



**PRELIMINARY REPORT OF THE REAFFIRMATION COMMITTEE**  
(Updated January 2024)

**Statement Regarding the Report**

*The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is responsible for making the final determination on reaffirmation of accreditation based on the findings contained in this committee report, the institution's response to issues contained in the report, other assessments relevant to the review, and application of SACSCOC policies and procedures. Final interpretation of the Principles of Accreditation and final action on the accreditation status of the institution rest with SACSCOC Board of Trustees.*

**Name of the Institution:** Saint Philip's College  
San Antonio, TX

**Date of the Review:** September 15-18, 2025

**SACSCOC Staff Member:** Dr. J. Matthew Melton

**Chair of the Committee:** Dr. Ann Hubbard  
Dean of Health Science  
Indian River State College  
Fort Pierce, FL

## **Part I. Overview and Introduction to the Institution**

The institution was established in 1898 as a parochial school with the primary mission of educating and training African American youth. It later evolved into an accredited two-year college before transitioning from a private to a public college in 1942. Three years later, the institution entered into an affiliation with two peer institutions to form a Junior College District, which was redesignated as a community college district in 1982.

Significant expansion occurred during the 1980s and 1990s, adding a district extension site, the construction of four major academic buildings on the main campus, the opening of a learning and leadership center, and the development of a childcare facility. In the following decade, the institution has expanded its program offerings and enhanced its infrastructure through the addition of an advanced technology center, a center for learning resources, a welcome center, and a center for health professions.

Today, the institution is a comprehensive community college offering bachelor's degrees, associate of arts, associate of science, associate of applied science and certificate programs. Because of its diverse student population, the institution has been recognized both as a Historically Black College and as a Hispanic Serving Institution.

The members of the On-Site Reaffirmation Committee sincerely thank the president, the liaison, and all other participating representatives of the institution for their hard work, warm hospitality, welcoming attitudes, flexibility, and kind cooperation for the duration of the visit.

## **Part II. Assessment of Compliance**

### **Section 1: The Principle of Integrity**

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#### **1.1 The institution operates with integrity in all matters.**

The Off-Site Reaffirmation Committee found no evidence of a lack of integrity

The On-Site Reaffirmation Committee found no evidence of a lack of integrity.

### **Section 2: Mission**

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#### **2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.**

The institution most recently revised its mission statement during a strategic planning event held in May of 2023. Faculty, staff, administrators, and students provided input. The resulting mission statement reads as follows: “St. Philip’s College, a Historically Black College and Hispanic Serving Institution founded in 1898, is a comprehensive public college offering degrees and certificates, whose mission is to empower our diverse student population through educational achievement and career readiness.”

The mission statement is published on the institution’s website, in the student handbook, and faculty handbook. It is also being printed and will be prominently displayed on campus.

The statement is comprehensive and appropriate for higher education. A portion of the statement, “empowering our diverse student population through educational achievement and career readiness,” addresses teaching and learning.

### **Section 3: Basic Eligibility Standard**

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#### **3.1 An institution seeking to gain or maintain accredited status**

- 3.1.a has degree-granting authority from the appropriate government agency or agencies.**  
*(Degree-granting authority) [CR]*

The institution enjoys degree-granting authority as established by the Texas Higher Education Coordination Board for certificate, associates and baccalaureate level programs.

- 3.1.b offers all course work required for at least one degree program at each level at which it awards degrees.** (For exceptions, see SACSCOC policy “Documenting an Alternative Approach.”)  
*(Course work for degrees) [CR]*

The institution provided evidence of compliance with this standard. This documentation included the course catalog, degree plans, transcript analyses, and program accreditation letters.

- 3.1.c is in operation and has students enrolled in degree programs.**  
*(Continuous operation) [CR]*

According to the materials submitted, the institution has been in continuous operation since its founding in 1898. It has a current enrollment of approximately 38,000 students.

### **Section 4: Governing Board**

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#### **4.1 The institution has a governing Board of at least five members that:**

- (a) **is the legal body with specific authority over the institution.**
  - (b) **exercises fiduciary oversight of the institution.**
  - (c) **ensures that both the presiding officer of the Board and a majority of other voting members of the Board are free of any contractual, employment, personal, or familial financial interest in the institution.**
  - (d) **is not controlled by a minority of Board members or by organizations or institutions separate from it.**
  - (e) **is not presided over by the chief executive officer of the institution.**
- (Governing Board characteristics)* [CR]

Governance structure for the institution is delineated in the Texas Constitution and in the Texas Education Code Title 3. The institution is governed by a nine-member Board of Trustees and a non-voting student trustee as part of the Alamo Colleges District (ACD). As delineated in Board policy, the Board serves as the legal authority with fiduciary oversight of the institution. The chair of the Board presides over the Board meetings and only Board members may vote. This practice was documented in Board minutes. As per Board policy, the presiding officer and members are free from contractual employment of the institution. Board policies also assure Board independence because the CEO does not preside over the Board. A president serves as CEO of the institution and is responsible for overseeing all institutional operations including ensuring compliance with Board policies, aligning strategic priorities, and maintaining separation between the governance and the administration of the institution. The president also reports directly to the chancellor of the Alamo Colleges District. Links to Board approved budgets were also provided.

#### 4.2 The governing Board

- 4.2.a ensures the regular review of the institution's mission.  
*(Mission review)*

The institution provided Board Policy A.1.3.e and Texas Education Code section 51.352 as evidence of the governance structure used to prescribe regular review of the mission statement. The college provided the district's review of both the Board policy regarding the mission review and the updated mission statement for the district. In addition, the institution provided evidence of the Board's approval of the institution's revised mission statement in its August 15, 2023, meeting minutes.

- 4.2.b ensures a clear and appropriate distinction between the policy-making function of the Board and the respective responsibilities of the administration and faculty to administer and implement policy.  
*(Board/administrative distinction and shared governance)*

The institution provided policies and evidence that the policy-making function of the Board and the administration of the institution and faculty were kept separate and do not overlap. This is delineated in Board Policy Organizational Plan and in Board Responsibilities.

- 4.2.c selects and regularly evaluates the institution's chief executive officer.

*(CEO evaluation/selection)*

The selection process for the CEO is delineated in Board Procedures provided in the report. Executive search firms and a screening committee are utilized for the search of college presidents. Final decisions on hiring are made by the Board in compliance with Texas Education Code and Texas Government Code. Per Board policy the CEO is evaluated annually by the chancellor who reports the outcome to the Board. The evaluation process complies with the Texas Education Code requiring governing Boards to appoint and evaluate CEOs of institutions.

The Off-Site Reaffirmation Committee was unable, however, to find examples of this annual evaluation and so could not confirm implementation of the policy.

The On-Site Reaffirmation Committee reviewed the most recent three annual evaluations of the CEO. Additionally, the Committee reviewed the document: "D.7.1.1, procedure for employee evaluations" which articulates the procedure for evaluating employees including the CEO/president of the institution. Onsite interviews with two members of the Board of trustees (BOT) verified that they have input into the evaluation and review the president's annual evaluation. The BOT members stated that the chancellor has primary responsibility for the evaluation of the president as confirmed by the documents provided onsite.

- 4.2.d defines and addresses potential conflict of interest for its members.  
*(Conflict of interest)*

The Board of Trustees has policies and practices that address potential conflict of interest among its members. This is delineated in documents entitled *Board of Trustee Ethics* and *Nepotism, Conflicts of Interest*. Additionally, the Board adheres to an *Ethics Handbook* that is comprehensive. The district has also established an Ethics Hotline that allows anyone to report perceived misconduct anonymously. Board members must also attend comprehensive orientation training outlined in Board policy.

- 4.2.e has appropriate and fair processes for the dismissal of a Board member.  
*(Board dismissal)*

The Board of Trustees District Board Policy delineates grounds for removal of a trustee. Violations of the Texas Constitution, Local Government Code, Texas Education Code and any Prohibited Practices outlined in the Texas Association of Community Colleges could be grounds for dismissal. The Texas Local Government Code outlines specific procedures that must be followed for removal of Board members.

- 4.2.f protects the institution from undue influence by external persons or bodies.  
*(External influence)*

The Board of Trustees preserves institutional independence through policies delineated in the Texas Education Code and via Board Policies covering Conflict of Interest, Nepotism and through requirement outlined in the Texas Local

Government Code. These policies and requirements ensure Trustees act independently and remain free from external influence.

- 4.2.g defines its responsibilities and regularly evaluates its effectiveness.  
(*Board self-evaluation*)

The institution follows the structured Association of Community College Trustees administered evaluation process. This process is primarily implemented during regular Board retreats that include self-assessment exercises. Self-assessment documents were provided for 2021 and 2023.

- 4.3 If an institution's governing Board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.  
(*Multi-level governance*)

The institution's governance structure does not have multiple levels, so this standard is not applicable.

## **Section 5: Administration and Organization**

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- 5.1 **The institution has a chief executive officer whose primary responsibility is to the institution.**  
(*Chief executive officer*) [CR]

The Board Policy Organizational Plan identifies the president of the college as the CEO. This document also indicates that the president directs all operational areas of the college, including its mission, vision, values, and advancement of the strategic agenda for the institution. This responsibility is also outlined in the president's job description. Organization charts show that the CEO holds no other positions in the organization as per Board policy. Additionally, Board minutes illustrate that the Chair of the Board presides over the governance Board meetings and that only Board members can cast votes on governance-related policy.

- 5.2 The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the following:

- 5.2.a The institution's educational, administrative, and fiscal programs and services.  
(*CEO control*)

The president of the institution serves as the Chief Executive Officer who is responsible for and has control over the institutions educational, administrative and fiscal programs, and services. This is delineated in the president's job description, linked agenda items, and operational approvals authorized by president.

- 5.2.b The institution's intercollegiate athletics program.  
(*Control of intercollegiate athletics*)

The institution does not participate in intercollegiate athletics

5.2.c The institution's fund-raising activities.  
(*Control of fund-raising activities*)

As delineated in the president's job description and Board policy, all fundraising activities the responsibility of the CEO, with delegated authority given to the Director of Institutional Advancement and Grants Development. Evidence in support of this structure was provided in the report's link to cabinet meetings, golf tournament brochures, and other presidential fundraising campaign documentation.

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

(*Institution-related entities*)

The institution provided a Memorandum of Understanding (MOU) documenting that the Alamo Colleges Foundation is a separate 501(c)(3) established to raise and manage private resources supporting the mission of the district and the colleges. The MOU describes the relationship between the entities and states that the Foundation shall have the fiduciary duty to care for and manage the donations for the benefit of the district and colleges. The MOU further states that the college shall benefit from the relationship with the Foundation, but any financial liabilities arising out of the MOU shall be those of the district rather than the colleges.

The president's job description contains specific language regarding the responsibilities of developing and leading fundraising initiatives for the college. As an example of the president's control of fundraising, the institution provided a fundraising report which outlined a major fundraising initiative and included goals, amount raised, and projects.

- 5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.  
(*Qualified administrative/academic officers*) **[Off-Site/On-Site Review]**

The institution provided evidence that it employs administrative and academic officers with the appropriate credentials based on the job description. Additionally, the institution submitted a chart listing cabinet personnel, job descriptions, relevant education, relevant experience, and dated performance reviews.

The On-Site Reaffirmation Committee reviewed D.02.02.01 hiring practices procedure, D.2.2 hiring practices policy, job descriptions, resumes, transcripts, cabinet personnel,

organizational charts, performance reviews for administrative and academic officers and positions presented in the focus report. Interviews with the Deans of Academic Success, Former Director of Strategic Initiatives, Director of Institutional Advancement, Academic Program Director, Dean for Academic Services, Vice President of Student Success, Vice President of College Services, Director of College Services, Director of Military Services, Director of Student Conduct, Student Success Associate Director, District Associate Director of Financial Aid, Campus Budget Officer, and the Budget Analyst verified that the academic and experiential credentials align with their current administrative and academic positions within the institution. Through onsite document reviews and interviews, the onsite reaffirmation committee concurs with the compliance findings of the Off-Site Reaffirmation Committee.

- 5.5 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.  
*(Personnel appointment and evaluation)*

The institution provides evidence supporting compliance in the form of Alamos College District's published policies, institutional human resources policies, policies regarding appointment, employment, and regular evaluation of non-faculty personnel. Sample evaluations were provided covering a period of the most recent three years.

## **Section 6: Faculty**

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- 6.1 **The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.**  
*(Full-time faculty) [CR; Off-Site/On-Site Review]*

The Off-Site Reaffirmation Committee reviewed the mission and strategic goals of the institution, together with the list of academic programs and faculty. Additionally, the Committee was able to review the courses taught along with the student to faculty ratios and the full-time to part-time percentages with and without overloads. The Committee also reviewed the job descriptions for fulltime and part time faculty. The duties of full-time faculty are clearly defined as teaching, assessment of learning, advising, and service. The number of full-time faculty is sufficient to carry out these duties.

The On-Site Reaffirmation Committee reviewed faculty job descriptions, workload requirements and units, and overload approvals for faculty load. The institution presented data on student enrollment, student-to-faculty ratio, Instruction FTE Comparison, Number and Credit Hours taught by full-time and adjunct faculty, and Instructional FTE Comparison. The Committee conducted interviews with the Deans of Academic Success – Arts and Sciences, Dean of Applied Science and Technology, Dean of Health Sciences, Dean of Academic Services, Deans of Student Success, and the Associate Director of Student Success. Through a review of evidence and onsite interviews, the On-Site Reaffirmation committee confirmed the findings of the Off-Site Reaffirmation Committee.

- 6.2 For each of its educational programs, the institution

- 6.2.a Justifies and documents the qualifications of its faculty members.  
(*Faculty qualifications*)

The Off-Site Reaffirmation Committee reviewed the credentialing requirements for courses that service academic transfer, workforce education, developmental education, and upper division bachelor programs. The minimum academic credential for each course was clearly identified.

The Committee was unable to determine whether 22 (twenty-two) faculty members satisfied the credentialing requirement for the courses they teach. The faculty worksheet appended at the end of the report identifies these faculty members.

The On-Site Reaffirmation Committee reviewed the documentation of faculty files, certification forms, transcripts, course descriptions, work history, work references, and alternative credentialing processes. The documents pertaining to the twenty-two (22) faculty listed in the off-site reaffirmation committee report were reviewed in detail. The institution also provided faculty certification guidelines and an updated copy of the Faculty Handbook with the policies and procedures for faculty certification.

The On-Site Reaffirmation Committee interviewed the Deans of Academic Success – Arts and Sciences, Dean of Applied Science and Technology, Dean of Health Sciences, Dean of Academic Services, Deans of Student Success, Registrar, and the Associate Director of Student Success, Department Chairs, and Human Resources representative who explained in detail and confirmed their processes and policies for faculty credentialing. Based upon the onsite documents provided and interviews with faculty and administrators, the On-Site reaffirmation committee determined that the information provided satisfied the credentialing requirements for all faculty as set by the institution.

- 6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.  
(*Program faculty*) **[Off-Site/On-Site Review]**

The institution provided evidence of compliance with Principle 6.2.b - Program faculty. The institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review (table 6.2.b-1). The table includes sufficient data of number of adjunct and full-time faculty.

The On-Site Reaffirmation Committee reviewed the list of the Educational Programs Defined, Full-time Faculty per Education Program for two full academic years, Definitions and Job Descriptions for Full-time faculty members, Classroom Observation Forms, Student Surveys for Adjunct Faculty, and Faculty Workload. The Committee interviewed the Deans of Arts and Sciences, Dean of Applied Science and Technology, Dean of Health Sciences, Dean of Academic Services, Deans of Student Success, Registrar, the Associate Director of Student Success, Department Chairs, faculty, students, and Human Resources representative.

Based on the evidence provided by the institution and interviews with faculty, students, and administration, the On-Site Reaffirmation Committee affirmed a sufficient number of adjunct and full-time faculty to support the institution's mission and goals.

6.2.c Assigns appropriate responsibility for program coordination.  
(*Program coordination*) **[Off-Site/On-Site Review]**

The institution provided evidence of compliance by identifying the academic requirements for program coordinators as published in the Faculty Credentialing Handbook (6.2c-1\_FacultyCredHandbook). The institution then included a table (6.2c-2) which lists all program coordinators with their appropriate qualifications and academic credentials.

The On-Site Reaffirmation Committee reviewed the job descriptions for faculty, Faculty Credentialing Handbook, the Faculty Handbook, and the table listing program coordinators and their academic and experiential qualifications pertaining to program coordination. Interviews with the Deans of Academic Success—Arts and Sciences, Dean of Applied Science and Technology, Dean of Health Sciences, Dean of Academic Services, Deans of Student Success, Director of Enrollment Management verified the policies and procedures for assigning the role of program coordination. Based on the evidence, the On-Site Reaffirmation Committee concurs with the findings of the Off-Site review.

6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.  
(*Faculty employment and evaluation*)

The institution provided evidence supporting compliance in the form of Full-Time and Adjunct Faculty Job Descriptions, Employee Evaluation Policy of Alamos Colleges District and institutional Human Resources policy on Employee Evaluations, Alamos Colleges District Classroom Observation Form, Faculty Evaluation by Chair/Supervisor and a single sample faculty evaluation for a full-time tenured faculty member. In the absence of a complete evaluation portfolio and with just a the single, one-year sample, the Off-Site Reaffirmation Committee was unable to confirm regular evaluation of non-tenured or part-time faculty members.

The On-Site Reaffirmation Committee conducted a review of the 2024-2025 Faculty Handbook that revealed full-time faculty are evaluated annually for the first five years, then biennially or more often if needed or requested (e.g., for promotion or awards). Evaluations cover the period since the last review. Evaluation methods include classroom observation, student surveys, self-evaluation, peer review, and department chair assessment. Following this, each faculty member is asked to develop a faculty development plan to address areas of growth and professional goals.

Dual credit and adjunct faculty undergo a similar evaluation process, with new faculty members potentially being evaluated twice within an academic year to ensure early support and alignment with institutional goals. Departments also monitor the progressive grade rates (PGRs) of all faculty to identify trends in student performance. Faculty are

also expected to maintain an online portfolio that may include artifacts such as syllabi, teaching assignments, and records of committee service. If a faculty member's performance falls below institutional benchmarks, targeted support is provided. This faculty evaluation process is in adherence to Board Policy D.7.1.

The On-Site Reaffirmation Committee reviewed sample faculty portfolios and the 2024-2025 Faculty Handbook and conducted interviews with the Deans of Applied Science and Technology, Dean of Health Sciences, Dean of Academic Services, Deans of Student Success, Director of Enrollment Management, and faculty. The evidence and the interviews affirm that the institution publishes and follows its faculty policies.

- 6.4 The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.  
*(Academic freedom)*

The institution follows the Texas State Administrative Code on Academic Freedom and Faculty Security (6.4-1\_Rule7.4TexaAdminCode). This rule requires that, "the institution shall adopt, adhere to, and distribute to all members of the faculty a statement of academic freedom assuring freedom in teaching, research, and publication." This rule is then ratified by Board policy. In addition, the institution has developed a comprehensive grievance process for faculty members who believe their academic freedom has been violated.

- 6.5 The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.  
*(Faculty development)*

The institution provided evidence supporting compliance in the form of a recent Strategic Plan indicating promotion of leadership and a Culture of Assessment initiative. In addition, the Instructional Innovation Center provides a variety of professional development opportunities including "Lunch and Learn" events and micro-lectures offered in various formats. Samples of faculty training transcripts, and a calendar of professional development activities at the institution was also provided.

## **Section 7: Institutional Planning and Effectiveness**

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- 7.1 **The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.**  
*(Institutional planning) [CR]*

The institution adheres to the Good to Great strategic planning process as a framework. This process includes four stages. As a member of the Alamo College District, the college aligns with district goals while maintaining self-governance and developing its related but separate strategic plan. The process is guided by the college's planning, budgeting, and assessment cycle and occurs annually.

The first stage of planning includes an initial review of opportunities and challenges by reviewing operational unit assessment plans. The reports enable leadership to identify trends and align strategic goals with student success metrics.

The next stage begins with a planning retreat, which includes internal and external stakeholders to ensure a breadth of input and engagement. Proposals are developed and forwarded to the senior leadership and cabinet members who review the proposals and finalize the strategic plan. The committee was unable, however, to find a copy of the strategic plan and any related evidence of leadership or Board approval in the narrative.

The third stage of this process includes implementation. This work aligns with the college's budget cycle while the final stage focuses on evaluation. The institution notes that this stage culminates in operational unit assessment plan report-outs and provided example reports from the Dean of Enrollment services for the 2023-24 academic year.

The institution provided a table of graduation and persistence rates (2021-2023) as evidence of an emphasis on improving student retention and success, but the Off-Site Reaffirmation Committee could not locate related strategic goals and/or a narrative explaining how the data provide feedback regarding institutional effectiveness.

The On-Site Reaffirmation Committee reviewed the institution's 2024–2027 Strategic Plan, the institution Scorecard containing Key Performance Indicators (KPIs), and all associated supporting documentation, including meeting agendas and minutes, strategic planning retreat materials, performance presentations to the Board of Trustees, and Operational Unit and Assessment Plans. The committee confirmed that these documents collectively demonstrate a systematic and integrated institutional planning process that aligns with the institution's mission and strategic objectives.

The additional documentation provided—such as the 2023 and 2024 institution's Scorecards, "Good to Great" retreat materials, annual Performance Updates, and evidence of ongoing evaluation through President's Cabinet minutes—showed clear alignment between strategic goals, data tracking, and continuous improvement actions. Onsite interviews with the Former Director of Strategic Initiatives and the Director of Institutional Advancement described the development of the "Good to Great" process. The review found that the institution effectively uses graduation rates, persistence rates, course completion data, and other KPIs to inform decision-making, allocate resources, and implement initiatives designed to improve student success and institutional performance.

- 7.2 The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.  
*(Quality Enhancement Plan)*

Given the September 2025 decision of the SACSCOC Executive Council to place this standard under a period of study, the institution elected to remove its QEP from formal

review by the On-Site Reaffirmation Committee. As the Committee had already supplied narrative regarding their collective analysis of the institution's QEP, an edited version of that feedback is included in Section III of this report below.

- 7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.  
*(Administrative effectiveness)*

The institution has developed the Operational Unit Assessment Plan (OUAP) process to identify outcomes of administrative support units and assess the extent to which the outcomes are achieved. This process aligns with the Planning, Budgeting, and Assessment (PBA) cycle and is implemented annually.

Program coordinators and departmental leaders identify goals and objectives at the start of each cycle. Each goal is aligned with an institutional strategic goal. Action plans and targets are developed, and information is stored in a proprietary software platform.

The institution provided examples of administrative units' objectives, targets, assessment measures, results, and any related action plans for the 2023-24 year. However, the Off-Site Reaffirmation Committee was unable to find evidence of additional review, such as unit meeting minutes or data analysis reports, for determining whether outcomes had been assessed and achieved.

The On-Site Reaffirmation Committee reviewed the documents submitted in the Focused Report, including three consecutive years (AY22, AY23, AY24) of Operational Unit Assessment Plan (OUAP) reports from Strategic Planning Online (SPOL). These reports provide evidence of objectives, targets, results, and action plans for multiple non-academic units, including Marketing & Strategic Communications, Institutional Advancement, Title III, the Budget Office, Information and Communication Technology (ICT), Institutional Planning, Research, and Effectiveness (IPRE), and College Services.

For example, the Marketing & Strategic Communications Department assessed its *Institutional Social Media/Digital Campaigns* objective across multiple years, documenting targets, results, and action plans that improved stakeholder engagement. Onsite interviews with the Former Director of Strategic Initiatives and the Director of Institutional Advancement provided further examples of continuous assessment and evaluation. The current practice demonstrates cyclical assessment, alignment with the institution's strategic plan, and evidence of continuous improvement.

## Section 8: Student Achievement

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- 8.1 **The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.**  
*(Student achievement) [CR; Off-Site/On-Site Review]*

The institution has identified ten student achievement goals appropriate to its mission. These achievement goals are (1) enrollment, (2) productive grade rates, (3) course

completion rates, (4) fall-to-fall retention rates, (5) 4-year graduation rates, (6) 6-year student completion rates, (7) degrees and certificates awarded, (8) transfer rates, (9) employment rates, and (10) licensure exam pass rates. The institution has identified thresholds and targets for each indicator.

The institution selected the National Student Clearinghouse six-year graduation rate to fulfill the measure of graduation rates required by SACSCOC. The institution provided disaggregated data on these graduates by race and ethnicity. These demographics were chosen as appropriate graduation rate indicators as they relate to the diverse group of students that comprise the institution's student body and they focus on student achievement for both full-time and part-time students. Onsite interviews with the Former Director of Strategic Initiatives, Director of Institutional Advancement, Coordinator of Measurement and Evaluation, IT Data Analyst and Data Analyst provided clear examples of data and strategies to improve retention and completion rates. The President also articulated specific methods used through the institution to promote enrollment. The On-Site Reaffirmation Committee reviewed this standard and confirmed the Off-Site Reaffirmation Committee's findings.

8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

8.2.a Student learning outcomes for each of its educational programs.  
(*Student outcomes: educational programs*) **[Off-Site/On-Site Review]**

The institution described an integrated process of assessment that included operation unit and assessment plan review and institutional unit review. Assessment of program learning outcomes occurs on a regular basis as part of the Operational Unit and Assessment Planning Activities.

A discussion of program learning outcomes and how they are developed in Career and Technical Education programs was provided using Cake Decorating and Automotive Technologies as examples. The institution also highlighted its curriculum mapping process that maps program learning outcomes to program courses. Automotive Technologies was provided as an example. When reviewing the sample, the committee did not see what rationale was being used for the program sample methodology.

Operational Unit Assessment Plans are reviewed annually, and the institution provided the template used for review. A screen shot was provided of the links to the reports, but the committee was not able to access and review that information.

The institution has used two software platforms as repositories for the assessment of program student learning outcomes and provided four sample reports of objectives and results from arts and sciences, applied science and technology, medical laboratory technician, and the aircraft program. The Off-Site

Reaffirmation Committee reviewed these samples but was unable to determine how they were representative of all programs. Additionally, the Committee was unable to see that the outcomes identified were program learning outcomes.

The Off-Site Reaffirmation Committee was unable to determine whether each educational program identifies student learning outcomes, measures the extent to which outcomes are achieved, and seeks improvement based on the analysis of results with the evidence provided.

The On-Site Reaffirmation Committee reviewed the institution's focused response which expanded the sample to include all associate degrees in Arts and Sciences and at least one program from every department in Career and Technology, Health Sciences, and Applied Science and Technology, ensuring a representative cross-section. The institution demonstrated that PSLOs are aligned with state requirements, program accreditation/licensure standards, and advisory Board recommendations, with examples from programs such as the Associate of Science, Business Management and Technology, Medical Laboratory Technician, and Aircraft Technician. The institution provided assessment results, analysis, and documented improvement actions, including adjustments to instructional support, streamlining of assessments, and monitoring of workforce readiness. It also resolved accessibility concerns by supplying direct links to complete PSLO reports.

- 8.2.b Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.  
(*Student outcomes: general education*)

The institution follows the Texas Higher Education Coordinating Board (THECB). The general education credit hour requirement for the AAS is outlined in the THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE). They also provided assessment rubrics and clearly stated SLOs (8.2.b-2\_AssessmentRubrics).

- 8.2.c Academic and student services that support student success.  
(*Student outcomes: academic and student services*)

The institution has identified four academic and sixteen student success units that support student success. For these academic and student support services, the college uses a consistent calendar and process of assessment. Using the institutional calendar and operational unit assessment planning (OUAP) process, the college annually identifies expected outcomes, connects these outcomes to the institution's strategic goals and identifies how it plans to measure the extent to which these outcomes have been achieved.

During the Operational Unit Assessment Planning Report Out, each of these units is responsible for reporting its objectives, the target for each objective, the assessment measure, the actual results and source of data, and a gap analysis

or action plan which serves to note how the college is using the results of the assessment for improvement.

The institution presented evidence of this work by sharing the PowerPoint that contained the OUAP reports for 2024. These reports included assessment results for the 2023-24 academic year as well as the objectives and assessment plans for the forthcoming 2024-25 year. However, the Off-Site Reaffirmation Committee was unable to locate any additional cycles of review to confirm the institution's Policy of annual assessment.

The On-Site Reaffirmation Committee examined the documents provided by the College and found evidence of outcomes assessment and continuous improvement in academic and student services. For example, the Center for Distance Learning (CDL) set a goal to increase completion of the Orientation to Online Learning (OLRN) by 20 percent. Interviews with the IT Data analyst and the Data analysis revealed that, while the outcome was only partially met with a 1.4 percent increase (4,047 completions), the unit analyzed the results and identified strategies for improvement, including enhanced outreach to students who had not completed the orientation and stronger collaboration with faculty to reinforce the requirement. Similarly, the Archives unit reported full achievement of its goal to update all processed collections in line with prior recommendations. The updates were completed for 52 collections, and the department committed to maintaining the practice through annual reviews to ensure accessibility and inclusiveness.

## **Section 9: Educational Program Structure and Content**

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- 9.1 **Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.**

*(Program content)* [CR; Off-Site/On-Site Review]

### **Compliance**

The institution provided evidence supporting compliance in the form of published policies of the Alamo Colleges District that align the institution with policies of the Texas Higher Education Coordinating Board. These policies establish the breadth of the General Education component in the Associate of Arts, Associate of Sciences, and Associate of Arts in Teaching programs. The RN to BSN program is similarly positioned. These programs embody a coherent course of study, are compatible with the stated mission and goals of the institution and are based on fields of study appropriate to higher education.

The On-Site Reaffirmation Committee reviewed evidence from the institution that demonstrated a coherent course of study based on the semester system that adheres to

the Texas Higher Education Coordinating Board's (THECB) standards and offers a well-defined curriculum for all its certificates and degree programs (AA, AS, AAT, AAS, and BAT). The institution fulfills its mission as a four-year college that empowers a diverse student body and supports community development by offering certificate programs and associate and Bachelor of Applied Technology degree programs designed for academic transfer and workforce readiness, as stated by THECB's "Guidelines for Instructional Programs in Workforce Education." All degree programs are based on fields of study appropriate to higher education. The on-site reaffirmation committee interviewed the Deans of Academic Success – Arts and Sciences, Applied Science and Technology, Health Sciences, Academic Services, Deans of Student Success, Registrar, and the Associate Director of Student Success, and in another session, the committee interviewed Department Chairs, and Human Resources. Both groups discussed program content, including how new degree programs were created, how current degree programs are revised, and how current programs are reviewed.

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

The institution adheres to Texas Administrative Code (Title 19, Part 1, Chapter 7, Subchapter A, Rule 7.3, Section 5, A and B) which requires a minimum of 60 semester credit hours for each associate-level degree offered, including all Associate of Arts in Teaching, Associate of Arts, Associate of Science, and Associate of Applied Science degrees (9.2-1). As listed on the Texas Higher Education Coordinating Board (THECB) report titled, THECB Program Inventory by CIP (9.2-2), the institution offers two Associate of Arts in Teaching (AAT) degrees, an Associate of Arts (AA) degree, an Associate of Science (AS) degree, and 46 Associate of Applied Science (AAS) degrees. Example degree plans for AA, AS, AAT, and AAS degrees are provided in (9.2-3, 9.2-4, 9.2-5, and 9.2-6).

The On-Site Reaffirmation Committee found that the institution in compliance as it follows Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Rule 7.3, Section 5, A and B, which requires all associate degrees to be a minimum of 60 semester credit hours and all bachelor's degrees to be a minimum of 120 semester hours. All four associate degrees (AA, AS, AAT, and AAS) offered by the institution required 60 semester credit hours or more, and the Bachelor of Applied Technology (BAT) required 120 semester hours. The on-site reaffirmation committee interviewed the Deans of Academic Success – Arts and Sciences, Dean of Applied Science and Technology, Dean of Health Sciences, Dean of Academic Services, Deans of Student Success, Registrar, and the Associate Director of Student Success and found support of the institution's case for compliance affirming the findings of the Off-Site Reaffirmation Committee to include the minimum credit hours for a degree program meeting the standard.

**9.3 The institution requires a general education component at the undergraduate level that:**

- (a) is based on a coherent rationale.**
- (b) is a substantial component of each undergraduate degree program. 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.**
- (c) ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**

*(General education requirements [CR; Off-Site/On-Site Review])*

The institution provided evidence of compliance that the General Education component for its undergraduate programs is based on a coherent rationale, is a substantial component of each undergraduate degree program (i.e., 42 hours), and ensures a breadth of knowledge, including at least one course from the three required areas. The institution provided evidence in the form of published policies of the Texas Higher Education Coordinating Board, the institution Catalog, and sample degree audit forms.

The On-Site Review Committee reviewed the institution catalog, sample degree audit forms, and the Texas Administrative Code (TAC) (Title 19, Part 1, Chapter 7, Subchapter A, Rule 7.3, Section 5, A and B). The evidence supports that all Associate in Arts, Associate of Science, and Associate of Applied Science contain a minimum of fifteen (15) semester hours of general education requirements. Furthermore, the On-Site Reviewers verified that all baccalaureate programs contain a minimum of thirty (30) semester hours of general education requirements. Onsite Interviews with Department and Program Chairs provided rationale as to the choice of general education requirements that meet the TAC while supporting programmatic outcomes. The On-Site Review Committee reviewed this standard and affirmed the findings of the Off-Site Committee.

**9.4 At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.**

*(Institutional credits for an undergraduate degree)*

The institution provided evidence of compliance which includes the institution Catalog, sample student transcripts, and sample degree audits. The institution Catalog clearly indicates that at least 25 percent of the credit hours required for an undergraduate degree must be earned through instruction offered by the institution.

**9.5 At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.**

*(Institutional credits for a graduate/professional degree)*

### **Not Applicable**

- 9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.  
*(Post-baccalaureate rigor and curriculum)*

### **Not Applicable**

- 9.7 The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.  
*(Program requirements)*

The institution uses the publicly accessible college website to publish requirements for all undergraduate programs of study in the “Degrees, Certificates, and Transfer Advising Guides” section of the institution catalog (9.7-1\_DegCert, 9.7-2\_DegCertType). The institution’s catalog is also available on the website (9.7-4\_2425CollegeCat) and provides a list of all programs offered, as shown in the 2024-2025 Catalog (9.7-2).

## **Section 10: Educational Policies, Procedures, and Practices**

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- 10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.  
*(Academic policies)*

The institution provided evidence of compliance with this standard by documenting the College Catalog that contains sections dealing with course attendance, grading systems, GPA requirements, academic standards, and academic probation and dismissal. The institution also provided membership details, bylaws, and sample minutes of the Academic Policy Committee.

- 10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.  
*(Public information)* **[Off-Site/On-Site Review]**

The institution submitted evidence that it publishes academic calendars, grading policies, cost of attendance, and refund policies on a wide range of media platforms through its centralized eCatalog dynamic document system.

The On-Site Reaffirmation Committee reviewed the 2024-2025 Schedule and Academic Catalog, institution websites, online orientation money matters financial module, grading policies, cost of attendance, and refund policies. Interviews conducted with the District Associate Director of Financial Aid, Campus Budget Officer, Budget Analyst, Financial Literacy Coach, Student Success Associate Director, faculty, and students confirmed that academic policies pertaining to course attendance, grading systems, GPA

requirements, and academic standards are available in print and online. The On-Site Reaffirmation committee confirms the findings of the Off-Site Reaffirmation Committee.

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

The institution provided evidence that it provides access to catalogs from 1903-1904 to the current year. Catalogs from 2009-2010 forward are available from the institution's website, as shown by a screenshot presented as evidence. Older catalogs are available from the College Archives Office or the Records and Registration Office. The committee reviewed a screenshot of the "Records, Registration, and Transcripts" page of the institution's website that provides clear instructions for accessing older catalogs.

- 10.4 The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.  
*(Academic governance)*

The Off-Site Reaffirmation Committee reviewed excerpts of the faculty handbook, the academic policy handbook, curriculum committee guidebook, and faculty job descriptions. Subject to ultimate approval by the Board of Trustees, the curriculum committee reviews, evaluates, and determines all curriculum changes. The Committee also noted that there is a local curriculum committee and a district curriculum team; the latter evaluates curricular changes after it is approved from the local committee. The membership list of these committees was also provided.

- 10.5 The institution: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution's practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.  
*(Admissions policies and practices)* **[Off-Site/On-Site Review]**

The institution is an open-door admission institution and publishes admissions policies in its eCatalog, which is available to the public and students. The policies include 11 admission categories that reflect the college's mission as an open-door admission institution. The institution submitted evidence to the committee supporting its claim that it publishes admissions policies consistent with its mission. The institution also provided documentation of recruitment materials representing its practices and policies, such as the All-College Viewbook and All Access Pass. Under the supervision of the Director of Enrollment, enrollment coaches and support specialists manage college recruitment efforts. The institution does not use external contractors or agents for recruiting or admission purposes.

The On-Site Reaffirmation Committee reviewed the admissions policies published in the 2024-2025 Schedule and Academic Catalog and on the institution's website, program

recruitment brochures, first year experience page, videos and information on the admissions/recruitment the institution publishes on the website. The Committee conducted interviews with the High School Programs Director, Director of Student Support Services, Vice President of Student Success, Vice President of College Services, Director College Services, Director Military Services, Director of Student Conduct, Student Success Assoc. Director, Registrar, Director, First-Year Experience & Retention, faculty and students. The documents and interviews verified that: (a) the admission policies align with the institution's mission and (b) recruitment materials accurately represent the institution's policies and accreditation status. The On-Site Reaffirmation Committee confirms the findings of the Off-Site Reaffirmation Committee.

- 10.6 An institution that offers distance or correspondence education:
- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
  - (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
  - (c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.
- (Distance and correspondence education)* **[Off-Site/On-Site Review]**

The institution utilizes various verification and security measures. The Off-Site Reaffirmation Committee noted that the college uses BioSig-ID to authenticate student identity. The institution also uses Respondus lockdown browser to maintain integrity of identification in distance education courses. In addition, FERPA compliance is extended to all distance education courses.

The On-Site Reaffirmation Committee found the institution verifies the students' identity prior to registration and ensures that the student registered for distance education is the same student participating and completing the assignments. The institution utilizes a self-service portal that authenticates students by using a unique username and password with multi-factor authentication, and a password updating requirement of a minimum of 180 days. In addition, the system has a Biometric Signature ID integrated into its Learning Management System – Canvas, and Respondus LockDown Browser is used for testing. The institution utilizes the same policy, Board Policy F.4.1 – Student Education Records for distance education students to ensure FERPA compliance is met. The on-site reaffirmation committee interviewed the Faculty Chair of Health Sciences, the Academic Program Director, the Coordinator of Measurement and Evaluation, IT Data Analyst, Digital Communications Coordinator, and distance learning faculty in Information and Communication Technology, Cybersecurity and Information Technology, English, and Speech and Communication. Based on the information provided and the interviews conducted, the On-Site Reaffirmation Committee affirmed the findings of the Off-Site Reaffirmation Committee.

- 10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In

educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.  
*(Policies for awarding credit)* **[Off-Site/On-Site Review]**

The institution provided evidence supporting compliance in the form of the Core Curriculum Guidebook and eCatalog. The assignment of credit hours for courses and programs at the college follows state guidelines, as outlined by the Texas Higher Education Coordinating Board (THECB). These guidelines apply to all courses and programs, regardless of their format or delivery mode. All academic transfer and workforce programs offered by the college are based on credit hours.

The On-Site Review Committee reviewed the Texas Administrative Code (TAC), the Texas Higher Education Coordinating Board (THECB) policy for awarding credit, and the college catalog, including the “Degrees, Certificates, and Transfer Advising Guides” section. Interviews with the registrar confirmed the policies and procedures for awarding credit that aligns with the TAC and the THECB. Onsite interviews with the Director of Teaching with Technology, Instructional Designer, and distance education faculty confirmed the process for awarding credit for distance education courses. The On-Site Reaffirmation Committee reviewed this standard and affirmed the findings of the Off-Site Reaffirmation Committee.

- 10.8 The institution publishes policies for evaluating, awarding, and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution’s mission.  
*(Evaluating and awarding external academic credit)*

The institution provided evidence of compliance in the form of the eCatalog, which outlines policies and procedures for evaluating, awarding, and accepting credit not originating from the institution. The institution uses the Texas Common Course Numbering System and relies on the Workforce Education Course Manual to evaluate equivalent transfer credit for career and technical education courses. The Transfer Credit Policy is articulated in the institution Catalog.

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

The institution does not offer courses or credits through a cooperative academic arrangement.

## **Section 11: Library and Learning/Information Resources**

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- 11.1 **The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.**

*(Library and learning/information resources)* [CR]

The institution provides adequate and appropriate library facilities and services to support its mission. The institution provides generous library spaces and equipment for each of its campuses. Both locations offer study rooms for individuals and groups, a computer lab, a SMART-equipped computer lab for library instruction, a virtual reality and video/podcasting lab, a 3D printing lab, printer, and equipment such as laptops to check out for use in the library.

According to a table in the narrative, physical library collections available during library hours include 59,437 books, 2,384 media, and 473 serials. Electronic collections, available 24/7, include 100,000 electronic books, 107 databases, 41,895 streaming media, and 64,577 electronic journals. The library's Collection Development Policy was unavailable for review, but the narrative listed some of the policy's considerations for selection. A liaison program encourages librarians and faculty to collaborate for instruction and collection development. The Committee was unable to find evidence showing how the collection development policy is followed, whether faculty are participating in collection development, and how well the collections support all programs at the institution.

Library services focus on instruction and interlibrary loan. Formal classroom instruction is available by faculty request at any campus and online, as shown by the Instruction Request Form. Informal instruction options include Book-A-Librarian appointments for those with research questions; the Ask Us service, which provides assistance via phone, email, text, chat, and Zoom; online videos; and research guides. Students and faculty may borrow items from other libraries at the local, state, and national level through library partnerships.

While the library provides many resources, both print and digital, the Off-Site Reaffirmation Committee could not find evidence, such as communication samples, discipline-specific resource listings, or discipline-oriented collection strategies to show how well the collections appropriately support all programs at the institution.

The On-Site Reaffirmation Committee viewed the evidence presented by the institution. A tour of the library revealed that the institutional library's *Collection Development Policy* was available for review. The policy outlines that librarians and faculty are encouraged to collaborate with librarian liaisons in building the institution's collection. Faculty also participate in the deselection of materials, as documented in the policy and supported by email communications regarding purchase requests generated through faculty discussions, emails, and the Faculty Resource Guide. Expenditure reports were provided for review, demonstrating alignment of collection spending with the curriculum by subject area. Additionally, examples for discipline-specific research guides to support faculty in their courses and assignments were available for review. Email correspondence further confirms ongoing outreach efforts to obtain syllabi, ensuring resources remain current and responsive to program needs. Current funding support is evidenced in an expenditures report (2019–2024) of library resources, organized by discipline and made available for review onsite. The On-Site committee through a review of evidence, tours, and interviews with library staff confirmed that the institution provides adequate library resources to support the institution's mission.

- 11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.  
*(Library and learning/information staff)*

The institution employs an adequate number of qualified librarians and other staff to support 14,281 students and accomplish its mission. According to the table provided in the narrative, the institution currently employs a library director, five full-time librarians, and five part-time librarians, with an additional full-time librarian currently in the hiring process; three part-time librarian positions are vacant. The institution also employs three full-time library assistants and five part-time library assistants. The Off-Site Reaffirmation Committee reviewed resumes provided as evidence; all ten of the resumes provided show the librarian holds a master's degree in library science or the equivalent.

- 11.3 The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.  
*(Library and learning/information access)*

The institution provides access to services and resources and offers user-privileges to students, faculty, and staff. Electronic resources and services can be accessed through the library's web pages and online catalog. Electronic resources are available to students and employees at any time once they sign in with their ACES logins; onsite services are available during library operating hours. The institution's students and employees may check out physical resources with a valid institution ID number. The Martin Luther King campus library is open 68 hours a week during fall and spring semesters; this includes some weekend hours. The Southwest campus library is open 53 hours a week during fall and spring semesters; no weekend hours are available at this location. Library hours are reduced during May and summer terms.

According to the Academic Services OUAP report-out slides presented as evidence for Standard 8.2.c, one of the library's objectives for 2024-2025 is to increase information literacy instruction by 40% over 2023-2024 and increase Research Guides usage.

Librarians visit the 19 locations which service the Early College and dual credit programs each semester to make students aware of library resources and services available to them. The Off-Site Reaffirmation Committee reviewed a log of contacts for all locations and signed accountability forms for visits to 10 locations during spring semester, 2024.

The Standard 11.1 narrative provided a table showing results of student feedback surveys for fall 2023. The table shows 19 information literacy presentations for fall semester 2023; however, the narrative noted that the numbers in the table do not represent the total number of sessions taught. The Off-Site Reaffirmation Committee could not find evidence showing the full number of presentations. Similarly, while the Committee reviewed screenshots of the library's web pages and pages in Canvas showing that reference services and research guides are available, the Committee could not find information about the research guides provided.

The institution's library provides formal instruction to classes and informal instruction to individuals through reference services and research guides. The Off-Site Reaffirmation Committee could not, however, find evidence of how often instruction takes place to determine whether instruction is regular and timely.

The On-Site Reaffirmation Committee reviewed the evidence submitted by the college. During an onsite tour, the library staff provided a daily, weekly, and monthly calendar documenting instructional sessions from 2022–2024. These records show that library instruction was offered on most weekdays, with one to seven classes scheduled per day. Comprehensive documentation verified the total number of formal library presentations delivered during this period and directly addressed the off-site committee's concerns regarding the regularity and timeliness of instruction. Additional evidence included 54 screenshots of research guides designed to support faculty and students across disciplines. User statistics for research guides (2020–2025), presented in a table showing the number of guides and monthly as well as annual views, and LibChat reference statistics (annual reports organized monthly from 2020–2025), were also submitted to demonstrate regular opportunities used by students for informal instruction.

## **Section 12: Academic and Student Support Services**

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### **12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR Off-Site/On-Site Review]**

The institution provided evidence of appropriate academic and student support programs, services, and activities per its mission. Information concerning the various educational and student support services is available on the institution website, and the institution catalog is also accessible on the college website. During the COVID-19 pandemic, the college transitioned academic and student support services online, proving that it has maintained remote services for all students since 2020. The institution highlighted various Divisions of Academic Success and Division of Student Success departments. These departments focus on all students and also students of particular profiles, such as veterans, active-duty military, students with disabilities, international students, distance learners, and First-Time-In-College students. Appropriate levels of academic and student support services are available to all students regardless of teaching modality, location on campus, off-site center, or high school.

The On-Site Reaffirmation Committee reviewed the institution's focus report, institution website, schedule and academic catalog, first year experience webpage, and first year experience videos. The Committee toured the Student Advocacy area, Zen Room, Wellness room at a local high school, highlighting "holistic" "wrap around" to include food pantry, "grab and go" lunches, career closet, disabilities services, counseling, medical services within his scope of practice and interviewed Vice President of Student Success, Vice President of College Services, Director College Services, Director Military Services, Director of Student Conduct, Student Success Assoc. Director, students in support of the institution's case for compliance and confirms the findings of the Off-Site Reaffirmation Committee.

- 12.2 The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.  
*(Student support services staff)*

The institution provided a list of over 20 academic and student services leadership staff, highlighting their experience and educational credentials. Additionally, the institution submitted its organizational chart that underscores the breadth of its academic and student support services and reports that it ensures employees' continued development and performance through the Alamo Talent portal. The Alamo Talent portal is for voluntary and mandatory staff training. The Alamo Talent portal makes available a vast selection of training modules, including Title IX, abuse and neglect prevention, FERPA, and information technologies utilized by the institution.

- 12.3 The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.  
*(Student rights)*

The institution publishes clear and appropriate statements about student rights and responsibilities in its student handbook and disseminates this information online on the institution website. Student rights and responsibilities included the Academic Fresh Start (Senate Bill 1321), student grievance policies, FERPA, and firearms on campus rights.

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

The institution provided clear and appropriate student complaint procedures. Student complaints are divided into the following categories: academic grievances, non-academic grievances, non-academic misconduct, and Title IX. The institution publishes all complaint procedures on the college webpage, with an online form available to the complainant. Academic grievances are processed through the respective academic dean's office and resolved by the dean. Non-academic grievances, misconduct, and Title IX complaints are processed through the Vice President for Student Success as the highest administrator to address non-academic grievances.

The institution provided samples of academic and non-academic grievances, misconduct complaints, demonstrating resolutions upholding college policy and procedures.

The On-Site Reaffirmation Committee reviewed the institution procedures highlighted on the website, the focus report F.4.6 Academic Grievance Policy, F.4.7 Non Grievance Policy, H.1.2 Civil Rights Discrimination, Harassment, and Retaliation Policy, resource flyers, Guardian secure case management system which stores eleven reporting forms, academic, non-academic, student conduct, title IX, deceased student, SOBE (BIT), pregnant student, parenting student, academic integrity, student complaints and written student compliant logs.

Onsite interviews with students, Director of Student Conduct, Title IX, Dean of Applied Science & Technology, Chair of Automotive Technology, Certified Advisor, High School Programs, Faculty Liaison, and Program coordinator of Career & Technical Education, confirmed the policies and procedures related to student grievances in support of the institution's case for compliance.

- 12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. The institution also ensures that independent contractors or agents that have access to or maintain student records are governed by the same principles and policies as institutional employees.  
*(Student records)*

The institution described its policy and practices to protect student record security, confidentiality, and integrity. The procedure manual for the district for ensuring the confidentiality of student educational records is documented. The Registrar is responsible for the official academic records of currently enrolled students and alumni. Student records are restricted for use by a select number of administrators, advisors, or counselors. The institution provided documentation that it provides FERPA training to faculty, staff, and students in compliance with Texas Government Code section 2054.519

The institution reports that it ensures that independent contractors or agents with access to or maintain student records follow institutional employees' principles and policies. The institution also reports that there is an agreement between the institution and an outsourced service to process academic transcripts and a collaborative/consortia agreement between the five Alamo Colleges in which each college authorizes the contractor to perform transcript evaluation services. However, this section of the narrative seems to include a textual placeholder that was not filled for the report, and because of this the Off-Site Reaffirmation Committee could locate no evidence or documentation that supports its assertion.

The On-Site Reaffirmation Committee reviewed Board Policy F.4.1. which states that each institution President shall develop and maintain a comprehensive system of student records and reports dealing with all facets of that college's program operation. . . these data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for utilization by authorized school personnel. Based on this policy, the institution developed a procedure to protect student records and maintain confidentiality. Employees of the institution participate in required compliance training which includes FERPA: Family Educational Rights and Privacy Act training. Interviews with the registrar confirmed that this training is provided to all institution employees and is completed annually. A FERPA non-consent form is available online for students should they wish to complete it.

The On-Site Reaffirmation Committee confirmed through a review of documents that an agreement between the institution and an outsourced service is established. The service is responsible for processing academic transcripts. A collaborative/consortia agreement between the five district Colleges in which each college authorizes the contractor to perform transcript evaluation services. The contractor maintains student confidentiality.

- 12.6 The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.  
(*Student debt and financial literacy*)

The institution provides information and guidance to aid student borrowers and the general student body in understanding debt management and financial literacy. The college's financial wellness coach assists all students in gaining financial skills and knowledge to make more effective money decisions. The Financial Wellness office mails the book, "Money 101: Financial Management for College Students" to all FTIC and transfer students.

The institution incorporates a Default Aversion Plan to assist student loan borrowers in not defaulting on their student loans. The institution reports using a third-party online money management tool to assist students with developing money management skills. The institution also observes National Financial Literacy Month, providing a series of financial wellness activities.

Although the institution clearly provides a robust financial wellness program and initiatives to ensure financial wellness, the Off-Site Reaffirmation Committee was unable to find evidence of implementation, such as, workshop agendas, mailings, or screen shots of online money management tools.

The On-Site Reaffirmation Committee reviewed workshop agendas, mailing samples, screen shots of online money management tools, sanctions to offer student loans, and interviewed District Associate Director of Financial Aid, Campus Budget Officer, Budget Analyst, Financial Literacy Coach, Student Success Assoc. Director, and Faculty who stated students receive communication in canvas regarding financial wellness announcements.

Onsite interviews with the District Associate Director of Financial Aid, Campus Budget Officer, Budget Analyst, Financial Literacy Coach, Student Success Associate articulated that entrance and exit counseling is provided to students seeking student loans. The Director of Financial aid stated that few students pursue loans and that the current default rate is 0%, which was confirmed through evidence provided onsite. Students stated that they receive communication in canvas regarding financial aid. Through a review of evidence and onsite interviews, the On-Site Reaffirmation Committee concurs with the institution in support of the institution's case for compliance.

## **Section 13: Financial and Physical Resources**

- 13.1 **The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.**  
(*Financial resources*) [CR]

The institution provided audited financial statements for the district for years 2022, 2023, and 2024. The net position for the district has consistently increased over the last three

years, which is an indication that the institution has sound financial resources and a demonstrated stable financial base to support its mission and scope of its programs and services.

13.2 **The member institution provides the following financial statements:**

- (a) **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 system-wide or statewide audit) 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.**
- (b) **a statement of financial position of unrestricted net assets (without donor restrictions), exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.**
- (c) **an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing Board.**

*(Financial documents)* [CR]

The institution provided a systemwide audit for years 2022, 2023, and 2024 conducted by an independent audit firm. For the most recent fiscal years ending 2022, 2023, and 2024, the Independent Auditors Report included an unmodified opinion on the annual financial statements.

A systemwide Statement of Financial Position of Unrestricted Net Assets, Exclusive of Plant Assets and Plant Related Debt (UNAEP) for years 2022, 2023, and 2024 was provided. The UNAEP shows a positive unrestricted net position, which is an indication of fiscal stability and a strong financial base for the district. In addition, letters from Moody's Investors Service and S&P Global were provided. Both agencies assigned a stable outlook and a top tier rating for the district.

The FY 2023-2024 Budget Book was provided for the district. The document outlined the annual budget process. Minutes from district Board minutes were provided for years 2022, 2023, and 2024 as evidence of the approval of the all-funds budget that includes the budget for the institution.

13.3 The institution manages its financial resources and operates in a fiscally responsible manner.

*(Financial responsibility)*

The institution provided audited financial statements for the district for years 2022, 2023, and 2024. The net position for the district has consistently increased over the last three years, which is an indication that the college has sound financial resources and a demonstrated stable financial base to support its mission and scope of its programs and services.

Letters from Moody's Investors Service and S&P Global were provided for the district that indicated a stable outlook and a top tier rating. The systemwide UNAEP shows a positive unrestricted net position for years 2022, 2023, and 2024, which is also an indication of fiscal stability and a strong financial base for the district.

- 13.4 The institution exercises appropriate control over all its financial resources.  
*(Control of finances)*

The institution provided a systemwide Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters conducted by an external independent audit firm. The Federal Schedule of Findings and Questioned Costs was included and did not note any deficiencies in internal control over compliance considered to be material weaknesses nor any questioned costs which is an indication that the institution exercises appropriate control over all its financial resources.

- 13.5 The institution maintains financial control over externally funded or sponsored research and programs.  
*(Control of sponsored research/external funds)*

The institution provided the Grant Protocol and Guidelines document which outlines the process for managing externally funded programs. An example of an Annual Performance Report showing submission to the funding agency was provided to support the institution filing appropriate reports in a timely manner as required by an external source of funds.

The institution provided a systemwide Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters conducted by an external independent audit firm. The Federal Schedule of Findings and Questioned Costs did not note any deficiencies in internal control over compliance considered to be material weaknesses nor any questioned costs which is an indication that the institution maintains financial control over externally funded or sponsored research and programs.

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

The institution provided a systemwide Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters conducted by an external independent audit firm. The Federal Schedule of Findings and Questioned Costs was included. The auditors did not identify any deficiencies in internal control over compliance considered to be material weaknesses nor any questioned costs which supports the institution's compliance with program responsibilities under Title IV as well as the required audit of financial aid programs.

The On-Site Reaffirmation Committee reviewed the Federal Student Aid Approval Letter and Program Participation Agreement provided by the U.S. Department of Education which is valid through June 30, 2029. Additionally, the On-Site Reaffirmation Committee reviewed the most recent Independent Auditor's Report of the system which included the institution and was completed in December of 2024 along with the most recently published default rate document through January 25, 2025, for the institution's 2022 cohort. On-Site interviews with the institution's Budget Officer, District Director of

Financial Aid, and the Budget Analyst aligned with the documents provided in support of the institution's case for compliance.

- 13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.  
*(Physical resources)* **[Off-Site/On-Site Review]**

The institution has two campuses in its service area and offers day, evening, and weekend classes on and off campus to serve the needs of the institution's educational programs, support services, and other mission related activities. The institution's projected short term and long-term facility plans and needs are outlined in the institution's Master Plan.

The Facilities and Ground Management Policy C.2.3 was provided as evidence of the guidance used for managing the operation and maintenance of the buildings and grounds. A Work Order system (example provided) is used for managing the upkeep of the campuses. The institution also provided an example of an Instructional Unit Review document which is used to solicit input from the departments to further determine if the physical resources are a proper mixture to ensure student success.

The institution's President and Budget Officer shared with the On-Site Reaffirmation Committee about the institution's facilities, resources, and current capital improvement projects that support their educational programs, support services, and other mission-related activities. The institution also provided tours of the institution's physical facilities and off-campus sites that supported the institution's case for compliance.

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

The institution provided several documents as evidence to support that it has safety, health, and security measures in place. Some of those documents included the Strategies of Behavioral Intervention (SOBI) Employee and Student Guide, Annual Security Report, Building Response Guide, and the systemwide Continuity of Operations Plan.

The institution noted that since the last decennial report in 2018, there have been no open or recently closed investigations by the US Department of Education's Office of Civil Rights for possible violations alleging sexual violence.

## **Section 14: Transparency and Institutional Representation**

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- 14.1 The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website address of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

*(Publication of accreditation status)* **[Off-Site/On-Site Review]**

The institution publishes its accreditation status both in print in the institution catalog and student handbook and electronically on the institution's website. The name, address, and telephone number of SACSCOC are found in all venues.

The On-Site Reaffirmation Committee confirmed through a review of the documents that the institution consistently and accurately publishes its accreditation status in print and electronically. The name, address, telephone number, and website of SACSCOC are found in a variety of print and electronic documents such as the 2025-2026 institution's catalog, and student handbook.

On-Site interviews with the President confirmed that there is a process in place for reviewing documents and publications to ensure the accuracy of the institution's accreditation status.

- 14.2 The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy.  
*(Substantive change)*

The institution provided evidence of two system-level Board policies that require SACSCOC approval for any substantive change. The policies are accompanied by appropriate procedures. The institution also maintains a SACSCOC transparency website which lists all communications and reports with the accreditor. Finally, the institution provided evidence of SACSCOC's approval of a new Bachelor of Applied Technology program.

- 14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.  
*(Comprehensive institutional reviews)* **[Off-Site/On-Site Review]**

The Off-Site Reaffirmation Committee noted that the narrative is shared from other sections of the report. The Committee was able to review policy associated with online learning.

The On-Site Reaffirmation committee was able to review the policies related to online learning. During the review, the On-Site Reaffirmation Committee found the institution's distance learning programs and off-campus instructional sites utilize the same policies and guidelines regardless of modality. The institution does not have branch campuses.

The On-Site Reaffirmation Committee interviewed two groups: – Deans of Arts and Sciences, Dean of Applied Science and Technology, Dean of Health Sciences, Deans of Academic Services, Deans of Student Success, Registrar, and the Associate Director of Student Success, and in the second interview, the Digital Communications Coordinator, Information and Communication Technology, Cybersecurity and Information Technology, Distance Learning, and Distance Education Faculty. Both evidence and onsite interviews supported the institution's case for compliance and affirms the findings of the off-Site reaffirmation committee.

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

The institution confirmed its accreditation status with three additional accreditation agencies and provided official documentation confirming this accreditation. Furthermore, the institution utilizes an External Agency Tracking Document to monitor and retain all communications and actions with external accreditation bodies.

The narrative notes that, in 2016, the institution was placed on warning status by SACSCOC. Although the institution notes that all external accrediting bodies were immediately notified of this change, the Off-Site Reaffirmation Committee was unable to find documentation supporting this claim.

The On-Site Reaffirmation Committee reviewed the 2025-2026 institution catalog, institutional website, U.S. Department of Education website and student handbook to confirm that the institution represents itself accurately to all U.S. Department of Education recognized accrediting agencies. The On-Site Committee Reaffirmation onsite interviews with the President confirmed that there is a process in place for reviewing documents and publications to ensure the accuracy’s reporting to the US Department of Education.

- 14.5 The institution complies with SACSCOC’s policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.  
*(Policy compliance)*  
*(Note: For applicable policies, institutions should refer to the SACSCOC website [http://www.sacscoc.org])*

14.5.a **“Reaffirmation of Accreditation and Subsequent Reports”**

**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.

*(Policy compliance: “Reaffirmation of Accreditation and Subsequent Reports”)*

14.5.b **“Separate Accreditation for Units of a Member Institution”**

**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. If the Southern Association of Colleges and Schools Commission on Colleges determines the unit should be separately accredited or the institution requests to be separately accredited, the unit may apply for separate accreditation from any institutional accrediting association that accredits colleges in that state or country.

**Implementation:** If, during its review of the institution, SACSCOC determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, SACSCOC will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

*(Policy compliance: "Separate Accreditation for Units of a Member Institution")*

The SACSCOC liaison at the institution is charged with maintaining records of all new policies and revisions sent to the institution. Any changes, together with compliance actions, are reported of the institution's SACSCOC transparency and accreditation status webpages.

## **Comments section (optional)**

## Part III. Assessment of the Quality Enhancement Plan

### Brief description of the institution's Quality Enhancement Plan

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St. Phillips' College Quality Enhancement Plan focuses on strengthening student success and institutional effectiveness by cultivating a Culture of Caring and Belonging through the FAMILIA framework—Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, and Advancement. The QEP hopes to create a campus-wide culture where all students feel connected, supported, and empowered to achieve their career and academic goals. This will be accomplished by:

1. Enhancing current student support systems and increasing awareness of available resources.
2. Building connections and communication through targeted student programming, activities, and mentoring.
3. Improving professional development for faculty and staff to better support diverse student needs, including training on inclusive practices, trauma-informed care, and mentoring.

To ensure goals are met (as measured by specified key performance indicators), the institution has made substantial commitments to enhance student support systems, build connections, and improve professional development for faculty and staff. The institution has also allocated financial resources and administrative support to sustain the QEP throughout its life cycle. The institution believes this plan will have an impact on student success and institutional effectiveness.

### Analysis of the Quality Enhancement Plan

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- A. ***Topic Identification.*** *The institution has a topic identified through its ongoing, comprehensive planning and evaluation processes.*

The On-Site Reaffirmation Committee reviewed the institution's development of its Quality Enhancement Plan (QEP) topic and found that it emerged from a year-long collaborative process. This process included strategic planning sessions held throughout the year (February-April 2024). The institution's planning efforts were comprehensive and aligned with broader institutional goals, demonstrating a commitment to continuous improvement and student success.

The QEP builds upon the existing First Year Experience Program, signaling the institution's intent to deepen its support for first-time-in-college (FTIC) students. The institution also reviewed multiple data sources, including trend analyses of persistence and graduation rates, student engagement indicators, and results from the Ruffalo Noel Levitz (RNL) student satisfaction survey. The chosen topic aligns with one of the

institution's strategic objectives: to enhance academic and student support services while aligning labor market-based pathways to promote student completion. Additionally, a leadership goal focused on improving communication, trust, and collaboration among students and employees helped reinforce the relevance of the selected topic.

The institution also engaged the broader campus community through a Town Hall Meeting, where four thematic QEP topics emerged: culture of care and belonging, wellness and resilience, enhancement of student transferable skills, and engagement and resources. Among these, "culture of care and belonging" received the highest support at 39%. In a follow-up meeting, 67% of participants agreed with the refined topic, indicating strong consensus. To further develop the concept, the college convened QEP Think Tank Committee which identifying gaps in the culture of care and belonging, determining the measures to track the growth, and finalizing the objectives of the QEP.

Overall, the institution has provided sufficient evidence that the QEP topic development was identified through ongoing, comprehensive planning and evaluation processes. The topic was informed not only by strategic planning and leadership goals but also by historical data from FTIC cohorts and First Year Experience surveys, which span at least five years. Combining data analysis, stakeholder input, and strategic alignment demonstrates that the QEP is both responsive to institutional needs and grounded in a shared vision for student success.

B. **Broad-based Support.** *The plan has the broad-based support of institutional constituencies.*

Broad-based support for the QEP was evident during the topic-identification stage, as the institution actively engaged a wide range of stakeholders—faculty, staff, students, administrators, and community partners. The QEP Think Tank, composed of 15 members including faculty, deans, directors, vice presidents, and data analysts, served to guide the topic's development. The institution intends for this committee to expand over the next five years, signaling a long-term commitment to collaborative leadership and sustained engagement.

The April 2024 Good to Great Planning session brought together faculty and staff, plus eleven community partners to align the institution's strategic objectives with the QEP. The inclusion of the community partners helped to strengthen broad-based support of the QEP initiative. By integrating community perspectives into the planning process, the institution strengthened the foundation of broad-based support and ensured that the QEP would be responsive to both internal and external needs.

Tiger Nation Family Day also contributed to the QEP's development by promoting cross-campus unity. The alignment between the event's goals and the QEP topic helped reinforce institutional buy-in and student engagement.

Student participation in the QEP planning process was also facilitated through an ENGL 1302 class, where students conducted action-based research on the QEP topic. This

initiative provided a meaningful way for student voices to shape the plan. The QEP's target audience includes students who are new to the institution, and the institution plans to continue incorporating student perspectives over the next five years. The institution has provided sufficient evidence that the QEP has broad-based support of its institutional constituents.

C. **Focus of the Plan.** *The institution identifies a significant issue that focuses on improving specific student learning outcomes and/or student success.*

The institution does identify a significant issue that focuses on improving student success by enhancing a culture of caring and belonging across the campus community. The objective is to foster a sense of belonging through the following

- a. Enhancing current systems of student support and increasing awareness for all students,
- b. Building connections and communication through student programming and activities,
- c. Improving professional development opportunities to provide faculty and staff training specifically in poverty and trauma.

The institution discusses baseline data and focuses on key performance indicators from the institution's scorecard. The QEP sets out to improve the following student success outcomes: increased fall-to-spring and fall-to-fall retention of new students, increased student participation in key success activities, enhanced self-reported sense of belonging and connection to the college, and improved student awareness and the use of academic and support resources. The institution outlines the appropriate targets of improvement for the five-year life of the QEP.

D. **Institutional Capability for the Initiation, Implementation, and Completion of the Plan.** *The institution provides evidence that it has committed sufficient resources to initiate, implement, and complete the QEP.*

The institution has demonstrated that it has committed sufficient resources to initiate, implement, and complete the QEP. The planning and development phases are clearly outlined. Project roles and responsibilities are outlined. An implementation timeline for the life of the QEP is detailed to include the activities, resources, and responsible stakeholders.

E. **Assessment of the Plan.** *The institution has developed an appropriate plan to assess achievement.*

The institution has developed a comprehensive and iterative assessment plan designed to evaluate the effectiveness of the QEP in fostering belonging, persistence, and overall student success. The plan incorporates both formative and summative assessment instruments, ensuring that data are gathered throughout the implementation cycle and used for continuous improvement.

Formative assessments include Student Pulse Surveys (Tiger Pulse) and the Trellis Financial Wellness Survey, which provide timely feedback on student perceptions of connection, financial stability, and well-being. These formative measures allow the institution to make mid-course adjustments to QEP activities and programming.

Summative assessments include the Ruffalo Noel Levitz (RNL) Survey, the Community College Survey of Student Engagement (CCSSE), First Year Experience (FYE) Satisfaction Surveys, and persistence rate data. Each of these instruments is administered on a defined schedule with clear baseline data established in 2024–2025. For example, RNL surveys are scheduled in 2026, 2028, and 2030, CCSSE will be conducted in 2027, 2029, and 2031, and annual FYE Satisfaction Surveys will be administered from 2026–2031. Persistence rates will be tracked annually to provide direct evidence of student success outcomes.

The assessment plan clearly identifies the population assessed, the frequency of administration, and the specific dimensions measured (e.g., sense of belonging, engagement, resource utilization, persistence). Results will be analyzed by the QEP Assessment Coordinator and QEP Committee to ensure that findings inform continuous improvement and sustain long-term institutional effectiveness.

The institution has included a thorough and sustainable assessment plan that employs validated instruments, establishes baseline data, identifies measurable outcomes, and ensures both formative and summative evaluation. Therefore, the Committee finds the institution in compliance with Standard 7.2(e).

## **Analysis and Comments for Strengthening the QEP**

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St. Phillip's Quality Enhancement Plan, *Familia* is a comprehensive initiative with broad-based support from multiple stakeholders. The QEP focuses on increasing on strengthening student success by cultivating a Culture of Caring and Belonging through the FAMILIA framework—Family, Acceptance, Mentoring, Inspiration, Learning, Interconnection, and Advancement. The QEP hopes to create a campus-wide culture where all students feel connected, supported, and empowered to achieve their career and academic goals.

The topic was chosen based on the work of institutional stakeholders, a review of institutional data, etc. (add more here) This topic is also in alignment with the institution's strategic plan, mission, and vision. Financial and human resources are outlined in the QEP detailing institution's capability to complete the QEP.

Suggestions for Strengthening the QEP:

1. Edit the goals; they need to be more clearly measurable
2. Edit the budget to include all its proposed aspects

More suggestions might have emerged in the visit, but as the Committee did not interact with the institution on the QEP, nothing further was developed.

## Part IV. Third-Party Comments

If an institution receives Third-Party Comments, the institution has an opportunity to respond to those comments and the On-Site Reaffirmation Committee reviews the response as part of its comprehensive evaluation of the institution.

The Committee should check one of the following:

No Third-Party Comments submitted.

Third-Party Comments submitted. **(Address the items below.)**

*1. Describe the nature of the Comments and any allegations of non-compliance that may have been part of the formal Third-Party Comments.*

*2. Indicate whether the Committee found evidence in support of any allegations of non-compliance.*

*If found to be out of compliance, the Committee should write a recommendation and include it in Part II under the standard cited with a full narrative that describes why the institution was found to be out of compliance and the documentation that supports that determination. In this space, reference the number of the Core Requirement, Comprehensive Standard, or Federal Requirement and the recommendation number cited in Part II.*

*If determined to be in compliance, explain in this space the reasons and refer to the documentation in support of this finding.*

## APPENDIX A

### Roster of the Off-Site Reaffirmation Committee

Dr. Gareth M. Euridge - CHAIR  
Professor, English  
Tallahassee State College  
Tallahassee, FL

Dr. Joanne Ardovini  
Provost, Vice President of Academic & Student Affairs  
Gordon State College  
Barnesville, GA

Dr. Angela E. Browning  
Vice President, Research, Government Relations, and  
Institutional Effectiveness  
Indian River State College  
Fort Pierce, FL

Dr. Paul Coreil  
Chancellor  
Louisiana State University at Alexandria  
Alexandria, LA

Ms. Jan E. Daniel  
Associate Librarian  
Greenville Technical College  
Greenville, SC

Dr. Wanda Ford  
Vice President for Finance and Administration  
Florida State College at Jacksonville  
Jacksonville, FL

Dr. James W. McGee, III  
Provost and Vice President of Student Success  
Atlanta Metropolitan State College  
Atlanta, GA

Dr. Carmine D. Palumbo  
Professor of English  
East Georgia State College  
Swainsboro, GA

Dr. Kenneth Ray, Jr.  
Vice President of Student Services and Enrollment  
Management  
Hillsborough Community College  
Tampa, FL

**SACSCOC**

Dr. J. Matthew Melton  
Vice President

### Roster of the On-Site Reaffirmation Committee

Dr. Ann Maria Hubbard - CHAIR  
Dean of Health Science  
Indian River State College  
Fort Pierce, FL

Dr. Kisha L. Caldwell-Thomas  
Director, Recruiting & Orientation  
Chattanooga State Community College  
Chattanooga, TN

Dr. Symmetris Jefferson Gohanna  
QEP Director  
Calhoun Community College  
Tanner, AL

Dr. Susan Victoria Isaac Daniel  
Senior Vice President/Chief Academic  
Officer/Dean of Faculty  
Georgia Military College  
Milledgeville, GA

Dr. Courtlann Thomas  
Learning Resources Dir.  
Polk State College  
Winter Haven, FL

Dr. Gregory K. McLeod  
President  
Edgecombe Community College  
Tarboro, NC

Dr. Lei Wang  
Vice President, Institutional Effectiveness  
Tallahassee State College  
Office of Institutional Effectiveness  
Tallahassee, FL

**SACSCOC**

Dr. J. Matthew Melton, Vice President  
SACSCOC  
Decatur, GA

## **APPENDIX B**

### **Off-Campus Sites or Distance Learning Programs Reviewed**

**St. Philip's College – Southwest Campus (Trade Programs) (AAS/Certificates)**  
**800 Quintana Road**  
**San Antonio, TX 78211**

The institution offers Associate of Applied Science and Certificate programs at the Southwest Campus initiated in September 2025. At the time of the visit, 1,339 students participated in the institution's courses for its trade programs offered at this off-campus location. Of the 1,339 students, approximately 250 participate in dual enrollment classes. While not all participating students were not degree seeking, courses completed through the dual enrollment program could lead to a certificate or degree. Dual enrollment courses offered on this campus are face-to-face. No online classes are offered. The dual enrollment students come from three groups: the one Middle College, area academy schools, and Pathways in Technology Early College High Schools (P-TECH) programs.

The Middle College students are on the Southwest Campus full-time, taking high school classes on campus. These students are able to earn Level 1 trade certificates from grades 10-12. The Alamo area academy students are the second group coming from various schools in the Alamo area. These students are bused to the campus daily from 7:30A-10:00A. The third group of students come from three area high schools.

Dual enrollment courses at the institution are provided by number full-time and number part-time faculty members. Onsite tours and interviews with the faculty at the OCIS locations revealed that administrative oversight is provided by department chairs and an academic administrator. Additionally, the institution's associate vice president academic affairs, college deans, and director and coordinators of extended learning are responsible for oversight as well.

A review of documents, tours and onsite interviews support the position that faculty members and administrators are of sufficient number and have appropriate qualifications to adequately deliver the dual enrollment courses.

Facilities used at the institution to support dual enrollment courses include the following: auto collision and refinishing, welding, air conditioning and refrigeration, computer numeric control, and aircraft. Off-Site students have access to the institution's portal information through which they can access the institution's email, student records, and learning management systems. Helpdesk services are available by phone or an online ticketing system.

Onsite documents including operating budget, personnel, and onsite tours confirm that resources are sufficient to support the dual enrollment programs. In addition, the institution's – Southwest Campus's physical facilities appear to be safe, secure, and adequate to support the scope of the programs and services offered.

Onsite interviews with dual enrollment students and dual enrollment faculty verified that students may access electronic resources through the institution's library. Onsite tours verified

that: (a) physical resources are available at the on-campus library or the classrooms, and (b) all of the institution's library services are available to dual enrollment students.

Onsite tours confirmed that all students, regardless of location, are offered a variety of student support and wraparound services. Student support services offer students access to Student Success and Advocacy Center (Counseling Services, Disability Services, Community Resource Referrals, Financial Literacy, and Prevention and Education), advising, tutoring, the Good Samaritan Veterans Outreach and Transition Center, Center of Excellence for Mathematics, Center of Excellence for Science, and library services. Wraparound services include access to licensed professional clinical counselors, a full-time nurse, emergency grants, clothing closet, and a food pantry.

During the On-Site Committee's visit to the campus, the Committee toured the manufacturing technology, HVAC, aircraft instructional spaces. The aircraft program is accredited by the FAA. Additionally, the college is pursuing accreditations for electrical (AWS), welding (ACE), and construction (ACCE) The guided tour was conducted by the Dean for Academic Success, South West Campus (Applied Science and Technology).

A Dual Credit Handbook, ... *College High School Programs Handbook*, is published by the institution, provides an overview of tutoring, college resources, and other administrative content regarding high school programs.

**Highlands High School – DE (AS/AAS/Certificates)  
3118 Elgin Avenue San Antonio, TX 78211**

The institution's dual enrollment programs at the High School were initiated in September 2025. At the time of the visit, twenty (23) students participated in the institution's dual enrollment course offered at this off-campus location. While participating students were not degree seeking, courses completed through the dual enrollment program could potentially satisfy 50 percent or more of the institution's degree program. Dual enrollment course offered at this off-site location are delivered using face-to-face and online delivery methods.

Dual enrollment courses at the institution are provided by number full-time and number part-time faculty members. Administrative oversight is provided by number dual enrollment coordinator(s) at the off-site location plus the institution's associate vice president academic affairs, college deans, and director and coordinators of extended learning. Onsite interviews with faculty and tours verified that faculty members and administrators are of sufficient number and have the appropriate qualifications to adequately deliver the dual enrollment courses.

Onsite tours revealed that the facilities used at the institution to support dual enrollment courses include a P-TECH wing and a welding lab. Interviews with students revealed that Off-site students have access to the institution's portal information through which they can access the institution's email, student records, and learning management systems. Helpdesk services are available by phone or an online ticketing system. An onsite review of the institution's operating budget and personnel confirms that there are sufficient resources to support the dual enrollment program. In addition, the High School's physical facilities appear to be safe, secure, and

adequate to support the scope of the programs and services offered. The welding lab included adequate safety equipment for student use and lab safety.

Dual enrollment students stated that they may access electronic resources through the institution's library, and physical resources are available at the on-campus library or through local public or academic libraries. Physical resources in the library were adequate for the technical content taught. Onsite tours and interview with faculty and library staff confirm that all of the institution's library services are available to dual enrollment students. The institution's articulation agreement for dual enrollment programs requires that the partner high school provide advising, tutoring, and counseling for dual enrollment students. Additional support services are provided by the institution's Office of Student Services and Student Conduct, Computing Centers, Library, and the information portal.

A Dual Credit Handbook, ... *College High School Programs Handbook*, is published by the institution, provides an overview of tutoring, SPC resources, and other administrative content regarding high school programs. Lists of available dual enrollment courses and important dates and calendars are published by the institution each semester.

**Alamo Heights High School- (AA, AAT)  
6900 Broadway Street  
San Antonio, TX 78209**

The institution offers Early College High School and P-TECH Pathways in Technology Early College High School designed to prepare students for a successful future comprehensive educational experience embedded in the High School with approximately 1,800 students, the dual credit program enrolled its second cohort class of 80 students which almost tripled the number of the first cohort class. The on Boarding and enrollment process into the dual credit programs is a collaborative effort with the middle schools, high schools and St. Phillips. The dual course offered by St. Phillips at Alamo Heights are English 1301/1302, English 2322/2323, Math 1414, Math 1350/1351, History 1301/1302, Government 2305/2306, Economics 2301, Psychology 2301/2319, Biology 1408/1409, Spanish 1411/1412, Spanish 2311/2312, Arts 1301, Education 1300/1301/2301, and Speech 1311. These courses allow students to obtain an Associate's of Arts or Associates of Applied Teaching degree along with a high school diploma.

Interviews with dual credit students confirmed that they may access electronic resources through the institution's library, and physical resources are available at the on-campus library or the classrooms. All of the institution's library services are available to dual enrollment students.

All students are offered a variety of student support and wraparound services. Student support services offer students access to Student Success and Advocacy Center Counseling Services, Disability Services, Community Resource Referrals, Zen Room, Wellness Room, Financial Literacy, and Prevention and Education, Career Readiness, Experiential Learning Services, Advising, Tutoring, the Good Samaritan Veterans Outreach and Transition Center, Center of Excellence for Mathematics, Center of Excellence for Science, Technology Support, and Library services. Wraparound services include access to licensed professional clinical counselors, a full-time nurse, emergency grants, clothing closet, and a food pantry.

A Dual Credit Handbook, ... *College High School Programs Handbook*, is published by the institution, provides an overview of tutoring, institution resources, and other administrative content regarding high school programs. Lists of available dual enrollment courses and important dates and calendars are published by the institution each semester.

**Northeast Independent School District Career & Technology Center/- (AAS, Certificate)  
3736 Perrin Central Building 4  
San Antonio, TX 78217**

The institution offers Early College High School and P-TECH Pathways in Technology Early College High School designed to prepare students for a successful future comprehensive educational experience located at the Northeast Career & Technology Education Center with forty (40) dual credit students participating in the Automotive Technology program. The on Boarding and enrollment process into the dual credit programs is a collaborative effort with the middle schools, high schools and St. Phillips. The dual course affords the students to earn ASE certification along with an Associate's degree along with a high school diploma.

Dual credit students stated that they may access electronic resources through the institution's library, and physical resources are available at the on-campus library or the classrooms. Onsite tours and interviews with library staff and dual enrollment students confirmed that all of the institution's library services are available to dual enrollment students.

Onsite tours and interviews with the dual enrollment coordinator and students confirmed that all students are offered a variety of student support and wraparound services. Student support services offer students access to Student Success and Advocacy Center Counseling Services, Disability Services, Community Resource Referrals, Student Life functions such as Skills USA, Monster Tech, Financial Literacy, and Prevention and Education, program equipment assistance, advising, tutoring, and library services. Wraparound services include access to licensed professional clinical counselors, a full-time nurse, emergency grants, clothing closet, and a food pantry.

A Dual Credit Handbook, ... *College High School Programs Handbook*, is published by the institution, provides an overview of tutoring, college resources, and other administrative content regarding high school programs. Lists of available dual enrollment courses and important dates and calendars are published by the institution each semester.

**Brackenridge Early College High School  
4900 Eagleland Drive  
San Antonio, TX 78210**

At G.W. Brackenridge High School, the institution offers the Early College High School and dual credit classes designed to prepare students for a successful college-level comprehensive educational experience. The Early College High School enrolls students in 9<sup>th</sup> through 12<sup>th</sup> grades and accepts up to 150 new ninth grade students each year. The on Boarding and enrollment process into the dual credit programs is a collaborative effort with the middle schools, high schools and the institution.

The dual credit courses offered by the institution at the high school are English 1301, 1302, 2322, and 2323, Math 1304 and 1342, History 1301 and 1302, Government 2305 and 2306, Biology 1406 and 1407, Spanish 1411 and 1412, Music 1306, Education 1300, Speech 1311, Criminal Justice 1304, Sociology 1301, and Art 1301. These courses allow students to obtain an Associate's Degree in Liberal Arts along with a high school diploma.

Dual credit students stated that they may access electronic resources through the institution's library, and physical resources are available at the on-campus library or the classrooms. Onsite tours and interviews with library staff and dual enrollment students confirmed that all of the institution's library services are available to dual enrollment students.

Onsite tours and interviews with the dual enrollment coordinator, the high school principal, and a sample of dual enrolled students confirmed that all dual enrollment students are offered a variety of student support and wraparound services. The student support services offer students access to academic and social support services including the tutoring, testing, library services, FAFSA application assistance, counseling, special accommodations, and more.

A Dual Credit Handbook, ... *College High School Programs Handbook*, is published by the institution, provides an overview of tutoring, college resources, and other administrative content regarding high school programs. Lists of available dual enrollment courses and important dates and calendars are published by the institution each semester.

**Construction Careers Academy High School at Earl Warren High School  
9411 Military Drive West  
San Antonio, TX 78251**

On the campus of Earl Warren High School, the institution offers the Construction Careers Academy High School whose stated mission is to provide an advanced and rigorous curriculum with a focus on construction technology, construction management, architectural design, applied engineering and real-world experience that will prepare students for studies in higher education and/or a career in construction related industry. The high school is a magnet school which is open to all students in the school district. The programs offered at the high school are supported by an advisory Board.

Dual credit students have the opportunity to earn college credit and industry-recognized certifications in one of the six areas of architecture, construction management, engineering, carpentry, electrical/HVAC and plumbing/pipefitting/welding. The certifications include OSHA 10-Hour Construction certification, NCCER Core, NCCER Level 1 and 2 in Plumbing, Electrical and Carpentry, AutoCAD certification, Revit certification, and Land Surveying certifications.

Dual credit students stated that they may access electronic resources through the institution's library, and physical resources are available at the on-campus library or the classrooms. Onsite tours and interviews with library staff and dual enrollment students confirmed that all of the institution's library services are available to dual enrollment students.

Onsite tours and interviews with the dual enrollment coordinator, the high school principal, and a sample of dual enrolled students confirmed that all dual enrollment students are offered a variety of student support and wraparound services. The student support services offer students access to academic and social support services including tutoring, testing, library services, counseling, special accommodations, mental wellness, career readiness, military family support, SkillsUSA participation, and more.

A Dual Credit Handbook, ... *College High School Programs Handbook*, is published by the institution, provides an overview of tutoring, college resources, and other administrative content regarding high school programs. Lists of available dual enrollment courses and important dates and calendars are published by the institution each semester.

# **APPENDIX C**

## **List of Recommendations Cited in the Report of the Reaffirmation Committee**

*Form Adopted: January 2007  
Updated: January 2020  
Updated to docx format: October 2024*