has final authority... and... has complete and full control of the College District."

The Board sets policy for St. Philip's College ([Texas Education Code, Section 51.352](#); Board Policy, Sections [B.1.1](#), [B.3.3](#)), which the College adopts and adheres to, and has specific powers and duties outlined in Board Policy and in state law, including setting policy direction, 100% review of existing policy every three years, establishing goals consistent with the College's role and mission, issuing regulations, hiring and reviewing Chief Executive Officer performance, and stewardship responsibilities (Texas Education Code, Sections [51.352](#), [130.084](#); Board Policy, Sections [B.1.1](#), [B.5.1](#), [B.5.2](#), [B.5.3](#)). Board meeting minutes evidence the Board's active participation in carrying out its policy-making duties (Board Meetings [July 16, 2013](#), [September 17, 2013](#), [April 15, 2014](#)).

The St. Philip's College President, assisted by the [Cabinet executive team](#) and [College Leadership team](#), [advances the College's mission](#) through the [oversight of daily operations and execution of adopted policy](#).

























To further distinguish the Board's policy-making responsibilities from the College's oversight of operations, St. Philip's College's adopted Board Policy [confine](#) Board action to policy and [disallows Board involvement in day-today operations](#). This perspective is reinforced by the [Association of Community College Trustees \(ACCT\)](#).

The Board Policies and Procedures are [regularly reviewed](#) by the Board ([Policy Update B.5.3, All Employees, October 28, 2014](#), [Policy Update B.5.3, All Employees, October 30, 2014](#)). Any new policies or revisions to existing policy requires [approval by a majority](#) of the Board for implementation.

Summary

As evidenced by the discussion and examples above, St. Philip's College is in compliance with Comprehensive Standard 3.2.2.3 and clearly defines the authority and operational control of the institutional policy in the institution's governance structure.

Supporting Documents:

-  [A.1.1 Policy Legal Name and Organizational Units](#)
-  [Alamo Colleges Org Chart](#)
-  [B.1.1 Board Legal Status](#)
-  [B.1.1 Policy, Board Final Authority.pdf](#)
-  [B.2.1 Organizational Plan](#)
-  [B.2.1 Policy, College Presidents Advance Mission.pdf](#)
-  [B.3.3 Policy Board of Trustees Ethics](#)
-  [B.3.3 Policy, Board Confined to Policy.pdf](#)
-  [B.5.1 Board Responsibilities](#)
-  [B.5.2 Board Member Authority](#)
-  [B.5.2 Policy, Board Final Authority.pdf](#)
-  [B.5.2 Policy, Board No Independent Investigations.pdf](#)
-  [B.5.3 Policy Board Policies](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [B.6.1 Policy Board Committees](#)
-  [B.8.1 Policy, Majority Vote.pdf](#)
-  [Board Meeting Minutes 04/15/14](#)
-  [Board Minutes Policy making 7/16/13](#)
-  [Board Minutes Policy Making Excerpt 09-17-13](#)
-  [Cabinet Members.pdf](#)
-  [College Leadership Team.pdf](#)
-  [Education Code Chapter 130, Section 130.040, 130.041.pdf](#)
-  [Education Code Chapter 130, Section 130.084.pdf](#)
-  [Education Code Chapter 51, Section 51.352.pdf](#)
-  [Policy Update B.5.3, All Employees, October 28, 2014.pdf](#)
-  [Policy Update B.5.3, All Employees, October 30, 2014.pdf](#)
-  [President's Job Description, Administrative.pdf](#)
-  [TACC Board Handbook, p. 16 2.pdf](#)

3.2.3 The governing board has a policy addressing conflict of interest for its members. **(Board conflict of interest)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.3 and has a policy in place addressing conflict of interest for its Board members.

Governing has Policy Addressing Conflict of Interest

St. Philip's College adopted [Board Policy](#) requires Board members to make decisions independently and avoid conflict of interest. A trustee with substantial interest in a business entity and/or substantial interest in real property must file an affidavit disclosing the conflict of interest. Such a member must abstain from voting on contractual matters relating to the business entity and/or the real property (Board Policy, Section [B.3.3](#); also Texas Government Code, Sections [572](#), [573](#); Texas Local Government Code, Sections [171](#), [176](#)). While there are no recent examples of a vote abstention based on substantial ownership interests, Board Trustees have exhibited their compliance with the spirit of this policy and law by, for example, abstaining when s/he is receiving reimbursement for travel expenses from the District (see [Board Meeting Minutes 7-29-2014](#)).

The Board of Trustees also has policies regarding hiring practices (Board Policy, Sections [D.2.2](#), [D.2.2.1](#)), nepotism conflicts of interest (Board Policy, Sections [D.2.4](#)), fraud (Board Policy, Sections [C.1.1](#), [C.1.1.1](#)) and vendor/contractor communications and conflicts (Board Policy, Sections [B.5.4](#), [C.1.5](#), [C.1.5.1](#)) (also Texas Government Code, Sections [572](#), [573](#); Texas Local Government Code, Sections [171](#), [176](#); [Texas Association Community Colleges Policy Prohibited Practices](#)).

To further promote independent decision-making and remove conflicts of interest, all meeting agenda items must be publicly posted 72 hours prior to the meeting, all meetings must be open to the public in accordance with the [State Open Meetings Act](#) and the [Public Information Act](#), all meetings must observe parliamentary procedures, all decisions require the [affirmative vote of a majority of the Board](#) and all [minutes](#) must be approved by a majority vote of the Board and signed by the Board Liaison or designee.

The Board also provides for consistency regarding ethics and conflict of interest as [ethics training](#) is required each year for every staff member, and the [Alamo Colleges Ethics Handbook](#) provides guidance to Board members and all employees. An Ethics Hotline for reporting anonymous and confidential suspected ethics violations provides a basis for investigating breaches. The intent of the program is to reduce the risk of fraud and/or misappropriation of College assets and to improve ethics-related decision-making at all levels of the organization.

Finally, training for Board members further enhances familiarity with ethics and governance rules. St. Philip's College adheres to State law, which requires [open meetings training](#) and [open records training](#) for every elected or appointed public official ([Board Meeting Minutes, December 16, 2014, Board Training](#)). And, the St. Philip's College-adopted [Board Policy](#) requires all new members of the Board to attend an [orientation](#) within the calendar year of their election regarding the Board's function, policies and procedures. All of these training efforts are designed to provide governing boards with sufficient information and resources that give them the best opportunity to be active, effective and ethical in their service.

Summary

As evidenced above, St. Philip's College has a policy in place addressing conflict of interest for its Board members and is, thus, in compliance with Comprehensive Standard 3.2.3.

Supporting Documents:

-  [AC Trustee Training.pdf](#)
-  [B.3.2 Policy](#)
-  [B.3.2 Policy, Orientation for New Board Members.pdf](#)
-  [B.3.3 Policy Board of Trustees Ethics](#)
-  [B.3.3 Policy, Avoid Conflict of Interest.pdf](#)
-  [B.5.4 Policy Contractual Authority](#)
-  [B.8.1 Policy, Board Action Recorded in Minutes.pdf](#)
-  [B.8.1 Policy, Majority Vote.pdf](#)
-  [B.8.1 Policy, Texas Open Meetings Act.pdf](#)
-  [Board Meeting Minutes 07-29-2014.pdf](#)
-  [Board Meeting Minutes 12-16-2014, Board Training.pdf](#)
-  [C.1.1 Policy Financial Ethics and Accountability](#)
-  [C.1.1.1 Procedure Financial Ethics](#)
-  [C.1.5 Policy Purchasing and Acquisitions](#)
-  [C.1.5.1 Procedure Purchasing Authority](#)
-  [D.2.2 Policy Hiring Practices](#)
-  [D.2.2.1 Procedure Hiring Practices](#)
-  [D.2.4 Policy Nepotism, Conflicts of Interest](#)
-  [Ethics Handbook 2013](#)
-  [Ethics Training.pdf](#)
-  [Government Code Chapter 551, Section 551.005.pdf](#)
-  [Government Code Chapter 552, Section 552.001.pdf](#)
-  [Government Code Chapter 552, Section 552.012.pdf](#)
-  [Government Code Chapter 572](#)
-  [TACC Policy Prohibited Practices](#)
-  [Texas Government Code 573](#)
-  [Texas Local Government Code 171](#)
-  [Texas Local Government Code 176](#)

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence. **(External influence)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.4 and has policies in place to protect the institution from undue influence from political, religious, or other external bodies.

Governing Board is Free from Undue Influence

Elected from single member districts in Bexar County (Texas Education Code, Sections [130.041](#), [130.082\(e\)](#), [130.082\(f\)](#), and [130.082\(g\)](#)), Alamo Community College District Board Trustees represent the interests of their districts and the larger community, as opposed to particular political, religious, or other external bodies. In accordance with St. Philip's College-adopted [Board Policy](#), each Board member is mandated to strive to be free of undue influence and conflict.

The work of the Board occurs through committees, whose work is "[limited](#) in the transaction of business to action specifically delegated to the committee by the Board." St. Philip's College-adopted [Board Policy](#) requires Board members to make decisions independently and avoid undue influence. This perspective is reinforced by the [Association of Community College Trustees \(ACCT\)](#). With regard to vendor/contractor communications and influence, St. Philip's College-adopted [Board Policy](#) indicates, "From the date the project is approved for publication until a contract is executed, no College District Board member or employee other than authorized Acquisitions personnel shall communicate with potential contractors, consultants, or other vendors... who are interested in, or... might reasonably become interested in, any non-construction competitive procurement opportunity." Also, "bribery," the acceptance of "illegal gifts," "abuse of office," and "nepotism" are [prohibited practices](#) of a Board member. And, a [Board member](#) convicted "of a purchasing offense under Education Code [44.032](#) is considered to have committed official misconduct and is immediately removed from office by the judgment under Local Government Code [87.031](#). Education Code [44.032\(3\)](#)." There have been no situations or examples in the last 10 years of the need to use this policy.
























To further promote independent decision-making and protect against undue influence, all meeting agenda items must be publicly posted 72 hours prior to the meeting, all meetings must be open to the public in accordance with the [State Open Meetings Act](#) and the [Public Information Act](#), all meetings must observe parliamentary procedures, all decisions require the [affirmative vote of a majority of the Board](#), and all [minutes](#) must be approved by a majority vote of the Board and signed by the Board Liaison or designee. A review of meeting minutes provides evidence of Board members making independent decisions with a majority vote (Board Meetings [April 15, 2014](#), [July 29, 2014](#)).

Finally, training for Board members further enhances familiarity with ethics and governance rules and protects the entity against undue external influence. The State requires [open meetings training](#) and [open records training](#) for every elected or appointed public official ([Board Meeting Minutes, December 16, 2014](#), [Board Training](#)). And, at the the St. Philip's College-adopted [Board Policy](#) requires all new members of the Board to attend an orientation within the calendar year of their election regarding the Board's function, policies, and procedures. All of these training efforts are designed to provide governing boards with sufficient information and resources that give them the best opportunity to be active, effective, and ethical in their service.

Summary

Therefore, St. Philip's College is in compliance with Comprehensive Standard 3.2.4 and has policies in place to protect the institution from undue influence from political, religious, or other external bodies.

Supporting Documents:

-  [B.3.1 Policy Board Elections Vacancies and Removal From Office](#)
-  [B.3.2 Policy, Orientation for New Board Members.pdf](#)
-  [B.3.3 Policy Board of Trustees Ethics](#)
-  [B.3.3 Policy, Avoid Conflict of Interest.pdf](#)
-  [B.6.1 Policy, Committees Limited.pdf](#)
-  [B.8.1 Policy Bd Meetings](#)
-  [B.8.1 Policy, Board Action Recorded in Minutes.pdf](#)
-  [B.8.1 Policy, Majority Vote.pdf](#)
-  [B.8.1 Policy, Texas Open Meetings Act.pdf](#)
-  [Board Meeting Minutes 04/15/14](#)
-  [Board Meeting Minutes 07-29-2014.pdf](#)
-  [Board Meeting Minutes 12-16-2014, Board Training.pdf](#)
-  [C.1.5 Policy, Vendor Communication.pdf](#)
-  [Education Code Chapter 130](#)
-  [Education Code Chapter 130, Section 130.040, 130.041.pdf](#)
-  [Education Code Chapter 130, Section 130.082.pdf](#)
-  [Government Code Chapter 551, Section 551.005.pdf](#)
-  [Government Code Chapter 552, Section 552.001.pdf](#)
-  [Government Code Chapter 552, Section 552.012.pdf](#)
-  [Local Govt Code Chapt 87 Removal of County Officers from Office, Section 87.031.pdf](#)
-  [TACC Board Handbook, pp. 16-17.pdf](#)
-  [TACC Policy Prohibited Practices](#)
-  [Texas Education Code 44.032 Removal for Purchase Offense](#)

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.5 and has a policy in place allowing dismissal of a Board member for appropriate reasons and with due process.

Governing Board has Policy Regarding Appropriate Dismissal

An Alamo Community College District Board member may be dismissed or removed from office for a number of reasons, described in State law and/or Board policy, adopted and adhered to by the College.

A Board member may be removed for [inactivity or non-attendance](#) of at least half of the scheduled Board meetings or for [ceasing to reside](#) in the college district from which they are elected. There have been no situations or examples in the last 10 years of the need to use this policy.

Aside from inactivity or lack of residency, a Board member may be dismissed through legal proceedings. According to St. Philip's College [Board Policy](#), "A public officer may be so removed from








office upon conviction by a jury of any felony or upon a jury finding of: 1. Incompetency, 2. Official misconduct, 3. Intoxication, or 4. Nonattendance of board meetings if the member is absent from more than half of the regularly scheduled board meetings that the member is eligible to attend during a calendar year, not counting an absence for which the member is excused by a majority vote of the board." This perspective is reinforced by the [Association of Community College Trustees \(ACCT\)](#). Also, "bribery," the acceptance of "illegal gifts," "abuse of office," and "nepotism" are [prohibited practices](#) of a Board member. And, a Board member convicted "of a purchasing offense under Education Code [44.032](#) is considered to have committed official misconduct and is immediately removed from office by the judgment under Local Government Code [87.031](#). Education Code [44.032\(e\)](#)" (Board Policy, Section [B.3.1](#)). There have been no situations or examples in the last 10 years of the need to use this policy.

[Removal](#) is an automatic result of a legal judgment (as described above) or is a result of a petition and the subsequent due process that occurs through the district court system -- "A public officer, including an Alamo Colleges Trustee, may be removed from office if a court agrees with a written petition for removal filed in a district court of the county in which the officer resides. The petition must be sworn and must be filed on behalf [of] a person resident in the relevant jurisdiction for at least six (6) months at the time of filing who is not currently under indictment there." [Action by or appeal to a State District Court](#) is afforded to any trustee who faces dismissal. There have been no situations or examples in the last 10 years of the need to use this policy.

Summary

Thus, as evidenced by the above narrative and examples, St. Philip's College is in compliance with Comprehensive Standard 3.2.5 and has a policy in place allowing dismissal of a Board member for appropriate reasons and with due process.

Supporting Documents:

-  [B.3.1 Policy Board Elections Vacancies and Removal From Office](#)
-  [Local Govt Code Chapt 87 Removal of County Officers from Office, Section 87.031.pdf](#)
-  [TACC Policy Prohibited Practices](#)
-  [TACC Policy-Board Member Removal from Office Residency](#)
-  [TACC Policy-Board Member Vacancies Removal from Office](#)
-  [Texas Education Code 130.0845 Removal Of Trustee For Nonattendance](#)
-  [Texas Education Code 44.032 Removal for Purchase Offense](#)
-  [Tx Constitution Art V Sect 24, excerpt.pdf](#)

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. **(Board/administration distinction)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.6 and clearly distinguishes, in writing and in practice, the role of the Board versus that of administration and faculty.

Distinction Between Board Policy-Making Functions and Administration/Faculty Implementation Functions

St. Philip's College utilizes State law ([Texas Education Code 130](#), [Texas Education Code 51](#)), [Board policy](#), and the [Alamo Colleges / St. Philip's College organizational charts](#) to provide a concrete organizational structure outlining the policy-making function of the Board of Trustees and the administrative and implementation functions of the administration and faculty.

Control of institutional policy is established by State law, which requires that a [board of trustees](#) govern, administer, and control a junior college and [guide an institution](#) toward its mission. The Board of Trustees of the Alamo Community College District (ACCD) is the local corporate body with the authority to govern and oversee the management of St. Philip's College ([B.5.1](#)). St. Philip's College's adopted Board Policy ([B.1.1](#), [B.5.2](#)) incorporates State law -- "The Board has final authority... and... has complete and full control of the College District."

The [organizational chart of the Alamo Community College District](#) further evidences the practice of placing ultimate authority in the Board, as the Board is at the top of the organizational chart and the College is on the administrative level. This practice is further evidenced through the [organizational chart of St. Philip's College](#), as the President is head of the organization, all under the Board and implementing the policy and direction designated by the Board. The Vice-Presidents, Deans and Directors under the President all have administrative duties. To further distinguish the Board's policy-making responsibilities from the College's oversight of operations, St. Philip's College's adopted Board Policy [confines](#) Board action to policy and [disallows involvement in day-to-day operations](#). This perspective is reinforced by the [Association of Community College Trustees \(ACCT\)](#).

The Board of Trustees sets policy for St. Philip's College and has specific powers and duties outlined in Board Policy and in state law, including setting policy direction, 100% review of existing policy every three years, establishing goals consistent with the College's role and mission, issuing regulations, hiring and reviewing Chief Executive Officer performance, and stewardship responsibilities (Texas Education Code, Sections [51.352](#), [130.084](#); Board Policy, Sections [B.1.1](#), [B.5.1](#), [B.5.2](#), [B.5.3](#)). Board meeting minutes evidence the Board's active participation in carrying out its policy-making duties (Board Meeting Minutes [July 1, 2013](#), [September 17, 2013](#), [April 15, 2014](#)). Any revisions to Board policy are communicated to all employees ([Policy Update B.5.3, All Employees, October 28, 2014](#); [Policy Update B.5.3, All Employees, July 29, 2014](#)).

In addition to a Board's policy-making responsibility, St. Philip's College adheres to [State law](#), which requires a Board to appoint a chief executive officer who is charged with execution of policy. St. Philip's College adopted [Board Policy](#) and the [President's Job Description](#) reflect State law. Dr. Adena Williams Loston serves as the President of the College and reports to the Chancellor, Dr. Bruce Leslie, who [reports to the Board of Trustees](#), currently chaired by Anna Uriegas Bustamante. Board meeting minutes evidence that the College President is not the presiding officer of the Board or its meetings (Board Meeting Minutes [July 16, 2013](#), [September 17, 2013](#), [April 15, 2014](#)), and the Board approves [substantive changes](#) to the job description of the College President. The President's Job Description clearly indicates the [administrative functions](#) of the College President.

With regard to faculty, who are under the [College's Vice President of Academic Success](#), the St. Philip's College Faculty [Job Description](#) states that "[t]eaching faculty are professional educators who have the primary responsibility of fulfilling the... mission of providing a quality education for all students attending the colleges.... Faculty members will uphold the mission and values of the college[.]...."







Finally, required training for Board members further enhances the Board's familiarity with the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. The State requires all members of the governing boards of institutions of higher education to attend a [training program](#) within the first two years of service in the areas of budgeting, policy development, and governance ([Board Meeting Minutes, December 16, 2014, Board Training](#)). St. Philip's College's adopted Board Policy acknowledges the [best practices](#) State mandate, and all new members of the Board are required to attend an [orientation](#) within the calendar year of their election regarding the Board's function, policies, and procedures ([New Board Trustee Training](#)). All of these training efforts are designed to provide governing boards with sufficient information and resources that give them the best opportunity to be active, effective, and ethical in their service.

Summary

Therefore, St. Philip's College is in compliance with Comprehensive Standard 3.2.6 and clearly distinguishes, in writing and in practice, the role of the Board versus that of administration and faculty.

Supporting Documents:

-  [AC Trustee Training.pdf](#)
-  [Alamo Colleges Org Chart](#)
-  [B.1.1 Board Legal Status](#)
-  [B.1.1 Policy, Board Final Authority.pdf](#)
-  [B.2.1 Policy, CEO.pdf](#)
-  [B.3.2 Policy, Orientation for New Board Members.pdf](#)
-  [B.3.2 Policy, THECB Training.pdf](#)
-  [B.3.3 Policy, Board Confined to Policy.pdf](#)
-  [B.5.1 Board Responsibilities](#)
-  [B.5.1 Policy, Board Approves President Job Description Changes.pdf](#)
-  [B.5.2 Board Member Authority](#)
-  [B.5.2 Policy, Board Final Authority.pdf](#)
-  [B.5.2 Policy, Board No Independent Investigations.pdf](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [Board Meeting Minutes 04/15/14](#)
-  [Board Meeting Minutes 12-16-2014, Board Training.pdf](#)
-  [Board Minutes Policy making 7/16/13](#)
-  [Board Minutes Policy Making Excerpt 09-17-13](#)
-  [D.2.5.1 Procedure](#)
-  [Education Code Chapter 130, Section 130.040, 130.041.pdf](#)
-  [Education Code Chapter 51, Section 51.352\(d\).pdf](#)
-  [Education Code Chapter 51, Section 51.352.pdf](#)
-  [Faculty Job Description, Primary Responsibility and Mission.pdf](#)
-  [Organizational Chart 2015 021215](#)
-  [Policy Update B.5.3, All Employees, July 29, 2014.pdf](#)
-  [Policy Update B.5.3, All Employees, October 28, 2014.pdf](#)

-  [President's Job Description, Administrative.pdf](#)
-  [President's Job Description, CEO.pdf](#)
-  [TACC Board Handbook, p. 16 2.pdf](#)
-  [TEX Ed Code 130.084 Powers and Duties](#)
-  [TEX ED Code 51.352 Responsibility of governing boards](#)
-  [Tex Ed Code Ann. 61.084 Training for Members of Governing Boards](#)

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. **(Organizational structure)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.7 and has a clearly defined and published organizational structure.

Clearly Defined Organizational Chart for Administration of Policies

[St. Philip's College's organizational structure](#) is headed by its President, whose [Job Description](#) and under St. Philip's College-adopted [Board Policy](#) is defined "Chief Executive Officer of the College." The College President [advances the mission](#), vision and values of the College and [oversees the daily administration of St. Philip's College activities](#). The College President oversees three principal areas, each headed by a Vice-President: Academic Success, Student Success, and College Services. These key areas support the College's [mission, goals and priorities](#). Two additional key areas with Directors reporting to the College President include the Director of Institutional Advancement and Grants Development and the Director of Community and Public Relations.

Under the Vice President for Academic Success are five Deans, each heading key academic areas --- Arts and Sciences, Applied Science and Technology, Health Sciences, Workforce Development and Continuing Education, and Interdisciplinary Programs. Each Academic Success division has chairs, directors, program directors/coordinators, and program managers to assist in carrying out the academic mission, goals and priorities of the College in their particular areas. Faculty are in the area of the Vice-President for Academic Success and perform the [instructional responsibilities](#) of the College.

Under the Vice-President for Student Success are two deans and three key directors. The Dean of Student Success, Dean of Southwest Campus, and the Director of Enrollment, the Director of the Veterans Outreach and Transition Center and the Director of Financial Aid; and, their teams play critical roles in managing the student support services related to the mission, goals and priorities of the College.

Under Vice-President for College Services are four key directors help support the budget, technology, research/planning and facilities aspects of the College -- Campus Budget Officer, College Services, Institutional Planning Research and Effectiveness and Information and Communication Technology.

The combination of the [Alamo Colleges organization chart](#) and the St. Philip's College organization chart shows the clear flow of policy from the Board to those who implement that policy and manage day-to-day operations at the administrative, faculty, and staff levels. This organization is consistent with what is required in the College's adopted Board Policy ([B.1.1](#), [B.5.2](#)), which places "final authority" in the Board.















Organization Chart is Published

The organizational structure is published on the College's website, both on the online resources page and in the "[President's Corner](#)" section of the website, and it can also be accessed on the College's intranet sites. The [organizational chart](#) is published in the [Faculty Handbook](#). And, a list members of the College's [Cabinet](#) executive team is published on the College's website. Formal updates of the organizational chart are completed by the President's Office twice a year in preparation for [new employee orientation](#) and faculty/staff professional development.

Summary

Hence, it is clear from the above statement that St. Philip's College is in compliance with Comprehensive Standard 3.2.7 and has a clearly defined and published organization structure.

Supporting Documents:

-  [Alamo Colleges Org Chart](#)
-  [B.1.1 Policy, Board Final Authority.pdf](#)
-  [B.2.1 Policy, CEO.pdf](#)
-  [B.2.1 Policy, College Presidents Advance Mission.pdf](#)
-  [B.5.2 Policy, Board Final Authority.pdf](#)
-  [Cabinet Members.pdf](#)
-  [Faculty Job Description, Primary Responsibility and Mission.pdf](#)
-  [New Employee Orientation Spring15.pdf](#)
-  [Organizational Chart 2015 021215](#)
-  [President's Job Description, Administrative.pdf](#)
-  [President's Job Description, CEO.pdf](#)
-  [SPC Faculty Handbook, pp. 13-15, 19.pdf](#)
-  [St. Philip's Org Chart, President's Corner.pdf](#)
-  [Strategic Plan 14-18v4](#)

3.2.8 The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.8; and, 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.

Administration and Academic Officers are Qualified

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 Community and Public Relations, the Director of Institutional Advancement and Grants Development, the Director of Institutional Planning Research and Effectiveness, the Director of Enrollment Management, and the Director of Financial Aid.

The College demonstrates its commitment to effective leadership by employing administrative and academic officers with the credentials and expertise necessary to effectively perform all the duties of their respective positions. The [St. Philip's College Organizational Chart](#) lists the names and titles of the College administrative and academic officers. A summary of qualifications for College administrators follows and includes links to their summary work profile and job descriptions.

Senior Leadership

President: The President of the College, [Dr. Adena Williams Loston](#) ([President's Resume](#)), also serves as the chief executive officer. Dr. Loston serves as the 14th President of St. Philip's College and is the product of a historically black college, Alcorn State University, where she received her Bachelor of Science degree in 1973. She earned her Master's degree as well as her Doctor of Philosophy in Educational Administration & Supervision from Bowling Green State University in 1974 and 1979, respectively. She also attended the Institute for Educational Management at Harvard University in 1996, the Oxford Roundtable at Oxford University in 2001, and the Wharton School of Business in 2005. Wiley College presented Dr. Loston with an Honorary Doctorate of Science in 2005.

Prior to her presidency at St. Philip's College, Dr. Loston served as the Director of Education and Special Assistant for the National Aeronautics and Space Administration (NASA) at its Headquarters in Washington, DC. As NASA's senior education official, she was responsible for structuring the Office of Education, providing executive leadership and policy direction. Dr. Loston was responsible for a \$230 million budget and directed policy for \$1.3 billion. Before joining National Aeronautics and Space Administration, Dr. Loston served as the President of San Jacinto College South in Houston, Texas, for five years and also as the Campus Chief Executive Officer for both the Transmountain and Valle Verde campuses in the El Paso County Community College District.

President Loston is active in many professional organizations and associations receiving numerous awards during her career. These awards include: the 2009 and 2011 Shirley B. Gordon Award of Distinction and the 2008 La Prensa Foundation Outstanding Women in Action Education Award. In 2010, the U.S. Secretary of Education Arne Duncan appointed Dr. Loston to serve on the Historically Black College and Universities (HBCU) Capital Financing Advisory Board.

Vice President of Academic Success: [Ms. Maureen A. Cartledge](#) serves as Vice-President of Academic Success. Prior to serving as VPAS, Ms. Cartledge served as Dean of Applied Science and Technology and Interim Dean of Workforce and Continuing Education for St. Philip's College. She received her Master of Science degree in Computer Information Systems from St. Mary's University in San Antonio, Texas, and holds a Bachelor of Arts degree in English from the University of Maryland. She is currently pursuing a Doctorate of Education in Higher Educational Leadership degree at Texas A&M, Corpus Christi. Ms. Cartledge served as Assistant Director of Communications and Education and as Director of Conventions & Meetings for the Mechanical Contractors Association of America, Programmer Analyst for the Sprague Electric Company, Computer System Designer with the Martin Marietta Data Systems Group, Systems Engineer/Supervisor and Program Manager for Electronic Data Systems with the Government Department of Defense and Health Affairs, and Managing Consultant for the Electronic Data Systems Group. She also served as Program Manager and Program Director for Harcourt Assessment Incorporated before accepting the position of Dean of Applied Science & Technology at St. Philip's College. Ms. Cartledge was recognized by National Institute for Staff and Organizational Development (NISOD) for the Administrative Excellence Award in 2011.

Vice President of Student Success: [Dr. Sherrie Lang](#) is the Vice President of Student Success. She obtained her Doctorate in Educational Administration from Baylor University and a Master in Counseling Education from the University of North Texas, graduating with honors as a member of the Kappa Delta Pi Education Honor Society and the Sigma Tau Delta English Honor Society. Dr. Lang began her professional career in Higher Education at Odessa Community College where she served as a Minority Advisor/Counselor from 1983-1989. Dr. Lang then became the Director of Student Activities for six years at Odessa College, the Director of Testing, Assessment and Student Retention for five years, and finally Executive Director of Housing and Judicial Affairs before joining St. Philip's College as the Vice President of Student Success.

Vice President of College Services: [Mr. Lacy Hampton](#) is the Vice President of College Services at St. Philip's College. Mr. Hampton holds a Master of Arts in Public Administration degree from Webster University and a Master of Business Administration in Management degree from St. Mary's University. Mr. Hampton is also a certified contract compliance administrator, earning his certification from the American Contract Compliance Association at Morgan State University. Mr. Hampton has served in a number of management positions including the Supplier Diversity Coordinator with City Public Service in San Antonio, Texas, and the Assistant Historically Underutilized Business Coordinator/Procard Compliance Officer at the University of Texas at San Antonio, where he played an instrumental role in leading the Historically Underutilized Business (HUB) Program at University of Texas at San Antonio (UTSA) to recognition as a top 25 state agency. From there, Mr. Hampton served as the Small, Minority, and Women Business Enterprises Diversity Administrator for Alamo Colleges. In March of 2011, Hampton accepted the position of interim and then permanent Vice President for College Services.

Academic Officers

The academic educational programs, offerings, and services of St. Philip's College are divided into five divisions. All divisions aim to empower our diverse student population through personal and educational growth, career readiness and community leadership. Below is a summary of qualifications for academic officers along with their summary work profile and links to job descriptions.

Dean of Arts and Sciences: [Ms. Aunya Byrd](#) joined St. Philip's College in 2014 as the Dean of Arts and Sciences. Previously, she served as the Interim Dean of Instruction at Lone Star College from October 2013 to July 2014, she was an Associate Professor and Chair of the English Department from August 2010 to October 2013, an English Instructor at the Dallas County Community College District from August 2009 to May 2011, an Online Adjunct English Instructor at National University from October 2008 to May 2010, a Project Manager of English Language Arts at Pearson from June 2005 to July 2008, and a Graduate Adjunct Instructor at the University of Louisiana at Lafayette from August 2001 to May 2005. She is completing her Doctorate degree in English and Folklore from the University of Louisiana at Lafayette, expected completion in 2015. She earned a Master of Arts in Communications degree with a minor in Film in 1997 from the University of New Orleans and a Bachelor of Arts in Journalism degree in 1995 from the Southern University at New Orleans. Ms. Byrd has several publications, primarily in the areas of American Folklore, Performance Arts, and Education.

Dean of Applied Science and Technology: [Mr. Chris Beardsall](#) joined the College's administration as the Dean of Applied Science and Technology in 2014. Mr. Beardsall has been a St. Philip's employee for six years. Prior to making the transition to administration, he spent two years, from 2007-2009, as a full time/adjunct instructor in the Auto Collision and Refinishing Technology program, and then the following four years as a full-time tenure track instructor, also earning promotion to Assistant Professor during that four year span. Mr. Beardsall began his professional career as a full time automotive refinishing technician in San Antonio for 12 years. He then earned his Bachelor's Degree from the University of Texas at San Antonio in History, while continuing to work part-time as a sub-contracting refinishing technician and consultant in San Antonio's collision centers. In 2009, he earned his Master's Degree in Education from Schreiner University. Currently, Mr. Beardsall has started working on his Ph.D. in Higher Education Leadership.

Dean of Workforce Development and Continuing Education: [Mr. Art Hall, JD](#) joined St. Philip's College as the Dean of Workforce Development and Continuing Education in January 2012. He is a licensed attorney and investor and previously worked as an investment banker. Selected in 1999 by the *San Antonio Business Journal* as one of the city's "Top 40 Under 40 Rising Stars" and recognized by the *SA Scene Monthly*, along with Mayor Phil Hardberger, as one of San Antonio's "Most Influential" in 2005, Art served on the San Antonio City Council from 2003 to 2007, representing San Antonio's Northside District 8. Mr. Hall has served as an Administrator and Adjunct Professor at St. Mary's University School of Law, a Professor of International Law and Business at La Universidad Espiritu Santo in Guayaquil, Ecuador, and an Adjunct Professor at the University of Texas at San Antonio and St. Mary's University School of Business. He has several published articles, including, "There is a Lot to Be Repaired Before We get to Reparations: A Critique of the Underlying Issues of Race that Impact the Fate of African

American Reparations” (*The Scholar: St. Mary’s Law Review on Minority Issues*, Fall 1999), and his most recent article on international banking regulation published in the *Journal of International Financial Markets* (based in London) and the *New York Law School Journal of International and Comparative Law*. Mr. Hall received the Pforzheimer Foundation Scholar Award at Harvard, and the Clifford Chance Business Law Prize for the highest academic award and the Calcott Pryce Subject Prizes in Banking and Finance, Corporate Insolvency, International Copyright, and Consumer Law at the University of Wales. He is a graduate of Harvard University (BA, 1993), Texas Tech University (JD/MBA, 1996), and the University of Wales at Aberystwyth (UK) (LLM, 2000).

Dean of Health Sciences: [Ms. Rose Spruill](#) is Dean of Health Sciences and is responsible for Diagnostic and Invasive Health Sciences, Nursing Education Associate’s Degree in Nursing, Nursing Education Licensed Vocational Nurse, Early Childhood/Physical Health & Clinical Sciences. Dean Spruill holds a dual Master of Science Degree in Nursing and Education from the University of Phoenix, a Bachelor of Science in Nursing from the University of Incarnate Word, an Associate Degree in Nursing from San Antonio College, and a Licensed Vocational Nursing Certificate of Completion from St. Philip’s College. She is currently pursuing a Doctorate of Science Degree with emphasis in Adult Higher Education and Nursing Education from Capella University. Dean Spruill served as the Director of Nursing at Southwest General Hospital for four years and also served as the Nurse Administrator Extended Care Cluster of the San Antonio State Hospital. In 2004, she began work as a tenure-track faculty member at St. Philip’s College and was promoted to Assistant Professor in 2007. Dean Spruill accepted the position of Program Director/Chair for the Vocational Nursing Department in 2008, and in 2010, she became the Dean of Health Sciences. Dean Spruill co-authored a publication, “Fundamentals of Nursing Care”, Ramont, Niedringhaus, Prentice Hall Publications 2005.

Interim Dean of Interdisciplinary Programs: [Rebecca Barnard](#) is Interim Dean of Interdisciplinary Programs, and has responsibility for the Library, Archives, Media Services, Instructional Innovation Center, Center for Distance Learning and the office of Student Learning Outcomes Assessment. Ms. Barnard holds a Master of Library and Information Science degree from the University of Pittsburgh in Pittsburgh, Pennsylvania. She received her Bachelor of Arts in History from the Pennsylvania State University in University Park, Pennsylvania. Barnard served as Archive for Contemporary Affairs Archivist at the University of the Free State in Bloemfontein, South Africa before joining St. Philip’s College as an archivist in 2010 and being appointed as Interim Dean in 2015. Previously, Ms. Barnard served as the Assistant Archivist for Records and Collections Management and Curator of the Benedict Visual Literacy Collection at Arizona State University; Archivist at History Associates, Inc., where she worked at the National Library of Medicine in Bethesda, Maryland and managed the Montgomery County Archives in Rockville, Maryland; Curator of the Clinton County Historical Society in Lock Haven, Pennsylvania; and Museum Technician with the National Park Service in Anchorage, Alaska. She also managed her own archival services consulting business. Ms. Barnard has presented projects at various meetings conferences, including the Society of American Archivists and the International Visual Literacy Association.

Student Success Officers

St. Philip’s College student success programs, offerings and services are divided into two divisions. Both divisions aim to provide students with a supportive environment that empowers our diverse student population through personal and educational growth, career readiness and community leadership. Below is a summary of qualifications for student success officers along with an attached summary work profile.

Dean of Southwest Campus: [Dr. Karlene Fenton](#) is Dean of Southwest Campus. She is responsible for Student Support Services which include Recruitment, Assessment, Admissions, Enrollment, Records and Registration, and Career Services. Dr. Fenton holds a Doctorate in Leadership Studies from Our Lady of the Lake University. She received her Master of Arts in International Relations, and a Bachelor of Arts in History/Pre-Law from St. Mary’s University in San Antonio, Texas. Dr. Fenton received an Associate of Arts in Paralegal from San Antonio College. At St. Philip’s College, Dr. Fenton has served as Director of Corporate Training, Manager of Training and Development, Coordinator of Education, Director of Continuing Education and Extended Services, Interim Dean of Continuing Education and

Extended Services, and Director of Dual Credit. Dr. Fenton has served as Adjunct Faculty for Alamo Colleges since 1993. She has also taught graduate students for Webster University. Select publications and paper presentations include: Odom, L., Green, C., Hodgson, N.S., Fenton, K., and Calvert, D., "Leadership, Power and Sexual Harassment: An Ethical Perspective," *Kravis Leadership Institute Leadership Review*, Fall 2003; presented a paper at the 31st Popular Culture Association and 23rd American Culture Association Annual Conference in Philadelphia, PA., Transactional and Transformational Leadership: Julius Caesar, Octavian Augustus, and Charlemagne (April 2001); presented a paper at the 27th Annual Southwest Education Research Association Conference in Dallas, Texas, Social Democracy: Theory and Leadership (February 2004); presented a paper at the 34th Annual Conference of the Society of Educators and Scholars, A Study of the Relationship between Direct Supervisor's Leadership Style and Beginning Special Education or Bilingual Generalist Teacher's Job Satisfaction (October 13-15, 2011).

Dean of Student Success: [Dr. Paul Machen](#) is Dean of Student Success and is responsible for Student Support and Disability Services, Counseling Services, Career Services, Tutoring, First Year Experience, Service Learning, and Advisors in Residence. Dr. Machen holds a Doctorate of Philosophy Degree in Adult Occupational and Continuing Education from Kansas State University in Manhattan, Kansas. He also holds a Master of Business Degree in Managerial Leadership from City University in Bellevue, Washington. Dr. Machen served as a Course Supervisor and Instructor at the Louis Garland Fire Academy, Training, Evaluation Program Manager at the U.S. Department of Defense, Faculty Instructor for the University of Phoenix, and in 2007, he served as Senior Academic Advisor at the University of Texas at San Antonio. In 2010, Dr. Machen served as the Assistant to the President at St. Philip's College before accepting the position of Dean of Student Success.

Other Administrators

College Budget Officer: [Mr. Paul Borrego](#) holds a Bachelor of Business Administration from Incarnate Word College in San Antonio, Texas. Mr. Borrego spent a significant portion of his professional career in the newspaper industry, specifically at the San Antonio Express-News. There he held numerous positions in both the Accounting and Distribution areas, as Financial Analyst, Operations Manager, Financial Manager, Administrative Manager, Consumer Sales & Service Manager and Director of Circulation Administration. He joined St. Philip's College in September of 2007. He is a licensed Realtor and Investor. He was the recipient of the Hearst Newspapers Marketing Excellence Award in 2001 and a National Institute for Staff and Organizational Development (NISOD) Award recipient in 2014.

Director of Community and Public Relations: [Ms. Tracy R. Ross-Garcia](#), prior to accepting her role at St. Philip's College in 2013, was the Marketing and Communications Specialist at the University of Texas Health Science Center San Antonio, School of Medicine. In addition to her career commitments she has become more involved with the local chapter of Public Relations Society of America (PRSA). She is also one of the pioneers for the San Antonio Area African American Community Fund, Rising Professionals, a group of young professionals promoting philanthropy and community engagement within the African American community. Tracy holds a Bachelor's Degree in Communications from the University of Texas at San Antonio.

Director of Institutional Advancement: [Dr. Sharon Crockett-Ray](#) earned a Doctorate of Philosophy in Education, with a specialization in Leadership for Higher Education from Capella University, Minneapolis, Minnesota, a Master of Arts in Human Resources Development from Webster University, Saint Louis, Missouri and a Bachelor of Arts in Sociology from The University of Texas at San Antonio. Dr. Crockett-Ray has been a member of the St. Philip's College community since 1998. She has served as recruiter/advisor and coordinator for the Dual Credit Program, a program that provides high school students the opportunity to earn college credits prior to graduating from high school. Additionally, she has worked as a Training Manager in the Instructional Innovation Center, where she coordinated workshops and other training programs for faculty and staff. Dr. Crockett-Ray has authored a book on the effectiveness of dual credit programs that provide high school students the opportunity to successfully earn college credits prior to graduating from high school. The title of her book is "*The Dual Credit Program-Measuring the Effectiveness on Students' Transition from High School to College.*"

[Director of Institutional Research, Planning, and Effectiveness](#) (IRPE): [Dr. Maria Hinojosa](#) started at St. Philip's College as Director of Institutional Research, Planning, and Effectiveness in 2014. Dr. Hinojosa holds a Doctorate of Educational Leadership and Counseling and a Masters in Educational Administration from Texas A&M University- Kingsville, a Masters in Pharmacology from the University of Texas Health Sciences at San Antonio, and a Bachelor of Science degree in Biology/Chemistry from Texas A&M University- Kingsville. She served fifteen years in the K-12 educational arena as a paraprofessional, high school science and math teacher, counselor, principal, and school superintendent. In 2009, Dr. Hinojosa joined higher education as an Assistant Professor in the Department of Educational Leadership at Texas A&M University-Commerce Texas A&M University-Commerce where she taught masters and doctoral certification courses in the principalship and superintendency cognate areas. During her tenure at Texas A&M University-Commerce, Dr. Hinojosa led the largest, most recognized, graduate program in the State of Texas serving as Director of the M.Ed.(principalship) program and the Meadows Principal Improvement Program. She also served as President of Phi Delta Kappa, Chapter 101, and Co-Chair of the IE and QEP, Texas A&M University-Commerce committees. Dr. Hinojosa was awarded the *Distinguished Faculty Award* by the Texas Association of Chicanos in Higher Education (TACHE) in Austin, Texas, in January, 2013. Other honorary distinctions include the *2013 Trailblazer Award* awarded by Texas A&M University-Commerce and the *Hispanic Outreach Faculty Award*, awarded by the Hispanic Student Association at Texas A&M University-Commerce. As a doctoral student, Dr. Hinojosa was awarded the Chancellors Award on Who's Who Among Graduate Students. Dr. Hinojosa also serves as an expert statistical consultant and adjunct professor at the University of Texas at San Antonio, Texas Christian University, and College of the Mainland. Dr. Hinojosa has served over 100 doctoral students, representing over 20 institutions of higher education in completing the requirements leading to the doctoral degree. Dr. Hinojosa is a noted author and researcher in higher education, publishing both nationally and internationally. The most recent published articles include "Trends in Asynchronous Learning" (*Global eLearning Journal*), 1(3); and "Theories of Learning and Student Development" (*National Forum of Teacher Education Journal*), 22(3). Dr. Hinojosa is also an annual, opinion-editor author and guest for the Dallas Morning Newspaper.

[Director of Enrollment Management](#): [Ms. Beatrice M. Butler](#) is the Director of Enrollment Management within the Student Success Division. She is responsible for Admissions, Records & Registration, Office of Recruitment and International Services, Testing Center, Veteran's Affairs and Extended Services (Bases). The Extended Services area consists of Lackland Air Force Base, Randolph Air Force Base and Fort Sam Houston. Beatrice holds a Master of Arts degree in Counseling from Webster University in St. Louis, Missouri. She also holds a Bachelor of Arts Degree in Psychology from the University of Texas at San Antonio and received two Associate Degrees from St. Philip's College. The first Associate Degree was in Psychology and the other in Liberal Arts. Beatrice served as the Associate Director of Admissions at Northwest Vista College before accepting the position of Director of Enrollment at St. Philip's College.

Summary

As evidenced by the above description and discussion, St. Philip's 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 and is, thus, in compliance with Comprehensive Standard 3.2.8.

Supporting Documents:

-  [Cabinet Members.pdf](#)
-  [Chancellor's Job Description](#)
-  [College Budget Officer.pdf](#)
-  [Dean of Arts and Science Job Description](#)
-  [Dean of Health Sciences Job Description](#)
-  [Dean of Interdisciplinary Programs Job Description](#)
-  [Dean of Science and Technology Job Description](#)
-  [Dean of Southwest Campus.pdf](#)
-  [Dean of Student Success Job Description](#)
-  [Dean of Work Force Development Job Description](#)
-  [Director of College Public Relations.pdf](#)
-  [Director of Enrollment Management Job Description](#)
-  [Director of Institutional Advancement.pdf](#)
-  [Director of Institutional Research and Effectiveness.pdf](#)
-  [Dr. Paul Machen Resume.pdf](#)
-  [Dr. Karlene Fenton Resume.pdf](#)
-  [Organizational Chart 2015 021215](#)
-  [President's Bio.pdf](#)
-  [President's Job Description](#)
-  [Resume - Art Hall.pdf](#)
-  [Resume - Aunya Byrd.pdf](#)
-  [Resume - Beautrice Butler.pdf](#)
-  [Resume - Chris Beardsall.pdf](#)
-  [Resume - Dr. Adena Williams Loston.pdf](#)
-  [Resume - Dr. Maria Hinojosa.pdf](#)
-  [Resume - Dr. Sharon Crockett-Ray.pdf](#)
-  [Resume - Dr. Sherrie Lang.pdf](#)
-  [Resume - Lacy Hampton.pdf](#)
-  [Resume - Maureen Cartledge.pdf](#)
-  [Resume - Paul Borrego.pdf](#)
-  [Resume - Rebecca Barnard](#)
-  [Resume - Rose Sterling Spruill.pdf](#)
-  [Resume - Tracy Ross-Garcia.pdf](#)
-  [VP Academic Success Job Description](#)
-  [VP College Services Job Description](#)
-  [VP for Student Success Job Description](#)

3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.9 and publishes policies regarding appointment, employment, and evaluation of all personnel.

Policies Published for Personnel Appointment and Employment

St. Philip's College adopts and integrates a [section of Board Policy and Procedure](#) dedicated to the hiring ([I](#), [II](#)) and evaluation ([III](#)) of personnel.

Employees are introduced to some of these policies during a [New Employee Orientation](#) occurring within the first six months of date of hiring. Furthermore, the College adopted Board Policies and Procedures, including those related to employment and evaluation, [require](#) availability [online](#) and are accessible by all employees and the public. The College Board approves all Board Policy and Procedure and [regularly reviews](#) Board Policy and Procedure and at times makes revisions to existing Board policy, which are disseminated to all employees ([Policy Update B.5.3, All Employees, October 28, 2014](#); [Policy Update B.5.3, All Employees, July 29, 2014](#); [Sample Policy Updates](#)).

Appointment and employment practices and any forms related to employee appointment, employment, and evaluation, along with instructions on their use, are available on the [Human Resources intranet site](#) available to all employees. Other resources available to all employees online include the [HR Recruitment and Selection Webpage](#), [New Hire Checklist Benefited Hire](#), [New Hire Checklist - Non Benefited Hire](#). Forms related to employee performance appraisals, along with instructions on their use, are available on the [Performance Appraisals](#) portion of the Alamo Colleges Human Resources intranet site, accessible to all St. Philip's College employees. In addition, St. Philip's College has a Senior Human Resources Generalist and a Benefits Coordinator available to assist any College employee or applicant.

The St. Philip's College-adopted Board Policies and Procedures provides for the following "Term Contract" types of positions:

- [Administrator Appointments](#)
- [Faculty Appointed to Non-Faculty Positions](#)
- [Faculty Appointments](#)
 - [Faculty Tenure Track \(Probationary\) Appointments](#)
 - [Faculty Non-Tenure Track Appointments](#)
- [Adjunct Faculty Appointments](#)
- [Faculty Department Chairpersons](#)

The St. Philip's College-adopted Board Policies and Procedures provides for the following "Non-Contract (At-Will) Employment" types of positions:

- [Regular Staff Employee](#)
- [Temporary Staff Employee](#)

Regarding the hiring process at St. Philip's College, once a position has been posted, the Hiring Manager in a particular department or division (Dean, Vice-President, or President) puts together a diverse [Hiring Selection Committee](#) ([Sample Accounting Clerk Hiring Charge](#), [Sample Business Information Systems Chair Hiring Charge](#)), whose charge is to review the applications, screen candidates based on job description criteria, conduct interviews, and make recommendations to the

Hiring Manager. All members of any hiring selection committee must receive hiring selection training conducted by Human Resources within the previous year prior to serving on the selection committee ([Hiring Training](#)).

The Hiring Manager reviews the Committee's recommendations, contacts references, and conducts a second round of interviews. All hired employees must meet the credentials, qualifications, and other position requirements indicated in the job description (St. Philip's College adopted Board [Policy](#) and [Procedure](#)).

For Non-Contract Employee positions, the second round of interview is the final round of interviews and the Hiring Manager makes a recommendation for hire to Human Resources ([Sample Accounting Clerk Hiring Charge](#)). For Term Contract positions, recommended applicants must interview with the President and appropriate Vice-President, if they have not already. Once Term Contract position applicants have interviewed with the President and appropriate Vice President, a recommendation for hire is made to Human Resources ([Sample Business Information Systems Chair Hiring Charge](#)). All background checks, drug testing, and contract offers are conducted by [Human Resources](#).

The College utilizes the same faculty selection and evaluation procedures for dual credit and other similar programs ([Dual Credit Alamo Heights ISD](#), [Dual Credit Comal ISD](#)).

Policies Published for Personnel Evaluation

St. Philip's College requires periodic performance evaluations (St. Philip's College-adopted Board [Policy](#) and [Procedure](#)) for the following [categories of employees](#):

- Full-time Non-tenured Faculty ([Example Chemistry Chair Evaluation](#), [Example Chemistry Self-Evaluation](#), [Example Chemistry Peer Review](#), [Example Chemistry Classroom Observation](#), [Example Chemistry Class Climate](#))
- Non-tenured Department Chairs ([Example Applied Electrical and Mechanical Technologies Self-Evaluation](#))
- Part-time Adjunct Faculty ([Example Tourism Hospitality and Culinary Arts](#))
- Department Chairs ([Example Natural Sciences Dean Evaluation](#), [Example Natural Sciences Self-Evaluation](#), [Example Natural Sciences Peer Review](#), [Example Natural Sciences Classroom Observation](#), [Example Natural Sciences Class Climate](#))
- Full-time Non-faculty employees ([Example Continuing Education](#))














If an employee disagrees with his/her evaluation, s/he may appeal it with the College President (see St. Philip's College-adopted Board [Policy](#) and [Procedure](#)).

Summary

Therefore, it is evident from the above-listed statements St. Philip's College is in compliance with Comprehensive Standard 3.2.9 and publishes policies regarding appointment, employment, and evaluation of all personnel.

Supporting Documents:

-  [AC Board Policies Webpage](#)
-  [ACCD Hiring Training.pdf](#)
-  [B.5.3 Policy, Policies Online.pdf](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [Board Meeting, May 13, 2014, Professional and Faculty Appointments.pdf](#)
-  [Board Policy, Personnel I.pdf](#)
-  [Board Policy, Personnel II.pdf](#)
-  [Board Policy, Personnel III, Evaluation.pdf](#)
-  [Board Policy, Personnel.pdf](#)
-  [D.2.2.1 Procedure Hiring Practices](#)
-  [D.2.3 Policy, Background Checks and Drug Testing.pdf](#)
-  [D.2.3 Policy, Credentials for Hire.pdf](#)
-  [D.2.5 Policy, Chancellor Hiring Authority.pdf](#)
-  [D.2.5.1 Procedure, Chancellor Hiring Authority.pdf](#)
-  [D.2.5.1 Procedure, Non-Contract Employment, Regular Staff Employee.pdf](#)
-  [D.2.5.1 Procedure, Non-Contract Employment, Temporary Staff Employee.pdf](#)
-  [D.2.5.1 Procedure, Term Contracts, Adjunct Faculty Appointments.pdf](#)
-  [D.2.5.1 Procedure, Term Contracts, Administrator.pdf](#)
-  [D.2.5.1 Procedure, Term Contracts, Faculty Appointed to Non-Faculty Positions.pdf](#)
-  [D.2.5.1 Procedure, Term Contracts, Faculty Appointments.pdf](#)
-  [D.2.5.1 Procedure, Term Contracts, Faculty Department Chairpersons.pdf](#)
-  [D.2.5.1 Procedure, Term Contracts, Faculty Non-Tenure Track Appointments.pdf](#)
-  [D.2.5.1 Procedure, Term Contracts, Faculty Tenure Track Appointments.pdf](#)
-  [D.2.5.2 Procedure, Hiring Selection Committee.pdf](#)
-  [D.2.7.1 Procedure, Credentials for Hire.pdf](#)
-  [D.7.1 Policy, Appeal Evaluation 2.pdf](#)
-  [D.7.1 Policy, Periodic Evaluation.pdf](#)
-  [D.7.1.1 Procedure, Appeal Evaluation.pdf](#)
-  [D.7.1.1 Procedure, Employee Categories for Evaluations.pdf](#)
-  [D.7.1.1 Procedure, Periodic Evaluation.pdf](#)
-  [Dual Credit, Alamo Heights ISD, pp. 1-2.pdf](#)
-  [Dual Credit, Comal ISD, pp. 1-2.pdf](#)
-  [Evaluation, Department Chair Non-Tenured, ACMT.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Class Climate.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Classroom Observation.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Evaluation by Dean.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Peer Review.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Self-Evaluation.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Classroom Observation.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Climate Evaluation.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Evaluation By Chair.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Peer Review.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Self-Evaluation.pdf](#)

-  [Evaluation, Full-time, CE.pdf](#)
-  [Evaluation, Part-time Faculty, THCA.pdf](#)
-  [Hiring Charge Accounting Clerk, 10.18.14.pdf](#)
-  [Hiring Charge Chair AS&T BIS, 5.23.2014.pdf](#)
-  [HR Performance Appraisals Webpage](#)
-  [HR Recruitment and Selection Webpage](#)
-  [HR Webpage](#)
-  [New Employee Orientation Spring15.pdf](#)
-  [New Hire Checklist Benefitted Hire](#)
-  [New Hire Checklist - Non Benefitted Hire](#)
-  [Policy Update B.5.3, All Employees, July 29, 20114.pdf](#)
-  [Policy Update B.5.3, All Employees, October 28, 20114.pdf](#)
-  [Sample AC Policy Updates](#)

3.2.10 The institution periodically evaluates the effectiveness of its administrators. (**Administrative staff evaluations**)

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.10 and periodically evaluates its administrators.

Periodic Evaluation of Administrators

St. Philip's College requires periodic performance evaluations of all employees, including administrators (St. Philip's College-adopted Board [Policy](#) and [Procedure](#)). This annual evaluation for administrators occurs in May and coincides with the President's evaluation process in June. Other administrators at the director level and below are evaluated each October.

Incorporated in the evaluation of administrators is a review of annual goals, leadership skills, communication ability, mission of the college and knowledge of the position. Supervisors of administrators from the dean level and higher use the [Performance Evaluation and Development Plan for Administrators](#). Administrators are required to list specific goals, objectives or projects and the standards of performance. In addition, administrators are rated on a scale of 1 (unsatisfactory) to 9 (outstanding) in 10 performance areas and an overall performance category. The 10 performance areas include the following: 1. Planning, 2. Organizing, 3. Decision-making, 4. Response to Organization Needs, 5. Initiative, 6. Adaptability, 7. Attitude, 8. Effectiveness in Dealing with People, 9. Communication and 10. Professional Development ([Sample Administrator Evaluation, Dean](#)).












Supervisors use the [Performance Appraisal Form](#). The supervisor is able to rate the employee based on a "Below Expectations," "Meets Expectations" or "Exceeds Expectations" basis. In addition, a supervisor is able to rate the employee using these same three bases in eight performance areas: 1. Communication Skills, 2. Customer Service, 3. Initiative, 4. Knowledge, 5. Work Quality/Reliability, 6. Teamwork/Team Building, 7. Organizing/Planning/Problem Solving and 8. Leadership ([Sample Administrator Evaluation, Director](#)).

In the evaluation process, supervisors meet with the administrators to discuss the written evaluation. Then, [both sign](#) the evaluation. Either or both the supervisor and evaluated administrator may provide [additional comments](#) to the performance appraisal, if so desired. If an employee disagrees with his/her evaluation, s/he may appeal it with the College President (St. Philip's College-adopted Board [Policy](#) and [Procedure](#)).

Summary

Thus, it is clear from the above statements and examples St. Philip's College is in compliance with Comprehensive Standard 3.2.10 and periodically evaluates its administrators.

Supporting Documents:

-  [Admin Evaluation Form](#)
-  [D.7.1 Employee Evaluations](#)
-  [D.7.1 Policy, Appeal Evaluation 2.pdf](#)
-  [D.7.1 Policy, Periodic Evaluation.pdf](#)
-  [D.7.1.1 Procedure Employee Evaluations](#)
-  [D.7.1.1 Procedure, Appeal Evaluation.pdf](#)
-  [D.7.1.1 Procedure, Periodic Evaluation.pdf](#)
-  [Evaluation, Full-time, CE.pdf](#)
-  [Performance Appraisal - Blank.pdf](#)
-  [Sample Administrator Evaluation](#)
-  [Sample Administrator Evaluation, Signatures and Response.pdf](#)

- 3.2.11** The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in Compliance CS 3.2.11, as it does not have intercollegiate sports programs.

St. Philip's College has no intercollegiate sports. Its sports programs are considered recreational, [intramural](#)/extramural, and/or club activities, and participation in intercollegiate sports is [prohibited](#).

Summary

Therefore, St. Philip's College is in Compliance with CS 3.2.11 since it does not have any intercollegiate sports programs.

Supporting Documents:

-  [F.5.2 Policy, Intercollegiate Sports Prohibited.pdf](#)
-  [F.5.2 Policy, Intramural Sports.pdf](#)

3.2.12 The institution's chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.12 as the College President has control of the fundraising activities.

Chief Executive Officer Controls Fundraising

The President of St. Philip's College, as "Chief Executive Officer of the College" ([President's Job Description](#), [Board Policy](#)), is responsible for "[d]evelop[ing] and lead[ing] [fund raising](#) initiative [sic] of the college...." (see also [Board Procedure](#)). The [College Director of Institutional Advancement](#) in the President's Office of Institutional Advancement and Grants Development [reports directly to the College President](#). The President and College Director of Institutional Advancement regularly report fundraising planning efforts, achievements, grant efforts and awards to the St. Philip's College Executive Team during weekly Cabinet meetings (see Cabinet meeting notes, [February 18, 2014](#) and [February 25, 2014](#)) and to the College Leadership Team during monthly College Leader Team meetings (see College Leader Team meeting agenda, [June 3, 2014](#) and [September 2, 2014](#)). The St. Philip's College Scholarship Coordinator, in the Office of Institutional Advancement, sets annual fundraising goals and, during the annual [Operational Unit Assessment Plan](#) reports, assesses the amount of scholarship funds raised and distributed to students.

Additionally, St. Philip's College has agreed by signature of the College President to utilize the services of the Alamo Colleges Foundation, Inc. to assist with fundraising efforts and investment management ([Memorandum of Understanding](#), [Board Procedure](#)). St. Philip's College also agrees to follow and integrate into practice Board [Policy](#) and [Procedure](#) related to fundraising. Donations or grants that are inconsistent with the goals, objectives, and educational philosophy of the College are [not accepted](#).

The principal fundraising activity for the College is the annual [St. Philip's Scholarship Golf Tournament](#) (see [2014 Golf Fundraiser Report](#), [2013 Golf Fundraiser Report](#), [2012 Golf Fundraiser Report](#)). The tournament is held the first Friday of each March and coincides with the annual celebration of the [College's founding](#) on [March 1, 1898](#). The golf tournament is in its 7th year and has raised nearly [\\$1,000,000](#). These funds are used for student scholarships -- primarily for the [Student Engagement Grants \(SEG\)](#), which require students to [give back](#) to the College or community and which have resulted in [higher retention and graduation rates](#), and for the approximately three to five [Presidential Scholarships of \\$3,000](#) that are given each year, similarly focused on proven academic achievement and community service (see [2008-2009](#), [2009-2010](#), [2010-2011](#), [2011-2012](#), [2012-2013](#), and [2013-2014](#)). This use of fundraising proceeds is in line with the College's [mission](#) and [strategic objective of Student Success](#).

Total fundraising and grant efforts by the College in the most recent three-year period have been the following:

- 2013-2014 -- [Scholarships \\$503,656](#), [Grants Development \\$2.6 million](#)
- 2012-2013 -- [Scholarships \\$493,222](#), [Grants Development \\$1.3 million](#)
- 2011-2012 -- [Scholarships \\$305,457](#), [Grants Development \\$1.2 million](#)
- THREE-YEAR TOTAL -- Scholarships \$1,302,335, Grants Development \$5.1 million

Summary

Thus, as evidenced by the above description and examples, the President of St. Philip's College continues to control the College's fundraising activities and advance the College's mission and priorities through those fundraising efforts.

Supporting Documents:

-  [A Point of Pride on the Eastside, 1898.pdf](#)
-  [B.2.1 Policy, CEO.pdf](#)
-  [C.1.3 District Policy](#)
-  [C.1.3.1 Procedure](#)
-  [C.1.3.1 Procedure, ACCD Foundation, Fundraising and Endowment, pp. 1, 5.pdf](#)
-  [C.1.3.1 Procedure, Fundraising, Authority of College President, pp. 2-5.pdf](#)
-  [C.1.3.1 Procedure, Fundraising, Non-acceptance of Donation.pdf](#)
-  [Cabinet Notes 02-18-14.pdf](#)
-  [Cabinet Notes 02-25-14.pdf](#)
-  [College Leadership Team Meeting, June 3, 2014, Development Updates.pdf](#)
-  [College Leadership Team Meeting, September 2, 2014, Development Updates.pdf](#)
-  [Director of Institutional Advancement.pdf](#)
-  [Fundraising, Scholarships, 2011-2012 SPC.pdf](#)
-  [Fundraising, Scholarships, 2012-2013 SPC.pdf](#)
-  [Fundraising, Scholarships, 2013-2014 SPC.pdf](#)
-  [Golf Tournament Fundraiser, 2013.pdf](#)
-  [Golf Tournament Fundraiser, 2014.pdf](#)
-  [Golf Tournament Fundraiser, 2015, tri-fold.pdf](#)
-  [Golf Tournament Fundraiser, 2015.pdf](#)
-  [MOU](#)
-  [Organizational Chart 2015 021215](#)
-  [OUAP, Grants Development Unit plan Documentation 2011-2012.pdf](#)
-  [OUAP, Grants Development Unit plan Documentation 2012-2013.pdf](#)
-  [OUAP, Grants Development Unit plan Documentation 2013-2014.pdf](#)
-  [OUAP, Scholarship Coordinator.pdf](#)
-  [Presidential Scholarship Application](#)
-  [Presidential Scholarships, 2008-2009.pdf](#)
-  [Presidential Scholarships, 2009-2010.pdf](#)
-  [Presidential Scholarships, 2010-2011.pdf](#)
-  [Presidential Scholarships, 2011-2012.pdf](#)
-  [Presidential Scholarships, 2012-2013.pdf](#)
-  [Presidential Scholarships, 2013-2014.pdf](#)
-  [President's Job Description, CEO.pdf](#)
-  [President's Job Description, Fundraising.pdf](#)
-  [SEG Website](#)
-  [SEG, SPC Quality of Texas Presentation 2014, revised.pdf](#)
-  [Strategic Plan 14-18v4](#)
-  [TSPR Alamo Community College District, 1898.pdf](#)

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

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.13, as the College has clearly defined relationships with an entity organized separately from the institution and formed primarily to support the College and further the College Mission.

St. Philip's College has charged [Alamo Colleges Foundation, Inc.](#) (referred to in the College's adopted Board Procedure as the [ACCD Foundation](#) or [ACCD Foundation, Inc.](#)) with assisting the College in [fundraising efforts](#) and investment management ([Memorandum of Understanding](#), [Board Procedure](#)). The [Bylaws](#) and the [Fiscal Policies and Procedures](#) of Alamo Colleges Foundation, Inc. are attached.

Relationship of St. Philip's College and Alamo Colleges Foundation, Inc. Defined

The relationship St. Philip's College has with Alamo Colleges Foundation, Inc. is contractual, and the College's March 3, 2014, [Memorandum of Understanding](#), signed by the College President, outlines the legal authority and operating control the College assigns to Alamo Colleges Foundation, Inc., and the [fiduciary duty](#) that Alamo Colleges Foundation, Inc., is required to uphold.

St. Philip's College Defines Legal Authority of Alamo Colleges Foundation, Inc., Chief Executive Officer Controls Fundraising

The Memorandum of Understanding details the [fundraising](#) and [asset management](#) responsibilities St. Philip's College appropriates to Alamo Colleges Foundation, Inc., while reinforcing the control of the [College President](#) over fundraising and the requirement that all fundraising support the [College's mission](#). Similarly, St. Philip's College adopted [Board Procedure](#) further establishes control of the College President over fundraising and states that donations or grants that are inconsistent with the goals, objectives, and educational philosophy of the College are [not accepted](#).

The essential elements of St. Philip's College's [contractual agreement](#) with the Alamo Colleges Foundation, Inc., include the following:

- "3.04 FundRaising. The Foundation shall create an environment conducive to increasing levels of private support for the mission and priorities of... [the] College[]. To that end, the Foundation shall: 1. in consultation with... the College[] President[], be responsible for planning and executing comprehensive private fundraising and donor-acquisition programs in support of [the] institution's mission...."
- "3.05 Asset Management. The Foundation shall receive, hold, manage, invest, and disburse contributions of cash, securities, patents, copyrights, and other forms of property... and immediately vesting gifts and deferred gifts that are contributed in the form of planned and deferred-gift instruments...."



St. Philip's College also provides for reasonable support of the [operational costs](#) of the Alamo Colleges Foundation, Inc., in its Memorandum of Understanding.

Notwithstanding the operational support and the fiduciary duty of Alamo Colleges Foundation, Inc., described above, any [liability](#) of the College is assumed by the Alamo Community College District. St. Philip's requires the Alamo Colleges Foundation, Inc., to permit two of its Alamo Community College District Board members to serve on the Alamo Colleges Foundation, Inc., [Board](#) and to conduct an annual financial and operational [audit](#) (see [Alamo Colleges Foundation, Inc. Audit, December 2013](#)).

Summary

Hence, St. Philip's College is in compliance with Comprehensive Standard 3.2.13, clearly defining its relationship with Alamo Colleges Foundation, Inc., and ensuring this relationship furthers the College Mission.

Supporting Documents:

-  [A.1.1 Policy Legal Name and Organizational Units](#)
-  [ACCD Foundation Audit, December 2013.pdf](#)
-  [ACCD Foundation Bylaws.pdf](#)
-  [ACCD Foundation Fiscal Policies and Procedures.pdf](#)
-  [C.1.3.1 Procedure, ACCD Foundation, Authority to Receive Donations.pdf](#)
-  [C.1.3.1 Procedure, ACCD Foundation, Fundraising and Endowment, pp. 1, 5.pdf](#)
-  [C.1.3.1 Procedure, Fundraising, Authority of College President, pp. 2-5.pdf](#)
-  [C.1.3.1 Procedure, Fundraising, Non-acceptance of Donation.pdf](#)
-  [MOU](#)
-  [MOU, ACCD Foundation, Annual Audit.pdf](#)
-  [MOU, ACCD Foundation, Appointments to Foundation Board.pdf](#)
-  [MOU, ACCD Foundation, Asset Management.pdf](#)
-  [MOU, ACCD Foundation, Fiduciary.pdf](#)
-  [MOU, ACCD Foundation, Foundation Costs.pdf](#)
-  [MOU, ACCD Foundation, Fundraising and Endowment.pdf](#)
-  [MOU, ACCD Foundation, Fundraising Authority of College President.pdf](#)
-  [MOU, ACCD Foundation, Fundraising.pdf](#)
-  [MOU, ACCD Foundation, Non-liability of College.pdf](#)
-  [Strategic Plan 14-18v4](#)

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.2.14 and has clear, adopted Board policy regarding intellectual property (Board Policies [C.1.8](#), [E.1.7](#); Board Procedure [C.1.8.1](#)).

Clear Intellectual Property Policies, General Applicability

St. Philip's College [defines](#) "intellectual property" as "scientific, technical, literary, dramatic, musical, artistic, and other intellectual and creative works as well as inventions, discoveries, trade secrets, and computer software which are copyrightable or patentable." St. Philip's [prohibits](#) "the unauthorized sale, transfer, or duplication of third-party works," and mandates per its adopted Board [Policy](#) and [Procedure](#) that all employees and students comply with copyright laws, license, or lease agreements between St. Philip's College and [third parties](#).

Copyrightable and patentable work not created by third parties but developed by an employee in the course of his/her employment, St. Philip's College places ownership with the Alamo Community College District, through its adopted Board [Policy](#). Otherwise, the [employee owns](#) the work, if it is created outside of his/her scope of employment.

An employee who creates copyrightable or patentable work with St. Philip's College support is required by St. Philip's College adopted Board [Procedure](#) to disclose the work in a timely manner and, per other St. Philip's College-adopted Board [Policy](#) and [Procedure](#), enter into agreement with the Alamo Community College District ([Oral History Project Example](#)). Disputes regarding ownership rights to copyrightable or patentable work created by an employee with St. Philip's College support are reviewed by a [Review Board chaired by the Vice Chancellor for Academic Success](#), as delineated in the College's adopted Board [Policy](#) and [Procedure \(Pate Example\)](#).

Compensation for copyrightable or patentable work is addressed in an agreement with the College District. An example of compensation for copyrightable or patentable work is addressed in an agreement with the College District, known as the Oral History Project. ([Oral History Project Example, Payment](#)). Disputes regarding compensation are addressed in the [dispute process](#). St. Philip's College adopted Board Policy and Procedure also addresses the Alamo Community College District right to a [perpetual license](#) to copyrightable and patentable work, limitations on an employee's [equity ownership and management](#) of a business entity involved with the work, and a [prohibition of profit](#) from student charges for use of an employee's work or a student's work as part of a class. Regarding revenue derived from the creation and production of intellectual property, the College's [recommended assignee](#) is the Alamo Community College District Foundation.

St. Philip's College adopts Board Policy and Procedure, including policy related to intellectual property. Policies related to intellectual property [require](#) that property guidelines are available [online](#) and that policies are accessible by all employees, parents, students, and community residents. St. Philip's College [regularly reviews](#) and adopts Board Policy and Procedure and at times makes revisions to existing Board policy, which are disseminated to all employees ([Policy Update B.5.3, All Employees, October 28, 2014](#); [Policy Update B.5.3, All Employees, July 29, 2014](#); [Sample Policy Updates](#)).

Furthermore, the Alamo Colleges website publishes the [Copyright and Fair Use](#) website, which lists points of contact and provides the following resources:

- [Criteria and Checklist](#)
- [Copyright FAQs and Fair Use](#)
- [Request form for permission for college use of copyrighted materials](#) (for submission to a copyright owner)

Summary

Hence, as evidenced in the above statement of adopted Board Policy, St. Philip's College is in compliance with Comprehensive Standard 3.2.14 and has clear policy regarding intellectual property and its applicability to faculty, staff, and students.

Supporting Documents:

-  [AC Board Policies Webpage](#)
-  [B.5.3 Policy, Policies Online.pdf](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [C.1.8 Policy](#)
-  [C.1.8 Policy, Intellectual Property, Agreement.pdf](#)
-  [C.1.8 Policy, Intellectual Property, Definition.pdf](#)
-  [C.1.8 Policy, Intellectual Property, Disputes.pdf](#)
-  [C.1.8 Policy, Intellectual Property, No Profit.pdf](#)
-  [C.1.8 Policy, Intellectual Property, Ownership.pdf](#)
-  [C.1.8.1 Procedure](#)
-  [C.1.8.1 Procedure, Intellectual Property, Agreement.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, All Employees.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, Disclosure.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, Disputes.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, No Executive Position.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, Ownership.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, Payment.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, Perpetual License.pdf](#)
-  [C.1.8.1 Procedure, Intellectual Property, Proceeds.pdf](#)
-  [Copyright and Fair Use Website.pdf](#)
-  [Copyright FAQs and Fair Use](#)
-  [Copyrighted Material, Request-For-Permission-For-College-Use.pdf](#)
-  [E.1.7 Policy](#)
-  [E.1.7 Policy, Intellectual Property, All Employees and Prohibition.pdf](#)
-  [Fair Use Criteria and Checklist](#)
-  [Intellectual Property Disputes Review Board](#)
-  [Intellectual Property-Pate.pdf](#)
-  [Oral History Project - Work-Made-For-Hire Agreement-Dr. Marie Thurston, payment.pdf](#)
-  [Oral History Project - Work-Made-For-Hire Agreement-Dr. Marie Thurston.pdf](#)
-  [Policy Update B.5.3, All Employees, July 29, 20114.pdf](#)
-  [Policy Update B.5.3, All Employees, October 28, 20114.pdf](#)
- [Sample AC Policy Updates](#)

3.3 Institutional Effectiveness

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

3.3.1.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in educational programs, to include student learning outcomes. **(Institutional effectiveness - educational programs)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with comprehensive standard 3.3.1.1 by identifying expected outcomes, assessing the extent to which it achieves these outcomes and providing evidence of improvement based on analysis of results for educational programs, to include student learning outcomes.

Definition

St. Philip's College defines educational programs as plans of study that lead to an Associate Degree or Certificate. Programs align with the mission of St. Philip's College and are offered within three academic divisions: Arts & Sciences, Applied Science & Technology and Health Sciences. St. Philip's College offers 172 programs and details of each program are shown in [Degree Program Awards for SPC](#). A [listing of programs by division](#) is also provided. Educational programs fall under the Vice President for Academic Success. See the St. Philip's College [organizational chart](#) for detailed information.

Overview

St. Philip's College uses consistent structure and set of institutional processes to identify, assess, and improve expected outcomes for the following areas: educational programs, administrative support services, academic, student support services, community and public service. These processes include the College's [Good to Great Strategic Planning Retreat, Planning, Budget and Assessment Cycle](#), [Operational Unit Assessment Plan / Weave Online](#), and [division report outs in the Fall](#).

The following narrative provides evidence that St. Philip's College identifies expected outcomes, assesses the extent to which it achieves these outcomes and improves *educational programs* based on analysis of results.

Identification of Expected Outcomes

St. Philip's College **identifies Program Outcomes** based on key indicators adopted by the College and the importance to each, individual program. St. Philip's College [Student Achievement Goals](#) are derived from those approved by Alamo Community College Board and tracked through the [Benchmarks Report](#) and the [Key Performance Indicators Report](#). Key indicators include graduation rates, productive grade rates, course completion rates, persistence rates, high risk courses, class size, degrees and certificates, placement rates, licensure pass rates and transfer percentage rates by full-time and part-time students. Identification of program outcomes are accomplished through a protocol known as [Operational Unit Assessment Planning](#). Throughout the year, instructional units develop

[Program Outcomes](#) as part of the [annual process](#). The process is used to review and update Operational Unit Assessment Plans. The results are subsequently utilized to improve educational programs.

St. Philip's College **identifies Program Student Learning Outcomes** as knowledge, skills, and behaviors expected of students at program completion. Identification of outcomes is accomplished through [Program Student Learning Outcomes Assessment](#). Throughout the year, educational programs across the college develop and review Program Student Learning Outcomes. These are defined by discipline specific faculty after careful analysis of regulatory agency requirements and expectations, employer expectations and discipline-specific best practices. Outcomes are outlined in WEAVE and assessed through Program Student Learning Outcomes Assessment ([DAR Degree Program SLOs 2013-2014](#)).

St. Philip's College **identifies Institutional Student Learning Outcomes (ISLOs)** through adoption of competencies defined by Texas Higher Education Coordinating Board. In the 2012-2013 assessment cycle, St. Philip's College used intellectual competencies specified by Texas Higher Education Coordinating Board in its document: "[Core Curriculum: Assumptions and Defining Characteristics](#)" (Rev. 1999). College academic leaders and administration formally adopted these competencies (Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy) in 2005 to ensure alignment with Texas Higher Education Coordinating Board requirements. [ISLO Definitions](#) for the competencies are derived from Texas Higher Education Coordinating Board descriptors with the exception of Critical Thinking which was derived from the Quality Enhancement Plan. St. Philip's College 2005 Institutional Student Learning Outcomes definitions were as follows:

- **Reading:** Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles and documents.
- **Writing:** Competency in writing is the ability to produce clear, correct and coherent prose adapted to purpose, occasion, and audience
- **Speaking:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion and audience
- **Listening:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication
- **Computer Literacy:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems and acquiring information
- **Critical Thinking:** Critical thinking is defined in the College's Quality Enhancement Plan as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication, as a guide to belief and action. The definition was adopted by the Quality Enhancement Plan Core Committee and measurements were aligned with the definition as part of the Quality Enhancement Plan development process

Revisions to Core Curriculum

In August 2013, St. Philip's College adopted new Institutional Student Learning Outcomes based on competencies established by the Texas Higher Education Coordinating Board, now called Core Objectives. See [Institutional Competency Alignment with Texas Core Objectives](#). Core Objectives were approved by the Texas Higher Education Coordinating Board on October 27, 2011, as part of a major Texas Core Curriculum revision which stated in part that "Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following Core Objectives: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility" [Coordinating Board Rules Chapter 4 Subchapter B §4.28 \(b\)](#). St. Philip's College 2013 Institutional Student Learning Outcomes

(Texas Core Objectives) are as follows:

- **Critical Thinking:** St. Philip's College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- **Communication:** St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- **Empirical and Quantitative Skills:** St. Philip's College students will demonstrate the ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- **Teamwork:** St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Social Responsibility:** St. Philip's College students will demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.
- **Personal Responsibility:** St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

St. Philip's College educational programs include the 2011 Institutional Student Learning Outcomes (Texas Core Objectives) [Core Curriculum requirements](#) which ensure student engagement in learning activities that address institutional competencies at the degree program level through alignment with St. Philip's College [mission](#) .

Assessment of the Extent to Which Outcomes are Achieved

St. Philip's College uses a variety of instruments to assess progress toward and attainment of **Program Outcomes, Program Student Learning Outcomes and Institutional Student Learning Outcomes**. The following list illustrates instruments used to assess outcomes. A [full description of each instrument](#) is provided as reference. Administration cycles show the level of maturity for each instrument and data are provided for each. Details of specific instruments and methods used at each level are included in the narrative.

- [Educational Testing Service Proficiency Profile, 2008 to 2014](#) (ongoing)
- [QEP Critical Thinking rubric assessment, 2007-2012](#)
- [Texas Higher Education Coordinating Board Core Objectives rubric assessment, Cycle I, 2013-2014; Cycle II, 2014-2015](#) (ongoing)
- Community College Survey of Student Engagement, [2007](#), [2009](#), [2011](#), [2013](#) (alternating spring semesters, ongoing)
- Noel-Levitz Student Satisfaction Inventory, [2010](#), [2012](#), [2014](#) (alternating spring semesters, ongoing)
- [Program Specific Accreditation](#) (ongoing)

Sampling is used to administer both direct and indirect college-wide assessments within the limits of its financial and human capital. St. Philip's College recognizes the importance of well-documented sampling procedures that can be replicated to yield representative results during each assessment cycle. Consequently, a number of factors are considered when selecting sampling methods. These include: size of the population, diversity of the population, and the use of stratification approaches to ensure all programs are represented. St. Philip's College utilizes random sampling with all four assessment instruments: Educational Testing Service Proficiency Profile Exam, Texas Higher Education Coordinating Board Core Objectives rubric assessment, Community College Survey for Student Engagement and Noel-Levitz Inventory. The procedures for each are described in the [Random Sampling Procedures for SPC Assessment Instruments](#).

St. Philip's College **assesses Program Outcomes** through Operational Unit Assessment Planning. Through this process, the St. Philip's College ensures Program Outcome assessment is an integral part of the [College's Planning Budgeting and Assessment Cycle](#), which provides a timeline for assessment activities and evaluation of results. At the beginning of the annual assessment cycle, [Program Coordinators](#) enter [Program Outcomes with associated measures and targets](#) in WEAVE. At the end of the assessment cycle, results are reviewed and evaluated to determine target achievement for each Program Outcome. [For targets not met, action plans are developed](#), implemented and tracked in WEAVE the following cycle. In both the development and assessment of Program Outcomes, feedback is provided by [Deans](#) leading to final approval.

Assessment [instruments](#) used to analyze Program Outcomes include the Quality Enhancement Plan Critical Thinking [rubric assessment detail level report](#) and the [Institutional Student Learning Outcomes Core Objectives detail level report](#). Assessment methods also include a key indicator alignment with Program Outcomes. Key indicator data are provided in a variety of reports including the [Educational Program Outcomes Report](#) and the [High Risk Course Summary Report](#).

The [report](#) that monitors compliance with the Program Outcomes assessment process and improvement based on results is the Operational Unit Assessment Plan Report. Samples are provided for each of the academic divisions: [Mathematics OUAP Report 2013-2014](#) for Arts and Sciences, [Sonography OUAP Report 2013-2014](#) for Health Sciences and [Construction OUAP Report 2013-2014](#) for Applied Science and Technology.

St. Philip's College **assesses Program Student Learning Outcomes** through the Program Student Learning Outcomes Assessment process. Through this process, the College ensures assessment of Program Student Learning Outcomes is an integral part of the [College's Planning Budgeting and Assessment Cycle](#), which provides a timeline for assessment activities and evaluation of results. The cycle of assessment for Program Student Learning Outcomes mirrors the cycle of assessment for Program Outcomes. At the beginning of the annual assessment cycle, [Program Coordinators](#) enter [Program Student Learning Outcomes](#) with associated measures and targets in WEAVE. At the end of the assessment cycle, results are reviewed and evaluated to determine [target achievement](#) for each Program Student Learning Outcome. [For targets not met, action plans are developed](#), implemented and tracked in WEAVE the following cycle. In both development and assessment of plans, feedback is provided by [Deans](#) leading to final approval.

Assessment [instruments](#) utilized to assess Program Student Learning Outcomes include the Quality Enhancement Plan Critical Thinking [rubric assessment detail level report](#), the [Institutional Student Learning Outcomes Core Objectives detail level report](#) and [program specific accreditation](#). Additional assessment methods used to assess Program Student Learning Outcomes include industry specific requirements, such as the National Center for Construction Education and Research certification exam in the Construction Technology Program.

[Reports](#) that monitor compliance with the assessment process and improvement based on results are the Program Student Learning Outcomes Report and the Program Student Learning Outcomes Reflective Report.

The Outcomes Report shows measures, targets, findings and action plans for Program Student Learning Outcomes within each educational program. Three examples of the Outcomes Report are provided: [Associate in Applied Science in Diesel Technology](#), [Associate in Applied Science in Accounting Technology](#) and [Associate in Arts](#).

In the [Reflective Report](#), educational program leaders used the following questions to direct their analysis of overall program effectiveness.

1. A clear definition of program outcomes
2. The process and instruments used for assessing the program
3. Determination of successful achievement of outcomes, including analysis approach for evaluating results
4. Description of program improvements based on results

In addition, the Education Program Outcome Assessment report, [EPO Results for academic years 2007-2010](#), reported in the Fifth Year Report is provided as evidence of continuity of assessment.

St. Philip's College **assesses Institutional Student Learning Outcomes** through the Institutional Student Learning Outcomes Assessment process. [SPC Institutional Competency Alignment with Texas Core Objectives](#) shows how St. Philip's College aligns assessment of Institutional Student Learning Outcomes with assessment of the Texas Core Objectives. The assessment model is outlined in the [SPC Core Curriculum Assessment Plan](#).

Assessment instruments utilized to assess Program Student Learning Outcomes include Educational Testing Service Proficiency Profile, 2008 to 2014; Quality Enhancement Plan Critical Thinking rubric assessment, 2007-2012 and Texas Higher Education Coordinating Board Core Objectives rubric assessment, Cycle I, 2013-2014; Cycle II 2014-2015; Community College Survey of Student Engagement, 2007-2013 (alternating Spring semesters); Noel-Levitz Student Satisfaction Inventory, 2010-2014 (alternating Spring semesters).

The report that monitors compliance with the assessment process and documents improvement based on results is the [Student Learning Outcomes Assessment Report 2013-2014](#).

Improvement of Outcomes Based on Analysis of Results

St. Philip's College provides evidence of improvement based on analysis of results for educational programs, to include student learning outcomes.

St. Philip's College systematically **improves Program Outcomes** through the Operational Unit Assessment Planning process, which promotes continuous and thoughtful improvement of programs within the context of the College mission. The process uses [environmental scanning, analysis of strengths and weaknesses and assessment of Program Outcomes](#) to identify areas that need improvement. At the end of each cycle, program areas reflect on their accomplishments, articulate opportunities for improvement and make changes using the Operational Unit Assessment Plan Report Out process. During annual report outs, results are presented to the administration providing details of [successes, challenges and improvements](#). Previous academic year's achievements are highlighted and plans for the next cycle are presented.

The comprehensive [Analysis Answers Report Profile](#) presented as part of the annual report out asks units to reflect on their findings and highlight improvement strategies. The Analysis Questions included in the report are:

1. What key environmental scan data did you review from the current assessment cycle?
2. What did your environmental scan show regarding strengths, weaknesses, opportunities for improvement, threats and challenges?
3. What key achievements did your unit obtain during the current assessment cycle?
4. What key results did your unit obtain during the current assessment cycle?
5. What interventions or improvements did you make based on what you learned in the evaluation of the results?

The [Analysis Answers Report Profile by Improvements](#) shows how each academic and administrative unit used results for improvement.

In addition, three academic divisions use internal review processes to improve Program Outcomes as shown below.

The Health Sciences division aligns its program outcomes with regulatory and [accrediting agency requirements](#).

- Institutional effectiveness and program evaluation are done annually for Health Sciences programs. The data used for annual evaluation is based on information submitted to the Texas Higher Education Coordinating Board (licensure pass rates, graduation rates, job placement rates).
- The [Health Sciences Quality Coordinator](#) tracks this information and disperses data to program directors, chairs, dean, and advisory board members to assist with decision making in the program assessment process to include curriculum evaluation, student surveys and to evaluate student learning outcomes and program outcomes.
- The information derived from the data is also utilized in program evaluation for the Health Sciences accredited programs and their annual report. The program evaluation data is also used in the unit operational plans on an institutional level as evidence of meeting college and district goals, validating the quality and continuity of each program.

The [Health Science 2014 Division KPI Data](#) is one example of how these data are presented. The Key Performance Indicators data for the Health Sciences division are presented at the beginning and end of each semester during division meetings. The data are also presented during the annual report out, loaded into WEAVE and sent to each program director each semester for review. The [Quality Coordinator](#) meets with the individual programs directors when there has been any significant changes in the data. For example when the pass rate for the Vocational Nursing program licensure pass rates dropped from 90% to 81% the Quality Coordinator met with the program director and assisted with putting together a plan of action to improve the pass rates even though the pass rates still met the state standard of 80%.

The Applied Sciences and Technology division tracks [graduation and industry placement rates](#) as the primary outcomes across the division. Yearly, the Applied Science and Technology division reviews the Texas Higher Education Coordinating Board reports for graduation rates and industry placement rates. Departments and programs that have outside accreditation and licensure requirements add outside [accrediting bodies requirements](#) to their yearly evaluation of viability and success. Departments and programs not yet, but seeking outside accreditation, use those accredited as examples of best practice to improve and become accredited.

The Arts & Science division requires that all programs track course completion rates, productive grade rates and progress toward [reducing high risk courses](#), defined as courses with high enrollment and productive grade rates below 70%.

St. Philip's College **improves Program Student Learning Outcomes** by ensuring that academic programs use results to inform curricular decisions and to continually update programs to ensure continued alignment, relevance and performance excellence. The [Program Student Learning Outcomes Reflective Report 2013-2014](#) shows how each educational program used results to improve Program Student Learning Outcomes. The report asks program faculty to:

1. Clearly define program outcomes.
2. Describe how program is assessed.
3. Determine success at achieving program outcomes, including the analysis approach for evaluating results.
4. Describe how information and/or data are used to improve program by providing specific examples.

St. Philip's College **improves Institutional Student Learning Outcomes** to include student learning outcomes. Institutional improvement based on assessment includes annual evaluations of assessment processes highlighting successes and documenting areas targeted for improvement. For example, [a thorough review of Assessment Day activities](#) was conducted immediately after the process was completed in spring 2014. The resulting recommendations were presented to administration and to the St. Philip's College community during assessment update presentation made to all divisions. Recommendations include but are not limited to professional development to improve alignment of student assignments and assessment rubrics, improved communication through multiple leaves of the organization, outreach to both full-time and part-time faculty, improved technology to address complexity of assessing multiple competencies, college-wide and division presentations, purchase of iRubric software to improve the artifact assessment process and moving of Assessment Day to an earlier date in the Spring to allow more time for analysis and improvement discussions.

The annual [Student Learning Outcomes Assessment Report](#) includes results for college-wide assessment activities including Educational Testing Service Proficiency Profile Exam, Texas Higher Education Coordination Board Rubric Assessment, Community College Survey of Student Engagement and Noel-Levitz Inventory. Results are presented at the Vice President of Academic Success Council and utilized by faculty, staff and administration in determining opportunities for improvement. Examples of improvement strategies implemented by the Vice President of Academic Success include identification of strategies in Operational Unit Assessment Plans, sharing of best practices, and incentives for students taking the Educational Testing Service Proficiency Profile Exam. [Assessment Updates](#) are presented at division meetings to continually engage faculty in the assessment and evaluation process and to promote continuous use of results for improvement. Results and recommendations are made with tangible strategies for [continued improvement](#). These include use of [test item analysis reports](#) and [presentation of best practices](#).

Over the last seven years, the St. Philip's College has made continuous improvements. For example, [Assessment Day Evaluations](#) led to key improvements in streamlining the student artifact assessment process through improved professional development opportunities. Dr. Allan Richman, a rubric assessment consultant, was invited to conduct a faculty development workshop in fall 2014 for both part-time and full-time faculty. In addition, the [Developing Effective Objectives, Measures and Targets](#) presentation was made to all divisions in spring 2014 and the iRubric software was purchased and implemented in the 2014-2015 assessment cycle in an effort to improve artifact collection and assessment.

In summary, St. Philip's College provides evidence that it identifies expected outcomes, including student learning outcomes, assesses the extent to which it achieves these outcomes and improves outcomes based on results. St. Philip's College uses Operational Unit Assessment Planning, Program Student Learning Outcomes Assessment and Institutional Student Learning Outcomes Assessment as a college-wide process that ensures and supports ongoing planning and assessment of educational programs.

Supporting Documents:











[AA-Associate of Arts PSLO Report 2013-2014](#)

[AAS-Accounting Technician PSLO Report 2013-2014](#)

-  [AAS-Diesel-Light to Heavy Truck Technology PSLO Report 2013-2014](#)
-  [Alamo Colleges Benchmarks FEB2015](#)
-  [Analysis Answers Report Profile \(Improvements\) 2013-2014](#)
-  [Analysis Answers Report Profile 2013-2014](#)
-  [Assessment Day Evaluation 2014 Results](#)
-  [Assessment Methods and Instruments2-2-2015](#)
-  [Assessment Planning Checklist v6 8-25-14](#)
-  [CC Assessment Action Plan Profile DAR 2013-2014](#)
-  [CCSSE Benchmarks 2007](#)
-  [CCSSE Benchmarks 2009](#)
-  [CCSSE Key Findings 2011](#)
-  [CCSSE Key Findings 2013](#)
-  [CCSSE Results 2013](#)
-  [College Scorecard 04 2014](#)
-  [Construction OUAP Report Out 2013-2014](#)
-  [Crosswalk - QEP CT Rubric and Core CT Rubric](#)
-  [DAR Degree Program SLOs 2013-2014](#)
-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [Division Presentation - Assessment Update 4-2014](#)
-  [Division Presentation - Effective Objectives, Measures & Targets](#)
-  [Educational Program Outcomes Fall 2012](#)
-  [Educational Programs \(Awards TARGET ACHIEVEMENT\) Associate in Arts](#)
-  [Educational Programs \(Awards\) \(DAR Action Plans\) 2013-2014](#)
-  [Educational Programs \(Awards\) \(DAR SLOs\) 2013-2014](#)
-  [EPO Assessment 5th Year](#)
-  [ETS Results Sp2008 to F2013](#)
-  [G2G 073014](#)
-  [G2G Context Map May 2013](#)
-  [G2G Planning Retreat May 2013](#)
-  [G2G SWOT Analysis May 2013](#)
-  [Health Science 2014 Division KPI Data](#)
-  [Institutional Student Learning Outcomes](#)
-  [Instructional Units \(Program Areas\) ACHIEVEMENTS IMPROVEMENTS \(Analysis Questions Report Profile\) 2013-2014](#)
-  [Instructional Units \(Program Areas\) Develop Program Outcomes \(DAR Objectives Measures & Targets\) 2013-2014](#)
-  [Instructional Units \(Program Areas\) Develop Program Outcomes \(DAR Objectives Only\) 2013-2014](#)
-  [Instructional Units \(Program Areas\) SCAN SWOT RESULTS - AS&T ACMT](#)
-  [Instructional Units \(Programs\) ACTION PLANS Air Conditioning.pdf](#)
-  [ISLO - Cycle II Detail Data Reports 2014-2015](#)
- [ISLO Assessment Results \(Two-Year Cycle 2013-2015\)](#)
- [Item Information Report Fall 2012](#)
- [IUR Results 6/7 to 9/10](#)
- [Key Action Plans](#)
- [KPI Report for Chancellor JAN2015](#)

-  [Mathematics OUAP Report Out 2013-2014](#)
-  [Mission, Vision, and Values 2014](#)
-  [NL SSI Instructional Effectiveness 4/2014](#)
-  [Noel Levitz Results Complete 2012](#)
-  [Noel Levitz SSI 4-2014](#)
-  [noel levitz 2010](#)
-  [Organizational Chart 2015 021215](#)
-  [OUAP 2015-2016.pdf](#)
-  [OUAP Guide](#)
-  [OUAP Report 2012-2013 WEAVE DAR 5/2/14](#)
-  [OUAP Report All 2013-2014 Downloaded 10-30-14](#)
-  [OUAP Report Out 2011-2012 All](#)
-  [PBA Cycle 08-12-14](#)
-  [PBA Cycle 9-2012](#)
-  [President's Cabinet 021615](#)
-  [Program Coordinators 021815](#)
-  [PSLO Reflective Report All 2013-2014 Downloaded 11-4-14](#)
-  [PSLO Report All 2013-2014 Downloaded 11-3-14 \(3\)](#)
-  [QEP Critical Thinking Trend Analysis 2007-2012](#)
-  [QEP Executive Summary 2013-Professional Dev](#)
-  [QEP Results Fall 2013](#)
-  [QEP Results Report Summary Fall 2013](#)
-  [Quality Coordinator HS Job Description](#)
-  [Random Sampling Procedures](#)
-  [SACSCOC Accrediting Agency Table 5/23/2014 kjs](#)
-  [Scorecard 2013-14](#)
-  [Scorecard FY 15](#)
-  [SLO Assessment Annual Report 2012-2013](#)
-  [SLO Recommendations and Improvements 2010-2014](#)
-  [Sonography OUAP Report Out 2013-2014](#)
-  [SPC Alignment with THECB Core Objectives](#)
-  [SPC Core Curriculum Assessment Plan Fall 2014 \(Rev 8-29-2013\)](#)
-  [SPC Core Curriculum Assessment Rubrics, July 2013](#)
-  [SPC Core Curriculum Assessment Schedule, July 2013](#)
-  [SPC Core Curriculum Course Assessment Map](#)
-  [SPC Core Objectives Mapped to Foundational](#)
-  [SPC Outline of the Core Curriculum Assessment Plan](#)
-  [SPC SCH CATALOG 2014-15 CORE CURRICULUM\(2\)](#)
-  [SPC Timeline for Implementation of the New Core](#)
- [Strategic Plan 14-18](#)
- [Strategic Plan 2010-2015 Full Document](#)
- [Strategic Planning Process.pdf](#)
- [Strategies and Priorities 2010-2015](#)
- [Student Achievement Goals fall 2014 - Website](#)
- [Student Learning Outcomes Assessment 2013-2014 Final 6-24-14](#)

-  [Syllabus Website](#)
-  [THECB Approval of Core Curriculum Plan 2014](#)
-  [THECB Core Curriculum Assessment Plan Fall 2014](#)
-  [THECB Core Curriculum Assumptions and Defining Characteristics](#)
-  [THECB Rules Chapter 4 Subchapter B 4.28 b](#)
-  [Three Year Summary of High Risk Courses 2011-2014](#)
-  [WEAVE Data Entry for Assessment Planning Checklist Draft 8-25-14](#)
-  [WEAVE Tutorial - Presentation 4-2014](#)

3.3.1.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in administrative support services. **(Institutional effectiveness - administrative support services)**

x Compliance __ Partial Compliance __ Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.3.1.2 in that it annually identifies expected outcomes and provides evidence of improvement.

The College Administrative Support Units are those departments that provide infrastructure, administrative, budgetary and other ancillary support to the institution. These services fall primarily under the Vice President of College Services. See the St. Philip's College [organizational chart](#) for detailed information.

Overview

St. Philip's College uses a consistent structure and set of institutional processes to identify, asses, and improve expected outcomes for educational programs, administrative support services, academic and student support services and community/public service. These processes include [G2G](#) (Good to Great), [PBA](#) (Planning, Budgeting and Assessment Cycle), [WEAVE ONLINE- OUAP](#) (Operational Unit Assessment Plan) and report out in the Fall.

Identification of Expected Outcomes

Each year, during the month of May, St. Philip's College conducts a two-day retreat, [Good to Great](#), which is inclusive of all decision makers on campus (VP's, Deans, Directors, Dept. Chairs and other professional staff). These individuals are directly involved in all strategic planning activities. The event serves as our opportunity to formulate strategies and the basis for each unit's Operational Unit and Assessment Plan. In whole, unit plans must support the College's action plan and be reflective of the College's objectives outlined by its leadership. Although support services exist within the Student Services, Academic and Academic support areas, they are internal to those divisions. At St. Philip's College, the bulk of the administrative support units are grouped in the Division of College Services (St. Philip's College [organizational chart](#)). Because these units are an integral part of student learning and outcomes, they are included in our continuous improvement processes, strategic planning and [operational unit and assessment plan report outs](#). All units identify expected outcomes at the start of the Academic year. Objectives, measures, targets and findings are entered into Weave Online, our assessment software. The [Detail Assessment Report](#) for all units during the 2013-14 Academic Year are attached.

Assessment of the Extent to Which Outcomes Are Achieved

St. Philip's College utilizes [Weave Online](#) to assist in its management of planning and assessment activities, primarily in the creation of Operational Unit Assessment Plans and in tracking and capturing of each unit's results. Weave Online is also used to warehouse the plans, providing the opportunity to consistently review stated objectives and respond to environmental (internal and external) challenges that may be communicated by the unit. All units report on their findings and report on whether they have met their targeted objectives. If targets are not met, an action plan is created to make the appropriate adjustments and improvements, necessary to achieve success and ensure continuous process improvement in support of our mission. To address more immediate challenges or opportunities, unit leadership meet with their respective teams and discuss solutions and or directives to foster and promote the College's strategic plan.

Information and Communication Technology, an example of an Administrative Support Service group, participates in the assessment process. Their unit objectives, measures, targets, findings and action plans are located on pages [401-408](#) of the Detail Assessment Report. The department's goals were anchored to the College [Goal IV, Capacity to Serve](#). In the 2014-2018 Strategic Plan, the former goal of Capacity to Serve has been updated to reflect [Performance Excellence](#). One of this unit's objectives was to expand the online presence of the college by developing a Mobile App. The project's goal was the creation of the app so that it could be distributed for android and apple phones for use by students, faculty, and staff. As indicated in the unit's report, the objective was met. The St. Philip's College Planning, Budgeting and Assessment cycle ([PBA](#)) guides the college through the Fiscal and Academic year. The cycle, developed by senior leadership, makes note of key points in the year, and provides opportunities for candid and transparent review of organizational strategies and performances in support of organizational decision making and innovation.

Improvement of Outcomes Based on Analysis of Results

St. Philip's College evaluates unit performances and data is captured to ensure alignment with key performance indicators. The college utilizes a [scorecard](#) that's measures performance and is updated quarterly. The scorecard reflects leading and lagging indicators of the overall organizational performance. Senior Leadership is responsible for the evaluation of performance and making recommendations for improvement. The recommendations are made based upon direct results and collective data. In the case of Information and Communication Technology's Mobile App, a formal "rollout", in collaboration with the Alamo College Technology department, is scheduled for Fall 2015.

Summary

Thus, St. Philip's College uses a reliable set of institutional processes to identify, assess, and improve expected outcomes for educational programs and administrative support services. These processes include [G2G](#) (Good to Great), [PBA](#) (Planning, Budgeting and Assessment Cycle), [WEAVE ONLINE](#), [OUAP](#) (Operational Unit Assessment Plan) and report out annually.

Supporting Documents:



[G2G 073014](#)









[Organizational Chart 2015 021215](#)



[OUAP Report All 2013-14 Information Technology p. 401-408.pdf](#)



[OUAP Report All 2013-2014 Downloaded 10-30-14](#)

-  [OUAP Report Out Schedule 2014](#)
-  [PBA Cycle 08-12-14](#)
-  [Scorecard 2013-14](#)
-  [Strategic Plan FY14](#)
-  [Strategies and Priorities 2010-2015](#)
-  [WEAVE On-Line](#)

- 3.3.1.3** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in academic and student support services. **(Institutional effectiveness - academic and student support services)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.3.1.3 by identifying expected outcomes, assessing the extent to which it achieves these outcomes and providing evidence of improvement based on analysis of the results in academic and student support services.

Definition

The College Academic and Student Support Service units are those departments that provide resources to help students succeed academically and overcome any obstacles in their pursuit of an education. These services fall primarily under the Vice President for Student Success and the Vice President for Academic Success. See the [St. Philip's College organizational chart](#) for detailed information.

Overview

St. Philip's College uses a consistent structure and set of institutional processes to identify, assess, and improve expected outcomes for educational programs, administrative support services, academic and student support services and community/public service. These processes include [Good to Great](#), the [Planning Budgeting and Assessment Cycle](#) and [Operational Unit Assessment Planning](#) to include a [Report Out](#) annually in the Fall. The processes used to address each standard are detailed in the relevant narrative.

The following narrative provides evidence that St. Philip's College identifies expected outcomes, assesses the extent to which it achieves these outcomes and improves *academic and student support services* based on analysis of results.

Identification of Expected Outcomes

St. Philip's College identifies expected outcomes for academic and student support services as part of the [Planning, Budget and Assessment \(PBA\) Cycle](#). This cycle ensures a collaborative, thoughtful, data-informed approach to outcomes, assessment and improvement of all academic and student support service areas. As part of the Planning, Budgeting and Assessment Cycle, each unit develops an annual Operational Unit and Assessment Plan. Objectives, targets, measures and findings are entered into

[WeaveOnline](#), the College's planning and assessment software, for each unit within the College. At the end of each unit planning cycle, findings are entered and compared with existing targets. If targets are not met, an action plan is created to make the appropriate adjustments and improvements necessary to achieve the stated objectives. Units present their findings each Fall semester during [report-out sessions](#), using the Detailed Assessment Report in WeaveOnline. Refer to the [Air Conditioning and Heating](#) and [Counseling Center](#) Detailed Assessment Reports as examples. The annual report-outs are conducted in a public forum, open to the entire College community.

[Good to Great](#), an annual two-day retreat held each May, is another aspect of the Planning, Budgeting and Assessment Cycle that assists in the identification and assessment of expected outcomes. This retreat is focused on the review of results from the current and past year Scorecard and is balanced with a study of the implications of findings in the [Strengths, Weaknesses, Opportunities and Threats \(SWOT\) Analysis](#) and in future projections. By engaging with past, present and future information and data, the College's strategic objectives and action plans begin to emerge. [Priorities](#) (outcomes) are identified and aligned to activities within the Operational Unit and Assessment Plan at the unit level. Refer to the [Student Learning Outcomes Assessment unit plan](#) as an example.

Once senior leaders approve the recommended Good to Great strategic objectives, [key action plans](#), [Strengths, Weaknesses, Opportunities and Threats Analysis](#) and [Context Map](#), the information is distributed to the whole of the College community through the fall [All-College Meeting](#), [division meetings](#) and the [Operational Unit and Assessment Plan process](#). This process provides a pathway for creativity and innovation at the department and unit level to determine how their function areas can contribute to the College's success in implementing key action plans and unit plans. Refer to the [Archives unit plan](#) as an example. To support this kind of innovation, the College has a budgeting and [resource allocation](#) process that is part of the Planning, Budgeting and Assessment Cycle that supports units in using data and other evidence to make a case for funding resources to support their Operational Unit and Assessment Plan. The process requires departments and units to align with the College's strategic plan and to establish financial projections for anticipated outcomes. Refer to the [Student Learning Outcomes Assessment unit plan](#) as an example. Once submitted through senior leaders, the process provides a basis for the College to distribute critical resources to areas focused on continuous improvement of key performance areas, as well as promising new practices. For more information, refer to the [list of requests for Fiscal Year 2013-2014](#).

Assessment of the Extent to Which Outcomes are Achieved

Self-assessment occurs throughout the Operational Unit and Assessment Plan process, from creating objectives, measures and targets to reporting findings and creating action plans. Data is collected internally by each unit or by the Office of Research, Planning and Effectiveness. Results from each unit's self-assessment and the data collected from the nationally-administered student satisfaction surveys are incorporated into the Operational Unit and Assessment Plan process. This results in the revision of previously set goals, as well as the inclusion of new unit goals. Examples can be found in the [Student Success Unit Plans](#).

The College assesses academic and student support services through a variety of means. The [Community College Survey of Student Engagement \(CCSSE\)](#) measures the student level of engagement with the College. St. Philip's College rates highly as compared to its peers at the cohort, state and national levels. The College also administers the [Noel-Levitz \(NL\) Student Satisfaction Inventory](#), which measures student satisfaction. Additionally, key programs administer surveys and use the results to make program adjustments. For example, the new student orientation survey is administered to students who have completed the orientation program. In 2010, student feedback resulted in an additional orientation conducted at the Southwest Campus. Feedback from students is also gathered

through [end-of-course](#), [graduation](#) and individual student support [department surveys](#). Instant feedback via various social media outlets helps to improve events and programs throughout the year. In addition, the College utilizes SightMax to capture survey data from students using the web advising medium.

Improvement of Outcomes Based on Analysis of Results

All major decisions made by the College concerning the identification, innovation and improvement of programs and services are data-driven. This approach is accomplished through a process of data collection and analysis (as seen in the [College Scorecard](#) and reviewed weekly in the [President's Cabinet meetings](#)); close cooperation with business and industry (as seen in [Advisory Committees](#)); and other vital factors that may impact college operations. Data are gathered utilizing labor market and higher education databases and regulatory agencies such as the U.S. Department of Education, Texas Higher Education Coordinating Board (THECB), SACSCOC, Workforce Solutions Alamo and the local workforce development board. Additionally, [key performance indicators](#) are used to support justification for funding of programs and services designed to attract new students and maintain current students. Program and service offerings are reviewed annually through the Operational Unit and Assessment Plan process to determine if changes are needed, if realignment is required and if additional resources need to be allocated. Refer to the [Student Development](#) and [Financial Literacy](#) Detailed Assessment Reports from WeaveOnline, the College planning and assessment software, as examples of operational academic and student support units using data and action plans to make improvements.



































Another example of improvements based on data occurred when the most recent Noel-Levitz survey indicated a very slightly lower level of satisfaction as compared to national benchmarks in [Advising Services](#). Upon review of this data, improvements were made to the Advising process to reduce wait times and to train all advising employees to provide a consistent message to students. Improvement strategies were implemented right away and resulted in favorable outcomes for students. Noel-Levitz results for other areas of [academic](#) and [student support](#) services compared favorably with national respondents.

Through membership with Foundations of Excellence, a program developed by the John N. Gardner Institute for Excellence in Undergraduate Education to improve student learning and retention, the College completed a comprehensive study of its programs and processes related to first year students. The [Foundations of Excellence study](#) provided data concerning First Time in College students. The analysis of the findings of this data provided the basis upon which several programs are being modified and enhanced. For example, the College has partnered with USA Funds to establish a Campus [Financial Literacy program](#) in order to educate new students about the importance of creating a personal expense budget, developing a loan repayment plan and exploring other ways to finance a college education.

Summary

St. Philip's College identifies, assesses and makes improvements upon expected outcomes for academic and student support services. By utilizing the Operational Unit and Assessment Planning process, including individual unit plans, and a variety of surveys, the College effectively assesses performance in these areas and makes improvements as needed.

Supporting Documents:

-  [Admissions Satisfaction Survey Example](#)
-  [Advisory Committee - Plumbing Minutes 112113](#)
-  [All College Meeting 081614](#)
-  [Cabinet Agenda 03-25-14](#)
-  [CCSSE Key Findings Report 2013](#)
-  [Context Map](#)
-  [DAR - Archives 2014-2015](#)
-  [DAR - SLOA 2014-2015](#)
-  [DAR AAS Air Conditioning and Heating](#)
-  [DAR ESS Counseling Resource Center](#)
-  [DAR Student Development 2013-14](#)
-  [DAR Using Data to Inform Decision Making Example](#)
-  [Division Meetings Fall 2014](#)
-  [End of Course Survey Example](#)
-  [Financial Literacy](#)
-  [FoE Executive Summary](#)
-  [Graduation Survey Examples](#)
-  [GTG 2014 Retreat](#)
-  [Key Action Plans](#)
-  [KPI Report for Chancellor JAN2015](#)
-  [NL SSI Academic Advising Counseling 042014](#)
-  [NL SSI Academic Services 042014](#)
-  [NL SSI Campus Support 042014](#)
-  [NL SSI Institutional Summary 042014](#)
-  [Non-Capital Requests FY13-14](#)
-  [Organizational Chart 2015 021215](#)
-  [OUAP Report Out Schedule 2014](#)
-  [PBA Cycle 08-12-14](#)
-  [Resource Allocation Form-Allied Health.pdf](#)
-  [Scorecard FY 15](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Success Unit Plan Reports 2013-2014](#)
-  [SWOT Analysis](#)
-  [WEAVE Online Unit Planning](#)

3.3.1.4 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in research within its mission, if appropriate. **(Institutional effectiveness - research within its mission, if appropriate)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

Not applicable. St. Philip's College does not have a research mission.

Supporting Documents: Not applicable

3.3.1.5 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in community/public service within its mission, if appropriate, **(Institutional effectiveness - community/public service within its mission, if appropriate)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.3.1.5 by identifying expected outcomes, assessing the extent to which it achieves these outcomes and providing evidence of improvement based on analysis of results in community and public service.

St. Philip's College defines community and public service as "a strong connection to our neighborhoods and community" ([Community, Public Service](#)). This definition aligns with the College's [mission](#), which states that the College "empowers [its] diverse student population through... community leadership," and its [value](#) of "community engaged."

Overview

St. Philip's College uses a consistent structure and set of institutional processes to identify, assess, and improve expected outcomes for educational programs, administrative support services, academic and student support services and community and public service. These processes include the College's [Good to Great Strategic Planning Retreat](#), [Planning, Budget and Assessment Cycle](#), [Operational Unit Assessment Plan / Weave Online](#), and [division report outs in the Fall](#).

Identification of Expected Outcomes

St. Philip's College [hosts many community events](#) and engages with community numerous ways (see examples of [Boy Scouts](#), [San Antonio Housing Authority](#), [Health Fair](#)), St. Philip's College identifies expected outcomes in community and public service programs or projects, such as Volunteer Income Tax Assistance (VITA), Kids Camp, Bowden Elementary School volunteering, Presidential Scholarships and Student Engagement Grants (SEG).

Volunteer Income Tax Assistance (VITA)

The [Volunteer Income Tax Assistance](#) program is a City of San Antonio program hosted by St. Philip's College since 1992 and staffed primarily by trained volunteers from the St. Philip's College business administration and accounting programs and Student Engagement Grant recipients. The program is targeted toward families who make under \$55,000 in income and assists approximately 3,500 families annually.

The program's overall [objectives](#) are to:

- "Provide safe, accurate tax preparation for low- and moderate-income families
- "Maximize use of EITC [Earned Income Tax Credit] and other credits to supplement wage earnings and return dollars to the San Antonio economy
- "Collaborate to provide no-risk opportunities to establish and build household savings
- "Eliminate tax preparation fees for low-income taxpayers

Key measures for the [Volunteer Income Tax Assistance](#) program are: 1) the number of tax returns filed and 2) the amount of tax refunds generated that are returned to the San Antonio economy. The [expected outcomes](#) for the Volunteer Income Tax Assistance program for FY 2013-2014 were to increase the number of tax returns filed from the previous reporting cycle of 3,168 and exceed the previous year's refund generation total of \$6,751,946.

Kids Camp

St. Philip's College has hosted a [Summer Kids Camp](#) for students between the ages of approximately 4-13 years old during the period between 2006 and 2016. The Camp is held for 10 weeks during the Summer. The Camp provides a blend of academic, creative arts, and physical activity classes designed to enhance a child's preparation for school and stimulate his/her interest in both academics and creative endeavors ([Kids Camp Curriculum Week 1 through 5](#), [Kids Camp Curriculum Week 6 through 10](#)). Instructors assess accomplishment of these objectives through "[reflections](#)" made in student journals throughout the Camp. During the Summer of 2013, Kids Camp became the first College to imbed nationally-recognized non-profit MicroSociety, Inc. into a program. During a set time periodically throughout a week, the MicroSociety program creates an environment where students can learn a variety of concepts as they create their own "micro" society, including a mayor, judges, businesses, banks, police officers, etc. This has been a fun and unique addition to Kids Camp.

The overall [objective](#) of the Camp is to provide a maximum of 100 participating children per week with educational, productive activities during the summer.

To accomplish this objective, for Summer 2014, the Continuing Education Public Service Institute established its expected [outcome](#) for enrollment at an average of 70 students each week, an increase from the Summer 2013 average of 67 students.

Bowden Elementary School

Bowden Elementary School is an inner city school near St. Philip's College. It is named after the Founding President of St. Philip's College, Ms. Artemisia Bowden. In 2012, the College "adopted" Bowden Elementary School. Throughout an academic year, administrators, faculty and staff serve as "lunch buddies," "reading buddies," class helpers, tutors, and mentors to the Bowden Elementary School students. St. Philip's College also hosted a [Parent Camp in 2012 \(p. 6\)](#) for the parents of Bowden Elementary School students, exposing inner city parents to educational and career readiness opportunities at the College.

The overall [objective \(p. 6\)](#) of the College's volunteer efforts at Bowden Elementary School is to provide a positive presence to the students in the school by providing support by employees of the College.

The [measures](#) for FY 2013-2014 were: 1) to increase the number of volunteer participants and 2) to establish a base tally for the number of community service hours donated by St. Philip's College employees. The expected [outcome](#) regarding participation in the program was to increase volunteer participation from 19 to 50.

Presidential Scholarships

The [Presidential Scholarship](#) was started in 2008, distributing three to five scholarships each year of \$3,000 each. The scholarship is available to full-time students who maintain a cumulative grade point average of 3.5 out of 4.0. Upon graduation from the College, scholarship recipients receive a \$900 transfer scholarship to a 4-year college or university.

The [objective](#) of scholarship to engage and develop students in community and public service through the awarding of scholarship funds. A minimum of 30 hours of community service each semester and service as a college ambassador are required of each scholarship recipient.

Key [measures](#) for program success are retention and graduation, with an expected outcome of 100%.

Student Engagement Grants (SEG)

Also started in 2008, [Student Engagement Grants](#) are funds available to students for service-related projects throughout the year. Faculty members must [propose projects](#) to a nine-member faculty selection committee by completing a Student Engagement Grant Faculty Proposal Application ([Barnard](#), [Navarro Women In Non-Traditional Occupations \(WINTO\)](#), [Navarro Middle College](#), [Epstein](#)). Projects are evaluated, selected, and funded based on: 1) the description of the proposed program initiative, 2) the number of full-time scholarships requested, 3) the program's scholarship selection procedures, and 4) how the proposed project measures the effectiveness of the scholarships in supporting the program initiative and the overall mission of the College. A [sample](#) of the community and public service projects through the Student Engagement Grant program have included mentoring under the African American Male Initiative project, community service projects for Habitat for Humanity and the San Antonio Housing Authority under Allied Construction, participation in high school and community performances under the San Antonio Youth Wind Ensemble project, student volunteers in the Volunteer Income Tax Assistance project, among others.

[Students must apply](#) for a particular project and be selected by and under the direction of the sponsoring faculty member. Selected full-time students receive \$750 in tuition/fee assistance and \$500 textbook assistance per term, and part-time students receive \$500 tuition/fee assistance and \$250 textbook assistance per term. Grant recipients must demonstrate commitment to the project initiative and maintain minimum of 2.5 grade point average.

The [objectives](#) of the program are to:

- "support special college initiatives
- "support recruitment efforts and enrollment in targeted programs
- "improve student retention through financial support
- "improve student retention through increased opportunities for student engagement"

Key [measures](#) for program success are retention and graduation, with an expected outcome that percentages for these two categories show impact for grant recipients comparative to other students.

Assessment of the Extent to Which Outcomes are Achieved

Volunteer Income Tax Assistance (VITA)

The Business Administration Department team in the Applied Science and Technology Division of Business Information Solutions has oversight of the program site in conjunction with the City of San Antonio and includes assessment of the program objectives and expected outcomes in its annual [Operational Unit Assessment Plan](#) each year. The expected outcomes for the Volunteer Income Tax Assistance program for FY 2013-2014 were to increase the number of tax returns filed from the previous reporting cycle of 3,168 and exceed the previous year's refund generation total of \$6,751,946. The Unit reported that these expected outcomes were achieved and 3,613 tax returns were filed during the 2014 cycle, resulting in a total of \$7,316,921 in tax refunds.

Kids Camp

The Continuing Education Public Service Institute oversees the Kids Camp program and reports on the program's accomplishments annually during the [Operational Unit Assessment Plan](#) report outs. For FY 2013-2014, the Institute targeted the expected outcome of an average of 70 students enrolled each week, an increase from the 2013 average of 67 students. The Institute reported during its Operational Unit Assessment Plan report out that it exceeded this expected outcome and averaged 75 students per week during Kids Camp.

Bowden Elementary School

The Bowden Elementary School volunteer program is led by Campus Budget Officer Paul Borrego, who includes assessment of the program objectives and outcomes in his annual [Operational Unit Assessment Plan](#) and reports out during weekly executive team [Cabinet meetings](#). The expected outcome regarding participation in the volunteer program was to increase volunteer participation from 19 to 50. While the College did not achieve the expected outcome volunteer level of 50, the number of volunteers increased to 48. A total of 348.63 hours were donated by St. Philip's College administrators, faculty and staff.

Presidential Scholarships

General assessment of the Presidential Scholarship program is part of the Office of Institutional Advancement Scholarship Coordinator, who reports on scholarship efforts during the annual [Operational Unit Assessment Plan](#) report out each Fall. An expected outcome of 100% retention and graduation was established for FY 2013-2014. The most recent Fall 2014 assessment indicates that this expected outcome was achieved, as "retention for the Presidential Scholars was 100%. Of the 5 Presidential Scholars, 3 graduated and 2 transferred to senior institutions." In the College's [Presidential Scholarship Report for 2013-2014](#), these scholarship recipients provided a total of 375 hours of community service to organizations including Kinetic Kids, First Baptist Church of La Vernia, the Civil Air Patrol, the YMCA, and Refuge III Guadalupe County Jail Ministries.

Student Engagement Grants (SEG)

General assessment of the Presidential Scholarship program is part of the Office of Institutional Advancement Scholarship Coordinator, who reports on scholarship efforts during the annual [Operational Unit Assessment Plan](#) report out each Fall. The program's expected outcomes was that percentages for retention and graduation show impact comparative to other students. In the most recent Fall 2014 assessment, the Scholarship Coordinator reported that "122 Student Engagement Scholarships" were disbursed and student retention for Student Engagement Grant recipients was 96%. The expected outcome was achieved, as [assessment data](#) continue to indicate that students receiving the grant persist and graduate in greater percentages comparative to other students.

Improvement of Outcomes Based on Analysis of Results

Volunteer Income Tax Assistance (VITA)

Results for the Volunteer Income Tax Assistance program indicate that [improvements \(pp. 4-5\)](#) continue to be documented based on assessment. Since 2009, the St. Philip's College volunteers have generated a total of \$31,251,681 in refunds back into the economy. As a cycle of learning and improvement, the Business Administration Department observed over the years that there is a correlation between the number of volunteers and the number of tax returns filed. When the College introduced the Student Engagement Grant program in 2008, the Department applied for scholarships to give to students in exchange for a minimum of 256 hours of volunteer hours. In 2009, the [tax returns filed \(p. 4\)](#) increased 50% from 2,098 to 3,095, nearly doubling the [amount of refunds issued \(p. 5\)](#) from \$3,730,521 to \$6,178,531. The program continues to use Student Engagement Grant funding as a part of its community and public service efforts.

Today, the St. Philip's College Volunteer Tax Assistance program site is the [#1 site in the City of San Antonio](#) and the #1 Historically Black College or University (HBCU) site, the #5 of 218 sites in the Austin Territory, and the #29 of 9,578 sites in the United States ([E-mail from IRS](#)).

Kids Camp

The Kids Camp program numbers have fluctuated over the years, primarily related to [changes in the weekly per child price](#) -- as the price has increased over time due to the "full cost recovery" mandate for the revenue-funded the Public Service Institute in the Workforce Development and Continuing Education Division program, the number of students per week has declined. To resolve this issue, the College has [applied for scholarship funding](#) for Kids Camp participants and worked with the College to otherwise reduce the price for students through increased revenue generation in other Continuing Education programs. As a result of scholarships and internal efforts to reduce the cost of the program, the current price for students participating in Kids Camp is \$75, although the actual cost of the program to the department is approximately \$107.35. With these adjustments, the program continues to move closer to its expected outcome of an average weekly enrollment of 100.

Bowden Elementary School

This volunteer effort is still in its infancy and continues to expand in volunteers and service hours provided. Improvement of outcomes based on analysis of results include: to increase the number of volunteers, to increase the total number of volunteer hours overall, to increase the total number of volunteer hours per volunteer, to improve the tutoring and mentoring experience.

Presidential Scholarships

Improvement of outcomes based on analysis of results occurs through a presidential scholarship monthly report submission, a meeting with the St. Philip's College President, Dr. Adena Williams Loston, and community service. The St. Philip's presidential scholarship program continues to work to maintain its expected outcome levels of 100% retention and graduation.


















Student Engagement Grants (SEG)

On average [since 2008 \(p. 5\)](#), 76% of Student Engagement Grant recipients persist, compared to 43% for non-recipients, and 44% of recipients graduate, compared to 16% for non-recipients. A total of 97 projects have been approved since 2008, involving 551 students. The total amount of scholarships that have been allocated is \$725,500. This program continues to work to maintain its expected outcome levels of retention and graduation.

Summary

Volunteer Income Tax Assistance (VITA), Kids Camp, Bowden Elementary School volunteering, Presidential Scholarships, Student Engagement Grants (SEG) all demonstrate that St. Philip's College is in compliance with Comprehensive Standard 3.3.1.5 and identifies expected outcomes for community and public service, assesses its achievement of those outcomes, and provides evidence of improvement based on analysis of the results.

Supporting Documents:

-  [Cabinet Notes, January 29, 2013, Bowden Elementary.pdf](#)
-  [Community , Public Service.pdf](#)
-  [Good to Great Agenda 2013](#)
-  [Kids' Camp 2012 Update 2013 Funding Proposal](#)
-  [Kids Camp, Camp 2014 Student Reflections](#)
-  [Kids Camp, Camp Curriculum Week 1 through 5 \(1\)](#)
-  [Kids Camp, Camp Curriculum Week 6 through 10](#)
-  [Kids Camp, SALE Scholarship SPC WD-CE, 11/13 for Summer 2014](#)
-  [Kids Camp, SPC Quality of Texas Presentation 2014.pdf](#)
-  [OUAP 2015-2016.pdf](#)
-  [OUAP Report All 2013-2014 Downloaded 10-30-14](#)
-  [OUAP, BIS, pp. 16-18, Business Administration.pdf](#)
-  [OUAP, Campus Budget Officer.pdf](#)
-  [OUAP, CE Public Service, p. 19.pdf](#)
-  [OUAP, Scholarship Coordinator.pdf](#)
-  [PBA Cycle](#)
-  [Presidential Scholarship Application](#)
-  [Presidential Scholarship, Results.PDF](#)
-  [President's Lecture Series](#)
-  [President's Newsletter, 6-2Qtr-2 \(1\).pdf](#)
-  [SEG Application for 2013-2014, Barnard Archives.pdf](#)

-  [SEG Application for 2014-15, Navarro WINTO.pdf](#)
-  [SEG Application Form for April 2013, Epstein Tiger PAWS.pdf](#)
-  [SEG Application, Navarro Middle College.pdf](#)
-  [SEG Student Application Form](#)
-  [SEG Website](#)
-  [SEG Website 2.pdf](#)
-  [SEG, SPC Quality of Texas Presentation 2014, revised.pdf](#)
-  [Strategic Plan 14-18v4](#)
-  [Strategic Planning Process.pdf](#)
-  [VITA San Antonio Coalition, Program Goals.pdf](#)
-  [VITA, COSA Letter.pdf](#)
-  [VITA, SPC 29th in Nation.pdf](#)
-  [VITA, SPC Quality of Texas Presentation 2014, revised.pdf](#)
-  [VITA, Website.pdf](#)
-  [WEAVE Online Unit Planning](#)
-  [Weekly Report, February 21, 2014, SAHA.pdf](#)
-  [Weekly Report, October 11, 2013, Boy Scouts.pdf](#)
-  [Weekly Report, September 20, 2013, Health Fair.pdf](#)

PROGRAMS

3.4 All Educational Programs

- 3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Compliance Partial Compliance Non-Compliance

Narrative:

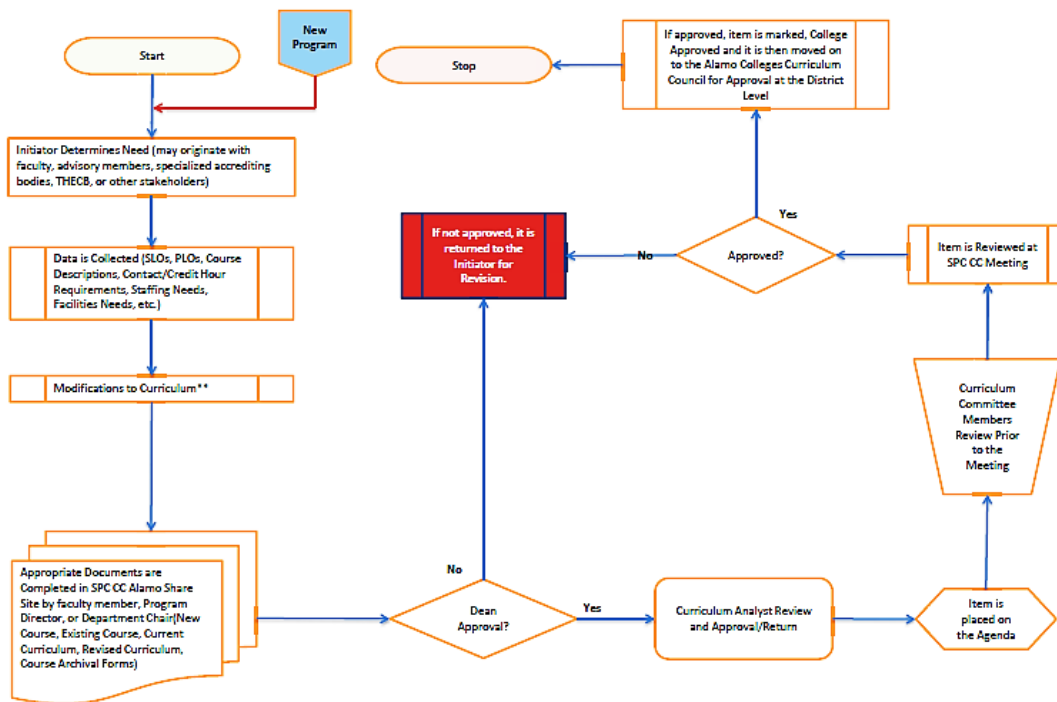
St. Philip's College is in compliance with Comprehensive Standard 3.4.1 by demonstrating that each educational program for which academic credit is awarded is approved by the faculty and the administration.

The development and approval of educational programs, program revisions and course revisions begin with a faculty member or administrator who identifies the need for program revision or new program development ([Degree Awards by Division](#), [Degree Awards Detail](#)). The faculty member, usually a Department Chair or Program Director, or administrator is responsible for assuring that the appropriate steps are taken to follow the College Curriculum Committee approval process and that appropriate individuals are involved. The Curriculum Committee has outlined the procedures for [new program development](#) and [program revisions](#) in the Curriculum Committee Guidebook. This guidebook provides an overview, [examples of meeting minutes](#), a [membership list](#), [process flowcharts](#) and related documents to illustrate the work of this committee.

The [College Curriculum Committee](#) is chaired by a faculty member who is charged with implementing procedures for curriculum review. This includes the oversight of material submissions and conducting meetings in which curriculum changes are processed. Each meeting includes [Action Items](#). Action Items involve the presentation of curriculum changes by program faculty, discussion by faculty members from across the college, input from various individuals from support units from across the college and concludes with an action to approve, deny or table the item under consideration. Meetings also include announcements and updates by administrators from across the College. Refer to the [November 20, 2014 Meeting Minutes](#) for examples of action items, announcements and updates.

New Program Development

New program development typically begins with recommendations that faculty receive from employers, advisory committees, community members, state organizations or external accrediting groups. Refer to [Vision Care](#) as an example of the initial stage of new program development. New program development does not begin until a [feasibility study](#), sometimes called a needs assessment, is completed and data is presented first to the Deans Workforce Council, then to the Presidents and Vice-Chancellors Council. If approval to proceed is given, the faculty proceed in developing the curriculum for the degree or certificate program. The Curriculum Committee Guidebook includes [forms and flowcharts](#) relevant to new program development. Refer to the [Cyber Security AAS New Program Form](#) for an example. Below is a flowchart explaining the new program development process:



**If the program is duplicated at another Alamo Colleges College, the appropriate Discipline Team must meet to ensure that the Program is the same across all 5 Alamo Colleges. The Program will not continue through the process if consensus is not reached.

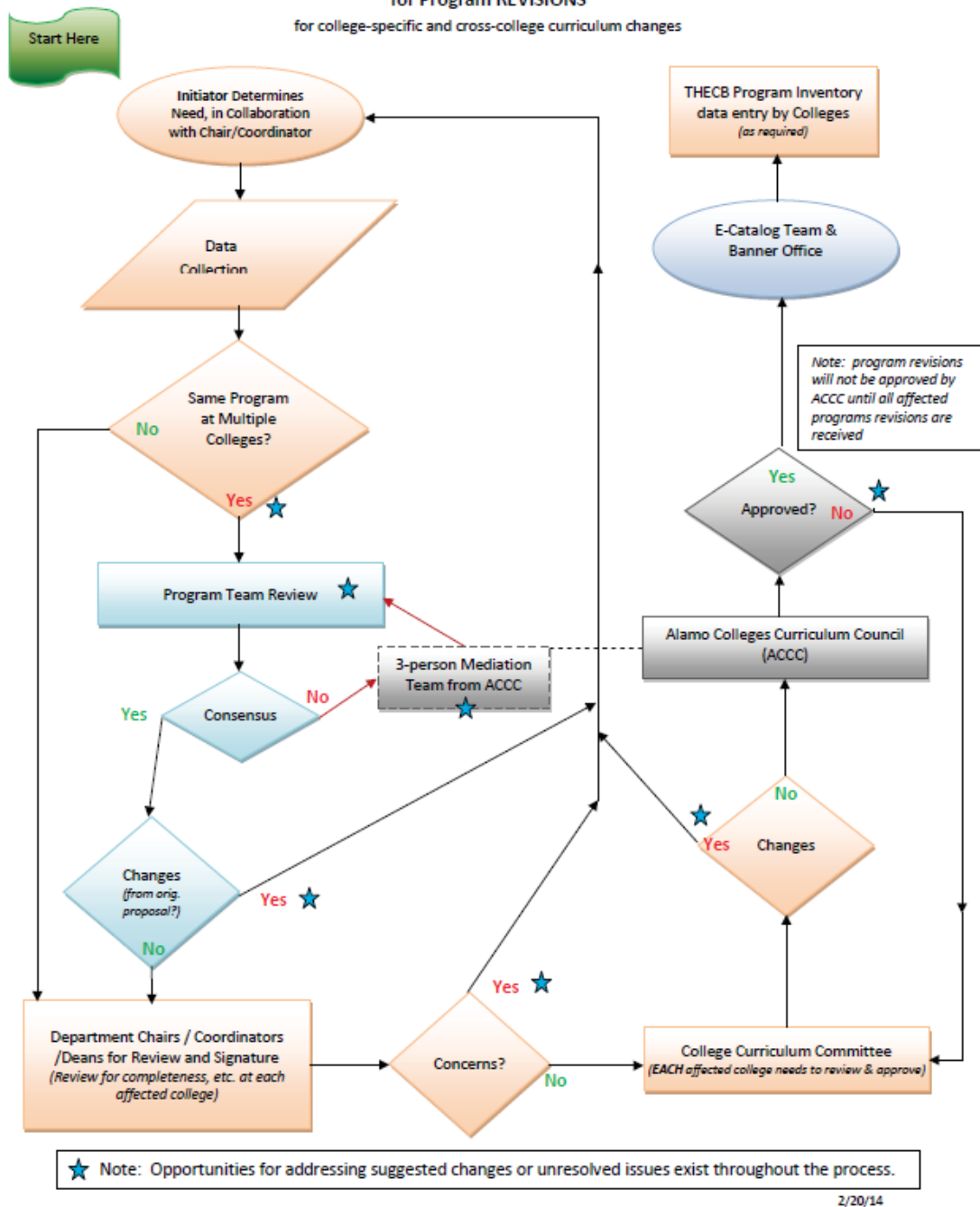
When the new program development is complete, it is presented to the College Curriculum Committee for review and approval. Following College approval, the curriculum is presented to the [Alamo Colleges Curriculum Council \(ACCC\) for review and approval](#). Following this approval, the degree or certificate programs are presented to the Presidents and Vice Chancellors Council and the Board of Trustees. When the new program is approved by the Board of Trustees, the new program is sent to the Texas Higher Education Coordinating Board for final approval. Once Coordinating Board approval is received, the College places the new program in the e-Catalog.

In addition, a Substantive Change Prospectus is submitted to SACSCOC for new programs. Refer to [Vision Care Technology](#) as an example.

Existing Program Revisions

Program revisions are processed in a similar manner. The exception is that no feasibility study or approval by the Presidents and Vice-Chancellors Council is needed to proceed. Program revisions are forwarded for inclusion in the e-Catalog upon approval by the Alamo Colleges Curriculum Council. The Curriculum Committee Guidebook includes [forms and flowcharts](#) relevant to program revisions. Refer to the [Aircraft Program Revision Form](#) for an example. The flowchart below summarizes the program revision process:

ALAMO COLLEGES CURRICULUM COORDINATION PROCESS
for Program REVISIONS
for college-specific and cross-college curriculum changes




The [Vice President for Academic Success](#) has the ultimate responsibility for the development and approval of educational programs. However, the responsibility is shared with faculty members from across the College and members of the College Curriculum Committee, including College Deans.

Summary

In conclusion, St. Philip's College has formalized a process that demonstrates each educational program for which academic credit is awarded is approved by the faculty and the administration.

Supporting Documents:

-  [ACCC Change Request](#)
-  [CC Guidebook December 2014, Members](#)
-  [CC Guidebook December 2014, pp. 1, 10, 16-18, 23, 51-52](#)
-  [CC Guidebook December 2014, pp. 1, 24-48](#)
-  [CC Guidebook December 2014, pp. 38-39](#)
-  [CC Guidebook December 2014, pp. 5-7, 49-52](#)
-  [CC Guidebook December 2014, pp. 6-7, 13-15, 21-22, 50, 52](#)
-  [CC Meeting Minutes 11-20-2014.pdf](#)
-  [Curriculum Committee New Program Form Example - Cyber Security AAS](#)
-  [Curriculum Committee Revision Form Example - Aircraft](#)
-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [New Program Development Initial Recommendation Example](#)
-  [Organizational Chart 2015 021215](#)
-  [SACSCOC Prospectus - Vision Care Technology](#)
-  [SPC CC Guidebook](#)
-  [Vision Care Needs Assessment](#)

- 3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

Compliance Partial Compliance Non-Compliance

Narrative:

St Philip's College is in compliance with Comprehensive Standard 3.4.2, as the continuing education, outreach, and public service efforts of the College fulfill its mission to empower through personal and educational growth, career readiness and community leadership.

St. Philip's College centers its "non-credit" programs in the [Division of Workforce Development and Continuing Education](#). As with all units of the College, the Division of Workforce Development and Continuing Education has as its primary purpose support for the [College's mission](#). To further support and align with the College's mission, the Division of Workforce Development and Continuing Education has its own [Division Mission Statement](#) -- "The Division of Workforce Development and Continuing Education delivers the best workforce training and opportunities for personal growth: Best training, Best service, Best community."

Empowers Diverse Student Population

The Division of Workforce Development and Continuing Education provides "non-credit classes, programs, seminars, workshops, and certification updates for community organizations, business, industry, military and professional students," in order to "meet the ever-changing needs of the San Antonio area workforce by offering flexible schedules, including evening, weekend, weekday, and off-site classes" ([Continuing Education Website](#)). The types of classes offered through the Division are aimed at "meeting the student where they are," recognizing in the [College's Mission](#) that it serves a "diverse student population."

Personal and Educational Growth

The training provided by the Division of Workforce Development and Continuing Education includes hobby classes (i.e., wine tasting, cake decorating, leadership management, etc.) and skills updates (i.e., CPR/First Aid, welding certification, etc.) ([Continuing Education Website](#)). Hobby classes and skills updates embody the Division's focus on the segment of the [mission](#) that deals with "personal and educational growth." For example, St. Philip's College provides welding certification testing based on national standards for [General Electric](#). During the Fall of 2014, the College offered 3-hour classes of [holiday culinary training](#) in Thanksgiving Centerpieces, Healthy Cooking for Diabetes, and A Very Chocolate Christmas.

Career Readiness

The training of the Division of Workforce Development and Continuing Education includes courses in the part of the [mission](#) that encompasses "career readiness," to include contract training (for companies such as Texas Power System/Caterpillar, Union Pacific, Toyota, the City of San Antonio, the Texas Workforce Commission, and others) and non-degree licenses and certificates (i.e., Commercial Drivers License, Massage Therapy, Certified Nurse Aide, etc.) ([Continuing Education Website](#)). For example, students in [Massage Therapy](#) take nine classes in order to prepare for the written and practical portions of the Texas Massage Therapy Examination and receive licensure. As another example, students in [Commercial Driver's License](#) take 156 hours of instruction over 4-5 weeks to prepare for the written and practical portions of the Texas Department of Transportation Commercial Driver's Licensure exam. Additionally, the College provides welding training for [Union Pacific](#) employees, diesel mechanics for [Texas Power System/Caterpillar](#), various computer and professional classes for the City of San Antonio.

Community Leadership

"Community leadership" is a critical component of the St. Philip's College [mission](#) on which the Division of Workforce Development and Continuing Education is focused, as well as the larger campus community, as the College empowers a diverse student population. "Community leadership" is exhibited through the College's outreach and service programs, both at the Division of Workforce Development level and at the College level.

St. Philip's College engages students as well in "community leadership" through its [Presidential Scholarships](#) and [Student Engagement Grants \(SEG\)](#) ([Sample Student Engagement Grant Projects](#), [Quality Texas Presentation](#)). These scholarship opportunities develop student scholarship recipients academically and as leaders while engaging them in community service. Recipients of these prestigious scholarships participate in community service as a part of their scholarship requirements.

The Division of Workforce Development and Continuing Education's courses include the College's [Summer Kids Camp](#), [youth music ensembles](#), and General Education Development (GED) courses ([Continuing Education Website](#)). For example, students in the College's Summer Kids Camp attend a 10-week, 5-days-a-week program that is taught by qualified educators and integrates summer fun into a well-defined curriculum (see Kids Camp Curriculum [I](#) and [II](#), [Student Reflections](#)). The Camp now incorporates the nationally-recognized MicroSociety program, wherein students learn a variety of concepts as they create their own "micro" society, including a mayor, judges, police officers, businesses, etc.

Separate from the Workforce Development and Continuing Education programs, St. Philip's College "adopted" [Bowden Elementary School](#), a school in the inner city named after the founding President of St. Philip's College, Artemisia Bowden. Throughout the year, administrators, faculty and staff serve as lunch buddies, reading buddies, class helpers, tutors, and mentors to the children. The College also hosted on its campus a [Parent Camp in 2012 \(p. 6\)](#) for the parents of Bowden Elementary School students, exposing inner city parents to educational and career readiness opportunities at the College.

The [Volunteer Income Tax Assistance \(VITA\)](#) program offers free tax assistance and electronic filing to the community in a partnership with the City of San Antonio. St. Philip's College is now in its 23rd year as a Volunteer Income Tax Assistance site. It has been the [#1 site](#) for volunteered prepared returns and processing for the City of San Antonio and the [# 29](#) site in the nation of 9,578 sites. During the [Spring 2014 \(p. 4\)](#), results indicate that the St. Philip's College site processed 3,613 returns, for a return value of \$7,117,047 back into the San Antonio community. The total value of tax returns processed by St. Philip's College volunteers since 2009 is \$31,251,681. St. Philip's College business administration and accounting program students and Student Engagement Grant recipients serve as the primary volunteers for this program.

[Presidential Scholarships](#) and [Student Engagement Grants \(SEG\)](#) ([Sample Student Engagement Grant Projects, Quality Texas Presentation](#)). These scholarship opportunities develop student scholarship recipients academically and as leaders while engaging them in community service. Recipients of these prestigious scholarships participate in community service as a part of their scholarship requirements.



St. Philip's College [Cabinet members](#) (President's Executive Team) report out each week on community engagement efforts in each of their areas that have occurred during the previous week or will occur in the coming week. Outreach and service examples include hosting the [Boy Scouts of America](#) in the Aviation Department and assisting them with their Aviation Merit Badge, providing bookcases and picnic tables to the [San Antonio Housing Authority](#) public housing entity from the student Construction Club and providing [free health screenings](#) to children in the community. And, the College sponsors major speakers each year as part of the [President's Lecture Series \(PLS\)](#), which are open to the public and promoted as community events. These speakers reflect the interests of the broader community and bring the community onto the campus. For example, recent speakers have included 'For You By You' (FUBU) founder and Shark Tank cast member Daymond John; journalist and author of 'The Butler', Eugene Allen; poet Azure Antoinette, coach and inspiration for the movie 'Remember the Titans' Herman Boone, and most recently Dr. Richard Carmona, former Surgeon General of the United States. The College also hosted the Women In Non-Traditional Occupations (WINTO) conference, attracting 500 students from 14 high schools. Women In Non-Traditional Occupations featured keynote speaker Daniella Dimovski (Diva Q), an award-winning BBQ Pitmaster and host of BBQ Crawl on the Travel Channel and Travel & Escape and Cottage Life (in Canada).

Summary

The above description and examples of the activities, programs, and events of the Division of Workforce Development and Continuing Education and its outreach and service efforts fulfill the College's mission to empower through personal and educational growth. In addition, the career readiness and community leadership examples evidence St. Philip's College is in compliance with Comprehensive Standard 3.4.2.

Supporting Documents:

-  [Cabinet Members.pdf](#)
-  [Cabinet Notes, January 29, 2013, Bowden Elementary.pdf](#)
-  [CE Business Institute Holiday Classes.pdf](#)
-  [CE CDL.pdf](#)
-  [CE GE Contract.pdf](#)
-  [CE Massage Therapy.pdf](#)
-  [CE Mission, Vision.pdf](#)
-  [CE Org Chart 1 11 2015.pdf](#)
-  [CE TPS Caterpillar Contract.pdf](#)

-  [CE Union Pacific Contract.pdf](#)
-  [CE Website Introduction, Revised.pdf](#)
-  [Fact Book, Quick Facts 2013-2014](#)
-  [GIPWE 2010, Chapter 4 \(WECM\).pdf](#)
-  [GIPWE 2010, Excerpt Purpose.pdf](#)
-  [High Demand Occupations, Statewide Target Occupation List](#)
-  [Kids Camp, Camp 2014 Student Reflections](#)
-  [Kids Camp, Camp Curriculum Week 1 through 5 \(1\)](#)
-  [Kids Camp, Camp Curriculum Week 6 through 10](#)
-  [Kids Camp, SPC Quality of Texas Presentation 2014.pdf](#)
-  [Presidential Scholarship Application](#)
-  [President's Lecture Series](#)
-  [President's Newsletter, 6-2Qtr-2 \(1\).pdf](#)
-  [SAYWE II AFA Jazz 2013/2014](#)
-  [SEG Website](#)
-  [SEG Website 2.pdf](#)
-  [SEG, SPC Quality of Texas Presentation 2014, revised.pdf](#)
-  [Strategic Plan 14-18v4](#)
-  [VITA, COSA Letter.pdf](#)
-  [VITA, SPC 29th in Nation.pdf](#)
-  [VITA, SPC Quality of Texas Presentation 2014, revised.pdf](#)
-  [Weekly Report, February 21, 2014, SAHA.pdf](#)
-  [Weekly Report, October 11, 2013, Boy Scouts.pdf](#)
-  [Weekly Report, September 20, 2013, Health Fair.pdf](#)

3.4.3 The institution publishes admissions policies consistent with its mission. **(Admissions policies)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.3 by publishing admissions policies consistent with its mission.

Open Door Admissions Policy

St. Philip's College, in accordance with Alamo Community College District (Alamo Colleges) Board of Trustees, has established an [Open Door Admissions Policy](#) to ensure all individuals have access to a quality college education. St. Philip's consistently applies admission policies to all applicants and exceptions are limited and based on specific criteria for waiving admission requirements.

This policy fully supports the [College mission](#) to empower our diverse student population through personal and educational growth, career readiness and community leadership by allowing an applicant to one of the Alamo Colleges to attend any of the five colleges in the Alamo Community College District. Procedures within [Policy F.2.1](#) ([F.2.1.1](#), [F.2.1.2](#), [F.2.1.3](#) and [F.2.1.4](#)) address Texas state residency classification, early admission of high school students, requirements for F-1 visa students and the process for obtaining a campus identification card. [Procedure F.6.1.1](#) outlines admissions and registration processes that support student success, namely the establishment of application, registration and financial aid deadlines. Admissions policies are based on widely-accepted

standards for undergraduate applicants such as those outlined by American Association of Collegiate Registrars and Admissions Officers, the Southern Association of Collegiate Registrars and Admissions Officers and the Texas Association of Collegiate Registrars and Admissions Officers and are disseminated and made available to students via the college's e-catalog, which is found on the St. Philip's College website.

St. Philip's College adheres to an open admissions policy by accepting students without regard to age, race, gender, religion, national origin, color, disability or the provision of services. St. Philip's College admits students based on the following [classifications](#): High School Graduates, GED Applicants, Home-Schooled Graduates, Early Admissions Applicants, Dual Credit Applicants, College or University Transfers, College or University Transients, Former Alamo Colleges Students, International Students, Senior Citizens and Individual Approval Applicants.

While maintaining an open admissions policy to St. Philip's College, 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 classification, as well as the academic standards and guidelines set forth by each of the following programs: [Baking and Pastry Arts](#), [Vocational Nursing](#) and [Allied Health](#) programs.

Admissions Procedure

Basic admissions policies require students to complete the [AlamoEnroll](#) module, which includes the following steps:

1. Submit the [ApplyTexas](#) two (2) year college admission application online.
2. Submit an official high school/GED or college transcript from last college attended.
3. Complete the [Financing Your Future](#) module.
4. Meet the placement requirements with official documentation of [Texas Success Initiative \(TSI\)](#) exemption or compliance (test scores or college transcript) or take mandatory placement tests.
5. Schedule an advising session if attending college for the first time or transferring with less than fifteen (15) semester credit hours.
6. Meet additional requirements for some admission types, as explained above.

Admissions Policies and the College Mission

The institution mission, "St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership, is consistent with admissions policies." Various Student Success resources, such as [testing](#), [academic advising](#), [personal counseling](#) and [disability services](#), prepare our students to succeed in personal and educational growth, career readiness and community leadership. Academic advising ensures that a student is on the right path to achieve his or her career goals. Personal counseling and disability services assist students in removing barriers to personal and educational growth. By determining if a student is ready for college-level course work in the general areas of reading, writing and mathematics, testing ensures that each student takes courses necessary to help him or her succeed.

St. Philip's College demonstrates that [admissions requirements](#) are appropriate to identify qualified students who have the ability to complete a program successfully by administering [placement exams](#) to assess the academic skills of all entering undergraduate students (unless deemed "exempt") prior to enrollment (Texas Success Initiative). Students who do not meet the minimum passing standards for college-readiness are required to meet with an academic advisor to develop an academic plan for success that includes enrollment in developmental coursework.

Publication of Admission Policies

The St. Philip's College website allows students and the community to view admissions policies located in the [College eCatalog](#). St. Philip's College eCatalog outlines the admission requirements and guidelines for each student classification and the [Ready-Set-Apply](#) module is designed to guide students through the [Apply Texas application](#) and ensure a smooth admissions process. This module allows all students, including distance education students, to complete the admissions process. Students can also visit the College's [Welcome Center](#) to complete their application. The [Veterans Affairs Office](#) also assists with the admissions process.

Summary

St. Philip's College, as evidenced above, publishes admissions policies consistent with its mission. Admissions policies are accessible via the College eCatalog.

Supporting Documents:

-  [Academic Advising](#)
-  [AlamoENROLL](#)
-  [Allied Health Admissions Requirements](#)
-  [ApplyTexas Online Application](#)
-  [Baking and Pastry Arts Application Process and Requirements](#)
-  [Catalog - Admissions Classifications](#)
-  [Catalog - Admissions Requirements](#)
-  [Catalog - Texas Success Initiative](#)
-  [Counseling Resource Center Website](#)
-  [Disability Resource Center](#)
-  [Enrollment Steps](#)
-  [F.2.1 Policy Student Enrollment Requirements](#)
-  [F.2.1.1 Procedure State Residency](#)
-  [F.2.1.2 Procedure Early Admission](#)
-  [F.2.1.3 Procedure F1 Visa](#)
-  [F.2.1.4 Procedure Campus ID Card](#)
-  [Financing-Your-Future](#)
-  [Military/Veteran Admissions](#)
-  [Procedure F.6.1.1](#)
-  [SPC Schedule Catalog 2014-2015 Webpage](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Support Services - Vocational Nursing Admission Requirements](#)
-  [Testing Center](#)
-  [Welcome Center](#)

3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.") **(Acceptance of academic credit) Note:** Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees."

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.4 and publishes policies consistent with its mission for transfer, experiential learning, credit by examination, advanced placement, and professional certificates.

St. Philip's College accepts a passing grade of "D" or better from any accredited institution. Only those courses in which a "D" or better has been earned may be applied to meet the requirements toward a certificate or degree, and only those technical courses in which a "C" or better has been earned may be applied to meet the requirements in the program area concentration. This policy applies to all degree plans. (See [St. Philip's College Policy](#)). Ultimately, St. Philip's College assumes responsibility for the academic quality of course work appearing on our transcripts, either earned by attending the College or as result of transfer or credits earned through non-traditional means.

Transfer Credit

Credit may be transferred to St. Philip's College from colleges and universities regionally accredited by one of the following associations:

- Middle States Association of Colleges and Schools
- New England Association of Colleges and Schools
- Northwest Association of Colleges and Schools
- North Central Association of Colleges and Schools
- Southern Association of Colleges and Schools
- Western Association of Colleges and Schools

Courses from institutions accredited by the following agencies recognized by the Texas Higher Education Coordinating Board may be applied by the college toward a certificate or degree only after being reviewed on a case by case basis.

- Accrediting Bureau of Health Education Schools (ABHES)
- Accrediting Commission of Career Schools and Colleges (ACCSC)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
- American Board of Funeral Service Education (ABFSE)
- Association of Biblical Higher Education (ABHE) (undergraduate only)
- Commission on Accrediting of the Association of Theological Schools (ATS)
- Council on Occupational Education (COE)
- Distance Education and Training Council (DETC)
- National Association of Schools of Theatre (NAST)
- Transnational Association of Christian Colleges and Schools (TRACS)

Credit from institutions not regionally accredited by one of the above associations is not accepted by St. Philip's College. The Alamo Colleges Center for Student Information (CSI) is responsible for verifying an institution's regional accreditation status and for evaluating the official transcripts. Transfer credit is recognized through traditional classroom instruction and credit by examination. A minimum of 25% of the required semester credit hours toward a degree or certificate must be completed at St. Philip's College in order to grant the degree or certificate.

To meet the requirements, only those courses in which a "D" or better has been earned may be applied toward a certificate or degree, and only those technical courses in which a "C" or better has been earned may be applied to meet the requirements in the major field of study. This policy applies to all degree plans.

Courses taken ten (10) or more years prior to a student's last enrollment at St. Philip's College will not count as semester credit hours toward the award of the degree or certificate in the Applied Science area of major concentration. These courses will only be transferred or credited as elective credits towards the fulfillment of degree/certificate requirements. However, a student may petition for an exception, which will be evaluated and awarded as determined by the program lead with approval by the Vice-President for Academic Success. ([See Transfer Credit in Admissions-Acalog ACMS](#))

Transfer Transcript Evaluation

The term "official transcript of record" refers to the record of coursework transferred from other regionally accredited colleges and universities to St. Philip's College. An official evaluation of college transfer coursework is processed during the first (1) semester of enrollment at St. Philip's College.

St. Philip's College accepts any passing grade from any regionally accredited institution. Passing is a grade of "D" or better. Transcripts received become the permanent property of St. Philip's College.

Official transcripts from all colleges and universities attended must be mailed directly to St. Philip's College. Transcripts may not be faxed.

Transfer students are not at liberty to disregard any part of their past collegiate record and apply for admission on a partial college record or solely on the basis of a high school record. ([See Transfer Transcript Evaluation in Admissions-Acalog ACMS](#))

Military Transfer

Transfer work from military education is accepted based on the American Council on Education Guide. Students must present an official copy of the Army/American Council on Education Registry Transcript System or the Sailor/Marine American Council on Education Registry Transcript. ([See Military Transfer in Admissions-Acalog ACMS](#))

Transfer Credit Evaluation for Students Submitting Transcripts from Foreign Institutions

Students seeking transfer credit from foreign institutions must submit the official transcript evaluated by a member of the National Association of Credential Evaluation Services (NACES). Note: Some evaluation services require translation from a specific translation service. St. Philip's College, along with all other colleges within the Alamo Community College District follow the same admissions procedures for students seeking admission with foreign transcripts. ([See Transfer Credit Evaluation from Foreign Institutions](#)).

Transfer Dispute Resolution

Transfer disputes may arise when students are transferring courses to St. Philip's College from other institutions and/or when the Alamo Community College District courses are not accepted for credit by another Texas public institution of higher education. Both institutions involved in the transfer issue will attempt to resolve the transfer dispute in accordance with the Texas Higher Education Coordinating Board rules and/or guidelines.

The purpose of the The Higher Education Coordinating Board transfer rules is to facilitate the transfer of lower-division courses and to clarify students' rights and responsibilities as potential transfer students. The procedure for the resolution of transfer disputes is codified in The Higher Education Coordinating Board Rules, Chapter 4, Subchapter B. ([See Transfer Dispute Resolution in Admissions-Acalog ACMS](#))

In all disputes, the The Higher Education Coordinating Board Transfer Dispute Resolution Form must be completed to initiate a dispute action. The completed form must be forwarded to the receiving institution within fifteen (15) calendar days after the evaluation has been submitted to the student. From the date a student is notified of credit denial (date evaluation is sent by the receiving institution), the law allows a maximum of forty-five (45) calendar days for the resolution of the dispute by the sending and receiving institutions.

The following procedures, established by the The Higher Education Coordinating Board, are followed by St. Philip's College in the resolution of credit transfer disputes involving lower-division courses:

- If an institution of higher education does not accept course credit earned by a student at another institution of higher education, the receiving institution shall give written notice to the student and to the sending institution that transfer of the course credit is denied, and shall include in that notice the reasons for denying the credit. Attached to the written notice shall be the procedures for resolution of transfer disputes for lower-division courses as outlined in this section, accompanied by clear instructions outlining the procedure for appealing the decision to the Commissioner.
- A student who receives notice as specified in the first paragraph of this subsection may dispute the denial of credit by contacting a designated official at either the sending or the receiving institution.
- The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with Board rules and guidelines.
- If the transfer dispute is not resolved to the satisfaction of the student or the sending institution within 45 days after the date the student received written notice of denial, the sending institution may notify the Commissioner in writing of the request for transfer dispute resolution, and the institution that denies the course credit for transfer shall notify the Commissioner in writing of its denial and the reasons for the denial.

The Commissioner or the Commissioner designee shall make the final determination about a dispute concerning the transfer of course credit and give written notice of the determination to the involved student and institutions.

Each institution of higher education shall publish in its course catalogs the procedures specified in subsections of this section.

The Board shall collect data on the types of transfer disputes that are reported and the disposition of each case that is considered by the Commissioner or the Commissioner's designee.

If a receiving institution has cause to believe that a course being presented by a student for transfer from another school is not of an acceptable level of quality, it should first contact the sending institution and attempt to resolve the problem. In the event that the two institutions are unable to come to a satisfactory resolution, the receiving institution may notify the Commissioner, who may investigate the course. If its quality is found to be unacceptable, the Board may discontinue funding for the course. ([See Transfer Dispute Resolution in Admissions-Acalog ACMS](#))

Credit by Experience Learning, Examination, Advanced Placement

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

[Work experience/prior learning credit](#) can be awarded and is posted on a student's official college transcript. The request is submitted by the appropriate department chair, through the Dean, and up to the Vice President of Academic Success for final approval. A maximum of twelve (12) semester credit hours may be earned through the assessment of work experience/prior learning and applied toward graduation. Credit hours earned by examination and/or awarded through non-traditional means will be posted as Credit (CR) and will not be included in a student's Grade Point Average computation; however, the semester credit hours are counted for graduation. Credit by non-traditional means may not be awarded once a grade has been earned. Students planning to transfer to other institutions should consult with those institutions regarding their policies on granting non-traditional credit. ([See Credit by Non-Traditional Means in Admissions-Acalog ACMS](#))

Summary

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

Supporting Documents:

 [Admission Acalog ACMS P. 9-11.pdf](#)

 [Experiential Credit AERM.pdf](#)

 [Transfer Policy](#)

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.5 by publishing academic policies that adhere to principles of good educational practice and disseminating these policies to students, faculty and other interested parties through publications that accurately represent the programs and services of the institution.

St. Philip's College ensures that its academic practices conform with generally-accepted principles in higher education through the involvement of various College committees and councils. With representation from both faculty and administration, the development, review and approval of academic practices takes place in the [Academic Success Council](#), [Chair Academy](#) and the [Curriculum Committee](#). These committees also ensure that academic practices align with the College [mission and goals](#).

The College's published academic policies are available to all stakeholders, including students, faculty, the community, and other interested parties. As a cornerstone, the College catalog explains the institution's academic policies (referred to as [academic standards](#)) in bookmarked sections on required attendance, and excessive absences, grades (including a key which defines each transcribed grade) incomplete and in-progress grades, the calculation of grade-point averages, academic standing and probation, academic standards for recipients of Department of Veterans Affairs benefits, student eligibility requirements for participation in college-sponsored programs and events, and the standards for conferring Honors status.

St. Philip's College, in accordance with [Texas House Bill 2504](#), provides a syllabus for each offered course via the College website. Syllabi are available in [Concourse](#), the electronic syllabus tool used by the Alamo Community College District to post information about courses, faculty and other information on the web. Specifically, Texas House Bill 2504 states that "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." Furthermore, the College requires a standardized syllabus template (see the [Composition I syllabus](#) as an example) with the following sections explained: Student Learning Outcomes (SLOs) developed within each program or as provided by the Lower Division Academic Course Guide Manual (ACGM) or the Texas Workforce Education Course Manual (WECM); methods of measurement; weighting of grades; and descriptions of areas of study, projects, and exams.

The [Student Handbook](#), which is linked to the Current Students tab on the College homepage, is another source of information on St. Philip's College programs. Specifically, the student handbook explains graduation requirements, core completion, the evaluation and grading system, and other procedures in "Making the Grade"; advising, counseling, calculating GPA, and other support services are outlined in "My Support Services"; and procedures for filing grievances, the academic integrity policy, students' privacy rights Family Educational Rights Privacy Act (FERPA), and the Student Code of Conduct, including definitions of violations in the "My Rights and Responsibilities" section.








To ensure that good academic practices are maintained within the context of the St. Philip's College mission, faculty development opportunities and workshops are continually offered by the College. These opportunities, including the [Master Teacher Certification program](#), [Professional Development Week](#) and [Employee Development Day](#), cover topics such as best practices in student instruction, improving student learning outcomes and student advising, all of which are aligned to the College mission.

Summary

St. Philip's College publishes academic policies that adhere to principles of good educational practice and disseminates these policies to students, faculty and other interested parties through the online catalog, course syllabi and the Student Handbook, as described above.

Supporting Documents:

-  [Academic Standards](#)
-  [CC Meeting Minutes 11-20-2014.pdf](#)
-  [Chair Academy Agenda Fall 2013.pdf](#)
-  [D.2.2 Policy Hiring Practices](#)
-  [D.2.2.1 Procedure Hiring Practices](#)
-  [D.2.3 Policy Qualifications for Hire](#)
-  [D.7.1.2 Procedure Faculty Performance Evaluations](#)
-  [D.9.1 Policy Progressive Discipline](#)
-  [Employee Development Day 102914](#)
-  [Master Teacher Certification Course Content and Requirements](#)

-  [Professional Development Week Agenda Spring 2015](#)
-  [Sample Concourse Syllabus](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Handbook 2014-2015, pp. 3-15, 26-29](#)
-  [Syllabus Website](#)
-  [TX H.B. NO. 2504](#)
-  [VPAS Council Agenda 20141031](#)

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.6 and has sound practices in place for determining the amount and level of credit awarded for courses.













The faculty and administration of St. Philip's College work together to ensure that the academic integrity of the instructional programs of the College are in accordance with state standards established by the Texas Higher Education Coordinating Board. The Academic Course Guide Manual ([ACGM](#)) and Guidelines for Instructional Programs in Workforce Education (see p.1 [GIPWE](#)) are used in determining the credit assigned for courses. The College's [Curriculum Committee](#), which meets monthly during the semester, has an established process of [review](#) for all courses for consistency in the awarding of credit regardless of format or mode of delivery at St. Philip's College as well as the other four peer institutions within the Alamo Community College District. The committee has final review and approving authority for curriculum changes, [program revisions](#), program closures, course revisions, course additions, course archival and any [new programs](#).

The [College Catalog](#) lists all academic tracks and courses ([See St. Philip's College Catalog 2014-2015](#)). All instructional departments are responsible for the academic integrity and learning outcomes of all courses taught within its programs. [Syllabi](#) for all classes are posted on the college website. The Center for Distance Learning provides training and support for students and instructors taking online and/or hybrid courses to ensure the quality of the learning environment is on par with non-distance learning courses at the [Center for Distance Learning](#). St. Philip's College [Instructional Unit Plans](#) evaluate each instructional program annually in cycles. These evaluations are designed to ensure the quality of the programs and determining the effectiveness of program courses. ([See Weave on-line](#)).

Summary

Thus, as illustrated above St. Philip's College employs sound and acceptable practices in determining the amount and level of credit awarded for courses.

Supporting Documents:

-  [ACGM Lower Division Academic Course Guide](#)
-  [Admissions Acalog ACMS](#)
-  [Curriculum Committee New Program Form Example - Cyber Security AAS](#)
-  [Curriculum Committee Revision Form Example - Aircraft](#)
-  [Curriculum Review Process Flowchart - Program Revisions](#)
-  [Distance Learning Website](#)
-  [GIPWE](#)
-  [SPC Curriculum Committee Role, Scope and Membership Dec2014](#)
-  [SPC IUR](#)
-  [SPC Schedule Catalog 2014-2015 Webpage](#)
-  [Syllabus Website](#)
-  [WEAVE On-Line](#)

3.4.7

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the Commission policy “Collaborative Academic Arrangements.”) **(Consortial relationships/ contractual agreements)**

Compliance ___ Partial Compliance ___ Non-Compliance ___ Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.7 by ensuring the quality of educational programs and courses offered through the Virtual College of Texas is in compliance with the Principles of this standard, and is periodically [evaluated](#) to assess the relationship and agreement with the mission of the College.

St. Philip's College has no consortial relationship whereby credits earned at another institutions are included on St. Philip's College students' transcripts as credit earned from St. Philip's College. Therefore the college has no courses offered through consortial relationships or contractual agreements. St. Philip's College has a collaborative agreement with its sister colleges (Northwest Vista College, Palo Alto College, Northeast Lakeview College, San Antonio College) of the Alamo Community College District, and is a member of the Virtual College of Texas, but these relationships do not involve transcribing coursework taken at other institutions as credit earned from St. Philip's College.

The [Virtual College of Texas](#) is a consortium of community colleges that work together to provide online learning opportunities for college students in Texas. The Virtual College of Texas's model involves three parties: the student, the student's home school (the "host"), and the school where the course originates (the "provider"). St. Philip's College's involvement in the Virtual College of Texas is as a "provider" college only for Virtual College of Texas, which means that St. Philip's College provides instruction through online courses to students from other community colleges across Texas ([St. Philip's College MOU with Virtual College of Texas](#); [St. Philip's College Virtual College of Texas Webpage](#)). St. Philip's College is not a host college and does not offer credit for coursework taken through Virtual College of Texas at other community colleges. St. Philip's College cannot enroll St. Philip's College students in courses at other community colleges; students must first register with their home (host) college in order to take Center for Student Information classes at St. Philip's College. As a provider college, St. Philip's College 1) provides online instruction for a variety of courses and defines course content and instructional methodologies; 2) directs all class activities, including assignments and tests, and awards final grades; 3) establishes an academic calendar for courses offered through Center for Student Information; and 4) provides online book ordering at the College Book Store.

However, credit earned at another Alamo College does not appear on St. Philip's College student transcripts as earned from St. Philip's College. In every case where a degree is offered to a St. Philip's College student, [at least 25% of coursework](#) taken to earn the degree must be taken at St. Philip's College, or at one of its off-site locations, or online from St. Philip's College faculty. Coursework taken at one of the four accredited sister colleges of the Alamo Community College District is never counted as St. Philip's College coursework counted toward the 25% required, and is listed on the transcript as having been earned at the college at which it was taken.

Agreement









St. Philip's College has a [Collaborative Agreement for Acceptance and Transcript of Credits](#) with its sister colleges of the Alamo Community College District to accept transfer credits. Efforts by the Texas Higher Education Coordinating Board to streamline completion of general education, or "core" completion, in Texas under Core Requirement 2.7.3 began in 2011 to the present have resulted in St. Philip's College developing discipline-specific teams with faculty representatives from each college to develop and approve common learning outcomes for all courses offered at one of the other sister colleges. As a result of this collaborative agreement, St. Philip's College is able to accept all coursework taken at its sister colleges.




The Collaborative Agreement also includes an agreement to share the transcription services of the Alamo Colleges' district Center for Student Information. Discipline-specific teams of faculty representatives from each of the Alamo Colleges review and approve courses for transfer from other institutions, and faculty-approved courses are maintained in a database at the Center for Student Information, which uses this information to do transcript reviews for students transferring into one of the Alamo Colleges. St. Philip's College adopted and follows Texas legislation that allows the College to accept transfer credits on all coursework approved by the Texas Higher Education Coordinating Board. The coursework classified as core general education courses taken at other public institution in Texas, which offer similar courses as St. Philip's College, the [Texas Common Course Numbering System](#), the [Academic Course Guide Manual \(pp. 20-220\)](#) or the [Workforce Education Course Manual \(Protocols Nos. 1-01-01; 1-01-02; 1-01-03; 1-01-05\)](#). These core courses are therefore automatically entered into the Center for Student Information's database without review.

Summary

Additionally St. Philip's College will on occasion purchase curriculum from partner agencies and organizations, but only after a thorough review is conducted to ensure it meets existing St. Philip's College standards and learning objectives. The approved curriculum is then incorporated into existing or specifically designed courses. The approved curricula is subject to continual review by faculty, administration, and appropriate St. Philip's College Advisory Panels. St. Philip's College is able to provide coursework to other students attending other community colleges within the State of Texas. Thus, St. Philip's College is in compliance with Comprehensive Standard 3.4.7 demonstrating the college's collaborate efforts of the college to support access to higher education.

Supporting Documents:

-  [Collaborative Agreement for Acceptance and Transcript of Credits](#)
-  [Distance Learning Website](#)
-  [Institutional Evaluation of VCT](#)
-  [Lower-Division Academic Course Guide Manual \(Spring 2014\)](#)
-  [MOU Agreement -Virtual College of Texas](#)
-  [Summary of Guidelines for Provider and Host Colleges](#)
-  [Texas Common Course Numbersing System](#)
-  [Transfer Requirements](#)

-  [VCT Member Colleges](#)
-  [VCT Operations Manual](#)
-  [Workforce Education Course Protocol Manual](#)

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.
(Noncredit to credit)

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.8 and only awards academic credit for course work taken on a noncredit basis when the course work experience is equivalent to that of credit course work.

Credit for Non-Credit with Credit Equivalency Documentation

St. Philip's College's policy for awarding academic credit for course work taken on a noncredit basis is outlined in its [Admissions Acalog](#), a type of Admissions software. The [policy](#) states, "To provide an entry [sic] for students wishing to transition from the continuing education portion of their education to the academic credit continuation of their education, students may request a conversion of Continuing Education Units (CEUs) to college credit for specific career and technical courses. Competencies for the continuing education courses will be compared to those required of courses in the course inventory under the direction of the college's Dean of Career and Technical Education and approval by the academic vice president." These decisions are approved only when the noncredit course meets the equivalent credit course requirements of the Texas Higher Education Coordinating Board's [Workforce Education Course Manual \(WECM\)](#) and the instructor of record meets the academic credential policies of the College. The Workforce Education Course Manual is the official inventory of technical and workforce education courses that have been approved by the State of Texas to be offered at Texas community colleges.






St. Philip's College's [policy](#) further describes how this policy should be applied -- "Up to the 32-hour maximum may be awarded once the student has earned six (6) college semester credit hours at the respective college.... Conversions of continuing education units to academic credit must be requested within three (3) years of completing the continuing education course. Grades will be posted as Credit (CR) and not included in grade point average."

While the St. Philip's College policy exists and this type of academic course credit is an option, it is not a standard practice for the College to award academic credit for course work occurring on a continuing education or noncredit basis.

Summary

St. Philip's College awards academic credit for course work taken on a noncredit basis when the course work experience is equivalent to that of credit course work and is thus in compliance with Comprehensive Standard 3.4.8.

Supporting Documents:

-  [Admissions Acalog ACMS](#)
-  [Admissions Acalog ACMS, p. 15.pdf](#)
-  [GIPWE 2010, Chapter 4 \(WECM\).pdf](#)
-  [GIPWE 2010, p. cvr, 74, mirror courses.pdf](#)
-  [WECM Protocol Manual](#)

3.4.9 The institution provides appropriate academic support services. **(Academic support services)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.9 by providing appropriate academic support services.

The [St. Philip's College mission](#), to empower our diverse student population through personal and educational growth, career readiness and community leadership, is consistent with providing appropriate and effective academic support services. St. Philip's College provides a comprehensive system of academic support services that includes, but is not limited to: assessment of academic needs; determination of non-academic needs; development, implementation and monitoring of support services plans; attention to personal problems; career and employment guidance; assistance with interpersonal relations; academic counseling; proper referral to campus/community resources; culture awareness activity; and student advocacy. The 2014-2015 St. Philip's e-Catalog and the [webpage for current students](#) provide detailed information on these services. In addition, the [All-Access Pass](#), distributed to students at the mandatory New Student Orientation, describes academic support services available to students.

St. Philip's College assesses the effectiveness and adequacy of academic support services using the nationally-administered Noel-Levitz (NL) Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE). These instruments help to determine student perceptions of the College, including the importance of and satisfaction with various services. The [2014 Noel-Levitz](#) and [2013 Community College Survey of Student Engagement](#) results are discussed within each of the relevant student service areas below.

Academic Advising and Counseling Services

Academic Advising

The St. Philip's College [Academic Advising Team](#) subscribes to an intrusive, progressive advising model, which is a system of shared responsibility between students, faculty and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist in understanding academic policies and procedures, access campus resources to promote academic success and enhance retention and success through developing personal interactions among students, faculty and staff.

The advising process is composed of five elements to assist the student with their educational goal, including exploration of life goals, exploration of educational/career goals, selection of educational program, selection of coursework and the scheduling of classes. By utilizing these five elements, academic advisors effectively assist students with navigating requirements of their degree program.

In addition to these services, the [Early Alert](#) system, which utilizes GradesFirst software, assists with retaining students. Faculty, along with academic advisors, identify students at risk of failing and contact these students to help them get back on track. Furthermore, academic advisors assist students with developing an [Individual Education Plan \(IEP\)](#) to track a student's academic progress.

The academic advisors served [19,313 students \(duplicated count\) from Fall 2013 to Summer 2014](#).

Community College Survey of Student Engagement (CCSSE) results related to [academic advising](#) were comparable to other Texas colleges and the 2013 cohort. Compared to the [2010 survey](#), Noel-Levitz results in the area of satisfaction with [academic advising](#) declined in 2014. Since this survey was administered, the College has implemented a program in which an advisor is assigned to each student in an effort to more effectively meet student needs. The reduction of advising personnel was identified as a contributing factor to the decline in NL results. In response, the College added 17 advising-related positions in Fall 2014: one Director of Advising, one Data Analyst for Advising, three Advising Team Leads and twelve Certified Advisors. Refer to the current [advising staff listing](#) for more information on advisors and their qualifications. See also the list of [certified advisors in the Veterans Affairs office](#).

In addition to the Noel-Levitz survey, the Academic Advising Team distributes internal [satisfaction surveys](#) in order to respond to student needs.

Counseling Center

The mission of the [Counseling Center](#) is to support student success by providing professional counselors who are available to discuss personal, social, educational and psychological concerns. The Counseling Center assists in students' adjustment to college life and contributes to their efforts in resolving issues that are vital to healthy emotional development, as well as necessary for coping with personal difficulties, issues or crises. Counselors are also available to provide academic advising, support and scholastic intervention, as needed. The Counseling Center strives to collaborate with the college community to promote the personal, social and mental well-being of students. Collaboration occurs through outreach services, classroom visits, topic-specific workshops and consultation with faculty, staff and administration. The Counseling Center works to enhance the practice of college counseling through promoting ethical and responsible professional practice and fostering an accepting and inclusive campus culture which will value, affirm and respect the differences among all members. Two counselors are located on the Martin Luther King (MLK) campus, with support services extended to the Southwest Campus (SWC). Refer to the [counseling staff list](#) for more information.

Compared to the [2010 survey](#), Noel-Levitz satisfaction results in the area of [counseling services](#) declined in 2014. In response, the Counseling Center has increased collaboration with other student services departments across campus, including the Disability Resource Center and Student Life. One example of such collaboration is the [Historically Black Colleges and Universities Center for Excellence in Behavioral Health \(HBCU-CFE\) 2013-2014 Behavioral Health Capacity Expansion Mini-Grant](#). In addition, the Counseling Center has set unit planning objectives to address student satisfaction issues. The current [Counseling Center unit plan](#) includes various outreach activities to assist the student population. One objective, to provide mental health wellness/outreach activities, set a target of increasing the total number of students and community members participating in screenings by 5%. The result far exceeded this target, with an 82% increase in the overall number of screenings completed by students.

Career and Transfer Services

The [Career and Transfer Services Department](#) provides both current and former students with the necessary support, skills and resources to assist them with choosing careers, obtaining employment and achieving long-range educational goals while ensuring that the transition is a seamless process.

Academic Advisors provide students with comprehensive information on career and transfer opportunities. [Career Exploration and Job Search Services](#) assist students with identifying personal

goals, interests and abilities. Computerized job market information allows students to explore career options. Academic Advisors eagerly assist students with information regarding criteria for admission, selectivity of specific colleges, on- and off-campus housing, tuition, financial aid, scholarships and the application process.

Academic Advisors also provide students with information on Joint Admission Agreements, Transfer Scholarships and Transfer Equivalency Guides. Career development and the pursuit to increase one's knowledge is fundamentally a lifelong process geared toward the acquisition of skills, which will strengthen students' ability to live meaningful, enjoyable and economically-rewarding lives. Academic Advisors assist the student with opportunities to discover, determine and develop his/her way of life.

Noel-Levitz ratings by St. Philip's College students were comparable to the national response in their assessment of the satisfaction with [career exploration and job placement assistance](#). Community College Survey of Student Engagement (CCSSE) results related to [career counseling](#) were higher than other Texas colleges and the 2013 cohort. [Job placement](#) results from this survey were comparable to other institutions.

International Student Services

[International Student Services](#) provides international students with admission and academic advising, U.S. immigration advising and other general assistance to ensure compliance with laws and promote internationalization.

Enrollment Support

The Welcome Center

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

Compared to the [2010 survey](#), Noel-Levitz (NL) results show that student satisfaction with the [effectiveness of the registration process declined in 2014](#). In response to this decline, the College has added more advising staff, increased training, established small group New Student Orientation sessions, along with other enhancements related to the [registration process](#). In addition, each student is now assigned an advisor and attendance at New Student Orientation is mandatory.

Financial Aid Office

To qualify for financial aid St. Philip's College students must:

- Be a U.S. Citizen or Eligible Noncitizen
- Have a High School Diploma or GED
- If male 18-25 years of age, be registered with Selective Service
- Be enrolled and attending at least one course (for Pell Grant) of college level courses (Continuing Education courses do not qualify) or be enrolled in at least 6 semester hours for other financial aid programs
- Not be in default of a Federal Direct Loans or owe a refund of a Federal Grant
- Not have a conviction for possession or sale of illegal drugs for an offense that occurred while receiving federal student aid
- Have established need as determined by the federal need analysis methodology
- Be making Satisfactory Academic Progress according to (SAP) requirements
- Be in an eligible program of study/major

The FAFSA (Free Application for Federal Student Aid) is the first step to apply for federal aid at St. Philip's College to include, grants, loans, and work-study. The Department of Education uses the information provided on students FAFSA and forward to St. Philip's College to determine eligibility.

Institutional Advancement Scholarship Office

[Scholarship opportunities](#) are available to students enrolled at the College. There are various types of scholarships available based on merit or combination of merit and need, funded by institutional and private donations. Described below are the three main scholarships that support students through completion of their academic goals:

- General Scholarships are awarded to students of academic merit within specific academic or vocational departments. Awardees must have and maintain a minimum 3.5 overall GPA in their academic records at St. Philip's College. The average award for full-time study for an academic year is \$1,000.00, depending upon financial need and the number of hours in which the student is enrolled for two consecutive terms. Continuing and new students who are full-or part--time may apply.
- The Presidential Scholarship is available to students with a GPA of 3.5 or higher. Students receiving this scholarship must show a commitment to completing their college degree, as well as a commitment to community service. The President interviews the applicants, and selected individuals receive a scholarship valued at \$3,000.
- The [Student Engagement Grant \(SEG\)](#) is based on College initiatives designed to support recruitment efforts and enrollment in targeted programs and improve student retention through financial support and increased opportunities for student engagement. College personnel develop initiatives (e.g. St. Philip's College Choir, Service-Learning, Programmatic recruitment activities) and apply for funds to support student workers in these areas. The Student Engagement Grant Committee approves applications based on specific guidelines and the amount of funds available. Student Engagement Grant scholarship recipients are required to work a specific number of hours to fulfill the objectives of their respective initiatives. Students who have and maintain a 2.5 GPA are eligible for the grant. The financial support consists of \$750 in tuition/fee assistance and \$500 textbook assistance per term for full-time students. Part-time students receive \$500 tuition/fee assistance and \$250 textbook assistance per term.

Work-Study jobs are available to students based on financial need. The positions are available to both full-time and part-time students. Work-study jobs allow students to gain work and career experience. The positions support students through flexible scheduling and limited work hours.

The College has partnered with USA Funds to offer a [Financial Literacy Program](#). All incoming students are instructed in key elements of financial literacy, via a game show format, as part of the mandatory New Student Orientation. In addition, all new and currently enrolled St. Philip's College students are encouraged to attend our Financial Literacy Workshops.

Noel-Levitz results regarding [student financial aid](#) scored St. Philip's College slightly higher than national respondents. Community College Survey of Student Engagement (CCSSE) results related to [financial aid advising](#) were comparable to other Texas colleges and the 2013 cohort.

Academic Assistance

Tutoring Services

The [Tutoring and Technology \(TnT\) Center](#) provides a range of student academic support services. These services include free professional and peer tutoring in more than fifteen subject areas, including Accounting, Biology, Calculus, Chemistry, English, History, Math and Physics. All students, including online and off-campus students, are able to access SMARTThinking for tutoring assistance. [SMARTThinking](#) is an online tutoring site available to students 24/7 through the Alamo Colleges Educational Services (ACES) portal, providing students with access to online tutors.

The Tutoring and Technology Center is home to state-of-the-art equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi wireless internet access and use the 50 Dell computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

[MathWorld](#) is an on-campus lab available to students who may be experiencing roadblocks as they progress through their math courses. In the lab, students have access to computer programs, such as MyMathLab, and faculty and staff that can assist with their math homework. St. Philip's College full-time faculty designate 2 of their 10 office hours to MathWorld. In addition, over 50% of St. Philip's College full time faculty contribute over 2 hours a week through volunteer service. Currently, all St. Philip's College students enrolled in developmental math are required to enroll in a 1-hour math lab component.

The [Rose R. Thomas Writing Center](#) is a writing lab that assists students progressing through their English and writing courses. The lab offers computerized instruction, guided by a staff of Instructional Skills Specialists. In addition to completing skills modules in writing, the staff conducts workshops that enhance student understanding of key writing concepts.

The Natural Sciences Tutoring Lab, known as the [Byrd Sanctuary](#), supports student success within the Natural Sciences Department and the various disciplines that the department serves. Byrd Sanctuary staff are knowledgeable professionals with degrees in the various subjects being tutored. In addition, a variety of resource materials are available to support student needs. St. Philip's College full-time faculty designate 2 of their 10 office hours to the Byrd Sanctuary. Every Friday before an Anatomy and Physiology examination, the faculty host "mock exams" to prepare students for the upcoming exam. Faculty also host a Physics Bootcamp and Alchemist Cave tutorial sessions every Friday from 9-1 p.m.

[Noel-Levitz results](#) show students assessed St. Philip's College slightly higher than the national respondents in the following areas: 1) Computer labs are adequate and accessible. 2) The equipment in the lab facilities is kept up to date. The availability of tutoring services, however, was slightly lower than the national response. See the [Noel-Levitz results for Academic Services](#) for more information. Since this decline, the Tutoring and Technology Center has implemented a [Seminars for Success](#) workshop at both the Martin Luther King and Southwest campuses. Students are taught a variety of skills to improve academic success, including note taking techniques, the writing process, preparing for examinations and stress management. Sessions are offered multiple times each week at both campuses. The Tutoring and Technology Center has also worked with faculty teaching high risk courses to provide small group tutoring sessions for their students. Group sessions were scheduled based upon student input. Tutoring and Technology Center staff are also working with faculty at the Southwest Campus to adjust tutoring schedules to best accommodate students needs.

Community College Survey of Student Engagement (CCSSE) results related to [tutoring and skill labs](#) were higher than other Texas colleges and the 2013 cohort.

Disability Resource Center

The mission of the [Disability Resource Center \(DRC\)](#) is to create an accessible and effective learning environment where students with disabilities can complete their education and training. The Center provides a wide range of academic support services to eligible students. Staff follow best practices to ensure students have access to the latest information and technologies. Students are provided assistance with the registration process, testing accommodations (ex: extended time, quiet room, readers and/or scribes), adaptive technology and equipment and interpreter services. The Center provides reasonable academic support to eligible students to “level the learning field.”

Community College Survey of Student Engagement (CCSSE) results related to [disability services](#) were comparable to other Texas colleges and the 2013 cohort.

Center for Learning Resources

The [Center for Learning Resources](#) operates the Library, Archives, photographic services and classroom equipment support. Resources are available to enhance classroom instruction and meet the information and research needs of students, faculty, staff and administrators.

The St. Philip's College libraries house a wide variety of resources at both campus, including monographs, reference sets, DVDs, VHS tapes, CDs, microfilm/fiche, [119 online databases](#) and 92 print magazine and journal subscriptions (59 at Martin Luther King Campus, 28 at Southwest Campus and 5 at the nursing program in Seguin). Reference services and library instruction support the use of these materials.

St. Philip's College students can request information and receive assistance with research-related needs through an online [“Ask a Librarian”](#) service. This service is available 24 hours per day, 7 days per week for research assistance, with a response provided within 24 hours. A chat service is also available. Faculty and students can request classroom or individual library instruction for assistance in formulating a research topic, finding appropriate resources and citing source materials. [LibGuides](#) are compiled by St. Philip's College librarians to assist students with their research and provide subject-specific assistance and other resourceful information.

The [library facility at the College's Southwest Campus](#) has been renovated and enhanced with a larger media services component. Facilities include a library instruction classroom, individual and group study rooms as well as additional computer and study stations. The renovation also included an enclosed photocopy services area and a Media Production Suite equipped with technology to help students create multimedia-rich information sources for classroom presentations.

The most recent Noel-Levitz survey shows that students ranked the St. Philip's College library slightly higher than the national average regarding the [adequacy of library resources and services](#).

Course Delivery Modes

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

Faculty Support

The [Instructional Innovation Center \(IIC\)](#) assists faculty and staff in developing the skills necessary to enhance student learning and meet the objectives of its programs. The Center is dedicated to empowering the St. Philip's College community for success by providing professional development opportunities for faculty to promote professional growth, quality instruction, and innovative teaching, as well as professional development opportunities to support staff in enhancing their services to students.

The Instructional Innovation Center provides workshops, professional development events, programs, and one-on-one consultations for faculty on using instructional technology, teaching online, and learning about pedagogical best practices. Key programs include the [Master Teacher Certification program](#) established in 1998, the [Distance Learning Certification program](#), and the [Service Skills Certification program](#) for staff. Major events include the [Professional Development Week](#) college-wide activities in August and January, the annual [Employee Development Day](#), the [Fiesta of Teaching Technology](#), and the [Administrative Professionals Workshop](#). The Instructional Innovation Center supports and trains faculty on the use of [Instructure Canvas learning management system](#), Concourse electronic syllabus, BioSIG identity verification system, Mediasite video system, student response systems and iPads. It also provides an open computer lab for faculty and staff, as well as the checkout of equipment such as iPads and classroom clickers. It also provides support for other enterprise-wide systems such as the AlamoLearn talent management system and the Sungard Luminis course tools.


The program or course provides faculty support services specifically related to teaching via an electronic system. The institution assures appropriate training for faculty who teach via the use of technology. The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.




























Beyond internal training, faculty and staff actively engage in professional development, including conferences, seminars, workshops and webinars. The College supports employee development by providing travel funds. By enhancing faculty and staff skills, St. Philip's College continually improves its academic support services.

Summary

All academic support services, from advising and counseling to tutoring and information resources, fully supports the St. Philip's College mission to empower our diverse student population through personal and educational growth, career readiness and community leadership. By providing these services, our students can get the most out of their education and develop into leaders within their career fields.

Supporting Documents:

-  [Academic Advisors Knowledge](#)
-  [Administrative Prof Workshop Agenda 2014](#)
-  [Advising Staff Jan2015](#)
-  [Advising Students Served Aug 2013 - July 2014](#)
-  [Alamo Advise Org Chart Updated](#)
-  [AllAccessPass](#)
-  [Ask A Librarian Website](#)
-  [Canvas Quick Guide for Students](#)
-  [Career Services Website](#)
-  [CCSSE 2013, Tutoring and Skill Labs](#)
-  [CCSSE Key Findings Report 2013](#)
-  [CCSSE Results 2013, Academic Advising](#)

-  [CCSSE Results 2013, Career Counseling and Job Placement](#)
-  [CCSSE Results 2013, Disability Services](#)
-  [CCSSE Results 2013, Financial Aid Advising](#)
-  [Certified Advisors in Veterans Affairs](#)
-  [Counseling Center Staff](#)
-  [Counseling Resource Center Website](#)
-  [Current Student Website](#)
-  [DAR ESS Counseling Resource Center](#)
-  [Distance Learning Website](#)
-  [Distance Learning Certification Program Schedule Fall 2014](#)
-  [DRC Website](#)
-  [Early Alert Program](#)
-  [Employee Development Day 102914](#)
-  [Enrollment Steps](#)
-  [Fiesta of Teaching Technology Spring 2014](#)
-  [HBCU-CFE Mini-Grant Final Report 071814](#)
-  [IEP Example](#)
-  [International Education](#)
-  [LibGuides Website](#)
-  [MathWorld Website](#)
-  [MLK CLR Map](#)
-  [MT List Jan2015](#)
-  [Noel Levitz SSI 4-2014](#)
-  [Professional Development Week Spring 2014](#)
-  [Scholarships](#)
-  [SEG Website](#)
-  [Service Skills Program](#)
-  [SMARThinking](#)
-  [SPC Instructional Innovation Center - Webpage.PDF](#)
-  [SPC Library Databases Complete List](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Resources](#)
-  [SWC Library Map](#)
-  [TnT Website](#)
-  [Writing Center Website](#)

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.10 and places primary responsibility for curricular content and quality with its faculty.

St. Philip's College [Faculty Job Description](#) acknowledges faculty's primary responsibility for curriculum content and quality when it states that "[t]eaching faculty are professional educators who have the primary responsibility of fulfilling the... mission of providing a quality education for all students attending the colleges.... Faculty members will uphold the mission and values of the colleges[]...." Similarly, St. Philip's College's adopted [Board Procedure](#) further states, "[T]he relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning."

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

Student Learning Outcomes (SLO) Development and Assessment

[St. Philip's College Student Learning Outcomes](#) are [assessed by faculty](#) at the institutional and department/program level as part of the St. Philip's College Quality Enhancement Plan (student demonstration of critical thinking) through annual Assessment Day activities each February. In addition, Education Testing Service standardized testing in Reading, Writing and Math is implemented each Fall semester to provide faculty with data on how well students are doing in key core areas. To meet Texas Higher Education Coordinating Board Core Curriculum assessment requirements, faculty develop, assess and identify best practices and opportunities for improvement of program and institutional student learning outcomes. The end result is a Student Learning Outcomes Assessment ([2013-2014](#), [2012-2013](#)).

Instructional Unit Review (IUR)

Instructional Unit Review is an [organized process](#) whereby faculty within each instructional program area examine program effectiveness by careful evaluation of stated purposes, educational goals, assessment methods and outcomes. As part of the College's institutional effectiveness process, [faculty within each instructional program](#) are responsible for developing goals and evaluating those goals. This [IUR process](#) receives input from a broad-based representation of the persons who interact with the Instructional Unit. This representation includes instructional faculty within the Instructional Unit and also faculty from other supporting and supported disciplines, as well as other stakeholders. Data is gathered from course and program assessment, employees, and business and industries. Through this review, faculty within an Instructional Unit identify their program's contribution to the college's mission, establishes educational goals and measurement of outcomes, and utilizes assessment findings to effectively plan educational goals and desired future outcomes ([Instructional Unit Review Results June 2007 to September 2010](#)).

St. Philip's College Curriculum Committee (CC)

Instructional curricula are reviewed on an ongoing monthly basis by the [Curriculum Committee](#), which is composed of all academic department chairs (faculty) in addition to deans and key directors. Changes in curriculum originate at the level of individual faculty members or the department, but these changes must be approved by the St. Philip's College Curriculum Committee. Members of this Committee receive a [handbook](#) that helps guide them in their responsibilities. The purpose of the Curriculum Committee is to review and evaluate changes in the College programs of study. The Curriculum Committee reviews items submitted by Deans and/or Academic Program Coordinators ([Curriculum Committee Minutes October 16, 2014](#), [Curriculum Committee Minutes November 20, 2014](#)). Once the Curriculum Committee reviews and makes decisions about a particular program, whether a [new program](#) ([Sample New Program Process](#)) or a [revision](#), it is then identified as "College Approved" and is forwarded to the Alamo Colleges Curriculum Committee for review and collaboration with the other colleges ([Curriculum Committee Alamo Colleges Minutes October 20, 2014](#), [Curriculum Committee Alamo Colleges Minutes November 17, 2014](#)).

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

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

- Review and address any changes required by Texas Higher Education Coordinating Board
- Research the core curriculum at peer/transfer institutions for general acceptance of the courses in their discipline
- Review the need for and/or possible removal of unique needs courses
- Review the need for and/or possible removal of Academic Cooperatives
- Review the need for and/or possible removal of courses which have a pre-requisite that satisfy the core
- Review enrollment data for courses – recommend enrollment of at least 100 students each semester
- Verify all courses meet their Foundational Component Area definitions
- Review core curriculum assessment data for their discipline and make necessary revisions to coursework to ensure that the Core Objectives are being met

Faculty provide their recommendations to the St. Philip's College [Core Curriculum Committee](#) by the end of November for informational purposes. By the first of February, faculty meet with their cross-district Discipline Team members and consensus of the courses to be included in the general education core is reached. If consensus cannot be reached, mediation may be required. To accommodate differences in academic coursework, the general education core for each college does not have to be the same for all colleges, though consensus will ensure greater transferability across Alamo Colleges. Once this process is complete, the Discipline Team recommendations are brought back to the St. Philip's College Core Curriculum Committee for final approval. Once approved at the college level, the process for approval at the district level is implemented.

Alamo Colleges Curriculum Committee (ACCC) and Discipline Teams

The Alamo Colleges Curriculum Committee serves as a collaborative team of individuals, primarily faculty, representing each of the sister colleges, including St. Philip's College. As curricular program issues arise and through ongoing review, the committee meets to come to consensus on approving proposals for additions, deletions or changes to the current general education core and program curriculum ([Curriculum Committee Alamo Colleges Minutes October 20, 2014](#), [Curriculum Committee Alamo Colleges Minutes November 17, 2014](#)). The ultimate goal is to collectively proceed in a manner that best serves students attending any of the Alamo Community College District. Faculty at the individual colleges develop their own syllabi, course content and assessments as appropriate for their programs. Before an issue is brought to the Alamo Colleges Curriculum Committee and if a program is

offered at more than one of the Alamo Colleges, it is reviewed by cross-district Discipline Teams composed of faculty representatives from all of the sister colleges who teach in a particular disciplinary area ([Network Administrator Discipline Team](#), [Biology Discipline Team](#); [Discipline Team Mediation Samples](#)). This assures that content experts agree to the proposed change or new program prior to submission for approval from the faculty and administrators of the Alamo Colleges Curriculum Committee ([Curriculum Review Process Flowchart - Program Revisions](#)).

Summary

Hence, as evidenced above, St. Philip's College is in compliance with Comprehensive Standard 3.4.10 and places primary responsibility for curricular content and quality with its faculty.

Supporting Documents:

-  [CC Guidebook Dec 2014](#)
-  [CC Meeting Minutes 10-16-2014.pdf](#)
-  [CC Meeting Minutes 11-20-2014.pdf](#)
-  [CC-AC Meeting Minutes 10-20-2014.pdf](#)
-  [CC-AC Meeting Minutes 11-17-2014.pdf](#)
-  [Core Curriculum Committee Minutes, April 3, 2014.pdf](#)
-  [Curriculum Committee New Program Development](#)
-  [Curriculum Committee New Program Process Example - Vision Care](#)
-  [Curriculum Review Process Flowchart - Program Revisions](#)
-  [D.7.1.2 Procedure, Faculty Role.pdf](#)
-  [Discipline Team Collaboration, Biology, January 23, 2015.pdf](#)
-  [Discipline Team Collaboration, Network Administrator, October 8, 2014.pdf](#)
-  [Discipline Team, Mediation Document Samples.pdf](#)
-  [Faculty Job Description, Primary Responsibility and Mission.pdf](#)
-  [IU Review Template 2014-15.pdf](#)
-  [IUR Committee Roster 2 13 15.pdf](#)
-  [IUR Results 6/7 to 9/10](#)
-  [IUR Schedule.pdf](#)
-  [SLO Assessment Annual Report 2012-2013](#)
-  [SLO Committee 2011-2012](#)
-  [SPC Core Curriculum Assessment Plan Fall 2014 \(Rev 8-29-2013\)](#)
-  [SPC Curriculum Committee Role, Scope and Membership Dec2014](#)
-  [Student Learning Outcomes Assessment 2013-2014 Final 6-24-14](#)

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

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.11 and assigns responsibility for program coordination and curriculum development to persons academically qualified in the field.

St. Philip's College Assigns Program Coordinators / Directors

St. Philip's College has 14 academic departments that offer one Associate of Arts in Teaching (AAT) degree, 21 Associate of Arts (AA) degrees, 14 Associate of Science (AS) degrees, 53 Associate of Applied Science (AAS) degrees and 83 certificate programs, for a total of 172 programs ([Degrees Programs and Awards](#)). Each program has a coordinator or director who is qualified in their field, or degree discipline, and is responsible for overseeing all aspects of the program and its curriculum. Program coordinators or directors are selected and designated from current Faculty members in a department, and in the event there are no viable candidates within a department, the College will hire externally to fill a position. The selection is made by the Department Chairs, with confirmation by the Dean and Vice President of Academic Affairs. Those selected receive either additional compensation or release time for their services (see Example Diesel Program Coordinator [Request](#) and [Completed](#)).

While job descriptions exist for [Academic Program Coordinator](#) and [Academic Program Director](#), the Human Resources title of each Faculty serving in these roles remains as [Faculty](#). The Academic Program Coordinator and Academic Program Director job descriptions serve as guidance to the Department Chairs and the Faculty member for these roles. The two titles are used interchangeably and is at the discretion of the Department Chair and/or Dean, often determined based on language of accrediting bodies.

An [Academic Program Coordinator](#) at St. Philip's College is responsible for "overseeing the operation of assigned center and/or program ensuring district, college, faculty and student objectives are met" and "Collaborates with faculty to determine needs. Develops and implement [sic] programs to support college/district strategic objectives. Ensures programs comply with SACS[COC], THECB [the Texas Higher Education Coordinating Board], grant and regulatory requirements." An [Academic Program Director](#) is responsible for "directing program development, implementation, evaluation and improvement to ensure program objectives are met and sustained" and "Monitors existing programs. Insures compliance with all grant, legal and licensing/certification requirements."

Program Coordinators / Directors Academically Qualified

The minimum requirement for an [Academic Program Coordinator](#) is 1) "[a] Bachelor's degree or combination of education, training and experience that equates to the required degree" and 2) "[t]hree years of directly related experience." The minimum requirement for an [Academic Program Director](#) is 1) a "Bachelor's degree in related field or combination of education, training and experience that equates to the required degree," 2) "[t]hree years of related experience," and 3) "One year of supervisory experience." Faculty teaching courses in Applied Science and Technology must have a [minimum associate's degree and work experience in the field](#). The hiring process as stipulated by St. Philip's College-adopted Board Policies and Procedures ensures that all department coordinators and directors have the requisite experience, qualifications, degrees, and licenses to fulfill the needs of the institution (Board Policy, Sections [D.2.3](#), [D.2.3.2](#), [D.2.7](#), and [D.2.7.1](#)).

Below is the list of programs, program coordinators, and the credentials of the Program Coordinators, indicating that each is academically qualified in their field. Each are active in providing oversight for assessing the quality of his/her respective program and curriculum and for ensuring that the curriculum and its delivery are educationally sound ([Example Curriculum Revis Bell](#), [Example Curriculum Laura Miele](#), [Example Curriculum Dr. Robert Castaneda](#)); Example Advisory Minutes [Tourism, Hospitality and Culinary Arts](#), [Construction](#), [Aviation](#)).

St. Philip's College is authorized to grant the Associate of Arts and Associate of Science degrees in the following concentrations:			
Degree	Program Concentration	Program Coordinator	Qualifications: Highly Qualified
AA/AS	General Education	Cynthia Pryor	University of Texas- Tyler MA Political Science
AA	Art	Jennifer Agricola-Mojica	University of Texas- San Antonio MFA Painting
AA	Business Administration	Dr. Raymond Chacon	Our Lady of the Lake University Ph.D. Leadership Studies / University of the Incarnate Word M.B.A. Management—QUALIFYING DEGREE University of the Incarnate Word B.A. Political Science INDUSTRY CERTIFICATION: Microsoft Office Specialist Certified; CompTIA Security+ TEACHING EXPERIENCE: 10+ yrs college level teaching experience WORK EXPERIENCE: 8+ yrs. business workforce experience; OTHER CERTIFICATIONS: Canvas Online Certification
AA	Criminal Justice	John James	St. Mary's University MJA Justice Administration
AA	Drama	Vincent Hardy	Cornell University MFA Acting
AA	Economics	Nathan C. Oelke	University of Texas- San Antonio MA Economics
AA	English	Jennifer Gray	Our Lady of the Lake University MA ENGLISH 18 Graduate Hours in Education
AA	History	Jack L. Nawrocik	University of Texas- San Antonio MA History HIS 5013 Modern European History 3 hrs HIS 6423 Top-HIS: Stalinism 3 hrs HIS 6423 Top-HIS: Medieval 3 hrs HIS 4953 SS: Russia before Peter the Great 40503-OL Women in the Holocaust 3 hrs 30510-OL The Holocaust and European Mass Murder 3 hrs Total of 18 hours The courses listed above satisfy the definition for Humanities.

AA	Humanities	Jack L. Nawrocik	University of Texas- San Antonio MA History HIS 5013 Modern European History 3 hrs HIS 6423 Top-HIS: Stalinism 3 hrs HIS 6423 Top-HIS: Medieval 3 hrs HIS 4953 SS: Russia before Peter the Great 40503-OL Women in the Holocaust 3 hrs 30510-OL The Holocaust and European Mass Murder 3 hrs Total of 18 hours The courses listed above satisfy the definition for Humanities.
AA	Liberal Arts and Science	Gregory Gonzales (Arts)	University of Texas- Austin M Mus. Music Theory
AS	Associate of Science	Cynthia Katz (Science)	University of Texas- San Antonio M Music
AA	Music	Eric Schmidt	University of Cincinnati M Mus. Music Theory
AA	Physical Education	Randall Dawson	Pittsburg State University MS Physical Education
AA	Political Science	Michael Dillard	St. Mary's University MA Political Science
AA	Psychology	Shirley Bass-Wright	Eastern Michigan University MS Clinical Psychology
AA	Sociology	Chris Del Anna Grayson	University of Texas- Austin MA Sociology
AA	Spanish	Dr. Jude Manzo	Yale University PhD SPANISH
AA	Speech	Tyrell Williams	Norfolk State University MA SPEECH
AA	Visual Communications	OPEN	The College is actively posting for a Program Coordinator for this program
AS	Biology	Dr. Stacie Koonhow	University of Texas-San Antonio PhD Biology
AS	Biotechnology	Solomon Nfor	University of Texas-San Antonio MS Biotechnology University of Buea, Cameroon MS Zoology
AS	Chemical Research Assistant	ARCHIVED	ARCHIVED
AS	Computer Science	Dr. Robert Castaneda	University of Texas- San Antonio Ph.D. Computer Science QUALIFYING DEGREE University of Texas- San Antonio M.S. Computer Science University of Texas- San Antonio B.S. Computer Science TEACHING EXPERIENCE: 15 years full time and part time community college and university teaching experience; WORK EXPERIENCE: 2000-2001 Software Engineer--Developed software for wireless networks using GPRS technology emulating movement of wireless devices; maintained life cycle of software; tested overload of incoming data into a wireless device; Trouble shoot/debugged software; Wrote technical reports analyzing/outlining software

			<p>projects;1994 – 1995 Associate Researcher-- Analyzed various hardware vs. software algorithms performances on shared-memory computers; In-depth analysis of comparison between different architectural designs of shared-memory computers; 1993 – 1994 Assistant Researcher--Researched shared memory computers and proposed algorithms to implement on shared-memory computers</p> <p>OTHER CERTIFICATIONS: Canvas Online Certified</p>
AS	Engineering	Darrel Dolph	<p>Michigan Tech University BS Electrical Engineering MA 132 Vector Anal Geom 5 hrs MA 133 Calculus 1 5hrs MA134 Calculus 2 5 hrs MA231 Calculus 3 5 hrs MA 330 Theory of Games 3 hrs MA 459 Linear Algebra I 4 hrs Total of 27 hours Michigan Tech University MS Electrical Engineering 27 undergraduate hours to teach Developmental Math</p>
AS	Health Science	Roger Biduaka	<p>University of Illinois, Urbana, MS Biosciences University of Zaire DVM</p>
AS	Mathematics	Jessica Lopez	<p>University of Texas- San Antonio MS Mathematics</p>
AS	Mechanical Engineering	Darrel Dolph	<p>Michigan Tech University BS Electrical Engineering MA 132 Vector Anal Geom 5 hrs MA 133 Calculus 1 5hrs MA134 Calculus 2 5 hrs MA231 Calculus 3 5 hrs MA 330 Theory of Games 3 hrs MA 459 Linear Algebra I 4 hrs Total of 27 hours Michigan Tech MS Electrical Engineering 27 undergraduate hours to teach Developmental Math</p>

AS	Pre-Nursing	Kathryn White	University of Texas-San Antonio MS Biotechnology BIO 5353 MOLECULAR GENETICS 3 hrs BIO 5573 EXT TECH: RECOMBINANT DNA 3 hrs BIO 5513 ADV BIOCHEMISTRY 3 hrs BIO 5523 ENZYMES 3 hrs BIO 6553 FERMENTATION SCIENCE 3 hrs BIO 6643 CELL & MOLEC BIOL 3 hrs BIO 6803 AD IMMUNOL-IMMUNO CHE 3 hrs Total of 21 hours
AAT	Teacher Certification	Joann Davis	Texas A&M-Kingsville Ph.D. Bilingual Education Texas A&M-Kingsville M.S. Bilingual Education Curriculum & Instruction 5823 Reading-Writing Development BBL5173 Sociological Issues and Sociological Issues & Teaching of Reading EDRD 5419 Advance Diagnosis Reading Differences EDRD 5309 Seminar in Reading

St. Philip's College is authorized to grant the Associate of Applied Science degree in the following programs:

Aircraft, Construction and Manufacturing Technology (ACMT)

Degree	Program	Program Coordinator	Qualifications: Highly Qualified
AAS	Aircraft Technician Airframe	Rodney Cotter	Northern Michigan University B.A. Industrial Technology Electronics Gateway Tech. A.A.S. Fluid Power Airframe & Powerplant License Experience: Over 20 years as aircraft electrician and also teaching aircraft electrical and T-38 and T-37

AAS	Aircraft Technician Powerplant	Christian Nunnelee	Texas State Tech College A.A.S. Aviation Maintenance Airframe & Powerplant License Experience: Over 12 years in aircraft maintenance acquire while at K.C. Aviation Inc., U.S. Army National Guard and other aviation companies. Taught aircraft maintenance at Southwest Texas Junior College
AAS	CNC Manufacturing Technician	Jose A. Ybarra	University of the Incarnate Word MAA, Administration BAAS, Applied Science National Association of Manufacturers Experience: Over 30 years machinist/machine shop acquire at Chromalloy Component Services and at USAF Kelly Air Force Base
AAS	Construction Technology	James Chilson	University of Texas- San Antonio, MA, Adult Learning and Teaching BA, Political Science/Legal Studies NCCER National Center for Construction Education and Research certified Experience: Over 35 years in woodworking and construction skills as Master Carpenter acquired at Creative Crafters
AAS	Manufacturing Operations Technician	Jose A. Ybarra	University of the Incarnate Word MAA, Administration BAAS, Applied Science National Association of Manufacturers Experience: Over 30 years machinist/machine shop acquire at Chromalloy Component Services and at USAF Kelly Air Force Base
AAS	Welder/Welding Technologist	Eugene Gracia	Texas State University BAAS, Applied Arts & Sciences; St. Philip's College, AAS, Welder/Welding Technologist
Applied Electrical and Mechanical Technology (AEMT)			
AAS	Air Conditioning and Heating	Juan Villela	St. Philip's College A.A.S. Air Conditioning & Heating HVAC NCCER Certification EPA Certification OHSA NCI Certification
AAS	Biomedical Engineering Technology	Alberto Vasquez	University of Texas- San Antonio B.S.E.E. University of Texas at San Antonio M.S. Management of Technology Physiology for Engineers BioInstrumentation

AAS	Computer Maintenance Technology	Brenda Clark	Texas Southern University, B.S. Electronic Technology, University of Phoenix, M.A. ED/Adult Education Training Cisco CCNA Certified
AAS	Computer Maintenance Technology with Cisco Specialization	Brenda Clark	Texas Southern University B.S. Electronic Technology, University of Phoenix, M.A. ED/Adult Education Training Cisco CCNA Certified
AAS	Electrical Trades	David Carrillo	St. Philip's College A.A.S Electrician, ELECTRICITY I,II,III St. Philip's College , A.A.S Electrician, RESIDENTIAL WIRING St. Philip's College A.A.S Electrician, COMMERCIAL WIRING State of Texas Licensed Master Electrician
AAS	Electronics Technology Instrumentation	<u>OPEN</u>	Program Coordinator has retired, in the process of hiring faculty, program Coordinator.
AAS	Power Generation and Alternative Energy	<u>OPEN</u>	Program Coordinator has resigned, in the process of hiring faculty, program Coordinator.
AAS	Refrigeration Technology	Juan Villela	St. Philip's College A.A.S . Air Conditioning & Heating HVAC NCCER Certification EPA Certification OHSA NCI Certification
AAS	Advanced Manufacturing Technician	Dr. Marie-Michelle Saint Hubert	San Antonio College A.A.S. Computer Electronics Technology The University of Texas- San Antonio, B.S. Electrical Engineering The University of Texas- San Antonio / (UN)iversity of University of Texas Health Science Center- San Antonio, Ph.D. Biomedical Engineering Semiconductors I Semiconductors II Logic Digital Electronics Industrial Electronics NCCER Core Curricula Certified NCCER Electrical Instructor OHSA 10HR

Business Information Solutions (BIS)			
AAS	Accounting Technician	Maria Luna-Chavez	University of Texas- San Antonio M.S.A. Accounting -- QUALIFYING DEGREE St. Mary's University. B.B.A. Accounting INDUSTRY CERTIFICATIONS: Certified Public Accountant TEACHING EXPERIENCE: 11 yrs college level teaching experience; 5 yrs secondary teaching experience WORK EXPERIENCE: 5 yrs assistant vice president of internal audit; staff accountant OTHER CERTIFICATIONS: Canvas Online Certified
AAS	Administrative Office Technology	Dr. Raymond Chacon	Our Lady of the Lake University Ph.D. Leadership Studies University of the Incarnate Word M.B.A. Management—QUALIFYING DEGREE University of the Incarnate Word B.A. Political Science INDUSTRY CERTIFICATION: Microsoft Office Specialist Certified; CompTIA Security+ TEACHING EXPERIENCE: 10+ yrs college level teaching experience WORK EXPERIENCE: 8+ yrs. business workforce experience; OTHER CERTIFICATIONS: Canvas Online Certification
AAS	Business Management and Technology	Revis Bell	Webster University M.A. Computer and Resource Information Management QUALIFYING DEGREE Southwest Texas State B.A. University, Management BAAS Applied Arts & Science ACC 2361 Elem Acct I ACC 2362 Elem Acct II MATH ELNA College Algebra MATH ELNA Precalculus TEACHING EXPERIENCE: 15 yrs US Air Force teaching experience; 16 yrs college level teaching experience WORK EXPERIENCE: 5 yrs business development in Texas and Mexico OTHER CERTIFICATIONS: Canvas Online Certified
AAS	Computer Support Specialist	ARCHIVED	ARCHIVED

AAS	Construction Business Management	Revis Bell	<p>Webster University M.A. Computer and Resource Information Management QUALIFYING DEGREE Southwest Texas State B.A. University, Management BAAS Applied Arts & Science ACC 2361 Elem Acct I ACC 2362 Elem Acct II MATH ELNA College Algebra MATH ELNA Precalculus TEACHING EXPERIENCE: 15 yrs USAF teaching experience; 16 yrs college level teaching experience WORK EXPERIENCE: 5 yrs business development in Texas and Mexico OTHER CERTIFICATIONS: Canvas Online Certified</p>
AAS	Industrial Maintenance Management	<u>ARCHIVED</u>	ARCHIVED
AAS	Information Security and Assurance	Edith Orozco	<p>Texas A&M- San Antonio M.B.A. Information Security and Assurance-- QUALIFYING DEGREE. University of Incarnate Word B.B.A. International Business INDUSTRY CERTIFICATIONS: CompTIA Network +, CompTIA Security +, Certified Ethical Hacker, Microsoft Certified Trainer, Microsoft Certified IT Professional, Microsoft Certified Technology Specialist, Microsoft Certified Desktop Support Technician, Microsoft Office Certified Specialist, Microsoft Office Certified Expert, Microsoft Office Certified Master Specialist, Microsoft Certified Professional, Microsoft Certified Systems Engineer, Microsoft Certified Systems Administrator OTHER CERTIFICATIONS: Canvas Online Certified</p>
AAS	Network Administrator	Edith Orozco	<p>Texas A&M- San Antonio M.B.A. Information Security and Assurance-- QUALIFYING DEGREE. University of Incarnate Word B.B.A. International Business INDUSTRY CERTIFICATIONS: CompTIA Network +, CompTIA Security +, Certified Ethical Hacker, Microsoft Certified Trainer, Microsoft Certified IT Professional, Microsoft Certified Technology Specialist, Microsoft Certified Desktop Support Technician, Microsoft Office Certified Specialist, Microsoft Office Certified Expert, Microsoft Office Certified Master Specialist, Microsoft Certified Professional, Microsoft Certified Systems Engineer, Microsoft Certified Systems Administrator OTHER CERTIFICATIONS: Canvas Online Certified</p>
AAS	Web and Mobile Developer	Dr. Robert Castaneda	<p>University of Texas- San Antonio Ph.D. Computer Science QUALIFYING DEGREE University of Texas- San Antonio</p>

			<p>M.S. Computer Science University of Texas- San Antonio B.S. Computer Science TEACHING EXPERIENCE: 15 yrs full time and part time community college and university teaching experience; WORK EXPERIENCE: 2000-2001 Software Engineer--Developed software for wireless networks using GPRS technology emulating movement of wireless devices; maintained life cycle of software; tested overload of incoming data into a wireless device; Trouble shoot/debugged software; Wrote technical reports analyzing/outlining software projects;1994 – 1995 Associate Researcher-- Analyzed various hardware vs. software algorithms performances on shared-memory computers; In-depth analysis of comparison between different architectural designs of shared-memory computers; 1993 – 1994 Assistant Researcher--Researched shared memory computers and proposed algorithms to implement on shared-memory computers OTHER CERTIFICATIONS: Canvas Online Certified</p>
Tourism, Hospitality and Culinary Arts (THCA)			
AAS	Baking and Pastry Arts	Cynthia DeLa Fuente	<p>St. Philip's College Associate of Applied Science, Culinary Arts 10 + years full-time and part-time employment in culinary and pastry areas.</p>
AAS	Culinary Arts	Frank Salinas	<p>Master's of Education- Management of Tech Ed., Texas State University BAAS – Applied Arts & Science, Texas A & Career & Tech Ed., Texas State University AAS- Culinary Arts, SPC AAS- Restaurant Management, SPC / 12 years as SPC instructor 8 years in HPTY Industry</p>
AAS	Hospitality Management	David Uminski	<p>Texas A&M- San Antonio BAAS, Business Management</p>
AAS	Hotel Management	David Uminski	<p>Texas A&M- San Antonio BAAS, Business Management</p>
AAS	Restaurant Management	Will Thornton	<p>MA , Organizational Management, Webster University MS-School Administration, Texas State University BS – Occupational Education, Texas State University 29 years as SPC Instructor 20+ years experience as Director of Operations for a local restaurant 22+ years experience as owner of a</p>

			management consulting company. FDNS, CHEF, and RSTO courses are a part of the Occ Ed work life experience courses accepted as part of the BSOE at Texas State University
Transportation Services Technology (TST)			
AAS	Automotive Technology - Option II Ford	Richard Halliburton	A.A.S.(Aviation Maintenance Technology), Texas State Technical College A.A.S.(Electronic Technology), Hallmark Institute of Technology Automotive Service Excellence Certified Technician Master Certified Technician Senior Master Technician-Ford Minimum of 20hrs annually of Continue Education in Field of Study 22 years of industry work experience
AAS	Automotive Technology	William Fuller	St. Philip's College A.A.S. Automotive Technology Wayland Baptist University B.S.O.E. Occupation Education & Business Management Wayland Baptist University M.A. Education Automotive Service Excellence Certified Technician Master Certified Technician Advanced Performance Licensing Certified Certified Buick Service Masters Certified Pontiac Service Masters Certified Chevrolet Service Masters Minimum of 20hrs annually of Continue Education in Field of Study 19 years of industry work experience
AAS	Collision/Refinishing Technician	Daniel Salas	A.A.S. (Collision Technician), St. Philip's College A.A.S. (Collision Technician), St. Philip's College Automotive Service Excellence Certified Collision Repair Technician 42 years of industry work experience
AAS	Diesel Construction Equipment Technician	Jon Blanchard	A.A.S. (Instructional Methodology), Community College of Air Force A.A.S. (Automotive Science), Community College of Air Force Automotive Service Excellence Certified in Master Medium/Heavy Truck Technician 17 years of industry work experience
AAS	Diesel/Light to Heavy Truck Technology	Jon Blanchard	A.A.S. (Instructional Methodology), Community College of Air Force A.A.S. (Automotive Science), Community College of Air Force Automotive Service Excellence Certified in Master Medium/Heavy Truck Technician 17 years of industry work experience
AAS	GM Automotive Service Educational Program	Russell Gill	A.A.S.(Automotive Technology), Glendale Community College B.S. (Mechanical Engineering) University of Texas at San Antonio Automotive Service Excellence Technician

			<p>Master Certified Technician Advanced Performance Licensing Certified World Class Masters General Motors Technician Minimum of 20hrs annually of Continue Education in Field of Study 5 years of industry work experience</p>
Health Sciences			
AAS	Diagnostic Medical Sonography	Barbara Travis	<p>University of New Mexico BS Radiologic Sciences ARDMS, AB, OB/GYN, RT(R)</p>
AAS	Early Childhood Studies and Family Studies	Pamela Ray	<p>University and New Mexico State University, Masters in Human Relations- Family/Child Counseling, B.A. Psychology/Special Education Post Graduate Studies – Early Childhood Education, Cameron More than 10 years of work experience in early care and education field, 25 years of work experience in Early Childhood</p>
AAS	Early Childhood Studies and Family Studies with Specialization in Accreditation Leadership	Pamela Ray	<p>University and New Mexico State University, Masters in Human Relations- Family/Child Counseling, B.A. Psychology/Special Education Post Graduate Studies – Early Childhood Education, Cameron More than 10 years of work experience in early care and education field, 25 years of work experience in Early Childhood</p>
AAS	Health Information Technology	Penny Pfeil	<p>Southwest Texas State University B.B.A. Business Administration B.S. Medical Record Administration RHIA Certified; over 6 years related work experience when hired for in 2001</p>
AAS	Health Information Technology - Health Management with Allied Health Technical Specialties	Penny Pfeil	<p>Southwest Texas State University B.B.A. Business Administration B.S. Medical Record Administration RHIA Certified; over 6 years related work experience when hired for in 2001</p>
AAS	Invasive Cardiovascular Technology	Frank Arredondo	<p>M.S.H.P. in Health Professions/Health Care Administration University or Institution Name B.S. Health Professions (Health Care Management / Texas Department of State Health Services License, R.T.(R)(ARRT) with the American Registry of Radiologic Technologist 20 years of health care experience</p>

AAS	Language and Literacy in Preschool	Pamela Ray	University and New Mexico State University Masters in Human Relations-Family/Child Counseling, B.A. Psychology/Special Education Post Graduate Studies – Early Childhood Education, Cameron More than 10 years of work experience in early care and education field, 25 years of work experience in Early Childhood
AAS	Medical Laboratory Technician	Terri Murphy-Sanchez	University of Guelph B.S. Biological Science Michener Institute for Applied Health Science Undergraduate/Med Lab Technology Certified by the National Credentialing Agency (NCA) for Laboratory Personnel & CSMLS; 14 years related work experience when hired in 2009
AAS	Occupational Therapy Assistant	Kathryn Freeman	Texas Woman's University M.O.T. Occupational Therapy Texas A&M University B.S. Physical Education Texas Board of Occupational Therapy Examiners: Occupational Therapist License (OT); over 19 years of related work experience when hired in 2010
AAS	Physical Therapist Assistant	Laura Miele	Wayland Baptist University M.Ed. Education, B.S. Occupational Education Kapiolani Community College A.A.S. Physical Therapist Assistant Texas Board of Physical Therapy Examiners: License for Physical Therapist Assistant; Member of the American Physical Therapy Association; over 7 years related work experience when hired in 2007
AAS	Radiography Technologist	G. Yolanda Poist	MBA in Human Resources Management University or Institution Name B.S.O.E Management and Occupational Education with a specialization in Radiographic Technology University or Institution Name A.A.S. Occupational Education with a specialization in Radiographic Technology Texas Department of State Health Services (Medical Radiologic Technologist) License, American Registry of Radiologic Technologists as R.T.(R)(M(CT))(AART) 6.5 years of experience in Radiology
AAS	Respiratory Care Technology	Bruce Fisher	M.S.H.P. Health Profession-Allied Health Education/Health Care Administration University or Institution Name B.S.H.P. Health Profession (Allied Health Education) University or Institution Name A.A.S. Respiratory Therapy Texas Department of State Health Services

			License (Respiratory Care Practitioner), National Board for Respiratory Therapy— Registered Respiratory Therapist (RRT)
AAS	Surgical Technology	Jessica Garza	B.S. Interdisciplinary Studies (EC-4 Teacher Certification) University or Institution Name A.A. Early Childhood, AAS in Surgical Technology Certified Surgical Technologist (CST) 3 years of work experience

Summary

As evidenced by the above discussion and examples, St. Philip's College is in compliance with Comprehensive Standard 3.4.11 and assigns responsibility for program coordination and curriculum development to persons academically qualified in the field.

Supporting Documents:

-  [Advisory Committee Minutes - Aviation.pdf](#)
-  [Advisory Committee Minutes - Construction.pdf](#)
-  [Advisory Committee Minutes - THCA, CHEF.pdf](#)
-  [D.2.3 Policy Qualifications for Hire](#)
-  [D.2.3.2 Procedure Faculty and Department Chair Positions](#)
-  [D.2.7 Policy Employee Licensure, Registration and Certification Requirements](#)
-  [D.2.7.1 Procedure Employee Licensure, Registration and Certification Requirements](#)
-  [Degree Program Awards for SPC](#)
-  [E.1.6 Policy Program and Course Offerings](#)
-  [E.1.9 Policy Online Learning](#)
-  [Faculty Job Description](#)
-  [Job Description Academic Program Coordinator](#)
-  [Job Description Academic Program Director](#)
-  [Program Coordinator - Cynthia Katz.pdf](#)
-  [Program Coordinator - Gregory Gonzales.pdf](#)
-  [Program Coordinator - Jack L. Nawrocik.pdf](#)
-  [Program Coordinator - Jennifer Agricola-Mojica.pdf](#)
-  [Program Coordinator - Jennifer Gray.pdf](#)
-  [Program Coordinator - Nathan C. Oelke.pdf](#)
-  [Program Coordinator - Randall Dawson.pdf](#)
-  [Program Coordinator - Raymond Chacon.pdf](#)
-  [Program Coordinator - Shirley Bass-Wright.pdf](#)
-  [Program Coordinator - Vincent Hardy.pdf](#)
-  [Program Coordinator, Curriculum Revision Input, Dr. Castaneda.pdf](#)
-  [Program Coordinator, Curriculum Revision Input, Laura Miele.pdf](#)
-  [Program Coordinator, Curriculum Revision Input, Revis Bell.pdf](#)
-  [Program Coordinator, Supplemental Pay Jon Blanchard 201520, completed.pdf](#)
-  [Program Coordinator, Supplemental Pay Jon Blanchard 201520.pdf](#)

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.4.12 by utilizing technology to enhance student learning and meet the objectives of its programs. To this end, students have access to technology hardware and software as well as training in the use of technology.

Technology is an essential component of student learning at St. Philip's College. Various Information and Communications Technology (ICT) initiatives ensure the latest technology is in place to support the needs of the students attending St. Philip's College. A [technology replacement cycle](#) updates technology hardware a minimum of every five years. Other initiatives include decreasing the physical desktop footprint with VDI, replacing units for qualified areas, upgrading digital signage, improving WiFi access at both [Martin Luther King \(MLK\)](#) and [Southwest](#) Campuses and updating the campus audio visual system to a new digital format. Institutional memberships include the Texas Computer Education Association (TCEA) and the Help Desk Institute (HDI). Technological resources are provided college-wide while discipline-specific resources significantly enhance student learning.

College-Wide Resources

St. Philip's College provides students and faculty access to computer technology in a variety of manners. Faculty have access to [168 Smart Classrooms](#), [90 computer labs](#), [8 video conference rooms](#), [22 mobile carts](#), video capture and delivery capabilities and a Learning Management System (LMS) (Canvas) for online and hybrid classes. Students have access to [2,834 computers and 692 laptops/iPads/notebooks](#) across the campus in open labs, career centers, veterans areas, registration areas, testing centers, libraries, tutoring areas and departmental program simulation areas. The number of computers per lab can be seen in [Computer Lab Counts](#). Students can check out laptops in tutoring areas and iPads in the library. In addition, the Library has [28 iPads available for student check out and one non-circulating master iPad](#). A total of [211 checkouts](#) (referred to as a St. Philip's College 4-Hour Reserve) were made during the 2013-2014 academic year. St. Philip's fully supports Bring-Your-Own-Device (BYOD) initiatives with internal and external wireless access points throughout the college campus especially in high traffic areas. Students, faculty and staff can gain access to internet resources via a guest wireless system.

The Information and Communication Technology (ICT) Department monitors computer lab technology using Stopwatch software. This software informs administration of the computer usage per login, what software is being used and how long the user was logged on. Such data allows the College to see which computer labs and software are being used most often, which informs decisions on computer lab hours and what software should be removed. Refer to computer lab usage reports for [2011-2012](#) and [2012-2013](#) for detailed information.

Students have support for the use of technology via the tutoring center, open labs, libraries and the Center for Distance Learning. St. Philip's College students are encouraged to participate in an online introduction course, which includes setting up and accessing online courses via the Canvas Learning Management System. This information can be found on St. Philip's College [Distance Learning webpage](#). The tutoring center open computer lab is currently open Mondays through Thursdays, 8 a.m. to 7 p.m.; Fridays, 8 a.m. to 5 p.m.; and Saturdays, 10 a.m. to 3 p.m. The Library open computer lab is currently open Mondays through Thursdays, 7 a.m. to 8 p.m.; Fridays, 7 a.m. to 5 p.m.; and Saturdays, 9 a.m. to 3 p.m.

St. Philip's College provides computer labs for student use and instruction. These labs allow students to grasp computer applications and to learn in both synchronous (immediate response) and asynchronous (delayed response) environments. Examples of synchronous learning include chat rooms and online conferences. Asynchronous learning includes tools such as email and discussion forums.

Distance Learning

The Center for Distance Learning (CDL) prepares students for online learning. Technical support consistent with that available to on-campus students is available to students enrolled in online courses. Technology is used by the Center for Distance Learning to enhance student learning with the following resources:

- Open Lab - The open lab provides all software necessary to support distance learning courses. This lab is currently open from 8 a.m. to 1 p.m.
- Online Tutoring - [SMARTThinking](#) is currently used for 24/7 online tutoring.
- [Instructure Canvas Learning Management System \(LMS\)](#) - St. Philip's College uses Instructure Canvas (LMS) as its standard platform for delivery of online, hybrid and web-enhanced classes. Students are trained to use Instructure Canvas by Center for Distance Learning staff.
- [BioSig](#) – Identity verification service by Biometric Signature ID (BSI)
- [Electronic Campus \(SREB\)](#)
- Website - The [Center for Distance Learning \(CDL\) lists online degrees](#) on its website
- [SmarterMeasure](#) – a computerized survey to help students understand their strengths and weaknesses as they prepare to enroll in online courses

Student Resources – Distance Learning students have access to the same resources campus students have. They have reasonable and adequate access to the range of student services and student rights appropriate to support their learning. A [list of online resources](#) is available to students.

Distance Learning provides student support and instruction for the following resources:

- Alamo Colleges Education Services (ACES) email
- Basic Microsoft Office skills
- Instructure Canvas Learning Management System - St. Philip's College uses Instructure Canvas (Learning Management System) as its standard platform for delivery of online, hybrid, and web-enhanced classes. Students are trained to use the Learning Management System by the Center for Distance Learning (CDL) staff.
- Office 365
- OneDrive

Other resources utilized by Center for Distance Learning staff include: GoogleDrive to track students; Mediasite to save videos made by instructors for use in their courses and Distance Learning videos for student training purposes; and Camtasia to create videos and add closed captioning.

The Center for Distance Learning uses a variety of resources to collect data to inform decisions for improvements within the department. For example, Internet course data shows an increase in student use of online courses. This data indicates significant [enrollment gains](#) over the past five years, including an 11.01% (unduplicated count) increase for Spring 2014. Another source of data is Stopwatch, which is used to keep track of the number of students that use the lab and to see what websites they are using. With such information, the Center for Distance Learning is able to better serve the St. Philip's College community.

Faculty Support

The [Instructional Innovation Center \(IIC\)](#) assists faculty and staff in developing the skills necessary to enhance student learning and meet the objectives of its programs. The Center is dedicated to empowering the St. Philip's College community for success by providing professional development opportunities for faculty to promote professional growth, quality instruction, and innovative teaching, as well as professional development opportunities to support staff in enhancing their services to students.

The Instructional Innovation Center provides workshops, professional development events, programs, and one-on-one consultations for faculty on using instructional technology, teaching online, and learning about pedagogical best practices. Key programs include the [Master Teacher Certification program](#) established in 1998, the [Distance Learning Certification program](#), and the [Service Skills Certification program](#) for staff. Major events include the [Professional Development Week](#) college-wide activities in August and January, the annual [Employee Development Day](#), the [Fiesta of Teaching Technology](#), and the [Administrative Professionals Workshop](#). The Instructional Innovation Center supports and trains faculty on the use of [Instructure Canvas](#) learning management system, Concourse electronic syllabus, [BioSIG identity verification system](#), [Mediasite](#) video system, student response systems and iPads. It also provides an open computer lab for faculty and staff, as well as the checkout of equipment such as iPads and classroom clickers. It also provides support for other enterprise-wide systems such as the [AlamoLearn](#) talent management system and the Sungard Luminous course tools.

The programs and/or courses provide faculty with support services specifically related to teaching via an electronic system. The institution assures appropriate training for faculty who teach via the use of technology. The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Library

The library catalog is available via an electronic platform that is accessible to students at all times. In addition, the library subscribes to online books and [databases](#) (see [database usage](#)) which contain newspapers, magazines, journals and excerpts from reference books as well as links to websites, images and streaming media. These resources provide students with access to various forms of college-level information needed in support of their learning for use in speeches, essays and term papers. Resources are available 24/7. Formats such as videos, DVDs, CDs and anatomical models are accessible on campus. The Library uses LibGuides, online locally-created tools that provide information on subjects such as plagiarism, copyright and citation styles as well as specific topics such as aviation, English, computers and nursing. LibAnswers is used to enter reference transactions, which in turn provides a body of Frequently Asked Questions that students can access remotely. In addition, LibAnswers enables librarians to monitor a Chat Reference component in order to respond to students' questions in real time. [Smart Classrooms](#) are equipped with overhead projection capabilities, a computer, a projector and internet access and are available at both campuses for teaching students how to conduct research.

Discipline-Specific Resources

Academic and technical programs make discipline-specific technology available to students to enhance student learning and meet the needs of the programs.

Natural Sciences

The purpose of the Title V Hispanic Serving Institution -Science, Technology, Engineering, and Mathematics Grant received by St. Philip's College in partnership with University of Incarnate Word is to increase the use of technology within the Natural Sciences. The Department of Natural Sciences purchased technology equipment for the labs and classrooms and include information on that technology in the annual report each year (see the [2012 report](#) and [2013 report](#)). As part of the grant, 10 iPads were purchased for the Library.

As part of the Title V Hispanic Serving Institution-Science, Technology, Engineering, and Mathematics grant, one class of General Chemistry students are issued an iPad for the semester. The class has seen a 12.5% increase in fall to fall success rates, as listed on page three of the [2013 Annual Report](#).

Natural Sciences also purchased 6 iPads to pilot in an Anatomy & Physiology Lab. Data on this project will be available in the near future.

Business Information Solutions

Instructors are using technology such as Camtasia to create videos for online computer programming classes. The videos are stored using [MediaSite](#) and [Canvas](#) so that students will have access to them at any time. Refer to Information and Communications Technology's [software list](#) to see the variety of software available to students at St. Philip's College.

Students are building virtual environments that emulate the operating systems and network infrastructure that they will be working with in the field using various software/technology packages including Virtual Box and KVM. Students copy and paste real evidence from their virtual environments to the discussion boards to develop their critical thinking skills and communication skills online while using the technology.

The Information Technology program utilizes numerous technologies in the curriculum. Some classes employ a cloud server, Cisco routers and switches, surface tablets and mini iPads for support of Bring-Your-Own-Device (BYOD) as well as a "Go To My PC" for access to software.

Instructors currently use the Cengage technology platform to help engage students while they complete their assignments. There are several resources available to students within the Cengage system such as: Study Tools, e-book, games, practice quizzes, videos, personalized study plan, sample Excel templates and animated examples. Canvas conversations "Inbox" is used to manage discussions with students. Plans are in place to move to a more enhanced technology platform.

Culinary Arts

Students in Culinary Arts have access to a computer lab using laptops with access to hotel and restaurant management applications. Three industry-styled kitchens provide students with hands-on lab experiences. A simulated restaurant environment (Artemisia's) allows students to gain [experience in dining service](#).

Transportation Service Technologies

Most faculty in the Transportation Service Technologies department are certified in Blackboard/Canvas to teach online courses. Courses are also enhanced with additional information online thru eBooks or materials developed by faculty. Most classrooms contain [smart technology](#). The College also has a computerized electronic paint simulator used to teach students the proper way to paint a vehicle with no harm to the environment.

The department uses computerized scan tools or laptops to retrieve information from vehicles being serviced. The General Motors and Ford classes use laptops with special programming to attain service information from the manufacturers to repair and service the vehicles. Electronic service information (ALDATA) is used to attain the proper information to repair the vehicle that is being serviced as printed materials are harder to get or the information is no longer available in the printed version.

Summary

St. Philip's College not only provides access to a wide variety of technology, but makes available support and instruction in the use of this technology. Both College-wide and discipline-specific resources are in place to enhance student learning and meet the needs of all St. Philip's College programs and personnel.

Supporting Documents:

-  [Administrative Prof Workshop Agenda 2014](#)
-  [Alamo Learn Sample Faculty Transcript](#)
-  [Annual report input from SPC 11/11/12](#)
-  [Annual report input from SPC 2013](#)
-  [BioSIG](#)
-  [Canvas Quick Guide for Students](#)
-  [CHEF 1301 BASIC FOOD PREPARATION SPRING 2014 Rev jan 14.pdf](#)
-  [Computer Lab Usage 9-1-2011 to 8-31-2012](#)
-  [Computer Lab Usage 9-1-2012 to 8-31-2013](#)
-  [Computer Labs and Counts 4-28-2014](#)
-  [Distance Learning Enrollment 2009-2014](#)
-  [Distance Learning Online Resources Including SmarterMeasure](#)
-  [Distance Learning Website](#)
-  [Distance Learning Website Online Degree](#)
-  [Distance Learning Certification Program Schedule Fall 2014](#)
-  [Electronic Campus](#)
-  [Employee Development Day 102914](#)
-  [Fiesta of Teaching Technology Spring 2014](#)
-  [Hardware Replacement Plan and Lifecycle](#)
-  [HSI-STEM annual report input from SPC 2013](#)
-  [ICT All College Report Aug 2014](#)
-  [Library iPads](#)
-  [Library iPads MLK Checkouts 2013-14](#)
-  [Library Online Database Usage 2011-2013](#)
-  [Mediasite 2011-2013](#)
-  [MT List Jan2015](#)
-  [Professional Development Week Spring 2014](#)
-  [Service Skills Program](#)
-  [Smart Classroom 4/28/2014](#)
-  [SmarterMeasure](#)
-  [Smarthinking](#)
-  [Software List Dec 2014](#)
-  [SPC Instructional Innovation Center - Webpage.PDF](#)
-  [SPC Library Databases Complete List](#)
-  [Wi-Fi Zone Map MLK](#)
-  [Wi-Fi Zone Map SWC](#)

3.5 Educational Programs: Undergraduate Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.5.1 by identifying college-level general education competencies and the extent to which students have attained them.

Identification of College-Level General Education Outcomes

St. Philip's College determines specific college-level competencies within the general education program by aligning its Institutional Student Learning Outcomes (ISLOs) with competencies defined by the Texas Higher Education Coordinating Board (THECB) for attainment of the core. In the 2012-2013 assessment cycle, St. Philip's College the college used the intellectual competencies specified by Texas Higher Education Coordinating Board in: "[Core Curriculum: Assumptions and Defining Characteristics](#)" (Rev. 1999). College academic leaders and administration formally adopted these competencies (Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy) in 2005 to assure alignment with Texas Higher Education Coordinating Board requirements. [Institutional Student Learning Outcomes definitions](#) for the competencies are derived from the Texas Higher Education Coordinating Board descriptors with the exception of critical thinking which was derived from the Quality Enhancement Plan.

- **Reading:** Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
- **Writing:** Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.
- **Speaking:** Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- **Listening:** Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- **Computer Literacy:** Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.
- **Critical Thinking:** Critical thinking is defined in the College's Quality Enhancement Plan as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. The definition was adopted by the Quality Enhancement Plan Core Committee and measurements were aligned with the definition as part of the Quality Enhancement Plan development process.

In August 2013, St. Philip's College adopted new Institutional Student Learning Outcomes based on the new competencies established by the Texas Higher Education Coordinating Board, now called Core Objectives. See [Institutional Competency Alignment with Texas Core Objectives](#). These Core Objectives were first approved by the Texas Higher Education Coordinating Board on October 27, 2011 as part of a major revision of the Texas Core Curriculum which stated in part that "Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following Core Objectives: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility" [Coordinating Board Rules Chapter 4 Subchapter B §4.28 \(b\)](#). The St. Philip's College Institutional Student Learning Outcomes (Texas Core Objectives) are as follows:

- **Critical Thinking Skills:** St. Philip's College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- **Communication Skills:** St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- **Empirical and Quantitative Skills:** St. Philip's College students will demonstrate the ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- **Teamwork:** St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- **Social Responsibility:** St. Philip's College students will demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.
- **Personal Responsibility:** St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

Each educational program includes these competencies through the program's Core Curriculum requirements. This process ensures that students engage in learning activities that address institutional competencies at the degree program level and that they align with St. Philip's College mission.

College-Level General Education Core Competencies Assessment and Attainment

Assessment of general education outcomes occurs as part of the St. Philip's College [Planning, Budgeting and Assessment \(PBA\) cycle](#). Assessment activities are conducted throughout the year in accordance with the annual planning cycle. The results are evaluated and shared to improve educational programs and planning processes.

St. Philip's College assesses and determines the extent to which students have attained core competencies. The core is assessed as a whole with accountability at the institutional level. Through the Core Curriculum, the College provides opportunities for students to experience the six Core Objectives in a variety of disciplines and methods. As evidenced below, the competencies are embedded within the curriculum and instruction within the core ensures that students are exposed to educational experiences that help them achieve and demonstrate college-level competency.

Core Curriculum assessment is a key component of the College's Institutional Effectiveness efforts and provides evidence of assessment activities for general education. Texas Higher Education Coordinating Board Core Objectives form the foundation of Core Curriculum assessment. Faculty participation is an integral part of assessment plan development and implementation. St. Philip's College uses [multiple measures](#) for effective assessment of Core Curriculum attainment. [Assessment results are segmented at multiple levels](#) and in a variety of ways to capture the robust nature of each assessment and to make best use of results.

Externally informed benchmarks and peer comparisons are researched and used to set assessment targets and to ensure continued progress and improvement. These include national norms for direct measures, such as the Educational Testing Service Proficiency Profile Exam (ETS/PP) and indirect measures, such as the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz (NL) Student Satisfaction Inventory.

The following indicates administration cycles for each measure used.

- Educational Testing Service Proficiency Profile (ETS/PP), 2008 to 2014 (ongoing)
- Quality Enhancement Plan critical thinking rubric assessment, 2007-2012
- Texas Higher Education Coordinating Board/Quality Enhancement Plan Core Objectives rubric assessment, Cycle I, 2013-2014; Cycle II 2014-2015 (ongoing)
- Community College Survey of Student Engagement (CCSSE), 2007-2015 (alternating spring

- semesters, ongoing)
- Noel-Levitz Student Satisfaction Inventory (NL), 2010-2014 (alternating spring semesters, ongoing)
- Program Specific Accreditation Reports (ongoing)

Core Curriculum Assessment and Attainment

The new [Core Curriculum Assessment Plan](#), developed by St. Philip's College and approved by the Texas Higher Education Coordinating Board, incorporates the use of faculty developed rubrics and student artifacts to determine student competency in all Core Objectives. The plan was submitted to the Coordinating Board in Fall 2013 and [approved in spring 2014](#). Cycle I of the new assessment plan was conducted in 2013-2014. The [Texas Higher Education Coordinating Board/Quality Enhancement Plan Assessment Results for 2013-2014](#) and the [Report Summary](#) provide evidence of the first assessment cycle conducted by St. Philip's College. Cycle II was conducted in fall 2014. The results of both cycles can be found in the Cycle I and Cycle II Assessment report.

Each educational program includes these competencies within the program's Core Curriculum requirements. The process assures that students engage in learning activities that address institutional competencies at the degree program level and that they align with the college mission. Educational program outcomes that are specific to a particular degree program are defined by faculty in the discipline after careful analysis of regulatory agency requirements, employer expectations and discipline specific best practices. Outcomes are assessed on an annual basis through [Program Student Learning Outcomes \(PSLO\) Assessment](#). In addition, the Arts & Sciences division assesses the approved core courses for [attainment of the Core Objectives](#).

Educational Testing Service Proficiency Profile Exam Assessment and Attainment

The College uses the Educational Testing Service (ETS) Proficiency Profile exam to measure Communication and Empirical and Quantitative Skills.

Every fall and spring semester a random selection of students participate in the Educational Testing Service Proficiency Profile Exam (ETS/PP) to measure gains in General Education core competencies. A total of [492 students](#), including 349 face-to-face and 143 online students, participated in the Educational Testing Service Proficiency Profile Exam for Fall 2014. This exam is used to assess core competency skills in reading, writing and mathematics. It measures the skills developed in core courses and also measures three facets of context-based knowledge: humanities, social sciences and natural sciences. The College administers the exam each fall semester and St. Philip's College selects a random sample of classes from Arts & Sciences, Applied Science & Technology and Health Sciences to test. This cross-sectional assessment allows students from different areas of study to demonstrate competencies for the holistic approach to core assessment.

Use of the Educational Testing Service Proficiency Profile Exam began in 2008. As St. Philip's College continues to utilize this assessment tool, students are tested on the proctored and online versions of the exam to determine competency for both face-to-face and distance students. St. Philip's College tracks levels one and two of the exam as appropriate skill levels for first- and second-year college students. The Educational Testing Service Proficiency Profile Exam allows the college to benchmark nationally with peer institutions. In addition, the College conducts extensive Educational Testing Service [trend analyses](#) and [peer analyses](#) based on testing results. Summary Proficiency scores are segmented by course delivery mode and number of hours earned to determine areas that need improvement. In addition, [Item Information](#) reports are used to identify specific curriculum areas that need improvement. Reading, Writing and Mathematics are tested in the Proficiency Profile Exam. Reading and Writing directly relate to the Communication Core Objective while Mathematics relates directly to the Empirical and Quantitative Skills Core Objective.

Quality Enhancement Plan Critical Thinking Rubric Assessment and Attainment

The [Critical Thinking Quality Enhancement Plan](#) was assessed from 2008-2013. This assessment allowed faculty to determine achievement levels for this competency addressing the Texas Higher Education Coordinating Board critical thinking intellectual competency through 2012-2013, the Texas Higher Education Coordinating Board Core Objective beginning 2013-2014 and the Quality Enhancement Plan itself.

The Quality Enhancement Plan consisted of assessment of five student learning outcomes including (1) posing vital questions, (2) gathering relevant information, (3) considering alternative perspectives, (4) developing well-reasoned conclusions and (5) communicating effectively. These were measured using faculty-developed and calibrated assessment rubrics to score student assignments (artifacts) across all educational program areas. The assessment plan, piloted 2006-2007, implemented in 2007-2008 and completed in 2012-2013, provided a successful model (see the [2011 Quality Enhancement Plan Impact Report](#)) which is now used to assess all the Core Objectives.

Quality Enhancement Plan Core Objectives Rubric Assessment and Attainment

St. Philip's College capitalized on the successful implementation of Quality Enhancement Plan assessment to determine competency for all the Core Objectives. College faculty and students were familiar with the Quality Enhancement Plan critical thinking development and assessment process and the process resulted in [improved student learning outcomes](#). In fall 2013, St. Philip's College began phasing in assessment of Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility as part of the new Texas Higher Education Coordinating Board changes. The previous Core Objectives (2005-2014) were Reading, Writing, Speaking, Listening, Computer Literacy and Critical Thinking.

Faculty developed the [St. Philip's College Core Curriculum Assessment Rubrics](#) for each of the Core Objectives including a new rubric for Critical Thinking. For example, the College faculty developed a [crosswalk](#) to ensure a smooth transition from the original critical thinking rubric to the updated critical thinking rubric. Through use of rubrics, the College has standardized assessment across the Core Curriculum and the Quality Enhancement Plan. To align with the rubrics, faculty determined that each department would develop their own artifact assignment(s) and use the common rubrics to assess these assignments. To facilitate implementation of the new plan, assessment was phased in over a two-year cycle. Critical Thinking and Communication were assessed in 2013-2014 and the remaining Core Objectives are being assessed in 2014-2015. St. Philip's College Core Objectives were mapped to [Foundational Component Areas](#). The [St. Philip's College Core Curriculum Assessment Schedule](#) shows detail of roll-out logistics. With this alternating model, faculty use the non-assessment year to review results and to design and implement improvement strategies.

Targets were proposed after a review of assessment best practices including Texas A&M University and Cerritos College. These institutions combine the two top assessment score categories to determine achievement targets. The ultimate goal is to improve the combined two top categories and minimize the unacceptable category. For St. Philip's College, the two categories of "Skillful" and "Emerging" are used to determine competency for each of the Core Objectives. A standard of 70% attainment of "Skillful" and "Emerging" was set after a review of the St. Philip's College Quality Enhancement Plan (QEP) critical thinking results. The [critical thinking results](#) provide the basis for setting of the standard. The 70% standard for the new rubrics is a reasonable initial goal guiding St. Philip's through the new rubrics and the first two assessment cycles, after which targets can be adjusted to reflect knowledge gained from results.

St. Philip's College identifies college level competencies through a review of best practices and statutory and regulatory requirements. St. Philip's conducted an extensive best practice review in preparation for development of the new Core Curriculum Assessment Plan in 2013 responding to changes in State and Texas Higher Education Coordinating Board requirements. For more information on the best practice review, see pages three through five (*St. Philip's College Plan for Assessing the Core*) of the [Core Curriculum Assessment Plan Fall 2014](#).

The plan was built after an intensive and exhaustive review of the following best practices: Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools (SACSCOC) resources and guidelines; American Association of Colleges and Universities (AACU) assessment resources including LEAP VALUE rubrics; National Institute for Learning Outcomes Assessment (NILOA); WEAVE webinars, *Assessing General Education, Parts I and II*; Prince George's Community College webinars, *Best Practices in Assessment For Learning, Parts I and II*; Linda Suskie, Palo Alto College Assessment Consultant, *Assessing Student Learning: Benefits & Strategies Creating Assessment*; South Texas College, *Student Learning Outcomes P.R.I.D.E. Instructional Guide*; Palo Alto College assessment rubrics; Texas A&M University, *General Education Assessment Report 2011-2012 and Assessment and Evaluation of the Proposed Core Objectives*; Cerritos College, *Institutional Competency: Personal Responsibility Assessment Report 2011-2012*; Oakland Community College, *An Assessment of OCC Student's Personal and Social Responsibility*; and Stephen F. Austin State University, *SFA Core Curriculum Assessment Plan Fall 2014-Forward*.





The [Core Course Selection Process for the 2014-2015 Core](#) contains information on the review process, timeline, cross-college discipline teams and foundational component area rubrics for Core Proposal Evaluation. The College uses the selection process to ensure that courses that apply for core course status meet the stringent criteria for inclusion in the core. Each core course proposal specifies enrollment, Foundational Component Area (FCA), Core Objectives addressed, expected student learning outcomes, plans for assessment and specific alignment with a foundational component area. The core course proposals for 2014-2015 were submitted online, reviewed by the Core Curriculum Committee and approved based on merits. A total of [134 core courses](#) were approved by the Presidents and Vice Chancellors Council on February 15, 2013 for Texas Higher Education Coordinating Board submission and a [subset approved by Texas Higher Education Coordinating Board](#) in March 2014.

In accordance with Texas Higher Education Coordinating Board Assessment Guidelines, the College seeks to “discover, document and improve student attainment of the six Core Objectives of the Core Curriculum.” ([Texas Higher Education Coordinating Board, n.d.](#)) Texas Higher Education Coordinating Board Core Objectives form the foundation of the General Education Core Curriculum process and assessment of Core Objectives is used to improve student learning. Faculty participation is an integral part of assessment plan development and implementation of the assessment cycle. Multiple measures are used for effective assessment, including at least one direct measure and multiple indirect measures per Core Objective. Externally informed benchmarks and peer comparisons are researched and used to set assessment targets and to ensure continued progress and improvement. These include national norms for direct measures, such as the [Educational Testing Services Proficiency Profile Exam \(ETS/PP\)](#) and indirect measures, such as the [Community College Survey of Student Engagement \(CCSSE\)](#) and the [Noel-Levitz Student Satisfaction Inventory](#). In addition, St. Philip's College conducts annual evaluations of the assessment process, highlighting successes and documenting areas targeted for improvement as indicated on the [Student Learning Outcomes Assessment Annual Report](#).

Summary

St. Philip's College identifies college-level competencies within the general education program by aligning with competencies defined by the Texas Higher Education Coordinating Board for attainment of the core. The extent to which students have attained these general education competencies is demonstrated through the use of Core Curriculum assessment, the Educational Testing Service Proficiency Profile Exam and Quality Enhancement Plan assessment.

Supporting Documents:

-  [Alamo Core Course Selection Process for 2014-2015 Core.pdf](#)
-  [CCSSE Key Findings Report 2013](#)
-  [Core Courses Approved by PVC for Submission to THECB 2-25-13](#)
-  [Core Courses Assessed Fall 2013 DAR 2013-2014](#)

-  [Critical Thinking Results 2013-2014](#)
-  [ETS Item Information Report 2012-2013](#)
-  [ETS Peer Analysis Report Associate Level Fall 2013](#)
-  [ETS PP Student Count Fall 2014 Redacted](#)
-  [ETS Results Sp2008 to F2013](#)
-  [Institutional Student Learning Outcomes](#)
-  [NL SSI Instructional Effectiveness 04/2014](#)
-  [PBA Cycle 08-12-14](#)
-  [PSLO Report All 2013-2014 Downloaded 11-3-14 \(3\)](#)
-  [QEP Impact Report 2011](#)
-  [QEP Plan 2005](#)
-  [QEP Results 2013-2014 All by PRE 3-15-14](#)
-  [SACS 5th Year Report](#)
-  [SACSCOC Accrediting Agency Table 5/23/2014 kjs](#)
-  [SPC Alignment with THECB Core Objectives](#)
-  [SPC Core Curriculum Assessment Plan Fall 2014 \(Rev 8-29-2013\)](#)
-  [SPC Outline of the Core Curriculum Assessment Plan](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Learning Outcomes Assessment 2013-2014 Final 6-24-14](#)
-  [THECB Approved Core Courses 3-5-14](#)
-  [THECB Assessment and Evaluation of the Core Objectives](#)
-  [THECB Rules Chapter 4 Subchapter B 4.28 b](#)

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See the Commission policy “Collaborative Academic Arrangements.”) **(Institutional credits for a degree)**

Compliance Partial Compliance Non-Compliance Not Applicable




Narrative:

St. Philip's is in compliance with Comprehensive Standard 3.5.2 and awards Associates Degrees and Certificates of Completion to students that complete the specified number of credit hours required. For any degree or certificate awarded, a student must earn at least 25% of degree hours required for graduation in residency at St. Philip's College. This information is posted on the College's website ([Graduation Requirement](#)). Through the use of [Alamo Colleges DegreeWorks](#), the College Registrar verifies that all students receiving a degree or certificate have met the 25% requirement. Student course completion information is entered into the system. Based on the information entered, the system determines if the student has met the degree plan requirements as well as the residency requirements. A list of [Degree Plans and Certificates](#) have been made available for review.

Summary

St. Philip's College requires that a student must earn at least 25% of credit hours through instruction offered by the College in order to obtain a degree or certificate.

Supporting Documents:

-  [Alamo Colleges DegreeWorks-GPS.pdf](#)
-  [Degree Plans & Certificates Ecatalog 20142015](#)
-  [SPC- Graduation Requirement.PDF](#)

- 3.5.3** The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy “The Quality and Integrity of Undergraduate Degrees.”) **(Undergraduate program requirements)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.5.3 by publishing requirements for its undergraduate programs, including its general education components. These requirements conform to commonly-accepted standards and practices for degree programs (Associate of Arts in Teaching, Associate of Arts, Associate of Science and Associate of Applied Science degrees). Refer to [Degree Awards by Level and Division](#) for [detailed information](#) on St. Philip's College degree programs and concentration areas.

St. Philip's College defines and publishes requirements for each undergraduate program in the St. Philip's College catalog, with degree-specific information under the [Degree Plans and Certificates-Academic/Technical section](#). Refer to [Accounting Technology Associate of Applied Science \(AAS\)](#), [Associate of Arts \(AA\)](#), [Associate of Science \(AS\)](#) and [Early Childhood and Family Studies Associate of Applied Sciences \(AAS\)](#) as examples. General education requirements are found under the [2014-2015 Core Curriculum Selection List](#) in the St. Philip's College catalog.

St. Philip's College recognizes the Texas Higher Education Coordinating Board curricular guidelines and associated legislation as commonly-accepted standards and practices. All [degree programs](#) (Associate of Arts in Teaching, Associate of Arts, Associate of Science and Associate of Applied Science degrees) of St. Philip's College are developed in alignment with guidelines and legislation. St. Philip's College agrees to follow and integrate into Curriculum Committee actions the current Texas Higher Education Coordinating Board requirements which mandate a minimum of 60 semester credit hours for degree programs. See [Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183](#) (section 3b). However, this rule changed with the passage of [Texas Senate Bill 497](#). This bill was passed with an effective date of September 1, 2013, to be implemented by Fall 2015. The bill states that *a student may not be required by an institution of higher education to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree*. St. Philip's College is currently transitioning to meet this new 60 semester credit hour requirement, which goes into effect in Fall 2015. [Occupational Therapy Assistant](#) is one example of a program revision made to meet this new requirement.

St. Philip's College also integrates Texas Higher Education Coordinating Board requirements into practice by drawing academic course content from the Academic Courses Guide Manual ([ACGM](#)) and technical course content from the Workforce Education Course Manual ([WECM](#)). These manuals divide courses into rubrics of similar content and number courses for program placement by academic year and credit-hour size.

St. Philip's College certificate programs follow and integrate into practice the Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education ([GIPWE](#)), which limits Level I Certificates to 15-42 credit hours and Level 2 Certificates to 43-59 credit hours. All [certificate programs](#) that St. Philip's College offers fall within these credit hour limits.

The process for determining what coursework is included in program requirements begins with program faculty who utilize program content to conform to commonly-accepted standards and practices. The [St. Philip's College Curriculum Committee](#), with representation from each department offering degrees/certificates, is responsible for degree program content. Recommendations for [new programs](#) and [program revisions](#) follow a set procedure, as laid out in the [Curriculum Committee Guidebook](#).

Associate of Arts (AA), Associate of Science (AS) and Associate of Arts in Teaching (AAT) programs at St. Philip's College adopt academic requirements of the Texas Higher Education Coordinating Board, which are commonly-accepted standards and practices in Texas. St. Philip's College also adopts into practice the [Texas Education Code Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.28](#), which mandates a core curriculum of at least 42 semester credit hours for academic programs. Refer to [Associate of Arts with a concentration in Psychology](#) as an example. St. Philip's College also adopts the requirements set out in the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#) for Associate of Applied Science (AAS) degrees, which require a minimum of 15 semester credit hours in general education courses. Refer to [Aircraft Technician Airframe Associate of Applied Science \(AAS\)](#) as an example.

Summary

St. Philip's College conforms to commonly-accepted standards and practices when formulating degree-specific and general education requirements. These requirements are published in the St. Philip's College catalog.

Supporting Documents:

-  [AA - Psychology Degree Requirements](#)
-  [Accounting Technology AAS Requirements](#)
-  [ACGM Spring 2014, pp. 1-12](#)
-  [Aircraft Technician Airframe AAS Requirements](#)
-  [Associate of Science, concentration in Biology](#)
-  [Catalog Updates Timeline and Template 2014-15](#)
-  [CC Guidebook December 2014, Members](#)
-  [CC Guidebook December 2014, pp. 1, 10, 16-18, 23, 51-52](#)
-  [CC Guidebook December 2014, pp. 6-7, 13-15, 21-22, 50, 52](#)
-  [Core Curriculum 2014-15](#)
-  [Degree Plans & Certificates Ecatalog 20142015](#)
-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [Early Childhood and Family Studies AAS Degree Requirements](#)
-  [English AA Degree Requirements](#)
-  [GIPWE 2010, p. 21](#)
-  [TAC Part 1 Chapter 9J Rule 9.183](#)
-  [TAC Title 19 Part 1 Ch 4 Subch B 4.28](#)
-  [WECM Protocol Manual](#)
- [WECM Quote](#)

3.5.4 At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate, or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

Not applicable. St. Philip's College does not offer baccalaureate degrees.

Supporting Documents: Not applicable

3.6 Educational Programs: Graduate and Post-Baccalaureate Professional Programs

- 3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than undergraduate programs. **(Post-baccalaureate program rigor)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

Not applicable. St. Philip's College does not offer post-baccalaureate degrees.

Supporting Documents: Not applicable

- 3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

Not applicable. St. Philip's College does not offer graduate programs.

Supporting Documents: Not applicable

- 3.6.3 At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(See the Commission policy "Collaborative Academic Arrangements.")* **(Institutional credits for a degree)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

Not applicable. St. Philip's College does not offer graduate or a post-baccalaureate professional degrees.

Supporting Documents: Not applicable

3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

Not applicable. St. Philip's College does not offer graduate and post-baccalaureate professional programs.

Supporting Documents: Not applicable

3.7 Faculty

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.7.1 by employing knowledgeable and qualified faculty members in their teaching discipline to accomplish the mission and goals of the institution.

Faculty Credentials Guidelines

Alamo Community College District [Board Policy D.2.3](#) indicates that every candidate for hire must satisfy the credential, qualification and other position requirements set forth in the [job description](#). [Board Procedure D.2.3.2](#) states:

A faculty position must meet the following criteria:

1. A regular, full-time position.
2. A position wherein the functions performed are those of a classroom teacher who teaches assigned credit courses on a regular basis. Professional librarians or professional counselors hired before the 2010-2011 academic year may have faculty status.
3. A position that requires certain minimum academic qualifications:
 - In the arts and sciences, a master's degree with 18 graduate hours in the teaching field.
 - In the occupational education and technology area, faculty should have both academic preparation and work experience, the typical combination being a bachelor's degree with appropriate work experience. A master's degree is required for faculty teaching courses where college transfer is a goal or where substantial numbers of students transfer to senior institutions. The minimum requirement will be supplemented as necessary in accordance with criteria established by appropriate professional, regional, and national accrediting agencies.
 - The minimum academic qualifications shall not apply to individuals who held faculty status prior to December 16, 1986. Such individuals are, however, expected to meet the minimum qualifications established by the Southern Association of Colleges and Schools: "The minimum academic preparation for faculty teaching in professional and technical fields must be at the degree level at which the faculty member is teaching." Faculty who do not meet this minimum standard to make a continuous good faith effort to do so, with progress and future plans recorded and approved in the annual Faculty Education and Growth Plan. In the arts and sciences, a master's degree with 18 graduate hours in the teaching field.

Competence and Qualification of Faculty to Accomplish College Mission

The documentation of [faculty credentials](#) reflects the value and integrity of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) principles for highly qualified faculty. The [College mission](#), to empower our diverse student population through personal and educational growth, career readiness and community leadership, is achieved by hiring faculty that are competent in the subjects they teach, dedicated to teaching excellence and able to inspire students to fully appreciate their learning experience at St. Philip's College. Faculty are encouraged to engage in professional development that will enhance their ability to teach and improve student learning outcomes, as seen in [Board Policy D.6.1](#). [Board Procedure D.6.1.1](#) lists various types of professional development that faculty members participate in throughout their employment. Faculty may, as an added benefit to their professional development training, apply for advancement in rank once the criteria for promotion has been satisfied, as prescribed in [Board Procedure D.8.2.1](#). Teaching faculty at St. Philip's College are dedicated in achieving student success, whether the student is preparing to enter today's workforce or for transfer to a baccalaureate degree program. The documentation of [faculty credentials](#) demonstrates the commitment of teaching faculty at St. Philip's College to meet or exceed the minimum academic qualifications set forth by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) faculty credential guidelines.

Selecting Qualified Faculty

As teaching positions become available, the appropriate department chair will enter the position description, along with academic qualifications and any work related experience or certifications required, in an automated online system named [People Link](#). Applicants apply by completing an online application in People Link and submitting required documents to the hiring department.

Hiring of qualified faculty is guided by the department's commitment to fulfill the mission of the St. Philips College, through adoption of Alamo Community College District policies and procedures (see [Board Procedure D.2.3.2](#)) that adhere to high standards of Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation guidelines. The credentials and qualifications of all applicants are thoroughly reviewed by the department chair, as [demonstrated in this example](#). Selecting full-time faculty begins by interviewing possible candidates using a St. Philip's College screening committee comprised of department faculty, faculty from other departments and staff personnel. The screening committee reviews each candidate's application, academic transcripts, and professional qualifications. For some disciplines, verification of the candidate's current licensure or certification is required. The committee determines which applicants to interview. Once interviews are completed, the screening committee forwards recommendations to the appropriate dean. The Dean, Vice-President of Academic Success and the President interview the recommended applicants and review the departmental recommendations and make a final decision on faculty names to be forwarded to the Board of Trustees for approval. Part-time faculty are interviewed by the department chair, who also forwards a recommendation to hire to the appropriate dean.

Faculty Competencies and Qualifications

St. Philip's College is comprised of three academic divisions: Applied Science and Technology (AS&T), Arts and Sciences, and Health Sciences. Faculty teaching courses in Applied Science and Technology must have a minimum associate's degree and work experience in the field, as stipulated by [Board Procedure D.2.3.2](#). Faculty teaching general education and transfer courses in Arts and Sciences have a master's degree or higher in the teaching discipline or a master's degree with 18 graduate hours in the teaching discipline. Examples of faculty credentials can be seen in the [Fine Arts](#) and [Natural Sciences](#). Faculty teaching developmental courses meet Southern Association of Colleges and Schools Commission on College (SACSCOC) guidelines of a minimum of a Bachelor's Degree in the teaching discipline or closely related field. Adherence to these guidelines ensures competence and qualified faculty to accomplish the mission of St. Philip's College.

Faculty teaching Allied Health or Nursing Education in the Health Sciences division must maintain current [state license or certification](#) and comply with all applicable State or National requirements pertaining to the licensure, certification and registration of personnel, in addition to the minimum associate's degree and appropriate work experience, as referenced in [Board Policy D.2.7](#).

Credential information is maintained by the Human Resources Department in the official Alamo Community College District employee database. Update employee credential information is provided by the department head. Employees who fail to renew their required credential or have their credentials suspended, will not be allowed to work and must be suspended immediately from work without pay, as detailed in [Board Procedure D.2.7.1](#).

Documentation of Faculty Qualifications

Faculty credentials for all teaching faculty are documented on the [Faculty Roster Form](#) 'Qualifications of Full-time and Part-time Faculty.' The Faculty Roster Form includes all full-time and part-time faculty who taught in spring 2014 and fall 2014.

The form is also broken down by discipline area:

- [Faculty Roster Aircraft Technology \(links: 1\)](#)
- [Faculty Roster Allied Health and Early Childhood \(links: 1\)](#)
- [Faculty Roster Applied Electrical and Mechanics](#)
- [Faculty Roster Business Information Solutions](#)
- [Faculty Roster Communications and Learning](#)
- [Faculty Roster Construction Technology Program](#)
- [Faculty Roster Fine Arts \(links: 1\)](#)
- [Faculty Roster Health Information Systems](#)
- [Faculty Roster Histologic Technician \(links: 1\)](#)
- [Faculty Roster Kinesiology](#)
- [Faculty Roster Manufacturing Technology Program](#)
- [Faculty Roster Mathematics](#)
- [Faculty Roster Medical Laboratory Technician/Phlebotomy \(links: 1\)](#)
- [Faculty Roster Natural Sciences \(links: 1\)](#)
- [Faculty Roster Occupational Therapy Assistant \(links: 1\)](#)
- [Faculty Roster Physical Therapist Assistant \(links: 1\)](#)
- [Faculty Roster Plumbing Technology Program](#)
- [Faculty Roster Social and Behavioral Sciences](#)
- [Faculty Roster Student Development \(links: 1\)](#)
- [Faculty Roster Tourism Hospitality and Culinary Arts](#)
- [Faculty Roster Transportation Service Technologies \(links: 1\)](#)
- [Faculty Roster Vocational Nursing Program \(links: 1\)](#)
- [Faculty Roster Welding Technology Program](#)

Summary

As adopted from Alamo Community College District Board policies and procedures, as well as faculty credentials described above, St. Philip's College employs competent instructors who are qualified to accomplish the mission and goals of the institution.

Supporting Documents:

-  [AC PeoplesLink Page](#)
-  [D.2.3 Policy Qualifications for Hire](#)
-  [D.2.3.2 Procedure Faculty and Department Chair Positions](#)
-  [D.2.7 Policy Employee Licensure, Registration and Certification Requirements](#)
-  [D.2.7.1 Employee Licensure, Registration and Certification Requirements](#)
-  [D.6.1 Professional Development Policy](#)
-  [D.6.1.1 Professional Development Procedure](#)
-  [D.8.2.1 Promotion Process Procedure](#)
-  [Faculty Job Description, Primary Responsibility and Mission.pdf](#)
-  [Faculty Review of Qualifications_Redacted](#)
-  [Faculty Roster Aircraft Technology](#)
-  [Faculty Roster Allied Health and Early Childhood](#)
-  [Faculty Roster Applied Electrical and Mechanics](#)
-  [Faculty Roster Business Information Solutions](#)
-  [Faculty Roster Communications and Learning](#)
-  [Faculty Roster Construction Technology Program](#)
-  [Faculty Roster Fine Arts](#)
-  [Faculty Roster Forms compiled version](#)
-  [Faculty Roster Health Information Systems](#)
-  [Faculty Roster Histologic Technician](#)
-  [Faculty Roster Kinesiology](#)
-  [Faculty Roster Manufacturing Technology Program](#)
-  [Faculty Roster Mathematics](#)
-  [Faculty Roster Medical Laboratory Technician/Phlebotomy](#)
-  [Faculty Roster Natural Sciences](#)
-  [Faculty Roster Occupational Therapy Assistant](#)
-  [Faculty Roster Physical Therapist Assistant](#)
-  [Faculty Roster Plumbing Technology Program](#)
-  [Faculty Roster Social and Behavioral Sciences](#)
-  [Faculty Roster Student Development](#)
-  [Faculty Roster Toursim Hospitality and Culinary Arts](#)
-  [Faculty Roster Transportation Service Technologies](#)
-  [Faculty Roster Vocational Nursing Program](#)
-  [Faculty Roster Welding Technology Program](#)
-  [Health Sciences accreditation agencies](#)
-  [Strategic Plan 14-18v4](#)

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.7.2 and periodically evaluates its faculty.

Regular Evaluation of Faculty

St. Philip's College requires periodic performance evaluations of all employees, including faculty (St. Philip's College-adopted Board [Policy](#) and [Procedure](#)). This is in an effort to continuously [improve instruction](#), which is consistent with the [College's mission](#), as a quality education is the "educational growth" that St. Philip's provides its students, and it is a quality education that will "empower" its diversity of students.

The realm of responsibility of St. Philip's College faculty is primarily instruction. The College's [Faculty Job Description](#) states, "Teaching faculty are professional educators who have the primary responsibility of fulfilling the District mission of providing a quality education for all students attending the colleges.... Faculty members will uphold the mission and values of the colleges' [sic]...." St. Philip's College adopted [Board Policy](#) further states, "[T]he relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning."

Published Timeline and Criteria for Evaluation

St. Philip's College adopted Board Policies and Procedures, including those related to faculty evaluation ([D.7.1](#), [D.7.1.1](#), [D.7.1.2](#)), [require availability online](#) and are accessible by all faculty members. The College's Board [regularly reviews](#) Board Policy and Procedure and at times makes revisions to existing Board policy, which are disseminated to all employees ([Policy Update B.5.3, All Employees, October 28, 2014](#); [Policy Update B.5.3, All Employees, July 29, 2014](#); [Sample Policy Updates](#)). Additionally, the College's policies regarding faculty evaluation are published in the [Faculty Handbook](#).

Faculty are evaluated [annually or every two years as required](#) based on a published [timeline](#) ([Sample Faculty Activity Deadlines Handout](#)). Faculty evaluation is based on performance in three areas -- teaching, service, and professional growth ([D.7.1.1](#), [D.7.1.2](#)).

St. Philip's College adopted [Board Policy](#) indicates that the performance appraisal program consists of:

- [Classroom Observation](#)
- [Student Evaluation](#)
- [Peer Review Evaluation](#)
- [Faculty Self-Evaluation](#)
- [Faculty Evaluation by Chairperson](#) (Faculty Counselors and Librarians will use the [Librarian and Counselor Faculty Evaluation by Chair or Supervisor Form](#))

Attached are examples of:

- Tenured Faculty evaluation ([Classroom Observation](#), [Student Evaluation](#), [Peer Review Evaluation](#), [Faculty Self-Evaluation](#), [Faculty Evaluation by Chair I](#), [Faculty Evaluation by Chair II](#), [Faculty Evaluation by Chair III](#))
- Non-Tenured Faculty evaluation ([Classroom Observation](#), [Student Evaluation](#), [Peer Review Evaluation](#), [Faculty Self-Evaluation](#), [Faculty Evaluation by Chair](#))

- Adjunct / Part-Time Faculty evaluation ([Classroom Observation](#), [Student Evaluation](#), [Faculty Evaluation by Chair I](#), [Faculty Evaluation by Chair II](#))
- Temporary Faculty evaluation ([Classroom Observation](#), [Evaluation by Chair](#))

Prior to final examinations, [student surveys](#) are distributed to students via emailed links. [Students are reminded](#) prior to the deadline date to complete the survey, and faculty are given optional sample course announcements to encourage student completion. At the conclusion of each semester, the college's Office of Institutional Research, Planning and Effectiveness sends summary reports for each course to the faculty member, whom in turn forwards a copy to their chairperson.






















Once the evaluation materials are received and the chairperson has completed a written evaluation of the faculty member, the faculty member is provided time to respond during the formal discussion session and space for written comments is provided in the chairperson's written evaluation form. Finally, all faculty evaluations by a chairperson are reviewed by the appropriate dean or vice president, discussion is provided regarding ways to improve, and [administrative oversight](#) is expected for every faculty member whose evaluation is less than satisfactory.

If a faculty member disagrees with his/her evaluation, s/he may appeal it with the College President (St. Philip's College-adopted Board [Policy](#) and [Procedure](#)).

Summary

Therefore, it is evident from the above discussion that St. Philip's College is in compliance with Comprehensive Standard 3.7.2 and periodically evaluates its faculty.

Supporting Documents:

-  [AC Board Policies Webpage](#)
-  [B.5.3 Policy, Policies Online.pdf](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [Class Climate Student Invitation.pdf](#)
-  [Class Climate Student Survey Questions.pdf](#)
-  [Classroom Observation.pdf](#)
-  [D.7.1 Employee Evaluations](#)
-  [D.7.1 Policy, Appeal Evaluation 2.pdf](#)
-  [D.7.1 Policy, Periodic Evaluation.pdf](#)
-  [D.7.1.1 Procedure Employee Evaluations](#)
-  [D.7.1.1 Procedure, Appeal Evaluation.pdf](#)
-  [D.7.1.1 Procedure, Faculty Evaluation Criteria.pdf](#)
-  [D.7.1.1 Procedure, Faculty Evaluation for Improvement and Promotion.pdf](#)
-  [D.7.1.1 Procedure, Periodic Evaluation.pdf](#)
-  [D.7.1.2 Procedure Faculty Performance Evaluations](#)
-  [D.7.1.2 Procedure, Faculty Evaluation Administrative Oversight.pdf](#)
-  [D.7.1.2 Procedure, Faculty Evaluation Components.pdf](#)
-  [D.7.1.2 Procedure, Faculty Evaluation Criteria.pdf](#)
-  [D.7.1.2 Procedure, Faculty Evaluation Sessions.pdf](#)
-  [D.7.1.2 Procedure, Faculty Role.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Class Climate.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Classroom Observation.pdf](#)

-  [Evaluation, Department Chair, Natural Sciences, Evaluation by Dean.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Peer Review.pdf](#)
-  [Evaluation, Department Chair, Natural Sciences, Self-Evaluation.pdf](#)
-  [Evaluation, Full-time Faculty, Social & Behavioral Sciences.pdf](#)
-  [Evaluation, Full-time Faculty, THCA.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Classroom Observation.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Climate Evaluation, Redacted.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Evaluation By Chair.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Peer Review.pdf](#)
-  [Evaluation, Full-time Non-Tenured Faculty, Chemistry, Self-Evaluation.pdf](#)
-  [Evaluation, Part-time Faculty, BIS.pdf](#)
-  [Evaluation, Part-time Faculty, THCA, Classroom Observation.pdf](#)
-  [Evaluation, Part-time Faculty, THCA, Climate Evaluation II.pdf](#)
-  [Evaluation, Part-time Faculty, THCA.pdf](#)
-  [Evaluation, Temporary Faculty, ACM, Classroom Observation.pdf](#)
-  [Evaluation, Temporary Faculty, ACM.pdf](#)
-  [Faculty Activity Deadlines 2012-2013](#)
-  [Faculty Evaluation by Chair or Supervisor Form](#)
-  [Faculty Evaluation by Peer Review Committee Form](#)
-  [Faculty Job Description, Primary Responsibility and Mission.pdf](#)
-  [Faculty Performance Evaluation Timeline Table](#)
-  [Faculty Self-Evaluation Form](#)
-  [Librarian & Counselor Faculty Evaluation by Chair or Supervisor Form](#)
-  [Policy Update B.5.3, All Employees, July 29, 20114.pdf](#)
-  [Policy Update B.5.3, All Employees, October 28, 20114.pdf](#)
-  [Sample AC Policy Updates](#)
-  [SPC Faculty Handbook, pp. 44-51.pdf](#)
-  [Strategic Plan 14-18v4](#)

3.7.3 The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.7.3 and provides ongoing professional development to faculty in their multiple roles and responsibilities.

Evidence of Ongoing Professional Development of Faculty

St. Philip's College recognizes the value of professional growth and personal development and encourages faculty to participate in relevant professional development for job growth and development. In addition, [Goal 4 \(Performance Excellence\)](#) of the St. Philip's College Strategic Plan identifies professional development as one of its key action plans -- "Build talent and engage employees with a focus on collaboration, application of knowledge and skills, and high performance."

Faculty play a critical role in the intellectual and academic development of students, so faculty must themselves be active in their own professional development. In addition, professional development is a critical component of faculty evaluations and a key consideration in [promotion](#) applications. A department chair and faculty member discuss professional development plans annually during evaluation with periodic follow-up throughout the year ([Example Tourism, Hospitality and Culinary Arts Full-Time](#); [Example Tourism, Hospitality and Culinary Arts Part-Time](#); [Example Social and Behavioral Sciences](#)).

St. Philip's College provides several mechanisms and resources to further professional development opportunities for faculty.

First, services, support, and resources for faculty development are provided through the College's [Instructional Innovation Center](#). The Instructional Innovation Center offers a wide array of opportunities for development ([St. Philip's College Faculty Handbook](#)). Staffed by pedagogically and technically trained personnel, the Instructional Innovation Center is a resource center providing and coordinating training and workshops for both faculty and staff ([Faculty Workshop Professional Development Week Spring 2014](#)), custom training, one-on-one consultations for technical, teaching, learning, and course development needs, multimedia computer lab access and special events coordination ([Fiesta of Teaching Technology Spring 2014](#)). Among its offerings are [Master Teacher Certification](#) and Distance Learning Certification. Professional development through Instructional Innovation Center is offered through online programs, distance education, workshop settings, individual consultations and in seminars ([Faculty Development Workshop Fall 2013 with Dr. Lorraine H. Phillips](#)). Other examples of various professional development opportunities offered by or coordinated through the Instructional Innovation Center are:

- [Chair Academy Fall 2013](#)
- [Professional Development Week Fall 2013](#)
- [Faculty Development Workshop Fall 2013](#)
- [Faculty Development Workshop Spring 2014](#)
- [Professional Development Week Spring 2014](#)
- [Fiesta of Teaching Technology Spring 2014](#)
- [Distance Learning Certification Program](#)
- [Canvas Certification Program](#)

Second, for professional development opportunities beyond Instructional Innovation Center, faculty are encouraged to attend professional and academic conferences and seminars in their various disciplines and areas of expertise. Faculty may submit development fund requests through the [Travel/Employee Development Fund Request Form](#) at the beginning of each semester. Faculty professional development funding requests are granted based on fund availability, discipline requirements, conference/seminar availability, and an otherwise even distribution of conference attendance opportunities across ([Faculty Travel Example](#)).

Third, as part of its dedication to the professional development of faculty, the College has an [employee tuition reimbursement program](#) of \$2,200 per academic/fiscal year to eligible employees ([Tuition Reimbursement Example](#)) and provides a mechanism for a [flexible schedule](#) for employees pursuing doctoral studies.

Finally, the Office of the President, in collaboration with academic and student success representatives, invites individuals to speak to the College community on a variety of topics. The St. Philip's College [President's Lecture Series](#) provides opportunities for the college and the community to hear speakers' perspectives on a broad range of local, regional, national and international issues. The lectures are provided at no cost to the campus and larger communities and are designed to attract students, faculty and staff, as well as the greater San Antonio community.

Faculty members are informed of professional development opportunities via various forms of communication to include, but not limited to:

1. Alamo Learn via the College's online portal
2. Direct email communication from the Instructional Innovation Center and;
3. Divisional and Department meetings.

Evidence of faculty members' involvement in professional development activities are provided below:

- [Instructional Innovation Center Professional Development Week Report Fall 2013](#)
- [Sample of Faculty Transcript from AlamoLearn](#)

Summary

Thus, as evident from the above description, St. Philip's College is in compliance with Comprehensive Standard 3.7.3 and provides ongoing professional development to faculty in their multiple roles and responsibilities.

Supporting Documents:

-  [Alamo Learn Sample Faculty Transcript](#)
-  [Canvas Training Program.PDF](#)
-  [Chair Academy Agenda Fall 2013.pdf](#)
-  [D.6.1.3 Procedure, Employee Tuition Reimbursement.pdf](#)
-  [D.6.1.3 Procedure, Time Off for Doctoral Studies.pdf](#)
-  [D.7.1.1 Procedure, Faculty Evaluation for Improvement and Promotion.pdf](#)
-  [Distance Learning Certification Program.PDF](#)
-  [Evaluation, Full-time Faculty, Social & Behavioral Sciences.pdf](#)
-  [Evaluation, Full-time Faculty, THCA.pdf](#)
-  [Evaluation, Part-time Faculty, THCA.pdf](#)
-  [Faculty Development Workshop Fall 2013 with Dr. Lorraine H. Phillips](#)
-  [Faculty Development, Travel.pdf](#)
-  [Faculty Workshop PDW Fall 2013](#)
-  [Faculty Workshop PDW Spring 2014](#)
-  [Fiesta of Teaching Technology Spring 2014](#)
-  [IIC Professional Development Week Report Fall 2013](#)
-  [Master Teacher Cert. Program](#)
-  [Professional Development Week Fall 2013](#)
-  [Professional Development Week Spring 2014](#)
-  [SPC Faculty Handbook, pp. 39, 42.pdf](#)
-  [SPC Instructional Innovation Center - Webpage.PDF](#)
-  [SPC President's Lecture Series - Webpage.PDF](#)
-  [SPC Travel-Employee Development Funds Request Form.pdf](#)
-  [Strategic Plan 14-18v4](#)
- [Tuition Reimbursement, Example.pdf](#)

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

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.7.4 and safeguards and protects academic freedom.

Adequate Procedures for Protecting Academic Freedom

St. Philip's College follows [State law](#) which requires the protection of academic freedom through utilization of the 1940 Statement of Principles on Academic Freedom and Tenure as its basis of promoting [truth, excellence, and liberty](#) and defines academic freedom in the following manner in its adopted [Board Policy](#):

"1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities for the institution.

"2. Teachers are entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

"3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline...."

St. Philip's College also publishes a description of academic freedom in the [St. Philip's College Faculty Handbook](#) and [recognizes](#) the right of the Faculty Senate to gather and discuss issues and concerns.

St. Philip's College adopted Board Policies and Procedures, including those related to academic freedom, [require](#) availability [online](#) and are accessible by all faculty members. Alamo Community College District Board [regularly reviews](#) Board Policy and Procedure and at times makes revisions to existing Board policy, which are disseminated to all employees ([Policy Update B.5.3, All Employees, October 28, 2014](#); [Policy Update B.5.3, All Employees, July 29, 2014](#); [Sample Policy Updates](#)).



The [Faculty Senate](#) is the body in which many [faculty-related issues](#), including academic freedom, are discussed. Its [purpose](#) is to act on behalf of the electorate in matters of concern relating to policies on educational and professional matters in accordance with rules and regulations of the Alamo Community College District and the St. Philip's College. Faculty Senate is the governance body for faculty related issues, and it holds an open meeting once a month during every semester. All faculty at St. Philip's College are welcome to attend and are given an opportunity to bring concerns before the Senate at each meeting. The Faculty Senate's standing committee on [Professional Concerns](#) "reviews and makes recommendations of college and proposed, revisions, and deletion of college and district policy and procedures."

Dr. Lang Coleman, a [faculty member](#) in Behavioral Sciences, is the current President of the Faculty Senate at St. Philip's College, and Dr. Gregory Hudspeth, also a [faculty member](#) in Behavioral Sciences, is the Immediate Past President of the Faculty Senate.

Summary

Hence, as evident in the above discussion, St. Philip's College is in compliance with Comprehensive Standard 3.7.4 and safeguards and protects academic freedom.

Supporting Documents:

-  [AC Board Policies Webpage](#)
-  [B.2.1 Policy, Faculty Involved in Governance, Faculty Senates.pdf](#)
-  [B.5.3 Policy, Policies Online.pdf](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [D.3.5 Policy, Academic Freedom Defined.pdf](#)
-  [D.4.10 Policy, Truth Excellence Liberty.pdf](#)
-  [Dr. Gregory Hudspeth Contact.pdf](#)
-  [Dr. Lang Coleman Contact.pdf](#)
-  [Education Code Chapter 51, Section 51.354.pdf](#)
-  [Policy Update B.5.3, All Employees, July 29, 20114.pdf](#)
-  [Policy Update B.5.3, All Employees, October 28, 20114.pdf](#)
-  [Sample AC Policy Updates](#)
-  [Sample Faculty Senate Meeting Agendas](#)
-  [SPC Faculty Handbook, p. 20.pdf](#)
-  [SPC Faculty Handbook, pp. 54-55.pdf](#)
-  [SPC Faculty Handbook.pdf](#)
-  [SPC Faculty Senate Constitution](#)
-  [SPC Faculty Senate Constitution, p. 6.pdf](#)

3.7.5

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.7.5 and publishes policies regarding the responsibility and authority of faculty in academic and governance matters.

Policies Published on Responsibility and Authority of Faculty in Academic and Governance Matters

St. Philip's College states in its adopted [Board Policy](#) it has an interest in "maintaining open communication and encouraging participative decision making" with faculty and "appropriately involving them] in the governance of the institution." St. Philip's College provides for faculty involvement in policy development and other matters to assist the College per the [Faculty Job Description](#) and [recognizes](#) the right of the Faculty Senate to gather and discuss issues and concerns.

The St. Philip's College Faculty primary focus is on teaching and curriculum development. Academic department chairs (faculty) review instructional curricula on an ongoing monthly basis in the [College Curriculum Committee](#) ([Curriculum Review Process Flowchart - Program Revisions](#); [Sample SPC Curriculum Committee Meeting Agenda-November 20, 2014](#)). Other curriculum matters that require faculty input include the [Core Curriculum Committee](#) in the Arts and Sciences department and [Student Learning Outcomes Development and Assessment](#).

Apart from academic governance, the St. Philip's College faculty is represented on the [College Leadership Team](#), the [Academic Affairs Council](#), and the [Faculty Senate \(Faculty Handbook\)](#).

The [College Leadership Team](#) is composed of the Vice Presidents, Deans of the College, Directors of Enrollment Management, Educational Support Services, Institutional Planning and Research, Student Activities, Public Relations, Institutional Advancement, Instructional Technology, the College Budget Officer, the Director of Student Financial Services, and the Presidents of the Faculty Senate, Staff Council, and Student Government. This Council provides a forum for executive and operational managers to share information concerning their departments or units and addresses all issues and opportunities of the College. The Council meets the first Tuesday of each month and is chaired by the President ([Sample College Leadership Meeting Agenda and Handouts, September 2 2014](#)).

The [Academic Affairs Council](#) is an advisory council whose function is to provide input into academic affairs matters, including, but not limited to, curriculum, grades, new and revised program matters, etc. This Council is chaired by the Vice President for Academic Success and makes appropriate recommendations on the teaching/learning mission. This council meets monthly, and members include the Vice President of Student Success, the deans of Arts and Sciences, Applied Science and Technology, Health Sciences, Interdisciplinary Programs, Student Success, and Workforce and Continuing Education, the Dean of Southwest Campus, department chairpersons, the directors of Enrollment Management, Instructional Technologies, and Instructional Innovation Center, the Faculty Senate President, and the Instructional Unit Review Chairman ([Sample Academic Affairs Council Minutes, September 26, 2014](#)).

The [Faculty Senate](#) consists of members elected at large by the faculty electorate of the College. Dr. Lang Coleman, a [faculty member](#) in Social and Behavioral Sciences, is the current President of the Faculty Senate at St. Philip's College, and Dr. Gregory Hudspeth, also a [faculty member](#) in Social and Behavioral Sciences, is the Immediate Past President of the Faculty Senate. The Senate's purpose is to act on behalf of the electorate in matters of concern relating to policies on educational and professional matters in accordance with rules and regulations of the Alamo Community College District and the College. This is the governance body for faculty related issues. The [Preamble to Constitution of the Faculty Senate](#) states, "We, the faculty at St. Philip's College, in order to provide a forum in which the faculty may, without restraint, freely express their thoughts on issues of concern to the members of the academic community, hereby establish this Constitution creating a Faculty Senate. The Faculty Senate's goal will be to provide an effective and united voice for the faculty." The Faculty Senate has the following standing committees: Executive Committee, Election Committee, Constitution Committee, Professional Concerns Committee, Faculty Development Committee, Promotional Appeals Committee, and Finance Committee. The [Faculty Senate](#) acts on behalf of the St. Philip's College faculty and holds an open meeting once a month during every semester. All faculty at St. Philip's College are welcome to attend and are given an opportunity to bring concerns before the Senate at each meeting during the "Faculty to be Heard" portion of the meeting agenda.

In addition, the faculty is involved in various [committees and task forces](#) that impact decision making at St. Philip's College. While the [College Distance Learning Committee](#) is composed of both faculty and staff, a majority are faculty. This committee meets for the purpose of keeping up with technology, exchanging information with our College District, updating our Learning Management System and Canvas, and sharing applications. Also, the [College Committee on Instructional Technology](#) involves Faculty members and is focused on review of the College's capacity to provide sufficient technology for classroom, lab, and distance instruction.

St. Philip's College adopted Board Policies and Procedures, including those related to faculty role in governance, [require](#) availability [online](#) and are accessible by all faculty members. The College's Board [regularly reviews](#) Board Policy and Procedure and at times makes revisions to existing Board policy, which are disseminated to all employees ([Policy Update B.5.3, All Employees, October 28, 2014](#); [Policy Update B.5.3, All Employees, July 29, 2014](#); [Sample Policy Updates](#)).

Summary

Therefore, as describe in the above narrative, St. Philip's College is in compliance with Comprehensive Standard 3.7.5 and publishes policies regarding the responsibility and authority of faculty in academic and governance matters.

Supporting Documents:

-  [AC Board Policies Webpage](#)
-  [Academic Affairs Council E-mail List revised, Faculty Members Highlighted.pdf](#)
-  [B.2.1 Policy, Faculty Involved in Governance, Faculty Senates.pdf](#)
-  [B.2.1 Policy, Faculty Involved in Governance.pdf](#)
-  [B.5.3 Policy, Policies Online.pdf](#)
-  [B.5.3 Policy, Policy Review.pdf](#)
-  [Curriculum Review Process Flowchart - Program Revisions](#)
-  [Dr. Gregory Hudspeth Contact.pdf](#)
-  [Dr. Lang Coleman Contact.pdf](#)
-  [Faculty Job Description, Policy Development.pdf](#)
-  [Policy Update B.5.3, All Employees, July 29, 20114.pdf](#)
-  [Policy Update B.5.3, All Employees, October 28, 20114.pdf](#)
-  [Sample AC Policy Updates](#)
-  [Sample Academic Affairs Council Minutes, September 26, 2014.pdf](#)
-  [Sample College Leadership Meeting Agenda and Handouts, September 2 2014.pdf](#)
-  [Sample College Leadership Meeting Invitation, October 7 2014, Faculty President Highlighted.pdf](#)
-  [Sample Distance Learning Committee Meeting Agendas](#)
-  [Sample Faculty Senate Meeting Agendas](#)
-  [Sample Instructional Technologies Committee Meeting Agendas](#)
-  [Sample SPC Curriculum Committee Meeting Agenda-November 20, 2014.pdf](#)
-  [SLO Committee 2011-2012](#)
-  [SPC Committee Selection Form](#)
-  [SPC Core Curriculum Assessment Plan Fall 2014 \(Rev 8-29-2013\)](#)
-  [SPC Curriculum Committee Role, Scope and Membership Dec2014](#)
-  [SPC Faculty Handbook, pp. 19-20.pdf](#)
-  [SPC Faculty Senate Constitution](#)

3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.8.1 by providing facilities and learning/information resources that are appropriate to support its teaching and service mission.

Facilities

St. Philip's College actively engages in the [Library's mission](#), which states in part "to provide an educational environment which supports and enhances the instructional programs offered by the St. Philip's College," through the construction of new, continuously updated and appropriate facilities.

In August 2009, the St. Philip's College Martin Luther King (MLK) Campus Library moved from its old location to a larger, more spacious [66,000 square foot facility](#) allocated over the three floors of the newly-constructed [Center for Learning Resources](#). The circulation desk, which serves as a primary information gathering and public system hub for the Library system, is located directly inside the main doors of the first floor. Physical periodicals (magazines, journals and newspapers, as well as the microform collection) can also be found on the first floor, integrated with 16 casual reading chairs, 5 group study tables and a public copier.

On the second floor, patrons have access to an open public lab with 48 computers, three public copiers, the remainder of the physical collection (including books, DVDs, CDs, etc.) and two public assistance service points: the information desk and the reference desk. In order to help provide consistent service to all members of our user population, there is a room dedicated to disability services, equipped with a Kurzweil/Assistive technologies computer and a SARA (Scanning and Reading Appliance) machine. There are eight individual study rooms and seven group study rooms as well as a group study computer lab containing 36 computers and two scanners. Throughout the second floor, patrons may avail themselves of one of 28 casual reading chairs and one of 24 sets of study tables and chairs for academic work, single or in groups of four to eight people. Finally, the Media Viewing Room contains a typewriter, two scanners with workstations, three TV/DVD combination stations and six TV/VHS combination stations.

The third floor public area is reserved for quiet study/work space. It contains 24 comfortable chairs, 12 coffee tables and 12 tables for groups that seat four to eight students each.

In August 2011, the Southwest Campus (SWC) Library completed its facilities upgrade and returned to a [10,336 square foot space](#) it had previously held in [Building 1](#). The Southwest Campus Library facility features two service desks immediately inside the entrance for circulation and reference services. The entire physical collection is housed in the main space, surrounded by seating, study and computing areas: 14 casual reading chairs, nine study tables, 16 individual study carrels, as well as the open computer lab consisting of 26 computers. There are also five individual study rooms and three group study rooms, capable of accommodating 20 students. A Kurzweil room is freely available to patrons at Southwest Campus Library as well.

Faculty may schedule their classes with a librarian to receive Library instruction in one of two SMART-equipped computer labs at the Martin Luther King Library (seating 35 and 41 students), as well as the SMART-equipped computer lab at the Southwest Campus (seating 28 students).

[Door counts](#) at both libraries totaled 214,845 (166,432 at Martin Luther King Campus and 48,413 for Southwest Campus) for 2012-2013. A total of 204,425 (163,281 at Martin Luther King Campus and 41,144 at Southwest Campus) door counts have been recorded for 2013-2014. This level of foot traffic demonstrates the Library's role as a center of student activity.

Learning/Information Resources

The Martin Luther King Campus Library collection includes [138,640 items](#) comprised primarily of monographs, reference sets, DVDs, VHS tapes, CDs and microfilm/fiche. In addition, the Library features focused collections such as the [Black Collection](#), a circulating collection of 4,116 books by or about African Americans. In regard to subject area representation, nursing/health sciences and culinary are especially strong in the [physical collection](#), this is otherwise well-rounded for the community college level of research.

The Southwest Campus Library collection includes [7,557 items](#) comprised primarily of monographs, reference sets, DVDs, VHS tapes and CDs. As the Southwest Campus Library serves primarily a [non-academic, more vocational community of learner](#), its [collection](#) is strongest in the technical fields (comprising 40% of the collection).

Alamo Colleges Information Technology Services and St. Philip's College Information and Communications Technology maintain a [proxy server](#) allowing the Library to authenticate and update listings of eligible users which enables St. Philip's College students, staff, administrators, and faculty to securely access electronic books and journals throughout its [119 databases](#) and online catalog 24 hours a day, seven days a week from on or off-Campus. [Usage statistics](#) show that students take advantage of these online databases, which comprise the core of the electronic collection and allow patrons to find articles from reference books, popular magazines, scholarly journals, government documents, pamphlets and a wide variety of other sources in digital form. They cover relevant academic and vocational subject areas including automotive, business, education, fine arts, geography, history, legal, literature, psychology, religion, philosophy, science, political science, health/nursing/medical and sociology. Humanities, social sciences and sciences are especially well-represented [electronically](#). Academic journals, magazines and newspapers can be searched directly through a relevant database or by using [Ebsco AtoZ with LinkSource](#), a tool enabling users to locate databases within the St. Philip's College Library collection that contain full-text versions of the source.

In addition to library services and facilities, the Center for Learning Resources houses the St. Philip's College Archives. The Archives holds manuscript collections, audio-visual materials, photographs and college records, which support research needs across a variety of disciplines, primarily in the social sciences. A reading room is available for research use. Patrons can view archival materials in a quiet and spacious environment, with a reference archivist on hand to answer questions. Access to materials is provided through the use of finding aids and an online searchable tool to explore our holdings. Materials are stored in two secure, temperature- and humidity-controlled rooms and are retrieved for patron in-house use. In order to ensure the physical integrity of the materials, most of which are irreplaceable, all copies are made by the reference archivist on duty.

Technological Services

The libraries each contain open computer labs equipped with black and white color printing powered by GoPrint systems. The open lab at the Martin Luther King Campus Lab contains 48 computers, while the Southwest Campus Library contains 26. Usage statistics are available for the [Southwest Campus lab](#). The [GoPrint system](#) allows users to securely print and pay with accounts that work across the District and in any onsite computer lab. Individuals may also [check out an iPad](#), of which [28 are available to circulate](#) and one is kept as a master. During the 2013-2014 academic year, [211 student checkouts](#) (referred to as a SPC 4-Hour Reserve) of iPads were recorded.

A variety of other support services are available at both libraries. Throughout the Library, patrons may connect via wireless connection to the internet through either secured or unsecured Wi-Fi. Copiers are also available to patrons on both the first and second floor of the Martin Luther King Campus Library and at the Southwest Campus Library.

The St. Philip's College libraries are committed to providing patrons with disabilities equal access to its materials and services. The assistive technologies for special needs available include:

- JAWS: A screen reader software that provides access to software applications and the Internet. Information from the screen is read aloud, providing technology to access a wide variety of information. Headphones are available at the Center for Learning Resources circulation desk;
- ZOOMTEXT: Seamlessly integrates magnification and screen reading, providing access to all software programs;
- MagniLink: TV magnifier that provides easy reading of printed materials;
- Kurzweil 3000 for Windows: Enables students to be independent learners by being able to hear, see, track and understand readings, writing, lesson materials, and test materials;
- Scanning and Reading Appliance (SARA): A stand-alone device designed to help the blind and those with low vision read printed materials;
- Audio books;
- Audio enhanced content within electronic databases;
- Larger monitor at computer workstations;
- Closed captioned videos;
- Audio players and headphones; and,
- Adjustable computer furniture allowing for wheelchair and scooter accessibility.

All services are available during normal operating hours at both campuses. The Martin Luther King Library is open for 68 hours per week during the Fall and Spring semesters, 40 hours per week during Maymester and 48 hours per week during summer sessions. The Southwest Campus Library is open for 53 hours per week during the Fall and Spring semesters, 40 hours per week during the summer sessions and closed during Maymester.

Determining appropriate learning /information resources

Resource appropriateness is primarily the purview of [subject liaison librarians](#) who receive input about collections through liaison activities with faculty and study of the curriculum as well as individual syllabi. Once faculty request materials through their library liaison, the request is documented in [purchase reports](#). The faculty requestor, noted as 'fac' in the report, is listed for each purchase. The [Collection Development Policy](#) contains the core institutional guidelines for the selection, acquisition, evaluation and maintenance of Library materials. Liaison librarians also utilize reviews by general and discipline specific sources in order to verify the currency, applicability and program relevancy when selecting materials for purchase.

Beyond program and class curriculum needs, which are identified by liaison librarians in collaboration with their program faculty, there are two patron/need-driven methods of identifying materials for purchase. If a patron, faculty, staff or administrator wishes to call attention to a particular material for Library acquisition, they may utilize the [Purchase Request Form](#) available online. The other method is via details noted during reference transactions: collection subject requests and needs are noted and materials are ordered if deemed necessary to support the [topic](#). Liaison librarian duties and activities are spelled out in depth in the Collection Relevancy section of Core Requirement 2.9, Learning Resources and Services.

In assessing the needs of the Campus, the seven American Library Association (ALA)-accredited librarians apply both their expertise in the field and seek input from the Library's many stakeholders through various mediums to determine appropriate facilities and learning information resources. Each semester, the Library hosts a faculty open house where faculty members have the opportunity to meet with their subject liaisons and see resources available in their program areas. At this time faculty members provide feedback both via communication with the liaison librarian and by filling out a [faculty questionnaire form](#) that aids librarians in determining faculty needs. An open house is also held each semester where [student](#) and [faculty feedback](#) is solicited through a questionnaire that ascertains resource and programming needs. Furthermore, the Library provides [service point suggestion](#) boxes where any patron may leave suggestions for resources and programming.

Additionally, librarians consult program accrediting board guidelines and accreditation reviews in the determination of appropriate learning resources ensuring that materials are relevant, appropriate and up-to-date. Examples of these accrediting review reports include the [Histologic Technician Library Resources Report \(January 2014\)](#), [Medical Lab Technician Library Resources Report \(January 2014\)](#) and [Nursing Library Resources Report \(March 2013\)](#).

Summary

St. Philip's College, as evidenced above, provides facilities and learning/information resources that are appropriate to support its teaching and service mission.

Supporting Documents:

-  [About the Library](#)
-  [Campus Map MLK](#)
-  [DatabaseUsage FY 2010-2013](#)
-  [Door Count 2010-2014 Comparison](#)
-  [EJournal Locator](#)
-  [GoPrint GS Version 4.1](#)
-  [Histologic Technician Library Resources Report Jan2014](#)
-  [iPad checkout form](#)
-  [Library Faculty Questionnaire Completed](#)
-  [Library Faculty Requests 2007 to 2014](#)
-  [Library iPads](#)
-  [Library iPads MLK Checkouts 2013-14](#)
-  [Library Purchase Request Form](#)
-  [Library Student Questionnaire Form Completed](#)
-  [Library Suggestion Box Form Completed Dec2014](#)
-  [Medical Lab Technician Library Resources Report Jan2014](#)
-  [MLK and SWC Topic Recommendations 2012-2014](#)

-  [MLK CLR Map](#)
-  [Nursing Library Resources Report March 2013](#)
-  [SPC Collection By Call Numbers May 2014](#)
-  [SPC Collection May 2014](#)
-  [SPC Databases by topic](#)
-  [SPC Liaison List](#)
-  [SPC Libraries Collection Development Policy](#)
-  [SPC Library Databases Complete List](#)
-  [SPC Proxy Server Login](#)
-  [SWC Bldg 1 map](#)
-  [SWC Collection By Call Number May 2014](#)
-  [SWC Fall 2014 Schedule](#)
-  [SWC Library Computer Lab Usage](#)
-  [SWC Library Map](#)

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

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.8.2 by ensuring that users have access to regular and timely instruction in the use of two separate library locations and other learning/information resources.

In order to ensure the appropriate use of the library and other learning/information resources, St. Philip's College provides timely and effective access to the learning resources that enable students, faculty, administrators, and staff to take full advantage of the learning resources. St. Philip's College serves students, faculty, administrators, and staff at two separate locations: The Martin Luther King Library and the Southwest Campus Library. The Martin Luther King Library is open for 68 hours per week during the Fall and Spring semesters, 40 hours per week during Maymester and 48 hours per week during summer sessions. The Southwest Campus Library is open for 53 hours per week during the Fall and Spring semesters, 40 hours per week during the summer sessions and closed during Maymester. St. Philip's College library instruction is designed to enhance students' knowledge and awareness of [information literacy](#) and critical thinking skills and to create a solid foundation for lifelong learning. Emphasis is placed on defining, accessing, evaluating, managing and integrating information.

Library instruction sessions are taught by librarians at the request of faculty at both the Martin Luther King and Southwest Campus locations. The librarian who serves in the role of Library Instruction Lead assigns these instruction sessions based on schedule availability, corresponding liaison area and individual subject expertise. A total of [164 classes, serving 4,558 students](#), were held in 2013-2014. [Scheduled instruction](#) is available to students, faculty and staff through formal classroom instruction in campus libraries or at a given class's instruction space, as well as individually through the library's [Individual Research Assistance \(IRA\)](#) and [BIT](#) programs. Individual Research Assistance appointments are available to students who need more in-depth reference assistance through a one-on-one consultation with a librarian. BIT appointments can be made by students requiring assistance with a variety of computer applications used to complete research papers or other class assignments. Point-of-need instruction is available through a variety of access points, including 96 collaboratively-created [LibGuides](#) (research guides), five onsite staffed information and reference desks, telephone, LibAnswers service, email, chat, and SMS messaging. (See [Library Reference Transactions](#).) Responses to all virtual reference questions are made within one working day, whether received via LibAnswers, email, chat or SMS messaging.

Formal [assessment of scheduled classroom instruction](#) is done through a post-instruction assessment











delivered electronically and collected anonymously. [Point-of-need assessment](#) is collected via four Library Suggestion Boxes at the manned service points on both campuses and the third floor quiet area of the Martin Luther King library.

Outcome-based classes are tailored to a [wide variety of disciplines](#) and are guided by faculty librarians at whatever location is required by the class' circumstances and project/assignment, including online classes, library labs at both campuses, any campus classroom, Randolph Air Force Base and Lackland Air Force Base.

Summary

St. Philip's College, as evidenced above, ensures that users have access to regular and timely instruction in the use of the Martin Luther King Library, the Southwest Campus Library, and other learning/information resources.

Supporting Documents:

-  [BITS information sheet](#)
-  [IL Weekly Comparison Chart 2008-2014](#)
-  [Information Literacy Syllabus](#)
-  [IRA Publication](#)
-  [Library Classes by Semester and Department](#)
-  [Library Instruction Statistics 2009-2014](#)
-  [Library Reference Transactions by Academic Year](#)
-  [Library Student Survey Example ENGL1301170 102314](#)
-  [Library Suggestion Box Form Completed Dec2014](#)
-  [SPC Libguides Statistics 2012-2014](#)

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.8.3 by providing a sufficient number of qualified staff, with appropriate education or experiences in two campus library locations, and/or other learning/information resources to accomplish the mission of the institution.

Qualifications of Library Staff

St. Philip's College employs seven full-time librarians, two part-time librarians, three full-time Library assistants and three part-time Library assistants. Refer to the [Library Staff Roster](#) for detailed information. This is supplemented by one or more federally-funded student workers during most semesters.

The seven full-time librarians and two part-time librarians have the experience necessary to accomplish the [mission](#) of the institution: 'St. Philip's College empowers its diverse student population through personal and educational growth, career readiness and community leadership'. Their skills and experience, as outlined below, allow them to respond to the information literacy needs of students, which supports all elements of the mission.

All librarians hold master's degrees in Library and Information Science from institutions accredited by the American Library Association. At St. Philip's College, several librarians obtained post-master's graduate hours in Library Science or Education, as part of the faculty promotion process. Detailed information on education and relevant experience for all Library employees (excepting work study students) is available in the [Library Staff Roster](#).

All full-time librarians have tenure status. Each librarian was hired utilizing the hiring guidelines and procedures for faculty as outlined in St. Philip's College's adopted Board Policies and Procedures [D.2.2.1 \(Hiring Practices\)](#), [D.2.3. \(Qualifications for Hire\)](#) and [D.2.3.2 \(Faculty and Department Chairpersons\)](#). Official transcripts were received to verify educational degrees and references were contacted to verify work experience. Any post-master's hours require pre-approval and official transcripts are to be sent to the library's chairperson for credit. Official transcripts are kept at the Alamo Community College District Human Resources Department. Copies of transcripts may be used in annual/bi-annual evaluations and in other types of faculty portfolios.

St. Philip's College Library employ three full-time (40 hours per week) Library assistants and two part-time (19 hours per week) librarians (non-faculty, temporary staff positions) to cover the circulation and reference desks and account for the varying flow of students during the calendar year. Staff employment policies and procedures are described in St. Philip's College's adopted Board Procedure [D.2.5.1 \(Hiring Authority, Status, Assignments and Duties\)](#). St. Philip's College also employs one Library assistant (20 hours per week) and two Library assistants (19 hours per week) who meet the necessary educational and experience requirements for their positions. St. Philip's College employs two work study students who are given on-the-job training by experienced Library employees. The two work study students assist with various daily operational Library tasks such as shelving, mail sorting and basic patron assistance.

St. Philip's College librarians and two of the full-time Library assistants have been cross-trained to work in various areas of the Martin Luther King Campus Library and Southwest Campus Library location to ensure that the mission of the institution is supported at both locations. The Reference Desk and the Circulation Desk at each location have comprehensive procedural manuals to support the day-to-day operations that are needed to accomplish the mission of the institution and of the Library. Refer to the table of contents for the [Circulation Manual](#) and the [Reference Desk Manual](#) to see the kinds of topics covered.

Staffing schedules of both the [Martin Luther King \(MLK\) Campus Library](#) and the [Southwest Campus \(SWC\) Library](#), as well as [Individual Research Appointments](#), are listed in Microsoft Outlook calendars. These online calendars are shared and accessible by all Library employees. The librarian assigned as the Martin Luther King Reference Services Lead and the librarian assigned as the Southwest Campus Library Lead, with oversight from the Library Chairperson, monitor the schedules for their respective campus and adjust schedules as needed to ensure that vital service areas of the Library are always staffed.

During the Fall and Spring semesters at the Martin Luther King Library, the Information Desk (the library's primary Reference Services desk) has a librarian on duty during all the library's open hours. In addition, the library's Ask-A-Librarian Desk (the Library's secondary Reference Services desk) is staffed by a second librarian during peak hours (weekdays, mid-morning through mid-afternoon). The library's Circulation Desk is staffed by a Library assistant and/or a librarian during all of the library's open hours. The Martin Luther King Campus Library is open for 68 hours per week during the Fall and Spring semesters, 40 hours per week during Maymester and 48 hours per week during summer

sessions. At the Southwest Campus Library, the combined Circulation and Reference Services area is staffed by a librarian or Library assistant during all of the Library's open hours. The Southwest Campus Library is open for 53 hours per week during the Fall and Spring semesters and 40 hours per week during the summer sessions. The Southwest Campus Library is closed during Maymester. Refer to the [Martin Luther King \(MLK\)](#) and [Southwest Campus \(SWC\)](#) staffing schedules as examples.

St. Philip's College librarians are available during normal Library business hours to [assist users virtually](#) through the Library's email, SMS texting and chat reference services. These services supplement traditional face-to-face interactions at both the Martin Luther King and Southwest Campus libraries and support distance learning students.

Library instruction sessions are taught by librarians at the request of faculty at both Martin Luther King and Southwest Campus locations. The librarian who serves in the role of Library Instruction Lead assigns these instruction sessions to librarians based on schedule availability, [corresponding Library liaison area](#) and individual subject expertise.

The [2014 Noel Levitz Student Satisfaction Inventory results](#) show students felt the Library provided adequate resources and services at a higher rate than national respondents. [Student](#) and [faculty](#) questionnaires also provide feedback on the quality of services available in the library. The Library also distributes a survey during the Library Open House events to gauge why and how students use the Library. The [Spring 2014 Library Open House](#) results are provided. All of these surveys help guide St. Philip's College in ensuring it is meeting the library needs of its students.

Staff Professional Development

All full-time employees of St. Philip's College participate in continuous professional development, as stipulated in St. Philip's College's adopted Board and Procedure [D.6.1 \(Professional Development\)](#) and [D.6.1.1 \(Professional Development\)](#). In addition, Strategic Objective No. 4 of the [St. Philip's College 2010-2015 Strategic Plan \(p. 13\)](#) states that "St. Philip's College fosters an environment that encourages employees to maintain their skills at the optimum level of performance." St. Philip's College is determined to have well-trained and well-informed faculty and staff. In support of this strategic objective, librarians and Library assistants take advantage of a variety of professional development opportunities available to them. Refer to the sample [AlamoLearn transcript](#) for examples of library staff professional development activities.

St. Philip's College provides training to both faculty and staff through the [Instructional Innovation Center \(IIC\)](#). Library staff have taken online classes offered through the Instructional Innovation Center and have obtained the Service Skills Certification, which "addresses a full spectrum of customer service, telephone skills, and communication and management development topics", all of which are skills that are useful in the Library workplace. All librarians have completed the Master Teacher Certification Program, Distance Learning Certification Program and Canvas (LMS) Training, which have improved their teaching skills and have prepared them to provide meaningful learning experiences to students in both face-to-face and online settings.

Other professional development activities offered by St. Philip's College in which Library employees participate include various sessions during Professional Development Week, a Faculty Development Workshop for full-time and adjunct faculty held every Fall and Spring semester and sessions offered during Employee Development Day held every October. For more details, see the sample agendas from these professional development events below:

- [Professional Development Week Fall 2013](#)
- [Professional Development Week Spring 2014](#)
- [Faculty Workshop Fall 2013](#)
- [Faculty Workshop Spring 2014](#)
- [Employee Development Day 2014](#)

Library employees also participate in professional development provided by the Alamo Community College District. These include mandatory and on-going training in Ethics and Compliance, Equal Employment Opportunity and Sexual Harassment Awareness as described in Alamo Community College District [Procedure D.6.1.2 \(Required Training\)](#). Other Alamo Community College District-provided professional development courses which Library employees have completed include Covey's 7 Habits of Effective People, Alamo Colleges Leadership Academy for Success (ALAS) and Banner system training.

Through the financial support of St. Philip's College, the Library has institutional memberships in professional organizations that include professional development opportunities in the form of online webinars and face-to-face classes. These organizations include:

- Online Computer Library Center (OCLC)
- [Amigos Library Services](#)
- Innovative Users Group (IUG)
- Library Orientation Exchange (LOEX)
- San Antonio Council of Research and Academic Libraries (CORAL)
- Historically Black Colleges and Universities (HBCU) Library Alliance

Outside of St. Philip's College and the Alamo Community College District, there are many opportunities for Library employees to improve their skills and gain additional knowledge that helps in accomplishing the mission of the Library and the institution it serves. Through financial support from the St. College, librarians are able to attend professional conferences and workshops that enhance their Library skills and keep them abreast of trends in the field. During the last several years, librarians have attended the Texas Library Association annual conference, the Library Orientation Exchange (LOEX) annual conference (which focuses on information literacy instruction theory and practice), the Medical Library Association annual conference (to enhance the skills of the health sciences liaison librarian), the Association of College and Research Libraries annual conference and the Electronic Resources in Libraries conference.

In addition, St. Philip's College librarians hold individual memberships in various professional associations that provide numerous professional development opportunities in the form of online webinars and face-to-face classes and seminars throughout the year. These professional associations include the following:

- Bexar Library Association (BLA)
- Texas Library Association (TLA)
- American Library Association (ALA)
- Association of College and Research Libraries (ACRL)
- Reference and User Services Association (RUSA)
- Medical Library Association (MLA)
- Texas Community College Teachers Association (TCCTA)

Library employees have taken advantage of numerous online webinars and courses that are available for continuing their professional development. Some examples of these include the following:

- *User Experience Research 101* webinar (Reference and User Services Association)
- *How to Conduct Usability Studies: A Librarian Primer* webinar (Reference and User Services Association)
- *Web of Science: Basic Search and Navigation* webinar (Web of Science Database)
- *Is RDA on Your RaDAR?* online conference (Amigos Library Services)
- *PubMed for Librarians - Automatic Term Mapping* webinar (National Network of Libraries of Medicine/National Library of Medicine)
- *CREDO Reference - Refreshed Platform Training* webinar (CREDO Reference Database)
- *How to Deliver Great Library Customer Service* online workshop (American Library Association)
- *Personal Gadgets and the Library* webinar (Texas State Library & Archives Commission)

All Library employees also take advantage of in-house training given on new software, hardware and internal Library processes. In-house training is provided by the library's own knowledgeable employees who have expertise on a given skill or technology. Some examples of in-house training include the following:

- LibAnswers (the library's integrated online reference platform) software training
- Reference Services "triage" (training on helping Library users with non-research questions and identifying which questions require librarian expertise)
- iPad checkout, maintenance, and syncing processes performed at the Circulation Desk
- Inter-library loans and OCLC processes

Refer to the [LibAnswers training guide](#) for an example of this kind of training.






Library employees use AlamoLearn to [track and document their professional development activities](#).

Summary

Therefore, as evidenced above, St. Philip's College is in compliance with Comprehensive Standard 3.8.3 and provides a sufficient number of qualified staff, with appropriate education or experiences in library and/or other learning/information resources, to accomplish the mission of the St. Philip's College.

Supporting Documents:

-  [Amigos Library Services Members April 2014](#)
-  [D.2.2.1 Procedure Hiring Practices](#)
-  [D.2.3 Policy Qualifications for Hire](#)
-  [D.2.3.2 Procedure Faculty and Department Chair Positions](#)
-  [D.2.5.1 Procedure Hiring Authority, Status, Assignments and Duties](#)
-  [D.6.1 Policy Professional Development](#)
-  [D.6.1.1 Procedure Professional Development](#)
-  [D.6.1.2 Procedure Required Training](#)
-  [Employee Development Day 102914](#)
-  [Faculty Workshop PDW Fall 2013](#)
-  [Faculty Workshop PDW Spring 2014](#)
-  [LibAnswers Training Documents](#)
-  [Library Circulation Manual Table of Contents](#)
-  [Library Faculty Questionnaire Completed](#)
-  [Library Liaisons Aug 2013](#)
-  [Library Open House Questionnaire Results Spring 2014](#)
-  [Library Reference Services Manual Table of Contents](#)
-  [Library Research Appointment \(IRAs\) Week of 110914](#)
-  [Library Roster Dec 2014](#)
-  [Library Services for Off Campus Assistance](#)
-  [Library Student Questionnaire Form Completed](#)
-  [MLK Reference Services Week of 092814](#)
-  [NL SSI Academic Services 042014](#)
-  [Professional Development Week Fall 2013](#)
-  [Professional Development Week Spring 2014](#)

-  [Sample 1 Library Employee AlamoLearn Transcript \(Name Redacted\)](#)
-  [SPC Instructional Innovation Center - Webpage.PDF](#)
-  [Strategic Plan 14-18v4](#)
-  [Strategic Plan 2010-2015 Full Document](#)
-  [SWC Library Schedule Week of 111714](#)

3.9 Student Affairs and Services

- 3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.9.1 by publishing a clear and appropriate statement of student rights and responsibilities and disseminating the statement to the campus community.

St. Philip's College has well-defined set of policies concerning students (see [Policy F.6.1](#), [Policy F.4.2](#), [Policy F.4.6](#), [Policy F.4.7](#), and [Policy H.1.1](#)). [Student rights and responsibilities](#) are published in the St. Philip's College [e-Catalog](#) and [Student Handbook](#). The [Student Code of Conduct](#), which outlines violations and grievances procedures (see also [Policy F.4.2](#) and [Procedure F.4.2.1](#)), is available in the [catalog](#) and [Student Handbook](#). This resource is available via the St. Philip's College website and in [faculty syllabi](#). St. Philip's College ensures that students are aware of student rights and responsibilities by providing the information during New Student Orientation, which is now mandatory, and Student Development (SDEV) classes. All students may view the St. Philip's College Student Handbook, Student Code of Conduct, and Alamo Community College District Board policies online. Student rights and responsibilities are published in course syllabi, which are provided by faculty.

Academic Grievances and Integrity

Alleged violations and grievances regarding student rights and responsibilities are handled according to St. Philip's College policies and procedures, which are aligned with Alamo Community College District policies and procedures. See [Policy F.4.6](#). The primary means of managing student complaints is through the [Student Academic Grievance form](#) and [process](#). Student complaints are addressed through formal channels that ascend from the faculty member, to the Department Chair, Dean and then to the Vice President for Academic Affairs (VPAA). The process for filing such a grievance can be found in the [Student Handbook](#), and the [e-catalog](#). The process can be summarized as follows: If a student believes he/she has been treated unfairly by an instructor, the student should first schedule a conference with the instructor in an attempt to resolve the issue. If the student believes that the matter is unresolved by this conference, he/she may consult with the Department Chair. A Student Academic Grievance Form must be completed and filed with the Department Chair. The Chair will consult with the instructor and student individually, and, if necessary, request a meeting with all parties involved. After the meeting(s), the Chair will affirm or deny the grievance. If the student believes the matter is still unresolved, he/she may appeal to the appropriate Dean. The decision to affirm or deny the appeal is final. Refer to [Academic Grievances](#) for examples.

Academic integrity issues are not addressed through the above procedure. Instead, Board [Procedure F.4.2.3 Academic Integrity Disciplinary Process](#) and [Form F.4.2.3.F](#) outline the process for instances of academic dishonesty.

Non-Academic Grievances and Misconduct

Non-academic student grievances (see [Policy F.4.7](#) and [Procedure F.4.7.1](#)) are handled by the department supervisor or next person in the organizational structure. If no resolution is found, the grievance is routed to the Vice President for Student Success (VPSS) or designee who will oversee the resolution process. The administrator investigating the complaint or handling the appeal process is responsible for making contact with the complainant to ensure the issue was addressed and to manage any additional concerns. Forms and timelines are provided to all parties involved and detailed in the student handbook for student academic and non-academic grievances. In matters of non-academic misconduct, [Procedure F.4.2.2](#) is followed. Refer to [Non-Academic Grievances](#) for examples.

For any issues that suggest criminal activity or civil rights violations, the Alamo Community College District legal services and human resource departments are immediately contacted for guidance and further action as needed. If ethics violations are suspected, the Alamo Community College District ethics hotline, posted on the Alamo Community College District website, is available for anyone to anonymously report any suspicions.

Summary

St. Philip's College, as evidenced above, publishes a clear and appropriate statement of students rights and responsibilities in the e-catalog and the Student Handbook. The statement is disseminated to the campus community on the St. Philip's College website and in course syllabi as well as during the mandatory New Student Orientation and Student Development classes.

Supporting Documents:

-  [Academic Grievance Examples](#)
-  [E-catalog 2014-15, pp. 274-290](#)
-  [E-catalog 2014-15, pp. 311-324](#)
-  [F.1.1 Policy](#)
-  [F.4.2 Policy](#)
-  [F.4.2.1 Procedure Student Code of Conduct](#)
-  [F.4.2.2 Procedure Non-Academic Misconduct Disciplinary Process](#)
-  [F.4.2.3 Procedure](#)
-  [F.4.2.3.F Form Academic Integrity](#)
-  [F.4.6 Policy](#)
-  [F.4.7 Policy Non-Academic Grievances](#)
-  [F.4.7.1 Procedure](#)
-  [F.6.1 Policy](#)
-  [H.1.1 Policy Equal Education and Employment Opportunities](#)
-  [Non Academic Grievance Examples](#)
-  [Sample Concourse Syllabus](#)
-  [SPC Academic Grievance Form](#)
-  [SPC-Student-Handbook.pdf](#)
-  [Student Code of Conduct](#)
-  [Student Handbook 2014-2015, pp. 26-29](#)
-  [Student Handbook 2014-2015, pp. 33-36](#)
-  [Student Responsibilities & Regulations - St.pdf](#)
-  [Syllabus](#)

3.9.2 The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. **(Student records)**

x Compliance ___ Partial Compliance ___ Non-Compliance

Narrative:

St. Philip's College, in accordance with the Alamo Community College District, is in compliance with Comprehensive Standard 3.9.2, as the institution develops and maintains a comprehensive system of student records and reports addressing all facets of the college program operation.

Data and records are stored in a safe and secure manner, and are conveniently retrievable for utilization by authorized school personnel. The confidential nature of the student's records are maintained at all times. The registrar is the custodian of all records for currently enrolled students and for all official academic records. The address of the registrar for St. Philip's College is maintained on the [college's website](#) and included in the [college catalog](#) (page 16). Education records may include, but are not limited to: admissions data, personal and family data, class schedule, standardized test data (this includes including scholastic, aptitude, and interest ratings), achievement records (as determined by tests), recorded grades, and teacher evaluations. Additional educational records also include attendance records; records of faculty, counselors, or administrative conferences with the student or pertaining to the student; disciplinary records; copies of correspondence with parents and others concerned with the student; records transferred from secondary schools and other post-secondary institutions in which the student has been enrolled. Also, the educational records could encompass records pertaining to participation in student activities including awards or recognition by St. Philip's College.

Security

St. Philip's College adheres to the definitions, policies, and procedures governing the security, confidentiality and integrity of student records set forth by the [Family Educational Rights and Privacy Act \(FERPA\) 20 United States Code 1232\(g\), 34 CFR Part 99](#). Family Educational Rights and Privacy Act requires federally funded schools to release or withhold a student's education records in accordance with guidelines. St. Philip's College ensures that it adheres to these policies and procedures by following the guidelines set forth. St. Philip's College, in accordance with the Alamo Community College District, designates student Directory Information as: name, major, enrollment status, dates of attendance, previous education agencies/institutions attended, degrees received, and awards received. Social Security numbers are not Directory Information. The Alamo Community College District must release student addresses and telephone numbers to military recruiters. A Request for Non-disclosure Form must be submitted to the St. Philip's College Registrar's office with valid photo student identification or driving license by the twelfth (12th) class day of a Fall or Spring semester, or the fourth (4th) class day of a Summer term or a student's Directory Information is public. The Request for Nondisclosure is effective for the academic year in which it is submitted. It is the student's responsibility to renew the request each academic year. All students attending St. Philip's College, including minors, are protected under Family Educational Rights and Privacy Act. In accordance with Alamo Community College District, St. Philip's College officials are permitted to share student information freely with parents if the parents claim the student as a dependent on their Federal Tax return. The Department of Education interprets Family Educational Rights and Privacy Act to permit institutions to disclose information in education records to parents if a health or safety emergency involves their son or daughter. When a student turns eighteen (18) years old or enters a post-secondary institution at any age, all rights afforded to parents under Family Educational Rights and Privacy Act transfer to the student.

Confidentiality

The confidential nature of the student's records shall be maintained at all times, and the records shall be restricted to use only in the President's, Vice President's, Dean's or counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the record shall not be removed from the school. St. Philip's College manages the physical security of record storage by storing student records in the Registrar's office. St. Philip's College Registrar's office is a secured room, with limited access. Personnel in the St. Philip's College Registrar's office can access these records. Additionally, St. Philip's College administrators or other officials can access the records provided there is legitimate cause and warrants access to the student's records. St. Philip's College manages the security of electronic data storage systems, paper storage and/or other storage by protecting and securing electronic access to all records in the student information database called Banner, an Ellucian product. [Access](#) to the student database is granted based upon employee "roles" with limited restricted edit/view levels. The granting of limited rights ensures that only proper commands are utilized to register and record information for students, which in turn facilitates effective tracking of student information. Desktop passwords are established, and are updated periodically to help protect full access to the student information database (Banner). Student records are retained on a secure server and stored according to institutional procedures.








Protection

St. Philip's College [Emergency Operations Plan](#) addresses vital records retention. All student records are stored electronically utilizing the AppExtender and/or Banner Management Document System (BDMS) to scan, store, retrieve, and protect documents. The use of electronic imaging protects documents from typical disasters, such as water or fire, because the documents are stored on the St. Philip's College server. St. Philip's College ensures that faculty and staff understand and carry out the commitments to confidentiality, integrity, and the security of student academic records. ([See F.4.1 - Policy](#)), ([See F.4.1.1-Procedure](#)).

Summary

St. Philip's College protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data. St. Philip's College manages the security of electronic access to all records in the student information database called Banner, an Ellucian product.

Supporting Documents:

-  [Admissions Acalog ACMS](#)
-  [Banner Access Request Form Fuller.pdf](#)
-  [District, State and Federal Regulations](#)
-  [Emergency Operations Plan MLK](#)
-  [F.4.1 Policy Student Records](#)
-  [F.4.1.1 Procedure](#)
-  [SPC Records and Transcripts Webpage.pdf](#)

3.9.3 The institution provides a sufficient number of qualified staff -- with appropriate education or experience in the student affairs area -- to accomplish the mission of the institution. **(Qualified staff)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.9.3 and has sufficient qualified staff in the area of student affairs.

Student Success Efforts Accomplish College's Mission

St. Philip's College, in order to fulfill its [mission](#) of "empower[ing] our diverse student population through personal and educational growth, career readiness and community leadership" and its [value](#) of "Students First," provides a variety of student support programs and services to its students. These programs and services fall into two primary categories:

- student support services and
- enrollment management.

Student Support Services are housed in the St. Philip's College Department of Student Success, headed by the [Vice President of Student Success](#). Support services consist of the following: Academic Advising, the Counseling Resource Center & Student Development, the Disability Resource Center, the Career & Transfer Services, the Developmental Labs, Service Learning, International Student Services, Phi Theta Kappa, Student Life and the College Health Center. Enrollment Management includes: Testing, Admissions, Records & Registrations, Veterans Affairs, Recruitment and Southwest Campus (SWC) Student Services. Additional resources that support student success, from the Department of Academic Success, include the Child Development Center, Distance Learning, the Learning Resource Center, Math World and the Rose Thomas Writing Center. The full list of Student Support Services is published for students in the [St. Philip's College 2014-2015 eCatalog](#) and in the [Student Handbook](#).

Department of Student Success Staffing Levels are Sufficient

In the [Department of Student Success](#), the Vice President of Student Success, department deans and directors oversee the array of student services. Several mechanisms are used by St. Philip's College to determine staffing sufficiency levels. First, St. Philip's College uses the [National Academic Advising Association \(NACADA\)](#) reports of average median numbers of advisees per advisor by institutional type as a gauge for the St. Philip's College staffing levels. The current median ratio for 2-year institutions is 441 students to 1 advisor. The [current student-to-advisor ratio](#) at St. Philip's College for its 26 advisors is 255:1, well ahead of the national median. Second, a [Hays Group](#) position classification study is conducted approximately every five years by Human Resources, the most recent being 2013. Adjustments in student services staffing, particularly in the area of advising, is underway. Third, St. Philip's College uses Who's Next Software to track and monitor student wait and service times. The [current wait time](#) from Fall 2014 is 8 minutes, an improvement from Spring 2014 of 19 minutes and Fall 2013 of 21 minutes. Finally, St. Philip's College uses tools such as a [Secret Shopper](#) and surveys such as [CCSSE](#) and Noel Levitt to determine the level of satisfaction students have with the services provided. [Secret Shopper](#) result analysis shows that St. Philip's College rated high in several categories, including Supportive, Accuracy, Overall Average, Admissions Process and Registration Requirements. The most recent [CCSSE](#) survey indicated that most St. Philip's College student support departments had higher satisfaction ratings than cohort Texas Colleges and even the National cohort in some cases.

Department of Student Success Staffing is Qualified

The [Vice President of Student Success](#) leads the area focused on student success. [Dr. Sherrie Lang](#) is the Vice President of Student Success. She obtained her Doctorate in Educational Administration from Baylor University and a Master in Counseling Education from the University of North Texas, graduating with honors as a member of the Kappa Delta Pi Education Honor Society and the Sigma Tau Delta English Honor Society. Dr. Sherrie Lang began her professional career in Higher Education at Odessa Community College where she served as a Minority Advisor/Counselor from 1983-1989. Dr. Sherrie Lang then became the Director of Student Activities for six years at Odessa College, the Director of Testing, Assessment and Student Retention for five years, and finally Executive Director of Housing and Judicial Affairs before joining St. Philip's College as the Vice President of Student Success.

The Vice President of Student Success is assisted by the [Dean of Southwest Campus](#) and the [Dean of Student Success](#).

[Dean of Southwest Campus: Dr. Karlene Fenton](#) is Dean of Southwest Campus. She is responsible for Student Support Services which includes Recruitment, Assessment, Admissions, Enrollment, Records and Registration, and Career Services. Dr. Karlene Fenton holds a Doctorate in Leadership Studies from Our Lady of the Lake University. She received her Master of Arts in International Relations, and a Bachelor of Arts in History/Pre-Law from St. Mary's University in San Antonio, Texas. Dr. Karlene Fenton received an Associate of Arts in Paralegal from San Antonio College. At St. Philip's College, Dr. Karlene Fenton has served as Director of Corporate Training, Manager of Training and Development, Coordinator of Education, Director of Continuing Education and Extended Services, Interim Dean of Continuing Education and Extended Services, and Director of Dual Credit. Dr. Karlene Fenton has served as Adjunct Faculty for Alamo Community College District (ACCD) since 1993. She has taught graduate students for Webster University. Select publication and paper presentations include: Odom, L., Green, C., Hodgson, N.S., Fenton, K., and Calvert, D., "Leadership, Power and Sexual Harassment: An Ethical Perspective," Kravis Leadership Institute *Leadership Review*, Fall 2003; presented a paper at the 31st Popular Culture Association and 23rd American Culture Association Annual Conference in Philadelphia, PA. Transactional and Transformational Leadership: Julius Caesar, Octavian Augustus, and Charlemagne (April 2001); presented a paper at the 27th Annual Southwest Education Research Association Conference in Dallas, Texas. Social Democracy: Theory and Leadership (February 2004); presented a paper at the 34th Annual Conference of the Society of Educators and Scholars. A Study of the Relationship between Direct Supervisor's Leadership Style and Beginning Special Education or Bilingual Generalist Teacher's Job Satisfaction (October 13-15, 2011).

[Dean of Student Success: Dr. Paul Machen](#) is the Dean for the Division of Student Success and is responsible for Student Support and Disability Services, Counseling Services, Career Services, Tutoring, the First Year Experience, Service Learning, and Advisors in Residence. Dr. Paul Machen holds a Doctorate of Philosophy Degree in Adult Occupational and Continuing Education from Kansas State University in Manhattan, Kansas. He also holds a Master of Business Degree in Managerial Leadership from City University in Bellevue, Washington. Dr. Paul Machen served as a Course Supervisor and Instructor at the Louis Garland Fire Academy, Training and Evaluation Program Manager at the U.S. Department of Defense, Faculty Instructor for the University of Phoenix, and, in 2007, he served as Senior Academic Advisor at the University of Texas at San Antonio. In 2010, Dr. Paul Machen served as the Assistant to the President at St. Philip's College before accepting the position of Dean of Student Success.

Each department within Student Success is staffed with highly skilled and qualified employees that provide services to insure student success. Employees are hired based on job-related education, training, and experience as set forth in the job description and in accordance with St. Philip's College-adopted Alamo Community College District [Board Policy](#). The required qualifications for personnel in the student success areas and the current personnel in those positions along with their credentials are listed in detail below.

Department	Last Name	First Name	Position	Highest Level of Education Attained?	Years of Experience in Higher Education?
Educational Support Services	Acosta-Vasquez	Valerie	Certified Advisor	Bachelor's	5 yrs
Educational Support Services	Alvarado	Susanna	Senior Specialist - Student Success	Certificate of Completion in Documentation Coding and Certificate of Completion in Coding Specialist (103 earned college credit hours)	12 yrs
Educational Support Services	Ballard	Patrice	Coordinator, International Student Services	Bachelor's	21 yrs
Veteran Affairs	Barron	Javier	Sr. Coordinator, Veteran Affairs	BAAS	16 yrs
Educational Support Services	Benton	Yvonne	Certified Advisor	Bachelor's	7 yrs
Educational Support Services	Bess	Meredith	Certified Advisor	Bachelor's	1 yr 5mos
Disability Resource	Botello	Maria	Certified Advisor	Bachelor of Arts/Psychology	15 yrs
Educational Support Services	Brammer	Charleen	Administrative Services Specialist/Dean Student Success	4 Certificates of Completion in Business Management	14 yrs
Educational Support Services	Bryant	Robert	Certified Advisor	Master's	5 yrs
Enrollment Management	Butler	Beautrice	Director, Enrollment	Master's	17 yrs
Educational Support Services	Calderon	Frances	Certified Advisor	BAAS	8 yrs
Educational Support Services	Calucci	Katherine	Certified Advisor	Master's	24 yrs
Enrollment Management	Canedo	Sharon	Senior Specialist - Student Success	AA Business	20 yrs
Educational Support Services	Cortez	Christina	Director, Advising	Master's	8 yrs
Educational Support Services	Davis	Shawnta	Advising Team Lead	Master's	10 yrs
Veteran Affairs	Deluna	Maria	Certified Advisor - Veteran Affairs	Associate's	25 yrs
Educational Support Services	Dunn	Edmund	Certified Advisor	Master's	1 yr
Student Activities	Feathers	Janet	Coordinator, Health Center	Master's	32 yrs
Student Success	Fenton	Dr. Karlene	Dean, Southwest Campus	PhD Doctoral	30 yrs
Veteran Affairs	Gable	Lawrence	Certified Advisor - Veteran Affairs	Bachelor's	14 yrs
Student Success	Gallegos	Mia	Senior Coordinator - Student Success, Financial Literacy	Bachelor's	2 yrs
Student Recruitment	Garza	Ana Lisa	Director, Student Recruitment	Master's	16 yrs
Student Recruitment	Gee	Deborah	Senior Advisor - Student Success	Bachelor's	15 yrs

Educational Support Services	Grams	Audrey	Certified Advisor	Master's of Education	20 yrs
Educational Support Services	Guerrero	Monica	Certified Advisor	Bachelor's	5 yrs
Enrollment Management	Hamilton	Betsy	Sr. Coordinator , LAFB	B.S./21 graduate hours	19 yrs
Disability Resource	Hannawi	Lydia	Coordinator , Disability Resource Center	Dual Master's	16 yrs
Educational Support Services	Harper	Konnie	Advising Support Specialist	Associate's	3 yrs
Educational Support Services	Hart	Janet	Certified Advisor	Master's	5 yrs
Enrollment Management	Henry	Juanita	Sr. Coordinator FSH	Master's	2 yrs
Student Success	Hernandez	Joseph	Administrative Services Specialist /VOTC	High School	4 yrs
SDEV-Counseling	Hester	Diane	Faculty , Chair SDEV and Counseling	Master's	25 yrs
Enrollment Management	Hines	Sandra	Senior Specialist - Student Success	Bachelor's	12 yrs
Enrollment Management	Hoff	Heidi	Administrative Services Specialist , Evening Operations	High School	Part-time
Educational Support Services	Hopwood	Teresa	Certified Advisor	Master's	10 yrs
Educational Support Services	Horne-Espree	Regina	Certified Advisor	Master's	9 yrs
Educational Support Services	Houser	Margaret	Certified Advisor	Bachelor's	8 yrs
Enrollment Management	Jaime	Cynthia	Sr. Coordinator , RAFB	Bachelor's	15 yrs
Educational Support Services	Jasso	Gina	Certified Advisor	Associate's (2)	16 yrs
Educational Support Services	Jones	Cathy	Advising Team Lead	Master's	10 yrs
Veteran Affairs	Joubert	Allison	Certified Advisor -Veteran Affairs	Bachelor's of Sociology	13 yrs
Student Activities	Kyle-Bankston Kyle-Bankston	Rose	Administrative Services Specialist	50 College Credits	18 yrs
Education Support Services	Lopez	Irma	Certified Advisor	Master's	3.5 yrs
Student Success	Machen	Dr. Paul	Dean, Student Success	PhD Doctoral	23 yrs
Student Activities	Major	Brenda	LVN, Health Center SWC	LVN	15 yrs
Enrollment Management	Mancillas	Maria	Senior Specialist - Student Success	A.A.S	17 yrs
Student Activities	Martin	John	Associate Director , Student Activities	Bachelor's	20 yrs
Enrollment Management	Martinez	Elizabeth	Sr. Specialist	AA General Studies	7 yrs
Educational Support Services	Medina	Larry	Certified Advisor	Master's	20 yrs
Enrollment Management	Molina	Angela	Coordinator of Records and Reports	Bachelor's	11 yrs
Enrollment Management	Padilla	Blanca	Director Student Support Services /Assesment	M.B.A	15 yrs
Enrollment Management	Ramos-Smith	Debra	Sr. Specialist	15 College Credits	15 yrs
Enrollment Management	Rendon	Palmira	Administrative Services Specialist /Enrollment	High School	10 yrs
Educational Support Services	Rivas	Rosalinda	Personal Counselor	Master's	12 yrs

Educational Support Services	Sauceda	Christine	Certified Advisor	Bachelor's	11 yrs
Service-Learning	Schantz	Kevin	Coordinator, Service-Learning	M.Ed	20 yrs
Educational Support Services	Schott	Jerrold	Data Analyst	Bachelor's	6 yrs
Enrollment Management	Shelton	Tracy	Associate Director, Reports	Master's	29 yrs
Educational Support Services	Simmons	Fidel	Certified Advisor	Master's	11 yrs
Educational Support Services	Solis	Carlos	Certified Advisor	Associate's	16 yrs
Student Success	Stanford	Tim	Interim Director, VOTC	Master's plus 21 credit hourst	37 yrs
Enrollment Management	Strickland	Linda	Certified Advisor, LAFB	Bachelor of Public Administration	17 yrs
Counseling	Sutherland	Melissa	Personal Counselor	M.Ed./18 hrs toward Doctorate	18 yrs
Enrollment Management	Taylor	Lore	Student Success Specialist II, Records and Registration	50+ college hours	10 yrs
Educational Support Services	Ward	Yolanda	Certified Advisor	Bachelor's	6 yrs
SDEV-Counseling	West	Jim	Faculty Counselor/Associate Professor	M.Ed.	26 yrs
Student Activities	Williams-McPherson	Angela	Director, Student Activities	PhD Doctoral	23 years
Educational Support Services	Woods	Deborah	Certified Advisor	Master's	15 yrs

In addition to hiring a skilled and qualified staff, St. Philip's College [recognizes](#) the value of professional growth and personal development and [encourages](#) employees to participate in relevant professional development for job growth and development. In addition, [Goal 4 \(Performance Excellence\)](#) St. Philip's College Strategic Plan identifies professional development as one of its key action plans -- "Build talent and engage employees with a focus on collaboration, application of knowledge and skills, and high performance teams."

A variety of professional development courses are offered by St. Philip's College ([Professional Development Week Fall 2013](#); [Professional Development Week Spring 2014](#)). St. Philip's College Certified Advisors have completed the Council for Adult and Experiential Learning (CAEL) Level I and II training, and some have completed the Level III training. As a measure to demonstrate that staff have accomplished particular training sessions, AlamoLearn documents all training and also allows employees to add external training. A transcript of all internal and external training is available to be reviewed by one's supervisor ([Sample Student Support Employee AlamoLearn Transcript \(Name Redacted\)](#)).

St. Philip's College employees are encouraged to attend professional and academic conferences and seminars in their various areas of expertise and responsibility. St. Philip's College employees may submit development fund requests through the [Travel/Employee Development Fund Request Form](#) at the beginning of each semester. St. Philip's College professional development funding requests are granted based on fund availability, job requirements, conference/seminar availability, and an otherwise even distribution of conference attendance opportunities across ([Example Travel Reimbursement for Professional Development, Educational Support Services](#)).

In addition, as part of its dedication to the professional development of staff, St. Philip's College has an [employee tuition reimbursement program](#) of \$2,200 per academic/fiscal year to eligible employees and provides a mechanism for a [flexible schedule](#) for employees pursuing doctoral studies ([Example Tuition Reimbursement](#)).

Summary

Thus, the above description and documentation indicate that St. Philip's College is in compliance with Comprehensive Standard 3.9.3 and has sufficient qualified staff in the area of student affairs.

Supporting Documents:

-  [Administrative Services Specialist.pdf](#)
-  [Advising Team Lead.pdf](#)
-  [Advising Team Support Specialist.pdf](#)
-  [Advising Wait Times.pdf](#)
-  [AdvisorDistribution, 02092015.pdf](#)
-  [Allison Joubert Resume.pdf](#)
-  [Ana Lisa Garza Resume.pdf](#)
-  [Angela M Williams Resume .pdf](#)
-  [Angela Molina Resume .pdf](#)
-  [Associate Director.pdf](#)
-  [Audrey Grams Resume.pdf](#)
-  [C Saucedo Resume.pdf](#)
-  [Calderon Resume1.pdf](#)
-  [Cathy Jones Resume .pdf](#)
-  [CCSSE 2103 Results, Student Support Snapshot.pdf](#)
-  [Certified Advisor.pdf](#)
-  [College Nurse LVN.pdf](#)
-  [Coordinator - Student Success.pdf](#)
-  [Coordinator College Health Center.pdf](#)
-  [Coordinator of International Programs.pdf](#)
-  [Cynthia Jaime Resume.pdf](#)
-  [D Woods Resume.pdf](#)
-  [D.2.3 Policy Qualifications for Hire](#)
-  [D.6.1 Policy Professional Development](#)
-  [D.6.1.1 Procedure Professional Development](#)
-  [D.6.1.3 Procedure, Employee Tuition Reimbursement.pdf](#)
-  [D.6.1.3 Procedure, Time Off for Doctoral Studies.pdf](#)
-  [Data Analyst.pdf](#)
-  [Dean of Southwest Campus.pdf](#)
-  [Dean of Student Success Job Description](#)
-  [Diane Hester Resume 2014.pdf](#)
-  [Director of Student Success.pdf](#)
-  [Director of Advising.pdf](#)
-  [Director of Enrollment.pdf](#)

-  [Director of Student Support Services.pdf](#)
-  [Dr. Paul Machen Resume.pdf](#)
-  [Dr. Karlene Fenton Resume.pdf](#)
-  [E-Catalog 2014-2015, pp. 558-577.pdf](#)
-  [Elizabeth Martinez resume.pdf](#)
-  [Faculty Job Description](#)
-  [Fidel Simmons Resume.pdf](#)
-  [HAY Employee Presentation.pdf](#)
-  [James West Resume .pdf](#)
-  [Janet Hart Resume.pdf](#)
-  [Javier Barron SACS.pdf](#)
-  [John Martin Resume.pdf](#)
-  [Joseph Hernandez Resume.pdf](#)
-  [jschott resume.pdf](#)
-  [Konnies Harper Resume.pdf](#)
-  [LHannawiResume2012-C1.pdf](#)
-  [Margaret Houser Resume .pdf](#)
-  [MariaGBotello Resume.pdf](#)
-  [Melissa Sutherland Resume .pdf](#)
-  [Meredith Bess- Professional Resume.pdf](#)
-  [Mia Gallegos Resume.pdf](#)
-  [Monica Guerrero Resume.pdf](#)
-  [NACADA Advisor Load.pdf](#)
-  [Organizational Chart 2015 021215](#)
-  [Pam Rendon Resume.pdf](#)
-  [Patrice Ballard Resume.pdf](#)
-  [Personal Counselor - Student Success.pdf](#)
-  [Professional Development Week Fall 2013](#)
-  [Professional Development Week Spring 2014](#)
-  [Regina Horne-Espree Resume 2.pdf](#)
-  [Resume - Dr. Sherrie Lang.pdf](#)
-  [Robert Bryant Resume.pdf](#)
-  [Rosalinda Rivas Resume .pdf](#)
-  [Rose Kyle Bankston Resume .pdf](#)
-  [Sample 1 Student Support Employee AlamoLearn Transcript \(Name Redacted\)](#)
-  [SDavis SPC Resume.pdf](#)
-  [Secret Shopper Report 2013 Final, SPC Snapshot.pdf](#)
-  [Senior Advisor - Student Success.pdf](#)
-  [SPC Travel-Employee Development Funds Request Form.pdf](#)
- [Specialist - Student Success.pdf](#)
- [Sr Specialist -Student Success.pdf](#)
- [Sr. Coordinator - Student Success.pdf](#)
- [Stanford, Tim Resume Director of GSVOTC SPC](#)
- [Strategic Plan 14-18v4](#)
- [Student Handbook 2014-15](#)

-  [Susanna Alvarado Resume .pdf](#)
-  [Teresa Hopwood Resume 2014.pdf](#)
-  [Tony Gable Resume .pdf](#)
-  [Travel Reimbursement for Professional Conference, Educational Support Services.pdf](#)
-  [Tuition Reimbursement, Example.pdf](#)
-  [Valerie Acosta.pdf](#)
-  [VP for Student Success Job Description](#)
-  [Yvonne Benton Resume.pdf](#)

RESOURCES

3.10 Financial and Physical Resources

3.10.1 The institution's recent financial history demonstrates financial stability. **(Financial stability)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College's is in compliance with Comprehensive Standard 3.10.1 and has a sound financial base and demonstrates financial stability to support its mission. St. Philip's College's financial stability is reflected in the [FY 2014 Alamo Colleges Comprehensive Financial Report](#). The College is audited annually by its external independent auditors, Ernst & Young L.L.P., as part of a system-wide audit of the Alamo Colleges. The unqualified opinion of the previous years reflects the continued quality and strength of the financial position of the college as well as the existence of proper internal controls ([Audited Financial Statements 2012-13](#)), ([Audited Financial Statements 2011-12](#)). The College's financial stability is also fully documented in the [Annual Budget FY14-15](#), managed by the College in its effort to fulfill its mission.

Operating Revenues

St. Philip College distinguishes between operating and non-operating revenue in conformance with the financial reporting standards applicable to governmental entities set forth by Government Accounting Standards Board (GASB). Operating revenues are generated from the services provided to students. Non-operating revenues include ad valorem property taxes, state appropriations and all federal financial aid grants.

Operating revenues declined 9% from FY 2012 to FY 2014 primarily due to fluctuations in federal contracts, specifically, from Title III funding (Higher Education Institutional Aid for Historically Black Colleges and Universities). In FY2014, non-operating revenues declined \$4.3 million from FY 2012 levels as a result in Federal PELL and other financial aid. However, other operating revenues (Tuition and Fees) have remain relatively consistent over the last three fiscal years, indicative of stable Student Enrollment (See [Fact Book 12-13](#), [Fact Book 13-14](#)).

As mentioned previously, there was a reduction in College's Title III funding from 2012 to 2013 ([SPC Title III Allocation 2013-2014](#)). The College receives additional federal funding as result of its designation as a Historically Black College and University (HBCU). Although the impact was mitigated by other cost cutting strategies, the decline in funding did lead to the non-renewal of 25 grant funded employee contracts.

Reductions in state appropriations have continued in recent years. However, the institution has engaged in cost-cutting initiatives to help offset these revenue losses. Early retirement opportunities have also allowed for downsizing, both in the faculty and staff ranks. Other examples of cost cutting strategies have included reduction in marketing, implementing paperless processes, outsourcing of functions, and reductions in discretionary spending.

St. Philip's College is one of the oldest and most diverse colleges in the nation. Because of its rich heritage, private donors and business partners contribute generously in support of the college's mission. Gifts, grants, and other fundraising data are documented in reports entitled, [Donor Contributions](#), [Grant Reports](#), [External Scholarships 2013](#), [External Scholarships 2014](#), and [Institutional Resource Report](#). The college practices strict adherence to the policies governing fundraising activities ([C.1.3 Donations and Grants from Private Sources](#)).

Revenues by Source

	2012		2013		2014	
	Amount	%	Amount	%	Amount	%
Tuition and fees, net of discounts	\$ 10,429,996	12%	\$ 10,416,754	14%	\$ 9,984,007	14%
Federal grants and contracts	11,327,180	14%	9,621,464	13%	3,848,771	5%
Non-governmental grants and contracts	67,222	0%	24,108	0%	107,628	0%
Auxiliary enterprises	746,189	1%	499,655	1%	770,168	1%
Other operating revenues	141,091	0%	139,353	0%	162,545	0%
Total operating revenues	22,711,678	27%	20,701,334	28%	14,873,119	21%
State appropriations	15,831,985	19%	14,150,196	19%	14,197,354	20%
Ad valorem taxes	25,755,811	31%	23,671,053	31%	26,840,661	37%
Gifts	46,021	0%	189,472	0%	452,276	1%
Investment income	-	0%	347	0%	192	0%
Other non-operating revenues	19,524,549	23%	17,010,932	22%	15,342,712	21%
Total non-operating revenues	61,158,366	73%	55,022,000	72%	56,833,195	79%
Total revenues	\$ 83,870,044	100%	\$ 75,723,334	100%	\$ 71,706,314	100%

Sources: Audit reports
Note: Includes unrestricted revenues, restricted revenues and plant funds.

Tuition and Fees

A table showing the components of net tuition and fees is presented below. Net tuition and fees per student remained stable at about \$10 million annually with no tuition and fee increases to students over the last three years.

Net Tuition and Fees (in thousands)

	2012		2013		2014	
	Amount	% of Total	Amount	% of Total	Amount	% of Total
Tuition	\$ 16,262	156%	\$ 18,979	182%	\$ 19,642	197%
CE and contract training	1,648	16%	727	7%	902	9%
Fees	4,296	41%	1,568	15%	1,226	12%
Discounts	(11,775)	-113%	(10,857)	-104%	(11,786)	-118%
Total tuition and fees	\$ 10,431	100%	\$ 10,417	100%	\$ 9,984	100%

Expenses

A Schedule of Expenses by Functional Classification is presented below. Expenses for instruction comprise the largest portion of functional expenses, ranging between \$26 and \$28 million in the fiscal years ended August 31, 2012, 2013 and 2014. Academic support was reduced from 11% to 8% of the total, due to a lower cost approach to providing these services. Conversely, student services increased almost \$1 million and from 6% in FY 2012 to 7% in FY 2014. This increase reflects St. Philip's commitment to improving student success and student completion. The percentage relationship of most functional expense categories remained consistent over the three year period, demonstrating the strong management oversight and budget process at the College.

Expenses by Functional Classification

	2012		2013		2014	
Instruction	\$ 27,986,352	35%	\$ 25,879,508	34%	\$ 26,426,224	38%
Public service	109,439	0%	128,177	0%	116,988	0%
Academic support	8,418,894	11%	6,472,398	9%	5,721,379	8%
Student services	4,415,792	6%	4,843,402	6%	5,404,867	7%
Institutional support	4,651,147	6%	7,267,485	10%	5,710,836	8%
Operation and maintenance of plant	7,392,948	9%	6,581,718	9%	6,625,044	9%
Scholarships and fellowships	13,141,018	17%	10,854,023	15%	9,589,202	13%
Auxiliary enterprises	126,196	0%	118,980	0%	112,234	0%
Depreciation	7,747,844	10%	7,581,415	10%	8,330,115	11%
Total operating expenses	73,989,630	94%	69,727,101	93%	68,036,889	94%
Interest on capital related debt, and other	5,096,903	6%	5,093,681	7%	4,521,734	6%
Total Expenses	\$ 79,086,533	100%	\$ 74,820,782	100%	\$ 72,558,623	100%

Sources: Audit reports
 Note: Includes unrestricted expenses, restricted expenses and plant funds

Statement of Unrestricted Net Position

As part of the basic financial statements for the College, a [Statement of Unrestricted Net Position, exclusive of plant assets and plant-related debt](#) is presented, for the years ending August 31, 2012, 2013 and 2014. This statement represents the change in unrestricted net position attributable to operations for each respective year. The College maintains a positive net position which has continually increased over each of the last three fiscal years. The increases are a direct result of the excess of revenues over expenses during each fiscal year.

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determine the level of assets available to meet day-to-day obligations of the institution. Net position exclusive of plant assets and plant-related debt demonstrates that the College has a strengthening financial base and the financial stability to support its mission and the scope of its programs and services.

Summary

Further, the management of the College's Budget is a collective effort of all Budget Managers of record who are entrusted with St. Philip's College's fiduciary responsibility. It is through these efforts, and a reliance on the expertise of these individuals, that have helped sustain the institution's financial stability.

Supporting Documents:

-  [AC Annual Financial Report FY 2012](#)
-  [Annual Audit 2014](#)
-  [Annual Audit FY 2013](#)
-  [C 1.3.1 Donations and Grants from Private Sources](#)
-  [Donor Contributions 1-2013 to 12-2013](#)
-  [External Scholarships Jan 2014-June 2014](#)
-  [External Scholarships Jan-2013 to Dec-2013](#)
-  [Fact Book 12-13](#)
-  [Fact Book, Quick Facts 2013-2014](#)
-  [Grants Report 2014](#)
-  [Institutional Resource Report Jan-Dec 2013](#)
-  [SPC FY2014-2015 Budget Final](#)
-  [SPC Title III Allocation 2013-2014](#)
-  [Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt. 2014.pdf](#)

3.10.2 The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.10.2, since its financial programs are audited as required by federal and state regulations. In addition to the Federal Single Audit Act of 1996 and related Office of Management and Budget Circular A-133, an annual audit is also mandated by the State Single Audit related to the Uniform Grant Management Standards Single Audit Circular. To that end, Alamo Community College District Board of Trustees commissions an independent accounting firm to conduct an annual audit that meets the financial reporting standards of the Governmental Accounting Standards Board (GASB) and the Government Finance Officers Association (GFOA). The audit must also be in full compliance with the Annual Financial Reporting Requirements for Texas Public Community and Junior Colleges as set forth by the Texas Higher Education Coordinating Board. The results of the single audit are reviewed by the Board of Directors and are published and submitted to the Department of Education as required.

Audits

The [Comprehensive Annual Financial Report \(CAFR\)](#) includes the single audit reports and responses to each finding ([CAFR1112](#) and [CAFR1213](#)). For the past three years, it has been the unqualified (unmodified) opinion of the independent auditor that the District complied, in all material respects, with the compliance requirements that could have a direct and material effect on each of its major federal programs. However, the results of the auditing procedures disclosed instances of noncompliance with those requirements, which are required to be reported in accordance with Office of Management and Budget Circular A-133 and which are described in the schedule of findings and questioned costs.

Summary

Thus, St. Philip's College A-133 single audit findings for the past three years are summarized in the chart below:

Fiscal Year	Finding	Questioned Costs	Planned Corrective Action	Current Status
FY 2014	<p>Finding 14 - F01</p> <p>Direct Loan Notification – No notices of direct loan disbursements to students within 30 days of crediting the student's accounts with the loan proceeds.</p> <p># of student exceptions: 2 of 28</p>	\$0	Additional, more timely and stringent mandatory monitoring procedures and reports were implemented to strengthen controls of the notification process.	Corrected
FY 2013	<p>Finding 13-F02</p> <p>Direct Loan Notification – No notices of direct loan disbursements to students within 30 days of crediting the student's accounts with the loan proceeds.</p> <p># of student exceptions: 1 of 25</p>	\$0	Automated functionality was added that generates a student notification each time a disbursement is made of direct loan funds. Additionally, monitoring reports will be reviewed regularly to identify any potentially missed notifications.	Corrected
FY 2012	<p>Finding 12-F05</p> <p>Direct Loan Notification – Documentation could not be provided that the required notification was sent to students within 30 days of the disbursement of direct loans awards.</p> <p># of students: 3 of 19</p>	\$0	For Fall 2012, a notification system was in place to formally notify students by e-mail that direct loan funds will be or have been credited to their accounts and of their rights to rescind the loan either fully or partially. A log of communications is also being maintained as evidence for the notification.	Completed

Supporting Documents:

 [Annual Audit 2014](#)

 [CAFR1112 - SPC](#)

 [CAFR1213 - SPC](#)

3.10.3 The institution exercises appropriate control over all its financial resources. **(Control of finances)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.10.3 and exercises appropriate control over all its financial resources.

The President has the primary responsibility for control over the St. Philip's College resources and receives financial support through the Alamo Community College District Board of Trustees. The [Vice Chancellor of Finance and Administration](#) supplements St. Philip's College control over resources and is in compliance with this Comprehensive Standard (CS 3.10.3) through enforcement of its financial policies and procedures, budget management, financial system and strong internal controls. In addition, personnel responsible for the control of financial resources possess the qualifications, experience and knowledge to employ the College's financial resources in a prudent and responsible manner.

Management and Ethics

As required by federal and state regulations, [Business and Support \(Section C\) policies](#) and procedures safeguard cash received and disbursed. The policies and procedures provide effective measures that reflect and implement the vision, mission, and values of the Alamo Community College District and St. Philip's College. Specific sections ensure protection of cash as it pertains to maintaining good ethical practices, an annual audit, revenue sources, and institutional budgets, purchasing, acquisitions and procurement card purchases. Expenditures of all funds, to include [FY13 Endowments](#) and [FY14 Endowments](#), undergo a rigorous approval process.

The overarching policy related to financial resource management is the [Financial Ethics and Accountability Policy](#), which requires all Alamo Community College District Board of Trustees, employees, vendors, contractors, consultants, and any other parties involved in St. Philip's College financial transactions to maintain the highest ethical standards. It requires all transactions to be performed in accordance with Board policies, state and federal law, and to act with integrity and diligence in all duties involving College financial resources. All college purchases must comply with the Alamo Colleges Purchasing and Acquisitions Policies [C.1.5 Purchasing and Acquisitions \(Policy\)](#) and Procedures [C.1.5.1 Purchasing Authority \(Procedure\)](#).

Audit (External and Internal)

St. Philip's College is audited annually by external independent auditors as part of a system-wide audit of the Alamo Community College District and consistently receives unqualified (or unmodified) audit opinions and limited or no audit findings. The most recent [Annual Audit](#) is attached for review. The [Audit Services Policy \(C.1.2\)](#) addresses internal audits and establishes the purpose and scope of the Internal Audit Department to provide an internal appraisal to examine and evaluate the activities of the college. Internal Controls and Audit Standard internal controls include clear lines of authority and responsibility; adequate segregation of duties; financial system controls; enforcing proper control over assets and records. These controls prevent errors in the recording of financial transactions that will avoid the misuse of funds and other non-cash resources. The controls also support the effective processing of accounts payable, accounts receivable, requisitions, direct payments, and payroll transactions, in compliance with federal, state and local law, policies and procedures. The Internal Auditor reports to the Audit, Budget and Finance Committee of the Alamo Community College District Board of Directors. The procedures for an internal audit are documented and in full compliance with [C.1.2.1 Internal Audit Services \(Procedure\)](#).

Financial Resources

St. Philip's College, in collaboration with Alamo Community College District Budget Office, creates an annual budget based on funding allocation methodology. St. Philip's College allocation is based on variables relevant to the schools enrollment and contact hour generated through the collection of data. Once the allocation for the college is determined, the budgetary process distributes funds to support all Academic, Academic Support, Student Support and Institutional Support units. Units within the college establish goals for an upcoming academic year and may request additional funds to carry out the completion of those goals. The unit planning process is part of the budgeting process. After unit plans are completed and submitted, goals and funding requests are forwarded to college's administrative team to determine resources available for allocation thru the college's [Planning, Budgeting and Assessment Cycle](#) model.

The Office of Institutional Advancement and Grants Development obtain external resources to enhance the College's special programs and projects. The office engages in research, planning, and soliciting funds from private and public entities including individuals, corporations, foundations, and government agencies. Alumni Affairs is also coordinated by this department. St. Philip's College researches external funds to develop, maintain, and initiate special programs to submit application/proposal to funding agencies. Once approved, the Grants Director reviews documentation and works with college personnel to establish compliance of grant objectives, matching funds, program/financial reporting and any administrative training requirements for budget accounts, audit, and other responsibilities. Board [Policy C.1.3](#) and [Procedure Policy C.1.3.1](#) govern the acceptance and use of donations and grants from private sources on behalf of any college of the College.

















Student Financial Services are available in the Bursar's Office at St. Philip's College. It is the [Business Office](#) that has primary responsibility for functions that include the following: a) payment plans; b) receives student tuition and fee payments; c) handle cash generated by campus. A Virtual Business Office is available for all students to handle transactions online to include registration, tuition payment plans, view account and direct deposit authorization activities. The Office of the Vice President of College Services oversees the Business office. The Office of the Vice President for Student Success collaborates with the [Student Financial Services Department](#) who also provides financial counseling. Federal Verification of funds and other student aid accounts are monitored by the District Financial Aid Office.

Finally, all financial transactions reside in Banner. The district- wide Banner System is used to initiate, track and approve expenditures. System controls within Banner limit the ability to [approve financial transactions](#) above predetermined amounts. System safeguards also prohibit the ability to initiate and approve transactions, simultaneously. Users are granted either initiator or approver rights, but never both. Within the College's organizational hierarchy, [Directors and Dept. Chairs are limited to \\$4,999.99](#), while items of greater value, must be approved by the Dean, Vice Presidents, or President. Budget activities are monitored at multiple levels. The college's Budget Officer reviews and analyzes selected financial data regularly and compares it to actual revenue and expenditures to the approved budget. Department Chairpersons and Directors are also responsible for monitoring respective budget allocations. Each program unit has online access to an authorized section of the budget in the Banner system. The Banner system allows units to review variances and budget limits assigned to each respective area.

Summary

St. Philip's College control over resources and is in compliance with this requirement Comprehensive Standard (CS 3.10.3) through enforcement of its financial policies and procedures, budget management, financial system and strong internal controls.

Supporting Documents:

-  [Alamo Colleges District Employees Policies \(section c\).pdf](#)
-  [Annual Audit 2014](#)
-  [Audit Services](#)
-  [Banner Approver Queue.pdf](#)
-  [Banner Document Approver History.pdf](#)
-  [Business Office.PDF](#)
-  [C 1.3.1 Donations and Grants from Private Sources](#)
-  [C.1.1 Policy Financial Ethics and Accountability](#)
-  [C.1.2.1 Procedure Internal Audit Services](#)
-  [C.1.3 District Policy](#)
-  [C.1.5 Policy Purchasing and Acquisitions](#)
-  [C.1.5.1 Procedure Purchasing Authority](#)
-  [External Scholarships Jan 2014-June 2014](#)
-  [External Scholarships Jan-2013 to Dec-2013](#)
-  [Financial Aid Office.PDF](#)
-  [PBA Cycle 8/12/14](#)

3.10.4 The institution maintains financial control over externally funded or sponsored research and programs. (Control of sponsored research/external funds)

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.10.4 as an institution that maintains financial control over externally funded programs. St. Philip's College uses external funding to offer programs and services currently not funded with institutional dollars. St. Philip's College designates a responsible person to serve as the Grant Project Manager (GPM) or Principal Investigator (PI) to ensure sponsored programs are setup in Banner once funding notification is received. Initial budgets submitted for setup are signed by the Grant Project Manager/Principal Investigator and President of College before they are sent to Grants Accounting Office for setup in Banner. St. Philip's College acceptance of external funding is adopted from Alamo Community College District Board policy [C.1.3.1 \(Donations and Grants from Private Sources\)](#). Receipt of external funding has enabled St. Philip's College to expand programs with implementation of new activities and programs not currently budgeted using institutional dollars. All funds received by the St. Philip's College are spent in accordance with [internal policies and procedures](#) established by the institution. In fact, funding at St. Philip's College are not spent on the delivery of services that violate [guidelines](#), policies, procedures, and must be in compliance with all [required forms](#) and [instructions](#). External funds such as grants, gifts, and donations are established in the Banner financial system in order to monitor the expenditure of funds and establish accountability for the dollars received.








Annual Audit of Federal and State Programs

St. Philip's College's financial statements, including those pertinent to major federally-sponsored and state-sponsored programs, are reviewed by an external auditor in compliance with the U.S. Office of Budget Management (OMB) Circular A-133 Compliance Supplement (federal programs) and the State of Texas Single Audit Circular (state programs). Audit findings are included in the Alamo Community College District [Comprehensive Annual Financial Report](#). The summary of auditor's results in the Comprehensive Annual Report for fiscal year 2014 rated the Financial Statements, the Federal and State Awards section as unmodified.

Summary

Thus, the above policies and evidence exemplify St. Philip's College maintains financial control over externally funded or sponsored research and programs.

Supporting Documents:

-  [Annual Audit 2014](#)
-  [C 1.3.1 Donations and Grants from Private Sources](#)
-  [Grant Accounting - Procedural Manual](#)
-  [Grant Approval Form User Guidelines](#)
-  [Grant Approval Form and Checklist](#)
-  [Grant Approval Form Instructions 12/9/13](#)
-  [Grant Monitoring Manual](#)

3.11 Physical Resources

3.11.1 The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.11.1 and exercises the necessary and appropriate control over its physical resources.

St. Philip's College, in collaboration with Alamo Community College District Purchasing Department, abides by [policies and procedures](#) that govern the [acquisition](#) and [disposal](#) of all equipment and property. Each fiscal year, a [physical inventory](#) is conducted to determine all tangible property retained by each St. Philip's College and its departments. The process ensures equipment and other assets are not identified as missing, excess, defective or obsolete. St. Philip's College President, Dr. Adena Williams Loston, is the recipient of the [College's Final Inventory Report](#) for review along with a report accounting for missing inventory items. A [Signed Certification of Physical Inventory](#) completes the process.

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.

[Property stewards, identified in the Final Inventory Report](#), are responsible for safeguarding all controlled items/fixed assets and other items of value located on St. Philip's College campus and are officially assigned and entrusted into their care of the college. Budget managers at each department are required to know the general location of their controlled items and fixed assets along with having appropriate personnel accessible during inventories to include documentation on file for review to support transfer of property that may have taken place since the last physical inventory.

St. Philip's College utilizes the Controlled Items/Fixed Asset reporting software [Wisetrack](#) and the administrative software, Banner, to help financial managers fulfill financial accountability to administer, account for, and preserve the institution's property investment, plant, and equipment. [E-mail notifications](#) are sent to keep St. Philip's College administration up-to-date on the following actions: transfer, retire, lost/stolen, and/or obsolete property. Acquisitions/Disposal St. Philip's College procured physical resources are recorded by the Fixed Assets Department at the time of construction, renovation or acquisition.












Accountability

All items are accounted for using the Banner Finance and Wisetrack software. Procured property is provided a permanent tag for identification as St. Philip's College owned property. [Forms](#) are used to record the transfer, release, loaned and / or release of property and are carefully monitored by the Inventory Control team along with the St. Philip's College. This is appropriately documented for the record. Deferred Maintenance/Risk Management are controlled by the Alamo Community College District Facilities Operations & Construction Management office oversees all aspects of the St. Philip's College physical location. The construction, renovation, maintenance and security of the physical resources of this St. Philip's College are entrusted to personnel employed by these offices.

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.

Supporting Documents:

-  [Alamo Colleges Bulletin C Inventorying and Scheduling Records.pdf](#)
-  [Alamo Colleges Inventory Control Forms.PDF](#)
-  [Alamo Colleges InventoryControl.PDF](#)
-  [C.1.5 Policy Purchasing and Acquisitions](#)
-  [C.1.5.1 Procedure Purchasing Authority](#)
-  [C.2.7.3 Disposal of Alamo Colleges Property \(Procedure\)](#)
-  [Inventory Schedule 2014](#)
-  [Property Inventory Transfer Notice.pdf](#)
-  [SPC Signed Certification of Physical Inventory-2014- January 16 2015- LH.pdf](#)
-  [St. Philip's College Final Inventory Results 2014.pdf](#)
-  [WiseTrack Webserver.pdf](#)

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

Compliance Partial Compliance Non-Compliance

Narrative:

Safety and Security

St. Philip's College is in compliance with Comprehensive Standard 3.11.2 and provides a safe and secure environment for faculty, staff, students and visitors who come to campus.

St. Philip's College utilizes the Alamo Community College District Police Department which is primarily responsible for providing law enforcement services to ensure campus security. The Alamo Community College District Police Department's mission is clearly outlined on its [website](#). Alamo Community College District Police Department provides uniformed state-certified peace officers to patrol the St. Philip's College campuses 24 hours a day, 7 days a week, 365 days a year. Officers patrol the campuses, answer calls for service, respond to alarms and enforce state criminal and traffic laws in addition to the rules of the Alamo Community College District. The Alamo Community College District Police Department maintains relationships and shares information with local, state and federal law enforcement agencies. St. Philip's Campus Police Office operates courtesy patrol to patrol parking lots, provide safety escorts, assist stranded motorists, issue certain citations and promote safe practices on the St. Philip's College campus. In a [Customer Satisfaction Survey](#) of students, faculty and staff in conducted 2012, 69% of the respondents Strongly Agreed or Agreed that were satisfied with the services provide by the department.

St. Philip's College facilities are equipped with safety devices and systems that are tested and regularly inspected. [Surveillance cameras](#) are located throughout the inside and outside of campus buildings to detect and record any suspicious activity, which is monitored and recorded by Alamo Community College District Police Department. There are plans to expand surveillance further into the parking lots in 2015. St. Philip's College also employs additional security measures such as well-lit parking lots and pathways. Access to buildings and rooms are controlled and monitored utilizing combination key locks

and card reader door access technology. The door lock technology also allows immediate campus lockdown from a centralized location at the push of a button.

St. Philip's College facilities are equipped with safety devices such as: smoke detectors, fire alarms, sprinkler systems, fire extinguishers, emergency phones, evacuation chairs, and first-aid and emergency response kits. Pursuant to state and local statutes, the safety devices and systems are inspected on a regular basis.

To keep the campus community aware of any threats, Alamo Community College District Police Department has in place a "Campus Crime Alert" warning system whereby information about an ongoing or a continuing threat, is issued through the campus email system, on the external website and by posters/flyers to students, faculty and staff. Daily Activity Reports for both campuses, ([MLK-DAR](#)) and ([SWC-DAR](#)) is provided to the President, Vice Presidents and other administrators at the College which informs them of all daily criminal activity taking place on the campuses and how the law was enforced to ensure campus safety.

Each year the crime statistics pertaining to St. Philip's College is collected, documented and maintained along with St. Philip's College by the Alamo Community College District Police Department. This information, [Annual Security Report](#), is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. All current students, faculty and staff received an [email notification](#) that provides the web site <http://www.alamo.edu/district/police/> to access this report.

Emergency Plans and Procedures

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

In addition to the Emergency Operating Plan and Standard Operating Procedures, every occupied building on campus has a [Building Action Guide](#) (i.e. Norris Technical Building) to assist the Building Action Teams [MLK](#) and [SWC](#) to perform immediate protective actions in the case of a serious incident. Building-specific evacuation plans at both campus ([MLK-EP](#)) and ([SWC-EP](#)) are included in each guide as well as posted on evacuation maps throughout each floor of each building. The guides also provide a listing of team members, response resources on the floor of each building, response kit contents for the teams, and location of external and internal assembly areas. Off-site operations should have similar documents in place by the end of calendar year 2015. Response teams are asked to complete evaluations after all major training and drill functions which is then compiled and documented into an [evacuation drill report](#).

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

District. To further support campus emergency management, Threat and Hazard Identification and Risk Assessment (THIRA) assessments are conducted and reported annually.

Crisis Communications Plan

St. Philip's College uses the Connect 5 System as one of the means of emergency communication to faculty, staff and students during situations involving severe weather and public safety issues. Although the Alamo Community College District Communication Plan is controlled and managed by the Alamo Community College District Communications Department in collaboration with the Public Relations Department. The [Crisis Communications procedures](#) outlines the plan on how to utilize the Connect 5 mass notification software program to inform key response teams, administrators, and key stakeholders regarding any active threat, and for informing the general population of the affected site, including staff, faculty, students, vendors and general visitors. The mass notification system is activated during emergency drills to not only evaluate its effectiveness but also to ensure the system is operable during the case of a real emergency.

Disseminating Health, Safety and Emergency Policies, Procedures and Information

St. Philip's College disseminates emergency procedure and other health and safety related procedures to faculty, staff and students through on-line and face-to-face training, flyers/posters in buildings, and through the College's website. Alamo Community College District Police Department maintains helpful information on crime prevention, emergency preparedness, and personal safety on their external website and promotes it during student and employee interaction. The Alamo Community College District Human Resources, Ethics and Compliance and Risk Management/ Safety departments are responsible for providing all employees at St. Philip's College with the polices and training ([See D.6.1.2 \(Procedure\) Required Training](#)) regarding preventing discrimination, workplace harassment, ethics and the handling of hazardous waste.

Regulatory Compliance

The Facilities Operations and Construction Management department for all of Alamo Community College District falls under the leadership of Mr. John Strybos, Associate Vice Chancellor of Facilities Operation and Construction Management. His team of Superintendents are responsible for all building operations, repairs, preventative maintenance, cleanliness of facilities, air quality and workplace safety. St. Philip's College Superintendent, [Mrs. Bertha Norwood](#) has held various leadership positions within the Facilities department throughout the Alamo Colleges over the last fifteen years and joined St. Philip's College in the Spring of 2014. She is primarily responsible for obtaining, maintaining and ensuring all buildings are in compliance with all appropriate regulations. She and her team oversee the annual inspections certified by licensed contractors for all buildings at St. Philip's College to verify compliance with local, state and federal regulations.

Strategies of Behavior Intervention (SOBI)

The Strategies of Behavioral Intervention ([SOBI](#)) Employee and Student guide is a resource St. Philip's College uses to provide the campus 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 employees (faculty, administrators, and staff) and students when referring disruptive behavior of students or visitors on our campuses who may negatively impact student learning. Strategies of Behavior Intervention are a resource for St. Philip's College faculty, staff and students for reporting student behaviors of concern.

Summary

Thus, St. Philip's College strives to take the necessary steps to provide a healthy, safe, and secure environment for all members of the campus community. The Facilities Operations and Construction Management, Enterprise Risk Management and St. Philip's Campus Police Department in collaboration with the Vice President of College Services is entrusted with maintaining a safe and secure institutional environment.

Supporting Documents:

-  [AC Emergency Notification Test](#)
-  [Alamo Colleges Police Dept..pdf](#)
-  [Annual Security Report 2014](#)
-  [BAT Guide NTB](#)
-  [BAT Roster MLK 2014](#)
-  [Bat Roster SWC Bldg 2-3](#)
-  [Bertha Norwood Biography](#)
-  [Campus Police Daily Activity Report MLK](#)
-  [Campus Police Daily Activity Report SWC](#)
-  [Customer Satisfaction Survey-Police Dept\(1\).pdf](#)
-  [D.6.1.2 Procedure Required Training](#)
-  [Emergency Evacuation Map MLK](#)
-  [Emergency Evacuation Map SWC](#)
-  [Emergency Notifications Procedure](#)
-  [Emergency Operations Plan MLK](#)
-  [Emergency Operations Plan SWC](#)
-  [Emergency Response Team Members](#)
-  [Evacuation Drill Report NTB 08 07 13](#)
-  [SOBI Guide](#)
-  [SPC Surveillance Cameras - MLK.pdf](#)

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.11.3 and operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Facilities

St. Philip's is committed to providing and maintaining facilities both on and off campus that serve the needs of its educational programs, support services as well as individual students, faculty, staff and administration. St. Philip's College [MLK campus](#) is located east of downtown San Antonio, Texas with 777,362 square feet of academic, student support, and maintenance space in 23 buildings. The [Southwest Campus](#), located 9 miles from the main campus is situated on 417,305 square feet of academic and student support space in 7 buildings (does not include Workforce Center for Excellence, Bldg 8). With a combined 1,194,667 gross square feet, the two campuses include a performing arts center, a four-court tennis center, two libraries, and a gymnasium with a swimming pool. Since 2006, the College has opened five new buildings that support academics and student support: Center for Learning Resources, Center for Health Professions, Welcome Center, Diesel Technology Center, and Diesel Technology Lab. The primary responsibility of maintenance, expansion, and upgrade projects are determined by the College President, Vice-President for College Services, and the District Facilities Management department, as well as internal and external engineers and experts.

St. Philip's College [Strategic Plan](#) provided guidance for the [2010 College Master Plan](#). The goal of the master planning process is to create a "unique" campus based on the College's Vision, Mission, and College Priorities, which includes physical, environmental, and social elements that define the unique nature and character of St. Philip's College. An interactive and collaborative dialogue with campus stakeholders further enhances the goals of the plan. The plans are reviewed and revised annually during the College's Strategic Planning Retreat, Good to Great.

The technological support infrastructure at the College consists of a larger enterprise system which is an extension of the Alamo Community Colleges District network. The network hardware and bandwidth is 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 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 our most recent [Noel-Levitz Student Satisfaction Survey \(page 4\)](#), students noted that the adequacy and accessibility of our computer labs were a strength of the College.

St. Philip's College ensures a high level of continuous care for facilities and installed equipment through the annual preventive maintenance (PM) program. The recurrent, day-to-day, periodic, or scheduled work required preserving the physical integrity or usefulness of a real property facility defines preventive maintenance. Preventive maintenance includes work required to maintain, repair, restore, replace-in-kind or alter facilities or components thereof, which 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. Funds allocated for the preventive maintenance program are utilized for materials, labor, tools, and equipment or contracted work directly relating to and supporting the concept of well-maintained buildings, grounds, utilities, or like items normally associated with physical plant activities.

Maintenance of operable systems includes tasks such as chiller/boiler inspection, pest control, waxing of floors, replacement of air filters, and many other tasks funded by the Alamo Community College District annual operating budget. Alternatively, the replacement of aged equipment or systems (near the end of their respective useful life expectancies) is funded for the College's Capital Funds allocation. Preventative Maintenance and Capital Funds allocation can be found in the [AC Annual Budget 2014-15](#), pages 50 and 51 respectively. St. Philip's College preventive maintenance model, regular inspection and maintenance is ongoing as a part of general operations; and, funding is set aside annually for the inspection and pending replacement of appropriate systems. The College makes every attempt to aggressively maintain systems to extend their design life and plans accordingly for system replacement prior to failure.

Under the Alamo Colleges, the St. Philip's preventive maintenance plan was developed to meet the College's mission to provide a quality educational environment and to meet [Goal IV of the College's Strategic Plan](#) (page 1), Capacity to Serve, by developing the human capital and strengthening the financial, technological, and physical capacities of the Alamo Community College District for first-rate student and community services.

St. Philip's is dedicated to ensuring that facilities are utilized and maintained appropriately and developed a Request for Use of Facilities ([RUF](#)) form to better manage facilities to meet the needs of educational programs and student services. In 2014, the College conducted the [Noel-Levitz Student Satisfaction Survey](#). The survey evaluated the importance and satisfaction of campus facilities among students. Overall, St. Philip's College students considered campus facilities very important (5.93 as compared to the National Group Mean of 6.05). The results also demonstrated students were generally satisfied with the facilities (5.31) and rated closely to the National Group mean of 5.37 (results on page 6 of the survey).

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 2011](#) 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 to maintain an accurate deferred maintenance backlog, develop a clear plan of action to maintain and improve facilities over manageable time periods, and ensure facilities are regularly evaluated for compliance with current codes, standards, and guidelines. The most recent Facilities Condition Assessment was performed in [January 2014](#) as part of a District wide assessment and a new effort is currently underway to update previous work.

St. Philip's College continues to maintain, construct and renovate facilities to meet the needs of the College community. To fully support the academic programs, support services, and all mission-related activities the College is working to improve campus buildings so they operate seamlessly within their environment. In 2009, the College opened a multi-purpose academic facility housing three new buildings: Center for Learning Resources, Center for Health Professions, and the Welcome Center all funded by a \$450 million bond package.

The [Center for Learning Resources](#) provides 69,146 gross square feet of modern academic research, instruction, and services. The Center operates the Library, Computer Operations, and Media Services. Resources are available to enhance classroom instruction. A 10,000-square-foot library to support student and faculty needs at the [Southwest Campus](#) opened in 2011.

In addition, the **Center for Health Professions** supplies 116,341 gross square feet of academic space, to include classrooms and labs meant to replicate various departments found throughout healthcare facilities. The classrooms and labs provide hands-on learning experiences in an environment that is realistic but without risk to real patients. Using full-size electro-mechanical human patient simulators in environments outfitted as hospital rooms, students practice the following: assessment, decision-making, and nursing skills in a safe environment. The facility supports career programs such as vocational nursing, surgical technology, radiology and diagnostic imaging, physical therapy, respiratory therapy, occupational therapy, medical assistant, health information systems and medical transcription.

The College's **Welcome Center** with 31,778 gross square feet serves students who are applying, testing, and registering for attendance at the institution. The Welcome Center serves as a one-stop station by housing academic, financial aid advisors, a testing center and a business office.

In 2009, the College opened two new buildings, the Diesel Technology Center and its accompanying Lab at its Southwest Campus location. This center is an advanced Diesel and Heavy machinery maintenance training facility for students and corporations in the San Antonio area. The facility includes ten instructional Diesel technology bays. Both the Center and Lab, serve as a regional training center for Diesel technicians from such firms as Cummins, HOLT CAT, and Romco Equipment Company, a Volvo distributor based in San Antonio.

In April 2011, the College celebrated the opening of three new science and math facilities at the Southwest Campus location. The facilities are the Center of Excellence in Science, the Center of Excellence in Mathematics, and the Alternative Energy Laboratory. The facilities were built to increase

the flow of two-year college graduates transferring to four-year universities for science and related degrees that lead to high-pay jobs in the green economy. As part of the new centers, students have access to a weather station and the largest non-commercial rooftop solar installation in the city. The new centers have debuted new green degree programs for students with specializations in power generation and bio-energy, along with the installation, repair, maintenance and construction of large alternative energy systems such as solar power.

In 2014, St. Philip's College completed the renovation of the Sutton Learning Center (SLC) to accommodate the colleges' administrative offices, instructional innovation center, distance learning, classrooms for instruction, employee wellness center and education support services to support student success.

The St. Philip's College Facilities Services Department provides the following services: maintenance repair, renovation projects, custodial services, ground maintenance, repairs, preventive maintenance, new and minor renovation to electrical, plumbing, structural, and heating, ventilation, and air conditioning, and landscape irrigation systems. Below are the three primary areas of services facilities provides St. Philip's College:

(1) General maintenance personnel are responsible for the operation and maintenance of building systems, to include heating, ventilation, air conditioning, electrical, plumbing, painting, blacksmithing and carpentry services. They are also responsible for the repair of the structural components of buildings such as walls, floors, and roofs. St. Philip's College uses the MAXIMO computerized maintenance management system to manage on-line work order requests. Work orders result from a call to the Facilities Hotline or submitting an [online request](#) for maintenance issues.

(2) Custodial Services: Custodians provide general housekeeping and cleaning for common areas, interior spaces, classrooms, offices and departmental space. This includes trash removal and 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.

(3) Grounds maintenance maintains the campus (and some off-campus) grounds, lawns, shrubs and other plants and trees, outside trash removal, some outside pest control, litter and leaf removal.

Summary

As evidenced above, St. Philip's College operates and maintains physical facilities, both on and off campus, that are adequate to serve the needs of the institution's educational programs, support services, and mission-related activities.

Supporting Documents:

-  [AC Annual Budget 2014-2015.pdf](#)
-  [Alamo Work Request Web Form.pdf](#)
-  [Campus Map MLK](#)
-  [Campus Map SWC](#)
-  [Facilities Condition Assessment Dist 01 2014.pdf](#)
-  [Facilities Condition Assessment SPC 01 2011](#)
-  [MasterPlan MLK 7 2010](#)
-  [MLK CLR Map](#)
-  [Noel Levitz SSI 4-2014](#)
-  [Request for use of Facilities.pdf](#)
-  [Strategic Plan 2010-2015 Full Document](#)
-  [SWC Library Map](#)

INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES

- 3.12.1** The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. (See *Commission policy "Substantive Change for Accredited Institutions."*) **(Substantive change)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.12.1 and notifies the Southern Association of Colleges and Schools Commission on Colleges of substantive changes and, when required, seeks the Commission's approval.

St. Philip's College Appropriately Notifies Commission of Substantive Changes

St. Philip's College [defines](#) "substantive change" as "a significant modification or expansion of the nature and scope of an accredited institution." St. Philip's College places ownership of Southern Association of Colleges and Schools Commission on Colleges substantive change compliance with the [College President](#); and, incorporates its requirement of compliance in its adopted Alamo Community College District [Board Policy](#) and [Procedure](#). St. Philip's College incorporates a comprehensive list of examples of substantive change into its adopted Alamo Community College District [Board Procedure](#).

To ensure appropriate notification of substantive change, St. Philip's College designates an [Accreditation Liaison](#) and requires procedures to be in place per its adopted Alamo Community College District Board [Policy](#) and [Procedure](#). These substantive change procedures are outlined and made available to St. Philip's College administration, faculty, and staff via its [website](#), which provides instructions and links to the following types of change or resources:

- [Expanding at Current Degree Level](#)
- [Initiating a Certificate Program](#)
- [Programmatic Changes](#)
- [Distance Education](#)
- [Off-campus Sites](#)
- [Closing an Institution or Program](#)
- [Least Occurring Changes](#)
- [Content of the Substantive Change Prospectus](#)

[Dr. Maria Hinojosa](#) is the Accreditation Liaison for St. Philip's College ([Notification Letter](#)). The Accreditation Liaison is a member of the [College Cabinet](#), or Executive Team, attends all Curriculum Committee and Vice President of Academic Success meetings, and is responsible for keeping abreast of the College's activities and identifying and providing guidance and oversight over substantive change and other Southern Association of colleges and Schools Commission on Colleges-related issues.

Below is a chronological list of St. Philip's College's substantive change notifications to SACSCOC.

2007 NONE TO REPORT

2008 NONE TO REPORT

2009

Date	Institution	RC Year	Summary of Change(s)	Letter Date	Implementation Date	COC Staff
1/26/09	St. Philip's College	2016	Notification of relocation of Vocational Nursing program extension campus.	3/25/2009		N/A
5/11/09	St. Philip's College	2016	Notification of new distance learning program that will be offered beginning Summer 09.	5/8/2009		N/A

2010

Date	Institution	RC Year	Summary of Change(s)	Letter Date	Implementation Date	COC Staff
1/14/10	St. Philip's College	2016	Notification of three new degrees AA in Statistics, AS in Earth Sciences and Natural Energy Resources, AAS in Power Generation and Alternative Energy	1/7/2010		MSJ
1/14/10	St. Philip's College	2016	Notification that no longer offering courses at Northeast Lakeview college.	1/7/2010	Spr 2010	MSJ
6/1/10	St. Philip's College	2016	Follow up info re AA in Stats, AS in Earth Sci, AAS in Power Gen and Alternative Energy.	5/20/2010		MSJ
6/1/10	St. Philip's College	2016	Add'l info re our ltr no longer offering courses at Northeast Lakeview College effective, Jan 4, 2010.	5/19/2010	Spr 2010	MSJ
8/3/10	St. Philip's College	2016	Notification of Transfer of two programs from San Antonio College. Electronics Tech and occupational Safety and Health Tech.	7/27/2010	Fall 2010	MSJ
8/3/10	St. Philip's College	2016	Notification of intent to offer courses at San Antonio College in AAS in Architectural Drafting program.	7/27/2010	Fall 2010	MSJ
8/19/10	St. Philip's College	2016	Prospectus for AAS in Power Generation and Alternative Energy.	8/18/2010	Spr 2011	MSJ
10/18/10	St. Philip's College	2016	Prospectus for AAS in Occupational Safety and Health Tech.	10/15/2010	Spr 2011	MSJ
10/18/10	St. Philip's College	2016	Prospectus for AAS in Electronics Tech.	10/15/2010	Spr 2011	MSJ
10/21/10	St. Philip's College	2016	Add'l info re our 9/14/10 letter closing of program faculty deployment.	10/13/2010	Spr 2011	MSJ

2011

Date	Institution	RC Year	Summary of Change(s)	Letter Date	Implementation Date	COC Staff
1/3/11	St. Philip's College	2016	Intent to implement a teach out plan for closure of the Nursing program.	12/13/2010	Sum 2012	MSJ
2/17/11	St. Philip's College	2016	Intent to offer two new degree programs AS in BioTEch and AS in Chem Research	2/15/2011	Fall 2011	MSJ
-	St. Philip's College	2016	Four copies of internal procedure to assure timely notification.	4/4/2011	-	MSJ
8/3/11	St. Philip's College	2016	Early High School partnership with Comal in New Braunfels, TX.	7/31/2011	-	MSJ
12/13/11	St. Philip's College	2016	Prospectus for AAS in Biotech and AAS in Chemistry Research Asst.	12/8/2011	Fall 2012	MSJ

2012

Date	Institution	RC Year	Summary of Change(s)	Letter Date	Implementation Date	COC Staff
3/26/12	St. Philip's College	2016	Plans to offer the AAS in Health Mgmt. in Radiography, Medial Lab. and Occupational Therapy, spring 2013.	03/19/2012	Spr 2013	MSJ
8/6/12	St. Philip's College	2016	Intent to offer the AAS in Health Mgmt. with three concentrations, spring 2013.	07/23/2012	Spr 2013	MSJ

2013

Date	Institution	RC Year	Summary of Change(s)	Letter Date	Implementation Date	COC Staff
03/06/13	St. Philip's College	2016	Prospectus for the AAS in Surgical Tech.	02/27/2013	Fall 2013	MSJ
07/09/13	St. Philip's College	2016	Re: >50% of an Associate degree at the Early College HS site, spring 2014.	07/26/2013	Spr 2014	MSJ

2014















Date	Institution	RC Year	Summary of Change(s)	Letter Date	Implementation Date	COC Staff
01/06/14	St. Philip's College	2016	Sub. of the modified prospectus for the AMT at the Workforce Dev. Center of Excellence site, Spring 2014.	12/20/2013	Spr 2014	MSJ
03/05/14	St. Philip's College	2016	Sub. of req info re: Advanced Manufacturing Tech. program at the Workforce Dev. Center site.	02/24/2014	Spr 2014	MTH
03/10/14	St. Philip's College	2016	Sub. of the prospectus for >50% at the Alamo Colleges Memorial Early College HS site.	03/03/2014 Part I, II, III	Fall 2014	MTH
03/10/14	St. Philip's College	2016	Sub. of the prospectus for the Vision Care Tech. program, fall 2014.	03/06/2014	Fall 2014	MTH

06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the Seguin, TX site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the GW Brackenridge HS site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the San Antonio Christian School site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the Seguin HS site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the Smithson Valley HS, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the Byron P. Steel II HS site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the Canyon HS site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the Samuel Clemens HS site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the First Baptist Academy site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the La Vernia HS site, fall 2014.	06/04/2014	Fall 2014	MTH
06/10/14	St. Philip's College	2016	Offering 25-49% of the AA or AS at the Alamo Heights HS site, fall 2014.	06/04/2014	Fall 2014	MTH

Summary

Hence, as indicated above, it is clearly evident that St. Philip's College is in compliance with Comprehensive Standard 3.12.1 and notifies the Southern Association of Colleges and Schools Commission on Colleges of substantive changes and, when required, seeks the Commission's approval.

Supporting Documents:

-  [Cabinet Members.pdf](#)
-  [E.2.1 Policy, SACSCOC Substantive Change, Ownership by College President.pdf](#)
-  [E.2.1 Policy, SACSCOC Substantive Change, Policy and Procedure Requirement.pdf](#)
-  [E.2.1 Policy, SACSCOC Substantive Change, Substantive Change Notification.pdf](#)
-  [E.2.1 Procedure, SACSCOC Substantive Change, Accreditation Liaison.pdf](#)
-  [E.2.1 Procedure, SACSCOC Substantive Change, Definition.pdf](#)
-  [E.2.1 Procedure, SACSCOC Substantive Change, Examples List.pdf](#)
-  [E.2.1 Procedure, SACSCOC Substantive Change, Policy and Procedure Requirement.pdf](#)
-  [E.2.1 Procedure, SACSCOC Substantive Change, Prior Notice, Approval.pdf](#)
-  [Resume - Dr. Maria Hinojosa.pdf](#)
-  [SACSCOC Comm 01072010 SPC Notify no course offerings at NLC](#)
-  [SACSCOC Comm 01072010 SPC THECB Approval Stat Earth Sci Nat Energy Resource Pow Gen Alt Energy](#)
-  [SACSCOC Comm 02112011 SACS Withdrew ADN Nursing Texas Board](#)
-  [SACSCOC Comm 02152011 SPC Substantive Changes BioTech Chem Research Assist](#)

-  [SACSCOC Comm 02242014 SPC AMT responce to 12202014 modified prospectus](#)
-  [SACSCOC Comm 02272013 SPC degree change level 2 cert comple Surgical Tech to AAS Surgical Tech](#)
-  [SACSCOC Comm 03032014 SPC Notification Memorial ECHS 50plus prospectus Part 1](#)
-  [SACSCOC Comm 03032014 SPC Notification Memorial ECHS 50plus prospectus Part 2](#)
-  [SACSCOC Comm 03032014 SPC Notification Memorial ECHS 50plus prospectus Part 3](#)
-  [SACSCOC Comm 03252009 SACS LVN extension CTTC](#)
-  [SACSCOC Comm 05082009 SPC LVN Floresville offering 50plus](#)
-  [SACSCOC Comm 05192010 SPC Clarificaion of Notifcation No Courses Offered at NLC](#)
-  [SACSCOC Comm 05202010 SPC degree plan for Stats Earth Sci Natur Energy Pow Gen Alt Energy](#)
-  [SACSCOC Comm 07262013 SPC SC Notification Memorial ECHS at Least 50](#)
-  [SACSCOC Comm 07292010 SAC Occup Safety and Health Tranfer to SACS](#)
-  [SACSCOC Comm 07292010 SAC to SACS Closing Electronics Prog with Teachout](#)
-  [SACSCOC Comm 08182010 SPC AAS Pow Gen Prospectus Submit](#)
-  [SACSCOC Comm 09142010 SACS Close Architect Draft Teachout Plan Trans to SAC](#)
-  [SACSCOC Comm 10152010 SPC Let Prospectus Submit for AAS Electronics Tech](#)
-  [SACSCOC Comm 10152010 SPC Let Prospectus Submit for AAS Occup Safety Health Tech](#)
-  [SACSCOC Comm 12082011 SPC 2 Prospectuses AAS Biotech Chem Research Assist](#)
-  [SACSCOC Comm 12202013 SPC Mod Prospectus for AMT w Toyota](#)
-  [SACSCOC Dual Credit 25-49percent Fall 2014 FINAL -.pdf](#)
-  [SACSCOC Response - Arch Drafting - Program Closure.pdf](#)
-  [SACSCOC Response - Health Mgt - New Pgm.pdf](#)
-  [SACSCOC Response Health Mgt Name Change.pdf](#)
-  [SACSCOC Response to Dual Credit Locations - 25-49 percent.pdf](#)
-  [SACSCOC -SPC Response to VCT Communication FINAL - SENT.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Closing.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Distance Education.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Expanding.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Initialing.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Least Occurring.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Off Campus.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Programmatic Change.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website, Prospectus.pdf](#)
-  [SACSCOC, Substantive Change, SPC Website.pdf](#)
-  [SACS--Notification Letter - New Accreditation Liaison - Feb 2015--SCANNED.pdf](#)

3.13 The institution complies with the policies of the Commission on Colleges. **(Policy compliance) (Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have an asterisk are policies that include a federal mandate. Polices can be accessed at <http://www.sacscoc.org/policies.asp>).**

3.13.1 “Policy compliance - Accrediting Decisions of Other Agencies”

Applicable Policy Statement: Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.13.1 and describes itself to all accrediting bodies in identical terms.

Identical Description to Accrediting Bodies

St. Philip's College's academic, technical, or professional programs are either accredited or affiliated with 20 other agencies or associations in addition to accreditation by Southern Association of Colleges and Schools Commission on Colleges, each with their own criteria and reaffirmation timelines. The list below includes agencies or associations and the appropriate dates and timelines. However, only three of the accrediting agencies below are recognized by the [U.S. Department of Education](#) -- 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 \(JRCERT\)](#). Programs accredited by these agencies are illustrated in the list below. Other accreditation below is recognized by the [Council for Higher Education Accreditation \(CHEA\)](#), the Council for the Accreditation of Educator Preparation (CAEP), among other entities and organizations.

St. Philip's College consistently describes itself 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 attached documentation are merely samples of larger submissions to these accrediting bodies. The full documents are available upon request.

"Accrediting Decision of Other Agencies"				
Institution/Program	Accrediting Agency	Date of First Approval	Date of Last Renewal/Visit	Expiration
St. Philip's College	Southern Association of Colleges and Schools Commission on Colleges	1951	6/2005-visit 2006- reaffirmation	2016
Baking and Pastry Arts	The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) (Sample Self-Study Submission)	June 30, 1991	2/19/2008 April 13-15, 2015 (renewal visit)	June 30, 2015
Culinary Arts	The American Culinary Federation Foundation Accrediting Commission (ACFEFAC) (Sample Self-Study Submission)	June 30, 1991	2/19/08 April 13-15, 2015 (renewal visit)	June 30, 2015
Hospitality Management	Accreditation Commission for Programs in Hospitality Administration (Sample Application for Accreditation, Accreditation Approval)	Fall 2012	Oct. 2011	Fall 2012- Fall 2019
Hotel Management	Accreditation Commission for Programs in Hospitality Administration	Fall 2012	Oct. 2011	Fall 2012- Fall 2019
Restaurant Management	The American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC)	June 30, 1991	2/19/08	June 30, 2015
Restaurant Management	Accreditation Commission for Programs in Hospitality Administration	Fall 2012	Oct. 2011	Fall 2012- Fall 2019
Early Childhood and Family	National Association for the Education of Young Children (NAEYC) (Sample Accreditation Application)	Spring 2012	3/31/2011	expires 07/01/2019
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	7/1/1980	9/1/2013	expires 9/1/2015
Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	4/30/2003	10/16/2014	expires 10/16/2021
License Vocational Nursing	Texas Board of Nursing	5/1/1949	5/1/2014	expires 05/01/2016
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), in Cooperation with the Commission on Accreditation of Allied Health Education Programs and the American Medical Association	Spring 1983	10/16/2014	expires 10/16/2021
***Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE) (Sample excerpts Section I , Section II , Section III)	11/1/1973	4/16/2011	expires 10/01/2018







***Physical Therapy Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE) (Sample excerpts Section I , Section II , Section III)	5/1/1973	10/28/2009	expires 06/30/2019
***Radiography Technician	Joint Review Committee on Education in Radiologic Technology (JRCERT) (Sample Excerpts)	11/12/2009 1/19/1974	4/29/2011	expires 10/01/2015
Respiratory Therapy Technician	Commission on Accreditation for Respiratory Care (CoARC) (Sample Letter)	7/9/1996	9/12/2009	expires 09/01/2017
Surgical Technology	Commission on Accreditation of Allied Education Programs (CAAHEP)	10/14/1981	5/15/2009	expires 10/01/2019
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)-Automotive Technology (Sample Accreditation Standards , Application , and Self Study)	6/1/1988	5/26/2013	expires 04/26/2018
General Motors ASEP	National Automotive Technicians Education Foundation (NATEF)-General Motors ASEP	1/29/2002	5/15/2013	expires 04/15/2018
Aircraft Technology	Federal Aviation Administration (FAA) Certifications: PART141# PHJT009K (Sample FAA Manual Revision , FAA Inspections Communication)	8/11/2011	8/21/2014	expires 12/31/2099

The College is in good standing with each of these accrediting agencies. The Early Childhood and Family program had a [lapse in accreditation](#) from the National Association of Education for Young Children (NAEYC) between April 27, 2012, and June 26, 2013, due to an incident that occurred at the Child Development Center where the program is housed. However, the program [reapplied](#) on May 11, 2012 and again [received accreditation](#) on June 26, 2013. The College has not voluntarily withdrawn its accreditation with any of the agencies.

Summary

Thus, as discussed above, St. Philip's College is in compliance with Comprehensive Standard 3.13.1 and describes itself to all accrediting bodies in identical terms.

Supporting Documents:

-  [ACFEF Self Study 2015-ST PHILIPS COLLEGE OCT212014.pdf](#)
-  [ACHPA APP FOR ACCREDITATION OCT 2009.pdf](#)
-  [ACOTE Excerpt, Section 1.pdf](#)
-  [ACOTE Excerpt, Section 2.pdf](#)
-  [ACOTE Excerpt, Section 3.pdf](#)
-  [ACPHA Accreditation Approval March2012.pdf](#)
-  [CAPTE Excerpt, Section 1.pdf](#)
-  [CAPTE Excerpt, Section 2.pdf](#)
-  [CAPTE Excerpt, Section 3.pdf](#)
-  [CoARC Letter 12-2014.pdf](#)
-  [Council for Higher Education Accreditation \(CHEA\).pdf](#)
-  [Department of Education, College Accreditation, Occupational Therapy.pdf](#)
-  [Department of Education, College Accreditation, Physical Therapy.pdf](#)
-  [Department of Education, College Accreditation, Radiologic Technology.pdf](#)
-  [Department of Education, College Accreditation.pdf](#)
-  [FAA Inspections.pdf](#)
-  [FAA Manual Revision 017.pdf](#)
-  [NAEYC Accreditation Decision, 26June2013.pdf](#)
-  [NAEYC Appeal Decision Letter, 27April2012.pdf](#)
-  [NAEYC Program Application, 30April2012.pdf](#)
-  [NATEF 2014.pdf](#)
-  [NATEF Accreditation Self Study.pdf](#)
-  [NATEF Program Accreditation Standards.pdf](#)
-  [Radiography Excerpts.pdf](#)

3.13.2 “Policy compliance - Collaborative Academic Arrangements: Policy and Procedures”

Applicable Policy Statement: Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College does not have dual nor collaborative academic agreements as defined by Southern Association of Colleges and Schools Commission on Colleges on agreements involving joint and dual academic awards.

Supporting Documents: not applicable

3.13.3 “Policy compliance - Complaint Procedures Against the Commission or Its Accredited Institutions”

Applicable Policy Statement: Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation.

Documentation: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.13.3 by administering and documenting student complaints/grievances using policies and procedures.

St. Philip's College Student Complaint/Grievance Policies and Procedures

St. Philip's College complaint/grievance policies and procedures are reasonable; faculty is responsible for classroom management, teaching strategies, testing, and evaluation of student performance. At academic institutions conflicts may develop within the educational process that requires academic intervention using the Academic Complaint/Grievance process. When student complaints/grievances cannot be resolved through informal interaction with a faculty member or chair/coordinator, students are directed to use the [Academic Complaint/Grievance procedure](#) by filing a Student Academic Complaint/Grievance form, available in the [Student Handbook](#). Students are always encouraged to use the Academic Complaint/Grievance process only when there is clear and convincing evidence that a faculty member has treated the student unfairly, arbitrarily, or capriciously. The Academic Complaint/Grievance procedure allows for unresolved complaints to continue moving from student, to instructor, to department chair, to dean until consensus is reached or final decision affirming or denying the complaint/grievance is made by the appropriate dean. If a faculty member finds that a student is in possible violation of the academic standards of the Student Code of Conduct in the [Student Handbook](#), the faculty member documents the act, completing the [Academic Integrity Report Form](#) online and attaching relevant evidence. The faculty member shall notify the student and explain the procedures and possible penalties. The faculty member shall provide the student a copy of this procedure and the student is allowed to explain the incident.

The compliant/grievance policy developed by St. Philip's College is a process in which students may elect to resolve conflicts where there is clear and convincing evidence that the student has been treated unfairly or abusively by faculty or college personnel. A copy of this policy is available in the St. Philip's College Vice President of Student Success Office and in the [Student Handbook](#).

Offices Responsible for Fairly Administering Student Complaints/Grievances

St. Philip's College compliant policies and procedures are fairly administered in that no person shall, on the basis of race, color, religion, gender, national origin, age, veteran status, genetic information, sexual orientation or disability, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity sponsored or conducted by the College. These policies and procedures are administered for students who feel that they have been discriminated against or who feel that St. Philip's College has not adequately fulfilled its obligations under the provisions of Title IX, Section 504, or ADA. St. Philip's College students may address their concerns with Vice President of Student Success or file a complaint/grievance pursuant to the St. Philip's College [Student Handbook](#).

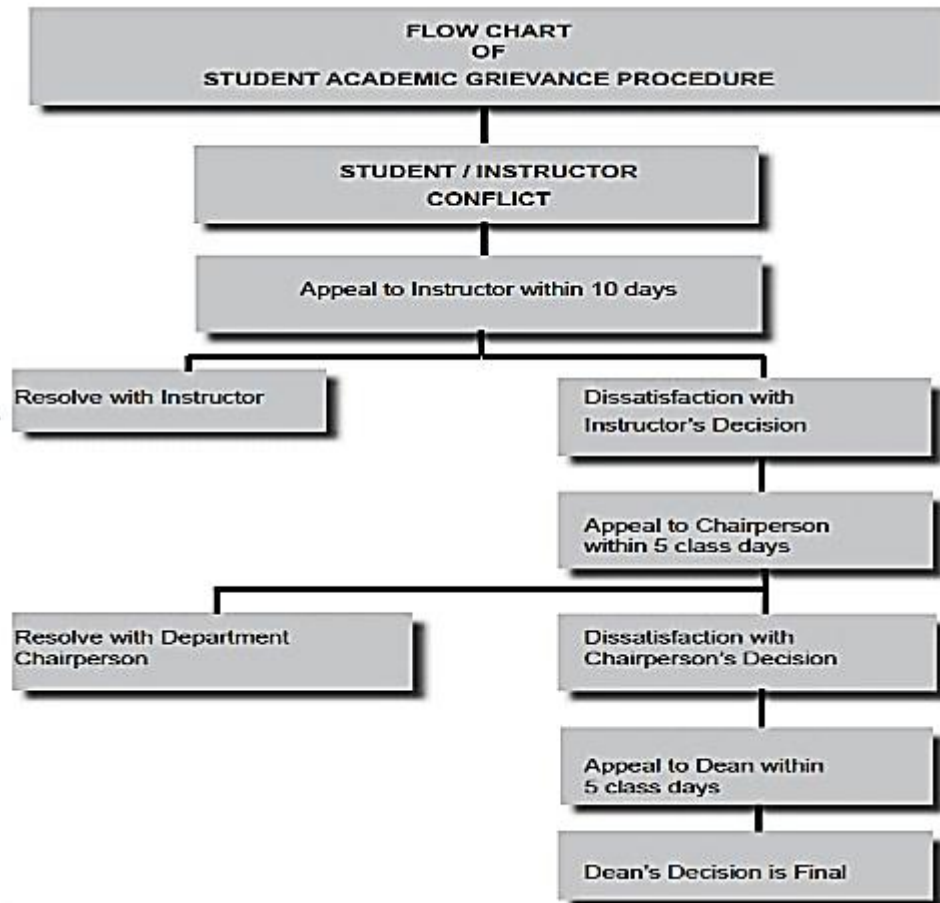
Academic Complaints/Grievances are administered by the Chair, Dean, or Vice President of Academic Success, depending upon what level the issue is resolved. An [Academic Complaint/Grievance](#) is an allegation by a student regarding policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor's requirements and academic requirements of St. Philip's College.

Non-Academic Complaints/Grievances are administered by the Director, Dean or Vice President of Student Success, depending upon what level the issue is resolved. A [Non-academic Complaint/Grievance](#) is an allegation by a student concerning (1) a college employee, (2) administrative policies, procedures, regulations or requirements of the college, (3) actions impeding a campus climate of intellectual diversity, (4) student employment, or (5) a college program, service or activity.

Complaints/Grievances Alleging Violation of Federal and State Laws are administered by the Title IX/ADA/504 Deputy Coordinator, Dr. Sherrie Lang, 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 Dr. Sherrie Lang, Vice President of Student Success, Title IX/ADA/504 Deputy Coordinator, 210-486-2000. Address: St. Philip's College, 1801 Martin Luther King Drive, San Antonio, Texas 78203.

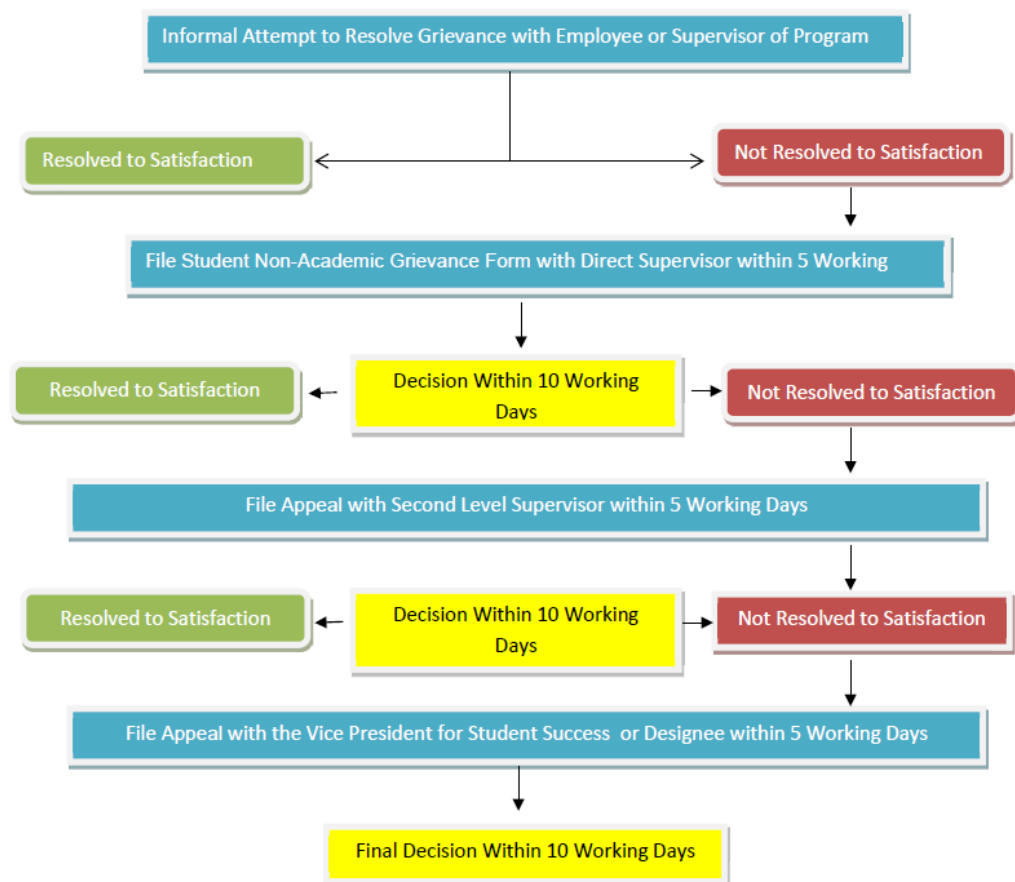
Elements of Complaint/Grievance Procedure

The elements of a complaint/grievance review for **Academic Complaints/Grievances** include student completion of an Academic Complaint/Grievance form along with specific directions to attempt resolution first at the instructor level and if dissatisfied appeal to the Chair for the department and if dissatisfied appeal to the Dean of the division. The decision of the Dean is final.



The elements of a complaint/grievance review for **Non-Academic Complaints/Grievances** include student completion of an Non-Academic Complaint/Grievance form along with specific directions to attempt resolution first with the employee involved in the issue and if dissatisfied the employee's supervisor and if dissatisfied appeal to the second level supervisor and if dissatisfied appeal to the Vice President of Student Success. The decision of the Vice President of Student Success is final.

The chart below outlines the specific Non-Academic Complaint/Grievance process.



The elements of a review for **Complaints/Grievances Alleging Violation of Federal and State Laws** include documentation by complaining party, accused party, Title IX/ADA/504 Deputy Coordinator, investigative panel and Alamo Community College District Police Department. Complaining party and accusing party are informed of a civil rights determination and are provided information to appeal if desired. Title IX/ADA/504 Deputy Coordinator, as a result of the investigation, renders a written resolution to all parties and the administration as described in the [Civil Rights Complaint/Grievance Procedure diagram](#).

Maintenance of Academic and Non-Academic Complaints/Grievances

A centralized [log of Non-Academic Complaints/Grievances](#) is administered by the Dean of Student Success.













Publication of Student Complaint/Grievance Policies and Procedures

St. Philip's College shall make every practicable attempt to administer the complaint/grievance/disciplinary/appeal process in a fair and timely manner. Should it fail to do so, however, its untimeliness shall not constitute a violation of the student's rights, and St. Philip's College failure to administer the process timely cannot be used against the College to resolve any ultimate matter of fact. St. Philip's College student complaints/grievances are publicized using the online [Student Handbook](#) and the [College's website](#).

Summary

As part of the requirements for this Comprehensive Standard, records for [Complaints/Grievances Alleging Violation of Federal and State Laws](#) are located with the Vice President of Student Success. A [centralized log](#) is administered by the Vice President of Student Success to document compliance with this standard.

Supporting Documents:

-  [Academic Grievance Examples](#)
-  [Academic Grievance Log](#)
-  [Catalog 2013 2014](#)
-  [Civil Rights Complaint Procedure Diagram](#)
-  [Ethics Hotline Student Complaints](#)
-  [F.4.2.3.F Form Academic Integrity](#)
-  [F.4.6 Policy](#)
-  [Non Academic Grievance Examples](#)
-  [SPC Student Handbook 2014-2015](#)
-  [Student Complaint Log](#)
-  [Student Handbook 2014-15](#)
-  [Website Links to Grievance Procedures](#)

3.13.4 Reaffirmation of Accreditation and Subsequent Reports

3.13.4.1 (a) Applicable Policy Statement: An institution includes a review of its distance learning programs in the Compliance Certification.

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

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.13.4.1 as demonstrated in the relevant narratives of the Compliance Report.

All courses, degrees, and certificates offered by St. Philip's College are subject to the same academic policies and rigor regardless of instructional mode of delivery. The program approval processes for all programs are also applied equally without regard to instructional delivery mode.

Distance learning processes and explanations have been incorporated into the appropriate narratives throughout the Compliance Report.

Programs of Study

At St. Philip's College there are a variety of degrees and certificates that can be completed 100% online. These are listed on the [Online Degrees and Certificates web page](#) of the Center for Distance Learning web site.

Distance Learning Faculty

SPC does not hire faculty exclusively for distance learning teaching assignments. Faculty members are trained and certified to teach online by the Instructional Innovation Center (IIC). To gain certification, faculty are required to complete the [Distance Learning Certification](#) program. The program adheres to the [Texas Higher Education Coordinating Board's Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically](#). It consists of an online course that covers both the pedagogy or best practices of teaching online plus the technical aspects and tools of teaching online with Instructure Canvas, the standard learning management system. Faculty in the certification program are also required to create their own course content in a Canvas course shell and to present their course in a Course Readiness Review to a panel consisting of their department chair, certified distance learning faculty, and IIC training staff. The IIC provides additional workshops and offers on-demand support to faculty on the use of various instructional technologies to enhance their online teaching.

Academic Program/Course Approval

All additions, deletions or changes to programs and courses are overseen by the faculty-led College Curriculum Committee as outlined in the procedures for [new program development](#) and [program revisions](#) in the Curriculum Committee Guidebook. The mode of delivery is not considered in the review of program changes because all courses and programs are expected to meet the same quality of student learning regardless of the instructional delivery mode.








Distance Learning Review

St. Philip's College evaluates its teaching in a variety of ways and distance learning courses and faculty are reviewed as part of these procedures. Faculty members, to include faculty teaching online courses, are evaluated in three areas -- "Teaching, Service, and Professional Growth" as described in [St. Philip's College Faculty Handbook](#). Student surveys are also conducted online for both face-to-face and online classes and [survey results](#) are provided to faculty members.

Summary

St. Philip's College regularly monitors how student success rates compare to those of students in face-to-face environments. The [Fall 2013](#) and [Fall 2014](#) Course Completion Rates show that the successful completion rates of online students have increased slightly from 74.2% to 76%.

Supporting Documents:

-  [Distance Learning Certification Program](#)
-  [Faculty Handbook - Evaluations](#)
-  [Online Degrees and Certificates](#)
-  [Student Survey Results Sample](#)
-  [Successful completion rates Fall 2013](#)
-  [Successful completion rates Fall 2014](#)
-  [THECB Principles of Good Practice](#)

3.13.4.2

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

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Comprehensive Standard 3.13.4.2 as an institution that is part of a community college system as described in its operations as part of the Compliance Certification for the decennial review.

Mission

St. Philip's College is the oldest college of a [five-college community college district](#) which includes Northwest Vista College, Palo Alto College, and San Antonio College. All of these institutions are independently accredited by the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC). The fifth college, Northeast Lakeview College, has applied for candidacy for accreditation with SACSCOC. St. Philip's College is regulated by the Texas Higher Education Board.

The mission of the [Alamo Community College District](#) is to "empower our diverse communities." St. Philip's College has a mission to support the district direction and addresses the needs of the St. Philip's College community. The College's mission is determined by faculty, staff and administrators through its annual strategic planning process. The [St. Philip's College mission](#) is to empower our diverse student population through personal and educational growth, career readiness and community leadership.

Governance

The Alamo Community College District's governance structure is well-defined to support the needs of the entire Greater San Antonio-Bexar County metropolitan community while at the same time focusing on the specific needs of the individual college communities. The individual colleges within the district share a [Board of Trustees](#) who is elected by Council Districts throughout the service area. The [Board of Trustees is charged with making policies](#); the Chancellor, Presidents and Vice Chancellors are charged with implementing these policies.

The [Board of Trustees](#) hires the [Chancellor who is the Chief Executive Officer of the District](#). The Board also hires the [Presidents of each individual college](#) to serve as Chief Executive Officers of their respective institutions. The Chancellor, Dr. Bruce Leslie, reports to the Board and the Presidents report to the Chancellor. The Chancellor also oversees the activities of five Vice Chancellors who operate at the District level to support operational needs of each of the colleges.

Operating Procedures

As described in the [district-wide organizational chart](#), specific support functions provided by the district in collaboration with the colleges include, finance, information systems, student success, academic success and economic/workforce development. Major district-wide operational decisions are determined collaboratively through the [Chancellor's executive team](#). The team consists of Presidents of each of the


colleges and Vice Chancellors, forming the [Presidents/Vice Chancellor's \(PVC\) Committee](#). Each [President](#) represents the interests of their respective colleges to ensure that the needs of their student community are appropriately and adequately addressed.

Summary

St. Philip's College is part of the Alamo Community College District which consist of a five-college community college district, which includes Northwest Vista College, Palo Alto College, and San Antonio College. All of these institutions are independently accredited by the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC). The fifth college, Northeast Lakeview College, has applied for candidacy for accreditation with SACSCOC. St. Philip's College is regulated by the Texas Higher Education Board.

The purpose of providing certain services at the district level is for economics of scale and to provide a collaborative environment upon which each of the colleges can share best practices.

Supporting Documents:

-  [Alamo Colleges Org Chart](#)
-  [Alamo Colleges Police Dept..pdf](#)
-  [Alamo Community College District Mission](#)
-  [B.1.1 Board Legal Status](#)
-  [B.5.2 Board Member Authority](#)
-  [B.5.3 Policy Board Policies](#)
-  [Business Office.PDF](#)
-  [Chancellor's Job Description](#)
-  [District Purchasing Information](#)
-  [Facilities Condition Assessment Dist 01 2014.pdf](#)
-  [Facilities Department Information](#)
-  [Finance and Fiscal Services Department Information](#)
-  [Financial Aid Office.PDF](#)
-  [Grants and Contracts Department Information](#)
-  [Human Resources Department Information](#)
-  [International Programs Department Information](#)
-  [Inventory Schedule 2014](#)
-  [Legal Services](#)
-  [Mission, Vision, and Values 2015](#)
-  [President's Job Description](#)
-  [Records Management Services](#)
-  [summary of actions 1-12-15](#)
-  [Texas Education Code Section 130](#)
-  [VC Academic Success job description](#)
-  [VC Economic and Workforce Development](#)
-  [VC Finance and Administrative Services](#)
-  [VC Planning, Performance, and Information Systems](#)
-  [VC Student Success job description](#)

3.13.5 Separate Accreditation for Units of a Member Institution

3.13.5.1 (a) Applicable Policy Statement: All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.







Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative:

St. Philip's College is in compliance with Core Requirement 3.13.5.1. St. Philip's College does not have a branch campus.

Supporting Documents:

-  [Comal ECHS MOU 121514](#)
-  [Comal ISD Board Meeting Notes 5-22-14](#)
-  [ECHU Official Notification for Seguin ISD](#)
-  [San Antonio ISD Board Minutes - 10/13/13](#)
-  [San Antonio ISD ECHS MOU 73114](#)
-  [Seguin ISD ECHS MOU Fall 2014-2015](#)

3.13.5.2 (b) Applicable Policy Statement: If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. **No response required by the institution.**

No response required by the institution.

Narrative: N/A

Supporting Documents: not applicable

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College complies with Comprehensive Standard 3.14.1 and represents accreditation status of the institution, accurately. The accreditation status is reflected in two separate places: the [St. Philip's College web site](#), and the "[About Us](#)" section of the site, which are the colleges' primary means of publication. The statement reads:






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

The statement is reviewed annually and is published in the [Student Handbook](#) (p. 2) and the [Student Handbook Webpage](#) and the adopted Alamo Community College District Board policy [E.2.1](#) also addresses accreditation requirements.

Summary

St. Philip's College is in compliance with Comprehensive Standard 3.14.1 and represents its accreditation with Southern Association of Colleges and Schools Commission on Colleges.

Supporting Documents:

-  [About Us](#)
-  [E.2.1 Policy](#)
-  [SPC homepage](#)
-  [Student Handbook pg 2](#)
-  [Student Handbook webpage](#)

Section 4: FEDERAL REQUIREMENTS

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Federal Requirement 4.1 by evaluating the success of student achievement that is consistent with the mission of the College.

To fulfill its [mission](#), [St. Philip's College's leadership](#) evaluates success with respect to student achievement including course completion, state licensing examinations, and job placement rates as part of its ongoing, integrated and institution-wide planning, budgeting and assessment processes. Documentation of educational program success can be found in the [Key Performance Indicator Reports](#), Instructional Unit Review Assessments input using [Weave Managers Manual](#) and [Weave Online](#) for the development of various College reports. These two processes require department leaders to examine various student achievement results using an array of indicators including course completion, licensure rates, and job placement rates.

St. Philip's College utilizes the Texas Higher Education Coordinating Board's Accountability System to track the performance of the St. Philip's College and its critical measures. The system used by St. Philip's College has three components consisting of: 1) Key Accountability Measures, 2) Contextual/Explanatory Measures, and 3) Institutional Explanations and Description. These measures include course completion, performance on licensure examinations, job placement rates, and a variety of others. The definitions of all accountability measures can be found in the [Community Colleges Accountability Measures and Definitions](#) and on the Texas Higher Education Coordinating Board's website.

Both the [WEAVE Managers Manual](#) and [Weave On Line](#) processes are tied to the Mission and Goals of the College and both utilize data and evidence garnered through [Key Performance Indicators](#). Key Performance Indicators were developed as a collaborative effort amongst all the Alamo Colleges in the district with the leadership of the district to monitor institutional performance and benchmark against the best colleges in the state. The Key Performance Indicators address a broad range of student success indicators including course completion, state licensing examinations and job placement rates.

SPC utilizes the [Key Performance Indicators](#) to help shape the agenda for strategic planning sessions and to determine College-wide Strategic Action Plans and Operational Unit Plan and Assessment activities that are designed to meet the mission of the College by enhancing and improving academic and student support strategies. The student success data is provided in the Key Performance Indicators [Alamo College Benchmarks](#) findings documented on the Alamo Colleges website. Key Performance Indicators reports are generated several times throughout the academic year for review and to set targets for the coming year. Current Key Performance Indicators measures for course completion, state licensing and job placement are provided below.

Course Completion

St. Philip's College determines course completion rates based on grade distribution. Course completion rates are defined as "The rate at which credit courses are completed with a grade of A, B, C, D, F, I, IP, or P." This measure indicates the proportion of courses in which students do not withdraw by the end of the term based on [Alamo College Benchmarks](#) adopted by the College.

State Licensure Examinations

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

Job placement rates

St. Philip's College monitors job placement for all programs since job placement is one of St. Philip's College's key measures of success along with being a Key Performance Indicator for the College. The Texas Higher Education Coordinating Board has an 85% standard for this measure. St. Philip's College adopts this standard for its workforce programs which meet or exceed this standard. For example, during the 2011-2012 period as reported by the Texas Higher Education Coordinating Board Community and Technical Colleges Division [Revised Post-Graduation Outcomes](#) Workforce Education Programs report, St. Philip's College workforce education graduates placement rate was at 88%.

In its effort to monitor the job placement of St. Philip's College the [Automated Student and Adult Learner Follow-Up System](#) of the Texas Higher Education Coordinating Board is used to track post-graduation outcomes for workforce education programs. This is done to assist the College in determining if the college meets the adopted State standard for its workforce programs. The College uses these reports to track post-graduation outcomes by degree programs. The data in the report is used to track post-graduation outcomes for technical students enrolled at St. Philip's College using Key Performance Indicators and Targets Database to measure trends that are used for benchmarking results.















The [mission](#) of St. Philip's College empowers its diverse student population through personal and educational growth, career readiness and community leadership; as such, it serves as a guide to determine performance indicators that provide evidence of success of the institution. Goal II – Student Support of the College's [Strategic Plan](#) is to increase academic support for all students, Goal III – Workforce Development is to build a world-class workforce education and training capacity in partnership with business and community based organizations. Course completion rates, state licensure rates and job placement rates are all critical to the mission and goals of the institution and data related to these areas are reviewed regularly as part of the Planning, Budgeting and Assessment Cycle and the Operational Unit Planning and Assessment process. Strategic Action Plans currently in place address these three critical indicators.

For example, as part of the [annual strategic planning process](#), St. Philip's College reviews all Key Performance Indicators and identify areas to improve. This process has led to the development of college level action plans to address identified Key Performance Indicators. Key Performance Indicators are attached to specific College goals which are aligned with the mission of the institution. Departments continuously process their Operational Unit Plans to address the Key Performance Indicators identified in the [College's Strategic Action Plans](#). Applicable Key Performance Indicators are reviewed cyclically to assure progress is being made in each area.

Summary

St. Philip's College evaluates the success of student achievement consistent with the mission of the College. Evaluation of success with respect to student achievement includes course completion, state licensing examinations, and job placement rates. Documentation of educational program success can be found in the [Key Performance Indicator Reports](#), Instructional Unit Review Assessments input using [Weave Managers Manual](#) and [Weave Online](#) for the development of various College reports. These two processes require department leaders to examine various student achievement results using an array of indicators including course completion, licensure rates, and job placement rates.

Supporting Documents:

-  [AC Benchmarks](#)
-  [Automated Student and Adult Learner Follow-Up System Report - St. Philip's College](#)
-  [Cabinet Notes 10-28-14](#)
-  [Cabinet Notes 11-18-14](#)
-  [Community Colleges Accountability And Measures](#)
-  [Mission, Vision, and Values 2014](#)
-  [Revised Post-Graduation Outcomes 2011-12](#)
-  [Statewide Annual Licensure Report - St. Philip's College](#)
-  [Strategic Plan 2010-2015 Full Document](#)
-  [Strategic Plan 2012-2013](#)
-  [Strategic Planning Process.pdf](#)
-  [Texas Board of Nursing Approval](#)
-  [WEAVE Managers Manual](#)
-  [WEAVE On-Line](#)

- 4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Federal Requirement 4.2 by ensuring that the institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates or degrees awarded.

St. Philip's College awards diplomas, certificates and degrees that are approved by the Texas Higher Education Coordinating Board (THECB). Specifically, the Texas Higher Education Coordinating Board authorized the College to award Associate of Arts, Associate of Science, Associate of Arts in Teaching and Associate of Applied Science degrees as well as certificates. Refer to [Degree Program Awards](#) and [Degree Awards by Level and Division](#) for more information.

Personal and Educational Growth

The College's curriculum carries out the goals of the educational programs. The core curriculum consists of 42 semester credit hours. Through the 2012-2013 assessment cycle, the College used the intellectual competencies specified by Texas Higher Education Coordinating Board in its document: "[Core Curriculum: Assumptions and Defining Characteristics](#)" (Rev. 1999). College academic leaders and administration formally adopted these competencies (Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy) in 2005 to assure alignment with Texas Higher Education Coordinating Board requirements. [Institutional Student Learning Outcomes \(ISLO\) definitions](#) for the competencies are derived from the Texas Higher Education Coordinating Board descriptors, with the exception of critical thinking which was derived from the Quality Enhancement Plan (QEP). The Institutional Student Learning Outcome definitions are explained below:

- Reading: Reading at the college level means the ability to analyze and interpret a variety of printed materials -- books, articles, and documents.
- Writing: Competency in writing is the ability to produce clear, correct, and coherent prose

- adapted to purpose, occasion, and audience.
- Speaking: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.
- Listening: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.
- Computer Literacy: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.
- Critical Thinking: Critical thinking is defined in the College's Quality Enhancement Plan as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. The definition was adopted by the Quality Enhancement Plan Core Committee and measurements were aligned with the definition as part of the Quality Enhancement Plan development process.

In August 2013, St. Philip's College adopted new Institutional Student Learning Outcomes based on the new competencies established by the Texas Higher Education Coordinating Board, now called Core Objectives. See [Institutional Competency Alignment with Texas Core Objectives](#). These Core Objectives were first approved by the Texas Higher Education Coordinating Board on October 27, 2011 as part of a major revision of the Texas Core Curriculum which stated in part that "Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following Core Objectives: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility" [Coordinating Board Rules Chapter 4 Subchapter B §4.28 \(b\)](#). The St. Philip's College Institutional Student Learning Outcomes (Texas Core Objectives) are as follows:

- Critical Thinking: St. Philip's College students will demonstrate the ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- Communication: St. Philip's College students will demonstrate the ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- Empirical and Quantitative Skills: St. Philip's College students will demonstrate the ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- Teamwork: St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
- Social Responsibility: St. Philip's College students will demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.
- Personal Responsibility: St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

The chart listed below depicts the College's alignment with the state's Core Objectives:

SPC Alignment with Texas Core Objectives	
THECB Core Objectives	SPC Competencies
Critical thinking skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Critical Thinking: St. Philip's College students will use inquiry and analysis, evaluation and synthesis of information and innovation and creative thinking.
Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication	Communication: St. Philip's College students will develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions	Empirical and Quantitative: St. Philip's College students will manipulate and analyze numerical data or observable facts resulting in informed conclusions.
Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal	Teamwork: St. Philip's College students will demonstrate the ability to work effectively with others to support a shared purpose or goal and consider different points of view.
Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities	Social Responsibility: St. Philip's College students will demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.
Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making	Personal Responsibility: St. Philip's College students will connect choices, actions and consequences to ethical decision-making.

Career Readiness

The various degrees offered by St. Philip's College empower students through career readiness, regardless a student's career goals, by adhering to commonly-accepted standards and practices including Texas Higher Education Coordinating Board guidelines and associated legislation. Accordingly, the Associate of Arts (AA) and the Associate of Arts in Teaching (AAT) degrees prepare students for a seamless transfer to a four-year institution. Associate of Science (AS) degrees prepare students for the workforce or transfer. Certificates, on the other hand, provide credentials for employment. Refer to [Degree Program Awards](#) and [Degree Awards by Level and Division](#) for more information.

The College adopts and adheres to current Texas Higher Education Coordinating Board requirements which mandate a minimum of 60 semester credit hours for degree programs. See [Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183](#) (section 3b). However, this rule changed

with the passage of [Texas Senate Bill 497](#). This bill was passed with an effective date of September 1, 2013, to be implemented by Fall 2015. The bill states that *a student may not be required by an institution of higher education to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree*. St. Philip's College has adopted this rule change and is currently transitioning to meet this new 60 semester credit hour requirement, which goes into effect in Fall 2015. [Occupational Therapy Assistant](#) is one example of a program revision made to meet this new requirement.

St. Philip's College adopts Texas Higher Education Coordinating Board requirements and conforms to them by drawing academic course content from the Academic Courses Guide Manual ([ACGM](#)) and technical course content from the Workforce Education Course Manual ([WECM](#)). These manuals divide courses into rubrics of similar content and number courses for program placement by academic year and credit-hour size.

The remaining semester credit hours required in the College's Associate of Applied Science degrees consist of specified workforce courses. Program Advisory Committees are consulted in the design of the curriculum for workforce programs, thus ensuring that the course competencies align with job skills vital to the business/industry in question and that required licensure or certification standards are incorporated into the curriculum. Refer to [Plumbing](#) and [Transportation Services](#) as examples. This relationship between St. Philip's College and business/industry partners ensures our students are ready with the skills needed to succeed in their careers.

As for certificate programs, St. Philip's College adheres to Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education ([GIPWE](#)), which limits Level 1 Certificates to 15-42 credit hours and Level 2 Certificates to 43-59 credit hours. All [certificate programs](#) that the College offers fall within these credit hour limits.

The process for determining what coursework is included in the program requirements begins with the program faculty who utilize program content to conform to commonly-accepted standards and practices. The [College Curriculum Committee](#), with representation from each department offering degrees/certificates, is responsible for degree program content. Recommendations for [new programs](#) and [program revisions](#) follow a set procedure, as laid out in the [Curriculum Committee Guidebook](#). When faculty propose substantive changes to an existing program or request a new program, an intense assessment of the proposed offering is undertaken and is always linked to the mission and goals of the institution.

Associate of Arts (AA), Associate of Science (AS) and the Associate of Arts in Teaching (AAT) degrees at St. Philip's College adhere to general education requirements of the Texas Higher Education Coordinating Board. [Texas Education Code Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.28](#) mandates a core curriculum of at least 42 semester credit hours for academic programs which St. Philip's College adopts. Refer to [Associate of Arts \(AA\) with a concentration in Psychology](#) as an example. St. Philip's College also adopts and adheres to the requirements set out in the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#) for Associate of Applied Science (AAS) degrees, which are required to contain a minimum of 15 semester credit hours in general education courses. Refer to [Aircraft Technician Airframe Associate of Applied Science \(AAS\)](#) as an example.

Community Leadership

St. Philip's College utilizes various programs to empower students through community leadership. [Student Engagement Grant \(SEG\)](#) scholarships provide students an opportunity to gain hands-on experience related to his/her program of study. Students work with faculty and staff on campus as part of a special initiative while developing work-related skills and a network of professional contacts. Financial support is provided to each student who participates in the Student Engagement Grant program. [Phi Theta Kappa](#) National Honor Society recognizes and encourages scholarship among two-year college students. Toward this end, Phi Theta Kappa provides leadership and service

opportunities as well as an intellectual climate for the exchange of ideas and continuing academic excellence. Membership is based on superior academic achievement and is conferred only by invitation of Psi Kappa Chapter of St. Philip's College. You must have completed at least twelve college hours with a minimum cumulative 3.5 grade point average. [Presidential Scholarships](#) are awarded to students with a 3.5 grade point average and individual histories of community service, leadership and engagement. Recipients are required to participate in structured community engagement activities and to meet with the President of the college for mentoring opportunities. Students can also join a variety of [student clubs and organizations](#) to develop leadership skills. These opportunities fully support our mission to empower students through community leadership.






Assessment of College Mission and Goals







To meet its mission, the College offers educational programs that are directly related and appropriate to the [purpose and goals](#) of the institution and to the diplomas, certificates and degrees awarded. Existing programs are an outgrowth of the mission as all programs have undergone an assessment to determine the need for the program as well as whether the program is aligned with the [College's Mission and Goals](#). Assessment of educational programs as they relate to the mission and goals of the institution is repeated annually through the Operational Unit and Assessment Planning process. Refer to the [Applied Science and Technology \(AS&T\) - Aircraft, Construction and Manufacturing Technology \(ACMT\) - Construction](#), [Early Childhood Studies](#) and [Mathematics](#) unit plan reports for examples of the connection from educational programs and concentrations to College goals.

Summary

St. Philip's College ensures the institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates or degrees awarded. In fulfillment of the college's [mission](#), St. Philip's College awards diplomas, certificates and degrees approved by the Texas Higher Education Coordinating Board. Specifically, the College awards Associate of Arts, Associate of Science, Associate of Arts in Teaching and Associate of Applied Science degrees as well as certificates.

Supporting Documents:

-  [ACGM Spring 2014, pp. 1-12](#)
-  [Advisory Committee - Plumbing Minutes 112113](#)
-  [Advisory Committee Meeting Minutes](#)
-  [CC Guidebook Dec 2014](#)
-  [DAR - AS&T ACMT Construction](#)
-  [DAR - Early Childhood Studies](#)
-  [DAR - Mathematics](#)
-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [Fact Book Student Profile](#)
-  [GIPWE 2010, p. 25](#)
-  [GIPWE, pp. 84-86](#)
-  [Phi Theta Kappa Webpage](#)
-  [Presidential Scholarship Application](#)
-  [SEG Website](#)
-  [SPC CC Guidebook](#)
-  [Strategic Plan 14-18v4](#)
-  [Student Achievement Goals fall 2014 - Website](#)

-  [Student Clubs and Organizations](#)
-  [TAC Title 19 Part 1 Ch 4 Subch B 4.28](#)
-  [TAC Title 19 Part 1 Ch 8 Subch B Rul 8 25](#)
-  [Texas Education Code 130.0011](#)
-  [THECB 19 TAC §9.183, SECTION 3B](#)
-  [WECM Protocol Manual](#)

- 4.3** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Compliance Partial Compliance Non-Compliance

Narrative:









St. Philip's College is in compliance with Federal Requirement 4.3 by making available current academic calendars, grading policies, and refund policies to students and the public.

St. Philip's College relies primarily upon web-based communication for keeping students and the public informed about current [academic calendars](#), [grading policies](#), and [refund policies](#). By taking advantage of the long reach of the Internet, St. Philip's created a central website for Student Services that enables students and the community to access critical information at any time from anywhere. The information is discussed during New Student Orientation and is available through [Student Development \(SDEV\) courses](#). In addition, the [Alamo Colleges Educational Services \(ACES\)](#) student portal includes links to easily access the information. Furthermore, the staff located in the College's Welcome Enrollment Center - Martin Luther King Campus and Student Services Center - Southwest Campus disseminate the information to students during general [academic advising](#) sessions and other face-to-face interactions throughout the school year. Information is located in the [College Catalog](#) and [Student Handbook](#) as well. Online students have access to academic calendars, grading policies, and refund policies through links that are accessible from all pages of St. Philip's College website.

Summary

Therefore, as evidenced above, St. Philip's College is in compliance with Federal Requirement 4.3 by making available current academic calendars, grading policies, and refund policies to students and the public.

Supporting Documents:

-  [Academic Calendar from Catalog](#)
-  [Academic Standards - Grades](#)
-  [Alamo Colleges Educational Services \(ACES\)](#)
-  [E-catalog 2014-15, pp. 4-11, 262-273, 305-307](#)
-  [SDEV Course Descriptions](#)
-  [Student Handbook 2014-2015, pp. 7-8, 17, 56](#)
-  [Tuition and Refunds from Catalog](#)
-  [Welcome Center](#)

4.4 Program length is appropriate for each of the institution's educational programs. **(Program length)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Federal Requirement 4.4 by ensuring that program length is appropriate for each of the institution's educational programs.

St. Philip's College faculty, in conjunction with the [College Curriculum Committee](#), make the determination of program length, according to the degree being pursued and any regulatory requirements. The [Degree Programs](#) that are offered at the College are sufficient in program length to meet the necessary course work for the mastery of all subject matter to be accomplished. As listed at the Texas Higher Education Coordinating Board (THECB), the College offers an Associate of Arts in Teaching (AAT) degree, an Associate of Arts (AA) degree with concentrations and an Associate of Science (AS) degree with concentrations. Additionally, St. Philip's College offers 53 Associate of Applied Science (AAS) degrees and 83 certificate programs, for a total of [172 degrees with concentrations and certificates](#).

Because St. Philip's College has adopted the curriculum guidelines of the Texas Higher Education Coordinating Board and all associated legislation, all degree programs of St. Philip's College are developed and approved in alignment with Coordinating Board guidelines and associated legislation. The College adheres to current Texas Higher Education Coordinating Board requirements which mandate a minimum of 60 semester credit hours for degree programs. See [Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183](#) (section 3b) which has been adopted by St. Philip's College. In addition, the [Alamo Colleges Program Coordination Guidelines for Reviewing Program Requirements](#) has been adopted and is followed by the College.

Department chairs and faculty regularly review [Advisory Committee](#) (see [Plumbing](#) and [Transportation Services](#) Advisory Committee examples), [College Curriculum Committee](#), [Cross-college discipline team](#) and [Alamo Colleges Curriculum Council \(ACCC\)](#) recommendations as well as Texas Higher Education Coordinating Board and accrediting body policies to determine the appropriateness of program length. For example, [Texas Senate Bill 497](#) was passed with an effective date of September 1, 2013, to be implemented by Fall 2015. The bill states that *a student may not be required by an institution of higher education to complete more than the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree*. St. Philip's College has adopted this bill and is currently transitioning to meet this new 60 semester credit hour requirement, which goes into effect in the Fall of 2015. [Occupational Therapy Assistant](#) is one example of a program revision made to meet this new requirement. All degree programs of St. Philip's College are aligned with all current Texas Higher Education Coordinating Board curriculum legislation and guidelines which St. Philip's College has adopted. St. Philip's College offers no degree programs with less than 60 semester credit hours.

Core Curriculum

St. Philip's College has integrated the Texas Education Code into its operations. The St. Philip's College core curriculum consists of 42 semester credit hours, which adheres to the [Texas Education Code](#) (see a-1, b, and c) requirement that the core curriculum for academic programs consist of at least 42 semester credit hours. Information on the College's [core curriculum](#) can be found in the College catalog. St. Philip's College also adheres to the requirements set out in the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#) for Associate of Applied Science (AAS) degrees, which are required to contain a minimum of 15 semester credit hours in general education courses. See [Aircraft Technician Airframe Associate of Applied Science \(AAS\)](#) and [Associate of Arts \(AA\) with a concentration in Psychology](#) as examples of St. Philip's College's compliance with these core curriculum requirements.

Certificates

St. Philip's College has integrated into the Curriculum Committee activities the standards of the Texas Higher Education Coordinating Board Guidelines for Instructional Programs in Workforce Education ([GIPWE](#)). These standards limit Level 1 Certificates to 15-42 credit hours and Level 2 Certificates to 43-59 credit hours. All [certificate programs](#) that the College offers fall within these credit hour limits.

Distance Education Programs

Additionally, St. Philip's College offers distance education programs. Within these programs, the College shows no differential treatment regarding program length, course content, quality, or outcomes as those programs that are offered face-to-face. The College observes the Texas Higher Education Coordinating Board's [Principles of Good Practice](#), which states in Item #2 that "The institution's programs and courses holding specialized accreditation meet the same requirements when offered electronically."

The College has adopted the Texas Higher Education Coordinating Board's [Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically](#). Within this document, St. Philip's College adheres to the following statements:

"Academic standards for all programs or courses offered electronically or off campus will be the same as those for programs or courses delivered by other means at the institution where the program or course originates."

"Student learning in programs or courses delivered electronically or off campus should be comparable to student learning in programs offered at the campus where the programs or courses originate."

St. Philip's College adheres to these principles, as evidenced by the following statement in the [Distance Learning section of the College catalog](#):

"Online courses are the same as on-campus classes in academic quality, credit hours, transferability and cost and taught by distance learning certified faculty members."

Publication of Requirements

The list of all programs and requirements for each degree/certificate are published via the online e-catalog and indicate the total number of credit hours for each program. Refer to the following programs as examples: [Accounting Technology Associate of Applied Science \(AAS\)](#), [Associate of Arts \(AA\) with a concentration in English](#) and [Collision Technology Certificate](#).

Summary

St. Philip's College ensures that program length is appropriate for each of the institution's educational programs. The faculty, in conjunction with the [College Curriculum Committee](#), make the determination of program length, according to the degree or certificate being pursued and any regulatory requirements. The Degree Programs that are offered at the College are sufficient in program length to meet the necessary course work for the mastery of all subject matter to be accomplished. The list of all programs and requirements for each degree/certificate are published via the online e-catalog and indicate the total number of credit hours for each program.

Supporting Documents:

-  [AA - Psychology Degree Requirements](#)
-  [ACCC Membership Directory](#)
-  [Accounting Technology AAS Requirements](#)
-  [Advisory Committee - Plumbing Minutes 112113](#)
-  [Advisory Committee Meeting Minutes](#)
-  [Aircraft Technician Airframe AAS Requirements](#)
-  [CC Guidebook December 2014, Members](#)
-  [Certificates List](#)
-  [Collision Technology Certificate Requirements](#)
-  [Core Curriculum 2014-15](#)
-  [Degree Program Awards by Level and Division 021615](#)
-  [Degree Program Awards for SPC](#)
-  [Distance Learning - Catalog](#)
-  [E.1.6 Policy Program and Course Offerings](#)
-  [English AA Degree Requirements](#)
-  [GIPWE 2010, p. 21](#)
-  [GIPWE 2010, p. 25](#)
-  [Occupational Therapy Assistant A A S - Revision](#)
-  [TAC Part 1 Chapter 9J Rule 9.183](#)
-  [Texas Senate Bill 497](#)
-  [THECB Certification Form](#)
-  [THECB Principles of Good Practice](#)
-  [Tx Ed Code 61 Sec 61.822 \(a-1\) \(b\) \(c\)](#)

- 4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (*See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions."*) **(Student complaints)**

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Federal Requirement 4.5 by implementing adequate procedures for addressing written student complaints and following these procedures when resolving such complaints.

St. Philip's College believes that student complaints are best handled within the appropriate professional area, as this approach allows a timely response by a competent staff person. Grievance and appeals procedures are found in the academic success, administration and finance, and student success divisions. Accordingly, complaints addressed to the Office of the President are routinely directed to the appropriate Vice president or office that deals with the issue; the normal appeals or grievance procedure is then followed. The [Student Code of Conduct](#) (see [Policy F.4.2](#)), available online publishes grievance and appeals policies and procedures. During New Student Orientation, incoming students are informed of the locations in the [academic catalog](#) and [Student Handbook](#), which contain these policies and procedures, and that they are responsible for reading those documents. The St. Philip's College Student Development Course, required of all first-time students, cover these documents. All students follow the

same procedures, regardless of location (on- or off-campus) or status. Original documentation resides in the area of complaint resolution.

Grade Appeals/Changes

Students at St. Philip's College have the right to request a review of a course grade and petition for a grade change up to one year after the course has ended. Grade changes require the approval of the instructor and the Department Chair. Because the responsibility for determining all grades and judging the quality of a student's academic performance in a course rests solely with the instructor, if a student believes a final grade to be incorrect, he/she should first attempt to resolve the issue through a conference with the instructor. If the instructor cannot be located in a timely manner, the student may initiate the grade appeal with the Department Chair. If the student is not satisfied with the outcome of the conference with the instructor, then he/she may file an academic grievance. Once a grade change has received all approvals/signatures, it is then processed in the Records and Registration office so that the new grade can be updated in the student's records. As with other procedures affecting students, the process for a grade appeal is published in the [Student Handbook](#) and the [e-catalog](#). Refer to [grade appeals/changes](#) for specific examples.

Academic Grievances

St. Philip's College agrees to follow [Board Policy F.4.6 Academic Grievances](#) when addressing student academic grievances. The process for filing such a grievance can be found in the [Student Handbook](#), and the [e-catalog](#). The process can be summarized as follows: If a student believes he/she has been treated unfairly by an instructor, the student should first schedule a conference with the instructor in an attempt to resolve the issue. If the student believes that the matter is unresolved by this conference, he/she may consult with the Department Chair. A Student Academic Grievance Form must be completed and filed with the Department Chair. The Chair will consult with the instructor and student individually, and, if necessary, request a meeting with all parties involved. After the meeting(s), the Chair will affirm or deny the grievance. If the student believes the matter is still unresolved, he/she may appeal to the appropriate Dean. The decision to affirm or deny the appeal is final. Refer to [academic grievances](#) for specific examples.

Non-Academic Grievances

St. Philip's College agrees to follow [Board Policy F.4.7 Non-Academic Grievances](#) (see also [Procedure F.4.7.1](#)) when addressing student non-academic grievances, which is outlined in the [Student Handbook](#) and [e-catalog](#). A non-academic grievance form is not completed unless the grievance cannot be resolved informally with the employee or supervisor of the program. If the student believes he/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/she can file an appeal with the next level supervisor and so on. A student can also request a disciplinary hearing to discuss the unresolved issue. The Vice President for Student Success is the highest administrator to address a grievance. The decision of the Vice President is final and cannot be appealed. All non-academic grievances are tracked in the [Student Complaint Log](#), which is maintained by the Dean for Student Success. Refer to [non-academic grievances](#) for specific examples.

Sexual Harassment
























The College agrees to follow Alamo Colleges Board policies and procedures when handling student sexual harassment allegations. These policies include [Board Procedure F.4.3.1 Student Sexual Harassment: Complaint Process](#) and [Board Procedure D.4.5.1 Harassment](#). Students can find complete information about reporting sexual harassment in the [Student Handbook](#) and the [e-catalog](#). Students who wish to file a complaint of harassment, and employees or other students who are aware of an alleged harassment incident, may report it to any of the following: the Associate Vice Chancellor for Human Resources or designee, the employee's supervisor or an Alamo Colleges administrator, a College official, the Alamo Colleges Title IX coordinator, the [Alamo Colleges Ethics and Compliance](#)

[Office](#), the District Ethics Hotline, or the online reporting site. Refer to [Student Sexual Harassment Complaints](#) and [Ethics Hotline Student Complaints](#) for examples. When an individual receives a report of alleged harassment, he/she must notify the Alamo Colleges Associate Vice Chancellor for Human Resources or the College President. Once notified of the incident, the Human Resources department will help the complainant prepare a written complaint. The Human Resources department will also coordinate the investigation, which will be conducted by a team appointed by appropriate College and District officials and trained by the Alamo Colleges Office of Legal Affairs. At the conclusion of the investigation, the team will submit a written report to the College President or the Chancellor, who will review the report and determine the appropriate resolution.

Summary

St. Philip's College, as evidenced above, has adequate procedures for addressing written student complaints and demonstrates that it follows these procedures to resolve such complaints.

Supporting Documents:

-  [AC District Employees Ethics](#)
-  [Academic Grievance Examples](#)
-  [D.4.5.1 Procedure](#)
-  [E-catalog 2014-15, p. 275](#)
-  [E-catalog 2014-15, p. 306](#)
-  [E-catalog 2014-15, pp. 289-290](#)
-  [E-catalog 2014-15, pp. 311-324](#)
-  [Ethics Hotline Student Complaints_Redacted](#)
-  [F.4.2 Policy](#)
-  [F.4.3.1 Procedure](#)
-  [F.4.6 Policy](#)
-  [F.4.7 Policy Non-Academic Grievances](#)
-  [F.4.7.1 Procedure](#)
-  [Grade Changes Arts & Sciences 2014_Redacted](#)
-  [Non Academic Grievance Examples](#)
-  [Student Code of Conduct](#)
-  [Student Complaint Log_Redacted](#)
-  [Student Handbook 2014-2015, p. 46](#)
-  [Student Handbook 2014-2015, p. 6](#)
-  [Student Handbook 2014-2015, pp. 26-29](#)
-  [Student Handbook 2014-2015, pp. 30-31](#)
-  [Student Handbook 2014-2015, pp. 33-36](#)
-  [Student Sexual Harassment Complaints](#)

4.6 Recruitment materials and presentations accurately represent the institution's practices and policies.
(Recruitment materials)

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Federal Requirement 4.6. Its Recruitment materials accurately represent the institution's practices, policies and academic programs.

Recruitment Materials

The Office of Student Recruitment distributes critical and accurate information throughout San Antonio, Bexar County, and the surrounding counties. Recruiters distribute registration, financial aid, scholarship and program information through presentations at schools, education fairs and community agencies. The accuracy of these materials is essential in providing potential students the tools they need to make sound decisions regarding their educational choices. Key recruitment documents include the [St. Philip's College - All College Brochure](#) and the [St. Philip's College Quick Facts](#). Recruiters direct potential students to the [Catalog](#), [Academic Calendar](#) and other informative information which are all located on the St. Philip's College website. To ensure that content accurately represents St. Philip's College practices, policies, and academic programs, the Office of the Dean of Students in conjunction with the Office of Community and Public Relations and the Office of Student Recruitment provide a draft of key recruitment documents to the President's Cabinet (the college's administrative team) for [review](#), [verification](#), [revisions](#), and, ultimately, final approval by the President. Vetting the documents through content experts ensures that the recruitment brochure accurately represents the institution to include its practices, policies, and academic programs.

Social Media

[Social media](#) is another tool used to engage current students, prospective students and other stakeholders. We utilize social media on a daily basis to share news and events with the community. In addition to internal outreach such as "SPC Weekly" emails, sent each Monday, the St. Philip's College Public Relations Department supplements awareness through [social media](#), such as Facebook. The Official Facebook Page has 4,831 "Likes". We post messages and images to recruit student and community volunteers for events like the annual Martin Luther King Jr. March. We also share success stories of our St. Philip's College Graduates. Ultimately, our goal is to nurture and communicate with our students so that they feel they are connected with the campus and campus activities and to ensure consistency in our recruiting and outreach efforts.

Summary

It is evident that St. Philip's College is in compliance with Federal Requirement 4.6 through distribution of recruitment materials that accurately represent the institutions' practices, policies, and academic programs.

Supporting Documents:

-  [Academic-Calendar-14-15-Spring-Break.pdf](#)
-  [Catalog 2013 2014](#)
-  [Fact Book, Quick Facts 2013-2014](#)
-  [FW All College Brochure--degree & Certificatepdf](#)
-  [SPC All College Brochure](#)

 [SPCGoSPC.pdf](#)

 [St. Philip's Social Media.pdf](#)

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

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Federal Requirement 4.7 by fulfilling program responsibilities under Title IV of the most recent *Higher Education Act* as amended.

St. Philip's College audits financial aid programs as required by federal and state regulations. The Alamo Community College District Board of Trustees appoints an independent audit firm to express an opinion on the fairness of the financial statements, as well as demonstrates its compliance with the A-133 single audit requirements, as evidenced in the following narrative. The [results of the single audit](#) are reviewed by the Alamo Community College District Board of Trustees and are published and submitted to the Department of Education as required.

St. Philip's College provides an effective program of financial aid, consistent with its purpose and reflecting the needs of its students. St. Philip's College is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments and audits financial aid programs as required by federal and state regulations.

St. Philip's College meets all audit requirements for Title IV administration in accordance with the 2013 U.S. Department of Education Program Participation Agreement (see the [transmittal letter](#) and [Program Participation Agreement](#)) and the [2014 U.S. Department of Education Approval Notice](#). The application for re-certification extends participation and eligibility to participate in Title IV programs until September 30, 2016.

The scope of coverage allowed by the Program Participation Agreement and Approval Notice is provided for in the [U.S. Department of Education Eligibility and Certification Approval Report](#) and includes the Federal Pell Grant, Federal Supplemental Opportunity Grant, Federal Perkins Loan (St. Philip's College does not participate in this program), Federal Work Study, and the Federal Direct Loan Program.

Examples of Compliance

The U.S. Department of Education conducted a [program review](#) at St. Philip's College from May 7, 2012 to May 11, 2012, led by Sheree Porter and Regina Krob. While 12 findings were noted by the reviewers, St. Philip's College took action to correct all 12 issues to the satisfaction of the Department of Education. [St. Philip's College response](#), along with the [second report from the Department of Education](#) and the College's actions to correct one outstanding issue, show the effectiveness of the process by which St. Philip's College corrected all 12 issues. [A letter dated February 2, 2014 from the Department of Education](#) authorized the continuation Title IV programs at St. Philip's College. However, St. Philip's College is still awaiting a final program review determination letter from the Department of Education, as expressed in [email communication](#) between the Department of Education and Dr. Sherrie Lang, the College Vice President for Student Success.

In addition, St. Philip's College contracts with Ernst & Young to perform the annual A-133 audit required by the A-133 Circular Section .510(a). The most recent [audit for FY2014](#) (see also the [FY2013 audit](#)

and [FY2012 audit](#)) was completed in December 2014 and found that there were no material weaknesses and no significant deficiencies identified.

The most recent published cohort [default rates](#) for the Federal Family Education Loan Program at St. Philip's College is for FY2011. The DRAFT 3 Year default rate was 17.20% for FY2011, 23.40% for FY2010, and 23.1% for FY2009. To assist in Default Prevention, St. Philip's College has acquired the services of Texas Guaranteed of Austin, Texas which works with former students who have fallen behind on loan payments, informing them of options for preventing default.














In an effort to reduce default rates, St. Philip's College partnered with USA Funds to offer a [Financial Literacy Program](#). All incoming students are instructed in key elements of financial literacy, via a game show format, as part of the mandatory New Student Orientation. In addition, all new and currently enrolled St. Philip's College students are encouraged to attend our Financial Literacy Workshops.

No other issues exist with Title IV programs for the institution. Alamo Community College District is not on the reimbursement method for funding, has not been required to obtain a letter of credit in favor of the U.S. Department of Education, and has not been informed of any unresolved complaints from the U.S. Department of Education. No significant impending litigation exists with respect to financial aid activities, and no adverse communication has been received from the U.S. Department of Education.

Summary

St. Philip's College, as evidenced above, is in compliance with its program responsibilities under Title IV of the most recent *Higher Education Act* as amended.

Supporting Documents:

-  [CAFR1112 - SPC](#)
-  [CAFR1213 - SPC](#)
-  [CAFR1214](#)
-  [Default Rates from NSLDS 102214](#)
-  [DOE Letter Program Review Response 102912](#)
-  [DoE Program Review Question](#)
-  [FSA Approval Letter 031214](#)
-  [FSA Eligibility & Certification Approval Report 011614](#)
-  [FSA PPA Expires 123116](#)
-  [FSA PPA Transmittal Letter 021214](#)
-  [FSA Program Review Report 072512](#)
-  [Response to DOE Program Review 083012](#)
-  [US DOE Title IV HEA Letter](#)

4.8 Distance and correspondence education

- 4.8.1** An institution that offers distance or correspondence education demonstrates 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 by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance Partial Compliance Non-Compliance

Narrative:




St. Philip's College is in compliance with Federal Requirement 4.8.1 and uses the Alamo Colleges Educational Services (ACES) portal, a secure, dynamic environment based on the Banner by Ellucian Luminis Platform. The Alamo Colleges Educational Services (ACES) portal provides a single login to web services including all online courses housed in the standard Learning Management System named Canvas by Instructor. At the time of registration, students are assigned a unique Alamo Colleges Educational Services (ACES) username and secure password which is required to access their online courses.

Access to student records is governed by [policy F.4.1.1](#). Although not mandated, instructors of online courses are encouraged to use BioSig-ID, an identity verification software. BioSig-ID is a web-based software that uses gesture biometrics to identify students in online courses with secure passwords. BioSig is integrated into the Canvas Learning Management System. Additionally, some departments such as Math, Biology, and Culinary programs require that all online students take Final Exams on campus. The exams are conducted in our Testing Center, free of charge to St. Philip's College students. Testing Center requirements are posted on the department's [Website](#). Students must provide a valid form of identification at the time of the exam and testing instructions are visibly posted at the Testing site.

Summary

St. Philip's College demonstrates that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in the class or coursework by using a secure login and pass code, proctored examinations and/or other practices that are effective in verifying student identification.

Supporting Documents:

-  [District, State and Federal Regulations](#)
-  [F.4.1.1 Procedure Access to Student Records](#)
-  [St. Philip's College _ Testing Center.pdf](#)

- 4.8.2** An institution that offers distance or correspondence education has a written procedure for protecting the privacy of students enrolled in distance or correspondence education courses or programs.

Compliance Partial Compliance Non-Compliance


Narrative:

St. Philip's College is in compliance with Federal Requirement 4.8.2 and protects the privacy of students enrolled in distance correspondence education by using the Banner by Ellucian Luminis, a secure management system used to view, store, secure and manage critical student and employee information. Access is restricted to employees that have direct job responsibilities ranging from human resources to student registration and financial aid processes. ([See F.4.1.1 Access to Student Records](#)). Access is granted once the employee has received the appropriate training. The [Banner Access Request Form](#) is submitted when requesting these access right. St. Philip's College protects the privacy of all students, including distance learning students, through the strict adherence to the rules of the Family Educational Rights and Privacy Act of 1974 (FERPA). The official Family Educational Rights and Privacy Act (FERPA) statement is available for student and public view through the St. Philip's College web site. ([See District, State and Federal Regulations](#)).

Summary

St. Philip's College has a written procedure for protecting the privacy of students enrolled in distance or correspondence education courses and/or programs.

Supporting Documents:

-  [Banner Access Request Form Fuller.pdf](#)
-  [District, State and Federal Regulations](#)
-  [F.4.1.1 Procedure Access to Student Records](#)

- 4.8.3** An institution that offers distance or correspondence education has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance Partial Compliance Non-Compliance



Narrative:

St. Philip's College is in compliance with Federal Requirement 4.8.3. St. Philip's College students do not incur any additional charges as a result of processes used in the protection and verification of their identity. Existing verification services are funded via the existing tuition and fee model. All student tuition and fee charges appear on the student's invoice at the time of registration in any course, including distance education courses. St. Philip's College publishes the tuition and fees schedule on its website in the [Tuition and Refunds section](#) of the catalog. Students are directed in the New Student Orientation to refer to the website for the current tuition and fees schedules. St. Philip's College has procedures in place to verify the identity of students participating in courses through use of secure technology or face-to-face interaction. St. Philip's College maintains the privacy of student records as outlined Alamo Community College District Policy [F.4.1.1](#) (Procedure Access to Student Records) and as outlined in the [Student Catalog](#). The Office of the Vice President for Academic Success is entrusted with the responsibility of adhering to policy and procedure with respect to Student Identity, Verification and Privacy.

Summary

St. Philip's College offers a written procedure that notifies students of its responsibility for adhering to policy and procedures with respect to Student Identity, Verification and Privacy.

Supporting Documents:

-  [District, State and Federal Regulations p. 7.pdf](#)
-  [F.4.1.1 Procedure Access to Student Records](#)
-  [Tuition and Refunds from Catalog](#)

- 4.9** The institution has policies and procedures for determining the credit hours awarded for course and programs that conform to commonly accepted practices in higher education and to Commission policy. (See the Commission policy "Credit Hours.") (**Definition of credit hours**)

Compliance Partial Compliance Non-Compliance

Narrative:

St. Philip's College is in compliance with Federal Requirement 4.9. The College complies with the definition of a credit hour established by federal guidelines ([SACSCOC Credit Hour](#)). The College also follows the state's mandates established by the Workforce Education Course Manual ([WECM](#)) and Academic Course Guide Manual ([ACGM](#)) in its granting of hours needed in completing the requirements of a degree, diploma, certificate or other formal award. (Univ, CTC CBM004, CBM00S) St. Philip's College defines credit hour when it differs from commonly accepted practices in higher education by providing students the opportunity to receive equivalent college semester credit hours earned through Advanced Placement or other non-traditional means.

Criteria for determining credit hours

St. Philip's College, with appropriate departmental guidelines, reserves the right to determine the acceptable transfer credit to a maximum of thirty-two (32) semester credit hours once the student has earned six (6) college semester credit hours at any of the Alamo Community College District. Credit hours earned by examination and/or awarded through non-traditional means will be posted as "Credit-CR" and will not be included in a student's Grade Point Average (GPA) computation; however, the semester credit hours are counted for graduation. Credit by non-traditional means may not be awarded once a grade has been earned. Students planning to transfer to other institutions should consult with those institutions regarding their policies on granting non-traditional credit courses from institutions accredited by the following agencies recognized by the Texas Higher Education Coordinating Board ([THECB](#)) which may be applied by St. Philip's College toward a certificate or degree only after being reviewed on a case by case basis. Accrediting Bureau of Health Education Schools (ABHES) Accrediting Commission of Career Schools and Colleges (ACCSC) Accrediting Council for Independent Colleges and Schools (ACICS) Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) American Board of Funeral Service Education (ABFSE) Association of Biblical Higher Education (ABHE) (undergraduate only) Commission on Accrediting of the Association of Theological Schools (ATS) Council on Occupational Education (COE) Distance Education and Training Council (DETC) National Association of Schools of Theatre (NAST), and Transnational Association of Christian Colleges and Schools (TRACS) Credit from institutions not regionally accredited by one of the above associations is not accepted by St. Philip's College.

Evaluation of Transcripts

The Alamo Community College District Center for Student Information (CSI) is responsible for verifying an institution's regional accreditation status and for evaluating the official transcripts. Traditional classroom instruction and credit by examination are the basis on which transferred credit is recognized. A minimum of 25% of the required semester credit hours toward a degree or certificate must be completed at one of the colleges of Alamo Community College District granting the degree or certificate, as stated in our [Admissions E-catalog](#). In addition, since the process and criteria used by any institution of higher learning to correlate documented student learning to the amount of academically engaged time for a typical student varies, it is strongly suggested that, after admission to St. Philip's College, students should consult with the appropriate academic department to determine whether work experience/prior learning may be applicable for college credit.







Credits earned by Non-Traditional Methods

Work [experience/prior learning credit](#) can be awarded and is posted on a student's official college transcript. The request is submitted by the appropriate department chair through the Dean, and up to the Vice President of Academic Success for final approval. A maximum of twelve (12) semester credit hours may be earned through the assessment of work experience/prior learning and applied toward graduation. Credits earned by non-traditional methods are posted on the transcript as equivalency credit (non-graded). St. Philip's College will retain a copy of the documentation with the student's permanent file. A prior learning assessment option, available in late Fall 2012, is to enroll in a course that helps the student prepare a portfolio that aligns experience and skills with the learning outcomes of specific courses. The fee for the course includes instruction and feedback on developing the portfolio and assessment directly through LearningCounts.org, an online resource. [See Enrollment Services/Admissions and Records](#) office for additional requirements. The requirement to earn six (6) college semester credit hours at one of the Alamo Colleges before the credits earned through this option is waived. The assessment of work experience/prior learning may be requested for specific technical programs by individuals seeking to obtain college-level credit for experience and/or training received at a technical institution or in a work environment. The Application for Work Experience Credit may be obtained from the department in which the student is majoring or the corresponding dean. Sources of prior learning may include: prior employment, extensive technical training in high school, trade or proprietary school equivalence, certification/licensure/credentials equivalents, National ACE guides, and military service special agreements.

Summary




















St. Philip's College has policies and procedures for determining credit hours awarded for course and programs that conform to commonly accepted practices in higher education and to Commission policy.


























Supporting Documents:


























-  [ACGM Guidelines.pdf](#)
-  [Admissions Acalog ACMS](#)
-  [Credit Hour Definition-THECB](#)
-  [Experiential Credit AERM.pdf](#)
-  [SACSCOC Credit Hours](#)
-  [WECM Guidelines for Instructional Programs](#)


Appendix A


























Included Documents

Document	Description
 2-19SACSCOC Institutional Summary - OffCampusapproved	---
 2-19SACSCOC Institutional Summary - OffCampusapproved 25-49	---
 2-20SACSCOC Institutional Summary - DL Report Final 1-28-15 DL only	---
 2-20SACSCOC Institutional Summary - Grads1314CBMdup	---
 2-20SACSCOC Institutional Summary -Accreditation	---
 2-20SACSCOC Institutional Summary - BranchCampusapproved	---
 A Point of Pride on the Eastside, 1898.pdf	---
 A Point of Pride on the Eastside, highlighted.pdf	---
 A.1.1 Policy Legal Name and Organizational Units	---
 A.1.2 Policy	---
 AA - Psychology Degree Requirements	AA - Psychology Degree Requirements
 AA Art Ecatalog 20142015	---
 AA-Associate of Arts PSLO Report 2013-2014	---
 AAS Early Childhood and Family Studies Sample Curriculum	Sample Curriculum AAS Early Childhood and Family Studies
 AAS Health Information	AAS Health Information
 AAS-Accounting Technician PSLO Report 2013-2014	---
 AAS-Diesel-Light to Heavy Truck Technology PSLO Report 2013-2014	---
 AAT Teacher Certification Sample Curriculum	SAMPLE CURRICULUM AAT TEACHER CERTIFICATION
 About the Library	---














 About the Library	---
 About Us	---
 AC Annual Budget 2014-2015.pdf	---
 AC Annual Financial Report FY 2012	---
 AC Benchmarks	AlamoColleges-Benchmarks
 AC Board Policies Webpage	---
 AC District Employees Ethics	---
 AC Emergency Notification Test	---
 AC PeoplesLink Page	---
 AC Trustee Training.pdf	---
 Academic Advising	Academic Advising
 Academic Advisors Knowledge	---
 Academic Affairs Council E-mail List revised, Faculty Members Highlighted.pdf	---
 Academic and Workforce Updates - GIPWE and 60 Semester Credit Hour Limits	Academic and Workforce Updates - GIPWE and 60 Semester Credit Hour Limits
 Academic Calendar from Catalog	---
 Academic Grievance Examples	Academic Grievance Examples
 Academic Grievance Log	---
 Academic Standards	SPC 2014-2015 Catalog Academic Standards
 Academic Standards - Grades	---
 Academic-Calendar-14-15-Spring-Break.pdf	---
 ACCC Change Request	---
 ACCC Membership Directory	ACCC Membership Directory
 ACCD Foundation Audit, December 2013.pdf	---
 ACCD Foundation Bylaws.pdf	---
 ACCD Foundation Fiscal Policies and Procedures.pdf	---






















 ACCD Hiring Training.pdf	---
 Accounting Technology AAS Requirements	---
 ACFEF Self Study 2015-ST PHILIPS COLLEGE OCT212014.pdf	---
 ACGM Excerpt	ACGM Excerpt
 ACGM Guidelines.pdf	---
 ACGM Lower Division Academic Course Guide	---
 ACGM Spring 2014	ACGM Spring 2014
 ACGM Spring 2014, pp. 1, 119	ACGM Spring 2014, pp. 1, 119
 ACGM Spring 2014, pp. 1-12	ACGM Spring 2014, pp. 1-12
 ACGM Spring 2014, pp. 12-13	ACGM Spring 2014, pp. 12-13
 ACHPA APP FOR ACCREDITATION OCT 2009.pdf	---
 ACOTE Excerpt, Section 1.pdf	---
 ACOTE Excerpt, Section 2.pdf	---
 ACOTE Excerpt, Section 3.pdf	---
 ACPHA Accreditation Approval March2012.pdf	---
 Admin Evaluation Form	---
 Administrative Prof Workshop Agenda 2014	---
 Administrative Services Specialist.pdf	---
 Admission Acalog ACMS P. 9-11.pdf	---
 Admissions Acalog ACMS	---
 Admissions Acalog ACMS, p. 15.pdf	---
 Admissions Satisfaction Survey Example	---
 Advising Staff Jan2015	---
 Advising Students Served Aug 2013 - July 2014	---
 Advising Survey and Results Nov 2014	---

 Advising Team Lead.pdf	---
 Advising Team Support Specialist.pdf	---
 Advising Wait Times.pdf	---
 AdvisorDistribution, 02092015.pdf	---
 Advisory Board VN Program Meeting Minutes 120412	---
 Advisory Committee - Plumbing Minutes 112113	---
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 Advisory Committee Minutes - Aviation.pdf	---
 Advisory Committee Minutes - Construction.pdf	---
 Advisory Committee Minutes - THCA, CHEF.pdf	---
 Age of Collection 2010 MLK	---
 Age of Collection 2011 MLK	---
 Age of Collection 2013 SWC	---
 Age of Collection MLK 2012	---
 Age of Collection MLK 2013	---
 Age of Collection SWC 2011	---
 Age of Collection SWC 2012	---
 Aircraft Technician Airframe AAS Requirements	Aircraft Technician Airframe AAS Requirements
 Alamo Advise Org Chart Updated	---
 Alamo Colleges Benchmarks FEB2015	---
 Alamo Colleges Bulletin C Inventorying and Scheduling Records.pdf	---
 Alamo Colleges DegreeWorks-GPS.pdf	---
 Alamo Colleges District Employees Policies (section c).pdf	---
 Alamo Colleges Educational Services (ACES)	Alamo Colleges Educational Services (ACES)
 Alamo Colleges Inventory Control Forms.PDF	---


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 Alamo Colleges Org Chart	---
 Alamo Colleges Police Dept..pdf	---
 Alamo Community College District Mission	---
 Alamo Core Course Selection Process for 2014-2015 Core.pdf	---
 Alamo Learn Sample Faculty Transcript	---
 Alamo Union Junior College District By laws	---
 Alamo Union Junior College District Petition for Creation, highlighted.pdf	---
 Alamo Work Request Web Form.pdf	---
 Alamo-Colleges Org. Chart	---
 AlamoENROLL	AlamoENROLL
 All College Meeting 081614	All College Meeting 081614
 All College Meeting, Fall 2014, Mission.pdf	---
 AllAccessPass	AllAccessPass
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 Amigos Library Services Members April 2014	---
 Ana Lisa Garza Resume.pdf	---
 Analysis Answers Report Profile (Improvements) 2013-2014	---
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 Angela M Williams Resume .pdf	---
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 Assessment Methods and Instruments2-2-2015	---
 Assessment Planning Checklist v6 8-25-14	---
 Assessment Workshop Flyer Fall2014	---
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 Audit Services	---
 Audrey Grams Resume.pdf	---
 Automated Student and Adult Learner Follow-Up System Report - St. Philip's College	---
 B.1.1 Board Legal Status	---
 B.1.1 Policy, Board Final Authority.pdf	---
 B.2.1 Organizational Plan	---
 B.2.1 Policy, CEO.pdf	---
 B.2.1 Policy, College Presidents Advance Mission.pdf	---
 B.2.1 Policy, Faculty Involved in Governance, Faculty Senates.pdf	---
 B.2.1 Policy, Faculty Involved in Governance.pdf	---
 B.2.1 Policy, President Selected by Chancellor and Appointed by Board.pdf	---
 B.3.1 Policy Board Elections Vacancies and Removal From Office	---


 B.3.2 Policy	---
 B.3.2 Policy, Orientation for New Board Members.pdf	---
 B.3.2 Policy, THECB Training.pdf	---
 B.3.3 Policy Board of Trustees Ethics	---
 B.3.3 Policy, Avoid Conflict of Interest.pdf	---
 B.3.3 Policy, Board Confined to Policy.pdf	---
 B.4.1 Board Officers	---
 B.4.1 Policy, Board Committees Appointed by Chair.pdf	---
 B.4.1 Policy, Special Meetings.pdf	---
 B.5.1 Board Responsibilities	---
 B.5.1 Policy, Board Approves President Job Description Changes.pdf	---
 B.5.2 Board Member Authority	---
 B.5.2 Policy, Board Final Authority.pdf	---
 B.5.2 Policy, Board No Exercise of Authority Over Employees.pdf	---
 B.5.2 Policy, Board No Independent Investigations.pdf	---
 B.5.3 Policy Board Policies	---
 B.5.3 Policy, Policies Online.pdf	---
 B.5.3 Policy, Policy Review.pdf	---
 B.5.4 Policy Contractual Authority	---
 B.5.5 Policy, No Endorse Public Events Without Majority Vote.pdf	---
 B.6.1 Policy Board Committees	---
 B.6.1 Policy, Board Committees.pdf	---
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 B.8.1 Policy Bd Meetings	---


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 Baking and Pastry Arts Application Process and Requirements		Baking and Pastry Arts Application Process and Requirements
 Banner Access Request Form Fuller.pdf	---	
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 [C 1.3.1 Donations and Grants from Private Sources](#) ---


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 [C.1.1.1 Procedure Financial Ethics](#) ---

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 C.1.2.1 Procedure Internal Audit Services	---
 C.1.3 District Policy	Fundraising governance
 C.1.3.1 Procedure	---
 C.1.3.1 Procedure, ACCD Foundation, Authority to Receive Donations.pdf	---
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 C.1.4 Policy Budget	---
 C.1.4.1 Procedure Annual Operating Budget	---
 C.1.5 Policy Purchasing and Acquisitions	---
 C.1.5 Policy, Vendor Communication.pdf	---
 C.1.5.1 Procedure Purchasing Authority	---
 C.1.8 Policy	---
 C.1.8 Policy, Intellectual Property, Agreement.pdf	---
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 C.1.8 Policy, Intellectual Property, Disputes.pdf	---
 C.1.8 Policy, Intellectual Property, No Profit.pdf	---
 C.1.8 Policy, Intellectual Property, Ownership.pdf	---
 C.1.8.1 Procedure	---
 C.1.8.1 Procedure, Intellectual Property, Agreement.pdf	---
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 [C.1.8.1 Procedure, Intellectual Property, No Executive Position.pdf](#) ---

 [C.1.8.1 Procedure, Intellectual Property, Ownership.pdf](#) ---

 [C.1.8.1 Procedure, Intellectual Property, Payment.pdf](#) ---


 [C.1.8.1 Procedure, Intellectual Property, Perpetual License.pdf](#) ---

 [C.1.8.1 Procedure, Intellectual Property, Proceeds.pdf](#) ---

 [C.2.7.3 Disposal of Alamo Colleges Property \(Procedure\)](#) ---

 [Cabinet](#) ---

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 [Cabinet Notes 02-18-14.pdf](#) ---

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 CC Meeting Minutes 10-16-2014.pdf	---
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 CCSSE 2103 Results, Student Support Snapshot.pdf	---
 CCSSE Benchmarks 2007	---
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 CCSSE Improvement Strategy	CCSSE Improvement Strategy
 CCSSE Key Findings 2011	---
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 CCSSE Key Findings Report 2013	---
 CCSSE Results 2013	---
 CCSSE Results 2013, Academic Advising	CCSSE Results 2013, Academic Advising
 CCSSE Results 2013, Career Counseling and Job Placement	CCSSE Results 2013, Career Counseling and Job Placement
 CCSSE Results 2013, Disability Services	CCSSE Results 2013, Disability Services
 CCSSE Results 2013, Financial Aid Advising	CCSSE Results 2013, Financial Aid Advising
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 CE Mission, Vision.pdf	---
 CE Org Chart 1 11 2015.pdf	---
 CE TPS Caterpillar Contract.pdf	---
 CE Union Pacific Contract.pdf	---
 CE Website Introduction, Revised.pdf	---

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 Certified Advisor.pdf	---
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 CHEF 1301 BASIC FOOD PREPARATION SPRING 2014 Rev jan 14.pdf	---
 Child Development Center Website	---
 CIMA-LSAMP Grant	---
 Civil Rights Complaint Procedure Diagram	---
 Class Climate Student Invitation.pdf	---
 Class Climate Student Survey Questions.pdf	---
 Classroom Observation.pdf	---
 CoARC Letter 12-2014.pdf	---
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 College Budget Officer.pdf	---
 College Leadership Council Agenda	Example of a College Leadership Council agenda
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 College Leadership Team Meeting, June 3, 2014, Development Updates.pdf	---
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 College Nurse LVN.pdf	---
 College Scorecard 04 2014	---
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 Curriculum Committee Action Items Example	---
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 Curriculum Committee New Program Form Example - Cyber Security AAS	Curriculum Committee New Program Form Example - Cyber Security AAS
 Curriculum Committee New Program Process Example - Vision Care	---
 Curriculum Committee Revision Form Example - Aircraft	Aircraft - Curriculum Committee Revision Form Example
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 Cynthia Jaime Resume.pdf	---
 D Woods Resume.pdf	---
 D.2.2 Policy Hiring Practices	---
 D.2.2.1 Procedure Hiring Practices	---
 D.2.2.1 Procedure Hiring Practices	---
 D.2.3 Policy Qualifications for Hire	---
 D.2.3 Policy, Background Checks and Drug Testing.pdf	---
 D.2.3 Policy, Credentials for Hire.pdf	---
 D.2.3.2 Procedure Faculty and Department Chair Positions	---
 D.2.4 Nepotism, Conflicts of Interest	---
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






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 Resume - Rebecca Barnard	Resume - Rebecca Barnard

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 WEAVE On-Line	---
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 WEAVEonline Entity Tree	WEAVEonline Entity Tree
 Website Links to Grievance Procedures	---
 WECM	WECM
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-  [WiseTrack Webserver.pdf](#) ---
-  [Workforce Education Course Protocol Manual](#) ---
-  [Writing Center Website](#) ---
-  [Yvonne Benton Resume.pdf](#) ---

Institutional Summary Form Prepared for Commission Reviews

GENERAL INFORMATION

Name of Institution St. Philip's College

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

Dr. Maria Hinojosa
Director, Institutional Planning, Research and Effectiveness
Office 210-486-2897
Mobile 210-807-1765
chinojosa32@alamo.edu

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

John Orona
Director, Information and Communication Technology
Office 210-486-2792
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Accreditation Activity

Submitted with Compliance Certification for Reaffirmation

Submission date of this completed document: 2/25/2015

EDUCATIONAL PROGRAMS

1. Level of offerings

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

2. Types of Undergraduate Programs

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

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

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

INSTITUTIONAL INFORMATION FOR REVIEWERS

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. The school opened in downtown San Antonio as a sewing class for daughters and granddaughters of former slaves. 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 affiliated itself with the San Antonio Union Junior College District and has remained a public institution ever since.

Today, St. Philip's is a multi-campus institution with an open-door admissions policy that is continuing to meet the needs of the ethnically, academically and economically diverse population of San Antonio and the surrounding community. As a federally designated Historically Black College, and as a Hispanic Serving Institution, St. Philip's mission is to provide an educational experience that stimulates leadership, personal growth, and a lifelong appreciation for learning. St. Philip's College is one of the Alamo Colleges along with San Antonio College, Palo Alto College, and Northwest Vista 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 (January to December). Indicate term dates.

SPC 2013/2014 Degrees and Certificates by Division, Department and Program

Department	Program	Associate	Certificate	Total
Applied Science Division Total		282	32	604
AIRCRAFT, CONSTRUCTION & MANUF	AIRCRAFT TECHNOLOGY	47	77	124
	HOME BUILDING	4	6	10
	MANUFACTURING	3	12	15
	PLUMBING		2	2
	WELDING	4	8	12
AIRCRAFT, CONSTRUCTION & MANUF Total		58	10	163
APPLIED ELECTRICAL & MECHANICAL TECH	AIR CONDITIONING	10	27	37
	BIO-MEDICAL EQUIPMENT	16	5	21
	COMPUTER MAINTENANCE	7	4	11
	ELECTRICAL TRADES	7	11	18
	ELECTRONICS	1		1
	POWER GENERATION & ALT	3	2	5
APPLIED ELECTRICAL & MECHANICAL TECH		44	49	93
BUSINESS INFORMATION SOLUTIONS	ACCOUNTING INFO SYSTEMS	7	2	9
	ADMINISTRATIVE COMPUTER	8	3	11
	BUSINESS ADMINISTRATION	22	2	24
	BUSINESS MANAGEMENT	13	4	17
	COMPUTER SCIENCE	2		2
	INFORMATION TECHNOLOGY	16	8	24
BUSINESS INFORMATION SOLUTIONS Total		68	19	87
TOURISM/HOSPITALITY/CULINARY	BAKING AND PASTRY ARTS	12	2	14
	CULINARY ARTS	41	27	68
	HOSPITALITY EVENT	3		3
	HOTEL MANAGEMENT	4		4
	RESTAURANT OPERATIONS	3	2	5
TOURISM/HOSPITALITY/CULINARY Total		63	31	94
TRANSPORTATION SERVICES TECH	AUTO BODY REPAIR	4	22	26
	AUTOMOTIVE SERVICE EDUC	9	2	11
	AUTOMOTIVE TECHNOLOGY	26	55	81
	DIESEL TECHNOLOGY	5	15	20
	FORD ASSET	5	24	29
TRANSPORTATION SERVICES TECH Total		49	11	167
Arts and Science Division Total		232	12	244

COMMUNICATIONS AND LEARNING	EDUCATION	11		11
	SPEECH	1		1
COMMUNICATIONS AND LEARNING Total		12		12
COUNSELING	GENERAL	1		1
	LIBERAL ARTS	80	3	83
COUNSELING Total		81	3	84
FINE ARTS	ART	3		3
	MUSIC	1		1
FINE ARTS Total		4		4
MATHEMATICS	MATHEMATICS	13	1	14
MATHEMATICS Total		13	1	14
NATURAL SCIENCES	BIOLOGY	71	4	75
	CHEMISTRY	2		2
NATURAL SCIENCES Total		73	4	77
SOCIAL AND BEHAVIORAL SCIENCES	CRIMINAL JUSTICE	20	4	24
	ECONOMICS	4		4
	HUMANITIES	3		3
	PSYCHOLOGY	15		15

	SOCIOLOGY	7		7
SOCIAL AND BEHAVIORAL SCIENCES Total		49	4	53
Health Science Division Total		180	131	311
ALLIED HEALTH, PE & EARLY CHILDHOOD	EARLY CHILDHOOD STUDIES	4	1	5
	HEALTH INFORMATION	9	9	18
	HISTOLOGICAL TECHNOLOGY		3	3
	INVASIVE CARDIOVASCULAR	14		14
	KINESIOLOGY	9		9
	MEDICAL LAB TECH	9		9
	OCCUPATIONAL THERAPY ASST	27		27
	PHYSICAL THERAPY ASSISTANT	26		26
	RADIOGRAPHY TECHNOLOGY	33		33
	RESPIRATORY THERAPY	24	3	27
	SONOGRAPHY	7		7
	SURGICAL TECHNOLOGIST	17		17
ALLIED HEALTH, PE & EARLY CHILDHOOD		179	16	195
NURSING EDUCATION, LVN	VOCATIONAL NURSING	1	115	116
NURSING EDUCATION, LVN Total		1	115	116
Interdisciplinary Studies Division Total		1	16	17
COUNSELING	NON-SPECIFIC	1	16	17
COUNSELING Total		1	16	17
Other Division Total		142	39	181
Other	Other	142	39	181
Other Total		142	39	181
College Grand Total		837	520	1357

Grads1314CBMdup.egp.xlsx Rj SPC Planning and Research 2/19/2015

3. Off-Campus Instructional Locations and Branch Campuses

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

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

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credit 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	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 site	1987	<ul style="list-style-type: none"> • 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	March 25, 2009 (for relocation)	Spring 2009	<ul style="list-style-type: none"> • Licensed Vocational Nursing • Manufacturing Skills Trades Helper • Production Tool Operator Maintenance Mechanic 	YES

Workforce Center of Excellence – Alamo Academies	800 Quintana Road Building 8 San Antonio, TX	April 10, 2014	Fall 2014	AAS degree	YES
Memorial Early College High School with St. Philip's College	1419 N. Business IH-35 New Braunfels, TX,	June 3, 2014	Fall 2014	All AA, AS, and AAS degrees	YES

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

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Notified SACSCOC by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit 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.)
Lackland Air Force Base	1550 Wurtsmith St. Lackland AFB, San Antonio, TX, USA	(updating)	1970's	All AA, AS, and AAS degrees	YES
Randolph Air Force Base	301 B Street West Randolph AFB, San Antonio, TX, USA	(updating)	1970's	All AA, AS, and AAS degrees	YES
Alamo Heights High School	6900 Broadway San Antonio, Texas 78209	(updating)	Spring 2003	Dual Credit Courses	YES
Samuel Clemens High School	1001 Elbel Road Schertz, TX 78154	(updating)	2002	Dual Credit Courses	YES
Smithson Valley High School	14001 Hwy. 46 West Spring Branch, TX 78070	(updating)	2007	Dual Credit Courses	YES
Canyon High School	1510 IH 35 North New Braunfels, TX 78130	(updating)	2002	Dual Credit Courses	YES
Alamo University Center (AUC)	8300 Pat Booker Rd. Live Oak, TX 78233	(updating)	2015	Medical Front Office (certificate)	YES
Westside Education Training Center (WETC)	563 Southwest 40 th Street, San Antonio, TX 78237	(updating)	2014	Medical Front Office (certificate), CPR Certification	YES

NOTE 1: A Prospectus for Lackland Air Force Base – location will be submitted on 2/28/2015.

NOTE 2: A Prospectus for Randolph Air Force Base – location will be submitted on 2/28/2015.

NOTE 3: Prospecti for the high schools on this chart will be submitted on 2/28/2015.

NOTE 4: AUC and WETC will be researched to determine whether a prospectus will be submitted.

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

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus 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.)
Non applicable	Non applicable	Non applicable	Non applicable	Non applicable	Non applicable

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.

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				Distance Education Delivery Mode				
CIP Code	Level	Award	Title	100% Online	>50% Online	Synchronous	Asynchronous	Off-Campus Location
110701	1	AS	AS Computer Science		Yes		Yes	
160101	1	AA	AA Spanish	Yes			Yes	
230101	1	AA	AA English		Yes		Yes	
231304	1	AA	AA Speech		Yes		Yes	
240101	1	AA	AA Liberal Arts And Sciences		yes		yes	
380101	1	AA	AA Philosophy		yes		yes	
420101	1	AA	AA Psychology		yes		yes	
430104	1	AA	AA Criminal Justice		yes		yes	
440701	1	AA	AA Social Work		yes		yes	
450601	1	AA	AA Economics		yes		yes	
451002	1	AA	AA Political Science		yes		yes	
451101	1	AA	AA Sociology		yes		yes	
500501	1	AA	AA Drama		Yes			
500702	1	AA	AA Art		Yes			
520201	1	AA	AA Business Administration		Yes		Yes	
540101	1	AA	AA History		yes		yes	
CIP Code	Level	Award	Title	100% Online	>50% Online	Synchronous	Asynchronous	Off-Campus Location
110201	1	AAS	AAS Web And Mobile Developer	Yes			Yes	
111002	1	AAS	AAS Network Administration		Yes		Yes	
111003	1	AAS	AAS Network Security Administration		Yes		Yes	
190706	1	AAS	AAS Early Childhood Studies Program	Yes			Yes	
510707	1	AAS	AAS Health Information Technology	Yes			Yes	
510716	1	AAS	AAS Medical Administrative Assistant	Yes			Yes	
520201	1	AAS	AAS Business Management And Technology	Yes			Yes	
520201	1	AAS	AAS Construction Business Management		Yes		Yes	
520302	1	AAS	AAS Accounting Technician		Yes		Yes	
520401	1	AAS	AAS Administrative Office Technology	Yes			Yes	
520401	1	AAS	AAS Legal Administrative Assistant		Yes		Yes	

CIP Code	Level	Award	Title	100% Online	>50% Online	Synchronous	Asynchronous	Off-Campus Location
110201	2	CERT1	Certified Internet Webmaster (CIW) Certificate	Yes			Yes	
110201	2	CERT1	Web Developer Certificate	Yes			Yes	
110201	2	CERT1	Network Professional Certificate		Yes		Yes	
110901	2	CERT1	Microsoft Certified Info Tech Prof Enterprise Admin Cert		Yes		Yes	
111002	2	CERT1	Network Professional Certificate		Yes		Yes	
111003	2	CERT1	Information Technology Security Certificate		Yes		Yes	
111003	2	CERT1	Information Security And Assurance Certificate		Yes		Yes	
151202	2	CERT1	Cisco Systems Networking Certificate		Yes*			
190706	2	CERT1	Early Childhood Studies Certificate	Yes			Yes	
510708	2	CERT1	General Medical Transcription Certificate	Yes			Yes	
510716	2	CERT1	Medical Receptionist Certificate	Yes			Yes	
510716	2	CERT1	Medical Administrative Assistant Certificate	Yes			Yes	
510716	2	CERT1	Medical Office Assistant Certificate	Yes			Yes	
511008	2	CERT2	Histologic Technology Certificate		Yes		Yes	
520201	2	CERT1	Entrepreneurship Certificate	Yes			Yes	
520302	2	CERT1	Payroll Clerk Certificate		Yes		Yes	
520302	2	CERT1	Computerized Accounting Technician Certificate		Yes		Yes	
520401	2	CERT1	Administrative Office Assistant Certificate	Yes			Yes	
520401	2	CERT1	Microsoft Office Specialist Certificate	Yes			Yes	
520407	2	CERT1	Legal Word Processing Specialist Certificate	Yes			Yes	

5. Accreditation

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

Institution/Program	Accrediting Agency	Date of Last Review
St. Philip's College	Southern Association of Colleges and Schools Commission on Colleges	December 2011 (5 th year report)
LVN	Texas Board of Nursing	May 1,2014
Histologic Technician	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	October 16, 2014
Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	September 1,2013
Medical Laboratory Technician	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	October 16, 2014
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (CAPTE)	October 28, 2009
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	April 16, 2011
Radiography Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)	October 18-19, 2010
Respiratory Care	Commission on Accreditation for Respiratory Care (CoARC)	November 12, 2009
Surgical Technology	Commission on Accreditation of Allied Education Programs (CAAHEP)	May 15, 2009
Early Childhood and Family Studies	National Association for the Education of Young Children (NAEYC)	March 31, 2012
Aircraft Technology	Federal Aviation Administration (Certified by FAA)	August 21, 2014
Culinary Arts Baking & Pastry Arts	American Culinary Federation Foundation Accrediting Commission (ACF)	Feb 19, 2008
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)	May 2013
General Motors ASEP	National Automotive Technicians Education Foundation (NATEF)	May 2013
Hospitality Management Hotel Management Restaurant Management	Accreditation Commission for Programs in Hospitality Administration	Oct. 2011

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. Alamo Colleges – 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. We have never been placed on the reimbursement method for receiving Title IV funding or any other exceptional status.



ALAMO COLLEGES

ST. PHILIP'S COLLEGE

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#goSPC

