SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

COMPLIANCE CERTIFICATION
(Updated January 2024)

Name of Institution: St Philips College

Date of Submission: 27 February 2025

In order to be accredited by SACSCOC, an institution is required to conduct a comprehensive compliance audit prior to the filing of the Compliance Certification. The comprehensive compliance audit includes an assessment of all programs and courses offered by the institution on-campus and off-campus, and those offered through distance learning. The Compliance Certification, signed by the institution's chief executive officer and accreditation liaison, attests to the institution's honest assessment of compliance with the accreditation requirements of the Commission on Colleges (including all Standards in the *Principles of Accreditation*) as applied to all aspects of the institution.

Completion of the Compliance Certification

The Compliance Certification consists of four parts:

Part 1 Signature Page for the institution's chief executive officer and the accreditation liaison

Part 2 List of all substantive changes that have been reported and approved by SACSCOC since the institution's last reaffirmation as well as the date of approval

Part 3 The institution's assessment of compliance with the *Principles of Accreditation*

Part 4 An attached and updated "Institutional Summary Form Prepared for SACSCOC Reviews" that (a) lists all locations where coursework toward a degree, certificate, or diploma can be obtained primarily through traditional classroom instruction and (b) describes distance education credit offerings that can be obtained primarily through electronic means.

For each Part, please follow the directions provided. For Part 2 above, if there have been no institutional changes that required reporting or approval since the institution's last comprehensive review, please indicates it as well.

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That St. Philip's College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.

2. That St. Philip's College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That St. Philip's College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Marsha P. Hall

Signature Marsha P Hall

Date: February 26, 2025

Chief Executive Officer

Name of Chief Executive Officer: Dr. Adena Williams Loston

Signature Adena Williams Loston

Date: February 26, 2025

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

Directions: For each substantive change approved since the institution's initial accreditation or last reaffirmation review, briefly describe the change and provide the date of SACSCOC approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write "none" in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported ***immediately*** to SACSCOC staff.

Substantive changes requiring approval:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution's programs

Refer to SACSCOC's policy *Substantive Change for SACSCOC Accredited Institutions* for additional information on reporting substantive change, including examples of the changes listed above.

Approval Date	Description of Substantive Change
01 14 2025	SACSCOC Action Regarding Level Change
08 09 2024	New Program Approval - Associate of Applied Science in Plumbing Trades
07 12 2024	New Program Approval - Advanced Technical Certificate in Computed Technology

07 12 2024	New Program Approval - Advanced Technical Certificate in Magnetic Resonance Imaging
06 28 2024	OCIS Full Approval - Tom C. Clark High School
01 11 2024	SACSCOC Substantive Change - Level Change II
06 21 2023	OCIS Name Change – Career & Technical Education Center
06 15 2023	OCIS Approval - Cast Lead/Davenport Monitoring Report Acceptance Notification
03 23 2023	OCIS Notification Acceptance - Tom C. Clark High School
03 23 2023	OCIS Notification Acceptance - Legacy of Educational Excellence High School
03 23 2023	OCIS Notification Acceptance - Sandra Day O'Connor High School
03 23 2023	OCIS Notification Acceptance - Somerset High School
03 17 2023	OCIS Closure Notification - CAST Lead High School
03 17 2023	OCIS Closure Notification - St. Gerard Catholic High School
03 07 2023	SACSCOC Substantive Change - Not Elsewhere Categorized
03 07 2023	OCIS Name Change Notification - Lee Academy of Science and Engineering
03 07 2023	SACSCOC Substantive Change - Not Elsewhere Categorized
03 07 2023	OCIS Notification to Re-Open - Gloria Deo Academy
03 03 2023	OCIS Closure Notification - Memoria Early College High School
02 02 2023	OCIS Relocation Notification - Vanguard Christian Institute
01 17 2023	Notification of Administrative Staff Changes
10 14 2022	OCIS Closure Notification - Southwest Prep High School Northwest Campus
10 14 2022	OCIS Closure Notification - Southwest Prep High School New Directions Campus
10 14 2022	OCIS Closure Notification - South San High School
10 14 2022	OCIS Closure Notification - Smithson Valley High School
10 14 2022	OCIS Closure Notification - School of Science and Technology
10 14 2022	OCIS Closure Notification - Poteet High School
10 14 2022	OCIS Closure Notification - Hill Country College Prep High School
10 14 2022	OCIS Closure Notification - First Baptist Academy
10 14 2022	OCIS Closure Notification - Canyon Lake High School
10 14 2022	OCIS Closure Notification - Canyon High School
10 14 2022	OCIS Closure Notification - Bracken Christian School
10 14 2022	OCIS Closure Notification - Bandera High School
09 29 2022	OCIS Program Re-open East Central High School Level Certificate 1 Inert Gas GTAW-GMAW Welder
06 30 2022	SACSCOC CAST Lead High School Request for Second Monitoring Report
02 18 2022	OCIS Closure Notification - Restaurant Supervision Smithson Valley High School
02 04 2022	OCIS Closure Notification - Catering Brennan High School

02 04 2022	OCIS Closure Notification - Catering Madison High School
02 04 2022	OCIS Closure Notification - Entrepreneurship Floresville High School
02 04 2022	OCIS Closure Notification - Gloria Deo High School
02 04 2022	OCIS Closure Notification - Harlandale High School
02 04 2022	OCIS Closure Notification - MOS Bandera High School
02 04 2022	OCIS Closure Notification - OAS Canyon High School
02 04 2022	OCIS Closure Notification - SA Christian School
02 04 2022	OCIS Closure Notification – Southwest Independent School District
02 04 2022	OCIS Closure Notification - Brake & Front End McCollom High School
02 04 2022	OCIS Closure Notification - AA Samuel Clemens High School
02 04 2022	OCIS Closure Notification - AA River City Christian School
02 04 2022	OCIS Closure Notification – Agape Christian Academy
01 21 2022	OCIS Closure Notification - Welding East Central High School
01 21 2022	OCIS Closure Notification - Mfg. Wuxi Institute of Technology
01 12 2022	OCIS Approval with Monitoring - Davenport and CAST Lead
05 07 2021	Program Closure Notification - Level I Cert Mfg Operations Maintenance Mechanic
05 07 2021	Program Closure Notification - AAS Mfg Operations Technician
05 07 2021	OCIS Closure Notification - Trinity Christian Academy
05 07 2021	OCIS Closure Notification - Byron P. Steele High School
04 23 2021	OCIS Full Approval - Bandera High School Welding
04 23 2021	OCIS Full Approval - Burbank High School Catering
04 23 2021	OCIS Full Approval – Ingram Tom Moore High School AA
04 23 2021	OCIS Full Approval - Southwest High School Cybersecurity Specialist
04 23 2021	OCIS Full Approval – Veterans Memorial High School AA
02 08 2021	OCIS Notification Acceptance – Bandera High School
02 08 2021	OCIS Notification Acceptance – Burbank High School
02 08 2021	OCIS Notification Acceptance - CAST
02 08 2021	OCIS Notification Acceptance – George Gervin Academy
02 08 2021	OCIS Notification Acceptance – Hill Country College Prep High School
02 08 2021	OCIS Notification Acceptance - SW Legacy High School
08 14 2020	OCIS Full Approval – Alamo Heights High School
08 14 2020	OCIS Full Approval – Highlands High School
08 14 2020	OCIS Full Approval – Lanier High School
08 14 2020	OCIS Full Approval – Lytle High School
08 06 2020	OCIS Notification Acceptance – 8 High School locations
04 03 2020	Notification Acceptance - Emergency Relocation
02 28 2020	Program Closure Notification - Ford ASSET
02 14 2020	OCIS Full Approval – Calvary Chapel Christian Academy
01 07 2020	OCIS Notification Acceptance - River City Christian School

01 07 2020	OCIS Notification Acceptance - School of Science and Technology
08 16 2019	OCIS Full Approval – Bracken Christian Academy
08 16 2019	OCIS Full Approval – St Gerard Catholic High School
08 16 2019	OCIS Full Approval – Stockdale High School
08 16 2019	New Program Approval – Significant Departure Program - Adv Tech Cert Cardiac Sonography
08 02 2019	OCIS Full Approval – Gloria Deo Academy
08 02 2019	OCIS Full Approval – Lifegate Christian School
07 19 2019	OCIS Full Approval – Cyber PTECH SH High School
07 09 2019	OCIS Notification Acceptance - Highlands High School
05 24 2019	New Program Approval - AAS Histologic Technician
03 15 2019	New Program Approval - Lvl 1 Cert Phlebotomy SACSCOC Approval
01 30 2019	OCIS Notification Acceptance - Cyber PTECH Sam Houston High School
01 14 2019	OCIS Notification Acceptance - Memorial High School Catering Mgmt
11 08 2018	OCIS Full Approval – Cole High School AA
11 08 2018	OCIS Full Approval – Wagner High School AA
11 6 2018	OCIS Notification Acceptance - Restaurant Supervision 4 High Schools SAISD
10 25 2018	OCIS Full Approval – Southside High School Welding
09 06 2018	OCIS Notification Acceptance - Warren High School Electrical Trades Cert
09 06 2018	OCIS Notification Acceptance - Catering Mgmt Cert
08 13 2018	OCIS Notification Acceptance - Catering_High School
08 13 2018	OCIS Notification Acceptance – SV High School_Rest Mgmt
08 13 2018	OCIS Notification Acceptance - Percent High School
08 13 2018	Program Closure Notification – Health Information Technology – Health Management with Technical Specialties
08 01 2018	SACSCOC Response WXIT
07 05 2018	OCIS Notification Acceptance - Workforce Center Address Change
07 05 2018	OCIS Notification Acceptance - Veterans Memorial
05 17 2018	OCIS Full Approval – Warren High School
05 07 2018	New Program Approval - Nurse Aide Certificate
03 08 2018	SACSCOC Wuxi Disclaimer
01 12 2018	SACSCOC Reaffirmation Letter
01 12 2018	OCIS Notification Acceptance – 13 Dual Credit High Schools
01 09 2018	OCIS Notification Acceptance – 21 Dual Credit High Schools
01 09 2018	Program Closure Notification – Early Childhood and Family Services specializing in Language and Literacy in Preschool Teach Out Approval
12 15 2017	SACSCOC Wuxi Full MOU

10 09 2017	SACSCOC WXIT Follow Up
07 05 2017	New Program Approval - Nurse Aide for Health Care Cert1
07 05 2017	OCIS Full Approval - Seguin Early College High School
09 29 2016	SACSCOC 12 High Schools 25-49 Percent
08 08 2016	SACSCOC Mexican American Studies
06 30 2016	OCIS Full Approval - 2 iBest Locations
06 16 2016	SACSCOC Board of Trustees Deferred Action
02 08 2016	Brackenridge High School off-campus site Approval

Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Directions: For each of the Core Requirements and Standards listed below, the institution should place an "X" before the judgment of compliance and then add narrative in support of its judgment in accordance with directions requested in the category description.

___Compliance The institution meets the requirement and provides a convincing argument in support of its determination and provides documents or a sampling of documents (or electronic access to the documents) demonstrating compliance.

___Partial Compliance The institution meets some, but not all, aspects of the requirement. For those aspects meeting the requirement, the institution provides a convincing argument in support of its determination and provides a list of documents or sampling of documents (or electronic access to the documents) demonstrating compliance. For those aspects not meeting the requirement, the institution provides the reason for checking partial compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

___Non-Compliance The institution does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

Note 1: *Several of the standards/requirements require that an institution provide a policy. When developing policies and procedures addressing the requirement outlined in a standard, an institution may want to refer to a best practice statement approved by the SACSCOC Board of Trustees that outlines criteria for a functional policy and procedures for implementation*. See "Developing Policy and Procedure Documents." In addition, those standards which require an institutional policy also require that the institution demonstrate that such policies are appropriately approved, published, and implemented. Institutions which have not had cause to implement a policy (e.g., dismissing a board member) should affirm so in their narrative for the standard.

Note 2: ***Core Requirements are printed in bold and marked as [CR].*** *All standards marked with [Off-Site/On-Site Review] will be reviewed by both the Off-Site Reaffirmation Committee and the On-Site Reaffirmation Committee regardless of the judgment rendered at the time of the off-site review.*

1 The Principle of Integrity

1.1 *The institution operates with integrity in all matters.* ***(Integrity)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement Principle 1.1, the institution acts with Integrity in all matters.

The College ensures all documents submitted for accreditation purposes are complete and provide the detailed information requested. Compliance with accreditation standards creates transparency and accountability as all documents are written by a group of diverse constituents at the College.

2 Mission

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.* ***(Mission Guidelines)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

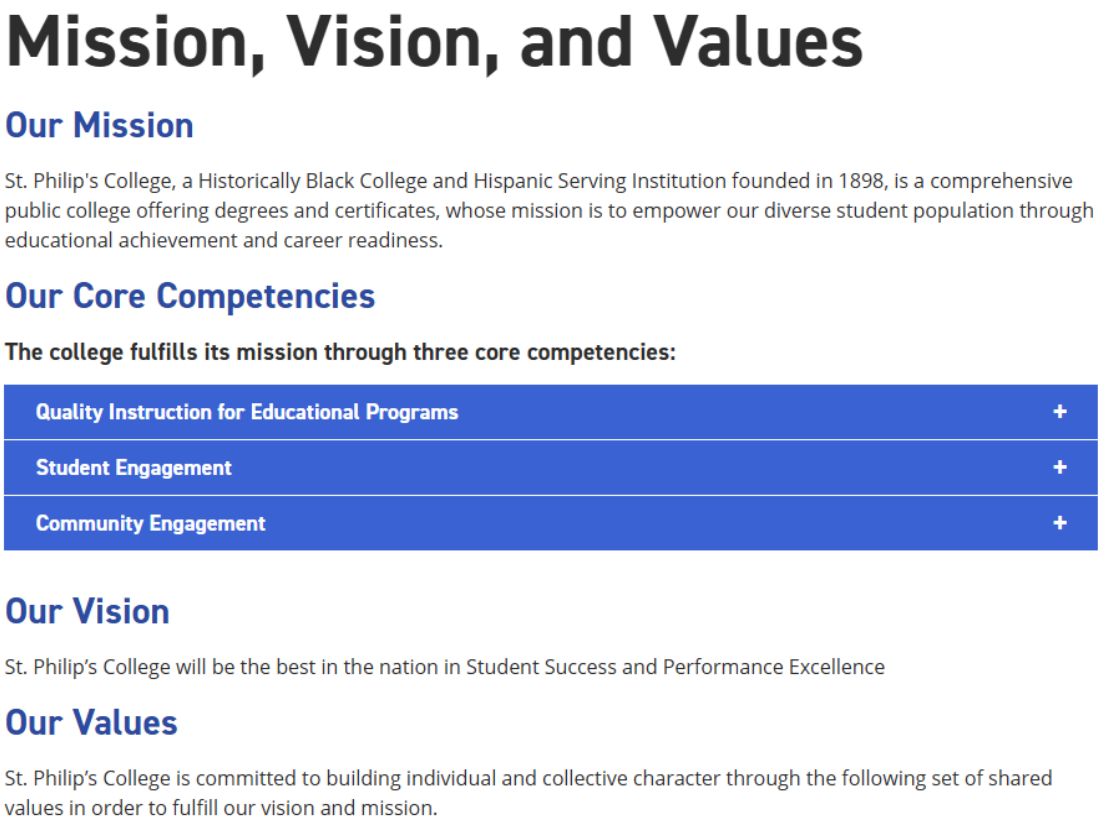
St. Philip's College is in compliance with Core Requirement 2.1, Institutional mission in that the institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education.

The mission statement of St. Philip's College is 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 prominent on the College's website, and has its own webpage, Mission, Vision, and Values page (Figure 2.1.1).

Figure 2.1.1 Mission, Vision, and Values



Mission, Vision, and Values

Our Mission

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.

Our Core Competencies

The college fulfills its mission through three core competencies:

- **Quality Instruction for Educational Programs** +
- **Student Engagement** +
- **Community Engagement** +

Our Vision

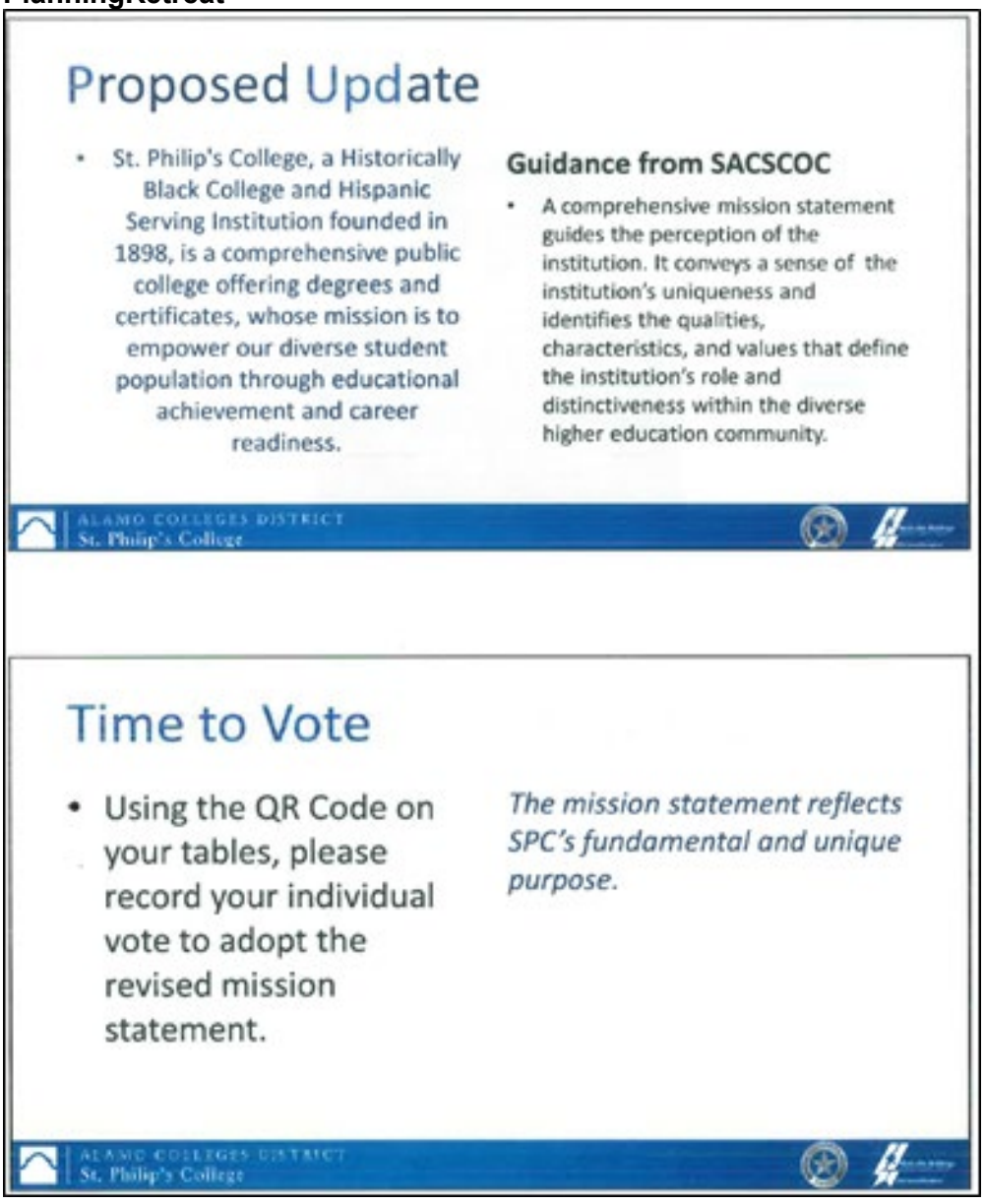
St. Philip's College will be the best in the nation in Student Success and Performance Excellence

Our Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

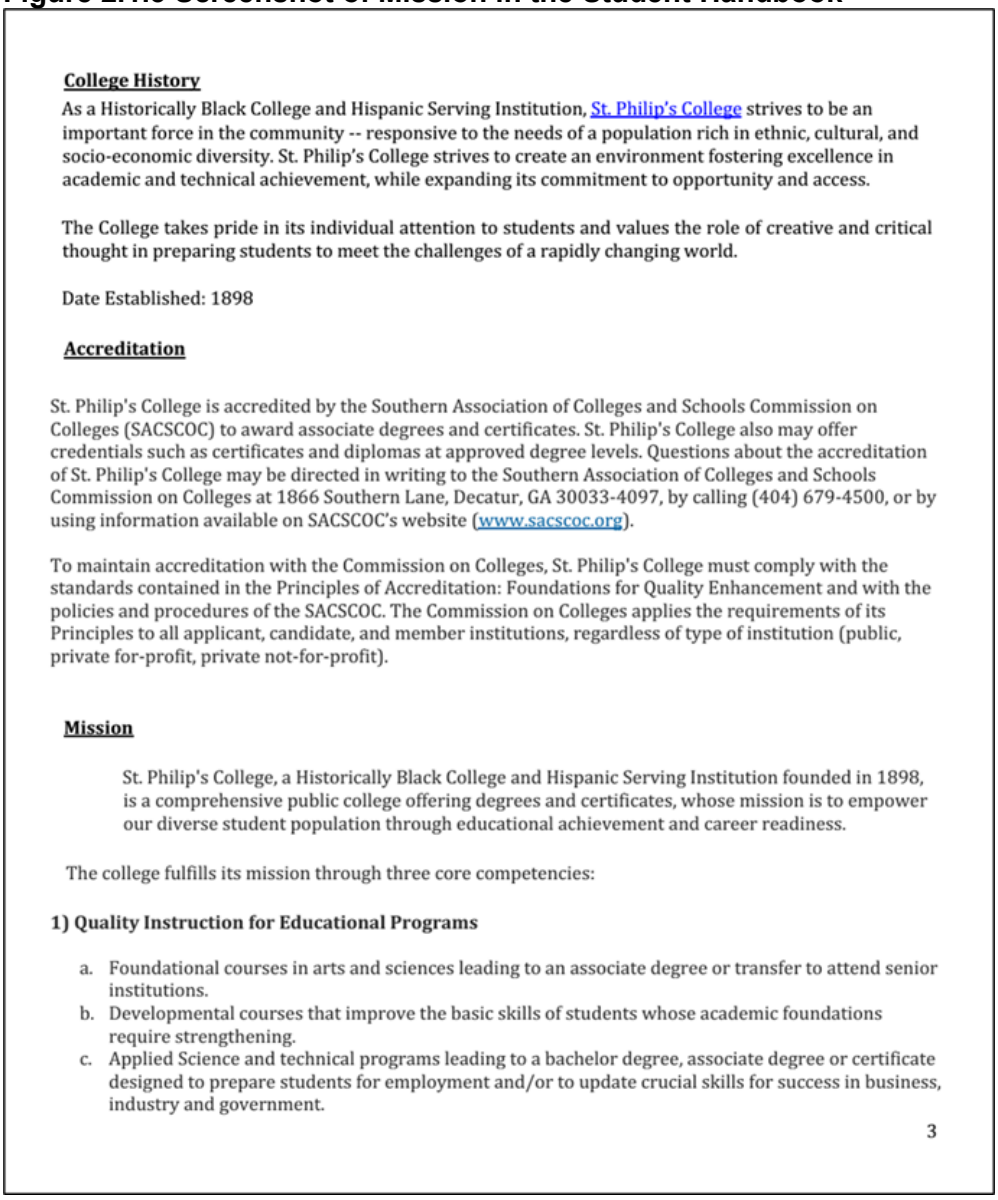
On May 18, 2023, the mission statement was revised during the College's strategic planning event, where administrators, directors, coordinators, chairpersons, faculty, staff, and student representatives met to develop and plan short and long-term goals. The revisions resulted from input from all College stakeholders to ensure the specificity, appropriateness, and alignment of existing and new goals and objectives. The full presentation can be located in the *Follow-Up* section of the *Good 2 Great Overview* (Figure 2.1.2 slides 8 and 9 *Follow-Up section* from the SPC *Good to Great Strategic Planning Retreat May 2023*) webpage.

Figure 2.1.2 SPC Good to Great Strategic PlanningRetreat



The mission statement is also published in the *Student Handbook* (Figure 2.1.3) and *Faculty Handbook* (Figure 2.1.4).

Figure 2.1.3 Screenshot of Mission in the Student Handbook



College History

As a Historically Black College and Hispanic Serving Institution, St. Philip's College strives to be an important force in the community -- responsive to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College strives to create an environment fostering excellence in academic and technical achievement, while expanding its commitment to opportunity and access.

The College takes pride in its individual attention to students and values the role of creative and critical thought in preparing students to meet the challenges of a rapidly changing world.

Date Established: 1898

Accreditation

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

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

Mission

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.

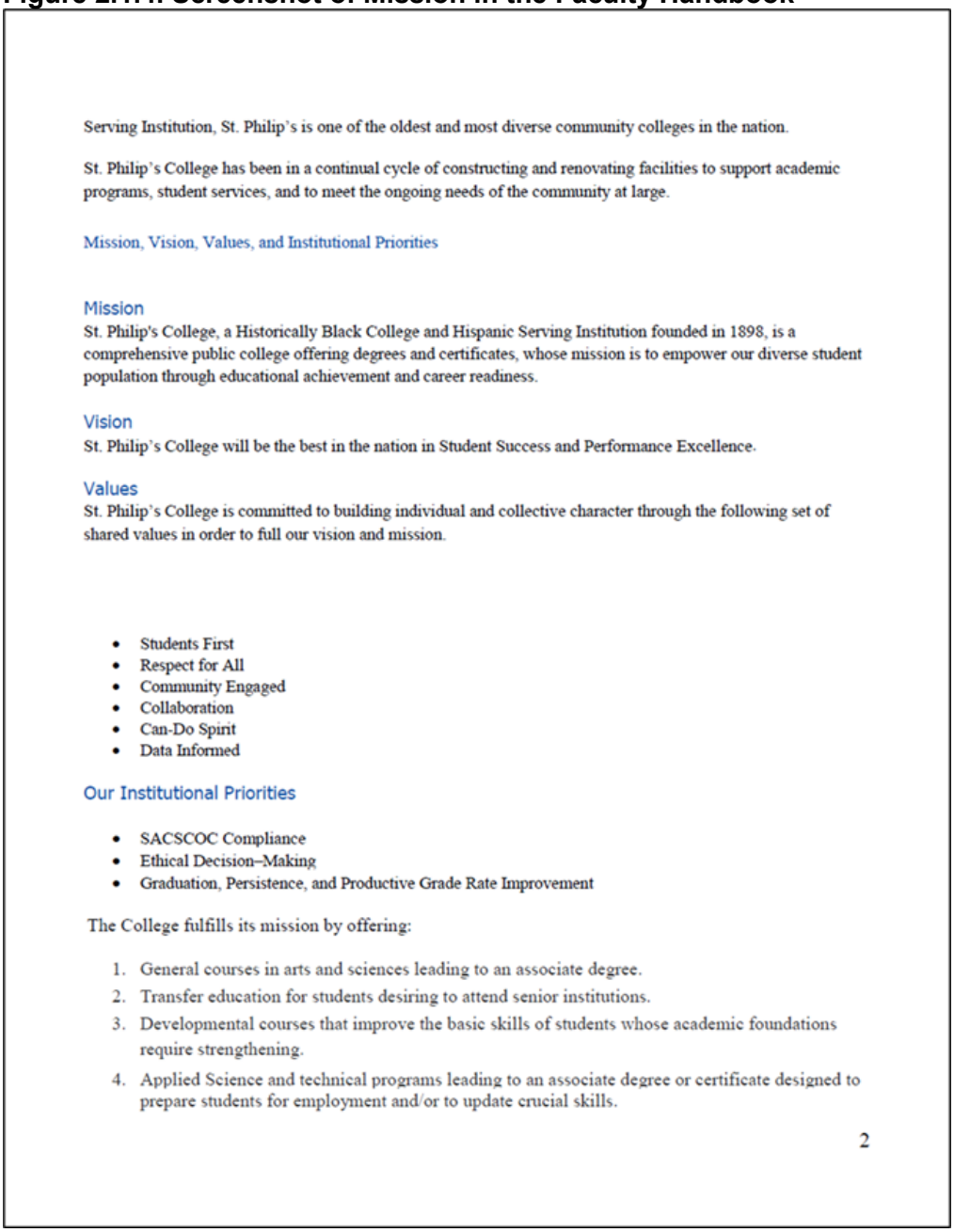
The college fulfills its mission through three core competencies:

1) Quality Instruction for Educational Programs

a. Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.
b. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
c. Applied Science and technical programs leading to a bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills for success in business, industry and government.

3

Figure 2.1.4. Screenshot of Mission in the Faculty Handbook



Serving Institution, St. Philip's is one of the oldest and most diverse community colleges in the nation.

St. Philip's College has been in a continual cycle of constructing and renovating facilities to support academic programs, student services, and to meet the ongoing needs of the community at large.

Mission, Vision, Values, and Institutional Priorities

Mission

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.

Vision

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

Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to full our vision and mission.

- Students First
- Respect for All
- Community Engaged
- Collaboration
- Can-Do Spirit
- Data Informed

Our Institutional Priorities

- SACSCOC Compliance
- Ethical Decision–Making
- Graduation, Persistence, and Productive Grade Rate Improvement

The College fulfills its mission by offering:

1. General courses in arts and sciences leading to an associate degree.
2. Transfer education for students desiring to attend senior institutions.
3. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
4. Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.

2

On the College campus, there are glass casings (Figure 2.1.5) mounted on walls in hallways and offices that include our mission, vision, and values. Digitally, the mission statement displays as a stand-alone slide (Figure 2.1.6) that revolves on the campus signage by way of television.

Figure 2.1.5 Mission, Vision, and Values on Display

ALAMO COLLEGES DISTRICT

St. Philip's College

- MISSION -

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 college fulfills its mission through three core competencies:

1) Quality Instruction for Educational Programs
   a. Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.
   b. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
   c. Applied Science and technical programs leading to a bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills for success in business, industry and government.
   d. Continuing education programs for occupational and educational enrichment or certification.
   e. High School Program partnerships to align transfer pathways, enhance learning opportunities and provide career readiness and transfer opportunities.

2) Student Engagement
   a. Counseling and guidance designed to assist students in achieving their educational and professional goals.
   b. Educational support services including library services, tutoring, open use computer labs and writing center.
   c. Services and appropriate accommodations for special populations, to include adult literacy and distance education.
   d. Empower students with institutional initiatives and service opportunities that aim to create a sense of belonging with the College and community at large.

3) Community Engagement
   a. Quality social, cultural, and intellectual enrichment experiences for the community.
   b. Committed campus that leverages our rich historical connection with San Antonio to build pathways for success and engagement for community members.
   c. Opportunities for participation in community service and economic development projects.

- VISION -

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

- VALUES -

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

Students First	Respect For All	Community-Engaged
Collaboration	Can-Do Spirit	Data-Informed

-INSTITUTIONAL PRIORITIES -

Streamline Enrollment and Recruitment Processes
Build a Campus Culture of Belonging • Ensure Sound Financial Management

- STRATEGIC OBJECTIVES -

STUDENT SUCCESS
Provide academic and student support and align labor market-based pathways to achieve student completion.

LEADERSHIP
Provide opportunities for St. Philip's College students and employees to develop as leaders.

PERFORMANCE EXCELLENCE
Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.

ALAMO.EDU/SPC/MVV

Figure 2.1.6 Digital Signage Displayed on College Television Screens

Conclusion

On August 15, 2023, the Alamo Colleges District Board of Trustees approved the revised mission statement and core competencies. The revisions reflect the College's ongoing commitment to serving all students, including those who have been historically underserved, those traditionally served, and students choosing dual credit or Early College High School programs. The revisions also acknowledge students who decide to attend the College after high school graduation or years later in life.

3 Basic Eligibility Standard

3.1.a *An institution seeking to gain or maintain accredited status has degree-granting authority from the appropriate government agency or agencies.* ***(Degree Granting Authority)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement 3.1.a, as the College holds the necessary degree-granting authority from the appropriate government agency or agencies.

St. Philip's College has been authorized to award degrees by both the Texas Higher Education Coordinating Board (THECB) (3.1-1_THECB_Education_Data) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (3.1-2_sacscoc-reaffirmation_letter_Jan_12_2018). Additionally, St. Philip's College was authorized to provide online courses by the National Council for State Authorization Reciprocity Agreements (NC-SARA) (3.1-3_NC_SARA_SPC) in 2016. The NC-SARA authorization enables the College to offer distance education programs to out-of-state students, ensuring compliance with state authorization requirements for online learning.

St. Philip's College's most recent substantive change from SACSCOC, received on December 5, 2023 (3.1-4_SACSCOC_BAT_Letter-1-11-2024), along with authorization from THECB on January 27, 2023 (3.1-5_THECB_BAT_Cybersecurity_Board_Approval_Letter), granted the College Level II membership to award a Bachelor of Applied Technology in Cybersecurity.

Furthermore, upon approval in 2023 from both THECB and SACSCOC, St. Philip's College's expansion into offering a Bachelor of Applied Technology in Cybersecurity reaffirms its commitment to maintaining accreditation and fulfilling all requirements for granting workforce certificates, Associates degrees, and Bachelor of Applied Technology degrees. St. Philip's College continues to meet all applicable standards for maintaining degree-granting authority, ensuring that students receive recognized and accredited qualifications.

Evidentiary Documents

3.1-1_THECBEducationData.pdf
3.1-2_SACSCOCReaffirmationLtrJan2018.pdf
3.1-3_NCSARA_SPC.pdf
3.1-4_SACSCOCBATLtr2024.pdf
3.1-5_THECBBATCyberBoardApproLtr.pdf

3.1.b *An institution seeking to gain or maintain accredited status offers all course work required for at least one degree program at each level at which it awards degrees.* ***(Degrees)***

X *Compliant* *Partial Compliance* *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement 3.1.b, as the college offers all coursework required for degrees at each level for which degrees are awarded.

St. Philip's College offers all coursework necessary for at least one degree program at each degree level for which it grants degrees (3.1-6_Degrees_and_Certificates-by_Degree_Type_SPC). St. Philip's College provides a comprehensive range of degree programs, including associate degrees, certificates, and the 2024 Bachelor of Applied Technology in Cybersecurity, including the following:

- Bachelor of Applied Technology in Cybersecurity (3.1-7_BAT_Cybersecurity_2024-2025_Catalog) (3.1-20_BAT_AAS_Level_1_Cert_OSA_GPS_Worksheet_Redacted)
- Associate of Arts (3.1-8_AA_2024-2025_Catalog) (3.1-17_AAS_Student_GPS_Redacted)
- Associate of Science (3.1-9_AA_2024-2025_Catalog) (3.1-16_AS_Student_GPS_Redacted)
- Associate of Arts in Teaching (3.1-10_AAT_2024-2025_Catalog)
- Associate of Applied Science (3.1-11_AAS_2024-2025_Catalog)(3.1-17_AAS_Student_GPS_Redacted)
- Level 1 Certificate (3.1-12_Level_1_Cert_2024-2025_Catalog)
- Level 2 Certificate (3.1-13_Level_2_Cert_2024-2025_Catalog)
- Advanced Technical Certificate (3.1-14_Adv_Tech_Cert_2024-2025_Catalog)
- Occupational Skills Awards (3.1-15_Occupational_Skills_Award_2024-2025_Catalog)

In Fall 2024, St. Philip's College began offering a Bachelor of Applied Technology in Cybersecurity (3.1-18_BAT_Schedule) (3.1-19_BAT_ITCS_Course_Catalog)(3.1-19_BAT_CYBR_Course_Catalog).

The following evidence affirms that the College offers all coursework required for at least one degree program at each level for which it awards degrees:

- **Course Catalog**: The course catalog comprehensively details all the degrees and certifications offered by the institution, providing clear and transparent information about the programs and courses available to students (3.1-6_Degrees_and_Certificates-by_Degree_Type_SPC).
- **Degree Plans**: Detailed degree plans are provided for each program, delineating the required coursework and the sequence of classes necessary for completion (3.1-21_Degree_Plan).
- **Transcript Analysis**: Through transcript analysis, we ensure that all necessary coursework for each degree program is available and accessible to students, verifying

our commitment to offering comprehensive educational opportunities (3.1-20_BAT_AAS_Level_1_Cert_OSA_GPS_Worksheet_Redacted).

- **Program Accreditation Documents**: For programs accredited by industry standards, program accreditation letters of affirmation are provided to further validate the availability and quality of coursework required for each degree program (3.1-22_PTA_Accreditation_Letter, 3.1-23_VC_Accreditation_Letter, 3.1-24_HLAB_Accreditation_Letter).

Through detailed documentation such as the course catalog, degree plans, transcript analysis, and program accreditation letters, St. Philip's College ensures that all required coursework for its degree programs is available and accessible to students. These documents collectively affirm the College's ongoing commitment to meeting the educational needs of its students and maintaining accredited status. St. Philip's College remains in compliance with the standards set by SACSCOC, supporting both current and future students in their pursuit of academic success.

Evidentiary Documents
3.1-6_Degrees_and_Certificates-by_Degree_Type_SPC.pdf 3.1-7_BATCybersecurity2024-2025Cat.pdf 3.1-20_BATAASLevel1CertOSAGPS WS.pdf 3.1-8_AA2024-2025Cat.pdf 3.1-17_AAS_Student_GPS_Redacted.pdf 3.1-9_AS2024-2025_Cat.pdf 3.1-16_AS_Student_GPS_Redacted.pdf 3.1-10_AAT_2024-2025_Catalog.pdf 3.1-11_AAS2024-2025Catalog.pdf 3.1-12_Level1Cert2024-2025Catalog.pdf 3.1-13_Level2Cert2024-2025Catalog.pdf 3.1-14_AdvTechCert2024-2025Catalog.pdf 3.1-15_OccSkillsAward2024-2025Catalog.pdf 3.1-18_BATSchedule.pdf 3.1-19_BATITCSCourseCat.pdf 3.1-19_BATCyberCourseCat.pdf 3.1-21_DegreePlan.pdf 3.1-22_PTAAcredLtr.pdf 3.1-24_HLABAcredLtr.pdf

3.1.c *An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs.* ***(Operation & Degree Programs)***

X *Compliant* *Partial Compliance* *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement Principle 3.1.c, Continuous operation.

Founded in 1898, St. Philip's College has been in continuous operation enrolling students in degree programs since its inception. Currently, St. Philip's College offers a diverse range of degree programs, with 148 (3.1-6 Degrees and Certificates-by Degree Type SPC) degrees and certificates offered. The addition of a bachelor's degree program, which started in Fall 2024, further expands St. Philip's College's academic offerings to meet the evolving needs of the San Antonio, Texas and Bexar County service area.

From Fall 2024, St. Philip's College had an enrollment of 17,299 students (Table 1: Total Enrollment by Semester). As indicated by annual student enrollment growth from 2022 to 2024, enrollment gains reflect the continued commitment towards student retention and success for those seeking to pursue higher education opportunities. St. Philip's College remains operational, actively enrolling students in degree programs, and continues to adapt and grow to better serve our community.

Table 1: Total Enrollment by Semester

Year	Semester	Enrollment
2022	SPRING 2022 + FLEX I	12,641
	SUMMER 2022	4,840
	FALL 2022 + FLEX I	12,653
Total Enrollment 2022		**30,134**
2023	SPRING 2023 + FLEX I	12,761
	SUMMER 2023	5,617
	FALL 2023 + FLEX I	14,281
Total Enrollment 2023		**32,659**

2024	SPRING 2024 + FLEX I	14,401
	SUMMER 2024	6,179
	FALL 2024 + FLEX I	17,299
Total Enrollment 2024		**37,879**

The enrollment data for St. Philip’s College demonstrates that the institution is operational and actively enrolling students in degree programs, as required to maintain accredited status. With a steady increase in enrollment from 2022-2024, culminating in a total student enrollment of 37,879 during calendar year 2024, St. Philip’s College continues to serve a growing number of individuals pursuing higher education. The continued enrollment growth is evidence of St. Philip’s College's ability to support students' academic and career aspirations.

Evidentiary Documents
3.1-6_Degrees_and_Certificates-by_Degree_Type_SPC.pdf

4 Governing Board

4.1 *The institution has a governing board of at least five members that:a. is the legal body with specific authority over the institutionb. 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)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement 4.1, as the college has a Governing Board of at least five members.

St. Philip's College (SPC) is governed by a nine-member Board of Trustees (BOT) and a non-voting student trustee. This board serves as the legal authority with fiduciary oversight of the institution, as established under Board Policy A.1.1: Legal Name and College Organizational Units, which designates St. Philip's College as part of the Alamo Colleges District (ACD). The presiding officer of the board and the majority of its voting members are free from contractual, employment, personal, or familial financial interests in the institution. The board operates independently, without control by a minority of members or external organizations, and is not presided over by the institution's Chief Executive Officer (CEO).

The CEO of St. Philip's College is its President, Dr. Adena Williams Loston. The President is responsible for advancing the College's mission, vision, and values while overseeing all operational areas. Reporting directly to the Chancellor of the Alamo Colleges District, the President ensures compliance with board policies and alignment with strategic priorities while maintaining a clear separation between governance and administration.

Additional Legal Framework and Historical References

The governance structure of St. Philip's College is rooted in state law. Texas' publicly funded two-year institutions of higher learning are constitutionally created special district governing units. The Texas Constitution, Chapter 7, Section 1, specifically charges the State legislature with determining the duties, functions, and responsibilities assigned to these governing bodies. The legal authority of the College's Board of Trustees derives from the State legislature, operating under the directives of the State's current constitution and its amendments. Further, the Texas Education Code Title 3, Chapter 61 created the Texas Higher Education Coordinating Board (THECB) to oversee the State's institutions of higher learning.

Board Election Process

The Board of Trustees is elected through a district-wide voting process open to all eligible voters within the Alamo Colleges District boundaries. Each voter casts their ballot for trustee positions specific to their district. Following an election, newly sworn-in trustees assume their roles, and the board selects its officers, including a chairperson, vice-chairperson, secretary, and assistant secretary. The chairperson, elected internally by the board, leads meetings and represents board decisions publicly. This democratic process ensures that board members represent the community equitably and uphold their commitment to the oversight of the Alamo Colleges District and its institutions.

St. Philip's College Board Members are elected from nine single-member districts within the boundaries of the City of San Antonio, and each serves a six-year term without financial compensation, as detailed in Board Policy B.4.1: Board Officers. Biographical information on Board Members is presented in the ACD Board of Trustees Profiles for the following members: Joe Alderete (Vice Chair, District 1), Gloria Ray (Assistant Secretary, District 2), Anna Uriegas Bustamante (Secretary, District 3), Dr. Lorena Pulido (District 4), Gerald Lopez (District 5), Dr. Gene Sprague (District 6), Dr. Yvonne Katz (District 7), Clint Kingsbery (Chair, District 8), Leslie Sachanowicz (District 9), and Logan Martinez (Student Trustee). St. Philip's College's President is not a member of the Board of Trustees. As documented in the Board Minutes (see August 17, 2020, ACD Special Board Meeting), the Chair of the Board presides over governance meetings, and only Board members may cast votes. Table 4.1.1 identifies the Chair of the Board by term.

Table 4.1.1 Chair of Board by Terms (2010 - Present)

Term Years	Chair of the Board
2024 - Present	Clint Kingsbery
2020 - 2024	Robert Zarate
2018 - 2020	Marcello Casillas
2016 - 2018	Dr. Yvonne Katz
2014 - 2016	Anna Bustamante
2012 - 2014	James Rindfuss
2010 - 2012	Gary Betizel

The work of the Board Members is anchored in a broader framework of governance that ensures accountability and effective management of publicly funded institutions.

Governance, Financial Stewardship, and Accountability

The Texas Constitution (Chapter 7, Section 1) and the Texas Education Code (Title 3, Chapter 61) established the Texas Higher Education Coordinating Board (THECB), laying the foundation for governance and responsibilities of Texas publicly funded two-year institutions. These institutions operate as constitutionally created special district governing units, with oversight guided by specific policies, committees, and structured decision-making processes.

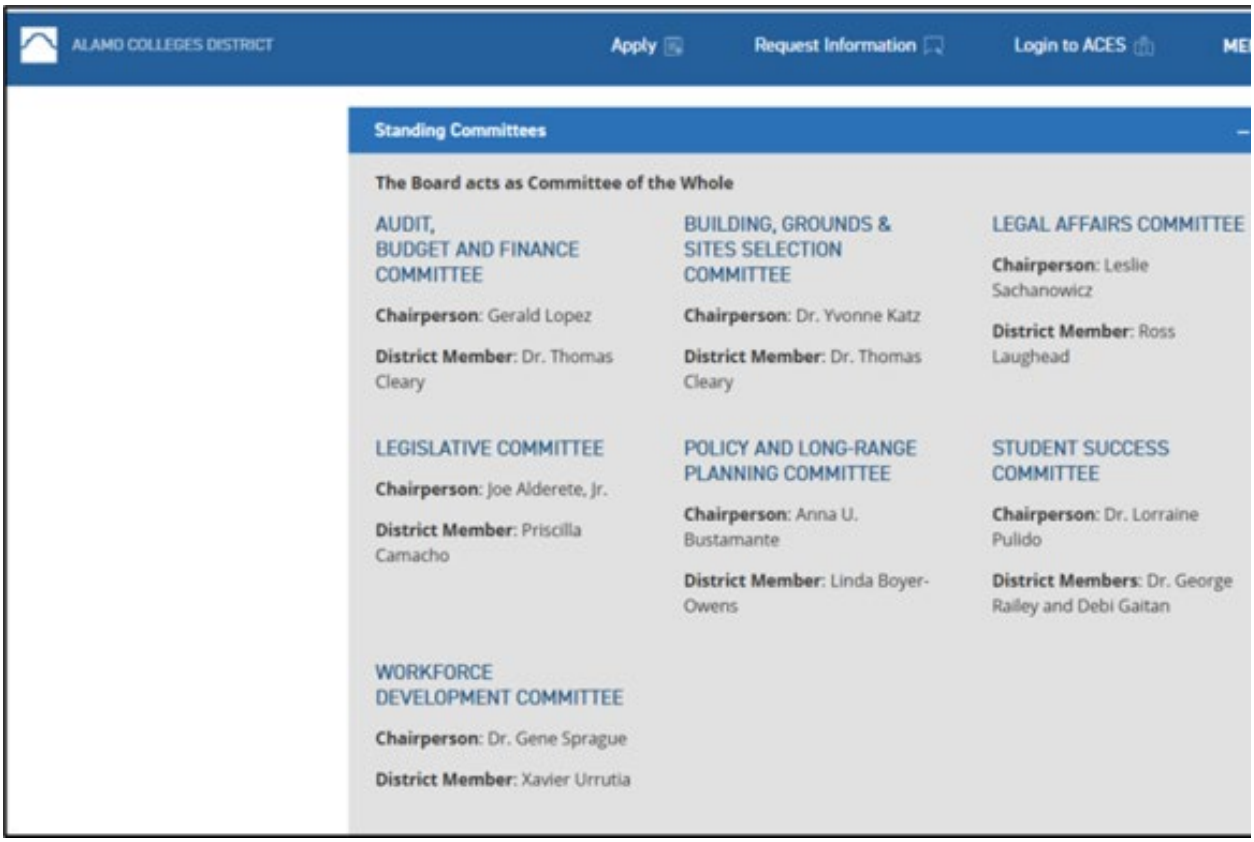
To ensure effective governance, the College's Board of Trustees holds the authority to determine and interpret policies governing the district, as outlined in Board Policy B.1.1: Board

Legal Status. This authority encompasses responsibilities such as setting tuition and fees, levying taxes, issuing bonds, adopting budgets, and reviewing expenditures to maintain fiscal accountability and institutional stability. Transparency is a priority, with decisions documented in board minutes in compliance with the Texas Open Meetings Act and Board Policy B.8.1: Board Meetings.

Although an executive committee is not identified, the Board effectively fulfills its responsibilities through a structured committee approach. While Board Policy B.6.1 Board Committees does not confirm the presence of an executive committee, it outlines the functions of seven standing committees (Figure 4.1.1 Standing Committees). Each committee, led by a trustee chairperson and supported by an Alamo Colleges District employee, addresses critical aspects of institutional management to ensure sound governance:

- **Audit, Budget, and Finance Committee**: Oversees financial matters, including audits and fiscal policies.
- **Building, Grounds, and Sites Selection Committee**: Manages campus facilities and infrastructure.
- **Legal Affairs Committee**: Handles legal and compliance issues.
- **Legislative Committee**: Monitors and advocates for higher education policies.
- **Policy and Long-Range Planning Committee**: Develops policies and strategic plans.
- **Student Success Committee**: Focuses on student outcomes and graduation rates.
- **Workforce Development Committee**: Aligns academic programs with workforce needs and economic trends.

Figure 4.1.1 Board Standing Committees



These committees provide findings and recommendations to the full Board for discussion and approval, ensuring decisions are well-informed and strategically sound. A key role is played by the Standing Committee on Audit, Budget, and Finance, which conducts monthly reviews to ensure compliance with institutional and state policies, fiscal stability, and ethical management.

As part of its fiduciary duties, the Alamo Colleges Board of Trustees is responsible for ensuring the financial resources of the College adequately support its academic programs. Preparation of St. Philip's College's annual budget adheres to sound fiscal procedures and requires annual approval by the Board. This involvement reflects the Board's dedication to fiscal responsibility and institutional accountability.

Governance and financial oversight are further exemplified through compliance with Texas Education Code Sections 130.040, 130.084, and 51.352, which mandate fiscal accountability and institutional governance. Periodic financial reviews and the approval of annual budgets are documented in Board minutes from FY 2016 to FY 2024. Financial ethics and accountability are strengthened by the District Internal Auditor, who reports directly to the Board, as outlined in Board Policies B.5.1: Board Responsibilities, C.1.2: Audit Services, C.1.2.1: Internal Audit Protocol, and D.2.5: Employee Standards of Conduct.

Each December, preliminary operating revenues are estimated based on historical trends and known financial conditions. From March through July, the budget development process (as

detailed in the FY2024-2025 Legislative Appropriations Request) involves collaborative input from faculty, staff, and administrators.

The Standing Committee on Audit, Budget, and Finance reviews all financial matters monthly and develops fiscal policy for the College. The Board's active participation in fiscal oversight is evidenced in meeting minutes, including the May 7, 2024, Board Meeting Minutes (Debt Management Presentation) and the July 13, 2024, Special Board Meeting Minutes/Budget Retreat (Discussion and Possible Action on FY25 All Funds Budget).

Fiduciary Responsibilities and Training

A significant aspect of the Board's governance responsibilities is financial stewardship. The Texas Education Code Section 51.352 emphasizes the fiduciary responsibilities of governing boards, stating: "Each member of a governing board has the legal responsibilities of a fiduciary in the management of funds under the control of institutions subject to the Board's control and management." To fulfill these responsibilities effectively, trustees receive comprehensive training on community college funding, budgeting, and relevant state regulations.

Board Policy B.3.2 outlines training programs for newly elected trustees, which include orientation and ongoing governance workshops. Additionally, Board Policy C.1.7 Investments mandates that trustees and investment officers attend training conducted by the Texas Higher Education Coordinating Board within six months of assuming their roles. Investment officers are further required to complete at least five hours of training every two years from recognized, independent sources. These measures ensure all trustees and officers remain informed and prepared to manage institutional resources effectively.

Training for Fiduciary Responsibilities

Recognizing the importance of equipping trustees with the knowledge necessary to fulfill their fiduciary duties, the Board provides comprehensive training programs. These programs, detailed in Board Policy B.3.2, include orientation for newly elected trustees and ongoing governance workshops. Additionally, Board Policy C.1.7 Investments mandates that Board members and investment officers attend at least one training session conducted by the Texas Higher Education Coordinating Board within six months of assuming their responsibilities. Investment officers are also required to complete a minimum of five hours of training at least once every two years from a recognized and independent source. These measures ensure that all trustees and officers remain informed and prepared to manage financial responsibilities effectively.

Shared Fiscal Responsibility

The fiscal stability of St. Philip's College is a shared responsibility among the College President, the Board of Trustees, and the Chancellor. These roles are clearly defined in the President's Job Description, the Chancellor's Job Description, and Board Procedure C.1.4.1, ensuring accountability at all levels of governance. The Annual Operating Budget is supported by the Alamo Colleges Vice Chancellor of Finance and Administration, which provides operational guidance and assistance. The Alamo Colleges Finance and Fiscal Services office

prepares financial reports, enforces financial controls, and ensures expenditures comply with state regulations and institutional policies, including those specific to St. Philip's College.

While fiscal stewardship is a shared responsibility between the institution and the Board, the Board's authority is particularly evident in its oversight of St. Philip's College. Compliance with Texas Education Code Sections 130.040, 130.084, and 51.352 underpins its fiscal and governance responsibilities. Annual budget approvals, documented in board minutes from 2016 to 2024, reflect this oversight. Monthly reviews by the Audit, Budget, and Finance Committee further demonstrate the Board's dedication to ensuring financial stability.

Board-Approved Budgets

- FY 2024: July 13, 2024
- FY 2023: August 8, 2023
- FY 2022: August 16, 2022
- FY 2021: August 11, 2020
- FY 2020: August 20, 2019
- FY 2019: August 21, 2018
- FY 2018: August 15, 2017
- FY 2017: July 12, 2016
- FY 2016: August 18, 2015

By combining sound fiscal management with strict adherence to ethical governance principles, as outlined in Board policies, the Board ensures that its financial decisions align with its commitment to transparency, integrity, and public trust.

To ensure this commitment is upheld, the Board leverages regularly scheduled meetings to address governance priorities effectively.

Regular Board Meetings and Decision-Making

Regular board meetings are held in compliance with the Texas Open Meetings Act, ensuring transparency and accountability. Agendas are structured to address governance priorities such as policy review, budget approvals, and institutional performance, facilitating effective oversight and advancement of institutional goals. Standing committees, when applicable, provide summaries and recommendations to the full Board, with their activities and decisions documented and presented during public meetings.

A quorum, defined as a majority of voting board members present at a meeting, ensures adequate representation for decision-making. Safeguards such as majority voting requirements and adherence to conflict-of-interest policies are implemented to prevent control of the board by a minority of members.

Included Board Minutes demonstrate approval of St. Philip's College's budget for each fiscal year since 2015:

- Board Minutes FY 2024: July 13, 2024
- Board Minutes FY 2023: August 8, 2023

- Board Minutes FY 2022: August 16, 2022
- Board Minutes FY 2021: August 11, 2020
- Board Minutes FY 2020: August 20, 2019
- Board Minutes FY 2019: August 21, 2018
- Board Minutes FY 2018: August 15, 2017
- Board Minutes FY 2017: July 12, 2016
- Board Minutes FY 2016: August 18, 2015

The structured and transparent nature of board meetings not only ensures accountability in decision-making but also reinforces the Board's commitment to ethical governance, which is critical to maintaining public trust and institutional integrity.

Board Ethics and Safeguards, Conflicts of Interest

Maintaining ethical governance is critical to the Board's integrity and public trust. Neither the presiding officer of the Board nor other voting members have contractual, employment, personal, or familial interests in the Alamo Colleges or St. Philip's College. Board Policy D.2.4 Nepotism, Conflicts of Interest prohibits Board members from being employed by the Alamo Colleges District. Compliance with this policy is verified by the ACD Human Resources Director.

To address potential conflicts of interest, Board members are required to sign the *Disclosure of Substantial Interest in a Business Entity* form, as outlined in Board Policy D.2.4.2.F. This ensures transparency and accountability by identifying conflicts pertinent to future Board actions. Completed affidavits are maintained in the Alamo Colleges District offices, and members are prohibited from using their positions on the Board for personal gain.

Additional safeguards are reinforced through Board Policy B.3.3 Board of Trustee Ethics, which requires members to promise that they "…at all times … [will] have no legal authority outside the meetings of the Board" and to "respect the influence of my authority as a trustee and communicate appropriately with all internal and external constituents." Similarly, Board Policy B.5.2 Board Member Authority prohibits individual Board members from exercising authority over the College District, its property, or its employees without express authorization. This ensures that no individual member can act on behalf of the Board without collective approval.

The Board's commitment to equity in decision-making is evident through measures that prevent undue influence by a minority of members. By enforcing majority voting requirements and adhering to strict conflict-of-interest policies, the Board ensures that governance remains fair and impartial.

These safeguards include requiring trustees to disclose potential conflicts of interest, as outlined in Board Policies D.2.4 and D.2.4.2.F, and maintaining these disclosures for transparency and oversight. These measures, combined with ethical governance practices, safeguard against undue influence and reinforce public trust.

To further uphold ethical governance, the Alamo Colleges District compliance office monitors disclosures and enforces conflict-of-interest policies. Training programs outlined in Board Policy C.1.7 Investments and Board Policy B.3.2 ensure that trustees receive the education necessary to fulfill their duties. These programs include orientation for new trustees and periodic

governance workshops that emphasize ethical conduct, fiduciary responsibility, and institutional accountability.

By combining transparency, financial oversight, and continuous trustee education, the Board exemplifies its dedication to effective governance. Safeguards such as the Texas Open Meetings Act ensure that decisions are made publicly, fostering trust and accountability. This comprehensive approach to governance enables the Alamo Colleges District to achieve its strategic priorities with integrity and public confidence. This focus on governance and accountability is reflected in the relationship also between the Board and the leadership of its institutions.

Relationship Between Governing Board and CEO

The CEO of St. Philip's College, the College President, Dr. Adena Williams Loston, assumed the role in March 2007. In accordance with Board Policy B.2.1 Organizational Plan, the College President is "responsible for advancing the mission, vision, and values of" the College, "and directing all operational areas of" the institution. The CEO's responsibilities are clearly outlined in the President's Job Description, which provides a roadmap for operational and strategic leadership.

The President of St. Philip's College reports directly to the Chancellor of the Alamo Colleges District, who in turn reports to the Board of Trustees. This reporting structure ensures alignment between institutional goals, district priorities, and strategic oversight by the Board.

Key Responsibilities of the CEO

- **Advancing Strategic Goals**: Utilizing collaborative leadership to fulfill the Board's vision of becoming the best community college in the nation for student success and performance excellence.
- **Budget Implementation and Management**: Assisting in the development and execution of the performance budget model, ensuring that the annual budget is implemented effectively following approval by the Chancellor and the Board of Trustees.
- **Operational Leadership**: Developing and enforcing college operating procedures consistent with Board policies and District administrative procedures, and recommending policy changes as appropriate.
- **Supporting Governance**: Providing the Board with regular updates on institutional performance, key challenges, and operational progress to facilitate informed decision-making.

Separation of Powers and Board's Oversight of the CEO

The Board of Trustees retains responsibility for governance, policy-making, and strategic oversight, while the CEO focuses on day-to-day operations and policy implementation. This separation ensures accountability and clarity in institutional management. Governance meetings, chaired by the Board Chair, confine decision-making authority to trustees, while the CEO participates by providing operational insights and updates. The Board indirectly monitors the performance of the CEO through the Chancellor, ensuring that the CEO's actions align with institutional goals and policies. Additionally, the CEO is accountable for ensuring the successful

implementation of Board-approved initiatives, fostering collaboration between governance and administration.

Distinction between governance and administration is recorded in official documents, such as the August 17, 2020, ACD Special Board Meeting, reinforcing a structured and transparent relationship. By reporting directly to the Chancellor and aligning institutional operations with district priorities, the CEO ensures that St. Philip's College remains focused on its mission of empowering its diverse student population through educational achievement and career readiness. This governance structure supports innovation, accountability, and the effective advancement of institutional goals and strategic priorities. The structured relationship between the Board and the College President highlights the balance of strategic oversight and operational leadership necessary for institutional success.

Conclusion

The governance structure of St. Philip's College, under the Board of Trustees, ensures a clear division of responsibilities between governance and administration. The Board provides fiduciary oversight, strategic direction, and policy approval as defined by Board Policy A.1.1 and other guiding policies. The College President, as CEO, manages daily operations and aligns institutional goals with board directives.

By adhering to conflict-of-interest policies, leveraging standing committees, and maintaining transparency through regular board meetings and documentation, the Board upholds its focus on ethical and effective governance. Comprehensive training for trustees ensures they are well-prepared to fulfill fiduciary responsibilities, fostering accountability and alignment with state regulations.

This governing board's role is to empower St. Philip's College to advance its mission of educational achievement and career readiness for a diverse student population, ensuring long-term institutional excellence and public trust.

Evidentiary Documents

4.1-1_A.1.1LegalName.pdf
4.1-2_TXConstitution7.1.pdf
4.1-3_TXEd.Code3.61.pdf
4.1-4_B.4.1_BoardOfficers.pdf
4.1-6_ACDBOTProfiles.pdf
4.1-5_BoardMeeting_08.17.2020.pdf
4.1-8_B.1.1_LegalStatus.pdf
4.1-9_TXOpenMgtAct.pdf
4.1-10_B.8.1BoardMtg.pdf
4.1-11_B.6.1BoardCommittees.pdf
4.1-13_TXCode130.040.pdf
4.1-14_TXCode130.084.pdf

4.1-15_TXCode51.352.pdf
4.1-16_B.5.1_BOTResponsibilities.pdf
4.1-17_C.1.2_AuditServices.pdf
4.1-18_C.1.2.1_InternalAuditProtocol.pdf
4.1-19_D.2.5_EmployeeStandards.pdf
4.1-20_24-25_Legislative.pdf
4.1-21_BM_050724_Debt Mngt.pdf
4.1-22_BM_71324_BgtRetrt.pdf
4.1-23_B.3.2_BOTTraining.pdf
4.1-24_C.1.7_Investments.pdf
4.1-25_Presidents_Job_Description.pdf
4.1-26_Chancellor_Job_Description.pdf
4.1-27_C.1.4.1_Annual_Operating_Budget.pdf
4.1-28_ACD_DeptFinance&Admin.pdf
4.1-29_ACD_VCFinance&FiscalAffairs.pdf
4.1-30.i_FY 2024_07132024_Budget Apprv_Item 6D_Pg2.pdf
4.1-30.h_FY 2023_08082023_Budget Apprv_Item 9C_pg3.pdf
4.1-30.g_FY 2022_08162022_Budget Apprv_Item 12B_p.pdf
4.1-30.f_FY 2021_08112020_Budget Apprv_Item 9B_pg.pdf
4.1-30.e_FY 2020_08202019_Budget Apprv_Item 12B p.pdf
4.1-30.d_FY 2019_08212018_Budget Apprv_Item 16B p.pdf
4.1-30.c_FY 2018_08152017_Budget Apprv_Item 12B p.pdf
4.1-30.b_FY 2017_07122016_Budget Apprv_Item 7G pg.pdf
4.1-30.a_FY 2016_08182015_Budget Apprv_Item 17A pg.pdf
4.1-31.A_BoardMinutes_07.13.24.pdf
4.1-31.B_BoardMinutes_08.08.23.pdf
4.1-31.C_BoardMinutes_08.16.22.pdf
4.1-31.D_BoardMinutes_08.11.20.pdf
4.1-31.E_BoardMinutes_08.20.19.pdf
4.1-31.F_BoardMinutes_08.21.18.pdf
4.1-31.G_BoardMinutes_08.15.17.pdf
4.1-31.H_BoardMinutes_07.12.16.pdf
4.1-31.I_BoardMinutes_08.18.15.pdf
4.1-32_D.2.4_NepotismConflicts.pdf
4.1-33_D.2.4.2.F_Disclosure_Substantial_Interest.pdf
4.1-34_B.3.3_BOTEthics.pdf
4.1-35_B.5.2_BoardAuthority.pdf
4.1-36_B.2.1_OrgPlan.pdf
4.2.a-1_A.1.3_VisionMissionValues.pdf

4.2.a *The governing board ensures the regular review of the institution's mission.* ***(Regular review)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.2.a, in that the Board regularly reviews the institution's mission.

Alamo Colleges District Board of Trustees, which governs St. Philip's College, ensures the regular review of the institution's Mission Statement as part of its oversight responsibilities. Maintaining alignment with institutional priorities and strategic goals is essential for effective governance. By reaffirming or revising the Mission Statement as needed, the Board of Trustees demonstrates its obligation to empower the College's diverse student population while supporting the overarching objectives of the Alamo Colleges District.

Current Mission, Vision, and Values

St. Philip's College has the following Board Approved Mission, Vision, and Values.

Mission:

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.

Vision:

The Alamo Colleges will be the best in the nation in Student Success and Performance Excellence.

Values:

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

- **Students first:** St. Philip's College is committed to making students the priority and letting them know that their success is the College's main goal.
- **Respect for all:** St. Philip's College considers all students to be worthy of time, support, resources, and an education.
- **Community engaged:** St. Philip's College strengthens its engagement with partners to improve college and career readiness.

- **Collaboration:** St. Philip's College fosters a system that encourages two-way communication between students and employees to build trust and improve teamwork and collaboration.
- **Can-do spirit:** St. Philip's College instills in its college community a willingness to achieve.
- **Data-informed:** St. Philip's College utilizes relevant and timely data to make informed decisions.

Review and Approval Process

St. Philip's College's mission statement is reviewed periodically to ensure that it continues to be relevant and comprehensive. It is also updated as part of the College's strategic planning process. The Board of Trustees is responsible for overseeing the review process. Review of the Mission Statement is a regular expectation of the governing board as outlined in the *College District Moonshot, Vision, Mission, Values and Goals* Board Policy A.01.03. This policy documents the Board of Trustees' role in adopting and periodically reviewing the institution's mission statement to ensure alignment with strategic objectives and institutional priorities. Additionally, this process adheres to Board Policy B.8.1: Board Meetings and Texas Education Code, Section 51.352, - *Responsibility of Governing Boards*, which grants the governing board legal authority and operating control that includes:

- Nurturing the institution in achieving its role and mission,
- Insisting on clarity of focus and mission, and
- Establishing goals consistent with the institution's role and mission.

These policies (A.01.03 and Texas Education Code, Section 51.352) collectively establish the regular review and reaffirmation of the mission statement as a fundamental responsibility of the governing board.

St. Philip's College's mission is clearly defined and comprehensive, highlighting two areas wherein the aim of teaching and learning intersect at the College – personal and educational growth and career readiness – all leading to a student's productivity and leadership in the community.

St. Philip's College's vision and values align with the State's teaching and public service mandates. The mission of the College is focused on "empowering its diverse population," which includes a large number of non-traditional students. It is also aligned with the State's teaching and public service mandates (The Texas Education Code (TEC), particularly Chapter 61 and THECB 60x30TX Plan). The Mission Statement is updated as part of the College's strategic planning process. This process ensures the mission and institutional objectives remain in alignment and are responsive to changes in community and state needs.

Factors Prompting Mission Statement Review

The factors prompting a review of the mission of St. Philip's College are rooted in its strategic planning and governance processes.

- **Strategic Planning and Goal Alignment:**
  - **The mission is reviewed annually as part of the College's strategic planning process to ensure alignment with its objectives. The Good to Great Strategic Planning sessions serve as a primary trigger for mission review, bringing together faculty, staff, students, and community stakeholders. These sessions provide a foundation for aligning annual operational plans with the mission, vision, and values outlined in Board Policy A.1.3: College District Moonshot, Vision, Mission, Values, and Goals.**
- **Regular Review by the Governing Board:**
  - The governing board reviews the mission as part of its oversight responsibilities to ensure alignment with institutional goals and compliance with the Texas Education Code Section 51.352, which mandates clarity of focus and alignment with the institution's role and mission. Reviews occur during:
    - Updates to Policy A.1.3, with key revisions approved in September 2019, August 2023, and December 2023.
    - Annual planning sessions where institutional activities are evaluated against the mission.
- **Stakeholder Engagement:**
  - Reviews are informed by broad community and stakeholder input. For example, the 2019 review was preceded by "Conversations for the Future" workshops, involving over 1,300 participants. These workshops emphasized the importance of reflecting community needs and aspirations in the mission statement, as required by Board Policy A.1.3.
- **External and Internal Mandates:**
  - Mission reviews adhere to mandates such as the Texas Education Code Section 51.352, which assigns governing boards responsibility for nurturing institutional focus and clarity. Additionally, reviews are prompted by changes in institutional priorities, local needs, and the strategic objectives of the Alamo Colleges District.
- **Periodic Reaffirmation:** The mission is reviewed and reaffirmed at least every five years to ensure relevance and alignment with institutional and district goals.

These processes ensure the mission remains a dynamic and relevant tool for institutional growth and aligns with the overarching goals of the Alamo Colleges District, as stipulated in Board Policy A.1.3 and supported by state law.

The mission of St. Philip's College plays a vital role in the College's planning process. During the annual operational planning session, each of the College's units is required to develop a plan that relates to the College's strategic plan and other objectives (SPOL: Institutional Effectiveness Software for Higher Education). Aligning unit activities with the College's vision and mission is achieved through a structured approach. The division and department objectives are directly connected to the institution's overall mission, ensuring coherence across all levels. The yearly operational planning process enables both the units and the College as a whole to

evaluate and align efforts with institutional goals. This approach serves as a guide for identifying areas of improvement and enhancing the effectiveness of the units.

Review Updates to the Mission Statement

September 2019 and 2021 Review:

The September 17, 2019, review focused exclusively on the Alamo Colleges District's Mission, Vision, and Values. This comprehensive update, approved by the Board of Trustees, aimed to align the District's objectives with institutional priorities across all colleges. While the review did not specifically address St. Philip's College's Mission Statement, it established a framework for alignment and strategic focus throughout the District.

In 2020, St. Philip's College postponed its scheduled review of its Mission Statement due to the COVID-19 pandemic. Instead, the College concentrated on pressing challenges, such as bridging the digital divide, implementing innovative teaching strategies, and ensuring equitable resource access. Although these efforts were not part of a formal mission review, they reinforced the Mission Statement's commitment to student success and resource accessibility during an unprecedented period.

Building on the 2019 update, the District Board of Trustees conducted a comprehensive review and approved revisions to Policy A.1.3: *College District Moonshot, Vision, Mission, Values, and Goals*. These actions further integrated the Mission into the District's strategic planning, emphasizing its vision of becoming the best in the nation for student success and performance excellence.

In May 2021, during the ongoing pandemic, St. Philip's College held a Good to Great Strategic Planning Session to assess potential updates to its Mission, Vision, and Values. This session aligned with SPC's Future Search: Building Capacity 10-Year Plan (2030) and evaluated how capacity building would shape the institution's future. The Mission was reviewed internally during this session, but no changes were made.

August 2023 Approval:

On August 15, 2023, SPC's Board of Trustees approved updates to the Mission Statement for St. Philip's College, ensuring its continued relevance and alignment with institutional priorities. The revised Mission Statement—"To empower our diverse student population through educational achievement and career readiness"—reflects meaningful stakeholder input and reinforces the College's commitment to equity, access, and success for students across all demographics.

The update emphasizes St. Philip's College's and the Board's dedication to fostering individual and collective character through a shared set of values that guide the fulfillment of the institution's mission and vision. By incorporating feedback from college stakeholders, the Board ensured the Mission Statement remains specific, relevant, and reflective of both existing and emerging institutional goals.

This approval also highlights the College's expanded commitment to serving all students, particularly those historically underserved, as well as individuals pursuing higher education at various stages of life. Whether students choose to attend years before or after traditional timelines, the Mission Statement captures the College's inclusive approach to supporting educational achievement and career readiness for its diverse population.

December 2023 Reaffirmation:

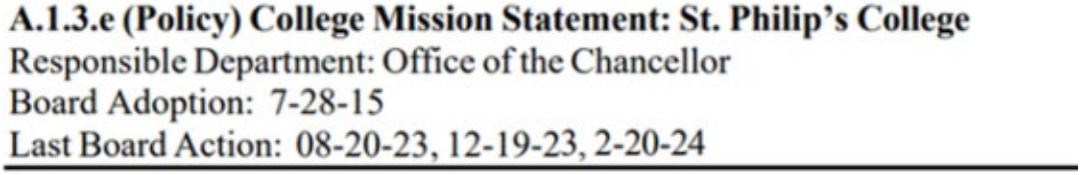
On December 19, 2023, the Board reaffirmed St. Philip's College's current Mission Statement, "To empower our diverse student population through educational achievement and career readiness," emphasizing its continued support for the College's strategic direction and ongoing efforts. This reaffirmation highlights the alignment of St. Philip's College's Mission with the Alamo Colleges District Mission Statement, "Empowering our diverse communities for success." At the same time, the reaffirmation acknowledges the unique role and distinct mission of St. Philip's College within the broader District vision, ensuring its focus on serving a diverse and dynamic student population.

February 2024 Board Action:

Board Policy A.1.3: *College District Moonshot, Vision, Mission, Values, and Goals* indicates a Last Board Action date of February 20, 2024, and the consent agenda from this meeting confirms that the mission statement review was appropriately addressed. The discussion, as part of the consent agenda, fulfills the documentation requirement, demonstrating compliance with Board Policy A.1.3 and Texas Education Code Section 51.352, which emphasize the governing board's responsibility to ensure mission clarity and alignment with institutional priorities.

Alignment with Board Policy B.8.1: Board Meetings, which marks the importance of transparent and comprehensive documentation, ensures that all mission-related activities are accurately recorded, supporting the Board's commitment to governance transparency and accountability (4.2.a. Figure 1: Board Policy Last Board Action).

4.2.a. Figure 1: Board Policy Last Board Action


A.1.3.e (Policy) College Mission Statement: St. Philip's College
Responsible Department: Office of the Chancellor
Board Adoption: 7-28-15
Last Board Action: 08-20-23, 12-19-23, 2-20-24

Conclusion

The Board of Trustees of the Alamo Colleges District has consistently demonstrated a commitment to the periodic review and affirmation of St. Philip's College's Mission Statement.

Through strategic planning processes and stakeholder engagement, the Board has ensured that the Mission Statement remains aligned with institutional objectives, community needs, and the overarching priorities of the Alamo Colleges District. Updates in 2023 and reaffirmation in December 2023 exemplify this dedication to equity, access, and educational achievement for all students. While the 2019 review focused on the Alamo Colleges District Mission, Vision, and Values, its framework informed subsequent reviews, including those specific to St. Philip's College. It is also aligned with the State's teaching and public service mandates (Fall 2022 Quick Facts).

The scheduled 2020 review of the Mission Statement was interrupted by the COVID-19 pandemic, which necessitated a focus on addressing immediate challenges, including digital access, equitable resource allocation, and new teaching strategies. Despite the delay, these actions aligned with the Mission Statement and reinforced its relevance during a critical period.

The February 2024 Board consent agenda confirms that the Mission Statement review was appropriately addressed, fulfilling documentation requirements and demonstrating compliance with Board Policy A.1.3 and Texas Education Code Section 51.352. Alignment with Board Policy B.8.1: Board Meetings demonstrates the importance of transparent and comprehensive documentation in reinforcing governance best practices and accountability.

The periodic review and affirmation of the Mission Statement reflect the Board's governance responsibilities and its collaborative partnership with the College's administration. This synergy between governance oversight and administrative leadership is further examined in the following section, which explores the distinction between board and administrative roles and the role of shared governance in advancing institutional objectives.

Evidentiary Documents

4.2.a-1 A.1.3 VisionMissionValues.pdf
a.1.3-policy.pdf
4.2.a-2 B.8.1 BoardMeetings.pdf
4.2.a-3 Sec. 51.352 Responsibility of.pdf
4.2.a-4 60x30TX plan.pdf
4.2.a-5_G2G_StrategicPlanning.pdf
4.2.a-6_2019_ConversationsfortheFuture.pdf
4.2.a-7 SPOL Software.pdf
4.2a-8 BoardMinutes 09.17.2019.pdf
4.2a-9_G2G_Overview.pdf
4.2a-10 G2G FS MVV.pdf
4.2a-11 BoardMinutes 08.15.2023.pdf
4.2a-12 BoardMinutes 12.19.2023.pdf
4.2a-13_BoardMinutes_02.20.2024.pdf
4.2a-14 Sect. 18.A.6 ConsentAgenda.pdf

4.2.b *The governing board 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* ***(Clear and appropriate distinction)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.2.b, as there is 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.

The organizational structure of the Alamo Colleges District reflects a clear distinction in lines of authority, ensuring compliance with Principle 4.2.b: Board/Administrative Distinction. This distinction is codified in Board Policy B.2.1: Organizational Plan, which outlines the hierarchical structure of governance and administration. The Board of Trustees functions as the governing body responsible for policy-making and strategic oversight, while operational responsibilities are delegated to the Chancellor and College Presidents. The Chancellor, as the District's Chief Executive Officer, reports directly to the Board and is tasked with implementing Board policies, overseeing institutional operations, and ensuring alignment across all colleges. College Presidents, in turn, report to the Chancellor and are responsible for advancing their institutions' mission and vision, managing daily operations, and ensuring compliance with District policies.

Board materials, including bylaws, manuals, and policies, clearly reflect the distinction in roles and responsibilities. Board Policies B.1.1: Board Legal Status and B.5.1: Board Responsibilities emphasize the Board's legislative and policymaking authority, delegating operational tasks to the Chancellor and College Presidents. These policies ensure governance remains distinct from administration. Administrative materials, such as Board Policy D.2.1: *Employee Conduct and Responsibilities*, reinforce the reporting hierarchy and operational alignment with Board directives. This comprehensive documentation establishes a model where the Board focuses on strategic oversight, and the administration executes day-to-day functions.

Clear examples in practice demonstrate the distinction between the Board setting direction and the administration and faculty implementing policies:

- Policy Development and Implementation: The Board approved revisions to Policy A.1.3: *College District Vision, Mission, Values, and Goals* in September 2019, establishing strategic priorities subsequently implemented by the Chancellor and College Presidents.
- Budget Approval and Execution: Board Policy C.1.4: *Annual Operationg Budget* establishes that the Board is responsible for approving the annual budget. The Chancellor and College Presidents are tasked with managing its operational allocation, exemplifying the clear division between governance and administrative responsibilities.
    - Board Approval:

        - The Board of Trustees has the authority to approve the annual budget. This ensures strategic alignment and oversight of the institution's financial priorities.
    - Administrative Responsibility:
        - The Chancellor and College Presidents are tasked with preparing the budget in alignment with Board-approved strategic priorities. Once approved, they are responsible for operational allocations and management of resources.
- Strategic Planning: The Board adopts the District's strategic plan, which the College administration operationalizes through initiatives like "Good to Great Strategic Planning" sessions, engaging stakeholders to align institutional efforts with Board-approved goals. These sessions engage stakeholders to align institutional efforts with Board-approved goals, ensuring continuous improvement in student success, academic excellence, and operational efficiency. The College plays a key role in translating strategic objectives into actionable programs, enhancing institutional capacity, and fostering innovation to meet evolving educational and workforce needs.

When instances of role ambiguity arise, the College takes proactive steps to reinforce the distinction between governance and administration. Governance protocols, such as Policies B.1.1 and B.5.1, are revisited during workshops to clarify responsibilities. Similarly, Board Policy D.2.1: Employee Conduct and Responsibilities delineate administrative roles, reinforcing the reporting hierarchy and operational alignment with Board directives. Board members receive regular training on governance best practices and defined roles, as outlined in Policy B.3.2: *Board Member Training* (and orientation). Enhanced communication between the Board, Chancellor, and College Presidents ensures alignment and reinforces boundaries, as documented in records like the August 17, 2020, ACD Special Board Meeting.

By adhering to these policies and practices, including Board Policy B.5.3.1: Policy and Procedure Advisory Council (PPAC), St. Philip's College Board of Trustees ensures a governance model that upholds accountability, transparency, and the effective advancement of institutional goals while embracing the principles of shared governance. This approach fosters a collaborative decision-making process that actively engages faculty, staff, administration, and governing boards in shaping policies and institutional priorities.

The Alamo Colleges District, including St.Philip's College, has established policies and structures that reflect its commitment to shared governance. A key component of this framework is the Policy and Procedure Advisory Council (PPAC) (Figure 4.2.b: Policy and Procedure Advisory Council (PPAC), which brings together district stakeholders to review and refine policies and procedures, ensuring diverse perspectives are considered in decision-making. Additionally, the district's Shared Governance model provides faculty, staff, and students with a representative voice in governance matters, fostering open communication, information exchange, and collaborative efforts toward institutional goals.

Through these structures, the Board provides strategic oversight, while the College administration operationalizes policies into procedures, ensuring alignment with the institution's mission and the collective input of its stakeholders. This structured yet inclusive approach reinforces the district's dedication to shared governance and collaborative policy development.

Figure 4.2.b Policy and Procedure Advisory Council (PPAC)

PPAC Positions and Current Incumbent

Director of Ethics, Compliance, and Policy
Dr. Daphene Carson

Council of Chairs Chair
Raymond Chacon and Justin Eccles

Executive Staff Senate President
Nicholas Blakeney

United Faculty Senate President
Cindy Katz

Student District Council Chair
Alex Midkiff

Designated College President
Dr. Fransico Solis

Interim Vice Chancellor of Economic & Workforce Development
Xavier Urrutia

Vice Chancellor for Academic Success
Dr. George Railey

Interim Vice Chancellor for Student Success
Debi Gaitan

Vice Chancellor for Planning, Performance and Information Systems
Dr. Thomas Cleary

Associate Vice Chancellor of Talent, Organization & Strategic Innovation
Linda Boyer-Owens

Associate Vice Chancellor of Marketing and Communications
Kristi Wyatt

General Counsel
Ross Laughead

Conclusion

The Alamo Colleges District's governance structure ensures a clear distinction between the Board's strategic oversight and the administration's operational responsibilities. Codified in policies such as B.2.1: *Organizational Plan*, B.1.1: *Board Legal Status*, and B.5.1: *Board Responsibilities*, the roles and responsibilities of governance and administration are well-defined and consistently implemented. Practical applications, including policy development, budget approval per Board Policy C.1.4.1, and strategic planning initiatives, further exemplify this division. Proactive measures such as regular training, enhanced communication, and adherence to governance protocols reinforce these distinctions, ensuring compliance with Principle 4.2.b and supporting accountability, transparency, and the institution's operational and strategic goals.

Evidentiary Documents

4.2.b-1_B.2.1-OrganizationalPlan.pdf
4.2.b-2_B.1.1-BoardLegalStatus.pdf
4.2.b-3_B.5.1-BoardResponsibilities.pdf
4.2.b-4_D.2.1-EmployeeConduct.pdf
4.2.b-5__A.1.3_VisionMissionValues.pdf
4.2.b-6_C.1.4.1-BudgetPrep&Adoption.pdf
4.2.b-9_Chancellor&Presidents_Job_Description.pdf
4.2.b-8_Strategic_Planning.pdf
4.2.b-10_B.3.2_BOTOrientation&Training.pdf
4.2.b-7_SpecialBoardMeeting08.17.2020.pdf

4.2.c *The governing board selects and regularly evaluates the institution's chief executive officer* ***(Regularly evaluates)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.2.c., regarding the selection and evaluation of the College's Chief Executive Officer (CEO).

Selection and Evaluation of the Chief Executive Officer (CEO)

The Alamo Colleges District has established a structured process for the selection and evaluation of the CEO of St. Philip's College. These processes, guided by board policies and state regulations, ensure transparency, accountability, and alignment with institutional priorities.

Formal Process for Selecting the CEO

The selection of the CEO follows the guidelines specified in Board Procedure D.2.2.1: *Hiring Practices*, which outlines a national search process designed to attract and assess highly qualified candidates. The process includes:

- **Executive Search Firms**: National search firms identify and vet candidates to ensure a diverse and competitive applicant pool.
- **Screening Committee**: A screening committee evaluates candidates and provides recommendations to the hiring authority.
- **Board of Trustees Appointment**: Final decisions on hiring are made by the Board, in compliance with Texas Education Code, Section 130.084, which grants the Board authority to appoint CEOs for Texas community colleges.

The selection process adheres to Texas Government Code, Section 552.123 and Texas Education Code, Section 51.913, which govern the notification and selection process for higher education CEOs.

An example of this formalized process is the appointment of the 14th President of St. Philip's College. The appointment followed a rigorous national search and was approved by the Board on January 23, 2007, with the term beginning on March 1, 2007. The most recent contract renewal (for the term September 1, 2024 – August 31, 2026) demonstrates adherence to this structured process and a biennial CEO/President contract review and renewal.

Process for Evaluating the CEO

The CEO is evaluated annually through a process detailed in Board Procedure D.7.1.1: *Employee Evaluations*. This ensures accountability and alignment with the District's strategic goals.

Key elements of the evaluation process include:

- **Chancellor's Role**: The Chancellor, acting as the Board's delegate, conducts the evaluation.
- **Performance Review Criteria**: Evaluations focus on the CEO's ability to achieve institutional and strategic goals.
- **Board Oversight**: The Chancellor reports the outcomes to the Board, ensuring performance remains aligned with institutional priorities.

This evaluation process complies with Texas Education Code, Section 51.352, which requires governing boards to appoint and evaluate CEOs to ensure effective leadership and goal achievement. The most recent evaluation affirmed the CEO's alignment with institutional priorities, as documented in the Renewal of Administrator Contracts.

Delegation and Oversight of Processes

While the Board retains ultimate authority over the selection and evaluation of the CEO, aspects of these processes are delegated to the Chancellor to ensure operational efficiency. The Chancellor is responsible for:

- Managing the implementation of hiring and evaluation procedures.
- Providing regular updates to the Board regarding the CEO's performance and institutional progress.

This delegation is clearly defined in Board Policy B.2.1: *Organizational Plan*, which delineates lines of authority and establishes mechanisms for accountability. By delegating specific responsibilities while maintaining oversight, the Board ensures the effective execution of its governance role.

Commitment to Governance and Accountability

The Alamo Colleges District's adherence to formalized hiring and evaluation processes affirms its commitment to governance and accountability. Policies such as Board Procedure D.2.2.1: *Hiring Practices* ensure that selection processes are transparent and equitable, fostering confidence in leadership decisions. Additionally, Board Procedure D.7.1.1: *Employee Evaluations* establishes a structured process for evaluating the CEO, reinforcing accountability and alignment with institutional goals.

The District's Board Policy B.2.1– *Organizational Plan* delineates clear lines of authority, maintaining a distinction between governance and administration. Furthermore, compliance with Texas Education Code, Section 130.084 grants the Board authority to appoint CEOs for Texas community colleges, emphasizing accountability in leadership selection. Texas Education Code,

Section 51.352 outlines the governing board's responsibility for CEO evaluation and alignment with institutional goals, ensuring leadership aligns with the District's mission, vision, and priorities.

By implementing these policies, the District reinforces its dedication to institutional excellence and ensures leadership that supports the success of its diverse student population. The governance structure exemplifies the District's focus on collaboration, accountability, and continuous improvement.

Conclusion

The Alamo Colleges District has established clear, formalized processes for the selection and evaluation of the Chief Executive Officer (CEO) of St. Philip's College, ensuring alignment with institutional goals and compliance with state regulations. These processes, codified in Board Procedure D.2.2.1 – Hiring Practices and Board Procedure D.7.1.1: *Employee Evaluations*, demonstrate the District's commitment to transparency, accountability, and effective governance. The structured delegation of responsibilities to the Chancellor, as defined in Board Policy B.2.1: *Organizational Plan*, reinforces operational efficiency while maintaining the Board's strategic oversight.

By adhering to state-mandated requirements, such as those outlined in the Texas Education Code Sections 130.084 and 51.352, and leveraging tools like the Alamo Colleges District Organizational Chart and performance contracts, the institution ensures that leadership decisions are equitable and aligned with its mission. This comprehensive governance structure supports the continuous advancement of institutional priorities, reinforcing the Alamo Colleges District's commitment to excellence and fostering leadership that empowers its diverse student population.

Evidentiary Documents
4.2.c-5_d.2.2.1_HiringPractices.pdf 4.2.c-1_TXCode130.084.pdf 4.2.c-6_TXCode552.123.pdf 4.2.c-7_TXCode51.913.pdf 4.2.c-9_AWLContract(24-26).pdf 4.2.c-8_D.7.1.1_ProcedureEmployeeEvaluations.pdf 4.2.c-4_TXCode51.352.pdf 4.2.b-1_B.2.1-OrganizationalPlan.pdf

4.2.d *The governing board defines and addresses potential conflict of interest for its member* ***(potential conflict of interest)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.2.d. requiring the definition and identification of potential conflicts of interest.

The governing board of St. Philip's College, the Board of Trustees of the Alamo Colleges District, has established comprehensive policies and practices to address potential conflicts of interest among its members, ensuring transparency, accountability, and institutional integrity.

Policies Regarding Conflicts of Interest

Board Policy B.3.3: *Board of Trustees Ethics* outlines the ethical expectations for Board members, requiring them to "resist every temptation and outside pressure" to use their position for personal or external benefit at the expense of the College District. Members are charged with voting "with honest conviction," avoiding real or perceived conflicts of interest.

Additionally, Board Policy D.2.4: *Nepotism, Conflicts of Interest* explicitly prohibits the employment of individuals related to Board members within specified degrees of consanguinity or affinity, as defined by Chapter 573 of the Texas Government Code. This policy further mandates that District employees disclose any personal, financial, or business interest that may conflict with their duties, ensuring the best interests of the District are upheld.

The Ethics Handbook, developed for all members of the District, reinforces these policies. It emphasizes the importance of avoiding conflicts of interest and provides guidance on recognizing and reporting such conflicts.

Disclosure and Reporting

The Texas Association of Community Colleges (TACC) Legal Policy Ethics: *Conflict of Interest Disclosures* requires Board members to file affidavits disclosing substantial interests in business entities or real property before voting on related matters. These disclosures are filed with the Board Liaison and maintained as part of the Board's records. While the specifics of these affidavits are not publicly accessible due to privacy considerations, the Board's adherence to these practices demonstrates its commitment to ethical governance.

The Purchasing & Contract Administration Department also maintains records of Conflict of Interest Questionnaires (CIQs) filed by vendors and individuals, ensuring compliance with Chapter 176 of the Texas Local Government Code.

Proactive Measures

To support compliance and reinforce ethical practices, the District has established an Ethics Hotline that allows Board members, administrators, faculty, staff, and students to report perceived misconduct anonymously. This tool safeguards against inappropriate behavior and helps maintain public trust in the Board's governance.

Training and Orientation

Newly elected Board members must attend a comprehensive orientation program outlined in Board Policy B.3.2: *Board Member Training*. This seven-month program includes:

- A thorough review of the orientation manual.
- Participation in a mentoring program.
- Site visits and meetings with executive leadership, legal counsel, and student leaders.

Board members are also introduced to relevant state legislation, including policies addressing conflicts of interest, and are provided access to an online repository of Board policies. Annual mandatory ethics training, required for all trustees and employees, includes scenarios and strategies for avoiding conflicts of interest.

Transparency and Accountability

In compliance with Texas Education Code, Section 51.352, the District ensures transparency by making Board meeting minutes and videos publicly accessible online. This practice reinforces accountability and provides community stakeholders with insight into Board decisions.

Commitment to Governance

The Board consistently applies its conflict of interest policies to protect institutional intergrity. By enforcing clear standards, providing comprehensive training, and maintaining robust reporting mechanisms, the Board demonstrates its commitment to ethical governance. Since the last decennial, there have been no reported ethics violations, underscoring the effectiveness of these measures in safeguarding the District's mission and values.

Conclusion

St. Philip's College Board of Trustees established and consistently enforces clear policies and practices to address conflicts of interest, ensuring compliance with legal requirements and ethical governance standards. Policies such as Board Policy B.3.3: *Board of Trustees Ethics* and Board Policy D.2.4: N*epotism, Conflicts of Interest* provide clear guidelines for identifying, reporting, and managing conflicts. Comprehensive training, mandatory disclosures, and transparent reporting mechanisms support accountability and protect the integrity of the institution. These key practices demonstrate the Board's commitment to ethical decision-making keeping in mind the best interests of the District and its stakeholders.

Evidentiary Documents

4.2.d-1_B.3.3_BOTEthics.pdf
4.2.d-2_D.2.4-Nepotism.pdf
4.2.d-3_Gov.CodeCH.573.pdf
4.2.d-4_2024_EthicsHandbook.pdf
4.2.d-5_(TACC)LegalPolicyEthics.pdf
4.2.d-6_TXGovCodeCH176.pdf
4.2.d-7_EthicsHotline_pg17.pdf
4.2.d-8_B.3.2-Training.pdf
4.2.d-9_TXCode51.352.pdf

4.2.e *The governing board has appropriate and fair processes for the dismissal of a board member* ***(appropriate and fair processes)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.2.e. by maintaining an appropriate and fair process for Board member dismissal.

The Board of Trustees for St. Philip's has appropriate and fair processes for addressing the dismissal of a board member. As elected public officials, board members can only be removed from office in accordance with the statutory provisions of the State of Texas, ensuring cause and adherence to due process.

Grounds for Dismissal

The removal of a trustee is governed by District Board Policy B.3.1: *Board Elections, Vacancies, and Removal from Office*, as well as specific state statutes. Violations of the following provisions constitute grounds for removal:

1. The Texas Constitution, Article V, Sec. 24: *Removal of County Officers*.
2. Local Government Code, Title 3, Subtitle B, Chapter 87: *Removal of County Officers from Office*.
3. Texas Education Code, Section 44.032: *Enforcement of Purchase Procedures, including Criminal Penalties*.
4. Texas Association of Community Colleges (TACC) Manual Prohibited Practices: *Bribery, illegal gifts, honoraria and expenses, abuse of office, misuse of official information, official oppression, and nepotism*.

Additionally, Texas Education Code Section 130.0845 addresses removal for nonattendance, stipulating that a board member may be removed if absent from more than half of the regularly scheduled board meetings without a valid excuse.

Trustee Terms and Dismissal Process

Trustees of the Alamo Colleges District are elected to six-year terms, ensuring long-term stability and continuity in governance, as stipulated in Texas Constitution Article 16, Sec. 30a and Texas Education Code, Chapter 61, Section 61.022. This electoral process and procedures support accountability and alignment with state regulations, reinforcing the legitimacy and integrity of the Board's composition.

In alignment with this legal guideline, due process for the removal of a board member is governed by Texas Local Government Code, Chapter 87, Subchapter B: *Removal by Petition and Trial*. These procedures safeguard fairness and ensure that any action taken against a trustee adheres to strict legal standards. Removal requires judicial review by a District Court

judge, with mandatory dismissal upon conviction of a felony or official misconduct, as further outlined in TACC Policy BBC (Legal): *Board Member Vacancies and Removal from Office*. They reaffirm the Board's commitment to ethical governance and adherence to statutory requirements.

The absence of any trustee removals since the last census reflects the Board's dedication to ethical conduct and the effectiveness of the established legal and procedural safeguards.

Conclusion

St. Philip's College's Board implements fair and transparent processes for the dismissal of board members, ensuring compliance with legal requirements and the principles of due process. Grounded in state laws and institutional policies, these procedures prioritize accountability and maintain the integrity of governance.

Policies such as Board Policy B.3.1: *Board Elections, Vacancies, and Removal from Office* address potential violations, including ethical breaches and nonattendance. These procedures are supported by provisions in the Texas Constitution, Texas Education Code, and Local Government Code, which collectively define the conditions and methods for removal. Judicial oversight by a District Court ensures fairness and adherence to statutory protections during removal proceedings.

The Board's commitment to ethical governance is reflected in its compliance with the *TACC Manual Prohibited Practices*, which emphasizes high standards of integrity. The absence of any removals in recent history highlights the Trustees' dedication to their responsibilities and the effectiveness of the established policies. These measures collectively uphold accountability, public trust, and operational stability within the institution.

Evidentiary Documents
4.2.e_1_BP B.3.1 Board Elections.pdf 4.2.e-3_TXConstitutionARTICLE.5.pdf 4.2.e-9_TXEd_Code_CH87_B.pdf 4.2.e-4_TXEd.Code.Section_44.032.pdf 4.2_e-10_TACC_Manual_pg6.pdf 4.2.e-6_TXEd.Code.CH130.pdf 4.2.e-7_TXConstitution_Article 16_GENERAL PROVISIO.pdf 4.2.e-8_TXCode_Title3_Sub B_CH61_61.022.pdf

4.2.f *The governing board protects the institution from undue influence by external persons or bodies* ***(undue influence)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.2.f. in that the Board protects the College from undue influence from external persons or bodies.

The Board of Trustees safeguards St. Philip's College from undue influence by external individuals or entities through clearly defined policies, ethical standards, and governance practices.

Protections Against External Influences

In alignment with Texas Education Code 51.352, the Board preserves institutional independence and ensures the College manages its affairs through its appointed administrators and employees.

The Board's responsibilities are governed by state laws such as Chapter 171 (Regulation of Conflicts of Interest) and Chapter 176 (Disclosure of Certain Relationships with Local Government Officers), as well as Board Policy D.2.4: *Nepotism, Conflicts of Interest*. These laws and policies establish safeguards to ensure that Trustees act independently and remain free from undue political, religious, or financial influence in their official capacities.

The Board of Trustees Ethics Code (Policy B.3.3) further emphasizes these protections by requiring Trustees to:

- Base decisions on all available facts and vote with honest conviction, free from partisan bias.
- Avoid real or perceived conflicts of interest.
- Refrain from legal or authoritative actions outside Board meetings unless specifically authorized.
- Complete a Conflict-of-Interest Affidavit for any potential conflicts.

In the past decade, no Trustee has been found to have acted under undue external influence, demonstrating the effectiveness of these policies.

Structural Safeguards

To reinforce these protections, Board Policy B.5.2: *Board Member Authority* states that individual Board members cannot act on behalf of the Board without express authorization. This ensures that governance decisions are collective and transparent.

Additionally, Board Policy B.5.5: *Sponsorship or Endorsement of Public Events* requires that any Board-sponsored events align with the mission and goals of the District. Endorsements may not show favoritism or reflect bias toward any particular group, and all sponsorships must be approved by a majority vote at an official Board meeting.

Employment policies also limit undue influence. Under Board Policy D.2.4: *Nepotism, Conflicts of Interest*, the District prohibits employing individuals related to Trustees within certain degrees of consanguinity or affinity, as outlined in Chapter 573 of the Texas Government Code. Employment and personal relationship disclosures for trustees are publicly accessible in Board profiles, confirming compliance with these regulations.

Ethics and Compliance Mechanisms

The Alamo Colleges District maintains an Ethics Hotline, allowing Board members, faculty, staff, and students to anonymously report potential misconduct. The Ethics and Compliance Office investigates all reports, ensuring accountability and preventing inappropriate behavior.

To promote continuous development, Board Policy B.3.2 mandates governance training for trustees, as required by Texas Education Code 61.084. This training, provided by the Texas Higher Education Coordinating Board (THECB), equips trustees with the knowledge to uphold ethical standards and maintain independence in decision-making.

Conclusion

St. Philip's College's governing Board of Trustees reinforces its commitment to ethical governance and institutional independence through the implementation of Board Policy B.3.3: *Board of Trustees Ethics*, which requires trustees to act impartially and avoid conflicts of interest. Additionally, Board Policy B.5.2: *Board Member Authority* ensures that no individual trustee acts unilaterally, requiring express authorization for any actions on behalf of the Board. Policies such as D.2.4: *Nepotism, Conflicts of Interest* further protect the institution by prohibiting employment relationships that could compromise decision-making integrity. These policies collectively establish a framework that protects St. Philip's College from undue external influences and ensures transparency and accountability in governance.

Evidentiary Documents
4.2.f-1_TXCode51.352.pdf 4.2.f-2_LOCAL_GOVT_CODE CH.171.pdf 4.2.f-3_LOCAL_GOVT_CODE CH.176.pdf 4.2.f-4_D.2.4_Nepotism.pdf 4.2.f-5_B.3.3_BOTEthics.pdf 4.2.f-6_Conflict_of_Interest_Affidavit.pdf 4.2.f-7_B.5.2_Authority.pdf 4.2.f-8_B.5.5-Sponsorship-Endorsement_PublicEvent.pdf 4.2.f-9_GOVT_CODE CH.573.pdf

4.2.f-10_EthicsHotline.pdf
4.2.f-11_EthicsOffice.pdf
4.2.f-12_B.3.2-Board_Training.pdf
4.2.f-13_TX.Educ_Code_CH61.pdf

4.2.g *The governing board defines its responsibilities and regularly evaluates its effectiveness.* ***(Responsibilities and regularly evaluates)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.2.g. by ensuring the board defines and regulary evaluates its effectiveness.

St. Philip's College demonstrates compliance with Core Requirement 4.2.g through the structured Association of Community College Trustees (ACCT)-administered evaluation process, evidence-based continuous improvement actions, and consistent alignment with institutional goals. This robust approach ensures the Board of Trustees fulfills its responsibilities effectively and supports the institution's mission.

Alamo Colleges Board of Trustees has a process in place for board members to engage in self-reflective evaluation through a regular board retreat. Trustees consistently evaluate responsibilities and expectations, documenting the process and considering the results for continuous improvement. This self-evaluation process not only aligns with Principle 4.2.g but also directly supports the broader governance structure by reinforcing accountability and informed decision-making.

The Board's self-evaluation serves as a cornerstone for identifying strengths and areas for growth, ensuring governance practices remain effective and aligned with institutional goals. These evaluations inform strategic enhancements, enabling refinement of the Board's approach and maintaining its focus on advancing the mission of Alamo Colleges District.

Governance Framework and Supporting Policies

The Board's commitment to effective governance is upheld through a robust set of policies and legal mandates that guide its actions and ensure accountability. Board Policy B.3.3: *Board of Trustees Ethics* emphasizes ethical decision-making and accountability, ensuring that trustees consistently adhere to high standards of integrity in their governance roles. Complementing this, Board Policy B.5.1: *Board Responsibilities* provides clear guidance on governance responsibilities, including the importance of regular self-evaluations to promote accountability and continuous improvement in board practices.

Board Policy B.5.3: *Policies and Policy Manual* establishes procedures for the development, adoption, and amendment of board policies, implicitly supporting collaboration with external entities to align policies with broader institutional goals. Similarly, Board Policy C.4.1: *Communications on Behalf of the College District and Colleges* ensures accurate and consistent representation of the College District, which can extend to interactions with system boards, foundation boards, and alumni boards to maintain unified messaging.

To further safeguard transparency and prevent undue influence, the Board adheres to conflict of interest policies outlined in B.3.3 and D.2.4. These policies require trustees to act in the best interest of the institution by maintaining full transparency and accountability in their decision-making processes. Additionally, the Texas Education Code, Section 51.352, reinforces the Board's fiduciary and oversight responsibilities, emphasizing fiscal accountability and alignment of institutional practices with statutory requirements.

Together, these policies and practices underscore the Board's dedication to transparency, ethical governance, and the effective advancement of institutional goals. This structure ensures that all board actions align with the mission to support and enhance the institution's operational and strategic objectives.

Defining and Assessing the Responsibilities and Expectations of Board Members

Board Policy B.3.2 outlines the procedures for notifying the Board members about their training and self-evaluations. This policy states that the Board shall carry out a self-evaluation and Board retreat in June of odd-numbered years, which is facilitated by the Association of Community College Trustees. The retreat and self-evaluation process cover a wide range of topics related to the Board's duties, including Effective Leadership and its roles and responsibilities.

The Alamo Colleges Board of Trustees adheres to procedures outlined in Board Policies B.3.2, B.3.3, and B.5.1, which guide training, self-evaluation, and governance responsibilities. These policies underscore the Board's commitment to maintaining high standards of accountability, avoiding conflicts of interest, and advancing the institution's mission.

Association of Community College Trustees (ACCT) Board Evaluation Process

Board Policy B.3.2 mandates a biennial self-assessment and retreat facilitated by the Association of Community College Trustees (ACCT). The most recent assessment (ACD 2023 Board Self-Assessment Report) occurred on November 10, 2023, involving eight of the nine elected trustees, achieving 89% participation. These evaluations assess governance effectiveness, leadership roles, strategic alignment, and institutional impact. ACCT has facilitated these assessments for the Alamo Colleges Board since 2011, demonstrating a longstanding commitment to effective governance practices.

ACCT Board Assessment Overview

The ACCT board self-assessment process is a comprehensive approach designed to ensure an accurate and tailored evaluation of governance effectiveness. Key steps include or included:

- **Survey Design and Administration**: Customized survey instruments are developed to align with the specific goals and needs of the Board. Trustees complete self-assessment forms that evaluate both individual and collective Board performance. The survey is carefully distributed and administered to ensure accuracy and confidentiality.
- **Data Collection and Analysis**: Responses are collected, tabulated, and analyzed to provide a clear picture of strengths and areas for improvement. A confidential report is prepared, summarizing findings and providing actionable insights.

- **Presentation and Facilitation**: ACCT presents the findings through either a conference call or an on-site retreat facilitated by an experienced consultant. The consultant guides the Board in reviewing and discussing the results, including key accomplishments and areas needing further attention. A constructive dialogue is encouraged to frame recommendations and set expectations for future evaluations.
- **Recommendations and Follow-Up**: The process concludes with actionable recommendations to address identified gaps and build on strengths. Goals, priorities, and timelines for the next review period are established. Formal communication and records are prepared to ensure accountability and follow-through on agreed actions.

This structured process not only supports compliance with Core Requirement 4.2.g but also reinforces the Board's commitment to effective governance and continuous improvement. The inclusion of facilitated discussions and detailed recommendations ensures that the evaluation leads to meaningful outcomes aligned with institutional priorities.

Summary of the 2023 Board Assessment Results

The 2023 Board self-assessment, facilitated by the Association of Community College Trustees (ACCT), included participation from 8 out of 9 Board members (89%). The assessment provided valuable insights into the Board's governance effectiveness, identifying key strengths and areas for improvement.

The rating values for the Board assessment are based on a 5-point Likert scale to ensure clarity in trustee responses.

- 5 = Strongly agree: Highly considered, completely implemented, very well prepared, highly satisfied.
- 4 = Agree: Considered, mostly implemented, prepared, satisfied.
- 3 = Somewhat agree: Somewhat considered, somewhat implemented, somewhat prepared, somewhat satisfied.
- 2 = Disagree: Barely considered, barely implemented, barely prepared, dissatisfied.
- 1 = Strongly disagree: Never considered, not at all implemented, not at all prepared, not at all satisfied.
- DK = Don't Know

Key Strengths:

- Institutional Readiness for Student Success (4.86) pg. 8:
  - The Board noted strong collaboration between academic and student services, ensuring alignment to support student success initiatives.
- Institutional Effectiveness (Average Score: 4.88) pg. 8:
  - High ratings were given for academic quality, program review, enrollment growth, and favorable publicity.
  - Strategic planning and evidence-based budget decisions were commended, with alignment between academic and student services noted as a strength (Score: 5.00).
- Collaboration and Leadership (4.73) pg. 8:
  - Trustees highlighted their cohesion as a governing body and their ability to align efforts to promote student success and institutional goals.

- Trustee Preparation (Score: 4.71) pg. 8:
    - Board members demonstrated exemplary understanding of their roles and responsibilities, as well as those of the Chancellor.

Areas for Improvement:

- New Member Orientation (Score: 4.00) pg. 12 #11:
    - Improvements were needed in onboarding processes for new Trustees to better prepare them for their roles.
- Meeting Preparedness (Score: 4.50) pg. 14 #21:
    - Opportunities were identified to improve Board policy discussions
- Board Professional Development (Score: 4.25) pg. 18 #42:
    - Enhancing the use of data and research to evaluate and inform policy decisions.
    - Identifying more professional/board development opportunities for board members

Continuous Improvement Efforts

According to the 2023 Board Self-Assessment Report Summary prepared by the ACCT, board self-assessments serve as a benchmark of good governance, reinforcing the board's leadership role and its partnership with the Chancellor. The report underscores that these assessments clarify expectations, set performance standards, and reflect the board's ongoing commitment to accountability and institutional effectiveness. Since 2011, the College Board of Trustees has utilized the ACCT self-assessment instrument on a biennial basis, demonstrating a consistent dedication to board development and adherence to best governance practices. This approach aligns with Board Policy B.3.2 and ensures compliance with SACSCOC Core Requirement 4.2.g, which mandates that the governing board defines and regularly evaluates its responsibilities and expectations.

While there is limited direct evidence that the board actively utilizes self-assessments to drive strategic improvements, the 2023 report highlights a renewed emphasis on enhancing governance practices. Key areas identified for improvement include strengthening trustees' data literacy and decision-making capabilities through targeted training programs, refining meeting procedures for greater efficiency, and enhancing the onboarding process for new trustees. The importance of onboarding new members has also been highlighted, prompting revisions in orientation protocols as outlined in Board Policy B.3.2. Additionally, new trustees now participate in mentorship pairings with experienced board members to facilitate a smoother transition and deeper institutional knowledge. They are also engaged in early strategic planning discussions to align expectations with the institution's mission and goals.

The Trustee Onboarding presentations from 2021 and 2024 further emphasize the importance of clear expectations and continuous leadership development. The 2021 SPC Trustee Onboarding document, in particular, highlights ethical decision-making, strategic planning, and accreditation compliance as key performance excellence initiatives. By integrating these enhancements, St. Philip's College ensures that new board members are well-prepared, aligned with institutional priorities, and positioned to contribute effectively from the outset.

To support ongoing board improvement, the January 2021 Trustee Onboarding Chancellor's Presentation introduces "The Alamo Way," a framework for continuous improvement, student

performance, and institutional efficiency. While the 2023 Board Self-Assessment Report reinforces the college Trustee's focus on governance accountability, additional documentation of specific actions—such as targeted training or procedural refinements—would further substantiate the board's commitment to continuous improvement.

Conclusion

St. Philip's College demonstrates compliance with Core Requirement 4.2.g through a structured, evidence-based evaluation process facilitated by the Association of Community College Trustees (ACCT). The Board's commitment to ethical governance, continuous improvement, and alignment with institutional goals is evident through its structured self-assessments. These evaluations serve as a robust mechanism for reviewing responsibilities and expectations, fostering strategic enhancements, and maintaining accountability.

Evidentiary Documents
4.2.g-1_Board_Self_Assessments.pdf 4.2.g-3_B.3.3-Ethics.pdf 4.2.g-5_B.5.1_Board Responsibilities.pdf 4.2.g-6_Policies.pdf 4.2.g-7_C.4.1_Communications.pdf 4.2.g-4_D.2.4_NepotismConflicts.pdf 4.2.f-1_TXCode51.352.pdf 4.2.g-2_B.3.2_Board_Training.pdf 4.2.g-9_ACCT Board_Assessment_Process.pdf 4.2.g-8_2023 Board_Assessment_Report.pdf 4.2.g-10_Brd Strng_Insti Read_pg 8.pdf 4.2.g-11_Brd Strng_Insti Eff_pg 8.pdf 4.2.g-12_Brd Strng_Collab_pg 8.pdf 4.2_g-13_Brd Strng_Prep_pg 8.pdf 4.2_g-14_Areas Imp_Mbr Orn_pg 12.pdf 4.2_g-15_Areas Imp_Meet Prep_pg 14.pdf 4.2_g-16_Areas Imp_PD_pg 18.pdf 4.2.g-18_2021 SPC Trustee Onboarding.pdf 4.2.g-19_2024 SPC Trustee Onboarding.pdf 4.2.g-20_2021 TrusteeOnboarding (Chancellor_Slides.pdf

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.* ***(institution's governing board)***

___*Compliant* ___*Partial Compliance* ___*Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 4.3, Multi-level governance.

This standard is not applicable. St. Philip's College's governance structure does not have multiple levels.

5 Administration and Organization

5.1 *The institution has a chief executive officer whose primary responsibility is to the institution.* ***(chief executive officer)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College complies with core requirement 5.1 in that it has a chief executive officer whose primary responsibility is to the institution.

Published Job Description of CEO's Primary Responsibilities to the College

Board Policy B.2.1 Organizational Plan identifies the President of the College as the College's CEO and states that the President directs: "all operational areas of their respective college." The responsibilities of the CEO are further defined in the published Job Description for the President of the College: The President of the College is responsible for supporting the philosophical tenets reflected in the Mission, Vision, and Values, and advances the strategic agenda of the College by providing a strategic philosophical focus for every aspect of the operation of the College. The CEO oversees the daily administration and operation of the College, interpreting policies and procedures to ensure compliance with policy and legal requirements.

The College has a CEO whose responsibility is to the Institution. The CEO of St. Philip's College is the College President, Dr. Adena Williams Loston. As published in the President's Biography on the college's website, Dr. Loston was appointed as the 14th President of St. Philip's College on January 23, 2007, by the College's Board of Trustees and assumed the role on March 1, 2007, on the occasion of St. Philip's College 109th Anniversary.

Published Policy Provides Safeguards Against Conflicts of Interest

The Organizational Charts for St. Philip's College and the Alamo Colleges District show that the CEO holds no other position in the organization, in accordance with Board Policy B.2.1. As documented in the Board Minutes from April 16, 2024, the Chair of the Board presides over governance meetings, and only Board members may cast votes.

Further, Board Policy D.2.4 Nepotism, Conflicts of Interest illustrates the safeguards in place that work to prevent conflicts of interest for all College employees, including the CEO. The policy clarifies that employees should not have a "personal financial interest, a business interest, or other obligation - including outside employment - that in any way creates a substantial conflict."

Board Procedure D.2.4.2 Conflicts of Interest lists the specific procedures for identifying and disclosing potential conflicts of interest. Further, Board Procedure D.2.4.3 Conflicts of Interest: Assignments and Outside Activities provides a mechanism for the CEO to report any additional employment or activities outside of their primary responsibilities to the Institution. These outside

assignments must be reported at least one month in advance of their start and must be approved by appropriate supervisors to ensure that the activities do not interfere with the primary assignment to the Institution. In both cases, the CEO of St. Philip's College, Dr. Adena Williams Loston, has not needed to disclose any conflicts of interest or report any outside activities beyond her primary responsibility to the College.

Evidentiary Documents

5.1_3 SPC Presidents Biography Alamo Colleges.pdf
5.4-2_ SPC Org Chart.pdf
5.1_5 Org Chart Alamo Colleges ao 8-1-24.pdf
5.1_6 Regular Board Meeting Minutes 4-16-24.pdf
5.1_7 Board Policy D.2.4 Nepotism Conflicts of Int.pdf
5.1_8 Board Policy D.2.4.2 Conflicts of Interest.pdf
5.1_9 Board Policy D.2.4.3 Conflict of Interest As.pdf
5.1_1 Board Policy B.2.1 Organizational Plan.pdf
5.1_2 Job Description President of the College.pdf

5.2.a *The chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services* ***(the institution's educational, administrative, and fiscal programs and services)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 5.2.a in that the chief executive officer has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services.

The College's President, who serves as the chief executive officer for the college, has ultimate responsibility for, and exercises appropriate control over, the institution's educational, administrative, and fiscal programs and services. St. Philip's College has an organizational structure in place wherein administrators in key areas of the College all report to the Chief Executive Officer (CEO) of the College. As such, the College's organizational structure allows the President to have appropriate control over all educational, administrative, and fiscal services.

Published Organizational Structure

The College President, Dr. Adena Williams Loston, has ultimate responsibility for, and exercises appropriate control over, the College's educational, administrative, and fiscal programs and services. The Job Description of the College CEO clearly states that the duties of the position involve performing "work of unusual difficulty in planning, managing, and directing all operational areas of [the College]." Further, key duties for the College President include:

- Serving as the Chief Executive Officer of the College who oversees the daily administration and operation of the College, and interprets policies and procedures to ensure compliance with policy and legal requirements;
- Developing and maintaining academic standards and curricula in accordance with community needs and accreditation standards;
- Supervising the process of annual performance reviews for all personnel; and
- Developing and leading college fundraising initiatives and liaising with the Alamo Colleges District Development Office in college-specific fundraising activities of the Foundation.

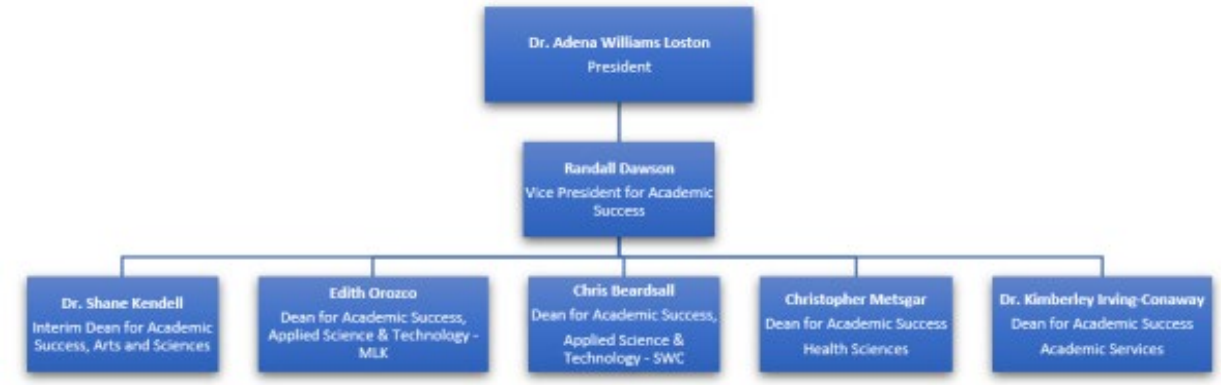
Published Job Description

St. Philip's College demonstrates its commitment to effective leadership by employing administrative and academic officers with the credentials and expertise necessary to perform the duties and responsibilities of their positions, as indicated in the resumes for Vice President of Student Success, Vice President of College Services, and Vice President for Academic Success. The St. Philip's College Organizational Chart identifies the names and titles of the

College's executive and administrative staff. Job descriptions for administrative positions make clear that they are subordinate to the College's CEO, as indicated in the job descriptions for Vice President for Student Success, Academic Success, and College Services. The President holds weekly meetings with her Cabinet, comprised of the three Vice Presidents, Deans, and Directors where issues related to College operations and policies are raised and discussed. Also, monthly St. Philip's College Leadership Team meetings with the President, President's Cabinet, Constituency leaders (President of Faculty Senate, President of Staff Senate, and President of Student Government Association), and other key institutional leaders are held to further discuss issues related to College operations and policies. These meetings provide opportunities for the president to engage collaborative leadership with administrators, faculty, staff, and students to accomplish the mission, develop the strategic plan with appropriate measures, and enact continuous improvement initiatives across the College.

Educational Oversight

Published College procedure demonstrates that St. Philip's College's President presides over the educational functions of the College. The College's educational programs are overseen by the College Deans, who report to the Vice President for Academic Success, and who all ultimately report to the College President; evidence of this organizational structure can be seen in the Dean for Academic Success and Vice President for Academic Success Job Descriptions and via the chart below. These show that the adoption of new degree programs must ultimately be approved by the CEO in conjunction with the Board of Trustees as shown in Career and Technical Programs Development, Review, Deactivation, Reactivation that displays the process. Further, all new full-time faculty members, administrators, and professional staff must interview with the President once the screening committee makes final recommendations for their top candidate(s). St. Philip's College's Memorandum to Recommend for Hire Full-Time Faculty shows that the College President makes the final decision, in consultation with the appropriate vice president, to hire any new faculty member before being sent to Human Resources/TOSI for processing.



Administrative Oversight

The Job Description for the President of the College clarifies that the College President is responsible for all administrative aspects of the College. The College's academic and operational units are managed by a number of Vice Presidents, Deans, and Directors who all ultimately report to the President, as indicated in the St. Philip's College Organization Chart. The President retains ultimate administrative authority on all College business. For example, all College procedures are reviewed and approved by the President to ensure alignment with the Mission of the College and with SACSCOC requirements, as indicated in St. Philip's College example Memo. Further, the President signs off or delegates signing authority to the Vice President of College Services for all agreements, contracts, and MOUs as evidenced by the attached examples.

Fiscal Oversight

The job description for the College President assigns responsibility for the College's fiscal operation to the President of the College. The College's budget and finances are managed by the College Budget Officer, who reports directly to the Vice President of College Services, who in turn, reports to the President. This delineation of responsibilities is indicated in the Job Description for College Budget Officer. Based on consulting with the College Budget Officer and the Vice President of College Services, the President ultimately signs off on any additional funding requests or modifications to the annual operating budget.

Evidentiary Documents
5.2.a-1_JD_President of the College.pdf 5.2.a-2_CV_WWells.pdf 5.2.a-3 CV_Gjohnson2025.pdf 5.2.a-4_Resume_RDawson.pdf 5.2.a-5_SPC Org Chart.pdf 5.2.a-6_JD_VP for Student Success.pdf 5.2.a-8_JD_VP for Academic Success.pdf 5.2.a-7_JD_VP for College Services.pdf 5.2.a-9_Cabinet Agenda Example.pdf 5.2.a-10_Leadership Agenda Example.pdf 5.2.a-11_JD for Dean for Academic Success.pdf 5.2.a-12_Workforce_Program_Process.pdf 5.2.a-13_Recommend to Hire Memos.pdf 5.2.a-14_PBAF Memo.pdf 5.2.a-15_Service Agreement_CCAMPIS Grant.pdf 5.2.a-19_Contract with Center for Disease Protecti.pdf 5.2.a-16_MOU.pdf 5.2.a-17_JD_College Budget Officer.pdf 5.2.a-18_Resource Allocation Requests.pdf

5.2.b *The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's intercollegiate athletics program.* ***(the institution's intercollegiate athletics program)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

The President of St. Philip's College, who serves as the College's Chief Executive Officer, has ultimate responsibility for and exercises appropriate control over the College's athletics program by enforcing Board policies asserting that St. Philip's College does not participate in intercollegiate athletics.

ST. PHILIP'S COLLEGE Does Not Participate in Intercollegiate Athletics

According to the Job Description for the President of the College, it is the responsibility of the President to serve as the Chief Executive Officer of the College and oversee the daily administration and operation of the College, including ensuring compliance with all policies and procedures. The College President has ultimate responsibility for and exercises appropriate control over, the College's athletics program by enforcing Board policies asserting that St. Philip's College has no participation in intercollegiate athletics under Board Policy F.5.2 on Student Contests and Competitions.

St. Philip's College strictly adheres to Board Policy F.5.2: *Student Contests and Competitions*, ensuring that all activities align with Board policies and institutional guidelines. In accordance with these policies, the College does not participate in organized intercollegiate athletics regulated by NAIA, NJCAA, or the NCAA. The College does participate in club sports, that are more recreational in nature, against other colleges to promote health and team building, foster College morale and encourage student engagement, retention, and the ability for some students to transfer to four-year institutions. This decision underscores the institution's commitment to its educational mission and the core competencies of student engagement and community engagement.

Oversight by the College President

The President of St. Philip's College, serving as the institution's Chief Executive Officer, is entrusted with ultimate responsibility for overseeing the College's operations, including its adherence to Board policies regarding athletics. The President ensures compliance by maintaining appropriate control over all aspects of the College's athletics program. For example, travel to and from event locations beyond a 175-mile radius requires the special approval of the President with concurrence from the Chancellor. As stated in the official Job Description for the

President, their duties encompass ensuring that the College operates in complete alignment with established policies and procedures.

Affirmation of Non-Participation in Intercollegiate Athletics

St. Philip's College affirms its non-participation in regulated intercollegiate athletic divisions such as NAIA, NJCAA, or the NCAA. Club sports with local and regional colleges and universities are permitted under Policy F.5.2. This policy is explicitly enforced under the direction of the College President, who ensures that the institution's focus remains on academic excellence and student success initiatives. The absence of organized intercollegiate athletics supports the College's emphasis on educational priorities and vocational engagement while fostering an environment conducive to student achievement without the demands associated with regulated athletic competition.

Conclusion

Through the enforcement of Board Policy F.5.2 and the leadership of the College President, St. Philip's College ensures its compliance with Board policies and reinforces its dedication to its educational mission. The College's decision not to participate in organized intercollegiate athletics as defined by NAIA, NJCAA, or NCAA guidelines exemplifies its commitment to providing a supportive academic environment for its students while providing club sports opportunities to offer student engagement and retention.

As explained in Board Policy F.5.2: *Student Contests and Competitions*, St. Philip's College does not participate in organized intercollegiate sports.

Evidentiary Documents
5.2.b-1_JD_President of the College.pdf 5.2.b-2_Policy f.5.2.pdf

5.2.c *The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's fund-raising activities.* ***(the institution's fund-raising activities.)***

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 5.2.c in that the CEO is ultimately responsible and exercises appropriate control over institutional fundraising activities.

The Job Description for the President of the College, who serves as the College's Chief Executive Officer, states that the President is responsible for "developing and leading fund-raising initiatives of the college and maintaining a liaison with the College District Development Office on college-specific fund-raising activities." The President of St. Philip's College has the authority to solicit donations and grants from private sources that advance the College's mission and priorities. Board Procedure C.1.3.1 states that the President is guided and supported by the College District chief development officer and the chief development officer at each college.

The Director of Institutional Advancement and Grants Development is the chief development officer and reports directly to the College President. The President and Director of Institutional Advancement report ongoing fundraising planning efforts, grant opportunities, and fundraising achievements to the Executive Team during weekly Cabinet meetings (Artifact 5.2.c-4_Cabinet meeting) and to the College Leadership during monthly College Leadership Team meetings (Artifact 5.2.c-5_College Leadership Team meeting). In collaboration with the College President, the Director of Institutional Advancement sets annual fundraising goals and reports the results during the annual Operational Unit Assessment Plan report outs, which include the amount of scholarship funds raised and funds distributed to students.

The St. Philip's College President controls the fundraising activities that support the mission and strategic priorities of the College. The method (special events, grant proposals, direct mail, or personal engagement) and scope of solicitation align with funding sources and the stated purpose for the funds. For example, the Annual St. Philip's College Scholarship Golf Tournament is the signature fundraiser for the College (Artifact 5.2.c-6_Golf Fundraiser Report). The annual scholarship golf tournament is held every first Friday in March in honor of the College's Anniversary, which is March 1, 1898. The golf tournament is in its 15th year and has raised over $2,000,000 to support student scholarships. Funds are raised primarily to support the Presidential Scholars and the Student Engagement Grant (SEG) Recipients. For the College's 125th Anniversary, the Securing Our Legacy Fundraising Campaign was launched to augment student assistance funding and capital improvements. As of today, the campaign has generated $4.3 Million; additional evidence regarding donations and grant awards is attached.

Evidentiary Documents

5.2.c-1_JD_President of the College.pdf
5.2.c-2_c.1.3.1-procedure.pdf
5.2.c-3_JD_Director Institutional Advancement - Co.pdf
5.2.c-4_Cabinet Examples.pdf
5.2.c-5_CLT Examples.pdf
5.2.c-6_Golf Reports.pdf
5.2.c-7_Presidential Scholars and SEG Awards.pdf
5.2.c-9_125 Proposal Booklet.pdf
5.2.c-8_125th Fundraising Campaign.pdf
5.2.c-10_Contributions for FY23.pdf
5.2.c-11_Grants Report-Advisory Board AY23.pdf

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 mannerc. 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 which assures that those activities further the mission of the institution.* ***(entity organized separately from the institution)***

X *Compliant* ___*Partial Compliance* ___*Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 5.3. in that the CEO controls institution-related fundraising activities that may be presented through a separate entity.

Legal Authority and Operating Control

St. Philip's College has defined a relationship with an external entity, the Alamo Colleges Foundation, Inc., which is a separately incorporated 501(c)(3) [1] organization formed primarily to support the College and to further advance the Mission of the College. St. Philip's College has charged the Alamo Colleges Foundation, Inc. with assisting the College in fundraising efforts, investment management, and scholarship awards through a Memorandum of Understanding (MOU). Board Procedure C.1.3.1: *Donations and Grants from Private Sources* [2] and the MOU [3] outline the legal authority and operating control, as well as the fiduciary duties, assigned to the Foundation. As outlined in Board Procedure C.1.3.1:

> The Alamo Colleges Foundation, in coordination with the College District Office of Institutional Advancement, serves as the official fund-raising and endowment arm of the College District for all donations and grants from private sources. The College District Office of Institutional Advancement is the unit authorized to coordinate all fund-raising from private sources and accept and receive all donations and grants on behalf of the College District within the limitations set forth by the College District Board of Trustees.

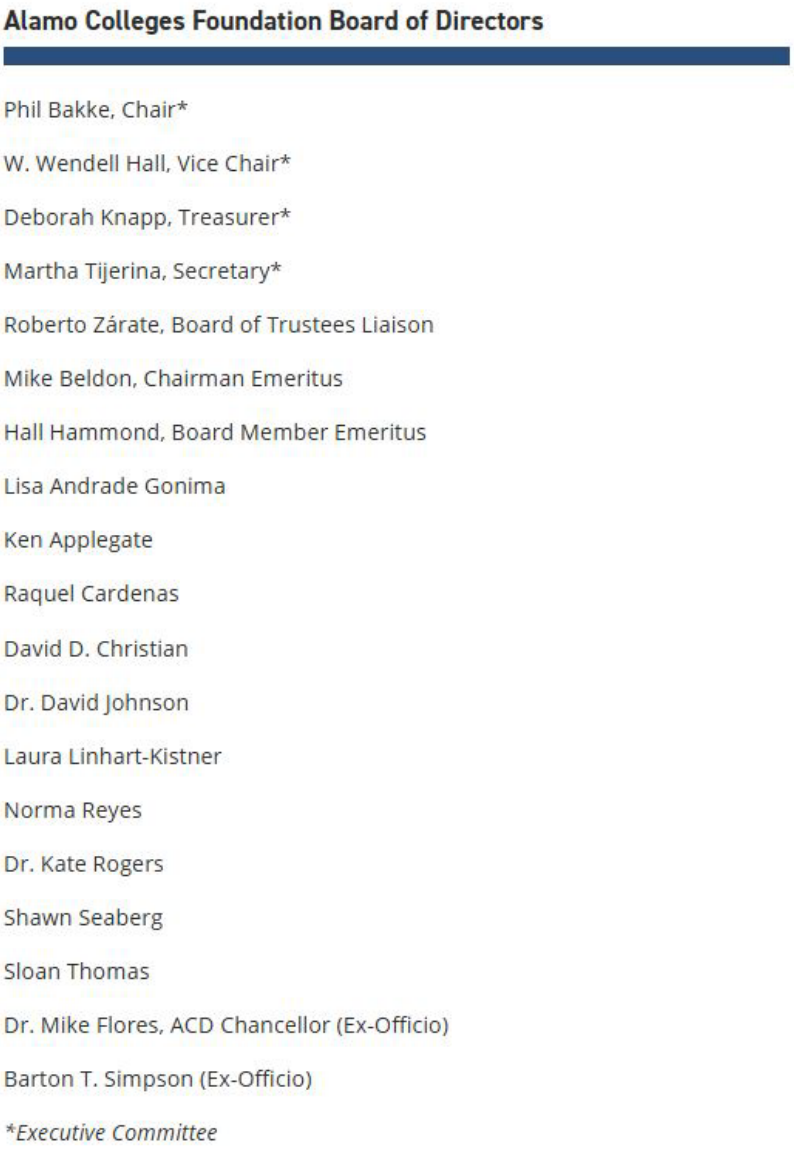
The MOU is intended to set forth policies and procedures that will contribute to the coordination of mutual activities in compliance with state law requirements governing the relationship, including but not limited to Texas Government Code Section 2255.001: *Private Donors or Organizations* [4]. Significant elements within the agreement include:

- Article III, Section 3.01 **In General**. The Foundation is responsible for the performance and oversight of all aspects of its operations based on a comprehensive set of bylaws that clearly address the Foundation Board's fiduciary responsibilities, including expectations of individual board members based upon ethical guidelines and policies.
- Article III, Section 3.04 **Fund-raising**. The Foundation shall create an environment conducive to increasing levels of private support for the mission and priorities of the District and its Colleges. To that end, the Foundation shall:

    - in consultation with the District and the College [President], be responsible for planning and executing comprehensive private fund-raising and donor-acquisition programs in support of each institution's mission (these programs include annual giving, major gifts, planned gifts, special projects, and campaigns as appropriate);
    - supplement the efforts of the Colleges to identify, cultivate, and solicit gifts and grants on behalf of the District or Colleges;
- Article IV, Section 4.08 **Non-Liability of Colleges**. Each of the Colleges shall benefit from the relationships established hereunder, but any financial liabilities of any of the Colleges established hereunder or otherwise arising out of this MOU shall be those of the District rather than of any one or more Colleges and are so assumed by the District.

As stated in the MOU the Foundation has its own Board, separate from the College's Board, that provides oversight for Foundation activities. The Foundation's Bylaws [5] clearly define the legal authority and operating control between the College and the Foundation.

Figure 5.3-1: Foundation Board Members



CEO Controls Fundraising

As outlined in the job description for the President of the College [6], the President is responsible for developing and leading the fund-raising initiatives of the college and acting as a liaison with the Alamo Colleges District Development Office on the college-specific fund-raising activities of the Foundation. Additionally, the Board Procedure C.1.3.1 (Donations and Grants from Private Sources) [2] states that the responsibility for the solicitation of donations and grants from private sources shall be assigned as part of the duties of the College President. Supporting the President in these efforts are the College's chief development officer and the chief development officer of the College District. St. Philip's College's Director for Institutional Advancement [7] acts as the chief development officer.

Conclusion

The Alamo Colleges Foundation, governed by Bylaws [5] of the Alamo Colleges Foundation, Inc., furthers the Mission of St. Philip's College through its mission and supportive fund-raising activities, which help the Institution to achieve educational goals. The Mission of the Foundation is to raise and manage funds to support the educational and workforce development initiatives of the Alamo Colleges [8]. The College's Mission is to empower our diverse population through educational achievement and career readiness. The Foundation serves to provide resources to empower the success of diverse students and communities served by St. Philip's College.

Evidentiary Documents
5.3-1_501c3 IRS Tax Exempt Determination Letter.pdf 5.3-2_c.1.3.1-procedure.pdf 5.3-3_2023 Foundation-ACD MOU.pdf 5.3-4_Texas GoVerment Code 2255.pdf 5.3-5_Amended Bylaws Alamo Colleges Foundation.pdf 5.3-6_JD_President of the College.pdf 5.3-7_JD_Director Institutional Advancement - Copy.pdf 5.3-8_Foundation Quick Facts 12.31.2024.pdf

5.4 *The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution* ***(administrative and academic officers)***

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

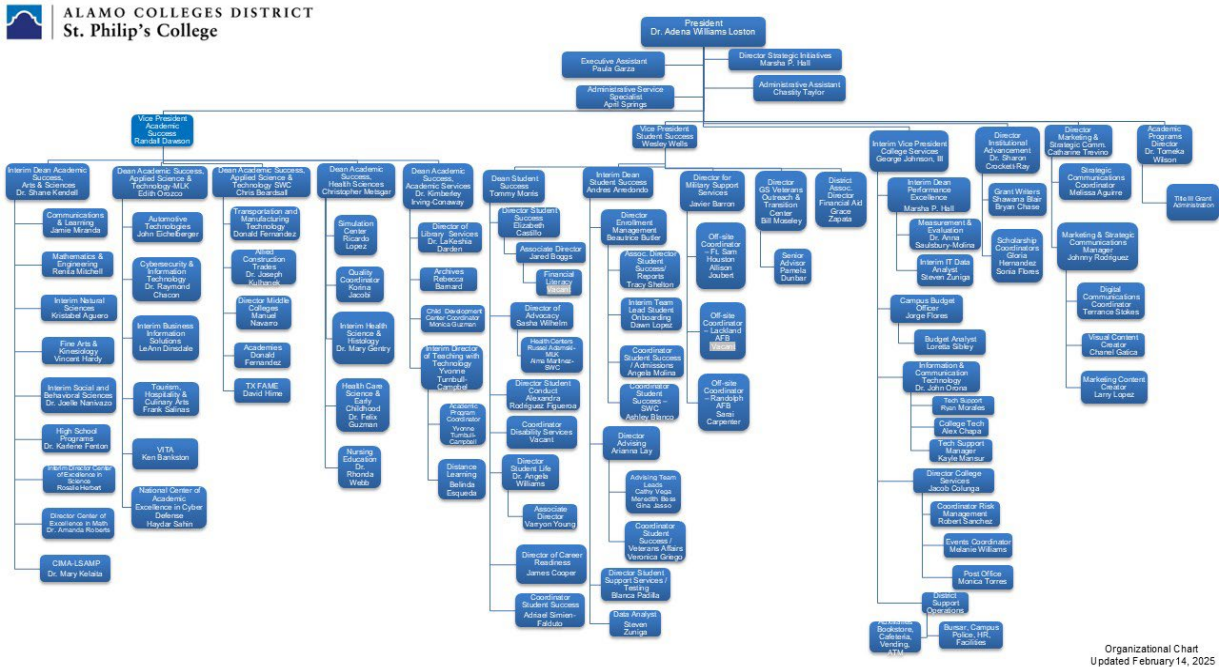
Narrative

St. Philip's College is compliant with Principle 5.4 in that the College employs and regularly evaluates administrative and academic officers.

Board policies and procedures ensure that St. Philip's College employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. Board Policy D.2.2 Hiring Policies states that the [College] shall seek qualified persons for each position based on the job-related standard of education, training, experience, and personal qualifications. When hiring administrative and academic officers, the College engages advisory screening committees that are responsible for identifying the most qualified candidates for the position based on the job description and results of the interview. The committee makes recommendations for those deemed suitable for the position (Board Procedure D.2.2.1).

The St. Philip's College Organizational Chart found in Figure 5.4-1 illustrates the reporting relationships for the executive leadership team. A larger organizational chart can be found in Appendix 5.4-2.

Figure 5.4-1: St. Philips's College Organizational Chart



The executive leadership team of St. Philip's College, known as the Cabinet, includes the President, three Vice Presidents, eight Deans, the College Budget Officer, the Director of Marketing and Strategic Communications, the Director of Institutional Advancement and Grants Development, the Director of Strategic Initiatives, and the Academic Program Director.

Table 6 provides a listing of administrative and academic officers (Cabinet Officers) with appropriate experience and qualifications to lead the institution.

Table 6: Cabinet Officer Qualifications

Name and Title	Brief Job Description	Relevant Education	Relevant Experience	Performance Review
Randall Dawson Vice President for Academic	Serves as the chief academic officer, overseeing the various academic units, while maintaining the academic excellence and	**Master of Science in Physical Education**, Pittsburg State University *Additional Education/ Certification* Teaching Excellence in Distance Learning, St. Philip's College	St. Philip's College, **Dean of Arts and Science** (Jul 2015 – May 2017) Directly supervised six Department Chairpersons, four Early College High Programs, 38 Dual Credit ISD Programs and the Centers of	1/31/2024 1/27/2023 1/31/2022

Success (VPAS)	integrity of the institution.	Mediation Certification, Texas Lutheran College	Excellence for Science and Math; **Chair of Health Sciences** (Jan 2010 Jul 2015) Directly supervised and evaluated 13 Program Directors and their programs with oversight of WECM and ACGM programs/degrees and ten program accreditations. St. Philip's College, **Program Director: Kinesiology** (Sept 2008 – Jan 2010) Recruited, hired, trained, evaluated and mentored Kinesiology faculty. St. Philip's College, **Director of Intramurals / Kinesiology Faculty** (Jan 1997 – Sept 2008)	
Wesley Wells Vice President for Student Success (VPSS)	Provides leadership in the management of all college student service functions including designing, implementing and evaluating all aspects of financial aid and business services.	**Master of Education in Higher Education Administration**, Abilene Christian University *Additional Education/Certification* Doctor of Education – Organizational Leadership (in progress), Abilene Christian University Diversity, Equity and Inclusion in the Workplace Certificate,	Lee College, **Director of Business Operations for Center for Workforce and Community Development (***2021 – 2022*) Responsible for the business operations of Lee College's Center for Workforce & Community Development (CWCD). The key areas of responsibilities were operations	1/31/2024

		University of South Florida	management, student success and retention, fiscal and enrollment reporting and analysis, troubleshooting, and team management. Lee College Education Center South Liberty County, **Education Center Manager** (2016 – 2021) Provided direct supervision of the building services, evening operations coordinators, administrative office staff and student workers. Developed and monitored the center's budget and approval of all expenditures. Assisted students with enrollment process and proctor TSI placement assessments.	
George H, Johnson, III Vice President for College Services (VPCS)	Provides leadership in the management and alignment of financial, human, planning and physical resources for achievement of student success and operational goals of the College.	**Master of Science in Mathematics,** Texas Southern University *Additional Education/Certification* Project Management for Unofficial Project Manager, Alamo Colleges Leading Across Generations Distance Learning, St. Philip's College	St. Philip's College**, Interim Vice President for Academic Success** (2021 – 2021) Served as the chief academic officer of the College, reported to the President of the College, and collaborated with Vice Chancellors. Ensured that the College operated in accordance with the policies of the Board of Trustees, the Texas Higher Education	1/21/2024 1/30/2023 3/5/2021

		Title IX Campus Save Act	Coordinating Board (THECB), and its various accrediting agencies. **Dean for Academic Success - Arts and Sciences** (2017 – 2021) Reported to the Vice President for Academic Success and provided leadership, oversight and coordination of the Arts and Sciences Division, schedule development, supervised five department chairs, over 80 full-time and adjunct faculty, and 16 staff. **Interim Vice President of Student** Success (2015 – 2016) Reported to the President and provided college-wide leadership, oversight and coordination of the Student Success Division. Provided oversight in facilities expansion for the Student Turbon Center and Good Samaritan Veterans Outreach and Transition Center. Provided guidance and support on the Clery Report, Financial Aid and Drug & Alcohol Prevention, and led sub-committees on faculty competencies, policy and the	

			Memorial ECHS site visit	
Dr. Shane Kendell Interim Dean for Academic Success – Arts and Sciences	In collaboration with the VPAS, facilitates, leads and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities and community agencies to increase student enrollment and provide educational training and opportunities.	**Doctor of Philosophy in Physical Chemistry,** University of New England **Master of Education in Instructional Leadership,** Howard Payne University **Master of Business Administration,** University of Texas Permian Basin *Additional Education/ Certification* Quality Matters certified for "Independent Applying the QM Rubric (APPQMR)"	St. Philip's College, **Chair of the Department of Natural Sciences** (2018 – 2024) Responsible for all areas of department management, such as course offerings, instructor supervision and evaluation, purchasing and budgetary handling, fund allocation requests, hiring faculty and staff, and conflict resolution. Also chaired the Curriculum Committee from 2019 – 2022. St. Philip's College, **Assistant Professor of Chemistry** (2015 – 2018) Taught chemistry courses.	Newly Appointed 5/20/2024
Christopher Beardsall Dean for Academic Success – Applied Science and Technology (Southwest Campus)	In collaboration with the VPAS, facilitates, leads and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities and community agencies to	**Master of Education in Leadership,** Schreiner University	St. Philip's College, **Dean of Applied Science and Technology** (2014 – 2019) Responsible for five distinct Departments and oversaw 20 different Associate of Applied Science degree and certificate programs. St. Philip's College, **Interim Department Chair/ Program Coordinator** Transportation Service Technologies (2013 – 2014)	1/27/2024 2/20/2023 3/28/2022

	increase student enrollment and provide educational training and opportunities.		Developed the department schedule, conducted classroom observations, performed annual faculty performance evaluations. St. Philip's College, **Faculty** (2007 – 2014)	
Edith Orozco Dean for Academic Success – Applied Science and Technology (Main Campus)	In collaboration with the VPAS, facilitates, leads and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities and community agencies to increase student enrollment and provide educational training and opportunities.	**Master of Business Administration in Information Security and Assurance,** Texas A&M University- San Antonio *Additional Education/Certification* Certified Ethical Hacker (CEH) Microsoft Certified IT Professional (MCITP) Microsoft Certified Technology Specialist (MCTS) Microsoft Office Certified Master Specialist Blackboard Certified Canvas Certified Master Teacher	St. Philip's College, **Chairperson of Business Information Solutions** (BIS) (2016 – 2019) Managed department operations, ensured compliance with ACD and St. Philip's College policy and procedures and maintained compliance with SACSCOC and National Center of Academic Excellence in Cyber Defense accreditation standards and state regulations. St. Philip's College, **Program Director of Information Technology: BIS** (2008 – 2016) Provided learning environment for students and developed classroom lab scenarios to build student job market skills. Assisted with recertification of National Center of Academic Excellence	1/27/2024 2/9/2023 3/28/2022

			in Cyber Defense for a two-year college (2015 – 2020) St. Philip's College, **Associate Professor: Cybersecurity** (2002 – 2016) Provided learning environment for students to assist them in obtaining high in demand workforce skills through the process of lecture, labs, and hands-on training.	
Christopher Metsgar Dean for Academic Success – Health Sciences	In collaboration with the VPAS, facilitates, leads and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities and community agencies to increase student enrollment and provide educational training and opportunities.	**Master of Business Administration,** Tippie College of Business, University of Iowa *Additional Education/ Certification* Certificate in Leadership, Tippie College of Business, University of Iowa	Inver Hills Community College, **Dean of Business, Healthcare and Public Service,** (2022 – 2023) Planned, organized, and led the academic operations in the Division of Business, Healthcare, and Public Service to meet the educational needs of Dakota County and the Twin Cities metro area. Provided leadership and direction to ensure state, regional, and national accreditation requirements for all programs. Inver Hills Community College, **Dean of Allied Health and Nursing**, (2019 – 2022) Planned, organized, and led the academic operations	1/27/2024

			in the Division of Allied Health and Nursing to meet the educational needs of Dakota County and the Twin Cities metro area. Collaborated with local, regional, and state agencies to ensure compliance with standards and employed current educational delivery methods. University of Iowa Hospitals and Clinics, **Director of Emergency Medical Services Learning Resource Center** (2014 – 2019) Planned, organized, and led educational operations in the EMS Learning Resources Center. Conducted needs assessments to identify regional, statewide, and national needs for emergency care education, delivery, and study while maintaining multiple missions of an academic division.	
Dr. Kimberly Irving-Conaway Dean for Academic Success -	In collaboration with the VPAS, ensures educational coherence by providing support for course and program level student	**Doctor of Philosophy in Education in Organizational Leadership,** University of the Incarnate Word **Master of Arts in Technical Communication,** Sout	St. Philip's College, **Interim Dean for Academic Success – Academic Services** (8/2022 – 11/2022) Managed Team Leads and Directors of the various departments within the division to support	1/27/2024

Academic Services	learning outcomes, effective teaching practices, and professional development opportunities. Works with faculty and chairs to increase opportunities to contextualize academic programs. This also extends to ensuring academic and non-academic support programs, including information literacy and other library support services and tutoring, are contextualized with connections to their transfer and employment goals.	hwest Texas State University *Additional Education/ Certification* Certified k–12 Principal by the Texas State Board of Education Certified Classroom Teacher Grades 8–12 by the Texas State Board of Education Instructional Leadership Development (ILD) Course + Badge Specialist Certification ACOL Quality Design Challenge Course Peer Reviewer Certification Quality Matters Certification Master Teacher Certification	the effective implementation and monitoring of activities and requests. These departments are as follows: Archives College Library Media Services Child Development Center Instructional Innovation Center Center for Distance Learning St. Philip's College, **Interim Department Chair,** (1/2022 – 8/2022) Served in a leadership capacity between faculty, staff, and administration to communicate goals of the College, developed departmental goals, communicated expectations, and identified practices. Developed and supported a departmental structure to meet operational and educational outcomes.	
Andres Arredondo Interim Dean for Student Success	Ensures connection and entry strategies align with AlamoENROLL AlamoADVISE and AlamoINSTITUTES, which includes	**Master of Science in Curriculum & Instruction, Educational Leadership**, Texas A&M International University	St. Philip's College, **Enrollment Team Lead** Certified – **Student Onboarding & Recruitment** (2020 – 2022) Manage all high school recruitment efforts with primary goal of increasing Apply Texas Application	1/25/2024 1/18/2022

	outreach and recruitment, application assistance, and enrollment step completion. This focus may include oversight of Welcome Advising/Admissions Centers, Early College/Academies, Dual Credit Advising, College Connection, Outreach and Recruitment Efforts, and Military Education Centers.		generation year over year in the St. Philip's College assigned high school territory. Manage the Alamo Promise Program at St. Philip's College, including maximizing growth for enrollment, application generation from St. Philip's College's three Alamo Promise high schools, and data management for our team and constituency groups. Palo Alto College, **Enrollment Team Lead - Recruitment & New Student Orientation** (2017-2020) Manage all aspects of Welcome Center operations including 10 Full Time Staff & 10 Student Workers, student in-take, budget management, planning and implementing 20 Fall New Student Orientations and 5 Spring New Student Orientations yearly, Technology and Banner requests, and Staff Professional Development through SMART Goal methodology.	
Tommy Morris	Creates and sustains a holistic system of robust	**Master of Arts in Higher Education – Student Development,** University of Mississippi	Baton Rouge Community College, **Director of Student Life** (2015 – 2024), Responsible for the	Newly Hired 8/1/2024

Dean for Student Success	student support services across the college, developed with faculty and community partnerships. These student support services may include personal counseling, emergency resources, and unique programming for diverse student populations. Leverages the benefits of student engagement opportunities to facilitate persistence and completion.		overall administration of campus programming & student leadership development for over 11,500 students, coordinates the assessment, design, promotion, and production of social, recreational, cultural, and educational student programs and services that enhance the development of the University's diverse student population. Jackson State University, **Director of the Center for Student Leadership & Involvement** (2008 – 2010), Responsible for the assessment, design, promotion, and production of social, recreational, cultural, and educational student programs and services that will enhance the development of the University's diverse student population.	
Marsha P. Hall Interim Dean for Performance Excellence	Responsible for directing, leading and organizing the College quality initiatives as well as College functions that support service and performance	**Master of Science in Education specializing in Educational Technology**, DeVry University *Additional Education/Certification* Graduate work toward a Doctor of Business	St. Philip's College, **Director of Strategic Initiatives** (2022 – 2024) Responsible for facilitating identification and successful implementation of college initiatives designed to	1/30/2024 1/26/2023 1/31/2022

	excellence, including planning, research, budgeting, organizational development, resource development, institutional technology, and other college services. Participates in strategic and organizational planning as well as preparation of college-wide and unit budgeting	Administration in Quality Systems Management, New England Institute of Business at Cambridge College Continuous Improvement Certificate, University of Texas- El Paso Project Management, Project Management Academy Texas Licensed Child Care Director	measurably improve college KPI performance and student outcomes. Collaborated with college administrators, faculty and staff in compiling, analyzing and presenting institutional data to support strategic assessment and decision-making in areas such as program evaluation, student learning/program outcomes, student services and enrollment management **Executive Assistant to the President** (2012 – 2022) Chief of Staff - assist the President with operational, strategic, and institutional advancement activities. Provided leadership to various special projects requiring research and development. Facilitated the development and implementation of strategic plan to include environmental scan and SWOT activities.	
Jorge Flores	Performs budget preparation, coordination, management	**Master of Business Administration,** Univer sity of the Incarnate Word	ACD, **Senior Budget Analyst** (Jun 2015 – Apr 2019) Assist in developing the annual budget (labor/non-	2/20/20 24 1/31/20 23

College Budget Officer	and reporting work. May perform or coordinate other asset management-related work.		labor) by working with the College Budget Managers, Vice President of College Services and District Budget Managers; review and analyze college/district departments budgets to ensure alignment to PVC strategies. Provide training and document processes on the various budget development tools (i.e., Self-Serve Budget Development, Salary Planner, Banner, Argos, BvA) used to strengthen the budgetary control process to balance and track budget for each department. ACD, **Inventory Accounting Analyst** (Sep 2011– June 2015) Served as subject matter expert with department software systems and technology equipment, provided required monthly and annual financial schedules to the Finance office, gathered asset transaction history and designed reports for equipment reconciliation and physical inventory reconciliations.	6/21/2021
Catherine Trevino	Champions effective internal and	**Bachelor of Arts in Communication**s, St. Mary's University	University of the Incarnate Word, **Assistant**	Newly Appointe

Director of Marketing and Strategic Communications	external messaging campaigns to enhance the understanding, perception and reputation of the institution. Builds and manages relationships between the College and its stakeholder groups across online and offline channels. Oversees the narrative of the institutional voice.	*Additional Education/Certifications* Google Ads Search Google Analytics Individual Qualification Campaign manager 360 Adobe Photoshop LinkedIn Badge Microsoft Word LinkedIn Badge An Introduction to NIMS Certification Introduction to ICS Certification	**Director of Digital Strategy and Marketing** (8/2022 – 12/2025) Digital Marketing - Salesforce and Recruit. Website Content Management - creation of webpages and approval of content submitted by other users using Cascade. Collaboration and Reporting - create annual report for department, new employee. Social Media Strategy - Buffer, Airtable, and Hootsuite. Supervision of 10 positions, new employee trainings, and ongoing trainings. Physicians DataTrust, **Marketing Coordinator** (5/2019-5/2021) Design a customized marketing plan that included open enrollment events, community-based outreach, seminars, marketing materials, and collateral for 8 clients. Market 300+ clients to 100,000+ existing customers and an audience of over 1 million potential customers. Manage 8 websites and socials	d Dec. 5, 2024
Dr. Tomeka Cross-Wilson	Directs program development, implementation, evaluation and improvement to ensure	**Doctor of Education in Community College Leadership,** Ferris State University **Master of Science: FCS-Human Development and**	St. Philip's College **Grant Project Director for National Science Foundation, CIMA-LSAMP grant** (April 2018 – Mar 2020) Oversaw the financial	1/31/2020 In Progress

Academic Program Director	program objectives are met and sustained. Monitors existing programs. Ensures compliance with all grant, legal and licensing/ certification requirements.	**Resource Management,** Alabam a A&M University *Additional Education/ Certification* Career Pathways Leadership Certification, National Career Pathways Network	administration of a federal grant, ensured the accomplishment of approved program initiatives in order to remain compliant. Worked closely with grant personnel and senior leaders to manage grant funds and activities. J.F. Drake State Community College, **Director of Grants and Workforce Development** (May 2012 – Mar 2018) Supervised and administered the activities of 40+ grant and workforce personnel. Managed the workforce and instructional on/off-campus site. Leadership and Skill development training. Directed the activities associated with grants (State and Federal) for the college. Developed and organized STEM Camps and Programs for middle and high school students,	
Dr. Sharon Crocket-Ray Director of Institutional Advancement and Grants Development	Develops plans, cultivates relationships and solicits donors and prospective donors to raise financial support for college and resource	**Doctor of Philosophy in Education specializing in Leadership for Higher Education,** Capella University **Master of Arts, Human Resources Development,** Webste r University	St. Philip's College, (1998 – 2011) **Coordinator of Alumni and Friends Association**, Establish Alumni and Friends Association and oversee activities to include strategies to locate alumni and other potential donors to the institution; establish close ties	1/31/20 24 1/27/20 23 1/31/202 2

	development goals.	*Additional Education/Certification* Master Teacher Certified, St. Philip's College	with community leaders interested in assisting with fundraising projects and coordinate special events of the Alumni and Friends Association; providing on-site project management. Assistant Director for Institutional Advancement/Alumni Affairs, Identified, solicited, and provided stewardship for gifts and grants from government agencies, foundations, corporations, businesses, alumni and donors; directed major fundraising events and alumni activities; coordinated special events to enhance campus and community involvement; and promoted community awareness. **Dual Credit Coordinator/Recruiter /Advisor**, Coordinated the Dual Credit and Tech Prep programs; recruited and advised students for college admissions; assisted the development of educational plans for perspective students	

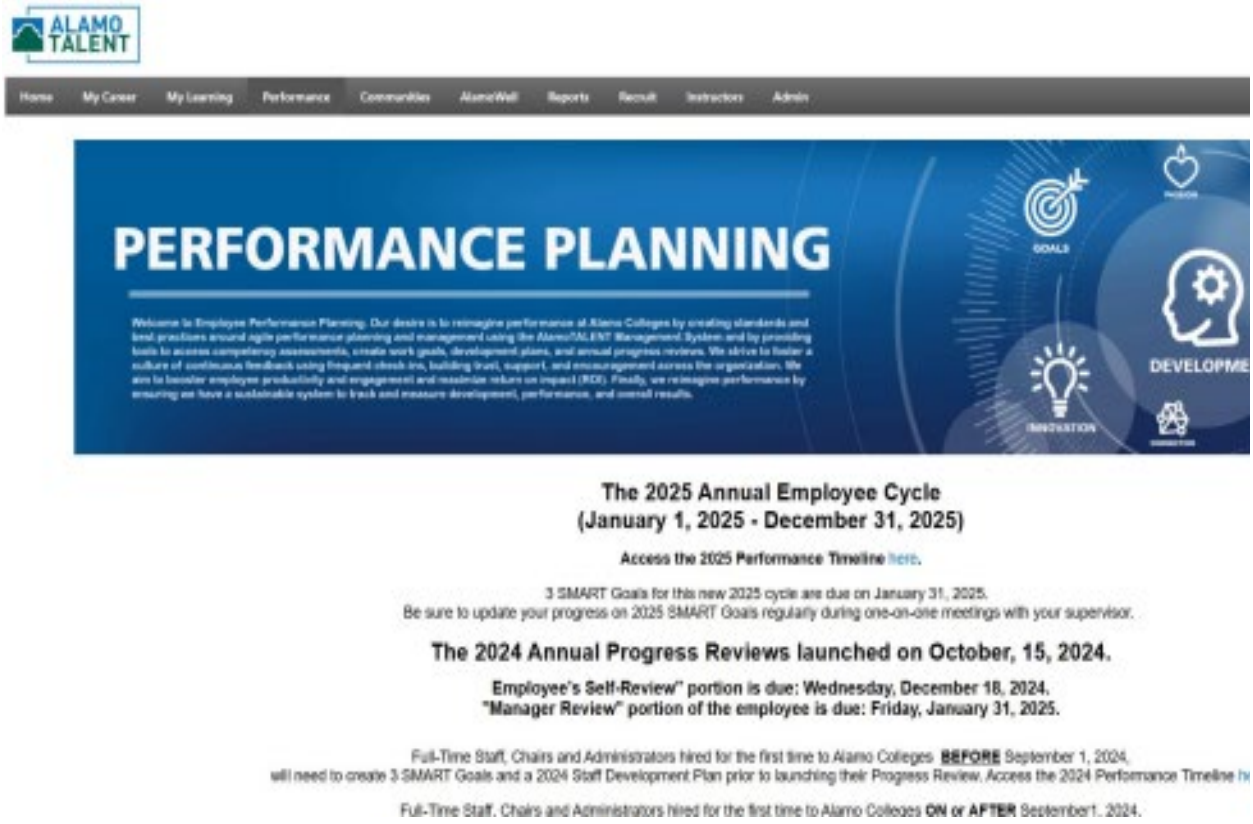
In accordance with Board Procedure D.7.1.1, Employee Evaluations, cyclical performance

evaluations are conducted for all administrators, faculty, and staff by their supervisors. Each Spring semester, College administrative and academic officers are evaluated for performance based on the Alamo Colleges District requirements assuring that these key employees maintain high standards for performance and effectiveness while keeping the institution focused on its mission.

Employee Performance Planning is a three-part system, tracked in AlamoTALENT to establish and manage performance expectations, training, and career development for all employees. System elements include establishing SMART Goals (performance goals and standards for the period), Competency Development (actions to develop strengths or to address gaps in competencies selected by the employee and manager), and an Annual Progress Review, an assessment of performance on goals and competency development.

Redacted employee evaluations for a director, a dean, and a vice president are provided to demonstrate the evaluation process.

Figure 5.4-2: AlamoTALENT Performance Planning Splash Page



Evidentiary Documents

5.4-1_Board Policy D.2.2.pdf
5.4-1.1_Board Procedure D.2.2.1.pdf
5.4-2_SPC Org Chart.pdf
5.4-3_Resume_RDawson.pdf
5.4-4_JD_VP for Academic Success.pdf
5.4-5_CV_WWells.pdf
5.4-6_JD_VP for Student Success.pdf
5.4-7_CV_GJohnson.pdf
5.4-8_JD_VP for College Services.pdf
5.4-9_Resume SKendell.pdf
5.4-10_JD_Dean for Academic Success.pdf
5.4-11_Resume_CBeardsall.pdf
5.4-12_ResumeEOrozco.pdf
5.4-13_CV_CMetsgar.pdf
5.4-14_KConaway_Resume.pdf

5.4-15_Resume_AArredondo.pdf
5.4-16_JD_Dean for Student Success.pdf
5.4-17_Resume_TMorris.pdf
5.4-18_Resume_MHall.pdf
5.4-19_JD Dean for Performing Excellence.pdf
5.4-20_Resume_JFlores.pdf
5.4-21_JD_College Budget Officer.pdf
5.4-22_Resume CTrevino.pdf
5.4-23_JD_Director Marketing & Strategic Communica.pdf
5.4-24_CV_TWilson.pdf
5.4-25_JD_Academic Program Director.pdf
5.4-26_CV_SCrockett Ray.pdf
5.4-27_JD_Director Institutional Advancement.pdf
5.4-28_Board Procedure. D.7.1.1.pdf
5.4-29_Employee Evaluation-Director.pdf
5.4-30_Employee Evaluations-Dean.pdf
5.4-31_Employee Evaluation-VP.pdf

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

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College complies with Principle 5.5 as the institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

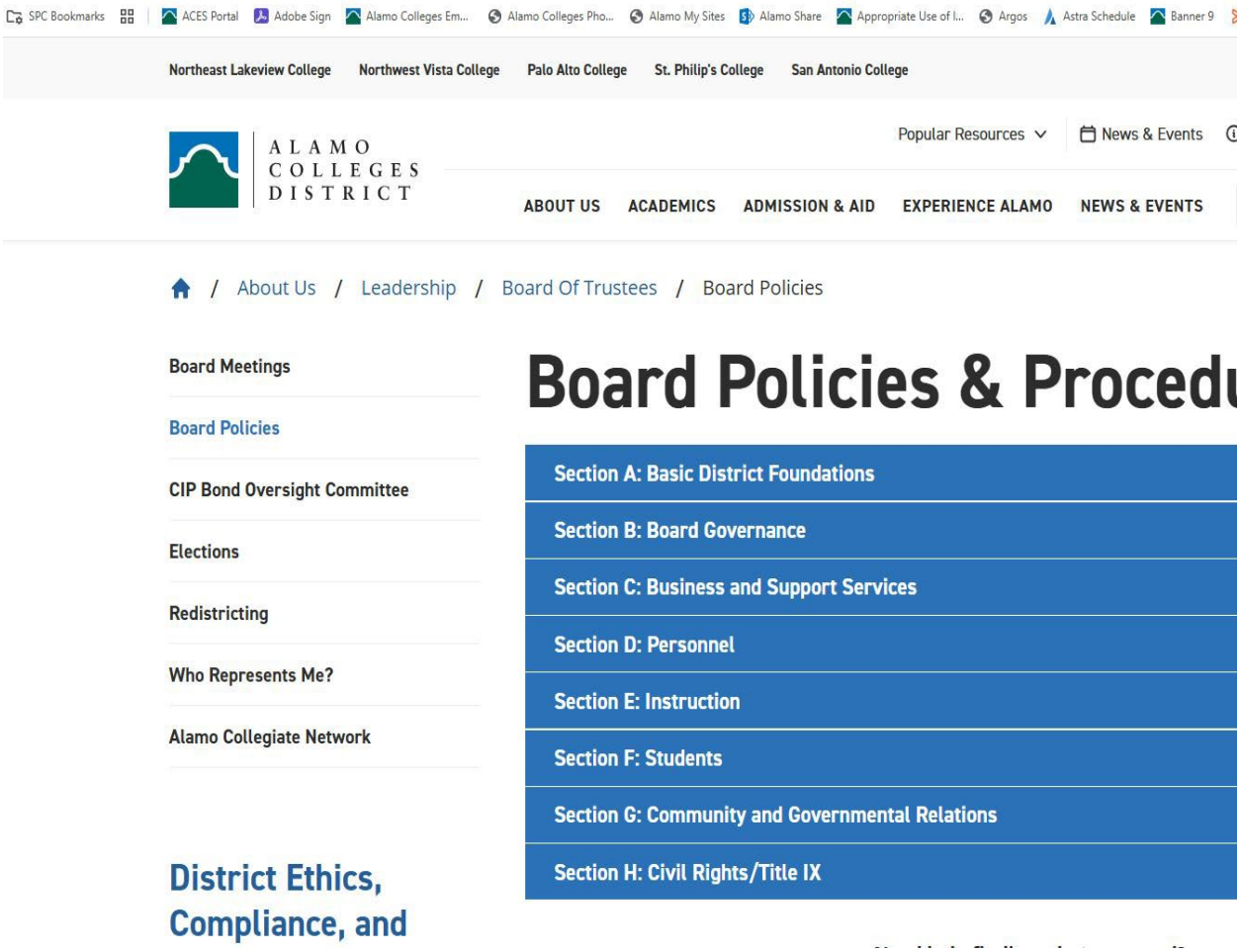
The College Publishes and Implements Policies for the Appointment of Non-Faculty Personnel

The College follows and implements the published Board Procedure D.2.5.2 (Staffing Review) which is under the purview of the College President, allowing the appointment of existing personnel to new or current positions, if and when an internal candidate has been deemed to meet all job requirements and credentials. This practice can support the realignment of strategic College priorities and may be used as a cost-saving measure.

When a position becomes available, the President convenes a position review team that develops a recommendation based on the availability of internal talent. If the team determines that the current talent pool does not possess the skills required for the position, they recommend a search for an external candidate. A human resources representative works in tandem with the President to ensure that all appropriate protocols are followed and then executes the recommendation of the position review team, if approved by the President.

All such promotions, reassignments, and personnel actions are in accordance with Board Policies D.2.5 (Hiring Authority, Status, Assignments and Duties), D.8.2 (Promotion and Demotion), and Board Procedures D.2.5.1 (Hiring Authority, Status, Assignments and Duties), D.8.2.1 (Promotion Process) and D.8.2.2 (Demotion).

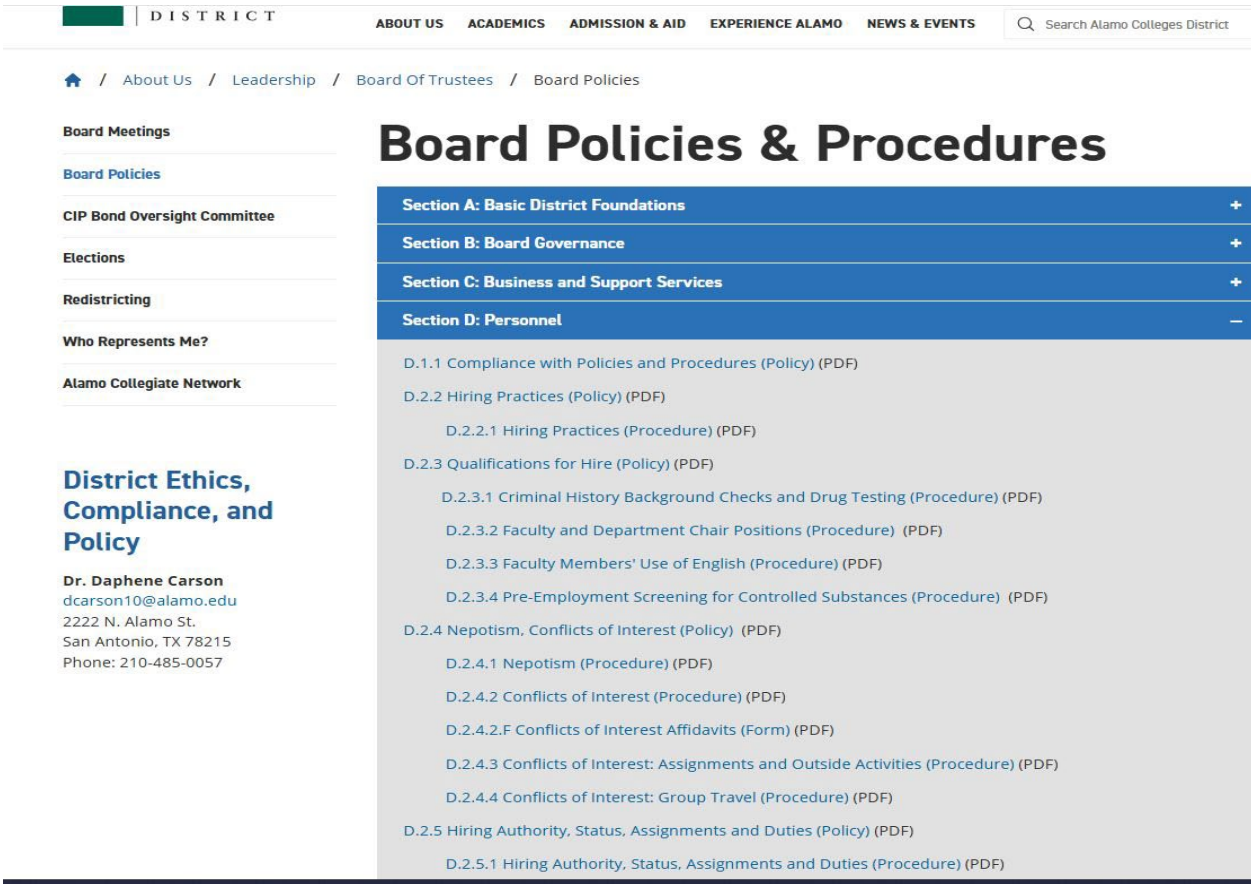
Figure 5.5-1: Board Policies & Procedure Webpage



The College Publishes and Implements Policies to Guide Employment of Non-Faculty Personnel

The College follows and implements the published Board Procedure D.2.2.1 (Hiring Practices) which outlines the procedure for posting the position, and the creation of a screening committee that reflects an appropriate cross-section from the District College Community. Each member of the screening committee must complete the ACD Hiring Briefing before a review of applicants may begin once the position closes. Once all members of the screening committee have completed their hiring briefing, the screening committee is convened, and an evaluation rubric (sample rubrics) is developed based on the posted job description. After the development of an appropriate evaluation rubric, committee members may then access application materials for all applicants via the online hiring portal. The screening committee then evaluates the pool, selects three to five candidates for in-person interviews, and recommends three semi-finalists for a second interview by the appropriate Dean and Vice President. Board Policy D.2.3 (Qualifications for Hire) requires that before a final recommendation is made background checks and references are conducted in accordance with qualifications and position requirements as outlined in the job description. Once completed, a finalist is recommended to the College President.

Figure 5.5-2: Dissemination of Personnel Hiring Practices



The College Publishes and Implements a Policy for Regular Performance Evaluations of Non-Faculty Personnel

The College follows and implements the published Alamo College District Board Procedure on staff evaluation, Board Policy D .7.1 (Employee Evaluations), which outlines the requirement that all full-time employees of the College complete periodic performance evaluations. Additionally, Board Procedure D.7.1.1 (Employee Evaluations) describes both the purpose of the employee performance evaluation as well as the requirement that non-faculty full-time personnel be evaluated on an annual basis which takes place based on the calendar year.

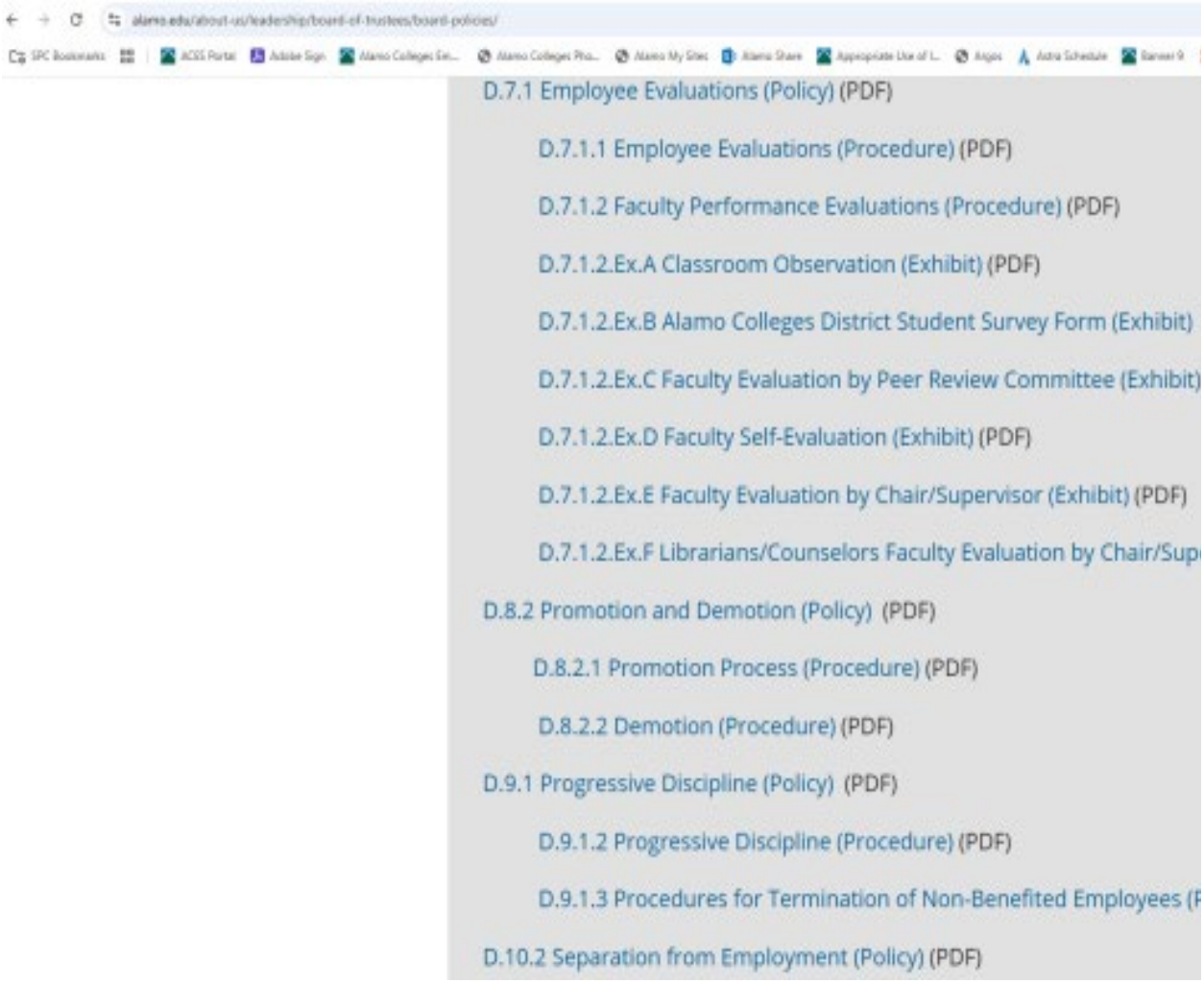
The College conducts non-faculty personnel evaluations at all levels of the organization including the Director, Coordinator, and front-line personnel annually. Redacted examples of evaluations for four employees (2 Professional Exempt and 2 Classified Non-Exempt) are included as evidence for 2021, 2022, and 2023. Employee evaluations are recorded and housed in the Alamo Talent platform located within Alamo Colleges' ACES portal. The supervisors of non-faculty personnel use an Employee Performance Evaluation system that includes an assessment of SMART Goals, Competencies, and Professional Development progress. Goals are set within a calendar year and are typically aligned with The College's

Strategic Priorities such as enrollment and persistence, the College's Strategic Plan, and Department Unit Goals.

During the annual progress review, the non-faculty personnel completes a self-evaluation of the goals, competencies, and professional development plan progress, and the supervisor completes an evaluation of the same areas. Each goal is evaluated using one of four success descriptors:

- Unacceptable Performance: Did not finish, consistently missed target dates, did not achieve what was expected;
- Improvement Required: Finished but late on some targets, not managed well and/or dubious quality;
- Proficient Performance: Targets achieved by due dates, well managed, good quality results;
- Exemplary Performance: All targets were met or exceeded, all targets were achieved by due dates and some finished early, well managed, high-quality results.

Figure 5.5-3: Dissemination of Evaluation Policy and Procedures



Conclusion

St. Philip's College publishes and implements policies regarding the appointment and evaluation of non-faculty personnel as evidenced in policies D.2.2 (Hiring Practices and D.7.1 (Employee Evaluations). All personnel policies are published on the Board's Policies and Procedure webpage ensuring accessibility to all persons affected. The College consistently adheres to the policies and procedures ensuring the employment of qualified personnel that maintain operations and support the achievement of the mission.

Evidentiary Documents

5.5-1_Board Procedure D.2.5.2.pdf
5.5-2_Board Policy D.2.5.pdf
5.5-3_Board Policy D.8.2.pdf
5.5-4_Board Procedure D.2.5.1.pdf
5.5-5_Board Procedure D.8.2.1.pdf
5.5-6_Board Procedure D.8.2.2.pdf
5.5-7_Board Procedure D.2.2.1.pdf
5.5-8 Screening Rubric Examples.pdf
5.5-9_Board Policy D.2.3.pdf
5.5-10_Reference Check Form.pdf
5.5-11_Board Policy D.7.1.pdf
5.5-12_Board Procedure D.7.1.1.pdf
5.5-13_2021 Employee Evaluations.pdf
5.5-14_2022 Employee Evaluations.pdf
5.5-15_2023 Employee Evaluations.pdf

6 Faculty

6.1 *The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.* ***(The institution employs a sufficient number of full-time faculty members)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College (the College) is in compliance with Core Requirement Principle 6.1, Full-time faculty.

The College employs an adequate number of full-time faculty members to support the institution's mission and goals. Please also see cross-referenced standards 6.2.a, 6.2.b, and 6.2.c.

The College is in compliance with Core Requirement Principle 6.1 and the case for program compliance is as follows:

- St. Philip's College / Academic Success Mission Alignment
- Faculty Defined
- Organizational Structure
- Dual Credit and Early High School College Staffing
- Faculty Service to the College and Community

St. Philip's College / Academic Success Mission Alignment

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 of Academic Success aligns with the College mission by having an intentional focus to provide educationally coherent experiences for our students, ensuring they are on a pathway that leads to graduation, transfer, and/or a career. Our commitment to strategic objectives - Student Success, Principle-Centered Leadership, and Performance Excellence - serves as the foundation for aligning the College and division missions. The creation of a sustainable Pathways Model that contextualizes academic support, applied and experiential learning, and co-curricular activities will contribute to a culture of continuous improvement. Academic Success' commitment is to provide students a solid educational foundation that will emphasize ethical decision making, critical thinking, communication, empirical and quantitative skills, teamwork, social responsibility and personal responsibility skill sets. Academic Success provides educational initiatives that create welcoming and nurturing learning environments for our diverse student population. Academic Success provides a mixture of course offerings; combining face-to-face, hybrid, and online courses to align with a seamless transfer process to

the 4-year universities and/or employment. One of the three St. Philip's College core competencies is to provide "Quality Instruction for Educational Programs".

Core Competency – Quality Instruction for Educational Programs

- Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.
- Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
- Applied Science and technical programs leading to a bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills for success in business, industry and government.
- Continuing education programs for occupational and educational enrichment or certification.
- High School Program partnerships to align transfer pathways, enhance learning opportunities and provide career readiness and transfer opportunities.

Faculty Defined

Faculty, full-time and adjunct, are professional educators who have the primary responsibility of fulfilling the institution's mission, vision, values, strategic plan, and primary goal of providing a quality education for all students attending St. Philip's College. Faculty members are classified according to the ranks of Instructor, Assistant Professor, Associate Professor, and Professor. Faculty strive for continual improvement of student success, plan an optimal learning environment; provide high quality instruction and advising; assess themselves, their students, and their teaching techniques in order to increase effectiveness; and continue their own professional development. The relationship of the faculty member to the student is one of leader, teacher, adviser, mentor, and facilitator of learning. As outlined in both the full-time faculty job description (6.1-10 Job Description Full-time Faculty) and the adjunct faculty job description (6.1 Job Description).

- Full-time faculty are hired for nine-month assignments. Full-time faculty have the opportunity to accept summer assignments based on the summer schedule requirements. A standard teaching load for a full-time faculty member during the nine-month contract year is thirty workload units, fifteen units per semester. The faculty contract is for the two long terms starting the week before each fall and spring term through the final class day of the fall and spring term. Full-time faculty have the opportunity to accept summer assignments based on the summer schedule contingent upon the needs of the College up to 15 workload units.
- Adjunct faculty are hired on a per course, per semester-by-semester basis contingent upon the needs of the College. Adjunct faculty are scheduled for fewer than 12 workload units per fall or spring semester and less than 9 workload units per summer semester.
- Full-time temporary faculty are adjunct faculty hired on a per course basis at or above, 12 workload units per spring and/or fall semesters, contingent upon the needs of the College.

Table 6.1-1: Class Assignment and Workload Unit Definitions

Class Assignment Definitions	Workload Units
Lecture	1 workload unit per lecture hour
Laboratory	0.80 workload unit per faculty class contact hour per week Example: 2 laboratory hours in course of 3-3-2 2 lab hours x 0.80 = 1.60 Effective, September 2, 2023, lab loading will be 0.80 workload units per faculty class contact hour per week.
RN and LVN Nursing Clinicals	1 workload unit per laboratory hour
Practicums, Internships, Cooperatives	.125 workload unit for each student per credit hour of course Example: 5 students enrolled at census1 credit hr. class = 0.125 x 5 x 1 = 0.625 2 credit hr. class = 0.125 x 5 x 2 = 1.25
Private Music Lessons	0.375 workload unit for each student per credit hour of course Example: 3 students enrolled at census credit hr. class (30-minute lesson) = 0.375 x 3 credit hr. class (1 hr. lesson) = 0.375 x 3 x 2

To meet enrollment demands in a given semester, an instructor may accept a course overload that increases their workload unit to greater than 15. St. Philip's College limits overload assignments to ensure that faculty have sufficient time to maintain the quality and integrity of instruction.

Workload units above the standard 15 units per Fall and Spring semester are limited to two courses, not to exceed eight workload units. This constitutes a single to double overload. Triple overloads or anything over 23 workload units requires the College President's approval (6.1_Request for Overload – Social and Behavioral Sciences, 6.1_Request for Overload - Transportation Manufacturing Technologies, 6.1_Automotive Technology, 6.1_Request for Overload – Transportation Manufacturing Technologies, 6.1_Request for Overload – Transportation Manufacturing Technologies, 6.1_Cybersecurity and Information Technology, 6.1_Request for Overload – Kinesiology, 6.1_Request for Overload – Tourism, Hospitality and Culinary Arts).

Where possible, to reduce the incidence of full-time faculty overloads, an effort exists to use adjunct faculty. Adjunct faculty work on a semester-by-semester contract basis. The use of part-time (adjunct) faculty reduces the incidence of full-time faculty overloads and enriches the student learning experience by bringing academically qualified professionals into the classroom. To ensure consistency in instruction and curriculum, full-time faculty work with the adjunct

faculty each semester to prepare them for the classroom to develop syllabi consistent with the courses' master syllabi and student learning outcomes.

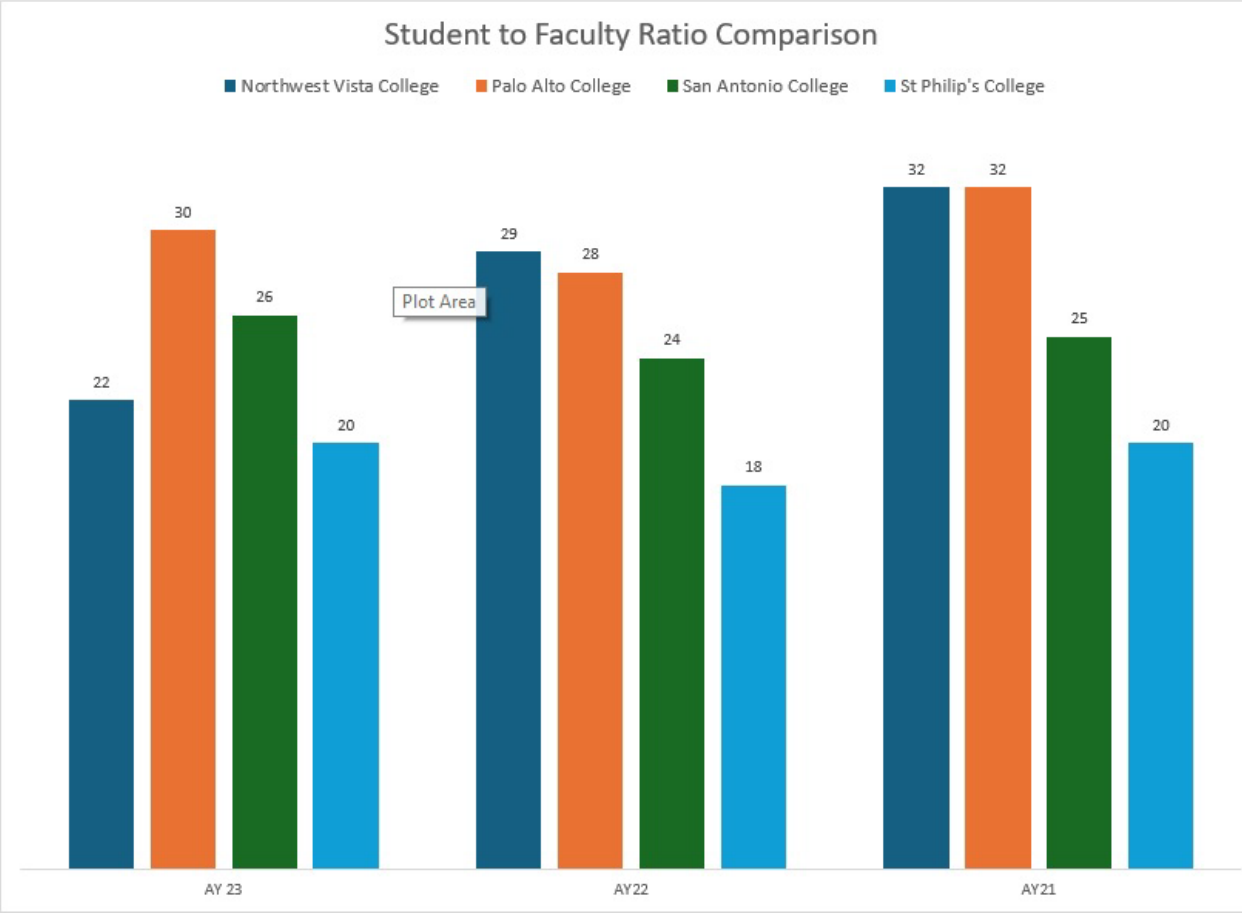
Table 6.1-2 provides student enrollment data.

Table 6.1-2: SPC Student Enrollment

	Fall 2022	%	Fall 2023	%	Fall 2024	%
Total Students	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Total Equivalent (FTE)	6,583	52.0%	7,289	51.0%	8,973	51.9%
FT/PT Status	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Full-Time	1,756	13.9%	1,857	13.0%	2,424	14.0%
Part-Time	10,897	86.1%	12,424	87.0%	14,875	86.0%
Modality	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Internet	7,425	58.7%	5,781	40.5%	6,486	37.5%
Hybrid	489	3.9%	4,347	30.4%	7,131	41.2%
Face-to-Face	4,739	37.5%	4,153	29.1%	3,682	21.3%
Source: CBM0C1, IRES_Student Course						

Additionally, the College reviews comparisons among like institutions, particularly student-to-faculty ratios and uses this data as a benchmark to determine the adequacy of the College's student-to-faculty ratio. According to the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS), the latest comparisons show St. Philip's College among the lowest student-to- faculty ratio over the last three (3) academic years (2021, 2022, 2023). Reference (Table 6.1-3: Peer Comparison Data).

6.1-3: Peer Comparison Data



SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022 - 2024, Fall Enrollment survey component.

St. Philip's College has sufficient faculty to support the educational achievement and career readiness of students as identified in the College's Student Achievement Goals: enrollment, productive grade rates, course completion rates, retention, number of degrees/certificates awarded, technical students licensure pass rates, and the number of St. Philip's College graduates employed or transferred to 4-year colleges and universities as outlined in the College's Student Achievement Goals.

Table 6.1-4_Student Achievement Goals_AY16 to 24)

GOALS AND MEASURES	BASELINE (AY 2016)	MINIMUM THRESHOLD	RESULTS			TARGET
1. SPC Students **enroll** at increasing numbers.	**Fall 15**		**Fall 21**	**Fall 22**	**Fall 23**	**Fall 2024**
	11,198	11,881	12,455	12,653	14,281	15,709
2. SPC Students earn high **productive grade rates**.	83.1%	70.0%	81.8%	81.2%	79.2%	79.5%
3. SPC Students **complete** their courses.	93.8%	85.0%	91.8%	91.9%	91.6%	91.9%
4. SPC Students **stay** in school from fall-to-fall*.	**15-16**		**20-21**	**21-22**	**22-23**	**23-24**
FT FTIC Fall-to-Fall	57.2%	59.2%	63.5%	65.6%	63.9%	64.2%
5. SPC Students **graduate**.	**Fall 12 Cohort**		**Fall 17 Cohort**	**Fall 18 Cohort**	**Fall 19 Cohort**	**Fall 20 Cohort**
FTIC 4-year	16.6%	24.6%	38.2%	37.4%	39.1%	39.4%
6. SPC Students **complete**.	**Fall 10 Cohort**		**Fall 15 Cohort**	**Fall 16 Cohort**	**Fall 17 Cohort**	**Fall 18 Cohort**
6-year total completion rate	34.5%	33.5 %	44.2%	50.0%	45.0%	45.3%
7. SPC Students earn **Degrees** and **Certificates**.	**AY 16**		**AY 21**	**AY 22**	**AY 23**	**AY 24**
	1,800	2,017	2,136	2,231	2,356	2,422
8. SPC Students **transfer** to 4-year colleges and universities % FTIC students transferred to a senior institution in six years	14.5%	15.6%	17.5%	17.1%	14.0%	14.3%
9. SPC Graduates are **employed**.	**FY 16**		**FY 21**	**FY 22**	**FY 23**	**AY 24**
% technical students employed within six months of graduation	58.7%	60.1%	64.0%	57.0%	66.3%	66.6%
% technical students employed or enrolled within six months of graduation	92.1%	85.0%	91.8%	87.2%	94.5%	94.8%
10. SPC Students **pass licensure** exams.	84.1%	75.0%	91.0%	85.1%	87.4%	87.7%

*Persistence at same institution only
Data Sources:
Items 1, 4, 5, 6, 7, 8, 10 – THECB Accountability Data
Items 2, 3 – IRES Data by Strategic Driver (Completion – Grade Distribution)
Item 9 – THECB Almanac

The College has posted 77 full-time faculty positions over the past three years. However, some positions in high-wage, high-demand career and technical programs remain vacant due to challenges in attracting qualified personnel at the offered salary levels. To address enrollment growth, the College has approved 64 additional full-time faculty positions for the 2026 Academic Year.

Table 6.1.5 New Faculty Positions

New Faculty Postitions FY23		
Discipline	# Position Request	Division
Plumbing	1	Applied Science and Technology - SWC
Diagnostic Medical Sonography	1	Health Science
Invasive Cardiovascular Technology	1	Health Sciences
Chemistry	1	Arts and Sciences
Automotive Technology	2	Applied Science and Technology - SWC
Culinary Arts	1	Applied Science and Technology - MLK
Math	1	Arts and Sciences
Registered Nurse	2	Health Sciences
Total	**10**	
New Faculty Postitions FY24		
Discipline	# Position Request	Division
Registered Nurse	1	Health Science
Sonography	2	Health Science
SWC Plumbing	1	Applied Science and Technology-SWC
Electronic Systems Technology	1	Applied Science and Technology-SWC
Power Generation & Alternative Energy	1	Applied Science and Technology-SWC
Reading and Education	1	Arts & Science
Information Technology	1	Applied Science and Technology-MLK
Cardiovascular	1	Health Science
Aviation	1	Applied Science and Technolgy- SWC
HVAC	1	Applied Science and Technology- SWC
SWC Home Building	1	Applied Science and Technology- SWC
Physics	1	Arts & Science
Total	**13**	
New Faculty Postitions FY25		
Discipline	# Position Request	Division
HVAC	3	Applied Science and Technology- SWC
Welding	2	Applied Science and Technology-MLK

Automotive Technology	3	Applied Science and Technology- MLK
Electrician	2	Apllied Science and Technology- SWC
Total	**10**	
New Faculty Postitions FY26		
Discipline	# Position Request	Division
Speech	2	Arts & Sciences
Music	3	Arts & Sciences
Mathematics	5	Arts & Sciences
Psychology	1	Arts & Sciences
Bio-Medical Engineering	1	Health Sciences
Physical Therapist Assistant	1	Health Sciences
Automotive Technology	2	Applied Science and Technology - MLK
Automated Industrial Process	2	Applied Science and Technology - SWC
Information Tech	5	Applied Science and Technology - MLK
Nurse Aide	1	Health Sciences
Student Development	1	Arts & Sciences
HVAC	2	Applied Science and Technology - SWC
Electrical Trades	2	Applied Science and Technology - SWC
Construction Technology	2	Applied Science and Technology - SWC
Plumbing	2	Applied Science and Technology - SWC
Diesel	4	Applied Science and Technology - SWC
Collision and Refinishing	2	Applied Science and Technology - SWC
Welding	3	Applied Science and Technology - SWC
English	2	Arts & Sciences
Computer Maintenacne	1	Applied Science and Technology - MLK
Biology	4	Arts & Sciences
Chemistry	3	Arts & Sciences
Government	1	Arts & Sciences
Education	1	Arts & Sciences
Cardiac Sonography	1	Health Sciences
Card EP ATC/Invasive	3	Health Sciences
Health Information Technology	2	Health Sciences
Business Management	1	Applied Science and Technology - MLK
Culinary Arts/Baking	2	Applied Science and Technology - MLK
Histology	1	Health Sciences
Cybersecurity	1	Applied Science and Technology - MLK

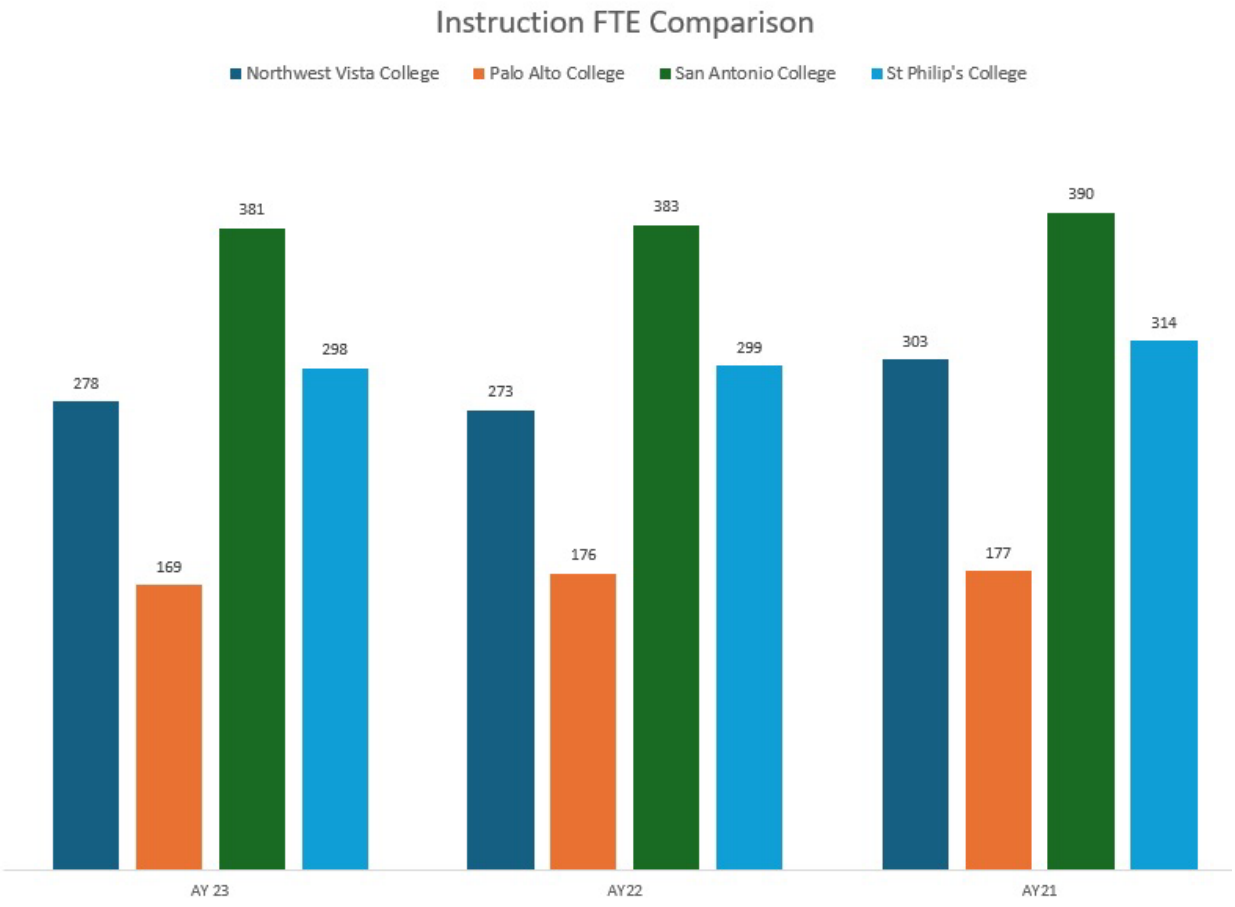
Total	**64**	

Table 6.1-6a illustrates the number of full-time faculty, the number of adjunct faculty and the number of semester credit hours generated for, Fall 2022 through Fall 2024, while Table 6.1-6b provides an Instructional FTE comparison.

Table 6.1-6a Number of Full-time and Adjunct Faculty

Term	Full-time Faculty	Sum of SCH	Adjunct Faculty	Sum of SCH
Fall 2022	431	2,115	325	1,082
Fall 2023	372	2,336	287	1,084
Fall 2024	357	2,307	316	1,248

Table 6.1-6b Instructional FTE Comparison



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022-2024, Human Resources survey component.

Table 6.1-7 illustrates the number of course sections taught by full-time to part-time faculty ratios for 2022–2024.

Table 6.1-7: Full-Time to Part-Time Faculty Ratios

	Fall 2022	Fall 2023	Fall 2024
Full-Time to Part-Time Faculty Ratio^	**1:2.23**	**1:2.12**	**1:1.62**
Full-Time to Part-Time Faculty Percentage^	**31%/69%**	**32%/68%**	**38%/62%**

^Number of full-time faculty compared to number of adjunct faculty

Source: St. Philip's College Quick Facts for Fall 2022, Fall 2023, and Fall 2024.

Organizational Structure

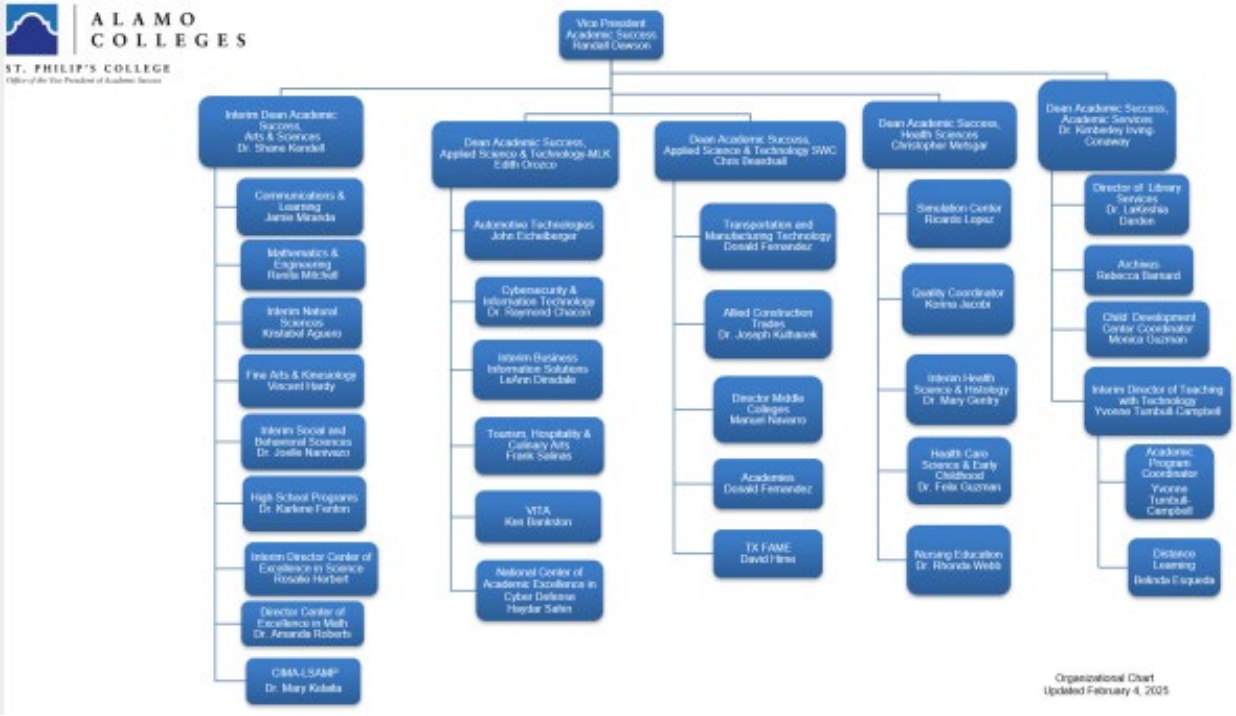
St. Philip's College's Chief Academic Officer, designated as the Vice President of Academic Success (VPAS), reports directly to the President. (6.1-5_Job Description_VP of Academic Success). The VPAS oversees all academic units, ensuring the institution's academic excellence and integrity. This role involves ensuring compliance with the policies and procedures of the Board of Trustees, St. Philip's College, the Texas Higher Education Coordinating Board (THECB), and various accrediting agencies.

Academic programs are organized into four divisions: Arts and Sciences, Health Sciences, Applied Science and Technology at the Martin Luther King Campus, and Applied Science and Technology at the Southwest Campus. Each division is led by a Dean of Academic Success, (6.1-6_Job Description_Dean of Academic Success) who ensures educational coherence by supporting course and program-level student learning outcomes, promoting effective teaching practices, fostering community engagement, and facilitating professional development. The Academic Deans also oversee faculty and staff, providing supervision, guidance, and performance evaluations. Additionally, they conduct interviews, recommend new hires, and initiate or review termination actions when necessary.

Each division is further divided into departments, led by a total of 13 department chairpersons who play a key role in advancing the institution's mission and vision (6.1-7a_Job Description_Department Chair-Faculty). They ensure the efficient and effective operation of their departments in compliance with College and District policies, as well as accreditation and certification guidelines.

Annually, St. Philip's College tasks chairpersons with evaluating and identifying faculty and staff needs to support academic and operational objectives. Refer to Table 6.1-8 for the Academic Success organizational chart.

Table 6.1-8: Academic Success Organizational Chart



Dual Credit and Early High School College Staffing

As the number of Dual Credit and Early College High School students has increased at St. Philip's College, it has become necessary to ensure the integrity and quality of instruction is maintained. Departments offering Dual Credit and Early College High School courses are providing full-time faculty mentors in their discipline, for each adjunct faculty member teaching at a high school campus. Also, the High School Programs Office has Faculty Liaisons who interact with adjunct faculty teaching at the high schools to ensure observance to college-level rigor, instructional deadlines, and maintaining grades in the College's learning management system, which is CANVAS. (6.1-13a_Haye OCIS Visits, 6.1-13b_Hester_OCIS Visits, 6.1-13b_Hoyt_OCIS Visits).

One example of support provided to adjunct faculty is the St. Philip's College bi-annual All-College Meeting at the beginning of each Fall and Spring semester (6.1-14a_PDW Schedule Fall2021, 6.1-14b_PDW Schedule Spring2022, 6.1-14c_PDW Schedule Fall2022, 6.1-14d_PDW Schedule Spring2023, 6.1-14e_PDW Schedule Fall2023, 6.1-14f_PDW Schedule Spring2024, 6.1-14g_PDW Schedule Fall2024). Additionally, during professional development week, the College hosts an evening remote session providing "College and SACSCOC Requirements for Adjunct and Dual Credit Faculty" that is specifically designed to inform those adjunct faculty about their duties and how they relate to regional accreditation and state regulations (6.1-15a_Spring2023 PDW AdjunctDC, 6.1-15b_SIgnIn-Spring2023 PDW, 6.1-15c_Fall2023 PDW AdjunctDC, 6.1-15d_SignIn-Fall2023 PDW, 6.1-15e_Spring2024 PDW AdjunctDC, 6.1-15f_SignIn-Spring2024 PDW AdjunctDC, 6.1-15g_Fall 2024 PDW AdjunctDC).

Faculty Service to the College and Community

Most full-time faculty service occur as part of normal duty hours. Examples of faculty service include serving on the College committees, local boards, and community events (6.1-16a_SPC Committee Selections FY20, 6.1-16b_SPC Committee Selections FY21, 6.1-16c_SPC Committee Selections FY22, 6.1-16d_SPC Committee Selections FY24 responses, 6.1-16e_SPC Committee Selections FY25).

There are some non-instructional time assignments for full-time faculty that require a reduction in faculty teaching obligations to fulfill service commitments. For example, the Faculty Senate President is granted a full release from teaching assignments. The Faculty Senate President represents faculty in many capacities, which require attending meetings, working on special projects, and interacting with faculty regularly.

Also, some career and technical full-time faculty are assigned as program directors/coordinators. These responsibilities require full-time faculty to perform administrative functions like supervising other faculty, writing reports, facilitating meetings, and/or making curricular decisions. In circumstances where full-time faculty have release from teaching assignments, the quality and integrity of instruction is still maintained by use of qualified adjunct faculty, full-time temporary, or other full- time faculty. All non-instructional assignments are approved by the College President.

Conclusion

St. Philip's College demonstrates compliance with Core Requirement Principle 6.1 - Full-time Faculty by employing a sufficient number of full-time faculty members to support the College's mission and goals.

Student achievement goals have been met or exceeded over the last three academic years. Monitoring student achievement goals is a way for the College to assess the adequacy of full-time faculty as a data-informed institution. The full-time faculty number is trending upward, student to faculty ratios remain lowest among peer institutions, and overloads are managed with the majority of faculty teaching fewer than 23 workload units. Adjunct faculty are utilized as needed to reduce overloads, is deployed to reduce faculty teaching obligations to support the College's mission for service and education. In summary, our continual review of student achievement goals and faculty workload data demonstrates a sufficient number of faculty to comply with Core Requirement Principle 6.1 – Full-time Faculty.

Evidentiary Documents

6.1-10_Job Description_Full-time Faculty.pdf
NEW_6.1_Adjunct Faculty Job Description.pdf
New_6.1_Request for Overload - Social and Behavior.pdf
New_6.1_Request for Overload - Transportation Manu.pdf
New_6.1_Request for Overload Automotive Technology.pdf
New_6.1_Request for Overload- Transportation Manuf.pdf

New_6.1_Request for Overload -Transportation Manuf.pdf
New_6.1_Request for Overload-Cybersecurity and Inf.pdf
New_6.1_Request Overload Request -Kinesiology and .pdf
New_6.1Request for Overload Tourism Hospitality an.pdf
6.1-5_Job Description_VP of Academic Success.pdf
6.1-6_Job Description_Dean of Academic Success.pdf
6.1-7a_Job Description_Department Chair-Faculty .pdf
6.1_VPASOrgChart.pdf
6.1-13a_Haye OCIS Visits.pdf
6.1-13b_Hester_OCIS Visits.pdf
6.1-13b_Hoyt_OCIS Visits.pdf
6.1-14a_PDW Schedule Fall2021.pdf
6.1-14b_PDW Schedule Spring2022.pdf
6.1-14c_PDW Schedule Fall2022.pdf
6.1-14d_PDW Schedule Spring2023.pdf
6.1-14e_PDW Schedule Fall2023.pdf
6.1-14f_PDW Schedule Spring2024.pdf
6.1-14g_PDW Schedule Fall2024.pdf
6.1-15a_Spring2023 PDW AdjunctDC.pdf
6.1-15b_SIgnIn-Spring2023 PDW.pdf
6.1-15c_Fall 2023 PDW AdjunctDC.pdf
6.1-15d_SignIn-Fall2023 PDW.pdf
6.1-15e_Spring2024 PDW AdjunctDC.pdf
6.1-15f_SignIn-Spring2024 PDW AdjunctDC.pdf
6.1-15g_Fall 2024 PDW AdjunctDC.pdf
6.1-16a_SPC Committee Selections FY20.pdf
6.1-16b_SPC Committee Selections FY21.pdf
6.1-16c_SPC Committee Selections FY22.pdf
6.1-16d_SPC Committee Selections FY24 responses.pdf
6.1-16e_SPC Committee Selections FY25.pdf

6.2.a *For each of its educational programs, the institution justifies and documents the qualifications of its faculty members* ***(justifies and documents the qualifications of its faculty members)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 6.2.a - Faculty qualifications. For each of the College's educational programs, the College justifies and documents the qualifications of our faculty members.

The College justifies and documents the qualification of its faculty for every educational program. The College Mission is "To empower our diverse student population through educational achievement and career readiness" and the state-assigned role for a public junior college to offer vocational, technical and academic courses for certification or associate degrees necessitates the qualifications of our faculty. The College faculty qualifications are sufficient to address upper division level Cybersecurity courses, undergraduate-level academic general education transfer courses, and technical workforce courses.

The College is in compliance with Principle 6.2.a and the case for compliance is structured as follows:

- The College faculty qualifications are guided by its role and mission as prescribed by
  - SASCOC Guidelines & Principles of Accreditation
  - The state of Texas and the Texas Higher Education Coordination Board (THECB), and Texas Education Code (TEC)
  - Board Policy and Procedure
  - The College Institutional Standard Operating Procedure

SACSCOC

The College follows the SACSCOC guidelines for completing the Faculty Roster Form on an annual basis and is housed in the Vice President for Academic Success's office (6.2.a-1_Faculty_Roster). The department chairs are responsible for completing the SACSCOC faculty rosters and sending them to their respective academic dean for review. The academic dean submits the SACSCOC faculty rosters to the VPAS office. In reviewing and justifying faculty qualifications the College considers the faculty credentials guidelines provided by SACSCOC and follows the General Instructions for Completing the Faculty Roster Form: "SACSCOC recognizes that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses."

State of Texas

The Texas Higher Education Coordinating Board (THECB) governs the courses offered by the College through the Guidelines for Instructional Programs in Workforce Education (GIPWE).

The GIPWE defines the characteristics for technical Associates of Applied Science (AAS) degrees (6.2.a-2_GIPWE) and certificates that Texas public community colleges are approved to offer. These awards, AAS and certificates, require semester credit hour ranges 15 and 60 from technical workforce courses taken from the Workforce Education Course Manual (WECM) (6.2.a-3_WECM) that are not traditionally intended for transfer, and lower-division, academic transferable courses that are listed in the Academic Course Guide Manual (ACGM) (6.2.a-4_ACGM), and the upper-division courses are aligned with the Upper Division Coure (6.2.a-5_UDCM).

The College's faculty qualifications are guided by various rules in the state of Texas such as Texas Education Code (TEC) Title 3, subtitle G1, Chapter 130.0011 (6.2.a-6_TEC_Title3) "PUBLIC JUNIOR COLLEGES; ROLE AND MISSION. Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees." Texas Administrative Code Title 19, Part 1, Chapter 9 Subchapter D Rule 9.73 further defines the courses in the College's inventory, allowing state funding "for lower division academic courses at public community colleges."

Board Policy

The College is also guided by Board policy and procedures while defining faculty credentials and hiring qualified faculty. Board Policy D.2.3 (6.2.a-7_Board_Policy_D.2.3) requires that "every candidate for hire satisfy the credential, qualification and other position requirements set forth in the job description." The faculty job description requires that faculty "meet the minimum academic qualification" provided in Board Procedure D.2.3.2

(6.2.a-8_Board_Procedure_D.2.3.2). Faculty and department chair positions job descriptions define the required qualification for faculty.

The College

As a college authorized by the state to offer a baccalaureate, two-year, transferable associate degrees comprised of undergraduate level academic transfer courses and technical workforce programs. The College follows the SACSCOC guidelines in defining the faculty credentials required for all said programing, as outlined in the College's Faculty Credentialing Handbook. (6.2.a-9_Faculty_Credentialing_Handbook)

- Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a

concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate degree and demonstrated competencies in the teaching discipline.
- Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- Graduate teaching assistants: master's degree in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, planned and periodic evaluations.

The faculty qualification standard operating procedure involves a diligent review of all faculty documentation and justification during the hiring process. Board Policy D.2.5 Hiring Authority, Status, Assignments, and Duties and the correlated Board Procedure D.2.5.1 that guides the hiring process and provides specific rules governing faculty appointments.

The faculty hiring process ensures that all candidates for a faculty position meet the required standards for employment and required credentials for quality instruction. Faculty applications include a letter of intent, transcripts of all relevant academic degrees, and relevant professional work experience.

Full-Time Faculty Hire Process

The College requires a screening committee for hiring full-time faculty. The screening committee is comprised of faculty in the relevant (or similar disciplines), as well as staff from high school programs, and student success (academic advising) unit(s) of the College (6.2.a-10_ScreeningCommFacAdvManuf, 6.2.a-11 screeningCommFacultyWelding, 6.2.a-12_ScreeningCommRequestHLAB Program HSH, 6.2.a-13_ScreeningCommReqFtFacPSYCFall25). The screening committee reviews faculty applications of applicants who meet or surpass the credentials and qualifications for that position. The top candidates, as determined by the screening committee. are invited for an initial interview with the screening committee. Once the screening committee has completed their interviews the recommended candidates for the position(s) are submitted to the Department Chair. The Department Chair then submits a request for interview with the Academic Dean, Vice President for Academic Success (VPAS), and President of the College. After the candidate(s) second round of interviews have concluded, the Screening Committee Chair, Department Chair, Dean, VPAS, and President collaborate on the decision on which candidate to move forward for full-time employment as a faculty member at the College. All new hires must complete a background and drug screening check.

Adjunct Faculty Hire Process

The adjunct hiring process differs from that of a full-time faculty position. However, the qualifications required of faculty members do not vary by employment type, full-time or part-time status, nor by location or modality of course delivery. The relevant Department Chair and

Subject Matter Expert (SME) faculty review each candidates' qualifications and credentials. If qualified, candidates are invited to meet and interview with said Department Chair and SME. If the interview is successful, the Department Chair will move forward a recommended hiring packet through the relevant Academic Dean, and VPAS. The Dean will then review the candidates' qualifications and credentials, if approved the Dean then forwards to the VPAS for review and approval. While the hiring process for adjunct faculty differs from that of a full-time position, the qualifications, credentials, and documentation remain exactly the same for both positions. Adjunct faculty are also required to complete a background check and drug screening check.

Storage of Faculty Credentials

Documents that detail all academic credentials and relevant professional experience for each faculty, full time and adjunct, hired by the College are kept in the Office of the Vice President for Academic Success, copies are also retained by the College's Human Resources department.

Conclusion:

The College demonstrates compliance with Core Requirement Principle 6.2.a - Faculty Qualifications, outlined by SACSCOC guidelines, Texas Higher Education Coordinating Board (THECB) regulations, Texas Education Code, national programmatic accrediting body agencies, the College's board policy/procedure, and the College's internal standard operating procedure to appropriately document faculty qualifications, ensuring the academic integrity of the institution.

Evidentiary Documents
Faculty Roster Combined- 2-24-25.pdf 6.2.a-02_GIPWE.pdf 6.2.a-03_WECM.pdf 6.2.a-04_ACGM.pdf 6.2.a-05_UDCM.pdf 6.2.a-06_TEC_Title3.pdf 6.2.a-07_Board_Policy_d.2.3.pdf 6.2.a-08_Board_Procedure_d.2.3.2.pdf Faculty Credentialing Handbook REV 02.25.2025.pdf d.2.5-policy.pdf d.2.5.1-procedure.pdf 6.2.a-09_Screening_Committee_Faculty_Advanced_Manu.pdf 6.2.a-10_Screening_Committee_Faculty_Welding.pdf 6.2.a-11_Screening_Committee_Request_HLAB Program .pdf 6.2.a-12_Screening_Committee_Request-Ft Faculty PS.pdf

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

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 6.2.b - Program faculty. The College employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

The College is in compliance with Principle 6.2.b and the case for program compliance is as follows:

- Identification and definitions for Educational Programs
- Full-Time Faculty Per Educational Program
- Definitions and responsibilities for Full-time and Adjunct Faculty
- Explanation of Faculty Work Loads
- Academic Unit Organizational Structure
- Public Service of Full-Time Faculty
- Faculty Professional Development

Educational Programs Defined

St. Philip's College defines educational programs as the combination of courses that lead to degrees in Associate of Arts (AA), Associate of Science (AS), Associate of Arts in Teaching (AAT), an Associate of Applied Science (AAS), a Bachelor of Applied Technology (BAT) in Cyber Security, as well as several certificates of completion. The AA, AS, and AAT are designed to be 100% transferable to a university. Note that the AA and AS are general non-discipline specific degrees. The oversight of St. Philip's College educational programs is managed by discipline experts who are responsible for the curriculum, quality, and integrity of the educational program.

The Self-Declared Program Count provides trend data by educational program over the past two (2) academic years, detailing the number of students who selected or self-declared a major through the St. Philip's College application process. Each educational program has dedicated full-time faculty and adjunct faculty to support teaching loads. The data demonstrate that St. Philip's College has a sufficient number of faculty by educational program. A sample is provided in Table 6.2b-1; a full listing is provided as evidence (6.2.b-1).

Table 6.2.b-1: Self-Declared Program Coun

Department	Program	Spring 2022	Fall 2023	Spring 2023	Fall 2024	Grand Total
AUTOMOTIVE TECHNOLOGY	AUTOMOTIVE TECHNOLOGY	323	380	412	405	**1864**
	GENERAL MOTORS AUTOMOTIVE SERVICE EDUCATIONAL PROGRAM	31	29	42	45	**181**
AUTOMOTIVE TECHNOLOGY Total		354	409	454	450	**2045**
BUSINESS INFORMATION SOLUTIONS	BOOKKEEPING SPECIALIST	30	33	31	32	**156**
	BUSINESS ADMINSTRATIO N	172	143	151	169	**892**

Full-Time Faculty Per Educational Program

St. Philip's College ensures that each educational program has the sufficient number of faculty for the delivery of instruction. When students apply to St. Philip's College, they select one of our educational programs through the Apply Texas electronic application, a centralized application system for students to apply to post-secondary institutions in Texas. In addition, educational programs in health sciences require program application and acceptance. A sample is provided in Table 6.2.b-2; a full listing is provided as evidence (6.2.b-2).

Table 6.2.b-2: Number of Faculty by Educational Program

Faculty by Educational Program and Type
Semester credit hours are by course not by student enrollment.

Programs	Number of Adjunct Faculty	Sum of SCH	Number of Full-Time Faculty	Sum of SCH
Associate of Science	152	368	126	445

Definitions and Responsibilities for Full-time and Adjunct Faculty

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

Full-time Faculty Appointments

- Tenured: Full-time faculty who had a continuous appointment from the beginning of their seventh year, depending upon the satisfactory performance of their professional duties. The College know longer hires new faculty on tenure-track, however we do have tenure-track faculty who are tenured.
- Non-Tenured: All newly hired full-time faculty are hired on an annually elected basis.

Adjunct Faculty Appointments

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

Faculty members are professional educators who have the primary responsibility of fulfilling the College's mission, vision, values, strategic plan, and a primary goal of providing a quality education for all students attending St. Philip's College. Full-time faculty members are classified according to Instructor, Assistant Professor, Associate Professor, and Professor ranks. All faculty members are subject to Board policies, including academic freedom, and are bound by its accompanying responsibilities. Faculty are responsible for direct oversight of academic programs and processes to support and ensure the quality and integrity of the academic programs. They are directly responsible to a program coordinator and/or department chair and have responsibilities through the administrative structure at the College. Faculty members' relationships with students comprise being a leader, teacher, advisor, mentor, and facilitator of learning. Furthermore, faculty review programmatic curricula for effectiveness, industry relevance and maintain compliance with external agencies as appropriate. Evidence of this is reflected in minutes from advisory committee meetings, which career and technical programs conduct, to ensure that workforce curriculum aligns with industry needs (6.2b-1a_BAT Advisory Committee, 6.2b-1b_Automotive Advisory Committee, 6.2b-1c_Diagnostic Medical Sonography Advisory Committee, 6.2b-1d_Plumbing Advisory Committee).

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

Adjunct Faculty are to uphold the same academic standards as full-time faculty. Annually, the department chair or designee reviews adjunct faculty, including dual credit adjunct faculty, using the Classroom Observation Form (6.2b-2a_Classroom Observation Form, 6.2b-2b_Glover-Large_Classroom Observation, 6.2b-2c_Harvey_Classroom Observation, 6.2b-2d_Natural Sciences Adjunct Evaluations). Once the observation concludes, the department chair or

designee reviews comments with the adjunct faculty member and provides feedback to ensure student learning outcomes and course objectives are met. Full-time faculty are assigned to mentor adjunct faculty to assist with course delivery, syllabus development, grading criteria, and other areas as specified in the Adjunct Faculty Job Description (6.2b-3_Adjunct Faculty Job Description, 6.2b-4a_Fall 2024 SBS Mentor-Mentee List, 6.2b-4b_SBS Mentor-Mentee Correspondence, 6.2b-4c_Spring 2023 C&L Mentor-Mentee List, 6.2b-4d_C&L Mentor-Mentee Correspondence). Adjunct faculty continued employment is contingent on fulfilling the duties and criteria for maintaining high standards while providing appropriate support for student needs.

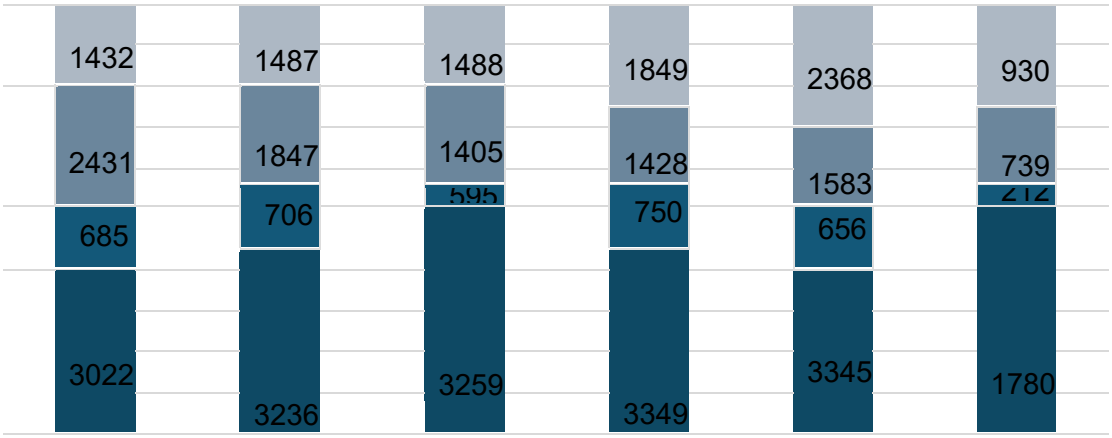
The list below provides an overview of basic faculty functions:

1. Manage courses and learning environments.
2. Deliver effective instruction.
3. Assess student learning in courses, core curriculum and/or degree program and departmental assessments as needed.
4. Engage in continuous improvement as part of the cycle of teaching and learning.
5. Support learning through student engagement.
6. Provide advising to students.
7. Pursue professional development.
8. Participate collegially in department, College, cross-college, discipline-specific, District, and community service activities.
9. Maintain a professional portfolio based on the Faculty Job Description. Performance evaluations provide a mechanism for faculty to regularly reassess professional performance and use such assessment as a basis for improvement of instruction (6.2b-7a_d.7.1.2-procedure, 6.2b-7b_d.7.1.2.ex-exhibit-a, 6.2b-7c_d.7.1.2.ex-exhibit-b, 6.2b-7d_d.7.1.2.ex-exhibit-c, 6.2b-7e_d.7.1.2.ex-exhibit-d,).
10. Faculty members are required to evaluated by their students in the Fall and Spring semesters. The evaluations are provided to the faculty after the end of the term and are incorporated into the Faculty Evaluation Process (6.2b-9a_OTHA 1361 001 Student Survey, 6.2b-9b_AUMT 1201 003 Student Survey, 6.2b-9c_BIOL 2306 002 Student Survey, 6.2b-9d_ELPT 2423 001 Student Survey).

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

Figure 6.2.b-3 displays sufficient coverage for course sections by faculty category. Full-time Temps, now recognized as Visiting Lecturers, are Adjuncts who are assigned more than 12 workload units and full-time faculty overloads reflect faculty who teach more than 15 workload units. St. Philip's College Vice President of Academic Success conducts a review of faculty positions, along with the Academic Deans and Department Chairs, to ensure the College employs a sufficient number of full-time faculty member to ensure curriculum and program quality, integrity, and review are met.

Table 6.2.b-3: Annual Section Coverage by Faculty Category



Explanation of Faculty Work Loads

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

Furthermore, 15 workload units are the maximum allowed for full-time faculty during the summer term. For each 3-hour workload unit, the faculty member agrees to serve 15 hours during the part of term in which the courses are scheduled. Faculty hold office hours, provide advising assistance, and work on departmental activities such as assessment during the additional hours. Full-time faculty teach across instructional locations and modalities. Faculty teaching online loads must follow the same policies as those teaching in other modalities such as remote or face-to-face. Table 6.2.b-4 describes the workload unit and class assignment definitions.

Table 6.2.b-4: Class Assignment and Workload Unit Definitions

Class Assignment Definitions	Workload Units
Lecture	1 workload unit per lecture hour
Laboratory	0.80 workload unit per faculty class contact hour per week Example: 2 laboratory hours in course of 3-3-2 2 lab hours x 0.80 = 1.60 Effective, September 2, 2023, lab loading will be 0.80 workload units per faculty class contact hour per week.
RN and LVN Nursing Clinicals	1 workload unit per laboratory hour
Practicums, Internships, Cooperatives	125 workload unit for each student per credit hour of course Example: 5 students enrolled at census1 credit hr. class = 0.125 x 5 x 1 = 0.625 2 credit hr. class = 0.125 x 5 x 2 = 1.25
Private Music Lessons	0.375 workload unit for each student per credit hour of course Example: 3 students enrolled at census credit hr. class (30-minute lesson) = 0.375 x 3 credit hr. class (1 hr. lesson) = 0.375 x 3 x 2

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

- Full-time faculty include all faculty teaching 15 or more workload units.
- Faculty loads are determined by workload units. Workload units for different types of courses are defined below.
- The standard workweek for full-time faculty is 40 hours.
- A standard teaching load for a faculty member during the nine-month contract year is thirty workload units, fifteen units per semester. During the summer term 15 workload units are the maximum allowed for full-time faculty. For each 3-hour workload unit, the faculty member agrees to serve 15 hours during the part of term in which the courses are scheduled. The faculty contract is for the two long terms starting the week before each Fall and Spring term through the final class day of the Fall and Spring term. In addition, each faculty member will work two additional days to be identified by the College President. For the past several years, these two additional days have been met via the institution's All College Meeting, which occurs in fall and spring on the Saturday preceding Professional Development Week.

- Loads for full-time temporary faculty will follow the same guidelines as all full- time faculty.
- Adjunct faculty are scheduled for fewer than 12 workload units per Fall or Spring semester, and fewer than 9 workload units for summer.
- Faculty may also participate in grant writing and may participate in initiatives such as the Louis Stokes Alliance for Minority Participation, which is National Science Foundation supported program that provides research opportunities for students. Likewise, faculty may also participate in Student Engagement Grants that provide grants to students in return for service to the College Faculty may also participate in supplemental instruction and embedded tutoring. Faculty may also support and tutor students through the Byrd Sanctuary, Rose R. Thomas Writing Center, Integrated Reading and Writing Lab, and MathWorld.
- Faculty in workforce programs may participate in activities related to program accreditation. For example, faculty in the Division of Health Sciences contribute to accreditation activities for National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Commission on Accreditation of Allied Health Education Programs (CAAHEP), and others to ensure compliance with established quality assurance standards for the profession.
- Faculty participate in the annual Operational Unit Assessment Process (OUAP) cycle (6.2b-10_OUAP Process). This process centers on continuous improvement where all academic units perform an annual assessment of Achievements, Strengths, Weakness, Opportunities, and Threats (ASWOT) analysis. Based on the ASWOT analysis each academic unit sets targets and tasks,tasks that are tracked and monitored throughout the year. At the end of each academic year the academic units report their assessment findings to the Cabinet Leadership. They report targets met and not met, as well as additional needs the unit identified to address gaps for the future sustainability, growth, and success of that academic unit (6.2b-11a_Arts&Sciences OUAP 2022-23, 6.2b-11b_Health Sciences OUAP 2022-23, 6.2b-11c_Applied Science and Tech MLK OUAP 2021-22, 6.2b-11d_Academic Services OUAP 2022-23, 6.2b-11e_Applied Science and Tech SWC OUAP 2023-24).
- Faculty participate in the Instructional Unit Review (IUR) process. As part of the College's institutional effectiveness process, each instructional program is responsible for developing goals and evaluating those goals. Data is gathered from course and program assessment, employees, and business and industry partners. IUR is an organized process whereby each instructional program area examines its individual effectiveness by careful evaluation of stated purposes, educational goals, assessment methods, and outcomes. Additionally, the IUR process also examines program quality and sufficient number of faculty. This process receives input from a broad-based representation of faculty who interact with the IUR committee members. This representation includes instructional faculty within the instructional program and faculty from other supporting disciplines. Through this review, an instructional program can identify its contribution to the College's mission, establish educational goals and outcome measures, and utilize assessment findings to effectively achieve desired future outcomes (6.2b-12a_Diesel Technology IUR_2023-2024, 6.2b-12b_Art IUR 2022-2023, 6.2b-12c_Information Technology IUR 2022-2023, 6.2b-12d_Vocational Nursing IUR 2022-23).
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Academic Unit Organizational Structure

The organizational structure of academic units is within each academic department. Academic units are divided between general academic and career and technical education departments. Each department has a department chair. The program faculty are appointed as program coordinators, discipline leads, or course leads depending upon the specific needs of the department to oversee curriculum and program quality, integrity, and review. A program's faculty credential requirements affect how faculty are involved in program delivery based on individual faculty credentials for each educational program. This is outlined in The Faculty Credentialing Handbook (6.2b-5_Faculty Credentialing Handbook).

Public Service of Full-Time Faculty

Full-time faculty have a mission to provide public service as part of their full-time faculty responsibilities. Full-time faculty provide service to the community by participating in community outreach activities. An example of one such activity is Jessica's Project, which offers symposiums each fall and spring semester. The Jessica's Project Committee selects a physical condition with health implications, provides information to community members afflicted with that condition, and educates the community in an open forum via student made posters and a presentation from medical professionals and other experts. Another example is Women in Non-Traditional Occupations (WINTO). WINTO's goal is that every female student enrolled in a non-traditional occupation realizes her capability for learning, strengthens her qualifications, and follows pathways tailored to her aptitudes and aspirations. In addition, the Automotive and Diesel Technology Departments participates in CarFest, an annual community event that donates vehicles and repairs cars for the needy in the community as well as raises money for scholarships. Yet another example is the 20-year-old Volunteer Income Tax Assistance (VITA) program overseen by Business Information Systems faculty, staff, and student volunteers. In 2023 alone, these volunteers processed close to $8 million in income tax refunds and completed nearly 5,000 tax returns. Over the past 5 years, they have processed more than $32 million in total refunds.

Faculty Professional Development

The College relies on full-time and part-time faculty for instructional delivery. To ensure consistency in instruction and curriculum, full-time faculty work with adjunct faculty each semester to prepare them for the classroom, including developing syllabi that are consistent with the courses' master syllabi and student learning outcomes. All newly hired full-time faculty are required to complete the College's Master Teacher Certification Program and the Faculty-Student Mentoring Certification Program during their first year of employment. Adjunct faculty have the opportunity to participate in the Master Teacher Certification and Faculty-Student Mentoring Certification Programs.

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

The goal of the Faculty-Student Mentoring Program at the College is to offer students the opportunity to establish an academic relationship with a faculty member. This faculty member

(mentor) will meet with their assigned mentee throughout the semester to encourage and support their goals while attending St. Philip's College. The faculty-student mentor will provide insight into the student's academic success.

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

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

Conclusion

St. Philip's College demonstrates its compliance with Principle 6.2.b – Program Faculty. Sufficient faculty resources and data for it educational programs demonstrate that the College has sufficient full-time faculty engaged to ensure curriculum and program quality, integrity, and review.

Evidentiary Documents
6.2.b-1 Self Declared Program Count.pdf 6.2.b-1.pdf 6.2b-1a_BAT Advisory Committee.pdf 6.2b-1b_Automotive Advisory Committee.pdf 6.2b-1c_Diagnostic Medical Sonography Advisory Com.pdf 6.2b-1d_Plumbing Advisory Committee.pdf 6.2b-6_Fulltime Faculty Job Description.pdf 6.2b-2a_Classroom Observation Form.pdf 6.2b-2b_Glover-Large_Classroom Observation.pdf 6.2b-2c_Harvey_Classroom Observation.pdf

6.2b-2d_ Natural Sciences Adjunct Evaluations.pdf
6.2b-3_Adjunct Faculty Job Description.pdf
6.2b-4a_Fall 2024 SBS Mentor-Mentee List.pdf
6.2b-4b_SBS Mentor-Mentee Correspondence.pdf
6.2b-4c_Spring 2023 C&L Mentor-Mentee List.pdf
6.2b-4d_C&L Mentor-Mentee Correspondence.pdf
6.2b-7a_d.7.1.2-procedure.pdf
6.2b-7b_d.7.1.2.ex-exhibit-a.pdf
6.2b-7c_d.7.1.2.ex-exhibit-b.pdf
6.2b-7d_d.7.1.2.ex-exhibit-c.pdf
6.2b-7e_d.7.1.2.ex-exhibit-d.pdf
6.2b-9a_OTHA 1361 001 Student Survey.pdf
6.2b-9b_AUMT 1201 003 Student Survey.pdf
6.2b-9c_BIOL 2306 002 Student Survey.pdf
6.2b-9d_ELPT 2423 001_Student_Survey.pdf
6.2b-10_OUAP Process.pdf
6.2b-11a_Arts&Sciences OUAP 2022-23.pdf
6.2b-11b_Health Sciences OUAP 2022-23.pdf
6.2b-11c_Applied Science and Tech MLK OUAP 2021-22.pdf
6.2b-11d_Academic Services OUAP 2022-23.pdf
6.2b-11e_Applied Science and Tech SWC OUAP 2023-24.pdf
6.2b-12a_Diesel Technology IUR 2023-2024.pdf
6.2b-12b_Art IUR 2022-2023.pdf
6.2b-12c_Information Technology IUR 2022-2023.pdf
6.2b-12d_Vocational Nursing IUR 2022-23.pdf
6.2b-5_Faculty Credentialing Handbook.pdf

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

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 6.2.c - Program coordination. For each of the College's educational programs, appropriate responsibility for program coordination is assigned to subject matter experts.

The College is in compliance with Principle 6.2.b and the case for program compliance is as follows:

- Academic Program Definition
- Program Coordination Structure
- Program Coordination Responsibilities
- Program Coordinator Qualifications

Academic Program Definition

St. Philip's College has 49 defined educational programs leading to an Associate of Arts (AA), Associate of Science (AS), Associate of Arts in Teaching (AAT), an Associate of Applied Science (AAS), a Bachelor of Applied Technology (BAT) in Cyber Security, as well as several certificates of completion (including 62 stackable certificates aligned with an AAS degree). Note that the AA and AS are general non-discipline specific degrees. There are 43 program coordinators assigned across the educational programs at St. Philip's College, that report to 14 Department Chairs. Each program coordinator holds full-time faculty status. They are appointed with approval from the Vice President for Academic Success upon submission from the department chair through the Academic Dean.

The Bachelor of Applied Technology (BAT), Associate of Applied Science (AAS) degrees, and certificate programs are distributed across the Health Sciences Division, the Applied Science and Technology Division at the MLK Campus, and the Applied Science and Technology Division at the Southwest Campus. Designated program coordinators, who are subject matter experts with both academic qualifications and relevant teaching experience, are assigned to oversee the College's Bachelor of Applied Technology (BAT) program and the 47 Associate of Applied Science (AAS) programs.

Program Coordination Structure

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

Four Division Organization Charts

Program Coordination Responsibilities

Program coordinators play a vital role in overseeing and supporting their programs. They are responsible for establishing student learning outcomes, developing course schedules, and ensuring accurate reporting of faculty workloads. They assist the department chairperson in faculty evaluations and work closely with faculty members to formulate, justify, and revise courses and curricula, acting as curriculum content experts. Coordinators also manage textbook

requests, lead advisory committee meetings, and teach assigned courses while advising students. Additionally, they actively recruit for the program and College, mentor new faculty, and participate in program reviews and evaluations. They provide input for budget preparation and handle other duties, including ensuring compliance with accreditation standards.

Program Coordinator Qualifications

Qualifications for program coordinators follow the requirements for faculty credentialing as published in the SPC Faculty Credentialing Handbook (6.2c-1_FacultyCredHandbook).

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

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

Table 6.2c-2: List of Program Coordinators

Educational Program(s)	Program Coordinator	Qualifications: Education, teaching experience in the discipline, and/or industry certifications/experience
Associate of Arts	Dr. Jen Osborne	**Education:** PhD in Technical Communication & Rhetoric, Texas Tech University (2011); MA in English Language & Literature, St. Mary's University (1996); BA with Honors in Philosophy, UT El Paso (1996); **Experience:** St. Philip's College Assistant Professor (2021-present) Instructor (1997-2021) Adjunct Instructor (1996-1997 Courses taught: Composition I & II; Technical & Business Writing,

		Integrated Reading/Writing 0100 & 0201
Associate of Science	Ronald Viola	**Education:** Associate of Arts and Associate of Science, San Antonio College; Bachelor of Science degree in Biology, The University of Texas at San Antonio; Master of Science degree in Biology, The University of Texas at San Antonio; Associate Degree of Applied Science in Nursing, San Antonio College; Bachelor of Science in Nursing, Western Governors University **Certifications**: Certified Distance Learning Instructor, Certified Master Teacher, St. Philip's College - Certificate of Completion in Vocational Nursing, NCLEX-PN - National Council Licensure Examination Practical Nurse, NCLEX-RN - National Council Licensure Examination Registered Nurse.
Associate of Arts in Teaching, EC-6, 4-8, EC- 12 Special Education FOS Associate of Arts in Teaching 7-12, and Other EC-12 FOS	Dr. JoAnn Martinez	**Education** Ed.D. in Bilingual Education, Texas A & M Kingsville Master of Science in Bilingual Education/Reading, Texas A&M International University-Laredo Bachelor of Arts in Interdisciplinary Studies with a specialization in Reading-University of Texas at San Antonio Associates of Arts Degree, Laredo Junior College **Relevant Experience** St. Philip's College-Alamo Colleges Associate Professor, August 2005-Present. Integrated Reading and Writing classes. Education classes. AAT Director. EDUC 1300-Learning Framework class. Faculty

		Liaison for Early College/Dual Credit. Created an English for Academics Program (ENGA). Curriculum Committee member. Curriculum Analyst. Public Service Institute.
Advanced Manufacturing Technology (AMT), A.A.S.	David Hime	**Education:** A.A. Administration, San Antonio College **Relevant Experience:** 2004–2009, Electronics Technician, United States Army; 2010–2011, Warehouse Technical Manager, Automation- X; 2012-2013, Technician, Southwest Research Institute; 2013-2014, Maintenance Technician, H.E.B.; 2014-2017, Field Engineering Technician III, CB & I-LFG Specialties; 2017–2020, Senior Industrial Electrical Technician/Foreman, Quest Automated Services Certification(s): Certified Electronic Technician (ETA); Certified Industrial Electronics Technician (CIET), Fuji Automatic Numerical Control (FANUC) Robotics
Air Conditioning and Heating, A.A.S HVAC Installer Level 1 Certificate HVAC Service Level 1 Certificate Air Conditioning and Refrigeration, A.A.S. HVAC/R Service		**Education:** M.Ed., Wayland Baptist University; B.S. Occupational Education, Wayland Baptist University; A.A.S. Air Conditioning and Heating, St. Philip's College **Relevant Experience:** 1983–1987, Residential Air Conditioning Technician, Airtron; 1988- 2004, Residential Air Conditioning Technician, Dependable Air Conditioning **Certification(s):** Texas Department of Licensing and Regulation-Air Conditioning/Refrigeration Contractor, License #6773; Heating, Ventilation

Level 2 Certificate HVAC/R Service Level 1 Certificate	Jesus Orta	and Air Conditioning (HVAC) Excellence Certified Subject Matter Educator (CSME); National Center for Construction Education and Research (NCCER) Core-Curricula Certified; NCCER HVAC Instructor; Environmental Protection Agency (EPA) Certified Universal, ESCO Institute R-410 Certified Universal, ESCO Institute
Aircraft Technician Airframe, A.A.S Aircraft Mechanic Airframe Level 2 Certificate Aircraft Structures Mechanic Level 1 Certificate Aircraft Technician Powerplant, A.A.S. Aircraft Mechanic Powerplant Level 2 Certificate Aircraft Turbine Mechanic Level 1 Certificate	Larry Canion	**Education:** Bachelor of Business Administration in Management, Texas A&M University, Associate of Applied Science in Aviation Maintenance, Hallmark Institute of Technology **Relevant Experience:** Independent Contractor performed A&P inspections and repairs 2003 – 20212 Department of Defense/Civil Service Aircraft Production 1989-2003 **Certifications:** FAA A&P License, FAA Private Pilot (Fixed Wing & Solo Helicopter
Automated Industrial Process Instrumentation, A.A.S. Automated Industrial Process Associate Level 1 Certificate Automated Industrial Process Instrumentation Mechanic Level 2 Certificate Automated Industrial Process Mechatronics, A.A.S.	Elizabeth Leon	**Education:** M.S. Industrial Engineering, St. Mary's University; B.S. Industrial Engineering, Instituto Tecnológico de Matamoros; A.A.S. Biomedical Equipment Technician, St. Philip's College **Relevant Experience:** 2004–2005, Analyst Technician, Xenco Lab; 2003– 2004, Quality Engineer/Technician, Maytag; 2000–2003, Quality Engineer/Technician, Ranco de Mexico; 1990–1998, Quality Control Coordinator/Technician, Lucent Technologies

		Certification(s): Occupational Safety Health Administration OSHA, Fuji Automatic Numerical Control (FANUC) Robotics, Integrated Manufacturing System
General Motors Automotive Service Educational Program, A.A.S.	Ben Birkenfeld	Education: AAS. Automotive Technology – GMASEP, St. Philip's College Relevant Experience: 2009–2016, GM Lead Technician, General Motors Dealerships. Certification(s): Automotive Service Excellence Certified Technician in all Automotive areas; Master Certified Technician; GM World Class Technician, ASE Diesel Certified, G1 – General Maintenance; L1-Advance Engine Performance
Automotive Technology, A.A.S. Automotive Technology Level 1 Certificate Automotive Performance Specialist Level 1 Certificate Automotive Heating and Air Conditioning Specialist Level 1 Certificate Brake and Front-End Specialist Level 1 Certificate Transmission Specialist Level 1 Certificate	Ben Van Meter	**Education:** M.E. Curriculum and Instruction, University of Nevada; B.A. Business Management, Ottawa University; AAS. Automotive Technology, Johnson County CC. **Relevant Experience**: 2016–2019, Mechanic, Alaska State Fleet; 2006 – 2011, Master Technician, Superior Lexus/Toyota. **Certification(s):** Automotive Service Excellence Certified Technician in all Automotive areas; Master Certified Technician; G1 – General Maintenance; L1, L2, L3 Certified; Toyota Master Technician; Lexus Master Technician
Baking and Pastry Arts, A.A.S.	Cynthia De La Fuente	**Education:** A.A.S. Culinary Arts, St. Philip's College

• Artisan Breads & Specialty Desserts Level 1 Certificate • Cake Decorating Level 1 Certificate • Chocolates and Plated Desserts Level 1 Certificate		**Relevant Experience:** 1997–1998, Cake Decorator, Pastry Garden; 1998– 2000, Pastry Baker, Broadway Central; 2000–2002, Assistant Pastry Chef, Reggianos Italian Restaurant; 2007– 2009, Food Service Director, Oak Hills Church; 2008–2010, Owner/operator, Mad About Cake; 2009–2012, Pastry Chef, Kangaroo Court of Texas **Certification(s)**: American Culinary Federation Certified Executive Pastry Chef (CEPC)
Biomedical Engineering Technology, A.A.S.	Jemal Nelson	**Education:** B.A.A.S. Information Assurance & Security, Texas A&M University at San Antonio; A.A.S. Biomedical Engineering Technology, St. Philip's College, A.A.S. Electronics, Hallmark College **Relevant Experience:** 1989–1996, Communications and Electronics Repair, United States Army; 1998–2000, Technical Service Manager, Southwestern Bell; 2013–2017, Simulation Lab Tech, St. Philip's College
Bookkeeping Specialist, A.A.S • Bookkeeping Specialist, Level 2 Certificate	Maria Luna-Chavez	**Education:** M.S.A. Accounting, University of Texas at San Antonio; B.B.A. Accounting, St. Mary's University **Relevant Experience:** 1998–1999, Staff Accountant/Banking Niche, Padgett, Stratemann & Co., L.L.P., 1999–2004, Vice President/Senior Auditor, Frost National Bank; 2004–2008, Internal Audit Manager/Vice President, Southwest Research Institute; 2008– 2013, Business/Accounting Teacher, SSAISD/Harlandale ISD

		Certification(s): Certified Public Accountant
Business Management and Technology, A.A.S. • Small Business Management Level 1 Certificate	Vincent Canales	**Education:** MBA, University of Colorado; BA, International Studies University of North Texas **Relevant Experience**: 2014-2018, CBRN Specialist, US Army; 2019-2020 Director of Operations, Compass Rose Education; 2021-2022 Project Coordinator, Nexius **Certification(s)**: PMP-Project Manager Professional, CAPM Certified Associate in Project Management, NASBA Ethics Business Leader Certification, Google Project Management Certification
CISCO Networking Professional, A.A.S • CISCO Networking Associate Level 1 Certificate	Yessenia Alvarez	**Education:** BBA-Information Systems, Texas A&M-Kingsville **Relevant Experience:** 1998-2018 Network Technician, Network Analyst, Senior Network Analyst, Supervisor, Technology Support, Manager- Network & Operations Support, San Antonio Independent School District **Certification(s):** CompTIA Network +, Cisco Certified Network Associate, Microsoft Certified Professional, Certified Novell Engineer, Dell Certification
Computer Numeric Controls (CNC) Manufacturing Technician, A.A.S.	Anthony Broderick	**Education:** B.A. Interdisciplinary Studies, University of Texas at Dallas **Relevant Experience:** 2011–2016, Machinist, United States Navy

• CNC Operator Level 1 Certificate		**Certification(s)**: Occupational Safety Health Administration (OSHA) Trainer
Construction Business Management, A.A.S.	Vincent Canales	**Education:** MBA, University of Colorado BA, International Studies University of North Texas **Relevant Experience**: 2014-2018, CBRN Specialist, US Army; 2019-2020 Director of Operations, Compass Rose Education; 2021-2022 Project Coordinator, Nexius **Certification(s)**: PMP-Project Manager Professional, CAPM Certified Associate in Project Management, NASBA Ethics Business Leader Certification, Google Project Management Certification
Construction Technology, AAS • Construction Technology Level 1	Johnny Pearson	**Education:** Masters of Vocational Education University of Alabama-Bham, Bachelor of Science, Tuskegee University **Relevant Experience:** Sunrise Construction Co. 2003-2014, Lawson state Community College 1983-2002 **Certifications: N**CCER certified instructor, HBI certified instructor
Culinary Arts, A.A.S • Culinary Studies Level 2 Certificate • Culinary Studies Level 1 Certificate	Patrick Brown	**Education**: A.A.S. Computer Science, St. Philip's College **Relevant Experience:** 1989–1990, Kitchen Manager, Texas 21 Restaurant; 1990–1992, Assistant Pastry Chef, Zuni Grill; 1992–1996, Pastry Chef, Cascabel; 1992–2007, Pastry Chef, Central Market; 2007–

		2019, Chef de Cuisine, Anne Marie's Catering; 2013–2016, Chef Instructor, Southside High School **Certification(s):** ServSafe Food Service Managers Certificate
Cybersecurity, Bachelor of Applied Technology	Caroline Mora	**Education:** MS-Computer Science/Cybersecurity Engineering: Colorado Technical University (CTU); BBA Computer Information Systems: Texas A&M-Kingsville **Relevant Experience:** 2023-2024, Department of Homeland Security – HQ Washington, DC Intelligence Operations Specialist; 2007-2008 South San Antonio Independent School District San Antonio, Texas CTE IT Instructor & Webmaster; 2006-2007 San Antonio Independent School District San Antonio, Texas, Instructional Technologist; 1999-2006 Department of Defense, Pentagon USAF-Brooks AFB – Office Automation Clerk;
Diesel Construction Equipment Technician, A.A.S. Advanced Diesel Heavy Equipment Level 1 Certificate Diesel/Light to Heavy Truck Technology, A.A.S. Diesel/Light to Heavy Truck Technology Brake and Front-End Specialist Level 1	Ian Culbertson	**Education:** B.S. in Technology – Automotive and Diesel emphasis, Pittsburg State University **Relevant Experience:** ASE Master Certified **Certification(s):** Diesel Maintenance Lubrication Tech Level 1-5, Hydraulic Tech Level 1-5, Diesel Engine Brakes.

Certificate Diesel/Light to Heavy Truck Technology Level 1 Certificate		
Early Childhood and Family Studies, A.A.S Early Childhood and Family Studies Level 2 Certificate	Veronica Galvan	**Education:** Master of Education in Early Childhood Education and Bachelor of Arts in Psychology, Our Lady of the Lake University **Relevant Experience:** 2003-2009 Pre- K4 Teacher, Edgewood ISD, Coronado-Escobar Elementary 2009-2015, Kindergarten & 3rd Grade Elementary 2015-2018 4th Grade Teacher, Southwest ISD, Sky Harbor Elementary **Certification(s)**: Texas State Board for Educator Certification Classroom Teacher Generalist EC – 4 Teacher, Edgewood ISD, Stafford
Electrical Trades, A.A.S. Electrical Trades Helper Level 1 Certificate Electrical Trades Level 1 Certificate	Salvador Arriaga	**Education**: Bachelor of Applied Arts & Science, Texas State University, AAS Electrical Trades, St. Philip's College **Relevant Experience**: Bexar Electric 1996-2002, Encompass/Walker Engineering 2002-2005, Southwest Electrical Contracting Services 2005-2009 **Certification(s)**: Master Electrician
Health Information Technology, A.A.S	Beatrice Avila	**Education:** M.Ed. Career and Technical Education, Concordia University; B.S. Health Information Management, Texas State University; A.A.S. Health Information Technology, St. Philip's College; Certificate of Completion Medical Records, St. Philip's College; Certificate of Completion Coding Specialist, St. Philip's College

		Relevant Experience: 2011–2012, Coding Supervisor, Gonzaba Medical Group; 1998– 2009, Manager Coding & Reimbursement, UT Medicine; 1997–2000, Medical Records Technician, Well Medical Clinics; 1996–1997, Medical Records, Southwest General Hospital; 1992– 1996, Assistant Medical Records & Staff Coordinator, Katy Medical Center **Certification(s):** Registered Health Information Administrator (RHIA); Registered Health Information Technician (RHIT); Certified Coding Specialist-Physician Based
Histologic Technician, A.A.S.	Aaron Herrera	**Education**: BS in Histologic Technology, Wayland Baptist University **Relevant Experience:** 2020-2024 Program Director/Clinical Coordinator (Histologic Technician Program) St Philips College; 2012-2023 Grossing Histology Technician, Pathology Reference Laboratory; 2016-2020 Immunohistochemistry Technician, Methodist Hospital. **Certification(s)**: Board Certified Histo-technician & Qualified in Immunohistochemistry by the American Society for Clinical Pathology
Hospitality Management, A.A.S Hospitality Management Fundamentals Level 2 Certificate Hotel Management, A.A.S. Hotel Select Service Property Management	David Uminski	**Education:** M.S. Hospitality Management, University of North Texas; B.A.A.S. Applied Arts and Sciences, Texas A & M San Antonio; A.A.S. Hospitality Event Management, St. Philip's College; A.A.S. Hotel Management, St. Philip's College **Relevant Experience:** 2007–2009, Head Cook, Acadia Institute of Oceanography; 2010–2013, Corporate and Wedding Coordinator, Rio Cibolo Ranch; 2014–2015, Corporate Event Coordinator,

Level 2 Certificate Hotel Rooms Division Level 1 Certificate Principles of Hotel Beverage Management Level 1 Certificate		Adventures in San Antonio; 2015–2018, Head Cook, Acadia Institute of Oceanography **Certification(s):** Certified Tourism Ambassador (CTA); Certified Hospitality Coordinator (CHE)
Information Technology Cybersecurity Specialist, A.A.S. Information Technology Cybersecurity Specialist Level 1 Certificate Information Technology Network Administrator, A.A.S MCSE-Server Infrastructure Level 1 Certificate	Yessenia Alvarez	**Education:** BBA-Information Systems, Texas A&M-Kingsville **Relevant Experience:** 1998-2018 Network Technician, Network Analyst, Senior Network Analyst, Supervisor, Technology Support, Manager- Network & Operations Support, San Antonio Independent School District Certification(s): CompTIA Network +, Cisco Certified Network Associate, Microsoft Certified Professional, Certified Novell Engineer, Dell Certification
Cardiac Sonography Advanced Technical Certificate Cardiac Sonography ARDMS Track 2, Advanced Technical Certificate Cardiac Sonography, Level 2 Certificate Invasive Cardiovascular Technology, A.A.S. Invasive Cardiovascular Technology, Advanced Technical	Benjamin Ochoa	**Education:** B.S., Health Services, Trident University International; A.A., Health Services, Coastline Community College. **Relevant Experience:** 2006–2007, 68WY6 Cardiovascular Non-commissioned Officer, Madigan Army Medical Center, Tacoma, WA;2007–2010, 68WY6 Cardiovascular Non-commissioned Officer, Tripler Army Medical Center, HI;2011–2012, 68WY6 Cardiovascular NON-COMMISSIONED OFFICER, Landstuhl Army Medical Center (LRMC), Landstuhl, Germany (Deployed from SAMMC);2011–2013, 68WY6 Cardiovascular Non-commissioned Officer, San Antonio Military Medical Center (SAMMC), San Antonio, TX;2013–2015, Clinical

Certificate Invasive Cardiovascular Technologist, Level 2 Certificate Cardiovascular Technician, Level 1 Certificate		Coordinator/Instructor, Sanford Brown College;2014–2015, Non-invasive Cardiology Lab Supervisor, U.S. Department of Veterans Affairs **Certification(s)**: Registered Cardiovascular Invasive Specialist; Registered Cardiac Sonographer
Medical Laboratory Technician, A.A.S. • Healthcare Technician: Phlebotomy Level 1 Certificate	James Williams	**Education:** (PHD) Liberty University, Bible Exposition (MA) Liberty University, Theological Studies (BS) Liberty University, Interdisciplinary Studies; U.S. Army Academy of Health Sciences, Diploma Medical Laboratory Science. **Relevant Experience:** 2005-2023 Methodist Healthcare System (MSTH, MH, NEMH, & Metro); 2000-2006 Cancer Care Centers of South Texas; 1992-2000 Northeast Baptist Hospital; 1985-1992 U.S. Army Medical laboratory technician **Certification(s)**: ASCP Medical Laboratory Technician, AMT Medical Laboratory Scientist
Nursing: Career Mobility – LVN/Military to AND Mobility Program A.A.S • Nursing Generic, A.A.S.	Valerie Moke	**Education:** D.N.P., Liberty University M.S.N. Nurse Clinical Specialist (NCS), University of Texas at El Paso; B.S.N. Nursing, University of Texas at El Paso; Associate Degree Nursing (ADN), Laredo Community College **Relevant Experience:** 1995–2011, Registered Nurse/Charge Nurse (Nursery/NICU), Doctors Hospital of Laredo; 2011–2012, Registered Nurse (Nursery/NICU), Mission Trail Baptist Hospital; 2012–2014, Registered Nurse (Case Manager), Aetna Insurance Company **Certification(s)**: Registered Nurse; Certified Case Manager, Commission

		for Case Management Certification (CCMC)
Occupational Therapy Assistant, A.A.S.	Jaqueline Stevenson	**Education:** (OTD) Mary Baldwin University, Occupational Therapy, (MOT) Texas Woman's University, Occupational Therapy (AS) Pueblo Community College, Occupational Therapy Assistant (BA) American Military University **Relevant Experience:** 1995-2007, Certified Occupational Therapy Assistant, United States Army; 2008-2009, Director of Rehabilitation, Reliant Rehab;2009-2011, Area Manager of Operations, Reliant Rehab; 2011-2013, Certified Occupational Therapy Assistant, Rehab Care; 2013- 2015, Area Manager of Operations, Reliant Rehab; 2016-2020, Occupational Therapist PRN, Encompass HealthSouth; 2016- present, Instructor Occupational Therapy Assistant Program, St. Philip's College **Certification(s):** Texas Board of Occupational Therapy Examiners: Occupational Therapist License, National Board for Certification in Occupational Therapy, Academy of Health Science, OTA Certificate
Office Systems Technology A.A.S. • Office Applications Specialist (OAS) Level 1 Certificate • Office Administration Specialist I (OAS) Level 2 Certificate	Sam McCall	**Education:** M.S. Computer Information System and B.A. Computer Science/Applied Statistics, St. Mary's University **Relevant Experience:** 2000–2007, IT Consultant, System/Database Administrator, Computer Systems Engineer, Operation San Antonio Big Vote Mentoring/Tutoring Inc. (Companies: SIG, Infrastructure, TEK System, Berger & Company); 1995–2000, IT Consultant, University of Texas Health Science Center; 1991-

		1994, System/Database Administrator, General Dynamics Corporation, 1989– 1991, Computer Systems Engineer **Certification(s):** Master Certification, Microsoft Office Specialist
Physical Therapist Assistant, A.A.S	Tunetha Parchem	**Education:** M.S. Physical Therapy, University of Texas Medical Branch at Galveston; B.S. Kinesiology, University of Texas at San Antonio **Relevant Experience**: 2007–2017, Lecturer I/Lecturer II - Kinesiology Department, UTSA; 2010–2013, Physical Therapist Assistant, St. Luke's Baptist Hospital; 2010, Physical Therapist Assistant, Remington Medical Resort; 2016–2018, Physical Therapist Assistant, Barnes Physical Therapy **Certification(s)**: Licensed Physical Therapist Assistant
Power Generation and Alternative Energy A.A.S. • Power Generation and Alternative Energy Level 2 Certificate • Power Generation and Alternative Energy Level 1 Certificate	Craig Overmiller	**Education:** Master of Architecture Construction Management, Texas A & M College Station; Bachelor of Architecture, University of Houston **Relevant Experience:** 1996–2017, Solar Power Technician, Texas Solar Power Company **Certification(s):** Texas State Architecture License; North American Board of Energy Practitioner
Plumbing Trades A.A.S. • Plumbing Trades Level 1 Certificate • Plumber's Helper Level 1 Certificate	Robert Bohmfalk	**Education:** A.A.S, St. Philip's College **Relevant Experience:** 1995–2005, Plumber, Ron's Plumbing Company; 2005–2013, Owner, Bohmfalk Plumbing; 2011–2013, Maintenance

		Supervisor, Texas Department of Criminal Justice; 2016–2017, Plumber, Pacific Architects and Engineers **Certification(s)**: Master Plumber License; Commercial Driver's License (CDL) Class A License
Radiography Technologist, A.A.S. •	Annette Duenes	**Education:** University of Texas at San Antonio, Master of Education in Educational Leadership, Wayland Baptist University, Bachelor of Occupational Education, St. Philip's College, Associate of Applied Science Degree in Radiography Technology **Relevant Experience:** 07/2002-03/2005 Methodist Health System, Radiologic Technologist; 01/2006-10/2006 The Academy of Health Care Professions, Externship Coordinator; 11/2006- 8/2011 University Health System, QA/QC Supervisor; 08/2011-2022, St. Philip's College, Clinical Coordinator, Associate Professor **Certification(s)**: The American Registry of Radiologic Technologists in Radiography, Certification, Texas Medical Board, Medical Radiologic Technologist License
Respiratory Care Technology, A.A.S.	Christa Mitchell	**Education:** M.B.A., Capella University; B.S. Respiratory Care, Midwestern University; A.A.S. Respiratory Care, Temple College **Relevant Experience:** 2002–2005 Registered Respiratory Therapist, Brackenridge and Children's Hospital of Austin; 2004–2009 General Manager/Registered Respiratory Therapist, Walgreens Homecare; 2009–2011 Registered Respiratory

		Therapist, Seton Medical Center; 2011–2011 Sales Representative, Breath of Life Home Care; 2011–2016 Star CPD Services- Registered Respiratory Therapist, Independent Testing; 2013–2014 Faculty Instructor, Concorde Career College; 2013–2015 Registered Respiratory Therapist, Methodist Hospital; 2014–Present Program Director/Respiratory Care Program Faculty, St. Philip's College Certification(s): Registered Respiratory Therapist (RRT)by the National Board of Respiratory Therapy; Respiratory Care Practitioner license by the Texas Medical Board
Restaurant Management A.A.S. • Catering Management Level 2 Certificate • Catering management Level 1 Certificate • Restaurant Supervision Level 2 Certificate • Restaurant Supervision Level 1 Certificate	Patrick Costello	Education: A.A.S. Culinary Arts, St. Philip's College Relevant Experience: 1998–2000, Kitchen Manager, TGI Fridays; 2001–2005, Cooking Connection Manager, HEB Grocery Company Certification(s): ServSafe Food Managers Certificate
Surgical Technology, A.A.S.	Marco Aguianaga	**Education:** Texas A&M San Antonio Bachelor of Applied Arts and Sciences in Interdisciplinary Studies, San Antonio College, Associate of Arts in Liberal Arts, United States Air Force Surgical Apprentice Certificate **Relevant Experience:** 2014-2022 Certified Surgical Technologist Faculty/Program Director, The College of Health Care Professions

		Certification: 2012-2013 Certified Surgical Technologist, North Central Baptist Hospital, 2010-2012 Certified Surgical Technologist Faculty, Baptist School of Health Professions, 19982010 Certified Surgical Technologist, North Central Baptist Hospital, Certified Surgical Technologist (CST) by the National Board of Surgical Technologists and Surgical Assistants
Vision Care Technology, A.A.S.	Charlinda Nance	**Education**: OD, University of Houston College of Optometry (UHCO); BS in Biology, Prairie View A&M University **Relevant Experience:** 2003- 2004 Associate, All About Eyes, PA, San Antonio, TX, 2004- 2005 Partner/ Leasing Doctor, All About Eyes, PA, San Antonio, TX, 2005- 2016 Associate, Eyetx Vision Centers, San Antonio, TX, 2016- 2024 Owner, Provision Eyecare SA, PA, San Antonio, TX **Certification(s):** Texas Therapeutic License, Texas Optometric Glaucoma Specialist Technician (COT) International Joint Commission on Allied Health Personnel in Ophthalmology
Web and Mobile Developer, A.A.S. • Web and Mobile Developer Level I Certificate	Sam McCall	**Education:** M.S. Computer Information System, St. Philip's College; B.A. Computer Science/Applied Statistics, St. Mary's University **Relevant Experience:** 2000–2007, IT Consultant, System/Database Administrator, Computer Systems Engineer, Operation San Antonio Big Vote Mentoring/Tutoring Inc. (Companies: SIG, Infrastructure, TEKSystem, Berger & Company); 1995–2000, IT Consultant, University of Texas Health Science Center; 1991– 1994, System/Database Administrator, General Dynamics Corporation; 1989-1991, Computer

		Systems Engineer **Certification(s):** Master Certification, Microsoft Office Specialist
Welder/Welding Technologist A.A.S. • Inert Gas GTAW/GMAW Welder (MSGW) Level 1 Certificate • Structural/Pipe Layout Level 1 Certificate • Welding Entry Level, Certificate 1	John Hoyt	**Education**: A.A.S. Welder/Welding Technology, St. Philip's College; Certificate of Completion Manual/Semi Manual GTAW/GMAW, St. Philip's College; Certificate of Completion Structural/Pipe Layout, St. Philip's College **Relevant Experience:** 2007–2008, Welder, Trinity Staffing; 2008–2008, Production Welder, Allegiance Staffing; 2008–2010, Welder, Rivets Welding **Certification(s)**: American Welding Society (AWS) Certified Welding Inspector
Nurse Aide for Health Care Level 1 Certificate	Krysten Bailey	**Education:** Chamberlain College of Nursing DNP, MSN Ed, BSN, Jewish Hospital College of Nursing and Allied Health ADN **Relevant Experience:** 2022 – Present: RN, Instructor, Nurse Aide Program Director, St. Philip's College, 2016 – 2022: RN, CNA Instructor, Byron P. Steele II High School, 2015 – 2016: RN, Clinical Coordinator, Career Point College, 2006 – 2015: RN, School Nurse/Health Science Instructor, Cahokia Unit School District #187, 2006 – 2013: RN, Floor Charge Nurse, Rosewood Care Center, 2004 – 2006: RN, Triage RN at the Adult Care Center, Southern Illinois Healthcare Foundation, 1999 – 2004: RN, Office RN for the late Dr. Kenneth Rybicki

		Certification(s): Registered Nurse
Vocational Nursing Level 2	Ivette Sterling	**Education:** M.S.N. Nursing Education, Capella University; B.S.N. Nursing, SUNY College at Brockport **Relevant Experience:** 1989–2010, Clinical Nurse, United States Air Force **Certification(s):** Registered Nurse; American Nurses Credentialing Center (ANCC) Certification in Medical- Surgical Nursing

Conclusion

St. Philip's College complies with Principle 6.2.c – Program Coordination. The College ensures effective program coordination by clearly defining the academic program structure, outlining specific responsibilities, and establishing the necessary faculty qualifications and credentials for each role. Faculty qualifications play a crucial role in determining program coordination, particularly in distinguishing between transferable and non-transferable programs. For BAT, AAS, and certificate programs, relevant work experience and certifications are also taken into account to ensure the qualifications align with the requirements for workforce education programs.

Evidentiary Documents

Four Division Organization Charts.pdf
6.2b-5_Faculty Credentialing Handbook.pdf
New_6.2.c_CV_Jen_Osborne.pdf
New_6.2.c_CV_Ron_Viola.pdf
New_6.2.c_CV_Dr. JoAnn_Martinez.pdf
New_6.2c_CV_David_Hime.pdf
New_6.2c_CV_Jesus_Orta.pdf
New_6.2c_CV_Larry Canion.pdf

New_6.2c_CV_Elizabeth_Leon.pdf
New_6.2.c_CV_Ben_Birkenfeld.pdf
New_6.2.c_CV_Benjamin_Van_Meter.pdf
New_6.2.c_CV_Cynthia_De_La_Fuente.pdf
New_6.2.c_CV_Jemal_Nelson.pdf
New_6.2.c_CV_Mara_Luna-Chavez.pdf
New_6.2.c_CV_Vincent_Canales.pdf
New_6.2c_CV_Yesenia_Espinoza.pdf
New_6..2.c_CV_Anthony Broderick.pdf
New_6.2c_CV_Johnny Pearson.pdf
New_6.2.c_CV_Patrick_Brown.pdf
New_6.2c_CV_Caroline_Mora.pdf
New_6.2c_CV_Ian Culbertson.pdf
New_6.2.c_CV_Veronica_Galvan.pdf
New_6.2c_CV_Salvador_Arriaga.pdf
New_6.2.c_CV_Beatrice_Avila.pdf
New_6.2.c_CV_Aaron_Herrera.pdf
New_6.2.c_CV_David_Uminski.pdf
New_6.2.c_CV_Ben_Ochoa.pdf
New_6.2.c_CV_James_Williams.pdf
New_6.2.c_CV_Valerie_Moke.pdf
New_6.2.c_CV_Jacqueline_Stevenson.pdf
Sam McCall.pdf
New_6.2.c_CV_Tunetha_Parchem.pdf
New_6.2c_CV_Craig_Overmiller.pdf
New_6.2.c_CV_Robert_Bohmfalk.pdf
New_6.2.c_CV_Annette_Duenes.pdf
New_6.2.c_CV_Christa_Mitchell.pdf
New_6.2.c_CV_Patrick_Costello.pdf
New_6.2.c_CV_Marco_Aguinaga.pdf
New_6.2.c_CV_Charlinda_Nance.pdf
New_6.2c_CV_John_Hoyt.pdf
New_6.2.c_CV_Krysten_Bailey.pdf
New_6.2.c_CV_Ivette_Sterling.pdf

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

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College (SPC) complies with Principle 6.3, Employment Evaluation.

The College publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

The College faculty hold either full-time regular appointments or adjunct appointments. The College faculty with a full-time regular appointment hold academic rank as Instructor, Assistant Professor, Associate Professor, or Professor.

The College is in compliance with Principle 6.3 and the case for program compliance is as follows:

- Policies and Procedures for the Appointment of all Faculty
- Policies and Procedures for the Employment of Faculty
- Faculty Promotion
- Employee Complaints
- Process for the Evaluation of all SPC Faculty
- Faculty Evaluation Sub-Categories
    - Student Surveys
    - Classroom Observation
    - Peer Evaluation
    - Chair Evaluation
    - Faculty Development/Improvement Plans

Policies and Procedures for the Appointment of all Faculty

Published policy and procedure provide consistency and guidance for the faculty appointment-process to ensure the quality of academic programs.

The following policies and procedures pertain to appointment of faculty. Board policy D.2.3 Qualification for Hire (6.3-03_Policy D.2.3 Qualification for Hire) states that each faculty candidate for hire must satisfy the credentials, qualification and other position requirements set forth in the job description (6.3-04_Full-time Faculty Job Description, 6.3-05_Adjunct Faculty Job Description). Board procedure D.2.3.2 Faculty and Department Chair Positions (6.3-06_Procedure D.2.3.2 Faculty and Department Chair Positions) defines the criteria that employees in a faculty position must meet and defines the role of teaching faculty as professional educators who have the primary responsibility of providing a quality education for

all students attending SPC. The College has aligned with the Board procedure D.2.5.1 Hiring Authority, Status, Assignments and Duties (6.3-07_Procedure D.2.5.1 Hiring Authority, Status, Assignments and Duties) as their Faculty Hiring Procedure establishing college guidelines for hiring full-time faculty, adjunct instructional faculty, and temporary full-time faculty. SPC has aligned with the Board procedure D.2.2.1 Hiring Practices (6.3-08_Procedure D.2.2.1 Hiring Practices) as their Employee Entry Procedure outlining the steps to be followed when an employee is hired to a position within the College. The College aligns with procedure D.6.1.2 Required Training (6.3-09_Procedure D.6.1.2 Required Training) providing guidelines for the New Employee Orientation (NEO) sessions held for temporary, part-time, and full-time employees at the beginning of each full term.

The College aligns with Board Procedure D.5.2.1 (6.3-07_Procedure D.2.5.1 Hiring Authority, Status, Assignments and Duties) which provides the details for the recruitment, selection and hiring process for adjunct faculty. The Department Chair, in consultation with the division Dean and the full-time faculty within the discipline in which an adjunct faculty member is being sought, sets departmental priorities and criteria for an adjunct faculty search. The adjunct hiring process applies to both adjunct faculty teaching at SPC and adjunct faculty teaching dual enrolled classes off-campus at a high school. The Department Chair, in consultation with discipline faculty, oversees the adjunct position posting, the review of all applicants, and the screening of all candidates (6.3-10_Interview Questions - Adjunct Faculty); ensuring that each component of the search process aligns with the College's Mission, Vision and Values, policies and procedures (6.3-11a_College Mission, Vision, and Values, 6.3-11b_Policy A.1.3.e College Mission StatementSt. Philip's College, 6.3-5_Adjunct Faculty Job Description). After a qualified adjunct candidate has been selected, the Department Chair, in consultation with the division Dean and Vice President of Academic Success (VPAS), completes and submits the necessary hiring documentation (6.3-12_Hiring Packet-Adjunct Faculty Example).

The College aligns with Board Procedure D.2.5.1 (6.3-7_Procedure D.2.5.1) which provides the details and guidelines for the faculty search and hiring process. The Department Chair, in consultation with the division Dean and faculty in the department, sets departmental priorities and criteria for the faculty candidate search. In consultation with the Chair, faculty and staff serving on a search committee develop a screening matrix rubric, and interview questions (6.3-13_screening matrix rubric, 6.3-14_interview questions) ensuring that each component of the search process aligns with the College's MVV, policy, procedure and job description (6.3-11a_College Mission, Vision, and Values, 6.3-11b_Policy A.1.3.e College Mission StatementSt. Philip's College, 6.3-4_Full- time Faculty Job Description). The search committee, in consultation with the Chair, assumes the initial responsibility of ensuring that candidates selected for interviews satisfy the credentials, qualification and other position requirements set forth in the faculty job description. After committee members participate in the hiring briefing (6.3-15_Hiring Briefing) training from Human Resources and all screening materials have been approved by the Chair, the search committee reviews all applications, chooses candidates for in-person interviews and teaching demonstrations, and proceeds with candidate interviews.

After the search committee concludes its activities, it selects the top candidates based on their interview performance, presenting them in an unranked order to the Chair. The Chair is responsible for reference checks on the finalists. The Chair recommends the top candidates for interviews with the President. The President, VPAS, division Dean, department chair, and screening committee chair then interview the finalists to select the preferred candidate. Ultimately, the President makes a final recommendation to Human Resources for background

and drug screening checks. Once successfully passed their name(s) are placed on the Board agenda for approval (6.3-16_Interview Questions by Chair).

Policies and Procedures for the Employment of Faculty

Published policies and procedures, publicly available through the Alamo Colleges District website and the College website, outline the employment of faculty, regardless of contract or tenure status. These policies and procedures detail the rights and responsibilities of faculty, the promotion process, grievance processes, dismissal processes, and faculty workload.

The rights and responsibilities of faculty at the College are documented through the College's Board Policies and Procedures. Board Policy D.3.5 Academic Freedom and Responsibilities (6.3-20_Policy D.3.5 Academic Freedom and Responsibilities) states that faculty are entitled to freedom in the classroom with respect to their discipline. Policy D.4.10 Faculty Code of Professional Ethics (6.3-21_Policy D.4.10 Faculty Code of Professional Ethics) states that faculty should "affirm the inherent worth and dignity of all persons and the right of all persons to learn", and that "learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty." (6.3-21_Policy D.4.10_ Procedure D.4.10.1 Faculty Code of Professional Ethics) states that the faculty members of the College will adopt and hold themselves to the Code of Professional Ethics.

Faculty Promotion

Board D.8.2 Promotion and Demotion (6.3-23_Policy D.8.2 Promotion and Demotion) defines the promotion and demotion in rank of a faculty member. This policy states that "faculty members shall be granted promotion in professional rank after all required criteria have been satisfactorily fulfilled and appropriate recommendations have been provided". Board D.8.2.1 Promotion Process (6.3-24_Procedure D.8.2.1 Promotion Process) details the responsibilities of the following individuals in the promotion application process: faculty member, promotion committee, Chairperson/Supervisor, Dean/Director, Vice President, President, and Board. The D.8.2.1 procedure also details the appeals process in the case of a faculty member who submitted an application and was denied promotion. This procedure details criteria for initial placement in rank upon hire, eligibility for promotion, evaluation criteria for promotion, the promotion application process (aligned to 6.3-24_ Procedure D.8.2.1 Promotion Process), and the appeals process (aligned to 6.3-25_Procedure D.8.2.2 Demotions).

Checklists that outline requisite documentation for promotion from instructor to assistant professor (6.3-26 Instructor to Assistant Professor), Assistant Professor to Associate Professor (6.3-27_Assistant Professor to Associate Professor), and Associate Professor to Professor (6.3-28_Associate Professor to Professor) are provided to faculty up for promotion. Requisite documentation includes the initial letter from the faculty requesting promotion, official of current rank, documentation of education requirement (official transcripts, hours related to discipline, and an education growth plan), quality of teaching (student surveys, teaching assignments, classroom observations, peer review evaluations, faculty self-evaluations, performance evaluations), and any other relevant teaching materials provided by the faculty (6.3_ PromotionDossier).

The Vice President for Academic Success provides promotion presentations at the beginning of each academic semester in the fall and spring. The presentation is provided in 6.3-32 (6.3-32_VPAS Promotion Presentation).

Board of Trustees 6.3-25_Procedure D.8.2.2 Demotions states that the "involuntary demotion of faculty members shall be in accordance with faculty progressive discipline procedures."

Employee Complaints

Board Policy D.3.3 Employee Complaints (6.3-41_Policy D.3.3 Employee Complaints) states that SPC "encourages fair, efficient, and equitable solutions for problems arising out of the employment relationship." In the event that a faculty member's grievance is not resolved informally, the faculty member may initiate the formal grievance process which is outlined in Board of Trustees 6.3-42_Procedure D.3.3.1 Employee Complaints. 6.3-41_Policy D.3.3 and 6.3-42_procedure D.3.3.1, are available to all employees in the Human Resources department, the SPC President's office, and on the district website. 6.3-41_Policy D.3.3 Employee Complaints states that SPC "shall not tolerate any form of retaliation against a person for bringing a concern or complaint or for cooperating with or participating in the grievance process".

The process for the dismissal of a faculty member is outlined within the progressive discipline and separation from employment Board of Trustees policies and procedures. Board of Trustees 6.3-43_Policy D.9.1 Progressive Discipline states that the goal of the College's disciplinary program "is to improve the employee's work performance and to ensure conformance with established work rules", and "that discipline allows for employees to be informed of changes required for their performance or behaviors and to be provided with opportunities to correct those situations." Board of Trustees 6.3-44_Procedure D.9.1.2 Progressive Discipline outline the guiding principles, application, procedure and provisions, disciplinary violations, and disciplinary steps (counseling, written reprimand, final written warning, and termination) for the progressive discipline process for full-time employees. Board of Trustees 6.3-45_Policy D.10.2Separation from Employment defines the terms Separation, Voluntary (separation), Involuntary (separation), and Nonrenewal. Board of Trustees 6.3-46_Procedure D.10.2.2 Termination During Contract: Non-Tenured Employees states that "benefited, non-tenured term contract employees are subject to termination during the contract term in accordance with the steps outlined in 6.3-44_D.9.1.2Progressive Discipline, or for a first offense of a violation including, but not limited to, the violations listed under Step 4 of 6.3-44_D.9.1.2". This procedure also provides details regarding an appeal of disciplinary action, grievance filed under 6.3-47_Texas Education Code 51.960, and nonrenewal not affected. Board of Trustees 6.3-48_Procedure D.10.2.3 Nonrenewal: Non-Tenured Employees states that the Board can decide not to offer a term contract employee further employment with SPC beyond the current term of their current contract, for any legal reason or for no reason. This procedure also states that a full-time faculty member may present a grievance on an issue related to nonrenewal pursuant to 6.3-47_Texas Education Code 51.960. Board of Trustees 6.3-49_Procedure D.10.2.5 Termination: Tenured Faculty details the reasons for the termination of tenured faculty members and the termination procedure. SPC has adopted the Board of Trustees 6.3-45_Policy D.10.2, outlining the steps to be followed when an employee resigns, is terminated from a position within the College, or retires.

Process for the Evaluation of all SPC Faculty

SPC has adopted the Board of Trustees 6.3-55_Policy D.7.1 Employee Evaluations which defines general College employee evaluations and outlines the performance evaluation process and procedures through which we assess the performance of all faculty (non-tenured, full-time temporary, and adjunct). SPC has adopted the Board of Trustees 6.3-56_Procedure D. 7.1.1Employee Evaluations and Board of Trustees 6.3-57_Procedure D.7.1.2 Faculty Performance Evaluation outlining the faculty evaluation process that St. Philip's College follows.

SPC adopted Board of Trustees 6.3-56_Procedure D. 7.1.1 which provides an overview of the performance evaluation process and evaluation guidelines. This procedure states that the performance evaluations of faculty members are for the following purposes:

- To provide information to individual faculty members concerning job performance, thus contributing to professional growth and development.
- To provide information for use in recommendations concerning other institutional personnel actions such as promotions in academic rank.

Periodic faculty performance evaluations provide a mechanism for faculty to regularly reassess professional performance and use such assessment as a basis for improvement of instruction (6.3-56_D.7.1.1). The faculty evaluation process is specific to faculty and is distinct from other employee evaluations. Performance evaluations of full-time regular faculty are based primarily on three principal component areas of performance:

- teaching: including instructional design, delivery, assessment and classroom management;
- scholarly/creative activities: including professional development, discovery/creative activities, and dissemination;
- and service: including service to the Institution, profession, and the general public.

Faculty can also be evaluated on administration when applicable for academic leadership assignments. Evaluation of full-time regular faculty librarians also includes assessment of professional responsibilities based on written goals and objectives. Evaluation of part-time (adjunct) faculty and full- time temporary faculty are based primarily on student survey results and teaching performance (classroom observations).

SPC adopted Board of Trustees 6.3-57_Procedure D.7.1.2 Faculty Performance Evaluation, outlines a faculty evaluation process for full-time regular faculty and defines the normal frequency in which the various evaluative components occur (in order of frequency). An annually published 6.3-58_Faculty Calendar of Activities includes the faculty evaluation and promotion schedule. As part of the evaluation process, full-time regular faculty submit an electric portfolio annually or biennially depending upon their years of employment. During their first five years of employment, full-time regular faculty submit a portfolio annually; after their first five years of employment, full-time regular faculty submit a portfolio biennially. Each full-time regular faculty member builds a portfolio with evidence covering the evaluation period of each component required and optional activity in the evaluation model (6.3-57_D.7.1.2).

The SPC adopted Board of Trustees 6.3-57_Procedure D.7.1.2 Faculty Performance Evaluation, outlines a faculty evaluation process based on four components (detailed below): (1)

Student Surveys, (2) Classroom Observations, (3) Peer Evaluations, and (4) Chair Evaluations. As a final step, during the summer following the completion of the faculty evaluation process in the spring, all full-time faculty have the opportunity to submit a faculty development plan as a blend of both self-evaluation and response to the results of the evaluation process. Those individuals who had deficient evaluative results must submit a development plan and improvement plan, which are to include the faculty member's written goals and objectives for the following year. The development plan and improvement plan are submitted for Chair approval. In this way, a continuous cycle of performance-evaluation-improvement is built into the process.

The faculty member's portfolio is an electronic repository of information and supporting documentation of performance. The electronic portfolio system (Faculty 180) is a commercial software program maintained at the district level by Alamo Colleges District.

Preliminary data in the portfolio is entered by the faculty member directly and becomes accessible to other faculty as necessary (by peer reviewers and chairs) (6.3-59_Template Faculty Guide for Portfolio Evidence; 6.3-60_Faculty 180 E-Portfolio & Submission Guide; 6.3-61_Faculty 180 Checklist). The student survey data, peer reviews, and Chair evaluations are entered into the individual's portfolio directly. (6.3-62_Faculty 180 Faculty Portfolio Example-Instructor; 6.3-63_Faculty 180 Faculty Portfolio Example-Assistant professor; 6.3-64_Faculty 180 Faculty Portfolio Example-Associate Professor).

Table 6.3.1 provides the general guidelines for faculty performance evaluations.

Table 6.3.1: General Guidelines for Faculty Performance Evaluations

FULL TIME FACULTY	
Student Surveys	Conducted every regular semester (Fall and Spring) of every year for all classes of each faculty member. - 6.3-84_Faculty Student Survey Example
Classroom Observations	Conducted annually every Fall term. 85_Faculty Classroom Observation by Peer Example 86_Faculty Classroom Observation by Chair Example 6.3-87_Faculty Classroom Observation Example for Online Course
Peer Evaluations	Conducted every spring during their first five years of employment and a peer evaluation biennially after their first five years of employment. - 6.3-88_Faculty Peer Evaluation Example
Chair Evaluations	Conducted every spring during their first five years of employment and a peer evaluation biennially after their first five years of employment.

	- 6.3-89_Faculty Chair Evaluation Example
Faculty Development Plans	Completed annually during the Spring Term - 6.3-90_Faculty Development Plan Example
ADJUNCT FACULTY	
Student Surveys	Conducted every regular semester (Fall and Spring) of every year for all classes of each faculty member. 6.3-81_Adjunct Student Survey Example
Classroom Observations	Conducted every semester for the first two semesters of appointment, once a year after the first year for the next five years, and every other year thereafter. 6.3-82_Adjunct Classroom Observation Example 6.3-83_Adjunct Classroom Observation Example (Online Course)

Faculty Evaluation Sub-Categories

Student Surveys

Student end of course surveys are mandated (6.3-65_State of Texas Legislature House Bill 2504) to be conducted every regular semester (Fall and Spring) of every year for all classes of each faculty member (non-tenured, full-time temporary, and adjunct) (examples provided in table 6.3.1). The faculty evaluation process includes student end of course surveys for all classes of all instructors of record regardless of status (per legislative directive, 6.3-65_State of Texas Legislature House Bill 2504).

Student surveys are conducted for all classes of every faculty member, which allows SPC to generate comprehensive summaries and comparisons for individual instructors, discipline areas, and departments. The College will receive College-wide data, discipline-specific data, and individual- specific data. Faculty members use results to develop teaching goals and objectives for the subsequent year. The Division Chair will use this data in the faculty evaluation process. Promotion committees will use the data as part of their assessment of teaching performance.

The process is designed to protect the confidentiality of both student and faculty member. Student surveys, administered through the software Blue, are conducted within the course term and in a format that assures anonymity. Student surveys are conducted for all classes regardless of modality of instruction or student type.

Classroom Observations

Classroom observations for full-time regular and full-time temporary (full-time adjunct) faculty are conducted annually every Fall term. For full-time tenured faculty classroom observations are conducted biennially in the Fall. According to District policy, classroom assessments for adjunct faculty are conducted every semester for the first two semesters of appointment, then once a year after the first year for the next five years, and every other year thereafter.

However, at SPC, for adjunct faculty, classroom observations are conducted every semester for the first two semesters of appointment and then yearly thereafter. (6.3-66_Classroom Observation Template for Face-to-Face Course; 6.3-67_Classroom Observation Template for Fully Online Course).

- Classroom observations of full-time faculty by a Peer: 6.3-68_Classroom Observation of FT Faculty by a Peer Example1, 6.3-69_Classroom Observation of FT Faculty by a Peer Example2;
- Classroom observations of full-time faculty by a Chair: 6.3-70_Classroom Observation of FT Faculty by a Chair Example1, 6.3-71_Classroom Observation of FT Faculty by a Chair Example2;
- Classroom observations of Adjunct Faculty: 6.3-72_Classroom Observation of Adjunct Example, 6.3-73_Classroom Observation of Adjunct Example

Additional examples are provided in table 6.3.1. Classroom observations are performed by the Department Chair, or designee, and are designed to complement the student perspective with a more professionally informed appraisal. Faculty use the classroom observations in their portfolio and development plans, and the Chair reviews and uses the results in their performance evaluations and recommendations. The results of classroom observations are also reviewed and used by peer reviewers and promotion committees to evaluate faculty performance and effectiveness. A Classroom Observation Template for Face-to-Face Courses and a Classroom Observation Template for Fully Online Courses are available for classroom observers.

Peer Evaluations

Peer reviews are conducted by faculty who are subject matter experts in the discipline or a closely related field. These reviews take place during the spring semester for each faculty member required to submit a portfolio for evaluation. Full-time regular faculty undergo peer evaluations every spring during their first five years of employment, with biennial evaluations thereafter. Additionally, all faculty members seeking promotion must submit a portfolio for peer review in the spring term prior to the year they apply for promotion. (6.3-74_Peer Review Template; sample of actual Peer Reviews appended – 6.3-75_Peer Faculty 180 Review Example; 6.3-76_Peer Review by Faculty, additional examples provided in table 6.3.1). Peer evaluations are conducted to ensure that faculty members' performances in three essential areas – teaching, service, and professional development – are reviewed by a panel of three experienced faculty members from their discipline and/or division. Peer evaluations involve a portfolio review of teaching materials, classroom observations, service activities, and professional growth activities. The peer evaluations produce recommendations for improved performance and are required as supporting documentation in the promotion process.

Chair Evaluations

Chair evaluations are conducted during the spring semester for each faculty member required to submit a portfolio for evaluation. Full-time regular faculty undergo chair evaluations annually during their first five years of employment, with biennial evaluations occurring after the first five years (6.3-77_Faculty Evaluation by Chair Template; sample of actual Chair Evaluation appended – 6.3-78_Chair Faculty 180 Review Example; 6.3-79_Faculty Evaluation by Chair, additional examples provided in table 6.3.1). It is the responsibility of each Department Chair or faculty supervisor at SPC to conduct evaluations of all full-time faculty, whether non-tenured regular, or temporary. Chairs use student survey results, classroom observations, peer evaluations, and evidence provided within the faculty member's portfolio as the basis for their evaluations. When evaluating, chair evaluates the following characteristics of the faculty member: (1) Quality of Teaching, (2) Advising, (3) Records Management, (4) Student Surveys, (5) Service to the Division, College, District, and community, and Professional Growth (6). Chairs assign ratings of Exceeds Expectations (E - Faculty Member's performance is clearly above average. Accomplishments are significant and above the standard of the job responsibilities), Meets Expectations (M – Faculty Member's performance meets all essential job requirements. Accomplishments are in accordance with the standards of the position), Does Not Meet Expectations (D – Faculty Member's performance is well below the expectation of the job and requires a specific plan of action to improve noted deficiencies), 6.3-77_Faculty Evaluation by Chair Template is available for Chairs.

Faculty Development Plans and Improvement Plans

Once the eportfolio is completed, which includes initial data entered by the faculty member, student survey results, classroom observations, peer evaluations, and Chair evaluations, the Faculty 180 software automatically compiles comprehensive scores. Faculty members identified with deficient scores in any category must complete both a Faculty Development Plan and an Improvement Plan. All full-time faculty members have the opportunity to submit a Faculty Development Plan, which outlines specific areas for focus in the following year. The plan is submitted to the Chair for approval after their review and any necessary consultation with the faculty member.

In cases of deficient performance evaluations, the Faculty Improvement Plan addresses the missing requirements. The faculty member and Chair meet to determine the necessary actions and support required to address these deficiencies. Together, they establish clear outcomes, identify resources, and create a timeline for completing the plan. A standard template, the 6.3-80 Faculty Development Plan Template, is available for Program Directors and Chairs to facilitate this process.

Conclusion

St. Philip's College complies with Principle 6.3 – Faculty Employment and Evaluation. The College has established policies and procedures which ensure the quality of its academic programs, starting with the quality of its instructors. The College faculty, regardless of status or rank, are evaluated regularly. The evaluation of the College faculty involves the perspectives of multiple reviewers – students, faculty peers, and department chairs. Some measures, such as student surveys, classroom observations, and portfolio evidence (syllabi, course curriculum development, instructor course materials, etc.), are specific to the learning environment of the

classroom, while other measures, such as peer reviews and chair evaluations, are applicable to the comprehensive responsibilities of faculty. The evaluation process helps to ensure the effectiveness of all SPC faculty, particularly in regard to teaching performance and student learning.

Evidentiary Documents

6.3-03_Policy D.2.3 Qualification for Hire.pdf
6.3-04_Full-Time Faculty Job Description.pdf
6.3-05_Adjunct Faculty Job Description.pdf
6.3-06_Procedure D.2.3.2 Faculty and Department Ch.pdf
6.3-07_Procedure D.2.5.1 Hiring Authority Status A.pdf
6.3-08_Procedure D.2.2.1 Hiring Practices.pdf
6.3-09_Procedure D.6.1.2 Required Training.pdf
6.3-10_Interview Questions_Adjunct Faculty.pdf
6.3-11a_SPC Mission Vision and Values.pdf
6.3-11b_Policy A.1.3.e College Mission Statement_S.pdf
6.3-12_Hiring Packet-Adjunct Faculty Example.pdf
6.3-13_Screening Matrix Rubric.pdf
New_6.3-14_Faculty_Interview_Questions.pdf
6.3-15_ACD Hiring Briefing.pdf
6.3-16_Interview Questions_by Chair.pdf
6.3-20_Policy D.3.5 Academic Freedom and Responsib.pdf
6.3-21_Policy D.4.10 Faculty Code of Professional .pdf
6.3-23_Policy D.8.2 Promotion and Demotion.pdf
6.3-24_Procedure D.8.2.1 Promotion Process.pdf
6.3-25_Procedure D.8.2.2 Demotions.pdf
6.3-26_Assistant Professor Department Promotion Cr.pdf
6.3-27_Assistant Professor Department Promotion Cr.pdf
6.3-28_Associate Professor Department Promotion Cr.pdf
Doss.pdf
6.3-32_VPAS Promotion Presentation.pdf
6.3-41_Policy D.3.3 Employee Complaints.pdf
6.3-42_Procedure D.3.3.1 Employee Complaints.pdf
6.3-43_Policy D.9.1 Progressive Discipline.pdf

6.3-44_Procedure D.9.1.2 Progressive Discipline.pdf
6.3-45_Policy D.10.2 Separation from Employment.pdf
6.3-46_Procedure D.10.2.2 Termination During Contr.pdf
6.3-47_Texas Education Code 51.960.pdf
6.3-48_Procedure D.10.2.3 Nonrenewal Non-Tenured E.pdf
6.3-49_Procedure D.10.2.5 Termination Tenured Facu.pdf
6.3-55_Policy D.7.1 Employee Evaluations.pdf
6.3-56_Procedure D.7.1.1 Employee Evaluations.pdf
6.3-57_Procedure D.7.1.2 Faculty Performance Evalu.pdf
6.3-58_Faculty Calendar of Activities 23-24.pdf
6.3-59_Template Faculty Guide for Portfolio Eviden.pdf
6.3-60_Faculty 180 ePortfolio & Submission Guide.pdf
6.3-61_Faculty 180 Checklist.pdf
6.3-62_Faculty 180 Portfolio Example - Instructor.pdf
6.3-63_Faculty 180 Portfolio Example - Assistant P.pdf
6.3-64_Faculty 180 Portfolio Example - Associate P.pdf
6.3-65_State of Texas Legislature House Bill 2504.pdf
6.3-66_Classroom Observation Template for face-to-.pdf
6.3-67_Classroom Observation Template for Online C.pdf
6.3-68_Classroom Observation of FT Faculty by a Pe.pdf
6.3-69_Classroom Observation of FT Faculty by a Pe.pdf
6.3-70_Classroom Observation of FT Faculty by a Ch.pdf
6.3-71_Classroom Observation of FT Faculty by a Ch.pdf
6.3-72_Classroom Observation of Adjunct Example 1.pdf
6.3-73_Classroom Observation of Adjunct Example 2.pdf
6.3-74_Peer Review Template.pdf
6.3-75_Peer Faculty 180 Review Example1.pdf
6.3-76_Peer Review by Faculty1.pdf
6.3-77_Faculty Evaluation by Chair Template.pdf
6.3-78_Chair Faculty 180 Review Example1.pdf
6.3-79_Faculty Evaluation by Chair 1.pdf

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

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 6.4, Academic Freedom.

The College publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.The case for program compliance is as follows:

- American Association of University Professors Alignment
- Academic Freedom Institutional Dissemination, Publications, and Modification
- Academic Freedom Grievance Process

As a public institution of higher education, the College follows the Texas State Administrative Code on Academic Freedom and Faculty Security (6.4-1_Rule7.4TexaAdminCode), which 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."

The College upholds the State Code through the utilization of the 1940 Statement of Principles on Academic Freedom and Tenure by the American Association of University Professors, and defines academic freedom in the following manner in its adopted Board Policy (6.4-2_d.3.5-policy, 6.4-3_1940StatementAAUP) as quoted below:

"All members of the faculty are entitled to academic freedom as defined in the 1940 Statement of Principles on Academic Freedom and Tenure formulated by the Association of American Colleges and the American Association of University Professors as revised by these associations in November 1989 and January 1990. The pertinent provisions of this statement are as follows:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities for the institution.
2. Teachers are entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be

accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

The College Faculty are entitled to intellectual freedom in the classroom and are given authorization to discuss their subject in a manner that encourages critical thinking and intellectual enrichment, which "best occurs in an environment devoted to the pursuit of truth, excellence, and liberty." (6.4-4_d.4.10-policy)

As Professional Educators, the College Faculty adhere to a Faculty Code of Professional Ethics by which they "shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues and students supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints." (6.4-5_d.4.10.1-procedure)

Academic Freedom Institutional Dissemination, Publications, and Modification

The College aligns with Board Policies and Procedures, including those related to academic freedom, require availability online, and are accessible by all faculty members and the Alamo Community. (6.4-6_BoardPoliciesWebsite) The College District Board regularly reviews Board Policy and Procedure and, at times, revises existing Board policy, which are disseminated to all employees. (6.4-7_b.2.1-policy, 6.4-8_b.5.3.1-procedure, 6.4-9_b.5.3.2-procedure, 6.4-10_d.1.1-policy)

The College also publishes a description of academic freedom in the College Faculty Handbook and recognizes the right of the Faculty Senate to gather and discuss issues and concerns. Its purpose is to act on behalf of the electorate in matters of concern relating to policies on educational and professional matters in accordance with rules and regulations of the Alamo Community College District and the St. Philip's College. (6.4-10_d.1.1-policy, 6.4-11_Agenda2023DecFacSenMeeting).

The College Faculty Senate is the body in which many faculty-related issues, including academic freedom, are discussed. The St. Philip's College Faculty Senate is the governance body for faculty related issues, and it holds meetings once a month during every semester. All faculty at the College are welcome to attend and are given an opportunity to bring concerns before the Senate at each meeting. The Faculty Senate's standing committee on Professional Concerns "reviews and makes recommendations of college and proposed, revisions, and deletion of college and district policy and procedures." (6.4-12_FacSenConstupdateSpring2019, 6.4-13_2023-2024_SenateCommittees, 6.4-8_b.5.3.2-procedure).

Academic Freedom Grievance Process:

The College faculty are granted a grievance process outlined in the following policy and procedure:

"Defines the steps to be followed when a faculty member wishes to elevate issues involving faculty rights and responsibilities as related to academic freedom that have not been successfully resolved through discussion with the Department Chair or the other channels of administrative responsibility. The faculty member must attempt to resolve the issue through

discussions with the Department Chair, the Dean, and the Vice President for Academic Success prior to initiating the Academic Freedom Committee Process. The Chair, Dean, and Vice President will review the issue presented by the faculty member and provide the result of their review to the faculty member in writing within five (5) business days." (6.4-14_d.3.5-policy, 6.4-15_d.3.5.1-procedure).

If a resolution fails to be reached during these discussions, the faculty member may petition the Faculty Senate President, "The Faculty Senate will facilitate a standing or an ad hoc Academic Freedom Review Committee, as deemed necessary for the proper investigation and adjudication of the alleged offense." A written grievance by the faculty member must identify the following:

"a. The actions the faculty member believes constitute a violation to their Academic Freedom; b. Any available evidence; and c. A proposed remedy." (6.4-14_d.3.5-policy, 6.4-15_d.3.5.1-procedure).

"The committee will review the information collected and render to the College President, and the faculty member a decision, in writing, within five (5) business days." "The decision of the Academic Freedom Committee will be reviewed by the College President. The College President will respond, in writing, within (5) business days to the Academic Freedom Committee and the faculty member whether they accept or do not accept the decision of the committee regarding the academic freedom issue and the faculty member's proposed remedy." "A copy of the decisions of the Academic Freedom Committee and College President will be provided to the Associate Vice Chancellor of TOSI (Talent Organization and Strategic Innovation), which will be maintained separate from the personnel record." (6.4-14_d.3.5-policy, 6.4-15_d.3.5.1-procedure)

Conclusion

St. Philip's College is in compliance with Principle 6-4 – Academic Freedom. The College has established policies and procedures, which ensure the preservation and protection of academic freedom.

Evidentiary Documents
6.4-1_Rule 7.4Number13TexasAdministrativeCode7.4.pdf
6.4-2_d.3.5-policy.pdf
6.4-3_1940StatementAAUP.pdf
6.4-4_d.4.10-policy.pdf
6.4-5_d.4.10.1-procedure.pdf
6.4-6_BoardPoliciesWebsite.pdf
6.4-7_b.2.1-policy.pdf
6.4-8_b.5.3.1-procedure.pdf
6.4-9_b.5.3.2-procedure.pdf
6.4-10_d.1.1-policy.pdf
6.4-11_Agenda2023December1FacultySenateMeeting.pdf

6.4-12_FacultySenateConstitutionupdatedSpring2019p.pdf
6.4-13_2023-2024_SenateCommittees.pdf
6.4-14_d.3.5-policy.pdf
6.4-15_d.3.5.1-procedure.pdf

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

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 6.5, Faculty development.

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

St. Philip's College offers professional development programs to recognize and support employees in their professional growth, achievement, and development. These programs aim to enhance employee knowledge, skills, and job performance, while also creating opportunities for career advancement to meet the institution's goals. Additionally, the College's professional development opportunities provide pathways for faculty to enhance their academic performance in innovative pedagogies, technology, and assessment methods.

The College is in compliance with Principle 6.5 and the case for program compliance is as follows:

- St. Philip' College Mission
- Institutional Support for Faculty
- Professional Development Events/Workshops
- New Distance Learning Initiatives
- Faculty Training

St. Philip's College Mission

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 of St. Philip's College is supported by hiring qualified faculty to empower students through educational achievement and career readiness and by providing professional development opportunities to promote instructional growth, quality instruction, and innovative teaching practices.

St. Philip's College's Strategic Plan (6.5-1_SPC_StrategicPlan2022-2025) fulfills its mission through three core competencies:

1. Quality Instruction for Educational Programs
2. Student Engagement

3. Community Engagement

Institutional Support for Faculty

The Instructional Innovation Center is dedicated to advancing the College's mission by offering professional development activities that emphasize instructional growth, quality teaching, and innovative pedagogical practices. It defines professional development as "learning opportunities that strategically develop the skills faculty and staff need to succeed in the workplace and as lifelong learners."

At the College, faculty development initiatives are crafted to help faculty engage with, explore, and enhance pedagogical methods, thereby strengthening their expertise and promoting professional growth.

Instructional Innovation Center (IIC)

The Instructional Innovation Center (IIC) commemorated its 25th anniversary in 2023. The Instructional Innovation Center serves as a valuable resource hub committed to training and assisting faculty members in creating high-quality instructional materials and effective delivery strategies to enhance teaching and learning experiences. In alignment with the College's mission, the Instructional Innovation Center (IIC) is run by a group of highly qualified professionals: (6.5-2_SPC_IIC Staff Roster, 6.5-3a_Academic Program Coordinator Job Description, 6.5-3b_Computer Support Technician Job Description, 6.5-3c_Director of Teaching with Technology Job Description, 6.5-3d_Distance Learning Support Specialist Job Description, 6.5-3e_Instructional Designer Job Description, 6.5-3f_Senior Multimedia Specialist Job Description, 6.5-4a_Adriane Johnson Resume, 6.5-4b_Belinda Esqueda Resume, 6.5-4c_Jerryl Lowe-Resume, 6.5-4d_Kim Brown-Resume, 6.5-4e_Dr. Audrey Mosley-Resume, 6.5-4f_Yvonne Campbell Resume) who cultivate a vibrant and nurturing culture of learning for faculty, staff, and students.

The objectives and goals of the IIC professional development programs are to:

1. **Maximize Teaching Effectiveness**: We aim to enhance teaching effectiveness by leveraging evidence-based practices, ultimately impacting student retention and completion rates.
2. **Create Engaging Learning Resources**: Our focus is on assisting faculty with creating instructional materials that captivate students and enhance their educational experience in face-to-face, online, or hybrid courses. Whether it's crafting interactive presentations, designing multimedia content, or curating relevant resources, our aim is to empower faculty in creating effective and dynamic learning materials.
3. **Empower Through Technology**: We provide comprehensive technology training and support to empower faculty in transforming their teaching methods, fostering student learning, and increasing engagement.
4. **Sustain Learning Resources**: We offer a wealth of pedagogical and technology-related resources to ensure continuous professional development for faculty members.
5. **Promote Collaboration**: We foster collaborative and collegial environments where faculty can engage in discussions about the scholarship of teaching and learning, improve their teaching practices, and enrich the overall student learning experience.

The IIC is staffed by a Director of Teaching with Technology, a fulltime instructional designer, one full-and one part-time academic program coordinator, a part-time multimedia specialist, a full-time academic coordinator for distance learning, and a full-time distance learning support specialist. A district instructional designer is also assigned to provide one-on-one consultations with faculty, deliver specialized workshops to a group of faculty, conduct in-depth course reviews, and offer additional support for college directed initiatives to build and strengthen the capacity to deliver quality learning experiences for students.

The IIC offers both curricular and technological support, ensuring that faculty members receive appropriate training for both face-to-face and distance courses. Additionally, the IIC provides training sessions, professional development opportunities, and both in-person and virtual consultations. Furthermore, the IIC provides access to technology applications and web-based resources related to teaching and learning (6.5-5a_Professional Development 2022, 6.5-5b_Professional Development 2023, 6.5-5c_Professional Development 2024).

Faculty Training

The IIC offers a Distance Learning Certification program each semester for all full-time and part-time faculty who will be assigned an online or hybrid class the following semester. Approval from the respective department Chair is required, and faculty must complete the Distance Learning Certification program.

The College utilizes Instructure Canvas as its Learning Management System to train faculty for online, hybrid, and web-enhanced courses. The College's Instructional Innovation Center offers two types of Canvas training: certification for online and hybrid instruction, and web-enhanced training to enhance classroom teaching.

Distance Learning Certification

Before enrolling in the certification training, all full-time and adjunct faculty must receive prior approval from their department chairperson. This endorsement ensures that the faculty member will be teaching online or hybrid courses in the upcoming semester. Once certified faculty are also eligible to teach distance education courses at other colleges throughout the district.

The Distance Learning Certification program (6.5-6_DistanceLearningCertification) features an online course focused on pedagogy and best practices for online teaching. Faculty members typically complete the program within 6-8 weeks. To ensure certification requirements are met, a Course Readiness Review panel, composed of certified full- and part-time distance learning faculty, evaluates the final training course.

To maintain high standards and quality content in online teaching and learning, the Online Learning Consortium (formerly Sloan-C) Quality Scorecard rubric is utilized. The criteria and benchmarking tools include:

- Course Overview and Information
- Course Technology and Tools
- Design and Layout
- Content and Activities
- Interaction

- Assessment and Feedback

Web-enhanced courses are in-person classes that leverage online platforms to share information, deliver content, conduct assessments, and facilitate interactions outside the classroom. While web-enhanced courses are not considered distance education and instruction happens in person, Canvas training is provided to enrich the teaching and learning experience during class time.

The training provides faculty with the essential tools to enhance the teaching and learning experience. Department chairs evaluate the effectiveness of web-enhanced and hybrid classes using the same criteria as traditional face-to-face classes.

Master Teacher Certification

In Fall 2022, the IIC unveiled an enhanced updated Master Teacher course (6.5-7_MasterTeacherCertification). The revisions were meticulously crafted to provide faculty and staff with evidence-based pedagogical insights and resources. During the same semester, the IIC team developed a Master Teacher Recap course specifically tailored for faculty and staff members who are already Master Teacher certified. The course serves as a refresher, reinforcing key teaching and learning conceptsreinforcing key teaching, learning concepts, and providing additional insights to further enhance instructional expertise.

The Master Teacher Certification is a collaborative initiative that offers enriching learning opportunities through a multifaceted approach:

- Face-to-Face Discussions: Faculty members engage in meaningful face-to-face discussions across disciplines. These interactions foster connection and collaboration of pedagogical insights and ideas.
- Online Content: Participants access curated online content including resources, case studies, and best practices. This digital component enhances faculties understanding of effective teaching methodologies with images, videos, movie clips, animated overviews, and more.
- Exploration of Educational Technology: The program encourages exploration and experimentation with educational technology tools. Faculty members discover innovative ways to integrate technology into their teaching practices.
- Co-Facilitation: The program is co-facilitated by experienced across-discipline and across-district faculty who guide participants in adopting student-centered pedagogies and scholarly approaches to teaching and learning.
- Seasonal Offerings: The Master Teacher Certification Program is available during the Fall and Spring of each academic year, aligning with faculty development cycles.

The Master Teacher Recap Course curriculum includes:

- Innovative Scholarly Materials: These resources encompass the latest research, insights, and tools that propel teaching and learning practices forward.
- Technological Tools: These innovative classroom tools are designed to enhance student engagement, foster active learning, and create dynamic educational environments.

- Collaborative Learning: Enhanced opportunities for faculty to engage in stimulating activities to strengthen their current teaching practices while gaining new knowledge, skills, and feedback from other faculty participants.
- Renewal Process: Recertification of the Master Teacher Certification is required to ensure that a commitment is made to keep knowledge and skills current. The two-year cycle requires documentation of ongoing professional development activities.

Participation in both the Master Teacher Certification and the Recap programs allow faculty to enhance pedagogical knowledge and skills, contribute to a vibrant academic community, and elevates the overall quality of education.

The IIC informs faculty of the training programs through its website, email announcements, and collaboration with the district's professional development office. Since 1998, the IIC has hosted nearly 500 Master Teacher trainings with a cumulative attendance of over 600 faculty. Faculty are required to take the Master Teacher Certification during their first semester of teaching at St. Philip's College.

Fall 2023 marked the launch of the renewal process using Instructure Canvas. The platform provides an opportunity for faculty and staff to conveniently upload documentation related to four renewal options:

- Option 1: Attend and engage in twelve (12) hours of Professional Development in Teaching and Learning from the last 2 years.
- Option 2: Provide evidence of six (6) earned graduate hours in education or your teaching discipline.
- Option 3: Present at two state or national conferences.
- Option 4: Investigate an identified classroom learning issue, prepare a proposal, and record a brief podcast based on the study.
- Option 5: Enroll in the "Master Teacher Recap" course to refresh key pedagogical concepts and stay updated on the latest technological applications. The Master Teacher Recap course is offered in the Fall, Spring and Summer.

New Distance Learning Initiatives

In 2023, the IIC introduced two new training initiatives to ensure that faculty stay updated with the latest trends, improve their skills, and enhance teaching and learning. St. Philip's College Distance Learning Certification REFRESH (6.5-8a_DistanceLearningRefresh): Introduced in Summer 2023, this program is offered four times a year and is designed for faculty and staff already certified to teach online and hybrid courses.

Content Areas:

- Refresh Certification: Participants revisit essential concepts and practices.
- Orientation: An overview of program components.
- Online Pedagogy Review: Explore effective online teaching strategies.
- Hands-On Assignment: Faculty engage with an individual course sandbox, applying their knowledge.

- Documented Sandbox Review: Faculty reflect on and present the completed sandbox work.

St. Philip's College ADVANCED Distance Learning Certification (A-DLC), (6.5-8b_DistanceLearningAdvanced): Launched in Fall 2023, this certification is offered four times a year and is designed for St. Philip's College faculty members already certified to teach online and hybrid to advance their skills in teaching distance learning.

Content Areas:

- Course Development: Enhanced skills in designing engaging and effective courses.
- Design Alignment: Align course elements with learning outcomes.
- Advanced Tools and Processes: Explore innovative distance learning tools.
- Individual Course Sandbox: Apply new skills and knowledge.
- Documented Sandbox Review: Demonstrate mastery of advanced techniques.

Participation in the REFRESH and ADVANCED certification programs allows faculty to elevate teaching expertise and fosters a dynamic online learning environment.

Professional Development Events/Workshops

The IIC also organizes and hosts various events throughout the year aimed at fostering professional development opportunities. The events provide a platform for faculty and staff to engage, learn, and enhance their professional practices. The following is a list of professional development opportunities offered each semester to faculty and staff.

New Faculty Training (6.5-9_SPC_NewFacultyTraining)

This new event began in Fall 2022 and is hosted by the IIC team. The training provides comprehensive full-day experiences for newly hired full-time and part-time faculty. The training and professional development activities include hands on training and tools specifically tailored for syllabi development and Canvas course management. Participants also explore the IIC, gaining insights into its resources, services, and how it can effectively support them in preparing for their teaching responsibilities.

Employee Development Day

Biennially in October, faculty and staff engage in professional development activities hosted by the IIC. This event offers a full day of enriching workshops, fostering growth, and enhancing expertise.

Fiesta Teaching with Technology

This event takes place during Fiesta week in April each year. During this event numerous activities take place, such as professional development sessions, podcasts, demonstration of IIC technology and equipment including 3D printers, Glowforge laser printer, virtual reality, and augmented reality. In 2023, the IIC celebrated 25 years hosting this event.

IT Workshops

The IT workshops were launched in the summer of 2022. These are asynchronous two-week workshops offered to faculty to incorporate instructional technology in their courses. Upon completion of the three training workshops--Soft Chalk, Canvas Studio, and Study Mate, faculty receive a digital IT badge.

Micro lectures

During the summer of 2022 the IIC launched new micro lectures to enhance and engage learning opportunities for faculty and staff. Together with district partners, the workshops are offered each semester.

Summer Splash

The Summer Splash serves as an open house where faculty and staff come together to explore innovative presentations and technologies. The activities are designed to invigorate professional practices, ignite creativity, and create a vibrant learning and networking environment. In the summer of 2023, the IIC added Zoom and in person workshops to further enhance the event.

Hands-on workshops

In the summer of 2023, the IIC introduced hands-on workshops for faculty and staff to include topics such as video production, Adobe Photoshop, Adobe Express, Adobe Firefly, and Panopto.

Walk-in Technical Support and Consultations

The IIC offers year-round walk-in technical support and training for faculty and staff. Our team provides comprehensive assistance in various areas, including software and hardware issues, creative projects, and integrating innovative technologies into teaching.

Online Learning Consortium (OLC)

In Fall 2023, the IIC purchased 400 professional development courses from OLC. These professional development courses are free to faculty and aim at enhancing the quality of digital teaching and learning experiences.

Administrative Professional Workshop/Day

This event is dedicated to the professional growth of administrative staff, offering a series of training courses and workshops aimed at skill enhancement. Each year, the event expands, introducing a broader and more refined range of workshops and presentations for attendees.

The IIC also advertises all professional development programming year-round with event flyers sent to the communications and marketing department to post on the digital screens as well as the email blasts sent to all employees (6.5-10_IIC_EventFlyers).

All professional development workshops and trainings are recorded into Alamo Talent forparticipantsfor participants who attend and keep record of their hours and training. Faculty and staff have access to their Alamo Talent records and can view and print transcripts as needed (6.5-11_AlamoTalentTranscriptExample, 6.5-12_IIC_PD Offerings 2023-2024, 6.5-13_AlamoTalent Faculty Development Participation Rates).

Conclusion

St. Philip's College is in compliance with Principle 6.5 – Faculty Development. The College provides ongoing and robust professional development opportunities for faculty as teachers, scholars, and practitioners, consistent with the institutional mission.

Evidentiary Documents

6.5-1_SPC_StrategicPlan2022-2025.pdf
6.5-2_SPC_IIC_StaffRoster.pdf
6.5-3a_Academic Program Coordinator Job Descriptio.pdf
6.5-3b_Computer Support Technician Job Description.pdf
6.5-3c_Director of Teaching with Technology Job De.pdf
6.5-3d_Distance Learning Support Specialist Job De.pdf
6.5-3e_Instructional Designer Job Description.pdf
6.5-3f_Senior Multimedia Specialist Job Descriptio.pdf
6.5-4a_Adriane Johnson Resume.pdf
6.5-4b_Belinda Esqueda Resume.pdf
6.5-4c_Jerryl Lowe-Resume.pdf
6.5-4d_Kim Brown-Resume.pdf
6.5-4e_Dr. Audrey Mosley-Resume.pdf
6.5-4f_Yvonne Campbell Resume.pdf
6.5-5a_Professional Development 2022.pdf
6.5-5b_Professional Development 2023.pdf
6.5-5c_Professional Development 2024.pdf
6.5-6_DistanceLearningCertification.pdf
6.5-7_MasterTeacherCertification.pdf
6.5-8a_DistanceLearningRefresh.pdf
6.5-8b_DistanceLearningAdvanced.pdf
6.5-9_SPC_NewFacultyTraining.pdf
6.5-10_IIC_EventFlyers.pdf
6.5-11_AlamoTalentTranscriptExample.pdf
6.5-12_IIC PD Offerings 2023-2024.pdf
6.5-13_AlamoTalent Faculty Development Participati.pdf

7 Institutional Planning and Effectiveness

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.* ***(Research-based planning and evaluation processes)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement Principle 7.1, Institutional planning, by ensuring ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with our mission.

Strategic Planning Process

St. Philip's College (SPC) conducts systematic, iterative strategic planning annually to ensure effective strategy formulation and timely responses to emerging challenges and priorities. The Good to Great (GTG) Strategic Planning Process serves as SPC's primary planning framework, producing Strategic Objectives (SOs), College Action Plans (CAPs) (note: CAPs defined here as targeted initiatives supporting SPC's goals, addressing feedback on clarifying terms), Unit Plans, and aligned Key Performance Indicators (KPIs), all of which drive the College and its units forward over three years.

Table 7.1-1 and Artifact 7.1-4 (Quick Facts: 2023/2024) support this focus, illustrating SPC's alignment with its mission to serve a diverse student body.

	Fall 2022	%	Fall 2023	%	Fall 2024
Gender	**12,653**	**100%**	**14,281**	**100%**	**17,299**
Male	5,321	42.1%	6,280	44.0%	7,500
Female	7,332	57.9%	8,001	56.0%	9,799
Race	**12,653**	**100%**	**14,281**	**100%**	**17,299**
African American	1,400	11.1%	1,553	10.9%	1,891
White	2,157	17.0%	2,244	15.7%	2,643
Hispanic	8,286	65.5%	9,563	67.0%	11,727
Asian	276	2.2%	293	2.1%	375
International	6	0.1%	16	1.1%	27
Other	528	4.2%	522	3.7%	636
Veteran Status	**12,653**	**100%**	**14,281**	**100%**	**17,299**
Veteran	1,095	8.7%	1,558	10.9%	1,871
Non-Veteran	11,460	90.6%	12,723	89.1%	15,428

Source:
CBM0C1,STU0220

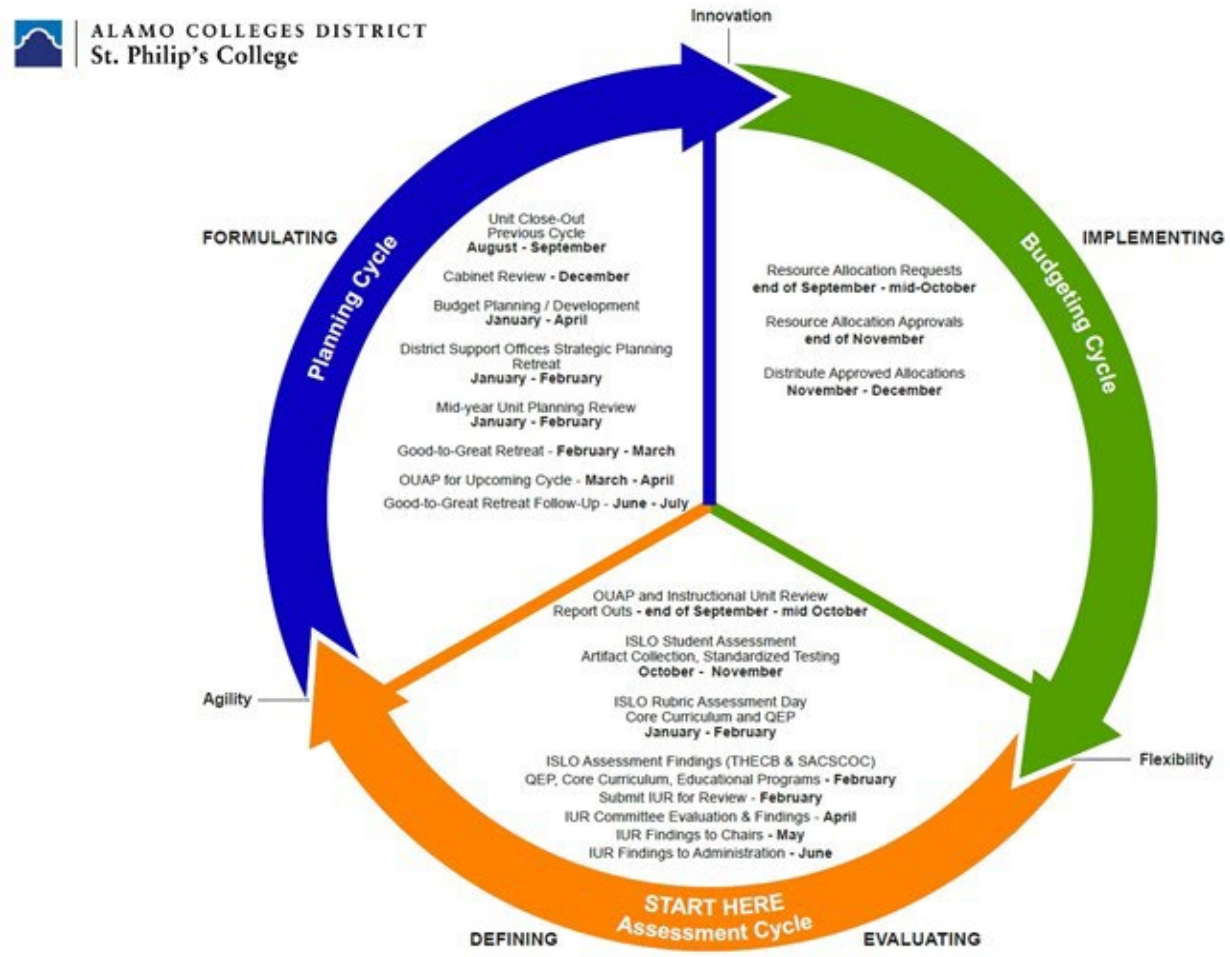
[Table 7.1-1: Student Profile by Gender, Race, and Veteran Status]

- **Source**: SPC Quick Facts: 2023/2024

The GTG process involves four stages—Defining, Formulating, Implementing, and Evaluating—with each stage incorporating contributions from the College staff, administrators, representatives from student government, faculty senate, staff senate, community members, and local business leaders. These stakeholders participate through committee service, reporting, reviews, surveys, and campus events, ensuring alignment across all institutional work systems.

SPC's strategic process is aligned with, but independently managed apart from, the Alamo Colleges District (ACD) strategic planning. SPC maintains self-governance, ensuring that SPC practices are driven by the College's mission and are aligned with, but not fully integrated into ACD's goals. This process begins with the Stakeholder's Strategic Planning Retreat (SSPR) in February. Before this, SPC initiates its integrated Planning, Budgeting, and Assessment (PBA) Cycle, aligning SPC's objectives with district-wide goals and addressing strategic needs specific to SPC. The PBA Cycle is illustrated in Figure **7.1-2 (PBA Cycle Diagram)**.

Figure 7.1-2: PBA Cycle Diagram



The Good to Great (GTG) Model and PBA Cycle Defining Stage

The GTG Planning process begins with the Defining Stage, in which SPC assesses opportunities and challenges. Starting in mid-September, the Operational Unit Assessment Plan (OUAP) Report-Outs provide updates on each unit's action plans, achievements, met targets, and blind spots. These report-outs, presented to Senior Leadership (SL), help identify areas for future growth and improvement. The OUAP Report-Outs form a critical component of SPC's continuous improvement framework, enabling the institution to identify actionable trends and align its strategic goals with student success metrics.

Artifact 7.1-3 (OUAP Report-Out for Dean of Enrollment Services) provides detailed insights into enrollment trends, persistence metrics, and student success indicators. These reports demonstrate SPC's focus on student success and strategic growth. Highlights from these

reports include performance trends and indicators that guide the College's planning process and strategic decision-making.

Table 7.1-4 (Graduation and Persistence Rates), extracted from **Artifact 7.1-4 (Quick Facts: 2023/2024)**, highlights SPC's emphasis on improving student retention and success. This pairing provides detailed benchmarks for strategic goals and performance monitoring, further supporting SPC's commitment to student achievement.

	Fall 2022		Fall 2023		Fall 2024
Degree & Certificates	**2,280**	**100%**	**2,371**	**100%**	**2,530**
Associate of Arts	412	18.1%	399	16.8%	284
Associate of Arts - Teaching	24	1.1%	31	1.3%	13
Associate of Science	239	10.5%	189	8.0%	192
Associate of Applied Science	553	24.2%	563	23.7%	658
Certificate	1,052	46.1%	1,189	50.1%	1,383
Financial Awards (by students)	**5,282**	**100%**	**5,839**	**100%**	**6,569**
Grants/Scholarships	4,675	88.5%	5,216	89.3%	5,896
Work Study	115	2.2%	101	1.7%	146
Loans	492	9.3%	522	9.0%	527
Financial Awards ($)	**$19,631,907**	**100%**	**$22,341,187**	**100%**	**$28,495,128**
Grants/Scholarships	$16,596,131	84.5%	$19,031,226	85.2%	$24,825,677
Work Study	$384,598	2.0%	$376,386	1.7%	$539,919
Loans	$2,651,178	13.5%	$2,933,575	13.1%	$3,129,532
FTIC Persistence*					
Fall to Spring	-	56.8%	-	57.8%	
Fall to Fall	-	45.1%	-	41.9%	

*Excludes students concurrently enrolled in high school

Table 7.1-4: Graduation and Persistence Rates

- **Source: Artifact 7.1-4_QuickFacts_2023-2024.pdf**

In 2021, all operational units were required to include an innovative activity in their plans using the Four Disciplines of Execution (4DX) methodology, which promotes the disciplined execution of key strategies. Innovative activities are shared for possible application across other units. The Rapid Innovation Process (RIP) enables further development of promising innovations: while integration with the Assessment Cycle—including Student Learning Outcomes (SLO) collection, OUAP Mid-Year Reviews, and regular Division and Departmental meetings—ensures alignment with SPC's continuous improvement goals.

Formulating Stage

The Formulating Stage begins with the GTG Planning Retreat in March and concludes with the All College Meeting (ACM) in August. This stage aligns SPC's strategic plan with system-wide goals, incorporating risk assessments and identifying priority areas.

The GTG Retreat, SPC's foundation for strategic planning, includes representatives from leadership, faculty, staff, students, and community partners to ensure diverse perspectives. After the retreat, Senior Leadership (SL) and President's Cabinet (PC) (note: PC clarified as President's Cabinet, SPC's executive team) review the GTG Retreat's proposals and finalize the strategic plan. A follow-up session occurs in July to affirm the next year's plan, which is then presented at the ACM, PC, Leadership Council, and Division meetings.

Implementing Stage

The third stage involves implementing the Strategic Objectives (SOs) and College Action Plans (CAPs). Each unit develops Unit Plans that align with St. Philip's College's strategic plan while addressing its specific priorities for improvement or innovation. Extensive training and coaching occur throughout the academic year to ensure the College's strategic plans are clearly understood, developed, and implemented across all levels. Vice Presidents (VPs), Deans, Department Chairs, and other leaders utilize the SOs and CAPs to guide Unit Plans from March to August. The stage culminates with the Operational Unit Assessment Plan (OUAP) Report-Outs from August to September, showcasing how each unit's plans were implemented.

The implementation stage is integrated with SPC's Budget Cycle, ensuring that each plan, along with any necessary modifications, receives adequate funding. Table **7.1-5 (Allocated Positions and Budget Resources)** demonstrates SPC's funding strategies, illustrating how strategic objectives and support functions are resourced to align with College goals.

Allocated Positions

	2021		2022		2023	
	N	%	N	%	N	%
Total Positions	**582**	**100%**	**934**	**100%**	**1,327**	**100%**
Administrators	10	1.7%	10	1.1%	12	0.9%
Classified	76	13.1%	85	9.1%	95	6.9%
Chairs	16	2.7%	13	1.4%	14	1.0%
Faculty	201	34.5%	194	20.8%	296	21.6%
Professional	120	20.6%	117	12.5%	133	9.7%
Adjunct	57	9.8%	413	44.2%	636	46.4%
Part-Time (Classified/Professional)	39	6.7%	34	3.6%	129	9.4%
Continuing Education Instructor	63	10.8%	68	7.3%	57	4.1%
Grant Funded	**229**	**100%**	**56**	**100%**	**196**	**100%**
Classified	8	3.5%	8	14.3%	11	5.6%
Part-Time (Classified/Professional)	34	14.8%	20	35.7%	114	58.2%
Professional	11	4.8%	11	19.6%	23	11.7%
Adjunct	22	9.6%	5	8.9%	11	5.6%
Continuing Education Instructor	154	67.2%	12	21.4%	34	17.4%
Faculty					3	1.5%

Note: Counts do not include DSO employees and work studies

[Table 7.1-5: Allocated Positions and Budget Resources]

- **Source: Artifact 7.1-4_QuickFacts_2023-2024.pdf**

Evaluating Stage

The Evaluating Stage measures the impact of Strategic Objectives, College Action Plans, and Unit Plans through annual assessments. Evaluation activities include Institutional Student Learning Outcome (ISLO) Assessment, ISLO Rubric Assessment Day, and Institutional Unit Review (IUR) Findings. IURs, for example, evaluate selected courses on a three-year rotation. Designated committees conduct these evaluations to maintain alignment with SPC's strategic goals. **Table 7.1-4, Graduation and Persistence** highlights student achievement and retention, emphasizing SPC's focus on advancing student outcomes.

Feedback from the GTG Planning Survey continuously refines SPC's planning process. For example, a survey recommendation to provide read-ahead documents for GTG Retreat participants was implemented, enhancing engagement and preparedness. The PBA Cycle (**Table 7.1-2**) sustains strategic alignment, accountability, and continuous improvement, with a focus on refining planning processes based on actionable feedback.

Innovation and Strategic Considerations

SPC fosters a culture of innovation by addressing internal and external challenges through strategic planning, empowerment, the Four Disciplines of Execution (4DX), and risk assessment. Key Strategic Opportunities (KSOs) identified via SWOT analysis—such as expanding scholarships, growing workforce education, increasing four-year transfer partnerships, and promoting community education—guide SPC's approach to adapting to change and meeting evolving student needs.

SPC collects and analyzes data on planning elements to inform strategic decisions:

- Strategic Challenges and Advantages identified through SWOT Analysis and Environmental Scans (ES) feed into College Action Plans and Unit Plans.
- Regulatory Environment Updates come from SPC personnel and Alamo Colleges District (ACD) legal resources, supporting compliance with legislative changes.
- Potential Blind Spots are assessed during Senior Leadership discussions, and risk mitigation strategies are incorporated into planning.
- Ability to Execute is validated as Senior Leadership ensures resources (time, personnel, finances) are sufficient for implementing strategic initiatives.

Work Systems and Core Competencies

SPC's five work systems—Student Intake, Student Learning, Student Completion, Student Support, and Operational Support—form the foundation of its operations. The Good to Great (GTG) Planning Process evaluates these systems to ensure alignment with strategic objectives. Recent investments in educational technology and student advocacy spaces illustrate how SPC strengthens its core competencies through informed planning and resource allocation.

Conclusion

St. Philip's College demonstrates a systematic and integrated approach to institutional planning through its strategic Planning, Budgeting, and Assessment (PBA) Cycle. Grounded in data-driven decision-making and continuous improvement, the College effectively aligns its resources and operations with strategic objectives to promote student success and institutional growth. The collaborative efforts of faculty, staff, and stakeholders ensure that planning is inclusive and responsive to the evolving needs of the community. By consistently evaluating outcomes and implementing innovative practices, St. Philip's College maintains its commitment to institutional quality and effectiveness, meeting the expectations of SACSCOC Standard 7.1.

Evidentiary Documents
7.1-3_OUAP_RptDeanEnrollmentSvcs.pdf 7.1-4_GPR.pdf 7.1-5_AllocatedPositionsBudgetRsrcs.pdf

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

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philips College is compliant with Principle 7.3, Administrative Effectiveness as the College identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

Commitment to Administrative Effectiveness

St. Philip's College (SPC) exemplifies its commitment to administrative effectiveness by strategically aligning its operations with the institutional mission of empowering a diverse student population to achieve educational success and career readiness. As outlined in **SACSCOC Standard 7.3**, this dedication is demonstrated by SPC's robust framework for planning, assessment, and continuous improvement, ensuring that all administrative units operate efficiently and contribute meaningfully to the College's goals.

SPC leverages integrated strategic objectives and data-driven practices to strengthen organizational effectiveness while fostering resilience in the face of emerging challenges and opportunities. (7.1-4 QuickFacts2324), also referenced in Section 7.1, highlights the College's emphasis on inclusion, equity, and access by showcasing key institutional and demographic data. These efforts reflect SPC's proactive approach to serving a diverse population, ensuring that all students have equitable opportunities to succeed.

Administrative Support Units

SPC's administrative support units play a critical role in the College's overall effectiveness, contributing to institutional success by supporting both operational and academic goals. Key administrative units include:

- **President's Office**: Provides oversight for strategic initiatives, marketing, and grant development, ensuring that institutional priorities are communicated and implemented effectively.
- **Academics**: Comprising the Centers of Excellence, the Instructional Innovation Center (IIC), and the Library. Academics supports student learning through innovative teaching strategies and access to critical research resources. The Library, for example, offers extensive tools and services to enhance student and faculty outcomes.
- **College Services**: Includes critical operational functions such as budgeting, information technology, institutional research, and facilities management. These units ensure that resources are deployed effectively to support institutional priorities.

The administrative framework, as illustrated in Artifact 7.3-2 (Budget Overview), reflects SPC's strategic allocation of resources to optimize institutional efficiency while supporting student

success.

Budget

	FY 2022	FY 2023	FY 2024
Total Budget	**$50,129,367**	**$52,046,402**	**$54,347,827**
Instruction	$30,742,438	$31,859,288	$34,160,613
Academic Support	$6,538,726	$6,518,834	$6,518,834
Student Services	$7,588,443	$7,829,099	$7,829,099
Institutional Support	$3,657,297	$4,210,128	$4,210,128
Operation & Maintenance of Plant	$22,900	$25,400	$25,400
Public Service	$115,616	$122,832	$122,832
Auxiliary Enterprises	$127,436	$144,410	$144,410
Transfers	$1,336,511	$1,336,511	$1,336,511

Assessment and Strategic Alignment

SPC's administrative assessments are systematically aligned with the College's strategic goals through the **Planning, Budgeting, and Assessment (PBA) Cycle**. This comprehensive cycle ensures that each unit's objectives directly support institutional priorities, reinforcing SPC's mission to promote educational and operational excellence. **The Strategic Planning Online (SPOL)** system tracks departmental goals, actions, and outcomes, fostering transparency, accountability, and data-driven decision-making.

Regular retreats, such as the **Good to Great (GTG) strategic planning sessions**, enable stakeholders—including Vice Presidents, Deans, Department Chairs, professional staff, and students—to collaboratively evaluate and refine strategies for each administrative unit. **Table 7.3-3 (Facts of Interest)** showcases key performance indicators such as financial aid distribution, degree completion, and persistence rates, which inform SPC's planning and decision-making processes.

	Fall 2022		Fall 2023		Fall 2024	
Degree & Certificates	**2,280**	**100%**	**2,371**	**100%**	**2,530**	**100%**
Associate of Arts	412	18.1%	399	16.8%	284	11.2%
Associate of Arts - Teaching	24	1.1%	31	1.3%	13	0.5%
Associate of Science	239	10.5%	189	8.0%	192	7.6%
Associate of Applied Science	553	24.2%	563	23.7%	658	26.0%
Certificate	1,052	46.1%	1,189	50.1%	1,383	54.7%
Financial Awards (by students)	**5,282**	**100%**	**5,839**	**100%**	**6,569**	**100%**
Grants/Scholarships	4,675	88.5%	5,216	89.3%	5,896	89.8%
Work Study	115	2.2%	101	1.7%	146	2.2%
Loans	492	9.3%	522	9.0%	527	8.0%
Financial Awards ($)	**$19,631,907**	**100%**	**$22,341,187**	**100%**	**$28,495,128**	**100%**
Grants/Scholarships	$16,596,131	84.5%	$19,031,226	85.2%	$24,825,677	87.1%
Work Study	$384,598	2.0%	$376,386	1.7%	$539,919	1.9%
Loans	$2,651,178	13.5%	$2,933,575	13.1%	$3,129,532	11.0%
FTIC Persistence*						
Fall to Spring	-	56.8%	-	57.8%		
Fall to Fall	-	45.1%	-	41.9%		

*Excludes students concurrently enrolled in high school

Continuous Improvement and Review

At the heart of SPC's administrative effectiveness is the **Operational Unit Assessment Plan (OUAP)** process, which integrates outcome assessments with the PBA Cycle. This iterative process enables units to set specific goals, evaluate progress, and implement data-informed adjustments. The SPOL system serves as the institutional repository for assessment plans, providing administrators with a centralized tool to monitor progress and ensure alignment with strategic objectives.

Program coordinators, in collaboration with departmental leaders, identify goals and objectives at the start of each cycle, ensuring alignment with institutional priorities, general education outcomes, and degree requirements. SPOL aggregates these data points into detailed reports that inform improvements at multiple levels, from individual programs to the institution as a whole. For unmet targets, action plans are developed, implemented, and monitored through subsequent cycles to ensure continuous improvement. **Table 7.3-1 (Student Profile Data)** serves as a key example of how demographic trends and student outcomes drive SPC's

administrative strategies.

	Fall 2022	%	Fall 2023	%	Fall 2024	%
Gender	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Male	5,321	42.1%	6,280	44.0%	7,500	43.4%
Female	7,332	57.9%	8,001	56.0%	9,799	56.6%
Race	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
African American	1,400	11.1%	1,553	10.9%	1,891	10.9%
White	2,157	17.0%	2,244	15.7%	2,643	15.3%
Hispanic	8,286	65.5%	9,563	67.0%	11,727	67.8%
Asian	276	2.2%	293	2.1%	375	2.2%
International	6	0.1%	16	1.1%	27	0.2%
Other	528	4.2%	522	3.7%	636	3.7%
Veteran Status	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Veteran	1,095	8.7%	1,558	10.9%	1,871	10.8%
Non-Veteran	11,460	90.6%	12,723	89.1%	15,428	89.2%

Source:
CBM0C1,STU0220

Integration with Student Support Functions

SPC's administrative effectiveness is further strengthened by its seamless integration of student support functions into the institutional framework. Units such as **Financial Aid**, the **Centers of Excellence (COEs)**, and the **Instructional Innovation Center (IIC)** actively participate in the planning process, aligning their goals with institutional priorities to enhance student success.

This alignment extends to outreach initiatives targeting high-need populations, as demonstrated by data from **Table 7.3-4 (Feeder High Schools)** and **Table 7.3-5 (Feeder Zip Codes)**. These artifacts highlight SPC's efforts to address regional needs while expanding access to educational opportunities. By integrating administrative and student support functions, SPC

ensures coherence and consistency across all levels of its operations.

Top 10 Feeder High Schools

Fall 2021		Fall 2022		Fall 2023	
High Schools	**N**	**High Schools**	**N**	**High Schools**	**N**
Wagner	62	East Central	46	East Central	6
Judson	43	Wagner	37	Highlands	3
East Central	34	Judson	30	Southwest	3
Brackenridge	30	Brackenridge	29	Roosevelt	3
Highlands	29	John Paul Stevens	25	Holmes	2
Southside	24	Sidney Lanier	25	John Jay	2
Madison	24	Southwest	21	Wagner	2
Roosevelt	22	John Jay	19	Stevens	2
Home School	21	Luther Burbank	19	O'Connor	2
Southwest Legacy	21	South San Antonio	19	Southwest Legacy	2

Table 7.3-4 (Feeder High Schools)

Top 10 Feeder Zip Codes

Fall 2021		Fall 2022		Fall 2023	
Top 10 Zip Codes	N	Top 10 Zip Codes	N	Top 10 Zip Codes	N
78245	458	78245	517	78245	6
78109	447	78223	466	78223	5
78155	411	78109	435	78109	5
78223	408	78155	429	78253	4
78130	365	78207	383	78251	4
78244	355	78254	369	78207	4
78210	340	78253	360	78254	4
78207	325	78210	356	78155	3
78253	305	78251	325	78210	3
78251	280	78244	314	78244	3

Table 7.3-5 (Feeder Zip Codes)

Examples of Unit Goals for the 2022/2023 Cycle

SPC administrative units define specific goals annually to support institutional priorities and align with the College's mission. The following examples showcase goals for various departments in the 2023-2024 cycle:

- **Marketing & Strategic Communications Department**
  - **Figures 7.3.1-2 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.1: 2023-2024 Objectives and Strategic Plan Alignment for Marketing & Strategic Communications

How Do your Key Objectives Align with the Strategic Plan in 2023-2024?

Objective 1: Market BAT Cybersecurity Program – aligns with Student Success (1.g) because this action supports career pathways in high-demand labor markets.

Objective 2: Institutional Social Media/Digital Campaigns – aligns with Student Success (1.d) as it strengthen outreach and builds online communities through a sense of belonging, which promotes persistence and completion.

Objective 3: Environmental Signage - aligns with Performance Excellence (3.g, communications plan) because this action empowers stakeholders to make decisions based on access to information.

Figure 7.3.2: 2023-2024 Outcomes for Objectives for Marketing & Strategic Communications

What Were your Key Objectives and what were their outcomes for 2023-2024?

Objective 1: Market BAT Cybersecurity Program

Target for Objective: Showcase a new cybersecurity program in support of recruitment and retention. Focus on the impact of career opportunities and regional demands.

Assessment Measure: Reach of a targeted Marketing campaign by open or click through rate.

Actual Results and Source of Data: $7,000 on a Made for You 3.0 BAT Cyber Marketing Campaign, including promo materials, digital ads, print ads, live television and community awareness.
Webpage analytics:
Views: from 350 to 12,583
First Time Visits: from 88 to 4,219

Objective 2: Institutional Social Media/Digital Campaigns

Target for Objective: 10% increase in engagements for targeted events, demonstrating an increase from the previous year.

Assessment Measure: Year-to-year comparison in engagements and posts of the specific events

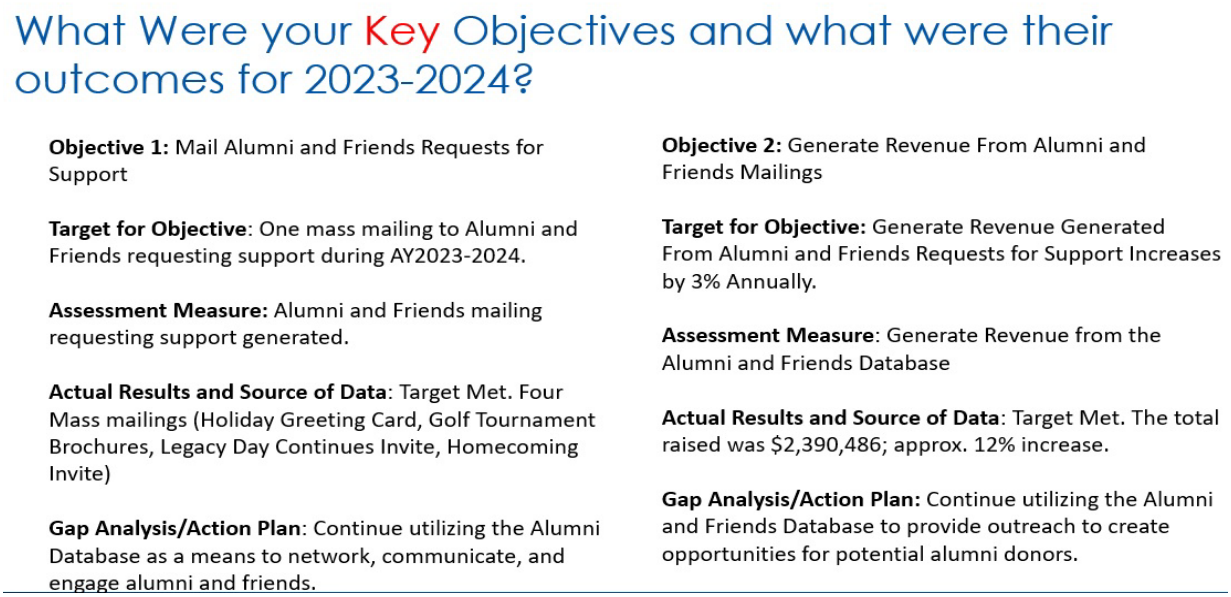
Actual Results and Source of Data: Approx. 42% total increase; from 12,394 engagements (FY23) to 17,647 engagements (FY24)

Gap Analysis/Action Plan: Switching from tracking total engagements to engagement rates provides a more accurate insight of how content ***resonates*** with the audience.

- **Institutional Advancement**
  - **Figures 7.3.3-4 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.3: 2023-2024 Objectives and Strategic Plan Alignment for Institutional Advancement

Figure 7.3.4: 2023-2024 Outcomes for Objectives for Institutional Advancement



- **Institutional Advancement & Grants**
  - **Figures 7.3.5-6 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.5: 2023-2024 Objectives and Strategic Plan Alignment for Institutional Advancement &Grants

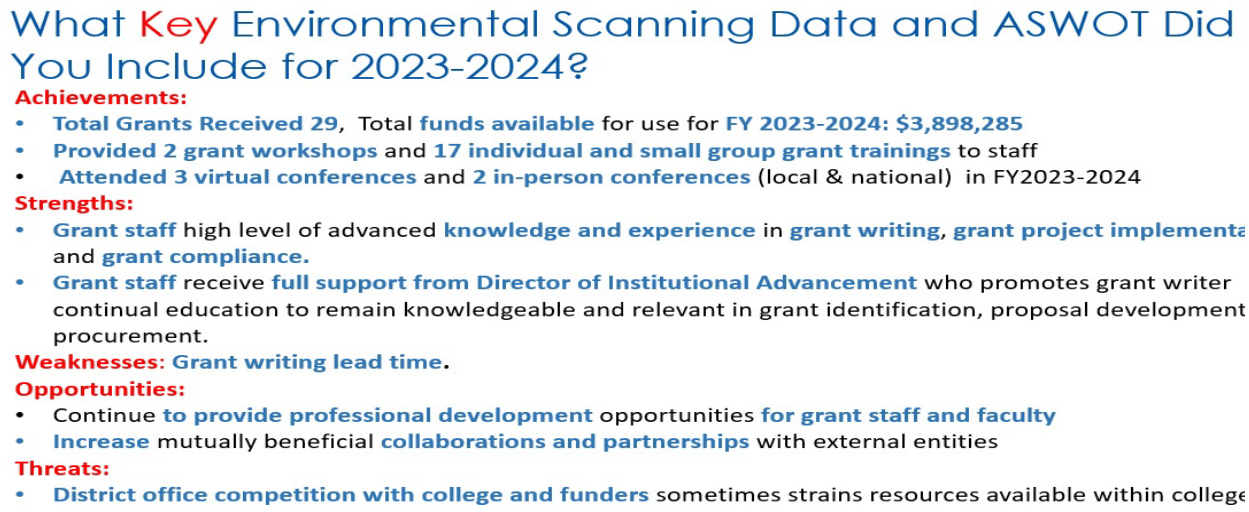
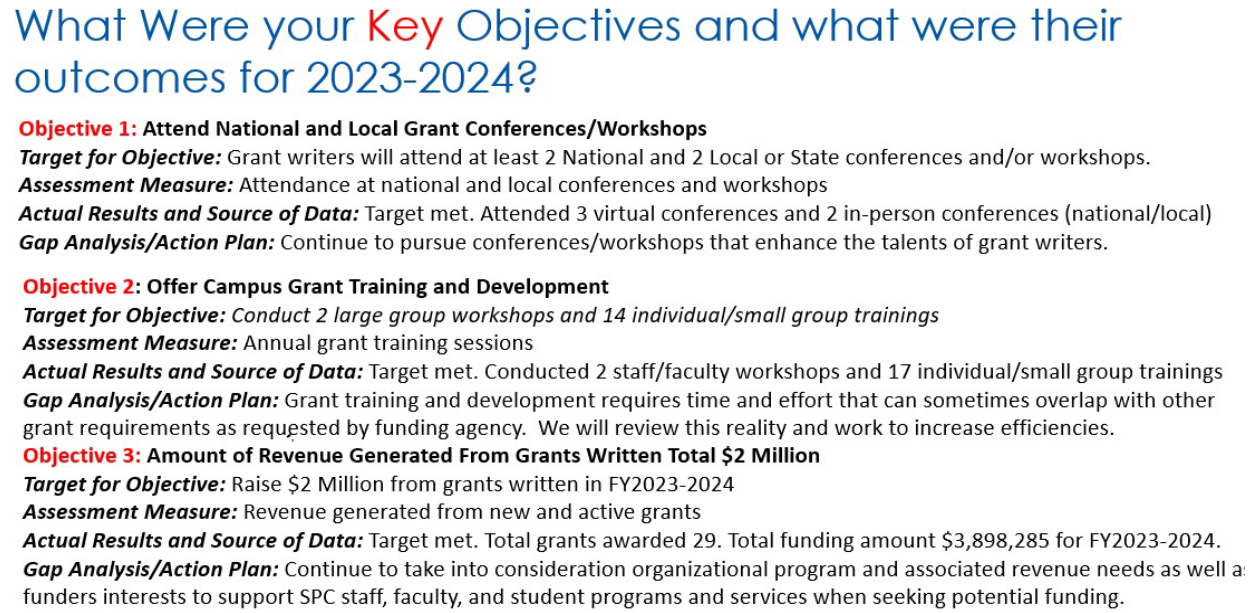


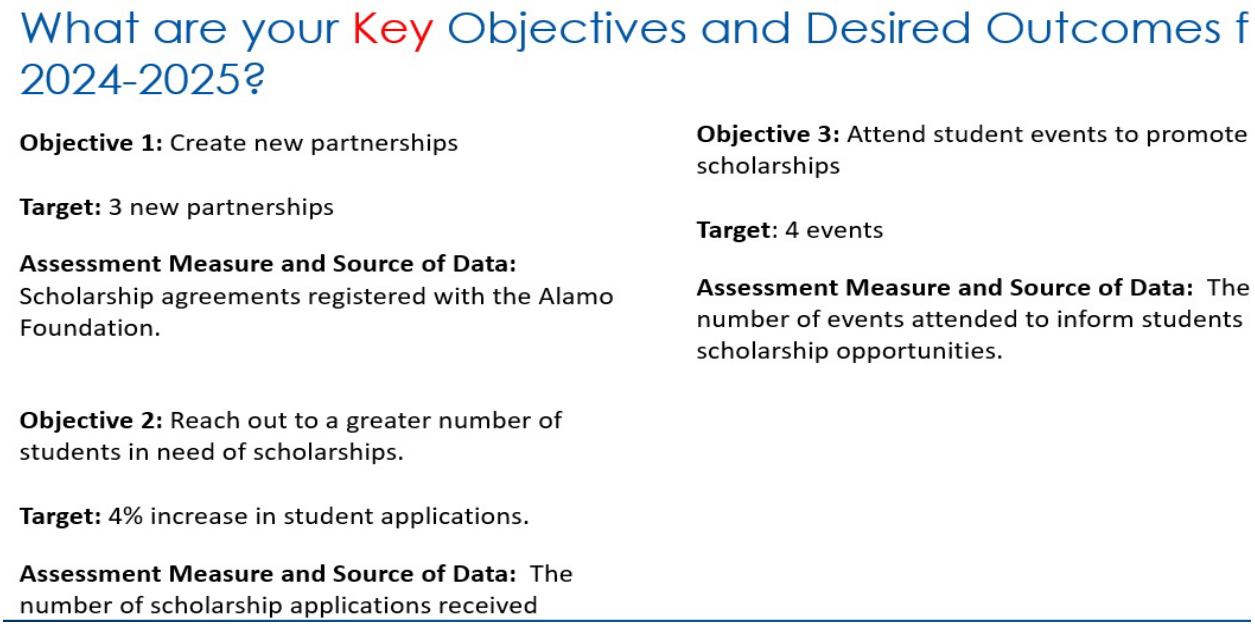
Figure 7.3.6: 2023-2024 Outcomes for Objectives for Institutional Advancement & Grants



- **Institutional Advancement - Scholarships**
  - **Figures 7.3.7-8 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.7: 2023-2024 Objectives and Strategic Plan Alignment for Institutional Advancement - Scholarships

Figure 7.3.8: 2023-2024 Outcomes for Objectives for Institutional Advancement – Scholarships



- **Office of the President and Strategic Initiatives**
  - **Figures 7.3.9-10 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.9: 2023-2024 Objectives and Strategic Plan Alignment for Strategic Initiatives

How Do your Key Objectives Align with the Strategic Plan in 2023-2024?

Objective 1: Graduation, Persistence and Productive Grade Rate - Student Success (1b- increase student performance and 1c – close performance gaps)

Objective 2: SACSCOC Compliance and Sustainability - Leadership (2a – Incorporate personal and social responsibility and 2b - promote data-informed innovation, risk-taking and entrepreneurship)

Objective 3: Strategic Initiatives - Leadership (2b - promote data-informed innovation, risk-taking and entrepreneurship, 2e - develop a robust DEI initiative) and Performance Excellence (3f - Create a Culture of Assessment aligned with the strategic plan)

Objective 4: Caring Campus – Performance Excellence (3a- Build talent and empower all to employees to improve)

Figure 7.3.10: 2023-2024 Outcomes for Objectives for Strategic Initiatives

What Were your Key Objectives and what were their outcomes for 2023-2024?

Objective 1: Graduation, Persistence and Productive Grade Rate

Target for Objective: Maintain Fall-to-Fall Persistence of 65.6%; Maintain Productive Grade Rate of 81.2%; Increase 4-yr FTIC Graduation Rate to 36.1%

Assessment Measure: Fall-to-Fall FTIC Persistence; Fall Productive Grade Rate; 4-year FTIC Graduation Rate

Actual Results and Source of Data:

KPI	FY23	FY24
Fall-to-Fall FTIC Persistence	65.6%	63.9% ↓
4-Year FTIC Graduation Rate	35.6%	36.7% ↑
Fall Productive Grade Rate	81.2%	79.2% ↓

Source: FY24 Student Performance Update, ACD IPRE

Gap Analysis/Action Plan: The disaggregation of PGR by modality demonstrates that students with the lowest course success rates are Zoom and Fully Distance students.

Objective 2: SACSCOC Compliance and Sustainability

Target for Objective: 75% completion of project management milestones; 75% of standard deliverables

Assessment Measure: Execution of the project management model and percent completion of milestones & Project management deliverables

Actual Results and Source of Data: Target Met. 100% of the standard deliverables completed for the BAT & 80% of the BAT project management milestones completed.

Gap Analysis/Action Plan: Participate in the October On-site visit. Respond to any requests by the site visit team. Ensure the BAT core team passes any learnings or OFIs down to the decennial core team.

Objective 3: Strategic Initiatives

Target for Objective: Revised strategic plan and scorecard

Assessment Measure: Completed strategic plan and scorecard revisions

Actual Results and Source of Data:
Target Met. Strategic Plan revision complete
Target Partially Met. Scorecard revision is 85% complete

Gap Analysis/Action Plan: While the scorecard is not 100% complete, we are finalizing the population of the measures. IPRE is working to finalize, however some data is not accessible at this time.

Objective 4: Caring Campus

Target for Objective: 2 campus-wide strategizing even
Initiate the implementation plan and identify addition
measures

Assessment Measure: Number of campus engagemen
to the creation of strategies influencing students' sens
belonging. Initiation of the caring campus strategic pla

Actual Results and Source of Data: Target Met. Hostec
strategizing events and the staff presented to the colle
leadership who adopted the behaviors.

Gap Analysis/Action Plan: Caring campus strategies wi
tracked utilizing Noel Levitz and Great Places to Work
well as student persistence and employee retention. T
campus work will potentially be incorporated with the
(Sense of Belonging).

- **Title III Grant Administration**
  - **Figures 7.3.11-12 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.11: 2023-2024 Objectives and Strategic Plan Alignment for Title III

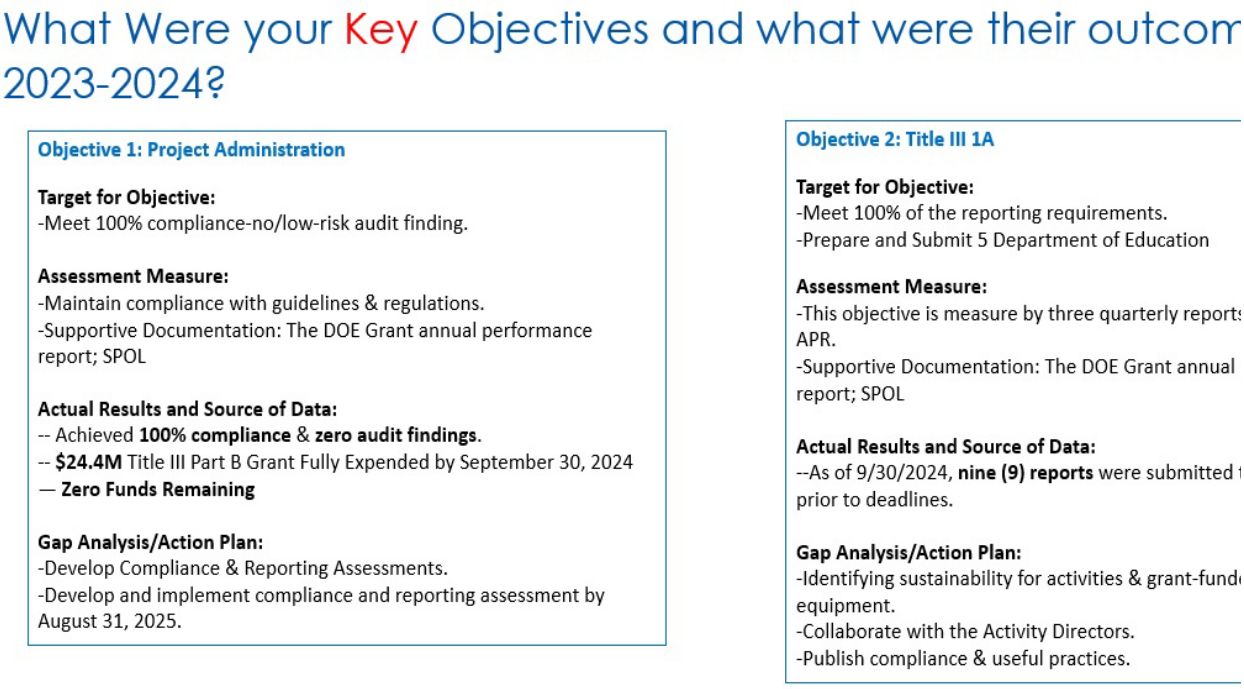
How Do your Key Objectives Align with the Strategic F in 2023-2024?

Objective 1: Project Administration –
3.C Performance Excellence: Build Research Capacity to establish St. Philip's College as the recognized "Go to Community College in San Antonio."

Aligns with 3.F Performance Excellence: Create a Culture of Assessment where every faculty/staff member understands & implements a routine, data-informed, assessment of their activities/student outcomes and the alignment with SPC MVV/Strategic Plan.

Objective 2: Title III Activity 1A –
Aligns with 3.C – Performance Excellence:
Build Research Capacity to establish St. Philip's College as the recognized "Go to Community College in San Antonio."

Figure 7.3.12: 2023-2024 Outcomes for Objectives for Title III



- **College Budget Office**
  - **Figures 7.3.13-14 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.13: 2023-2024 Objectives and Strategic Plan Alignment for the Budget Office

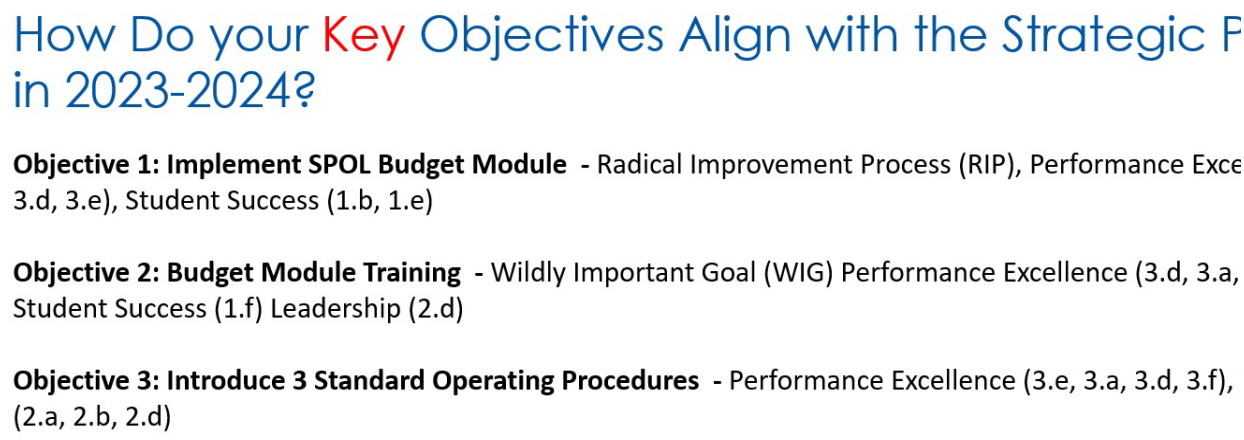
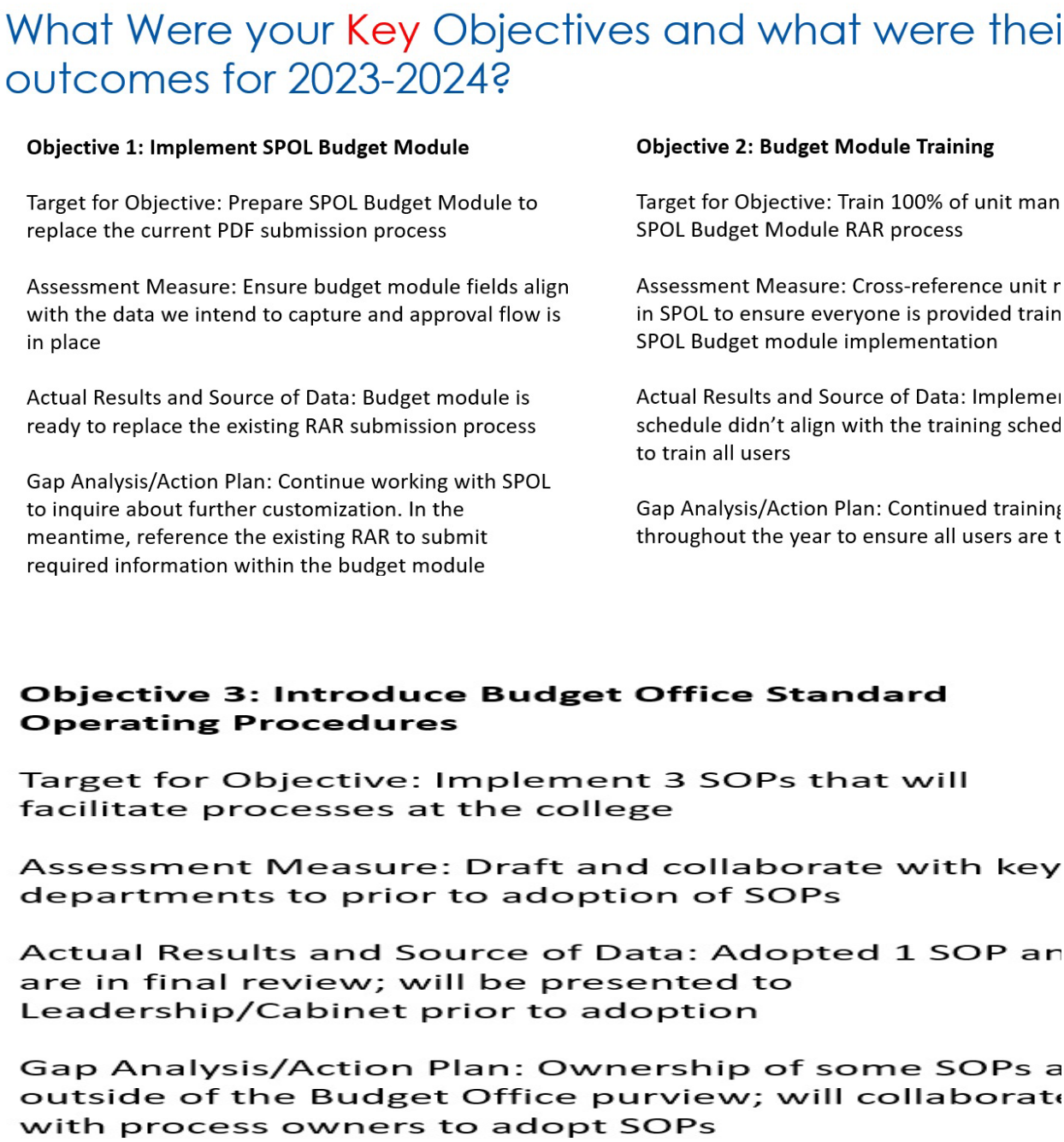


Figure 7.3.14: 2023-2024 Outcomes for Objectives for the Budget Office



- **Information and Communication Technology (ICT)**
  - **Figures 7.3.15-16 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.15: 2023-2024 Objectives and Strategic Plan Alignment for ICT

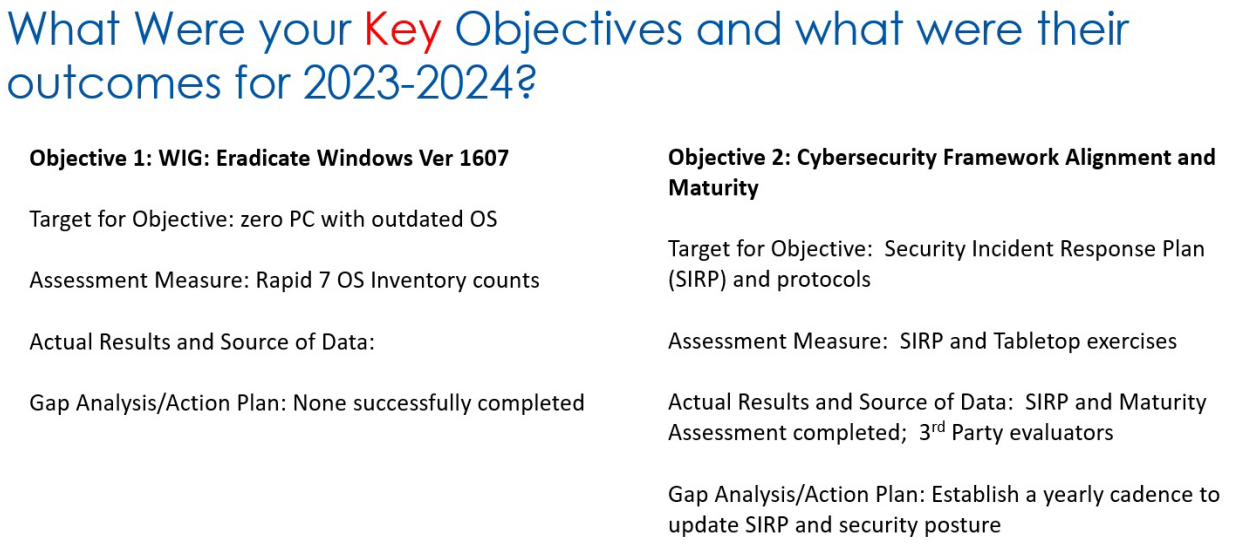
Objective 1: TEAM Wig: Eradicate Window OS Version 1607 - Wildly Important Goal (WIG) 52.a ;F
Excellence (3.b);

Objective 2: Cybersecurity Framework Alignment and Maturity - Performance Excellence (3.b);

Objective 3: Title - Bachelors of Applied Technology (BAT)- Performance Excellence (3.b);

Objective 4: Title – Expand updated conference Rooms – Building campus capacity and infrastruct

Figure 7.3.16: 2023-2024 Outcomes for Objectives for ICT



What Were your Key Objectives and what were their outcomes for 2023-2024?

Objective 3: Bachelors of Applied Technology (BAT)-

Target for Objective: BAT Technology Support

Assessment Measure: BAT and IT collaboration to identify needs

Actual Results and Source of Data: 105 computers, MOU for Lan connectivity; PO P2430583 and P243582;

Gap Analysis/Action Plan: None - successfully completed

Objective 4: Expand updated conference Rooms

Target for Objective: Increase updated conference rc by 13

Assessment Measure: Wisetrack

Actual Results and Source of Data: 13 Conference roc were updated (SLC 212,108,105,306M, 306V, 306B, 3 CHP101,117, CASE 100, 01A115, 01A131, 01A156

Gap Analysis/Action Plan: None – completed success

- **Institutional Planning, Research, and Effectiveness (IPRE)**
  - **Figures 7.3.17-18 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.17: 2023-2024 Objectives and Strategic Plan Alignment for IPRE

How Do your Key Objectives Align with the Strategic Plan in 2023-2024?

Objective 1: Institutional and Institutional Student Learning Outcomes Assessment – Student Success (1f-improve learning outcomes)

Objective 2: SPOL Planning and Assessment – Performance Excellence (3a-organizational sustainability, 3c-build research capacity, 3e-build talent and collaboration, 3f-create culture of assessment)

Objective 3: Data Publications and Resources – Performance Excellence (3a-organizational sustainability, 3c-build research capacity, 3e-build talent and collaboration, 3f-create culture of assessment), Leadership (2a-principle-centered leadership)

Objective 4: Developing a Culture of Analytics – Wildly Important Goal (WIG) (5.2a), Leadership (2b-promote data-informed innovation), Performance Excellence (3a-organizational sustainability, 3c-build research capacity, 3e-build talent and collaboration, 3f-create culture of assessment)

Objective 5: Implement Administrative Units Assessment Day – Performance Excellence (3f-create culture of assessment)

Figure 7.3.18: 2023-2024 Outcomes for Objectives for IPRE

What Were your Key Objectives and what were their outcomes for 2023-2024?

Objective 1: Institutional and Institutional Student Learning Outcomes Assessment

Target for Objective: 100% timely completion of all timeline activities and tasks to support institutional compliance and continuous improvement.

Assessment Measure: Completion rate of associated project timeline and tasks by relevant deadlines. 100% of assessment documents for Arts & Sciences are to be uploaded and sent to iRubric by December 2023. Completion of all Assessment Day activities for 23-24.

Actual Results and Source of Data: Target met. All associated tasks for the 23-24 Assessment Day were completed. 100% of assessment documents for Arts & Sciences were sent to iRubric by December 2023. Assessment Showcase was held virtually on 4/12/24 and the final report was completed. Source of Data: IPRE.

Gap Analysis/Action Plan: Fill the Coordinator of Measurement and Evaluation position by the start of 24-25. We will continue to search for ways to improve the Assessment Day Activities and make all activities more efficient for all involved. We will send out information for 24-25 early to give departments in A&S ample time to prepare.

Objective 2: SPOL Planning and Assessment

Target for Objective: Provide SPOL trainings/workshops to help units complete their SPOL entries effectively by each deadline.

Assessment Measure: The number of SPOL trainings/workshops held each semester.

Actual Results and Source of Data: Target met.

Type of Session	Fall 2023	Spring 2024	Summer 2024	Total
Group	5	1	2	8
Individual	10	5	1	16

Source of Data: IPRE.

Gap Analysis/Action Plan: The Coordinator of Measurement and Evaluation will continue to schedule both group SPOL sessions and individual sessions in 24-25

What Were your Key Objectives and what were their outcomes for 2023-2024?

Objective 3: Data Publications and Resources

Target for Objective: 1 Data Point newsletters and 1 Research Briefs per semester for a total of 2 publications per academic year.

Assessment Measure: Documents uploaded to the IPRE website.

Actual Results and Source of Data: Target not met. One Data Point Newsletter was uploaded (Fall 2023). A Research Brief was not uploaded in Spring 2024 due to the departure of the IT Data Analyst and transition of Interim IT Data Analyst. Source of Data: IPRE.

Gap Analysis/Action Plan: Once a new IT data Analyst is hired in Fall 2024, we will get back to creating and uploading data publications.

Objective 4: Developing a Culture of Analytics

Target for Objective: Hold at least 2 trainings to establish and develop a culture of analytics across SPC to ensure evidence-based practices and explanations by conducting training sessions with internal stakeholders. Aiming for 20 attendees per session.

Assessment Measure: Training Attendance Spreadsheets/Sign Ins

Actual Results and Source of Data: Target met for number of trainings. Target for number of attendees not met.

- IT Data Analyst held 2 sessions on SPC File Share
- Coordinator of Measurement and Evaluation help 3 iRubric sessions
- Each session had 5-10 attendees

Source of Data: IPRE.

Gap Analysis/Action Plan: Will continue to hold trainings and workshops on areas of need and encourage faculty and staff to attend. Will collaborate with Deans and Department Chairs to make faculty aware of the trainings and workshops.

- **College Service Department**
  - **Figures 7.3.19-20 provide the 2023-2024 department objectives, how they align with the strategic plan, and the outcomes for these objectives.**

Figure 7.3.19: 2023-2024 Objectives and Strategic Plan Alignment for College Services

How Do your Key Objectives Align with the Strategic Plan in 2023-2024?

Objective 1: Professional Development – Performance Excellence (3.c, 3.e, 3.f); Leadership (2.a, 2.b)

Objective 2: Procedure Manual for Space Rentals – Student Success (1.e); Leadership (2.c); Performance Excellence(3.d)

Objective 3: Construction Projects – Performance Excellence (3.d); Leadership (2.b)

Figure 7.3.20: 2023-2024 Outcomes for Objectives for College Services

What Were your Key Objectives and what were their outcomes for 2023-2024?

Objective 1: Professional Development

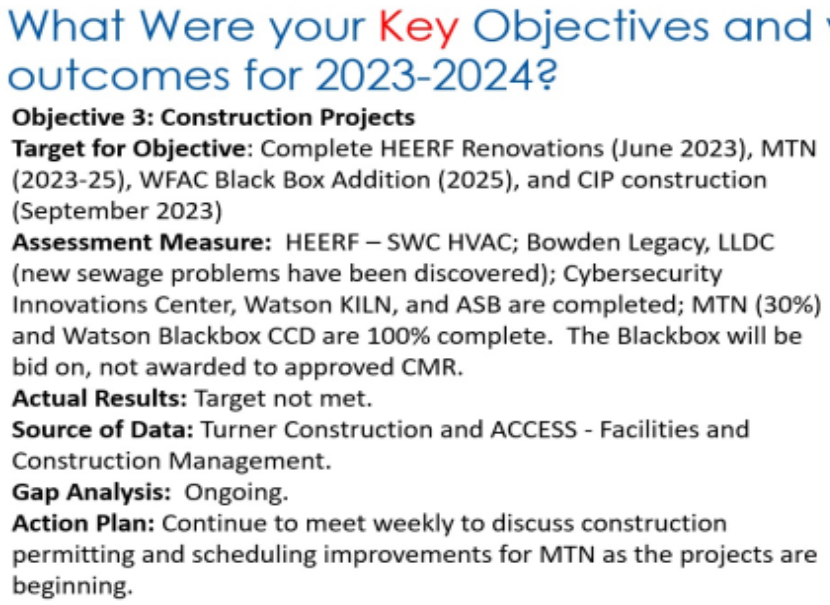
Target for Objective: Every employee in College Services will obtain 6 units of professional development by the end of 2023-2024 planning cycle.
Assessment Measure: 100% of College Services employees met the target
Actual Results: Target met.
Source of Data: AlamoTalent
Action Plan: Will continue this effort to ensure all College Services employees stay current in their respective fields.

Objective 2: Procedure Manual for Space Rentals

Target for Objective: The scope of the program has been expanded to include internal processes, e.g., P-Card modifications, key request, room upgrades.

Assessment Measure: The college services team will continue to amend the document to include other critical areas.

Actual Results and Source of Data: College Services manual Gap
Analysis/Action Plan: Manual is 30% complete and several process improvements are to be added.



These figures from the last OUAP report-out demonstrate how SPC's administrative units effectively align their operations with institutional priorities, contributing to the College's overall mission of student success and institutional excellence. The report-out to the College highlights accountability for achieving the objectives and determining the action plan for the upcoming academic year.

Conclusion

SPC's systematic approach to administrative effectiveness ensures that its operational and support units contribute directly to the College's mission of empowering a diverse student population through education and career readiness. Through the integration of strategic planning, rigorous assessment processes, and continuous improvement practices, SPC maintains high standards of administrative effectiveness. Tools such as SPOL, combined with data-driven strategies and collaborative planning, enable SPC to meet and exceed the expectations of SACSCOC Standard 7.3, ensuring institutional quality and effectiveness at all levels.

Evidentiary Documents
QFacts 18.pdf 7.3-2_BudgetOverview.pdf 7.3-3_FactsOfInterest.pdf 7.3-1_StudentProfileData.pdf 7.3-4_FeederHSs.pdf 7.3-5_FeederZIP.pdf

8 Student Achievement

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.* ***(goals and outcomes for student achievement)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

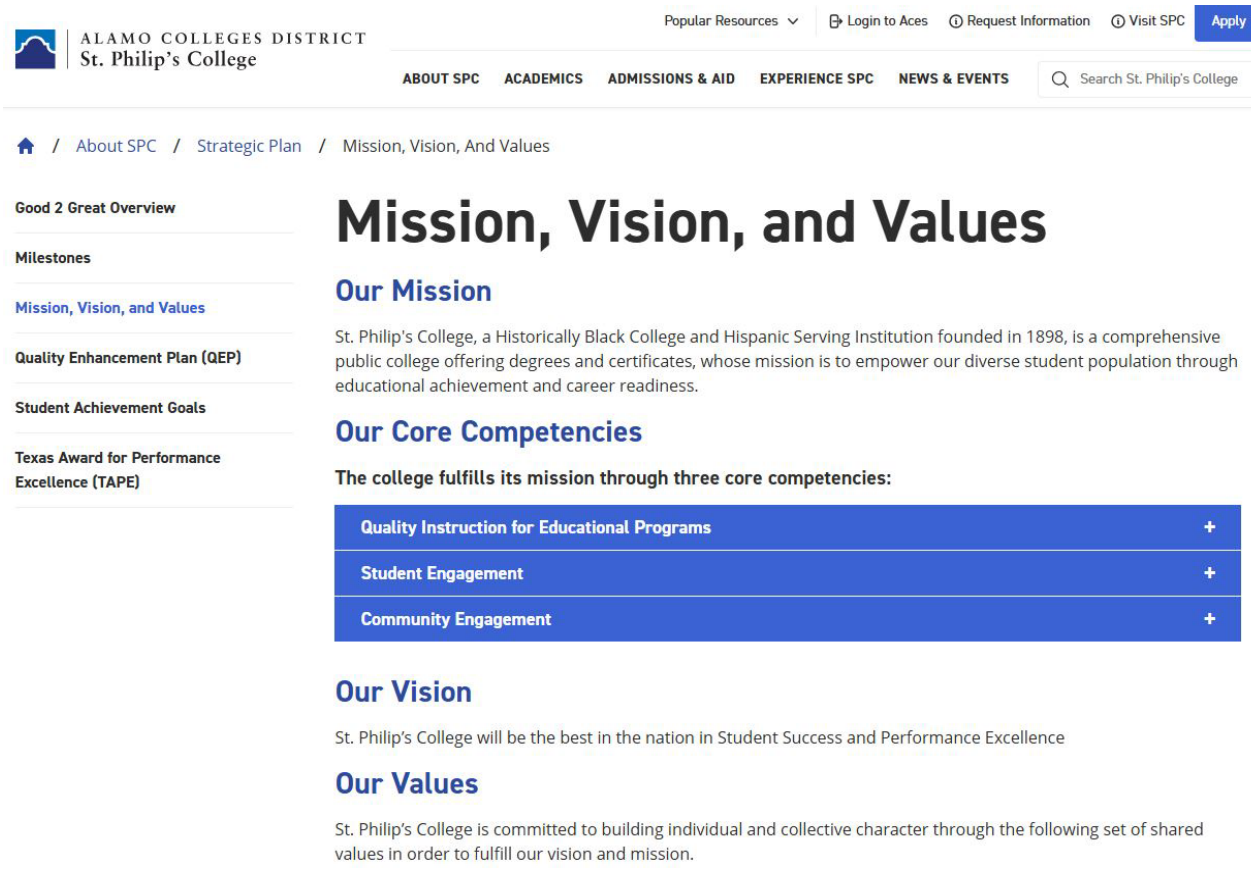
Narrative

St. Philip's College is in compliance with Core Requirement Principle 8.1, Student Achievement as the College identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, students served, and programs offered. The College also utilizes multiple measures to document student success.

St. Philip's College Mission

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. Figure 8.1.1 shows a screen capture of the St. Philip's College Mission, Vision, and Values webpage.

Figure 8.1.1: St. Philip's College Mission, Vision, and Values



Core Competencies

The college fulfills its mission through three core competencies, listed below:

1. **Quality Instruction for Educational Programs**
    a. **Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.**
    b. **Developmental courses that improve the basic skills of students whose academic foundations require strengthening.**
    c. **Applied Science and technical programs leading to a bachelor's degree, associate degree, or certificate designed to prepare students for employment and/or to update crucial skills for success in business, industry, and government.**
    d. **Continuing education programs for occupational and educational enrichment or certification.**
    e. **High School Program partnerships to align transfer pathways, enhance learning opportunities, provide career readiness, and transfer opportunities.**
2. **Student Engagement**
    a. **Counseling and guidance designed to assist students in achieving their educational and professional goals.**

   b. **Educational support services including library services, tutoring, open-use computer labs and writing center.**
   c. **Services and appropriate accommodations for special populations to include adult literacy and distance education.**
   d. **Empower students with institutional initiatives and service opportunities that aim to create a sense of belonging with the College and community at large.**
3. **Community Engagement**
   a. **Quality social, cultural, and intellectual enrichment experiences for the community.**
   b. **Committed campus that leverages our rich historical connection with San Antonio to build pathways for success and engagement for community members.**
   c. **Opportunities for participation in community service and economic development projects.**

By emphasizing complementary student, community, and industry needs for increased economic opportunity, mobility, and skilled workforce, the College's mission aligns with institutional and district strategic plans and goals, in addition to the Texas Higher Education Coordinating Board's 60x30TX Strategic Plan (8.1-1_CB60x30StratPlan). Under its 60x30TX initiative, the Texas Higher Education Coordinating Board (THECB) set educational attainment goals for 60% of Texans ages 25 to 34 to achieve higher education credentials by 2030. The educational goals include developing a more educated population, improving the student completion rate, developing marketable skills beneficial to the workforce, and decreasing student debt.

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

1. **Enrollment**: St. Philip's College will increase fall-to-fall enrollment based on annual projection targets. This achievement goal will be measured using the State Coordinating Board-certified student headcount, which includes dual credit but not flex entry students (THECB).
2. **Productive Grade Rate (PGR)**: St. Philip's College will seek to increase the productive grade rate of students from fall-to-fall against annualized targets. The measure of success grades relative to total enrollment is expressed as a percentage (A+B+C/Total Enrollment). (Institutional Research and Effectiveness Services - IRES)
3. **Course Completion Rate**: St. Philip's College will seek to increase the rate of course completion from fall-to-fall against annualized targets. Measure of completed grades relative to total enrollment is expressed as a percentage (A+B+C+D+F+IP+I+P/Total Enrollment). (IRES)
4. **Persistence**: St. Philip's College will support existing students and encourage continued enrollment until the completion of a program. This achievement goal is measured by the percentage of first-time, credential-seeking students enrolled in at least 12 semester credit hours (SCH) in the Fall semester who are enrolled at the same or another Texas public or private (independent) institution one academic Fall semester later. Credential-seeking students are those who intend to earn an Associate's degree, certificate, Bachelor of Applied Technology (BAT) degree, credits for transfer, or did not respond. Those who intend to gain job skills or personal enrichment are not included. If a student

earned a CERT1, CERT2, Advanced Technology Certificate, Associate, or Bachelor's at any Texas public or private institution and did not persist, they were excluded from the cohort. If a student earned an award and persisted, then they remained in the cohort (THECB).

5. **Graduation Rate**: St. Philip's College will seek to increase its four-year graduation rate over time. This metric is calculated using a First-Time-in-College cohort of degree-seeking students by the Office of IRES and as report to THECB.
6. **Completion Rate**: St. Philip's College will seek to increase the completion rate of students as defined by the National Student Clearinghouse (NSC). This source was selected due to NSC's inclusive methodology and to ensure a more comprehensive interpretation of student completion. (8.1-2_NSC_DefnMethodol)
7. **Degrees and Certificates**: St. Philip's College will seek to increase the number of degrees and certificates that are awarded. This metric will be measured based on the number of certificates and Associate degrees awarded. Certificates are Level 1, Level 2 (undergraduate certificates) and Advanced Technology Certificates (THECB).
8. **Transfers to Senior/Other Institutions**: St. Philip's College will seek to continue to support students as they transfer to other institutions. This measure is tracked using the cohort of first-time students who started their postsecondary studies at St. Philip's College and tracks transfer and completion patterns at four-year institutions over a period of six years (NSC).
9. **Technical Student Employment and/or Enrollment**: St. Philip's will continue to monitor and increase the employment or enrollment of technical students. This metric is determined by the number and percentage of students awarded a degree or certificate in a given year who are employed in the 4th quarter of the calendar year in which the program (fiscal) year ends or enrolled in a Texas public, private (independent), and for-profit (career) institution of higher education in the Fall semester after receiving the award. Enrollment in certain institutions located outside Texas-serving residents or conducting services in Texas is also included (THECB).
10. **Licensure Pass Rate**: St. Philip's will seek to increase the rate of passing licensure exams. This metric is measured by the percentage of students in a discipline requiring or offering external certification or licensure who pass a licensure or certification exam during the reporting period. It is calculated as the total unduplicated number of students who pass an exam relevant to a degree or program course during the reporting period, divided by the total unduplicated number of students or graduates taking licensure or certification exams during the reporting period (THECB).

These ten goals were selected as criteria to measure student achievement because they align with the core competencies of the mission of quality instruction for educational programs, student engagement, and community engagement. These desired outcomes track data points that support student completion and pathways to career readiness. Student Achievement Goals are posted publicly on the St. Philip's College webpage and accessible from either the Strategic Plan webpage menu or the Planning, Research, and Effectiveness webpage Quick Link (8.1-3_StdntAchv). Table 8.1.1 shows the St. Philip's College student achievement goals.

Table 8.1.1: St. Philip's College Student Achievement Goals and Results

GOALS AND MEASURES	BASE-LINE (AY 2016)	MINIMUM THRESHOLD	RESULTS			TARGET
1. SPC Students **enroll** at increasing numbers.	**Fall 15**		**Fall 21**	**Fall 22**	**Fall 23**	**Fall 2024**
	11,198	11,881	12,455	12,653	14,281	15,709
2. SPC Students earn high **productive grade rates**.	83.1%	70.0%	81.8%	81.2%	79.2%	79.5%
3. SPC Students **complete** their courses.	93.8%	85.0%	91.8%	91.9%	91.6%	91.9%
4. SPC Students **stay** in school from fall-to-fall. FT FTIC Fall-to-Fall	**15-16**		**20-21**	**21-22**	**22-23**	**23-24**
	57.2%	59.2%	63.5%	65.6%	63.9%	64.2%
5. SPC Students **graduate**. FTIC 4-year	**Fall 12 Cohort**		**Fall 17 Cohort**	**Fall 18 Cohort**	**Fall 19 Cohort**	**Fall 20 Cohort**
	16.6%	24.6%	38.2%	37.4%	39.1%	39.4%
6. SPC Students **complete**. 6-year total completion rate	**Fall 10 Cohort**		**Fall 15 Cohort**	**Fall 16 Cohort**	**Fall 17 Cohort**	**Fall 18 Cohort**
	34.5%	33.5 %	44.2%	50.0%	45.0%	45.3%
7. SPC Students earn **Degrees** and **Certificates**.	**AY 16**		**AY 21**	**AY 22**	**AY 23**	**AY 24**
	1,800	2,017	2,136	2,231	2,356	2,422
8. SPC Students **transfer** to 4-year colleges and universities % FTIC students	14.5%	15.6%	17.5%	17.1%	14.0%	14.3%

transferred to a senior institution in six years						
9. SPC Graduates are **employed**. % technical students employed within six months of graduation	**FY 16**		**FY 21**	**FY 22**	**FY 23**	**AY 24**
	58.7%	60.1%	64.0%	57.0%	66.3%	66.6%
% technical students employed or enrolled within six months of graduation	92.1%	85.0%	91.8%	87.2%	94.5%	94.8%
10. SPC Students **pass licensure** exams.	84.1%	75.0%	91.0%	85.1%	87.4%	87.7%

Persistence at same institution only

Data Sources:

Items 1, 4, 5, 6, 7, 8, 10 – THECB Accountability Data

Items 2, 3 – IRES Data by Strategic Driver (Completion – Grade Distribution)

Item 9 – THECB Almanac

Updated by Institutional Planning Research, and Effectiveness, 11/25/2024

By incorporating these goals, St. Philip's College focuses inclusively on its diverse student population's needs and intended program outcomes. Thresholds of acceptability are identified through either state/institutional mandate or by calculating average performance levels over a minimum of four years. Mandated thresholds include PGR, course completion, employed/enrolled rates, and licensure, while average levels are used for enrollment, persistence, graduation, completion, number of awards, and transfer rates. The thresholds based on average levels are created utilizing institutional trend data. These thresholds are deemed acceptable as they are set by the College administration based on the analysis of past institutional performance for achievable continuous improvement. Targets are set based on 0.3% growth, with the exceptions of enrollment and the number of awards based on Wildly

Important Goals (WIGs)—smart growth goals that anticipate maintaining current levels or increases above 2%.

Student Achievement Goals are correlated to St. Philip's College's mission through the three core competencies of quality instruction for educational programs, student engagement, and community engagement. This correlation is highlighted in the following sections.

1. Enrollment

To strategically meet the Chancellor's charge to increase enrollment and contact hours, St. Philip's College deploys processes for College Connections, AlamoADVISE, and the Student Onboarding model. The student enrollment numbers highlighted are certified headcounts, including dual credit students, from St. Philip's College's governing body, the Texas Higher Education Coordinating Board (THECB). Enrollment targets are structured based on a review of the last five-year enrollment numbers set by the College administration in conjunction with the district Strategic Leadership Team (SLT). The annual review of the enrollment target also aligns with the mission of St. Philip's College through the core competencies of student engagement and community engagement. Student engagement specifically references empowering students through institutional initiatives to create a sense of belonging with the College. Furthermore, this goal aligns with community engagement by leveraging our connections with San Antonio to build pathways for success and engagement for community members.

However, during the Covid-19 pandemic, the Fall 2020 target was set to maintain rather than increase enrollment. After the Covid-19 pandemic, St. Philip's College experienced a steady increase in enrollment, with significant student enrollment increases from year to year. Fall 2024 had a record enrollment of nearly 17,000 students. Enrollment metrics are viewed weekly at the President's Cabinet level to monitor whether St. Philip's College is progressing, sustaining, or decreasing student registrations that affect headcount, contact hours, and, ultimately, funding, which subsequently may impact student resources. The enrollment rate after Fall 2024 is expected to continue to grow.

St. Philip's College strives to focus on areas that impact our workforce programs and to better serve the community through partnerships. The following list includes current partners and descriptions of the collaboration:

- Project STAY (Scholarships to Able Youth) — A private nonprofit that offers admission and placement services to help get students on the right path to educational success.
- Greater SATX St. Philip's College strives to focus on areas that impact our workforce programs and to better serve the community through partnerships. The following list includes current partners and descriptions of the collaboration:
    - Project STAY (Scholarships to Able Youth) — A private nonprofit that offers admission and placement services to help get students on the right path to educational success.
    - Greater SATX — A private-public nonprofit dedicated to the economic development of the San Antonio region.
        - SA Worx is a branch of this organization that focuses on building a talent pool and interest in the youth of the area through fellowships, internships, and job shadowing.

        - Dr. Adena Loston previously served as a member of the executive committee for this organization.
    - San Antonio Education Partnership (SAEP) – An organization committed to increasing educational attainment in the San Antonio area by providing college advising to youths and adults in pursuit of higher education. They also offer scholarships to students.
        - Cafécollege — This program is part of SAEP. It provides college admission assistance, financial aid guidance, career exploration tools, advising, and test preparation for the SAT or ACT.
        - Upgrade — This program is part of Cafécollege with a focus on adult learners.
    - Project Quest — A nonprofit organization that focuses on developing the San Antonio-based workforce. They support students through tuition assistance, job placement, and wraparound services.
    - San Antonio's Ready to Work (RTW) — A city-funded workforce development initiative approved in 2020 by voters for a 1/8-cent sales tax to fund a program to provide residents with access to education, job training, and career advancement services. St. Philip's College offers high-quality training programs, certifications, and degree pathways tailored to the needs of local industries, including healthcare, information technology, manufacturing, and other high-growth sectors. By leveraging its expertise in student success and workforce development, the college ensures participants acquire not only technical skills but also the necessary academic support, career counseling, and wraparound services to succeed.
        - RTW includes dedicated On-the-Job Training (OJT) and Incumbent Worker Training (IWT) to help employers train workers for specific roles.
        - Together with the RTW program, the College fosters an inclusive approach to workforce development, prioritizing equitable access to education and job opportunities for underrepresented communities in San Antonio.
    - Workforce Solutions Alamo — A regional workforce system under the Texas Workforce Commission. This organization provides students with job assistance, childcare, disability services, and on-the-job training.

The purpose and outcomes of these partnerships are to increase higher education enrollment, eventually lowering the poverty rate within the San Antonio area by producing more educated, qualified, and/or work-ready citizens. This aligns with the mission of St. Philip's College through the core competency of community engagement by building pathways for success within the community. To view a more comprehensive student profile, please see Table 8.1.2 below, featuring disaggregated Fall enrollment data based on St. Philip's College student profiles from 2022 to 2024. The last published Quick Facts from IPRE that includes the St. Philip's College student profile information can be found in 8.1-4_23-24QF.

Table 8.1.2: St. Philip's College Student Profile 2022-2024

Student Enrollment

	Fall 2022	%	Fall 2023	%	Fall 2024	%
Total Students	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Total Equivalent (FTE)	6,583	52.0%	7,289	51.0%	8,973	51.9%
FT/PT Status	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Full-Time	1,756	13.9%	1,857	13.0%	2,424	14.0%
Part-Time	10,897	86.1%	12,424	87.0%	14,875	86.0%
Modality	**12,653**	**100%**	**14,281**	**100%**	**Pending**	**100%**
Internet	7,425	58.7%	5,781	40.5%		
Hybrid	489	3.9%	4,347	30.4%		
Face-to-Face	4,739	37.5%	4,153	29.1%		
Source: CBM0C1, IRES_Student Course						

Student Profile (continued)

	Fall 2022	%	Fall 2023	%	Fall 2024	%
Student Intent	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Earn Bachelor	0	0.0%	0	0.0%	9	0.05%
Earn Associate	7,172	56.7%	7,916	55.5%	9,684	56.0%
Earn Certificate	765	6.0%	892	6.2%	1,129	6.5%
Transfer	3,939	31.1%	4,432	31.0%	5,107	29.5%
Improve Skill	534	4.2%	680	4.8%	915	5.3%
Enrichment	116	0.9%	160	1.1%	214	1.2%

No Response	130	1.0%	201	1.4%	241	1.4%
Student Registered as	**12,653**	**100%**	**14,281**	**100%**	**17,299**	**100%**
Continuing	7,372	58.3%	7,931	55.5%	9,162	53.0%
Dual Credit (DCS)	2,712	21.4%	2,766	19.4%	3,415	19.7%
Transfer	778	6.1%	1,057	7.4%	1,410	8.2%
First Time in College (FTIC)	1,791	14.2%	2,527	17.7%	3,312	19.1%
FTIC Registration Method	**1,791**	**100%**	**2,527**	**100%**	**Pending**	**100%**
TX High School	1,689	94.3%	2,382	94.3%		
Out of State High School	102	5.7%	144	5.7%		

Note that the Fall 2024 numbers are preliminary and are still under calculation, where the values are missing. In addition, the Earned Bachelor projection for Fall 2024 is from Apply Texas. St. Philip's College was officially approved by SACSCOC in December 2024.

St. Philip's College continues to surpass the minimum threshold of 11,881 for enrollment. The targeted enrollment number for Fall 2024 published in the student achievement goals was 15,709. This target was surpassed with 17,299 students enrolled. The College offers degrees and certificates that support the academic and workforce needs of the San Antonio community. Partnership efforts with community organizations ensure the College remains relevant in its programming and attractive to perspective students.

2. Productive Grade Rates (PGR)

St. Philip's College students consistently achieve high productive grade rates (PGR). PGR are considered productive when the quantitative data demonstrates that students are achieving at acceptable levels set by the College. Successful levels of PGR enable the student to continue to the next level in the discipline and denote academic progress. This number derives from students who receive a final grade of C or higher divided by total enrollment, including students who withdrew (W) from a course despite instructor-initiated intervention. This student achievement goal corresponds to the College's mission through the quality instruction for educational programs core competency, which focuses on creating a foundation of knowledge and skills for students to enter the workforce or transfer to a senior institution.

The minimum productive grade rate considered acceptable is 70%, as determined by St. Philip's College's administration in conjunction with the Alamo College system. The 70% PGR also aligns with the minimum course passing grade. The target is based on the expectation that St. Philip's College student performance will continue to surpass the acceptable threshold of 70%.

The target PGR for Fall 2024 published in the student achievement goals was 79.5%. This goal is a 0.3% increase from the Fall 2023 PGR. The productive grade rates in the published student achievement goals demonstrate a decline. Each program at St. Philip's College also reviews disaggregated PGRs to determine if a particular course has a trend of lower or declining rates. However, the College continues to produce PGRs above the minimum threshold and the majority of the other colleges in that Alamo District. Figure 8.1.2 provides a comparison of the PGRs as a Key Performance Indicator (KPI) for student progress from the latest executive summary from Alamo Colleges published in January 2025.

Figure 8.1.2: Comparison of Productive Grade Rates

Student Progress	Productive Grade Rate (based on succcess rate by grade distribution)	AC Baseline Fall 2006 = 67.3%	College	Fall
			Alamo	
			SAC	
			SPC	
			PAC	
			NVC	
			NLC	

Figure 8.1.2 demonstrates that the College achieved its Fall 2024 PGR target of 79.5%, maintaining one of the highest rates in the Alamo College District.

3. Course Completion

Completion rates reflect students who did not drop or withdraw from a course during a semester. Low course completion rates often lead to longer college enrollment time needed to earn a degree, certificate, or credential. Additional adverse effects may include students not completing a program, loss of scholarship or financial aid, increased financial burden, and lower retention.

To fulfill the mission to support and empower our diverse student population, course completion plays an important role and may determine student eligibility for financial aid. Because of state and federal level limitations on credit hours taken, students who are not completing courses may face financial hindrances that prevent them from reaching their educational goals. By monitoring course completion rates, St. Philip's College is able to monitor student progress and support TX60x30 goals toward completion and lower student debt.

The course completion rates for St. Philip's College remained around 91% for Fall 2021 through Fall 2023. This rate continues to surpass the minimum threshold of 85%. The completion rate for Fall 2023 was 91.6% and the target for Fall 2024 published in the student achievement goals is 91.9%.

4. Persistence

Student persistence provides the foundation for student completion and corresponds to state, district, and College initiatives and strategic plans. Results are certified through the THECB Accountability System and are presented during St. Philip's College All College Meetings at the start of every Fall and Spring semester. The persistence rates also inform discussion during Spring semester Good to Great sessions — the inclusive, annual College-wide strategic planning event is attended by participants from all College divisions, the student population, and community partners.

As an institutional priority that helps drive the strategic objective of student success, rolling three-year persistence rate results appear on the student achievement goals table along with the target set by St. Philip's College's Cabinet. These targets are data-informed projections based on trend analysis, benchmarking, and strategic planning discussions.

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

The published student achievement goals for St. Philip's College focus on the Fall-to-Fall persistence of first-time in college, full-time students. This rate did drop from 65.6% in Fall 2022 to 63.9% in Fall 2023; however, the rate remained above the state average of 60.1% and the average of similar-sized community colleges of 62.6%. The target for Fall 2024 is 64.2%.

5. Graduation Rate (4-year)

Regarding specific student cohorts, graduation rates provide a clear indication of increased student success and demonstrate the effectiveness of strategies designed to support the mission, including AlamoADVISE and AlamoINSTITUTES. While St. Philip's College previously emphasized the THECB three-year graduation rate, the decision was made to focus on THECB four-year graduation rates in 2019 to better serve students, most of whom are enrolled part-time.

Through clearly identified program requirements for students, the AlamoADVISE and AlamoINSTITUTES programs are complementary initiatives designed to promote student support and increase completion rates while decreasing financial burden and time to earn a credential. As with persistence, graduation rates appear on the student achievement goals table with the annual target determined by St. Philip's College's Cabinet and based on past results and data trends.

The 4-year graduation rates for St. Philip's College remain in the high 30%. This rate for the last three cycles of cohorts is higher than the 16.6% rate for the Fall 2012 cohort published in the

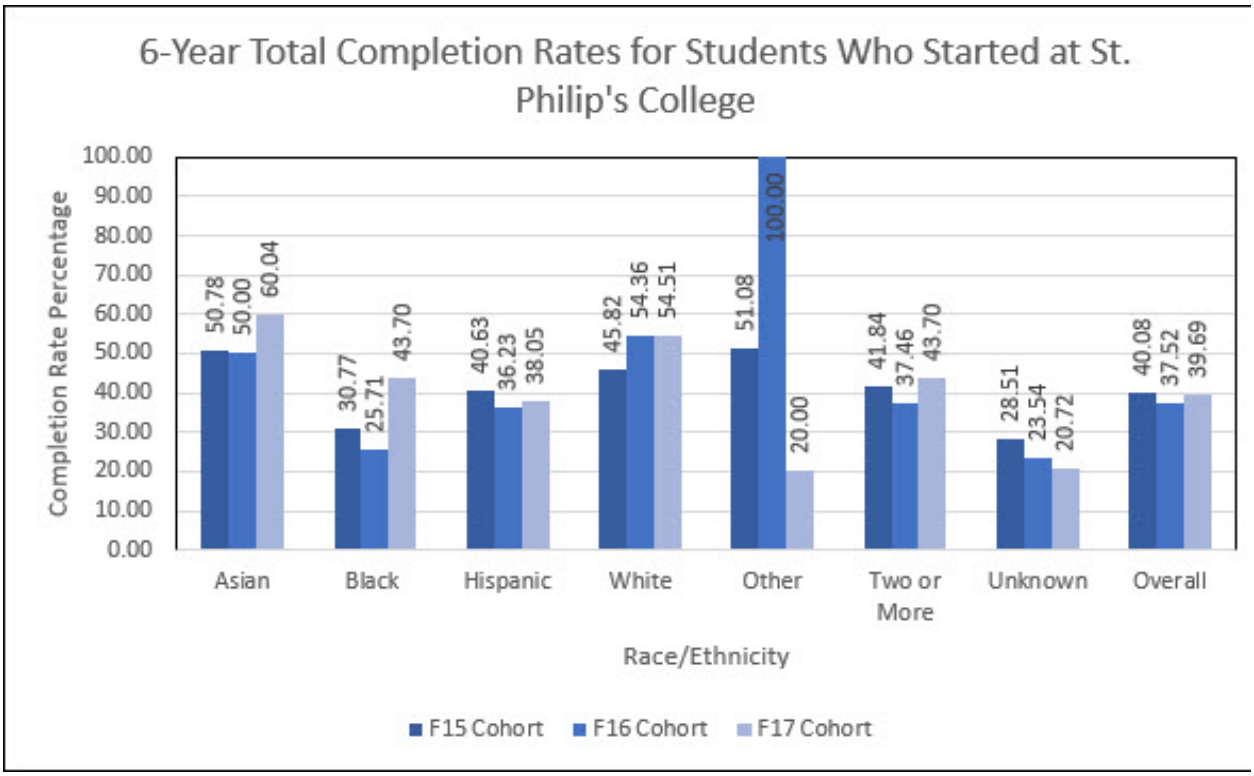
student achievement goals. Additionally, the results and graduation rate target for the Fall 2020 cohort are higher than the state average of 27.6% and the average of similar-sized community colleges of 27.4%.

6. Completion Rate

The disaggregated data in this section comes from the National Student Clearinghouse (NSC), while the overall 6-year completion rates on Table 8.1.1: St. Philip's College Student Achievement Goals and Results are from the THECB Accountability Data. These reports show similar trends for degrees and certifications, but the overall numbers vary between the two sources because of the methodology for data collection. The NSC report includes all completions at other institutions while the THECB report only includes completions at in-state institutions.

Additionally, St. Philip's College identified to SACSCOC that the National Student Clearinghouse (NSC) Total 6-year Completion Rate: Fall 2016 as the baseline student completion indicator. The College made this selection because the NSC data provides a more comprehensive portrait of student completion measures while addressing the longer time to completion for St. Philip's College's predominantly part-time student population. These completion percentages are disaggregated in this section by race/ethnicity because of the College's history as an HBCU and an HSI. In addition, analyzing completion rates by race and ethnicity demographics aligns with St. Philip's College's mission and values by empowering our diverse student population through educational achievement, with completion rates being a measure of this achievement. Figure 8.1.3 shows the 6-year completion rates for students who start at St. Philip's College for the Fall 2015, Fall 2016, and Fall 2017 cohorts. Figure 8.1.4 provides a national comparison showing the 6-year Completion Rates for 2-year Public Institutions across the country. Finally, Figure 8.1.5 highlights the average 6-Year Completion Rates for 2015-2017 Cohorts at St. Philip's College and nationwide.

Figure 8.1.3 6-Year Completion Rates for St. Philip's College



Note about the Other demographic group: The number of students in this group is significantly lower than the other groups. This may help explain the fluctuations over time. The Fall 2015 Cohort had an N count of 4, the Fall 2016 Cohort had 2, and the Fall 2017 Cohort had 5 students in this demographic.

Figure 8.1.4 6-Year Completion Rates for 2-Year Public Institutions

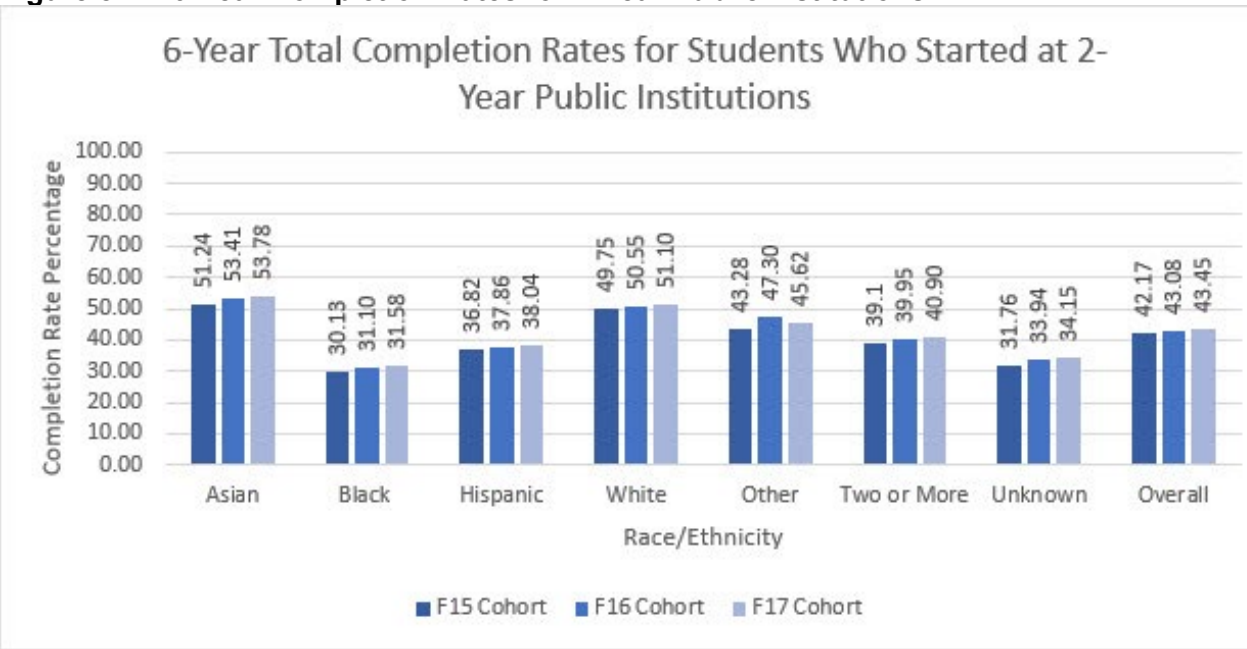
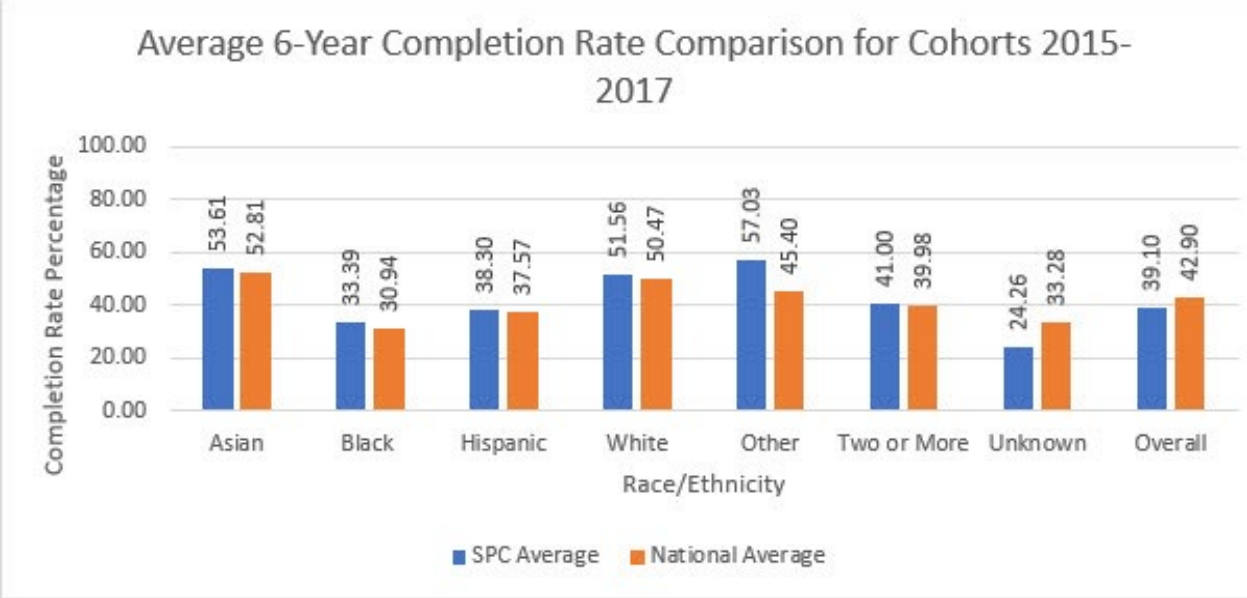


Figure 8.1.5: Average of the 6-Year Completion Rates for 2015-2017 Cohorts Comparison



Although the College's overall student completion trends are below the overall completion rates for students starting at 2-year public institutions nationwide, St. Philip's College achieved higher completion rates for key demographic groups of students identifying as Asian, Black, Hispanic, White, and Multiethnic. The NSC Total Completion Reports are available through the St. Philip's College SACSCOC Transparency webpage Annual Reports (8.1-5_NSC_Rpts, 8.1-6_NSC_ComplFall2015Coh, 8.1-7_NSC_ComplFall2016Coh, 8.1-8_NSC_ComplFall2017Coh).

7. Degrees and Certificates

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

The minimum threshold published in the student achievement goals for the number of students earning degrees and certificates is 2,017, which was surpassed during the academic years of 2021-2023. The target set for the 2024 academic year was 2,422 and we achieved 2,533. St. Philip's has continued to increase the number of degrees and certificates earned each academic year.

8. Transfer Rate

As a two-year institution, St. Philip's College enrolls some students who require additional education to reach their academic and/or career goals, thus making transfer rates a strong indicator of student success and creating a measurement opportunity for St. Philip's College students' success rates at four-year institutions. Developed in partnership with four-year institutions, Transfer Advising Guides (TAGs) streamline the process for students by outlining the courses needed to transfer by specific program and university.

By following these guides, students can eliminate extraneous courses from their curriculum, creating cost-saving benefits and expediting educational achievement, thereby supporting St. Philip's College's mission to expand opportunity and access for a diverse community. The consistent increase in transfer rates demonstrates the College's commitment to its mission and core competency of quality instruction for educational programs.

The transfer rate at St. Philip's fell in 2023 from 17.1% to 14.0%. The target for 2024 is a 0.3% increase. The College was making improvements in the transfer rate prior to 2023. Figure 8.1.6 highlights the increase from 10.4% in 2017 to 17.5% in 2021. However, these numbers are still below the state average of 26.5% and the average of similar-sized community colleges of 26.1%.

Figure 8.1.6: Comparison of Transfer Rates

Transfer	Percent of Fall FTIC students who transferred to a Texas senior institution (THECB)	VLCC Best = NLC 36.1% State Best = Blinn College 42.0% VLCC Average = 24.8% State Average = 25.3%	College	FY 2019	F
			Alamo	**27.4%**	
			SAC	26.7%	
			SPC	15.0%	
			PAC	23.8%	
			NVC	35.4%	
			NLC	39.2%	

These numbers are slightly higher when considering transfer rates to any senior institution, not just institutions in Texas.

9. Technical Student Employment and Enrollment

With St. Philip's College's emphasis on career readiness and high career and technical student enrollment, employment presents a necessary success measure in confirming efficacy and educational quality, while the emphasis on educational achievement requires the inclusion of enrolled students. By examining both metrics, St. Philip's College fully aligns with its mission while maintaining accountability across technical programs and with student achievement goals. While the acceptable threshold for employed or enrolled students is mandated by the Texas Workforce Commission at 60%, Table 8.1.3 shows St. Philip's College surpassed that threshold for three of the last five years reported in the THECB 2019-2023 almanacs.

Table 8.1.3 Technical Program Percentage of Completers Employed

Fiscal Year	Percentage of Employed Technical Completers
2017	57.5%
2018	63.6%
2019	64.0%
2020	57.0%
2021	66.3%

The percentage of technical students who are either employed or enrolled within six months of graduation is even higher. In 2023, 94.5% of technical students were either working or continuing their education six months after graduation.

10. Licensure Pass Rate

Licensure and certification exams are a requisite part of maintaining programmatic accreditation in numerous disciplines, as well as fulfilling the mission of enhancing students' preparedness when entering their selected career fields. The overall licensure pass rate is calculated and published by THECB, as is the program-level report (snapshot in Table 8.1.4 below, and 8.1-9_2018LicRpt). The 2018 report year is the most current data available from THECB.

Table 8.1.4: St. Philip's College THECB Licensure/Certification by Major Area and CIP Reported

Annual Licensure Report
based on Program-Level Reporting

Tice	Institution	Report Year	Major	CIP	Collection Method	Licensure Taken	Licensure Passed	Success
003608	ALAMO CCD - ST. PHILIPS COLL	2018	Aircraft Powerplant Technology/Technician	47060800	A	7	7	100.00
			Airframe Mechanics and Aircraft Maintenance Technology/Technician	47060700	A	7	7	100.00
			Baking and Pastry Arts/Baker/Pastry Chef	12050100	A	28	28	100.00
			Biomedical Technology/Technician	15040100	A	1	1	100.00
			Cardiovascular Technology/Technologist	51090100	A	13	12	92.31
			Clinical/Medical Laboratory Technician	51100400	A	9	8	88.89
			Construction Engineering Technology/Technician	15100100	A	46	46	100.00
			Culinary Arts/Chef Training	12050300	A	35	35	100.00
			Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	51091000	A	7	7	100.00
			Diesel Mechanics Technology/Technician	47060500	A	18	18	100.00
			Health Information/Medical Records Technology/Technician	51070700	A	5	4	80.00
			Heating, Ventilation , Air Conditioning and Refrigeration Technology/Technician	15050100	A	46	35	76.09
			Histologic Technician	51100800	A	2	2	100.00
			Hospitality Administration/Management, General	52090100	A	10	10	100.00
			Hotel/Motel Administration/Management	52090400	A	5	5	100.00
			Instrumentation Technology/Technician	15040400	A	18	18	100.00
			Licensed Practical/Vocational Nurse Training	51390100	A	123	110	89.43
			Occupational Therapist Assistant	51080300	A	22	22	100.00
			Physical Therapist Technician/Assistant	51080600	A	24	24	100.00
			Radiologic Technology/Science - Radiographer	51091100	A	40	40	100.00
			Registered Nursing/Registered Nurse	51380100	A	28	26	92.86
			Respiratory Care Therapy/Therapist	51090800	A	21	18	85.71
			Restaurant, Culinary, and Catering Management/Manager	12050400	A	15	15	100.00
			Surgical Technology/Technologist	51090900	A	13	11	84.62
			Welding Technology/Welder	48050800	A	12	12	100.00

Method of Data Collection
A = Agency Reporting
S = Student Self Reporting
B= Both
N= Not applicable

Some programs encourage student participation in multiple licensure and certification exams, so these results include the aggregated average pass rates based on program results. For example, Air Conditioning and Heating students may take Environmental Protection Agency (EPA) Section 608 Universal, EPA Section 608 Type I, EPA Section 608 Type II, and/or EPA Section 608 Type III, or Advanced Manufacturing and Technology students may take the Occupational Safety and Health Administration (OSHA) – 10 hours certification and the Manufacturing Skill Standards Council (MSSC) Safety certification. These exams are highlighted in the 8.1-9_2018LicRpt.

While the St. Philip's College threshold of acceptability for this measure is set at 75% overall for all programs as determined by College Leadership in conjunction with Academic Deans, program-specific acceptable pass rates often are prescribed by programmatic accreditors. For example, the College's nursing programs are approved by the Texas Board of Nursing (BON), and full program approval, among other things, requires maintaining a licensure pass rate of at least 80%. This Texas Board of Nursing (BON) requirement must be met for nursing programs

to remain on full approval status. If a program does not meet a pass rate of 80% for two years in a row, a self-study of the program is required. If the program does not have a pass rate of 80% for three years in a row, a site visit by the Texas BON occurs. If the program goes four years with a pass rate below 80%, the Texas BON closes the program. Therefore, the consequences of disregarding this student achievement metric may include program closure, which negatively impacts students and local industry needs for qualified individuals.

The overall licensure passage rates for St. Philip's College students as reported by THECB continues to be above the 75% threshold with 2023 reporting a rate of 87.4%. These rates are monitored closely by programs at the College to ensure alignment with external accrediting bodies to ensure students are equipped for the workforce.

Conclusion

St. Philip's College identifies and evaluates outcomes for student achievement in alignment with the College's mission using multiple measures. Specifically, student success is evaluated through enrollment, productive grade rates, course completion rates, persistence, graduation rates, completion rates, degrees and certificates awarded, transfers to other institutions, employment or enrollment of technical students, and licensure passage rates. These ten student achievement goals along with the targets and outcomes are determined by St. Philip's College's leadership and published on the College's website.

Evidentiary Documents
8.1-1_CB60x30StratPlan.pdf
8.1-2_NSC_DefnMethodol.pdf
8.1-3_StdntAchv.pdf
8.1-4_23-24QF.pdf
8.1-5_NSC_Rpts.pdf
8.1-6_NSC_ComplFall2015Coh.pdf
8.1-7_NSC_ComplFall2016Coh.pdf
8.1-8_NSC_ComplFall2017Coh.pdf
8.1-9_2018LicRpt.pdf

8.2.a *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.* ***(student learning outcomes)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

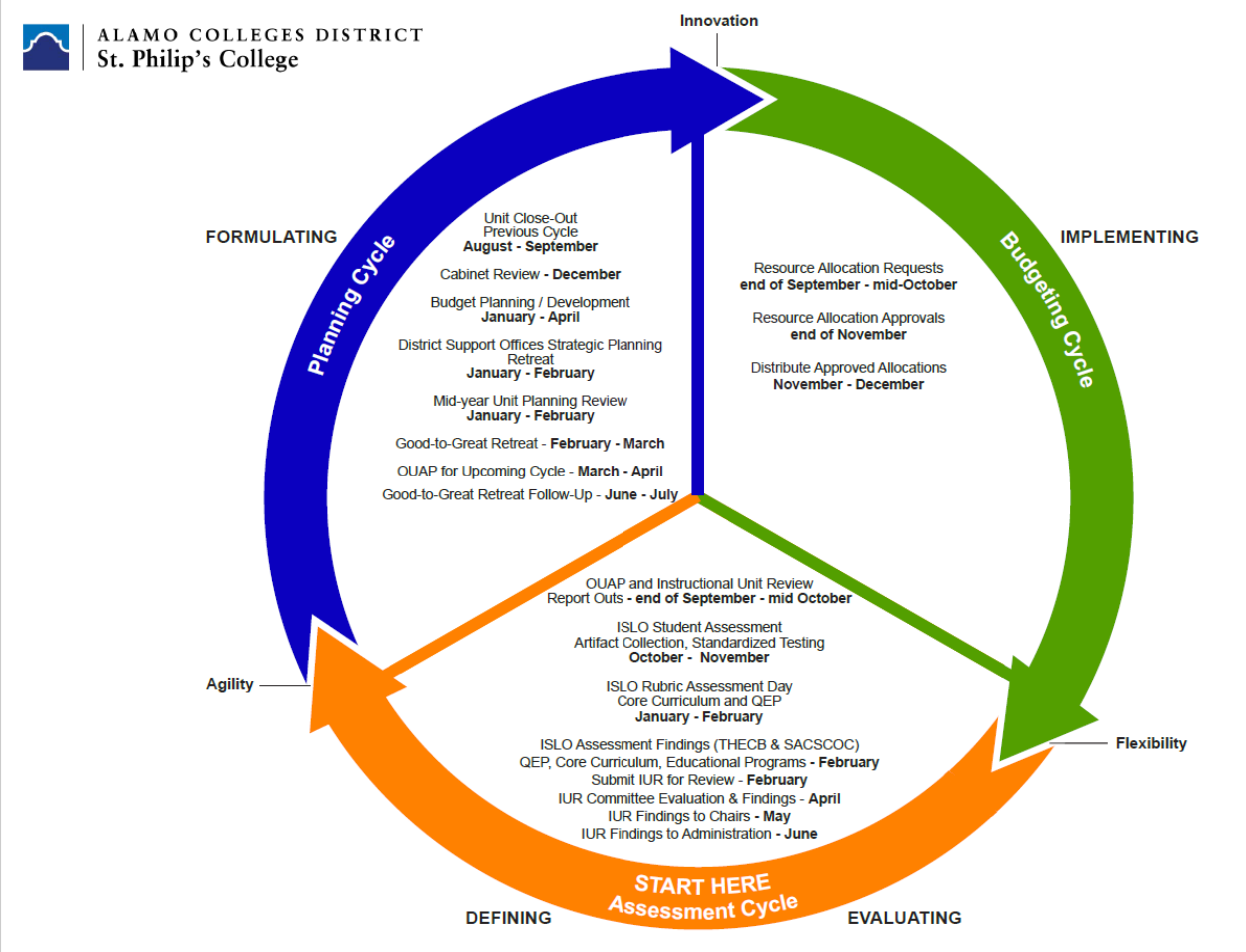
Narrative

St. Philip's College is in compliance with Section 8.2.a by identifying expected and projected outcomes, assessing how it achieves those outcomes, and providing evidence of measures used toward improvement based on actual results of Student Learning Outcomes (SLOs) for each of its educational programs.

Identifying Expected Outcomes

The St. Philip's College Planning, Budgeting, and Assessment Cycle (PBA Cycle) is outlined in Figure 8.2.a.1.

Figure 8.2.a.1: The St. Philip's College Planning, Budgeting, and Assessment Cycle (PBA Cycle)



An overview of the Student Learning Outcomes Assessment Processes 2024-2025 PowerPoint created by the Office of Institutional Planning, Research, & Effectiveness (IPRE) and available to faculty and staff through the IPRE Planning and Research SharePoint site under the College Services Division (8.2.a-1_AssmtPrsn) also describes elements of the assessment process and how the assessment process aligns with college planning. A timeline of assessment linked to the College's annual planning cycle, annual Operational Unit & Assessment Plan (OUAP) Review, and Institutional Unit Review (IUR) is provided within the PowerPoint.

Deans, department chairs, faculty program directors, and faculty are responsible for assuring student learning outcomes (SLOs) are assessed and reported for each of the College's educational programs through the OUAP presentations held each September to October. Additionally, each instructional unit is on a three-year Instructional Unit Review (IUR) program review cycle that culminates in the Spring semester with findings sent to Chairs and administration in May and June for the respective instructional units under review.

St. Philip's College employs several measures for institutional assessment that represent integrated and cyclical processes for institutional assessment and improvement, which are

integral to the College's processes and that occur on a cyclical basis. These integrated processes include activities at the Good to Great Strategic Planning Retreat and Operational Unit and Assessment Planning (OUAP) activities. Moreover, the College performs Institutional Student Learning Outcomes (ISLO) Assessments yearly for all core courses and requires IURs of each educational unit. These assessment practices incorporate the participation of learners, faculty, staff, and administrators, and affect decisions across the College.

St. Philip's College implements the Planning, Budgeting, and Assessment (PBA) Cycle to assess the efficacy of the Institution and its programs (8.2.a-2_PBA). The intensive College-wide review process aims to determine the effectiveness of programs and services to support the College's mission and goals and identifies opportunities for improvement. The OUAP component of this process is performed annually and affords educational programs and support units the opportunity to regularly review data, including Program-level Student Learning Outcomes (PSLOs), pertinent Key Performance Indicators (KPIs) such as graduation and transfer rates, perform environmental scanning, and research best practices.

Additional Considerations for Career and Technical Education (CTE) Programs

The College's Applied Science and Technology faculty, program coordinators, department chairs, and academic deans annually review Program Student Learning Outcomes (PSLOs) in conjunction with any revisions in the State of Texas Workforce Education Course Manual (WECM), program accreditation requirements for professional licensure, and external Advisory Board recommendations to ensure students are meeting the needs of local industries.

Program faculty use their subject matter/professional expertise combined with teaching expertise to specify course student learning outcomes that align with program outcomes, the Texas WECM, any program accreditation requirements for program licensure, and any external Advisory Board recommendations. Program personnel analyze these three inputs and identify categories of skills that encompass the desired outcomes of stakeholders within the context of each program.

Student learning outcomes for programs with external accrediting bodies are made in consultation with external Advisory Boards. Figure 8.2.a.2 provides a section of the meeting minutes from the April 2022 Physical Therapy Advisory Board meeting where the expectations and progression of student learning were discussed. Full meeting minutes from this 2022 meeting are available at 8.2.a-3_PTAdvCom along with additional examples of programmatic advisory meeting minutes for the Occupational Therapy Assistant, Early Childhood and Family Studies, Plumbing, and HVAC programs (8.2.a-4_OTAdvCom, 8.2.a-5_ECFSAdvCom, 8.2.a-6_PlumbAdvCom, 8.2.a-7_HVACAdvCom). These examples were selected because they provide samples from healthcare and applied sciences programs.

Figure 8.2.a.2: Excerpt from Meeting Minutes from the Physical Therapy Advisory Committee

Key Discussion Points	Discussion
Welcome Committee Members	Mary Hays Pierce welcomed all committee members and called roll.
Approve Minutes from Last Meeting	Donna Stetz moved to accept the minutes from the previous meeting William Richardson seconded.
Clinical Education	Second-year students are out in their final clinical. One student is in danger of failing the capstone course PTHA 2217 – Issues in Healthca the final clinical. Failure of two classes would result in a permanent dismissal from the program.
Assessment of Clinical Readiness	Students are getting needed knowledge in the didactic portion of the program and demonstrating appropriate proficiency in skills checks. Faculty are emphasizing professionalism and responsibility. The tran between remote and in-person instruction and some soft skills (body language, posture, eye contact etc.) have also been points needing emphasis. Maria Blair noted occasions of students not connecting wi patients in clinicals. William Richardson echoed this sentiment, commenting that it appears in the licensed professionals as well.

These programmatic advisory committees are essential to ensuring student learning aligns with the needs and expectations of their selected field.

Identification of Program Student Learning Outcomes in Career and Technical Education

The PSLOs for PSTR 1206: Cake Decorating I is an excellent example for demonstrating the practice of course outcomes becoming central to programmatic student learning outcomes in career and technical education. The Texas Workforce Education Course Manual (WECM) student learning outcomes for the PSTR 1206: Cake Decorating I course are as follows: “Students will ‘Produce a variety of commercially acceptable decorated cakes using a variety of techniques.” All faculty, including part-time faculty and dual credit faculty, in the Baking and Pastry Arts program, working with their program coordinator, department chair, and academic dean, wrote precise course student learning outcomes that led to the program outcomes. Figure 8.2.a.3 demonstrates the activities a PSTR 1206 must meet to achieve.

Figure 8.2.a.3 Quiz Evaluation Rubric for Cake Decorating I

Exam Time ********** ⟶				
Top Side Decoration	1-2 Inconsistencies in piping	3-4 Inconsistencies In Piping	5-6 Inconsistencies In Piping	7+ Flaws
Bottom Side Decoration	1-2 Inconsistencies in piping	3-4 Inconsistencies In Piping	5-6 Inconsistencies In Piping	7+ Flaws
Borders Top	1-2 Inconsistencies in piping	3-4 Inconsistencies In Piping	5-6 Inconsistencies In Piping	7+ Flaws
Borders Bottom	1-2 Inconsistencies in piping	3-4 Inconsistencies In Piping	5-6 Inconsistencies In Piping	7+ Flaws
OVERALL				
Student Level	**Beginner - (D-C)**		**–**	
	Intermediate – (C+ - B-)			
	Average- (B+)			
	Advanced (A)			

Additional information about assessing the student learning outcomes for this course can be found in 8.2.a-8_PSTR1206_CakeDecor. These course-specific student learning outcomes provide the primary basis for reviewing each program's identification of program student learning outcomes.

All faculty, program coordinators, and department chairs worked together to establish and review student learning outcomes that became the foundation for Program Student Learning Outcomes. Part-time faculty and dual credit faculty have had the opportunity to generate input during the establishment and review of student learning outcomes (8.2.a-9_THCA_Curric).

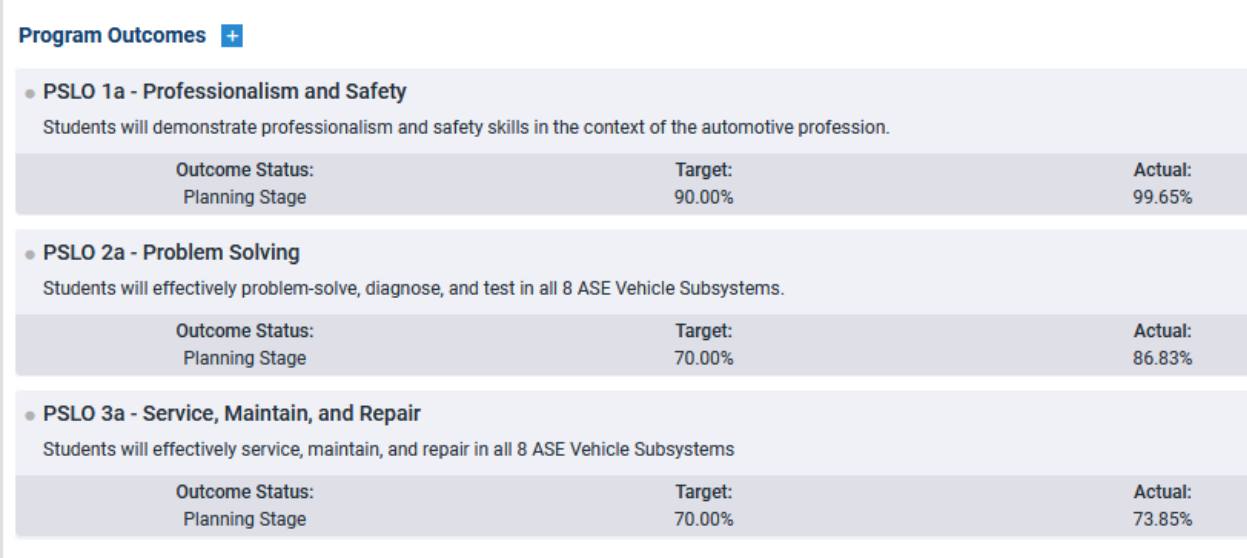
A faculty-led PSLO review of course-level student outcomes then matched the groups of skills with appropriate measurable verbs using Bloom's Taxonomy, focusing on comprehension of knowledge and application of psychomotor skills. Finally, the faculty reviewed terminology to frame the outcomes students had mastered and demonstrated at the programmatic level.

The resulting PSLOs illustrate the broad priorities within each program. For example, the PSLOs for safety and professionalism, psychomotor skills, and Automotive Service Excellence (ASE) Vehicle Subsystems in Automotive Technologies are:

- PSLO 1: Students will demonstrate professionalism and safety skills in the context of the automotive profession.
- PSLO 2: Students will effectively problem-solve, diagnose, and test in all 8 ASE Vehicle Subsystems.
- PSLO 3: Students will effectively service, maintain, and repair all 8 ASE Vehicle Subsystems.

Figure 8.2.a.3 illustrates how these outcomes are tracked and monitored in SPOL for this career and technical education program.

Figure 8.2.a.3 Automotive Technologies PSLOs in SPOL



The PSLOs reflect the Automotive Technologies' faculty responding to area employers' requirements through monthly meetings with the program's Advisory Committee in addition to the Texas Workforce Educational Course Manual outcomes.

Knowledge of ASE, or the Automotive Service Excellence eight-vehicle subsystems, and the variety of different psychomotor skills involved in demonstrating mastery of learning in the Automotive Technologies program are also central to the program student learning outcomes.

As PSLOs were reviewed in the most recent assessment cycle, the faculty team mapped the PSLOs to courses to assess and formalize the PSLOs. The process includes reinforcing expectations for introductory classes and dual enrollment faculty who teach at Off-Campus Instructional Sites.

Curriculum Mapping

The curriculum map used for CTE PSLO development provides a clear picture of the touchpoints where career and technical education faculty expect students to demonstrate increased knowledge and skills and where the Master levels of learning are expected to be demonstrated and assessed. For faculty who teach off-site and whose teaching loads focus on

high school courses, the Curriculum Maps clarify and provide an overview of how the course/s they teach fit into the entire program's knowledge and skill development continuum.

It is important to note that the knowledge and skills students learn in many career and technical education courses could be associated with multiple Program Student Learning Outcomes. For PSLO assessment, however, every course is accountable for one or more PSLOs at a level appropriate to the course's sequence in the program.

Table 8.2.a.1 presents the curriculum map for the Automotive Technologies Program. While two practicum courses (AUMT 1366 and AUMT 2328) are the best opportunity for students to demonstrate mastery of the three PSLOs in Automotive Technologies, whether at the St. Philip's College campus or dual credit courses at an OCIS location, earlier foundational courses are also assessed for program skills. Programmatic alignment allows all program stakeholders, whether students, faculty, the program, the College, employers, and the specific external program Advisory Boards, to assess PSLOs at every level of the program.

In career and technical education courses, the focus on Program Student Learning Outcomes (PSLO) permits tracking the improvement of students' progress throughout their educational experiences. The skills progression outlined in the Automotive Technologies program's PSLO curriculum map demonstrates the stages for faculty to reteach, reinforce, and reiterate critical knowledge and competencies.

Table 8.2.a.1 provides an overview of how the Automotive Technology program uses the PSLO Curriculum Map to ensure either professionalism or mastery in the program's respective courses.

Table 8.2.a.1: Example PSLO Mapping for Automotive Technologies

	PSLO 1 **Students will demonstrate professionalism and safety skills in the context of the automotive profession.**	PSLO 2 **Students will effectively problem-solve, diagnose, and test in all 8 ASE Vehicle Subsystems.**	PSLO 3 **Students will effectively service, maintain, and repair in all 8 ASE Vehicle Subsystems.**
AUMT 1201 - Introduction and Theory of Automotive Technology	Automotive Dept. Safety Exam ASE Task A.10		
AUMT 1407 - Automotive Electrical Systems		Ohms Law WS VI.A.4	

AUMT 1410 - Automotive Brakes			Brake Lathe WS ASE Task V.D.8
AUMT 1419 - Automotive Engine Repair		Cylinder Head WS ASE Task VIII.C.3	
AUMT 1416 - Automotive Suspension and Steering Systems			Alignment WS ASE Task IV.E.3
AUMT 2421 - Automotive Electrical Diagnosis and Repair			Starter Failure Wiring Diagram WS ASE Task VI.C.8
AUMT 1445 - Automotive Climate Control Systems		No Cooling WS ASE Task VII.D.5	
AUMT 2413 - Automotive Drive Train and Axles			Clutch WS ASE Task III.B.2
AUMT 2417 - Automotive Engine Performance Analysis I			Fuel Injection WS ASE Task VI.D.8
AUMT 2434 - Automotive Engine Performance Analysis II		Ignition System WS ASE Task VI.c.5	
AUMT 2425 - Automotive Automatic Transmission and Transaxle			Valve Body WS ASE Task II.C.7
AUMT 1366 - Practicum (or Field Experience) - Automobile/Automotive Mechanics Technology/Technician	Employer Evaluation	Employer Evaluation	Employer Evaluation
AUMT 2328 - Automotive Service	Employer Evaluation	Employer Evaluation	Employer Evaluation

Assessing Program Student Learning Outcomes (PSLO) in CTE Courses

Program faculty and coordinators view the PSLO curriculum mapping as a formative assessment measurement that identifies students' struggles and triggers interventions before the course is completed. Identifying this critical touchpoint for learning and demonstrating these critical skills is a result of program faculties' teaching expertise and subject matter expertise. Some measures assess how students are processing new thinking patterns and contain metacognitive aspects. Other measures focus on critical skills that must be demonstrated before moving on to the next part of the curriculum.

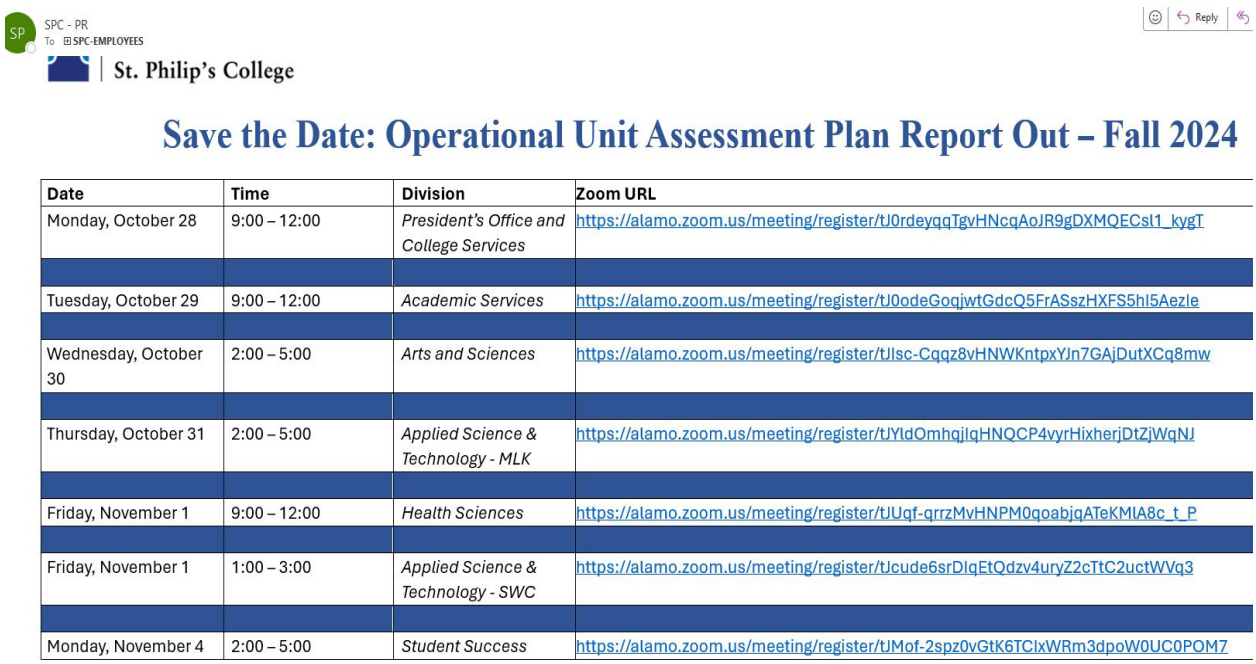
The Curriculum Map for the Automotive Technologies program in Table 8.2.a.1 illustrates how PSLOs reflect programmatic student learning outcomes, course associations, and skills progression.

Assignments are used as a measure for assessing the extent to which students in that program are demonstrating the PSLOs. These measures are used across the program, including at Off-Campus Instructional Sites (OCIS). They are shared with OCIS faculty through department meetings, faculty visits to the OCIS location, full-time faculty mentoring, and other departmental communication.

Operational Unit Assessment Plan (OUAP) and Program Outcomes

The College's annual OUAP cycle and subsequent report-outs from each educational program and support service provide these programs the ability to highlight achievements, goals, program outcomes, results, and areas for improvement. St. Philip's College implemented a new Planning and Assessment software platform in 2019 to separate and identify objectives/program outcomes and Student Learning Outcomes more precisely: Strategic Planning Online (SPOL). The first SPOL-based OUAP report-out occurred remotely in Fall 2020 via Zoom for remote presentations aligned with COVID-19 safety protocols. Since then, the annual OUAP report-outs have remained online as they proved to be an effective mode of delivery. (8.2.a-10_OUAP_Temp). Figure 8.2.a.4 provides the schedule for the OUAP report-outs that occurred in Fall 2024 where programs shared their outcomes for the 2023-2024 academic year, the actual results, and an action plan for meeting objectives.

Figure 8.2.a.4: Operational Unit Assessment Plan Report Out Schedule



SPC - PR
To SPC-EMPLOYEES

Reply

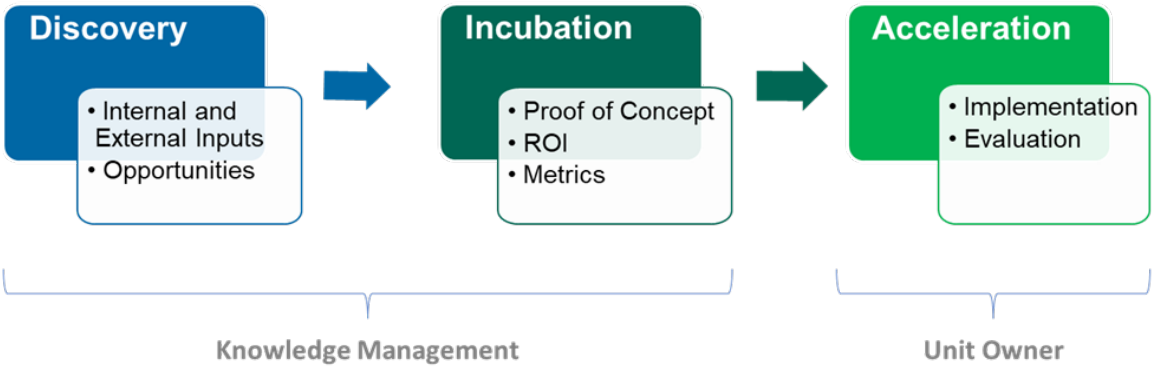
St. Philip's College

Save the Date: Operational Unit Assessment Plan Report Out – Fall 2024

Date	Time	Division	Zoom URL
Monday, October 28	9:00 – 12:00	*President's Office and College Services*	https://alamo.zoom.us/meeting/register/tJ0rdeyqqTgvHNcqAoJR9gDXMQECsl1_kygT
Tuesday, October 29	9:00 – 12:00	*Academic Services*	https://alamo.zoom.us/meeting/register/tJ0odeGoqjwtGdcQ5FrASszHXFS5hl5Aezle
Wednesday, October 30	2:00 – 5:00	*Arts and Sciences*	https://alamo.zoom.us/meeting/register/tJlsc-Cqqz8vHNWKntpxYJn7GAjDutXCq8mw
Thursday, October 31	2:00 – 5:00	*Applied Science & Technology - MLK*	https://alamo.zoom.us/meeting/register/tJYldOmhqjIqHNQCP4vyrHixherjDtZjWqNJ
Friday, November 1	9:00 – 12:00	*Health Sciences*	https://alamo.zoom.us/meeting/register/tJUqf-qrrzMvHNPM0qoabjqATeKMlA8c_t_P
Friday, November 1	1:00 – 3:00	*Applied Science & Technology - SWC*	https://alamo.zoom.us/meeting/register/tJcude6srDIqEtQdzv4uryZ2cTtC2uctWVq3
Monday, November 4	2:00 – 5:00	*Student Success*	https://alamo.zoom.us/meeting/register/tJMof-2spz0vGtK6TCIxWRm3dpoW0UC0POM7

Educational programs define outcomes through the SPOL Planning Units. All planning unit managers state objectives/outcome relationships to institutional goals and planning priorities, identify measures and targets, and record results. The OUAP process provides multiple means of addressing areas for improvement by completing an Achievements, Strengths, Weaknesses, Opportunities, and Threats (ASWOT) analysis, developing action plans and innovations, or stating resources needed to achieve objectives/outcomes. The College added the Radical Innovation Process (RIP) during the 2019-2020 cycle to improve how educational planning units managed unmet objectives and outcome targets through a cyclical, systematic series of steps as shown in Figure 8.2.a.5.

Figure 8.2.a.5: Radical Innovation Process (RIP)



For example, many of the Health Sciences Programs incorporated the RIP into their Wildly Important Goals (WIG), an institutional strategy based on the 4 Disciplines of Execution (4DX) to emphasize specific key performance indicators and improve student achievement. Health Sciences focused on graduate surveys to maintain compliance with the different agencies (8.2.a-11_HSWIG).

Educational Program-level Student Learning Outcomes (PSLOs)

St. Philip's College identifies Program Student Learning Outcomes (PSLOs) as knowledge, skills, and behaviors expected of students at program completion. Educational programs across the College develop and review PSLOs. PSLOs are determined by program directors and/or coordinators based on specific program characteristics, including programmatic accreditation, workforce and industry needs, and academic requirements.

The PSLOs, along with outcome-specific criteria and targets, are entered into the Strategic Planning Online Assessment module, where findings are used to track outcome efficacy, which may be accessed and assessed by program directors, departmental chairs, and academic deans on an ongoing basis.

Prior to the 2019–2020 academic year, PSLOs were reported through WEAVE online planning and assessment software. Archival records generated from WEAVE informed the transition to the SPOL platform, allowing process continuity. The COVID-19 pandemic disrupted the SPOL Assessment module implementation process in Spring 2020. Still, training resumed via Zoom, allowing program directors and coordinators to begin the migration into the new platform.

In the SPOL module, educational program entries are required to include program description/mission and program-level Student Learning Outcomes with identified measures, criteria, targets, and findings. Developments showing from this transition from the earlier WEAVE online planning and assessment software include more robust visual data calculation and precise identification of PSLO findings and areas needing improvement, creating a more comprehensive overview of student learning outcome achievement and/or programmatic shortcomings. The Program Detail Reports now provide an overview of each program's SLOs by overall and individual targets, results, and the difference score.

Planning Units in SPOL

The following set of figures (Figures 8.2.a.6-9) provides a representative sample of what was documented in SPOL and the information that was presented during the Fall 2024 OUAP meetings for educational programs. This sample is representative because it includes one example from each division meeting shown in Figure 8.2a.4. The full report of all the objectives and outcomes is found in 8.2.a-12_PU_Samp. The samples include the 2023-2024 program objectives and results from

1. Arts and Sciences
2. Applied Science & Technology – MLK
3. Health Sciences
4. Applied Science & Technology – SWC

Figure 8.2.a.6 provides one of the 2023-2024 program objectives, targets, assessment measures, source for data, results, and an action plan for continuous improvement for the Associate of Science program. This sample represents the OUAP report from Arts and Sciences.

Figure 8.2.a.6: Associate of Sciences 2023-2024 Program Objective Sample SPOL Output

2540 - PO Productive Grade Rate (PGR)
SPC AS students will achieve success in their courses in order to advance through the program and demonstrate higher level preparation as they transfer to a university.
Institutional Goals (Strategic Plan and RIP/WIG Associations)
Strategic Plan 2022-2025
1 - Student Success
1.b - Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
52.a - Wildly Important Goal (WIG)
Associated Planning Priorities
1-Productive Grade Rate (PGR) - Success rate as measured by course completion with a grade of A, B, or C.
Targets (Intended Results)
09/19/2023 Achieve a minimum of 70% PGR for AS-related courses.

Assessment Measures and Source of Data	
09/19/2023	The measure will be the grade distribution report Source of Evidence: IRES

Actual Results and Source of Data	
08/31/2024	The data for this measure will be collected from the PGR report generated by the IPRE for Fall 2023 and Spring of 2024. PGR for AS related courses: Fall of 2023= 71.45 % Spring 2024= 71.37 % PGR 23-24 = **71.42%**

Analysis/Use of Results	
08/31/2024	PGR for AS courses exceeded the 70% target by 1.42%. PGR will continuously be measured for the AS program on a semester by semester basis.

Gap Analysis/Action Plan	
08/31/2024	The PGR target was met.
Action Plan	Compare course offerings and enrollment trends to identify potential correlations to the increase in PGR and continue to follow those trends.

In this example, the educational program met the target and determined that further investigation and monitoring of trends is needed. The program is monitoring the types of courses and levels of enrollment to identify possible correlations with the increasing productive grade rate.

Figure 8.2.a.7 provides one of the 2023-2024 program objectives, targets, assessment measures, source for data, results, and an action plan for continuous improvement for the Business Management program. This sample represents the OUAP report from the Applied Science & Technology – MLK division.

Figure 8.2.a.7: Business Management 2023-2024 Program Objective Sample SPOL Output

2610 - Number of Declared Majors (enrollment)

Increase number of declared majors in the BMT program.

Institutional Goals (Strategic Plan and RIP/WIG Associations)

Strategic Plan 2022-2025

52.a - Wildly Important Goal (WIG)

Associated Planning Priorities

3-Graduation Rate FT FTIC 4-year - The percent of an entering cohort of first-time, full-time, credential seeking undergraduate students who graduate in 4 years as measured by THECB. Credential seeking students are those with a code of (1) earn an associate's degree, (2) earn a certificate, (3) earn credits for transfer, or (6) did not respond from the student intent field on the CBM001. Those coded as (4) job skills or (5) personal enrichment are not included. Source: IRES

Targets (Intended Results)

09/28/2023	Increase number of Business Management & Technology (BMT) degree-seeking majors by 2%. The starting number is 572.

Assessment Measures and Source of Data

09/28/2023	Rates (Associate in Applied Science Degree) rates of existing students. ***Source of Evidence:*** STU 87 as filtered, summarized and distributed by Institutional Planning, Research, and Effectiveness (IPRE)

Actual Results and Source of Data

09/03/2024	The reporting number reads 633, an increase of 61 or 10.66%.

Analysis/Use of Results

09/03/2024	The increase of 10.66% over the last reporting cycle surpasses the expectation of 2%. Despite the summer of 2024 not being accounted for.

Gap Analysis/Action Plan	
09/03/2024	The 10% exceeds the 2% by a much larger margin than expected.
Action Plan	The department will consider raising the % increase; however, the department will further analyze the increase to determine whether or not an adjustment is warranted.

In this example, the number of declared majors for the Business Management program surpassed expectations and the target for 2023-2024. While declared majors is important for the sustainability of a program, the department will monitor the trend in the data to determine if this was an outlier or if the target should be increased.

Figure 8.2.a.8 provides one of the 2023-2024 program objectives, targets, assessment measures, source for data, results, and an action plan for continuous improvement for the Medical Laboratory Technician program. This sample represents the OUAP report from Health Sciences.

Figure 8.2.a.8: Medical Laboratory Technician 2023-2024 Program Objective Sample SPOL Output

2473 - MLT Graduates Employment Rate
Exceed NAACLS benchmark of 70% employment rate. Summer 2023 MLT Graduates will be surveyed in February 2024 to see if employment has been found in the Laboratory field.
Institutional Goals (Strategic Plan and RIP/WIG Associations)
Strategic Plan 2022-2025
1.b - Student Success --> Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators).
1.c - Student Success --> Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups, and other special population groups.
1.g - Student Success --> Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways.
419 - Radical Innovation Process (RIP)

Associated Planning Priorities	
5-SACSCOC Compliance and Sustainability - Pertains to maintaining/improving compliance with SACSCOC Principles of Accreditation, Policies, Procedures, and Best Practices.	
Targets (Intended Results)	
09/11/2023	We are aiming for 100% employment rate within 6 months of graduation from the program.
Assessment Measures and Source of Data	
09/11/2023	Maintain employment rate of graduates by using information from student surveys sent out 6 months after graduation.
Actual Results and Source of Data	
05/08/2024	86%. Data source from graduate surveys performed at MLT pinning ceremony and ad hoc conversations in the field.
Analysis/Use of Results	
05/07/2024	12 of the 14 graduates are employed in the field. 2 graduates are relocating and chose to wait to seek employment until they settle in their new locations. At 86% graduate employment rate, the program has exceeded the NAACLS benchmark.
Gap Analysis/Action Plan	
05/07/2024	While we did not achieve the 100% employment rate, we did exceed the NAACLS benchmark of 75%.
Action Plan	We will continue to push for greater than 90% employment rate for future graduates, as much as possible.

This example demonstrates the connection between expectations for accrediting bodies and educational program outcomes. The National Accrediting Agency for Clinical Laboratory Science (NAACLS) sets the employment benchmark at 75% of graduates. While the 100% employment target set by the Medical Laboratory Technician program was not met, they did exceed the requirement. Additionally, the program noted the 100% target was not met because of life circumstances for students that delayed employment. The future target should be greater than 90% instead of 100%.

Figure 8.2.a.9 provides one of the 2023-2024 program objectives, targets, assessment measures, source for data, results, and an action plan for continuous improvement of the Aircraft program. This sample represents the OUAP report from the Applied Science & Technology – SWC division.

Figure 8.2.a.9: Aircraft 2023-2024 Program Objective Sample SPOL Output

2497 - Students taking FAA exams

Increase the number of students taking the FAA written exam.

Institutional Goals (Strategic Plan and RIP/WIG Associations)
Strategic Plan 2022-2025
52.a - Wildly Important Goal (WIG)

Associated Planning Priorities
5-SACSCOC Compliance and Sustainability - Pertains to maintaining/improving compliance with SACSCOC Principles of Accreditation, Policies, Procedures, and Best Practices.
3-Graduation Rate FT FTIC 4-year - The percent of an entering cohort of first-time, full-time, credential-seeking undergraduate students who graduate in 4 years as measured by THECB. Credential-seeking students are those with a code of (1) earn an associate's degree, (2) earn a certificate, (3) earn credits for transfer, or (6) did not respond from the student intent field on the CBM001. Those coded as (4) job skills or (5) personal enrichment are not included. Source: IRES

Targets (Intended Results)	
09/15/2023	Increase the number of students taking the FAA exam to 40 students.

Assessment Measures and Source of Data	
09/15/2023	FAA exam participation

Actual Results and Source of Data	
10/10/2020	Measure/criteria/findings, still in progress until the end of Spring 2024

Analysis/Use of Results	
09/15/2023	Target was exceeded by 2

Gap Analysis/Action Plan	
09/16/2023	We will continue to prepare students to take the exam. We will increase efforts in encouraging students to take the test and will continue to provide funding.
Action Plan	

In this example, the Aircraft program met the goal of supporting students in taking the Federal Aviation Administration (FAA) examination. This program is accredited by the FAA, but students still need to take the test to receive the airframe and powerplant license. Students from the program did not necessarily take the exam, so a goal was set to encourage students to test. Funding was even provided to pay for the costs of the exam. As a result of these efforts, the Aircraft program met its goal and will continue their efforts to increase the number of students who take the exam.

Program reviews are conducted via the Program Review Feedback Form. The College's Coordinator of Measurement and Evaluation reviews the general content. The Department Chairs and Academic Deans review the specific content and context to ensure program SLOs and associated criteria are wholly and accurately recorded. Through this process, academic subject matter experts can identify areas needing improvement.

As of the 2020-2021 academic cycle, space has been identified within the SPOL platform for entering improvements to ensure an inclusive overview and record. Improvements are addressed through unit plans, Assessment Day reporting, and Instructional Unit Reviews. Figure 8.2.a.11 shows the template for the Program Review Feedback Form. This form was also used during the Fall 2024 OUAP meetings to provide feedback to each program. Completed examples for the representative sample are in 8.2.a-13_23-24OUAP_Fdbk.

Figure 8.2.a.10: Program Review Feedback Form

Unit Plan Assessment Completed by:		Planning Unit: Planning Cycle:		
	Non-compliant	Compliant	Exemplary	Not
Planning Unit Purpose	No statement provided	Statement accurately describes planning unit function/priorities	Statement clearly defines planning unit primary functions, those it serves, and aligns with the college mission	
Environmental Scan	No environmental scan included	Environmental Scan provides clear depiction of internal and external influences and contributing factors	Comprehensive Environmental Scan addressing Social, Economic, Technological, and Regulatory influences	
ASWOT	All or part of the ASWOT is missing	All 5 areas of the ASWOT are addressed	Comprehensive ASWOT responses clearly address all current cycle Achievements, Strengths, Weaknesses, Opportunities, and Threats	
Objectives	Objectives are missing, incomplete, unmeasurable, or do not support college/unit purpose	All objectives align to the unit purpose and are measurable	All objectives stated with clarity and specificity including precise verbs, rich description, are measurable, and align to unit purpose/college strategic plan	
Institutional Goals (at least 1 Institutional Goal with a RIP association OR 1 WIG association)	No Institutional Goal associations identified, or no RIP or WIG association identified	All objectives are associated with at least one Institutional Goal AND at least one objective is associated to RIP or WIG	All objectives are associated with Institutional Goals that are appropriate and clearly align/relate to the respective objective	
Planning Priorities	No Planning Priority associations identified	All objectives are associated with at least one Planning Priority	All objectives are associated with appropriate and clearly aligned Planning Priorities that fully capture the relationship.	
Measures	Measures missing or do not address objective	Measure includes method, process, and/or source of data	Measure clearly states the data source and methodology used to determine if target is met	
Targets (Intended Results)	Target is missing or unrelated to the objective	Target clearly aligns to the related objective and is specific	Target clearly aligns to the related objective, specified AND justified	
Actual Results	Actual results are missing or do relate to the Objective/Target	All actual results are entered	Actual results entered with full analysis relating to trends, stakeholders, and/or impact	
Analysis	Analysis is missing or inadequately describes results/impact	Analysis accurately addresses results	Comprehensive analysis that describes the results and how results relate to future strategic initiatives	
Seeking Improvement	No evidence of seeking improvement	Evidence is provided and outdated objectives retired as appropriate	Evidence for seeking improvement is clearly provided and multiple strategies have been identified	

Assessment Units in SPOL

Each planning unit is connected to an assessment unit in SPOL, which takes a closer look at courses in a program and their student learning outcomes for each semester. The following set of figures (Figures 8.2.a.11-14) provides a representative sample of what was documented in SPOL for the representative sample used in the previous section for the OUAP. Using the same sample shows the connection between the planning unit objectives and the courses in the educational programs. The full report of all the objectives and outcomes is found in 8.2.a-14_AU_Samp. The samples include the 2023-2024 learning objectives and results from the following:

1. Associate of Sciences program in the Arts and Sciences Division
2. Business Management and Technology program in the Applied Science & Technology – MLK Division

3. Medical Laboratory Technician program in the Health Sciences Division
4. Aircraft Technician program in the Applied Science & Technology – SWC Division

Figure 8.2.a.11 provides a sample of the student learning objectives documented in the Associate of Sciences Assessment Unit report from SPOL for 2023-2024. In this example, the report provides the first program student learning outcome as problem solving with the set target that was determined by department leadership in conjunction with faculty and historical trend data. Next, a graphic summary of the results is shown followed by details of these results with descriptions of the measure and criteria used to assess this student learning outcome. The findings section indicates these results are not just from students enrolled in BIOL 2421, but all Science majors enrolled in courses with an N-count of 143 students.

Figure 8.2.a.11: Associate of Sciences 2023-2024 Student Learning Outcome Sample

1 - PSLO 1: Problem Solving

The Students of the AS program can choose and apply a formula to solve a problem.

Target: 70.00%	**Actual Result: 72.03%**	**Difference Score: +2.03%**

Planning Years	Start Date	End Date
2023-2024	09/01/2023	08/31/2024

Measure Results Summary

Results Detail

1 - PSLO 1 A&S Assessment Artifact

70% of the students on track to an AS degree will score “Proficient” or “Exemplary” on the A&S assessment artifact for PSLO 1: The students can choose and apply a formula or mechanism to solve a problem.

Target: 70.00%	Actual Result: 72.03%	Difference Score: +2.03%

1 - Rubric 1 PSLO 1

The AS program assessment artifact will be administered by select non-core courses of the AS program in the Spring semester. The assessment artifact contains course-specific questions in alignment to one or more of the program student learning

outcomes. Student responses are scored by AS program analyst and mastery is determined based on the following rubric.

Unsatisfactory	Marginal	Proficient	Exemplary
< 50%	(50-60%)	(60-80%)	(80-100%)
Student lacks the skills to demonstrate mastery of the learning objective.	Student applies partial knowledge of the learning objective. Demonstrates a need for more practice or guidance to master the learning objective.	Student adequately demonstrates the skills required for learning objective mastery.	Student consistently demonstrates learning objective mastery.

Target: 70.00%	Actual Result: 72.03%	Difference Score: +2.03%

Sample Size: 143	Met: 103.00	Not Met: 40.00	% Met: 72.03%

BIOL 2421 - Microbiology - Science Majors - 2024 Summer - 17333_202430_1

Date: 09/01/2024

Notes: Not Biol 2421, but all A&S courses.

Target Value: 70.00%	Actual Value: 72.03%	Difference Value: +2.03%

Sample Size : 143	Met : 103.00	Not Met : 40.00	% Met : 72.03%

Figure 8.2.a.12 provides a sample of the student learning objectives documented in the Business Management and Technology Assessment Unit report from SPOL for 2023-2024. In this example, the report highlights the program student learning outcome for utilizing business computer software with the set target that was determined by department leadership in conjunction with faculty and historical trend data. Next, a graphic summary of the results is shown followed by details of these results with descriptions of the measure and criteria used to assess this student learning outcome. The findings section indicates the target was not met because 8 students did not submit assignments. However, the 12 students who submitted the assignment did exceed the 70% target.

Figure 8.2.a.12: Business Management and Technology 2023-2024 Student Learning Outcome Sample

BMT 2 - Students will effectively utilize computer software associated with business content.

BMGT 1301: presentation and application of skill utilizing the latest technology.

Ref: Edward Tufte

Target: 70.00%	Actual Result: 60.00%	Difference Score: -10.00%

Planning Years	Start Date	End Date
2023-2024	09/01/2023	08/31/2024

Measure Results Summary

Results Detail

BMT2 - Effective communication utilizing proper technology.

Presentation demonstrating a necessary skills to convey an effective message.

Ref: Edward Tufte

Target: 70.00%	Actual Result: 60.00%	Difference Score: -10.00%

BMT 2 - Evaluation of presentation skills

Artifact related to objective/outcome.

Target: 70.00%	Actual Result: 60.00%	Difference Score: -10.00%

Sample Size: 20	Met: 12.00	Not Met: 8.00	% Met: 60.00%

BMGT 1301 - Supervision - 2023 Fall - 32716_202410_3

Date: 01/30/2024

Notes: There were 8 students who did not participate in the activity (nonsubmittal). The remaining 12 students achieved a 77.16% success rate.

Target Value: 70.00%	Actual Value: 60.00%	Difference Value: -10.00%
Sample Size : 20	Met : 12.00	Not Met : 8.00	% Met : 60.00%

Figure 8.2.a.13 provides a sample of the student learning objectives documented in the Medical Laboratory Technician Assessment Unit report from SPOL for 2023-2024. In this example, the report provides the program student learning outcome as employment rates for graduates within the medical laboratory field. Next, a graphic summary of the results is shown followed by details of these results with descriptions of the measure and criteria used to assess this student learning outcome. The findings section indicates the target was not met because 2 students did not seek employment due to life circumstances. However, the other 12 graduates were able to secure employment in their field.

Figure 8.2.a.13: Medical Laboratory Technician 2023-2024 Student Learning Outcome Sample

2473 - MLT Graduates Employment Rate

Summer 2023 MLT Graduates will be surveyed in February 2024 to see if employment has been found in the Laboratory field.

Target: 100.00%	**Actual Result: 86.00%**	**Difference Score: -14.00%**

Planning Years	Start Date	End Date
2023-2024	09/01/2023	08/31/2024

Measure Results Summary

Results Detail

1 - Six-Month Employment Rate

Summer 2023 MLT Graduates will be surveyed in February 2024 to see if employment has been found in the Laboratory field.

Target: 100.00%	Actual Result: 86.00%	Difference Score: -14.00%

1 - Six-Month Employment Rate		
Our goal is that 100% of our graduates are employed in the Laboratory field six months post graduation.		
Target: 100.00%	Actual Result: 86.00%	Difference Score: -14.00%

Date: 05/08/2024		
Notes: Of the 14 students in the cohort, 2 chose not to work due to anticipated moves.		
Target Value: 100.00%	Actual Value: 86.00%	Difference Value: -14.00%

Figure 8.2.a.14 provides a sample of the student learning objectives documented in the Aircraft Technician Assessment Unit report from SPOL for 2023-2024. In this example, the report provides the program student learning outcome as students earning the Airframe Certificate. Next, a graphic summary of the results is shown followed by details of these results with descriptions of the measure and criteria used to assess this student learning outcome. The findings section indicates the target was met for this outcome.

Figure 8.2.a.14: Aircraft Technician 2023-2024 Student Learning Outcome Sample

AT2- - Airframe Certificate Completions		
By the time students complete the Airframe program a percentage 75% will have their FAA Airframe rating.		
Target: 75.00%	**Actual Result: 80.00%**	**Difference Score: +5.00%**

Planning Years	Start Date	End Date
2023-2024	09/01/2023	08/31/2024
2024-2025 - (Current)	09/01/2024	08/31/2025

Measure Results Summary

Results Detail

AT2 - Airframe Certificate Completions		
Student will self-report completion.		
Target: 75.00%	Actual Result: 80.00%	Difference Score: +5.00%

AT2 - Airframe Certificate Completions		
Will document successful completion of Airframe License		
Target: 75.00%	Actual Result: 80.00%	Difference Score: +5.00%

Date: 08/21/2024		
Notes: Target was met		
Target Value: 75.00%	Actual Value: 80.00%	Difference Value: +5.00%

The assessment units in SPOL allow each program to monitor progress on student learning outcomes along with how the course work aligns with these outcomes. The reports generated by the system allow program leadership to quickly analyze student achievement within their areas.

Instructional Unit Reviews

In addition to the yearly previews through SPOL and OUAP reports, every three years each academic program undergoes an Instructional Unit Review (IUR). These reviews are led by faculty and provide input to instructional units to ensure they align with the College's mission, and goals, and utilize assessment findings for effective planning. Since these reviews are not annual, only two of the programs, Business Management and Medical Laboratory Technician, from the representative sample are included in this report as these are the most recently available reports.

Table 8.2.a.2 and Figure 8.2.a.15 highlight the assessment of the student learning objectives and action plan portion of the 2023-2024 IUR report for the Business Management and Technology program. This report reviews the program for the academic years 2022-2023, 2021-2022, and 2020-2021. The full report is available at 8.2.a-15_BMT2023-2024IUR.

Table 8.2.a.2: Business Management and Technology IUR Learning Objectives Results

	3 Years Prior	2 Years Prior	1 Year prior
PSLO 1:	Program graduates will effectively utilize computer software associated with business content.	Small Business Management 2309 course Final Exam: The final exam covers chapters 9 to chapter 16 content, and is a 50-question multiple choice and True/False exam.	Program graduates will effectively utilize computer software associated with business content.
Target	72.50%	70.00%	70.00%
Target Met?	Yes (Actual Result 77.52%)	Yes (Actual Result 95.24%)	Yes (Actual Result 95.83%)
PSLO 2:	Students will gain Mastery in COSC 1301 by exhibiting a 70% or higher in COSC 1301 presentations	Students will demonstrate the application of their skill set in a real-world environment.	Students will demonstrate the application of their skillsets.

Figure 8.2.a.15: Business Management and Technology IUR Action Plan

Table 8.2.a.3 and Figure 8.2.a.16 highlight the assessment of the student learning objectives and the action plan portion of the 2022-2023 IUR report for the Medical Laboratory Technician program. This report reviews the program for academic years 2021-2022, 2020-2021, and 2019-2020. The full report is available at 8.2.a.16_MLAB2022-2023IUR.

Table 8.2.a.2: Medical Laboratory Technician IUR Learning Objectives Results

	3 Years Prior	2 Years Prior	1 Year prior
PSLO 1:	N/A	Graduates of the program will be able to meet the needs of the laboratory community by completing program academic and clinical requirements.	Graduates of the program will be able to meet the needs of the laboratory community by completing program academic and clinical requirements.
Target	N/A	100%	100%
Target Met?	N/A	Met	Met
PSLO 2:	N/A	Students who complete the program will be able to perform basic operation of the Hematology and Coagulation analyzer	Students who complete the program will be able to perform basic operation of the Hematology and Coagulation analyzer
Target	N/A	100%	100%
Target Met?	N/A	Met	Met

Figure 8.2.a.16: Medical Laboratory Technician IUR Action Plan

The assessment and action plan portions of the IURs are an example of educational programs analyzing a three-year cycle of assessment data to ensure student learning outcomes align with institutional and workforce expectations. The two sample action plans demonstrate faculty evaluating Program Student Learning Outcomes (PSLOs) to make any needed adjustments based on the assessment data.

Dual Credit

As of 2024, St. Philip's College has 47 dual credit locations, which has been reduced from a 2021 high of 65 area high schools. The reason for the reduction in schools is shifting enrollments in major school districts and the move of Comal County schools to a sister college closer to Comal ISD.

Faculty teaching at dual credit sites are full-time employees of their local school districts and part-time St. Philip's College faculty. The hiring and onboarding process for St. Philip's College dual credit faculty follows the same procedures outlined in the St. Philip's College Faculty Credentialing Handbook (8.2.a-17_FacultyCredsHandb). Dual credit faculty must meet the

same level of education and experience required of any part-time faculty member teaching in academic transfer or career and technical education (CTE) course areas.

Part-time faculty may be employed only at St. Philip's College or in tandem with another institution. Dual credit/early college high school faculty may be either part-time or full-time faculty with St. Philip's College or may be hired as adjunct faculty at St. Philip's College for dual credit instruction at the area high schools. Full-time faculty are assigned to teach at St. Philip's College. In all instances, during the hiring process, the Vice President for Academic Success maintains a credential file and verifies the faculty member's qualifications.

Some St. Philip's College full-time and part-time faculty teach online and dual credit courses, depending on the need. For example, Highlands High School's Information Technology courses were taught online in Fall 2021 using part-time BIS faculty. In 2019–2020, a full-time temporary faculty member in English taught at St. Philip's Early College High School for the academic year to assist when a dual credit faculty member became ill and could not teach.

Faculty Responsibilities and Assessment

The faculty job description defines the primary responsibilities of all faculty members, whether full-time or part-time, on the St. Philip's College campuses or at off-site locations to ensure instructional integrity (8.2.a-18_FacJobDesc).

Full-time faculty are required to work 40 hours per week in direct and indirect instructional activities with a teaching load of 15 semester hours each term. Overloads are possible and are defined for full-time faculty as teaching more than 15 semester hours each term. Part-time faculty, including dual credit faculty, are not permitted to have a teaching load of more than 11.99 semester hours each term.

Full-time faculty members are expected to contribute to the assessment and curricular improvements of their programs through instructional management, which may include curriculum development, assisting program coordinators or department chairs with course or programmatic assessment, and/or completing training, licensure, or certifications required in specific programs or disciplines. Part-time faculty, including OCIS faculty, may join in discussions about course or programmatic concerns, and part-time faculty, including OCIS faculty, may take part in a faculty certification process in conjunction with the other two-year colleges in San Antonio (8.2.a-19_AdjFacJobDesc).

Institutional Planning, Research, and Effectiveness Support for Assessment

The St. Philip's College Institutional Planning, Research, and Effectiveness (IPRE) Office provides, as a continued process, a range of support for academic and career and technical education programs' assessment efforts. The IPRE office provides the foundation for a culture of assessment on the St. Philip's College campuses and all OCIS locations. Evidence of these foundational activities are the annual assessment of academic programs, Assessment Day report-outs, Operational Unit Assessment Plan (OUAP) report-outs, Data Points newsletters, Assessment Quarterly newsletters, and Professional Development Week sessions with assessment-focused speakers, such as Dr. Beth Wuest from Texas State University (8.2.a-20_ExRptsProfDev).

The Coordinator of Measurement and Evaluation in the IPRE office works with all faculty and staff, both on the College campuses and at St. Philip's College off-site locations, to provide research data for presenting the best institutional practices in assessment and to coordinate all assessment activities related to the use of the Strategic Planning On-Line (SPOL) software. As noted under Principle 7.1, Principle 7.3, and Principle 8.1, SPOL is the College repository for PSLO information.

Conclusion

St. Philip's College has an established process for identifying expected student learning outcomes for educational programs with input from faculty, leadership, and external requirements. These learning outcomes are assessed for each educational program through Operational Unit and Assessment Planning (OUAP) reports annually along with SPOL Assessment Units. In addition, the Instructional Unit Reviews (IURs) provide another opportunity to evaluate the program's assessment across a three-year cycle. Action plans result from the data shared during OUAP report-outs and IURs to ensure programs are seeking improvement for student learning outcomes based on the results of the assessments.

Evidentiary Documents

8.2.a-1_AssmtPrsn.pdf
8.2.a-2_PBA.pdf
8.2.a-3_PTAdvCom.pdf
8.2.a-4_OTAdvCom.pdf
8.2.a-5_ECFSAdvCom.pdf
8.2.a-6_PlumbAdvCom.pdf
8.2.a-7_HVACAdvCom.pdf
8.2.a-8_PSTR1206_CakeDecor.pdf
8.2.a-9_THCA_Curric.pdf
8.2.a-10_OUAP_Temp.pdf
8.2.a-11_HSWIG.pdf
8.2.a-12_PU_Samp.pdf
8.2.a-13_23-24OUAP_Fdbk.pdf
8.2.a-15_BMT_23-24IUR.pdf
8.2.a-16_MLAB_22-23IUR.pdf
8.2.a-17_FacultyCredsHandb.pdf
8.2.a-18_FacJobDesc.pdf
8.2.a-19_AdjFacJobDesc.pdf
8.2.a-20_ExRptsProfDev.pdf

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

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 8.2.b, student outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Identification of General Education Student Learning Outcomes

St. Philip's College identifies collegiate-level general education outcomes for its degree programs, all of which are at the undergraduate level. In 2014, the Texas Higher Education Coordinating Board (THECB) implemented a redesigned Texas General Education Core Curriculum, which defines collegiate-level general education requirements for all public institutions of higher education in the State of Texas. The redesign included six updated student learning outcomes for the Core Curriculum, which the state refers to as the Core Curriculum Core Objectives. These six general education competencies are outlined in The Texas Core Curriculum from the Texas Higher Education Coordinating Board:

1. **Critical Thinking:** to include creative thinking, innovation, inquiry and analysis, and evaluation and synthesis of information;
2. **Communication:** to include effective development, interpretation and expression of ideas through written, oral, and visual communication;
3. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
4. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
5. **Personal Responsibility:** to include the ability to connect choices, actions, and consequences to ethical decision-making; and
6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

The Core Objectives are the general education learning outcomes assigned to all undergraduate degree programs offered by St. Philip's College. All six outcomes are assigned to the Associate of Arts (AA), the Associate of Science (AS), and the Associate of Arts in Teaching (AAT) degrees and addressed through the College's 42-semester credit hour (SCH) Core Curriculum. The Associate of Applied Science (AAS) degree requires a minimum of 15 SCH of general education credits, as required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines. These general education courses address all six Core Objectives. The general education credit hour requirement for the AAS is

outlined in the THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE) as follows:

> To meet SACSCOC guidelines, each applied associate degree must have a minimum of 15 semester hours of general education courses. Courses must be selected from the following areas and must include at least 3 SCH in each area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics.

Tables 8.2.b.1-2 map the Texas Core Curriculum component areas to these SACSCOC categories. Generally, courses should be selected from the institution's Core Curriculum, though each institution should work with its SACSCOC representative concerning courses that meet the requirements (8.2.b-1_CC_SLOs). The Core Curriculum design and its integration into all undergraduate degree programs at St. Philip's College provides consistency for the College in its approach to assessment of and improvements for general education competencies across all programs and disciplines. There are two rotating cycles for assessment in the general education courses across these seven foundational areas.

Table 8.2.b.1: St. Philip's College Degree Programs and Their General Education Competencies for Cycle I

Cycle I Core Competency Student Learning Outcomes **2-Year Assessment Cycle by Foundational Component Area**			
Foundational Component Area	**Critical Thinking**	**Communication**	**Personal Responsibility**
Communication	X	X	X
Mathematics	X	X	
Life and Physical Sciences	X	X	
Language, Philosophy, and Culture	X	X	X
Creative Arts	X	X	
American History	X	X	X
Government/Political Science	X	X	X
Social and Behavioral Sciences	X	X	

FCA based on the THECB Core Course Assessment Matrix

Table 8.2.b.2: St. Philip's College Degree Programs and Their General Education Competencies for Cycle II

Cycle II Core Competency Student Learning Outcomes 2-Year Assessment Cycle by Foundational Component Area				
Foundational Component Area	**Empirical & Quantitative Reasoning**	**Teamwork**	**Social Responsibility**	**Personal Responsibility**
Communication		X		X
Mathematics	X			
Life and Physical Sciences	X	X		
Language, Philosophy, and Culture			X	X
Creative Arts		X	X	
American History			X	X
Government/Political Science			X	X
Social and Behavioral Sciences	X		X	

FCA based on the THECB Core Course Assessment Matrix

The six learning outcomes for general education are also identified as the College's Institutional Student Learning Outcomes (ISLOs), which serve to integrate these competencies across all units of the College.

Assessment of Institutional Student Learning Outcomes

St. Philip's College regularly assesses the extent to which students achieve the general education competencies or ISLOs. Elements of the current assessment processes were initiated in Fall 2014 and have been evolving and improving since then. To date, each of the six competencies has been assessed six times. The assessment plan is comprised of direct and indirect assessment methods.

The Roles and Responsibilities of Assessment are shared by faculty, staff, and academic administrators. The Coordinator of Measurement and Evaluation is a full-time staff member responsible for coordinating the assessment processes. The College's faculty play a central role in the assessment of general education outcomes. The Vice President of Academic Success, the Academic Deans, and the Department Chairs are all key players in assessing the competencies. During each assessment cycle, data collected from the direct and indirect assessments are analyzed, and the outcomes of this analysis are used to identify areas for

student learning improvement. Additionally, each year the assessment processes are evaluated, and areas of improvement are identified.

Associate of Arts, Associate of Arts in Teaching, and Associate of Science: Institutional Student Learning Outcomes

General education core competencies as prescribed by the Texas Higher Education Coordinating Board (THECB), adopted by St. Philip's College, and incorporated into Institutional Student Learning Outcomes (ISLOs), are assessed through the annual calibration and assessment process, a cyclical 2-year process that addresses all Core Competencies. While meeting the state requirements, these Core Competencies serve as the foundation for the Associate of Arts (AA), Associate of Arts in Teaching (AAT), and Associate of Science (AS) Program Student Learning Outcomes. Effective Fall 2014, and still in effect in Fall 2024, the Texas Higher Education Coordinating Board promoted the following core objectives and competencies:

A. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry and analysis, and evaluation and synthesis of information;
B. **Communication Skills:** to include effective development, interpretation, and expression of ideas through written, oral, and visual communication;
C. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
D. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
E. **Personal Responsibility:** to include the ability to connect choices, actions, and consequences to ethical decision-making; and
F. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

At St. Philip's College, Cycle I Core Competencies include Critical Thinking (CT), Communication (C), and Personal Responsibility (PR). Cycle II Core Competencies include Empirical and Quantitative Skills (EQS), Teamwork (T), Social Responsibility (SR), and Personal Responsibility (PR). Cycle I and II has included Personal Responsibilities because this core competency was connected to the previous Quality Enhancement Plan for the College. Figures 8.2.b.1-6 show the different rubrics used to score the artifacts associated with each core competency. These rubrics can also be located in 8.2.b-2_AssessmentRubrics.

Cycle I Core Competency Rubrics

Figure 8.2.b.1: Critical Thinking Rubric

Critical Thinking Competency: St. Philip's College students will use inquiry and analysis, evaluation and synthesis of information and innovation and creative thinking.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Inquiry and Analysis – Students pose vital questions and identify problems, formulating them clearly and precisely.	Student clearly and precisely states the purpose of the inquiry; poses two or more relevant questions pertaining to the inquiry's purpose; clearly and logically states questions and problems.	Student states the purpose of the inquiry; poses one or more relevant questions pertaining to the inquiry's purpose; clearly and logically states questions and problems.	Student does not identify the purpose of the inquiry; poses questions that are not relevant to the purpose or does not state questions and problems clearly and logically.
Outcome 2 Evaluation and Synthesis – Students consider alternative viewpoints, recognize and assess assumptions, and identify possible consequences. Students will develop well-reasoned conclusions and solutions.	Student identifies three or more alternative viewpoints. Student identifies and assesses assumptions related to the viewpoints. Student identifies logical, significant potential implications and consequences of each viewpoint. Student clearly expresses well-reasoned conclusions and solutions.	Student identifies two alternative viewpoints. Student identifies and assesses assumptions related to the viewpoints. Student identifies some logical implications and consequences for each viewpoint. Student expresses well-reasoned conclusions and solutions.	Student does not recognize more than one alternative viewpoint. Student does not recognize assumptions associated with a viewpoint. Student does not identify implications or consequences. Student expresses an illogical conclusion or solution.
Outcome 3 Creative Thinking and Innovation – Students apply creative ideas or approaches to achieve solutions or complete projects.	Student creates an original personal idea, question, format, or product. Student incorporates original ideas or approaches in the assignment.	Student creates a personal idea, question, format, or product following a similar example. Student incorporates ideas or approaches similar to an example in the assignment.	Student fails to create an idea, question, format, or product. Student makes no attempt to personalize an idea or approach following an example.

Figure 8.2.b.2: Communication Rubric

Communication Competency: St. Philip's College students will develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Content and Purpose – The student uses relevant content that conveys understanding.	Content is well developed in the communication, effectively supported, and appropriate for the audience and purpose of the assignment.	Content is adequately expressed, appropriate, and relevant through most of the communication for the audience requirements and the purpose of the assignment.	Content is poorly developed for the purpose or inappropriate for the audience.
Outcome 2 Organization – The student uses disciplinary conventions for organizing and presenting content.	The communication consistently uses important conventions particular to a specific discipline including organization, presentation, and stylistic choices. The communication is clearly organized around a central theme.	The communication generally follows expectations appropriate to the discipline for basic organization and presentation. The communication demonstrates some grasp of organization with a discernible theme and supporting details.	The communication does not follow expectations appropriate to the discipline for basic organization and presentation. The communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
Outcome 3 Tools – The student uses communication tools appropriately and skillfully for academic and professional contexts.	**Written:** Uses language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free. Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation.	**Written:** Uses language that generally conveys meaning to readers with clarity although writing may contain some minor errors. Some sentence variety. Adequate word usage, spelling, grammar and punctuation.	**Written:** Uses language that impedes meaning because of errors in usage. Writing lacks sentence variety. Significant deficiencies in word usage, spelling, grammar, or punctuation.

Continues to next page

	SKILLFUL	EMERGING	NOT DEMONSTRATED
	Oral: Excellent eye contact that makes connection to audience members. Displays enthusiasm for topic demonstrated throughout speech. All words are pronounced correctly. All words are articulated clearly (no mumbling). No reliance on lectern. Polished language usage, few to no fillers – um, uh, like, of, you know, no slang, no double negatives. Gestures utilized throughout the speech to show enthusiasm, emphasize points, and keep audience attention. Fluid speaking rate. Variety in volume but always easy to hear. **Visual:** Displays high quality techniques in drawings, graphics, photos, designs, video, etc. Employs appropriate contrasts (e.g., color, fonts, and sizes) exceptionally well. Excellent alignment of graphic elements and space. Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging, and effective presentation that shows proper use of technology to effectively communicate an idea.	**Oral:** Frequent eye contact with some connection to the audience. Displays enthusiasm for topic demonstrated at various points in the speech. Most words pronounced correctly and articulated clearly (some mumbling). Limited reliance on lectern. Proficient language usage, limited number of fillers - um, uh, like, of, you know, no slang, no double negatives. Gestures used at various points in the speech to show enthusiasm, emphasize points, and keep audience attention. Speaking rate is generally fluid and volume is adequate. **Visual:** Displays acceptable but not outstanding techniques in drawings, graphics, photos, designed, video, etc. Adequate employment of appropriate contrasts (e.g., color, fonts, and sizes). Good alignment of graphic elements and space. Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea.	**Oral:** Little or no eye contact. Displays little to no enthusiasm for topic. Words incorrectly pronounced. Most words indistinct due to poor articulation. Heavy reliance on lectern. Poor use of language, frequent use of fillers - um, uh, like, of, you know, no slang, no double negatives. Few to no gestures. Choppy speaking rate and low to inaudible volume. **Visual:** Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc. Employs inappropriate contrasts (e.g., color, fonts, and sizes). Poor alignment of graphic elements and space. Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.

Figure 8.2.b.3: Personal Responsibility Rubric

Personal Responsibility Competency: St. Philip's College students will connect choices, actions and consequences to ethical decision-making.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Ethical issues – Students recognize ethical issues in the social context of problems.	Student recognizes an ethical issue and clearly explains it.	Student demonstrates a partial understanding of the ethical issue.	Student does not clearly explain or understand the basic ethical issue.
Outcome 2 Perspectives – Students analyze alternative ethical perspectives and predict the consequences related to the situation.	Student identifies three or more perspectives to an ethical dilemma and specifies consequences in the application of each of the three perspectives.	Student identifies two perspectives to an ethical dilemma and specifies consequences in the application of each of the two perspectives.	Student does not identify two perspectives or specify their outcomes.
Outcome 3 Values – Students assess their own ethical values and identify the origin of their values.	Student explains his or her own ethical values AND identifies the origin of his or her values.	Student explains his or her own ethical values OR identifies the origin of his or her values.	Student does not explain their own ethical values or identify the origin of his or her values.

Cycle II Core Competency Rubrics

Figure 8.2.b.4: Empirical and Quantitative Skills Rubric

Empirical and Quantitative Competency: St. Philip's College students will manipulate and analyze numerical data or observable facts resulting in informed conclusions.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Identify and Collect Data – Clearly identifies what kind of information and what kind of analysis is required. All necessary information is organized logically.	The purpose, components, and variables of the investigation/ project are clearly identified.	The purpose, components, and variables of the investigation/ project are partially identified.	The purpose, components, and variables of the investigation/ project are not identified.
Outcome 2 Manipulation of Data – Presents logical, consistent, and accurate manipulation of data.	Performs accurate and insightful manipulation of data, with no errors.	Performs adequate manipulation of data, with minor errors.	Performs inadequate manipulation of data, with major errors.
Outcome 3 Analyze data and draw informed conclusions – The extent to which the analysis is applied to address the problem.	Reaches adequate conclusions that are logical and supported by the data.	Reaches conclusions that are poorly supported by the data or contain minor logical flaws.	Reaches ambiguous or illogical conclusions that are largely unsupported by the data.

Figure 8.2.b.5: Teamwork Rubric

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

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Contribution – The degree to which each student provided materials or skills that are integral to the group's ability to complete the given assignment.	Contributes quality work/ideas that meet all the group assignment requirements and effectively shows a willingness to assist others.	Contributes work/ideas that meet some of the group assignment requirements or does not show a willingness to assist others.	Contributes work/ideas that are of lower quality than what was expected, fails to meet the group assignment requirements, or needs constant prodding to complete individual tasks.
Outcome 2 Cooperation – The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.	Exhibits a positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others.	Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas.	Does not cooperate with other team members; exhibits negative attitude toward project, assigned tasks, or team members or does not effectively participate in sharing information. Causes problems within the team environment.
Outcome 3 Self-Management – The manner in which a group member conducts his/her personal business.	Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects and generally focusing on all assigned tasks.	Demonstrates a fair work ethic by meeting all final deadlines, prioritizing personal projects enough to meet the final deadline and having enough focus to not distract other group members from the task at hand.	Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, or possesses a lack of focus that is distracting to others.

Figure 8.2.b.6: Social Responsibility Rubric

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

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Intercultural - Student will analyze a specific societal issue from different cultural perspectives.	Clearly analyzes the societal issue from three or more cultural perspectives.	Clearly analyzes the societal issue from two cultural perspectives.	Does not analyze the societal issue from more than one cultural perspective.
Outcome 2 Civic Knowledge - Student will identify his or her civic responsibility and the possible impact of these actions in relation to this societal issue.	Clearly identifies student civic responsibility and clearly assesses the effects of the civic responsibility on the issue at the regional, national, or global level.	Clearly identifies student civic responsibility or clearly assesses the effects of the civic responsibility on the issue at the regional, national, or global level.	Does not identify student civic responsibility and does not clearly assess the effects of the civic responsibility on the issue at the regional, national, or global level.
Outcome 3 Communities- Student will propose ways to engage with regional, national, and global communities to address the societal issue.	Student clearly proposes three or more ways to engage with regional, national, and global communities to address the societal issue.	Student clearly proposes two ways to engage with regional, national, and global communities to address the societal issue.	Student does not propose more than one way to engage with regional, national, and global communities to address the societal issue.

Assessment for AA, AAT, and AS programs is performed by departmental faculty with support from the department chairs; Dean for Academic Success, Arts & Sciences; and Vice President for Academic Success. In 2021-2022, Assessment Day activities involved 43 faculty assessors and department chairs from all five Arts and Sciences departments; that number increased to 59

faculty assessors and department chairs for 2022-2023. In 2023-2024, there were 58 faculty assessors. Table 8.2.b.3 shows the 2023-2024 Faculty Assessors by Department.

Table 8.2.b.3: 2023-2024 Faculty Assessors by Department

Department	Assessor Name
Social and Behavioral Sciences	Bass-Wright, Shirley
	Carlisle, Kimberly
	Dinsmore, Cynthia
	Feldmeier, Marie, Ph.D.
	Hardy, Jamie
	Hamilton, Allen
	Hill, Andrew
	James, John
	Johnson-Dixon, Monique
	Kisel, David
	Konkright, Kelsey
	Nawrocik, Jack
	Nanivazo, Joelle, Ph.D.
	Richardson, Margaret
	Robles, Denise
	Rolland-Adkins, Kelli
	Snavely, Sandra
	Thomas, Jonathan
	Young, Irene
Fine Arts & Kinesiology	Joshua Frilling
	Nichole Geary
	David Torres
	Rachael Taylor-Robinson
Natural Sciences	Elizabeth Guevara
	Mary Kelaita
	Basu Panthi

	Rankiri Karunasiri
	Srinivasa Reddy
	Krista Aguero
	Ron Viola
	Stacie Koonhow
Engineering and Mathematics	Albert Guerra
	Jack Gonzalez
	Jessica Lopez
	Karrar Alshaikhli
	Jose Barrera
	Miguel Aguilar
	Justin Hill
Communications and Learning	Jenny Gray
	Marissa Ramirez
	Ed O'Casey
	San Juan San Miguel
	Stephanie Gibson
	Lauri Humberson
	Ken Poff
	Dr. Jen Osborne
	Diane Hester
	Cameron Aniol
	Raymond Elliott
	Dr. JoAnn Martinez
	Dr. Karen Cunningham
	Ty Williams
	Dr. Meagan Sovine
	Spencer Galvan
	Dr. Jude Manzo
	Dr. Jeanette Passty

	Jamie Miranda
	Diane Escamilla

Beginning in 2023, Institutional Planning, Research, and Effectiveness (IPRE) requested that faculty of courses selected for assessment use Canvas, St. Philip's College's Learning Management System, to submit student artifacts by linking their assignments to iRubric, the software used by assessors to view, score, and record scores for all student artifacts (8.2.b-3_SPCiRubricTrainingHandout).

For each cycle, student artifacts are collected and submitted in the Fall semesters. Courses selected for assessment are chosen at random, and faculty submit the student artifacts. Students enrolled in general education core courses across all modalities, face-to-face, online, and hybrid, produce artifacts of student assignments. Dual credit students in on-campus and off-campus instructional sites also participate and produce artifacts.

In Spring semesters, assessment teams comprised of faculty and staff from educational units attend Calibration Training and Assessment Day. Calibration Training has shifted from face-to-face training to remote training through Zoom. Similarly, assessment teams participate in Assessment Day either online or in person, whichever method the assessment teams prefer. Both online and in-person attendees listen to the presenters, participate in practice assessments, and engage in questions or discussions. The flexibility in allowing an online option has helped teams streamline their assessment process. Assessors continue to assess artifacts independently and then meet through Zoom or in person to determine consensus. The results of the assessors are recorded in iRubric.

The faculty develops the assignments for ISLO assessment within the Arts and Sciences departments. Some departments opt to use a single assignment for all courses offered in the department (Engineering and Mathematics and Natural Sciences). Others choose to employ multiple assignments to address different course disciplines within the department (Fine Arts and Kinesiology and Social and Behavioral Sciences), and one has created an assignment template used by all disciplines within the department (Communications and Learning) while allowing faculty to select varying case studies, videos, literary works, speeches, and similar materials containing an ethical dilemma.

Department chairs select their faculty assessors. Departments often deploy the same assessors yearly, but those faculty who rotate out of the assessment teams are replaced. Some departments involve all faculty and staff in assessment teams, which allows the assessors to learn more about the assessment process, what produces a good artifact, and how assignments can be improved.

The assessment process is conducted by a pair of assessors for each course to ensure consensus. New assessors are paired with experienced assessors, and all team members are invited to participate in Calibration Training (8.2.b-4_SPCCalibrationTraining). This training session walks the assessors through reviewing and scoring sample artifacts in the software platform used to record results (iRubric). On past Assessment Days, assessment teams

reviewed artifacts in person while sitting next to each other to determine their consensus scores, which one assessor then entered into iRubric.

The assessment process has changed to some extent since 2018 and the last reaffirmation review. In 2023-2024, assessment teams could begin reviewing student artifacts immediately after attending the remote Calibration Training. Since assessors could access student artifacts in iRubric, they could start their scoring individually with online support from IPRE if needed. Assessors now may score together in person as traditionally performed or separately, communicating via Zoom. Regardless of the chosen location and method, each pair reviews all student artifacts for the courses they are assigned. Each assessor within the pair individually scores the artifacts on scoresheets. That process, too, has evolved. Now, each assessor enters individual scores in iRubric. Then, they compare answers and discuss any discrepancies, after which a final score for each student artifact is determined and entered in iRubric.

Each student artifact is prescribed a learning outcome proficiency from the following levels: skillful, emerging, or not demonstrated. In 2023-2024, IPRE added two new outcomes based on changes in the process of artifact collection toward greater accuracy in results: not assessable and assignment not submitted. To balance objectivity with subject matter expertise, faculty assessors do not assess student artifacts from their courses but assess student artifacts from other courses within their assigned departments.

Due to staff changes, the course random sampling process was altered in the 2019–2020 cycle and subsequently refined for inclusivity based on faculty feedback. St. Philip's College courses aligned to the THECB Core Curriculum by subject/rubric and split by the instructional method are selected through row sampling stratified by rubric. Figure 8.2.b.7 shows a sample of this list from THECB (8.2.b-5 THECBCoreCourses).

Figure 8.2.b.7: THECB Core Curriculum Sample

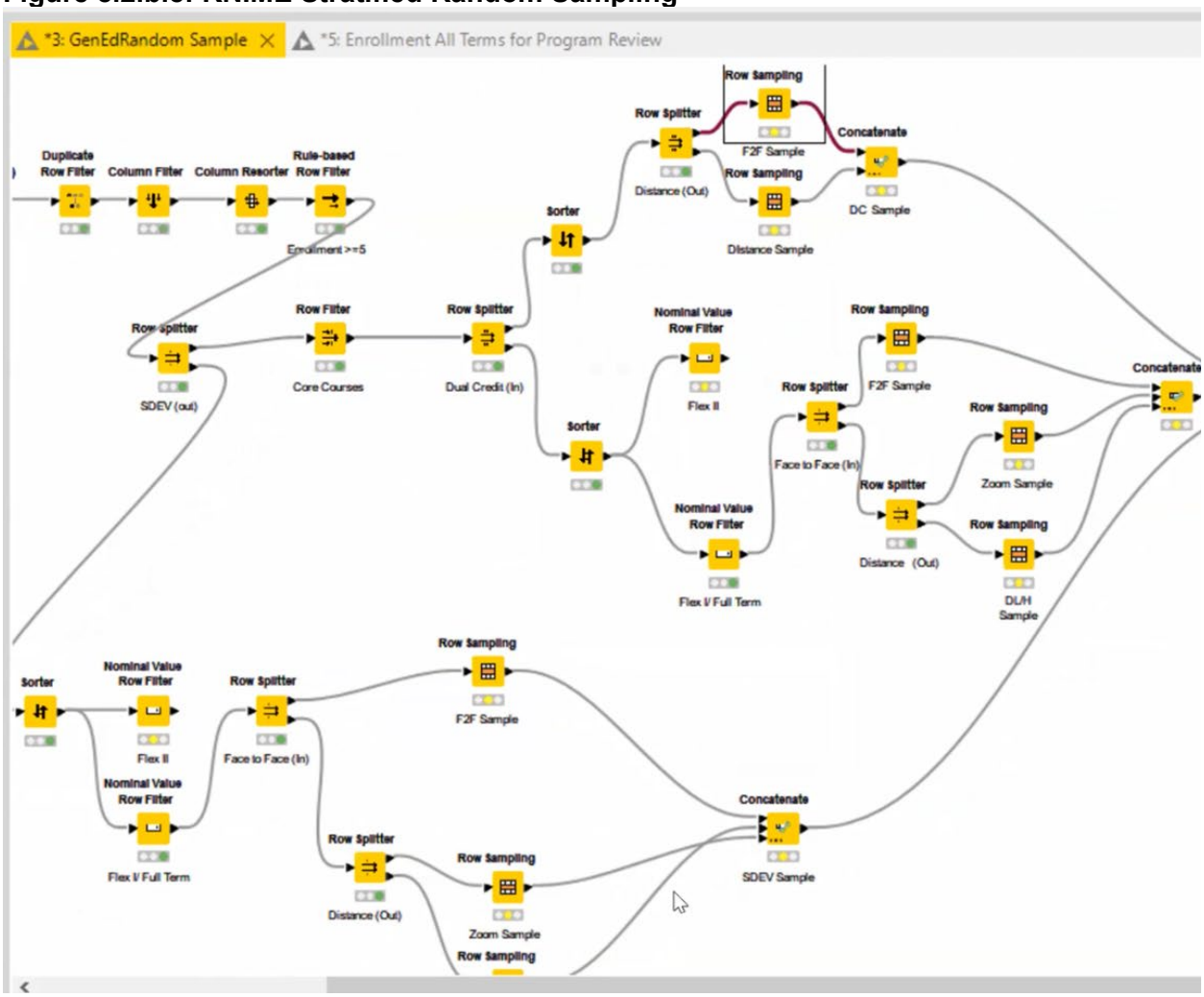
Core Curricula by Institution

For: 2023

Category	Rubric	Course No.	TCCNS Rubric	TCCNS Course No.	Title
003607 - Alamo Colleges District					
010 - Communication - 6 SCH					
Overflow hours are: Overflow Hours are Not Declared.					
010	ENGL	1301			Composition I
010	ENGL	1302			Composition II
010	ENGL	2311			Technical & Business Writing (single-semester course)
020 - Mathematics - 3 SCH					
Counted in Degree Program					
020	MATH	1314			College Algebra (3 SCH version)
020	MATH	1324			Mathematics for Business & Social Sciences
020	MATH	1332			Contemporary Mathematics (Quantitative Reasoning)
020	MATH	1342			Elementary Statistical Methods (3 SCH version, freshman level)
020	MATH	1414			College Algebra (4 SCH version)
020	MATH	1442			Elementary Statistical Methods (4 SCH version, freshman level)
020	MATH	2412			Pre-Calculus Math (4 SCH version)
020	MATH	2413			Calculus I (4 SCH version)
030 - Life and Physical Sciences - 6 SCH					
Counted in Degree Program					
030	ANTH	2301			Physical Anthropology (lecture)
030	ASTR	1303			Stars and Galaxies (lecture)
030	ASTR	1304			Solar System (lecture)
030	BIOL	1308			Biology for Non-Science Majors I (lecture)
030	BIOL	1309			Biology for Non-Science Majors II (lecture)
030	BIOL	1322			Nutrition & Diet Therapy
030	BIOL	1323			Nutrition & Diet Therapy II
030	BIOL	1406			Biology for Science Majors I (lecture + lab)
030	BIOL	1407			Biology for Science Majors II (lecture + lab)
030	BIOL	1408			Biology for Non-Science Majors I (lecture + lab)

Using the KNIME software, the core courses in the Fall semester undergo a random stratified sampling process. The following strata are identified in the active Fall courses to ensure representation in the final random sample generated from KNIME: student development courses, dual credit courses, and the different instructional methods. Figure 8.2.b.8 shows this process used to create the sampling of 10 percent of the Core Curriculum courses taught in the Fall. The final course sampling results for the Fall 2023 Flex I and Flex II courses can be found in 8.2.b-6_RandomSampleCourses2023-2024.

Figure 8.2.b.8: KNIME Stratified Random Sampling



Faculty participation and feedback are integral aspects of the assessment process. Once the Assessment Cycle begins, faculty whose courses are randomly selected must complete the electronic Accountability Forms (8.2.b-7_AssessmentDayAccountability) as a first step to acknowledge their commitment to administering an assessment. After acknowledging their commitment to administering an assessment, the selected faculty ensure students submit their assignments in Canvas and then connect the Canvas assignment with iRubric, the system used to conduct assessments.

Assessment is conducted by the faculty teaching in the division of Arts and Sciences. Faculty serve as assessors, and their participation helps improve the curriculum process by allowing faculty to see examples of skillful and emerging student artifacts, which helps faculty continually refine assignments within their departments. After Assessment Day, those faculty whose courses are assessed complete a process called SLO Closing the Loop: Student Learning Outcomes Faculty Feedback and Action Plans.

The SLO Closing the Loop activity provides the faculty with a mechanism to offer feedback focused on maintaining or improving results. Even if their students' artifacts scored 70% skillful

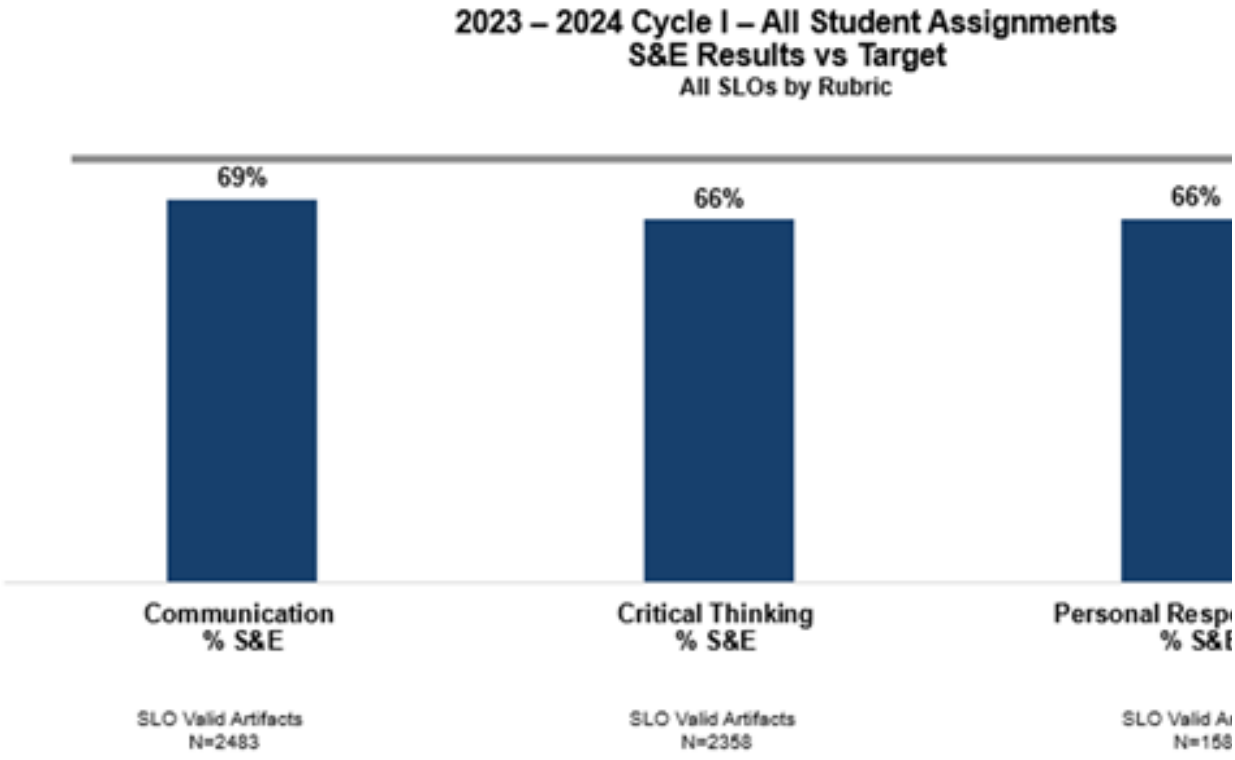
and emerging, faculty provide feedback on the process and can suggest ways to amend the assessment process. Discipline leads then receive the faculty's Action Plans and develop additional suggestions for improvement based on feedback offered during SLO Closing the Loop activities. Department chairs also receive all results and Action Plans.

The Annual Assessment Showcase provides the opportunity to present and discuss among peers the assessment results analyzed longitudinally, departmentally, and divisionally by instructional methods during a typical cycle. The Assessment Showcase provides an opportunity for academic departments to collaborate by presenting assessment results and gaining immediate feedback, which evidences continuous improvement.

Cycle I Assessment Results

Figures 8.2.b.9-15 highlight the 2023-2024 overall results. The full showcase and report are available in 8.2.b-8_2023-2024AssessmentShowcase and 8.2.b-9-SPCAssessmentReport2023-2024. Figure 8.2.b.9 shows that none of the overall results reached the 70% target for Communication, Critical Thinking, and Personal Responsibility.

Figure 8.2.b.9: 2023-2024 Cycle I Institutional Student Learning Outcome Results



Further breaking down these results, Figure 8.2.6.10 shows the results of each outcome that is part of the communication rubric. The three outcomes for the communication competency are as follows:

1. **Content and Purpose:** The student uses relevant content that conveys understanding.
2. **Organization:** The student uses disciplinary conventions for organizing and presenting content.
3. **Tools:** The student uses communication tools appropriately and skillfully for academic and professional contexts.

These data indicate that students fell short of the target for Outcome 1 – Content and Purpose. Students met the individual targets for organization and tools.

Figure 8.2.6.10: 2023-2024 Cycle I Communication Competency Results

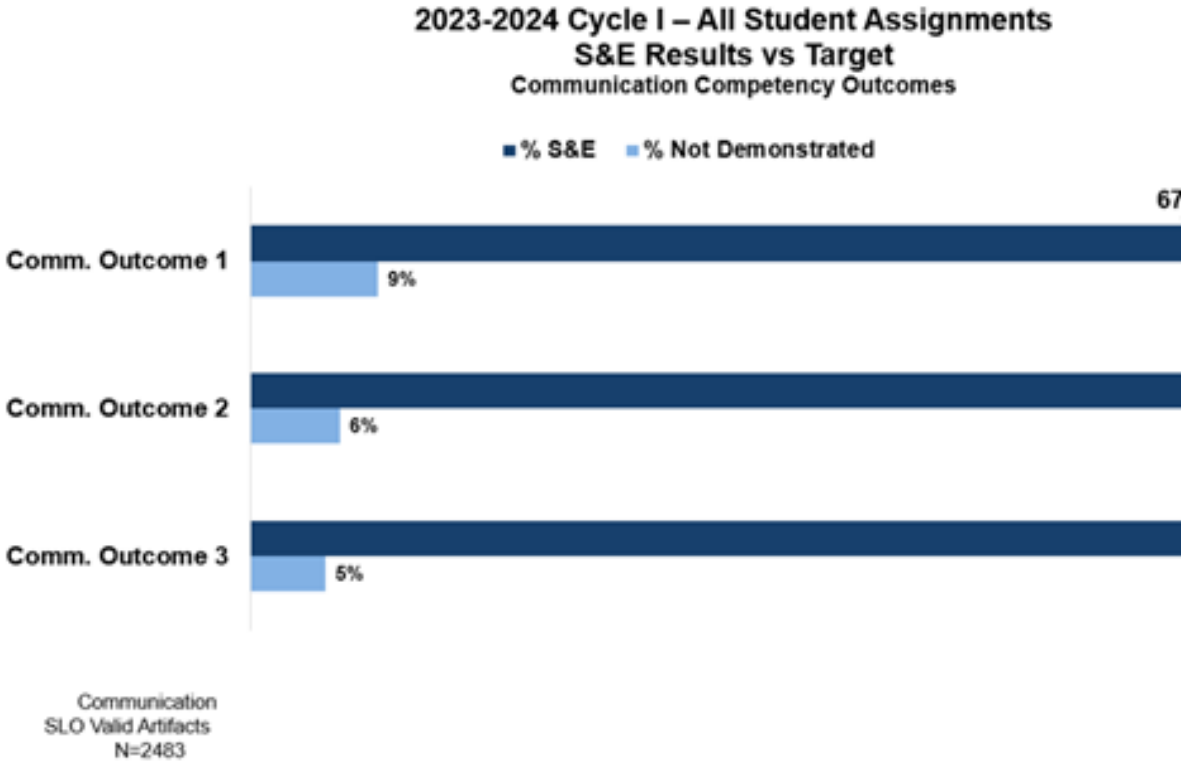


Figure 8.2.6.11 shows the results of each outcome that is part of the critical thinking rubric. The three outcomes for the critical thinking competency are as follows:

1. **Inquiry and Analysis:** Students pose vital questions and identify problems, formulating them clearly and precisely.
2. **Evaluation and Synthesis:** Students consider alterative viewpoints, recognize and assess assumptions, and identify possible consequences. Students will develop well-reasoned conclusions and solutions.
3. **Creative Thinking and Innovation:** Students apply creative ideas or approaches to achieve solutions or complete projects.

These data indicate that students fell short of the target for all three of these outcomes.

Figure 8.2.6.11: 2023-2024 Cycle I Critical Thinking Competency Results

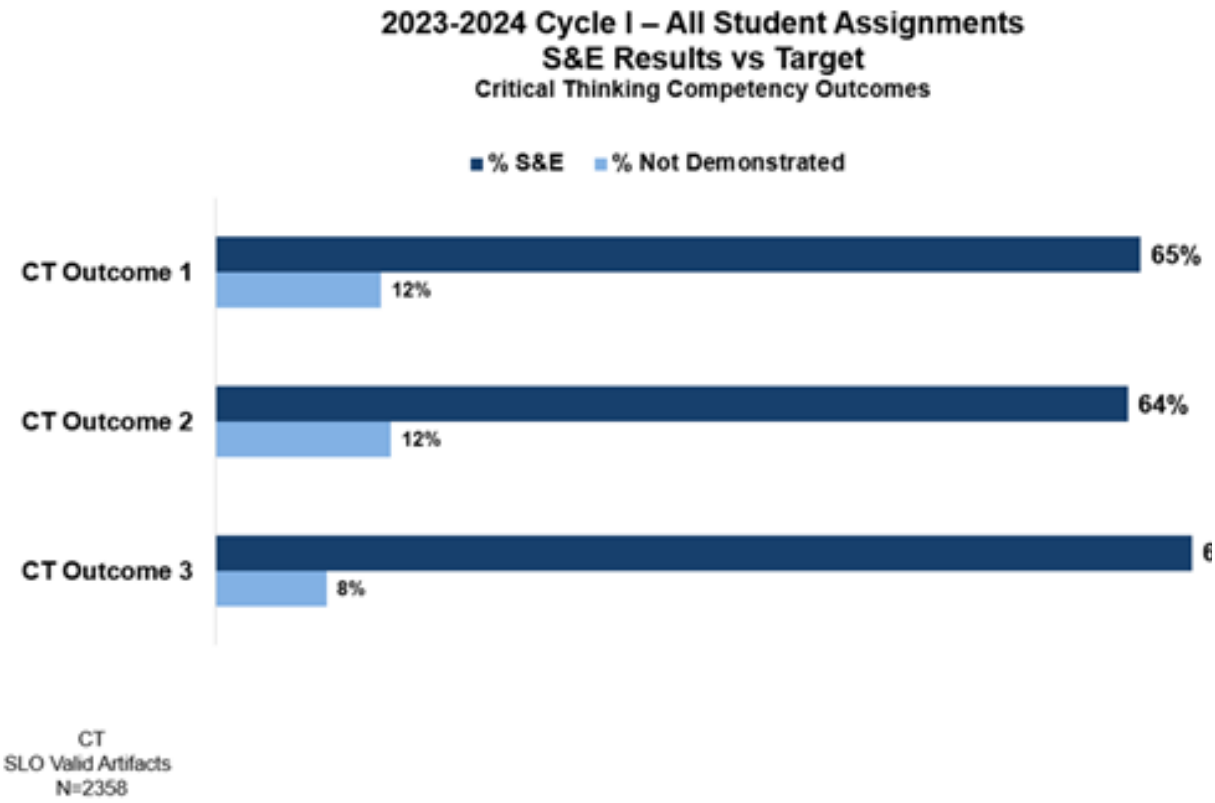
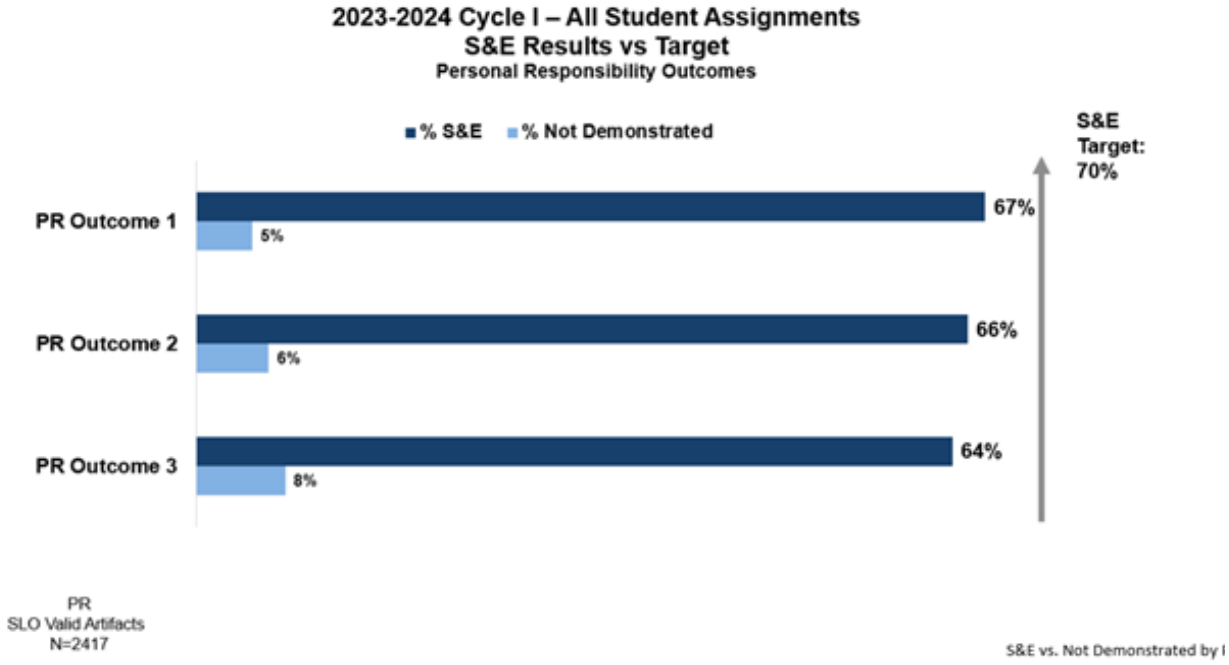


Figure 8.2.6.12 shows the results of each outcome that is part of the personal responsibility rubric. The three outcomes for the personal responsibility competency are

1. **Ethical Issues:** Students recognize ethical issues in social context of problems.
2. **Perspectives:** Students analyze alternative ethical perspectives and predict the consequences related to the situation.
3. **Values:** Students assess their own ethical values and identify the origin of their values.

These data indicate that students fell short of the target for all three of these outcomes.

Figure 8.2.6.12: 2023-2024 Cycle I Personal Responsibility Competency Results



These results can be further broken down by department for closer analysis. Figures 8.2.b.13-15 provide data by the five departments within the division of Arts and Sciences: Communications and Learning, Engineering and Mathematics, Fine Arts and Kinesiology, Natural Sciences, and Social and Behavioral Sciences. The data in Figure 8.2.6.13 highlights that the artifacts assessed for the communication competency met the target for the departments of Communication and Learning and Social and Behavioral Sciences. The other three departments fell short of the 70% target for each of the three student learning outcomes in communication, content and purpose, organization, and tools.

Figure 8.2.6.13: 2023-2024 Cycle I Communication Competency Department Results

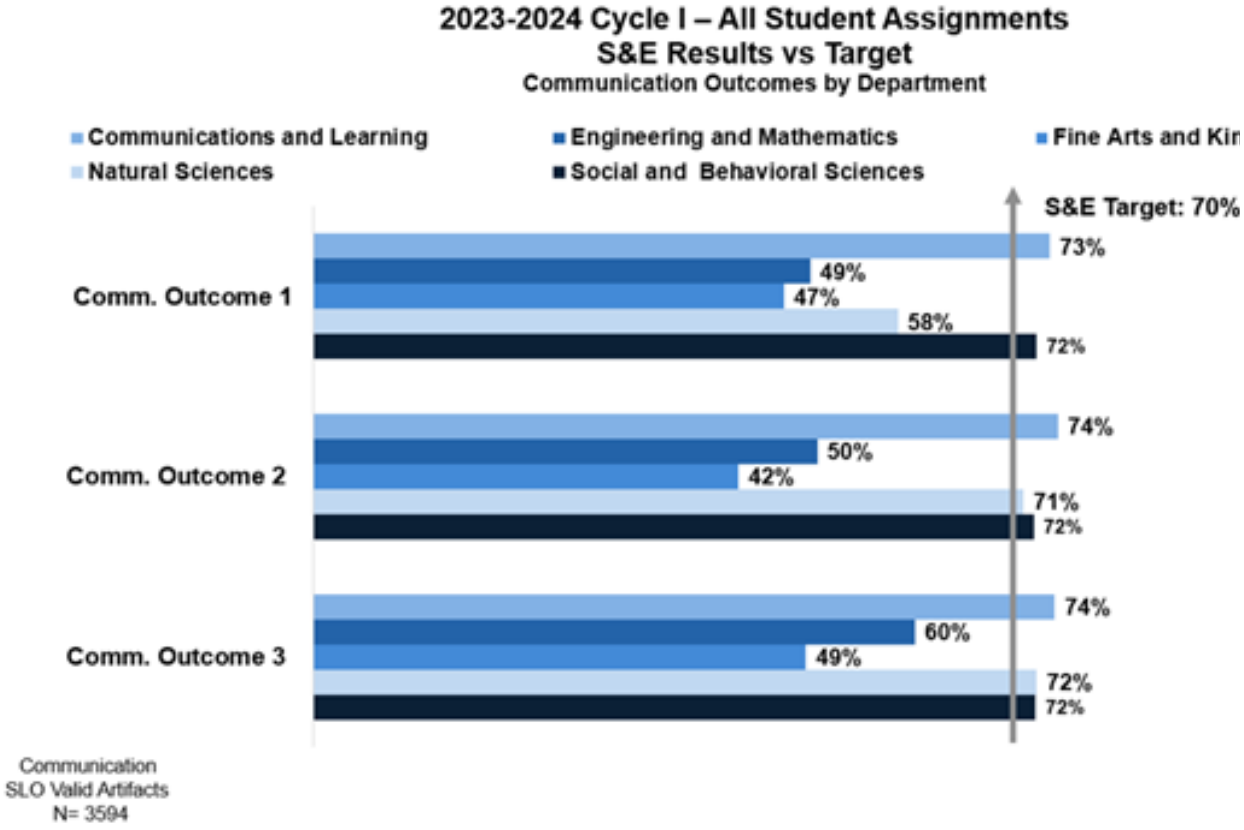
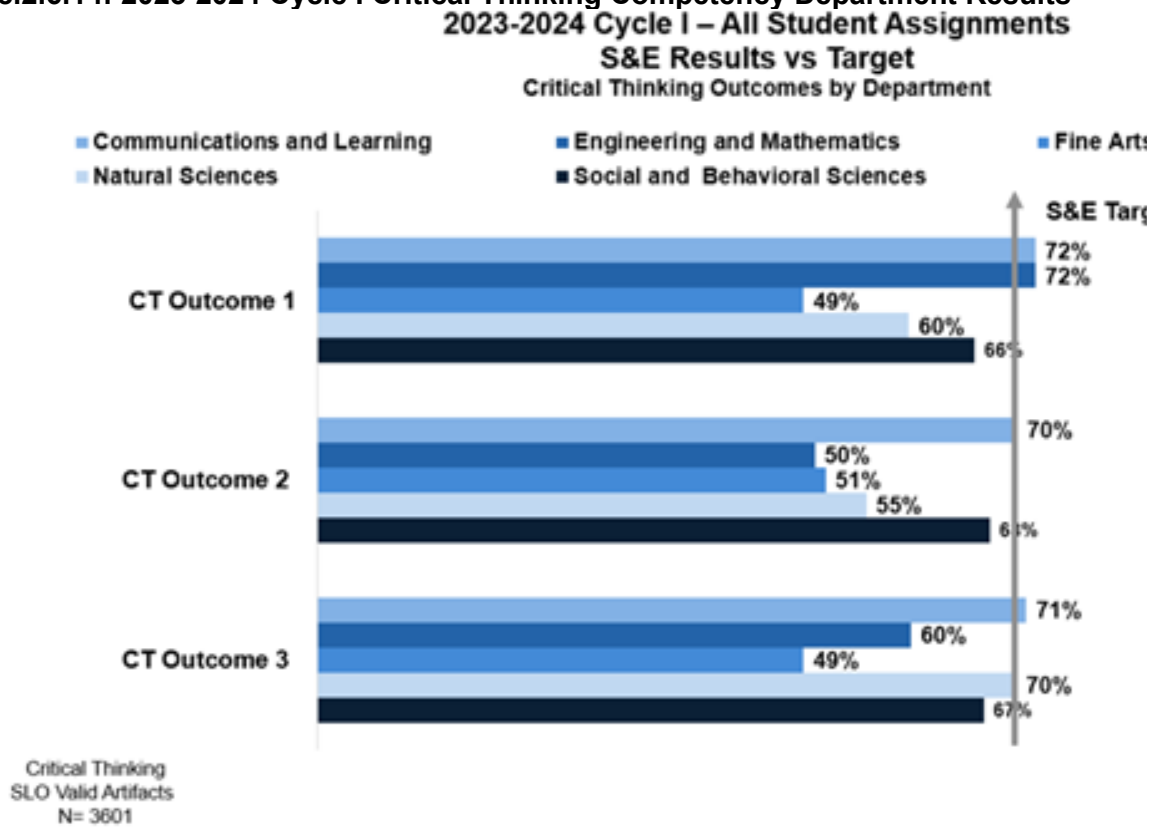


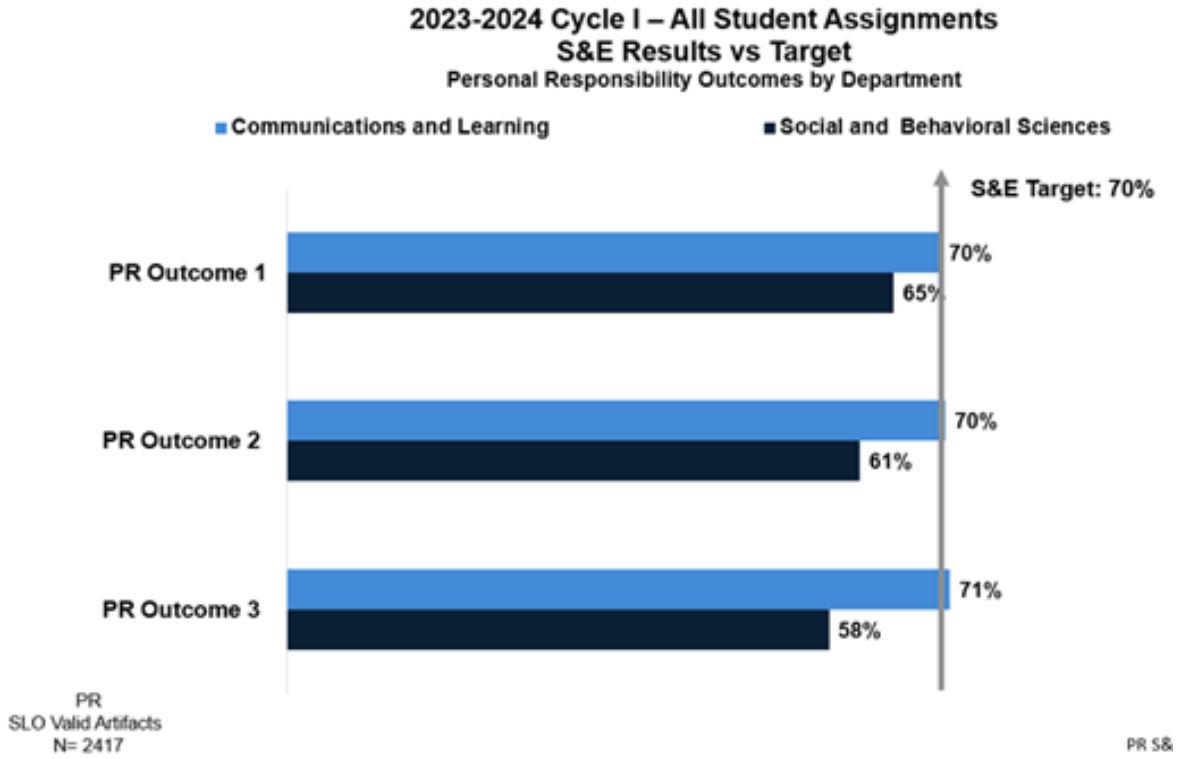
Figure 8.2.6.14 shows that the artifacts assessed for the critical thinking competency met the target for the department of Communication and Learning. The other four departments had mixed results across the three critical thinking student learning outcomes, inquiry and analysis, evaluation and synthesis, and creative thinking and innovation. The student artifacts assessed from the Engineering and Mathematics department reached the target for inquiry and analysis, but fell below the target for evaluation and synthesis and creative thinking and innovation. Fine Arts and Kinesiology did not meet the target for any of the three outcomes in critical thinking; while Natural Sciences only met the target for the creative thinking and innovation outcome. Lastly, Social and Behavioral Sciences results were slightly below the 70% target for all three of the critical thinking outcomes.

Figure 8.2.6.14: 2023-2024 Cycle I Critical Thinking Competency Department Results



The third competency included in the Cycle I assessment only included the two departments of Communications and Learning and Social and Behavioral Sciences courses which are assessed for this student learning outcome. Figure 8.2.b.15 provides the results of the assessment for the personal responsibility component. The Communications and Learning department met the target for all three personal responsibility outcomes, ethical issues, perspectives, and values, while the Social and Behavioral Sciences did not.

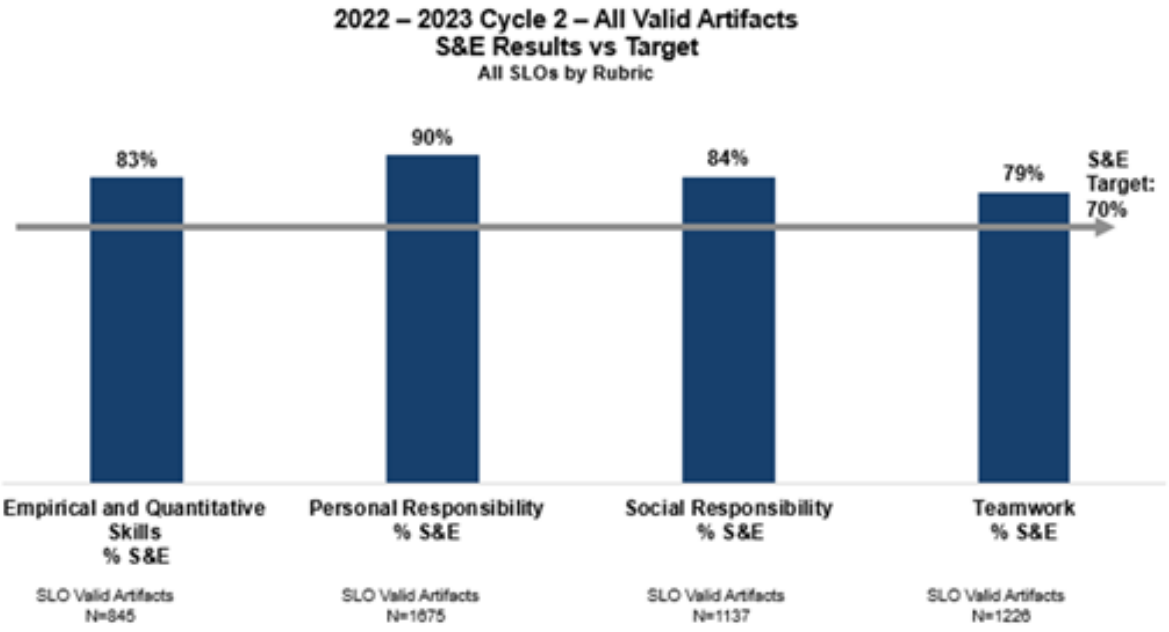
Figure 8.2.6.15: 2023-2024 Cycle I Personal Responsibility Competency Department Results



Cycle II Assessment Results

Figures 8.2.b.16-22 highlight the 2022-2023 overall results. The full showcase and report are available in 8.2.b-10_22-23AssmtShowc and 8.2.b-11_SPC_AssmtRpt22-23. Figure 8.2.b.16 shows the targets were exceeded for all competencies assessed in Cycle II.

Figure 8.2.b.16: 2022-2023 Cycle II Institutional Student Learning Outcome Results



Further breaking down these results, Figure 8.2.6.17 shows the results of each outcome that is part of the empirical and quantitative rubric. The three outcomes for the empirical and quantitative competency are as follows:

1. **Identify and Collect Data:** Clearly identifies what kind of information and what kind of analysis is required. All necessary information is organized logically.
2. **Manipulation of Data:** Presents logical, consistent, and accurate manipulation of data.
3. **Analyze data and draw informed conclusions:** The extent to which the analysis is applied to address the problem.

This data indicates that students met the target for all three student learning outcomes.

Figure 8.2.6.17: 2022-2023 Cycle II Empirical and Quantitative Competency Results

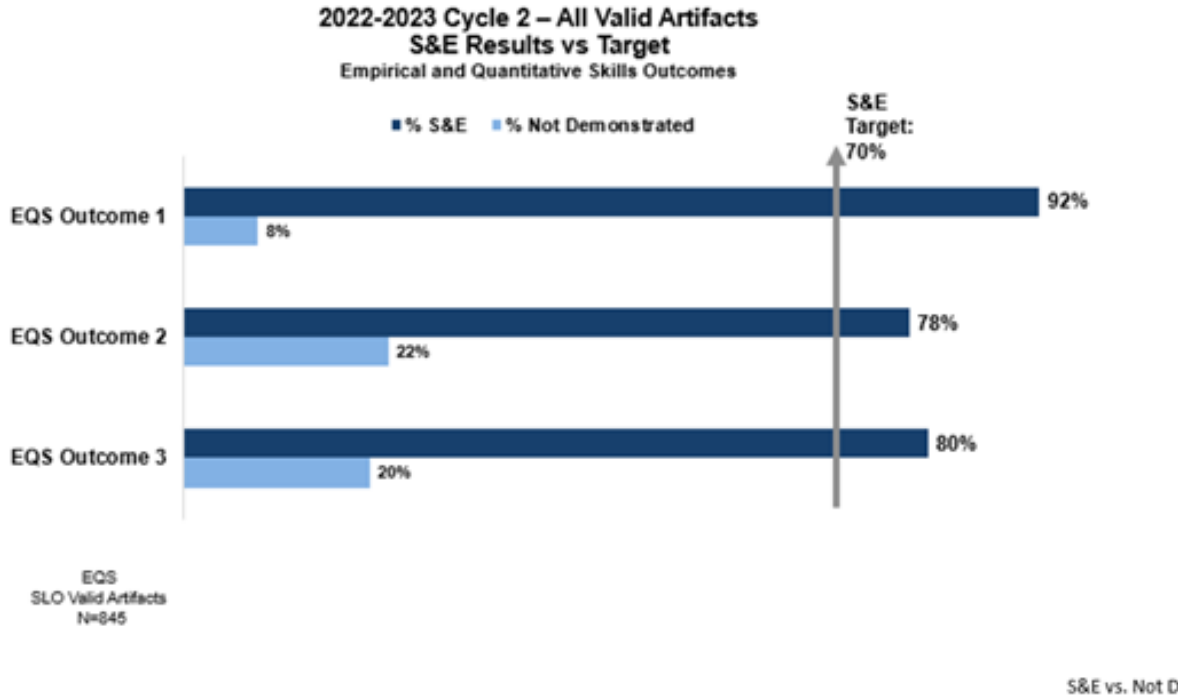


Figure 8.2.6.18 shows the results of each outcome that is part of the personal responsibility rubric. The three outcomes for the personal responsibility competency are as follows:

1. **Ethical Issues:** Students recognize ethical issues in social context of problems.
2. **Perspectives:** Students analyze alternative ethical perspectives and predict the consequences related to the situation.
3. **Values:** Students assess their own ethical values and identify the origin of their values.

These data indicate that students exceeded the target for all three of these outcomes.

Figure 8.2.6.18: 2022-2023 Cycle II Personal Responsibility Competency Results

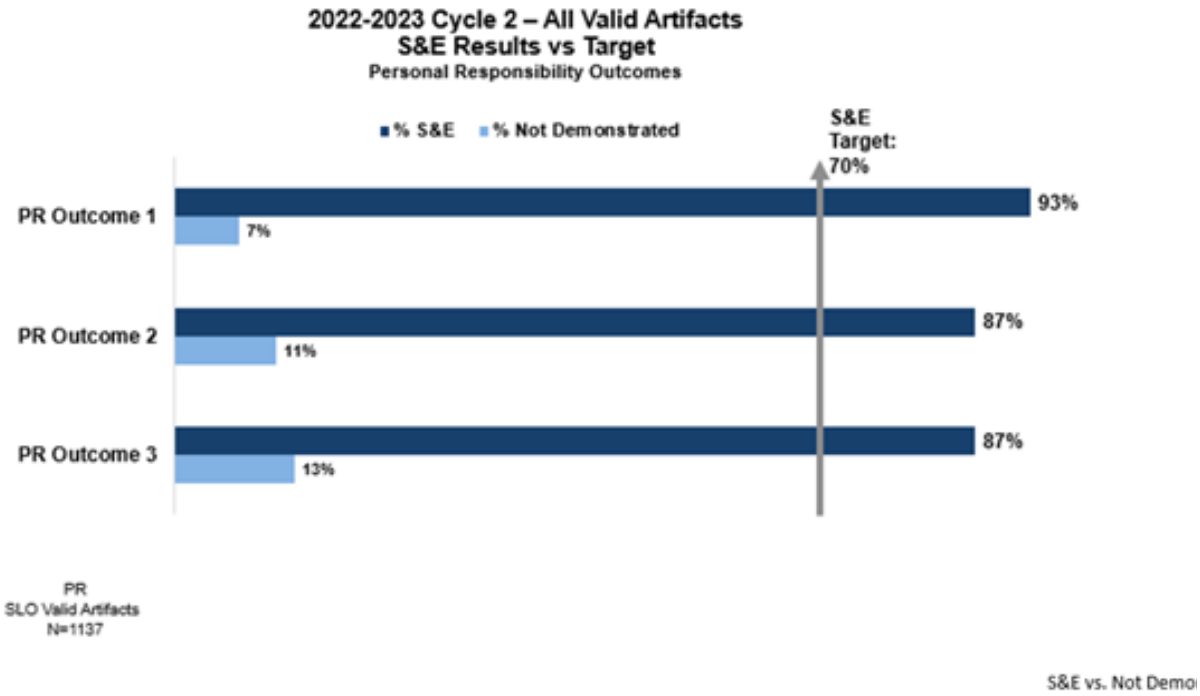


Figure 8.2.6.19 shows the results of each outcome that is part of the social responsibility rubric. The three outcomes for the social responsibility competency are as follows:

1. **Intercultural:** Student will analyze a specific societal issue from different cultural perspectives.
2. **Civic Knowledge:** Student will identify his or her civic responsibility and the possible impact of these actions in relation to this societal issue.
3. **Communities:** Student will propose ways to engage with regional, national, and global communities to address the societal issue.

These data indicate that students met the target for all three of these outcomes.

Figure 8.2.6.19: 2022-2023 Cycle II Personal Responsibility Competency Results

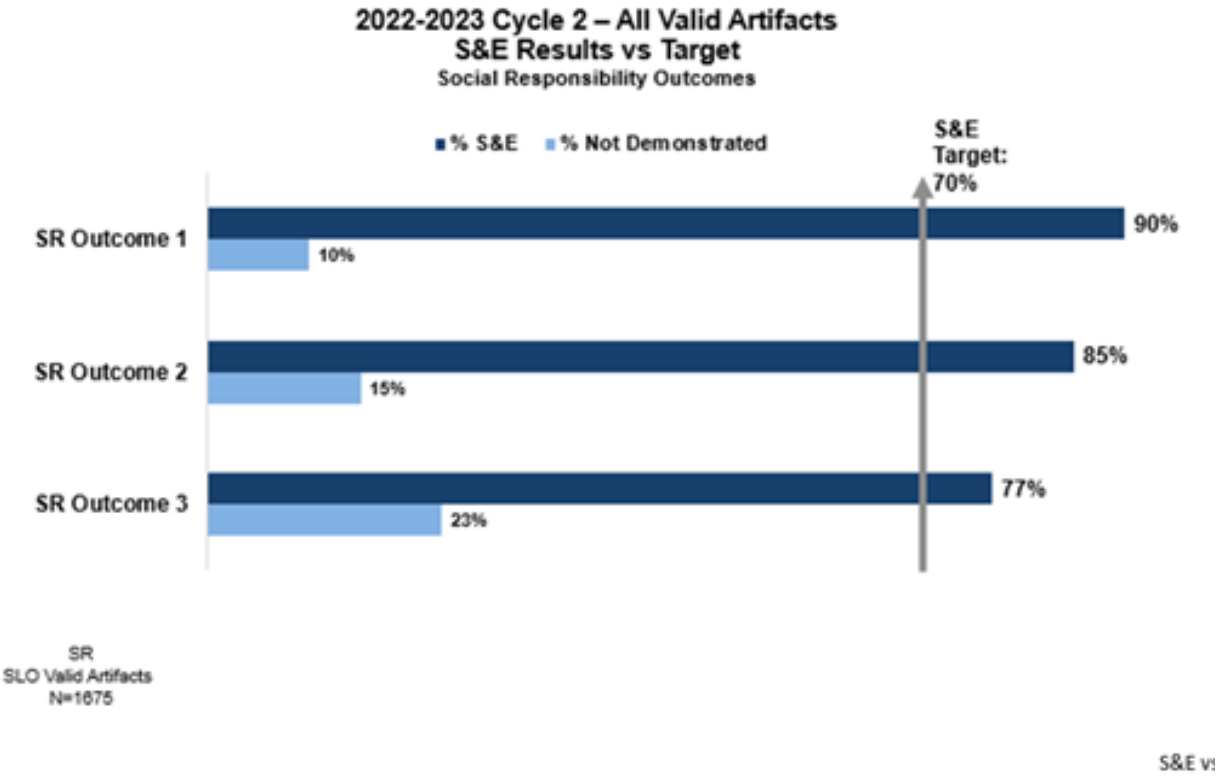
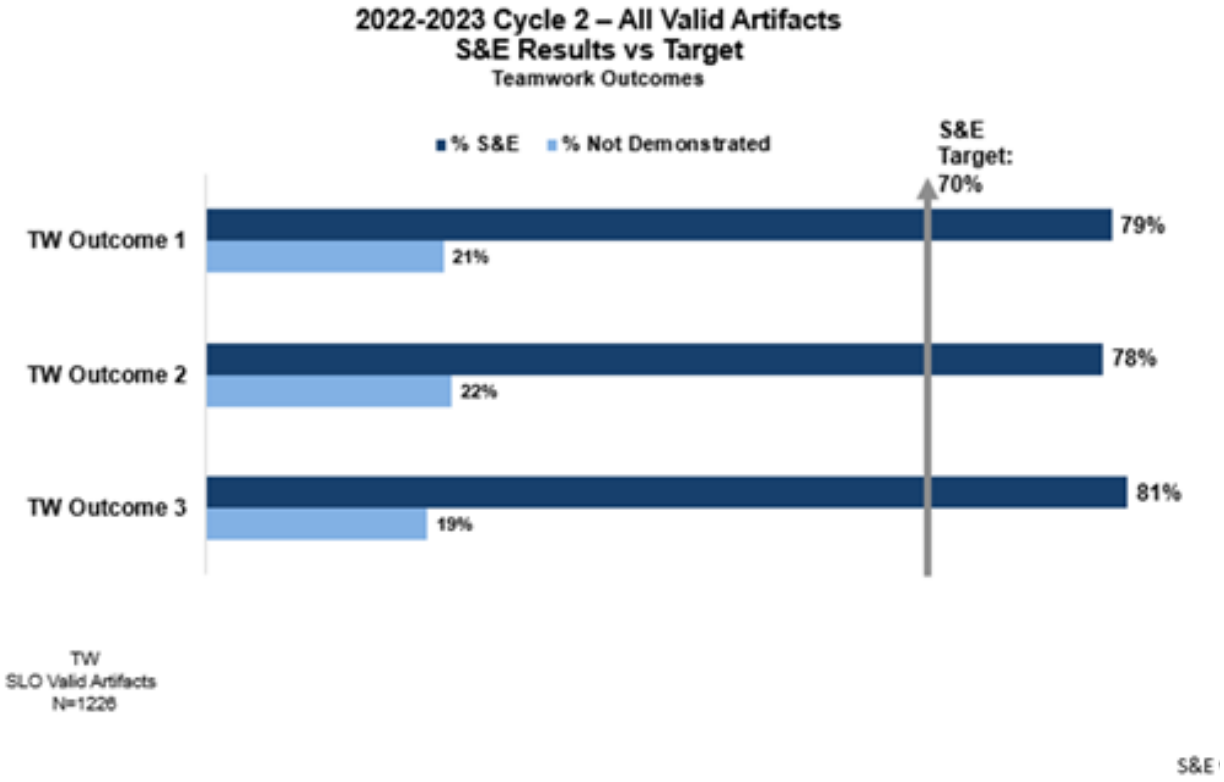


Figure 8.2.6.20 shows the results of each outcome that is part of the teamwork rubric. The three outcomes for the teamwork competency are as follows:

1. **Contribution:** The degree to which each student provided materials or skills that are integral to the group's ability to complete the given assignment.
2. **Cooperation:** The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.
3. **Self-Management:** The manner in which a group member conducts his/her personal business.

These data indicate that students met the target for all three of these outcomes.

Figure 8.2.6.20: 2022-2023 Cycle II Teamwork Competency Results



These results are also shared by department for closer analysis. Figures 8.2.b.21-24 provide data by departments within the division. This student learning outcome was assessed in courses in the departments of Engineering and Mathematics, Natural Sciences, and Social and Behavioral Sciences. The data in Figure 8.2.6.21 highlights that the artifacts assessed for the empirical and quantitative competency. The Natural Sciences department results met the target for all three outcomes in this competency, while Engineering and Mathematics fell below the target for analyze data and draw informed conclusions. Social and Behavioral Sciences did not meet the target for two of the three outcomes, identify and collect data and manipulation of data.

Figure 8.2.6.21: 2022-2023 Cycle II Empirical and Quantitative Department Results

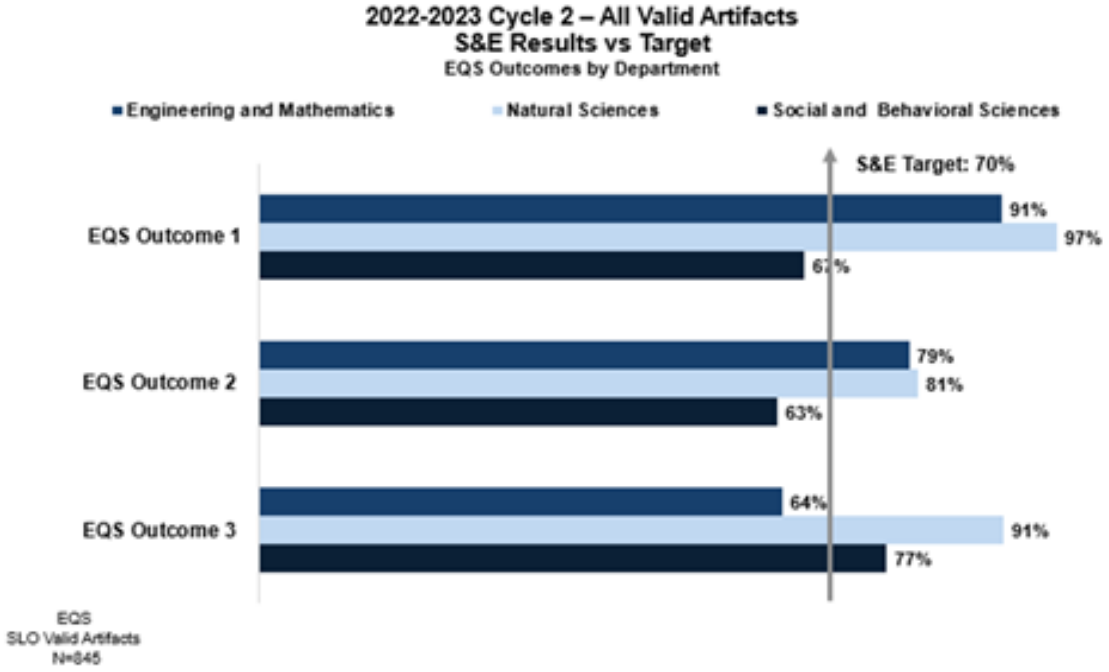


Figure 8.2.6.22 shows the assessment results for the personal responsibility competency. Two departments, Communications and Learning and Social and Behavioral Sciences were assessed in this student learning outcome and both met the targets.

Figure 8.2.6.22: 2022-2023 Cycle II Personal Responsibility Department Results

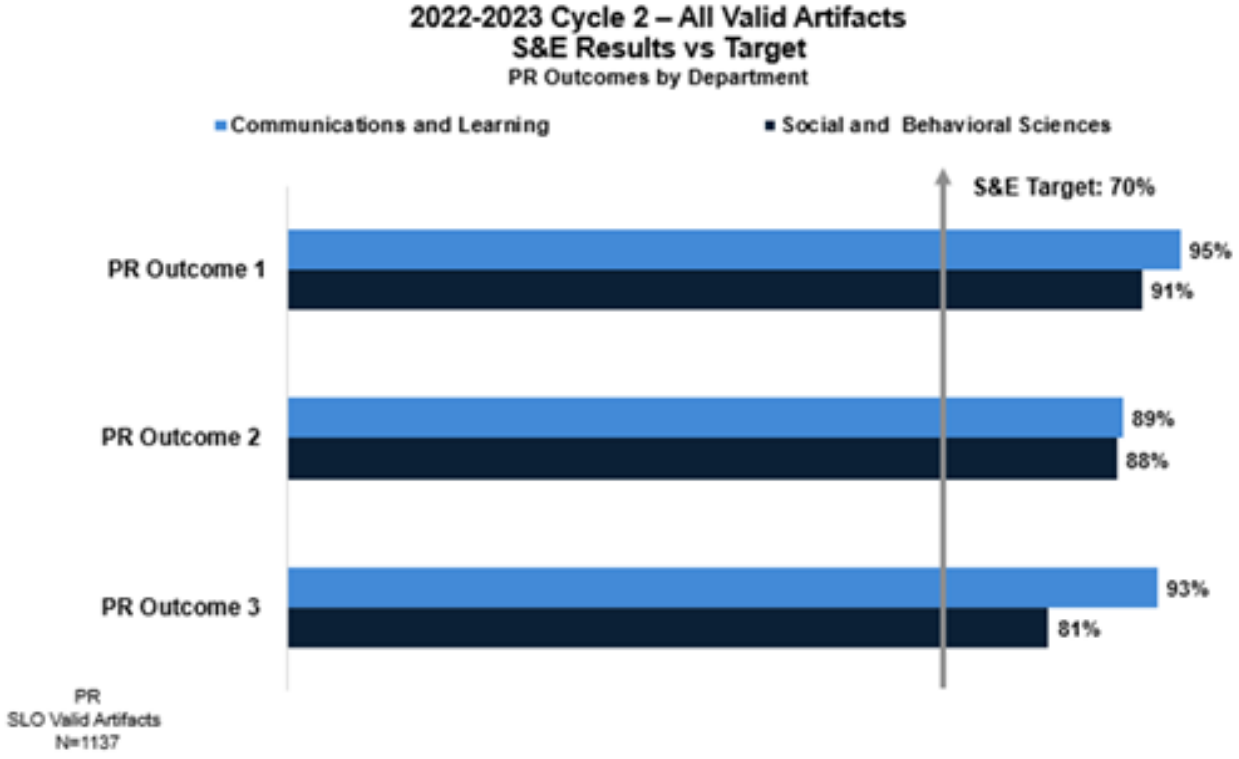


Figure 8.2.6.23 shows the assessment results for the social responsibility competency. The three departments where student artifacts were assessed with this rubric met the targets at varying rates.

Figure 8.2.6.23: 2022-2023 Cycle II Social Responsibility Department Results

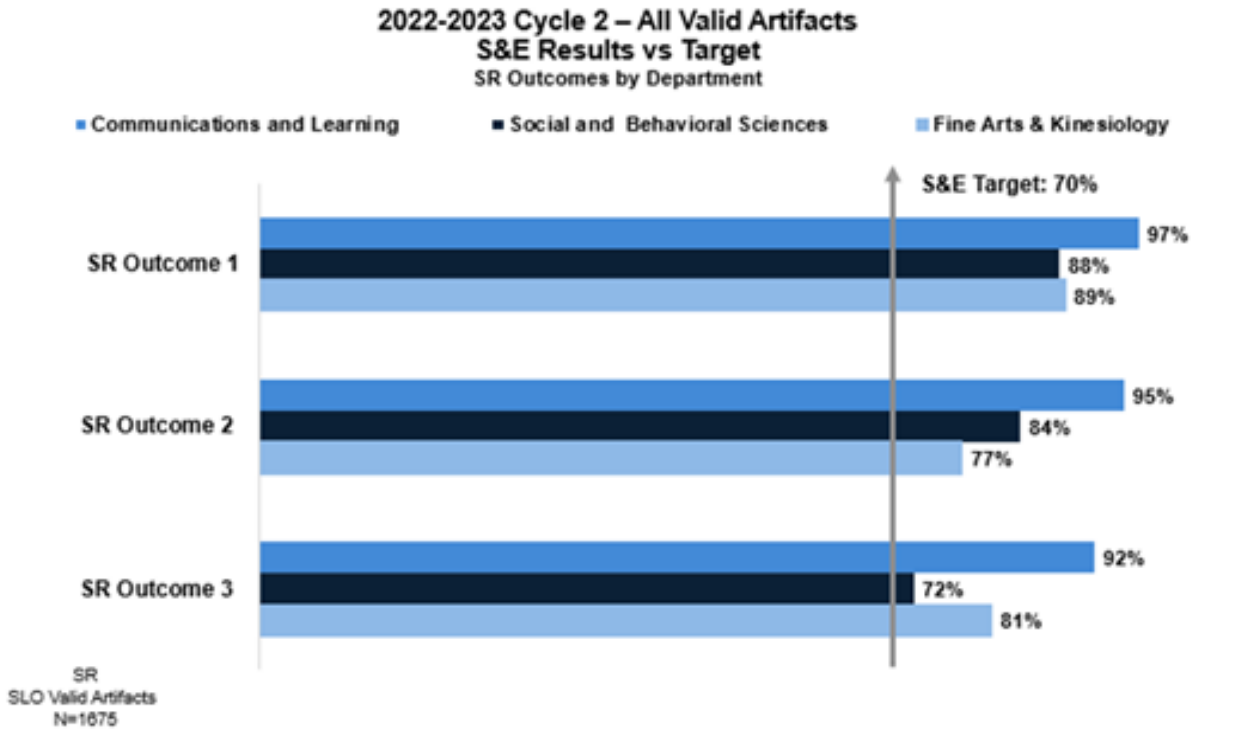
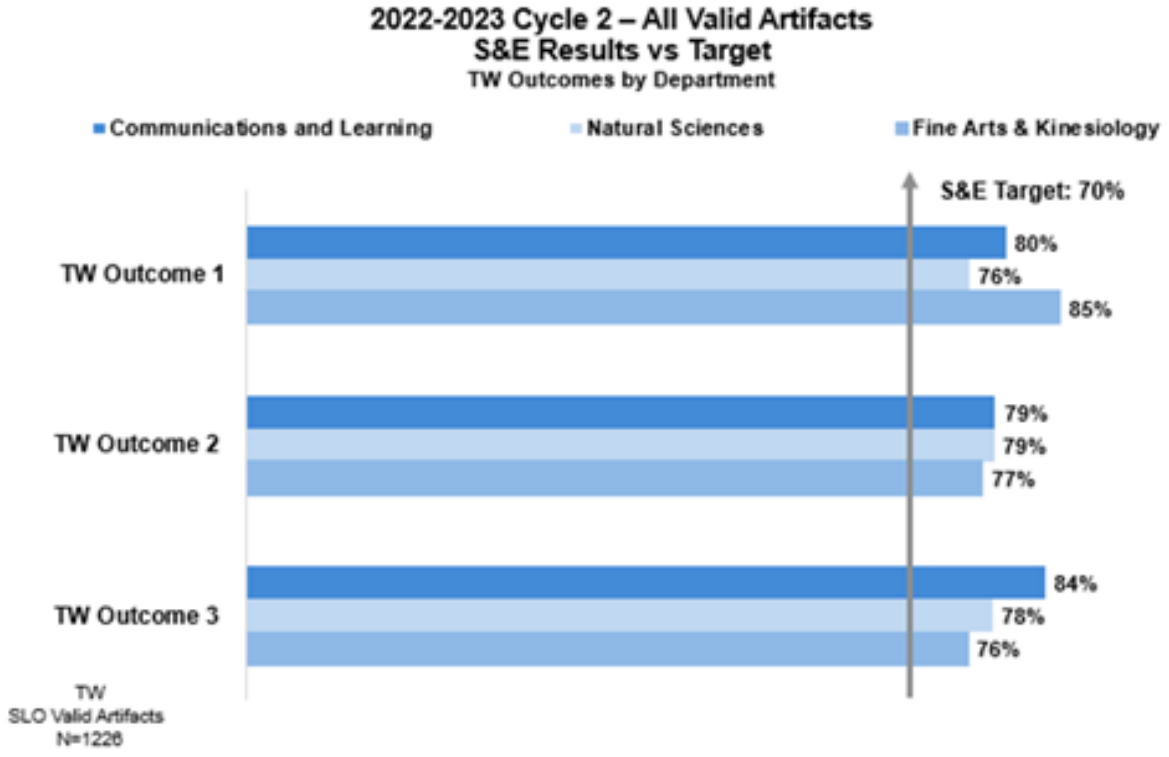


Figure 8.2.6.24 presents the assessment results for the teamwork competency. The three departments where student artifacts were assessed with this rubric met the targets.

Figure 8.2.6.24: 2022-2023 Cycle II Teamwork Department Results



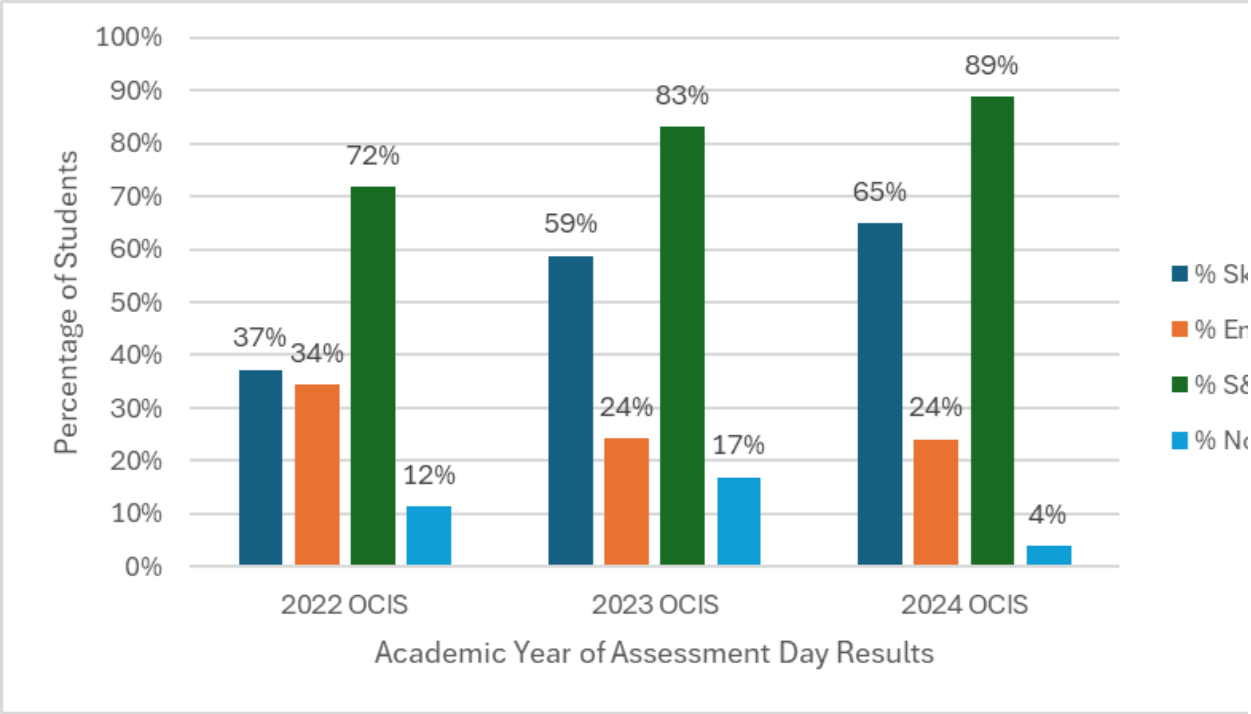
These results are further disaggregated for the general education academic courses in each department so that faculty can reflect on current practices and determine opportunities for improvement.

Assessment of OCIS Academic Programs

The review of academic programs includes OCIS locations. These sites are included in the random sampling of Fall classes to ensure off-campus and on-campus academic courses are represented in the monitoring of the core curriculum.

Figure 8.2.b.25 provides a multi-year look at academic program assessment and targets attained by site for dual credit/early college high schools from 2022–2024. The target of 70% of students achieving skillful and emerging was met each year as indicated in the graph showing students sampled from OCIS locations.

Figure 8.2.b.25: 2022-2024 Assessment Day Results for OCIS



The Annual Assessment Showcase uses the information from the results of the Academic Assessment to provide the opportunity for faculty, program coordinators, and department chairs to review and discuss the assessment results that have been analyzed longitudinally, departmentally, and divisionally by instructional methods during a typical cycle.

Prior to March 2020, Assessment Day and the Annual Assessment Showcase were conducted in person. The disruption of the COVID-19 pandemic in March 2020 required a significant number of face-to-face courses to pivot to remote instruction; therefore, to ensure accurate results identification, the instructional method was not always identified in the 2020–2021 cycle. The 2021–2022 assessment also discussed results and action plans for each OCIS and was shared with OCIS faculty through their respective department chairs or program coordinators.

For 2020-2022, Assessment Day and the Annual Assessment Showcase were presented virtually. All faculty, whether at St. Philip's College or at OCIS locations were invited to participate. Since 2023, Assessment Day has followed a hybrid model, allowing participation through Zoom or in person.

Changes that Emerged from Assessment Day and SLO Closing the Loop Activities

Faculty whose courses are assessed complete an electronic Closing the Loop Action Plan form (8.2.b-12_POA_22-23). The action plan form requires assessed faculty to clearly outline improvements the faculty members make in their courses based on the recorded assessment data. Improvements may include modifying the artifact/assignment if needed; however, all faculty must detail improvements to student learning (e.g., delivery of course content, incorporation of new pedagogical approaches, etc.). The respective discipline lead must also

complete the form and acknowledge faculty improvements that are to occur across all sections of the course based on the assessment results. The improvements provided by discipline leads are based on feedback from full-time faculty, part-time faculty, and OCIS faculty teaching the course in question. If a program consistently meets the set target, new and increased targets are set to ensure programs follow continuous quality improvement in assessment. Table 8.2.b.4 provides a sample of the reflection that general education faculty complete if their sections were selected as part of the sampling. This table illustrates personal reflection on classroom-level practices and challenges. The complete reflections for the 2023-2024 assessment cycle can be found in 8.2.b-13_CTL_Fac.

Table 8.2.b.4 Summary of Social and Behavioral Faculty ISLO Reflection

Course	Results	Summary of Analysis
PSYC2301-089	Communication 1 = 97.2% skillful and emerging Critical Thinking 2 = 97.3% skillful and emerging	Will continue providing clear direction and introduction to students. Efforts to improve student understanding of the assignment contributed to a high number of students at skillful and emerging.
GOVT 2304-001	Communication = 51.9% skillful and emerging Critical Thinking = 51.9% skillful and emerging Personal Responsibility = 48.1% skillful and emerging	Attempted to do too much in the assessment, moving forward the assignment will focus on the required cycle competencies instead of all of them. Additionally, instruction will include scaffolding for students to practice prompts in weekly discussions to support critical thinking, communication, and personal responsibility.
Econ 2301-048	Critical Thinking SLO 1 = 83% skillful and emerging SLO 2 = 77% skillful and emerging SLO 3 = 83% skillful and emerging Communication SLO 1 = 83% skillful and emerging SLO 2 = 83% skillful and emerging	Targets were met. Will continue emphasizing content to students to support their learning. The artifact this cycle measured student learning well, but it will need to be adjusted for the next cycle to measure empirical and quantitative SLOs.

	SLO 3 = 83% skillful and emerging	
PSYC 2301.122	The SLO % Communication 1 = 75.0% skillful and emerging Critical Thinking 2 = 72.6% skillful and emerging	The student response rate was high this term than in the past. This could be a result of the video provided that explained how to complete and submit the assignment. Will continue to ensure assignments are applicable to students to support their engagement and learning.
HIST 1301.148	COMMUNICATION SLO 1 = 18% skillful and emerging SLO 2 = 15% skillful and emerging SLO 3 = 15% skillful and emerging CRITICAL THINKING SLO 1 = 15% skillful and emerging SLO 2 = 21% skillful and emerging SLO 3 = 12% skillful and emerging	These results are because of low participation. Out of the students who submitted the assessment, only one student did not show competency. Will incorporate discussions into instruction to support students critically thinking about historical problems.
PHIL 1301-052	Communication Competency Skillful and Emerging: 92.5% Critical Thinking Competency Skillful and Emerging: 92.5% Personal Responsibility Competency	The results were stronger than last year, which could be a result of streamlining and simplifying the assessed assignment. Instead of 12 prompts, this cycle had 6 prompts. A shorter assessment most likely helped prevent student fatigue and resulted in stronger overall results.

	Skillful and Emerging: 92.5% Overall Result Skillful and Emerging: 92.5%	
HIST 1301-035	SLO 1 = 69.8% skillful and emerging SLO 2 = 58.3% skillful and emerging SLO 3 = 64.6% skillful and emerging	In retrospect, assigning this assessment later on the course would be better for student learning. The assignment involves reading and analyzing historical documents from a precise period, circa 1830. This past cycle the assignment was due before we got to this historical period, so students did not have the full context to support their responses. Additionally, the directions for the assignment will be tweaked. There were several cases where students missed the mark on their responses because the directions were not clear.

In addition to these individual reflections, each department that houses general education courses also reviews the results of the ISLO assessment to improve student learning across all of the core curriculum. Department chairs discuss the assessment data results with the faculty using a continual improvement process. The process for reviewing and incorporating findings from the assessment for the Engineering and Mathematics department is outlined below.

1. In March and April, faculty and lead instructors review the assessment results. Reflections on the outcomes of the assessment are provided through surveys.
2. Full-time faculty and representatives of adjunct faculty review the survey feedback. The results and feedback are discussed during division and department meetings. The discussion is guided by looking at the Strengths, Weaknesses, Opportunities, and Threats (SWOT) for the assessed assignment and instruction.
    a. Instructional changes based on the assessment results are discussed as a department.
    b. Changes to the assessment are discussed in the meeting but reviewed further by the ISLO committee.
3. The department's ISLO committee reviews the discussion from the meetings and determines if the common assignment needs to be updated. If changes are needed to the assessment, one to two committee members make the changes.
4. The updated assignment is sent to the faculty for departmental review.
5. The department chair and lead of the ISLO committee resolve feedback from the faculty and prepare the assessment materials for use.

In addition to these individual reflections, each department that houses general education courses also reviews the results of the ISLO assessment to improve student learning across all of the core curriculum. Department chairs discuss the assessment data results with the faculty using a continual improvement process. The process for reviewing and incorporating findings from the assessment for the Engineering and Mathematics department is outlined below.

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4. The updated assignment is sent to the faculty for departmental review.
5. The department chair and lead of the ISLO committee resolve feedback from the faculty and prepare the assessment materials for use.

Part 1 Instructions: The Quality Enhancement Plan (QEP) is a campus-wide, multi-year initiative designed to improve student learning. As a community, the college chose Ethical Decision-Making as the designated topic. Using the selected text/video, think about your own decision-making process and answer the following questions in complete sentences. Be sure to develop your ideas fully.

1. **Ethical Issues**: To prepare for the ethical decision-making process, first summarize the central ethical issue presented in the scenario by answering the following questions.

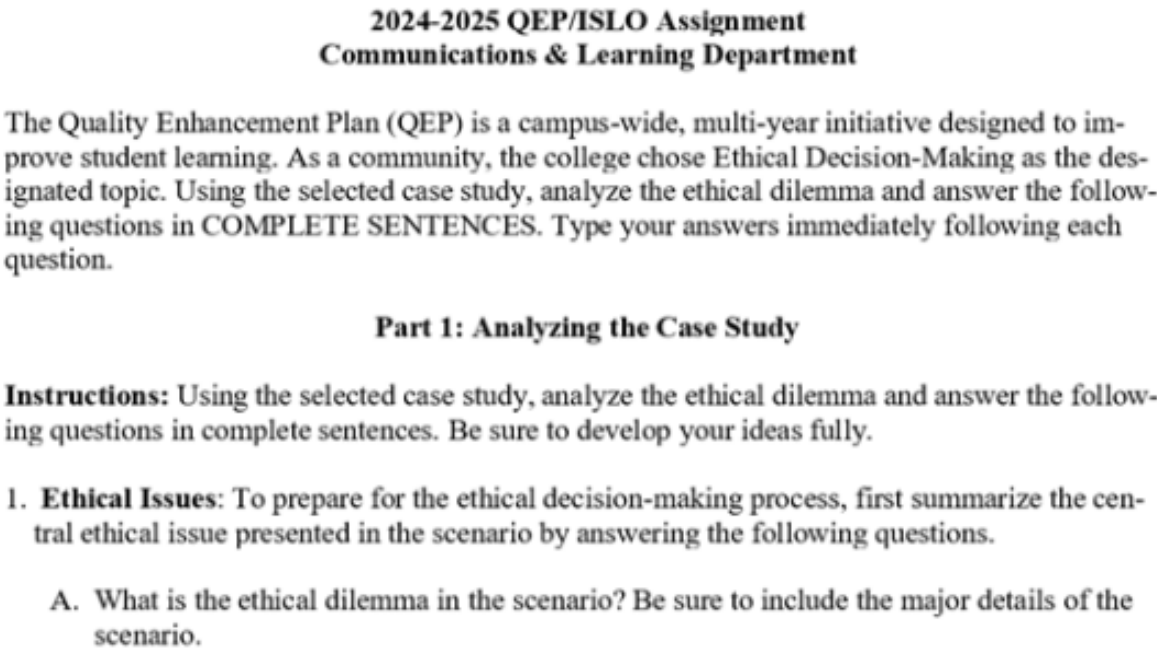
    - What is the central problem in the scenario? Be sure to include the major details of the scenario.

    - Write two questions posed by the scenario. These questions can range from how someone should respond to the dilemma to possible reasons the dilemma arose.

        - Question 1:

        - Question 2:

Figure 8.2.b.27: 2024-2025 Communications & Learning ISLO Assignment Part 1



2024-2025 QEP/ISLO Assignment
Communications & Learning Department

The Quality Enhancement Plan (QEP) is a campus-wide, multi-year initiative designed to improve student learning. As a community, the college chose Ethical Decision-Making as the designated topic. Using the selected case study, analyze the ethical dilemma and answer the following questions in COMPLETE SENTENCES. Type your answers immediately following each question.

Part 1: Analyzing the Case Study

Instructions: Using the selected case study, analyze the ethical dilemma and answer the following questions in complete sentences. Be sure to develop your ideas fully.

1. **Ethical Issues**: To prepare for the ethical decision-making process, first summarize the central ethical issue presented in the scenario by answering the following questions.

   A. What is the ethical dilemma in the scenario? Be sure to include the major details of the scenario.

Collaborative discussions for improvement in student learning led to an initial decision in 2018-2019 to assess all Student Learning Outcomes (SLOs) per core foundational area artifact, thus creating a more comprehensive and equitable assessment, as prior cycles assessed only one core foundational area SLO per artifact. Following the 2018–2019 assessment cycle, Core Competency rubrics underwent revisions for enhanced clarity and explicitly defined expectations, specifically to elucidate differences between what constitutes the learning outcome proficiencies of skillful and emerging.

Consequently, these revised rubrics were implemented during the 2019–2020 assessment cycle. A condensed version of the Assessment Showcase occurred in Spring 2020 in response to COVID-19. The Academic Dean over Arts & Sciences led discussions regarding areas for improvement and recommendations, including cross-departmental and programmatic collaboration. In Spring 2021, an inclusive presentation and discussion resumed via Zoom with Arts and Sciences chairs and faculty participation.

In Spring 2021, College leadership asked for all areas in the Social and Behavioral Sciences (SBS) department to revise their assessment artifacts based on the ISLO results of 2020-2021. This revamp of the assessments in response to low student outcomes led to an annual review of the assignments to ensure they are appropriate measures of the designated student learning outcomes that the cycle is focused on measuring. The SBS department has a committee of faculty that reviews the artifacts each year. 8.2.b-14_SBSFeedback provides an example of these reviews. The assignment is not used for assessment until it is approved.

For the 2022-2023 assessment cycle, needed improvements emphasized assignment revisions and creating an assignment “pool” for disciplines without a common faculty-generated assignment to ensure students are provided the opportunity to demonstrate skillful proficiency

after a disproportionate number of assignments did not fully address the requisite competencies. This process improvement did not change the sampling method for the course, only how the assignments were assessed.

The data are also distributed to the President's Cabinet, Academic Deans, and Department Chairs to ensure college leadership is aware of the student learning in general education courses. PSLOs and corresponding data for the Associate of Arts, Associate of Teaching, and Associate of Science degrees are entered into the Strategic Planning Online Assessment module (SPOL) for institutional reporting and subsequently included in the Program Review Feedback process to maintain consistent records across all programs.

Conclusion

St. Philip's College's degrees in Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Teaching (AAT) include six outcomes for these undergraduate programs. These outcomes are based on the THECB core competencies and are assessed in a two-year cycle using rubrics for artifacts collected in general education courses. These student learning outcomes are assessed by faculty assessors on an annual basis using student artifacts from stratified random course sampling. The results of this assessment are employed to make improvements using Closing the Loop Action Plans.

Evidentiary Documents

8.2.b_GIPWE.pdf
8.2.b-1_CC_SLOs.pdf
8.2.b-2_AssessmentRubrics.pdf
8.2.b-3_SPCiRubricTrainingHandout.pdf
8.2.b-4_SPCCalibrationTraining.pdf
8.2.b-5_THECBCoreCourses.pdf
8.2.b-6_RandomSampleCourses2023-2024.pdf
8.2.b-7_AssessmentDayAccountability.pdf
8.2.b-8_2023-2024AssessmentShowcase.pdf
8.2.b-9-SPCAssessmentReport2023-2024.pdf
8.2.b-10_22-23AssmtShowc.pdf
8.2.b-11_SPC_AssmtRpt22-23.pdf
8.2.b-12_POA_22-23.pdf
8.2.b-13_CTL_Fac.pdf
8.2.b-14_SBSFeedback.pdf

8.2.c *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 for academic and student services that support student success.* ***(support student success)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 8.2.c, Student outcomes: academic and student services.

The St. Philip's College Academic and Student Support Service units are those departments that provide resources to help students succeed academically and overcome any obstacles in their pursuit of an education. These programs fall primarily under the Vice President for Student Success and the Vice President for Academic Success. See the St. Philip's College Organizational Chart (8.2.c-1_SPCOrganizationalChart) for detailed information. Table 8.2.c.1 and Table 8.2.c.2 provide a list of these programs and their relative services and functions.

Table 8.2.c.1: Academic Success Programs

Program	Description
Child Development Center (CDC)	Provides year-round childcare services, outdoor classrooms, and professional development for staff. Earned Texas Rising Star Certification and managed grants like CCAMPIS to support student parents.
Center for Distance Learning (CDL)	Supports online learning through Orientation for Online Learning (OLRN), updates course resources, and provides outreach events to improve student success in virtual education.
Instructional Innovation Center (IIC)	Develops and delivers professional development workshops for faculty and staff, offering training on educational technology, active teaching strategies, and instructional design.
Library Services	Offers access to extensive resources including physical collections, digital databases, 3D printing, and virtual reality equipment. Focuses on improving collections and student research capacity.

Table 8.2.c.2: Student Success Programs

Program	Description
Good Samaritan Veterans Outreach & Transition Center	NO-COST personalized services and referrals to all active duty, transitioning service members, veterans, National Guard, Reservists, and their family members in the greater San Antonio area.
Military Support Services	With full-time offices at Joint Base San Antonio Fort Sam Houston, Lackland, and Randolph, MSS provides information, enrollment services, and advocacy primarily for active-duty families.
Educational Support Services	Develops and delivers professional development workshops for faculty and staff, offering training on educational technology, active teaching strategies, and instructional design.
First Year Experience	Provides resources and programming to guide students on a path to success during their first year of college.
Financial Wellness	Enhances students' understanding of economic concepts that allows them to navigate their finances. Their goal is for our students to gain skills and knowledge to make educated and effective decisions with their money.
Tutoring and Technology	Assists students in reaching their academic goals through the use of one-on-one and small group tutoring, individual encouragement, test preparation, application of current technologies, and skills remediation, with the ultimate goal of increasing course completion and student retention.
Service/Experiential Learning & Career Readiness	Career Exploration & Planning; Interview Preparation/ Mock Interviews; Resume/ Cover Letter Review; Job/ Internship Search Tools; Work-Study Student Assistance.
Student Conduct & Title IX	Education and Prevention, Support Resources, Reporting and Assistance, and Awareness Initiatives revolving around Federal Title IX law that prohibits sex (gender) discrimination.
Student Advocacy Center	Safe SPaCe Student Advocacy Center at St. Philip's College is dedicated to supporting students by addressing their basic needs, thereby enabling

	them to concentrate on their academic pursuits. Services include Food Pantry, Clothing Closet, Counseling, Emergency Aid, Resource Referrals.
Department of Student Life	Enhancing college experience through a variety of engaging activities and programs aiming to build a sense of community and pride among students. These include Student Organizations, Recreational Facilities, Athletics, Community Engagement, and Leadership Development.
Student Accessibility Services	Ensuring equal access to quality education for all students, coordinating reasonable accommodations tailored to individual needs and serving as an advocate for students with disabilities.
Enrollment Services **(Admissions &Aid)**	Offering comprehensive support to prospective and current students throughout the enrollment process including Admissions Assistance, Financial Aid Support, Residency and Records Management, Student ID Services, and Business Office Operations.
Advising, Student Success	Supporting students in achieving their educational and career objectives. Advisors assist with course selection, degree planning, and access to various academic resources.
Veterans Affairs	Providing comprehensive support to student veterans and their families including Educational Benefit Assistance; Certification Support, Advising, Financial Aid Guidance, Work-Study Placement, and Military Transcript Evaluation.
Testing Center	Provides testing services including TSI, CLEP, GED, and Proctored Tests.
Health Center	Promoting the health and well-being of the college community through Wellness Services, Medical Care, and Health Awareness Activities.

For these academic and student services, St. Philip's College uses a consistent structure and set of institutional processes to identify, assess, and improve expected outcomes for educational programs, administrative support services, academic and student support services, and community/public service. These processes include Good to Great, the Planning Budgeting and Assessment Cycle, and Operational Unit Assessment Planning to include a Report Out

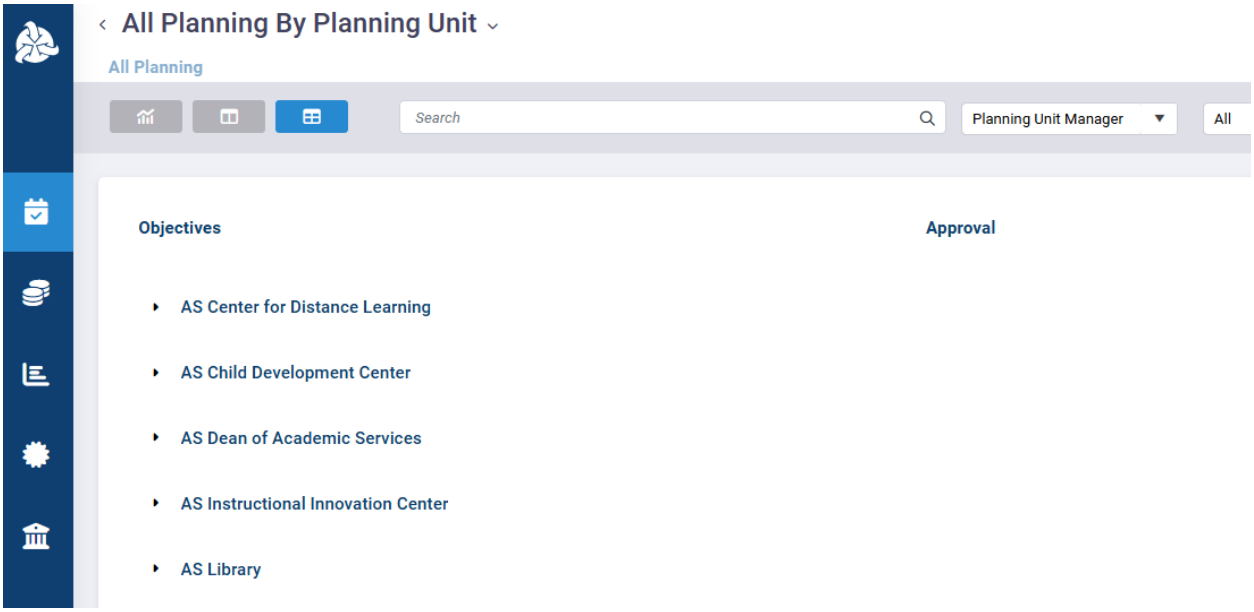
annually in the Fall. The following narrative provides evidence that St. Philip's College identifies expected outcomes, assesses the extent to which it achieves these outcomes, and improves academic and student support services through these processes based on an analysis of results.

Identification of Expected Outcomes

St. Philip's College identifies expected outcomes for academic and student support services as part of the Planning, Budget, and Assessment (PBA) Cycle (8.2.c-2_PBACycle). During this cycle, the Institutional Assessment and Evaluation (8.2.c-3_InstitutionalAssessmentEvaluation) process ensures a collaborative, thoughtful, data-informed approach to outcomes, assessment and improvement of all academic and student support service areas.

As described in Section 8.2.a, part of the Institutional Assessment and Evaluation process includes an annual Operational Unit and Assessment Plan (OUAP), in which the program's specific objectives for improvement are outlined. This requirement is for all academic and non-academic units. Objectives, targets, measures, and findings are entered into Strategic Planning Online (SPOL), the College's planning and assessment enterprise software utilized for each unit within the College (8.2.c-4_SPOLDirections). Figure 8.2.c.1 shows the planning unit repository in SPOL. At the end of each unit planning cycle, findings are entered and compared with existing targets. If targets are not met, an action plan is created to make the appropriate adjustments and improvements necessary to achieve the stated objectives. Units present their findings each Fall semester during OUAP report-out sessions (8.2.c-5_OUAP2024Schedule) using the strategic plans compiled in SPOL. The annual report-outs are conducted in a public forum and open to the entire College community. OUAP's for each student and academic support program are preserved and readily accessible via SPOL to facilitate continuous tracking and incremental improvements across these programs.

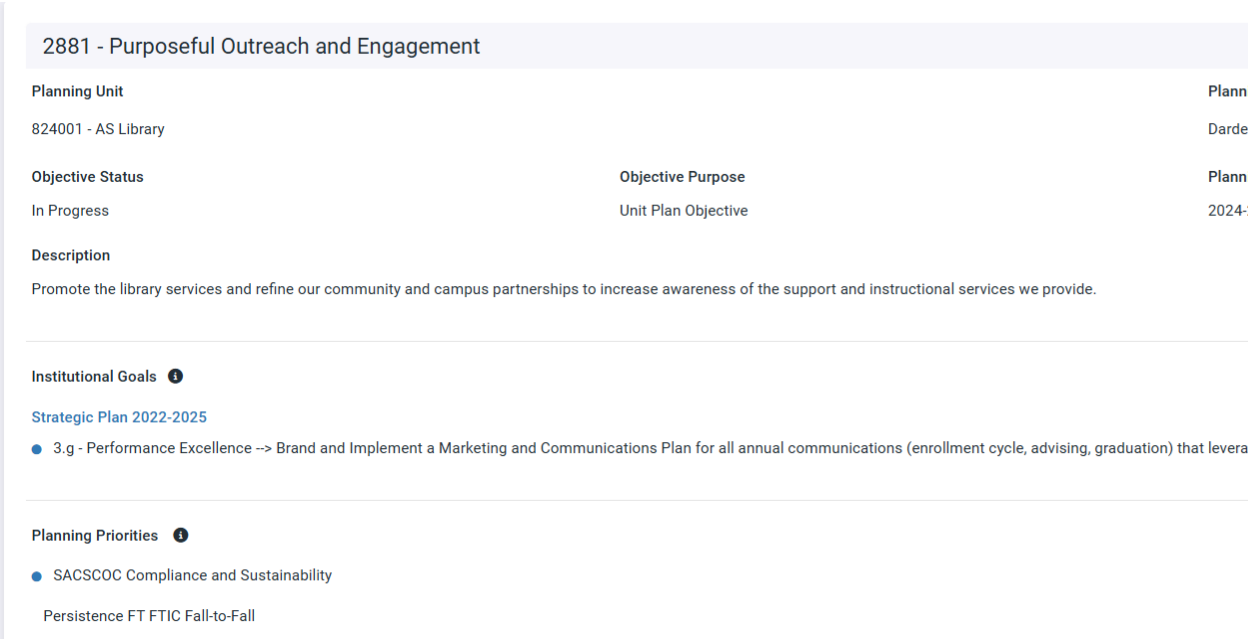
Figure 8.2.c.1 Example of Academic Service Program Strategic Plans Documented in SPOL



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

Once senior leaders approve the recommended Good to Great strategic objectives and document the organization's Environmental Scan and Strengths, Weaknesses, Opportunities, and Threats Analysis (8.2.c-6 OrganizationASWOT), the information is distributed to the whole of the College community through the Fall All-College Meeting, division meetings, and subsequently integrated into the Operational Unit and Assessment Plan process. This process provides a pathway for creativity and innovation at the department and unit level to determine how their functional areas can contribute to the College's success in implementing key strategic objectives, which include consideration of SACSCOC standards of compliance. Figure 8.2.c.2 provides an example of the alignment of objectives to institutional goals and compliance.

Figure 8.2.c.2 Program Objective Alignment to College Strategic Objectives and SACSCOC Compliance (From Center for Learning Resources/Library)



To support innovation and improvements tied to the program, the College has a budgeting and Resource Allocation Request Process (8.2.c-7_ResourceAllocationRequest) that is part of the Planning, Budgeting, and Assessment Cycle that supports units in using data and other evidence to make a case for funding resources to support their Operational Unit and Assessment Plan. The process requires departments and units to align with the College's strategic plan and to establish financial projections for anticipated outcomes.

Once submitted through senior leaders, the process provides a basis for the College to distribute critical resources to areas focused on continuous improvement of key strategic objectives areas.

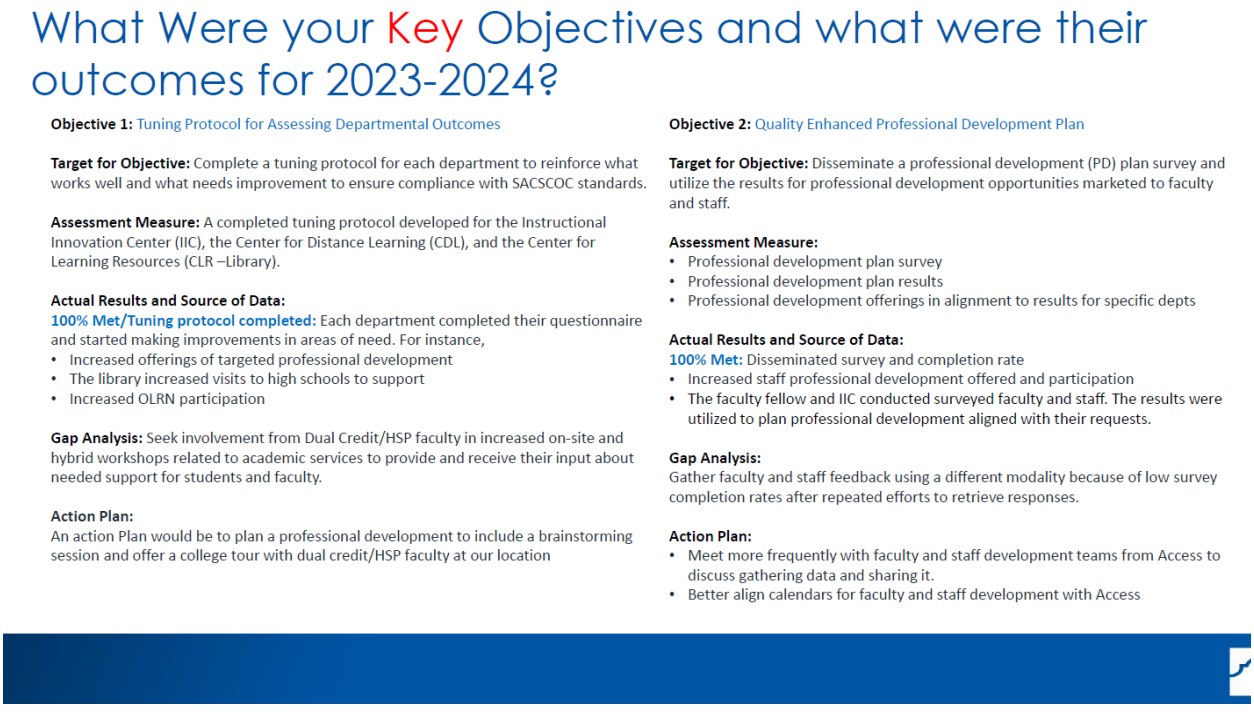
Assessment of the Extent to Which Outcomes are Achieved

Self-assessment occurs throughout the Operational Unit and Assessment Plan (OUAP) process including creating objectives, measures, and targets aligned to the College's overall strategic plan and objectives and also reporting findings and creating action plans. Assessment activities may be conducted by key members of each planning unit or program but is ultimately compiled, evaluated, and incorporated into the strategic plan by the program lead. Data is collected internally by each unit or by the Office of Research, Planning, and Effectiveness. Data from each unit's environmental scan may be comprised of program-specific data, data collected from the nationally-administered student satisfaction surveys, and organizational Key Performance Indicators (KPI's), and are incorporated into the Operational Unit and Assessment Planning process. Data is targeted to the assessed objective metrics and/or to the appropriate student population, which may include, for example, the entire student body, first-time in college students, early college students, and workforce program students. Robust data collection provides a comprehensive picture of a program's performance and promotes an informed

decision-making process. Data-informed planning allows the assessment of previously set objectives, as well as the inclusion of new unit objectives and revised performance targets.

Academic and student support services assess the current state and progress toward improvement through various data. The Community College Survey of Student Engagement (CCSSE) measures the student level of engagement with the College. St. Philip's College rates highly as compared to its peers at the cohort, state and national levels. The College also administers the Noel-Levitz (NL) Student Satisfaction Inventory, which measures student satisfaction. These programs also review the College Scorecard, which offers comprehensive student data, as well as, more targeted metrics on key student populations. Additionally, programs conduct assessment through end-of-course, graduation, and individual student/faculty/staff department surveys. For example, Figure 8.2.c.3 provides the 2023-2024 Operational Unit Plan presentation for the Academic Service's tuning protocol developed to track program improvement needs and professional development-focused survey tools that informed and drove their program objectives and improvements.

Figure 8.2.c.3 Documentation of Program Assessment in Operational Unit and Assessment Planning Presentation from Academic Services Division



Information that informs our Student Service/Student Success programs is also obtained through close cooperation with business and industry; and other external resources like the labor market and higher education databases and regulatory agencies such as the U.S. Department of Education, Texas Higher Education Coordinating Board (THECB), and SACSCOC. Instant feedback via various social media outlets is another important resource that helps to improve events and programs throughout the year.

Improvement of Outcomes Based on Analysis of Results

All major decisions made by the College concerning the identification, innovation, and improvement of programs and services are data-driven and informed by the environmental scanning/data collection efforts described previously. Progress throughout the year is reviewed weekly in the President's Cabinet Meetings and thoroughly evaluated annually through the Operational Unit and Assessment Plan process to determine if changes are needed if realignment is required, and if additional resources need to be allocated. Additionally, if improvements need to be made, the integrated action planning process allows for the revision of plans, efforts, and targets based on needs assessments.

The full cycle of the 2024 OUAP report-outs for the measurement of Student Success and Academic Success Programs can be found in 8.2.c-8_StudentSuccessOUAP and 8.2.c-9_AcademicServicesOUAP. The following narrative provides summaries of the assessment results presented in the full presentation.

Improvement of Outcomes in Academic Success Programs

Archives:

The Archives department at St. Philip's College demonstrated its commitment to inclusiveness, accessibility, and preservation of historical materials during the 2023-2024 academic year. Achievements included updates to descriptive practices to better reflect diversity in its collections and the creation of a new accessibility LibGuide aimed at improving access to archival materials. The department also made strides in digitizing historical collections, including artifacts from the 1930s and 1940s, and acquired significant items such as artwork for the Romo Collection and documents from Dr. Clarence W. Norris, Sr.'s estate. Despite limited storage space and staffing challenges, Archives completed a physical space review and continued its collaboration with Phi Theta Kappa to preserve SPC history. Moving forward, the department aims to address storage challenges and expand its documentation of the social and cultural context of the college.

Center for Learning Resources (CLR):

The CLR, which is St. Philip's College's Library, played a critical role in supporting research and student engagement through innovative resources and programming. Highlights from 2023-2024 include the early implementation of 3D printing and virtual reality studios on both campuses, which were complemented by free workshops for students. The CLR also adopted and implemented a highly successful social media strategy, aiming to increase followers, expand digital reach, and ultimately increase access to services. By setting a target to increase their social media following by 50 new users, starting from a base of 140, the CLR employed data-driven assessments to track progress. Their efforts, including targeted outreach events such as Enrollapalooza and Constitution Day, led to significant growth on Instagram with an increase of 92 followers in the initial months, and subsequent events added 128 followers in Spring 2024 alone. By August 2024, the Library had surpassed its target with a 125% increase in followers, effectively broadening engagement and enhancing the visibility of library services, programs, and collections. Additionally, the CLR advanced its preparations for SACSCOC accreditation by submitting draft narratives for compliance standards. Looking ahead, CLR

plans to enhance its physical and virtual spaces, promote information literacy, and increase outreach efforts to strengthen its impact on the college community.

Instructional Innovation Center (IIC):

The IIC excelled in providing professional development and innovative teaching tools for faculty and staff. Over the 2023-2024 academic year, the center exceeded Title III, Activity V objectives by achieving impressive growth in online course design, active teaching strategies, and instructional technology. The IIC expanded its offerings to include eight new professional development workshops for staff and reintroduced the Master Teacher Certification renewal process. Additionally, the center launched an educational podcast series, which included five episodes focused on teaching and learning strategies. To further enhance collaboration and innovation, the IIC plans to develop a faculty community of practice and host an Active Teaching Strategies Conference in the coming year.

In addition, the IIC continues to ensure St. Philip's College maintains the National Council for State Authorization Reciprocity Agreements (NC-SARA). The latest application and approval from NC-SARA are located in 8.2.c-10_SARARenewal App and 8.2.c-11_SARARenewalApproved.

Center for Distance Learning (CDL)

The CDL focused on supporting students in online and hybrid learning environments, thus achieving significant milestones in 2023-2024. The Orientation to Online Learning (OLRN) program saw participation from 4,047 students, with resources created to assist an additional 2,432 students. The CDL also developed 14 new student resources and conducted classroom presentations to increase awareness of its services. While the center fell short of its ambitious 20% growth target for OLRN completion rates, it achieved a 1.4% increase and has outlined action plans to intensify outreach to students and faculty. The CDL will continue enhancing its resources and expanding awareness campaigns to meet growing student needs.

Child Development Center (CDC)

The CDC continued to provide exemplary childcare services, achieving full enrollment in open classrooms and maintaining its Texas Rising Star accreditation for the seventh consecutive year. In 2023-2024, the center utilized grant funding to cover tuition costs for student parents, secured personal protective equipment through relief funds, and served as a practicum site for vocational programs. Notably, the CDC initiated the first phase of renovations to improve its facilities and began the self-study phase for the Nature Explorer certification, creating a detailed outdoor classroom map. Despite temporary reductions in capacity due to renovations, the CDC remains committed to quality care and aims to finalize certification and expand services as renovations are completed.

Improvement of Outcomes in Student Success Programs

The Student Success Division encompasses programs that provide a variety of student services. Engagement and outreach are often one of the overarching core drivers of these programs, to maximize the number of students that are aware of these programs and ultimately benefit from their services. When student engagement showed signs of weakness in the 2021

Alamo Colleges Scorecard, the Dean of Student Success began the implementation of action plans to bolster program efforts in this specific area. Those action plans continue to evolve today. For example, the 2024-2025 Operational Unit Assessment Plan for the Dean of Student Success, documents ongoing action plans to enhance student engagement across major student populations including Dual Credit/Early College High School, returning students, first-time and transfer students, and continuing students. These action plans are reflected in many of the individual program results today.

Figure 8.2.c.4 Student Engagement Action Planning in the Student Services Division

Action Plan	Overall Focus for 2024-2025: Goal: Focus on increasing enrollment, particularly in underperforming student types like Dual Credit/ECHS and Returning students. Maintain the growth in first-time, continuing, and transfer students. Action: Enhance engagement and retention strategies, promote flexible learning options, and ensure stronger communication with at-risk students to foster continued growth. Dual Credit/ECHS: Action: Strengthen high school partnerships and promote flexible course delivery (e.g., online/hybrid) to re-engage Dual Credit/ECHS students, especially during summer. Returning Students: Action: Implement targeted outreach programs, including re-entry support, financial aid incentives, and flexible scheduling to re-attract returning students. First-Time and Transfer Students: Action: Expand recruitment initiatives and maintain clear, supportive pathways for first-time and transfer students. Use successful recruitment strategies as models for other student types. Continuing Students: Action: Maintain strong retention efforts through academic advising, early intervention, and support programs to ensure continued success in this group. Credit and Contact Hours: Action: Encourage students to take fuller course loads by promoting academic resources, financial aid, and flexible scheduling to meet the needs of working students.

St Philip's College has a vast array of Student Success Programs delivering student services across the campuses. These Student Success programs similarly strive to identify, assesses, and achieve targets on expected outcomes, as documented from the following examples from the 2023-2024 Strategic Planning Cycle:

Enrollment Management:

The Enrollment Management team focused on increasing workforce student persistence from Fall to Spring and/or Summer terms by 1.5%. This initiative aimed to support students in maintaining consistent academic progress toward their degree or certification. Assessment data from the STU 220 enrollment report and the STU 0087 graduation report revealed positive

results. Out of the original Fall 2023 cohort of 4,871 workforce students, 186 students graduated by the end of the Fall semester and were removed from the persistence cohort. Of the updated cohort of 4,685 students, 3,549 persisted to the Spring or Summer terms, achieving a persistence rate of 75.8%, which surpassed the target with a 1.8% increase. This success is attributed to a multi-faceted action plan that included the active involvement of Certified Peer Advisors throughout the enrollment process, the promotion of Full Academic Year Registration (FAYR) benefits during advising sessions, and targeted outreach to ensure students were registered for both 16-week and Flex parts of the Spring and Summer terms. The persistence data highlights the effectiveness of these interventions in keeping workforce students on track academically.

First-Time-in-College (FTIC) Programming:

The First-Year Experience program, specifically designed to support first-time-in-college (FTIC) students, has shown measurable success in fostering student engagement and persistence during the critical first year of college. The program's comprehensive orientation initiatives, combined with individualized advising sessions and cohort-building activities, aim to enhance the retention and academic readiness of FTIC students. For the Fall 2023 semester, the program implemented a targeted outreach strategy that combined in-person workshops with digital support tools, addressing key topics such as time management, goal setting, and accessing campus resources. Student feedback surveys indicated a 15% increase in satisfaction with the onboarding experience compared to the previous academic year, reflecting the program's continuous improvement efforts. Additionally, collaboration with faculty to embed academic skills modules within first-year courses provided a consistent support network, helping FTIC students adjust to college-level expectations. These results underscore the program's commitment to creating a supportive environment that bridges the transition from high school to higher education.

Financial Wellness Initiative:

The Financial Wellness program has expanded its outreach to help students better understand economic concepts and develop skills to navigate their personal finances. Recognizing that financial insecurity can be a significant barrier to academic success, the program set an ambitious goal for the 2023-2024 academic year: to increase participation in financial literacy workshops by 25% over the previous year. Through partnerships with local financial institutions and community organizations, the program delivered workshops on budgeting, credit management, and student loan repayment strategies. Data from workshop attendance records show that participation increased by 28%, exceeding the target. Post-workshop surveys revealed that 87% of attendees felt more confident in managing their finances, a 12% improvement over the prior year. The program also integrated one-on-one financial coaching sessions into the advising process, allowing students to address specific concerns. By equipping students with these critical skills, the Financial Wellness program has helped mitigate financial stress, enabling students to focus on their academic and career goals.

Student Accessibility Services (SAS):

In alignment with the institution's commitment to inclusivity, the Student Accessibility Services (SAS) program has made significant strides in enhancing access to accommodations for students with disabilities. The program focused on streamlining the accommodation request

process by adopting new technologies and providing targeted training for faculty and staff. In the 2023-2024 academic year, SAS launched an online portal for students to request and manage accommodations, significantly reducing processing times by 40%. Additionally, SAS hosted workshops for faculty to improve their understanding of universal design principles and effective teaching strategies for students with diverse needs. End-of-semester surveys conducted among students registered with SAS revealed an 18% increase in satisfaction with accommodation services compared to the previous year. By prioritizing both student autonomy and faculty engagement, SAS has fostered a more supportive and equitable learning environment, ensuring that all students have the tools they need to succeed.

Tutoring and Technology Services:

The Tutoring and Technology program continues to play a vital role in supporting academic achievement and retention through its personalized tutoring sessions and technology-based learning tools. For the 2023-2024 academic year, the program set a goal to increase the utilization of tutoring services by 10%. This was achieved by expanding the hours of operation, implementing virtual tutoring options, and increasing promotional efforts through campus-wide events and social media campaigns. Usage statistics showed a 14% increase in tutoring appointments, with students citing the program as a critical factor in their academic success. Additionally, the program introduced a series of workshops on leveraging educational technologies, such as virtual reality tools and interactive software, to enhance learning experiences in STEM disciplines. These efforts were particularly effective for students enrolled in challenging courses, as demonstrated by an 8% increase in pass rates for courses with historically high dropout rates. The program's proactive approach to integrating technology and personalized support underscores its commitment to student success.

Advising and Student Success:

The Advising and Student Success program at St. Philip's College plays an integral role in supporting students as they navigate their academic and career pathways. For the 2023-2024 academic year, the program implemented a series of innovative strategies to enhance student retention and engagement. A primary focus was the integration of proactive advising practices, which included scheduled outreach to at-risk students and personalized advising sessions centered on academic and career planning. To support these efforts, advisors incorporated data from predictive analytics tools to identify students who were at risk of not persisting and developed targeted intervention plans.

Additionally, the program promoted Full Academic Year Registration (FAYR), which encourages students to plan and register for multiple terms in advance, helping them maintain a consistent trajectory toward graduation. Results from the advising team's efforts were evident in the 1.8% increase in workforce student persistence rates. Advisors also partnered with Certified Peer Advisors to expand their reach, ensuring students had access to ongoing support throughout the enrollment and registration processes. These initiatives exemplify the program's commitment to providing personalized guidance and fostering student success at every stage of their educational journey.

Student Health Center:

The Student Health Center at St. Philip's College continues to address a critical need by offering accessible, affordable healthcare services to students. Recognizing the importance of physical and mental health in academic success, the center expanded its services during the 2023-2024 academic year to include additional mental health counseling sessions and wellness workshops. The program also enhanced its outreach efforts, promoting health awareness through campus events such as "Healthy Habits Week" and "Mental Health Matters Day," which saw record attendance of over 300 students.

Data collected through student surveys indicated that 92% of students who utilized the health services felt their overall well-being had improved, enabling them to focus more effectively on their studies. The center also partnered with local healthcare providers to offer discounted medical services, including flu shots, routine check-ups, and vaccinations. By addressing both preventative and immediate healthcare needs, the Student Health Center has established itself as an essential resource, ensuring that students remain healthy and prepared to achieve their academic goals.

Service/Experiential Learning and Career Readiness:

The Service/Experiential Learning and Career Readiness program provides students with opportunities to develop professional skills through hands-on learning experiences. During the 2023-2024 academic year, the program focused on expanding its internship placement services and career development workshops. A key highlight was the introduction of a new Career Exploration and Planning module, which guided students through the process of identifying career paths aligned with their strengths and interests.

Additionally, the program offered mock interview sessions, resume reviews, and job search tools tailored to meet the needs of diverse student populations, including veterans, first-generation students, and individuals returning to college after a break. Participation in these activities increased by 35%, with over 500 students attending at least one career readiness workshop. Exit surveys revealed that 88% of participants felt better prepared to enter the workforce, and many attributed their success in securing internships or employment to the resources and guidance provided by the program.

Student Advocacy Center:

The Student Advocacy Center continued its mission to provide holistic support to students facing personal and financial challenges. In the 2023-2024 academic year, the center launched a new initiative to address food insecurity, creating a partnership with local food banks to stock an on-campus pantry. This pantry served over 1,200 students during the year, ensuring that basic needs were met so students could focus on their studies. Additionally, the center expanded its emergency aid program, providing short-term financial assistance to students experiencing unexpected hardships such as housing instability or medical emergencies.

The Advocacy Center also implemented a case management system to track student needs and connect them with appropriate campus and community resources. Results from a student satisfaction survey showed that 94% of students who accessed the Advocacy Center's services

felt they were better able to remain enrolled and engaged in their coursework. This data underscores the vital role the center plays in removing barriers to student success.

Conclusion

St. Philip's College is in compliance with Comprehensive Standard 8.2.c by identifying expected outcomes, assessing the extent to which it achieves these outcomes, and providing evidence of improvement based on analysis of the results in Academic and Student Support Service programs. Academic and Student Services are a core component of St. Philip's College. Through the Operational Unit and Assessment Planning process, data-driven assessments and an ongoing cycle of strategic planning drive performance in the Divisions of Academic Success and Student Success, allowing these programs to innovate in response to performance needs and make continual improvements to benefit the diverse student population of St. Philip's College. Examples of these improvements compiled from program OUAP reports were reviewed in this narrative. Full OUAP reports are included in the artifacts for standard 8.2.c, as well as data sources that inform the strategic planning process for these programs.

Evidentiary Documents

5.4-2_SPC Org Chart.pdf
8.2.c-1_SPCOrganizationalChart.pdf
8.2.c-3_InstitutionalAssessmentEvaluation.pdf
8.2.c-4_SPOLDirections.pdf
8.2.c-5_OUAP2024Schedule.pdf
8.2.c-6_OrganizationASWOT.pdf
8.2.c-7_ResourceAllocationRequest.pdf
8.2.c-8_StudentSuccessOUAP.pdf
8.2.c-9_AcademicServicesOUAP.pdf
8.2.c-10_SARARenewal App.pdf
8.2.c-11_SARARenewalApproved.pdf

9 Educational Program Structure and Content

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 upon fields of study appropriate to higher education.* ***(Educational programs)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement Principle 9.1, Program content.

All educational programs at St. Philip's College (SPC) embody a coherent course of study, are compatible with the institution's stated Mission and goals, and are based on fields of study appropriate to higher education.

All Educational Programs at SPC Embody a Coherent Course of Study

SPC offers degree and certificate programs that embody a coherent course of study. All courses originate from the Texas Higher Education Coordinating Board (THECB) inventory of courses located in the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM). The THECB prescribes minimum requirements for each program, which helps ensure that all of SPC's courses and programs are built on a coherent course of study.

All educational programs offered at SPC comply with the rules and regulations set forth by the THECB in the 9.1-1_TAC 19-1-9 Texas Administrative Code Title 19, Part 1, Chapter 9 and are consistent with those offered at other higher education institutions within Texas and the region accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

For the academic year 2024-2025, SPC offered Certificates, Associate degrees, and a Bachelors of Applied Technology:

- Certificate 9.1_2_Certificate
- Associate of Arts (AA) 9.1_3_ProgramAssociateofArts
- Associate of Science (AS) 9.1_4_ProgramAssociateofScience
- Associate of Arts in Teaching (AAT) 9.1_5_ProgramAssociate of ArtsinTeaching
- Associate of Applied Science (AAS) 9.1_6_AssociateofAppliedScience

Additionally, beginning in Fall 2024, St. Philip's College offered a Bachelor of Applied Technology in Cyber Security 9.1_7_CyberBachelorofApplied.

AA, AS, and AAT programs at SPC are each 60-credit-hour programs intended for transfer to baccalaureate institutions as degree applicable. Accordingly, SPC complies with Board of Trustees Policy E.1.3 Core Curriculum and Degree 9.1_8_BOTE13 not to offer majors at the

two-year level. SPC's AA, AS, and AAT programs are designed as comprehensive degree programs and comply with the GIPWE and SACSCOC.

The Bachelor of Applied Technology (BAT) in Cybersecurity is a 120-credit-hour program that prepares students to design, implement, and secure computer networks.

Texas Administrative Code Title 19, Part 1, Chapter 9, defines degree titles, program length, and program content for an AA, AS, and AAT. The AA, AS, and AAT each consist of 42 hours of state-mandated general education hours (core curriculum), which come from an inventory of courses listed within the ACGM and are designed for transfer to any four-year public institution of higher education in Texas. The remaining 18 hours (for flexibility in transfer and applicability) within an AA or AS are elective hours of a student's choice in a pre-major.

The Texas Direct - Field of Study (FOS) program is designed to facilitate the transfer of academic credit among colleges and universities. It ensures that students who complete a specific field of study at a Texas institution will have their credits recognized when they transfer to another institution within the state.

Key Features of Texas Direct Field of Study:

- **Defined Curriculum:** Each Direct Field of Study consists of a set of courses that are essential for a particular academic discipline, ensuring that students receive foundational knowledge.
- **Transferability:** Courses within a Direct Field of Study are guaranteed to transfer and apply toward a degree program in the same field at any public institution in Texas.
- **Areas of Study include:** Business Administration, Communications, Criminal Justice, Education, History, Nursing, Political Science, Psychology, Social Work, and Sociology.

For the AAT, the remaining 18 additional hours are specific courses that meet the first-year and sophomore-level requirements of a baccalaureate degree in education offered by public higher education institutions in Texas. The 18 hours for the AA and AS are guided by Transfer Advising Guides, which are developed by SPC faculty in collaboration with faculty at transfer institutions and identify degree-applicable offerings to students.

Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.23 9.1_9_TAC1914B423 Texas Administrative Code defines the core curriculum in accordance with Texas Education Code 61.821 – 61.83 2 9.1_10_EduCodeChap130 which states that "each institution of higher education that offers an undergraduate academic degree program shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours." The THECB, in accordance with Texas Administrative Code and Texas Education Code, defines the Texas Core Curriculum (TCC) as 42 semester credit hours (SCH) for all undergraduate students in public higher educational institutions in Texas. When developing the TCC, the THECB "relied on advice and recommendations from faculty and administrators at Texas public colleges and universities regarding the content, component areas, and objections of the TCC" According to the THECB regarding the TCC —

> Each institution selects the specific courses it will offer to fulfill that framework of the TCC in a way that reflects the individual role and mission of the institution. The TCC implementation

at each institution must receive approval from the Coordinating Board and institutions must evaluate the effectiveness of their TCC at regular intervals.

SPC has received approval of its 42 SCH core curriculum in fulfillment of the TCC requirement from the THECB. Also, according to the THECB, the importance of the core curriculum is that:

It allows students who complete a 42-semester credit hour (SCH) core curriculum at one institution to transfer the entire set of completed courses to another public Texas higher education institution without having to repeat any core courses. Students who transfer without completing the entire 42-SCH core curriculum also receive credit for each of the core courses they successfully complete.

The THECB TCC, in accordance with Texas Administrative Code and Education Code, stipulates that the core curriculum at each Texas higher education institution must include the following Foundational Component Areas and semester credit hours:

- Communication (6 SCH)
- Mathematics (3 SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy and Culture (3 SCH)
- Creative Arts (3 SCH)
- American History (6 SCH)
- Government/Political Science (6 SCH)
- Social and Behavioral Sciences (3 SCH)
- The Component Area Option (6 SCH)

Therefore, all AA, AS, and AAT degrees embody a coherent course of study for transferability which include courses within the well-structured core curriculum through which students fulfill the College Institutional Learning Outcomes (ILOs) which align to the THECB core objectives. These include the following:

- **Communication:** SPC students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.
- **Critical Thinking:** SPC students exhibit habits of mind characterized by the comprehensive exploration of ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **Empirical and Quantitative Skills:** SPC students apply scientific and mathematical concepts to analyze and solve problems.
- **Personal Responsibility:** SPC students connect choices, actions, and consequences to ethical decision making.
- **Social Responsibility:** SPC students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.
- **Teamwork:** SPC students consider different points of view and work effectively with others to support a shared purpose or goal.

In addition to the AA, AS, and AAT programs, SPC offers several AAS programs. As part of the catalog of SPC degrees and certificates, the College offers a Bachelor of Applied Technology, Associate degrees and certificates, which are designed to prepare students for the workforce.

The certificates are intended to be stackable within their corresponding AAS degree. All AAS degree programs and certificates offered at SPC comply with the rules and regulations set forth by the THECB and are consistent with those offered at other institutions of higher education within Texas and the region accredited by the SACSCOC. The Guidelines for Instructional Programs in Workforce Education (GIPWE) 9.1.11_GIPWE states that graduates of AAS programs "must be eligible to seek credentialing upon graduation without additional work experience or education, unless the additional work experience and/or education is commonly required for all applicants for the credential."

The College follows all THECB guidelines in developing and implementing all AAS degrees and certificates. The THECB publishes GIPWE 9.1_11_GIPWE Guidelines for Instructional Programs in Workforce Education, which "provides guidelines for the design, development, operation, and evaluation of credit and non-credit workforce education programs." Additionally, the GIPWE provides guidance for the general instructional requirement, workforce education program elements, new program approval process, and program revision process for all workforce education programs. The GIPWE 9.1_11_GIPWE Guidelines for Instructional Programs in Workforce Education mandates that all AAS degrees should have —

> A technical component composed of 50 to 75 percent of the course credits drawn from a common technical specialty identified by the Classification of Instructional Programs (CIP) program code. This ensures that each degree or certificate program has a clearly defined subject matter focus and provides students with opportunities for employment and career advancement. The curriculum may include both Workforce Education Course Manual (WECM) courses and Lower-Division ACGM courses that are directly related to the discipline.

Moreover, the GIPWE 9.1_11 GIPWE Guidelines for Instructional Programs in Workforce Education specifies the following: "To meet SACSCOC guidelines, each degree must have a minimum of 15 semester credit hours (SCH) of general education courses. Courses must be selected from the following areas and must include at least 3 SCH in each area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics."

The WECM, published by the THECB, is the online inventory of current workforce and technical education courses for use in AAS degree programs. Additionally, all SPC AAS degrees have a minimum of 15 SCH from the ACGM which include at least three SCH from the Humanities /Fine Arts, Social/Behavioral Science, and Natural Science/Mathematics.

When developing AAS degrees and certificates, the College also utilizes internal guidelines outlined in the May 3, 2023 Letter from the Office of the Chancellor and signed by our College President. 9.1_12_NewWfProProcess. This document aligns with the THECB GIPWE. The College requires that all workforce programs maintain industry-based advisory committees. SPC utilizes the guidelines within the GIPWE that 9.1_11_GIPWE Guidelines for Instructional Programs in Workforce Education outlines how advisory committees support the program curriculum to embody a coherent course of study, compatible with the Mission and goals of the College, and align to local industry needs. SPC faculty collaborate with Program Advisory Committees to select courses from the WECM and ACGM to fulfill the workforce component of the AAS degrees.

All Educational Programs are Compatible with the Stated Mission and Goals of the College

All SPC Educational Programs are Compatible with the College's Mission and Goals. The Texas Statutes Education Code Title 2, Subtitle G, Chapter 130, Section 130.0011 9.1_10_Education_Code_Chapter_130 Public Junior College Role and Mission states that "Texas public junior colleges (community colleges) shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees." Furthermore, it states that "each institution shall insist on excellence in all academic areas." Texas Administrative states that "each public two-year college Code Title 19, Part 1, Chapter 9, Subchapter C, Rule 9.53 9.1-13_TAC1919C953 Texas Administrative Code must develop a statement regarding the purpose, role, and mission of the institution reflecting the three missions of higher education: teaching, research, and public service."

The mission, vision, and values of St. Philip's College directly align with the role and mission of Values and the Strategic Directions of comprehensive public colleges as defined by the state of Texas (9.1-14_SPC-MVV). The Mission of SPC is "is to empower our diverse student population through educational achievement and career readiness.

Academic Transfer Programs prepare students for seamless transfer to four-year institutions. They align with the mission to empower students academically by providing essential foundational courses in areas like liberal arts, sciences, and business. Students are equipped with the knowledge and skills necessary for further education.

Career and Technical Education (CTE) programs focus on providing hands-on training in various fields such as healthcare, technology, and skilled trades. These programs directly support workforce readiness, aligning with the College's vision of being a leader in workforce development. Graduates are prepared to enter the workforce immediately, meeting local industry needs.

St. Philip's College's mission, vision, and values are intrinsically linked to its program offerings. By fostering academic transfer and workforce readiness, the College not only empowers students but also contributes to community development and economic growth. This holistic approach ensures that all programs are focused on equipping students with the skills necessary for success in their chosen paths.

All Educational Programs are Based on Fields of Study Appropriate to Higher Education

St. Philip's College structures its educational programs around fields of study that align with higher education standards. This approach ensures that students receive relevant and rigorous education that prepares them for academic transfer or workforce entry.

Conclusion

St. Philip's College demonstrates full compliance with Core Requirement Principle 9.1, Program Content, by ensuring that all educational programs embody a coherent course of study, are mission-aligned, and based upon fields of study appropriate to higher education. The college adheres to the Texas Higher Education Coordinating Board's standards, offering a well-defined

curriculum that fosters academic transfer and workforce readiness. With robust programs that include Certificates, Associate degrees, and a Bachelor of Applied Technology, SPC not only meets but exceeds expectations for program content, ensuring that students acquire the necessary knowledge and skills for successful transitions to baccalaureate institutions or immediate employment in their chosen fields. This commitment to quality education underpins SPC's mission to empower a diverse student body and support community development.

Evidentiary Documents

9.1-1_TAC1919.pdf
9.1_2_Certificate.pdf
9.1_3_ProgramAssociateofArts.pdf
9.1_4_ProgramAssociateofScience.pdf
9.1_5_ProgramAssociateofArtsinTeaching.pdf
9.1_7_CyberBachelorofApplied.pdf
9.1_8_BOTE13.pdf
9.1_9_TAC1914B423.pdf
9.1-10_EduCodeChap130.pdf
9.1-11_GIPWE.pdf
9.1-12_NewWfProProcess.pdf
9.1-13_TAC1919C953.pdf
9.1-14_SPC-MVV.pdf

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.* ***(degree programs)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement Principle 9.2, Program length.

St. Philip's College offers one or more programs based on at least 60 semester credit hours at the associate level. Additionally, the College also offers one program based on at least 120 hours at the baccalaureate level. St. Philip's does not offer degree programs at the graduate, or professional level; does not use units other than semester credit hours; and does not offer programs at the associate level that require fewer than 60 semester credit hours. The College does not offer programs that rely on other means of assessment and degree-awarding methods aside from the traditional semester credit hour.

St. Philip's College adopted, and adheres to, the 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 by the College, including all Associate of Arts in Teaching, Associate of Arts, Associate of Science, and Associate of Applied Science (9.2-1). As listed on the Texas Higher Education Coordinating Board (THECB) report titled, THECB Program Inventory by CIP for St. Philip's College (9.2-2), the College 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).

In accordance with THECB rules and permissions, the College does offer four Associate of Applied Science degrees that exceed the 60-semester credit hour limit in the Health Sciences fields. Through accrediting bodies' policies and advisory boards' support, the degrees in Diagnostic Medical Sonography (64 hours), Physical Therapist Assistant (65 hours), Radiography Technologist (64 hours), and Respiratory Care Technology (66 hours) have been approved by THECB to exceed 60 semester credit hours. This exemption is documented on the

THECB webpage titled, 60 Semester Credit Hour (SCH) Exemptions (9.2-7).

Senate Bill 497 passed by the Texas Legislature in 2013 requires that students enrolled at a public institution of higher education not be required to complete more than the minimum number of semester credit hours (SCHs) than are required by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), which is 60, to earn an associate degree. Allowances for exceeding the 60 SCH limit can be granted when a compelling academic reason exists. Acceptable justifications for exceeding the 60 SCH limit are programmatic accreditation requirements, including statutory requirements and requirements for licensure/certification of graduates.

Coordinating Board staff, working in conjunction with the WECM Leadership Committee and faculty and administrative representatives from community and technical colleges across the state, have approved exemptions to exceed the 60 SCH limit for the program disciplines listed below:

CIP Code	Program Name	Approved 60 SCH Exemption
161603	American Sign Language	65
510707	Cancer Data Management	61
510602	Dental Hygiene	68
510910	Diagnostic Medical Sonography	65
510806	Physical Therapist Assistant	66
510907	Radiation Therapy	65
510911	Radiologic Technology	64
510908	Respiratory Care	66

Figure 9.2.1 Minimum hours exemptions for programs (see Exhibit 9.2-7).

St. Philip's College also offers a Bachelor of Applied Technology (BAT) degree that consists of 120 hours (9.2-8). Information regarding all degree programs at the College, inclusive of the total number of semester credit hours necessary to complete these degrees, is available through the College's catalog as evidenced by the Degrees and Certificates by Type page in the eCatalog (along with two program examples).

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

in the Curriculum Committee Handbook. Faculty ensure that any changes made to the degree offer 60 semester credit hours as advertised in the St. Philip's College's catalog.

Conclusion

In conclusion, the College offers two AAT degrees, an AA degree, an AS degree, and 46 AAS degrees. Four of the AAS degrees exceed 60 hours (as approved by the THECB). St. Philip's College also offers one baccalaureate degree, the Bachelor of Applied Technology (BAT), but does not offer degree programs at the graduate, or professional level.

Evidentiary Documents
9.2-1_TACDegreeHours.pdf 9.2-2_SPC-ProgInventory.pdf 9.2-3_AADegreePlan.pdf 9.2-4_ASDegreePlan.pdf 9.2-5_AATDegreePlan.pdf 9.2-6_AASDegreePlan.pdf 9.2-7_THECB60HrExem.pdf 9.2-8_BATDegreePlan.pdf 9.2-9_Degrees&Certficates from eCatalog.pdf

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 component)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement Principle 9.3, General education requirements.

St. Philips College (SPC) requires a general education component at the undergraduate level that is based on a coherent rationale, is a substantial component of each undergraduate degree program (i.e., a minimum of 15 semester credit hours for the College's associate degree programs, and a minimum of 30 semester credit hours for the College's baccalaureate program), and ensures a breadth of knowledge. General education is an integral component of every degree program offered at SPC. The following narrative establishes the fact that every degree awarded by the College is based on a coherent rationale, and all SPC degrees are structured in such a way that they ensure breadth of knowledge.

General Education at St. Philip's College is Based on a Coherent Rationale

St. Philip's College confers the following types of degrees: 9.3.1_ Associate of Arts (AA), 9.3.2_Associate of Science (AS), 9.3.3_ Associate of Arts in Teaching (AAT), 9.3.4_Associate of Applied Science and 9.3.5_ Bachelor of Applied Technology (BAT). General education courses fall within the College's Core Curriculum and constitute an integral part of every degree within the College's inventory.

General education at the College is based on a coherent rationale. St. Philip's College's Core Curriculum is informed by and aligns with the 9.3.6_Texas_Core_Curriculum, the 9.3.7_Texas_General_Education_Core_Curriculum_WebCenter, and the 9.3.8_THECB_Education_Code as detailed in Chapter 61. The primary rationale underlying general education at St. Philip's College is to structure degree programs resulting in students receiving the essential knowledge and skills they need to be successful in college, in a career, in the community, and in life. To advance this cause, every course in the St. Philip's College Core Curriculum and, by extension, every general education course addresses a number of the College's Institutional Student Learning Outcomes (ISLOs):

- 9.3.9_Critical_Thinking – defined as the ability to analyze and evaluate an issue in order to form a judgment.

- 9.3.10_Communication – defined as the ability to convey ideas through writing, speaking, and visual representations. It also requires the ability to respond meaningfully to communication from others.
- 9.3.11_Empirical_and_Quantitative – defined as the ability to make conclusions about observable facts and numerical data.
- 9.3.12_Teamwork – defined as the ability to work with others in a meaningful and productive way.
- 9.3.13_Social-Responsibility – defined as the responsibility of everyone to engage in thought and actions that benefit society.
- 9.3.14_Personal_Responsibility – defined as the idea that people choose their own actions based on a larger ethical framework and therefore are accountable for those actions.

General Education Courses at St. Philip's College Represent a Substantial Component of Each of the College's Degree Programs

Courses from the College Core Curriculum form the basis of general education at SPC and comprise a substantial component of every Associate and Bachelor degree conferred by the College.

General Education for AA/AS/AAT & BAT Degrees

The AA, AS, and AAT degrees include a core curriculum consisting of 42 semester credit hours of general education courses as defined in section 61.821 of THECB education code, 9.3.15_42_Core Curriculum. This exceeds the 15 hours of general education required for associate degree programs, as prescribed by Core Requirement 9.3. Moreover, students earning the BAT degree also complete the core general education requirement of 30 hours which exceeds the requirement outlined in Core Requirement 9.3.

The core curriculum required for each of these degrees represents a common experience in academic foundations. Moreover, it creates a basis for transferability for those students who wish to transfer within the Alamo Colleges District or among regionally accredited public and private Texas colleges and universities as prescribed in 9.3.16_Texas_Code (Title 19, Part 1, Ch 4, Subchapter B, Rule 4.28) that mandates that the completed core at one institution will transfer and take the place of the core at a receiving Texas public senior institution. Consequently, those students seeking AA, AS, and AAT degrees are encouraged to complete the core at SPC since the core will transfer as a block of credit and, assuming they complete it in total, they would not be required to take additional core curriculum courses at their senior higher education institution. At SPC, the core course of study consists of 42 Semester Credit Hours (SCH), thereby making it a substantial portion of the requirements for a transferable degree for those seeking AA, AS, and AAT degrees. Examples of degree plans are provided from the BAT, AA, AS, and AAT programs highlighting the general education component of those programs and demonstrating that it is a substantial component of those degrees:

- 9.3.5_ Bachelor of Applied Technology
- 9.3.1_ Associate of Arts
- 9.3.2_Associate of Science
- 9.3.3_ Associate of Arts in Teaching

- 9.3.4_Associate of Applied Science

Degree plans for all AA, AS, and AAT degree programs are available within the College's catalog (Degrees and Certificated by Type with two program examples).

General Education for AAS Degrees

In addition to the opportunities for students to earn degrees intended for transfer (AA, AS, and AAT), the College also provides opportunities for students to pursue degrees that are not primarily intended for transfer. These are the College's Associate of Applied Science (AAS) degrees and are intended, instead, as direct onramps to employment. As with the College's other associate degrees, SPC ensures that each of its AAS degrees is designed in such a way that general education constitutes a significant component of the degree program. In accordance with SACSCOC and THECB Guidelines for Instructional Programs in Workforce Education (GIPWE), St. Philip's College's AAS degree requires a minimum of 15 semester hours of general education courses as stated on page 20 of the GIPWE, 9.3.17_THECB GIPWE. These courses are selected from the SPC Core Curriculum Selection List and must include at least 3 SCH in each area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Examples of AAS degree plans are provided highlighting the general education component of those programs and demonstrating that it is a substantial component of those degrees:

- 9.3.4_Associate of Applied Science
- 9.3.18_Associate of Applied Science_

Degree plans for all AA, AS, and AAT degree programs are available within the College's catalog.

General Education at St. Philip's College Ensures Breadth of Knowledge

General education at SPC is designed to ensure students are exposed to a breadth of knowledge, including humanities/fine arts, social/behavioral sciences, and natural science/mathematics. To accomplish this, general education courses at SPC are designed to address knowledge spanning nine Foundational Component Areas (FCA), including a Component Area Option (CAO), along with the institutionally designated option.

General education at St. Philip's College aligns with the spirit of the message as expressed in 9.3.19_SACSCOC_Interpretation. As such, it includes neither courses like basic composition nor narrowly focused skills courses such as introductions to foreign languages. Additionally, courses contained in the College Core Curriculum at St. Philip's College are not restricted to a single major or group of majors and, therefore, do not center around advanced or specialized content that is inappropriate for a General Education. The general education program offered at St. Philip's College aims to ensure a breadth of knowledge by harmonizing courses that address foundational knowledge about human cultures, the physical and natural world, principles of personal and social responsibility for living in a diverse world, as well as courses that promote intellectual and practical competencies essential for all learning.

Each Foundational Component Area (FCA) in the College Core Curriculum has a component description, a set number of Semester Credit Hours (SCH) required for completion of a component, and specified core objective requirements. The nine FCA are as follows:

1. Communication — Component Area 10 – 6 SCH
2. Mathematics — Component Area 20 – 3 SCH
3. Life and Physical Sciences — Component Area 30 – 6 SCH
4. Language, Philosophy & Culture — Component Area 40 – 3 SCH
5. Creative Arts — Component Area 50 – 3 SCH
6. American History — Component Area 60 – 6 SCH
7. Government/Political Science — Component Area 70 – 6 SCH
8. Social and Behavioral Sciences — Component Area 80 – 3 SCH
9. The Component Area Option — Component Area 90 – 3 SCH
10. Additional Communication — Component Area 90 – 3 SCH

Table 9.3.3 Crosswalk Between the THECB Foundational Components and the SACSCOC Foundational Areas

SPC Core Curriculum	**SACSCOC Foundational Areas of Knowledge**		
THECB Foundational Component Area	**Humanities/Fine Arts**	**Social/Behavioral Sciences**	**Natural Science/ Mathematics**
Communication	X		
Mathematics			X
Life and Physical Sciences			X
Language, Philosophy, and Culture	X		
Creative Arts	X		
American History	X		
Government/Political Science	X		
Social and Behavioral Sciences		X	

FCA based on the THECB Core Course Assessment Matrix

SPC Core Curriculum is 100% aligned with the THECB FCA standards

Examples of AA, AS, AAT, AAS, and BAT degree plans are provided demonstrating that the general education component of those programs ensures an appropriate breadth of knowledge:

- **9.3.5 Bachelor of Applied Technology**
- **9.3.1 Associate of Arts**
- **9.3.2 Associate of Science**
- **9.3.3 Associate of Arts in Teaching**
- **9.3.4 Associate of Applied Science -Cyber**
- **9.3.18 Associate of Applied Science - Early Childhood**

Conclusion

St. Philip's College complies with Core Requirement 9.3. General education is an integral component of every degree program offered at St. Philip's College. This narrative establishes that every Associate degree and Baccalaureate degree awarded by the College is based on a coherent rationale, and all SPC degrees are structured in such a way that they ensure breadth of knowledge. St. Philip's College (SPC) is following CR 9.3 a-c, General Education Requirements as the College requires the successful completion of a general education component that consists of a minimum of 15 semester credit hours or the equivalent for every associate degree and a minimum of 30 semester credit hours for every Baccalaureate degree it awards.

Evidentiary Documents

9.3.1_AASt.PhilipsCollegeAcalog.pdf
9.3.2_AS_StPhilipsCollegeAcalog.pdf
9.3.3_AATeachECSpecEdStPhilipsCollegeAcalog.pdf
9.3.4_InfoTechCyberSpecAAS-Acalog.pdf
9.3-5_TxCoreCur.pdf
9.3.6-Texas General Education Core Curriculum WebC.pdf
9.3.7-THECB_Education_Code-Chapter_61.pdf
9.3.8-Critical_Thinking-Institutional_Learning_Out.pdf
9.3.9-Communication_Institutional_Learning_Outcome.pdf
9.3-10_EmpiricalQuantitativeSkills.pdf
9.3.11-Teamwork_Institutional_Learning_Outcomes.pdf
9.3.12-Social-Responsibility_Institutional_Learnin.pdf
9.3.13-Personal_Responsibility_Institutional_Learn.pdf
9.3.14-42_Core Curriculum Consisting of 42 semeste.pdf
9.3.15-Texas_Code (Title 19 Part 1 Ch 4 Subchapter.pdf
9.3.16-THECB GIPWE.pdf
Course Catalog 2425.pdf
9.3-20_Degrees&Certficates from eCatalog.pdf
9.3.17-SACSCOC_Interretation_of_Core_Requirement_9.pdf
9.3.18_Associate of Applied Science_Early Childhoo.pdf

9.3.19-Texas Administrative Code_title 19_Part 1_C.pdf
9.3-4b_CyberBAT-StPhilipCollegeAcalog.pdf

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.* ***(credit hours)***

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 9.4, Institutional credits for an undergraduate degree.

At least 25 percent of the credit hours required for all undergraduate degrees awarded by St. Philip's College (SPC) are earned through instruction offered by St. Philip's College.

SPC offers Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS) degree programs, an Associate for Arts in Teaching (AAT), a Bachelor of Applied Arts in Technology (BAT), and various Certificate programs. The College's bachelor's degree requires 120 credit hours, associate degrees (AA, AS, AAS, and AAT programs) require between 60 and 66 semester credit hours, and certificates require between 10 and 42 semester credit hours. To be awarded a degree or certificate by SPC, a student completing the degree or certificate must have earned at least 25 percent of the required hours though instruction offered by the College.

St. Philip's College publishes the 25 percent requirement within its catalog and has established a process to audit all graduation applications to verify that at least 25 percent of the required credit hours for any degree or certificate awarded by the College is earned through instruction offered by the College (9.4-1_Catalog).

The catalog states the followring regarding this residency requirement:

- "To be awarded an Associate Degree or Certificate students must earn at least 25% of degree hours required for graduation in residency at the college of the Alamo Colleges District granting the degree or certificate."

These policies and procedures are publicly available through the St. Philip's College website. It is accessible to all affected students, faculty, staff, and to the community at large.

St. Philip's College Graduation Degree Audit Process

The College uses a graduation application and audit process to ensure at least 25 percent of the required credit hours for any degree or certificate are earned through instruction offered by the institution are implemented and monitored for compliance (9.4-2_GradAppDegree & 9.4-3_GradAppCert).

Monitoring the 25 percent residency requirement is accomplished through the Graduation Degree Audit Form (9.4-4_GradAuditCert; 9.4-5_GradAuditAAS), which must be completed and submitted after a thorough degree audit process. The graduation application process is

identified for the student within the College Catalog and on the Advising webpage (9.4-6_GradProcessAdvise; 9.4-7_GradWebsite). The degree audit and application form are completed by the student's advisor, and the Graduation Team reviews both in the Office of Admissions and Records to verify all College coursework to confirm residency requirements. This process is to confirm that the student took at least 25% of courses at St. Philip's College and has met all other requirements for graduation.

The award of an associate degree or certificate may also be done automatically or through the process of reverse transfer. Both processes are established in Board Policy F.6.4, (9.4-8_BoardPolicyF.6.4) which also notes the residency requirement. Every automatic award and award by reverse transfer goes through the degree audit process outlined in Board Procedure F.6.1.3 (9.4-9_BoardProcedureF.6.13) referenced above, confirming that the residency requirement is met.

Additionally, the College identifies on its transcripts the name of the institution or other source from which the student completed the course and credit was earned.

St. Philip's College Transcripts

The College clearly identifies on its transcripts the source of all semester credit hours awarded by the College. The transcript identifies credits earned through courses taken at the College (9.4-10_TransDegreeAward), credits accepted in transfer (9.4-11_TranscTransferCred), and credits awarded by examination, through work experience, or through professional licensure or certification (9.4-12_TranscriptCLEP).

Conclusion

St. Philip's College offers AA, AS, and AAS degree programs, an AAT, a BAT, and various Certificate programs. The College's bachelor's degree requires 120 credit hours, associate degrees (AA, AS, AAS, and AAT programs) require between 60 and 66 semester credit hours, and certificates require between 10 and 42 semester credit hours. To be awarded a degree or certificate by SPC, a student completing the degree or certificate must have earned at least 25 percent of the required hours though instruction offered by the College. The College uses graduation applications and graduation audits to review this requirement is met for all awards.

Evidentiary Documents
9.4-1_CatalogGraduation.pdf 9.4-2_GradAppDegree.pdf 9.4-3_GradAppCert.pdf 9.4-4_GradAuditCert.pdf 9.4-5_GradAuditAAS.pdf 9.4-6_GradProcessAdvisingWebsite.pdf 9.4-7_GradWebsite.pdf 9.4-8_BoardPolicyF.6.4.pdf 9.4-9_BoardProcedureF.6.1.3.pdf

9.4-10_TranscriptDegreeAward.pdf
9.4-11_TranscriptTransferCredits.pdf
9.4-12_TranscriptCLEP.pdf

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.* ***(graduate credit hours)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College does not offer degrees at the graduate or postbaccalaureate level, so this standard does not apply.

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.* ***(Graduate Programs More Advanced)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College does not offer post-baccalaureate professional degree programs or graduate degree programs, so this standard does not apply.

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.* ***(Published Requirements)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 9.7, Program requirements.

St. Philip's College SPC publishes curricular and program-specific requirements for all undergraduate programs, which conform to commonly accepted standards and practices for degree programs. The College does not offer graduate or post-baccalaureate professional programs.

St. Philip's College 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 college catalog (9.7-1_DegCert). Currently, the College offers an Associate of Arts (AA), an Associate of Science (AS), two Associate of Arts in Teaching (AAT) degrees, which are designated for students who plan to transfer to a senior college or university; and forty-six Associate of Applied Sciences (AAS) degrees, which are awarded to those students who complete occupational or workforce programs; and a Bachelor of Applied Technology (BAT) as listed on the Degrees and Certificates by Degree Type web page, (9.7-2_DegCertType).

SPC has clearly defined requirements for each of its degree programs, which are published on the publicly accessible College website. A complete list of the associate degrees, baccalaureate degree, and certificates offered by St. Philip's College is published in the College Catalog (9.7-2) and may also be found in the College "Program Finder" (9.7-3_SPCProgFin). St. Philip's College uses the publicly accessible College website to publish complete and clearly stated requirements regarding what is necessary to complete the College's programs and certificates.

The information on the website allows the public and prospective and current students, faculty, and staff, to fully understand the programs offered by the College and the requirements for each program's completion. The College Catalog, is also available on the College website (9.7-4_2425CollegeCat) and provides a list of all programs offered by the College, as shown in the 2024-2025 Catalog (9.7-2). Each Degree is linked to a program description, and each of these program descriptions provides a complete list of the courses required by each program, credit hour requirements, and course options for completion of the Core Curriculum, and general education requirements set forth by THECB. Examples of published program requirements are provided here:

- AA Example (9.7-5_AAProgram)
- AS Example (9.7-6_ASProgram)
- AAT Example (9.7-7_AATProgram)

- AAS Example (9.7-8_AASProgram)
- Certificate Example (9.7-9_CertProgram)
- BAT Example (9.7-10_BATProgram)

St. Philip's College offers pre-major and transfer areas of study. Pre-Major Transfer Advising Guides (TAGS) are listed in (9.7-11_PreMajTag). Pre-major/transfer areas include the major a student plans to pursue at the transfer university. The colleges of the Alamo Colleges District confer Associate of Arts, Associate of Science, Associate of Arts in Teaching, and Associate of Applied Science degrees, as well as several levels of certificates. For any degree or certificate awarded, a student must earn at least 25% of the college-level credit hours required for graduation through instruction by the College granting the award in the Alamo Colleges District.

Types of Programs:

- Degrees — Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), and Associate of Arts in Teaching (AAT), Bachelor of Applied Technology (BAT)
- Certificates — Advanced Technical Skills Certificate, Enhanced Skills Certificate- ESC, Certificate Level 1 (CL1), Certificate Level 2 (CL2), and Occupational Skills Award (OSA)
- Pre-Majors/Transfers — Major student plans to pursue at the transfer university. This is the subject area the student declares for advising purposes.
- Continuing Education — Continuing Education Units (CEUs) are provided through the Alamo Colleges District Workforce Training Network.

Programs that have unusual requirements, such as admission conditions, specific grade requirements, or deviations from the standard 60 credit hours for successful course completion, provide this additional information both through the Catalog and through the program homepage, which is also available on the College's website.

As an example, the Diagnostic Medical Sonography AAS degree (9.7-13_DiagMedSono) requires 64 credit hours for completion and has admission requirements that are different from those required by workforce programs in general. The Ultrasound Student Assessment (USA) Program exam is required for acceptance into the program. Students accepted to the program are also required to provide immunization requirements, drug and background screenings and evidence of personal health insurance as described on the Health Sciences Webpage. These program requirements are clearly detailed on the Diagnostic Medical Sonography Program webpage and Course catalog program description (9.7-13).

Additional programs with credit hours that exceed 60 include Respiratory Care Technology (AAS), Physical Therapy Assistant (AAS), and Radiography Technologist (AAS) programs, all of which have webpages within the College website that clearly articulate all additional requirements.

Additional Examples:

- Respiratory Care Technology (AAS), (9.7-14_ResCareTech) (9.7-15_ResCareTech2)
- Physical Therapy Assistant (AAS), (9.7-16_PhysTherAsst) (9.7-17_PhysTherAsst2)
- Radiography Technologist (AAS), (9.7-18_RadTech) (9.7-19_RadTech2)

The program description also provides the recommended sequencing of the courses by semester and indicates milestone courses, which are courses faculty have designated as essential for success in the program, as well as, all prerequisite college-level courses and all associated semester credit hours. Any additional program requirements outside the norm are also listed. For the workforce programs, the areas of industry for which each program prepares its graduates are also provided, as detailed in the examples of program requirements provided through the program webpages and course catalog program descriptions.

St. Philip's College's published program requirements conform to the commonly accepted standards and practices for undergraduate programs as defined in the Texas Administrative Code (TAC) and Texas Education Code (TEC) and as administered by the Texas Higher Education Coordinating Board (THECB). These standards and practices are defined as:

- Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.25 – Requirements and Limitations (9.7-20_TxAdminCode).
- Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183 – Degree Titles, Program Length, and Program Content (9.7-21_TxAdminCode9.183).
- Texas Education Code, Title 3, Subtitle B, Chapter 61, Subchapter C, Rule 61.0515 – Semester Credit Hours Required for Baccalaureate Degree (9.7.22_TxAdminCodeCH61).
- Texas Education Code, Title 3, Subtitle B, Chapter 61, Subchapter C, Rule 61.05151 – Credit Hours Required for an Associate's Degree (9.7-22_TxAdminCodeCH61).

As required by the THECB, St. Philip's College aligns with the Semester Credit Hours (SCH), contact hours, course name, numbering, and description published in the THECB Lower Division Academic Course Guide Manual (ACGM) (9.7-23_ACGM) to define course offerings within its academic transfer programs. For academic transfer degrees, St. Philip's College establishes and maintains a core curriculum of general education courses required for academic degrees to conform with THECB requirements under the TAC core curriculum, (9.7-24_TACCore).

As required by the THECB, all Associate of Arts, Associate of Science, and Associate of Arts in Teaching degrees at St. Philip's College include a minimum of 42 semester credit hours (SCH) of general education (core) courses. These courses must include the following:

- 6 SCH in Communication
- 3 SCH in Mathematics
- 6 SCH in Life and Physical Sciences
- 3 SCH in Language, Philosophy & Culture
- 3 SCHs in Creative Arts
- 6 SCH in American History
- 6 SCH in Government/Political Science
- 3 SCH in Social and Behavioral Science
- 3 additional SCH in Communication
- 3 additional SCH in Language, Philosophy& Culture

The Associate of Arts degree also requires 18 additional hours of any college-level Arts and Sciences courses (9.7-6). The Associate of Science requires 18 additional SCH recommended by the selected Transfer Advising Guide, nine of which must come from a specified list on the

Associate of Science degree program webpage and the remaining nine may be selected from the Colleges course listing (9.7-7). Associate of Arts in Teaching requires an additional 18 SCH, which includes 6 SCH in specific education courses and 12 SCH of Content are course-specific to their intended teaching discipline. (9.7-8). These requirements align with the SPC Core Curriculum Selection List (9.7-25_StanAcadAsstDeg).

Table 9.7-1 St. Philip's College/THECB Academic Degree Semester Credit Hour Requirements

Degree	ST. PHILIP'S COLLEGE Catalog Requirements	THECB Degree Requirements
AS Associate of Science	**Components – Total: 60 SCHs** • Completed core curriculum **(42 SCHs)** PLUS: ○ **18 SCHs** from Transfer advising guide: ▪ 9 SCHs from AS degree program list see exhibit 9.7-7) ▪ 9 SCHs from the college course listing.	**Components – Total: 60 SCHs** ○ General Education (core curriculum) courses- **(42 SCHs)** ○ **18 transferable SCHs**
AA Associate of Arts	**Components – Total: 60 SCHs** • Completed core curriculum **(42 SCHs)** PLUS: ○ **18 SCHs** of any college level Arts and Science courses	**Components – Total: 60 SCHs** ○ General Education (core curriculum) courses- **(42 SCHs)** • PLUS: ○ **18 transferable SCHs**
AAT Associate of Arts in Teaching EC-6, 4-8, EC-12 Special Education FOS	**Components – Total: 60 SCHs** ○ Completed core curriculum **(42 SCHs)** PLUS: ▪ **EDUC 1301** - Introduction to the Teaching Profession ▪ **EDUC 2301** - Special Populations **(6 SCHs)** ▪ **MATH 1350** - Mathematics for Teachers I ▪ **MATH 1351** - Mathematics for Teachers II **(6 SCHs)** ▪ **Science Electives:** 6-8 Credit Hours from the Life and Physical Sciences (30) Core **(6-8 SCHs)**	**Components – Total: 60 SCHs** ○ General Education (core curriculum) courses- **(42 SCHs)** ○ PLUS: ▪ MATH 1350, MATH 1351, or equivalent **(6 SCHs)** ▪ Additional science beyond the core curriculum **(6 SCHs)** • EDUC 1301, EDUC 2301 **(6 SCHs)**
AAT Associate of Arts in Teaching 7-12 and Other EC-12 FOS AAT	**Components – Total: 60 SCHs** ○ Completed core curriculum **(42 SCHs)** PLUS: ▪ **EDUC 1301**-Introduction to the Teaching profession, **EDUC 2301**- Special Populations **(6 SCHs)** ▪ Content area teaching fields/academic disciplines **(12 SCHs)**	**Components – Total: 60 SCHs** ○ General Education (core curriculum) courses- **(42 SCHs)** • PLUS: ▪ **EDUC 1301, EDUC 2301 (6 SCHs)** ▪ Content area teaching fields/academic disciplines **(12 SCHs)**
Baccalaureate of Applied Technology	• **Components – Total: 120 SCHs** • Completed core curriculum **(42 SCHs)** ○ PLUS: ▪ Discipline specific courses **(78 SCH)**	• **Components – Total: 120 SCHs** ○ General Education (core curriculum) courses- **(42 SCHs)** ○ PLUS: ▪ Discipline specific courses **(78 SCH)**

Evidence that the AA, AS, and AAT programs meet the required THECB standards is provided by the program descriptions in the St. Philip's College Catalog for the AA, AS, and AAT (9.7-6, 9.7-7, 9.7-8, and 9.7-9, and 9.7-10), which confirms that the AA and AS programs meet the requirements outlined in the THECB document *Standards for Academic Associate Degree Programs* (9.7-25). Specifically, each requires a complete 42 semester credit hours (SCH) of Core Curriculum plus an additional 18 SCH of transferable credit. The program descriptions of the AAT specializations conform exactly to the THECB requirements as provided by the THECB document for Associate of Arts in Teaching (9.7-26_THECB_AAT). The Catalog indicates that both AAT specializations require a complete Core Curriculum plus 18 additional SCH of transferable courses, as noted in the Associate of Arts in Teaching document (9.7-27_SPC_AAT, 9.7-28_SPC_AAT2). The College requirements for the additional 18 SCH and their alignment with the corresponding THECB requirements are outlined in Table 9.7-1.

Figure 9.7-1: Associate of Arts

St. Philip's College

St. Philip's College Schedule/Catalog 2024-2025

Associate of Arts ♦

The Associate of Arts is designed as the equivalent of the first half of a Baccalaureate Degree. This is a general plan and may or may not satisfy the requirements of a specific transfer university. Please check with your advisor for specific transfer requirements.

This offering is available in the following modes:

Face-to-face, Fully Online

♦ — This symbol indicates the offering is also available fully online.

The Associate of Arts is available fully online at the following colleges:

- Northeast Lakeview College
- Northwest Vista College
- St. Philip's College

Total Credit Hours Required: 60

Communication (10) Core - 2 courses (6 credit hours)

Select 2 courses from the Communication (10) Core

Mathematics (20) Core - 1 course (3 credit hours)

Select 1 course from the Mathematics (20) Core

Life and Physical Sciences (30) Core - 2 courses (6 credit hours)

Select 2 courses from the Life and Physical Sciences (30) Core

Language, Philosophy & Culture (40) Core - 1 course (3 credit hours)

Select 1 course from the Language, Philosophy & Culture (40) Core

Creative Arts (50) Core - 1 course (3 credit hours)

Select 1 course from the Creative Arts (50) Core

American History (60) Core - 2 courses (6 credit hours)

Select 2 courses from the American History (60) Core

Government/Political Science (70) Core - 2 courses (6 hours)

Select 2 courses from the Government/Political Science (70) Core

Social and Behavioral Sciences (80) Core - 1 course (3 credit hours)

Select 1 course from the Social and Behavioral Sciences (80) Core

Additional Communication (90) Core - 1 course (3 credit hours)

Select 1 course from the Additional Communication (90) Core

- SPCH 1311 - Introduction to Speech Communication
- SPCH 1315 - Public Speaking
- SPCH 1318 - Interpersonal Communication
- SPCH 1321 - Business and Professional Communication

Additional Language, Philosophy and Culture (90) Core - 1 course (3 credit hours)

Select 1 course from the Additional Language, Philosophy and Culture (90) Core

Additional Requirements (18 credit hours)

- Any 18 hours of college-level Arts & Science courses, as approved by advisor.

Notes:

Courses from the Additional Requirements area may not be used to satisfy Core Curriculum requirements.

A course may be used only once to fulfill degree requirements.

The student is encouraged to carefully examine requirements at the transfer institution. Requirements vary from institution to institution and can change from one year to the next.

Program CIP: 24.0100

Major Code: LBAT

Figure 9.7-1 shows the current Associate of Arts degree to demonstrate how St. Philip's College presents degree information to students in the College Catalog accessible online. The Associate of Science degree can be viewed as 9.7-6.

Figure 9.7-2 demonstrates the program requirements for one of two Associate of Arts in Teaching programs.

Figure 9.7-2: Associate of Arts in Teaching

St. Philip's College **St. Philip's College Schedule/Catalog 2024-2025**

Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education FOS ♦

The AAT Degree Program Texas Teacher Certification: EC-6, 4-8, EC-12 Special Education targets individuals who have a desire to enter the field of education as a teacher, school administrator, counselor, or some aspect of child/adolescent development. The AAT is fully transferable to all Texas public universities which offer applicable Baccalaureate Degrees leading to initial teacher certification. Students should check with the college department, the transfer center, or the university to which they plan to transfer for additional information.

This offering is available in the following modes:

Face-to-face, Fully Online

♦ — This symbol indicates the offering is also available fully online.

This degree is available fully online at the following colleges:

- Northeast Lakeview College
- San Antonio College
- St. Philip's College

Field of Study Degree Requirements (Total Credit Hours: 60)

Communication (10) Core - 2 courses (6 credit hours)

Select 2 courses from the Communication (10) Core

Mathematics (20) Core - 1 course (3 credit hours)

Select 1 course from:

- MATH 1314 - College Algebra
- MATH 1414 - College Algebra (Precal Track)

Life and Physical Sciences (30) Core - 2 courses (6 credit hours)

Select 2 courses from the Life and Physical Sciences (30) Core

Language, Philosophy & Culture (40) Core - 1 course (3 credit hours)

Select 1 course from the Language, Philosophy & Culture (40) Core

Creative Arts (50) Core - 1 course (3 credit hours)

Select 1 course from the Creative Arts (50) Core

American History (60) Core - 2 courses (6 credit hours)

Select 2 courses from the American History (60) Core

Government/Political Science (70) Core - 2 courses (6 hours)

Select 2 courses from the Government/Political Science (70) Core

Social and Behavioral Sciences (80) Core - 1 course (3 credit hours)

Select 1 course from the Social and Behavioral Sciences (80) Core

Additional Communication (90) Core - 1 course (3 credit hours)

Select 1 course from the Additional Communication (90) Core

- SPCH 1311 - Introduction to Speech Communication
- SPCH 1315 - Public Speaking
- SPCH 1318 - Interpersonal Communication
- SPCH 1321 - Business and Professional Communication

Additional Language, Philosophy and Culture (90) Core - 1 course (3 credit hours)

Select 1 course from the Additional Language, Philosophy and Culture (90) Core

Additional Requirements (18 credit hours)

- EDUC 1301 - Introduction to the Teaching Profession
- EDUC 2301 - Special Populations
- MATH 1350 - Mathematics for Teachers I
- MATH 1351 - Mathematics for Teachers II
- Science Electives: 6-8 Credit Hours from the Life and Physical Sciences (30) Core

  (student must meet with an advisor for science course selection)

Notes:

A course may be used only once to fulfill degree requirements.

The student is encouraged to carefully examine requirements at the transfer institution. Requirements vary from institution to institution and can change from one year to the next.

Program CIP:

NLC, NVC, PAC - 13.1210
SAC - 13.1206
SPC - 13.1205

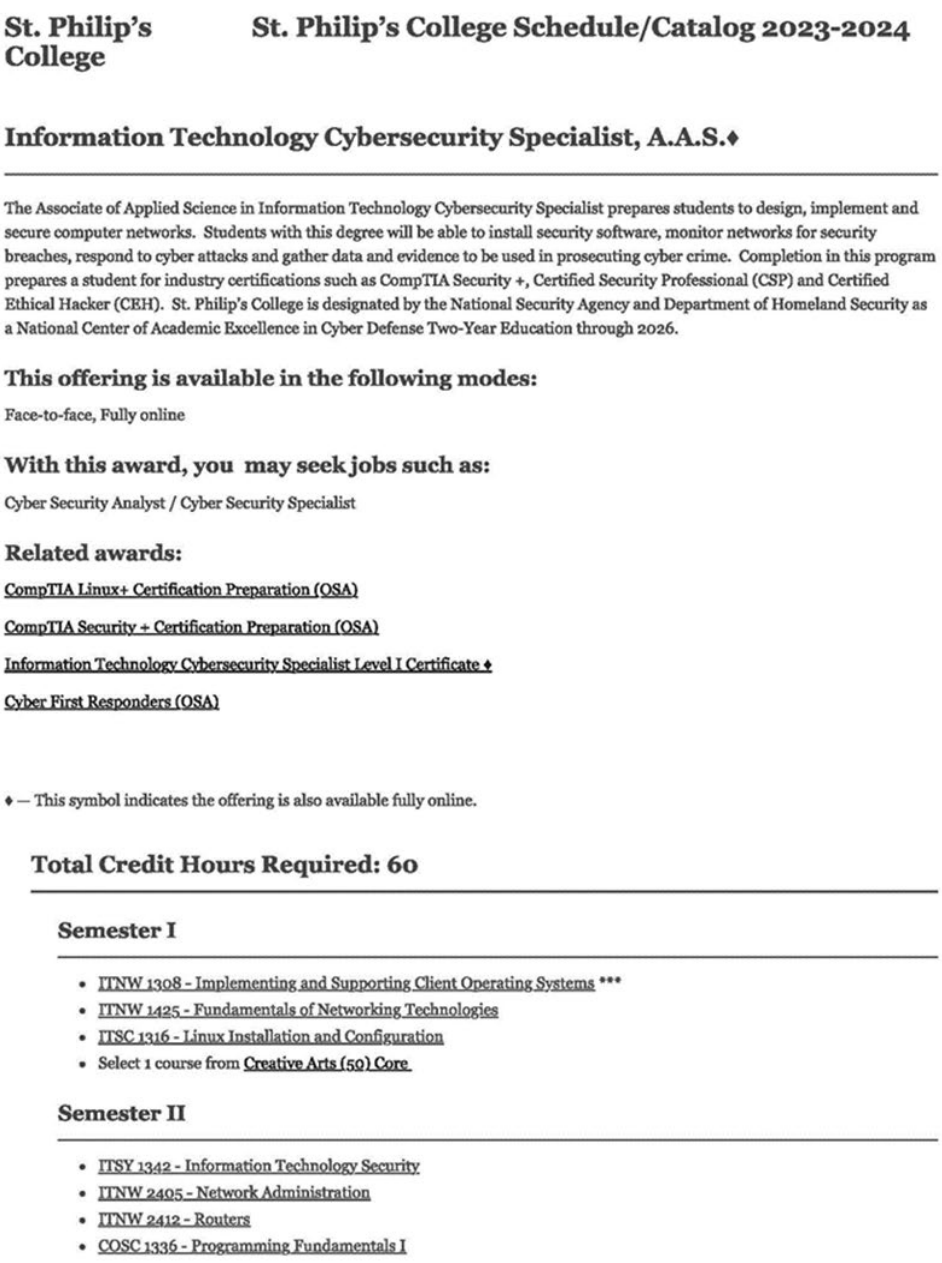
Major Code:

NLC, NVC - TECS
PAC - GENE
SAC, SPC - TECT

As required by the THECB, all Associate of Applied Science (AAS) degrees at St. Philip's College include a minimum of 15 semester credit hours of general education (core) courses. These courses must include at least one course in each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. These requirements align with the St. Philip's College Core Curriculum Selection List (9.7-29_CoreCurrSelect). These requirements conform to the SACSCOC mandates documented in the THECB Guidelines for Instructional Programs in Workforce Education (GIPWE) (9.7-30_GIPWE). As required by the THECB, St. Philip's College uses course numbers and descriptions from the Workforce Education Course Manual (9.7-31_WECM) to define course offerings within career and technical (e.g., workforce) programs.

All cybersecurity courses offered in the Bachelor of Applied Technology in Cybersecurity degree program match semester credit hours (SCH), contact hours, course name, numbering, and description that are published in the Upper Division Course Manual (UDCM) (9.7-32_UDCM), the inventory of upper-level Career and Technical Education (CTE) courses maintained by the Texas Higher Education Coordinating Board's Workforce Education Course Manual (WECM) 9.7-31 Advisory Board.

Figure 9.7-3: Associate of Applied Science Information Technology Cyberspecialist Degree



St. Philip's College

St. Philip's College Schedule/Catalog 2023-2024

Information Technology Cybersecurity Specialist, A.A.S.♦

The Associate of Applied Science in Information Technology Cybersecurity Specialist prepares students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks and gather data and evidence to be used in prosecuting cyber crime. Completion in this program prepares a student for industry certifications such as CompTIA Security +, Certified Security Professional (CSP) and Certified Ethical Hacker (CEH). St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education through 2026.

This offering is available in the following modes:

Face-to-face, Fully online

With this award, you may seek jobs such as:

Cyber Security Analyst / Cyber Security Specialist

Related awards:

CompTIA Linux+ Certification Preparation (OSA)

CompTIA Security + Certification Preparation (OSA)

Information Technology Cybersecurity Specialist Level I Certificate ♦

Cyber First Responders (OSA)

♦ — This symbol indicates the offering is also available fully online.

Total Credit Hours Required: 60

Semester I

- ITNW 1308 - Implementing and Supporting Client Operating Systems ***
- ITNW 1425 - Fundamentals of Networking Technologies
- ITSC 1316 - Linux Installation and Configuration
- Select 1 course from Creative Arts (50) Core

Semester II

- ITSY 1342 - Information Technology Security
- ITNW 2405 - Network Administration
- ITNW 2412 - Routers
- COSC 1336 - Programming Fundamentals I

Semester III

- Select 1 course from the Social and Behavioral Sciences (80) Core
- Select 1 course from the Mathematics (20) Core

Semester IV

- ITNW 1413 - Computer Virtualization
- Select 1 course from Communication (10) Core
- ITSY 2301 - Firewalls and Network Security or ITSC 2325 Advanced Linux
- Select 1 course from Additional Communication (90) Core

Semester V

- ITSY 2442 - Incident Response and Handling
- ITSY 2443 - Computer System Forensics
- ITSY 2430 - Intrusion Detection
- ITSY 2286 - Internship - Computer and Information Systems Security

Milestone Course(s)

*** denotes Milestone course(s)

A milestone course is a course that is critical for success in this program as determined by the Faculty of the Alamo Colleges District.

Additional Program Information

This Associate of Applied Science will prepare students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks and in some cases, gather data and evidence to be used in prosecuting cyber crime. Some security courses in this degree have been approved by National Security Agency and Department of Homeland Security. St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense Two-Year Education. The designation covers academic years 2022 Through 2026.

NOTES

CIP Code: 11.0901
Major Code: ITCS

Figure 9.7-3 Current Associates of Applied Science Information Technology Cyberspecialist Degree.

St. Philip's College offers a Bachelor of Applied Technology in Cybersecurity.

Figure 9.7-4: Bachelor of Applied Technology in Cyberspecialist

St. Philip's College **St. Philip's College Schedule/Catalog 2024-2025**

Cybersecurity - Bachelor of Applied Technology ♦

The Bachelor's of Applied Technology in Cybersecurity prepares students to design, implement and secure computer networks. Students with this degree will be able to install security software, monitor networks for security breaches, respond to cyber attacks, gather data and evidence to be used in prosecuting cyber crime, and learn how to defend the national infrastructure against any cyber threat. Completion of this program prepares a student for industry certifications such as CompTIA Security +, Certified Security Professional (CSP) and Certified Ethical Hacker (CEH). St. Philip's College is designated by the National Security Agency and Department of Homeland Security as a National Center of Academic Excellence in Cyber Defense. The designation covers academic years until 2027.

The St. Philip's College Bachelor of Applied Technology Cybersecurity degree is open to applicants with the following qualifications:

- Applicants must have earned an AAS in a cybersecurity-related field or have earned an Associate degree with 15 credit hours or more in cybersecurity-focused coursework.
- Applicants must have earned a minimum cumulative GPA of 2.75.
- No course grades of D will be accepted for transfer credit.

Applicants who are graduates of St. Philip's College Information Technology-Cybersecurity Specialist Program have first priority admission.

This program has been approved by the Southern Association of Colleges and Schools Commission on Colleges for implementation of Fall 2024 semester.

This offering is available in the following modes:

Face-to-face, Fully online

♦ - This symbol indicates the offering is also available fully online.

Total Credit Hours Required: 120 (60 Associate of Applied Sciences (A.A.S) and 60 Baccalaureate of Applied Technology (B.A.T.) Credit Hours)

Semester I

- ITNW 1308 - Implementing and Supporting Client Operating Systems
- ITNW 1425 - Fundamentals of Networking Technologies
- ITSC 1316 - Linux Installation and Configuration

  Select 1 course from Language, Philosophy & Culture (40) Core

Semester II

- ITNW 2405 - Network Administration
- COSC 1336 - Programming Fundamentals I
- ITNW 2412 - Routers
- ITSY 1342 - Information Technology Security

Semester III

- Select 1 course from Social and Behavioral Sciences (80) Core
- Select 1 course from Mathematics (20) Core

Semester IV

- ITSY 2301 - Firewalls and Network Security
- ITNW 1413 - Computer Virtualization
  Select 1 course from Additional Communication (90) Core
  Select 1 course from Communication (10) Core

Semester V

- ITSY 2430 - Intrusion Detection
- ITSY 2442 - Incident Response and Handling
- ITSY 2443 - Computer System Forensics
- ITSY 2286 - Internship - Computer and Information Systems Security

Semester VI

- Select 1 course from Creative Arts (50) Core
- Select 1 course from Communication (10) Core

Semester VII

- CYBR 3359 - Mobile Technologies
- Select 1 course from Additional Language, Philosophy and Culture (90) Core
- Select 1 course from Government/Political Science (70) Core
- Select 1 course from Life and Physical Sciences (30) Core

Semester VIII

- CYBR 3310 - Introduction To Cryptography
- ITCS 3320 - Security of Data & Applications
- Select 1 course from American History (60) Core
- Select 1 course from Life and Physical Sciences (30) Core

Semester IX

- Select 1 course from American History (60) Core
- Select 1 course from Government/Political Science (70) Core

Semester X

- ITCS 3325 - Advanced Hacking
- CYBR 3340 - Cyber Crime
- CYBR 4310 - Penetration Testing
- CYBR 4330 - Virtualization and Cloud Security

Figure 9.7-3 shows the current Associate of Applied Science degree that can lead to the Baccalaureate of Applied Technology (BAT) in Cybersecurity degree to demonstrate how St. Philip's College presents BAT degree information to students.

All cybersecurity courses offered in the Bachelor of Applied Technology in Cybersecurity degree program match Semester Credit Hours (SCH), contact hours, course name, numbering, and description that are published in the Upper Division Course Manual (UDCM) (9.7-32), the inventory of upper-level Career and Technical Education (CTE) courses maintained by the Texas Higher Education Coordinating Board's Workforce Education Course Manual (WECM) (9.7-31) Advisory Board.

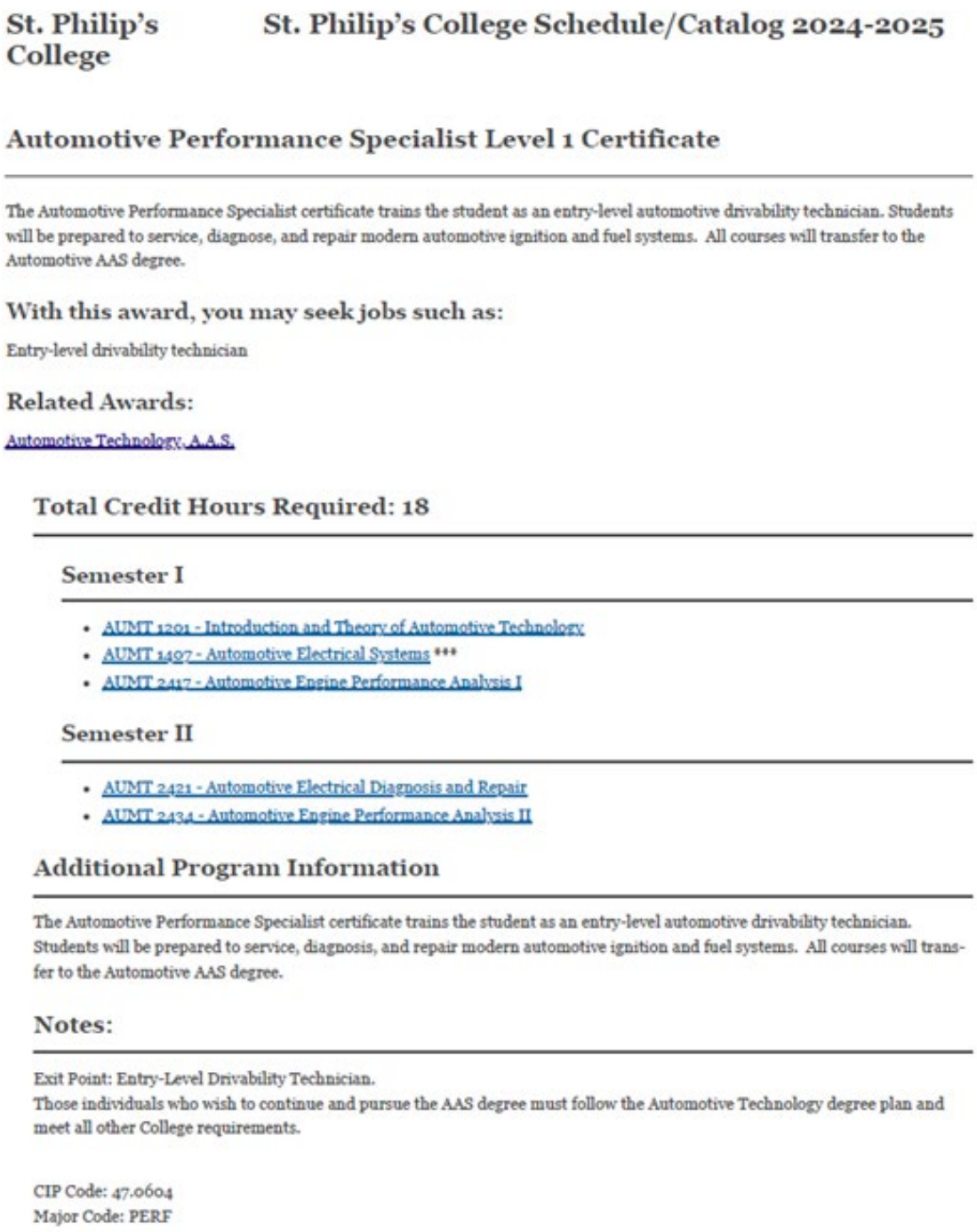
The BAT in Cybersecurity degree plan conforms to commonly accepted standards and practices for degree programs outlined by the Texas Higher Education Coordinating Board in its Standards for Bachelor's and Master's Degree programs (9.7-33_StandBachMasDeg). The BAT requires 120 SCH which can build on the 60 SCH of an Associate of Applied Technology degree. The Texas Higher Education Coordinating Board approved the BAT in Cybersecurity on January 26, 2023 (9.7-34_BAT_Approval). St. Philip's College published the BAT in Cybersecurity degree plan in the 2024–2025 catalog (9.7-10) and on the BAT in Cybersecurity degree plan web page (9.7-35_BAT_ProgWebPage).

Certificates

A credit certificate should provide progression toward an AAS degree. At least 50% of the course credits should be drawn from a single technical specialty. The remaining courses may be technical or academic courses. The categories or levels of certificates and requirements conform to the THECB Guidelines for Instructional Programs in Workforce Education (GIPWE) (9.7-30):

- Level 1 Certificate- CERT1, 15-42 SCH (9.7-2)
- Level 2 Certificate- CERT2, 30-51 SCH (9.7- 36_AirMecAirframe)
- Enhanced Skill Certificate- CERT3, Concurrent with AAT Degree, plus 6-12 SCH
- Advanced Technical Certificate-ATC, Associate or Baccalaureate degree prerequisite, plus 16-45 SCH. (9.7- 37_CardSonoAdvTechCert)
- Occupational Skills sward- OSA, 9-14 SCH (9.7-38_BasicHVAC_Helper)

Figure 9.7-5: Example of a Level 1 Certificate for Automotive Performance Specialist



St. Philip's College

St. Philip's College Schedule/Catalog 2024-2025

Automotive Performance Specialist Level 1 Certificate

The Automotive Performance Specialist certificate trains the student as an entry-level automotive drivability technician. Students will be prepared to service, diagnose, and repair modern automotive ignition and fuel systems. All courses will transfer to the Automotive AAS degree.

With this award, you may seek jobs such as:

Entry-level drivability technician

Related Awards:

Automotive Technology, A.A.S.

Total Credit Hours Required: 18

Semester I

- AUMT 1201 - Introduction and Theory of Automotive Technology
- AUMT 1407 - Automotive Electrical Systems ***
- AUMT 2417 - Automotive Engine Performance Analysis I

Semester II

- AUMT 2421 - Automotive Electrical Diagnosis and Repair
- AUMT 2434 - Automotive Engine Performance Analysis II

Additional Program Information

The Automotive Performance Specialist certificate trains the student as an entry-level automotive drivability technician. Students will be prepared to service, diagnosis, and repair modern automotive ignition and fuel systems. All courses will transfer to the Automotive AAS degree.

Notes:

Exit Point: Entry-Level Drivability Technician.
Those individuals who wish to continue and pursue the AAS degree must follow the Automotive Technology degree plan and meet all other College requirements.

CIP Code: 47.0604
Major Code: PERF

St. Philip's College Curriculum Committee

The SPC Curriculum Committee initiates and facilitates changes made to the curriculum of all educational programs at the College. All updates to the curriculum must be initiated by faculty and undergo review by the Curriculum Committee. The curriculum review and approval process

ensures that all degrees and certificates follow the requirements and guidelines established by the THECB. The Curriculum Committee consists of faculty, chairs, and Academic Deans who recommend approval for new, closing, and revised programs. The Curriculum Committee meets on a monthly basis to review curriculum proposals and discuss College curriculum issues. New program proposals, program revisions, as well as course additions, course revisions, course modalities, to include in-person, hybrid, or online delivery and the archiving of courses, are brought to the Curriculum Committee for review and approval. In addition, any substantive change must go through the St. Philip's College Curriculum Committee. The SPC Curriculum Committee Guidebook (9.7-39_CurrCommGuide) outlines the relevant procedures. The Cardiac Sonography Advanced Technical Certificate is one example of a Curriculum Committee review and approval of sequencing (9.7-40_CardSonoCurRevision). SPC demonstrates that all program requirements are appropriate to higher education by adopting and putting into practice requirements and guidelines of the Texas Higher Education Coordinating Board and other program specific regulatory agencies (i.e., National Institute for Automotive Service Excellence and Texas Board of Nursing). The internal review system led by faculty chairs and Academic Deans, the SPC Curriculum Committee, as described above, ensures that any recommended program change support the broader range of program offerings and do not adversely impact students.

The relevant faculty program coordinators present to the Committee the rationale for the proposed change, provide any impact on state requirements for the program, and respond to Committee questions. The decisions made by the College's Curriculum Committee are forwarded to the Alamo Colleges Curriculum Committee (ACCC), which is composed of faculty members from across the five colleges in the Alamo Colleges District. This group reviews the curricular actions taken by each college and serves as a venue for sharing practices and curricular design that improve student success across the District. After changes to program requirements have been approved by the College Curriculum Committee and those changes have been shared with the ACCC, the Chair of the ACCC then notifies all College entities affected by the change, which include the College's editors for the Catalog. For each of the colleges in the Alamo Colleges District, the chair of the ACCC maintains a record of the changes entered into the college's catalog. Evidence of this is provided in this excerpt from the spreadsheet for academic years 2021-2022, 2022-2023, and 2023-2024 for SPC Approved Curriculum Items (9.7-42_SPCACCC). The THECB requires that all associate degrees and certificates offered by the College meet the State of Texas standards established for public institutions of higher education. The curriculum process in place at SPC has ensured that these common program requirements are met. Every AAS. and certificate offered by SPC conforms to these standards, which can be verified through the THECB Workforce Education Course Manual.

Conclusion

St. Philip's College (SPC) ensures compliance with Education Standard 9.7 by publishing clear, complete, and publicly accessible requirements for all undergraduate programs. The College Catalog and program webpages detail the requirements for Associate of Arts (AA), Associate of Science (AS), Associate of Arts in Teaching (AAT), Associate of Applied Science (AAS), Bachelor of Applied Technology (BAT), and various certificate programs. These requirements align with commonly accepted standards and practices as defined by the Texas Higher Education Coordinating Board (THECB) and relevant state regulations.

Each degree and certificate program includes detailed credit hour requirements, course descriptions, and completion pathways. Workforce and technical programs also provide additional information on industry-aligned prerequisites and requirements. The Curriculum Committee ensures systematic review and alignment with state and national guidelines, maintaining rigorous academic and workforce standards.

SPC's program requirements, core curriculum, and transfer advising guides are transparently shared on the College's website and catalog, ensuring accessibility for students, faculty, and the public. These practices reflect SPC's commitment to educational integrity and compliance with regional and state accreditation requirements.

Evidentiary Documents

9.7-1 DegreesCertificatesTAGs.pdf
9.7-2 DegreesCertificatesType.pdf
9.7-3 SPC Program Finder.pdf
9.2-9_Degrees&Certficates from eCatalog.pdf
9.7-4 2024-2025 College CATALOG.pdf
9.7-5 AA Program.pdf
9.7-6 AS Program.pdf
9.7-7 AAT Program.pdf
9.7-8 AAS Program.pdf
9.7-9 Certificate program.pdf
9.7-10 BAT Program.pdf
9.7-11 Pre-Major TAGS.pdf
9.7-13 Diagnostic Medical Sonography.pdf
9.7-14 Respiratory Care Technology.pdf
9.7-15 Respiratory Care Technology AAS.pdf
9.7-16 Physical Therapist Assistant.pdf
9.7-17 Physical Therapist Assistant AAS.pdf
9.7-18 Radiography Technologist.pdf
9.7-19 Radiography Technologist AAS.pdf
9.7-20 Texas Administrative Code 19 1 4 B 4.25.pdf
9.7-21 Texas_Administrative_Code_9.183.pdf
9.7-22 Texas Education Code CH61.pdf
9.7-23 ACGM.pdf
9.7-24 TAC Core.pdf
9.7-25 Stan_Acad_ Ass_Degs.pdf
9.7-26 THECB AAT.pdf
9.7-27 SPC AAT.pdf
9.7-28 SPC AAT.pdf
9.7-29 Core Curriculum Selection List.pdf

9.7-30 GIPWE.pdf
9.7-31 WECM.pdf
9.7-32 UDCM.pdf
9.7-33 Standards Bach Mas Deg.pdf
9.7-34 BAT Approval.pdf
9.7-35 BAT Program web page.pdf
9.7.36 AirMecAirframe Level 2 Cert.pdf
9.7.37 CardiacSono Advanced Technical Cert.pdf
9.7-38 Basic HVAC Helper (OSA).pdf
9.7-39 Curriculum Committee Guidebook.pdf
9.7-40 Cardiac Sonography Curiculog Revision.pdf
9.7-42_SPCACCC.pdf

10 Educational Policies, Procedures, and Practices

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.* ***(Policies)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

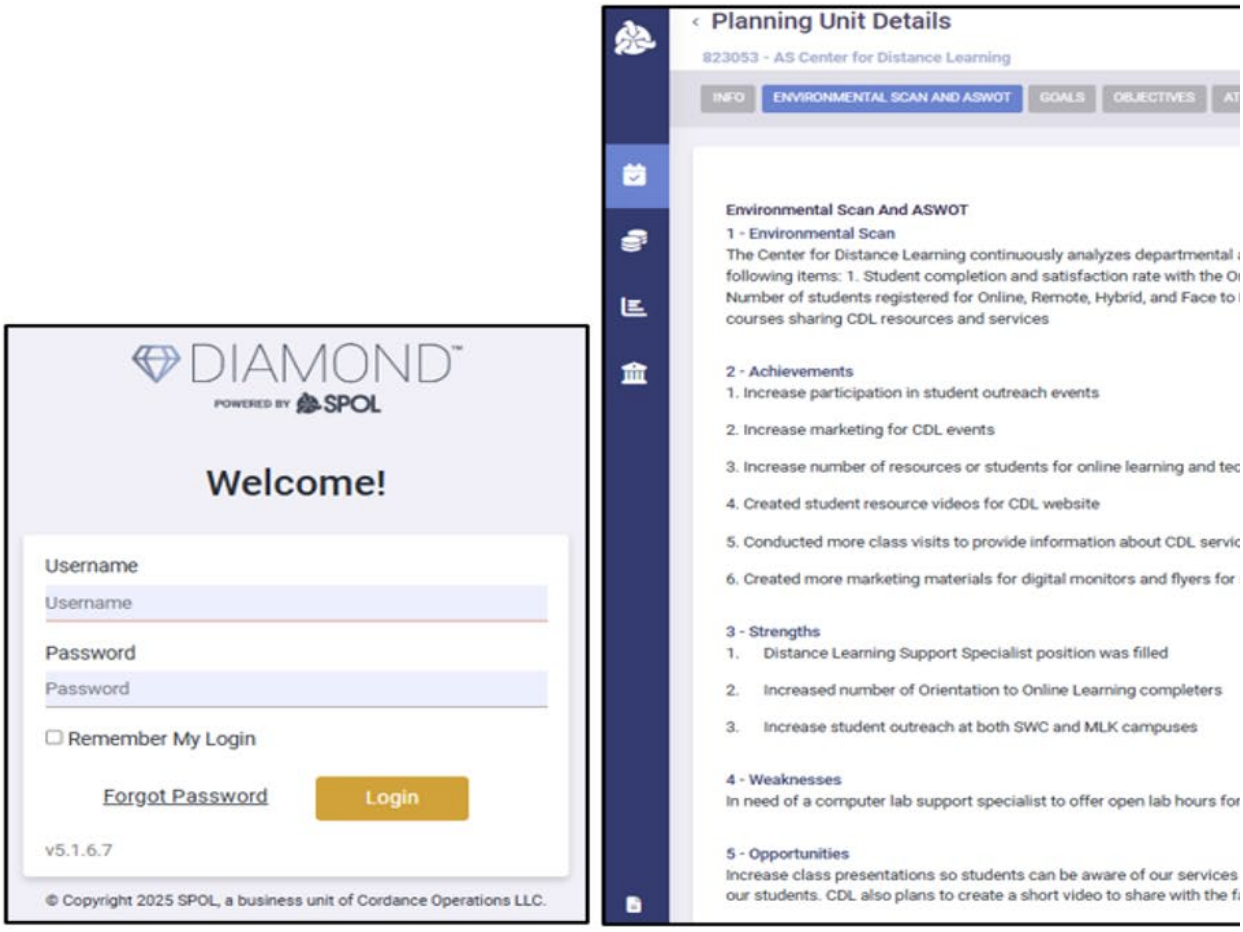
Narrative

St. Philip's College is in compliance with Principle 10.1, Academic policies.

St. Philip's College (SPC) establishes, implements, and comunicates academic policies through its eCatalog, departmental meetings, All-College meetings, Employee Development Days, and course syllabi ensuring they align with sound educational practice and accurately represent the institution's programs and services.

The mission of the institution affects its academic practices by ensuring alignment and consistency with the College's implementation of the Operational Unit Assessment Plan (OUAP). The OUAP iterative process allows units to set goals, assess progress, and make data-driven adjustments. Figure 10.1.1 shows the Strategic Planning Online (SPOL) system. The SPOL system centralizes assessment plans, enabling administrators to track progress and align with strategic objectives. The OUAP develops academic objectives and student learning outcomes to support strategic planning, budgeting, accreditation, and assessment processes. This alignment ensures high-quality analysis, informed decision-making, and compliance with governing and accrediting bodies.

Figure 10.1.1 SPOL



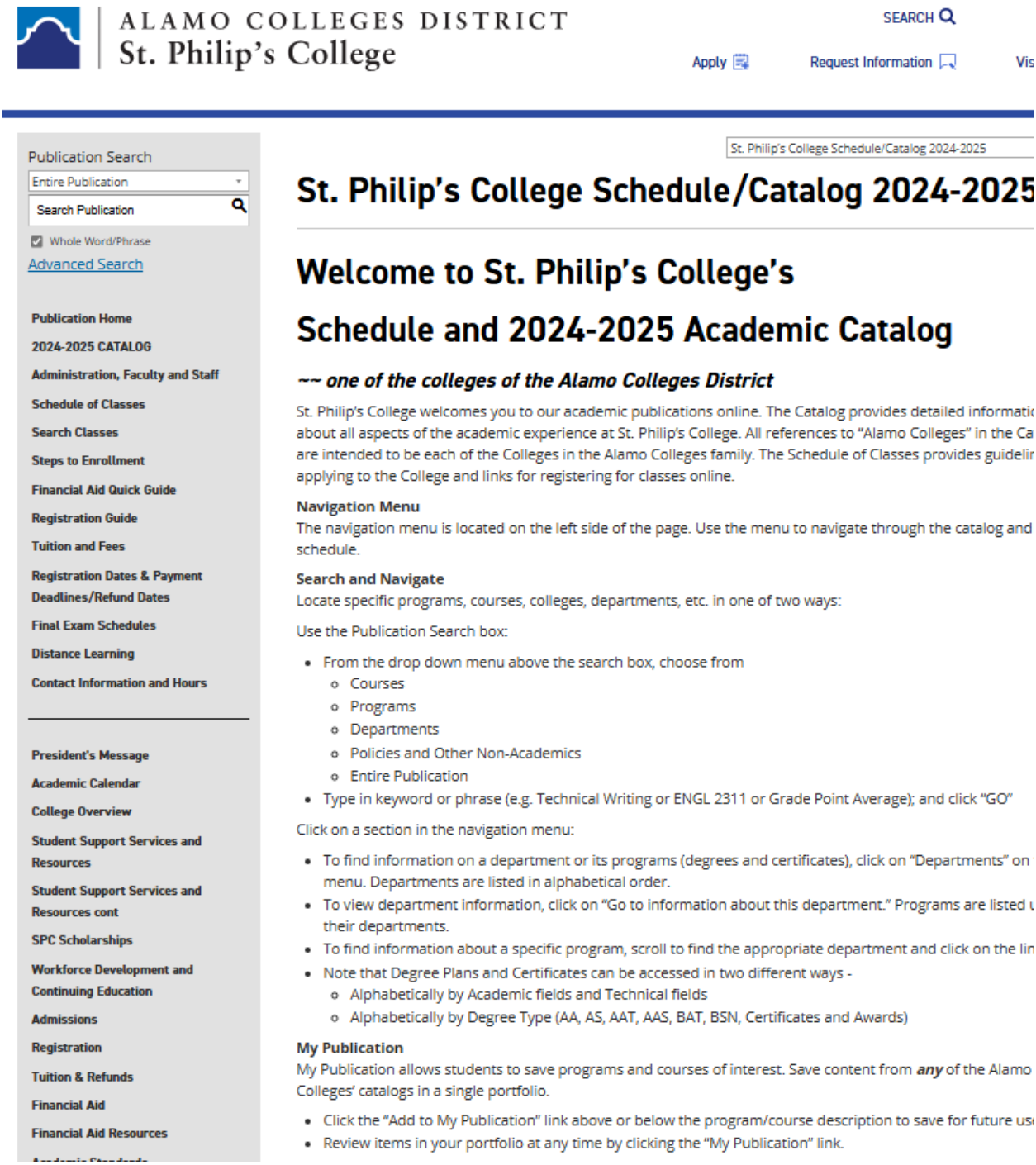
Development of Academic Policies

Academic policies are developed, approved, and revised by the office of the Vice President of Academic Success (VPAS). Any potential changes in academic policies are reviewed by faculty in the Curriculum Committee. Additional documentation about this process will be available to the on-site review committee. Academic policies are published through the VPAS Office and located in the St. Philip's College Academic Policy Handbook (10.1-1_AcademicStandards). The role of faculty in determining academic policies is outlined in the St. Philip's Academic Policy Handbook.

Publication of Academic Policies

SPC's eCatalog (Figure 10.1.3) publishes academic policies aligned with sound educational practices, ensuring accessibility for students, faculty, the community, and other stakeholders. It serves as a key resource, detailing academic standards on attendance, grading, the calculation of grade-point averages, academic standing, probation, veterans' benefits, student eligibility for programs, and Honors status.

Figure 10.1.3 eCatalog



Implementation of Academic Policies

St. Philip's College ensures that its academic practices conform with generally accepted principles in higher education through the involvement of various College committees and councils. With representation from both faculty and administration, the development, review, and approval of academic practices occur in Chair Academy, Department Meetings, and Curriculum Committee meetings. These committees also ensure that academic practices align with the College mission "to empower our diverse student population through educational achievement and career readiness," strategic objective of student success, and the institution's core values:

- Students First
- Community engaged
- Can do Spirit
- Respect for All
- Collaboration
- Data Informed

The College continually offers faculty development opportunities and workshops. These opportunities, including the Master Teacher Certification program, Canvas Certification, Fiesta of Teaching with Technology program, Professional Development Week, and Employee Development Day, cover topics such as best practices in student instruction, improving student learning outcomes, and student advising, all of which are aligned to the College's mission.

Dissemination of Academic Policies

SPC disseminates academic policies that align with sound educational practices. The College disseminates these policies to students, faculty, and other interested parties through the eCatalog, course syllabi and the Student Handbook, as described. A sound educational practice allows an institution's constituents to be informed about academic calendars, grading policies, and refund policies. A best educational practice is for policies and calendars to be published and widely distributed through the following methods.

- eCatalog is published online and available for viewing by all constituents on SPC's main webpage (Figure 10.1.3)
- Course syllabi provided to all students in each class by the instructor (Figure 10.1.4)
- The student handbook provided by link to each student during New Student Orientation (Figure 10.1.5)
- the faculty's Professional Development Week engages new and current faculty prior to the start of the Fall and Spring semesters to receive updated policies and procedures (Figure 10.1.6)

Figure 10.1.4 Course Syllabi Example

Figure 10.1.5 Student Handbook

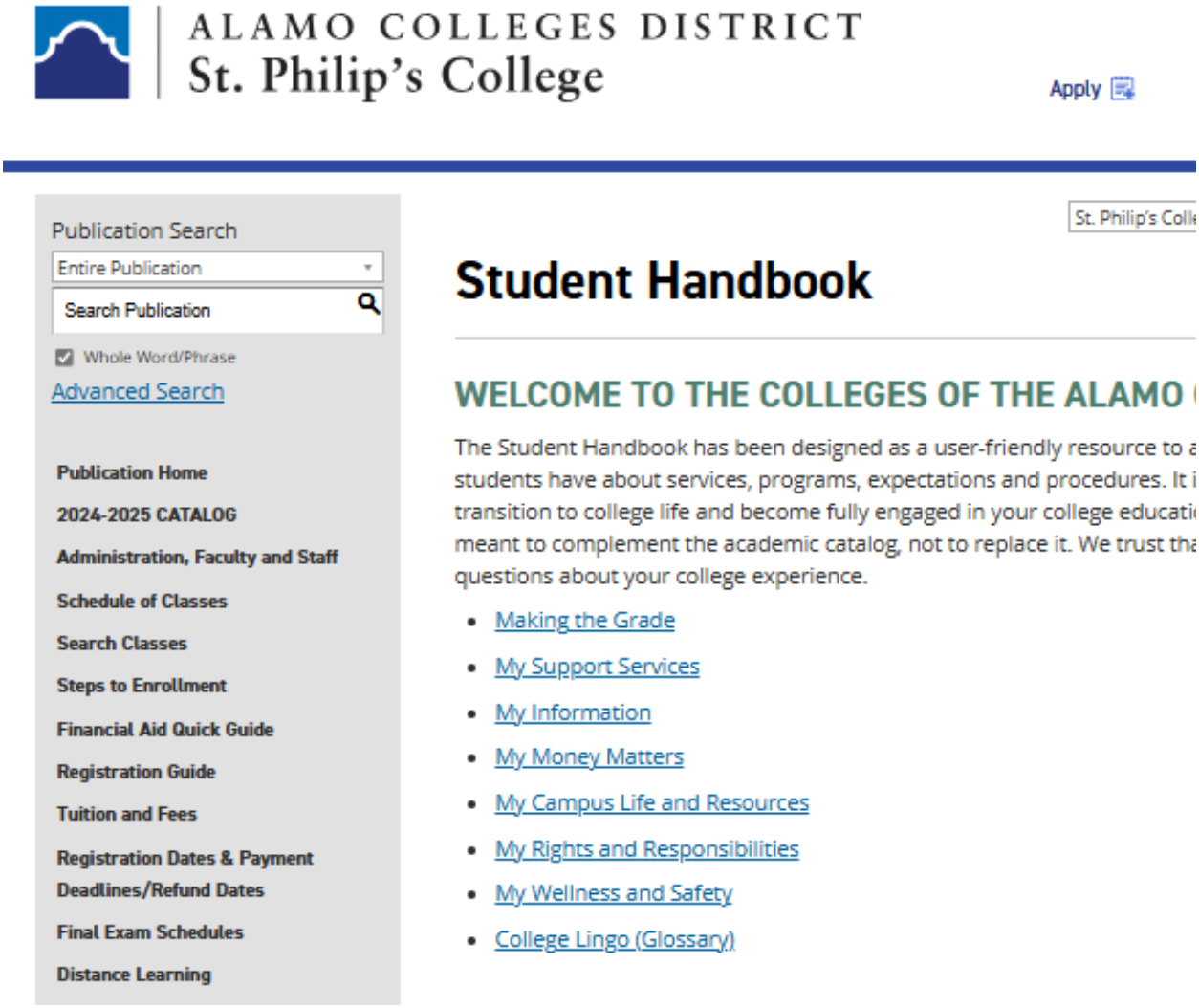


Figure 10.1.6 Faculty Development Week Sample Agenda

ALAMO COLLEGES DISTRICT
St. Philip's College

Spring 2025 Professional Development Week
January 10, 2025 – January 17, 2025

Friday, January 10th 8:00 am – 4:30 pm	**Chair Academy** *(By invitation only)* CHP 120 Welcome and Remarks, Dr. Adena Williams Loston, President (Required for Department Chairs; includes faculty with a religious conflict on Saturday), (Bring laptop)
Saturday, January 11th	**St. Philip's College All College Meeting (ACM)** WFAC Auditorium Page 8 provides a detailed listing of events (Required for all employees)
Monday, January 13th 8:30 am – 11:00 am	**Administrative Services Specialists Academy** SLC 213 Facilitated by Rosa Bertran Description: This first meeting of the semester will kick-off with bi-weekly meetings for all SPC Admin Services Specialists. The first topic will cover the Travel Authorization Forms procedures. (Required for SPC Admin Svs Specialists)
11:00 am – 12:00 pm	**Faculty Engagement Linked to Better Student Experience** SLC 126 Facilitated by Dr. Marie-Michelle Saint Hubert, Professor of Engineering & Math, & Desiree Smith, Project SURE Grant Specialist Description: Chart your 2025 journey with actionable goals and a personalized development plan strategy. (All faculty and staff are invited)
11:00 am – 12:00 pm	**IUR Preparer's Session** SLC 128 Facilitated by Cynthia Dinsmore, Faculty/IUR Committee Chair Description: This session is for those discipline leads or program directors who are preparing an IUR for 2024–2025. (Faculty who are preparing their Unit Review)
12:00 pm – 1:00 pm	**IUR Committee Meeting**

As a Level II public institution of higher education, SPC produces an eCatalog for its undergraduate students. The eCatalog is a dynamic document, which can be updated as critical changes occur throughout the year. The SPC eCatalog is available across platforms and is accessible to students, prospective students, and the public regardless of the mode of instruction. There is an annual review and update of all content contained within the eCatalog.

Conclusion:

St. Philip's College is in compliance and meets Standard 10.1 in which the institution publishes, implements, and disseminates academic policies that align with principles of sound educational practice and accurately represent the institutions programs and services.

Evidentiary Documents
10.1-1_AcademicStandards.pdf About the Committee (Handbook) -.pdf APC - SubCommittee meeting 9-27-24.pdf

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

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 10.2, Public Information.

St. Philip's College makes available to all students and the public current Academic Calendars, grading policies, cost of attendance, and refund policies.

A sound educational practice allows an institution's constituents, including students and the public, to be informed about academic calendars, grading policies, and refund policies. A best educational practice is for policies and calendars to be published and widely distributed. The St. Philip's College's online college catalog, referred to as eCatalog, is the source publication where information is centrally housed for currently enrolled students, prospective students, and the general public.

The eCatalog is a dynamic document, which is updated as critical changes occur throughout the year. The SPC eCatalog is available across platforms and is accessible to students regardless of the mode of instruction (face-to-face and distance learning). There is an annual review and update of all content contained within the eCatalog.

The eCatalog allows access to local, state, and federal information, which empowers students and the public to navigate with transparency. The College specifically outlines to students, prospective students, and the general public the College's semester/annual academic calendar, the College's grading policy, tuition and fee schedule, and refund policy, which are all accessible online by clicking on the links..

eCatalog/Academic Calendars

The College relies primarily upon web-based communication for keeping students and the public informed about current academic calendars, grading policies, cost of attendance, and refund policies. This information is outlined in course syllabi, and is located in the College eCatalog and Student Handbook. Additionally, the Alamo Colleges Educational Services (ACES) student portal includes links to easily access this information. Furthermore, the staff located in the College's Welcome Enrollment Center — Martin Luther King Campus and Student Services Center — Southwest Campus, disseminate the information to students during general academic advising sessions and other face-to-face interactions throughout the school year. Traditional students, as well as Distance/Online Learning students, all have access to academic calendars, grading policies, cost of attendance, and refund policies via links that are accessible from the Online College eCatalog (Figure 10.2.1 and 10.2.2).

Figure 10.2.1
eCatalog

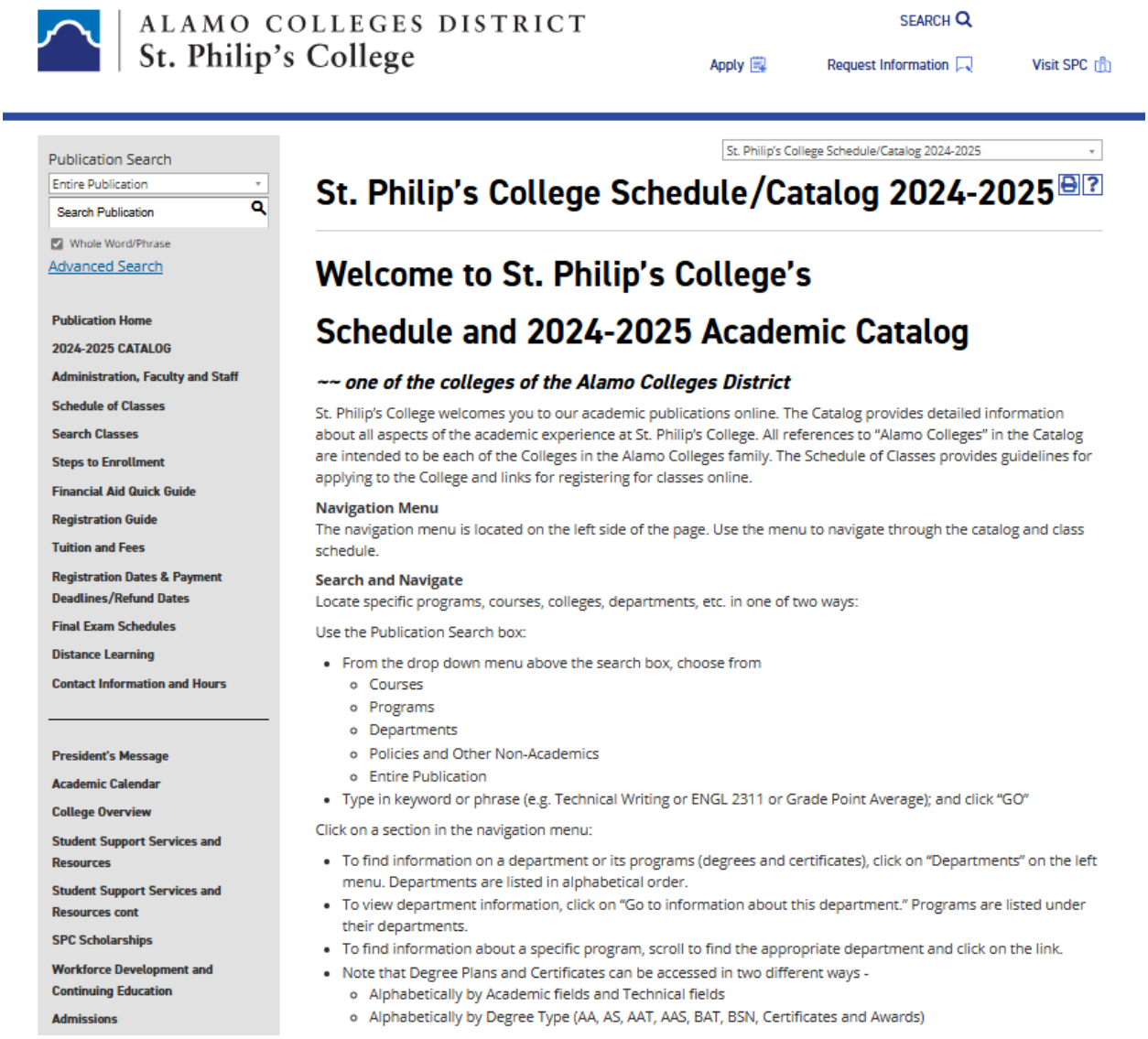


Figure 10.2.2 Academic Calendar

2024-2025 Academic Calendar

Fall, 2024

Regular 16-week Fall Session

August 19	Monday	Alamo Colleges District Convocation
August 26	Monday	Classes begin
August 31	Saturday	Weekend classes begin
September 2	*Monday*	*Labor Day Holiday – College Closed Weekend classes will meet.*
September 11	Wednesday	Census Date
October 25	*Friday*	*Employee Development Day – College Closed Evening classes will meet after 5:00 p.m.*
November 15	Friday	Last day to withdraw
November 28 - December 1	*Thursday-Sunday*	*Thanksgiving -- Weekend College Closed*
December 9-14	Monday-Saturday	Final Examinations – See your college catalog for schedule
December 14	Saturday	End of Fall Semester*
December 19 -January 1	*Thursday-Wednesday*	*Winter Break – College Closed*

*Last day for Incomplete "I" grades to be completed is April 14, 2025

Start Two 14-Week Fall Session

September 9	Monday	Classes Begin
September 20	Friday	Census Date
October 25	*Friday*	*Employee Development Day – College Closed Evening classes will meet after 5:00 p.m.*
November 19	Tuesday	Last day to withdraw
November 28 -29	*Thursday-Sunday*	*Thanksgiving-Weekend College Closed*
December 9-14	Monday-Saturday	Final Examinations – See your college catalog for schedule
December 14	Saturday	End of Fall Semester
December 19 -January 1	*Thursday-Wednesday*	*Winter Break – College Closed*

*Last day for Incomplete "I" grades to be completed is April 14, 2025

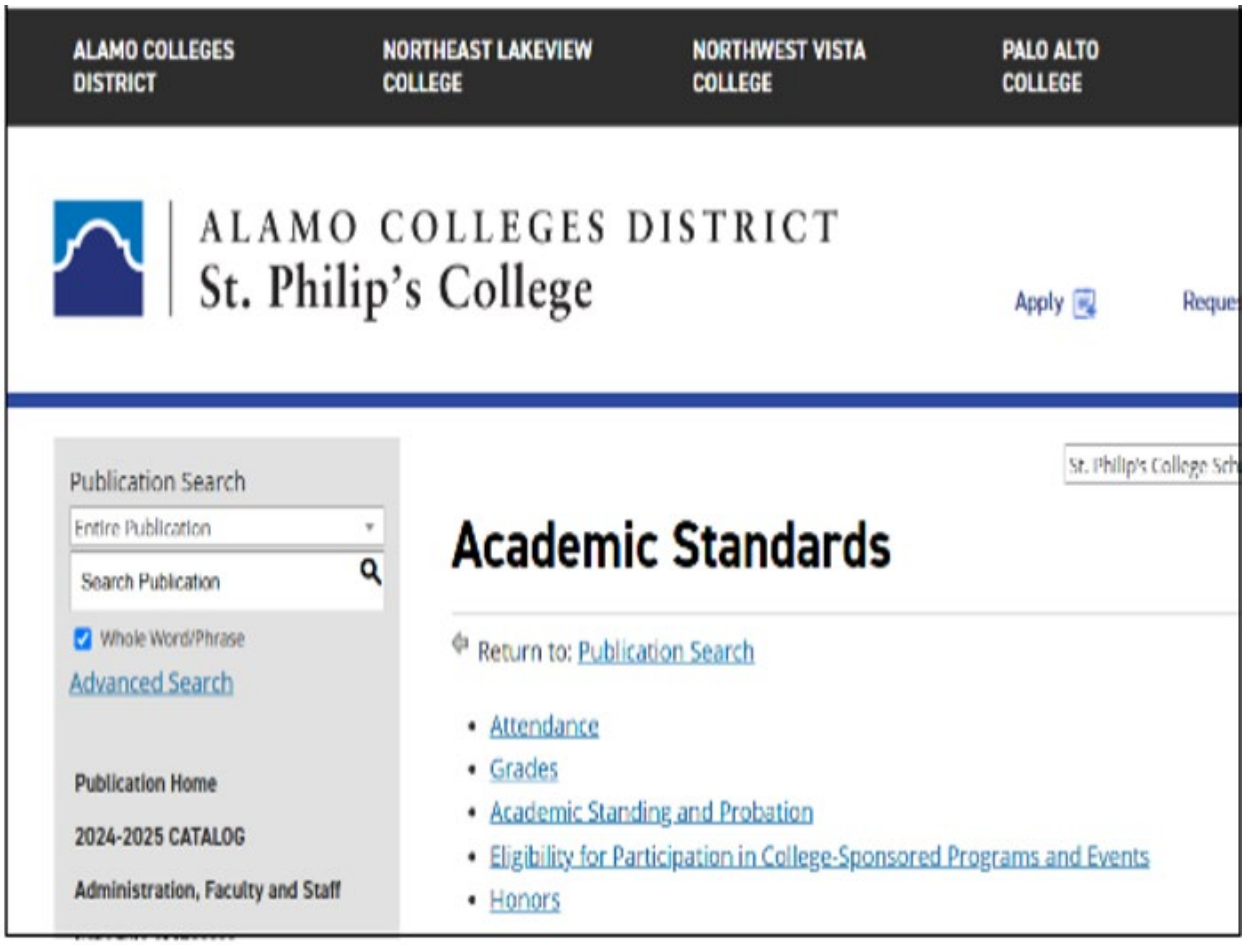
Ectalog/Grading Policies

Academic Standards, Attendance, Grading Policy

The Academic Standards webpage provides students with information about attendance, grades, student academic standing and probation, student eligibility to participate in College events and activities, and the process for honors designation. Students, prospective students, and the general public can navigate the Academic Standards webpage by clicking on hyperlinks

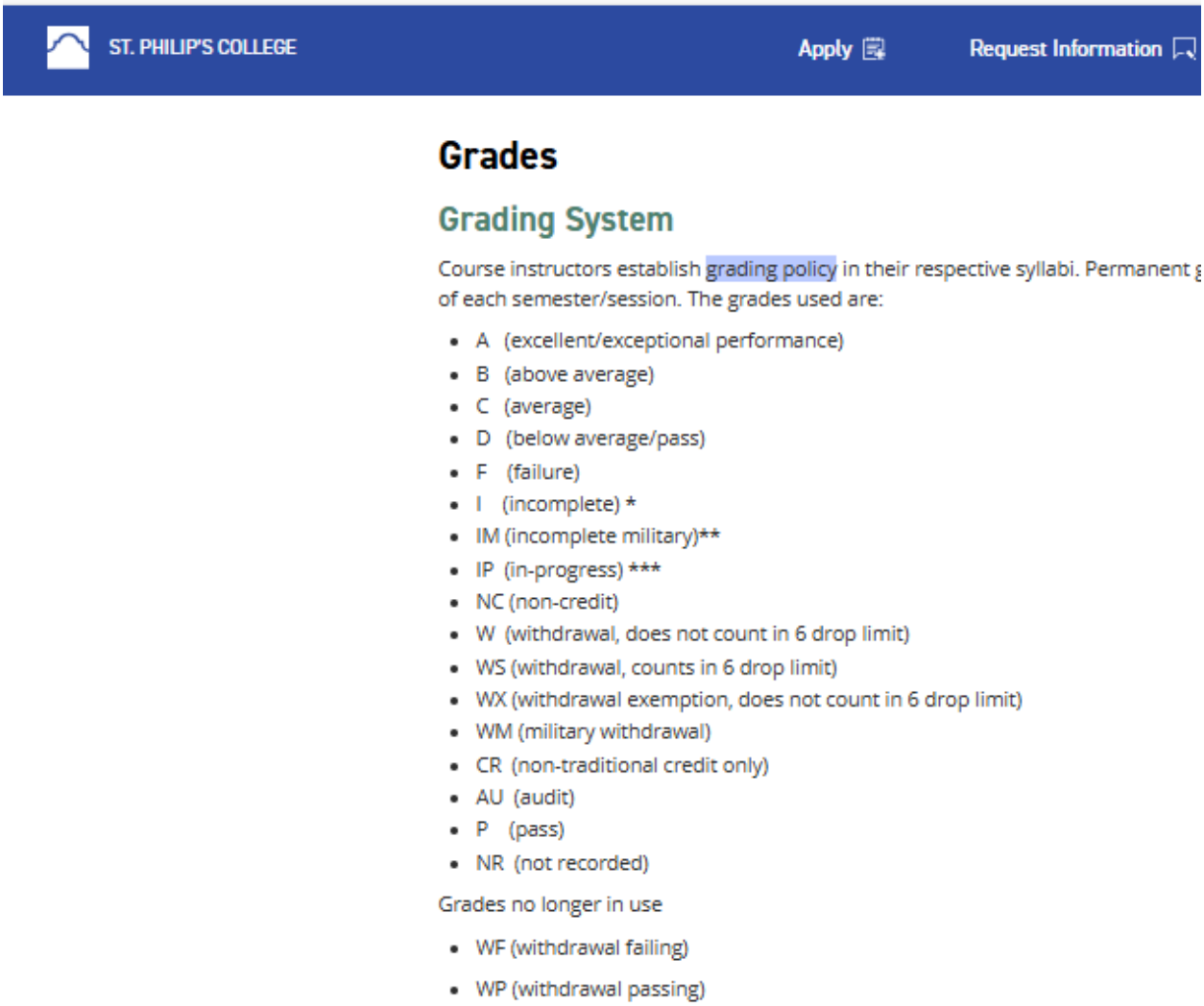
in the left sidebar for specific items or by scrolling down the webpage and clicking hyperlinks embedded within the text (Figure 10.2.3).

Figure 10.2.3 Grading Policy Academic Standards



The Grades section of the Academic Standards webpage in the online eCatalog offers students, prospective students, and the general public information about the grading system, incomplete grades, incomplete grades for military students, in-progress grades, and midterm grades. Visitors to the online eCatalog can also find information about grade point averages and grade point average calculations. Students can click on hyperlinks in the sidebar or embedded within the text in the Academic Standards section to learn more about grading information (Figure 10.2.4).

Figure 10.2.4 Grading System

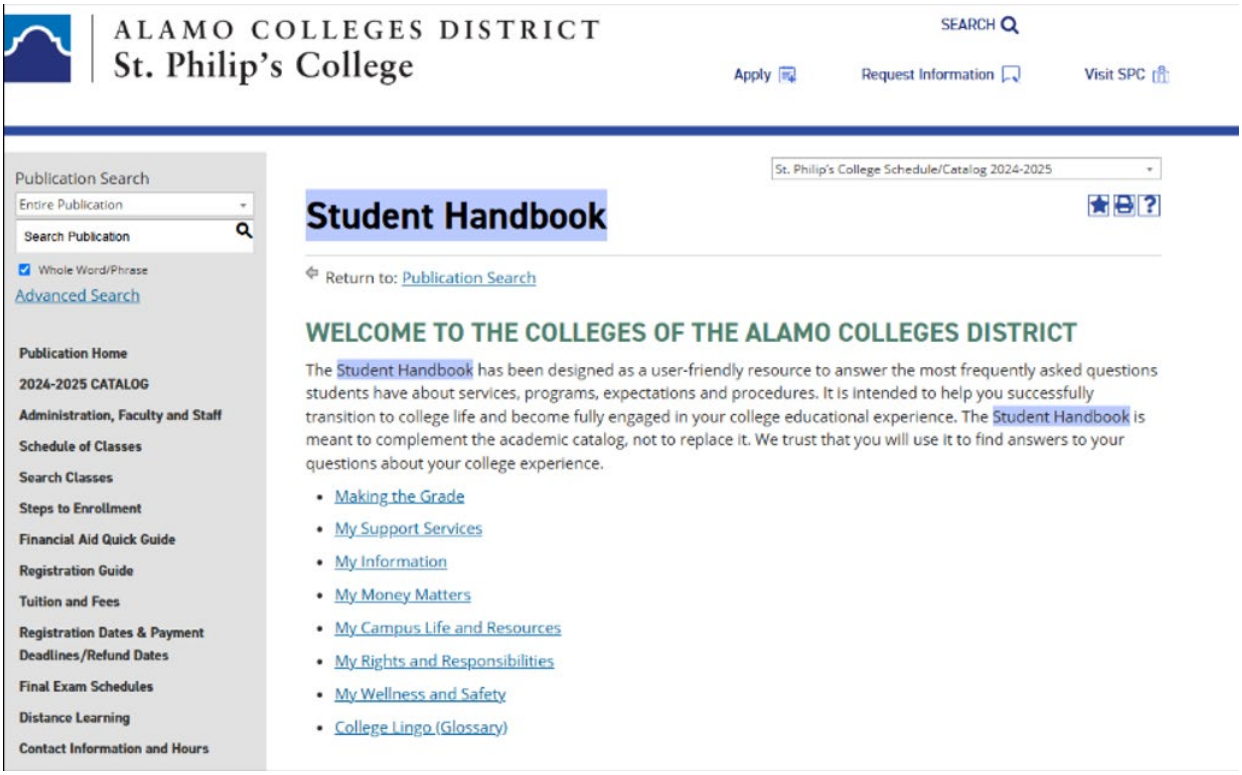


Student Handbook

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

This Student Handbook has been designed to answer the questions students ask most frequently about services, programs, expectations, and procedures. It is intended to be a user-friendly resource to help students successfully transition to college life and become fully engaged in their educational experience. It is meant to complement the College's eCatalog, not to replace it.

Figure 10.2.5 Student Handbook



eCatalog/Cost of Attendance/Refund Policy

The Cost of Attendance (Tuition and Fee Schedule) can be found online through the eCatalog. (Figure 10.2.1) Students, prospective students, and the general public can access the cost of attendance and tuition and fee schedules by clicking on the hyperlinks in the left sidebar of the eCatalog. Figure 10.2.6 illustrates the information visitors will see when viewing this webpage in the eCatalog.

Under the Tuition & Refunds section (Figures 10.2.6 and 10.2.7), visitors will find the information for residency requirements, tuition reimbursement plans, tuition waivers, tuition for military members and dependents, and any refundable charges or fees as well as non-refundable charges or fees. Continuing education fees are also listed.

Figure 10.2.6 Tuition and Refund

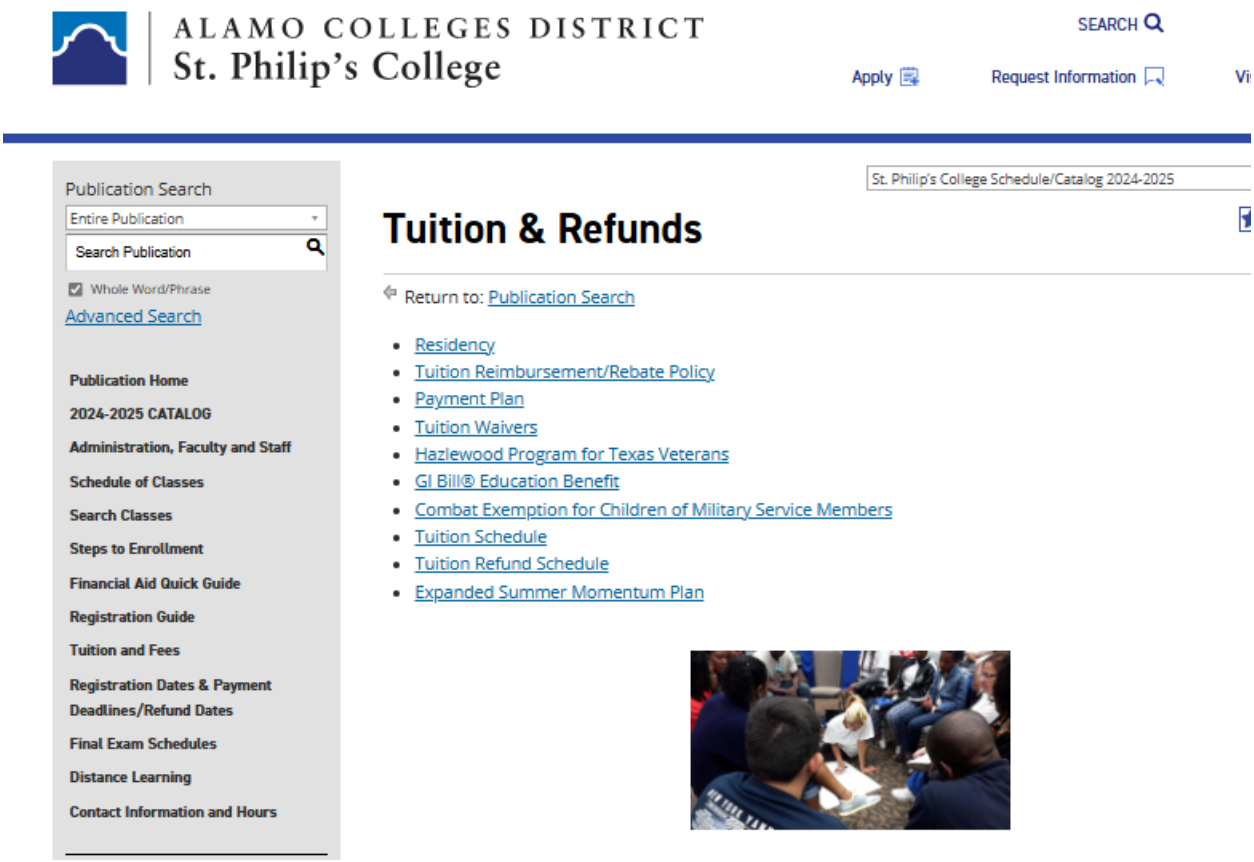
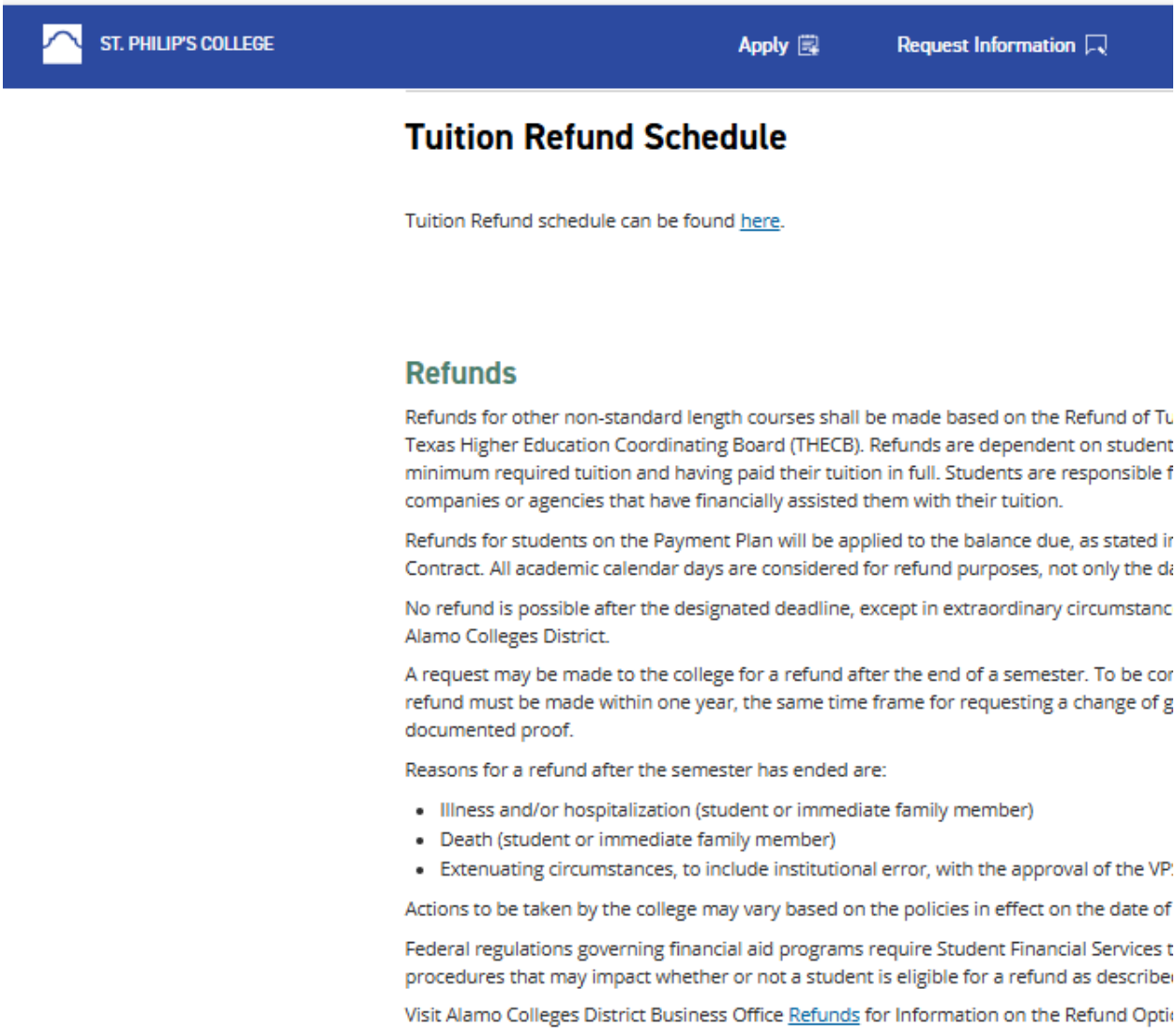


Figure 10.2.7 Tuition Refund Section



Some SPC programs carry special tuition. Those programs are listed under Non- Refundable Fees. Students, prospective students, and the general public can find a listing of courses that have special tuition costs under the Non-Refundable Fees heading (Figure 10.2.8). A student, prospective student, or member of the general public interested in tuition and refund information can scroll down the webpage to click on hyperlinks embedded in the text or access hyperlinks in the left sidebar.

Figure 10.2.8 Non-Refundable Fees

ALAMO COLLEGES DISTRICT
SCHEDULE OF TUITION AND FEES
Effective Fall 2024
FY 2024-2025

ALAMO COLLEGES DISTRICT SCHEDULE OF FEES NON-REFUNDABLE FEES

Examination Fees:		
Advanced Standing Examination Fee: per credit hour	$	99.00
CLEP	$	20.00
Correspondence Exam	$	20.00
Returned Check/ACH Return Fee	$	35.00
Library Fines per day/per item (10 days max)	$	-
Reserved Books: per day/per item (10 days max)	$	1.00
College Prep Fee: per credit hour	$	3.00
Installment Payment Plan:		
Administrative Set up Fee: per semester	$	-
Late Fee, per each late payment	$	10.00
Study Abroad Administrative Fee	$	200.00
Foreign Student Application Fee	$	100.00
Diploma (Duplicate)	$	25.00
Transcripts (1st set free):		
Mailed	$	10.00
Electronic	$	5.00
Express		10 & $35
ID Card Duplicate/Replacement	$	10.00
Parking Fines:		
If paid within 10 days	$	16.00
If not paid within 10 days	$	21.00
If not paid within 20 days	$	27.00
Scobee Admission		Varies
Student Processing Fee		
Transfer/Transient Evaluation	$	100.00
SPC/SAC Internships- Accidental Insurance Coverage		Up to $50

Workshop Fees:
A fee is charged for workshops organized for special groups that may or may not carry semester credit hours. The amount of the fee, which is an addition to the required tuition, is announced at the time of the workshop.

eCatalog/Refund Policy/Schedule

Within the College's eCatalog, students, prospective students, and the general public can find the refund days on the session calendar. Direct references to the College's refund schedule are shown in Figure 10.2.9 and Figure 10.2.10 highlighting the information provided to students, prospective students, and the general public.

Figure 10.2.9 Refund Schedule

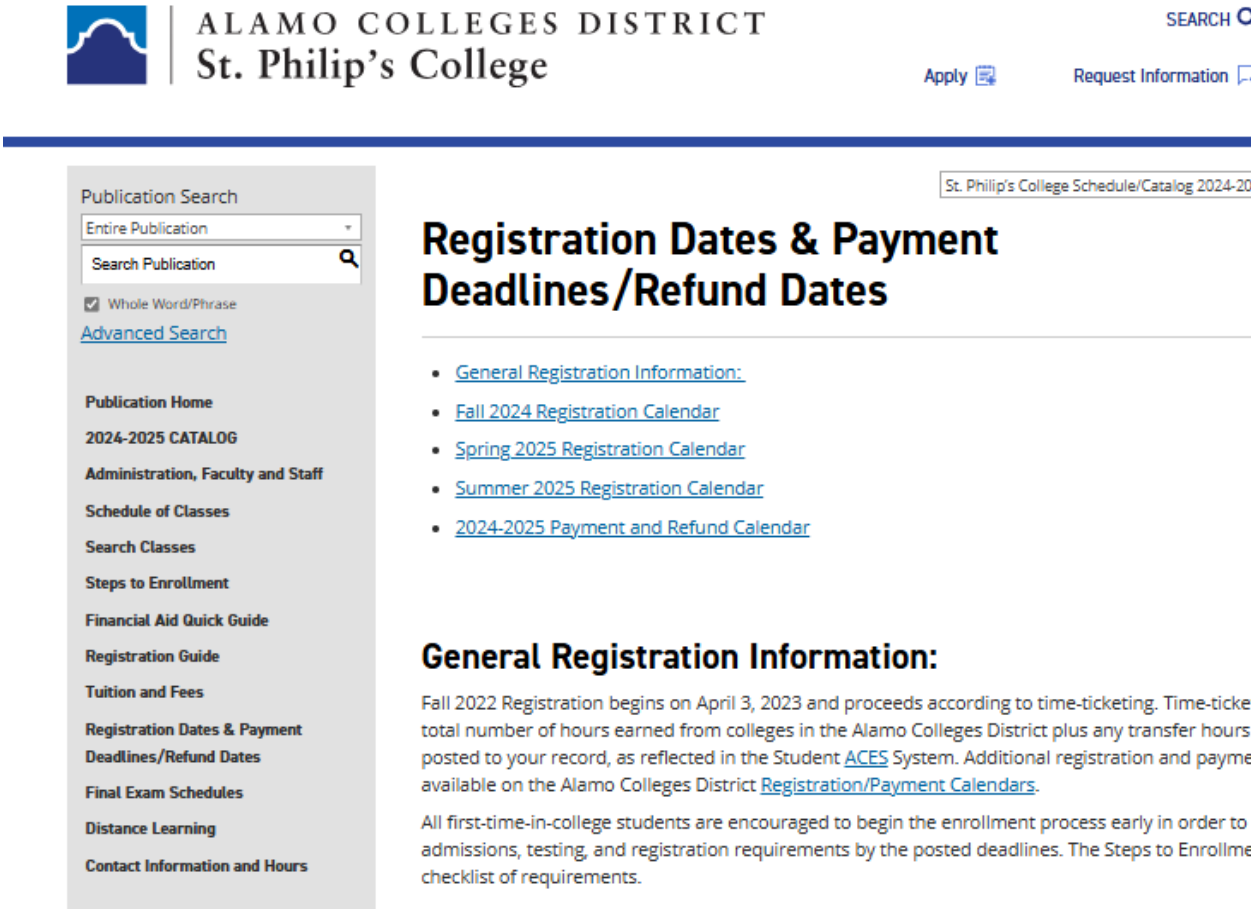


Figure 10.2.10 Refund Dates

Refund Dates

Below is the refund rate schedule for students who withdraw from classes.

Select a term:

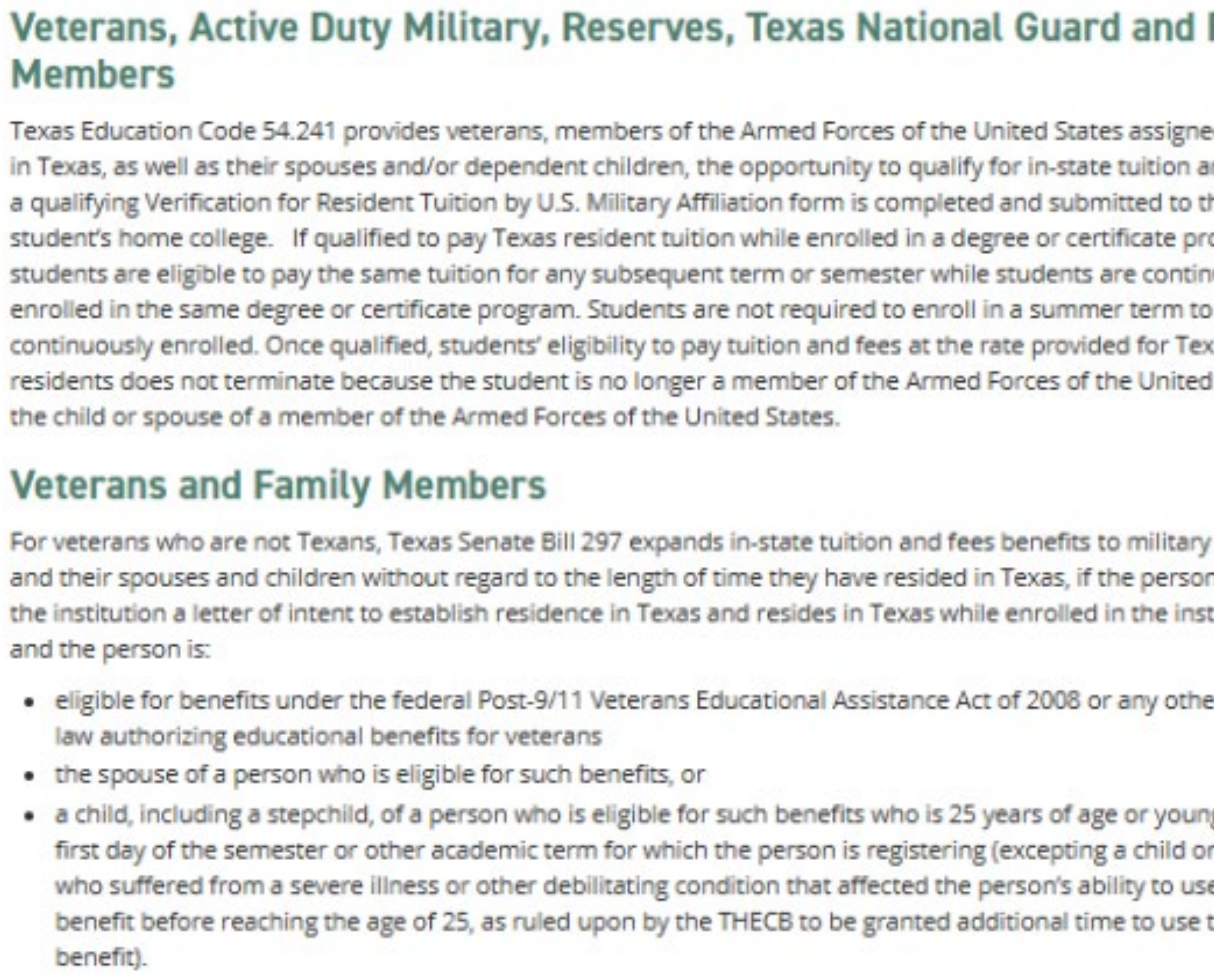
Fall 2024	Spring 2025	Summer 2025

	16-week	Flex I	Fall First 5-week	Start II	Fall Second 5-week	Flex II	Fall Third 5-week
Last day to withdraw with 100% refund	Aug. 25	Aug. 25	Aug. 25	Sept. 8	Sept. 29	Oct. 20	Nov. 3
70% refund	Aug. 26 - Sept. 16	Aug. 26 - Sept. 5	Aug. 26 - 30	Sept. 9 - 25	Sept. 30 - Oct. 4	Oct. 21 - 30	Nov. 4 - 8
25% refund	Sept. 17 - 25	Sept. 6 - 9	Aug. 31 - Sept. 3	Sept. 26 - Oct. 1	Oct. 5 - 7	Oct. 31 - Nov. 1	Nov. 9 - 11

Refunds for Students Called to Active Duty

Students who require refunds based on being called to military active duty can find their information listed in the eCatalog on the Registration webpage in the Withdrawal section. Figure 10.2.11 is an example of what students, prospective students, and the general public see on the webpage. Military students or their families are provided with the process of withdrawing and obtaining refunds.

Figure 10.2.11 Refund Policy/Veterans, Active Military



Veterans, Active Duty Military, Reserves, Texas National Guard and I Members

Texas Education Code 54.241 provides veterans, members of the Armed Forces of the United States assigne in Texas, as well as their spouses and/or dependent children, the opportunity to qualify for in-state tuition a a qualifying Verification for Resident Tuition by U.S. Military Affiliation form is completed and submitted to th student's home college. If qualified to pay Texas resident tuition while enrolled in a degree or certificate pr students are eligible to pay the same tuition for any subsequent term or semester while students are contin enrolled in the same degree or certificate program. Students are not required to enroll in a summer term to continuously enrolled. Once qualified, students' eligibility to pay tuition and fees at the rate provided for Tex residents does not terminate because the student is no longer a member of the Armed Forces of the United the child or spouse of a member of the Armed Forces of the United States.

Veterans and Family Members

For veterans who are not Texans, Texas Senate Bill 297 expands in-state tuition and fees benefits to military and their spouses and children without regard to the length of time they have resided in Texas, if the perso the institution a letter of intent to establish residence in Texas and resides in Texas while enrolled in the inst and the person is:

- eligible for benefits under the federal Post-9/11 Veterans Educational Assistance Act of 2008 or any othe law authorizing educational benefits for veterans
- the spouse of a person who is eligible for such benefits, or
- a child, including a stepchild, of a person who is eligible for such benefits who is 25 years of age or youn first day of the semester or other academic term for which the person is registering (excepting a child o who suffered from a severe illness or other debilitating condition that affected the person's ability to us benefit before reaching the age of 25, as ruled upon by the THECB to be granted additional time to use t benefit).

Students or prospective students who are active military can click on the "Priority Registration for Military Affiliated and Veteran Students" hyperlink, which directs them to information connected to military student registration and refunds for students called to active duty. Figure 10.2.11 highlights the refund information given to students called to active duty.

Conclusion

St. Philip's College is in compliance and meets Standard 10.2, as the College publishes its academic calendar, grading policies, cost of attendance, and refund policy to the students and the public. Students, prospective students, and the general public can access the online eCatalog and then click on links in the left sidebar to read and review the College's semester/annual calendar, the College grading policy, the tuition and fee schedule, and the refund policy.

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.* ***(relevant information for course and degree requirements)***

__X__ Compliant *___Partial Compliance* *___Non-Compliant*

Narrative

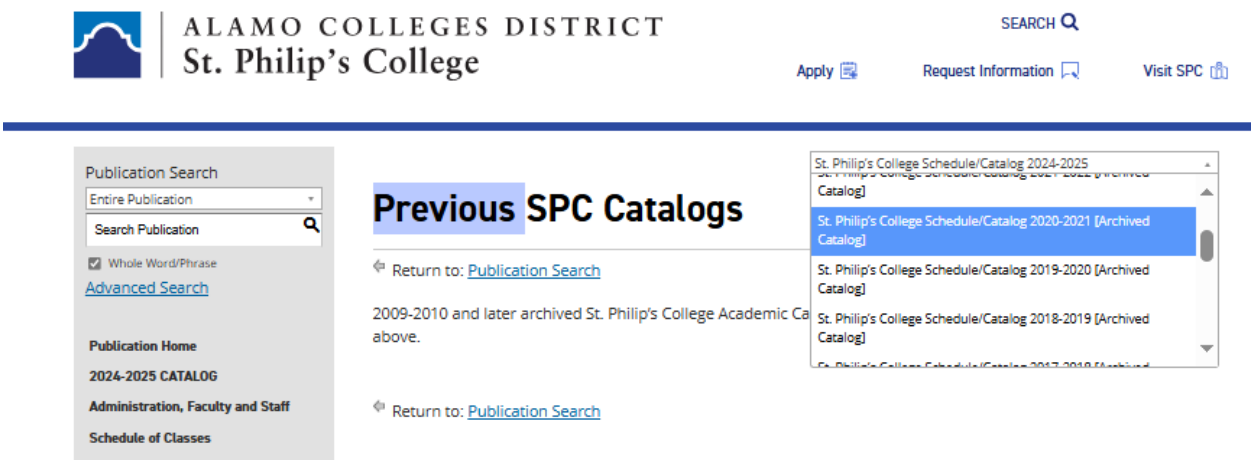
St. Philip's College is in compliance with Principle 10.3, Archived information.

St. Philip's College (SPC) ensures the availability of archived official catalogs, with relevant information for course and degree requirements sufficient to serve former and returning students.

Archived Catalogs

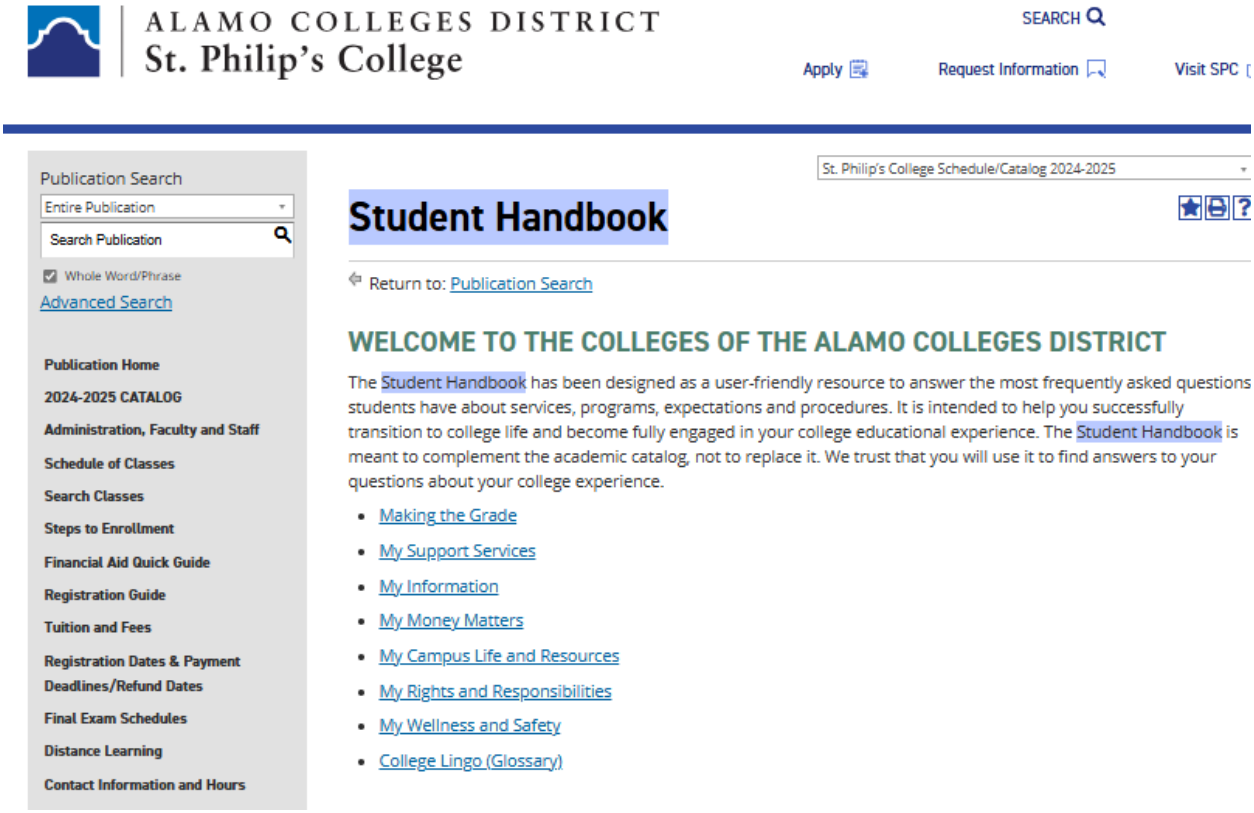
The St. Philip's College archived catalogs are maintained by the Office of Records and Registration and the College Archives. The Records and Registration Office maintains catalogs from 1946-1947 to present. The College Archives Office maintains catalogs from 1903-1904 to present. Print copies are kept in the Office of Records and Registration for all catalogs from 1946–1947 through 2009–2010. Catalogs from 2006–2009 through the present catalog are available online in the form of the eCatalog on the St. Philip's College website as shown in Figure 10.3.1.

Figure 10.3.1 eCatalog Archived Publications



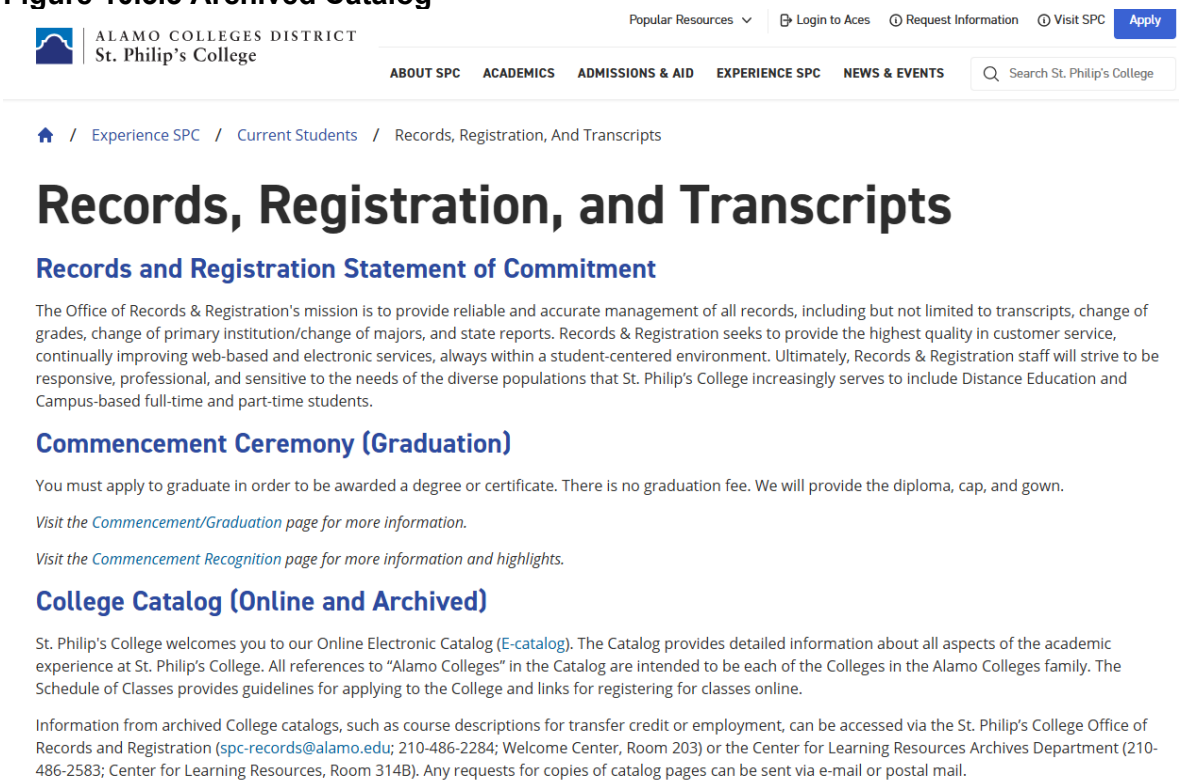
The Student Handbook contains information about how to access eCatalog and archived catalogs on the Records and Registration and Archives websites. See Figure 10.3.2 for an example from the Student Handbook.

Figure 10.3.2 Student Handbook



St. Philip's College provides access to archived catalogs in both print and digital formats. Catalogs from 2009 through the present are available online. All other catalogs can be requested via telephone, email, postal mail, or in person through the Office of Records and Registration or the College Archives, located in the Center for Learning Resources (CLR). Figure 10.3-3 shows the Office of Records and Registration website, displaying information about how to request archived catalogs. Figure 10.3.4 is an example of the archived collection.

Figure 10.3.3 Archived Catalog



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St. Philip's College

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/ Experience SPC / Current Students / Records, Registration, And Transcripts

Records, Registration, and Transcripts

Records and Registration Statement of Commitment

The Office of Records & Registration's mission is to provide reliable and accurate management of all records, including but not limited to transcripts, change of grades, change of primary institution/change of majors, and state reports. Records & Registration seeks to provide the highest quality in customer service, continually improving web-based and electronic services, always within a student-centered environment. Ultimately, Records & Registration staff will strive to be responsive, professional, and sensitive to the needs of the diverse populations that St. Philip's College increasingly serves to include Distance Education and Campus-based full-time and part-time students.

Commencement Ceremony (Graduation)

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

Visit the Commencement/Graduation page for more information.

Visit the Commencement Recognition page for more information and highlights.

College Catalog (Online and Archived)

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

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

Figure 10.3.4 Archived Collection Sample

Access Number	Collection Name	Description	Media Type	Dates	Size/Extent
2011-0586	St. Philip's College Archives Subject Files - Catalogs	St. Philip's Normal, Grammar and Industrial School catalog for the year 1910-1911		1910-1911	.02 linear foot
2011-0583	St. Philip's College Bulletins/Catalogs	San Antonio College - St. Philip's Branch promotional booklet 1898-1945		n.d.	.02 linear foot
2011-0378	St. Philip's College Libraries Collection	Periodicals Guide, computer guides, catalog guides, correspondence and Library Automation Budget, Learning Resources Center calendars, informational bookmarks, Student and Faculty guides to the Learning Resources Center		1976-1994	.30 linear feet
2011-0336	St. Philip's College Libraries Collection	Collection assessments, collection development policies, LASSO catalog manual, catalog production user guide, OCLC terminal software user guide, and CD-ROM and computer programs manual		1994	1.15 linear feet
2011-0295	St. Philip's College Libraries Collection	Library Access System Source Online (library catalog) user's guide		1994	.05 linear feet
2010-0021	St. Philip's College Catalogs	St. Philip's College Catalogs, 1998-2010		1998-2010	2 linear feet

College Catalog Updates

St. Philip's College maintains an annual process to update the eCatalog. Acalog is the software used by the Records and Registration Office to make these updates. The Acalog process ensures the dissemination of accurate, up-to-date information on all College programs via the eCatalog. Department leaders, including those at off-site campuses, are responsible for making necessary edits to their section of the eCatalog. Having department leaders act as liaisons with the Records and Registration Office ensures that personnel knowledgeable about the eCatalog content can make updates. In April each year, The Office of Records and Registration sends requests for updates, along with the timeline (see Figure 10.3.5), and a template is used in revising eCatalog content for all these assigned department personnel (see Figure 10.3.6).

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

Figure 10.3.5 Catalog Edit Timeline/Records and Registration

Timeline for **College Specific Content** for the 2024-2025 Catalog & Schedule

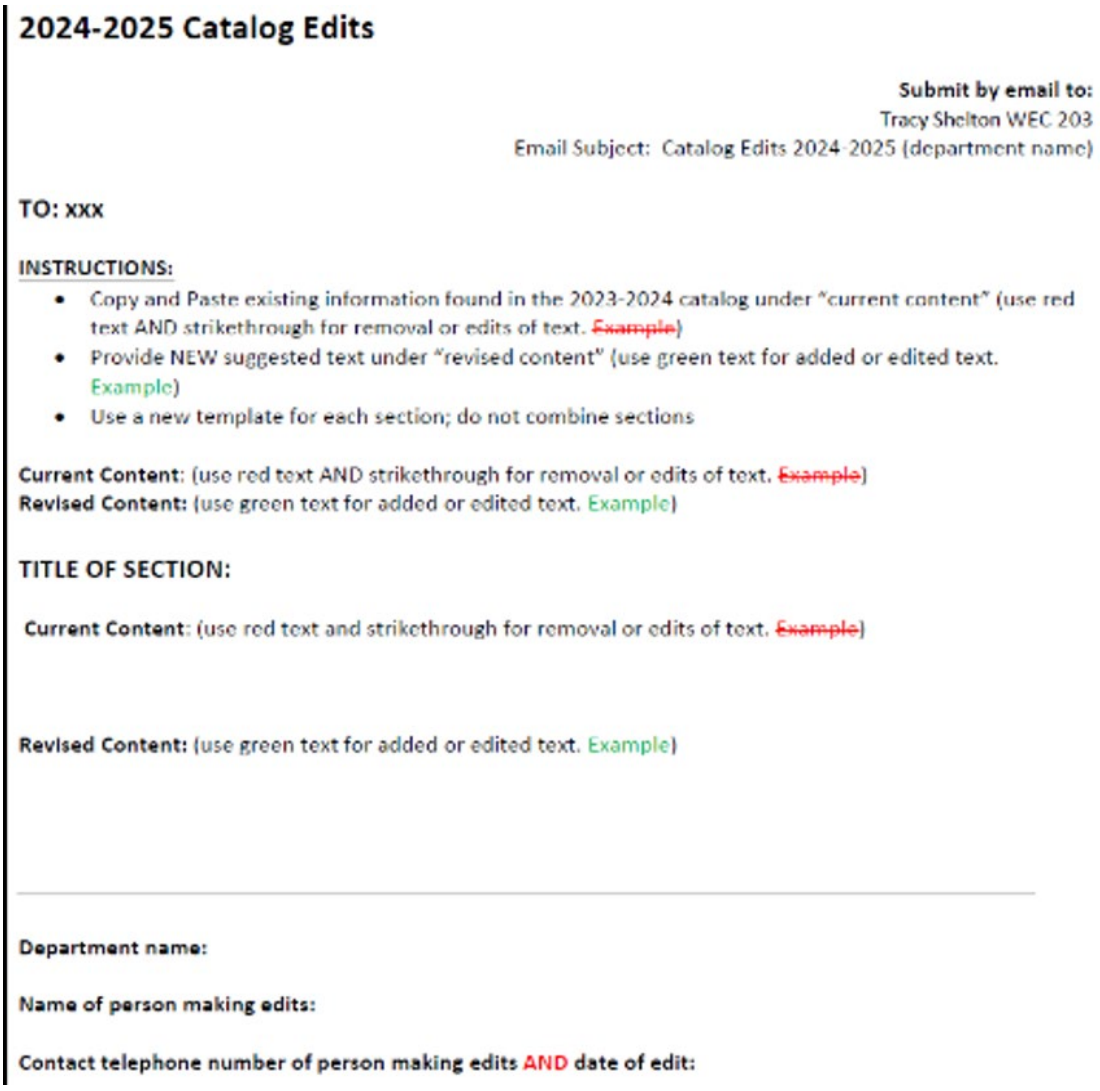
Timeline is subject to change.
* Schedule edits are limited to college specific information, does not include course content or degrees.

Critical Events in Review

May 6, 2024 **Note:** All content can be reviewed from the current SPC Schedule and DRAFT version of the 2023-2024 Academic Catalog site, simply click on the link(s) that pertain to your department. You can copy & paste your sections into a Microsoft Word document to make your edits.	Departments will review & correct College specific content for the College Catalog and Schedule using the current academic year (2023-2024) for upcoming academic year (2024-2025). College specific sections: **DRAFT version 2023-2024 Catalog items to review and edit** Final Exam Schedule Distance Learning Contact Info & Hours President's Message College Overview Student Support Services SPC Scholarships SPC Student Handbook Department Information Locations and Maps Workforce Education Faculty, Administration and Staff Locations and Maps
May 6-May 17, 2024	Departments will submit all corrections to the Office of Records and Registration (ORR) by email. ORR will update catalog Submit by email to Tracy Shelton with subject line "2024-2025 Catalog Edits" ***Please include your department name, editor name, email address and a call-back number.***
May 23-May 28	Departments will REVIEW edits in the catalog which were updated by ORR staff. This review will be in the office. The 2024-2025 will not be LIVE to review.
Wednesday, May 29	Edits are finalized. NOTE: 2024-2025 Catalog will remain in DRAFT format until all edits are final.

Timeline is subject to change. * Schedule edits are limited to college specific information, does not include course content or degrees.

Figure 10.3.6 Catalog Edit Template/Records and Registration



2024-2025 Catalog Edits

Submit by email to:
Tracy Shelton WEC 203
Email Subject: Catalog Edits 2024-2025 (department name)

TO: XXX

INSTRUCTIONS:

- Copy and Paste existing information found in the 2023-2024 catalog under "current content" (use red text AND strikethrough for removal or edits of text. ~~Example~~)
- Provide NEW suggested text under "revised content" (use green text for added or edited text. Example)
- Use a new template for each section; do not combine sections

Current Content: (use red text AND strikethrough for removal or edits of text. ~~Example~~)
Revised Content: (use green text for added or edited text. Example)

TITLE OF SECTION:

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

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

Department name:

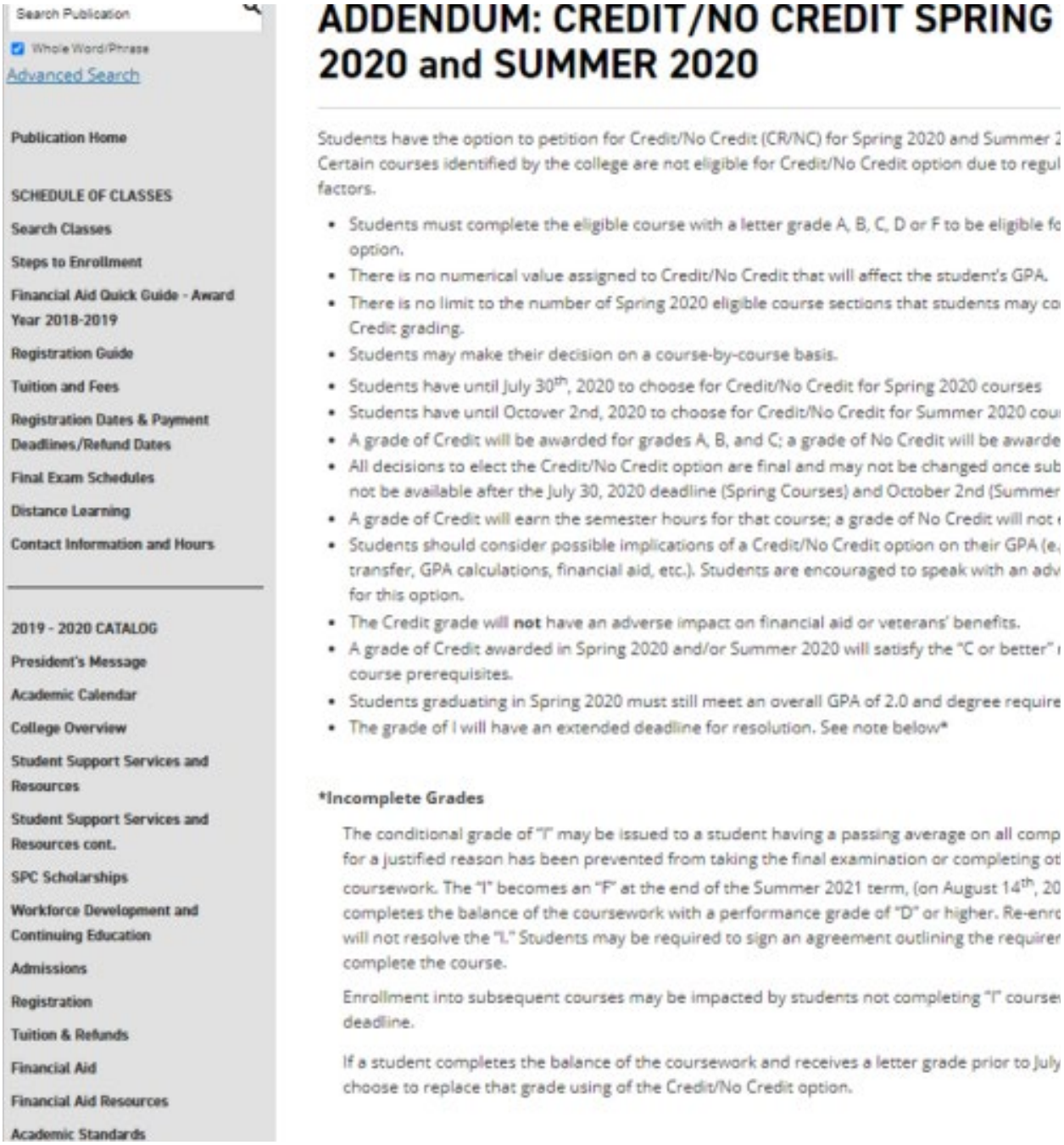
Name of person making edits:

Contact telephone number of person making edits AND date of edit:

Notification of Changes

Changes to course offerings or the requirements needed to earn a specific credential are updated in the eCatalog each academic year, as detailed above. Only significant changes prompt updates to the catalog, in which case, an addendum is published instead of making changes within the catalog. See Figure 10.3.7 as an example. The addendum is then published online alongside the eCatalog. An example of such an addendum would be a document or a report required by the Texas Higher Education Coordinating Board (THECB).

Figure 10.3.7 Example of Addendum to eCatalog



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

Conclusion

St. Philip's College is in compliance and meets Standard 10.3, as the College ensures the availability of archived catalogs, digital or print, by specifically informing the public where to access the information. Archived catalogs are stored in the Library and in the Office of Records and Registration.

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 policies)***

__X__ Compliant *___Partial Compliance* *___Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 10.4, Academic Governance.

St. Philip's College publishes and implements policies on the authority of faculty in academic and governance matters; demonstrates that educational programs for which academic credit is awarded, approved, and consistent with institutional policies; and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

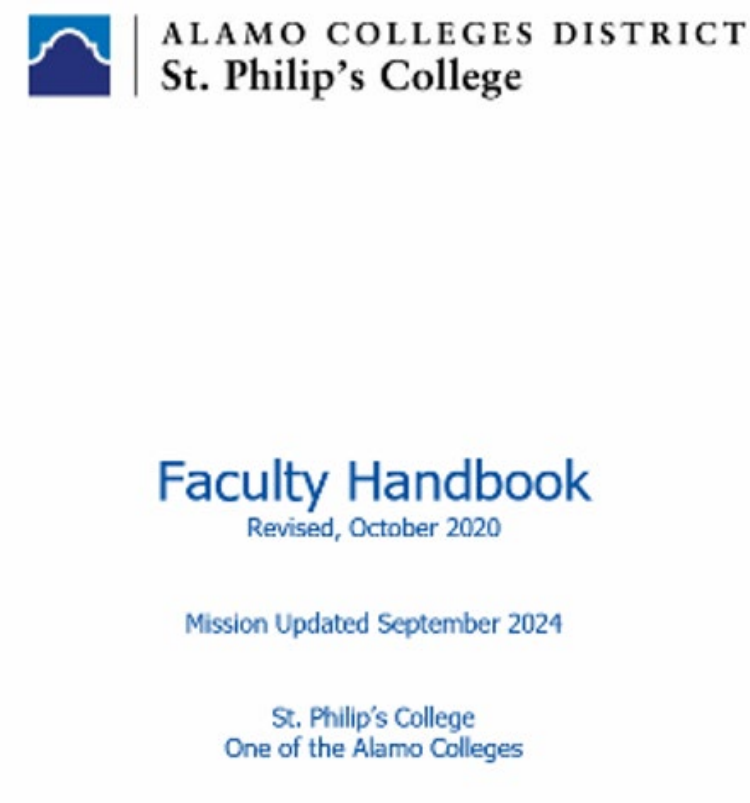
Publishes and Implements Policies on the Authority of Faculty in Academic and Governance Matters

Faculty have oversight of their curriculum and have the primary goal of providing academic rigor and quality education for all students attending the College. Faculty are directly responsible to members of their discipline who take on leadership roles within departments or who have administrative structure, such as department chairs or program coordinators. Faculty chairs or program coordinators serve on the Curriculum Committee.

The College defines the obligations and authority of faculty in academic and governance matters. The section entitled, "Deliver Effective Instruction," on page 2 of the faculty job description outlines the responsibilities of faculty regarding curriculum.

Faculty roles are outlined and published in the SPC Faculty Handbook (Figure 10.4.1), Full-Time Faculty (Figure 10.4.2), and Adjunct Faculty Job Description (Figure 10.4.3), which outlines authority of governance matters. The full text of the faculty handbook can be found in the Faculty Handbook artifact.

Figure 10.4.1 Faculty Handbook



At St. Philip's College, academic governance is overseen by faculty academic committees, with final approval coming from the academic administration. Departmental committees are made up of faculty members with expertise in their respective fields, while college-wide curriculum committees include representatives from various departments. The College's Curriculum Committee (Figure 10.4.3) meets monthly throughout the semester, following a structured process to ensure that all courses maintain consistency in credit allocation.

The Texas Higher Education Coordinating Board (THECB) oversees all public postsecondary education in the State of Texas. As a post-secondary institution in Texas, we are required to comply, collaborate, and communicate with THECB as appropriate. The decision to develop and approve educational programs is based on feedback from Advisory Boards, the College, the District, and Governing/Accrediting Bodies. This feedback is presented to the College's Curriculum Committee.

These policies are published in the Faculty Handbook found on the webpage for the Vice President for Academic Success (VPAS) under Academic Policy Handbook (Figure 10.4.4). The policies are updated and approved by the VPAS Office.

Figure 10.4.2 Full-time Faculty Job Description

Full-Time Teaching Faculty Job Description

DESCRIPTION OF WORK

Full-time members of the faculty are professional educators who have the primary responsibility of fulfilling the institution's mission, vision, values, strategic plan, Board of Trustees' charges and educational philosophy, and primary goal of providing a quality education for all students attending the colleges. Faculty members are classified according to the ranks of Instructor, Assistant Professor, Associate Professor, and Professor. Faculty members are subject to Board policies, including academic freedom, and are also bound by its accompanying responsibilities. They are directly responsible to a discipline coordinator and/or department chair and have responsibilities through the administrative structure at their respective college and to the district. The relationship of the faculty member to the student is one of leader, teacher, adviser, mentor, and facilitator of learning.

Faculty job descriptions are defined for Full-Time Teaching Faculty, Adjunct Teaching Faculty, Librarian Faculty, and Counselor Faculty. Faculty Chairpersons have a separate job description.

FACULTY POSITION CRITERIA

A faculty position must meet the following criteria:

1. A regular, full-time position.
2. A position wherein the primary functions performed are those of teaching assigned credit courses on a regular basis.
3. A position which requires certain minimum academic qualifications according to Alamo Colleges District's Procedure D.2.3.2.

DUTIES

The cyclical nature of teaching and learning forms the basis of duties for the institution's faculty. To strive for continual improvement of student success, faculty members must plan an optimal learning environment; provide high quality instruction and advising; assess themselves, their students, and their teaching techniques in order to increase effectiveness; continue their own professional development; actively participate in MyMAP, AlamoINSTITUTES, and AlamoADVISE processes; and participate in the shared governance process to ensure policies and procedures remain focused on maintaining high standards while providing appropriate support for student needs.

Manage classes and learning environments:

a. Maintain attendance records, submit grades on time, and provide constructive feedback as well as other relevant information to students throughout the semester. Create and maintain accurate syllabi that incorporate departmental, college, cross-college, and instructor requirements.
b. Participate in the selection of appropriate materials to support academic departments' course curriculum in accordance with the Alamo Colleges District's Guidelines for Selection of Instructional Materials.

Figure 10.4.3 Adjunct Faculty Job Description

Adjunct Faculty Job Description

DESCRIPTION OF WORK

Adjunct members of the faculty are professionals, in their field of study, whose primary responsibility is fulfilling the institution's mission, vision, values, strategic plan, Board of Trustees' charges and educational philosophy, and primary goal of providing a quality education for all students attending the colleges. Adjunct faculty members are classified according to their attained level of education. Adjunct faculty members are subject to Board policies, including academic freedom, and are also bound by accompanying responsibilities. They are directly responsible to a discipline coordinator and/or department chair and have responsibilities through the administrative structure at their respective college and to the district. The relationship of the adjunct faculty member to the student is one of leader, teacher, mentor and facilitator of learning.

ADJUNCT FACULTY POSITION CRITERIA

An adjunct faculty position must meet the following criteria:

1. A part time temporary assignment.
2. A position wherein the functions performed are those of one who teaches assigned credit classes on a course-by-course basis.
3. A position which requires certain minimum academic qualifications according to Alamo Colleges District's Procedure D.2.3.2.

DUTIES

The cyclical nature of teaching and learning forms the basis of duties for the institution's adjunct faculty. To strive for continual improvement of student success, adjunct faculty members must plan an optimal learning environment; provide high quality instruction; assess themselves, their students, and their teaching techniques in order to increase effectiveness; continue their own professional development; actively participate in MyMAP, AlamoINSTITUTES, and AlamoADVISE processes; and participate in the shared governance process to ensure policies and procedures remain focused on maintaining high standards while providing appropriate support for student needs.

Manage classes and learning environments:

a. Maintain attendance records, submit grades on time, and provide constructive feedback as well as other relevant information to students throughout the semester. Create and maintain accurate syllabi that incorporate departmental, college, cross-college, and instructor requirements.
b. Participate as may be required by their department in the selection of appropriate materials to support academic departments' course curriculum in accordance with the Alamo Colleges District's Guidelines for Selection of Instructional Materials.
c. Work with students and employers in occupational settings as required by or appropriate to academic discipline.

Program Development

The process for developing and approving educational programs is outlined using the "Career and Technical Programs Development, Review, Deactivation, and Reactivation" guidelines. This process supports the Colleges' agility in response to the needs of industry and addresses the community's labor market development. The process allows for greater agility to make data-informed decisions and is embedded with a can-do spirit that enhances the Colleges' ability to empower their diverse communities through greater collaboration and respect for all.

Step for Program Development

Step 1: Preparation Phase and Pre-Application Phase

Step 2: Review and Comment Phase

Step 3: Curriculum Review Phase

Step 4: Strategic Leadership Team Presentation

Step 5: Chancellor/Board of Trustee Presentation

Step 6: Texas Higher Education Coordinating Board Submission

Step 7: New Program Implementation

The St. Philip's College Academic Policy Handbook (Figure 10.4.4) is available and downloadable for the St. Philip's College faculty and staff through the College's Office of the Vice President of Academic Success.

Figure 10.4.4 SPC Academic Policy Handbook

SPC Academic Policy Handbook

Put Welcome from VPAS Randall Dawson here

- Faculty Onboarding (High Priority)
- Faculty Responsibilities & Training (Medium Priority)
- Committees (coming soon)
- Department Chair (High Priority)
- College Processes (in progress)
- **Forms (High Priority)**
- Handbooks & Resources (coming soon)
- SACSCOC (coming soon)
- About the Committee (in progress)

Educational Programs for which Academic Credit is Awarded are Approved and Consistent with the Institutional Policy

St. Philip's College's Curriculum Handbook provides the process for how the curriculum is approved. The process is as follows:

Submitting Curriculum Proposals

1. The originator (relevant faculty program coordinator/discipline lead) must consult with the chairperson to discuss their intent to submit a curriculum proposal. The chair will discuss with the dean if necessary.
2. The originator will work with the Chair as needed to begin establishing the proposal in Curriculog.
3. The chair will review the curriculum proposal in Curriculog. If approved, the proposal will be forwarded to the next step. If not approved, the proposal will be returned to the originator.
4. Dean will review the curriculum proposal in Curriculog. If approved, the proposal will be forwarded to the next step. If not approved, the proposal will be returned to the preceding step.
5. The St. Philip's College Curriculum Committee will review the curriculum proposal at regularly scheduled meetings. If approved, proposal will be forwarded to the next step. If not approved, the proposal will be returned to the preceding step.
6. The decisions made by the College's Curriculum Committee are forwarded to the Alamo Colleges Curriculum Committee (ACCC), which is composed of faculty members from across the five colleges in the Alamo Colleges District.
7. After changes to program requirements have been approved by the College Curriculum Committee and those changes have been shared with the ACCC, the Chair of the ACCC then notifies all College entities affected by the change, which include the College's editors for the Catalog.
8. Administrative and catalog procedures will be completed by appropriate personnel. These administrative and catalog procedures may occasionally necessitate additional revisions.

The College's Curriculum Committee reviews, evaluates, and determines all curricular changes. The College Curriculum Committee serves as the final College review and approval entity for curriculum changes, initiated by faculty, including new programs, program revisions, program closures, course revisions, course additions, and course archival. The committee ensures that College processes for curriculum have been followed. Proposals comply with State and federal requirements and accreditation standards.

The College Curriculum Committee follows the established Curriculum Committee Guidebook (Figure 10.4.5), the Texas Higher Education Coordinating Board (THECB) Academic Course Guide Manual (ACGM) for academic transfer courses (Figure 10.4.6), and the Upper Division Course Manual (UDCM) (Figure 10.4.7). Career and technical education courses align with the THECB Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Workforce Education Course Manual (WECM) (Figure 10.4.8). The College Curriculum Committee process is the procedure for hearing and approving new courses, course revisions, course deletions, new program offerings, and program sunsetting at St. Philip's College (10.4-2_CCGuidebook).

Figure 10.4.5 SPC Curriculum Committee Guidebook

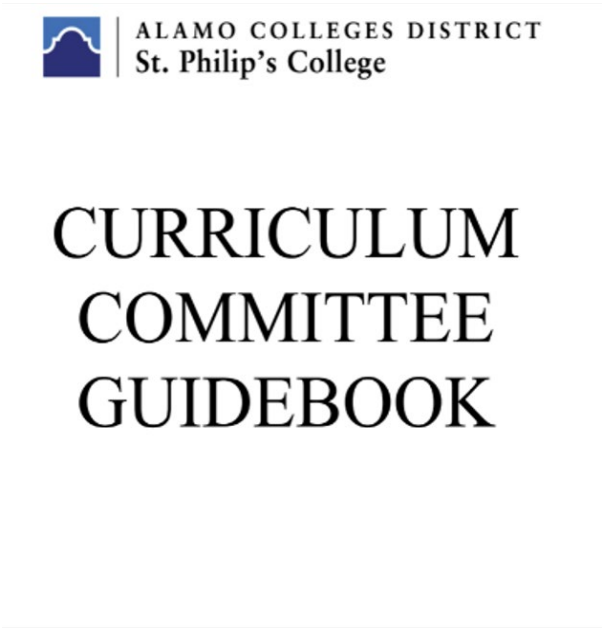


Figure 10.4.6 Online Academic Course Guide Manual (ACGM) Lower Divisions

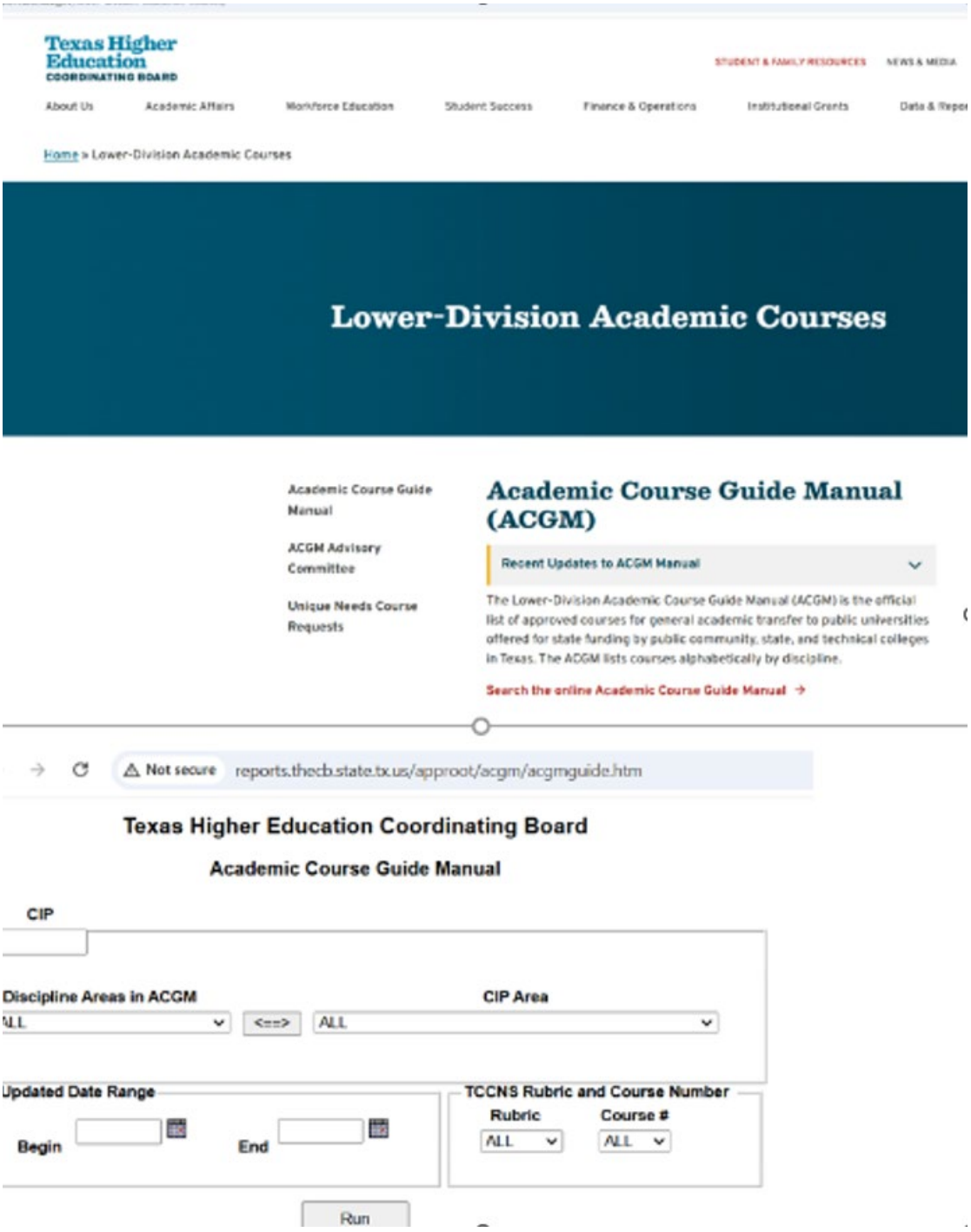


Figure 10.4.7 Upper Division Course Manual (UDCM)

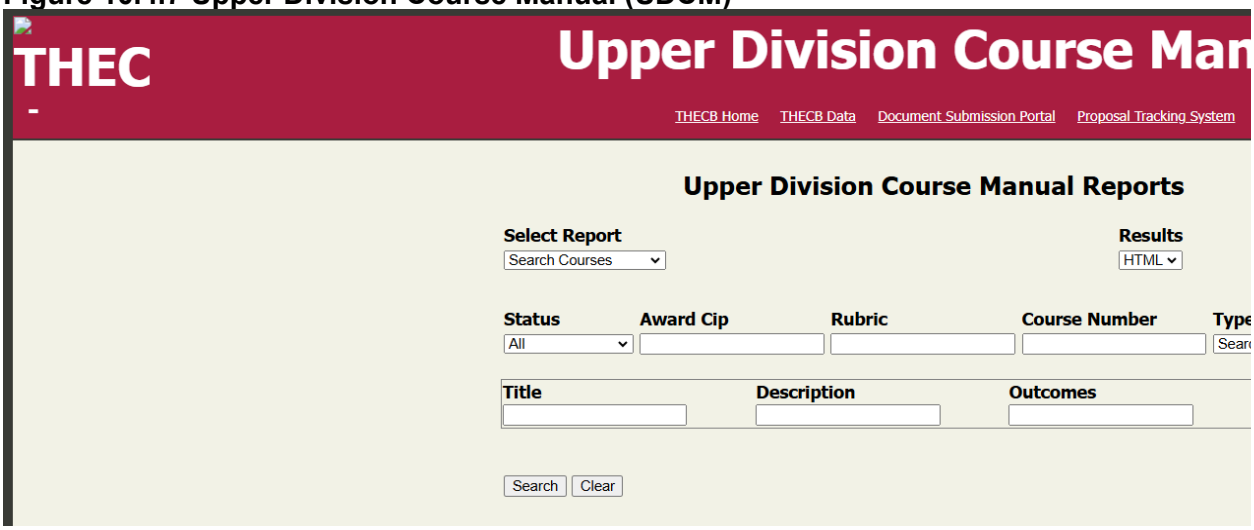
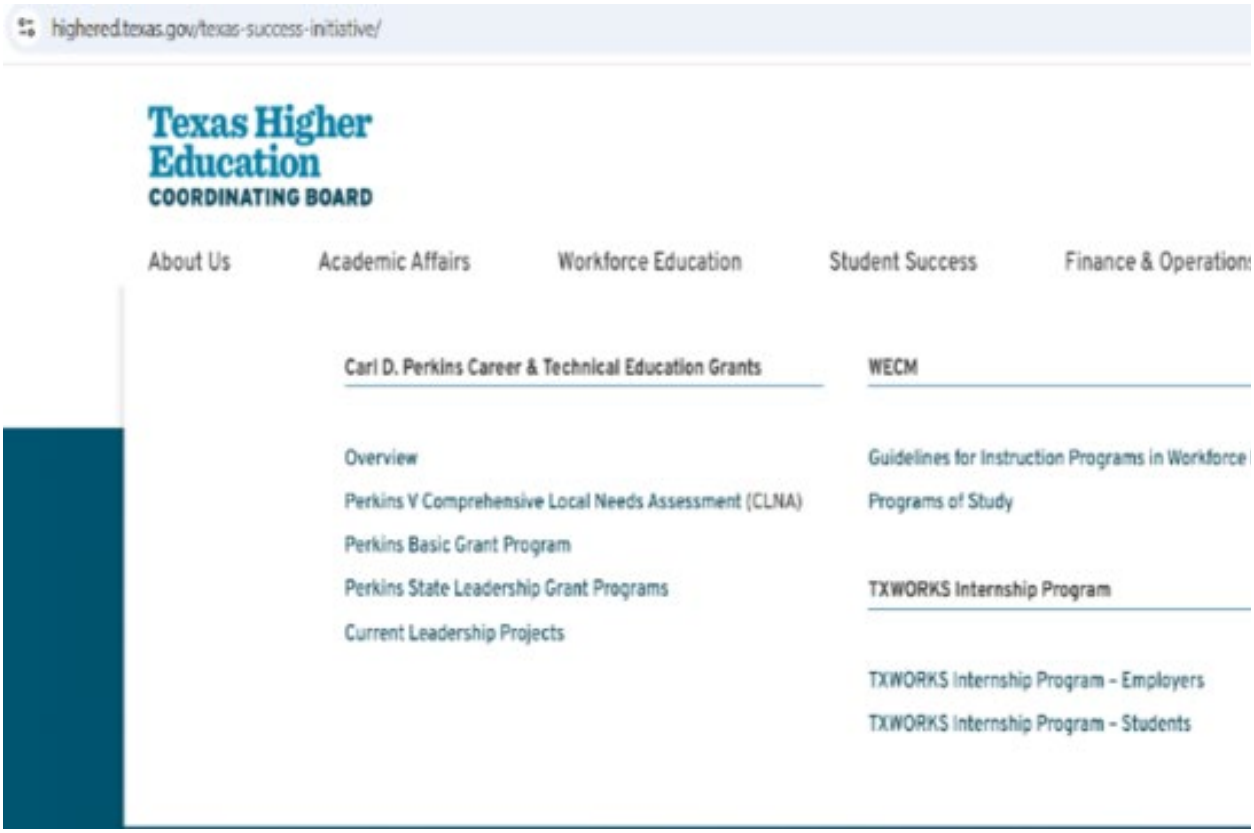


Figure 10.4.8 Guidelines for Instructional Programs in Workforce Education (GIPWE or WECM)



The College Curriculum Committee is comprised of full-time faculty who are selected from the Faculty Senate to serve on the committee. The structure of the Curriculum Committee is

comprised of voting members and non-voting members. The St. Philip's College Curriculum Committee meets monthly to discuss, review, and determine changes in the College curriculum.

Committee Composition

Voting Members

The committee shall be composed of 21 voting members. Voting members will include the following full-time faculty representation:

Applied Science and Technology - MLK	4 faculty chairs
Applied Science and Technology - SWC	2 faculty chairs
Arts and Sciences	5 faculty chairs
Health Sciences	3 faculty chairs
Program Directors	6 faculty members
Academic Services	1 faculty member
Faculty senate member (president or representative)	1 faculty member

Non-Voting Members

If a department chair or curriculum analyst is not a member of the faculty nor is the Curriculum Committee Chair, or is otherwise ineligible to vote, the department chair or analyst will select a faculty member from their area to serve as a voting member of the committee on their behalf. Non-voting chairs and analysts will serve on the committee as non-voting members. The complete list of non-voting members is as follows:

Curriculum Committee Chair
Vice President of Academic Success
Academic Deans
Director of High School Programs
Dean of Student Success
Coordinator of Measurement and Evaluation
Director of Institutional Planning Research and Effectiveness (SACSCOC)
Non-Faculty Chairs and Analysts

Places Primary Responsibility for the Content, Quality, and Effectiveness of the Curriculum with its Faculty

St. Philip's College places primary responsibility for the content, quality, and effectiveness of the curriculum with the College's faculty, who ensures the quality and effectiveness of the curriculum through faculty professional development, assessment of learning outcomes, systematic plans of evaluation, and on-going connection with professional advisory boards for departments. Faculty develop courses and are responsible for identifying methods of instruction

and assessment used in their respective fields to evaluate student learning. Learning outcomes are included in St. Philip's College's course syllabi.

Example of Faculty Responsibility for Curriculum

St. Philip's College full-time faculty members are responsible for student support, curriculum development, teaching, student learning outcomes assessment, part-time faculty support, professional growth and development, and service to St. Philip's College and the community. Full-time faculty have a primary responsibility for teaching in addition to professional development and service.

Faculty are assigned to teach courses within their specific area of expertise. They assume primary responsibility for and exercise oversight of the curriculum in conjunction with the Board of Trustees' policies, ensuring both the rigor of programs and the quality of instruction. An example is found in the faculty job description.

All College faculty are required to engage in professional development as indicated in the Full-Time Faculty Job Description. Faculty are required to stay current in their academic fields in several ways, including involvement with professional societies, reading discipline-specific journals, studying pedagogy in the field of study, attending conferences, making presentations, maintaining required professional credentials and licenses, and taking continuing education hours to reflect possible changes in disciplinary standards.

Conclusion

St. Philip's College is in compliance and meets Standard 10.4 to ensure that effective academic policies, procedures, and protocols are consistent and aligned with the Institution's policies and programs, which are developed by and with appropriate faculty participation and input. The College supports the implementation and publication of policies and adheres to faculty authorization concerning academic and governance issues.

Evidentiary Documents
NEW_6.4-XX_Faculty Handbook September 2024 Mission.pdf

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.* ***(Practices & Policies)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 10.5, Practices and Policies.

St. Philip's College (SPC) publishes admissions policies that are consistent with its mission and ensures that the College's recruitment materials and presentations accurately represent the College's policies, practices, and accreditation status. The College does not use independent contractors or agents for recruiting purposes or admissions activities.

Admission Policies & Requirements

St. Philip's College (SPC) publishes through its eCatalog admission and recruitment policies. As an open-door admissions institution, SPC provides admissions policies and practices to meet the needs of all students who wish to become part of the College community.

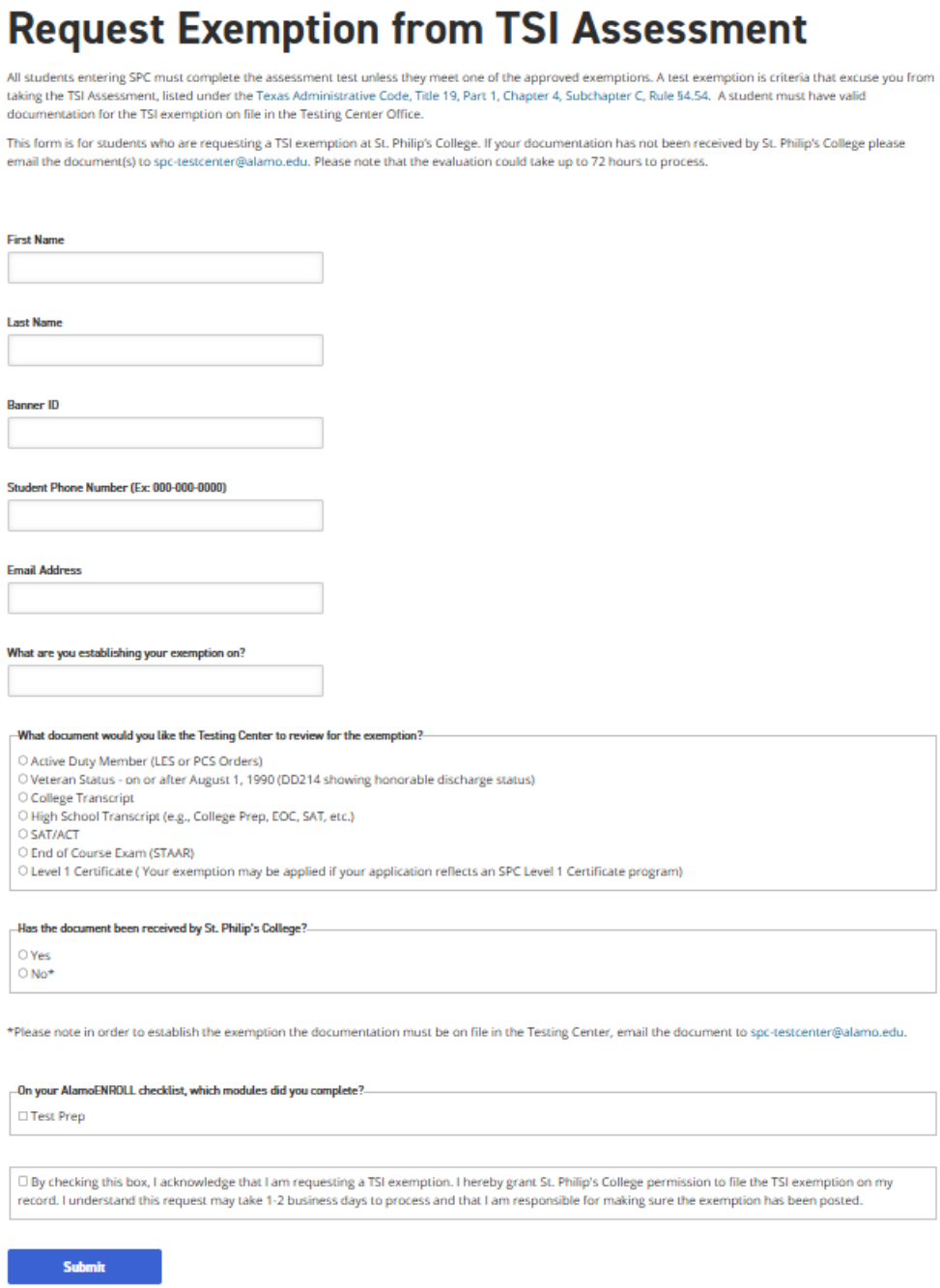
SPC admits students based on the following enrollment classifications:

- High school graduates who have graduated from high school.
- GED applicants who have passed their GED.
- Homeschooled graduates who have completed the curriculum outlined for their home school diploma.
- Early admissions applicants who have completed the sophomore year of high school or the home school equivalent by the start of the academic term for which they wish to enroll.
- Dual credit applicants, eligible high school students who can earn college credit for selected high school courses. Eligible high school students who can earn college credit for selected high school courses.
- College or university transfers who have previous college work at an accredited institution of higher education and plan to attend St. Philip's College.
- College or university transients, enrolled in an institution of higher education who are taking courses at St. Philip's College are non-degree seeking.
- Former St. Philip's College students, who have previously attended St. Philip's College and not enrolled within the past twelve (12) months.
- International applicants who hold non-immigrant visas.

- Senior citizen applicants who will be 65 by the term's census date for which they wish to enroll as course availability allows and are seeking reduced tuition.
- Individual approval applicants who (1) are graduates of high school or the equivalent or those who have previous college-level courses but cannot obtain an official transcript due to the institution and/or academic records no longer existing, or (2) owe money to a previously attended college may be admitted through an Individual Approval petition. Exceptions for Individual Approval applicants are limited and based upon specific criteria for waiving admissions requirements and must be approved by the Associate Director. Students who are graduates of high school programs and cannot obtain an official transcript are required to return to the state authority responsible for high school curriculum and request an official closure letter. Students who have outstanding balances from a previously attended college or university must obtain an invoice or letter from the institution outlining the amount owed. The student may be given up to two semesters to provide official transcripts.

St. Philip's College admits students without regard to race, religion, gender, national origin, age, disability, veteran status, genetic information, or sexual orientation. Each stage of the admissions process prepares incoming students for educational growth, personal and academic success, and career readiness alongside community leadership. The enrollment and academic advising teams ensure that students are on the right pathway to achieve their career goals. By determining if a student is ready for college-level courses through the Texas Success Initiative (TSI) scores in math, reading, and writing. The College ensures that each student takes appropriate courses to achieve success (Figure 10.5.1).

Figure 10.5.1 TSI Exemption Request Form



Request Exemption from TSI Assessment

All students entering SPC must complete the assessment test unless they meet one of the approved exemptions. A test exemption is criteria that excuse you from taking the TSI Assessment, listed under the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Rule §4.54. A student must have valid documentation for the TSI exemption on file in the Testing Center Office.

This form is for students who are requesting a TSI exemption at St. Philip's College. If your documentation has not been received by St. Philip's College please email the document(s) to spc-testcenter@alamo.edu. Please note that the evaluation could take up to 72 hours to process.

First Name

Last Name

Banner ID

Student Phone Number (Ex: 000-000-0000)

Email Address

What are you establishing your exemption on?

What document would you like the Testing Center to review for the exemption?

- ○ Active Duty Member (LES or PCS Orders)
- ○ Veteran Status - on or after August 1, 1990 (DD214 showing honorable discharge status)
- ○ College Transcript
- ○ High School Transcript (e.g., College Prep, EOC, SAT, etc.)
- ○ SAT/ACT
- ○ End of Course Exam (STAAR)
- ○ Level 1 Certificate (Your exemption may be applied if your application reflects an SPC Level 1 Certificate program)

Has the document been received by St. Philip's College?

- ○ Yes
- ○ No*

*Please note in order to establish the exemption the documentation must be on file in the Testing Center, email the document to spc-testcenter@alamo.edu.

On your AlamoENROLL checklist, which modules did you complete?

- ☐ Test Prep

☐ By checking this box, I acknowledge that I am requesting a TSI exemption. I hereby grant St. Philip's College permission to file the TSI exemption on my record. I understand this request may take 1-2 business days to process and that I am responsible for making sure the exemption has been posted.

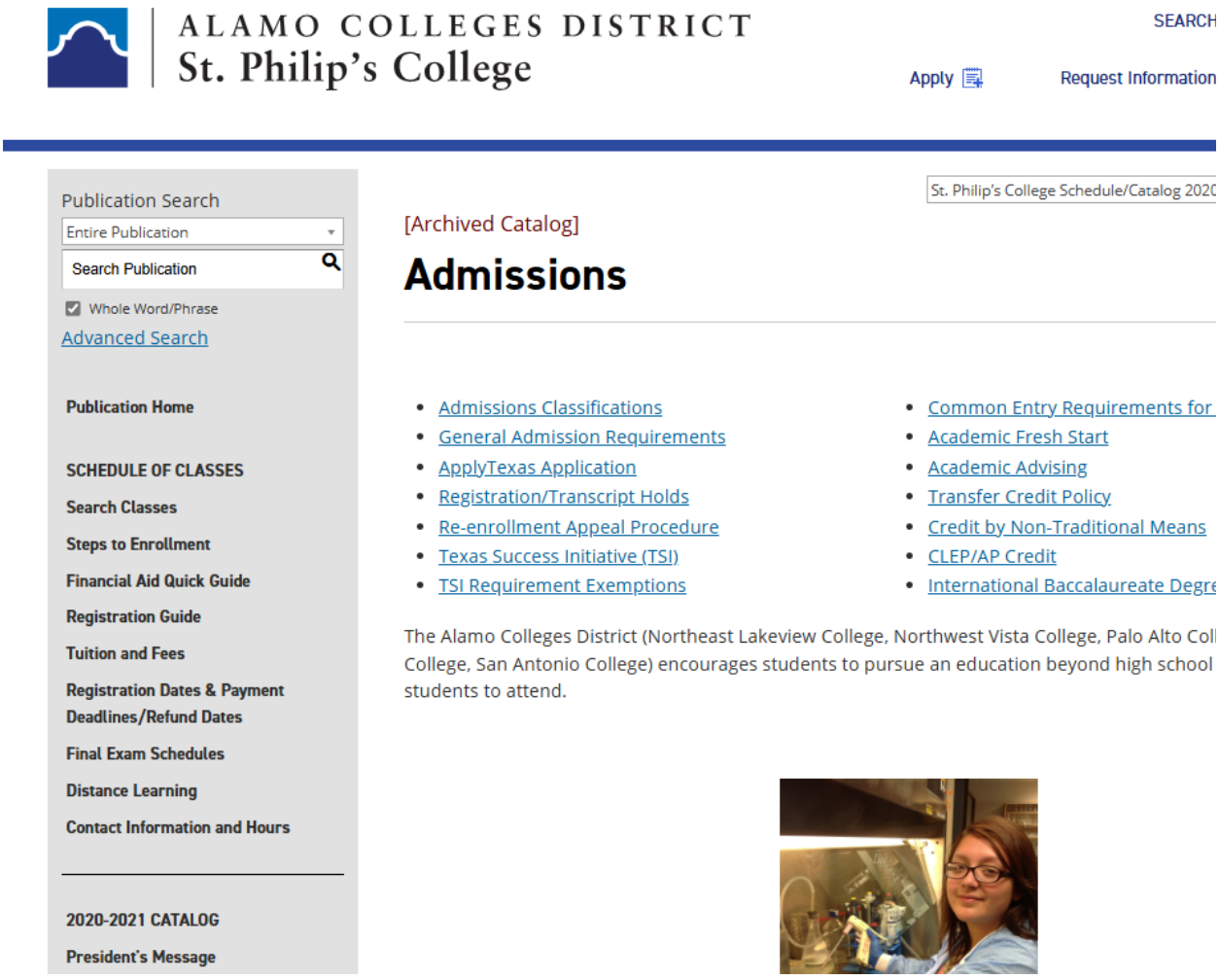
Submit

St. Philip's College demonstrates the admissions requirements are appropriate for identifying qualified students who have the ability to complete a program of study successfully. Any placement exams prior to enrollment, such as the Texas Success Initiative, are used to assess the academic skills of all entering students unless they are considered exempt.

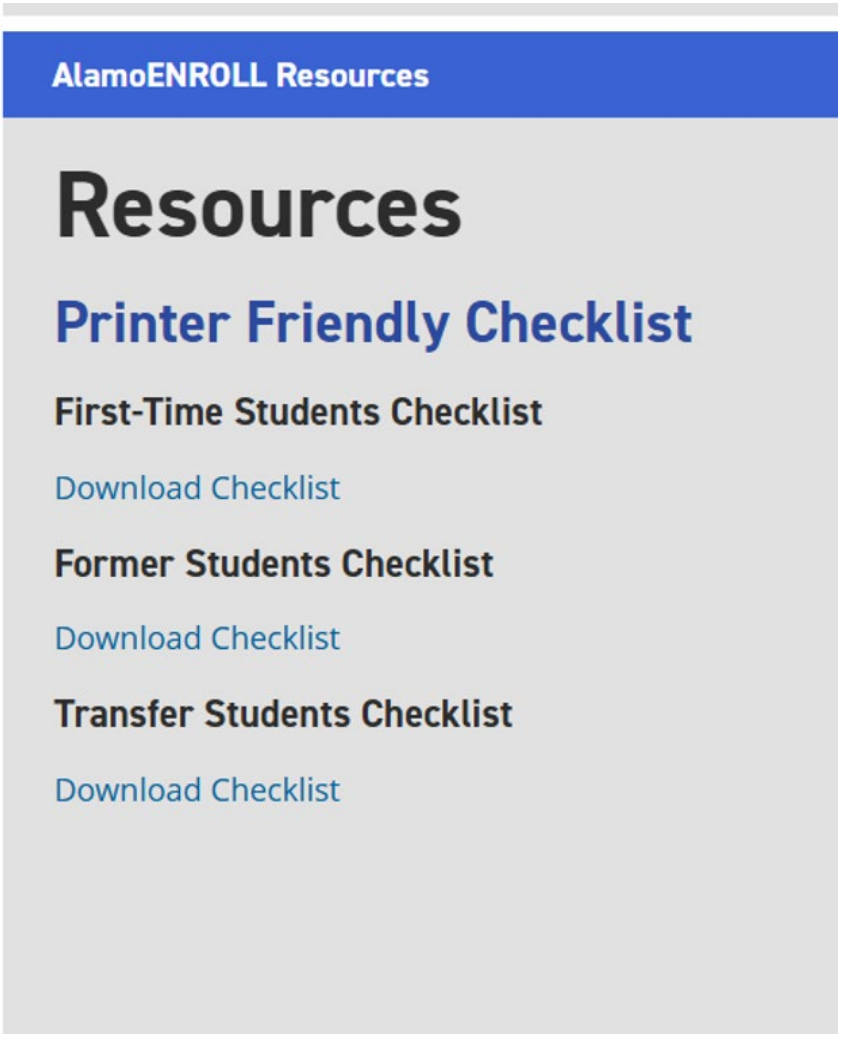
Admission policies are uniformly disseminated in the eCatalog and/or within the Department Webpage. These policies apply to all students, including those seeking admission to special programs.

Admissions standards for St. Philip's College applicants align with those standards outlined by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Southern Association of Collegiate Registrars and Admissions Officers (SACRAO), and the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO). Students, potential students, and any member of the public interested in the admissions policies can find this information on the St. Philip's College website and through the College's eCatalog. The St. Philip's College "How to Apply" process (Figures 10.5.2 and 10.5.3) illustrates where interested individuals can learn more about the admissions process.

Figure 10.5.2
Admission



10.5.3 How To Apply Admission checklist



Recruitment

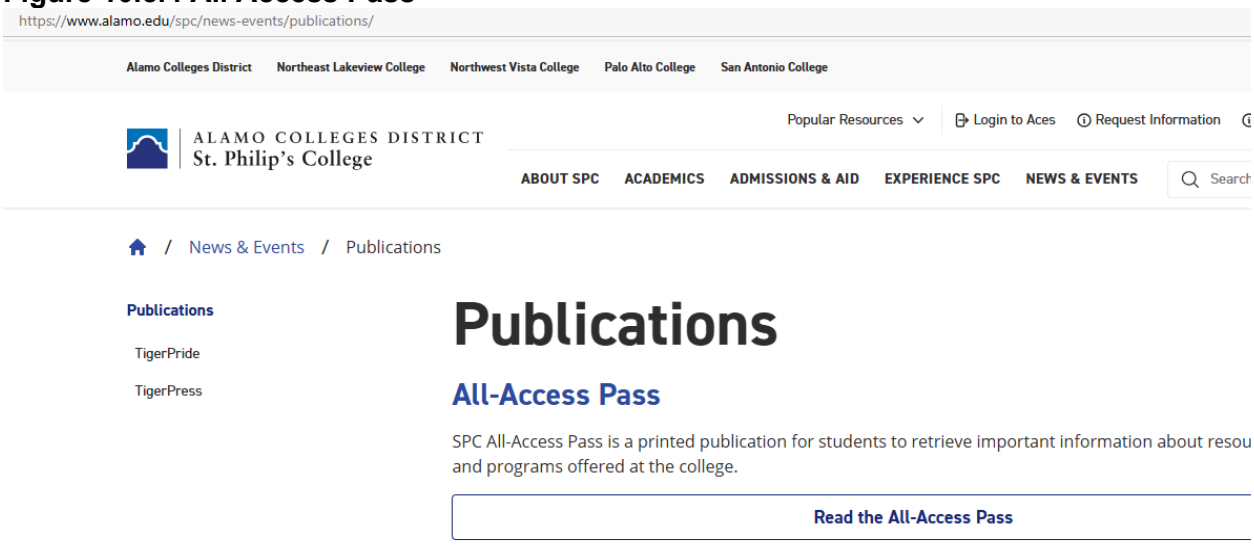
Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of St. Philip's College. The "St. Philp's College All-College Viewbook," which promotes attending St. Philp's College, includes information relevant to Degrees and Certificate Programs, Enrollment Steps, and Demographics (student/advisor ratio; student/faculty ratio; average class size; ethnicity, average tuition cost, gender profile, average age of attendance, number of conferment by awards, and annual enrollment total) (Figure 10.5.4).

The St. Philip's College "All Access Pass" provides a summary of college services that students need while attending the College. Service components include Admissions, Advising, Transfer, Career/Job Placement, Tutoring Services, Financial Literacy, International Student Services,

Records/Registration, the College Historical Overview, Campus Maps, and Campus Life/Student Organizations (Figure 10.5.4).

All of the College's departments conduct an annual review of all publications representing the College's internal and external dissemination.

Figure 10.5.4 All Access Pass



Selective Program Admissions

While St. Philip's College maintains an open admissions policy, some technical and vocational programs have specific admission criteria. For admission into these programs, students must meet the general College requirements based on their corresponding enrollment classification, and the academic standards and guidelines set forth by each of the following programs listed (Figure 10.5-5).

10.5.5 Selective Program Admissions

Healthcare Sciences and Early Childhood and Family Studies

- Cardiac Sonography
- Diagnostic Medical Sonography
- Early Childhood and Family Studies
- Invasive Cardiovascular Technology
- Radiography Technologist
- Respiratory Care Technology
- Surgical Technology

Health Sciences and Histology

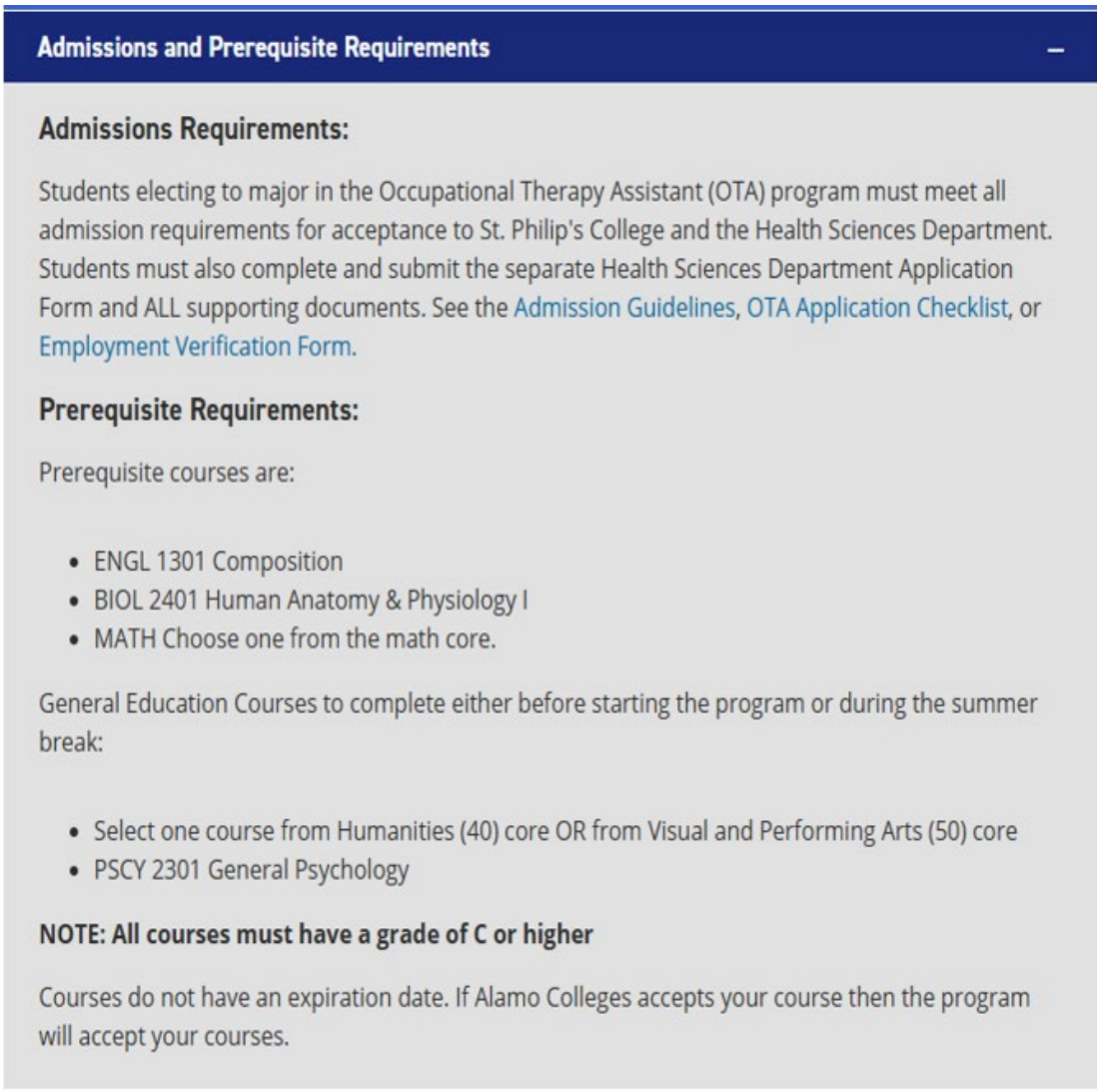
- Biomedical Engineering Technology
- Health Information Technology
- Histologic Technician
- Medical Laboratory Technician
- Occupational Therapy Assistant
- Phlebotomy
- Physical Therapist Assistant
- Vision Care Technology

Nursing Education

- Nursing Generic Program, A.A.S.
- Nursing: LVN/Military to ADN Mobility Program, A.A.S.
- Vocational Nursing
- Nurse Aide

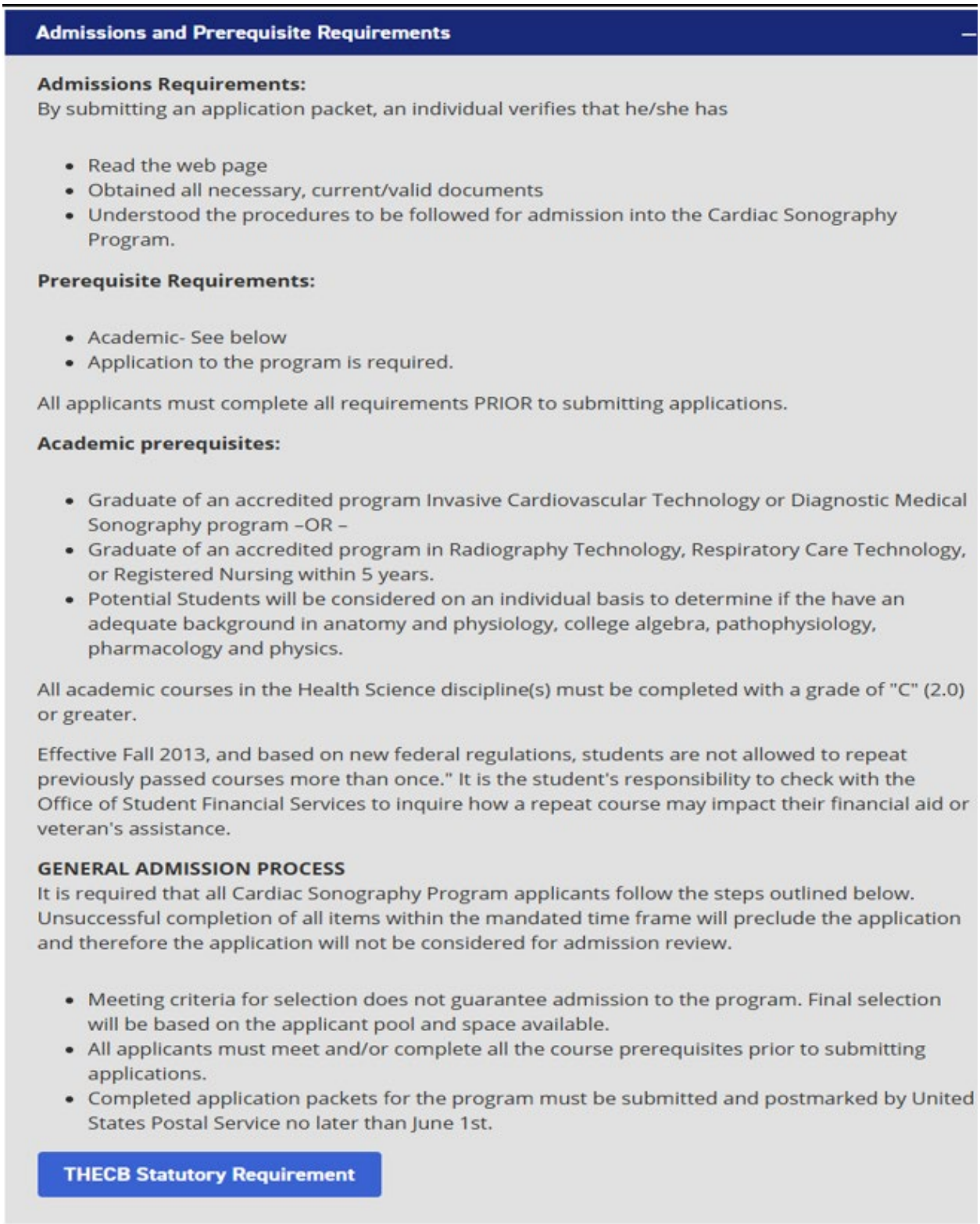
An example of one of the selected program admissions is Occupational Therapy Assistant (OTA). Students are required to complete an OTA program admission application, and meet prerequisites. If the student is not accepted into the program they have the option to reapply (Figure 10.5.6).

Figure 10.5.6 Occupational Therapy Assistant Admission Requirements



A second example is the Cardiac Sonography Program, which has selected program admission. Students are required to complete a Cardiac Sonography Program admission application, meet prerequisites, and be a graduate of an accredited program in Invasive Cardiovascular Technology or Diagnostic Medical Sonography Program. If the student is not accepted into the program they have the option to reapply (Figure 10.5.7).

Figure 10.5.7 Cardiac Sonography Program Admission Requirements



Admissions and Prerequisite Requirements

Admissions Requirements:
By submitting an application packet, an individual verifies that he/she has

- Read the web page
- Obtained all necessary, current/valid documents
- Understood the procedures to be followed for admission into the Cardiac Sonography Program.

Prerequisite Requirements:

- Academic- See below
- Application to the program is required.

All applicants must complete all requirements PRIOR to submitting applications.

Academic prerequisites:

- Graduate of an accredited program Invasive Cardiovascular Technology or Diagnostic Medical Sonography program –OR –
- Graduate of an accredited program in Radiography Technology, Respiratory Care Technology, or Registered Nursing within 5 years.
- Potential Students will be considered on an individual basis to determine if the have an adequate background in anatomy and physiology, college algebra, pathophysiology, pharmacology and physics.

All academic courses in the Health Science discipline(s) must be completed with a grade of "C" (2.0) or greater.

Effective Fall 2013, and based on new federal regulations, students are not allowed to repeat previously passed courses more than once." It is the student's responsibility to check with the Office of Student Financial Services to inquire how a repeat course may impact their financial aid or veteran's assistance.

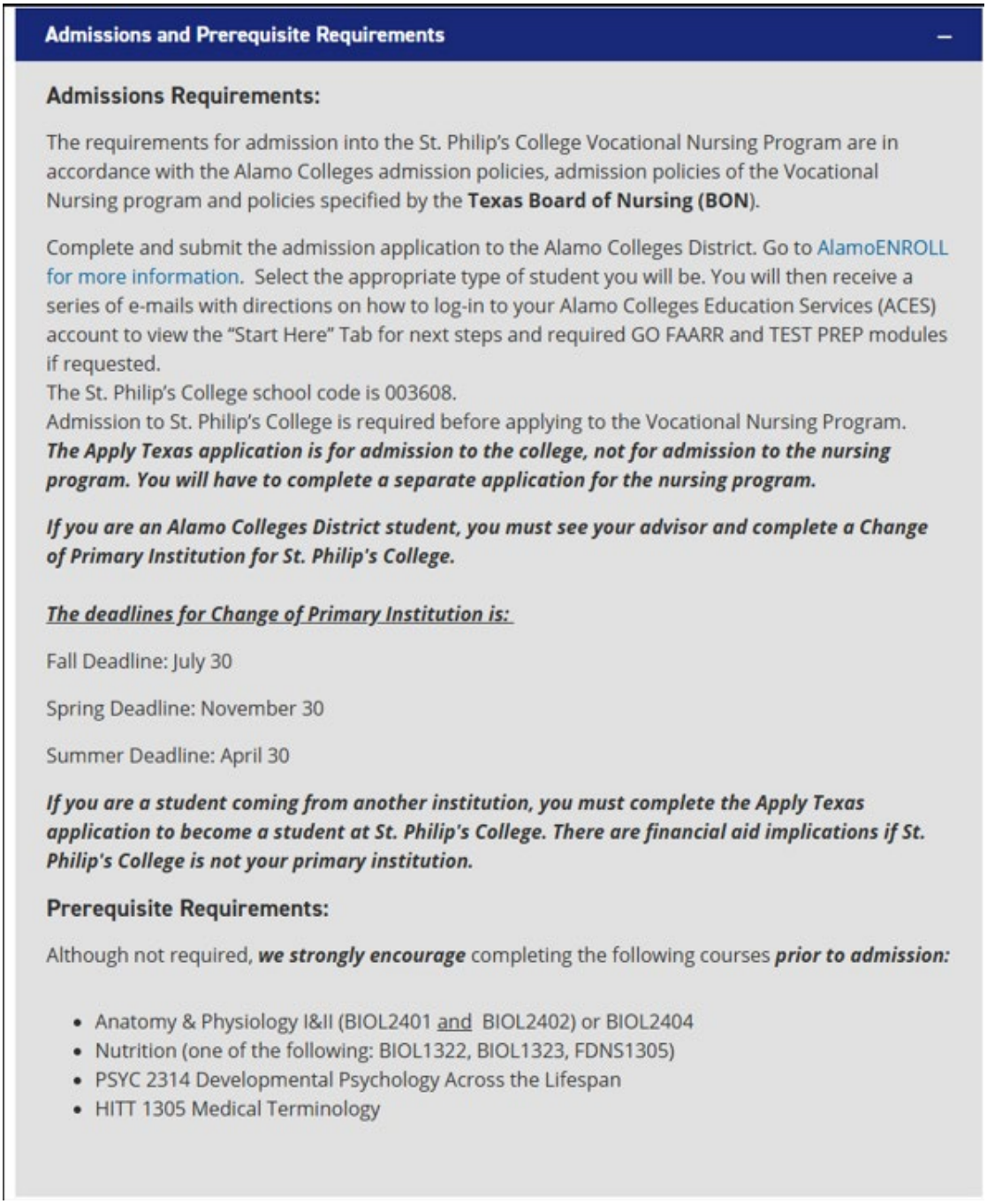
GENERAL ADMISSION PROCESS
It is required that all Cardiac Sonography Program applicants follow the steps outlined below. Unsuccessful completion of all items within the mandated time frame will preclude the application and therefore the application will not be considered for admission review.

- Meeting criteria for selection does not guarantee admission to the program. Final selection will be based on the applicant pool and space available.
- All applicants must meet and/or complete all the course prerequisites prior to submitting applications.
- Completed application packets for the program must be submitted and postmarked by United States Postal Service no later than June 1st.

THECB Statutory Requirement

A final example is the Vocational Nursing Program, which has selected program admission. Students are required to complete a Vocational Nursing Program admission application, meet the prerequisite requirements such as have a minimum 2.5 GPA. If the student is not accepted into the program they have the option to reapply (Figure 10.5.8).

Figure 10.5.8 Vocational Nursing Admission Requirements



Admissions and Prerequisite Requirements –

Admissions Requirements:

The requirements for admission into the St. Philip's College Vocational Nursing Program are in accordance with the Alamo Colleges admission policies, admission policies of the Vocational Nursing program and policies specified by the **Texas Board of Nursing (BON)**.

Complete and submit the admission application to the Alamo Colleges District. Go to AlamoENROLL for more information. Select the appropriate type of student you will be. You will then receive a series of e-mails with directions on how to log-in to your Alamo Colleges Education Services (ACES) account to view the "Start Here" Tab for next steps and required GO FAARR and TEST PREP modules if requested.
The St. Philip's College school code is 003608.
Admission to St. Philip's College is required before applying to the Vocational Nursing Program. ***The Apply Texas application is for admission to the college, not for admission to the nursing program. You will have to complete a separate application for the nursing program.***

If you are an Alamo Colleges District student, you must see your advisor and complete a Change of Primary Institution for St. Philip's College.

The deadlines for Change of Primary Institution is:

Fall Deadline: July 30

Spring Deadline: November 30

Summer Deadline: April 30

If you are a student coming from another institution, you must complete the Apply Texas application to become a student at St. Philip's College. There are financial aid implications if St. Philip's College is not your primary institution.

Prerequisite Requirements:

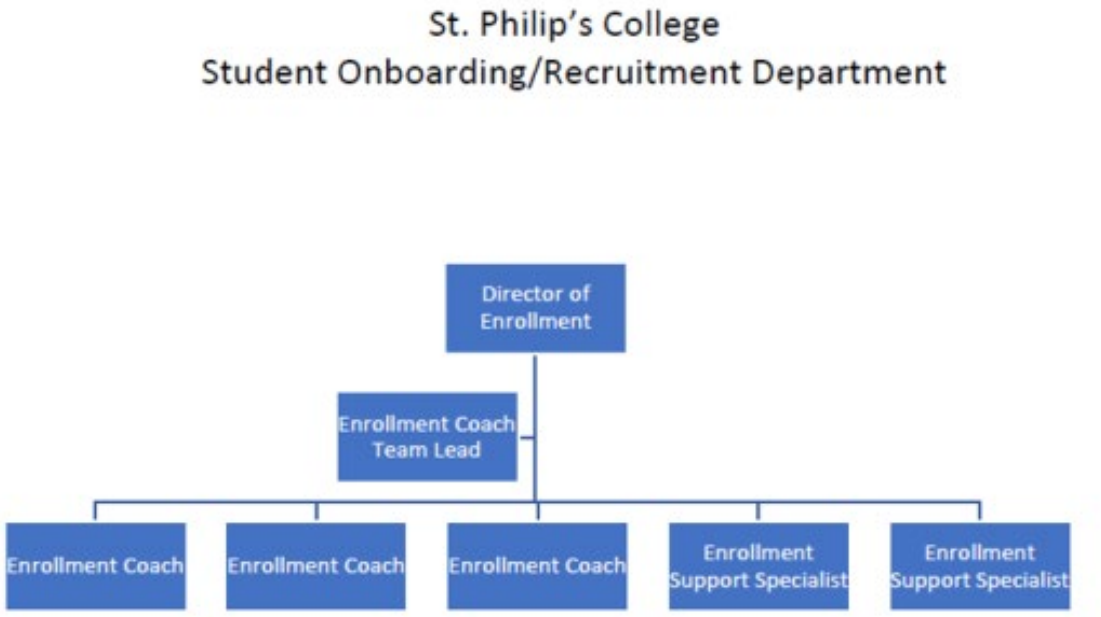
Although not required, ***we strongly encourage*** completing the following courses ***prior to admission:***

- Anatomy & Physiology I&II (BIOL2401 and BIOL2402) or BIOL2404
- Nutrition (one of the following: BIOL1322, BIOL1323, FDNS1305)
- PSYC 2314 Developmental Psychology Across the Lifespan
- HITT 1305 Medical Terminology

Recruitment Staff

St. Philip's College Onboarding/Recruitment personnel participate in weekly professional development activities and attend conferences such as the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), Ruffalo Noel Levitz Annual, and the American Association of College Registrars and Admissions Officers (AACRAO). St. Philip's College does not enlist independent contractors or agents for recruitment purposes, relying solely on designated College employees as outlined in the department's organizational chart (Figure 10.5.6).

Figure 10.5.6 Recruitment Organization Chart



Conclusion

St. Philip's College is in compliance and meets Standard 10.5. Admission policies and requirements apply to all students. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the College. SPC does not use independent contractors or agents for recruiting purposes or admissions activities.

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 program.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 or correspondence education)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 10.6, Distance and Correspondence Education.

St. Philip's College (SPC) ensures that a student who registers for a distance education course or program is the same student who participates, completes, and receives credit for the course or program. Further, the College has a written procedure for protecting the privacy of students enrolled in distance education courses or programs and ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. The College does not offer correspondence courses or programs.

Verifying Student Identification

St. Philip's College students engage in distance learning through internet-based online and hybrid courses. Students who enroll in an Online Course are required to complete the free Orientation to Online Learning course (OLRN). Students access the online course materials using Canvas, which is the College's Learning Management System (LMS). Canvas access is through the student's self-service portal called ACES (Alamo Colleges Education Services). Students are assigned a unique username and password to access ACES. Every 180 days the password must be changed, and it requires multi-factor authentication (MFA). The creation of a password follows complexity rules to help prevent unauthorized access. Students are required to keep their passwords secure.

Additionally, students can update and/or change passwords at any time. Through ACES, students have access to course registration, financial aid information, email, and library resources, as well as their online courses via Canvas, the secure Learning Management System.

St. Philip's College is committed to preserving the academic integrity of its courses and has integrated Canvas with a Biometric Signature ID (BSI), a technology tool utilized to authenticate students. BioSig-ID (a biometric signature gesture system) is used to authenticate a student's identity and only requires a mouse, stylus, or touchpad for students to create their own unique password. If a password reset becomes necessary, this is completed through a "secret

question” protocol. As with the ACES password, students are required to keep their password secure and confidential.

The ACES portal provides students with access to various applications using a single login. Through ACES, students have access to course registration, financial aid information, email, and library resources, as well as their online courses via Canvas, the secure Learning Management System. The College is committed to preserving the academic integrity of its courses.

Students can also access BioSig-ID within the Orientation to Online Learning (OLRN) course and through information shared through the Center for Distance Learning website by scrolling down to the area noted as "Creating Your BioSig Profile" (Figure 10.6.1).

Figure 10.6-1 Center for Distance Learning - Student Online Resources – Creating BioSig-ID

Creating your BioSig-ID profile

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

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

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

Academic Deans and Department Chairs are responsible for informing faculty at division or department meetings of the requirement to use BioSig-ID (Figure 10.6.2) for online courses. Instructors then inform students through their syllabi of the requirement to use the BioSig process prior to starting an online assignment, quiz or exam. Students receive BioSig instructions via their instructor’s Canvas modules. Challenge questions are presented to students at random and/or predetermined times to ensure that the students completing the coursework are the students who have registered for that course.

Figure 10.6.2 BioSig-ID

In addition to BioSig-ID, course integrity is also upheld through the use of the Respondus LockDown Browser™, a custom browser that locks down the testing environment within Instructure Canvas. When students use Respondus LockDown Browser they are unable to print, copy, go to another URL, or access other applications. Students can initially access information about the Respondus LockDown Browser by visiting the Center for Distance Learning and scrolling down to the area noted under Student Online Resources.

Some College faculty may require students in online courses to come to campus for supervised proctored exams in the Testing Center in order to verify students' identities and maintain the integrity of the exam. Instructors coordinate test proctoring services with the Testing Center

staff. The Testing Center staff ensures that registered students are the same students completing the exam. Students must present a valid photo ID before they are allowed to test. The staff maintains the integrity of the exam through the use of a monitoring software system and through line-of-sight. The requirement for proctored exams is clearly stated on course syllabi. A notification is also provided at the time of registration through the online registration system.

Figure 10.6.3 Center for Distance Learning - Student Online Resources – Respondus LockDown

Respondus Lockdown Browser
Respondus LockDown Browser™ is a custom browser that locks down the testing environment within Instructure Canvas. When students use Respondus LockDown Browser they are unable to print, copy, go to another URL, or access other applications. Respondus is available for both Windows and Mac. Repondus LockDown Browser Installation

Specific course instructors outline in their course syllabi how the Respondus LockDown browser will integrate with Canvas for a particular course. Individual course instructors set the testing environment required for the course where Respondus LockDown is used.

Protecting Student Privacy

St. Philip’s College is committed to protecting the privacy of a student’s educational record regardless of delivery method. Upon receipt of an application to the College through www.ApplyTexas.org, St. Philip’s College’s Admissions office sends a letter to the applicant that provides a unique student Banner ID number, username, and temporary password to St. Philip’s College's ACES student portal. Upon initial login, users are required to create a secure password. Two-factor verification is required. A student must enter their ACES username, and password into the self-portal, followed by a PIN, which is sent to the student's mobile device for verification.

Alamo College Policy—F.4.1.1 (Procedure) "Access to Student Education Records" outlines the procedure for how St. Philip’s College maintains the confidential nature of a student's education records at all times, and the restricted use of these records to use only in the President's, Vice President's, Dean's, advisor’s or counselor's office, or other restricted areas.

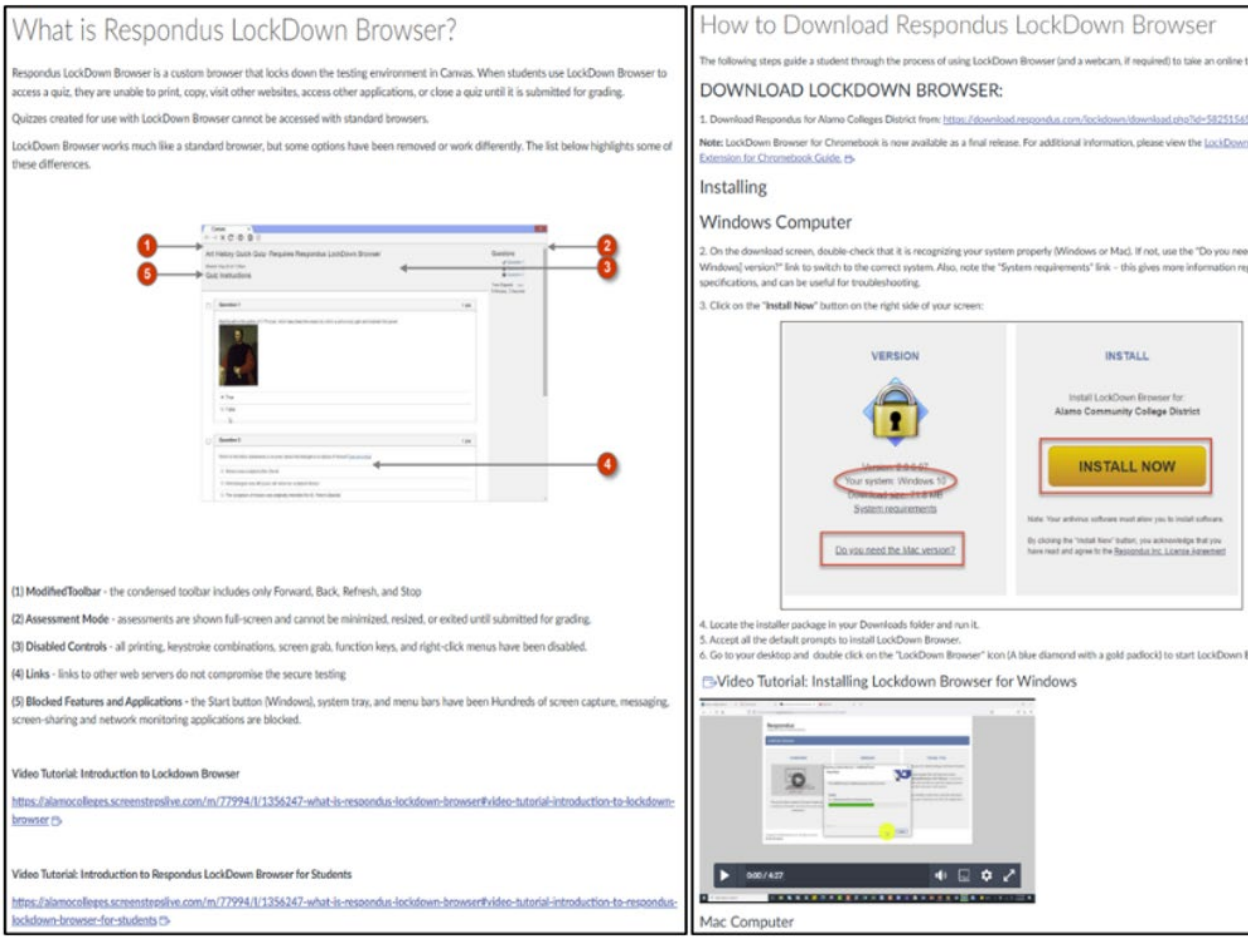
Students are responsible for protecting their privacy by keeping their login credentials secure as per the "Student Code of Conduct", Board Procedure F.4.2.1—Non-Academic Misconduct Disciplinary and Appeal Process, and Board Policy; and Board Procedure C.1.9—Appropriate Use of Information Technology Resources. Other students can access work submitted by students in open forums, like discussion boards. Assignment responses, grades, and correspondence are not viewable to other students.

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

As mentioned previously, all distance education courses offered at St. Philip’s College courses have a process to verify that students engaged within the course(s) are the actual students enrolled. Both the Biometric Signature ID (BSI) and Respondus LockDown Browser™ (Figure 10.6-4) are utilized to ensure course integrity.

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

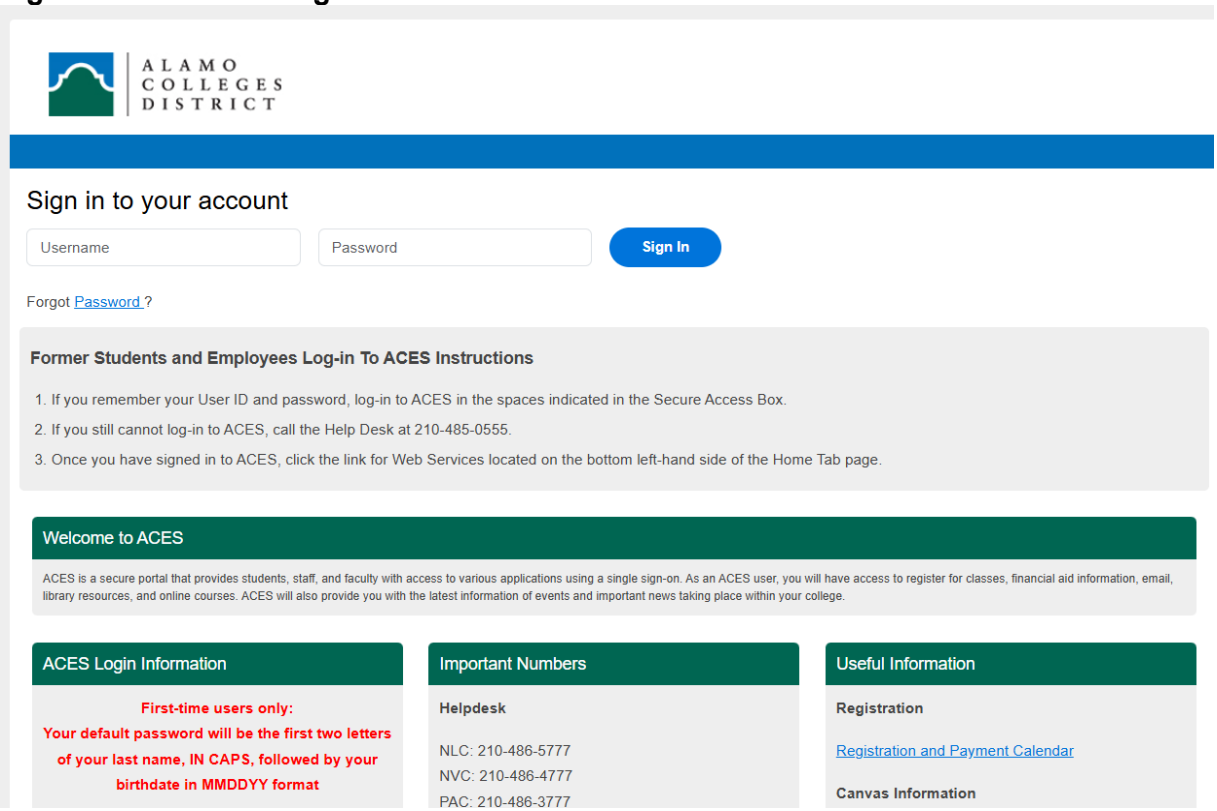
Figure 10.6.4 Respondus LockDown Browser™



When learners require support accessing ACES (Figure 10.6.5), the St. Philip's College Help Desk department follows a standard operating process for secure password resets:

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

Figure 10.6.5 ACES Log-In



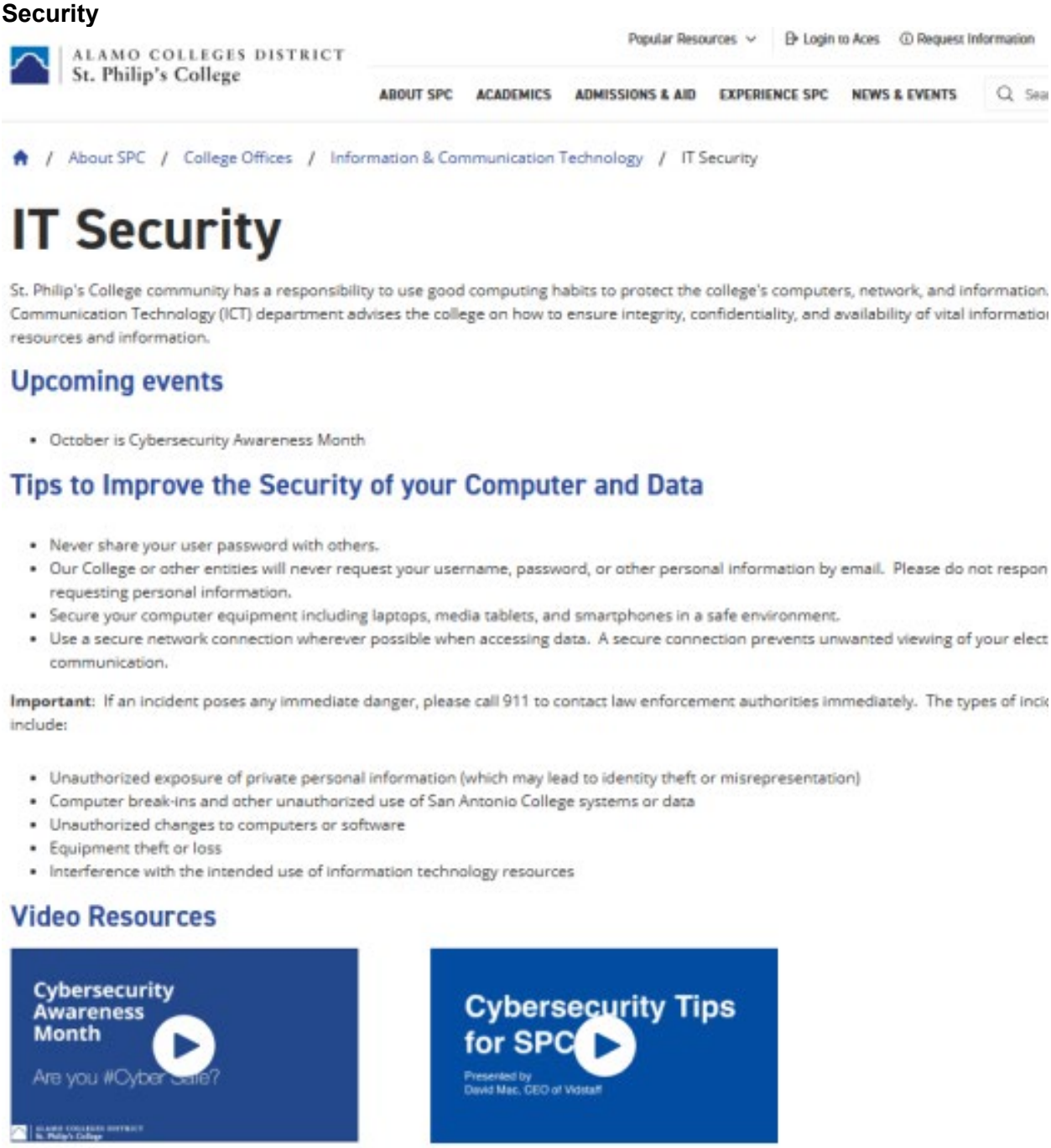
The Family Educational Rights and Privacy Act (FERPA) requires any school that receives federal funds to release or withhold a student's education records in accordance with its rules. FERPA is designed to protect the privacy of students' education records. St. Philip's College has a written procedure for protecting the privacy of all of its students, including students enrolled in online courses or programs (10.6-1_FERPA). Board Policy F.4.1—Student Education Records addresses details about maintaining and securing students' records and privacy.

Faculty and staff understand and carry out a commitment to confidentiality, integrity, and security to protect the privacy of students in an online learning modality. Students' records are

kept private by the instructor, except in cases where academic staff or administration access the course with legitimate educational interest under FERPA guidelines.

To maintain course security and protect student privacy, faculty do not access or attempt to access another employee's or student's account without authorization as described in Board Policy C.1.9—Appropriate Use of Information Technology Resources and Board Procedure D.4.10.1—Faculty Code of Professional Ethics. Information and Communication Technology Services requires all employees to annually complete required Information Security Training (Figure 10.6.6).

Figure 10.6.6 Information Security



Student Notification of Charges or Fees Related to Verification of Student Identity

Students are not required to use services to verify their identity. As such, students do not have additional charges associated with verification of student identity that would require notification by the College.

Conclusion

St. Philip's College is in compliance and meets Standard 10.6. An institution that offers distance education, and ensures students who register in a distance education course are the same student participating and completing assignments. The college has a written procedure for protecting the privacy of students enrolled in distance education courses, and it ensures students are notified in writing at the time of registration of additional fees associated with the verification of student identity.

Evidentiary Documents
10.6-1_FERPA.pdf

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 awarded credit)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 10.7, policies for awarding credit.

St. Philip's College internally publishes and implements policies written in the College's Curriculum Committee Guidebook (Figure 10.7.1) and eCatalog (Figure 10.7.2) for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. Persons who are academically qualified to make the necessary judgments oversee these policies. All academic transfer and workforce programs offered by the College are based on credit hours.

Figure 10.7.1 Curriculum Committee Guidebook

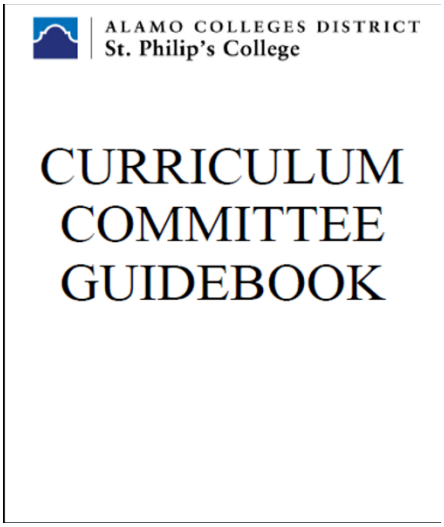
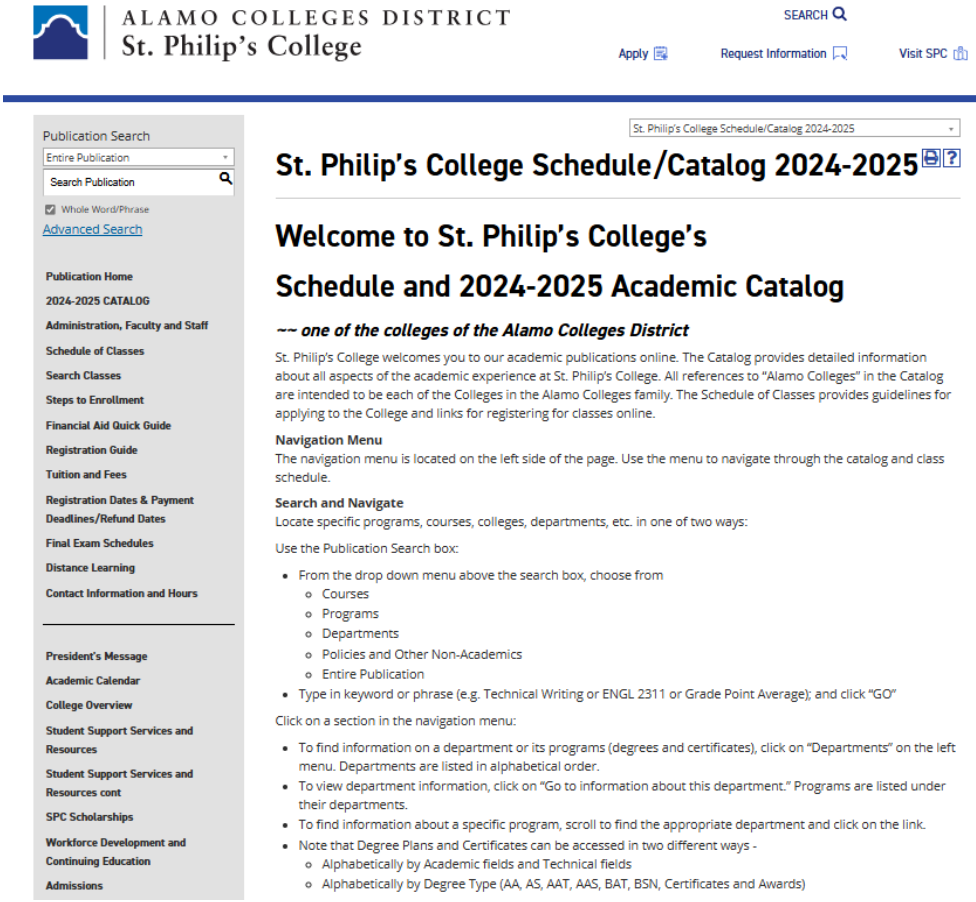


Figure 10.7.2 eCatalog



In Texas, the assignment of credit hours for courses and programs at St. Philip's 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, per the Academic Course Guide Manual (ACGM) (Figure 10.7.3), the Workforce Course Manual (WECM) (Figure 10.7.4), and the Upper Division Course Manual (Figure 10.7.5) as the source of academic courses which are eligible for funding at Texas public higher education institutions.

Figure 10.7.3 Online Academic Course Guide Manual

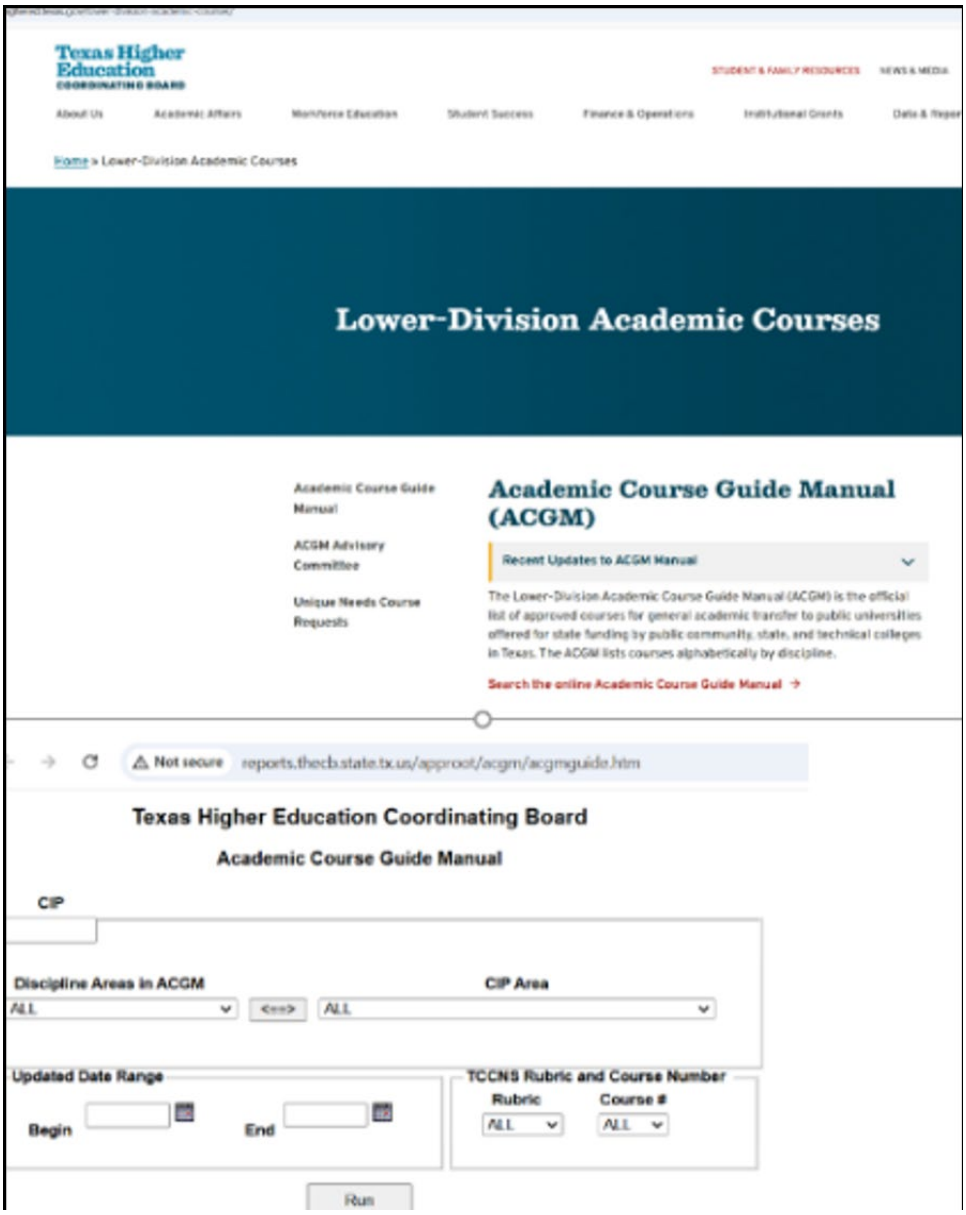


Figure 10.7.4 Guidelines for Instructional Programs in Workforce Education (GIPWE or WECM)

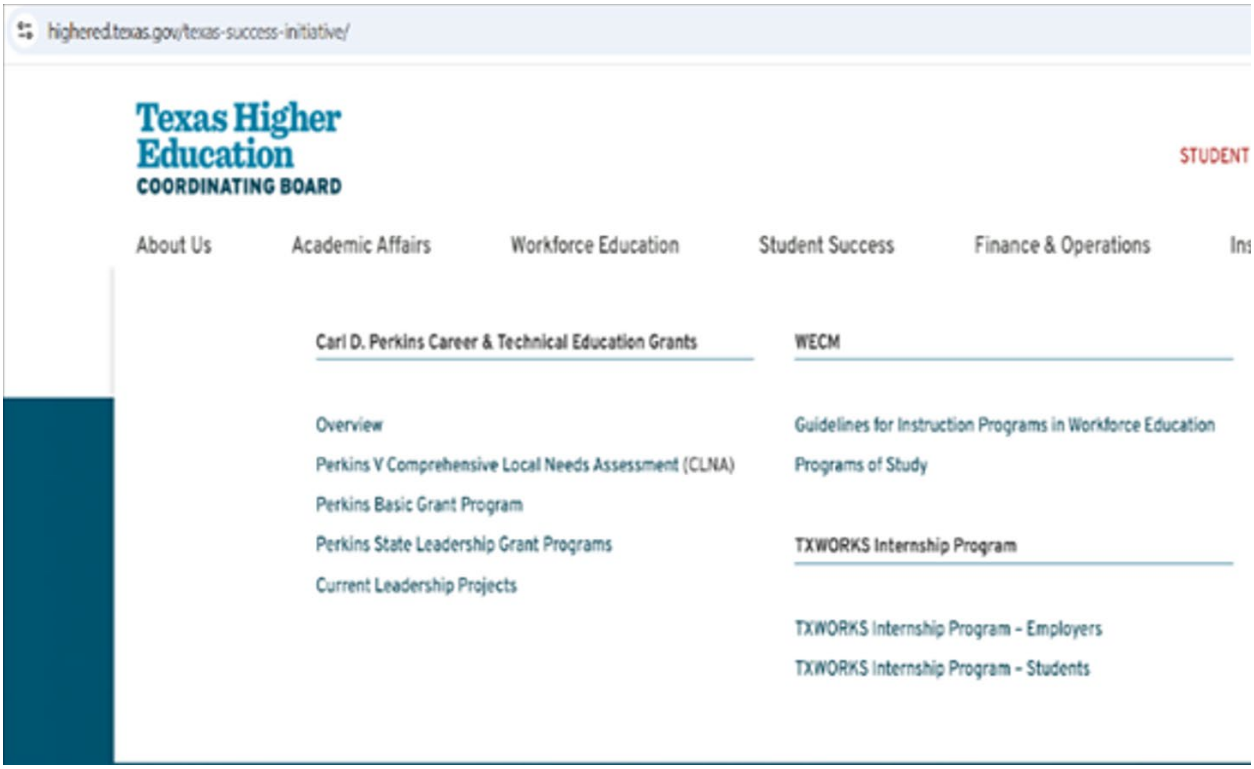
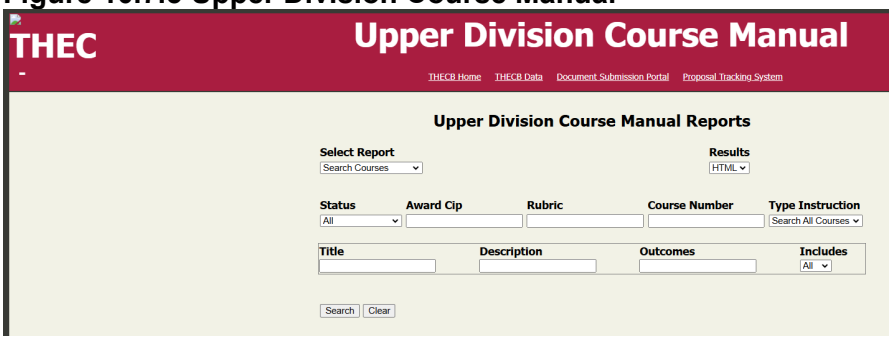


Figure 10.7.5 Upper Division Course Manual



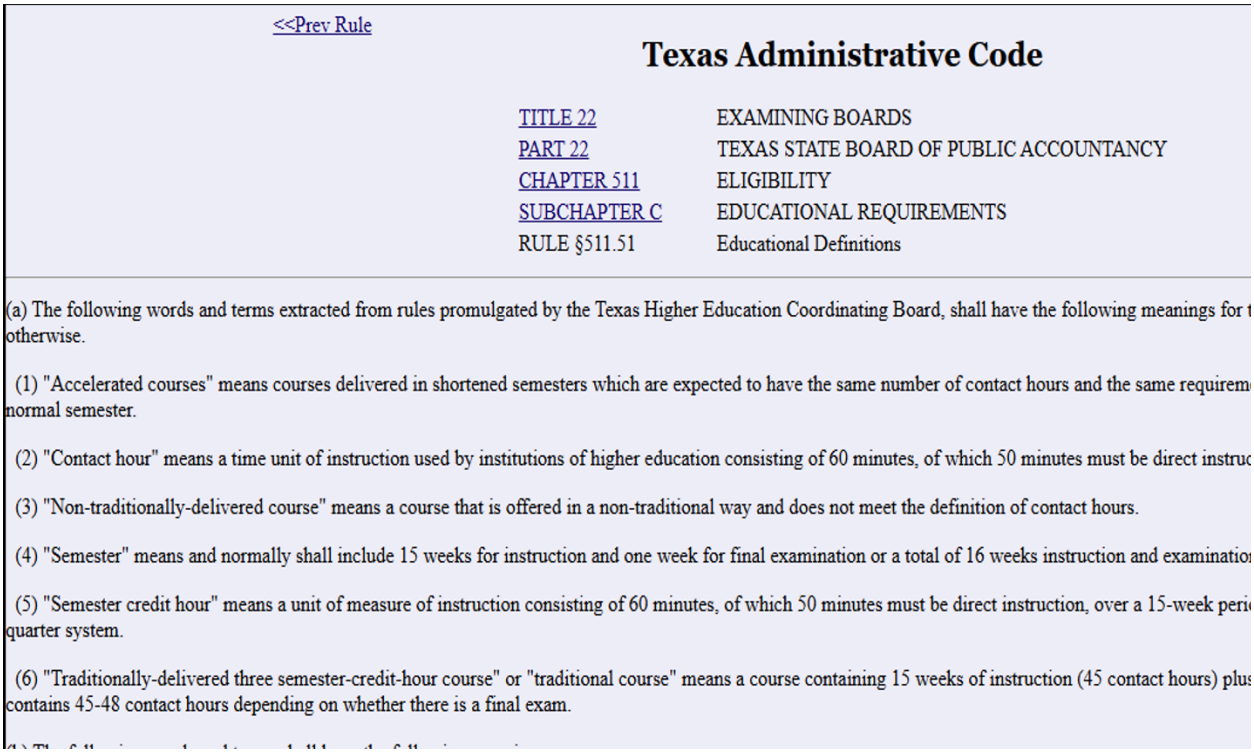
Policies for Awarding Credit

The St. Philip's College faculty and administration work collaboratively to ensure that the academic integrity of the instructional programs is in accordance with state standards established by the Texas Higher Education Coordinating Board (THECB). All policies are published in an accessible manner on St. Philip's College's website.

The THECB Academic Course Guide Manual (ACGM) and Guidelines for Instructional Programs in Workforce Education (GIPWE) in conjunction with the Workforce Education Course Manual (WECM) and the Upper Division Course Manual are used in determining the credit assigned for courses, certificates, and programs. St. Philip's College's course numbering and naming systems are in accordance with the Texas Common Course Numbering System, which provides the common course matrix.

The College defines contact hours as prescribed by the Texas Administrative Code, Title 22, Part 22, Chapter 511, Subsection C, Rule 511.51 (Figure 10.7.5). It states a "Contact hour" means a time unit of instruction used by institutions of higher education consisting of 60 minutes, of which 50 minutes must be direct instruction. Further stating "Traditionally-delivered three semester-credit-hour course" or "traditional course" means a course containing 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45-48 contact hours depending on whether there is a final exam."

Figure 10.7.5 Texas Administrative Code



<<Prev Rule

Texas Administrative Code

TITLE 22	EXAMINING BOARDS
PART 22	TEXAS STATE BOARD OF PUBLIC ACCOUNTANCY
CHAPTER 511	ELIGIBILITY
SUBCHAPTER C	EDUCATIONAL REQUIREMENTS
RULE §511.51	Educational Definitions

(a) The following words and terms extracted from rules promulgated by the Texas Higher Education Coordinating Board, shall have the following meanings for t otherwise.

(1) "Accelerated courses" means courses delivered in shortened semesters which are expected to have the same number of contact hours and the same requirem normal semester.

(2) "Contact hour" means a time unit of instruction used by institutions of higher education consisting of 60 minutes, of which 50 minutes must be direct instruc

(3) "Non-traditionally-delivered course" means a course that is offered in a non-traditional way and does not meet the definition of contact hours.

(4) "Semester" means and normally shall include 15 weeks for instruction and one week for final examination or a total of 16 weeks instruction and examinatio

(5) "Semester credit hour" means a unit of measure of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction, over a 15-week peri quarter system.

(6) "Traditionally-delivered three semester-credit-hour course" or "traditional course" means a course containing 15 weeks of instruction (45 contact hours) plus contains 45-48 contact hours depending on whether there is a final exam.

Allowable contact hours are described as not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class for student work each week for approximately 15 weeks for one semester or 158 trimester hours of credit, or 10 to 12 weeks for a one-quarter hour of credit, or the equivalent amount of work over a different amount of time, or an equivalent amount of work as required for other academic activities, such as laboratory work, internships, practicum, or studio work as established by the faculty curriculum committee.

The ACGM provides course descriptions and sets the allowable credit hours, contact hours, lecture, and lab hours for each course. All academic transfer courses listed in the St. Philip's College inventory are taken from this manual.

Title 19, Part 1, Chapter 9, Subchapter A, Rule 9.1 Part 19 defines the Guidelines for Instructional Programs in Workforce Education (GIPWE). In addition, part 33 outlines the Workforce Education Course Manual (WECM) as the database that provides the THECB's rules and regulations for workforce programs and includes an inventory of career technical/workforce courses available for Texas two-year public colleges for use in certificate and applied associate degree programs. These two sources provide allowable credit hours and contact hours for each course. All technical and workforce courses in the St. Philip's College inventory are taken from the WECM. The Course Compliance document provides a sample of technical and workforce courses taken from the 2023-2024 St. Philip's College Catalog and lists them against their corresponding WECM descriptions and credit hour requirements.

The ACGM and the GIPWE each provide a definition of a semester credit hour based on contact hours (classroom or direct faculty instruction) over a 16-week term, and the two definitions are reasonably equivalent:

- According to the Lower-Division Academic Course Guide Manual, "a traditional course offered for 48 contact hours of lecture over a 16-week semester will earn three sememster credit hours (SCH) and carry a 3 in the second digit of the common course number. Similarly, a traditional lecture/lab course offered for 48 contact hours of lecture and 32 contact hours of laboratory over a 16-week semester would earn four SCH and carry a 4 in the second digit of the common course number. In general, one SCH requires 16 contact hours of lecture instruction and one SCH requires 32 to 48 contact hours of laboratory instruction." (THECB Lower-Division Academic Course Guide Manual, Spring 2021, pg. 7)
- According to GIPWE: "For lecture/classroom instruction in a 16-week semester, a ratio of one SCH to one contact hour (1:1) must be used. If the instruction is compressed into less than a 16-week semester, the course must still require the same number of contact hours as it would in a long semester." (GIPWE Guidelines for Instructional Programs in Workforce Education 2015, Updated August 8, 2022, pg. 30) Also, GIPWE states "Contact hour. The basic instructional unit for funding purposes. A time unit of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction." (GIPWE Guidelines for Instructional Programs in Workforce Education 2015, Updated August 8, 2022, pg. 48)

While the THECB defines a contact hour as a 50-minute interval of direct instruction, these contact hours reasonably align with the federal requirement for classroom or direct faculty instruction per credit hour, as outlined in the SACSCOC Policy Statement for Credit Hours[10]. The UACGM and the GIPWE also offer specific requirements, including contact hours and credit assignments for lab and lecture courses, practicums, and other workforce courses. These additional guidelines can be detailed in the UACGM Appendix A, pp 257-258 GIPWE and the Lecture/Lab Table, as well as in both the WECM Protocol Manual, Protocols 1-10-01, -02, -03.

Course Numbering System

Courses in this catalog are identified by subject prefixes and numbers (Figure 10.7.6) that have been assigned in accordance with the Texas Common Course Numbering System (TCCNS) as listed in the ACGM and the WECM.

Public colleges and universities in Texas use either the TCCNS or crosswalk courses to the TCCNS. Additionally, all Texas public institutions of higher education that offer Workforce Education programs or Continuing Education courses utilize WECM course numbers. These common course numbering systems allow students to compare courses between colleges and provide them with greater ease of course credit transfer. Each course number contains four (4) digits.

For example, ENGL 1301 is:

The first number in the course number represents the level:

1 - Level

- 0 - Developmental
- 1 - Freshman
- 2 - Sophomore
- 3 - Junior
- 4 - Senior

The second number in the course number represents the credit hours:

- 3 - Semester credit hours (three in this case)

The third and fourth number in the course number represents the course sequence:

- 01 - Sequence Number (Part One in this case)

It is important for students who plan to transfer to another institution of higher education to ensure that courses taken at St. Philip's College are transferable and apply to their degree program at the transfer institution.

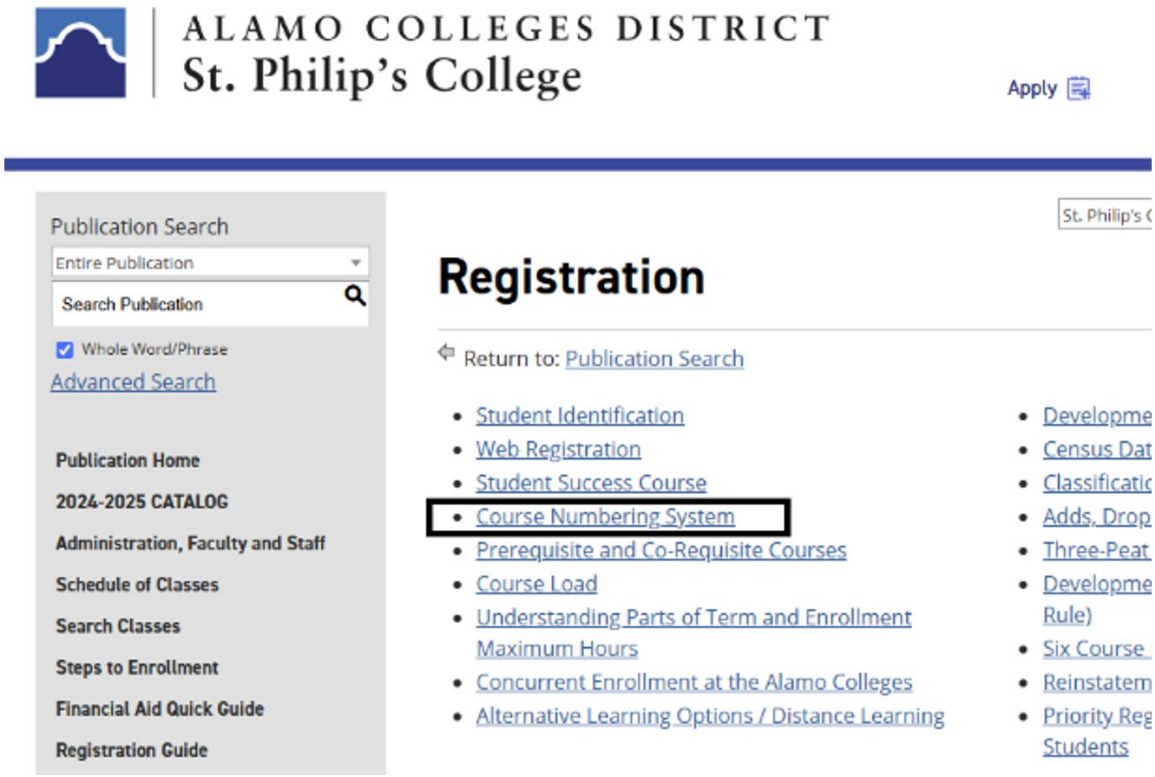
Though developmental-level ("0") courses may be required prior to taking college-level courses, the courses do not fulfill the requirements for any degrees and may not be transferable to other institutions of higher education.

A small number of academic courses contain a "7" in the third digit of the course number indicating that they do not comply with the TCCNS and may not be transferable to another institution of higher education. Students should consult with the receiving institution to ensure transferability prior to enrolling.

In general, Arts and Sciences courses with a first number of one (1), two (2), three (3), or four (4) are accepted by institutions of higher education as fully transferable. Courses beginning with

a zero (0) (e.g. English 0301) generally are not accepted for transfer by the institution of higher education.

Figure 10.7.6 Course Numbering System



Adherence to Credit Hour Requirements at the College

The College's curriculum procedures ensure that specific faculty members oversee programs and courses, including credit hour requirements. When adding new courses or making changes to existing ones, a curriculum review process is followed to ensure that the course requirements outlined in the ACGM or the WECM are met. The process begins with proposals from full-time faculty in the respective discipline, which are then reviewed by the department chair, curriculum analyst, and dean. These multiple reviews ensure that all state requirements for the course are met and that any necessary administrative support is provided. After the dean's review, the proposal goes to the College Curriculum Committee.

This committee has members from across the College, with the majority being full-time faculty and faculty department chairs representing various disciplines. The committee reviews each proposal for clarity and alignment with all state, SACSCOC, and college requirements. Based on this review, the committee either approves the proposed change or returns the proposal to the originator for additional information, as seen in sample agendas and minutes.

All colleges within the Alamo Colleges District submit curriculum changes to the Alamo Colleges Curriculum Council. This council, primarily composed of faculty representatives from each

college in the district, provides a platform for faculty discussion and peer review to ensure clarity and compliance with state and SACSCOC requirements.

The syllabi for all courses, including those offered online and in-person, are developed by full-time faculty members who possess expertise in their respective fields. The syllabi outline the requisite student workload necessary to achieve the specified learning outcomes of each course. Adhering to the federal definition of credit hour, a minimum of two hours of out-of-class student work per week for approximately 15 weeks is mandated, a requirement reflected in each course syllabus.

The syllabi comprehensively outline the measurable student learning outcomes for each course, as well as the assignments essential for students to fulfill these outcomes. This ensures the fulfillment of the required "student academic engagement" for the credit hours allocated to each course by SACSCOC. For online courses, both the federal requirement for "direct faculty instruction" and the additional stipulation for outside work are satisfied through the aggregate work expected of each student, accurately detailed in both the course syllabus and accompanying online course documents.

Full-time faculty members develop the syllabi for both academic transfer and workforce courses and ensure that adjunct faculty syllabi follow the same rigorous guidelines.

Policy and Curriculum Oversight

Policy Oversight at St. Philip’s College places the primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. Those involved in course approval possess the necessary academic qualifications, ensuring decisions are made by suitably qualified individuals according to the guidelines set forth in the St. Philip’s College Faculty Credentialing Handbook. The College provides comprehensive academic support led by qualified professionals to assist faculty in areas such as online instruction, pedagogical development, and adherence to all institutional policies and procedures (Figure 10.7.7).

Figure 10.7.7 Guidelines/Standards Operating Procedures for Documentation of Faculty Credentials

Curriculum oversight of course approval at St. Philip's College is managed through faculty academic committees, with final approval granted by the academic administration. Departmental committees consist of faculty experts in the respective fields, while college-level curriculum committees include representatives from various departments. The College's Curriculum Committee convenes monthly during the semester, following a set process to review all courses for consistency in awarding credits, regardless of format or delivery method.

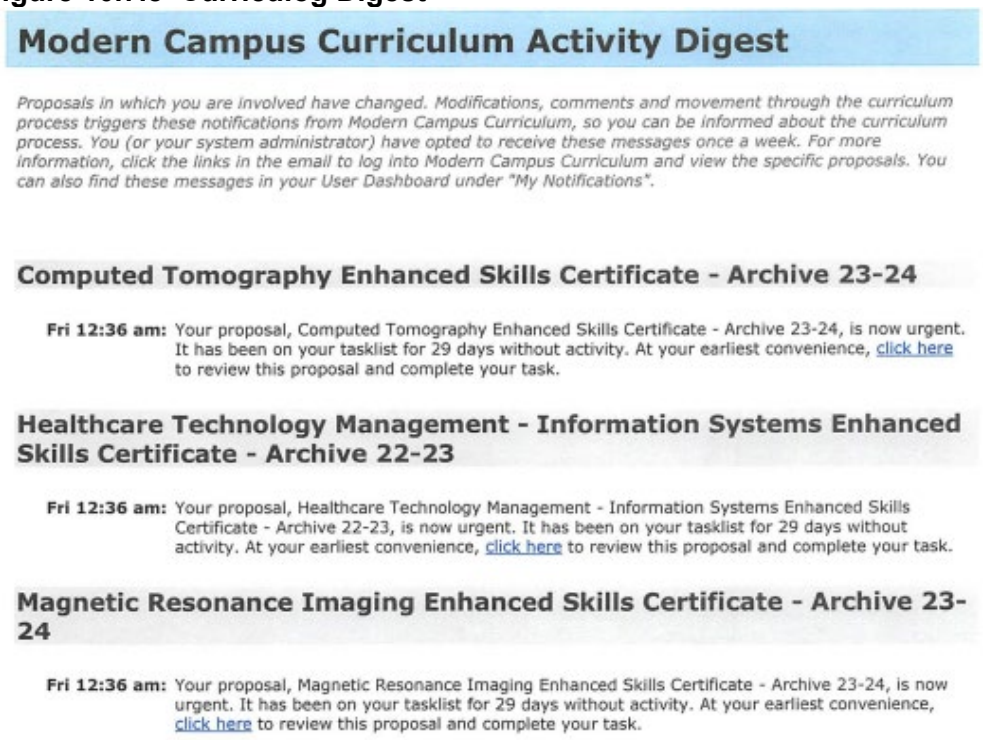
The curriculum review process consists of the following steps:

- A faculty member submits a proposal via Curriculog. (Figure 10.7.8)
- A content expert in the subject area approves the proposal.
- The area chair reviews and approves the submission.
- The department's dean provides approval.
- The Curriculum Committee reviews the proposal, either approving it, tabling it, or returning it for revisions.

- Finally, the proposal is submitted for district-level acknowledgment to the Alamo Colleges Curriculum Council.

If the Curriculum Committee does not approve the proposed credit amount or level, it will return the proposal to the originating unit for further revision. The Curriculum Committee holds the final authority on curricular changes, program revisions, program closures, course additions, course revisions, course archival, and the introduction of new programs.

Figure 10.7.8 Curriculog Digest



Modern Campus Curriculum Activity Digest

Proposals in which you are involved have changed. Modifications, comments and movement through the curriculum process triggers these notifications from Modern Campus Curriculum, so you can be informed about the curriculum process. You (or your system administrator) have opted to receive these messages once a week. For more information, click the links in the email to log into Modern Campus Curriculum and view the specific proposals. You can also find these messages in your User Dashboard under "My Notifications".

Computed Tomography Enhanced Skills Certificate - Archive 23-24

Fri 12:36 am: Your proposal, Computed Tomography Enhanced Skills Certificate - Archive 23-24, is now urgent. It has been on your tasklist for 29 days without activity. At your earliest convenience, click here to review this proposal and complete your task.

Healthcare Technology Management - Information Systems Enhanced Skills Certificate - Archive 22-23

Fri 12:36 am: Your proposal, Healthcare Technology Management - Information Systems Enhanced Skills Certificate - Archive 22-23, is now urgent. It has been on your tasklist for 29 days without activity. At your earliest convenience, click here to review this proposal and complete your task.

Magnetic Resonance Imaging Enhanced Skills Certificate - Archive 23-24

Fri 12:36 am: Your proposal, Magnetic Resonance Imaging Enhanced Skills Certificate - Archive 23-24, is now urgent. It has been on your tasklist for 29 days without activity. At your earliest convenience, click here to review this proposal and complete your task.

Conclusion

St. Philip's College is in compliance and meets Standard 10.7. It publishes and implements policies for determining the amount and level of credit awarded for its courses and have oversight by persons academically qualified to make necessary judgments related to programs.

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* ***(Policy: Accepting Credit)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College complies with Principle 10.8, Evaluating and awarding external academic credit.

St. Philip's College (SPC) publishes policies for evaluating, awarding, and accepting credit not originating from the College, in the eCatalog. Further, the College 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.

These college policies governing the evaluation, award, and acceptance of transfer credit are detailed in the eCatalog and are accessible to current and prospective students, staff, and faculty. Additionally, the sources from which St. Philip's College accepts transfer credit or credit by alternative means are outlined on the eCatalog Admissions webpage (Figure 10.8-1).

Academic Quality of Any Credit or Coursework Recorded on Transcripts

SPC specifically publishes and implements policies and procedures that include criteria for evaluating, awarding, and accepting (1) Transfer Credit; (2) Credit by Non-Traditional Means, Work Experience and Prior Learning (3) Credit by Examination and Advanced Placement (AP); (4) Continuing Education Units Conversion to Career and Technical Course.

Approval Process with Oversight by Persons Academically Qualified to Make the Necessary Judgments

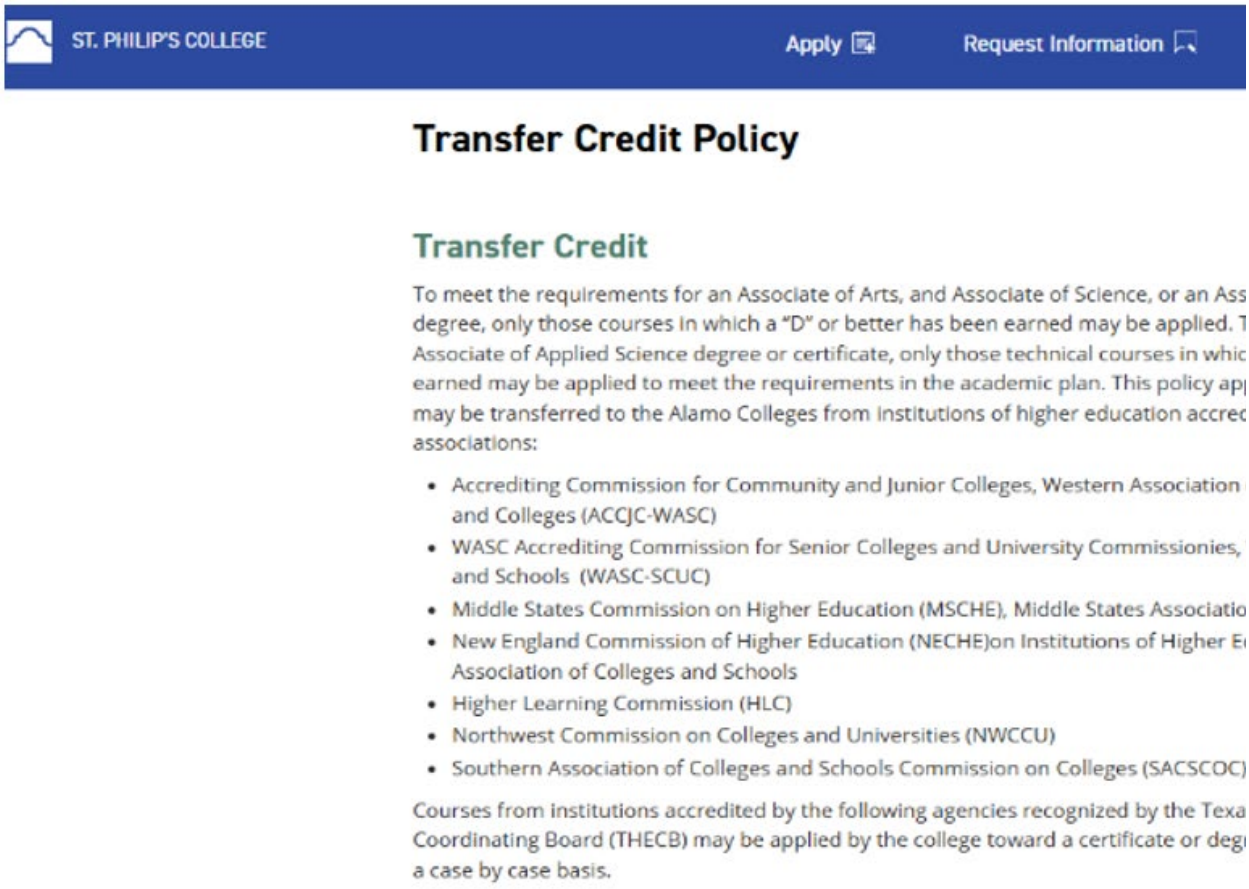
Departmental Faculty (subject matter expert), Department Chair/Program Director, Academic Dean, and Academic Vice President are required to determine whether transfer credits and credit by non-traditional means meet curriculum standards. The faculty content expert reviews the consideration of a course substitution and recommends for transfer credit or denies transfer credit be offered. The Office of Records and Registration is responsible for posting credit to the student's academic transcripts.

Transfer Credit

The College uses the Texas Common Course Numbering System (TCCNS) to determine course equivalency and degree applicability of transfer credit within Texas. The TCCNS is a cooperative effort among Texas two-year colleges and universities to facilitate the transfer of freshman- and sophomore-level general academic courses. Courses from institutions outside of Texas are evaluated based on course description, contact/quarter hours, and student learning outcomes. Additionally, the College relies on the Workforce Education Course Manual (WECM), the online inventory of current workforce education and technical courses, to evaluate and approve equivalent transfer credit for career and technical education courses.

The reliance on common course information ensures that credit hours, contact hours, course work, and learning outcomes are comparable across public colleges and universities in Texas. The College links transfer credit directly to course requirements outlined in the ACGM and WECM to ensure that the course meets designated standards of academic quality. The College's Transfer Credit Policies are posted in the online College eCatalog and provide the basic requirements for awarding transfer credit to students, staff, and faculty members (Figure 10.8.1).

Figure 10.8.1 Transfer Credit Policy



St. Philip's College policy in the eCatalog specifies that credit may be transferred from institutions of higher education accredited by one of the following associations:

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC)
- WASC Accrediting Commission for Senior Colleges and University Commission, Western Association of Colleges and Schools (WASC-SCUC)
- Middle States Commission on Higher Education (MSCHE), Middle States Association of Colleges and Schools
- New England Commission of Higher Education (NECHE) on Institutions of Higher Education, New England Association of Colleges and Schools
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

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

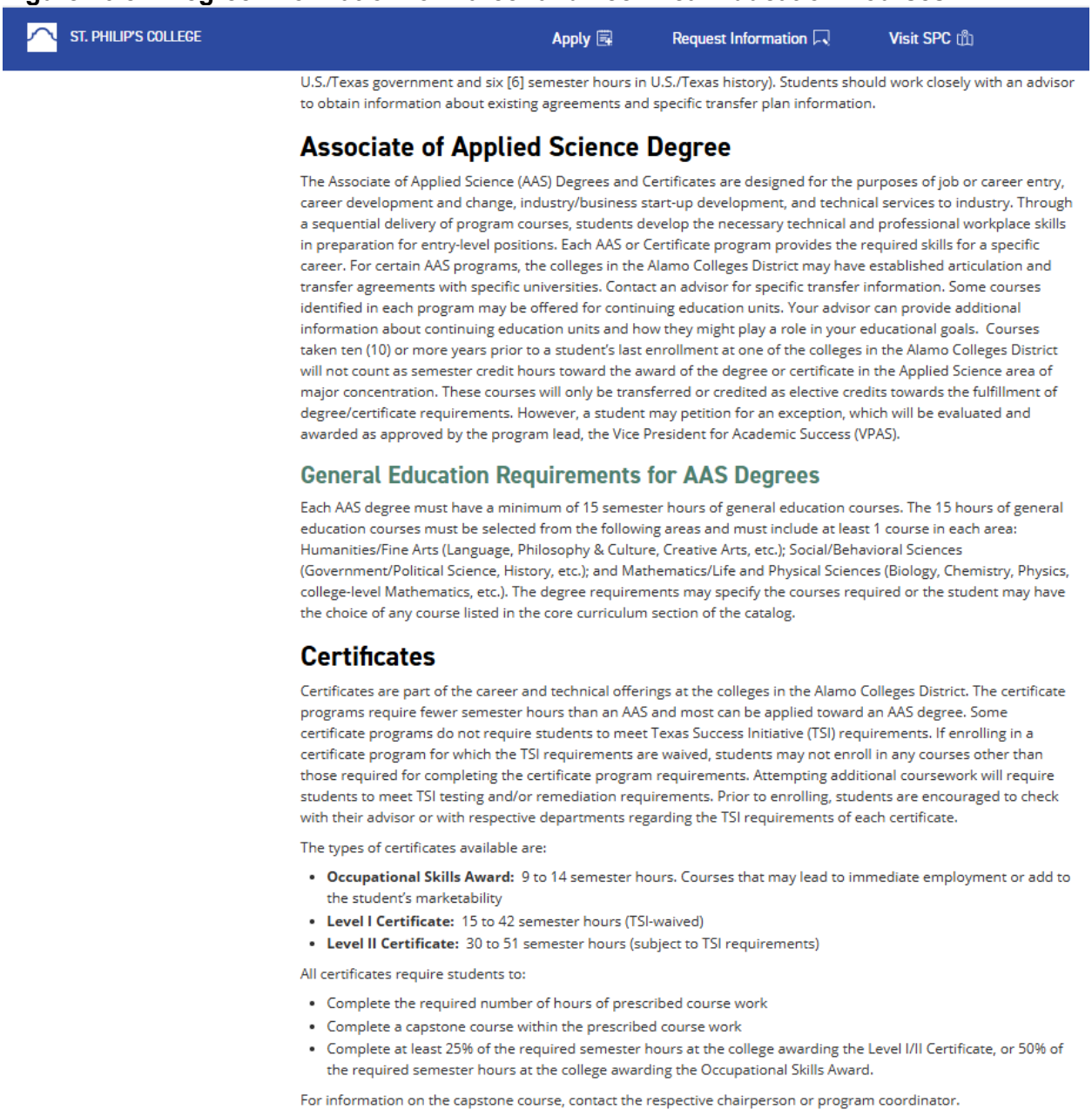
- Accrediting Bureau of Health Education Schools (ABHES)
- Accrediting Commission of Career Schools and Colleges (ACCSC)
- Accrediting Council for Continuing Education & Training (ACCET)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Accreditation Commission for Acupuncture and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

The Alamo Colleges Center for Student Information (CSI) collaborates with St. Philip's College to confirm the transfer institution's accreditation status and process existing course equivalencies after review from the St. Philip's College faculty. Transferred credit is recognized based on traditional classroom instruction and credit by examination. At least 25% of the required degree or certificate hours for graduation must be completed in residence at St. Philip's College, the institution granting the degree or certificate, through undergraduate traditional semester credit hours.

Due to ongoing advancements in Workforce Programs, the College policy states Career and Technical Education Courses (CATE) taken ten or more years prior to a student's last enrollment at St. Philip's College will not count as semester credit hours toward the award of the degree or certificate in the Applied Science major concentration (Figure 10.8.2).

A student may request an exception, which will be evaluated by faculty and awarded as determined by the program lead with approval by the Vice President of Academic Success.

Figure 10.8.2 Degree Information for Career and Technical Education Courses



Transfer Transcript Evaluation

Per St. Philip's College's eCatalog, the transcript evaluation policy states:

> The term "official transcript of record" refers to the record of coursework transferred from another accredited institution of higher education to the College. An official evaluation of

college transfer coursework is processed during the first semester of a student's enrollment at SPC.

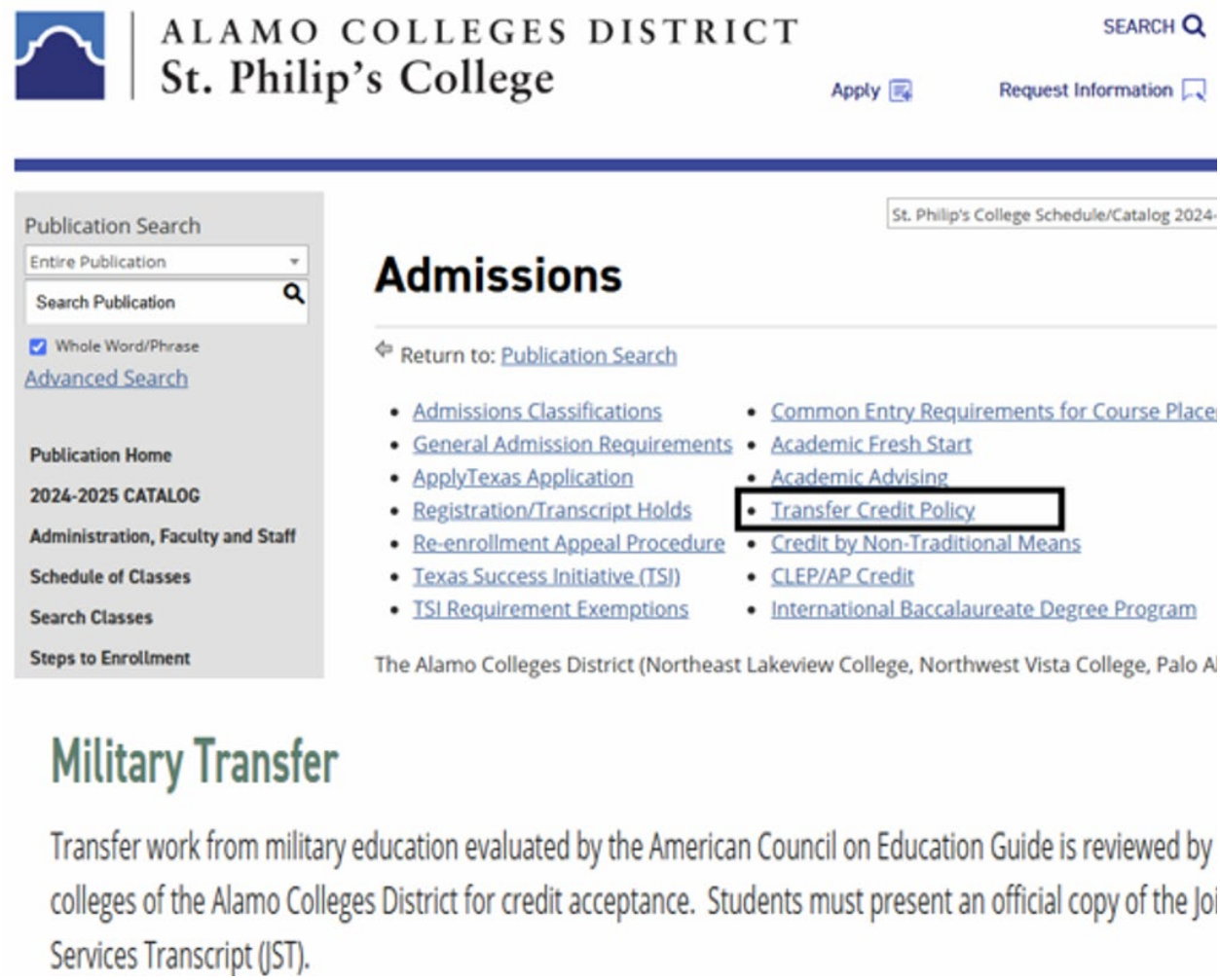
The College accepts any passing grade from any approved accredited institution, with a passing being defined as a grade of "D" or better. Official transcripts from all institutions of higher education attended must be forwarded to the College for review. Transcripts may not be faxed. Transcripts received from a transfer institution become the permanent property of St. Philip's College and will not be released to the student.

Transfer students are not allowed to neglect submitting any part of their past collegiate record nor may transfer students apply for admission based on a partial college record or solely based on a high school record.

Military Transfer

The American Council on Education Guide (ACE) is used by members of the Armed Services who have received vocational training from the United States Armed Services. A Joint Services Transcript (JST) is provided by the student to the College for transfer credit consideration. The College reviews the evaluated transcript and applies transfer credit to the student's record in accordance with their degree plan (Figure 10.8.3).

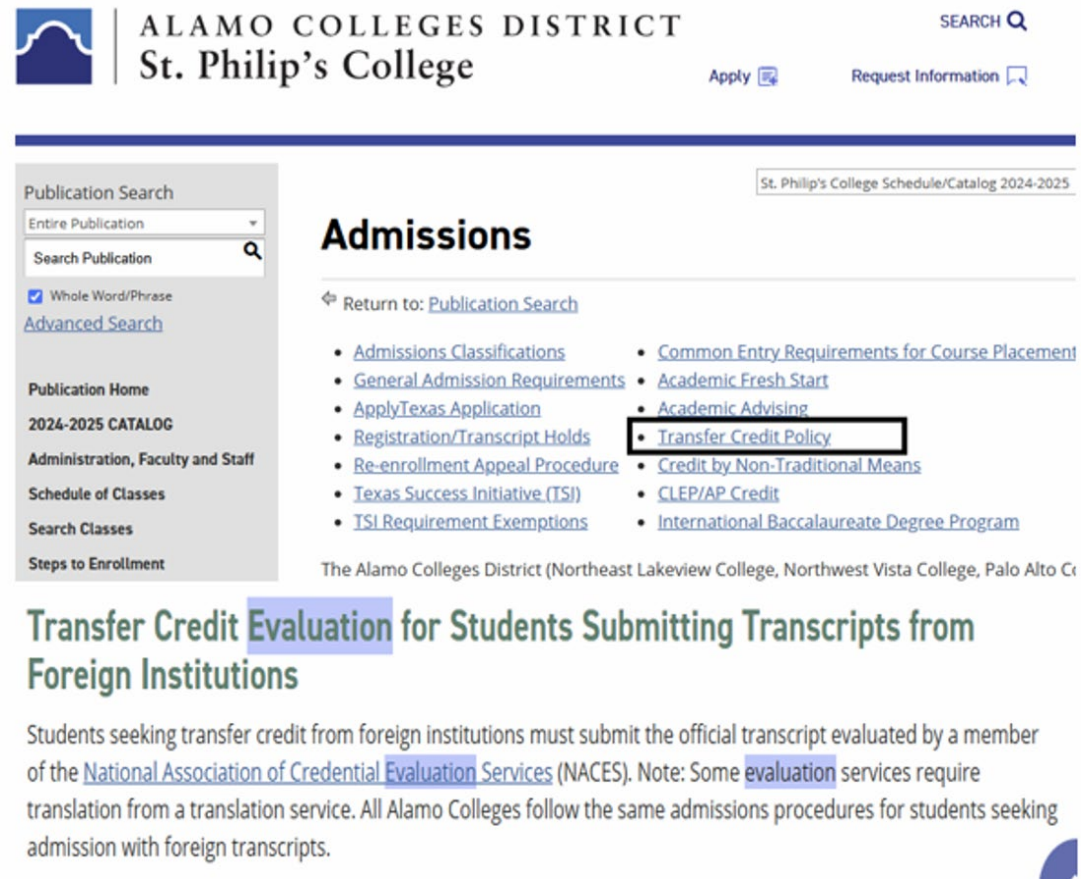
Figure 10.8.3 Military Transfer Credit Policy



Transfer Credit Evaluation for Students Submitting Transcripts from Foreign Institutions

Students seeking transfer credit from foreign institutions must submit a translated and evaluated transcript. The evaluation must be completed by a member of the National Association of Credential Evaluation Services (NACES) (Figure 10.8.4).

Figure 10.8.4 Foreign Institution Transfer Policy



Credit by Non-Traditional Means

The eCatalog provides an outline to students who have prior knowledge of course competencies through non-traditional means. The College awards credit through the following:

a. Work-Experience and Prior Learning
b. AP Exam and CLEP Exam
c. Internal Exams/Bypass

Credit hours earned through examination and non-traditional means will be posted as CR and will not be included in a student's GPA calculation. However, they will count towards graduation. Credit by non-traditional means may not be awarded once a grade has been earned in the same course, excluding I and W. Credit by non-traditional means does not count toward the 25% residency graduation requirement.

Work Experience and Prior Learning Credit

The prior learning assessment option allows students to receive credit through experiential learning. College faculty will evaluate and assess student learning outcomes for individuals seeking college-level credit for experience and/or training received at a technical institution or in

a work environment and may request an assessment of work experience/prior learning for specific technical programs. The Application for Work Experience Credit can be obtained from the department in which the student is majoring or from the corresponding dean. Sources of prior learning may include the following:

- Prior employment
- Extensive technical training in high school
- Trade or proprietary school equivalence
- Certification/licensure/credentials equivalents
- Special agreements

Advanced Placement (AP) and CLEP

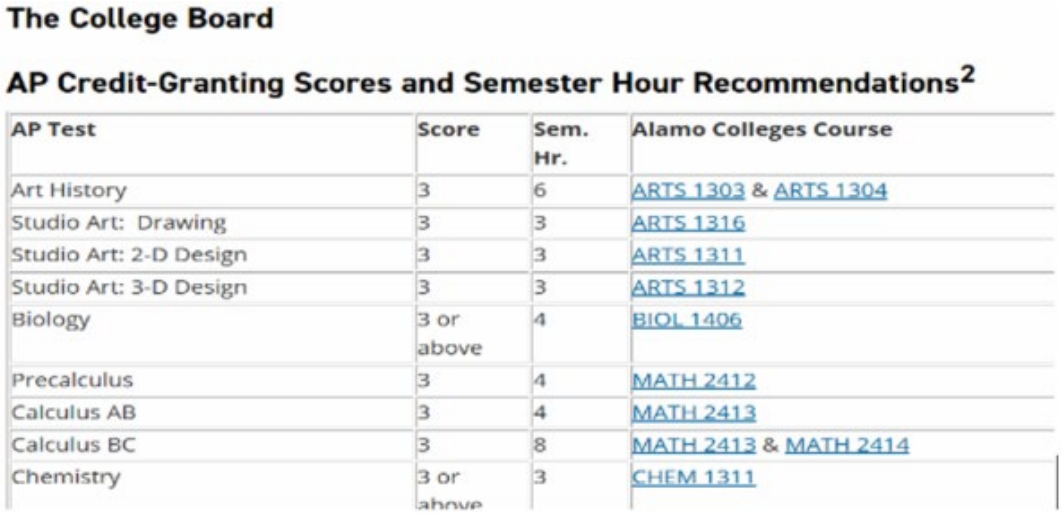
SPC accepts AP & CLEP score reports as valid evidence of prior learning. Passing scores are pre-determined by the College Board. The College's eCatalog specifies the standards and equivalencies for AP & CLEP.

Figure 10.8.5 Credit-Granting Scores for CLEP

CLEP Credit-Granting Scores and Semester Hour Recommendations[1]

CLEP Test	Score	Sem. Hr.	Alamo Colleges Course
Business			
Information Systems	50	3	COSC 1301
Introductory Business Law	50	3	BUSI 2301
Principles of Management	50	3	BMGT 1327
Principles of Marketing	50	3	MRKG 1311
Composition and Literature			
American Literature	50	6	ENGL 2327 & ENGL 2328
College Composition	50	6	ENGL 1301 & ENGL 1302

Figure 10.8.6 Credit-Granting Scores for AP



The College Board

AP Credit-Granting Scores and Semester Hour Recommendations[2]

AP Test	Score	Sem. Hr.	Alamo Colleges Course
Art History	3	6	ARTS 1303 & ARTS 1304
Studio Art: Drawing	3	3	ARTS 1316
Studio Art: 2-D Design	3	3	ARTS 1311
Studio Art: 3-D Design	3	3	ARTS 1312
Biology	3 or above	4	BIOL 1406
Precalculus	3	4	MATH 2412
Calculus AB	3	4	MATH 2413
Calculus BC	3	8	MATH 2413 & MATH 2414
Chemistry	3 or above	3	CHEM 1311

Internal Exams/Bypass

Students may receive credit in technical vocational courses by means of taking a “Bypass” exam. A Bypass exam is a course-comprehensive exam. Students may be able to fulfill certain course requirements by passing comprehensive exams, as long as they meet certain criteria.

Conclusion:

St. Philip’s College is in compliance and meets Standard 10.8. It publishes policies for evaluating, awarding, and accepting credit not originating from the institution, in the eCatalog. Further, the College ensures the academic quality of any credit or coursework recorded on its transcript, with an approval process with oversight by persons academically qualified to make the necessary judgments. The credit awarded is comparable to a designated credit experience and is consistent with the College’s mission.

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.* ***(Transcripts)***

___*Compliant* ___*Partial Compliance* ___*Non-Compliant*

Narrative

St. Philip's College does not offer courses through a cooperative academic arrangement.

11 Library and Learning/Information Resources

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

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with core requirement 11.1 through the provision of appropriate library and learning/information resources, services and support for the College's mission.

The Center for Learning Resources (CLR) also known as The Library, provides adequate and appropriate library and learning/information resources, services, and support for The College's mission by providing adequate and appropriate library and information literacy resources in various methods, modes, and mediums. All students and faculty on campus, at OCIS locations, and distance learning students (online courses) can access the library and information resources in the Alamo College Education System (ACES) using their log in credentials. Moreover, all courses in Canvas (the LMS used by all Alamo Colleges) have an automatic link to library information resources located on the left side of the screen (see Figures 11.1.1 and 11.1.2). The library provides information literacy and research support services on both campuses—the Martin Luther King (MLK) location, and Southwest Campus (SWC)—that align with the College's mission to "…empower our diverse student population through educational achievement and career readiness." The mission of the Center for Learning Resources is as follows:

> "Develop and maintain a collection in a wide variety of formats, including electronic resources, document-delivery, and other library services available to face-to-face, hybrid, and distance education learners and educators. The library strives to be responsive, professional, and sensitive to the needs of the diverse populations that St. Philip's College increasingly serves including distance education, campus-based full-time and part-time students and educators."

Figure 11.1.1 Library Resource Page Found in Canvas (Online Courses)

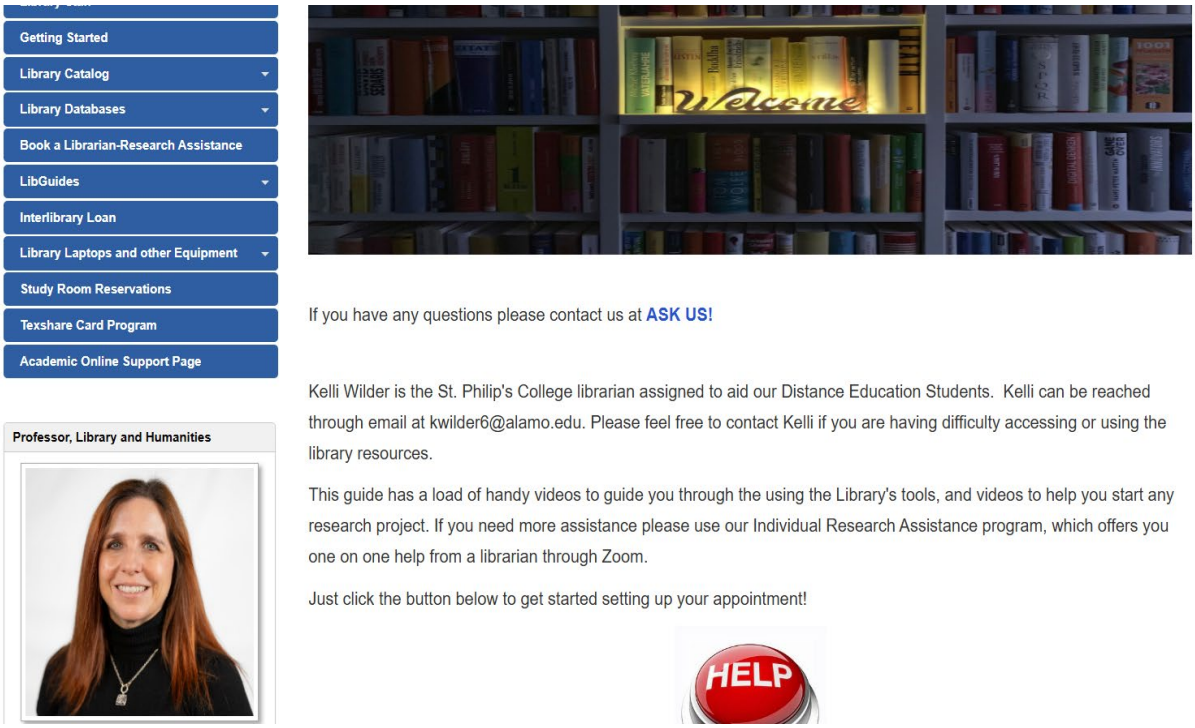
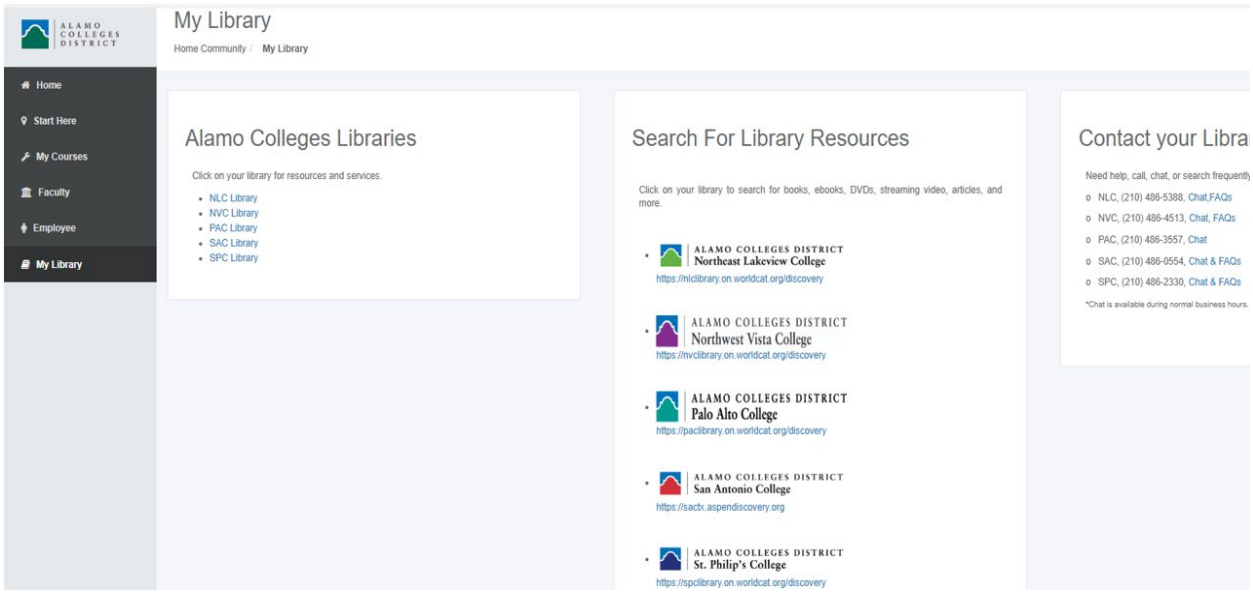


Figure 11.1.2 Library Resources in ACEs for Alamo Colleges District



St. Philip's students have access to check out physical books and online items from libraries at any of the five colleges in the district.

Library and Learning Information Resources

St. Philip's College Center for Learning Resources MLK location is a 66,000 square foot building with three floors. Areas include Circulation Services, Technical Services, College Archives, Reference Services, administrative offices, study carrels, computers, and individual and group study areas. Computer access is also available at the library. Up-to-date computing resources are available to students in the Reference Services area with access to the Internet, Microsoft Office Suite products, research tools, and automated printing capabilities. The Library also offers 20 laptops for checkout for in-library use. Laptops are preloaded with various productivity, reference, and multimedia apps; and students can submit requests for additional apps to be added. A Collaboration Station is also available for students to utilize. This equipment has an adjustable tabletop and can accommodate up to four or five devices (i.e., laptops). Additionally, a computer lab in the library is available to students for collaborative projects. Students have full access to these spaces and resources. Furthermore, the Center for Learning Resources offers eight single study rooms and six group study rooms, as well as a Collaboration room that includes a large screen monitor and connections for up to six laptops and an adjustable height table. All of the open lab computers feature internet access, Microsoft Office Suite products, as well as other academic software (Respondus) and networked printing services. The Library also offers laptops to use in house with four-hour checkout periods. Laptops are preloaded with the same software as the computers in the open lab.

The second-floor houses reference services, the print collection, open computer labs, open study space (tables), study rooms for reserve, and Virtual Reality and Video/Podcasting Lab and a 3D Printing Lab.

The third floor houses the Archives, administrative offices, and more open study space.

The Southwest Campus (SWC) Library offers 4,638 sqaure feet of space and provides one group study room, three single study rooms, a Virtual Reality lab, and a 3D Printing Lab. All the open lab computers feature internet access, Microsoft Office Suite products, as well as other academic software (Respondus, etc.). The SWC Library also offers three laptops to use in-house with four-hour checkout periods to students. Laptops are preloaded with the same software as the computers in the open lab. SWC provides six staff offices. The open floor area includes the library print holdings, twenty-one student computers featuring internet access, Microsoft Office Suite products, as well as other academic software (Respondus, etc.).

Library Holdings

Library liaisons and the program representatives consistently audit the library's current holdings (see Table 11.1.1) via consistent core collection development practices to determine their adequacy and make purchasing selections for additional resources to add to the collection. All electronic resources are accessible to patrons with their ACES login, 24 hours a day, seven days a week.

Table 11.1.1 General Overview of Library Holdings 2022-2024

Library Collections	Physical 2024-2023	Prior Year 2022-2023	Digital 2024-2023	Prior Year 2022-2023
Books	59,437	62,486	100,000	172,243
Databases			107	107
Media	2,384	3,555	41,895	121,461
Serials	473	53	64,577	69,964
Total	**62,295**	**66,094**	**206,579**	**363,765**
Library Circulation Stats	7,100	1,443	10,616	10,330

Table 11.1.2 Library Databases Listing

Academic OneFile (Gale)
Academic OneFile Select (Gale)
Academic Search Complete (EBSCO)
Academic Video Online (ASAVON)
Adult Core Skills (LearningExpress, LLC)
Advanced Technologies & Aerospace Database (ProQuest)
African American Heritage (ProQuest)
AGRICOLA (EBSCO)
Agriculture (Gale OneFile)
Agriculture & Environmental Science Database (ProQuest)
AHFS Consumer Medication Information (EBSCO)
Alldata Online (Alldata, LLC) (On-Campus Use Only)
Alt HealthWatch (EBSCO)
Archival Films & Newsreels Collection (Infobase)
Artstor
Astrophysics Data System (Harvard University)
Behavior and Mental Health Online (Alexander Street)
Bibliography of Native North Americans (EBSCO)
Biography (Gale in Context)
Biological Science Database (ProQuest)
Book Review Digests Plus (H.W. Wilson)
Books & Authors (Gale)
Business Abstracts with Full Text (H. W. Wilson)
Business Continuity and Disaster Recovery Reference Center
Business Source Complete (EBSCO)
Business: Entrepreneurship (Gale)

Business: Insights
CANCERLIT (National Cancer Institute)
Career Coach
Career Preparation (Learning Express, LLC)
Career Students (Learning Express, LLC)
Careers & Job Search
Census 2020 (U.S. Census Bureau)
Chicago Defender - Historical Newspapers
Chilton Library (Gale)
Chronicle of Higher Education (e-Newspaper)
CINAHL Complete (EBSCO)
College (Gale In Context)
Communications and Mass Media (Gale OneFile)
Computer Science (Gale OneFile)
Computer Science and Information Technology
Computer Skills Center (Learning Express, LLC)
Computer Source (EBSCO)
Consumer Health (ProQuest)
Consumer Health Complete
Contemporary Women's Issues (Gale OneFile)
Criminal Justice (Gale OneFile)
Culinary Arts (Gale OneFile)
Dictionary of Literary Biography (Gale Literature)
Directory of Open Access Journals (DOAJ)
Diversity Studies (Gale OneFile)
E-Libro Premium (ProQuest)
Earth, Atmospheric & Aquatic Science Database (ProQuest)
Ebook Central (ProQuest)
Ebooks (Gale)
EBSCO (EBSCO)
EBSCOHost e-Book Collection (EBSCO)
Economia y Negocios (EBSCO)
Economics and Theory (Gale OneFile)
Education Research Complete (EBSCO)
Educational Administration Abstracts (EBSCO)
Educator's Reference Complete (Gale OneFile)
Enhanced Business Searching Interface (EBSCO)
Entrepreneurship (Gale OneFile)
Environmental Studies (Gale in Context)
Environmental Studies and Policy (Gale OneFile)
ERIC (EBSCO)
Essay and General Literature Index (H. W. Wilson)

Explora for Elementary/Primary Search (EBSCO)
Explora for Secondary Schools (EBSCO)
Family Studies Abstracts (EBSCO)
Ferguson's Career Guidance Center (Infobase Publishing)
Films on Demand (Infobase Publishing)
Fine Arts (Gale OneFile)
Fold3 Library Edition (ProQuest)
Fuente Academica (EBSCO)
Gale In Context: High School
Gale Literary Index
Gardening and Horticulture (Gale OneFile)
Gender Studies (Gale OneFile)
General OneFile (Gale)
GeoRef
Global Issues (Gale in Context)
Global Road Warrior (World Trade Press)
Handbook of Texas Online (Texas State Historical Society)
Health & Medical Collection (ProQuest)
Health and Medicine (Gale OneFile)
Health and Wellness (Gale)
Health Research Premium Collection (ProQuest)
Health Source: Consumer Edition (EBSCO)
Health Source: Nursing/Academic (EBSCO)
Healthcare Administration (ProQuest)
HeritageQuest Online
High School Equivalency Center (Learning Express, LLC)
Historical Newspapers: The Austin American-Statesman (1871–1980)
Hobbies & Crafts Source (EBSCO)
Home Improvement (Gale OneFile)
Home Improvement Source (EBSCO)
Hospitality and Tourism (Gale OneFile)
Information Science (Gale OneFile)
Information Science &Technology Abstracts (EBSCO)
Informe Académico (Gale OneFile)
Insurance and Liability (Gale OneFile)
Institute of Electrical and Electronics Engineers (IEEE)
Interactive Science (Gale)
Issues & Controversies (Facts On File News Services)
Job & Career Accelerator (Learning Express, LLC)
JOMI Surgical Video Journal
JSTOR (ITHAKA)
Leadership and Management (GaleOneFile)

Learning Express Library (Learning Express, LLC)
Legal Collection (EBSCO)
LegalForms (Gale)
LegalTrac (Gale OneFile)
LISTA Library, Information Science & Technology Abstracts (EBSCO)
Literary Reference Source (EBSCO)
Literary Research
Literature (Gale)
Literature Resource Center (Gale)
Literature: Book Review Index (Gale)
LitFinder (Gale)
MAS Complete (EBSCO)
MasterFILE Complete (EBSCO)
Materials Science & Engineering Database
Medcom Training Videos (via ProQuest Nursing & Allied Health Database) (ProQuest)
MedicLatina (EBSCO)
MEDline with MESH (EBSCO)
MEDlinePlus (National Library of Medicine)
Middle Search Plus (EBSCO)
Military & Government Collection (EBSCO)
Military and Intelligence (Gale OneFile)
Military Database (ProQuest)
Natural Science Collection (ProQuest)
News (Gale OneFile)
NewsBank
Newspaper Source Plus (EBSCO)
Nursing & Allied Health Database (ProQuest)
Nursing and Allied Health (Gale OneFile)
Nursing Education in Video Second Edition (Alexander St Pr)
Occupational Outlook Handbook (U.S. Bureau of Labor Statistics)
Official Guide to Government Information and Services
OneFile: Business (Gale)
Opposing Viewpoints (Gale in Context)
Peterson's Test Prep (Gale)
Physical Therapy & Sports Medicine (Gale OneFile)
Play Index (H.W. Wilson)
Pop Culture Studies (Gale OneFile)
Popular Magazines (Gale OneFile)
Professional Development Collection (EBSCO)
Psychology (Gale OneFile)
Psychology (ProQuest)
Psychology and Behavioral Sciences Collection (EBSCO)

Public Heath Database (ProQuest)
PubMed (National Library of Medicine - Citation Database)
PubMed Central (NIH/NLM)
Race Relations Abstracts (EBSCO)
Recursos para hispanohablantes (Learning Express, LLC)
Regional Business News (EBSCO)
Religion and Philosophy (Gale OneFile)
Religion and Philosophy Collection (EBSCO)
Salud en Español (Consumer Health Complete in Spanish) (EBSCO)
San Antonio Express News Integrated collection (NewsBank, Inc.)
School Center (Learning Express, LLC)
Science (Gale in Context)
Science (Gale OneFile)
Science & Technology Collection (EBSCO)
Science.gov (U.S. Government)
SciTech Premium Collection (ProQuest)
Scribner Writer Series (Gale Literature)
Serials Directory (EBSCO)
Short Story Index (H.W. Wilson)
SIRS Issues Researcher (ProQuest)
Small Business Source (EBSCO)
Small Engine Repair Source (EBSCO)
Streaming Videos - Digital Educational Video (Infobase Publishing)
Sustainability Reference Center (EBSCO)
TeachingBooks.net
Technical Education & Skilled Trades (Infobase)
Technology Collection (ProQuest)
Texas Digital Sanborn Maps (ProQuest)
Texas Reference Center (EBSCO)
TOPICsearch (EBSCO)
Travel Advisories (U.S. Department of State)
Twayne's Author Series (Gale Literature)
Twentieth-Century American Poetry (ProQuest)
Twentieth-Century English Poetry (ProQuest)
U.S. History (Gale in Context)
U.S. History (Gale OneFile)
Vocational and Career Collection (EBSCO)
Vocations and Careers (Gale OneFile)
War and Terrorism (Gale OneFile)
World Cat (OCLC)
World Factbook (Central Intelligence Agency)
World History (Gale in Context)

World History (Gale OneFile)

Collection Development

Librarians follow the Association of College and Research Libraries (ACRL) standards for collection development. A formal collection development policy (11.1.1 The Library Collection Development Policy) is posted on the Center for Learning Resources website. The collection development policy is used to enhance consistency among the librarians who are responsible for developing the collection. All purchases and weeding processes are guided by the principles in the collection development policy used in the selection, acquisition, evaluation, and maintenance of library materials.

Figure 11.1.3 Collection Development Policy

The Center for Learning Resources librarians consider the following when determining the appropriateness and adequacy of its collections and resources:

- The collection will attempt to provide a balance of viewpoints on all controversial issues.
- The collection will attempt to include a cross-section of media formats, topics, and viewpoints representative of patron needs and interests.
- The library will attempt to meet all relevant collection standards, whether issued by governmental agencies, professional associations, or regional accrediting bodies.
- Reviews from professional publications (journals and websites), as well as faculty requests are considered in the selection of library materials
- Authority (is it from a trusted source—both author and publisher can play a factor)
- Clarity, accuracy, and logic of presentation

- Currency of the publication

For the complete list of considerations please refer back to Evidence 11.1.1 The Library Collection Development Policy.

Library and Learning Information Resources-Library Partnerships and Services

All librarians serve as liaisons to the departments within their assigned academic division and are aware of curricular changes and program updates via attendance to department meetings, one-on-one meetings with professors, and/or attendance to curriculum committee meetings.

Partnerships with other libraries extend the Library's holdings. These partnerships include the Amigos Resources Sharing Agreement, Alamo College District Libraries, Interlibrary Loan Services, the OCLC Partnership/Service, and TexShare (see Table 11.1.3 Library Partnerships). The TexShare card allows eligible users, such as students, faculty, and sometimes members of the public to borrow books and other materials directly from participating libraries, which can be very useful for research and and to access specialized collections that may not be available locally. Each library that participates in TexShare sets its own policies for who can borrow materials and what items are available (see Figure 11.1.3 TexShare Agreement). All Alamo Colleges libraries participate in TexShare. The library's partner collections serve to fill any gaps that may arise within the College's collection. These collections are evaluated by the credentialed librarians at those locations.

Table 11.1.3 Library Partnerships

Alamo College District Libraries	Students have access to check out physical books and items from libraries at any of the five colleges in the district.
TexShare: Texas State Library and Archives Commission	The TexShare Card Program allows registered users of participating TexShare libraries to use the card to borrow materials at other participating libraries throughout the state. This membership also gives Center for Learning Resources access to databases provided by the State of Texas.
Interlibrary Loan	Interlibrary Loan (ILL) is a library-to-library lending service used to obtain circulating materials and periodicals not owned by the Center for Learning Resources or Alamo Colleges libraries. The TexShare statewide resource sharing program facilitates loans from other Texas libraries. The OCLC WorldShare partnership service program facilitates loans from national libraries.
Amigos Research Sharing Agreement	Enables no-charge resource sharing among Amigos Library Services members who sign the agreement. Participating libraries consent

	to loan and make copies (up to 50 pages) at no charge to other agreement signers

Figure 11.1.4 TexShare Agreement

TexShare Online Application

TexShare is a library program that encourages the sharing of resources between Texas libraries to offer a broader range of services to you, the library customer. It is a program administered by the Texas State Library and Archives Commission.

The TexShare Card Program allows registered users of participating TexShare libraries to use the card to borrow materials at other participating libraries. SPC TexShare issued cards are valid on a semester basis and will expire 2 weeks before the end of the current semester.

TexShare is meant to provide direct, personal access to materials that are not available at the SPC library. Patrons must be in "good standing" with the Alamo Colleges libraries and be a current SPC Student in order to participate in the TexShare Card program.

TexShare borrowers are responsible for any materials checked out with their card. Cards should not be loaned to others. Lost or stolen cards should be reported to the SPC Circulation desk immediately at 210-486-2555. Materials have to be returned to the lending library. TexShare Users are responsible for any fines or charges on materials borrowed.

Many public, academic and other libraries participate in TexShare. Check to see if a Texas library near you participates in TexShare programs.

Library and Learning Information Resources-Learning and Support Services

Center for Learning Resource's Information Literacy Program

Mission: *The Information Literacy instruction program supports St. Philip's College mission to encourage critical thinking and the discovery of knowledge. Librarians provide research support*

and course-integrated instruction which develops the practices and dispositions of information fluency.

Students who are well-versed in information literacy skills and behaviors are able to take the knowledge they have learned in their discipline and expand their understanding through research, proper citing of conversation partners who are subject specific experts, and by reporting their findings in various formats. Additionally, students are able to think critically about what they have learned to contribute to scholarly conversation.

Use of the Association of College and Research Libraries (ACRL) Framework for Information Literacy

During Fall 2024, the library began aligning all information literacy lessons to select sections from the Framework for Information Literacy, which allows the instruction team to adopt a common language for teaching research skills. The Frames are displayed in the computer labs and other select spaces throughout the library to help promote the idea of scholarly conversation and what that looks like at various stages of the research process.

- Scholarship as Conversation
- Information Creation as a Process
- Information has Value
- Research as Inquiry
- Authority is Constructed and Contextual
- Searching as Strategic Exploration

Framework Lessons: These are lessons in our library instruction toolbox and are used to provide learning services to support coursework and are scaffolded to provide rigor when appropriate (11.1.2 Framework Lessons).

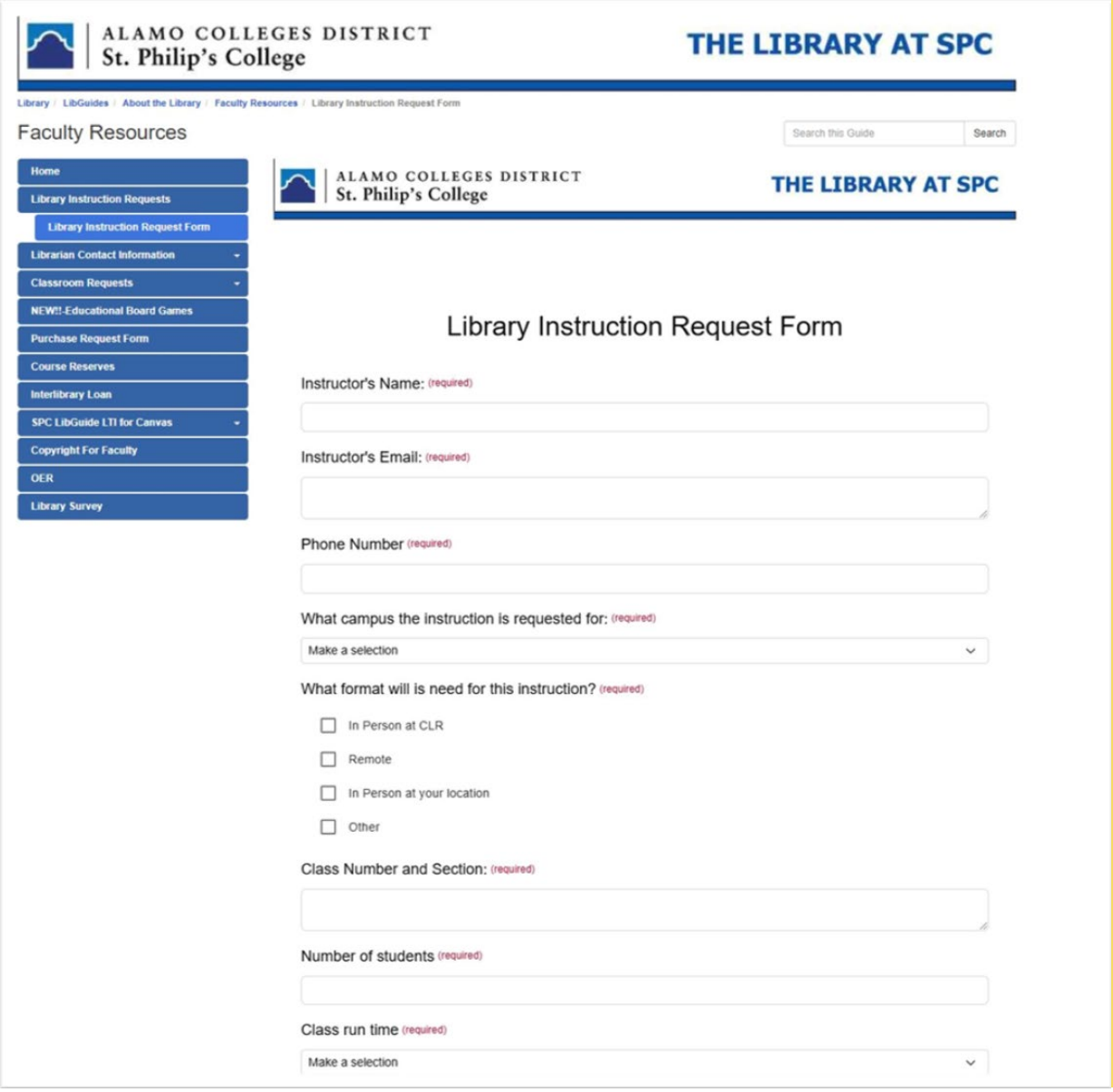
- Cephalonian Tour
- Scholarship as Conversation: Identifying Relevant Sources
- Annotated Bibliography
- Lessons included with the Information Literacy Micro Credential Badge (still in development stage)

Partner with a Librarian

Librarians promote to faculty (Figure 11.1.5) the many ways we can provide instructional support by doing the following (11.1.3 Librarian Outreach Email):

- Conduct Face-to-face or virtual instruction
- Create online tutorials and research guides
- Design a custom information literacy lesson upon faculty request
- Added librarians as teaching assistants in Canvas (SPC's online learning management system)
-

Figure 11.1.5 Library Instruction Request Form



The Library administers surveys each semester to assess information literacy instruction and the library's outreach services and programs (Figure 11.1.6). The statistics are compiled and reviewed to identify areas of growth, improvement, and the overall satisfaction of library learning and support services (Table 11.1.4 Information Literacy Instruction Stats Fall Semesters 2019-2023).

Figure 11.1.6 Library Instruction Student Feedback Survey

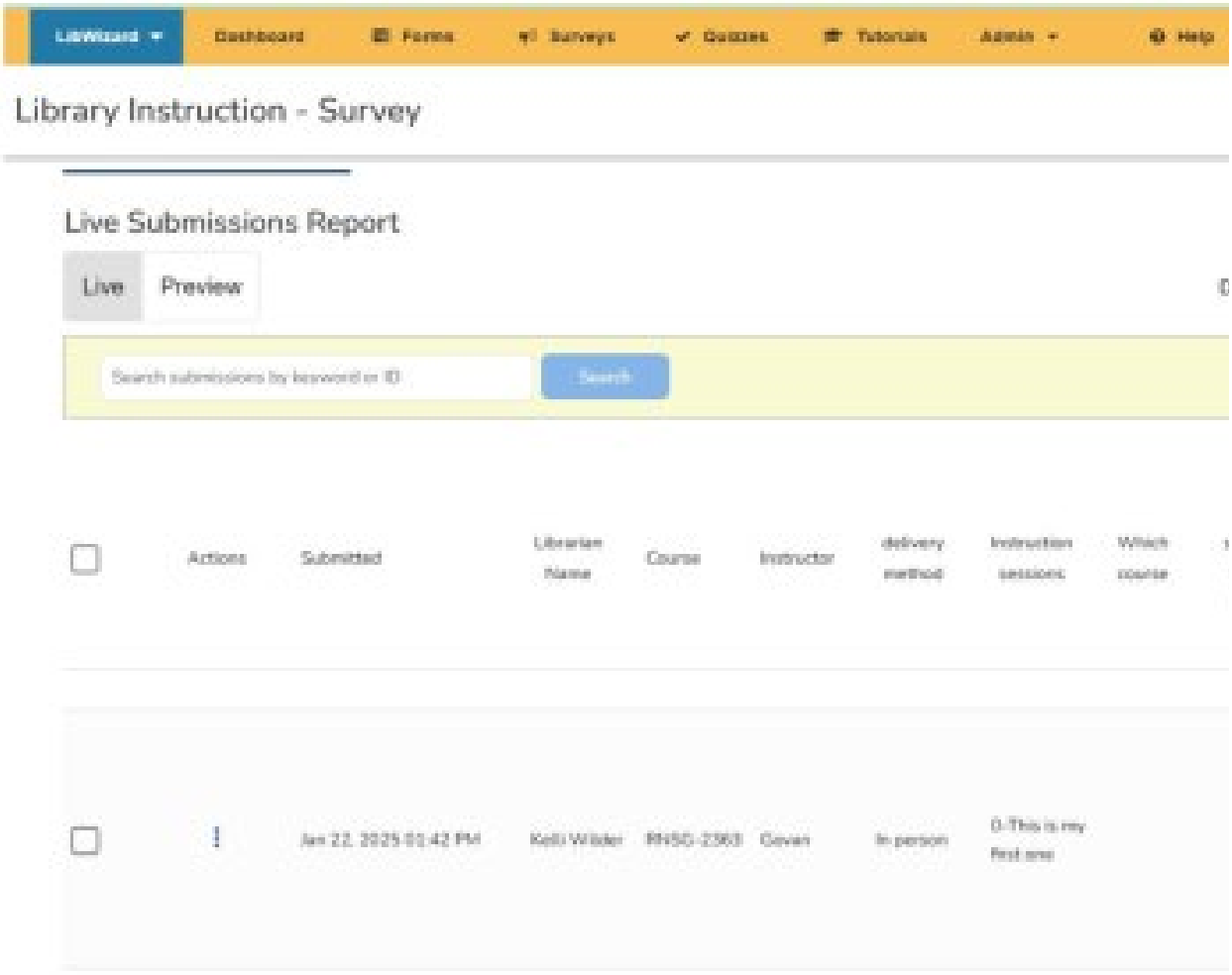


Table 11.1.4 Information Literacy Instruction Stats Fall Semesters 2019-2023

Semester	Number of Sessions Taught	Total Percentage of Students who learned information literacy concepts
Fall 2023	19	45%
Fall 2022	7	65%
Fall 2021	15	53%
Fall 2020	13	39%
Fall 2019	42	31%

These numbers represent sessions taught where the student feedback survey was administered. These numbers do not represent the total number of sessions/students taught nor

the total percentage of students who learned information literacy concepts after attending an information literacy instruction session.

Conclusion

Through access and support services offered to faculty, staff, students, and the community, St. Philip's College is in compliance with core requirement 11.1.

Evidentiary Documents
11.1-1_LibCollectDevPolicy.pdf 11.1-2_FrameworkLessons.pdf 11.1-3_LibrarianOutreach.pdf

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 Staff)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 11.2, library and learning/information staff.

St. Philip's College (SPC) ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning and information resources to accomplish the mission of the institution which states:

> "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 library supports the College's mission by hiring staff with diverse backgrounds and experiences that reflect the diversity of our student population. In doing so, we ensure that the library resources are adequate in helping students to achieve educational achievement and career readiness.

Library Staffing

The SPC libraries, located at the SPC Martin Luther King location and SPC Southwest Campus location on Quintana Road, are staffed by six full-time librarians and six part-time librarians (Table 11.2.1). The Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education, Standard 8, states the following criteria for library personnel: "Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change." After carefully considering the diverse research and teaching needs of SPC programs, the library staff has decided the following staffing ratio is appropriate to effectively provide instruction and services for the 14,281 students SPC serves:

- One Full-Time Librarian for every 1,500 students
- One Part-Time Librarian for every 1000 students

Following this formula, we are providing sufficient support for SPC's enrollment:

- 6 Full-time librarians=9,000 students served
- 6 Part-time librarians=6,000 students served
- Total Students served=15,000

All librarians, part-time and full-time, have Master of Library Science degrees from graduate programs accredited by the American Library Association (Table 11.2.1). Other library personnel consist of three full-time Library Assistants and three part-time Library Assistants. Librarians and staff are assigned across both campus libraries to adequately staff all services.

The Center for Learning Resources staff includes six full-time librarians and six part-time librarians, all of whom hold Master of Library Science degrees from graduate programs accredited by the American Library Association (11.2.1 Librarian Position Descriptions and CVs). The staff accounted for does not include the vacant positions shown in Table 11.2.1. Other Center for Learning Resources personnel consist of three full-time Library Assistants and three part-time Library Assistants. Staff are assigned across both campus libraries to adequately staff all services.

SPC Librarians are committed to lifelong learning and are actively engaged in the following professional activities:

- Reading academic journals and/or publications.
- Members of local, state, and national library associations.
- Attendance of local, state, and national library association conferences.
- Presenting research at local, state, and/or national library association conferences.

Table 11.2.1 Employee Roster

Status	Position	Name
Full-time	Director of Library Services	Dr. LaKeshia Darden
Full-time	Lead Librarian	In the Interview Process
Full-time	Staff Librarian	J. Drew Edwards
Full-time	Faculty Librarian	Kelli Wilder
Full-time	Staff Librarian	Susan McClellan
Full-time	Staff Librarian	April Schramm
Full-time	Staff Librarian	Christine Kalsco-Aten
Part-time	Staff Librarian	Vacant
Part-time	Staff Librarian	Vacant
Part-time	Staff Librarian	Adrian Leal
Part-time	Staff Librarian	Lillie Turner
Part-time	Staff Librarian	D'Andrea Coulter
Part-time	Staff Librarian	Vacant
Part-time	Staff Librarian	Yvonne Mulhern
Part-time	Staff Librarian	Stephanie Ray
Full-time	Library Assistant III	Cassandra Rocha
Full-time	Library Assistant III	Esther Conejo
Full-time	Library Assistant III	Vanessa Meador
Part-time	Library Assistant I	Hawthorn Martin
Part-time	Library Assistant I	Ayn Nicolas
Part-time	Library Assistant I	Eric Carrillo

Part-time	Library Assistant I	Sarah Valadez
Part-time	Library Assistant I	Matthew Brewer

Conclusion

Through the 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, St. Philip's College ensure staffing is adequate and appropriate.

Evidentiary Documents
11.2-1_LibPositionDescriptandCVs.pdf

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 Aids)***

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 11.3, Library and learning/information access.

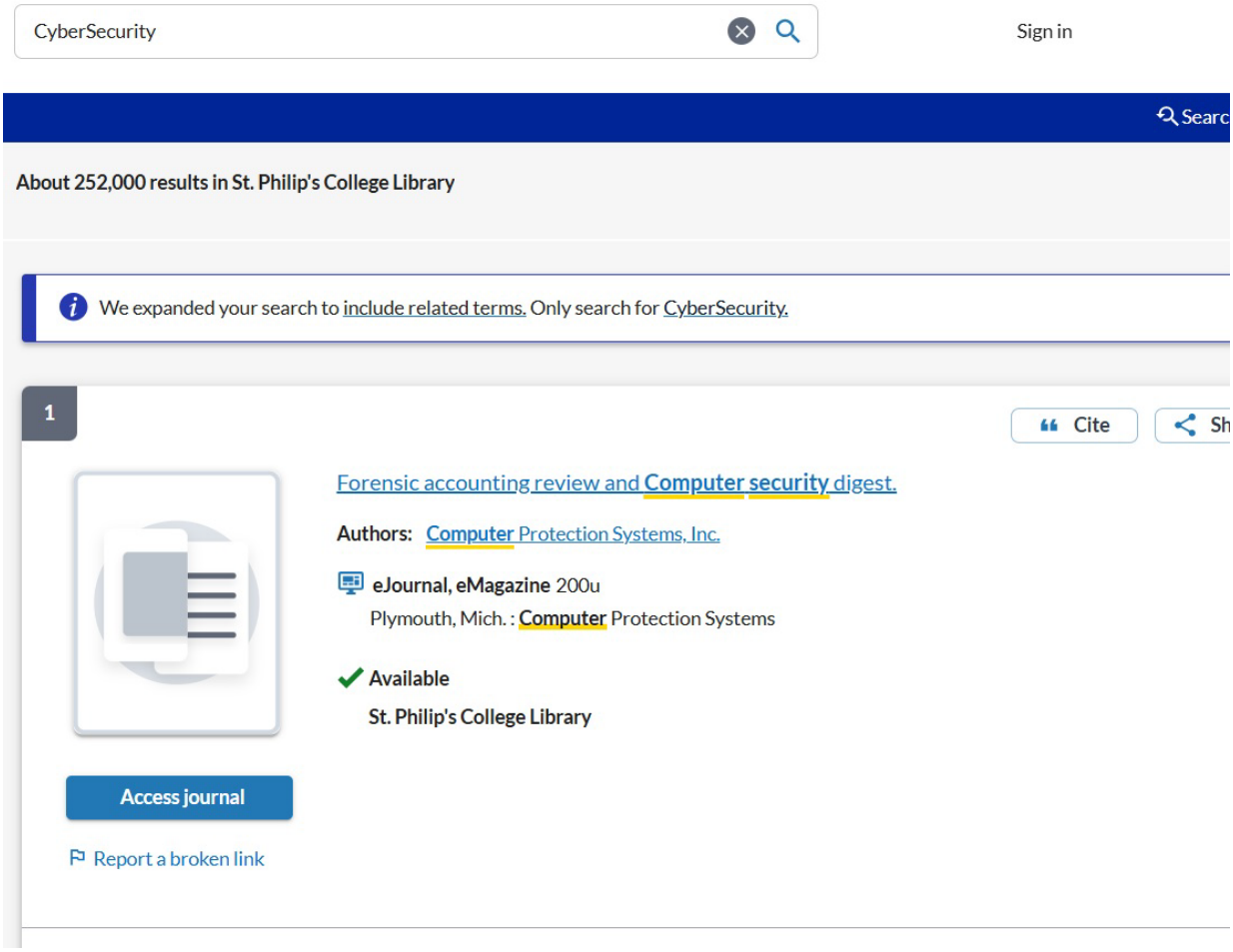
St. Philip's College provides students and faculty access and user privileges to its library services and ensures that students and faculty have access to regular and timely instruction in library and information resources.

Access to Resources and User Privileges

The Center for Learning Resources provides access and services to all College constituents as well as regular and timely instruction in library resources, via in-person and virtual offerings, as well as access to librarian-created online learning resources and how-to videos, in compliance with American Library Association (ALA) and Association of College and Research Libraries (ACRL) standards and SACSCOC requirements.

Electronic resources are accessible to current SPC students, including those in distance education and at off-site facilities; faculty; staff; and administrators, via their Alamo Colleges Education System (ACES) logins, 24 hours a day, seven days a week through the CLR's webpage using the Discovery online catalog (see Figure 11.3.1 Library Discovery Online Catalog).

Figure 11.3.1 Library Discovery Online Catalog



Physical resources (books, DVDs, periodicals, and equipment such as laptops, headphones, calculators, etc.) are available to all Alamo College students, faculty, staff, and administrators during the library's open hours using their student IDs and Banner ID numbers. Students and faculty also have access to librarian-created online subject and course guides to assist them with their research through our library webpage.

Library Hours of Operation

The Center for Learning Resources at the Martin Luther King (MLK) campus location is open 68 hours a week during the Fall and Spring semesters, and 53 hours a week during the Fall and Spring semesters at SWC. Hours are modified according to the academic calendar (see Table 11.3.2).

Table 11.3.1 Library Hours

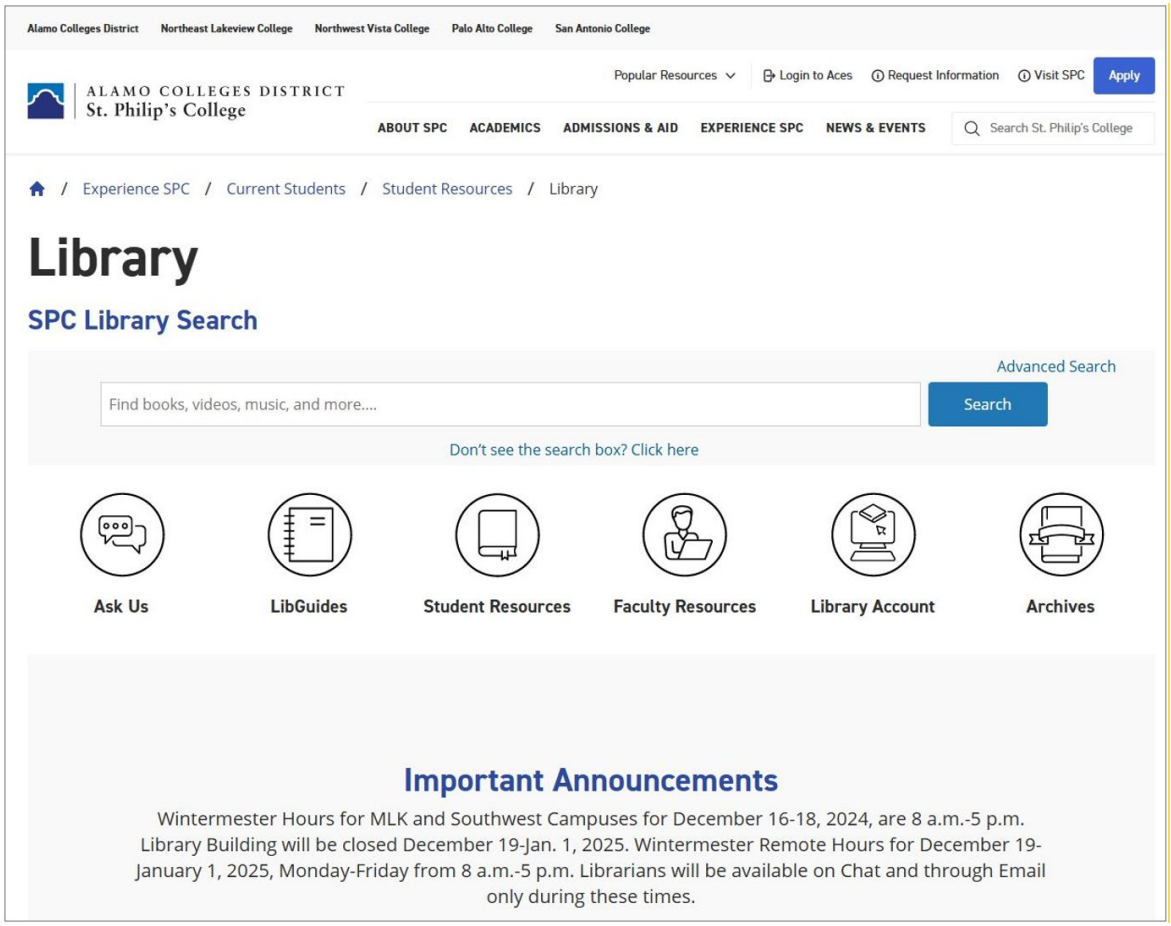
Semester	Martin Luther King Campus	Southwest Campus
Fall/Spring	Monday-Thursday 7am-8pm Friday 7am-5pm Saturday 9am-3pm	Monday-Thursday 8am-7pm Friday 8am-5pm
Maymester	Monday-Friday 8am-5pm	Monday-Friday 8am-5pm
Summer 4-day Schedule	Monday-Thursday 7am-7pm	Monday-Thursday 8am-5pm
Summer 5-day Schedule	Monday-Friday 8am-5pm	Monday-Friday 8am-5pm

Access to Resources-CLR Website and Timely Instruction

The Center for Learning Resources (CLR)’s website, which is Quality Matters™ certified for ease of use, provides links to the CLR’s online catalog, online databases, online research guides, and other resources, all of which are accessible to current students, faculty, staff, and administrators regardless of location or learning modality. The CLR website is also linked to the students’ ACES portal. Contact information for both campuses' service desks are conveniently available in the lower left-hand corner of the CLR webpage.

The CLR website also features information and access to a large variety of services offered by the CLR including interlibrary loan services, resources for distance learners, book-a-librarian appointments, and information literacy instruction. The website and many research guides include visual instructions on how to use the website, catalog, and online databases.

Figure 11.3.2 Access to Library Resources



The SPC Library contact system, 'Ask Us', includes phone, email, texting, and online chat services, which provide general information and in-depth assistance as needed for the patron. The 'Ask Us' Chat feature is available live to all patrons during business hours and includes Zoom screen sharing for virtual or in-person consultations. The email portion of 'Ask Us' is available 24 hours a day, 7 days a week for students to send in their questions. Emails are answered and returned during open hours. Students asking questions outside of normal operating hours receive return emails on the next business day. The 'Ask Us' Chat can be found on the front page of the website for easy access, and in all the CLR research guides.

Table 11.3.2 Library Services

Student Services	Description
Interlibrary Loan	Interlibrary Loan (ILL) is a library-to-library lending service that is used to obtain circulating materials and periodical articles not owned by the Alamo Colleges libraries.
Book-a-Librarian	A 30 to 60 minute one-on-one session with a librarian to help with students' research questions.
Distance Education Student Resources Research Guide	Students' one-stop shop to get started with their research include helpful videos and tutorials and links to the catalog, databases and online guides.
TexShare Card Program	The TexShare Card Program allows registered users of participating TexShare libraries to use the card to borrow materials at other participating libraries.
Faculty Services	
Instruction Request Form (Figure 11.1.5)	An online form used by faculty to request Information Literacy (IL) instruction for their classes.
Library Classroom Request Form	An online form used by faculty, staff, or students to request materials they would like to see added to the collection.
Purchase Request Form	An online form used by faculty, staff, or students to request materials they would like to see added to the collection.
Faculty Resources Guide	A quick-reference guide for faculty that includes links to all the forms above, as well as the link to submit requests for course reserves for their class.

Liaison librarians (Table 11.3.3) are available to faculty and students in each academic department and work closely with these individuals within a subject area to develop relevant collections. Library liaisons work closely with faculty across the college disciplines to create course-specific information literacy instruction offered in person or online either synchronously or asynchronously, based on the instructor's research project and student needs.

Table 11.3.3 Library Liaisons

Program	***Departments***	***Liaison Librarian***
Allied Construction Trades *Phoenix Program*	Air Conditioning and Refrigeration Construction Technology Electrical Trades Computer Engineering Technology Plumbing Trades Power Generation and Alternative Energy Welder/Welding Technologist	Christine Kalcso-Aten
Automotive Technology	Automotive Technology General Motors Automotive Service Educational Program (ASEP)	Christine Kalcso-Aten
Business Information Solutions	Bookkeeping Specialist Business Administration Business Management and Technology Cisco Network Professional Construction Business Management Information Technology Cybersecurity Specialist Information Technology Network Administrator Office Systems Technology Web and Mobile Developer	Adrian Leal /Stephanie Ray
Communications and Learning/Liberal Arts *Phoenix Program?*	English Spanish Speech Communication	Kelli Wilder / Dee Coulter / Yvonne Mulhern
Engineering & Mathematics	Engineering Mathematics Cybersecurity (BAT new program)	Adrian Leal Stephanie Ray Kelli Wilder / April Schramm
Fine Arts/Kinesiology	Art Associate of Arts Digital Arts and Media Drama Kinesiology Music	April Schramm / Yvonne Mulhern

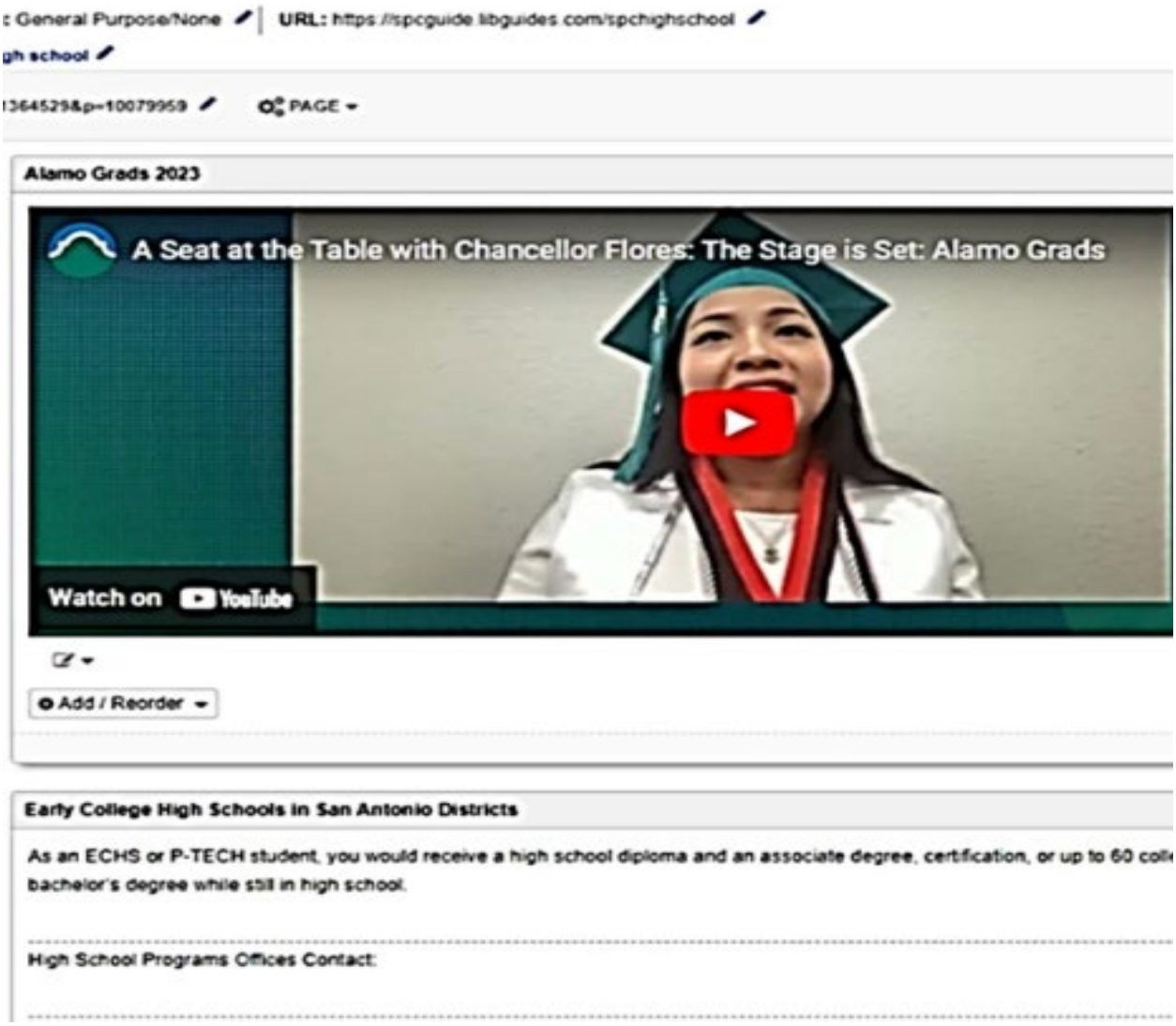
Health Science and Histology	Biomedical Engineering Technology Health Information Technology Histologic Technician Medical Laboratory Technician Occupational Therapy Assistant Phlebotomy Physical Therapist Assistant Vision Care Technology	Drew Edwards/ Susan McClellan
Healthcare Sciences and Early Childhood and Family Studies	Cardiac Sonography Diagnostic Medical Sonography Early Childhood and Family Studies Invasive Cardiovascular Technology Radiography Technologist Respiratory Care Technology Surgical Technology	Adrian Leal / Susan McClellan
Nursing Education	Nurse Aide Vocational Nursing Nursing: LVN/Military to ADN Mobility Program	Christine Kalcso-Aten/Lillie Turner
Social and Behavioral Sciences	Associate of Arts in Teaching Criminal Justice Government Political Science History Humanities Economics Mexican-American Studies Philosophy Psychology Social Work Sociology	April Schramm/Dee Coulter/Yvonne Mulhern/Kelli Wilder
Natural Sciences	Biology Chemistry Geology Physics	Drew Edwards
Transportation and Manufacturing Technologies	Advanced Manufacturing Technology Aircraft Technician Automated Industrial Process CNC Manufacturing Technician Collision/Refinishing Technician Diesel Technology	Christine/Vacant
Tourism, Hospitality, and Culinary Arts	Baking and Pastry Arts Culinary Arts Hospitality Management Hotel Management Restaurant Management	Vacant
Business Information Systems, Engineering &	Associate of Science	Drew Edwards

Mathematics, Natural Sciences, and Social and Behavioral Sciences		

Librarians also work with the faculty to develop course-specific online resource guides (Figure 11.3.3 Research Guide Example) which are available 24 hours a day, 7 days a week on our website.

Librarians are available to answer research questions for students and faculty, and provide their expertise as needed and have created specially, curated subject-specific research guides that feature SPC library resources as well as open educational resources that will support the coursework and research of SPC students. All resources and services previously discussed are also available to Early College High School/dual credit students. Librarians visit these sites at least once a semester to review SPC library services and how to access these services when off-campus (11.3.1 ECHS Dual Credit Library Visits).

Figure 11.3.3 Research Guide Example



Conclusion

The Library has demonstrated through this narrative the myriad of services and access to timely resources that the library's qualified staff provides to the St. Philip's College community. The library will continue to strive to provide appropriate library and learning/information resources, and services, to faculty and students while supporting the College's mission to "…empower our diverse student population through educational achievement and career readiness."

Evidentiary Documents
11.3-1_ECHSDualCredLibrary.pdf

12 Academic and Student Support Services

12.1 *The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.* ***(academic and student support programs)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College (SPC) complies with core requirement 12.1 by providing appropriate academic and student support programs and services that are consistent with the mission of the College.

Student Access to Programs, Services, and Activities
Academic and student support services are accessible to all students, regardless of location or learning modality. The Divisions of Academic Success and Student Success work collaboratively to ensure the quality of available programs, services, and activities as we strive to achieve the mission of "empowering our diverse student population through educational achievement and career readiness."

In Spring 2020, Student Support Services transitioned most on-campus services to an online format to ensure uninterrupted support for prospective and current students. This transition utilized various software platforms, including Zoom, AlamoEXPERIENCE, Google Voice, and Canvas. Additionally, the College updated its webpages to ensure all prospective and current students were informed about available services and how to access them. To support this transition, Student Support Services employees were provided with necessary tools, such as laptops, hotspots, and monitors, as well as professional development resources, to effectively operate in a remote environment. Due to this major transition, services are now offered both in-person and online.

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

Traditional/Non-traditional Students —
- Enhanced media services within our Learning Resource Center (library) facilities
- Student engagement activities such as student organizations and intramural sports
- Information Technology services
- Reading, writing, math, and science tutoring centers Developmental/college-ready students
- Student development courses
- Developmental co-requisite math and English/Integrated Reading and Writing courses to build skills in these subject areas
- Non-course-based remedial instruction in reading, writing, and math

- First-Year Experience Program
- Tutoring and Technology Center

High School Students
- Early College High School, Dual Credit, P-TECH, T-STEM, Alamo Academies orientations
- High school programs offer engagement to stakeholders such as Counselor Breakfast updates and Dual Credit/Early College High School professional development opportunities.

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

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

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

Key Student Support Areas
The SPC Welcome Center, located on the MLK Campus, serves as a one-stop center to support students' transition into college. The College designed the Welcome Center to help students receive assistance with admission, enrollment, advising, assessment, financial aid, and bursar services. Veterans' Affairs, Records and Registration, and the Financial Aid offices are also located in the Welcome Center. Students can access these offices at the Southwest Campus and during remote campus operations, as well. Due to the COVID-19 pandemic, student support areas maintained their operations in a remote setting through a Virtual Welcome Center, the use of Calendly for appointments, and the development of a new departmental email address for efficient access to departmental employees.

Academic Advising
All students are assigned a Certified Academic Advisor during their initial semester. Certified Academic Advisors work by their assigned caseload to provide guidance and encouragement to ensure students stay on track in their chosen academic pathway. Students participating in high school programs such as Dual Credit and Early College High Schools are also assigned secondary individuals within the high school programs offices providing students with an assigned advisor and High School Programs staff member for academic support towards their educational goals. Distance learning students are also assigned a Certified Advisor to assist them through their educational pathway based on their chosen academic pathway. Certified Advisors communicate with distance education students via telephone, email, Navigate, and ZOOM. Students are provided the opportunity to schedule their appointments remotely or on-site. All Certified Advisors are Council for Adult and Experiential Learning (CAEL) certified and remain with their assigned students from the start to degree and/or certificate completion.
The Advising Team Leader manages Transfer Services and ensures that advisors are trained to assist students as they research colleges/universities and work to satisfy their transfer requirements. Other activities include managing the Transfer Articulation Agreement Process

and updating Transfer Advising Guides, which were created to guide students on the courses to complete before they transfer; and help with students wanting to utilize the Reverse Transfer Process.

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

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

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

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

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

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

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

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

International Student Services
Staffed with a Principal Designated School Official and a Designated School Official, services provide international students with admission, advising, immigration services, and other general assistance to ensure compliance with laws and promote internationalization. Specific services include help with obtaining F-1 student visas, maintaining full-time enrollment, transferring administration of the SEVIS I-20 record between schools, and traveling outside of the United States.

Military Support Services
The department provides focused support to the growing number of Active Duty, National Guard, and Reserve service members and their dependents in the San Antonio area and surrounding communities. The department assists potential and current students attending St. Philip's College and other Alamo Colleges.
Records & Registration Office

The department provides reliable and accurate management of all records, including but not limited to transcripts, changes of grades, changes of primary institution/change of majors, and state reports.

Student Success & Advocacy Center (SAFE Space)
Provides food, social services, emergency funds, and other support that may negatively impact student performance. Online counseling, case management support, and access to community resources are provided, as well.

Student Health Centers
Comprised of licensed nurses and other professionals who provide wellness checks to monitor blood pressure, heart rate, weight, and general health monitoring. Other services include emergency first aid and treatment for minor illnesses and injuries.

Student Financial Services
The office manages the Financial Aid program for St. Philip's College. It provides direct support to students to help them apply for grants, and loans, find work-study employment, scholarships, and other related assistance.

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

Veterans Affairs Office
The department assists service members, veterans, spouses, and other family members utilizing Department of Veterans Affairs educational assistance benefits under one of the public laws as applicable. Students can take advantage of referral services, job training, and other related consultations as needed to help them achieve their academic goals.

Student Life
The office supports the SPC mission by engaging students in a variety of Experiential Learning Program activities comprised of co-curricular, extra-curricular, service learning, and field experiences to enhance their college experience. Students also connect with the College by participating in activities like student organizations, campus and recreation activities, and social development activities. The renovated Turbon Student Center offers students a place to study or recreate at the bowling alley, pool, ping-pong, and video gaming areas. Individual rooms are available to support student organization activities, as well.

Testing Center
The office provides a secure testing environment and quality customer service to meet the increasing needs of our students, faculty, and community. Both face-to-face and virtual testing and support are offered to all students.

Center for Distance Learning (CDL)
The CDL provides support services to students and faculty engaged in a variety of distance learning formats, including online and hybrid courses, to ensure opportunities for student success. The office assists students with the completion of the ‘Orientation to Online Learning’ (OLRN) course and provides navigational and academic support with Canvas.

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

Instructional Innovation Center (IIC)
The office empowers faculty, staff, and students for success by providing professional development opportunities to promote professional growth, quality instruction, innovative teaching, and opportunities to support staff in enhancing their services to students. Specific faculty training and certificate programs include Canvas Training and Distance Learning

Certification, Instructure Canvas, Distance Learning Certification Program, Master Teacher Certification Program, and Concourse eSyllabus. The IIC offers a fully online Canvas Training course that enables faculty and staff to use Canvas tools in their courses and programs. Instructure Canvas or Canvas serves as St. Philip's College's standard learning management system for online, hybrid, and web-enhanced classes. The IIC offers a Distance Learning Certification program each semester for faculty who will be assigned an online or hybrid class the following semester. The program consists of an online course covering instructional technology, pedagogy, and best practices for teaching online and the development of a course. The program takes 6-8 weeks to complete.
Participants must also complete the Canvas Training course as part of the certification program. Established in Fall 1998, the Master Teacher Certification program has helped many faculty members actively engage in reflective and creative exercises and dialogs to improve their teaching. Through collaborative learning experiences, online and face-to-face discussions across disciplines, exploration of best practices, including the use of technology, and the development of an e-portfolio, faculty are challenged to think differently about teaching and learning and to learn new tools for effective classroom practice. The College requires continuous professional development to maintain this.

Concourse eSyllabus certification
The Alamo Colleges District uses Concourse (Course Syllabi) as the online syllabus tool for complying with Texas House Bill 2504, which requires all public institutions of higher education to post to the public information about courses and faculty.

Specifically, "each institution of higher education, other than a medical and dental unit, shall make available to the public on the institution's Internet website certain undergraduate course information, and information about available work-study opportunities." Concourse went live in the Fall 2013 semester with all online syllabi made available to the public.

Academic and Student Support Assessment
Academic and Student support services are assessed for appropriateness and effectiveness through the Operational Unit and Assessment Plan process. Assessment activities are conducted by key members of each planning unit or program but are ultimately compiled, evaluated, and incorporated into the strategic plan by the program lead. Data is collected internally by each unit or by the Office of Research, Planning and Effectiveness. Data from each unit's environmental scan may be comprised of program-specific data, data collected from the nationally-administered student satisfaction surveys, and organizational Key Performance Indicators (KPI's), and are incorporated into the Operational Unit and Assessment Planning process. Data is targeted to the assessed objective metrics and/or to the appropriate student population, which may include the entire student body, first-time in college students, early college students, and workforce program students, for example. Robust data collection provides a comprehensive picture of program performance and promotes an informed decision-making process. Data-informed planning allows the assessment of previously set objectives, as well as the inclusion of new unit objectives and revised performance targets.

Academic and student support services assess the current state and progress toward improvement through a variety of data. The Community College Survey of Student Engagement (CCSSE) measures the student level of engagement with the College. St. Philip's College rates highly as compared to its peers at the cohort, state, and national levels. The College also administers the Noel-Levitz (NL) Student Satisfaction Inventory, which measures student satisfaction. These programs also review the College Scorecard, which offers comprehensive

student data as well as more targeted metrics on key student populations. Additional information regarding the assessment of these areas can be found in 8.2.c.

Conclusion

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

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.* ***(Staff)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Standard 12.2, Student support services staff.

St. Philip's College (SPC) ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the College's mission.

Programs and Resources Dedicated to Academic and Student Success

As designated in Standard 12.1. St. Philip's College offers a diversity of student-centered programs and services that reinforce the College's mission to "empower our student population through educational achievement and career readiness. As a Historically Black College and Hispanic Serving Institution, St. Philip's College responds to the needs of a population rich in ethnic, cultural, and socio-economic diversity." Institution-wide student support services include:

- Student Success
- Career Readiness and Experiential Learning
- Financial Wellness
- Title IX/Student Conduct
- Student Accessibility Services
- Advocacy Center
- High School Programs
- Byrd Sanctuary Natural Sciences Tutoring Center
- Rose R. Thomas Writing Center
- Integrated Reading and Writing Lab Center for INRW
- Tutoring and Technology
- MathWorld
- Math Emporium
- First-Year Experience
- Advising
- Mental Health Counseling
- Instructional Innovation Center and Professional Development
- Admissions
- Certified Enrollment Coaches
- Financial Aid
- Center for Distance Learning
- Child Development
- Health Centers

- Office of Veterans Affairs
- Good Samaritans Veterans Outreach and Wellness
- Center of Excellence – Science
- International Student Services
- Student Success/F.R.E.E. program

Organizational chart for St. Philip's College highlights the placement of programs and services, as well as the delegation of leadership responsibilities.

Training and Professional Growth Opportunities

To ensure the continued development and performance of employees, departments follow the Alamo Talent portal for mandated and voluntary training offerings. The College has established the Alamo Talent portal for employees to review and complete required and supplemental training. Training subjects include employee health and wellbeing; enrollment coaching; AlamoBooks; 21st-century teaching skills; accountability; faculty evaluations; Microsoft tools; employee performance planning; student success; student career management needs; Canvas; productivity; and technical, legal, and information technology. Staff have year-round access and receive email notifications to complete mandated training. Professional development and training are also available through the College's Instructional Innovation Center (IIC). The SPC Instructional Innovation Center (IIC) is dedicated to empowering faculty and staff for success by providing professional development opportunities for faculty to promote professional growth, quality instruction, and innovative teaching, as well as professional development opportunities to support staff in enhancing their services to students. Staff members can take voluntary, self-paced modules related to topics such as civil rights and Title IX, abuse and neglect prevention, workplace bullying prevention, information security awareness, tools for an ethical workplace, and the Family Educational Rights and Privacy Act (FERPA).

The SPC mission statement states that the College "empower(s) our student population through educational achievement and career readiness. As a Historically Black College and Hispanic Serving Institution, St. Philip's College responds to the needs of a population rich in ethnic, cultural, and socio-economic diversity." To ensure that the College continues to fulfill its mission statement, the 2022-2025 Strategic Plan was implemented. This multifaceted strategic plan identifies three core competencies:

1) Quality Instruction for Educational Programs

   a. Foundational courses in arts and sciences leading to an associate degree or transfer to attend senior institutions.

   b. Developmental courses that improve the basic skills of students whose academic foundations require strengthening.

   c. Applied Science and technical programs leading to a Bachelor degree, associate degree or certificate designed to prepare students for employment and/or to update crucial skills for success in business, industry and government.

d. Continuing education programs for occupational and educational enrichment or certification.

e. High School Program partnerships to align transfer pathways, enhance learning opportunities, and provide career readiness and transfer opportunities.

2) Student Engagement

a. Counseling and guidance designed to assist students in achieving their educational and professional goals.

b. Educational support services including library services, tutoring, open-use computer labs, and the writing center.

c. Services and appropriate accommodations for special populations, including adult literacy and distance education.

d. Empower students with institutional initiatives and service opportunities that aim to create a sense of belonging with the College and community at large.

3) Community Engagement

a. Quality social, cultural, and intellectual enrichment experiences for the community.

b. Committed campus that leverages our rich historical connection with San Antonio to build pathways for success and engagement for community members.

c. Opportunities for participation in community service and economic development projects.

Performance Evaluation of Academic and Student Support Services Staff

For the following purposes, each supervisor employed by the College conducts periodic performance evaluations of all full-time employees under his/her supervision:

1. To provide information to individual employees concerning job performance and thus contribute to their professional growth and development.

2. To measure the performance of each employee in ways that help assure competent performance of job duties, reward extraordinary performance, and support progressive discipline in suitable cases.

3. To provide information for use in recommendations concerning other institutional personnel actions.

The College's performance management plan consists of an annual performance evaluation to ensure that all employees receive a timely and objective review of their job performance each year. Through active participation in the goal-setting process, supervisors identify employees

whose job-related performance and conduct does or does not meet established objectives or contributions to the College. Directors/supervisors must complete the following: set annual SMART goals; complete program assessment annually; set targets and objectives; offer professional development for staff; and offer activities that create a positive working environment.

Table 1 provides a list of all relevant experience and educational credentials of all non-classified (professional) staff in student support roles.

Name & Title	Current Responsibilities & Duties	Education	Relevant Experience
Dr. Angela McPherson-Williams Director for Student Success	Manage the Turbon Student Center with staff team; Develop a comprehensive student leadership program; Develop strategies to improve student success through community engagement; Recruit, hire, train, supervise and evaluate administrative, professional, and student staff; Manage and direct daily operations at two Student Centers (main and Southwest campuses); Manage and direct daily operations at two Health Centers (main and Southwest campuses) 2013-2023; Manage an Extramural and Recreations Sports Program (Men's and Women's Basketball, Co-ed Volleyball, Soccer, Cheerleading) Serve on College and District committees.	**Ph.D. in Education, with a concentration in Organizational Leadership**-UIW 2002 **Master's Degree** **Community and Regional Planning**-University of Nebraska-Lincoln 1989 **Bachelor's degree in Psychology** with a minor in Sociology. University of Illinois, Urbana-Champaign 1984	St. Philip's College- **Director for Student Success**-11 years, 4 months. Northwest Vista College- **Coordinator of Career and Transfer Services** (CATS) 1 yr. University of Incarnate Word- **Director of Student Center & Leadership Activities** 11 years; taught a 3-hour credit course each Fall semester called Emerging Leaders at UIW for seven years. St. Philip's College- **Assistant to the President for Special Projects** (8 yrs.) for two Presidents and two Interim Presidents,

			and Continuing Education (2 yrs.)
James Cooper Director of Career Readiness and Experiential Learning	Career Readiness & Experiential Learning Services (CRELS) serves St. Philip's College students, alumni, and surrounding community members by providing career readiness education/resources, career-guiding experiential learning programming, and strategies to navigate the hiring process. CRELS does this by providing personalized and holistic career guidance to students, supporting faculty and staff that also provide career guidance to students, collaborating with employer/community partners, and leveraging the use of technology to provide on-demand virtual services.	**M.Ed. in Education Policy, Organization & Leadership** University of Illinois Urbana - Champaign Champaign, IL 2009 **B.S. in Recreation, Sport, & Tourism** University of Illinois Urbana – Champaign Champaign, IL 2005 Gallup, Inc. Washington, D.C. Gallup Strengths Coach Certification 2016	**Director of Career Readiness and Experiential Learning** St. Philip's College San Antonio, TX 2024 – present **Senior Manager of Career Placement** Codeup San Antonio, TX 2022 - 2023 **Manager of Career Placement** Project Quest San Antonio, TX 2020 - 2022 **Program Coordinator** St. Philip's College San Antonio, TX 2018 – 2020
Alexandra Rodriguez Figueroa Director Title IX/ Student Conduct	Manages the adjudication process for all academic and non-academic alleged violations of the student code of conduct and Title IX; Works to increase awareness within the College community regarding Title IX, ethics, self-advocacy, alternative dispute resolution, and civility; Reports to the Dean of Student Success; Coordinates and adjudicates student cases of alleged violations of academic and non-academic	**Master's Degree in Teaching** English as a Second Language Interamerican University of Puerto Rico **Bachelor's Degree-Speech Communication & Education** University of Texas at Arlington	**Director of Student Conduct & Title IX** St. Phillip's College June 2022-present **Title IX Coordinator & Compliance Manager**

	standards; Manages student conduct case files and communicates with students, faculty, and administrators; Maintains conduct records and conduct software program database; Serves as a primary resource to campus senior management, other administrators and the broad campus community in discrimination and harassment matters, including sexual assault and sexual harassment; and serves as liaison with the district Title IX Officer; Facilitates and oversees all of the operational aspects of Student Conduct and Strategies for Behavioral Intervention (SOBI) team; Coordinates with the Legal, Human Resources, and Department of Public Safety departments regarding alleged violation of college policies; Serves as liaison to District Title IX officer; Responds to campus emergencies as needed with other Student Services staff; Supervises, selects, trains, monitors, coaches, and evaluates the work of others; Maintains and processes employment related documents such as time sheets and leave forms; Performs other duties as assigned.	Postgraduate Certification in the same field from the University of Notre Dame in South Bend, Indiana.	University of the Sacred Heart in San Juan, Puerto Rico (2016 – 2022)
Dr. Karlene Fenton Director of High School Programs	Supports the coordination, planning, developing and evaluation of all components of high school dual enrollment programs at St. Philip's College. Serves as liaison between Independent School Districts (ISDs) in the service area, home school parent organizations, charter schools and the Alamo Colleges District. Assists in the development and implementation of the agreements (MOU) with ISD partners. Supports leadership in interpreting and implementing state, federal, and Southern Association of Colleges and Schools (SACS) requirements that affect dual credit program	**Ph.D. in Leadership Studies-Management** Our Lady of the Lake University San Antonio, Texas 2010 **Master's International Relations** St. Mary's University San Antonio, Texas 1992	St. Philip's College **Distance Learning Education Specialist** **Manager of Training and Development** **Director of Corporate Training**

		Bachelor's History/Pre-Law St. Mary's University San Antonio, Texas 1990 **Associate's Degree-Paralegal** San Antonio College San Antonio, Texas 1987	**Director of Continuing Education and Extended Services** **Interim Dean of Continuing Education and Extended Services**
Rosalie Herber Academic Program Coordinator	Leads the Byrd Sanctuary Natural Sciences Tutoring Center; collaborates with faculty to determine needs; develops and implement programs to support St. Philip's College/Alamo Colleges District strategic objectives; ensures programs comply with SACS, THECB, grant and regulatory requirements; supervises, trains, mentors and provides direction to staff; plans and manages unit's budget; coordinates production or procurement of materials and manages inventory; prepares marketing material; works collaboratively with faculty and staff to sponsor and present workshops, meetings, presentations and seminars; maintains database, generates reports, and develops proposals to support the Byrd Sanctuary Natural Sciences Tutoring Center; Trains, troubleshoots, and resolves problems with equipment and software operation as needed; tutors students as necessary; consults and assists faculty in tutoring students;	**M.A in Counseling** The University of Texas at San Antonio **B.S. in Biology** University of the Incarnate Word	**Manager of Tutorial Center** Four years' experience managing a high-volume tutoring center; **Science Lab Manager** nine years managing chemistry, biology, physics, and geology laboratories; **College Instructor** eleven years teaching in higher education

	implements processes, policies, procedures and monitors effectiveness and efficiencies of programs; evaluates outcomes and makes recommendations to leaders on strategies to improve program outcomes; serves on councils and committees to provide subject matter expertise; oversees the operation of assigned center and/or program ensuring district, college, faculty and student objectives are met.		
Jared Boggs Associate Director for Student Success	Supervise Academic Program Specialists in the Tutoring and Technology Center; Meets with faculty to direct the development and incorporation of service-learning methodology into curriculum; gives presentations to students about the philosophy and benefits of service-learning; Markets the service-learning program to governmental and community-based organizations and social service agencies for the placement of students in positions aligned with their course learning objectives; Develops a spirit of community on campus through the promotion of volunteerism in order to most efficiently promote service-learning; Monitors activities, keeps records, and prepares monthly reports regarding the service learning program; Attends workshops and trainings regarding service-learning best practices; accompanies students and faculty to workshops and trainings; designs service-learning handouts; Develops and monitors goals and objectives; monitors budget for service-learning program; Promotes benefits of volunteerism and civic engagement to students, faculty, and staff; Performs other duties as assigned.	**M.Ed. – Educational Leadership & Policy, Higher Education Administration** University of Texas at San Antonio December 2021 **BA – History;** Texas State University December 2007	**Service-Learning Coordinator for the Tutoring and Technology Center** St. Philip's College March 2019-August 2023 **Prevention Program Director** JOVEN Inc; November 2016-February 2019 **Admissions Specialist** Texas A&M San Antonio; May 2016-November 2016
Academic Program Coordinator -			Rose R Thomas Writing Center

Position Pending			
Michael Feesl Academic Program Coordinator	Collaborates with faculty to determine needs of MathWorld Lab. Develops and implement programs to support college/district strategic objectives. Ensures programs comply with SACS, THECB, grant and regulatory requirements; May supervise, train, mentor and provide direction to staff; Plans/ manages unit's budget. Coordinates production or procurement of materials and manages inventory. • Prepares marketing materials. Works collaboratively with faculty and staff to sponsor and present workshops, meetings, presentation and seminars; Maintains database, generates reports and develops proposals to support the program or center; Trains, troubleshoots and resolves problems with equipment and software operation as needed; May tutor students; consults and assists faculty in tutoring students; Implements processes, policies, procedures and monitors effectiveness and efficiencies of programs. Evaluates outcomes and makes recommendation to leaders on strategies to improve program outcomes. Serves on councils and committees to provide subject matter expertise; Performs other duties as assigned.	**Associate of Applied Science, Networking and Security Technologies – Security Option** El Paso Community College, May 2013 **Master of Business Administration with a Concentration in Accounting** University of New Mexico, December 2008 **Bachelor of Arts in Mathematics, Minor in Physics** University of St. Thomas, December 1995	Teaching accounting and developmental mathematics classes at the Community College level since 2014; Managing a workforce management team for a call center.
Paula Englebert Academic Program Coordinator & Interim Director of the Center for	Coordinates Math Emporium program to provide academic support to students in math and applied science courses at St Philip's College; Provide counseling and advice regarding mathematics courses in students' degree/transfer Plan; Provide Math Bridge information, orientations and training at the beginning of each semester for	**Master of Education in Curriculum & Instruction with Mathematics concentration** (in progress) **Bachelor of Science in Mathematics, with Minor in Teaching;**	Math Tutor for Northwest Vista College: Provided both group assistance and individual assistance in a mathematics lab setting, provided information about the resources and services offered at the College to assist

Excellence in Science	faculty, students and advisors; Examine transcripts for program requirements and participation level; Communicate with faculty, chairs, deans and the VP of Southwest Campus; Maintain records on over 4000 students since inception of the program, and provide supervision to additional support staff administering the program.	**Associate of Arts in Teaching;**	students in their mathematics path choices, and proctored math exams; Academic Program Specialist/Faculty for St. Philip's College: Provided assistance and support to students, provided technical support in the mathematics lab, provided information and orientation at the beginning of each semester to introduce mathematics students to the support services provided in the mathematics lab.
Liz Castillo Director of First-Year Experience	Develops, implements, and interprets student support services, policies and procedures; adheres and maintains updates to federal, state and local legislations; Develops and administers short- and long-term goals and objectives; sets and implements unit goals and programs plans and implements and evaluates success for First Year programs & retention iniatives; May direct service delivery, interprets policy, implements strategies and operations for FYE; Develops and manages budget for unit including developing new sources of revenue and initiatives; Engages in creative problem solving to balance serving the needs of students with meeting the legal and ethical obligations of the institution; may serve in an advisory role for faculty, staff, and administrators on all student-related programming; Fosters	**Master of Fine Arts – Playwriting** Texas Tech University 2004 **Bachelor of Arts-Theatre** Sul Ross State University 1999	**Interim Director of Advocacy** St. Philip's College December 2018-December 2019 **Director of Student Success** Sul Ross State University October 2008-May 2017 **Adjunct Faculty**

	external partnerships to develop new services and sources of revenue; May create a co-curriculum program that develops the intellectual, social, physical and inter-personal aspects of the student; may develop, implement and oversee student engagement and wellness opportunities . May oversee student organization leadership, club advisor training, compliance and eligibility, funding, and travel; Performs all duties inherent in supervision; Perform other duties as assigned.		Sul Ross State University June 2009 – May 2017 **Recruiter** Sul Ross State University August 2005 – October 2008
Arianna Chavez Director of Advising	Manages, develops and implements counseling and advising functions and supporting activities; Directs, develops, coordinates, and evaluates advising and student support services programs, procedures, processes, materials, and training to ensure that faculty and staff advisors provide quality academic advising and support services to students; Directs, develops, coordinates, and evaluates Graduation and Retention procedures; Directs, develops, coordinates, and evaluates Career Services, Internship programs and Job Placement; Directs develops, coordinates, and evaluates Transfer Services to include 2+2 programs, course articulation, advising, and assistance with applications; Directs, develops, coordinates, and evaluates online advising services, procedures, processes, materials, and training to ensure the delivery of quality online advising services to students; Directs, develops, coordinates, and evaluates the Academic Dismissal and Financial Aid appeals processes, procedures, materials, and trainings to ensure the delivery of quality services to students; Prepares, recommends, and	**Ed.D. in Organizational Leadership, Learning & Innovation** Wilmington University 2019-present **Masters in Education Administration, Higher Education** The Universit of Texas at San Antonio 2011	**Advising Team Leader** Palo Alto College 2014-2018 **Director of Student Success** Palo Alto College 2013-2014

	assures conformance with budget; maintains appropriate records and services to assure program compliance; Engages in creative problem solving to balance serving the needs of students with meeting the legal and ethical obligations of the institution; Leads or serves on various councils and committees at the District or college level; Performs other duties as assigned.		
Veronica Munis-Ochoa Personal Counselor – Mental Health Counseling	Conducts clinical assessments; Performs short-term personal intervention and crisis management with/for students and, as necessary, provides appropriate referrals; Develops and delivers programs and processes that provide counseling services to students; Participates in strategic and operational planning to support achievement of organizational goals; Provides counseling and guidance in support of achievement of academic success; leads and initiates programs promoting student success; Provides outreach programs to students at risk; may refer students to outside resources for personal, academic or crisis intervention; Provides feedback to school leadership to facilitate student success; serves on ad-hoc teams and committees; Develops and delivers workshops supporting student success; Provides support for special student populations; Serves on Strategies of Behavioral Intervention (SOBI) college/district committee; perform other duties as assigned.	**Master of Arts in Counseling** Texas A&M University **Bachelor of Arts in Government** University of Texas at Austin	
Yvonne Turnbull-Campbell	Duties include: Facilitate trainings, workshops and professional development at St. Philip's College; Administrator for Master Teacher Certification Programs; Oversee all	**Master of Education in Administration and Supervision**, University of Phoenix, 2010	**Academic Program Coordinator**

Interim Director of the Instructional Innovation Center	professional development programming in the IIC; Manage Title III, Activity V budget.	**Bachelor of Science, Mathematics Education**, Edward Waters College, 1989 **Certifications:** Master Teacher Certification Spring 2024 Distant Learning Certification Fall 2023 Adjunct Faculty Certification Fall 2024	St. Philip's College April 2022-Present **Adjunct Math Professor** Northeast Lakeview College August 2011-Present **Statistical Research Specialist** San Antonio College March 2017-April 2022
Beautrice Butler Director of Admissions	Manages, develops and implements enrollment functions and supporting activities; Directs service delivery, interprets policy, implements strategies and operations, for Enrollment including ancillary enrollment functions, such as admissions, testing, new student orientation, state and federal reporting and liaison, records, etc. and supporting activities; Develops, implements, and interprets student support services, policies and procedures; adheres and maintains updates to federal, state and local legislation; Serves as the official College Registrar; may oversee State/Federal Reporting function; Serves as the FERPA point of contact for the college; Leads/coordinates commencement and related activities; Oversees graduation initiatives through communication, activities and	**Master of Arts Counseling** Webster University 2003 **Bachelor of Arts Psychology** The University of Texas at San Antonio 1999 **Associate of Arts Psychology & Liberal Arts** St. Philip's College 1997	

	building awareness; Serves as college custodian of records and is responsible for records maintenance including degree/certification plan, post degree, petition equivalencies/course substitutions for degree completion; ensure all college employees provide accurate and timely enrollment information to students; Oversees E-catalog maintenance and updates; Promotes Strategies of Behavioral Intervention (SOBI) to provide safety for students, staff, faculty and visitors; Leads or serves on various councils and committees at the District or college level; Performs all duties inherent in supervision, May oversee the college's recruitment team and ensures development and implementation of the recruitment strategy; Perform other duties as assigned.		
Dawn Lopez Interim Enrollment Coach Team Lead for the Certified Enrollment Coaches	The only campus in Alamo Colleges District that has both internal and external Certified Enrollment Coaches (CEC). External coaches are the one that work directly with the high school students and community. Internal coaches will work with students who come to campus, submit applications, and at times will help with school/community events. Enrollment Team Support Specialists (ETSS) support the Coaches and students. Manages CEC (4), ETSS (2), WS (5), & PM (1); Make schedules by terms to ensure office coverage to include approving time off requests and last minute changes when someone is out; Field requests for St. Philip's College representation at community events; Update the master College Connection calendar to accurately list our school visits and the number served; Report out at the end of the school year how many visits to high schools and students served; Reserve facilities for on campus events;	**M.S. Higher Ed Leadership for Student Success** 2018 **B.S. Educational Studies** 2013	**Senior Advisor** St. Philip's College 2018-2023 **Academic Advisor** Walden University 2011-2017

	Schedule, prepare for, and execute on campus events (i.e. EnRoll-A-Palooza, Open House, & our new LULAC visits); Attend trainings and complete testing for Sales Force; Submit weekly report to the DOE on the team's productivity; Establish & maintain working relationships on campus, across the district, and in the community to provide the best student service (i.e. our partnership with UIW for vaccinations); Attend weekly meetings with the Dean; Provide team trainings as needed;		
Grace Zapata Associate Director of Financial Aid	Oversees all daily operations of one or more financial aid programs; Performs financial aid counseling; Supervises staff; Reports to the Department of Finance and Fiscal Services; Provides managerial assistance to Director; oversees the department's operation as needed including complex problem resolution, responding to administrators' requests for information, supervising SFA classified staff, and assigning/scheduling work; Oversees all daily operations of one or more financial aid programs and/or federal work-study; maintains appropriate records, maintain/update related procedures, and provides information to students; Performs financial aid counseling to students, parents, and community members to include processing/coordinating awards, addressing special cases/exceptions, adjusting student records, and assists with the maintenance of all pertinent financial records for audit purposes; makes final determination on the outcome of the reviews; Reviews and evaluates hardship cases and makes packaging policy determinations as appropriate; Coordinates, prepares and delivers financial aid presentations on/off campus to students, parents, counselors, and community groups; Leads or serves	**Bachelor of Arts in Business Administration** Wayland Baptist University 2006	**Financial Aid Specialist** University of the Incarnate Word 1986-1995

	on various councils and committees at the District or college level; Performs all duties inherent in supervision; Performs other duties as assigned.		
Monica Guzman Child Development Center Coordinator	Supervises Childhood Center staff including monitoring required training hours, maintaining staff relations, conducting staff evaluations and facilitating staff meetings; Oversees and monitors Center including developing/implementing/monitoring policies and procedures (i.e. certification, staffing requirements, fee policies, program delivery, etc.) using strategic planning for improvements; Observes and maintains a facility for a healthy, safe, attractive, appropriate environment for children; ensures that all Texas state licensing standards, national accreditations/certificates, and city licensing/permits are met or exceeded on a daily basis; Conducts tours and promotes and explains program philosophy and practices to the community; Screens and provides orientation information to field experience and lab students enrolled in Early Childhood Studies classes; Oversees the curriculum of the Center and acts as a liaison between the Center and the Early Childhood Department faculty; Interacts with children and families enrolled in the center; responds to parent questions, requests and concerns; Conducts emergency procedures; interacts with Center children, students and families to oversee curriculum; acts as a liaison between the Center and academic departments; May prepare Center budget and Child and Adult Care Food Program (CACFP) services procurement; Performs other duties as assigned.	**Master of Applied Science degree in Early Childhood Studies** with a specialization in teaching adults; Walden University 2016.	Ms. Guzman has 27 years of experience working with early care and education, particularly with children ages 6 weeks to 5 years old. She has hands on experience with every age group and 10 years' experience in administration. She served as president of the San Antonio Association of the Education of Young Children and remains actively involved with the community by participating in the Accreditation Support Group with local Early Childhood leaders. Additionally, Mrs. Guzman is Adjunct Professor in the Early Childhood and Family Studies Program.

Russel Adamski Coordinator of the Health Centers at both MLK and SW Campuses	Wellness services; Blood pressure, weight, and general health monitoring; Diabetes monitoring and education; Basic over the counter medications; Emergency personal hygiene items; Referrals to campus and community health resources; Medical care/emergency first aid; Treatment for minor illnesses and injuries; Promote health awareness (e.g., health fairs, blood drives, vision, diabetes, hypertension screening, and men & women's health); Information available on a variety of health topics (e.g., birth control, pregnancy, diabetes, medications, emotional & mental health, good hygiene and general health habits); A Mother's Room at both Health Centers, Norris Building, and THCA Building	**Bachelor of Arts in Sociology** Drake University 1997 **Associate of Science in Nursing** Baptist School of Health Professions 2010	Over 10 years at the hospital bedside working in Pediatric ICU, Neonatal ICU, Pediatrics, Nursery, Labor & Deliver, and Pediatric E.R; more than 3 years of school nursing experience;
Veronica Griego Senior Coordinator for Student Success - Office of Veterans Affairs	Leads and coordinates the St. Philip's College Veterans Affairs team in the delivery of service to functional area within Student Services and U. S. Department of Veteran Affairs Education Benefits; Implements strategies and assists in the development of short and long-term goals and objectives. Set unit goals and programs plans and implements and evaluates success; Serves as liaison between students, staff, faculty and administrators along with U. S. Department of Veterans Affairs; Provide referral services to student veterans; Coordinates payment support to students and the U.S. Department of Veterans Affairs. Which includes monitoring payment deadlines/status and updating refund profile; Serve as the main point of contact to U.S. Department of Veterans Affairs on Educational Benefits for veteran students; Complete all reporting for veterans programs which including state reporting; Ensures proper documentation and processing is done in order to stay in compliance	**Bachelor of Arts in Psychology**, Texas A&M University **Associate of Arts in Psychology**, St. Philip's College	20 years assisting veterans and family members with U.S. Veteran Benefits in Higher Education

	with applicable VA and State rules, regulations, and policies; Certified VA education benefits and Hazelwood exemption to ensure receipt of benefits for applicable course-work, assures; Compile information, and prepares and maintains various records and reports related to students, veterans, dependents, degrees, certificates, benefits, and VA activities; Supervises all U.S. Department of Veterans Affairs work-study students.		
Bill Mosely Director of Good Samaritans Veterans Outreach and Wellness	Assisted in the design and planning of the GSVOTC and opened the facility in AUG 2017;Planned and executed the opening and operation of the GSVOTC and eventually had 10 Veteran Service Organizations operate from within the GSVOTC, providing NO COST SERVICE to Veterans and their families; Led, and directed the daily operations, outreach, and developed partnerships with many VSOs throughout the community; Over 53K personnel have received service from the GSVOTC, whether claims, counseling, employment, legal, etc. or through workshops for transition, resume writing, employment etc.; Over 1,300 events have been hosted at the GSVOTC; Planned, executed and Co-Hosted Six Annual Texas State Veterans Fairs with Representative Gervin Hawkins and the State of Texas which were conducted at the GSVOTC with over 117 VSOs attending and over 700 veterans at the last fair in OCT 2023.	**Master of Arts in Strategic Studies** US Army War College 2010 **Master of Science in Management** Florida Technical University 1998 **Bachelor of Arts in Applied Science** Southwest Texas State University 1988 **Associate of Arts** San Antonio College 1985	**Director of Transportation,** Alamo Area Council of Governments (AACOG) 2013-2016 **US Army, Brigade Commander** Alamo Area Council of Governments (AACOG) 2010-2012 25 years of Military Service, retiring as a Colonel from the Army, and over 11 years post Military, providing direct support to Veterans and their families.
Meredith Bess	Primary designated school official (PDSO) for International Student Services; issuing I-20, advising students of degree plans, employment restrictions and immigration matters;	**Bachelor of Arts Communication**	**Workforce Solutions Specialist**

Advising Lead of International Student Services	Recertification of program; Updates to website and getting approvals from SEVIS to make changes to programs such as tuition changes or adding new degrees or deleting old ones.	The University of Texas at San Antonio 2006 **Master of Social Science** Troy University 2018	Alamo Colleges District **Human Resources Representative** West Corporation

Evidentiary Documents
12.2-1_SPC_OrgChart pdf.pdf 12.2-2_ComplianceTraining.pdf

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 and Responsibilities)***

_**X**_ *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 12.3, Student Rights.

St. Philip's College (SPC) publishes clear and appropriate statements of student rights and responsibilities and disseminates the statements to the campus community.

Student Handbook

The *Student Handbook* is an online student resource designed to answer student questions about services, programs, expectations, and procedures. The Student Handbook specifically addresses student rights and responsibilities in the section titled "My Rights and Responsibilities. (page 42)." This portion of the Handbook contains additional information regarding the following:

- Board Policies on Students;
- Student Responsibility for Success;
- Student Code of Conduct;
- Copyright and Intellectual Property;
- Children on Campus Policy;
- Electronic Devices in the Classroom;
- Family Education Rights and Privacy Act (FERPA);
- Firearms;
- Parking/Campus Access;
- Parking/Traffic Appeal Procedures;
- Religious Holy Days;
- Satisfactory Academic Progress (SAP);
- Smart Start; Smoking/Tobacco Policy;
- Solicitation; and
- Student Email.

SPC adheres to Board Policy F.4.1 Student Education Records F.4.1.1 (12.3.1-Board Policy F.4.1.1) Access to Student Education Records (Procedure) when addressing student's rights concerning obtaining their personal education records and Board Policy F.4.1 .2 (12.3.2-Board Policy F.4.1.2) Amendments to Student Records (Procedure) when addressing student's rights to amend their personal academic records. All these documents are published on the Alamo Colleges District policy webpage.

Data and records are securely stored and are easily accessible to authorized school personnel. The confidentiality of student records is maintained at all times in compliance with the Family Educational Rights and Privacy Act (FERPA). The registrar is responsible for all records of currently enrolled students and for all official academic records. Original records or documents cannot be removed from the school or any College District location.

Students can review their education records during regular office hours at the Enrollment Services office. They may request amendments to their records following College District procedures and the College will respond to such requests. If a request to amend records is denied, the student can request a hearing. The College will provide notice of the hearing date, time, and place. Following the hearing, the College will inform the student of the decision and provide a summary of the evidence. If the request is denied, the student may add a statement commenting on the decision to their records.

The College adheres to Board Policy F.4.2 Student Code of Conduct (12.3.3-Board Policy 4.2) Non-Academic Misconduct, Academic integrity (Policy) concerning student's rights as it relates to the Student Code of Conduct. The College adheres to Board Policy F.4.2.1 (12.3.4-Board Policy F.4.2.1) Non-Academic Misconduct Disciplinary and Appeal Process (Procedure) when addressing student's rights related to the student conduct process including an appeal process for non-academic misconduct allegations and Board Policy F.4.2.2 (12.3.5-Board Policy F.4.2.2) Academic Integrity Disciplinary and Appeal Process (Procedure) when addressing student's rights related to the student conduct process including an appeal process for academic integrity allegations. All these documents are published on the Alamo Colleges District policy webpage.

The Student Code of Conduct is outlined in the Alamo Colleges Board Policy F.4.2 and Procedures F.4.2.1 and F.4.2.2. By applying to the Alamo Colleges, students explicitly accept the institution's policies, procedures, regulations, and administrative rules. This Code applies to all students, including those in Early College High School and Dual Credit programs, regardless of the teaching modality. It sets forth the expectations for students as members of the SPC community. The Director of Student Conduct is responsible for enforcing the Student Code of Conduct Policy and Procedures. All these documents are published on the Alamo Colleges District policy webpage.

The Student Code of Conduct reflects the College's commitment to maintaining an environment that supports student rights and provides clear guidelines for appropriate and inappropriate behavior. It covers both Non-Academic Misconduct and Academic Integrity Disciplinary and Appeal Processes. The procedures outlined in F.4.2.1 and F.4.2.2 define the process the College follows for each student conduct case, ensuring alignment between Board Policy, Procedure, and campus processes. All these documents are published on the Alamo Colleges District policy webpage.

The College adheres to Board Policy F.5 Alcohol and Drug Use (12.3.6-Board Policy F.5) when addressing alcohol and drug use on college property or at any College-sponsored event. The College adheres to Board Policy F.4.5. Ex (12.3.7-Board Policy F.4.5. Ex) Notice and Information on Illegal Drugs and Steroids when addressing the use or possession of illegal drugs or steroids on college property or at any College sponsored event. All these documents are published on the Alamo Colleges District policy webpage.

Evidentiary Documents
12.3-2_SPCStudentHandbook.pdf 12.3-1_F.4.1PolicyStudentEdRecords.pdf 12.3-8_FERPA_Notice.pdf 12.3-5_ F.4.2PolicyStudentCodeConductPolicy.pdf 12.3-6_F.4.2.2ProcAcademicIntegrity.pdf 12.3-7_F.4.5PolicyAlcoholDrugs.pdf 12.3-9_F.4.5NoticeOnIllegalDrugs.pdf

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.* ***(Procedures)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Standard 12.4, Student Complaints.

St. Philip's College (SPC) publishes appropriate and clear procedures for addressing written student complaints and demonstrates that it follows those procedures when resolving them. The College maintains a record of student complaints that can be accessed upon request by SACSCOC.

SPC follows the following procedures for addressing written student complaints:

- *Board Policy F.4.7 Non-Academic Grievances,* when addressing written student complaints regarding non-academic grievances.
- *Board Policy H.1.2 - Civil Rights Discrimination, Harassment, and Retaliation,* for written student complaints related to these situations.

Alamo Colleges' policies and procedures apply to students regardless of their location or learning modality. The College disseminates information regarding policies and procedures in multiple places on the College website, such as the AlamoCARES webpage, the Student Handbook, and the Academic Catalog.

Academic Grievances

In accordance with *Board Policy F.4.6 Academic Grievances*, the academic grievance process includes several steps. If a student believes he or she has been treated unfairly by an instructor, the student should first schedule a conference with the instructor to attempt to informally resolve the issue. If the student believes the matter is unresolved following the scheduled conference, he or she may consult with the department chair. An Academic Grievance Form must be completed and filed with the department chair. The department chair consults with the instructor and student individually and, if necessary, requests a meeting with all parties involved. After the meeting(s), the department chair will affirm or deny the grievance. If the student believes the matter is still unresolved, he or she may appeal to the appropriate academic dean. The dean's decision to affirm or deny the appeal is final (academic grievance).

Non-Academic Grievances

In accordance with *Policy F.4.7 Non-Academic Grievances*, the non-academic grievance process includes several steps. If the student is unable to informally resolve their complaint with the employee or supervisor of the program, office, or department, then a Non-Academic

Grievance Form is completed by the student. If the student believes he or she has not received a reasonable and fair response from the supervisor, the student may appeal to the second-level supervisor. If the student believes the issue is still unresolved, he or she can file an appeal with the next-level supervisor and so on. A student may also request a hearing to discuss the unresolved issue. The Vice President for Student Success is the highest administrator to address a Non-Academic Grievance. The decision of the Vice President is final and cannot be appealed.

Non-Academic Misconduct: The Student Code of Conduct applies to non-academic misconduct. The process is initiated by filing an official report to the student conduct office using the Guardian case management system; The report is investigated and depending on the outcome disciplinary sanctions may be imposed as listed in *Board Policy F.4.2.1 Non-Academic Misconduct Disciplinary and Appeal Process*. The student has the right to appeal the finding or responsibility, the sanctions imposed or both by submitting a written letter of appeal to the Vice-President for Student Success. If the appeal proceeds, the student will be entitled to a disciplinary hearing, VPSS decision will be final. All students are charged with notice and knowledge of its contents and provisions. When warranted, disciplinary sanctions are imposed based on a preponderance of evidence obtained in an investigation of a violation. They may include prescribed expectations of improvement in personal development, academic success, civility, and other relevant success measures. Attempts to resolve the conflict with the student at the lowest level are strongly encouraged. In circumstances involving disruption, violence, threat, or safety of the student or others, the instructor may ask the student to leave the classroom or campus. If necessary, aid in removing the student may be sought from the Department Chair, Administrative Leader, or Campus Police. If the student is removed from the classroom the Department Chair must be notified along with, if necessary, the Campus Police, Chief Student Affairs Officer, Dean of Student Success, or a designee. An investigation may be hampered or may not take place if the complaint or report is anonymous.

Civil Rights Discrimination, Harassment, and Retaliation Complaints

The College adheres to Board Policy H.1.2 - Civil Rights Discrimination, Harassment, and Retaliation. The policy confirms that SPC adheres to “all federal and state civil rights laws banning discrimination, harassment, and retaliation in public institutions of higher education and the workplace.” Both students and employees must comply with this policy, which addresses discriminatory and bias-related harassment, sexual harassment, sexual misconduct, additional civil rights offenses, and retaliation. The policy creates a statement of complainant rights (for both student and employee). The policy also makes a statement of respondent rights.

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

The Board Procedure H 1.2.2-Civil Rights Complaint Appeal Procedure and the H.1.2.2 Civil Rights Appeal Diagram outline the process to follow if a complainant or respondent/accused wishes to appeal the Notice of Resolution (decision) from the Complaint. The above procedures were both adopted in October 2014.

St. Philip's College utilizes the Guardian software program to manage and track written student complaint records to ensure all written student complaints are addressed appropriately and timely. The Guardian Complaint and Conduct Manager system allows St. Philip's College to keep a record of academic grievance, non-academic grievances, Civil Rights Discrimination, Harassment, and Retaliation complaints. The Guardian system maintains the official tracking log of all student complaints that occur throughout the year. The tracking log contains the following information about each complaint: name of person who submitted the complaint, type of complaint, date submitted, date resolved, name of person who resolved the complaint, and actions taken to resolve the complaint. The Director of Student Conduct/Title IX serves as the VPSS designee to assist with student civil rights complaints and tracking log management, acquiring final complaint documents from the operational units, and supervising any other support activities related to the complaint situation.

The Director of Student Conduct/Title IX ensures all student complaints are entered into the Guardian system, coordinates with operational units to ensure records are updated as required, and then writes an annual comprehensive case management report to include: Academic Grievances, Academic Integrity, Civil Rights, Non-Academic Grievance, SOBI, Student Complaints, and Title IX Report each year to summarize all complaints, identify trends, and help manage the resolution of trends as appropriate. The comprehensive report is presented to the President and SPC Leadership. The report includes information about written student complaints, related trend information, and actions taken to resolve them. The Guardian system maintains a record of the student incident reports and the final resolution for their records as well.

SOBI: The Strategies of Behavioral Intervention Team (SOBI) is a multi-disciplinary team of St. Philip's staff and faculty appointed by the President of the College who are responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors exhibited by students and visitors who may present a risk of safety and harm to themselves, members of the community, or the institution. All St. Philip's College employees are mandated to report incidents.

Conclusion

As demonstrated in the narrative, St. Philip's College ensures that students have access to clear and transparent policies and procedures regarding student complaints, regardless of their location or mode of course delivery. Through various communication channels, including online resources, class presentations, and institutional publications, students are informed about their rights and the processes available to them. This comprehensive approach reflects the institution's commitment to maintaining a supportive and equitable academic environment, ensuring that student concerns are addressed efficiently and fairly.

Evidentiary Documents

12.4-2_F.4.7PolicyNonAcadGreivances.pdf
12.4-4_H.1.2PolicyCivilRights.pdf
AlamoCARES.pdf
12.4-1_F.4.6PolicyAcademicGrievances.pdf
12.4-6_AcadGrievanceGuardCase.pdf
12.4-7_NonAcadMisconduct.pdf
12.4-3_F.4.7.1ProcedureNonAcademicGreivance.pdf
12.4-5_H.1.2.1ProcedureCivilRights.pdf
h.1.2.2-procedure.pdf
h.1.2.2-diagram-a.pdf
12.4-9_SOBI-CaseLoadReport2324.pdf
12.4-10_ SOBI-CaseFile.pdf

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)***

__X__ Compliant *___Partial Compliance* *___Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 12.5, Student Records.

St. Philip's College (SPC) 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 who have access to or maintain student records are governed by the same principles and policies as institutional employees.

Data and records are stored safely and conveniently retrievable for use by authorized school personnel. The confidential nature of the student's records is maintained. The registrar is the custodian of all records for currently enrolled students and for all official academic records. The address of the registrar for SPC is maintained on the College's website (SPCRecords and TranscriptsAlamoColleges.pdf) and included in the College Catalog (St. Philip's College – Acalog ACMS.pdf). Education records may include, but are not limited to admissions data, personal and family data, class schedule, standardized test data (this includes including scholastic, aptitude, and interest ratings), achievement records (as determined by tests), recorded grades, and teacher evaluations. Additional educational records also include attendance records; records of faculty, counselors, or administrative conferences with the student or pertaining to the student; disciplinary records; copies of correspondence with parents and others concerned with the student; records transferred from secondary schools and other post-secondary institutions in which the student has been enrolled. Also, the educational records could encompass records pertaining to participation in student activities, including awards or recognition by SPC.

Security

SPC adheres to the definitions, policies, and procedures governing the security, confidentiality, and integrity of student records set forth by the Family Educational Rights and Privacy Act (FERPA) 20 United States Code 1232(g), 34 CFR Part 99. The Family Educational Rights and Privacy Act requires federally funded schools to release or withhold a student's education records in accordance with guidelines. SPC ensures that it adheres to these policies and procedures by following the guidelines set forth. All SPC employees must take FERPA training annually (Realize Your Potential Alamo Colleges.pdf). Alamo Colleges District requires all College employees to undergo annual FERPA training as a part of their compliance training.

SPC, in accordance with the Alamo Community College District, designates student Directory Information as: name, major, enrollment status, dates of attendance, previous education agencies/institutions attended, degrees received, and awards received. Social Security numbers

are not Directory Information. The Alamo Community College District must release student addresses and telephone numbers to military recruiters. A Request for Non-consent Form must (FERPA NON-Consent.pdf) be submitted to the SPC Registrar's Office with a valid photo of student identification or driving license by the twelfth (12th) class day of a Fall or Spring semester, or the fourth (4th) class day of a summer term or a student's directory Information is public. The Request for Nondisclosure is effective for the academic year in which it is submitted. It is the student's responsibility to renew the request each academic year.

All students attending SPC, including minors or dual credit students, are protected under the Family Educational Rights and Privacy Act. In accordance with Alamo Community College District, SPC officials are permitted to share student information freely with parents if the parents claim the student as a dependent on their Federal Tax return. The Department of Education interprets the Family Educational Rights and Privacy Act to permit institutions to disclose information in education records to parents if a health or safety emergency occurs. When a student turns eighteen (18) years old or enters a post-secondary institution at any age, all rights afforded to parents under the Family Educational Rights and Privacy Act transfer to the student.

Confidentiality

The confidential nature of the student's records shall always be maintained, and the records shall be restricted to use only in the President's, Vice President's, Dean's, or counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the record shall not be removed from the school. SPC manages the physical security of record storage by storing student records in the Registrar's Office. The College's Registrar's Office is a secure room, with limited access. Personnel in the College's Registrar's Office can access these records. Additionally, SPC administrators or other officials can access the records provided there is a legitimate cause that warrants access to the student's records. St. Philip's College manages the security of electronic data storage systems, paper storage, and/or other storage by protecting and securing electronic access to all records in the student information database called Banner, an Ellucian product. Access to the student database is granted based on employee "roles" with limited restricted edit/view levels. Each employee must receive proper Banner training through the Registrar's Office to access their assigned areas. The granting of limited rights ensures that only proper commands are utilized to register and record information for students, which in turn facilitates effective tracking of student information. Desktop passwords are established and are updated periodically to help protect full access to the student information database (Banner). Student records are retained on a secure server and stored according to institutional procedures.

In addition to FERPA training, the faculty, staff, student workers, and business partners with access to IT systems are required to take Alamo Information Security Awareness training annually. The training covers the cybersecurity requirements for standard users as identified under Section 2054.519(b) (Texas Government Code Section 2054.519) of the Texas Government Code for the fiscal year 2023/2024. Topics include information security habits and procedures that protect information resources and best practices for detecting, assessing, reporting, and addressing information security risks.

Integrity of Student Records

The integrity of student records is ensured by maintaining the records as originally submitted by the originator. First, instructors evaluate their students based on coursework and how well they achieve the objectives of a course. Second, permanent grades are recorded at the end of the term and are available through Alamo ACES (WelcometoACESAlamoCollegesDistrict.pdf) approximately one week after all finals are completed for the term. Any change to the original grade is initiated by the professor, approved by their chair and dean, and noted in their record in ACES. Original documents signed by the students, such as add/drop (Drop Add Slip updated 8.9.2024 fillable.pdf) and the withdrawal process (Student-withdrawal-process.pdf) are scanned and housed with the student's records in the university's imaging system.

Protection

St. Philip's College ensures that faculty and staff understand and carry out the commitments to confidentiality, integrity, and the security of student academic records (F.4.1-Policy and F.4. .1.1 Procedure). The Alamo Colleges District Emergency Operations Plan addresses vital records retention. The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. All student records are stored electronically utilizing the AppExtender and/or Banner Management Document System (BDMS) to scan, store, retrieve, and protect documents. The use of electronic imaging helps to protect documents from typical disasters such as water or fire, due to the documents being stored on St. Philip's College's own system. Added redundancy is added through regular backups to multiple locations.

The institution also ensures that an independent contractor or agent who has access to or maintains student records follows the same principles and policies as institutional employees govern records. *There is an agreement between the institution and an outsourced service to process academic transcripts. Additionally, there is a collaborative/consortial agreement between the five Alamo Colleges in which each college authorizes the contractor to perform transcript evaluation services (Waiting on Text from ACD representatives).*

Conclusion

St. Philip's College complies with Standard 12.5; with a focus on protecting the security, confidentiality, and integrity of student records. As defined in our procedure manual (SPC Procedure Manual Alamo Colleges.pdf), the confidentiality of student education records shall be maintained. The Registrar is responsible for all currently enrolled student records and for all official academic records. The confidential nature of a student's education record is maintained and is restricted to use only in the President's, Vice President's, dean's, advisor's or counselor's office, or other similarly restricted settings.

Evidentiary Documents

(1) SPC _ Records and Transcripts _ Alamo Colleges.pdf
(2) St. Philips College - Acalog ACMS.pdf
(3) Realize Your Potential_ Alamo Colleges.pdf
(4) FERPA NON CONSENT (1).pdf
12.5-1_NonDiscForm.pdf
(5) Texas Government Code Section 2054.519 State .pdf
(6) Welcome to ACES_ Getting Started _ ACES _ Alam.pdf
(7) Drop Add Slip updated 8.9.2024 fillable.pdf
(8) Student-withdrawal-process (1).pdf
(9) f.4.1-policy.pdf
(10) f.4.1.1-procedure.pdf
(11) Emergency-Operations-Plan.pdf
(12) SPC _ Procedures Manual _ Alamo Colleges.pdf

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

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

St. Philip's College complies with Principle 12.6, Student debt and financial literacy.

St. Philip's College (SPC) provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. The Financial Wellness Coach at SPC is incredibly passionate about enhancing students' financial education through the understanding of economic concepts that allow them to navigate their finances. The College's goal is for SPC students, regardless of location or learning modality, to gain the skills and knowledge necessary to make educated and effective decisions with their money.

SPC provides a diverse range of learning environments to cater to the needs of the College's student body. The College's Financial Wellness department is readily accessible to all students seeking financial education. The Financial Wellness Coach has fostered robust partnerships with faculty members across various academic divisions to ensure that classroom presentations are dedicated to educating students about the financial resources available at SPC. Additionally, the Financial Wellness Coach hosts resource tables weekly, strategically positioned in different buildings to engage students between classes. Each month focuses on a different financial wellness topic, covering areas such as budgeting, savings, credit, and financial management.

iGrad, an online tool, comes highly recommended for all students. Through collaboration with the Tutoring and Technology Center (TNT), Financial Wellness and TNT jointly conduct scholarship workshops. These workshops guide students on how to navigate iGrad to search for scholarships, assess their eligibility, understand the requirements, and receive assistance from a tutor in refining their scholarship essays.

Financial Wellness Mail Outs:

All First-Time-In-College (FTIC) and transfer students are mandated to participate in New Student Orientation (NSO), commonly referred to as EnRolla-Polooza. Working closely with the St. Philip's College Onboarding team, a comprehensive roster of FTIC and transfer students who have successfully completed NSO is compiled. Subsequently, the Financial Wellness Coach collaborates with IPRE to obtain detailed student data, including addresses, cities, states, and zip codes. This information enables the Financial Wellness Coach to efficiently distribute Money 101: Financial Management for College Students. Students on the NSO completion list will receive a copy of the book along with a welcome letter introducing the Financial Wellness Coach and outlining the book's utility in assisting them with financial matters.

Default Aversion Plan and Rate History:

SPC has devised a Default Aversion Plan aimed at reducing the default rate. As part of this plan, efforts were made to reach out to students who had taken out student loans during their enrollment at the College. In collaboration with the financial aid office, the Financial Wellness coach obtained a list of students who have loans. Utilizing this roster, the Financial Wellness coach initiated a campaign by mailing out Student Loan Planning books. Additionally, the coach produced instructional videos to educate students about various aspects of student loans, including accessing loans from the Department of Education, distinguishing between subsidized and unsubsidized loans, and understanding different repayment options.

Online Tool-iGrad:

In collaboration with Academic Success, Financial Wellness has been integrated into the SDEV (Student Development) and EDUC (Education) curricula. SPC offers an online tool provided by Trellis, a third-party company, which is accessible to all FTIC (First-Time-In-College) and transfer students enrolled in SDEV (Student Development) or EDUC (Education) courses. It is mandatory for these students to sign up with iGrad. Through iGrad, students can complete a Financial Wellness survey, enabling iGrad to customize its resources to meet individual student needs. Students can access recommended courses to help them achieve their goals, explore scholarship opportunities to reduce student loan debt and utilize budgeting tools.

Financial Literacy Month

Financial Literacy Month is observed nationwide every April. In partnership with Financial Aid, the associate director allocates funds specifically for Financial Literacy Month initiatives. With this support, the Financial Wellness Department orchestrates a series of activities throughout April aimed at encouraging student participation, offering them the opportunity to compete for scholarships. Each week, Financial Wellness awards $250 scholarships to 10 deserving students.

Debt Letters

St. Philip's College, in collaboration with the Alamo Colleges District Support Office and Inceptia, a contracted company specializing in borrower awareness tools, sends student borrowers a personalized summary of all outstanding debt once a semester via the following schedule:

- Fall: mid-September
- Spring: mid-February
- Summer: mid-June
- Graduating Student Borrowers: 30 days prior to the anticipated graduation date
- Withdrawing Student Borrowers: 30 days after the reported withdrawal date

The letter includes current borrowing history, estimated repayment, available repayment options, loan limit information, and helpful resources. Students also have free access to *Inceptia's Student Loan Knowledge HQ website*. The website is available 24/7 and provides

student borrowers easy-to-understand answers designed to get them on the right track to repayment.

Conclusion

St. Philip's College remains committed to providing robust student support services that enhance the overall academic experience and foster student success. Through initiatives such as the Student Advocacy Center, which addresses financial hardships, food insecurity, and emergency aid, the College ensures that students receive the resources they need to persist and achieve their educational goals. The implementation of case management systems and continuous student feedback mechanisms further strengthens these support structures, demonstrating the College's dedication to removing barriers and promoting student retention and engagement.

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.* ***(sound financial resources)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement Principle 13.1, Financial Resources.

St. Philip's College has sound financial resources and a demonstrated, stable financial base to support the mission of the College and the scope of its programs and services.

SPC is one of five member colleges of the Alamo Colleges District system. In accordance with SACSCOC requirements, an institutional audit is performed annually at the District-level, in conjunction with an annual financial statement review of the College's separately-issued financial statements. In accordance with generally accepted accounting principles and pronouncements issued by the Governmental Accounting Standards Board (GASB), certain assets and liabilities and expenditures related to those assets and liabilities are reported at the District-level and are not reported at the College level. In the narrative below, references will be made to both the College's separately-issued financial statements and results of the financial statement reviews of those statements and to the District's financial statements and results of the audits of those statements. St. Philip's College, as a member of the Alamo Colleges District system, has the financial resources of the District available to support the mission and operations of St. Philip's College.

Unrestricted Net Position Exclusive of Plant and Plant-Related Debt are Increasing

Presented below are *Statements of Unrestricted Net Position, exclusive of plant assets and plant-related debt* both for St. Philip's College and the Alamo Colleges District. These statements represent the changes in unrestricted net position attributable to operations for the fiscal years ended August 31, 2022, 2023, and 2024.

As shown in the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt for St. Philip's College below, the College maintains a positive unrestricted net position, which has continually increased over each of the last three fiscal years. The increases demonstrate a pattern of financial stability which allows the College to make deliberate decisions to invest in ways to expand and enhance the scope of its programs and services. As a member of the Alamo Colleges District system, the College does not carry certain assets and liabilities that are recorded at the District-level. The unrestricted net position of the District is

available to support St. Philip's College, and this balance is healthy and increasing as further discussed in the following paragraphs.

Campus financials used

St. Philip's College
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

	2022	2023	2024
Total net position - from reviewed financial statements	$ 135,116,764	$ 146,579,191	$ 155,865,180
Less net investment in capital assets	(125,900,742)	(136,065,944)	(141,285,388)
Less restricted net position	(2,897,854)	(2,201,769)	(5,221,574)
Unrestricted net position exclusive of plant assets and plant-related debt	$ 6,318,168	$ 8,311,478	$ 9,358,218
Change in unrestricted net position		$ 1,993,310	$ 1,046,740

The purpose of calculating unrestricted net position exclusive of plant assets and plant-related debt is to determine the level of assets available to meet the day-to-day obligations of the institution. As shown in the above figure, unrestricted net position exclusive of plant assets and plant-related debt increased $1,993,310 between fiscal years 2022 and 2023; and $1,046,740 between fiscal years 2023 and 2024. These increases demonstrate that the College has a strengthening financial base and the financial stability to support its mission and the scope of its programs and services.

With the unrestricted net position of the District available to support SPC, the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt for the District is shown below. These statements represent the changes in unrestricted net position attributable to operations for each respective year. The District maintains a positive unrestricted net position which has continually increased over each of the last three fiscal years, when excluding the effects of the implementations of the Governmental Accounting Standards Board (GASB) Statements 68 and 75. The increases demonstrate a pattern of financial stability which allows the District to support the College.

Alamo Colleges District
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

	2022	2023	2024
Total net position - from audited financial statements	$ 389,579,891	$ 487,343,831	$ 569,997,409
Less net investment in capital assets	(423,581,645)	(502,437,612)	(571,441,722)
Less restricted net position	(52,292,621)	(59,768,211)	(68,352,158)
Unrestricted net position available to SPC	(86,294,375)	(74,861,992)	(69,796,471)
Adjustments related to compensable absences, pensions and OPEB:			
Add back compensable absences	8,097,177	8,180,716	9,165,068
Add back net OPEB liability	206,249,390	168,913,939	159,531,889
Add back net pension liability	37,975,348	89,265,151	105,319,038
Add back deferred inflows of resources related to OPEB	28,600,978	57,908,705	54,263,577
Add back deferred inflows of resources related to pensions	44,299,345	8,474,712	4,776,933
Less deferred outflows of resources related to OPEB	(34,448,664)	(27,069,657)	(16,328,144)
Less deferred outflows of resources related to pensions	(22,566,652)	(36,357,782)	(40,367,151)
Unrestricted net position exclusive of plant and plant-related debt (adjusted for liabilites related to pensions and OPEB) - Available to SPC	$ 181,912,547	$ 194,453,792	$ 206,564,739
Change in unrestricted net position		$ 12,541,245	$ 12,110,947

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determine the level of assets available to meet the day-to-day obligations of the institution. As shown in the chart above, unrestricted net position exclusive of plant assets and plant-related debt increased $12,541,245 between fiscal years 2022 and 2023; and $12,110,947 between fiscal years 2023 and 2024 when ignoring the effects of GASB Statements 68 and 75, as further described in the following paragraph. These increases

demonstrate that the District has a strengthening financial base and the financial stability to support the College's mission and the scope of its programs and services.

Adjustments related to the implementations of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions, and GASB* Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, are presented in the Statements of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt above. Statement No. 68 requires the District to record its proportionate share of the plan-level net pension liability of the cost-sharing multiple-employer defined benefit pension plan administered by the Teacher's Retirement System of Texas (TRS) on its Statement of Net Position, as well as deferred inflows of resources and deferred outflows of resources related to the District's pension plan. Similarly, Statement No. 75 requires the recording of the District's proportionate share of the plan-level net OPEB liability of the cost-sharing multiple-employer defined benefit OPEB plan administered by the Employees Retirement System of Texas (ERS), as well as deferred inflows of resources and deferred outflows of resources related to the District's OPEB plan.

The recording of the long-term liabilities and related deferred inflows of resources and deferred outflows of resources required by these accounting standards do not affect the amounts the College must contribute to its pension and OPEB plans each year, and thus have no effect on the level of resources available to support day-to-day operations. In addition, the fluctuations in these liabilities from year to year may be affected by factors that are out of the control of the College, such as changes in actuarial assumptions made at the plan level or changes to the discount rates used to measure the liabilities at the plan level. As such, the accounting effects of the implementation of these standards should be ignored when assessing the trend of unrestricted net position exclusive of plant and plant-related debt. As illustrated in the table above, unrestricted net position exclusive of plant and plant-related debt has consistently increased when excluding the effects of GASB Statements 68 and 75. This indicates the District has a stable and positively trending financial base adequate to fund the strategic investments to support its mission.

Independent Financial Statement Reviews

The College's separately-issued financial statements undergo a financial statement review performed annually by an independent certified public accounting firm. These financial statement reviews are performed in conjunction with institutional audits at the District-level in accordance with requirements specified in Section 13 of The Principles of Accreditation document published in 2024 by SACSCOC.

The independent accounting firm Weaver & Tidwell, L.L.P. performed the financial statement review for SPC for the fiscal year ending August 31, 2022. The financial statement reviews for the fiscal years ending August 31, 2023, and August 31, 2024, were performed by the independent accounting firm CliftonLarsonAllen LLP.

The financial statements were prepared in accordance with accounting principles generally accepted in the United States. For the most recent fiscal years ending August 31, 2022, 2023, and 2024, the *Independent Auditor's Report* has included an unmodified conclusion on the annual financial statements. The unmodified conclusions signify that there were no material modifications required to be made for the financial statements to be in accordance with

accounting principles generally accepted in the United States of America and reflect the quality and strength of the financial records as well as the existence of proper internal controls.

Independent Audits

The College is audited annually by external independent auditors as part of a system-wide audit of the Alamo Colleges District. As noted in the Independent Financial Statement Reviews section, Weaver & Tidwell, L.L.P. was the auditor for the fiscal year ended August 31, 2022, and CliftonLarsonAllen LLP was the auditor for the fiscal years ended August 31, 2023 and 2024. All audited financial statements are prepared in accordance with accounting principles generally accepted in the United States, including the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. For the most recent fiscal years ended August 31, 2022, 2023, and 2024, *the Independent Auditor's Report* included an unmodified opinion on the annual financial statements. The unmodified opinions reflect the quality and strength of the financial records as well as the existence of proper internal controls. Additionally, the financial statements have earned the *Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association* (GFOA) for 15 consecutive years, through the fiscal year ended August 31, 2023. The fiscal year 2023 financial statements have been submitted for the award, which is presented to organizations that go beyond the minimum requirements of generally accepted accounting principles to prepare comprehensive annual financial reports that evidence the spirit of transparency and full disclosure.

Also included in the audited financial statements is the auditor's Report on Internal Control over Financial Reporting and Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. This auditor report is issued in conjunction with the annual audit and covers all of the member colleges of the District, including SPC. The auditors assessed the internal controls over financial reporting for the purpose of planning and performing their annual audit and did not identify any deficiencies considered to be material weaknesses for the fiscal years ended August 31, 2022, 2023, and 2024. Additionally, the auditors did not identify any instances of noncompliance or other matters while performing procedures to obtain reasonable assurance that the financial statements were free from material misstatement for the years ended August 31, 2022, 2023, and 2024. *The Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards for the years ended August 31, 2022, 2023, and 2024* are included in the audited financial statements attached as evidence to this narrative.

In addition to the annual financial statement audits, the external independent auditors perform the required Single Audits of federal and state grant programs each year. The Single Audit is performed at the District-level but covers all grant activity for all of the member colleges including, SPC. For each of the most recent fiscal years ended August 31, 2022, 2023, and 2024, the auditors concluded that the College complied with all compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of its major federal and state programs. *The Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance with accompanying Federal Schedule of Findings and Questioned Costs, and the Independent Auditor's Report on Compliance for Each Major State Program and Report on*

Internal Control over Compliance and accompanying State Schedule of Findings and Questioned Costs are included in the audited financial statements provided as supporting documentation to this narrative.

The Federal and State Schedules of Findings and Questioned Costs report that an unmodified opinion was issued on compliance for all major federal and state programs. In fiscal year 2022, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported one finding categorized as a significant deficiency. It should be noted that this finding was related to a District-level process where the graduated status for 4 out of 40 students sampled was not properly reported to the National Student Loan Data System. There were no questioned costs related to this finding and an enhanced review and verification process was implemented as part of the District's corrective action plan. The corrective action plan implemented adheres to a structured three-step process to maintain compliance. This includes: 1. conducting a sixth audit report each semester to provide graduation data to the National Student Clearinghouse (NSC); 2. reviewing the DegreeVerify exceptions report each semester to identify and address necessary corrections; and 3. ensuring the completion and documentation of these steps, with a formal sign-off by a CSI Enrollment Services Professional and the Director at the end of each term for inclusion in the compliance certificate. Additionally, a subsequent review was conducted during FY23, confirming there were no repeat findings, as documented in the FY23 Annual Comprehensive Financial Report.

In fiscal year 2023, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported two findings categorized as significant deficiencies. It should be noted that both of these findings were related to internal control deficiencies at the District-level and were not related to any processes at the College. The first finding was related to language required under the Gramm-Leach-Bliley Act that was missing from the District's written information security policy which was immediately added as part of District management's corrective action plan. The second finding was related to District personnel who did not follow a District internal control policy related to the awarding of Higher Education Emergency Relief Funds (HEERF). There were no questioned costs related to either of the aforementioned findings in fiscal year 2023 and the District Student Financial Aid Office collaborated with the Internal Audit department to implement controls to ensure District Board policies are followed and that District Financial Aid staff are trained on the execution of those policies as part of management's corrective action plan (PriorAuditFind, StmtEthicalPrinPolicy). In summary, there have been no material weaknesses identified during the Single Audits performed and the significant deficiencies described herein were not related to processes performed by the College employees in administering and executing their awarded grants.

An Annual Budget Is Prepared That Is Preceded by Sound Planning

The College prepares an annual Budget Document that provides a global view of financial activity for St. Philip's College, incorporating both unrestricted and restricted activity. Preparation of the annual budget is preceded by strategic planning, is subject to sound fiscal procedures, and is approved by the Board of Trustees on an annual basis. On August 15, 2023, the Board of Trustees approved the FY 2023-2024 All Funds Budget for St. Philip's College in the amount of $206,433,167. The *August 2021, 2022, and 2023 Board minutes* and *Minute Orders* 2021, 2022, 2023 to approve the *All Funds Budget by College* for the fiscal years

ended August 31, 2022, 2023 and 2024 are provided as evidence to accompany this narrative. A detailed budget process description is included in the narrative for Principle 13.2c.

Bond Ratings

For fiscal years 2022, 2023, and 2024, the general obligation debt and maintenance tax notes of the District were rated Aaa and AAA by Moody's Investors Service and S&P Global Ratings, respectively. T*he most recent bond rating letters from Moody's Investors Service and S&P Global Ratings* have been provided as supporting documentation to this narrative. These are the highest ratings available from these rating agencies and the District is one of only three community colleges or community college systems in Texas, and one of only eleven community colleges or community college systems in the United States, to receive the highest ratings from both agencies. These bond ratings are indicative of the financial strength and stability of the District and the economic environment in which the College operates and allows the District to issue debt with low interest rates to fund capital projects to support the institutional mission of the College. The availability of bond funds is critical to fund renovations and other capital projects, to carry out the strategic objectives of the College, and to provide faculty and students with best-in-class facilities that enhance teaching and learning.

SPC was approved for renovation projects totaling over $38.6 million under the $270 million Maintenance Tax Notes issued in August 2022 for Alamo Colleges District. These funds are being used to improve the learning environment, increase access to technology, enhance student safety, reduce energy consumption, promote sustainability, and restore and maintain the facility portfolio. This includes major system rehabilitation projects for roofs and HVAC systems for the Watson Fine Arts Center; the CASE Building, which houses our Student Support Services; the Applied Science Building; the Science Building; the Child Development Center; the Sutton Learning Center; the Center for Health Professions; the Welcome Center; and the Center for Library Resources at College's MLK campus as well as the Industrial Technology Center and the Diesel Technology Labs at the College's SWC site.

Conclusion

As demonstrated in the 13.1 narrative and supporting evidence, St. Philip's 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.

Evidentiary Documents
13.1-1_IndepAuditorsRptFY22.pdf 13.1-2_IndepAuditorsRptFY23.pdf 13.1-3_IndepAuditorsRptFY24.pdf 13.1-4_IndepAuditorsRptFY22.pdf 13.1-5_IndepAuditorsRptFY23.pdf 13.1-6_IndepAuditorsRptFY24.pdf 13.1-7_GFOA_CertAchievement.pdf

13.1-8_InternalControlFY22.pdf
13.1-9_InternalControlFY23.pdf
13.1-10_IntContFY24.pdf
13.1-11_SingleAuditReptsCostsFY22.pdf
13.1-12_SingleAuditReptCostsFY23.pdf
13.1-13_SingleAuditReptsCostsFY24.pdf
13.1-14_GradConfComplianceCert.pdf
13.1-15_ACFR_PriorAuditFindings.pdf
13.1-16_SFA_StmtEthicalPrinPolicyReview.pdf
13.1-18_BoardMinFY22-23AllFundsBdgt.pdf
13.1-19_BoardMinFY23-24AllFundsBdgt.pdf
13.1-20_BoardMinFY24-25AllFundsBdgt.pdf
13.1-21_BoardMinOrderFY22-23AllFundsBdgt.pdf
13.1-22_BoardMinOrderFY23-24AllFundsBdgt.pdf
13.1-23_BoardMinOrderFY24-25AllFundsBdgt.pdf
13.1-24_Exh_III_AllFundsBdgtByLocFY21-22.pdf
13.1-25_Exh_III_AllFundsBdgtByLocFY22-23.pdf
13.1-26_Exh_III_AllFundsBdgtByLocFY23-24.pdf
13.1-27_MoodysBondRatingsLtrAug2022.pdf
13.1-28_S&PGlobalBondRatingsLtrAug2022.pdf

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 Statements)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Core Requirement 13.2 a-c, Financial documents.

The College is audited as part of a system-wide audit of the Alamo Colleges District. Although a member of the Alamo Colleges District system, the College issues separately-issued financial statements that are reviewed annually by an independent external audit firm to satisfy SACSCOC requirements.

St. Philip's College is one of five member colleges of the Alamo Colleges District system. In accordance with SACSCOC requirements, an institutional audit is performed annually at the District-level, in conjunction with an annual financial statement review of the College's separately-issued financial statements. In accordance with generally accepted accounting principles and pronouncements issued by the Governmental Accounting Standards Board (GASB), certain assets and liabilities and expenditures related to those assets and liabilities are reported at the District-level, and are not reported at the College level. In the narrative below, references will be made to both the College's separately-issued financial statements and results of the financial statement reviews of those statements and to the District's financial statements and results of the audits of those statements. St. Philip's College, as a member of the Alamo Colleges District system, has the financial resources of the District available to support the mission and operations of the College.

13.2 a - Reviewed Financial Statements and Independent Accountants Review Reports

The College's separately-issued financial statements undergo a financial statement review performed annually by an independent certified public accounting firm. These financial statement reviews are performed in conjunction with institutional audits at the District-level in accordance with requirements specified in Section 13 of The Principles of Accreditation.

Weaver & Tidwell, L.L.P. performed the financial statement review for St. Philip's College for the fiscal year ending August 31, 2022. The financial statement reviews for the fiscal years ended August 31, 2023, and August 31, 2024, were performed by the independent accounting firm CliftonLarsonAllen L.L.P.

The financial statements are prepared in accordance with accounting principles generally accepted in the United States. For the most recent fiscal years ending August 31, 2022, 2023, and 2024, the *Independent Auditors Report* has included an unmodified conclusion on the annual financial statements. The unmodified conclusions signify that there were no material modifications required to be made for the financial statements to be in accordance with accounting principles generally accepted in the United States of America and reflect the quality and strength of the financial records as well as the existence of proper internal controls.

Audited Financial Statements and Auditor's Reports

The system-wide financial statements for the District are prepared in accordance with generally accepted accounting principles. These financial statements are audited annually by an external independent certified public accounting firm as part of a system-wide audit of the District performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Weaver & Tidwell, L.L.P. was the auditor for the fiscal year ended August 31, 2022, and CliftonLarsonAllen LLP was the auditor for the fiscal years ended August 31, 2023 and 2024. Over the three most recent fiscal years, an unmodified opinion was received on the annual financial statements as shown in the Independent Auditor's Reports.

The unmodified opinions reflect the quality and strength of the financial records, as well as the existence of proper internal controls. In addition, the financial statements have earned the *Certificate of Achievement for Excellence in Financial Reporting* from the Government Finance Officers Association (GFOA) for 15 consecutive years, through the fiscal year that ended August 31, 2022. The Certificate of Achievement is awarded to organizations that go beyond the minimum requirements of generally accepted accounting principles to prepare comprehensive annual financial reports that evidence the spirit of transparency and full disclosure and are included in the financial section of the audited financial statements.

Independent Auditor's Report on Internal Control

The external independent auditors also provide a Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. The auditors assessed the internal controls over financial reporting for the purpose of planning and performing their annual audit and did not identify any deficiencies considered to be material weaknesses for the fiscal years that ended August 31, 2022; August 31, 2023; and August 31, 2024.

In addition, the auditors did not identify any instances of noncompliance or other matters while performing procedures to obtain reasonable assurance that the financial statements were free from material misstatement for the fiscal years that ended August 31, 2022; August 31, 2023; and August 31, 2024. The *Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements*

Performed in Accordance with Government Auditing Standards documents for the fiscal years that ended August 31, 2022; August 31, 2023; and August 31, 2024; are included in the audited financial statements attached as evidence to this narrative.

In addition to the annual financial statement audits, the external independent auditors perform the required Single Audits of federal and state programs each year. The Single Audit is performed at the District level but covers all grant activity for all of the member colleges including SPC. For each of the most recent fiscal years that ended August 31, 2022; August 31, 2023; and August 31, 2024; the auditors concluded that the College complied with all of the compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of its major federal and state programs. The *Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control over Compliance, with accompanying Federal Schedule of Findings and Questioned Costs*, along with the *Independent Auditor's Report on Compliance for Each Major State Program and on Internal Control over Compliance, with the accompanying State Schedule of Findings and Questioned Costs*, are included in the audited financial statements provided as supporting documentation to this narrative.

The Federal and State Schedules of Findings and Questioned Costs report that an unmodified opinion was issued on compliance for all major federal and state programs. In fiscal year 2022, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported one finding categorized as a significant deficiency. It should be noted that this finding was related to a District-level process where the graduated status for 4 out of 40 students sampled was not properly reported to the National Student Loan Data System. There were no questioned costs related to this finding and an enhanced review and verification process was implemented as part of the District's corrective action plan. The corrective action plan implemented adheres to a structured three-step process to maintain compliance. This includes: (1) conducting a sixth audit report each semester to provide graduation data to the National Student Clearinghouse (NSC); (2) reviewing the DegreeVerify exceptions report each semester to identify and address necessary corrections; and (3) ensuring the completion and documentation of these steps, with a formal sign-off by a CSI Enrollment Services Professional and the Director at the end of each term for inclusion in the compliance certificate. Additionally, a subsequent review was conducted during FY23, confirming there were no repeat findings, as documented in the FY23 Annual Comprehensive Financial Report.

In fiscal year 2023, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported two findings categorized as significant deficiencies. It should be noted that both of these findings were related to internal control deficiencies at the District-level and were not related to any processes at the College. The first finding was related to language required under the Gramm-Leach-Bliley Act that was missing from the District's written information security policy which was immediately added as part of District management's corrective action plan. The second finding was related to District personnel who did not follow a District internal control policy related to the awarding of Higher Education Emergency Relief Funds (HEERF). There were no questioned costs related to either of the aforementioned findings in fiscal year 2023 and the District Student Financial Aid Office collaborated with the Internal Audit department to implement controls to ensure District Board policies are followed and that District Financial Aid staff are trained on the execution of those policies as part of management's corrective action plan (PriorAuditFind, StmtEthicalPolicy). In

summary, there have been no material weaknesses identified during the Single Audits performed and the significant deficiencies described herein were not related to processes performed by the College employees in administering and executing their awarded grants.

13.2 b - Statements of Financial Position of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

Presented in the following tables are the Statements of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt both for the separately issued financial statements for the College and for the District-wide financial statements which include St. Philip's College. The unrestricted net position exclusive of plant assets and plant-related debt both at the College- and District-levels is healthy and increasing as further discussed in the following paragraphs.

These statements represent the changes in unrestricted net position attributable to operations for each respective year. The College maintains a positive unrestricted net position, which has continually increased over each of the last three fiscal years. The District also reports a positive unrestricted net position, which has continually increased over each of the last three fiscal years when excluding the effects of the implementations of the Governmental Accounting Standards Board (GASB) Statements 68 and 75. The increases demonstrate a pattern of financial stability, which allows the College to make deliberate decisions to invest in ways to expand and enhance the scope of its programs and services.

Table 13.2.1: Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt for the separately-issued financial statements for the College

Campus financials used

St. Philip's College
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

	2022	2023	2024
Total net position - from reviewed financial statements	$ 135,116,764	$ 146,579,191	$ 155,865,180
Less net investment in capital assets	(125,900,742)	(136,065,944)	(141,285,388)
Less restricted net position	(2,897,854)	(2,201,769)	(5,221,574)
Unrestricted net position exclusive of plant assets and plant-related debt	$ 6,318,168	$ 8,311,478	$ 9,358,218
Change in unrestricted net position		$ 1,993,310	$ 1,046,740

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determine the level of assets available to meet the day-to-day obligations of the College. Unrestricted net position exclusive of plant assets and plant-related debt increased $1,993,310 between the fiscal years 2022 and 2023, and it increased $1,046,740 between the fiscal years 2023 and 2024.

Table 13.2.2: Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt for the District-wide financial statements

Alamo Colleges District
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

	2022	2023	2024
Total net position - from audited financial statements	$389,579,891	$487,343,831	$ 569,997,409
Less net investment in capital assets	(423,581,645)	(502,437,612)	(571,441,722)
Less restricted net position	(52,292,621)	(59,768,211)	(68,352,158)
Unrestricted net position available to SPC	(86,294,375)	(74,861,992)	(69,796,471)
Adjustments related to compensable absences, pensions and OPEB:			
Add back compensable absences	8,097,177	8,180,716	9,165,068
Add back net OPEB liability	206,249,390	168,913,939	159,531,889
Add back net pension liability	37,975,348	89,265,151	105,319,038
Add back deferred inflows of resources related to OPEB	28,600,978	57,908,705	54,263,577
Add back deferred inflows of resources related to pensions	44,299,345	8,474,712	4,776,933
Less deferred outflows of resources related to OPEB	(34,448,664)	(27,069,657)	(16,328,144)
Less deferred outflows of resources related to pensions	(22,566,652)	(36,357,782)	(40,367,151)
Unrestricted net position exclusive of plant and plant-related debt (adjusted for liabilites related to pensions and OPEB) - Available to SPC	$181,912,547	$194,453,792	$ 206,564,739
Change in unrestricted net position		$ 12,541,245	$ 12,110,947

The unrestricted net position of the District is available to support the College. The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determine the level of assets available to meet the day-to-day obligations of the Institution. Unrestricted net position exclusive of plant assets and plant-related debt increased $12,541,245 between fiscal years 2022 and 2023, and increased $12,110,947 between the fiscal years 2023 and 2024 when excluding the effects of GASB Statements 68 and 75, as further described in the following paragraph. These increases demonstrate that the College has a strengthening financial base and the financial stability to support both its Mission and the scope of its programs and services. The Unrestricted Net Position also indicates that there are financial assets sufficient and available to meet the day-to-day operational needs of the College.

Adjustments related to the implementations of GASB Statement No. 68, Accounting and Financial Reporting for Pensions, and GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other than Pensions, are presented in the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt (Table 13.2.1). Statement No. 68 requires the District to record its proportionate share of the plan-level net pension liability of the cost-sharing multiple-employer defined benefit pension plan administered by the Teacher's Retirement System of Texas (TRS) on its Statement of Net Position, as well as deferred inflows of resources and deferred outflows of resources related to the District's pension plan. Similarly, Statement No. 75 requires the recording of the District's proportionate share of the plan-level net other post-employment benefits (OPEB) liability of the cost-sharing multiple-employer defined benefit OPEB plan administered by the Employees Retirement System of Texas (ERS), as well as deferred inflows of resources and deferred outflows of resources related to the District's OPEB plan.

The recording of the long-term liabilities related to deferred inflows of resources, and related deferred outflows of resources required by these accounting standards does not affect the amounts the College and the District must contribute to pension and OPEB plans each year, and thus, the recording has no effect on the level of resources available to support the day-to-day operations.

Additionally, the fluctuations in these liabilities from year to year may be affected by factors that are out of the control of the College and the District, such as changes in actuarial assumptions made at the plan level or changes to the discount rates used to measure the liabilities at the plan level, which are governed by the Texas State Legislature. As such, the accounting effects of the implementation of these standards should be ignored when assessing the trend of unrestricted net position exclusive of plant and plant-related debt. As illustrated in Table 13.2.1, unrestricted net position exclusive of plant and plant-related debt has consistently increased when ignoring the effects of GASB Statements 68 and 75. This indicates that the College has a stable and positively trending financial base adequate to fund the strategic investments to support its Mission.

13.2 c - Annual Budget

St. Philip's College prepares an annual budget document that provides a global view of the financial activity of the College, incorporating both unrestricted and restricted activity. Preparation of the annual budget is preceded by strategic planning, is subject to sound fiscal procedures, and is approved by the College's Board on an annual basis in accordance with *Board Policy C.1.4*. The operating budget is developed based on a funding model that aligns the strategic plan with available resources, and it is driven by key student-data drivers, such as student headcount and contact hours.

The fiscal year 2025 budget supports the District's vision and positions the College for "Smart Growth," making the most effective use of every dollar to support the goal of ending poverty in San Antonio through education by advancing the economic and social mobility of the community and the success of students. On July 13, 2024, the Board approved the fiscal year 2024-2025 All Funds Budget for St. Philip's College in the amount of $206,433,167. The *August 2022, 2023, and July 2024 Board Minutes* and *Minute Orders* (2022, 2023, 2024) to approve the All Funds Budgets (2022, 2023, 2024) attached to the Board minutes, are provided as evidence to accompany this narrative.

As described on page 12 of the *FY24-25 Budget Book* provided as evidence to this narrative, budget planning for St. Philip's College is an annual process. This process includes the development of budget allocations using a formal Funding Model (FM) followed by a budget distribution, which is a detailed organizational account distribution process undertaken at the College and District Support Operations (DSO) levels.

The College and District Budget Office (DBO) coordinates preliminary projections for revenues, and a meeting is held in January for the purpose of reviewing the current legislative agenda and providing a preliminary look at the next year's operating budget. In March, the College provides contact hour, enrollment, and non-formula revenue projections, and the DBO coordinates projections for enrollment, revenue, and other key data elements in collaboration with the College's senior leadership team and the College's Budget Officer. At the annual March Board meeting, tuition and fee rates are set for the fall term, as highlighted in the *March 2024 Board Minutes* provided as evidence.

In April and May each year, the College finalizes employee position listings and begins preliminary work on the development of detailed budgets based on strategic objectives, organizational unit needs, educational needs, and the St. Philip's College Mission. The DBO and St. Philip's College leadership then prepare initial operating expense budget allocations

generated by the Funding Model, which are distributed to the College. In July each year, the Board Budget Retreat is held for presentation, review, and approval of the budget for the upcoming year. *Minutes from the July 2024 Board Budget Retreat* have been provided as evidence to illustrate the Board Budget process. After the retreat, budget allocations are made to the St. Philip's College budget, which then applies its individual processes to fund the College Action Plans and organizational priorities.

Significant steps in the annual budget process leading up to the presentation of the final budget to the Board in August of each year are summarized in Table 13.2.2, as excerpted from the fiscal year 2025 published budget book.

Table 13.2.2: Significant Steps in the Annual Budget Process

September	October	November	December
• New Fiscal Year begins • After final prior year payroll run – position are "active" in Banner HR and feed labor budget to Finance production budgets • Budget Book planning and build	• Budget Book planning and build continues • Year-end review and December budget amendments preparation	• Budget Book build finalized • In accordance with the state statutes in General Appropriations Act a)Submit adopted budget to State of Texas and b) Budget Book posted to AlamoShare • The Alamo Colleges' District Budget Office coordinates preliminary projections for revenues • Budget versus actual spend reported and reviewed with College Presidents and District Vice Chancellors	• Amendments to the budget, including multi-year roll-over funds, are presented for Board approval
January	**February**	**March**	**April**
• Board Budget Retreat (dates vary) • Budget "kickoff" of next Fiscal Year with Colleges and DSO	•Next Fiscal Year preliminary Formula and non-formula revenues are projected • Budget versus actual spend reported and reviewed with College Presidents and District Vice Chancellors	• In March, The District Budget Office coordinates projections for enrollment, revenue and other key data elements, in collaboration with the campus budget officers • Colleges provide Contact Hour, Enrollment, and non-formula revenue projections. • Board approves T & F schedule for Fall Term • Operating expense budget allocations distributed	• Colleges and Departments verified positions for new budget year • Board of Trustees approve annual compensation increase for faculty, staff and administrators (as applicable) • Colleges and Departments load non-labor information into detailed department level budgets
May	**June**	**July**	**August**
• Colleges and Departments finalize load of labor and non-labor information into detailed department level budgets • Budget versus actual spend reported and reviewed with College Presidents and District Vice Chancellors • By end of May, Chancellor approval of phase 1 "critical hires" by stakeholders and finalizes budget	• DBO balances the Working Operating Budget to allocations • Staffing Management Plan	• Board of Trustees Budget Retreat: Presentation and review of Fiscal Year Operating Budget • Board Approval of Fiscal Year Operating Budget	• Finalize Banner detailed department budgets and roll non-labor to "production" to allow early purchase orders in preparation for Fall term • Board Approval of Fiscal Year All Funds Budget • District Budget Office one day planning retreat

13.2 Conclusion

As demonstrated in the 13.2 narratives and supporting evidence, St. Philip's College has demonstrated compliance with core requirement 13.2 by providing an institutional 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, 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 and, an annual budget that is preceded by sound planning, is subject to sound fiscal procedures and is approved by the governing board.

Evidentiary Documents
13.2-1_IndepAuditorsRptFY22.pdf 13.2-2_IndepAuditorsRptFY23.pdf 13.2-3_IndepAuditorsRptFY24.pdf 13.2-4_IndepAuditorsRptFY22.pdf 13.2-5_IndepAuditorsRptFY23.pdf 13.2-6_IndepAuditorsRptFY24.pdf 13.2-7_GFOA_CertofAchievement.pdf 13.2-8_InternalControlFY22.pdf 13.2-9_InternalControlFY23.pdf 13.2-10_InternalControlFY24.pdf 13.2-11_SingleAuditRptCostsFY22.pdf 13.2-12_SingleAuditRptCostsFY23.pdf 13.2-13_SingleAuditRptCostsFY24.pdf 13.2-14_GradConfirmComplianceCert.pdf 13.2-15_ACFR_PriorAuditFindings.pdf 13.2-16_SFA_StmtEthicalPrinPolicyReview.pdf 13.2-18_BoardPolicyC.1.4_Bdgt.pdf 13.2-19_BoardMinFY22-23AllFundsBdgt.pdf 13.2-20_BoardMinFY23-24AllFundsBdgt.pdf 13.2-21_BoardMinFY24-25AllFundsBdgt.pdf 13.2-22_BoardMinOrderFY22-22AllFundsBdgt.pdf 13.2-23_BoardMinOrderFY23-24AllFundsBdgt.pdf 13.2-24_BoardMinOrderFY24-25AllFundsBdgt.pdf 13.2-25_Exh_III_AllFundsBdgtByLocFY21-22.pdf 13.2-26_Exh_III_AllFundsBdgtByLocFY22-23.pdf 13.2-27_Exh_III_AllFundsBdgtByLocFY23-24.pdf 13.2-28_FY2024-2025BudgetBook.pdf 13.2-29_BoardMinFY24-25TuitionRates.pdf 13.2-30_BoardMinFY24-25BudgetRetreat.pdf

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

__X__ Compliant *___ Partial Compliance* *___ Non-Compliant*

Narrative

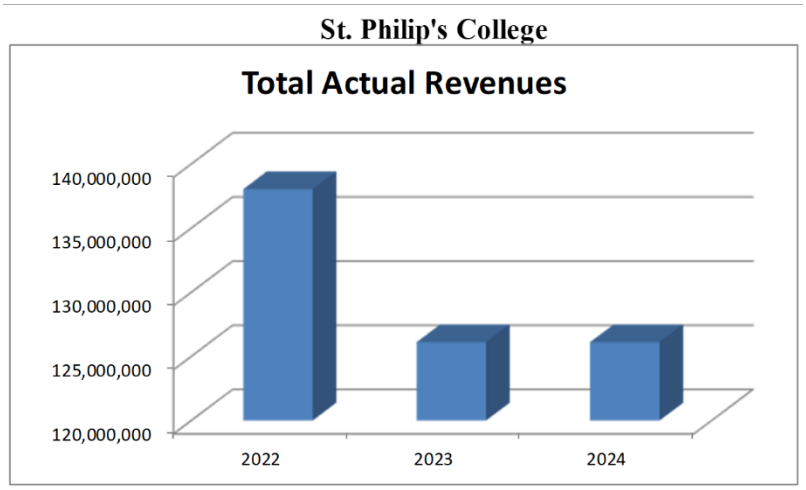
St. Philip's College is in compliance with Principle 13.3, Financial Responsibility.

Favorable and Steady Revenue Stream Trend

St. Philip's College distinguishes between operating and non-operating revenues in conformance with the financial standards applicable to governmental entities set forth by the Government Accounting Standards Board (GASB). Operating revenues are generated from the services provided to students and other customers of the College. Non-operating revenues include ad valorem property taxes, state appropriations, and all federal financial aid grants.

Like all other community colleges in Texas, St. Philip's College relies heavily on nonoperating revenue streams, including ad valorem property taxes, state appropriations, and federal grants, to fund its Institutional Mission and provide services to its students. As such, total revenues should be considered when assessing the financial stability and health of the College. As depicted in Figure 13.3.1, total revenues for the College have been stable for the last three fiscal years, with an average of $130.1 million, which provides stability for its operations. Additionally, total revenues are in excess of total expenses for each of these fiscal years, with the surplus indicating that the College is operating within its financial means in a responsible manner.

Figure 13.3.1: St. Philip's College Total Actual Revenues



Note: The Total Actual Revenues includes restricted revenues, unrestricted revenues, and plant funds.

The sources of revenue for the last three years are displayed in Table 13.3.1, as obtained from the Schedules of Operating and Nonoperating Revenues (2022, 2023, 2024), included in the College's reviewed financial statements and District-wide audited financial statements. Operating revenues have been steady, averaging $20.2 million for the fiscal years that ended August 31, 2022; August 31, 2023; and August 31, 2024. Operating revenues represented 15% of total revenues in 2022, 15% of total revenues in 2023, and 16% of total revenues in 2024. During the same period, net tuition and fees, the largest component of operating revenues, increased from $9.0 million in the fiscal year 2022 to $13 million in the fiscal year 2024.

The slight decrease in operating revenues in fiscal year 2023 was due to the decrease in operating grants and contracts spending, which are prone to variability due to the allowed purposes of the grants and the timing of labor and non-labor costs, renovations, and other high-ticket projects or purchases made within the period of availability of the operating grants. The increase in operating revenues in fiscal year 2024 was attributable to an unprecedented 31% enrollment growth and an increase in Ad valorem taxes.

Non-operating revenues decreased by $9.7 million in fiscal year 2023 and increased by approximately $13.1 million in fiscal year 2024. The slight downtick in the fiscal year 2023 was primarily the result of fewer ad valorem tax revenues allocated to the College. Tax revenue allocations are affected by debt service requirements, and the proportion of capitalized vs expensed costs incurred during the fiscal year. Despite the slight reduction in nonoperating revenues and total revenues in the fiscal year 2023, total revenues exceeded total expenses by over $11.4 million, indicating that revenues continue to be ample to fund the organizational Mission of the College and the scope of its programs and services.

Table 13.3.1: St. Philip's College Revenues by Source

St. Philip's College
Revenues by Source

	2022		2023		2024	
Tuition and fees, net of discounts	$ 9,019,667	7%	$ 9,496,714	8%	$ 13,201,944	9%
Grants and contracts	11,156,890	8%	8,369,488	7%	8,823,548	6%
Auxiliary enterprises	503,769	0%	637,847	1%	576,367	0%
Other operating revenues	490,771	0%	459,055	0%	536,385	0%
Total operating revenues	21,171,097	15%	18,963,104	15%	23,138,244	16%
State appropriations	18,090,336	13%	18,121,060	14%	21,710,528	15%
Ad valorem taxes	46,672,552	34%	14,801,013	12%	60,113,076	42%
Gifts	512,400	0%	1,555,489	1%	-	0%
Investment income	11,519	0%	48,403	0%	138,467	0%
Other non-operating revenues	51,579,377	37%	72,620,610	58%	38,313,387	27%
Total non-operating revenues	116,866,184	85%	107,146,575	85%	120,275,458	84%
Total revenues	$138,037,281	100%	$ 126,109,679	100%	$ 143,413,702	100%

Source: St. Philip's College Annual Financial Report
Note: Includes unrestricted revenues, restricted revenues and plant funds.

Responsibly Managed Expenses

St. Philip's College ensures that expenses are managed responsibly against its annual revenue allocation. A Schedule of Expenses by Functional Classification is presented in Table 13.3.2, as obtained from the reviewed financial statements for the College (2022, 2023, 2024). Total expenses increased between fiscal years 2022 and 2024, increasing by approximately $22.1 million or 19.73%. Expenses for instruction appropriately comprise the largest portion of functional expenses, representing 32%, 39%, and 36% of total expenses for fiscal years 2022, 2023, and 2024. The percentage relationship of most functional expense categories to total expenses remained consistent over the three-year period, demonstrating the strong management and budget process at the College. For each of the fiscal years that ended August 31, 2022; August 31, 2023; and August 31, 2024; total expenditures for the College were less than total revenues, indicating that the College is responsibly managing its expenses, financial activities are sustainable, and the College is operating within its financial means.

Table 13.3.2: St. Philip's College Expenses by Functional Classification

St. Philips College
Expenses by Functional Classification

	2022		2023		2024	
Instruction	$ 35,779,199	32%	$ 44,629,901	39%	$ 48,571,537	36%
Public service	64,152	0%	60,667	0%	46,306	0%
Academic support	6,741,025	6%	6,877,357	6%	7,578,527	6%
Student services	8,898,116	8%	8,808,981	8%	9,645,157	7%
Institutional support	20,142,639	18%	13,362,810	12%	15,830,930	12%
Operation and maintenance of plant	8,751,365	8%	10,483,385	9%	14,539,371	11%
Scholarships and fellowships	16,066,207	14%	11,045,446	10%	15,404,537	12%
Auxiliary enterprises	193,228	0%	327,878	0%	338,410	0%
Depreciation	10,906,768	10%	12,905,719	11%	16,475,567	12%
Total operating expenses	107,542,699	96%	108,502,144	95%	128,430,342	96%
Interest on capital related debt, and other	4,478,742	4%	6,145,108	5%	5,697,371	4%
Total Expenses	$ 112,021,441	100%	$ 114,647,252	100%	$ 134,127,713	100%

Sources: St. Philip's College Annual Financial Reports
Note: Includes unrestricted expenses, restricted expenses and plant funds

Increasing Unrestricted Net Position

Presented in Table 13.3.3 is the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt for St. Philip's College for the years ended August 31, 2022; August 31, 2023; and August 31, 2024. These statements represent the changes in unrestricted

net position attributable to operations for each respective year. The College maintains a positive unrestricted net position, which has continually increased over each of the last three fiscal years.

The increases demonstrate a pattern of financial stability, which allows the College to make deliberate decisions to invest in ways to expand and enhance the scope of its programs and services. As a member of the Alamo Colleges District system, the College does not carry certain assets and liabilities that are recorded at the District-level. The unrestricted net position of the District is available to support St. Philip's College, and this balance is healthy and increasing.

Table 13.3.3: St. Philip's College Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt Total

Campus financials used

St. Philip's College
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

	2022	2023	2024
Total net position - from reviewed financial statements	$135,116,764	$146,579,191	$ 155,865,180
Less net investment in capital assets	(125,900,742)	(136,065,944)	(141,285,388)
Less restricted net position	(2,897,854)	(2,201,769)	(5,221,574)
Unrestricted net position exclusive of plant assets and plant-related debt	$ 6,318,168	$ 8,311,478	$ 9,358,218
Change in unrestricted net position		$ 1,993,310	$ 1,046,740

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determine the level of assets available to meet the day-to-day obligations of the Institution. Unrestricted net position exclusive of plant assets and plant-related debt increased by approximately $2.0 million between fiscal years 2022 and 2023 and $1 million between fiscal years 2023 and 2024.

With the unrestricted net position of the District available to support St. Philip's College, the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt for the District is presented below in Table 13.3.4. These statements represent the changes in unrestricted net position attributable to operations for each respective year. The District maintains a positive unrestricted net position which has continually increased over each of the last three fiscal years, when excluding the effects of the implementations of the Governmental Accounting Standards Board (GASB) Statements 68 and 75. The increases demonstrate a pattern of financial stability which allows the District to support St. Philip's College.

Table 13.3.4: Alamo Colleges District Statements of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

Alamo Colleges District
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt

	2022	2023	2024
Total net position - from audited financial statements	$389,579,891	$487,343,831	$ 569,997,409
Less net investment in capital assets	(423,581,645)	(502,437,612)	(571,441,722)
Less restricted net position	(52,292,621)	(59,768,211)	(68,352,158)
Unrestricted net position available to SPC	(86,294,375)	(74,861,992)	(69,796,471)
Adjustments related to compensable absences, pensions and OPEB:			
Add back compensable absences	8,097,177	8,180,716	9,165,068
Add back net OPEB liability	206,249,390	168,913,939	159,531,889
Add back net pension liability	37,975,348	89,265,151	105,319,038
Add back deferred inflows of resources related to OPEB	28,600,978	57,908,705	54,263,577
Add back deferred inflows of resources related to pensions	44,299,345	8,474,712	4,776,933
Less deferred outflows of resources related to OPEB	(34,448,664)	(27,069,657)	(16,328,144)
Less deferred outflows of resources related to pensions	(22,566,652)	(36,357,782)	(40,367,151)
Unrestricted net position exclusive of plant and plant-related debt (adjusted for liabilites related to pensions and OPEB) - Available to SPC	$181,912,547	$194,453,792	$ 206,564,739
Change in unrestricted net position		$ 12,541,245	$ 12,110,947

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determine the level of assets available to meet the day-to-day obligations of the Institution. Unrestricted net position exclusive of plant assets and plant-related debt increased $12.5 million between fiscal years 2022 and 2023 and $12.1 million between fiscal years 2023 and 2024 when ignoring the effects of GASB Statements 68 and 75, as further described in the following paragraph. These increases demonstrate that the College has a strengthening financial base and the financial stability to support its Mission and the scope of its programs and services.

Adjustments related to the implementations of GASB Statement No. 68, Accounting and Financial Reporting for Pensions, and GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other than Pensions, are presented in the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt (Table 13.3.3). Statement No. 68 requires the District to record its proportionate share of the plan-level net pension liability of the cost-sharing multiple-employer defined benefit pension plan administered by the Teacher's Retirement System of Texas (TRS) on its Statement of Net Position, as well as deferred inflows of resources and deferred outflows of resources related to the District's pension plan. Similarly, Statement No. 75 requires the recording of the District's proportionate share of the plan-level net other post-employment benefits (OPEB) liability of the cost-sharing multiple-employer defined benefit OPEB plan administered by the Employees Retirement System of Texas (ERS), as well as deferred inflows of resources and deferred outflows of resources related to the District's OPEB plan.

The recording of the long-term liabilities related deferred inflows of resources, and related to deferred outflows of resources required by these accounting standards does not affect the amounts the District must contribute to its pension and OPEB plans each year, and thus, the recording has no effect on the level of resources available to support day-to-day operations. In addition, the fluctuations in these liabilities from year to year may be affected by factors that are out of the control of the District, such as changes in actuarial assumptions made at the plan level or changes to the discount rates used to measure the liabilities at the plan level. As such, the accounting effects of the implementation of these standards should be ignored when assessing the trend of unrestricted net position exclusive of plant and plant-related debt. As illustrated in Table 13.3.4, unrestricted net position exclusive of plant and plant-related debt has consistently increased when ignoring the effects of GASB Statements 68 and 75. This indicates

the College's fiscal activities are sustainable and that the College is operating within its financial means.

Unmodified Conclusions on Reviewed Financial Statements

The separately-issued financial statements for St. Philip's College are prepared in accordance with generally accepted accounting principles and undergo a financial statement review each year. The financial statement reviews are performed in conjunction with institutional audits at the District-level in accordance with requirements specified in Section 13 of The Principles of Accreditation document published in 2024 by SACSCOC. For the most recent fiscal years ended August 31, 2022, 2023, and 2024, the Independent Accountant's Review Report has included an unmodified conclusion on the annual financial statements. The unmodified conclusions signify that there were no material modifications required to be made for the financial statements to be in accordance with accounting principles generally accepted in the United States of America and reflect the quality and strength of the financial records as well as the existence of proper internal controls.

Unmodified Opinions on Audited Financial Statements

Financial statements for the College are prepared in accordance with generally accepted accounting principles and are audited annually by an external independent certified public accounting firm as part in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Weaver & Tidwell, L.L.P. was the auditor for the fiscal year ended August 31, 2022, and CliftonLarsonAllen LLP was the auditor for the fiscal years ended August 31, 2023 and 2024.

For the most recent fiscal years ended August 31, 2022, 2023, and 2024, the Independent Auditor's Report included an unmodified opinion on the annual financial statements. The unmodified opinions reflect the quality and strength of the financial records as well as the existence of proper internal controls. In addition, the financial statements have earned the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) for 14 consecutive years, through the fiscal year ended August 31, 2022. The fiscal year 2023 financial statements have been submitted for the award, which is presented to organizations that go beyond the minimum requirements of generally accepted accounting principles to prepare comprehensive annual financial reports that evidence the spirit of transparency and full disclosure. The unmodified opinions reflect the quality and strength of the financial records, as well as the existence of proper internal controls.

The external independent auditors also provide a Report on Internal Control over Financial Reporting and on Compliance and Other Matters Required by Government Auditing Standards. The auditors assess the internal controls over financial reporting for the purpose of planning and performing their annual audit and did not identify any deficiencies considered to be material weaknesses for the fiscal years that ended August 31, 2022; August 31, 2023; and August 31, 2024.

Additionally, the auditors did not identify any instances of noncompliance or other matters while performing procedures to obtain reasonable assurance that the financial statements were free from material misstatement for the years that ended August 31, 2022; August 31, 2023; and

August 31, 2024. The Internal Control over Financial Reporting and on Compliance and Other Matters Required by Government Auditing Standards ended August 31, 2022; August 31, 2023; and August 31, 2024; are included in the audited financial statements attached as evidence to this narrative.

Conclusion

As demonstrated in the 13.3 narratives and supporting evidence, St. Philip's College has demonstrated compliance with Standard 13.3 by demonstrating management of its financial resources and operating in a fiscally responsible manner.

Evidentiary Documents
13.3-1_SchedofOpandNonopRevenuesFY22.pdf 13.3-2_SchedofOpandNonopRevenuesFY23.pdf 13.3-3_SchedofOpandNonopRevenuesFY24.pdf 13.3-4_SchedofFunctionalExpFYE8.31.22.pdf 13.3-5_SchedofFunctionalExpFYE8.31.23.pdf 13.3-6_SchedofFunctionalExpFYE8.31.24.pdf 13.3-7_UNAEP_AuditedFinStmtsFYE8.31.22.pdf 13.3-8_UNAEP_AuditedFinStmtsFYE8.31.23.pdf 13.3-9_UNAEP_AuditedFinStmtsFYE8.31.24.pdf 13.3-10_IndepAuditorsRptFY22.pdf 13.3-11_IndepAuditorsRptFY23.pdf 13.3-12_IndepAuditorsRptFY24.pdf 13.3-13_InternalControlFY22.pdf 13.3-14_InternalControlFY23.pdf 13.3-15_InternalControlFY24.pdf

13.4 *The institution exercises appropriate control over all its financial resources.* ***(appropriate control over all its financial resources)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Standard 13.4, Control of Finances.

External Financial Statement Reviews

The College's separately issued financial statements undergo a financial statement review performed annually by an independent certified public accounting firm. These financial statement reviews are performed in conjunction with institutional audits at the District level in accordance with requirements specified in Section 13 of The Principles of Accreditation document published in 2024 by SACSCOC.

The independent accounting firm Weaver & Tidwell, L.L.P. performed the financial statement review for St. Philip's College for the fiscal year ending August 31, 2022. The independent accounting firm CliftonLarsonAllen L.L.P. performed the financial statement reviews for the fiscal years ended August 31, 2023, and August 31, 2024.

The College's financial statements are prepared in accordance with accounting principles generally accepted in the United States. For the most recent fiscal years ended August 31, 2022, 2023, and 2024, the *Independent Auditor's Report* included an unmodified conclusion on the annual financial statements. The unmodified conclusions signify that there were no material modifications required to be made for the financial statements to be in accordance with accounting principles generally accepted in the United States of America and reflect the quality and strength of the financial records as well as the existence of proper internal controls.

External Audits

St. Philip's College is audited annually by an independent certified public accounting firm as part of a system-wide audit of the Alamo Colleges District. Weaver & Tidwell, L.L.P. was the auditor for the fiscal year ended August 31, 2022, and CliftonLarsonAllen LLP was the auditor for the fiscal years ended August 31, 2023 and 2024.

The audited financial statements, which include the *Independent Auditor's Report*, the I*ndependent Auditor's Report on Compliance for Each Major Federal Program and Report Over Internal Control over Compliance in Accordance with the Uniform Guidance with the accompanying Federal Schedule of Findings and Questioned Costs* and the *Independent Auditor's Report on Compliance for Each Major State Program and Report on Internal Control over Compliance Required by the Texas Grant Management Standards with the accompanying State Schedule of Findings and Questioned Costs*, for the fiscal years that ended August 31,

2022, 2023, and 2024 have been provided as documentary evidence to this narrative. For the most recent fiscal years ended August 31, 2022, 2023, and 2024, the annual financial statement audit resulted in an unmodified opinion as reported in the *Independent Auditor's Report*. The unmodified opinions reflect the quality and strength of the financial records as well as the existence of proper internal controls.

The external independent auditors also provided a Report on *Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards*. The auditors assessed the internal controls over financial reporting for the purpose of planning and performing their annual audit and did not identify any deficiencies considered to be material weaknesses for the fiscal years that ended August 31, 2022, 2023, and 2024. Additionally, the auditors did not identify any instances of noncompliance or other matters while performing procedures to obtain reasonable assurance that the financial statements were free from material misstatement for the years ended August 31, 2022, 2023, and 2024.

In addition to the annual financial statement audits, the external independent auditors perform the required Single Audits of federal and state grant programs each year. The Single Audit is performed at the District-level, but covers all grant activity for all of the member colleges including St. Philip's College. For each of the most recent fiscal years ended August 31, 2022, 2023, and 2024, the auditors concluded that the College complied with all of the compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of its major federal and state programs. *The Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance with accompanying Federal Schedule of Findings and Questioned Costs*, and the *Independent Auditor's Report on Compliance for Each Major State Program and Report on Internal Control over Compliance and accompanying State Schedule of Findings and Questioned Costs* are included in the audited financial statements provided as supporting documentation to this narrative.

The Federal and State Schedules of Findings and Questioned Costs report that an unmodified opinion was issued on compliance for all major federal and state programs. In fiscal year 2022, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported one finding categorized as a significant deficiency. It should be noted that this finding was related to a District-level process where the graduated status for 4 out of 40 students sampled was not properly reported to the National Student Loan Data System. There were no questioned costs related to this finding and an enhanced review and verification process was implemented as part of the District's corrective action plan. The corrective action plan implemented adheres to a structured three-step process to maintain compliance. This includes: (1) conducting a sixth audit report each semester to provide graduation data to the National Student Clearinghouse (NSC); (2) reviewing the DegreeVerify exceptions report each semester to identify and address necessary corrections; and (3) ensuring the completion and documentation of these steps, with a formal sign-off by a CSI Enrollment Services Professional and the Director at the end of each term for inclusion in the compliance certificate. Additionally, a subsequent review was conducted during FY23, confirming there were no repeat findings, as documented in the FY23 Annual Comprehensive Financial Report.

In fiscal year 2023, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported two findings categorized as significant deficiencies. It should be noted that both of these findings were related to internal control deficiencies at the District-level and were not related to any processes at the College. The first finding was related to language required under the Gramm-Leach-Bliley Act that was missing from the District's written information security policy which was immediately added as part of District management's corrective action plan. The second finding was related to District personnel who did not follow a District internal control policy related to the awarding of Higher Education Emergency Relief Funds (HEERF). There were no questioned costs related to either of the aforementioned findings in fiscal year 2023 and the District Student Financial Aid Office collaborated with the Internal Audit department to implement controls to ensure District Board policies are followed and that District Financial Aid staff are trained on the execution of those policies as part of management's corrective action plan (StmEthicalPolicy, ComplRptEmployee). In summary, there have been no material weaknesses identified during the Single Audits performed and the significant deficiencies described herein were not related to processes performed by the College employees in administering and executing their awarded grants.

Board Policy C.1.2 Audit Services requires all funds to be audited annually by an independent audit firm to determine the adequacy of the Board's fiscal policies, to determine the execution of those policies, and to attest to the financial information included in the financial statements. The issued audit reports are submitted to and approved by the Board and then made available to the public on the *Financial Information webpage* on the College's website. The *minutes* (2022, 2023, 2024) and *minute orders* (2022, 2023, 2024) from December 2022, December 2023, and December 2024 Board meetings have been provided as evidence of the Board's approval of the annual audit and financial statements with auditor's opinions.

Internal Audits

Board Policy C.1.2 Audit Services addresses internal audits and establishes the purpose and scope of the Internal Audit Department to provide independent and objective internal appraisals to examine and evaluate the activities of the member colleges. *Board Procedure C.1.2.1 Internal Audit Protocol* delineates the function of the Internal Audit Department, establishes guidelines for the annual planning and selection of audit projects, and establishes reporting requirements for the audit projects selected. Per Board Procedure C.1.2.1, the Internal Audit Department must conduct an organization-wide risk assessment each year and develop an audit plan based on the risk assessment. The results of the risk assessment and the accompanying audit plan are presented and approved by the Board each year in August, and the *August 2022, August 2023, and August 2024 Board minutes* showing the Board approval of the risk assessment and audit plan have been provided as documentary evidence to accompany this narrative.

The *Internal Audit Department Charter* defines the purpose and Mission of the Internal Audit Department, establishes its authority, and establishes independence and objectivity requirements, as well as adherence to standards of practice. The District Director of Internal Audit is the Chief Audit Executive and, to provide for the independence of the Internal Audit Department, reports functionally to the Board and administratively to the Chancellor, as noted in the Internal Audit Department Charter document provided as accompanying evidence to this narrative. Internal auditors have unrestricted access to all functions, records, property, and

personnel relevant to carrying out their reviews. Internal audit engagements may include an assessment of the existence, functioning, and adherence to internal controls, as applicable. Recommendations for improvements are communicated to relevant management for corrective action as necessary. Internal audit reports are issued to the Board, with management reporting any necessary corrective action. A sample internal audit report conducted in fiscal year 2020 that included St. Philip's College within its scope of work has been provided as documentary evidence. The full audit report was provided to the Board in conjunction with the *Quarterly Internal Audit Update* presentation on July 19, 2022. The *minutes from the July 19, 2022, Board meeting* and Internal Audit Quarterly Update presentation made to the Board have also been provided.

Written Policies and Procedures

The Board has adopted a multitude of policies and procedures designed to establish key internal controls to maintain and sustain the College's financial assets.

Board Policy C.1.1 Financial Ethics and Accountability is the overarching financial policy and requires that all parties involved in College financial transactions maintain the highest ethical standards. It also specifies that all funds and resources of the College shall be used only for authorized Institutional purposes.

Board Policy C.1.2 Audit Services requires an annual audit by an externally independent certified public accounting firm that includes an assessment of the fair presentation of the College's financial statements, a compliance audit over federal and state awards, and a review and assessment of the College's internal controls.

Board Policy C.1.4 Budget requires the preparation and adoption of an annual budget that supports the goals of the approved Strategic Plan and that identifies sufficient sources of funds to ensure a fiscally balanced budget and to reasonably provide for contingencies to meet unforeseen demands. In addition, the policy establishes a Savings Incentive Program designed to incent a culture of savings that allows net savings to be carried forward to the subsequent budget year to fund the College President's priority initiatives.

Board Policy C.1.5 Purchasing and Acquisitions and Board Procedure C.1.5.1 Purchasing Authority establishes requirements to ensure that quality goods and services are obtained in a manner that provides the best value to the College while complying with all applicable laws, rules, and regulations. Additionally, the policy and accompanying procedure establish the authority required to approve the procurement of goods and services at different dollar thresholds. Within the College's organizational hierarchy, directors and department chairs are limited to approving purchases up to $5,000. Purchases between $5,001 - $50,000 require approval from the Vice President of College Services, and purchases over $50,000 must be approved by the College President, as depicted in the Approval Authority Schedule included in Procedure C.1.5.1. These predetermined approval authority limits are programmed into the Banner ERP system, which also prohibits a single person from initiating and approving any financial transactions.

Board Policy C.1.7 Investments establishes the authority, scope, and objectives for investments, which emphasize the safety of principal and liquidity as part of a comprehensive investment strategy. The policy specifies eligible investments that adhere to the requirements of the Public

Funds Investment Act (PFIA) of the Texas Government Code. Excess cash is invested either overnight or longer based on cash needs, and all deposits in excess of the $250,000 Federal Insurance Deposit Corporation (FDIC) insurance limit are collateralized at a level between 105% and 115% in U.S. Treasuries and Government Securities and in high-grade municipal bonds.

Adherence to the Investment Policy and the underlying controls ensures that financial assets for the College are protected and always available to carry out the College's Institutional Mission. *Board Policy C.3.1 Debt Management* establishes conditions for the use of debt and creates procedures and policies designed to minimize debt service and issuance costs, maintain high credit ratings, and provide for complete and accurate financial disclosure and reporting while complying with all applicable state and federal laws. While no debt is specifically allocated to the College, the availability of bond funds is critical to fund renovations and other capital projects to carry out the strategic objectives of the College and to provide faculty and students with adequate facilities to facilitate teaching and learning.

All of the above-referenced policies and procedures serve to establish a comprehensive system of internal controls to protect and sustain the College's financial resources. Through these policies and procedures, internal controls are integrated into daily business practices, and the proper tone is set at the top for ethical business dealings, as well as a commitment to maintaining internal controls for all key transaction cycles. Standard internal controls related to financial reporting, such as assigning clear lines of authority and responsibility, maintaining adequate segregation of duties, enforcing proper procedures for transaction authorization, requiring and maintaining adequate documents and records, reconciling accounting records, enforcing physical control over assets and records, and enforcing sound information technology controls prevent errors in the recording of financial transactions resulting in complete, accurate, and timely financial reports. These controls exist through all transaction cycles—tuition and accounts receivable, acquisition and payment, human resources and payroll, cash, and investments, as well as the federal, state, and local grants and contracts cycle.

Risk Management

The College also sustains and maintains its financial assets by receiving support services from the Enterprise Risk Management Department. Additionally, St. Philip's College has a Risk Management Coordinator assigned to the College who reports to the Vice President of College Services. *Board Policy C.1.6 Enterprise Risk Management* establishes the Enterprise Risk Management Department, which is responsible for identifying and evaluating potential risk situations and procuring adequate insurance to decrease financial exposure. Insurance coverage includes property and casualty, flood, general liability, educator's legal liability, errors and omissions, and workers' compensation. *Sample insurance policies*, along with a *Commercial Property Schedule* and *Named Insured Schedule*, have been provided as supporting documentation. The department also provides guidance in the areas of environmental health and safety. The College is cognizant of exposure involving students and provides required coverage in areas such as student activities, student counseling, and other situations.

Qualifications and Experience of Staff

The College's organizational structure provides competent, trustworthy personnel for resource management. The President serves as the Chief Executive Officer of the College and is responsible for the overall operation of the College, including strategic focus, academic standards, and student success. The Vice President of College Services provides management of the College's financial, human, planning, and physical resources to contribute towards the achievement of student success and the operational goals of the College. *Job descriptions* (President, VP for College Services) for these administrators have been provided as documentary evidence. The College is supported by strong financial management at the District level that coordinates with the College to provide services related to budget, accounting and auditing, finance, public safety, facilities, and human resources services. The qualifications of staff responsible for financial stability and control of the Institution have been included as additional documentary evidence.

Conclusion

As demonstrated in the 13.4 narrative and supporting evidence, St. Philip's College has demonstrated compliance with Standard 13.4 by demonstrating that the institution exercises appropriate control over all its financial resources.

Evidentiary Documents
13.4-1_IndepAuditorsRptFY22.pdf 13.4-2_IndepAuditorsRptFY23.pdf 13.4-3_IndepAuditorsRptFY24.pdf 13.4-4_IndepAuditorsRptFY22.pdf 13.4-5_IndepAuditorsRptFY23.pdf 13.4-6_IndepAuditorsRptFY24.pdf 13.4-7_InternalControlFY22.pdf 13.4-8_InternalControlFY23.pdf 13.4-9_InternalControlFY24.pdf 13.4-10_SingleAuditRptsCostsFY22.pdf 13.4-11_SingleAuditRptsCostsFY23.pdf 13.4-12_SingleAuditRptsCostsFY24.pdf 13.4-13_GradConfirmComplianceCert.pdf 13.4-14_ACFRPriorAuditFindings.pdf 13.4-15-SFA_StmtEthicalPrnPolicyReview.pdf 13.4-16_SFA_ComplianceRptEmployeeFinAidAwards.pdf 13.4-17_TransparencyWebpageAuditedFinStmts.pdf 13.4-18_BoardMin_ApprofFY21CAFRandAuditorsRptsJan2.pdf 13.4-19_BoardMin_ApprofFY22CAFRandAuditorsRptsJan2.pdf 13.2-21_BoardMinFY24-25AllFundsBdgt.pdf

13.4-21_BoardMinOrder_ApprofFY22CAFRandAuditorsRpt.pdf
13.4-22_BoardMinOrder_ApprofFY23CAFRandAuditorsRpt.pdf
13.2-24_BoardMinOrderFY24-25AllFundsBdgt.pdf
13.4-24_C.1.2.1_Procedure_InternalAuditProtocol.pdf
13.4-25_C.1.2_Policy_AuditServices.pdf
13.4-26_BoardMin_ApprofFY22InternAuditRiskAssmtand.pdf
13.4-27_BoardMin_ApprofFY23InternAuditRiskAssmtand.pdf
13.4-28_BoardMin_ApprofFY24InternAuditRiskAssmtand.pdf
13.4-29_InternAuditDeptCharterJan2024.pdf
13.4-30_InternAuditQrtlyUpdatetoBoardPresentationJ.pdf
internal-audit-2022-annual-report.pdf
13.4-32_BoardMin_QrtlyInternAuditUpdateJul192022.pdf
13.4-33_C.1.1_Policy_FinEthicsandAccountability.pdf
13.4-34_C.1.2_Policy_AuditServices.pdf
13.4-35_C.1.4_Policy_Budget.pdf
13.4-36_C.1.5_Policy_PurchasingandAcquisitions.pdf
13.4-37_C.1.5.1_Procedure_PurchasingAuthority.pdf
13.4-38_C.1.7_Policy_Investments.pdf
13.4-40_C.3.1_Policy_DebtMgmt.pdf
13.4-39_C.1.6_Policy_EnterpriseRiskMgmt.pdf
13.4-41_Insurance_Policy_General Liability.pdf
13.4-42_Property_Schedule.pdf
13.4-43_Named_Insured_Schedule_2023-24.pdf
13.4-44_JobDescr_PresoftheCollege.pdf
13.4-45_JobDescr_VPforCollegeServices.pdf
13.4_FinancialResumes.pdf

13.5 *The institution maintains financial control over externally funded or sponsored research and programs.* ***(Maintain Financial Control)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 13.5, Control of sponsored research/external funds.

Process and Procedures in the Pre-Award Process

The Institutional Advancement and Grants Development Office of SPC has an established guideline, for example, St. Philip's College Grant Protocol and Guidelines and an External Grant Tracking Document Timeline and Checklist, to ensure accountability and coordination in securing and administering external funds.

Institutional control over externally funded programs is maintained by the Office of the President in conjunction with the Institutional Advancement and Grants Development Office (IA), the College Budget Office, and the Alamo Colleges District Grants Accounting Department. As a result, strong controls are in place to ensure accountability for fiscal and programmatic compliance.

Grant notifications and requests for proposals from public and private sources are coordinated through, and processed by, the Institutional Advancement and Grants Development office in conjunction with various departments throughout SPC. According to St. Philip's College Grant Protocol and Guidelines, the Institutional Advancement and Grants Development office ensures the progress of the grant development and assists faculty and staff in developing grant narratives, budgets, and submissions. All proposals are reviewed and approved for submission by the originating department Director, the respective Dean, the appropriate Vice President, the College President, and Alamo Colleges District Institutional Advancement to ensure alignment with the Alamo Colleges District Board of Trustees' Goals, ACD Mission, SPC Mission, and SPC Strategic Plan.

Grant Development Process

The Institutional Advancement and Grants Development office reviews external funding opportunities from both private and public sources to identify those that meet College needs; the Office then presents these opportunities to the Deans, Directors, Vice President, and President during the weekly Cabinet meetings who oversee faculty and programs that align with the scope of funding opportunities. Once a determination has been made to apply for a specific grant, the Vice President or Dean identifies the Grant Lead. The Grant Lead and a representative from the Institutional Advancement and Grants Development office meet to determine the focus and timeline for grant submission. It is at this point that the Grant Lead sets out to develop the

focused grant activities and narrative for each grant section and budget, ensuring compliance with the Request for Proposal. All written grant content is then sent to the Institutional Advancement and Grants Development office for review, revision, and final editing. Once the grant has been reviewed and approved by the appropriate Vice President and College President, the grant application is submitted to the funding agency by the Institutional Advancement and Grants Development office.

Post-Award Set-Up and Administration

The President of SPC has the authority to accept awarded external funds. Once the College receives the notification of a grant award, as illustrated in the sample award notification letter, the Grant Program Manager submits the grant agreement and/or award letter to the College President for review and signature. The grant agreement and/or award letter specify the total award amount, the funding amounts per year, and the contract period. After approval by the President, the Institutional Advancement and Grants Development office records this documentation and provides copies of the fully executed grant agreement to the Institutional Advancement and Grants Development office, the College's Budget Officer, the Grant Program Manager, and Grants Accounting.

The Grant Program Manager initiates the process of setting up approved grant accounts by working in coordination with the District Grants Office and submitting a grant Packet containing a completed Grants and Contracts Approval Form, the Grants Operational Budget, and the Effort Certification Data Collection Form. After the District Legal Services Department reviews and approves any associated grant agreement, the Grant Program Manager secures signatures from the appropriate Vice President and the College President on these documents. The Grant Program Manager is then responsible for submitting all institutionally approved forms to the District Director of Grants and Contracts for District approval and account setup. For added oversight for multi-year grants, the Grant Program Manager must route a memo and grant Packet to set up the grant budget each year.

As mentioned in Principle 13.4, all employees who manage financial reports and transactions relating to grants adhere to all District Board policies and College procedures. All purchasing and human resources transactions related to grants comply with stipulations specified by the funding agency as well as policies set forth by the College and the District, including Alamo Colleges Board Policy D.2.2 Hiring Practices, and College Alamo Colleges Board Policy C.1.1.1 Financial Ethics and Accountability.

Administration and Management of Grant Funds

Most federal grants include an external evaluator during the program period to evaluate the progress of grant activities and outcomes. After a site visit, the Grant Program Manager is provided with an External Evaluator Site Visit Report that details the findings. In addition, most federal grants also require an Annual Performance Report (APR) to be submitted that reports on the annual activities and results of the grant program. Before submission, the Grant Program Manager meets with the College President to review the report. Once the College President approves, the report is submitted to the agency.

For all federal and non-federal grants, a separate grant account is maintained for each externally funded program. This facilitates fiscal and programmatic compliance. The District

Grants Accounting Department and the College Grant Program Manager provide oversight over the fiscal requirements of each program. This includes continued maintenance of the grant accounts and associated budget revisions.

Programs are conducted in accordance with the terms of the written agreement or contract between the College and the external funding agency. The College Vice President of the area related to the grant funding provides programmatic oversight with support from the College Grant Program Manager.

Qualifications and Duties of the Grant Program Manager

The Grant Program Manager is identified by the appropriate Vice President and Dean who oversees that division/department. Grant Program Managers hold various titles, and the duties of grant management are in addition to their regular duties. Grant Program Managers hold a minimum of a bachelor's degree or a combination of relevant experience, education, and training that equates to the required degree. The Grant Program Manager List details the 2024 SPC Grant Program Directors and the grants managed.

The Grant Program Manager oversees the implementation of the grant. Duties of this include:

- Coordinating with the College President and respective Vice President to begin the hiring of any program staff; Maintaining monthly and semiannual Time and Effort reports as appropriate;
- Maintaining records of all grant activities including purchasing and personnel hiring; and
- Submitting reports, including performance reporting, in a timely manner, as required by the funding agencies. Electronic copies of the reports are submitted to the Vice President overseeing the grant, the Director of Institutional Advancement & Development, and the College President.

Annual Audit of Grant Programs

External independent auditors perform the required Single Audits over federal and state grant programs each year. The Single Audit is performed at the District level but covers all grant activity for all of the member colleges including St. Philip's College. For each of the most recent fiscal years ended August 31, 2022, 2023, and 2024, the auditors concluded that the College complied with all of the compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of its major federal and state programs. The Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance with accompanying Federal Schedule of Findings and Questioned Costs, and the Independent Auditor's Report on Compliance for Each Major State Program and Report on Internal Control over Compliance and accompanying State Schedule of Findings and Questioned Costs are included in the audited financial statements provided as supporting documentation to this narrative (2022, 2023, 2024).

The Federal and State Schedules of Findings and Questioned Costs report that an unmodified opinion was issued on compliance for all major federal and state programs. In fiscal year 2022, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported one finding categorized as a significant deficiency. It should be noted that this finding was related to a District-level process where the graduated status for 4

out of 40 students sampled was not properly reported to the National Student Loan Data System. There were no questioned costs related to this finding and an enhanced review and verification process was implemented as part of the District's corrective action plan. The corrective action plan implemented adheres to a structured three-step process to maintain compliance. This includes: (1) conducting a sixth audit report each semester to provide graduation data to the National Student Clearinghouse (NSC); (2) reviewing the DegreeVerify exceptions report each semester to identify and address necessary corrections; and (3) ensuring the completion and documentation of these steps, with a formal sign-off by a CSI Enrollment Services Professional and the Director at the end of each term for inclusion in the compliance certificate (21). Additionally, a subsequent review was conducted during FY23, confirming there were no repeat findings, as documented in the FY23 Annual Comprehensive Financial Report (22).

In fiscal year 2023, the auditors concluded that there were no material weaknesses identified in internal controls over major programs but reported two findings categorized as significant deficiencies. It should be noted that both of these findings were related to internal control deficiencies at the District-level and were not related to any processes at the College. The first finding was related to language required under the Gramm-Leach-Bliley Act that was missing from the District's written information security policy which was immediately added as part of District management's corrective action plan. The second finding was related to District personnel who did not follow a District internal control policy related to the awarding of Higher Education Emergency Relief Funds (HEERF). There were no questioned costs related to either of the aforementioned findings in fiscal year 2023 and the District Student Financial Aid Office collaborated with the Internal Audit department to implement controls to ensure District Board policies are followed and that District Financial Aid staff are trained on the execution of those policies as part of management's corrective action plan (StmtEthicalPolicy, ComplReportEmp). In summary, there have been no material weaknesses identified during the Single Audits performed and the significant deficiencies described herein were not related to processes performed by the College employees in administering and executing their awarded grants.

Conclusion

As demonstrated in the 13.5 narrative and supporting evidence, St. Philip's College has demonstrated compliance with Standard 13.5 by demonstrating that the institution maintains financial control over externally funded or sponsored research and programs.

Evidentiary Documents
13.5-1_GrantProtocolandGuidelines.pdf 13.5-2_ExtGrantTrackingDocandTimelineChecklist.pdf 13.5-3_Grant_ProtocolandGuidelines.pdf 13.5-4_SPC_WklyGrantsRpt_Cabinet10-22-24.pdf 13.5-6_2022GrantApp.pdf 13.5-7_GrantAwardDocs.pdf 13.5-8_GrantsandContractsApprForm.pdf

13.5-9_GrantOperationalBudget.pdf
13.5-10_EffortCertDataCollectionForm.pdf
13.5-11_BoardPolicy_D.2.2_HiringPractices.pdf
13.5-12_BoardPolicy_C.1.1.1_FinEthicsandAccountabi.pdf
13.5-13_ExternalEvaluatorSiteVisitRpt.pdf
13.5-14_AnnualPerformanceRpt(APR).pdf
13.5-15_BudgetRevision.pdf
13.5-16_GrantProgramMgrList.pdf
13.5-18_SingleAuditRpt&QuestionedCostsFY22.pdf
13.5-19_SingleAuditRpt&QuestionedCostsFY23.pdf
13.5-20_SingleAuditRpt&QuestionedCostsFY24.pdf
13.5-21_GradConfirmComplianceCert.pdf
13.5-22_ACFR_PriorAuditFindings.pdf
13.5-23_SFA_StmtofEthicalPrinPolicyReview.pdf
13.5-24_SFA_ComplianceRpt_EmployeeFinAidAwards.pdf

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.* ***(Compliance)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 13.6, Federal and state responsibilities.

St. Philip's College meets its program responsibilities under Title IV of the most recent Higher Education Act, as amended, and audits its financial aid programs as required by federal and state regulations. St. Philip's College is part of a system, Alamo Colleges District, which conducts a system-wide audit with information specific to the College. The District's financial statements and the audit report on those financial statements cover all member colleges of the District including St. Philip's College, as seen in the fiscal years ending August 31, 2022, 2023, and 2024 *Comprehensive Annual Financial Reports.*

Weaver/CLA Annual Audits

St. Philip's College (ACD) regularly audits its financial aid programs and complies with its program responsibilities as required by *Section 487(c) of the Higher Education Act as, the Higher Education Opportunity Act of 2008, Section 668.23 of Title 34 of the Code of Federal Regulations, Chapter 321 of the Texas Government Code, and OMB Uniform Guidance (CFR§200)*. The audits include tests to evaluate the effectiveness of the design and operation of internal controls considered relevant to preventing or detecting material noncompliance with laws, regulations, contracts, and grants as evidenced in the *Comprehensive Annual Financial Reports, Single Audit Section (2022, 2023, 2024)*.

Weaver & Tidwell, L.L.P. was the auditor for the fiscal year ended August 31, 2022, and CliftonLarsonAllen LLP was the auditor for the fiscal years ended August 31, 2023 and 2024 to perform the annual compliance audits required by the *A-133 Circular Section .510(a) and the State of Texas single audit under the Uniform Guidance*, which replaced A-133. St. Philip's College's Federal Single Audit Opinions for 2022, 2023, and 2024 and the Audit Summary of Findings and Questioned Costs - Federal for 2022, 2023, 2024 are included as evidence in the CAFR (SPC_CAFR2022, SPC_CAFR2023, SPC_CAFR2024).

The recent audits for fiscal years ending August 31, 2022, 2023, and 2024 found no material weaknesses or questioned costs related to the College. One material deficiency related to the Gramm-Leach-Bliley Act (FY23) written information security plan administered by Alamo Colleges District Institutional Research and one related to Center for Student Information (CSI) enrollment reporting (FY22) were identified. St. Philip's College received zero Student Financial Aid findings in FY24, FY23, and FY22 that are required to be reported in accordance with Texas Grant Management Standards.

Corrective Actions and Resolutions Approved by Auditors

For enrollment reporting, in addition to the response given in the *Comprehensive Annual Financial Reports (CAFR)* (SPC_CAFR2022) CSI immediately initiated a corrective action plan. The corrective action plan implemented adheres to a structured three-step process to maintain compliance. This includes: (1) conducting a sixth audit report each semester to provide graduation data to the National Student Clearinghouse (NSC); (2) reviewing the DegreeVerify exceptions report each semester to identify and address necessary corrections; and (3) ensuring the completion and documentation of these steps, with a formal sign-off by a CSI Enrollment Services Professional and the Director at the end of each term for inclusion in the compliance certificate. Additionally, a subsequent review was conducted during FY23, confirming there were no repeat findings, as documented in the FY23 Annual Comprehensive Financial Report.

Fiscal Operations Report and Application to Participate (FISAP)

Annually, St. Philip's College submits to the federal Department of Education a *Fiscal Operations Report and Application to Participate* (FISAP) report detailing Title IV expenditures for the previous year and requesting Title IV funds for the next unfunded fiscal year. St. Philip's College provides the year-end June 30, 2024, 2023, and 2022 FISAPs as evidence.

Cohort Default Rates (CDRs) and Default Aversion Methods

St. Philip's College publishes the payment history of St. Philip's College cohort student loans and default rates for the Federal Family Education Loan and William D. Ford Federal Direct Loan Programs. In its 3-Year Official Cohort Default Rates report (SPC NSLDS CDR YR21 YR20 YR19) St. Philip's College reported the official default rates: 1.6 for FY19, 0.0 for FY20 and 0.0 for FY21.

To assist in default prevention, St. Philip's College offers free online coaching from a certified financial coach as well as the services of a professional default aversion company, i3-Group, which works with former students who have fallen behind on loan payments, informing them of options for preventing default. These Financial Literacy Services provide students with the financial education and training necessary to make informed financial decisions, such as the appropriate use of budgeting, funds management, and the responsibilities of accepting a financial loan.

College and Student Eligibility Standards

St. Philip's College meets eligibility standards to participate in Title IV financial aid programs and offers academic programs eligible for such funding. To date, St. Philip's College remains eligible because the College maintains its accreditation status as required by *34 CFR Part 600: Institutional Eligibility under the Higher Education Act of 1965*, as Amended. The Student Financial Aid Office administers all sources of financial aid at St. Philip's College and maintains an updated online listing of financial aid sources on its website. The current Federal Program Participation Agreement (PPA) for St. Philip's College is attached. (SPC_PPA-00360800_2023).

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

St. Philip's College has been able to achieve this compliance because prior to awarding aid, St. Philip's College verifies student eligibility using the standards established by the Title IV programs, including the cost of attendance, satisfactory academic progress, selective service registration or

exemption, eligible academic program, financial need, citizenship or eligible non-citizen status, default or overpayment status, drug conviction, and enrollment status. St. Philip's College publishes the Satisfactory Academic Progress Policy (P&P_SAP_Policy) on the Student Financial Aid Office website. The Student Financial Aid Office monitors academic progress at the end of each spring term by reviewing cumulative grade point averages, maximum timeframe, and course completion rates of financial aid recipients.

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

13.6 Conclusion

As demonstrated in the 13.6 narrative and supporting evidence, St. Philip's College has demonstrated compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and the College has demonstrated it audits financial aid programs as required by federal and state regulations.

Evidentiary Documents

13.6-1_CAFR2022.pdf
13.6-2_CAFR2023.pdf
13.6-3_CAFR2024.pdf
13.6-4_Section 487(c)_Higher_Education_Act.pdf
13.6-5_Section 668.23_of_Title_34_of_the_Code_of_F.pdf
13.6-6_Chapter_321_of_the_Texas_Government_Code.pdf
13.6-7_2 CFR Part 200 Subpart F.pdf
13.6-8_Single_Audit_Reports_&_Questioned_Costs_FY2.pdf
13.6-9_Single_Audit_Reports_&_Questioned_Costs_ FY.pdf
13.6-10_Single_Audit_Reports_&_Questioned_Costs_FY.pdf
13.6-11_Single_Audit_Reports_&_Questioned_Costs_FY.pdf
13.6-12_Single_Audit_Reports_&_Questioned_Costs_ F.pdf
13.6-13_Single_Audit_Reports_&_Questioned_Costs_FY.pdf
13.6-14_SPC_CAFR2022 - Copy.pdf
13.6-15-Graduates Confirmation Compliance Certific.pdf
13.6-16_SPC_CAFR2023 - Copy.pdf
13.6-17_SPC_FISAPYearEnd2024.pdf
13.6-18_SPC_FISAPYearEnd2023.pdf
13.6-19_SPC_FISAPYearEnd2022.pdf
13.6-20_SPC NSLDS CDR YR21 YR20 YR19.pdf
13.6-21_SPC_PPA-00360800_2023.pdf
13.6-22_P&P_SAP_Policy.pdf

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.* ***(Resources)***

X *Compliant* ___ *Partial Compliance* ___ *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 13.7, Physical Resources.

St. Philip's College (The College) 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. Located in San Antonio, Texas, The College is a community college operating in an open-door policy. The desire is to serve each student's educational needs while maintaining a high standard of excellence in all programs.

The buildings and facilities are adequate to support all Mission-related activities, including instruction and educational support, student activities, and administration. St. Philip's College operates two comprehensive campuses in its service area, offering day, evening, and weekend classes and maintains physical facilities on and off campus that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

The College's Martin Luther King Campus Master Plan (13.7.1 – SPC MLK Master Plan) and Southwest Campus Master Plan (13.7.2 – SPC SWC Master Plan) were designed with the mission in mind, and their purpose is to create a unique campus based on the vision, mission, and College priorities, which include physical, environmental, and social elements in support of student needs. The Plans are reviewed and revised annually during the College's Strategic Planning Retreat.

Additionally, the College gathers input from our workforce programs' advisory boards through meetings and other communications. The advisory boards provide invaluable information related to the workplace and to the kind of training SPC students require to be successful in the workplace, after graduation. The advisory boards also provide the college with insight into the resources and equipment used in the workforce to ensure SPC provides our students with similar experiences in the learning environment, leading to students' success after graduation.

Furthermore, leadership meetings take place regularly to further determine if our physical resources are a proper mixture to ensure student success. These meetings take place at the program level with input from faculty, at the department level with input from program coordinators/chairs, and at the divisional level with input from applicable Deans (13.7-23 IURexamples). When these stakeholders request additional physical resources, this information is included in the unit's Annual Operational Unit Plan and documented in the Strategic Planning On-Line (SPOL) platform. The department chair is responsible for addressing the department's capital and investment needs through the Resource Allocation Request process. The Resource Allocation Request process allows the departments to identify needs, such as equipment, furniture, and fixtures that need to be replaced or to furnish high-cost program items.

When the costs of the submitted requests exceed the available capital funds, the college leadership compiles the list of submissions and ranks them by a needs assessment. Some examples of items funded by this process include patient simulators, overhead shop fans, and toolboxes with associated tools.

College Locations
St. Philip's College's main campus (MLK) is located at 1801 Martin Luther King Drive, San Antonio, TX 778203, approximately two and a half miles from the center of the city. The College's Southwest Campus is located at 800 Quintana Road, San Antonio, TX 78211 (SWC) (13.7-3 – Map showing SPC Campuses in San Antonio).

Physical Plant
St. Philip's College facilities continue to expand and change as the College strives to fulfill the diverse needs of the community. The following facilities comprise the MLK campus and the Southwest Campus. Tables 13.7 – 1 and 13.7 - 2, respectively, building information (Building Name, Square Footage, Year Constructed, and, if applicable, Renovation Date).

Table 13.7 – 1 St. Philip's College Martin Luther King Campus

Table 13.7 – 2 St. Philip's College Southwest Campus

Martin Luther King Campus (MLK) (13.7-4 MLK MAP) located at 1801 Martin Luther King Dr., San Antonio, Texas, 78203, provides students, prospective students, and the public with the following facilities:

Applied Science Building (ASB)
This 87,400 sq. ft. facility was constructed in 1993 and houses the Automotive Technology Program which includes designated training spaces for Ford Motor Company and General Motors. In 2024, the second floor was renovated with spaces dedicated supporting the automotive program and select Health Sciences programs such as BioMed, Histology, Certified Nurse's Assistant, and Vision Care. The building has twenty-three classrooms containing two large screen monitors for students to see instructional material being presented, wireless microphones for faculty to walk around the room assisting students with the lesson while continuously teaching, and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously (hybrid classroom).

Bowden Legacy Building (BLB)
Formally known as the Bowden Building, it was dedicated in honor of Miss Artemisia Bowden in 1954. Recent renovations were completed in 2023 to further accommodate an established partnership with San Antonio Independent School District (est. 1994), together the institutions created the St. Philip's College Early College High School Program, where high school students have an opportunity to earn a high school diploma and complete an Associate's degree, or earn up to 60 college credit hours toward a baccalaureate degree, or complete college hours towards a Level I Certificate. This 20,830 square-foot facility was built in 1953. With the 2023 renovations, the building has nine hybrid classrooms and two wet labs for Natural Science programs (Chemistry and Biology). The hybrid classrooms are equipped with two large screen monitors for students to see instructional material being presented, wireless microphones for faculty to walk around the room assisting students with the lesson while continuously teaching, and each room is equipped

with cameras and classroom microphones to support face-to-face and online learning simultaneously.

Cybersecurity Innovations Center (CIC)
The Cybersecurity Innovations Center (CIC), formally known as the Campus Center, was built in 1953 and renovated in 1978, 1987, and 2024. The 2024 renovation created new space in the CIC to support the Bachelor of Applied Technology in Cybersecurity Program. The 20,064 square-foot building houses six hybrid classrooms, a data center, a cybersecurity operations center, an eSports space, and two multipurpose rooms. The hybrid classrooms are equipped with two large screen monitors for students to see instructional material being presented, wireless microphones for faculty to walk around the room assisting students with the lesson while continuously teaching, and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously.

Center for Health Professionals (CHP)
The Center for Health Professions, constructed in 2009, is an advanced medical training facility that provides hands-on, simulated instruction. This 108,000 square-foot facility consists of nine hybrid classrooms and labs meant to replicate various departments found throughout healthcare facilities and supports career programs such as vocational nursing, surgical technology, radiology and diagnostic imaging, physical therapy, respiratory therapy, occupational therapy, and health information technology. It includes complete radiology systems, two surgical suites, four simulation rooms for training nurses, eight general hospital rooms, a nurse's station, and it also houses the Dr. Frank Bryant, Jr. Human Patient Simulator Lab. The hybrid classrooms are equipped with two large screen monitors for students to see instructional material being presented, wireless microphones for faculty to walk around the room assisting students with the lesson while continuously teaching, and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously.

Center for Learning Resources (CLR)
The Center for Learning Resources on the MLK campus was built in 2009 and is a 6,500 square-foot facility allocated over three floors. The Learning Resource Center's mission is to provide an educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning while focusing on the importance of being responsible to a population rich in ethnic, cultural, and socioeconomic diversity. The CLR includes the MLK campus two-story library stacks area and many private reading areas. The circulation desk, which serves as a primary information gathering and public system hub for the library system, is located directly inside the main doors of the first floor. Physical periodicals (magazines, journals, and newspapers, as well as the microform collection) are on the first floor, integrated with 16 casual reading spaces, five group study tables, and a public copier. On the second floor, patrons have access to an open public lab with 48 computers, three public copiers, additional physical collection (including books, DVDs, and CDs, for example), and two public assistance service points: the information desk and the reference desk. To help provide consistent service to all members of the user population, there is a room dedicated to disability services, equipped with a Kurzweil/Assistive technologies computer and a SARA (Scanning and Reading Appliance) machine. There are eight individual study rooms and seven group study rooms as well as a group study computer lab containing 36 computers and two scanners. Faculty may schedule their classes with a librarian to receive library instruction in one of two SMART-equipped

computer labs at the MLK library (seating 35 and 41 students). The third-floor public area is reserved for quiet study/workspace. It contains 24 comfortable chairs, 12 coffee tables, and group study tables. In addition to the public areas, the Dean for Academic Success's Office suite is also located on the third floor.

Child Development Center (CDC)
Built in 2001, the Child Development Center is a 6,700 square-foot building located on the northwest corner of the campus on Wyoming Street and can accommodate up to 57 children. The Center staff provides childcare services to the students and staff of St. Philip's College. The mission of the center is to provide the highest quality training for students in early care and education for children with respect to cultural differences, developmental capabilities, and educational opportunities. The 6,700 square-foot facility houses five learning spaces for children from six months to five years of age. In addition to the building spaces, there are three playgrounds designed for the child's physical abilities.

The Center of Advocacy and Student Empowerment (CASE)
The Center of Advocacy and Student Empowerment (CASE), formally known as the Continuing Education Building, was completed in 1992, and houses the Office of the Dean for Student Success -Educational Support Services (ESS) and supporting offices. The 10,000 square foot facility houses, but is not limited to, Career Services, Clothing Closet, Counseling Services, Disability Services, Emergency Grant Program, First Year Experience, Food Pantry and Food Assistance Program.

Good Samaritan Veteran's Outreach and Transition Center (GSVOTC)
The Good Samaritan Veteran's Outreach and Transition Center building is on the site of the original African American Hospital in San Antonio. Former building names for the GSVOTC building include Veterans Outreach Center and Good Samaritan Hospital. The historic Good Samaritan Hospital was constructed in 1915 as the Corinth Baptist Church and in 1948 was converted to a hospital for African American patients in response to segregation. In December 2011, the San Antonio City Council approved a partnership with the Alamo Community Colleges District and St. Philip's College to renovate the former hospital into a veteran's outreach center. The Good Samaritan Veteran's Outreach and Transition Center provides personalized services to all active duty and retired service members, veterans, their families, and the community in the greater San Antonio Area. In August 2017 the building was renovated; the new area is 14,874 square feet. The building provides office space for several local partners: Alamo City Black Chamber of Commerce; Onward to Opportunity-Transition Services; Texas Veteran Commission-Veteran Claims Assistance; San Antonio Bar Association-Legal Assistance; SCORE-Small Business Administration-Business Start Up; Lift Fund-Small Business Admin- Business Loans; Grace After Fire-Female Veteran Counseling; VA-Mental Health Counseling; and Goodwill-Job Assistance.

William Allen Hudgins Health and Wellness Facility (WAH)
The William Allen Hudgins Health and Wellness Facility (or WAH) was completed in 2022 and was dedicated to former St. Philip's College basketball coach, William Allen Hudgins. The WAH contains two hybrid classrooms, a gym (a multiuse court that can accommodate basketball and volleyball, an aerobic studio, an indoor four-lane swimming pool, a strength training room, a cross-fit training room, dressing rooms, and instructors' offices. The facilities are available to all students, faculty, and staff during normal business hours,

Monday through Friday from 8:00 a.m. to 5:00 p.m. (excluding Holidays). The hybrid classrooms are equipped with two large screen monitors for students to see instructional material being presented, wireless microphones for faculty to walk around the room assisting students with the lesson while continuously teaching, and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously. The gym consists of multipurpose courts and seating for approximately 800 spectators.

Learning and Leadership Development Center (LLDC)
Built in 1997 and recently renovated in 2024, the Learning and Leadership Development Center (LLDC) is located on the northwest corner of Meerscheidt Street and Dakota Street. With its recent renovations, the LLDC is the new home for St. Philip's College's Engineering Program.

Clarence W. Norris (CWN)
Formally known as the Norris Technical Building, it was originally built with only three floors in 1970 and received the fourth floor in 1972. After renovations in March 202, the Norris Technical Building was renamed and dedicated the Clarence W. Norris (CWN) Building in honor of Clarence W. Norris, Dean Emeritus (1975) recognizing his 30 years of dedicated service to St. Philip's College.
The CWN underwent renovations in 1996 and 2020. The 2020 renovation increased the building's square footage to 6,911 square feet of educational space. The renovation enhanced the student learning environment, including hybrid classrooms, student collaborative learning and lounge areas. CWN continues to house the Tutoring & Technology Center, Rose Thomas Writing Center, special purpose areas for the Information Technology & Communications Department, and the Communications & Learning Department. The hybrid classrooms are equipped with two large screen monitors for students to see instructional material being presented, wireless microphones for faculty to walk around the room assisting students with the lesson while continuously teaching, and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously.

Dr. William C. Davis Science Building (SCI)
Formally known as the Science Building, the SCI facility was built in 1992. In 2012 the building underwent renovations, and a renamed after Professor Emeritus Dr. William Conan Davis, a world-renowned researcher in food chemistry and former chair of natural sciences at St. Philip's College. The Science Building houses the departments of Mathematics and Natural Sciences and the Office of the Dean of Arts and Sciences. The facility contains fourteen science laboratories (seven Biology, five Chemistry, and two Physics) and hybrid classrooms. The SCI is also home to the mathematics tutoring area (MathWorld) and the Natural Sciences Tutoring Center (Byrd Sanctuary). The hybrid classrooms are equipped with two large screen monitors for students to see instructional material being presented, wireless microphones for faculty to walk around the room assisting students with the lesson while continuously teaching, and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously.

Sutton Learning Center (SLC)
The Sutton Learning Center (SLC) was renovated in 2014 to accommodate the College's administrative offices, hybrid classrooms, and office for learning resources. Areas on the

first floor include the Office for Marketing and Strategic Communication (MARCOMM), Offices for Dual Credit, St. Philip's College Health Center, an office for both Faculty and Staff Senate, three classrooms, two conference rooms, the employee gym, and the UPS Store. Located on the second floor are the offices of Instructional Innovation Center and the Social and Behavioral Sciences Department, along with ten hybrid classrooms. Finally, the third floor houses St. Philip's College's administrative offices, the President's Gallery, the Artemisia Bowden Gallery which features works of art from the Late Mayor Emeritus Lila Cockrell's private collection, and the Bowden Alumni Center is a major college venue utilized by both internal and external stakeholders. The hybrid classrooms are equipped with large projection screens for students to see instructional material being presented and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously.

Tourism, Hospitality, and Culinary Arts (THCA)
Built in 2020, and funded as part of a 2017 $450 million bond package, the four-story 61,100 square-foot building was designed to enhance both future student and industry success in San Antonio. The facility has seven hybrid classrooms, five teaching kitchen labs, two full commercial projection kitchen labs, special purpose areas featuring a 100-seat tiered lecture hall, Hospitality Area (mock hotel space), and two signature public restaurants. Café 1898 on the first floor serves American cuisine and Artemisia's Restaurant provides patrons with a fine dining experience. Artemisia's is the namesake of the school's founder, Episcopalian Saint, and President Emeritus Artemisia Bowden. Artemisia's Restaurant is where advanced students of the Culinary Arts program prove their skills by planning menus, preparing, and serving four-course meals of the highest quality to the public. The hybrid classrooms are equipped with large projection screens for students to see instructional material being presented and each room is equipped with cameras and classroom microphones to support face-to-face and online learning simultaneously.

Turbon Student Center (TSC)
Constructed in 1953, the Everett L. Turbon Student Center (TSC), formally known as the Student Center, was renovated in 1976, 1996, and 2017. In 1996, the Student Center was renamed in honor of Everett L. Turbon who devoted 36 years of service to St. Philip's College. The 28,266 square foot facility accommodates areas for student government, student organizations, student activities, student newspaper, study areas, a cybercafe with grab-n-go food services, the United States Post Office Campus Postal Unit, the College Bookstore, and other student amenities. In addition to the student support areas, the TSC also houses administrative offices, a gaming area (billiards, ping pong tables, and video games), a six-lane bowling alley, and multipurpose rooms for use by students, employees, and outside stakeholders. The multipurpose rooms are equipped with large projection screens for presentations and are equipped with cameras and classroom microphones to support face-to-face and online lectures simultaneously.

Watson Fine Arts Center (WFAC)
Constructed in 1993, the Watson Fine Arts Center (WFAC) features a 600-seat theatre and instructional classrooms dedicated to the study of art, music, dance, and drama. In 1996, the Watson Fine Arts Center was dedicated in honor of Leonidas Watson, Associate Dean Emeritus. The WFAC building provides students with musical and dance practice rooms, a gallery/conference room, a ceramics studio that includes an outdoor kiln and workspace, and instructors' offices for the Department of Fine Arts and Kinesiology. The

WFAC will be the future home of the H.E.B. Black Box. The addition will house the black box (approximately 4,500 square feet of flexible theatrical space), dressing rooms, greenroom, scene shop, costume shop, theatrical storage, and public restrooms and lobby.

Southwest Campus (13.7-5 SWC Map) Located at 800 Quintana Rd.in San Antonio, Texas
The Southwest Campus has been a vital part of St. Philip's College since mid-1980. Located at 800 Quintana Road, the Southwest Campus is the site of the Multi-Modal Transportation, Allied Construction Trades, Architectural Computer Aided Drafting & Interior Design, and Repair and Manufacturing Departments, with 10 programs of study. The four main buildings of Southwest Campus also house administrative offices, the Learning Resource Center, Advising and Enrollment Services, Continuing Education/Contract Training, SAISD Phoenix High School, Alamo Area Academies: Aerospace Academy, Advanced Technology & Manufacturing Academy, Diesel Technology Academy; WorkForce Solutions Alamo, and other specialized workforce development training programs. The Southwest Campus serves a vital role as the South Texas region's primary center for technical and industrial training and education. A major branch campus operation of St. Philip's College, Southwest Campus serves approximately 2,000 students each semester, providing classroom instruction and hands-on training for careers in high-skill, high-wage fields such as allied construction, industrial manufacturing, aviation technology, railroad operations, architectural drafting, CNC, welding, heavy equipment maintenance and repair, as well as a variety of other manufacturing fields. Southwest Campus is also a major training and development resource for students, prospective students, and local businesses and industries, offering specialized training to help employees upgrade their technical on-the-job skills. Located near the Port Authority of San Antonio on the Southwest side of the city, St. Philip's College's Southwest Campus is strategically positioned as a world-class technical education center capable of meeting the needs of students, prospective students, San Antonians facing career transitions, as well as incoming employers in need of a highly skilled workforce.

Aircraft Technology Center
The Aircraft Technology Building was constructed in 1937 and has an area of 41,550 square feet. The one-story facility contains 4 offices for the Aircraft Technologies Department, an adjunct faculty space, 2 computer labs, 1 flight simulator lab, and an open bay vocational lab where students engage in experiential learning working on several types of aircraft and associated flight equipment.

Diesel Technology Center
The Diesel Technology Center was constructed in 2009 and has an area of 13,223 square feet (about half the area of a large mansion). The facility contains 2 large displacement engine labs, 1 hydraulic systems lab, 6 classrooms, 2 offices, and an adjunct faculty space. The building was designed to provide individuals with the necessary skill set to pursue a career in today's highly technical and competitive field of diesel technology.

Diesel Technology Lab
The Diesel Technology Labs Building is next to the Diesel Technology Center and has an area of 11,048 square feet (about twice the area of a basketball court). The facility has 10 instruction bays: 8 for semi-trucks, and 2 lifts for light-duty diesel trucks, allowing the College to provide students with the most up-to-date technical training required for diesel and heavy machinery maintenance in the greater San Antonio area.

Industrial Technology Center – 294,113

The Industrial Technology Center (ITC), also known as Building 1, serves as the focus point for Southwest Campus (SWC). This 294,113 square-foot building is divided into 4 sections and contains 9 of the 13 programs from the Allied Construction Trades and Transportation Manufacturing Technologies departments. This building also houses the Phoenix Middle College Program, Student Services, Student Life, Campus Police, and the library. In August 2011, the Industrial Technology Center Southwest Campus Library completed its facilities upgrade and returned to the 10,336 square foot space it had previously held in ITC. immediately inside the entrance for circulation and reference services. The physical collection is housed in the main space, surrounded by seating, study rooms, and computing areas. The space provides fourteen casual reading chairs, nine study tables, sixteen individual study carrels, as well as an open computer lab consisting of 26 computers. There are also five individual study rooms and three group study rooms, capable of accommodating a total of 20 students. A room with Kurzweil reading technology is free to patrons at the Southwest Campus library. Faculty may schedule their classes with a librarian to receive library instruction in the SMART-equipped computer lab at the Southwest Campus (seating 28 students). In April 2011, the Southwest Campus opened three new science and math facilities. The facilities are the Center of Excellence in Science, the Center of Excellence in Mathematics, and the Alternative Energy Laboratory. The facilities were built to increase the flow of two-year college graduates transferring to four-year universities for STEM-related science and math degrees that lead to high-paying jobs in the low-carbon, resource-efficient, and socially inclusive economy fields or green economy fields. Through the science and math Centers, students have access to a weather station and the largest non-commercial rooftop solar installation (square footage needed) in San Antonio. The new centers have debuted new green degree programs for students with specializations in power generation and bioenergy, along with the installation, repair, maintenance, and construction of large alternative energy systems such as solar power. The 2011 renovation included the first solar array at the Southwest Campus Industrial Technology Center. The 400-kilowatt array is one of San Antonio's largest solar photovoltaic systems to power the building. Additionally, a 1kW wind turbine generator is in operation. These devices are used in Power Generation curricula to educate and train students in environmentally sustainable jobs. In 2024 a room in the Centers of Excellence on the 2nd floor was converted into an E-Sports lounge to encourage competitive gaming among students. This area hosts (number of stations).

A combination bistro café/conference center was added to the ITC in 2012. Known as the Tiger Bistro/Conference Center, this enclosure is centrally located in Building 1 and has an area of 3,979 square feet. The venue has a seating capacity for 200 people with chairs only and offers a stage with state-of-the-art audio/video equipment, wall partitions, and serves as the dining area for Southwest Campus students.

Multi-Disciplinary Instructional Center

In May 2005, a $2,274, 000 the Multi-Disciplinary Instructional Center was completed. The Multi-Disciplinary Instructional Center replaced Building 3004, which was demolished. The two-story Multi-Disciplinary Instructional Center houses five Instructional Technologies labs, a workroom for Information Technology technicians, a storage room, and a server room, 12 offices, a conference room, a faculty resource room, and faculty/staff and student break rooms on the first floor. A video conference room, seminar room, and eight classrooms are on the second floor.

Welding, Autobody, and Collision Center
The Welding, Autobody, and Collision Center was completed and opened in 2022. The 62,000-square-foot facility has two floors. The first floor contains 10 faculty and dean offices and separate lab spaces for the welding and autobody repair programs. The welding lab wields 125 individual welding stations, with 2 plasma cutting tables, an American Welding Society (AWS) Certification room, and a material storage area. The autobody repair lab possesses 30 individual welding stations, 2 commercial paint booths, and a vehicle storage area. The second floor hosts 6 classrooms, 3 computer labs, and a state-of-the-art multi-purpose room. Students receive hands-on instruction learning various techniques in both trades allowing them to be prepared to meet or exceed today's industry standards.

Shared Alamo Colleges Space/Buildings: Workforce Center of Excellence

The newly renovated [need date], 40,000 square-foot building that sits on 1.5 acres provides space for the Alamo Colleges to expand their award-winning Alamo Academies, which train high school students for skilled jobs while earning up to 30 hours of Career and Technical Education dual credit while they are still in high school. Additionally, students enrolled in the Toyota Advanced Manufacturing Technology (AMT) program can earn their AAS degree. In 2024, the building provided space for the Information Technology Security Academy. The Center also allows for the expansion of the Alamo Colleges' other workforce training efforts, including Just-in-Time job training and the Eagle Ford Shale boot camp. The Center makes extensive use of the latest technology for teaching and learning. It features technology-enhanced classrooms, a conference center with seven 70-inch LCD screens, six computer labs, each with 24 workstations, life-sized videoconferencing capability, PolyVision interactive whiteboards and monopad, and giant touch-screen tablets for presentations and videoconferencing.

Features —

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

IT Technology Infrastructure

The technological support infrastructure at the College consists of a more extensive enterprise system which is an extension of the Alamo Community Colleges District infrastructure network. The vast span of network hardware and bandwidth capacities are more than sufficient to support the demands of the College for student computer access, business needs, online curriculum, distant learning, and video conferencing systems. The college network has a dedicated 10GB bandwidth capacity with an additional 600Mb backup circuit that operates data flow. In addition, burstable bandwidth is available when demanding peak times increase the bandwidth as needed. The Alamo Community Colleges District network infrastructure consists of a vast array of equipment, including enterprise servers, storage area networks, cabling systems, network switches, and routers. In the 2020 Noel-Levitz Student Satisfaction Survey (13.7-6 RNL SSI ItemReport), students listed several strengths, including the adequacy of computer labs, sufficient study areas, and a well-maintained campus environment.

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

Facilities Maintenance

St. Philip's College provides physical facilities that allow faculty, students, and staff access to on-site and off-site facilities as necessary. The College makes periodic investments in improving its on-site and off-site facilities to expand available resources exceeding the C.2.3 Facilities and Ground Management Policy (13.7-7_BoardPolicyC.2.3) for minimum facilities maintenance expenditures. The College's policy ensures that its facilities are consistently safe, comfortable, and hygienic for students, faculty, employees, and the general public. All maintenance and repair services are performed to the highest standard of service and in accordance with all federal, state, and local laws.

The Vice President of College Services and Associate Vice Chancellor for Facilities and Construction Management are responsible for overseeing St. Philip's College Facilities Operations and Construction Management (13.7-8_ConstructionMgmtProcedure). The Facilities Superintendent and his staff are responsible for managing the operation and maintenance of the buildings, grounds, and related support services for St. Philip's College and the daily maintenance and custodial support services, some of which are outsourced. The Facilities Department routinely inspects the condition of the buildings and uses a work-order (13.7-9_WORK ORDER) system to manage the maintenance tasks effectively.

The Facilities Department uses the MAXIMO computerized maintenance management system to manage online work order requests and to manage the overall upkeep of the campuses. Work orders (13.7-9_WORK ORDER) result from a call to the Facilities Hotline or submitting an online request for maintenance issues. MAXIMO tracks work order request receipt dates, descriptions, building locations, work types, work estimates, and completion dates for the multitude of submitted requests. Automated e-mails are generated to keep all responsible parties updated. This process creates a user-friendly approach for maintenance requests, and enhances communication while providing a mechanism for the Facilities Department to organize requests appropriately and receive customer feedback.

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

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

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

General maintenance personnel are responsible for building systems' operation and maintenance, including heating, ventilation, air conditioning, electrical, plumbing, painting, and carpentry services. They are also responsible for repairing the structural components of buildings such as walls, floors, and roofs.

Custodial Services: Custodians provide general housekeeping and cleaning for common areas, interior spaces, classrooms, offices, and departmental spaces. General housekeeping includes trash removal, floor cleaning and dusting, and special services such as carpet shampooing, floor stripping and waxing, interior window cleaning, and Venetian blind cleaning. Custodial Services also coordinates pest control services.

Ground maintenance maintains the campus (and some off-campus) grounds, lawns, shrubs, other plants and trees, outside trash removal, some outside pest control, and litter and leaf removal.

The campus facilities and grounds are well-maintained. Custodial Services provides general housekeeping and cleaning for common areas, interior spaces, classrooms, offices, and departmental spaces. General housekeeping refers to trash removal, floor cleaning, and dusting, as well as special services, such as carpet shampooing, floor stripping and waxing, interior window cleaning, and Venetian blind cleaning. Custodial Services also coordinates pest control services. Grounds Maintenance (13.7-7_FacilitiesGroundsManagement) maintains the campus grounds, lawns, shrubs, and other plants and trees and provides outside trash removal, some outside pest control, and litter and leaf removal.

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

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

10,336 square feet and features causal reading spaces, study tables, individual study carrels, and an open computer lab with 26 computers. There are also five separate study rooms and three group study rooms, capable of accommodating 20 students. Free wireless access is available through the library.

Each Early College High School and Dual Credit Site and Resources, which are off-site locations, have physical facilities that meet the 13-7-22 Texas Administrative Code Title 19, Part 2, 61.1036 , which provides minimum standards for constructing high school classroom facilities. All off-site locations are part of the Texas Public Independent School Districts or charter schools and must follow the Texas Administrative Code. This code also ensures that these classroom facilities meet requirements for the delivery of college lecture courses. All off-site locations have met the requirements of this code for current enrollment, as addressed in the Substantive Change prospectus for each off-site campus, which includes all students enrolled in courses offered via dual enrollment.

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

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

Preventive and Deferred Maintenance

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

The prioritization and planning of maintenance, expansion, and upgrade projects are determined by the Vice President of College Services, the College President, and the District Facilities Management Department with the support of internal and external engineers and experts. St. Philip's College utilizes the district's preventive maintenance program outlined in C.2.3.1 Preventive Maintenance (Procedure). This program helps the College meet its mission to provide a quality educational environment and meet the Strategic Plan 2022-2025 (13.7-10 StrategicPlan) Objective Three: *PERFORMANCE EXCELLENCE Continuously improves our employee, financial, technological, physical, and other capacities to enhance efficiency and effectiveness.*

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

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

Table 13.7-4 details the Preventive Maintenance budget for Fiscal Years 2023–2025 for St. Philip's College. St. Philip's has identified areas requiring preventive, roof, structural, pavement, mechanical, electrical, and plumbing maintenance and allocated funds to proactively maintain these systems as part of a successful Routine and Preventive Maintenance plan.

Table13.7-4

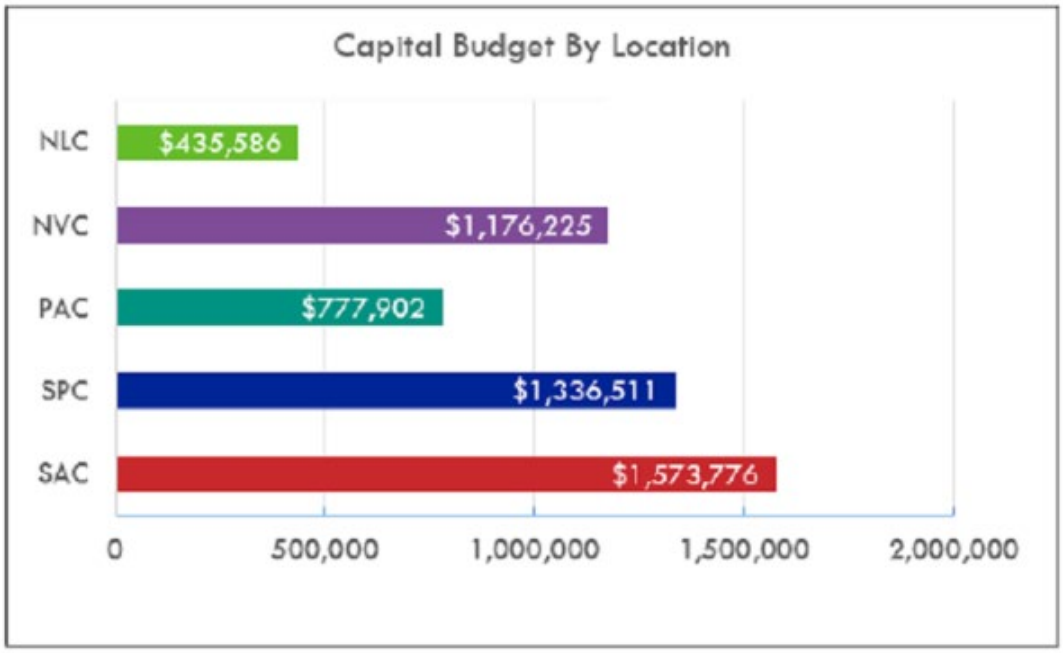
Row Labels	2023	2024	2025
Aircraft Technology Center		$ 76,580	
Applied Science Building	$ 749,608	$ 1,986,008	$ 2,972,927
Central Plant	$ 17,959	$ 102,244	$ 376,886
Diesel Technology Center		$ 103,110	$ 36,803
E.L. Turbon Student Center	$ 18,637		
Industrial Technology Center		$ 3,174,047	
Learning and Leadership Development Center (LLDC)		$ 112,498	$ 247,475
Multi-Disciplinary Instructional Center		$ 405,971	$ 3,287
Science Building (William C. Davis)	$ 65,074	$ 116,336	$ 1,094,006
Sutton Learning Center	$ -	$ 21,741	
Tennis Court Restrooms			$ 382
Watson Fine Arts Center	$ 192,610	$ 400,357	$ 961,078
Workforce Center of Excellence	$ 52,090	$ 1,452,557	$ 51,493
Grand Total	**$ 1,095,978**	**$ 7,951,448**	**$ 5,744,337**

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

- C.2.3 Facilities and Ground Management Policy (13.7-7 BoardPolicyC.2.3) provides authoritative guidance to St. Philip's College related to maintenance standards critical for responsibly managing the College's assets. The Policy states that consistent maintenance standards shall be employed and requires College administrators to prepare, budget, and execute an annual preventive maintenance program. It also requires that funds be set aside annually to fund preventive maintenance projects determined by the Board.
- Board Procedure C.2.3.1. (13.7-11) Preventative Maintenance requires that an annual preventive maintenance program be prepared, budgeted, and executed "in order to ensure a continuous high level of care that protects taxpayer investments in facilities and installed equipment."

Physical Resources

To support the College's mission focused on student success, routine capital expenditures to update or replace obsolete and worn-out equipment and furniture for capitalized and non-capitalized items are also funded from the operating budget. Unused allocations to the capital budget from an annual budget for routine capital expenditures are made available for use. The allocation is determined by estimating the asset life and assets that need replacement based on capital depreciation expenses in the prior year and historical trends of $0.25 per contact hour spent on non-capitalized items. For FY2024-2025, the College received $1,366,511 in capital funding in support of its focus to provide and maintain its physical resources.



Every other year, the College administers the Student Satisfaction inventory from Ruffalo Noel Levitz. The instrument includes items relating to the adequacy of campus services and overall campus facilities. The 2020 results indicate that students perceived the strengths of the following areas of the College:

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

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

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

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

St. Philip's College follows the necessary and appropriate control over its physical resources. St. Philip's College collaborates with the Alamo Community College District Purchasing Department (13.7-12_PurchasingAuthority), abides by policies and procedures that govern the acquisition, tracking, and disposal of all equipment and property (13.7-13_PropertyMgmtPolicy and 13.7-14_PropertyMgmtProcedure). Each fiscal year, a physical inventory is conducted to determine all tangible property assets are accounted for at St. Philip's College. The inventory control process ensures equipment and other assets are not identified as missing, excess, defective, or obsolete.

Annually, St. Philip's College President Dr. Adena Williams Loston receives an inventory report outlining the College's Final Inventory Report for review along with a report accounting for missing inventory items. A Signed Certification (13.7-15_Final_Certification) of Physical Inventory completes the process of asset accountability. Departments with missing inventory assets must submit process improvement plans that close tracking gaps and strengthen inventory processes. In addition, annual pre-inventory checks occur the following year for departments not achieving a 100% inventory rating.

Control

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

Every college department officially designates property stewards (13.7-16_InventoryStewardship) entrusted with caring for and safeguarding all controlled items/fixed assets and other items of value located on St. Philip's College campus. The property stewards are identified in the Final Inventory Report (13.7-12_PurchasingAuthority). Budget managers are required to know the general location of controlled departmental assets and ensure property stewards are present during district inventory events. Throughout the year and by request, inventory documentation must support the tracking and transfer of departmental assets between the annual physical inventory event.

St. Philip's College utilizes the controlled/fixed asset reporting software, Wisetrack, and the administrative software, Banner, to help financial managers fulfill the financial accountability of

administering, accounting for, and preserving the institution's property investment, plant, and equipment. The budget manager, property stewards, and the District Inventory Control team have role-based privileges in the systems that allow for accounting, reporting, and documenting the assets' current location, history of asset transfer, asset retirement, lost/stolen status, and obsolete property reporting. Email Property Transfer Notices (13.7-17_PropertyTransferNotice) requesting authorization are sent to property stewards when assets are removed or added to department inventory. Together, these financial and inventory systems provide St. Philip's College administration, budget managers, and property stewards with up-to-date reports on acquisitions and disposal of St. Philip's College's procured physical resources. Through the lifecycle of the inventory asset, equipment is recorded and tracked via inventory barcodes and serial numbers at the time of acquisition or installation through disposal and removal from the Wisetrack system.

Accountability

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

13.7 Conclusion

As demonstrated in the 13.7 narrative and supporting evidence, through its effective use of software, physical accountability, and strict adherence to procedure, St. Philip's College maintains appropriate control over its physical resources and has sufficient technological infrastructure in place that adequately supports operational services while allowing for future growth.

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

X *Compliant* | *Partial Compliance* | *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 13.8, Institutional Environment.

St. Philip's College (SPC) has taken reasonable steps to provide a healthy, safe, and secure environment for all members of the College community that supports the institution in achieving its mission and reducing future risk. The measures address such topics as Institutional Environment, Emergency Plans, Procedures, and Preparedness; and Regulatory Compliance. The actions taken include evaluating and updating procedures, policies, and training to reduce and mitigate risks; aligning personnel to address specific needs; and ensuring engineering controls are installed and functioning to address potential threats.

Institutional Environment

The Alamo Colleges Police Department (ACPD) maintains a substation on both St. Philip's College (The College) Campuses (MLK & SWC). The ACPD employs state-licensed Peace Officers who are responsible for providing law enforcement services 24- hours a day, seven days a week, and 52- weeks a year.

ACPD policing responsibilities include, but are not limited to, patrolling the campus grounds, buildings, and parking areas; responding to calls for service; providing on-campus safety escorts; assisting stranded motorists; enforcement of federal, state, and local laws; parking enforcement; and ensuring the community members and guests follow the policies established the Alamo Colleges District and The College. The Alamo Colleges Police Department maintains an established open and collaborative relationship with other law enforcement agencies whose authority overlaps the properties owned and/or controlled by SPC; additional information regarding the Alamo Colleges Police Department can be found on their website.

In the 2020 administration of the Ruffalo Noel Levitz Student Satisfaction Inventory, students indicated that they were satisfied with the safety and security at St. Philip's College.

Table 13.8.1 Ruffolo Noel Levitz Student Satisfaction Inventory – 2018-2022

Ruffalo Noel Levitz Student Satisfaction Inventory -- Safety and Security						
	May 2018		December 2020		May 2022	
	SPC	National	SPC	National	SPC	National
Security staff are helpful	5.41	5.39	6.17	5.61	5.41	5.39
Security staff respond quickly in emergencies	5.35	5.37	6.29	5.62	5.35	5.37
Parking lots are well-lighted and secure	5.34	5.46	6.07	5.58	5.34	5.46
The campus is safe and secure for all students	5.66	5.84	6.4	5.99	5.66	5.84
The amount of student parking space on campus is adequate	5.37	4.97	5.73	5.16	5.37	4.97

Emergency Plans, Procedures, and Preparedness

In 2023, Alamo Community College District and The College developed a comprehensive Continuity of Operations Plan (COOP) including the Martin Luther King and the Southwest Campuses. The COOP provides details about resources necessary during recovery from an incident. The COOP ensures the resilience of critical operations to support the core mission of the College.

To augment the COOP, The College established and continues to maintain a volunteer base group of employees for each occupied building, referred to as a Building Response Team. Each team has roles and responsibilities outlined in the Building Response Guide. The Building Response Guide contains building-specific evacuation and shelter-in-place maps and plans, guidance on actions to be taken during specific incidents, locations of external and internal assembly areas, and a list resources. Early College High School (ECHS) students strictly adhere to all safety guidelines established by St. Philip's College and the Independent School District (ISD) in which their off-site location is situated. While on the St. Philip's College campus—whether at the MLK or SWC location—students actively participate in all emergency drills and follow the College's established safety protocols to ensure a secure learning environment. Similarly, Dual Credit and ECHS students comply with their respective schools' and ISDs' safety guidelines, fully engaging in all required safety drills when present on their designated high school campuses. This commitment to safety ensures that all students are well-prepared to respond effectively in any emergency situation, fostering a culture of preparedness and security across all learning environments.

Regulatory Compliance

Each facility at SPC is outfitted with various types of safety systems and equipment, such as a fire suppression system (including audible and visual alarms), fire extinguishers, smoke detectors, evacuation chairs, Automated External Defibrillator (AED), and emergency

phones. The systems and equipment are inspected monthly and/or annually pursuant to state and local statutes.

Alamo College's Police Department continues to evaluate the campus safety needs and has strategically installed interior and exterior security cameras on the St. Philip's College campuses. The security cameras actively record activity on campus that is later accessible for review by the Alamo Colleges Police Department Criminal Investigations Division.

Alamo Colleges Police Department continues to maintain, monitor, and control access to buildings and rooms utilizing a combination of traditional key locks and electronic locks which use access control card readers. The electronic door lock technology allows the police department to immediately initiate a campus specific lockdown from a centralized location.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Alamo Colleges Police Department collects, documents, and publishes the Annual Security and Fire Safety Report (ASR) that contains the crime statistics pertaining to SPC. Additionally, each year, on or before October 1, 2020, the Alamo Colleges Police Department communicates the publication of the Annual Security and Fire Safety Report by sending an email notification to all students and employees. The Annual Security and Fire Safety Report and alerts can be located under the ACPD website.

Each year the crime statistics pertaining to The College are collected, documented, and maintained by the Alamo Colleges Police Department. This Annual Security Report complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. All current students, faculty, and staff received an email notification that provides the website to access this report.

Crisis Communications Plan

The College, as a partner with the Alamo Colleges District, has established a multilayer approach to communicate campus community threats to its students, employees, and stakeholders. As part of the shared crisis communications plan, the Alamo Colleges Police Department maintains a crime blotter for the College, provides Daily Activity Reports to the College administration, and are able to initiate emergency communications to the campus community through the RAVE software platform, also known as Alamo Alert.

The Alamo Alert system is tested periodically by the Alamo Colleges and St. Philip's College Police Departments and is used in some of the SPC's emergency drills to evaluate its effectiveness and test system operability in a real-time scenario. The Marketing and Strategic Communications Department prepares, approves, and sends messages to College stakeholders as needed.

Alamo Alert uses a variety of communication methods to aid in the alerting of the SPC community of any threats to health and safety. Alamo Alert uses email, the reverse 9-1-1 method (calling listed phone numbers with a prerecorded message), posting messages to various social media platforms, and messaging via geofencing. Geofencing allows an organization to predesignate areas around a campus(es) using a map or set of concentric

circles to create an invisible boundary that a software program can use to send messages to diverse types of devices within that designated space.

Disseminating Health, Safety and Emergency Policies, Procedures and Information

SPC disseminates emergency, health, and safety related procedures through on-line and face-to-face training to employees and students. Additionally, SPC distributes related information using digital signage buildings and post information on the College's website.

Alamo Community College Police Department maintains helpful information regarding crime prevention, emergency preparedness, and personal safety on their website and promotes the information during student and employee interaction such as orientation, open house, and other community events. The Alamo Community College District Office of Talent, Organization, and Strategic Innovation (TOSI), Ethics and Compliance, and Enterprise Risk Management departments are responsible for providing all employees at St. Philip's College with the polices and training (D.6.1.2 Procedure) regarding preventing discrimination, workplace harassment, ethics, and the handling of hazardous waste.

Strategies of Behavior Intervention (SOBI)

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

Investigations by the U.S. Department of Education's Office of Civil Rights

Since the last decennial report in 2018, SPC has not had any open or recently closed investigations by the U.S. Department of Education's Office of Civil Rights for possible violations alleging sexual violence.

Conclusion

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

14 Transparency and Institutional Representation

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 is dependent on the continued accreditation of the parent campus.* ***(Accurate Information)***

X *Compliant* *Partial Compliance* *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 14.1, Publication of accreditation status.

The Accreditation web page for the College communicates accreditation under SACSCOC with the following statement:

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

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

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

Accreditation statements are featured in the St. Philip's College Student Handbook and in the course catalog. The College's statement of accreditation is reviewed annually for accuracy and accessibility while continually monitored for compliance.

Conclusion

St. Philip's College complies with Comprehensive Standard 14.1 and accurately represents affiliation and accreditation status with the Southern Association of Colleges and Schools. Accreditation status is communicated prominently on the College's website and in print and digital publications, including accreditation dependency of the off-campus instructional sites and distance education on St. Philip's College as the parent campus.

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

X *Compliant* | *Partial Compliance* | *Non-Compliant*

Narrative

St. Philip's College is in compliance with Comprehensive Principle 14.2, Substantive change.

St. Philip's College has a policy and procedure to ensure that substantive changes are reported in accordance with SACSCOC policy. As directed by Alamo College District Board Policy E.2.1 and Board Procedure E.2.1.1, the College complies with SACSCOC Substantive Change requirements. Following compliance requirements for the different types of changes defined by SACSCOC Substantive Change Policy and Procedures, the Board Policy directs the responsibility onto the College President to meet internal and SACSCOC compliance requirements for processing changes and timelines.

College Procedure for Substantive Change

The College's procedure for reporting substantive change aligns with system-level Board Policy E 2.1 and Board Procedure E 2.1.1, which outlines procedures, defines the types of changes, lists requirements for approval/notification, and associated timelines for the institution to report changes. A dedicated St. Philip's College substantive changes website publishes the College's requirements and procedures for submitting a substantive change. The College defines SACSCOC as an agent for Accreditation to meet eligibility requirements for participation in U.S. Department of Education Title IV programs. Procedural links for the types of changes are listed, along with the approval workflows, requirements, and timelines for change submissions (see Course and Programmatic Change Example). Bi-annual meetings are ongoing and address the topics pertinent to substantive change oversight, as evidenced in the Agenda and Minutes. This procedure allows appropriate timelines for planning and compliance to occur for substantive changes as defined by SACSCOC.

The College has a dedicated SACSCOC Transparency website listing all communications and reports demonstrating it has successfully submitted SACSCOC requests for approval to close a program, offering 50% or more of a program at other campus locations and 25-49% at other campus locations. The substantive change process for the Bachelor of Applied Technology further demonstrates utilizing a workflow that complies with SACSCOC guidelines (see BAT Substantive Change).

Conclusion

St. Philip's College maintains compliance with Comprehensive Standard 14.2 by demonstrating an appropriate institutional policy and procedure for reporting substantive change.

14.3 *The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.* ***(distance learning programs)***

X *Compliant* *Partial Compliance* *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 14.3, Comprehensive institutional reviews.

St. Philip's College applies all appropriate standards and policies to its distance learning programs and off-campus instructional sites. The college has no branch campus locations.

The College ensures that courses and programs offered at off-campus sites and through distance or correspondence education receive the same attention in terms of quality and integrity as other courses and programs. This commitment is achieved through the consistent application of Board policies and procedures that guide and commit faculty to providing high-quality student experiences and best practices in teaching and learning.

The college further offers various academic and student support services and activities for distance learning students and students at off-campus sites. The Center for Distance Learning provides support services and resources for onsite and online students. The College is dedicated to consistency and quality across all programs, including off-campus and distance learning offerings.

Applicable standards of accreditation across the organization, regardless of the physical location or mode of delivery, are integrated throughout this report into applicable standards of accreditation as Table 14.3-1 relays.

Table 14.3-1

Principle	Topic		Narrative
Section 6	Faculty		
6.2c			Designated program coordinators are full-time faculty who are subject matter experts and are qualified academically and experientially in the teaching field. The priority of the program coordinator is ensuring quality educational program delivery and the responsibility for the operation of the academic and/or occupational program(s), including, but not limited to, the content, quality, and effectiveness of the curriculum within the ram area.

			Only the program coordinators make decisions related to the curriculum and/or curricular content area. All program coordinators report to a department chair, and the department chair reports to the Academic Dean. The Academic Dean and department chair roles ensure compliance with faculty qualifications for program coordination. "Faculty members must plan an optimal learning environment; provide high-quality instruction and advising; assess themselves and students to increase teaching effectiveness; continue professional development; actively participate in student success initiatives, such as Faculty-Student Mentoring, census and midterm progress reports, strategic enrollment management; and participate in the shared governance process to ensure policies and procedures remain focused on maintaining high standards while providing appropriate support for student needs"
6.5			"Faculty development initiatives at St. Philip's College are designed to enable faculty to engage with, investigate, and augment pedagogical methodologies that strengthen expertise and foster professional advancement. This is accomplished through a designated Instructional Innovation Center (IIC), which serves as a resource hub and monitor for high-quality training, materials, teaching strategies, and professional development. For Distance Learning courses, all full-time and part-time faculty are required to complete the Distance Learning Certification if they are teaching an online or hybrid course at St. Philip's College. Other

			Professional development opportunities include Master Teacher Certification, events, and workshops"
Section 8:	Student Achievement		
8.1			“Student Achievement Goals are posted publicly on the College’s webpage and accessible from either the Strategic Plan webpage menu or the Planning, Research, and Effective webpage. By incorporating these goals, St. Philip’s College focuses inclusively on its diverse student population’s needs and intended program outcomes.”
8.2a			St. Philip’s College identifies, assesses, and uses those results to improve learning in all locations and formats for all students. Student learning outcome assessment is conducted for the core curriculum annually. Program outcomes are also identified and assessed annually to ensure compliance with external accreditation entities.
Section 9:	Educational Program Structure and Content		
9.1			“St. Philip’s College offers degree programs that embody a coherent course of study that are compatible with its stated mission to empower our diverse student population through personal and educational growth, career readiness, and community leadership.

			The personal and educational growth components of the College's mission are addressed through the core objectives in place for each concentration."
9.2			"St. Philip's College is in compliance with Core Requirement 9.2 by offering 48 degree programs based on a minimum of 60 semester credit hours, as set forth by the Texas Higher Education Coordinating Board (THECB), adopted by St. Philip's College, and listed in St. Philip's College Course Catalog. St. Philip's College adopted and adheres to the relevant Texas Administrative Code, which requires a minimum of 60 semester credit hours for each degree offered: Associate of Arts in Teaching, Associate of Arts, Associate of Science, and Associate of Applied Science. In accordance with THECB rules and permissions, St Philip's College does offer four Associate of Applied Science degrees that exceed the 60-semester credit hour limit in the Health Sciences fields."
Section 10	Educational Policies, Procedures, and Practices		
10.4			"Faculty have oversight of their curriculum and have the primary goal of providing academic rigor and quality education for all students attending the college. Faculty are directly responsible to members of their discipline who take on leadership roles within departments or who have administrative structure, such as

			department chairs or program coordinators."
10.5			"The St. Philip's College website allows students, prospective students, and the public the ability to access admissions policies in the College eCatalog. The College eCatalog outlines the admission requirements and guidelines for each student enrollment classification..."
10.6			"The College students engage in distance learning through internet-based online and hybrid courses. Each student is assigned a secure, unique user ID and a default password at the beginning of the onboarding process. All students access online courses as well as electronic college services via ACES, the Alamo Colleges District secure portal."
10.7			"In Texas, the assignment of credit hours for courses and programs at St. Philip's 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. The Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter D, rule 9.73, establishes the Lower Division Academic Course Guide Manual (ACGM) as the source of lower-division academic courses eligible for state funding at Texas public higher education institutions. The ACGM provides course descriptions and sets the allowable credit hours, contact hours, lecture, and lab hours for each course. All academic courses listed in the St. Philip's College inventory are taken from this manual. The Course Compliance document includes a sample of courses from the 2023-2024

			St. Philip's College catalog, matched against their corresponding ACGM descriptions and credit hour requirements."
10.9			"St. Philip's College does not transcript any courses or credits as its own when offered through a cooperative academic arrangement unless the course or credits are taught by the College's faculty. As of July 2021, with the petition to teach-out at WUXI Institute of Technology in China because of a lack of activity, St. Philip's College has no joint or dual academic degrees with another institution."
Section 12	Academic and Student Support Services		
12.1			"St. Philip's College offers dual credit/early college high school courses in the following modalities: high school campus with St. Philip's College adjunct instructor (teaches for both ISD and College), online, and face-to-face on a college campus. The High School Programs office collaborates with the high school/charter/private school to provide College access to all academic and student support programs."
12.4			"Students can learn about policies and procedures regarding student complaints by accessing the information online, listening to various presentations during class sessions, and reading about them in various publications. The Alamo Colleges policies and procedures are applicable to students regardless of their location or mode of delivery."
Section 13	Physical Resources		
			"St. Philip's College operates two comprehensive campuses in its service area, offering day, evening, and weekend classes, and maintains

13.7			physical facilities on and off-campus that appropriately serve the needs of the College's educational programs, support services, and other mission-related activities. The college's Martin Luther King Campus Master Plan and Southwest Campus Master Plan were designed with the mission in mind, and its purpose is to create a unique campus based on the vision, mission, and College priorities, which include physical, environmental, and social elements in support of student needs. The Plans are reviewed and revised annually during the College's Strategic Planning Retreat. In order to meet this level of quality, St. Philip's College relies on an array of processes to include feedback from our students using Class Climate surveys, the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI), advisory boards, and leadership meetings to determine if our physical resources adequately support our programs. Information gathered from our student surveys provides an in-depth view of our ability to provide suitable physical resources. In the 2020 administration of the Noel Levitz Student Satisfaction Inventory, students indicated that on the whole, the campus is well-maintained. This rating was higher than that during the 2018 administration and higher than that of the 2020 national cohort."
Section 14	Transparency and Institutional Representation		
14.1			St. Philip's College accurately represents its affiliation and accreditation status with the Southern Association of Colleges and Schools. Accreditation status is communicated prominently on the College's website,

			in print and digital publications, including accreditation dependency of branch campus and distance education on St. Philip's College as the parent campus.
14.3			St. Philip's College demonstrates all accreditation standards and policies are applied across the organization, including distance education and its branch campus, Southwest Campus.
14.4			"A listing of all agencies with which St. Philip's College and its individual programs maintain accreditation is accessible via the institution's Compliance Website."

Assessment of student learning outcomes aims to evaluate whether students are achieving the intended learning objectives of their programs. St. Philip's College utilizes Institutional Student Learning Outcomes (ISLOs) adopted by the Texas Higher Coordinating Board to assess general core curriculum competencies and objectives. This assessment typically involves collecting and analyzing various data types, such as student performance on assignments, exams, projects, and other assessments. An Annual Assessment Day Report maintains performance transparency and creates discussions and dialogue for self-evaluation and change. This comprehensive approach supports the dedication to continuous improvement efforts. The process helps the institution maintain its commitment to providing a high-quality educational experience for all students, regardless of their location or mode of study.

Oversight for distance learning and off-campus sites typically involves a combination of administrative, academic, and regulatory mechanisms to ensure compliance with institutional policies, accreditation standards, and relevant regulations. Effective oversight of distance learning and off-campus programs requires a multi-faceted approach that addresses administrative, academic, regulatory, and student support aspects to ensure program quality, integrity, and compliance with institutional and external requirements. The College participates in the National Council for State and Reciprocity Agreements (NC SARA) peer-oversight framework for post-secondary distance education. The framework provides a set of requirements for meeting national standards for improving post-secondary education accessibility and outreach (see SARA Requirements and Application).

Full-time faculty play a critical role in ensuring the quality, integrity, and effectiveness of distance learning and off-campus programs by contributing to course development, instruction, academic support, assessment, advising, professional development, curriculum review, and institutional governance. Their involvement helps to uphold academic standards, promote student success, and enhance the overall educational experience for students enrolled in these programs.

Conclusion

St. Philip's College employs practices to ensure that off-site locations have adequate and appropriate physical resources to support teaching, learning, and student success. This commitment to providing quality facilities contributes to a positive educational experience for students and helps the College fulfill its mission of academic excellence and community engagement.

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's policy "Accrediting Decisions of Other Agencies.")* ***(Represent accurately)***

X *Compliant* *Partial Compliance* *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 14.4, Representation of other agencies.

The following agencies and associations, recognized by the Department of Education, accredit educational programs at the College. These include the Accreditation Council for Occupational Therapy Education (ACOTE), the Commission on Accreditation in Physical Therapy Education (CAPTE), and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Each of these organizations establishes additional accreditation standards that the College reviews to ensure program alignment and compliance. The dates of the last reviews for the programs, along with review timelines, are provided. The College and its respective programs uphold these standards diligently. The College and respective programs maintain communication with these agencies and have not voluntarily withdrawn accreditation affiliation, nor have the agencies taken adverse action on programs since the last review date.

Department of Education-Recognized Agencies that Accredit Institutions and Programs

Program	**Program Accrediting Agency**	**Date of Last Review**	**Date of Next Review**
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE)	February 14, 2018	AY 2024/2025
Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)	October 24, 2018	Fall 2028
Radiography Technology	Joint Review Committee on Education in Radiologic	February 29, 2016	1st Qtr 2024

	Technology (JRCERT)		

The College utilizes an External Agency Tracking Document to establish a process for internal review of all incoming and outgoing communications with external accrediting agencies. The process outlined in that document helps ensure that the College and its respective programs provide accurate representation with respect to SACSCOC accreditation to all U.S. Department of Education-recognized accrediting bodies and keeps each agency apprised of any changes in status with one or another.

A recent example of external interagency representation occurred in 2016 when the College was briefly placed on warning status with SACSCOC. All programs accredited with Department of Education recognized agencies immediately notified their respective accreditor of the action taken by SACSCOC. External Agency Tracking Documents were utilized to ensure consistent and accurate communications with DOE-recognized programmatic accreditors until the College was removed from warning status and accreditation was reaffirmed by SACSCOC.

Conclusion

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

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.* ***(Compliance)***

X *Compliant* | *Partial Compliance* | *Non-Compliant*

Narrative

St. Philip's College is in compliance with Principle 14.5, Policy Compliance.

This compliance is based on The Principles of Accreditation for Quality Enhancement pertaining to new or additional institutional obligations that may arise or that are not part of the standards in the current Principles of Accreditation. The College acknowledges its responsibility to address additional obligations and potential new SACSCOC policies by transparently reporting updated accreditation-related activities, state and federal funding sources, and student achievement information. The SACSCOC Liaison at the College maintains records of all new policies and revisions sent to the institution. The institution publishes up-to-date SACSCOC policies by staying informed and regularly reviewing the SACSCOC Principles of Accreditation website for changes. Information regarding accreditation policy compliance is publicly available on the SPC Transparency and Accreditation websites, including the procedures, submission instructions, process, timelines, the status of notifications, policy actions, and all compliance updates sent to and from SACSCOC.

St. Philip's College is part of a district-level system with a single locally-elected governing board that exercises legal governing authority for the College. Under the Texas Education Code (TEC), Chapter 130.001, the general provisions provide the authority for a "Coordinating Board" to establish and exercise general oversight and regulation of public junior colleges. As such, effective September 1, 1995, TEC 130.162 establishes the Alamo Community College District, ACCD, and its defined eight service areas.

St. Philip's College is one of five independently accredited colleges comprising the Alamo Community College District, which operates under the legally assumed name of Alamo Colleges or Alamo Colleges District (see Board Policy A1.1). The Alamo College District's organizational structure encompasses a five-college system to carry out its mission with a locally-elected governing Board of Trustees. With legal authority and power to manage and regulate public colleges under TEC 130.081 and TEC130.084, the Alamo College District Board of Trustees is the sole governing board of St. Philip's College with exclusive power to oversee the management of the community college district. The Board of Trustees is responsible for formulating and adopting broad policies and procedures while carrying out its duties of overseeing and controlling governance for district-wide activities. Alamo Colleges District Board Policies and Procedures are applicable across all Colleges and their offsite locations.

The Board delegates district operations to the Alamo Colleges Chancellor along with reports, assessments, and evaluations of policy implementations. Each of the five Alamo Colleges has a college President who serves as the Chief Executive Officer responsible for directing college operations while aligning and advancing the mission, vision, and values of the Alamo College

District. The College President reports to the Chancellor, who reports directly to the Board of Trustees (see Board Policy B.2.1)

Conclusion

St. Philip's College complies with SACSCOC policies as defined in The Principles of Accreditation for Quality Enhancement. St. Philip's College transparently reports updated accreditation-related activities, state and federal funding sources, and student achievement information. The institution remains current with new SACSCOC policies by reviewing SACSCOC Principles of Accreditation.

The College is part of the Alamo Community College District, which is legally governed and managed exclusively by a board of trustees at the organization's top. The Board of Trustees serves with legal authority as an independent governing body for St. Philip's College, which abides by Board Policies and Procedures.