



August 1, 2025

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

Dear SACSCOC Review Committee:

In response to the SACSCOC Preliminary Report of the Reaffirmation Committee, please find the attached Focused Report of St. Philip's College (SPC). The Focused Report submitted to the Onsite Reaffirmation Committee gives St. Philip's College another opportunity to present a convincing argument for compliance. As with our Certification Compliance Report submitted March 2025, this process also required participation of key administrators, faculty, staff, as well as the attention of everyone on campus to ensure an accurate presentation of our practices, policies and outcomes to our Onsite peer reviewers.

Our SACSCOC Focused Report demonstrates both our commitment to our mission and our achievements in accomplishing that mission.

Thank you for reviewing our Focused Report. It signifies our dedication and obligation to offer students a quality education.

Sincerely,

A handwritten signature in black ink, reading "Adena Williams Loston".

Adena Williams Loston, Ph.D.

President

cc: Marsha P. Hall, SACSCOC Accreditation Liaison

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## Section 4: Governing Board

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

☒ Compliant

☐ Partial Compliance

☐ Non-Compliant

### Narrative

#### Non-Compliance

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

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

#### 4.2.c Focused Response

St. Philip's College (SPC) was found in non-compliance with Standard 4.2.c by the SACSCOC Off-Site Reaffirmation Committee. The committee noted that while Board policies for the evaluation of the CEO existed may exist, it was "unable to find examples of this annual evaluation and so could not confirm implementation of the policy." The following narrative will address the committee's concerns by providing examples of the CEO's evaluation.

As part of the Alamo Colleges District, SPC follows formal procedures established by the Board of Trustees for evaluation of the institution's Chief Executive Officer (CEO). These procedures are detailed in [Board Procedure D.7.1.1 – Employee Evaluations](#).

The evaluation of the CEO occurs annually and is conducted by the Chancellor of the Alamo Colleges District, serving as the Board's designee. This performance review assesses progress toward institutional goals, leadership effectiveness, and alignment with strategic priorities. The Chancellor presents the evaluation results to the Board, maintaining clear oversight and documentation of institutional performance.

To address the committee’s concern regarding documentation, the institution has submitted completed CEO evaluations for the three most recent fiscal years: [2021–2022](#), [2022–2023](#), and [2023–2024](#). These evaluations confirm that the process is implemented annually and supports compliance with district and state requirements.

While the core goals and performance areas have remained consistent, the format and structure of the evaluations vary slightly across years due to evolving district-wide performance management platforms, updates to strategic priorities, and enhanced documentation protocols.

All three presidential evaluations for CEO/President, Dr. Adena Williams Loston—from 2022 through 2024—reflect an “Exemplary” rating and consistently affirm her leadership in fostering a culture of assessment, communication, strategic decision-making, and team development. The variances in format do not reflect any deviation from evaluation standards but rather represent system updates and improvements to align more effectively with institutional and state accountability frameworks.

**Summary**

SPC has addressed the concerns of the Off-site Reaffirmation Committee and is compliant with standard 4.2.c CEO Evaluation/Selection.

Evidentiary Documents
<a href="#">d.7.1.1-procedure.pdf</a> <a href="#">4.2.c-9a_CEO_Pres Eval COVID 2022.pdf</a> <a href="#">4.2.c-9b_CEO_Pres Eval 2022-2023.pdf</a> <a href="#">4.2.c-9c_CEO_Pres Eval 2023-2024.pdf</a>

## Section 6: Faculty

**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

#### Non-Compliance

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

The Committee was unable to determine whether 22 (twenty-two) faculty members satisfied the credentialing requirement for the courses they teach.

1	2	3	4	5
Name of Faculty Member	Course(s) in Question	Inadequate Academic Qualifications	Insufficient Justification of Other Qualifications	Comments (if needed)
Ramond Chacon	BMGT 1000, 2000 level	X		Didn't list the years of employment. 3 – year min in field of study
Corey McNair	HAMG 1000, 2000 level	X		Didn't list the years of employment. 3-year min in field of study
Jose Gonzolez	CNBT 1400	X		Didn't list the years of employment. 3 year min in field of study
John Hoyt	WLDG 1424	X		Didn't list the years of employment. 3-year min in field of study

Kevin Mancha	CMPT 1307	X		Didn't list the years of employment. 3-year min in field of study
Kendal Purvis	CNBT 1000, 2000 level	X		No Associate degree. Didn't list the years of employment. 3-year min in field of study
Jim Rodela	PFPB 1000, 2000 level	X		Didn't list the years of employment. 3-year min in field of study
Jesse Torres	CNBT 1000, 2000 level	X		No associate degree
Reynoldo Bazaidua	DEMR 1000, 2000 level	X		Didn't list the years of employment. 3-year min in field of study
Roy Ruiz	CETT 1000, 2000 level	X		Didn't list the years of employment. 3-year min in field of study
Stephanie Cottier	MATH 1000, 2000 level	X		No graduate degree in mathematics and no 18 hours listed
Javier Garza	MATH 1000, 2000 level	X		Math ed degree and math ed courses are not the same as a mathematics degree and courses
Terry Gasteaur	MATH 1000, 2000 level	X		Math ed degree and math ed courses are not the same as a mathematics degree and courses
Albert Guerra	MATH 1000 level	X		No graduate degree in mathematics and no 18 hours listed
Terrence Jackson	MATH 1000, 2000 level	X		No graduate degree in math and no 18 hours listed

Bianca Laven	MATH 1000 level	X		Math ed degree and math ed courses are not the same as a mathematics degree and courses
Shannon Patterson	MATH 1000 level	X		Math ed degree and math ed courses are not the same as a mathematics degree and courses
Maria Rodriguez	MATH 1000 level	X		Math ed degree and math ed courses are not the same as a mathematics degree and courses
Rodrigo Benavides	ARTS 1000, 2000 level	X		Courses listed for 18 graduate hours don't have course numbers
Diane Alertas	CHEM 1000 level	X		The courses listed are 300 and 400 level which normally mean undergraduate level
Mary Kelaita	BIOL 1000, 2000 level	X		Degree is in anthropology and that is not one of the option listed under their options for biological sciences
David Altaffer	RADR 1000 level	X		Their requirement is a bachelors degree and he only has an associates listed

### 6.2.a Focused Response

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 6.2.a by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The Off-Site Reaffirmation Committee was unable to determine whether 22 faculty satisfied the credentialing requirements for the courses assigned. The narrative will address the committee's concerns by providing additional documentation and justification packets for the 22 cited faculty to support their credentials for instruction at the College. The College has reviewed each faculty member

listed to address clerical errors, alternative justification of qualifications per the Faculty Credentials Guidebook, and additional documentation needed to establish faculty competence for employment.

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual]	ACADEMIC DEGREES & COURSEWORK	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
<a href="#">Chacon, Raymond</a> (F)	<b>Spring 2024</b> BMGT 2331: Principles of Quality Management	<b>Ph.D. Leadership Studies</b> , Our Lady of the Lake University  <b>M.B.A. Business Administration</b> , University of the Incarnate Word  <b>B.A. Political Science</b> , University of the Incarnate Word	<b>Industry Certifications:</b> Security+ <b>Work Experience:</b> <b>2003-2005</b> ASCS, Inc. <b>2003-2004</b> Northwestern Mutual Financial Network <b>2000-2003</b> Danet, Inc. <b>1998-2000</b> InfoCom Services, Inc.
<a href="#">McNair, Corey</a> (F)	<b>Spring 2024</b> HAMG 1170 Prof. in the Hospitality Industry, 1 (UN) HAMG 1321 Intro to Hospitality, 3 (UN) HAMG 1340 Hospitality Legal Issues, 3 (UN) HAMG 2667 Hotel Practicum, 1 (UN)  <b>Fall 2024</b> HAMG 1170 Prof. in the Hospitality	<b>MS (Hospitality and Tourism Administration)</b> , The University of Wisconsin  <b>BA (English)</b> , Morehouse College	<b>Work Experience</b> <b>2006 - 2018</b> Founder & Chairman, World Hospitality Partners, Atlanta, Georgia <b>2004 - 2006</b> Sales Executive, Worldwide, Starwood Hotels and Resorts Worldwide, White Plains, New York <b>2001 - 2004</b> Chief Executive Officer, Favorite Deli Corporation, Atlanta, Georgia



	Industry, 1 (UN)3 sect HAMG 1321 Intro to Hospitality (4 sec.), 3 (UN) HAMG 2305 Hospitality Mgt. & Leadership (2sec), 3 (UN)		<b><u>Additional Certifications</u></b> Universitat de les Illes Balears, Graduate Diploma Servsafe Food Manager Certification
<a href="#">Gonzalez, Jose</a> (P)	<b>Fall 2024</b> CNBT 1400 Residential and Light Commercial Blueprint Reading (4) UN	<b>BFA (Architectural Design)</b> , University of Texas at San Antonio	<b><u>Work Experience:</u></b> <b>2010-2025</b> (current) Project Manager, Alamo Colleges District <b>1990-1998</b> Intern Architect - Project Manager, Judson ISD <b>1985-1989</b> Quality Control Construction Inspector, Manco Prestress Company
<a href="#">Hoyt, John</a> (F)	<b>Spring 2024</b> <ul style="list-style-type: none"> <li>WLDG 1425 Intro to Oxyfuel Welding &amp; Cutting (4) UN</li> <li>WLDG 1430 Intro to GMAW (4) UN</li> <li>WLDG 2452 Adv Flux Cored Arc Welding (4) UN</li> </ul> <b>Fall 2024</b> <ul style="list-style-type: none"> <li>WLDG 1313 Intro to Blueprint Reading for Welders (3) UN</li> <li>WLDG 2388 Internship (3) UN</li> </ul>	<b>AAS in Welding</b> , St. Philip's College	<b><u>Work Experience:</u></b> <b>2009-2011</b> Rivets Welding Service <b>2007-2009</b> San Antonio Aerospace <b>2005-2006</b> SW Signs <b><u>Additional Certifications:</u></b> Certified Welding Inspector with American Welding Society

	<ul style="list-style-type: none"> <li>WLDG 2453 Adv Pipe Welding (4) UN</li> </ul>		
<a href="#">Mancha, Kevin</a> (P)	<b>Spring 2024</b> CMPT 1307 Electronic & Computer Skills (3) UN EECT 1300 Technical Customer Service (3) UN	<b>B.S. (Computer Information Systems), Texas A&amp;M University</b>  <b>AAS (Computer Science in Network Administration), St. Philip's College</b>	<b><u>Work Experience</u></b> <b>2011-2017</b> LHC <b>2007-2011</b> Progressive Communications Solutions  <b><u>Additional Certifications</u></b> A+ Certification Adobe & Canvas Certificates
<a href="#">Purvis, Kendall</a> (P)	<b>Spring 2024</b> CNBT 1416 Construction Technology 1 (4) UN CNBT 1453 Construction Technology 3 (4) UN  <b>Fall 2024</b> OSH 1305 OSHA 30 (3) UN	Per Faculty credentialing handbook, Instructor has 3 years from date of hire to obtain an Associates degree to continue as Faculty.  <b>Hire Date: January 2024</b>  <b>AAS completion Date: December 2026*</b> <i>*Mr. Purvis is no longer teaching for St. Philip's College</i>	<b><u>Work Experience</u></b> <b>2003-2008</b> Robert L Brown LLC  <b><u>Additional Certifications</u></b> OSHA Outreach Trainer for OSHA 10 and 30
<a href="#">Rodela, Jim</a> (P)	<b>Spring 2024</b> • PFPB 2445 Residential Construction Plumbing II (4) UN	<b>Bachelors in Applied Arts &amp; Science (BAAS), University of Texas A&amp;M of San Antonio</b>	<b><u>Work Experience:</u></b> <b>2020-2022</b> Diamond Plumbing  <b><u>Industry Certifications:</u></b> Master Plumber 44546

	<b>Fall 2024</b> • PFPB 1413 Intro to Plumbing (4) UN	– <i>In progress (3 Classes short of completion)</i>	
<a href="#">Torres, Jesse</a> (P)	<b>Spring 2024</b> CNBT 1416 Construction Technology 1 (4) UN CNBT 2439 Construction Technology 4 (4) UN  <b>Fall 2024</b> CNBT 1346 Construction Estimating (3) UN CNBT 1450 Construction Technology 2 (4) UN CNBT 1453 Construction Technology 3 (4) UN CNBT 2342 Construction Management (3) UN	GED San Antonio College  Per Faculty credentialing handbook, Instructor has 3 years from date of hire to obtain an Associates degree to continue as Faculty.  <b>Hire Date:</b> January 2024  <b>AAS completion Date:</b> December 2026	<b><u>Work Experience:</u></b> <b>2004 – 2013:</b> Make Over Renovations  <b><u>License/Certification Requirements:</u></b> NCCER Certification  <b><u>Additional Certifications:</u></b> Certified Home Remodeler Electrician Apprentice Laticrete Tile Installation Certificate program
<a href="#">Bazaldua, Reynoldo</a> (F)	<b>Spring 2024</b> DEMR 2435 Advanced Hydraulics (4) UN DEMR 1421, Power Train (4) UN DEMR 1416 Basic Hydraulics (4) UN  <b>Fall 2024</b>	<b>AAS (Diesel Technology)</b> St. Philip's College 2008	<b><u>Work Experience</u></b> <b>2010-2011:</b> Sunbelt Rentals <b>2005-2010:</b> Temple Inland <b>2000-2005:</b> RCS Rental Service Corporation  <b><u>License/Certification Requirements</u></b> ASE, Certification

	DEMR 1401 Shop Safety (4) UN DEMR 1406 Basic Engine (4) UN DEMR 2435 Advanced Hydraulics (4) UN DEMR 1421, Power Train (4) UN DEMR 1416 Basic Hydraulics (4) UN		T2 Diesel Engine T4 Brakes T7 Heating, Ventilation & A/C T8 Preventive Maintenance  <u><b>Additional Certifications</b></u> CAT SIS, Cumming VOTECH Fluid Power Institute JLG. Industries Genie Industries
<a href="#">Ruiz, Roy</a> (F)	<b>Spring 2024</b> CETT 1409 DC-AC Circuits 4 UN RBTC 1347 Electromechanical Devices (3) UN CETT 1429 Solid States (4) UN RBTC 1305 Robotics Fundamentals (3) UN  <b>Fall 2024</b> CETT 1429 Solid State Devices (4) UN CETT 1409 DC-AC Circuits (4) UN	<b>BAAS (Information Technology/ Information Assurance and Security)</b> Texas A&M University, San Antonio  <b>AAS (Biomedical Engineering Technology)</b> St. Philip's College  <b>AAS (Computer Maintenance Engineering Technology)</b> St. Philip's College	<u><b>Work Experience</b></u> <b>2010-2012:</b> Alamo Colleges Bio-Med Lab Tech <b>2014-2017:</b> Acelity/KCI/Randstad <b>2001-2014:</b> Superior Concrete Construction
<a href="#">Cottier, Stephanie</a> (F)	<b>Spring 2024</b> ENGR 2301 Mechanics I: Statics, 3 (UT) ENGR 2332 Mechanics of Materials, 3 (UT)	<b>MS (Mechanical Engineering),</b> University of Texas at San Antonio  ME 5543 Probabilistic Engr Design 3hrs	

	<p>MATH 0001 Developmental Math Lab, 0 (D) MATH 0214 Co-Req for Math 1314, 2 (D) MATH 1314 College Algebra, 3 (UT) MATH 2412 Precalculus, 4 (UT)</p> <p><b>Fall 2024</b> MATH 0001 Developmental Math Lab, 0 (D) MATH 0214 Co-Req for Math 1314, 2 (D) MATH 1314 College</p>	<p>EGR 6013 Adv. Engineering Math I 3hrs ME 5243 Advanced Thermodynamics 3hrs ME 6113 Experimental Technqs in Eng 3hrs ME 5413 Elasticity 3hrs ME 5633 Gas Dynamics</p> <ul style="list-style-type: none"> <li>• 18 equivalent graduate hours in math equivalent classes (please see the crosswalk)</li> </ul>	
<a href="#">Garza, Javier</a> (P)	<p><b>Spring 2024</b> MATH 0004 Support Lab for Math, 0 (D) MATH 0132 Co-Req for Math 1332, 1 (D) MATH 0214 Co-Req I for Math 1314, 2 (D) MATH 1314 College Algebra, 3 (UT) MATH 1332 Contemporary Math I, 3 (UT)</p> <p><b>Fall 2024</b> MATH 0001 Developmental Math Lab, 0 (D)</p>	<p><b>M.ED (Mathematics Education), Texas State University</b></p> <p>MATH 7307 Algebra I MATH 7309 Topology I MATH 7317 Algebra II MATH 5381 Set Theory MATH 5388 Discrete Math MATH 5384 Abstract Algebra</p> <ul style="list-style-type: none"> <li>•</li> </ul>	

	MATH 0214 Co-Req for Math 1314, 2 (D) MATH 1314 College Algebra, 3 (UT) MATH 1332 Contemporary Math I, 3 (UT) MATH 1414 College Algebra, 4 (UT)	<ul style="list-style-type: none"> <li>• 18 graduate hours in Mathematics</li> </ul>	
<a href="#">Gastauer, Terry</a> (P)	<b>Spring 2024</b> MATH 0105 Math Preparatory, 1 (D) MATH 0410 Elementary Algebra, 4 (D)  <b>Fall 2024</b> MATH 1314 College Algebra, 3 (UT) MATH 1414 College Algebra, 4 (UT) MATH 2412 Precalculus, 4 (UT)	<b>MS (Mathematics Learning &amp; Teach),</b> Drexel University MTED 502 Geometry & Spatial Reasoning 3hrs MTED 511 Func through the Curriculum 3hrs MTED 503 DA & PR/Stat Reas 3hrs MTED 501 Prop & Algeb Reasoning 3hrs MTED 775 ST: Teach Math w Geometer Sktch 3hrs MTED 775 ST: Problem Solving in MLT 3hrs EDU 518 Mathematics: Method & Content 3hrs  <ul style="list-style-type: none"> <li>•</li> <li>• Total of 21 graduate hours in Mathematics</li> </ul>	

<a href="#">Guerra, Albert</a> (F)	<p><b>Spring 2024</b>  MATH 0001  Developmental Math Lab, 0 (D)  MATH 0214 Co-Req for Math 1314, 2 (D)  MATH 1314 College Algebra, 3 (UT)</p> <p><b>Fall 2024</b>  MATH 0001  Developmental Math Lab, 0 (D)  MATH 0004 Support Lab for Math, 0 (D)  MATH 0214 Co-Req for Math 1314, 2 (D)  MATH 1314 College Algebra, 3 (UT)</p>	<p><b>MS (Education),</b>  Laredo State University  ED 521 IN SRV: Adv Probs, 3hrs  ED 510 Analysis of Tchng, 3hrs  ED 505 Research Design, 3hrs  ED 512 Supervsn Adv Prb (renamed EDGR Data Drvn Decision Mkg in Ed), 3hrs  ED 513 School Administration and Public-School Finance (renamed EDGR 5321)</p> <p>University of Texas at San Antonio  STA 5073 Meth of Statistics I, 3hrs  <i>Total of 18 hours in Math/Statistics based courses*</i></p>	
<a href="#">Jackson, Terrance</a> (P)	<p><b>Spring 2024</b>  MATH 0001  Developmental Math Lab, 0 (D)  MATH 0214 Co-Req for Math 1314, 2 (D)  MATH 1314 College Algebra, 3 (UT)  MATH 1324 Business Math I, 3 (UT)  MATH 1332 Contemporary Math I, 3 (UT)</p>	<p><b>MS (Civil Engineering),</b>  University of Texas at San Antonio</p> <p><b>PHD (Environmental Engineering),</b>  University of Texas at SA</p> <p>EES 6513 – Advanced GIS  CE 5143 Numerical Methods in CE</p>	

	<b>Fall 2024</b> ENGR 1304 Engineering Graphics I, 3 (UT) MATH 1414 College Algebra, 4 (UT)	ES 5023 Environmental Statistics ES 5233 Experimental Design & Analysis CE 5043 Advanced CE Statistics GEO 5053 – Remote Sensing <i>18 equivalent  graduate hours in  math equivalent  classes (please see  the crosswalk)</i> .	
<a href="#">Laven, Bianca</a> (P)	<b>Fall 2024</b> MATH 0001 Developmental Math Lab, 0 (D) MATH 0214 Co-Req for Math 1314, 2 (D) MATH 1314 College Algebra, 3 (UT)	<b>MS (Mathematics  Education),</b> University of Texas at San Antonio  MAT 5283 Linear Algebra & Matrix Theory MAT 5603 Numerical Analysis MAT 5293 Numerical Linear Algebra MAT 5613 Num Solutions-Differ Equations MAT 5103 Intro To Mathematical Analysis STA 5503 Mathematical Statistics I  •        18 <i>graduate</i>	



		<i>hours in mathematics</i>	
<a href="#">Patterson, Shannon</a> (F)	<b>Spring 2024</b> MATH 0055 Recovery course, 0 (D) MATH 1314 College Algebra, 3 (UT) MATH 1350 Fundamentals of Mathematics I for Teachers, 3 (UT) MATH 1351 Fundamentals of Mathematics II for Teachers, 3 (UT) MATH 2412 Precalculus, 4 (UT)	<b>PhD (Education),</b> University of the Incarnate Word MATH 6332 Intro to Analysis MATH 6375 Intro to Number Theory Math 7382 Linear Algebra/Matrix Theory 3hrs INDR 8351 Soc Science Statistics w/SPSS 3hrs* INDR 8353 Adv Soc Sci Statistics 3hrs* <i>*Please see  descriptions for  INDR 8351 &amp; 8353</i>	
	<b>Fall 2024</b> MATH 1314 College Algebra, 3 (UT) MATH 1414 College Algebra, 4 (UT) MATH 2412 Precalculus, 4 (UT)	<i>ME (Curriculum &amp;  Instruction), Our  Lady of the Lake  University</i> MTED 6314 Problem Solving For Teachers 3hrs MTED 6309 Algebra for Teachers 3hrs MTED 6311 Geometry for Teachers 3hrs MTED 6312 Probability & Stats for Tchrs 3hrs <ul style="list-style-type: none"> <li>•</li> <li>• <i>Total</i>  of 27  graduate  hours in  Mathematics</li> </ul>	

<a href="#">Rodriguez, Maria</a> (P)	<p><b>Spring 2024</b> MATH 0105 Math Preparatory, 1 (D) MATH 0410 Elementary Algebra, 4 (D) MATH 1314 College Algebra, 3 (UT)</p> <p><b>Fall 2024</b> MATH 0105 Math Preparatory, 1 (D) MATH 0410 Elementary Algebra, 4 (D) MATH 1314 College Algebra, 3 (UT)</p>	<p><b>MA (Education),</b> University of Texas at San Antonio</p> <p>MAT 5013 Computers for Math Teachers 3hrs MAT 6963 ST: Mat Ed Algebraic Reasoning 3hrs MAT 6963 TOP: Fostering Alg &amp; Geo Thinking 3hrs MAT 5003 Moder Math for Teachers 3hrs MAT 6963 Topics: MathEd &amp; Applied Research 3hrs MAT 5023 Problem-Solving Seminar 3hrs</p> <p>• <i>Total of 18 graduate hours in Mathematics</i></p>	
<a href="#">Benavides, Rodrigo</a> (P)	<p><b>Spring 2024</b> Arts 1301, Art Appreciation, 3, (UT) ARTS 2346, Ceramics I, 3, (UT) ARTS 2347, Ceramics II, 3, (UT)</p> <p><b>Fall 2024</b> Arts 1301, Art Appreciation, 3, (UT) ARTS 2346, Ceramics I, 3, (UT)</p>	<p><b>MA, Art,</b> University of Texas, Corpus Christi</p> <p>Advanced Drawing 3 credits; ARTS 4301 Studio Three-Dimensional Art 3 credits; ARTS 4304 Studio Three-Dimensional Arts, Ceramics, 3 credits; ARTS 4324</p>	

	ARTS 2347, Ceramics II, 3, (UT)	<p>Studio Two-Dimensional Art, 3 credits; ARTS 4303 Individual Study, Advanced Drawing, 3 credits; ARTS4396 Seminar in Art, 3 credits, NOT FOUND</p> <p>Fall 2024 Advanced Drawing 3 credits; ARTS 4301 Studio Three-Dimensional Art 3 credits; ARTS 4304 Studio Three-Dimensional Arts, Ceramics, 3 credits; ARTS 4324 Studio Two-Dimensional Art, 3 credits; ARTS 4303 Studio Two-Dimensional Art, Printmaking, 3 credits; ARTS 4302 Advanced Jewelry, 3 credits; NOT FOUND Individual Study, Advanced Drawing, 3 credits; ARTS4396 Seminar in Art, 3 credits, NOT FOUND</p>	
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		Studio Two-Dimensional Art, Printmaking, 3 credits; ARTS 4302 Advanced Jewelry, 3 credits; NOT FOUND	
<a href="#">Alertas-Jacobs, Diane</a> (F)	<b>Spring 2024</b> CHEM 1307, Intro Chemistry Lecture II, 3, UT CHEM 1311, General Chemistry Lecture I, 3, UT CHEM 1307, General Chemistry Lecture I, 3, UT CHEM 1411, General Chemistry I, 4, UT CHEM 1412, General Chemistry II, 4, UT  <b>Fall 2024</b> CHEM 1311, General Chemistry Lecture I, 3, UT CHEM 1411, General Chemistry I, 4, UT CHEM 1412, General Chemistry II, 4, UT	<b>MA (Teaching),</b> University of Kaplan,  <i>More than 18 graduate hours in Chemistry from Illinois State University, to include:</i> CHE 401A01 Gas Prop., Laws, Reac (3) CHE 401103 Kin, Equil, Acid, Base (3) CHE 380A59 Atmospheric Chemistry (3) CHE401A04 Atomic & Mole Struct (3) CHE 401A02 Che Reac, Stoi, Mole (3) CHE 403A01 Tch Che Safe Sec Sch (3)	
<a href="#">Kelaita, Mary</a> (F)	<b>Spring 2024</b> BIOL 1322, Nutrition, 3, UT BIOL 1323, Consumer Nutrition for Non-	<b>PhD (Anthropology),</b> University of Michigan	

	<p>Science Majors, 3, UT BIOL 2416, Genetics, 4, UT BIOL 2420, Microbiology for Nursing and Allied Health, 4, UT</p> <p><b>Fall 2024</b> ANTH 2301, Physical Anthropology, 3, UN BIOL 2402, Human Anatomy &amp; Physiology II, 4, UT BIOL 2420, Microbiology for Nursing and Allied Health, 4, UT</p>	<p><i>Includes more than 18 graduate hours in Biological Anthropology:</i> ANTHRBIO 464 Nutri Anthropometry (4) ANTHRBIO 560 Hum Reproduct Ecol (3) BIOL 541 Mammal Reprod (4) ANTHRBIO 564 Homin Origin (4) ANTHRBIO 467 Human Behav Ecology (4) BIOSTAT 666 Num Meth H Gen (3) ANTHRBIO 661 Topics Biol Anthr (2) ANTHRBIO 563 Human Adaption (4) ANTHRBIO 566 Lab Osteolog (4)</p>	
<a href="#">Altaffer, David</a> (P)	<p><b>Spring 2024</b> RADR 1362 Clinical Radiologic Technology/Science Radiographer, 3, UT</p> <p><b>Fall 2024</b> RADR 2460 Clinical Radiologic Technology/Science, 4, UT</p>	<p><b>AAS (Radiologic Technology),</b> St. Philip's College</p>	<p><b><u>Work Experience:</u></b> 2012-2019 Christus Santa Rosa Westover Hills</p> <p><b><u>License/Certification(s)</u></b> Certified by the American Registry of Radiologic Technologists in Radiography, R.T.(R)(ARRT) Licensed by the Texas Medical Board, Medical Radiologic Technologist</p>

**Summary**

SPC has addressed the concerns of the Off-Site Reaffirmation committee and is compliant with standard 6.2.a faculty qualifications. As demonstrated in the narrative and attached faculty packets, the college employs qualified faculty who teach all courses.

**Evidentiary Documents**

[6.2.a-01 Chacon Ray Credentials Response.pdf](#)  
[6.2.a-02 McNair Credentials Response packet.pdf](#)  
[6.2.a-03 Gonzales Jose Credentials Response.pdf](#)  
[6.2.a-04 Hoyt John Credentials Response.pdf](#)  
[6.2.a-05 Mancha Kevin Credentials Response.pdf](#)  
[6.2.a-06 Purvis Kendel Credentials Response.pdf](#)  
[6.2.a-07 Rodela Jim Credentials Response.pdf](#)  
[6.2.a-08 Torres Jesse Credentials Response.pdf](#)  
[6.2.a-09 Bazaldua Reynaldo Credentials Response2.pdf](#)  
[6.2.a-10 Ruiz Roy Credentials Response2.pdf](#)  
[6.2.a-11 Cottier Stephanie Credentials Response.pdf](#)  
[6.2.a-12 Garza Javier Credentials Response.pdf](#)  
[6.2.a-13 Gastaeur Terry Credentials Response.pdf](#)  
[6.2.a-14 Guerra Albert Credentials Response.pdf](#)  
[6.2.a-15 Jackson Terrance Credentials Response.pdf](#)  
[6.2.a-16 Laven Bianca Credentials Response.pdf](#)  
[6.2.a-17 Patterson Shannon Credentials Response.pdf](#)  
[6.2.a-18 Rodriguez Maria Credentials Response.pdf](#)  
[6.2.a-19 Benavides Rodrigo Credentials Response 1.pdf](#)  
[6.2.a-20 Alertas-Jacobs Diane Credentials Response.pdf](#)  
[6.2.a-21 Kelaita Mary Credentials Response.pdf](#)  
[6.2.a-22 Altaffer David Credentials Response.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**

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#### **Non-Compliance**

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

#### **6.3 Focused Response**

St. Philip's College was found in non-compliance with Comprehensive Standard 6.3 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The Off-Site Reaffirmation Committee was unable to confirm regular evaluation of non-tenured or part-time faculty members. The following focused report addresses the committee's concerns by providing evidence of complete evaluation portfolios for academic years 2022 through 2024 for full time non-tenured track and classroom observations for part-time faculty members.

In accordance with [Procedure D.7.1.2 Faculty Performance Evaluation](#), the faculty evaluation process is based on four components: (1) Student Surveys, (2) Classroom Observations, (3) Peer Evaluations, and (4) Chair Evaluations. 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.

A full-time 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. Faculty 180 portfolios have been provided as additional evidence of faculty evaluation; examples represent the four academic divisions. The faculty 180 portfolios are too large to post in totality; the links below include evaluations and screenshots of additional folders. Portfolios will be available during the site visit.

Full-Time Non-Tenured Evaluation Portfolios		
AY22	AY23	AY24
<a href="#">Kristabel Agüero</a>	<a href="#">Kristabel Agüero</a>	<a href="#">Kristabel Agüero</a>
<a href="#">Ysenia Espinoza</a>	<a href="#">Ysenia Espinoza</a>	<a href="#">Ysenia Espinoza</a>
<a href="#">Amy Quesenberry</a>	<a href="#">Amy Quesenberry</a>	<a href="#">Amy Quesenberry</a>
<a href="#">Roy Ruiz</a>	<a href="#">Roy Ruiz</a>	<a href="#">Roy Ruiz</a>

Evaluation of part-time (adjunct) faculty and full-time temporary faculty are based on student survey results and teaching performance (classroom observations).

Part-Time Faculty Evaluations		
AY21	AY22	AY23
<a href="#">Classroom Observation PT (Williams)</a>	<a href="#">Classroom Observation PT (Aguilar)</a>	<a href="#">Classroom Observation PT (Villarreal)</a>
<a href="#">Classroom Observation Dual Credit (Cannon)</a>	<a href="#">Classroom Observation Dual Credit (Black)</a>	<a href="#">Classroom Observation Dual Credit (Tollet)</a>

### Summary

St. Philip's College has addressed the concerns of the Off-Site Reaffirmation Committee and is compliant with standard 6.3 Faculty employment and evaluation. As demonstrated in the narrative and attached faculty portfolios/evaluations, the college regularly evaluates faculty regardless of contract or tenure status.

Evidentiary Documents
<a href="#">6.3-57_Procedure D.7.1.2 Faculty Performance Evalu.pdf</a> <a href="#">AgueroPortfolio2021-22.pdf</a> <a href="#">AgueroPortfolio2023.pdf</a>



[AgueroPortfolio2024.pdf](#)

[EspinozaPortfolio2021-22.pdf](#)

[EspinozaPortfolio2023.pdf](#)

[EspinozaPortfolio2024.pdf](#)

[QueensberryPortfolio2021-22.pdf](#)

[QuesenberryPortfolio2023.pdf](#)

[QuesenberryPortfolio2024.pdf](#)

[RuizPortfolio2021-22.pdf](#)

[RuizPortfolio2023.pdf](#)

[RuizPortfolio2024.pdf](#)

[6.3\\_2021\\_Chair\\_Classroom\\_Observation\\_Part-Time.pdf](#)

[6.3\\_2022\\_Chair\\_Classroom\\_Observation\\_Part-Time.pdf](#)

[6.3\\_2023\\_Chair\\_Evaluation\\_Part-Time.pdf](#)

[6.3-1\\_2021\\_Chair\\_Classroom\\_Observation\\_DC.pdf](#)

[6.3\\_2022\\_Chair\\_Classroom\\_Observation\\_Part-Time\\_DC.pdf](#)

[6.3\\_2023\\_Chair\\_Classroom\\_Observation\\_DC.pdf](#)

## Section 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)**

☒ Compliant

☐ Partial Compliance

☐ Non-Compliant

### Narrative

#### Non-Compliance

The institution adheres to the Good to Great strategic planning process as a framework. This process includes four stages. As a member of the Alamo College District, the college aligns with district goals while maintaining self-governance and developing its related but separate strategic plan. The process is guided by the college's planning, budgeting, and assessment cycle and occurs annually. The first stage of planning includes an initial review of opportunities and challenges by reviewing operational unit assessment plans. The reports enable leadership to identify trends and align strategic goals with student success metrics. The next stage begins with a planning retreat, which includes internal and external stakeholders to ensure a breadth of input and engagement. Proposals are developed and forwarded to the senior leadership and cabinet members who review the proposals and finalize the strategic plan. The committee was unable, however, to find a copy of the strategic plan and any related evidence of leadership or board approval in the narrative.

The third stage of this process includes implementation. This work aligns with the college's budget cycle while the final stage focuses on evaluation. The institution notes that this stage culminates in operational unit assessment plan report-outs and provided example reports from the Dean of Enrollment services for the 2023-24 academic year. The institution provided a table of graduation and persistence rates (2021-2023) as evidence of an emphasis on improving student retention and success, but the Off-Site Reaffirmation Committee could not locate related strategic goals and/or a narrative explaining how the data provide feedback regarding institutional effectiveness.

#### 7.1 Focused Response

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 7.1 by the Southern Association of Colleges and Schools Commission on Colleges

(SACSCOC) Off-Site Reaffirmation Committee. The committee stated that the institution failed to provide the College's strategic plan and a narrative explaining how the data contributes to institutional effectiveness. The following focused report will address the committee's concerns by providing information regarding the strategic plan and how graduation and persistence data contribute to institutional effectiveness.

The current strategic plan ([7.1-1 2024-2027 Strategic Plan](#)) was developed last year, in response to changes in the Texas funding model and the ban on DEI initiatives. The strategic planning team used the previous plan (2022-2025) as a starting point and recommended revisions ([7.1-2](#)).

The Leadership retreat for the President's Cabinet (executive leadership team) on January 24, 2024 ([7.1-3 Meeting Agenda and Minutes](#)) focused on reviewing the College's action plans and the new language for the strategic plan before presenting it at the 2024 Good to Great Strategic Planning Retreat. Participants of the retreat included a number of administrators, faculty, staff, students and community/industry partners. During the retreat, participants ranked the strategic goals from highest to lowest priority to identify new institutional priorities. They also reviewed the College's accomplishments, mission, vision, values, environmental scan, strengths, weaknesses, opportunities, and challenges (SWOC analysis), as well as objectives and key action plans ([7.1-4 GTG slides](#)). Additionally, they identified performance measures or key performance indicators (KPIs), such as graduation rates, persistence rates, and completion rates that are associated with the strategic goals for SPC.

Typically, College action plans aligned with strategic objectives are reviewed during the Good to Great Strategic Planning Retreat. Proposed edits are vetted by the President's Cabinet and finalized during the Good to Great follow-up session.

Decisions regarding the selection, collection, alignment, and integration of key data and information are made by President's Cabinet and Good to Great participants, who examine data needs and issues related to organizational performance. The alignment of data with strategic objectives and key action plans is formalized into the College Scorecard ([7.1-5a 2023 Scorecard](#), [7.15b 2024 Scorecard](#), and [7.1-5c 2025 Scorecard](#)).

Furthermore, the data requirements from institutional regulatory bodies and district key performance indicators are integrated into the scorecard to support the College's action plans and to help promote institutional effectiveness. Measures are linked to strategic objectives and align with Alamo Colleges' overarching goals or Charges to the Chancellor.

In the annual Performance Update to the Board of Trustees ([7.1-6a 2022 Presentation](#), [7.1-6b 2023 Presentation](#), and [7.1-6c 2024 Presentation](#)), the College

President presents key information relating to these strategic objectives demonstrating how SPC effectively accomplishes its mission. The data covered in the presentation includes course completion rates, productive grade rates, high-challenge course statistics, graduation rates, persistence rates, transfer rates, and employment rates. Additionally, the College President provides updates on institutional priorities, such as SACSCOC compliance; institutional effectiveness and accessibility; and improvements in graduation, persistence, and productive grade rates during the Operational Unit and Assessment Plan report ([7.1-7a 2022 President's OUAP](#), [7.1-7b 2023 President's OUAP](#), [7.1-7c 2024 President's OUAP](#)) to the College community. Targets for each of these areas are set and benchmarked against peer institutions, when applicable. To further ensure ongoing institutional effectiveness, (SPC) fosters a culture of evidence-based decision-making that uses quantitative and qualitative analysis at all levels of the organization. All components of the College actively participate in systematic planning and evaluation. This systematic approach involves a comprehensive plan for data collection, organization, analysis, interpretation, and presentation of relevant and critical performance measures tied to strategic objectives and key action plans, as well as Operational Unit and Assessment Plans utilized across the College. Key measures are identified in the College Scorecard, which demonstrates organizational alignment with strategic goals.

Data-informed decision-making incorporates regular reviews of the College Scorecard during the President's Cabinet meetings (samples from [2022](#), [2023](#), [2024](#)) and throughout the [Planning, Budgeting, and Assessment](#) cycle. During this cycle, progress towards achieving strategic objectives and associated action plans is assessed using the previously discussed College Scorecard as a key source of information. Areas for improvement are identified; potential new programs and services are considered; and threats, trends, opportunities, and challenges are continually evaluated through this ongoing review process. Senior leaders consider SPC's strategic objectives, the College Scorecards, Alamo Colleges Key Performance Indicators, the SACSCOC Quality Enhancement Plan, the Educational Program Assessment of Student Learning Outcomes, and other regulatory agency data requirements and findings during Operational Unit and Assessment Planning and strategic planning and refinement processes.

### **Summary**

SPC has addressed the Off-Site Reaffirmation Committee's concerns and is compliant with core requirement 7.1 Institutional planning. As demonstrated in the narrative and attached documentation, the College focuses on institutional quality and effectiveness through a systematic review of goals and outcomes consistent with the mission.

Evidentiary Documents
<a href="#">7.1-1_2024-27 Strategic Plan.pdf</a>
<a href="#">7.1-2_2022-25 Strategic Plan with recommendations.pdf</a>
<a href="#">7.1-3 Leadership Retreat Jan 2024.pdf</a>
<a href="#">7.1-4_2024 G2G select slides.pdf</a>
<a href="#">7.1-5a_2023 College Scorecard.pdf</a>
<a href="#">7.1-5b_2024 College Scorecard.pdf</a>
<a href="#">7.1-5c_2025 College Scorecard.pdf</a>
<a href="#">7.1-6a_2022 Performance Update Presentation.pdf</a>
<a href="#">7.1-6b_2023 Performance Update Presentation.pdf</a>
<a href="#">7.1-6c_2024 Performance Update Presentation.pdf</a>
<a href="#">7.1-7a_2022 Presidents OUAP.pdf</a>
<a href="#">7.1-7b_2023 Presidents OUAP.pdf</a>
<a href="#">7.1-7_2024 Presidents Ofc OUAP.pdf</a>
<a href="#">7.1-8a_Cabinet Notes 03.08.2022.pdf</a>
<a href="#">7.1-8b_Cabinet Notes 05.23.2023.pdf</a>
<a href="#">7.1-8c_Cabinet Notes 2-13-24.pdf</a>
<a href="#">pba-cycle.pdf</a>

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

☒ Compliant

☐ Partial Compliance

☐ Non-Compliant

#### **Narrative**

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##### **Non-Compliance**

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

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

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

##### **7.3 Focused Response**

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 7.3 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee stated that the institution failed to provide evidence of cyclical reviews of the administrative unit's objectives, targets, assessment measures, results from conducted assessments of unit objectives demonstrating whether the objectives had been achieved, and any action plans. The following focused report addresses the committee's concerns.

The original report included Operational Unit Assessment Plans (OUAP) and reports for the 2023-24 for the following administrative units:

- Marketing & Strategic Communications Department
- Institutional Advancement
- Institutional Advancement & Grants
- Institutional Advancement & Scholarships

Office of the President and Strategic Initiatives  
 Title III Grant Administration  
 College Budget Office Information and Communication Technology (ICT)  
 Institutional Planning, Research, and Effectiveness (IPRE)  
 College Services Department

This focused report provides the reports from Strategic Planning Online (SPOL) for the operational unit objectives and outcomes for the last three cycles of OUAP report outs as they export from the system (links in the table below).

Non-Academic Operational Unit Assessment Plans		
AY24	AY23	AY22
<a href="#">Artifact 7.3.1-1</a>	<a href="#">Artifact 7.3.1-2</a>	<a href="#">Artifact 7.3.1-3</a>

The next portion of this focused report will provide an overview of these reports. This example is for the Marketing & Strategic Communications Department and highlights the same objective over the 2022-23 and 2021-22 academic years to demonstrate evaluation, action plans, and progression.

The 2022-23 report includes the objectives for Marketing & Strategic Communications and other administrative units, how they align with the strategic plan, and the outcomes. Figure 7.3.1 provides one of the objectives for Marketing & Strategic Communications department for 2022-2023. This example is for the Institutional Social Media/Digital Campaigns objective and shows alignment to the strategic plan along with the intended targets, results, and action plan.

**Figure 7.3.1: 2022-23 Institutional Social Media/Digital Campaigns Objective and Outcomes**

#### **1132 - Institutional Social Media/Digital Campaigns**

Execute social media/digital media campaigns with clearly defined starts, milestones and stops around the following institutional events with the objective to both inform and engage stakeholders: Mascot's Birthday, Black History Month, Fall Commencement, Hispanic Heritage Month, Homecoming, Spring Commencement, Chavez March, MLK March. Present comparative year-to-year data for social media activity around each event. Note: MLK will be presented as a baseline because of the COVID related absence of data.

**Objective Purpose:** Unit Plan Objective

**Objective Status:** Completed

Planning Years

Start Date

End Date

2022-2023

09/01/2022

08/31/2023

Institutional Goals (Strategic Plan and RIP/WIG Associations)

## Strategic Plan 2022-2025

2.d - Leadership --> Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.

3.a - Performance Excellence --> Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data and efficient, effective work systems.

\*3.g - Performance Excellence --> Brand and Implement a Marketing and Communications Plan for all annual communications (enrollment cycle, advising, graduation) that leverages the student voice as brand ambassadors.

### Associated Planning Priorities

\*4-Ethical Decision Making (EDM) - Relates to maintaining/improving assessment or practice of Ethical Decision-Making as part of the Quality Enhancement Plan or Best Practices.

5-SACSCOC Compliance and Sustainability - Pertains to maintaining/improving compliance with SACSCOC Principles of Accreditation, Policies, Procedures, and Best Practices.

### Targets (Intended Results)

09/01/2022	MLK March social media activity, year-to-year comparison -- establish a baseline.
09/02/2022	Anniversary/Phil's Birthday social media activity, year-to-year comparison -- demonstrate 10% increased engagement.
09/02/2022	Black History Month social media activity, year-to-year comparison -- demonstrate 10% increased engagement.
09/02/2022	Chavez March social media activity, year-to-year comparison -- demonstrate 10% increased engagement.
09/02/2022	Hispanic Heritage Month social media activity, year-to-year comparison -- demonstrate 10% increased engagement.
09/02/2022	Homecoming social media activity, year-to-year comparison -- demonstrate 10% increased engagement.
01/01/2023	Fall Commencement social media activity, year-to-year comparison -- demonstrate 10% increased engagement.
06/01/2023	Spring Commencement social media activity, year-to-year comparison -- demonstrate 10% increased engagement.

### Assessment Measures and Source of Data

03/22/2021	Year-to-year comparison in engagements and posts of the following specific events: MLK March, Black History Month, Chavez March, Anniversary/Phil's Birthday, Fall
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Commencement, Hispanic Heritage Month, Homecoming, Spring Commencement, measuring a 10% increase in engagements.

Actual Results and Source of Data

11/11/2022	<b>2022 Anniversary/Phil's Birthday:</b> Facebook: (4,402 Reached), 452 Engagements, 3 posts   Twitter: 643 reached, 3 posts, 11 engagements   Instagram: 3 posts, 198 likes   <b>Total = 661</b>
	<b>2023 Anniversary/Phil's Birthday:</b> Facebook: (4,497 Reached), 691 Engagements, 3 posts   Twitter: 0 reached, 0 posts, 0 engagements   Instagram: 6 posts, 568 likes   <b>Total = 1,259   90% increase</b>
	<b>Black History Month 2022:</b> Facebook: (1,879 reach), 4 posts, 42 engagements   Twitter: 4 tweets, 30 engagements   Instagram: 4 posts, 64 likes   YouTube: 2 videos, 156 views   <b>Total = 292</b>
	<b>Black History Month 2023:</b> Facebook: (7,424 reach), 13 posts, 1,008 engagements   Twitter: 8 tweets, 17 engagements   Instagram: 4 posts, 209 likes   YouTube: 0 videos, 0 views   LinkedIn: 4 posts, 128 engagements   <b>Total = 1,362   366% increase</b>
	<b>Chavez March 2022:</b> Facebook: (1,370 reach), 1 post, 140 engagements   Twitter: 1 tweet, 16 engagements   Instagram: 1 post, 98 likes   <b>Total = 254</b>
	<b>Chavez March 2023:</b> Facebook: (2,773 reach), 4 post, 430 engagements   Twitter: 3 tweets, 6 engagements   Instagram: 1 post, 182 likes   LinkedIn: 1 posts, 288 engagements   <b>Total = 906   257% increase</b>
	<b>Fall 2021 Commencement/Graduation:</b> Facebook: (9,981 reach), 7 posts, 2,761 engagements   Twitter: 7 tweets, 46 engagements   Instagram: 7 posts, 339 Likes   Youtube: 1 live event, 4 videos, 407 views   <b>Total = 3,553</b>
	<b>Fall 2022 Commencement/Graduation:</b> Facebook: (22,583 reach), 10 posts, 3,107 engagements   Twitter: 8 tweets, 31 engagements   Instagram: 6 posts, 562 Likes   Youtube: 0 live event, 0 videos, 0 views   <b>Total = 3,933   11% increase</b>
	<b>Hispanic Heritage Month 2021:</b> Facebook: (2,170 reach), 5 posts, 79 engagements   Twitter: 2 tweets, 25 engagements

Instagram: 4 posts, 44 likes | YouTube: 1 video, 88 views |  
**Total = 236**

**Hispanic Heritage Month 2022:** Facebook: (25,109 reach), 26 posts, 3,322 engagements | Twitter: 8 tweets, 467 engagements | Instagram: 21 posts, 1,009 likes | YouTube: 0 video, 0 views | **Total = 4,934 | 1988% increase**

**Homecoming 2021:** Facebook: (2,391 reach) 3 posts, 145 engagements | Twitter: 2 tweets, 9 engagements | Instagram: 2 posts, 73 likes | **Total = 227**

**Homecoming 2022:** Facebook: (13,704 reach) 13 posts, 2,886 engagements | Twitter: 10 tweets, 14 engagements | Instagram: 5 posts, 673 likes | LinkedIn: 1 posts, 54 engagements | **Total = 3,627 | 1498% increase**

**MLK March 2023:** Facebook: (2,522 reach) 3 posts, 750 engagements | Twitter: 3 tweets, 19 engagements | Instagram: 1 posts, 283 likes | LinkedIn: 1 posts, 804 engagements | **Total = 1,856 | Baseline Year**

**Spring 2022 Graduation:** Facebook: (24,189 reach) 19 posts, 3,272 engagements | Twitter: 15 tweets, 83 engagements | Instagram: 11 posts, 543 likes | YouTube: 3 videos, 754 views | **Total = 4,652**

**Spring 2023 Graduation:** Facebook: (81,559 reach) 11 posts, 7,604 engagements | Twitter: 10 tweets, 37 engagements | Instagram: 6 posts, 926 likes | YouTube: -- videos, -- views | LinkedIn: 7 posts, 2,038 engagements | **Total = 10,605 | 128% increase**

#### Analysis/Use of Results

The wild percentage increases are a result of many factors:

- 08/18/2023
- (1) The MarComm team is engaging more frequently. This is attributable to the increase of post-COVID, on-campus events and the addition of Terrence Stokes to the team. We have met our 10% increase objective;
  - (2) Negative media has drastically skewed the levels of engagement. Internet trolls have flooded our channels with comments and memes in response to national news stories for several months. This has increased engagement and subscribers. We can't disaggregate the good engagements

from the bad and ultimately all engagement is good numbers-wise, but we aren't celebrating; and

(3) David Robinson as our Commencement speaker is a big draw and positively impacts our social media channels. This wild uptick can't be replicated with someone who is not David Robinson.

\*Based on these numbers, it will be almost impossible to demonstrate a 10% increase next year. We will demonstrate increases in posts but the correlations between year-to-year engagements will be wildly out of alignment.

#### Gap Analysis/Action Plan

08/24/2023 The recommendation is to continue with the 10% increase goal and the tracking selected events/activities. Doing so keeps us intentional and accountable.

**Action Plan** We will continue to track and report out social media activity as a department and division exercise. We will continue that for agility and accountability.

We are adding influencers to diversify our social media voices and engage different demographics.

Figure 7.3.2 provides the same objective and outcomes for social media and digital campaigns for the previous academic year, 2021-22. The 2021-22 report includes the objectives for Marketing & Strategic Communications and other administrative units, how they align with the strategic plan, and the outcomes.

#### Figure 7.3.2: 2021-22 Institutional Social Media/Digital Campaigns Objective and Outcomes

##### 938 - Institutional Social Media/Digital Campaigns

Execute social media/digital media campaigns with clearly defined starts, milestones and stops around the following institutional events with the objective to both inform and engage stakeholders: Fall Graduation, Homecoming, MLK March, Chavez March, Mascot's Birthday and Spring Graduation.

**Objective Purpose:** Unit Plan Objective

**Objective Status:** In Progress

Planning Years

Start Date

End Date

2021-2022

09/01/2021

08/31/2022

## Institutional Goals (Strategic Plan and RIP/WIG Associations)

### Strategic Plan 2021-2024

- 2.c - Leadership --> Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
- 3.d - Performance Excellence --> Innovate and maximize technology to support student and employee success.
- \*3.f - Performance Excellence --> Maximize two-way communication with internal and external communities.

### Associated Planning Priorities

- \*4-Ethical Decision Making (EDM) - Relates to maintaining/improving assessment or practice of Ethical Decision-Making as part of the Quality Enhancement Plan or Best Practices.
- 5-SACSCOC Compliance and Sustainability - Pertains to maintaining/improving compliance with SACSCOC Principles of Accreditation, Policies, Procedures, and Best Practices.

### Targets (Intended Results)

08/31/2021	Anniversary/Phil's Birthday SM activity year-to-year comparison -- demonstrate increased engagement
08/31/2021	Black History Month SM activity year-to-year comparison -- demonstrate increased engagement
08/31/2021	Chavez March SM activity year-to-year comparison -- demonstrate increased engagement
08/31/2021	Fall Commencement SM activity year-to-year comparison -- demonstrate increased engagement
08/31/2021	Hispanic Heritage Month SM activity year-to-year comparison -- demonstrate increased engagement
08/31/2021	Homecoming SM activity year-to-year comparison -- demonstrate increased engagement
08/31/2021	MLK March SM activity year-to-year comparison -- demonstrate increased engagement
08/31/2021	Spring Commencement SM activity year-to-year comparison -- demonstrate increased engagement

### Assessment Measures and Source of Data

03/22/2021	Year-to-year comparison in engagements and posts
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### Actual Results and Source of Data

09/22/2022

--- **2021 Anniversary/Phil's Birthday:** Facebook: (1.5k reached) 2 posts, 104 user engagements | Twitter: 2 tweets, 32 engagements | Instagram: 2 Posts, 100 total likes | **Total = 236**

--- **2022 Anniversary/Phil's Birthday:** Facebook: 4,402 Reached, 452 Engagements, 3 posts | Twitter: 643 reached, 3 posts, 11 engagements | Instagram: 3 posts, 198 likes | **Total = 661 | Increase (180%)**

--- **Black History Month 2021:** Instagram: 2 posts, 30 total likes | Twitter: 3 tweets, 20 engagements | Facebook: (3.1k reach) 6 posts, 136 engagements | YouTube: 3 videos; 442 views | **Total = 628**

--- **Black History Month 2022:** Facebook: (1879 reach), 4 posts, 42 engagements | Twitter: 4 tweets, 30 engagements | Instagram: 4 posts, 64 likes | Youtube: 2 videos, 156 views | **Total = 292 | Decrease (53%)**

--- **Chavez March 2021: Cancelled, No Data Available ---**

--- **Chavez March 2022:** Facebook: (1370 reach), 1 post, 140 engagements | Twitter: 1 tweet, 16 engagements | Instagram: 1 post, 98 likes | **Total = 254 | Baseline**

--- **Fall 2020 Commencement/Graduation:** Facebook: (8.2k reach) 9 posts, 1378 engagements | Twitter: 5 tweets, 120 engagements | Instagram: 9 posts, 337 total likes | YouTube: 1 live event; 3 videos; 3,248 views | **Total = 5,083**

--- **Fall 2021 Commencement/Graduation:** Facebook: (9,981 reach), 7 posts, 2761 engagements | Twitter: 7 tweets, 46 engagements | Instagram: 7 posts, 339 Likes | Youtube: 1 live event, 4 videos, 407 views | **Total = 3,553 | Decrease (30%)**

--- **Hispanic Heritage Month 2020:** Facebook: (10.9k reach) 11 posts, 1229 engagements | Instagram: 8 posts, 187 total

---

likes | Twitter: 18 tweets, 277 engagements | YouTube: 3 videos; 224 views | **Total = 1,917**

**--- Hispanic Heritage Month 2021:** Facebook: (2,170 reach), 5 posts, 79 engagements | Twitter: 2 tweets, 25 engagements | Instagram: 4 posts, 44 likes | YouTube: 1 video, 88 views | **Total = 236 | Decrease (87%)**

**--- Homecoming 2020:** Facebook: (620 reach) 1 post, 31 engagements | Twitter: 1 tweet, 10 engagements | Instagram: 1 post, 34 total likes | **Total = 1,120**

**--- Homecoming 2021:** Facebook: (2391 reach) 3 posts, 145 engagements | Twitter: 2 tweets, 9 engagements | Instagram: 2 posts, 73 likes | **Total = 227 | Decrease (79%)**

**--- MLK March 2021 -- Cancelled: No Data Available ---**

**--- MLK March 2022 -- Cancelled: No Data Available ---**

**--- Spring 2021 Graduation:** Instagram: 17 posts, 506 total likes | Twitter: 13 tweets, 287 engagements | Facebook: (25k reach) 19 posts, 3,474 engagements | YouTube: 6 videos; 1,008 views | **Total = 5,275**

**--- Spring 2022 Graduation:** Facebook: (24,189 reach) 19 posts, 3,272 engagements | Twitter: 15 tweets, 83 engagements | Instagram: 11 posts, 543 likes | YouTube: 3 videos, 754 views | **Total = 4,652 | Decrease (12%)**

#### Analysis/Use of Results

09/21/2022

Some events were cancelled or modified due to COVID-19. This reflects the trend we've shown throughout the pandemic as a result of decreased activities and onsite events. We did not have a Digital Content Creator for most of this period.

Spring Graduation was a completely different event from year-to-year, yet the numbers are similar.

We know that we get higher engagement when we post event coverage, especially links to photos, as opposed to strictly informational posts, which is what we did predominantly this year.

With the increase in face-to-face events and activities overall, these numbers will go up next year.

09/21/2022	Track and report month-to-month social media engagements to identify trends. Improve pre-planning of social media activities. Decrease informational posts and repetitive posts.
------------	--

Gap Analysis/Action Plan	
--------------------------	--

09/20/2022	Track and report month-to-month social media engagements to identify trends. Improve pre-planning of social media activities. Decrease informational posts and repetitive posts.
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<b>Action Plan</b>	
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Based on the 2023-2024 cycle provided in the decennial compliance document, the Marketing and Strategic Communication's team experienced a cycle of learning as they transitioned from tracking total engagements to tracking engagement rates which provided a more in-depth view of how the content resonated with their audience. The objectives and evaluations of each administrative unit for SPC are available, by academic year, in the reports provided to demonstrate the changes and growth in the objectives.

### Summary

SPC has addressed the Off-Site committee's concerns and is compliant with standard 7.3 administrative effectiveness. As shown in the narrative and evidence attached, the College's administrative units identify outcomes and demonstrate which outcomes are achieved.

<b>Evidentiary Documents</b>
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[7.3.1-3 2021-22Report.pdf](#)

[7.3.1-1 2023-24Report.pdf](#)

[7.3.1-2 2022-23Report.pdf](#)



## Section 8: Student Achievement

**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

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#### Non-Compliance

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

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

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

The institution has used two software platforms as repositories for the assessment of program student learning outcomes, and provided four sample reports of objectives and results from arts and sciences, applied science and technology, medical laboratory technician, and the aircraft program. The Off-Site Reaffirmation Committee reviewed these samples but was unable to determine how they were representative of all programs. Additionally, the Committee was unable to see that the outcomes identified were program learning outcomes.

The Off-Site Reaffirmation Committee was unable to determine whether each educational program identifies student learning outcomes, measures the extent to which outcomes

are achieved, and seeks improvement based on the analysis of results with the evidence provided.

### 8.2.a Focused Response

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 8.2.a by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee stated that they were unable to determine whether the sample provided was a representative sample of all educational programs, nor were they able to see whether the identified outcomes were program learning outcomes.

Further, the Off-Site Committee was unable to determine whether each of SPC's educational programs were identifying student learning outcomes, whether those programs were assessing the extent to which their identified outcomes were achieved, and were seeking improvement based on an analysis of their results.

Additionally, the Off-Site Reaffirmation Committee noted that "Operational Unit Assessment Plans are reviewed annually, and the institution provided the template used for review. A screen shot was provided of the links to the reports, but the committee was not able to access and review that information." The screenshot provided in the report was an example of campus communication. The links in the evidence were Zoom links that allowed all campus faculty and staff to attend each division's Operational Unit Assessment Plans report out.

### Original Sample Explanation

Regarding a representative sample of educational programs, the original report included examples from each of the four divisions at St. Philip's College corresponding to the four academic deans as shown in Figure 8.2.a.1.

**Figure 8.2.a.1: Academic Divisions at St Philip's College**



Table 8.2.a.1 also includes the total number of associate degrees for Arts and Science, the total number of departments for Career and Technology divisions, the educational programs sampled, and the department that the sampled program is in at the college.

**Table 8.2.a.1: Representative Sample of Academic Divisions with SLOs**

Academic Division under the four Academic Deans	Number of Degrees or Departments in the Academic Division	Educational Program Sampled	Department of Sampled Program
Arts and Sciences	3 degrees: Associate of Science Associate of Arts Associate of Arts in Teaching	Associate of Science	Multiple departments because of core requirements: Communications and Learning Engineering and Mathematics Fine Arts and Kinesiology Natural Sciences Social and Behavioral Sciences
Applied Science & Technology – Martin Luther King Jr. Campus (MLK)	4 departments: Business Information Solutions Cybersecurity and Information Technology Automotive Technology Tourism, Hospitality and Culinary Arts	Business Management and Technology	Business Information Solutions
Health Sciences	3 departments:	Medical Laboratory Technician	Health Sciences and Histology

	Healthcare Sciences and Early Childhood and Family Studies Healthcare Sciences and Histology Nursing Education		
Applied Science & Technology – Southwest Campus (SWC)	2 departments: Transportation Manufacturing Technologies Allied Construction Trades	Aircraft Technician	Transportation Manufacturing Technologies

This focused report expands that representative sample to include the remaining two associate degrees under Arts and Sciences, two additional programs from Health Sciences, an additional example from Applied Sciences and Technology from the SWC, and three added examples from the Applied Sciences and Technology programs at the MLK Campus. This expanded sample provides all three associate degrees from academics and one sample from each department in career and technology. For a full list of all the degrees and credentials offered at St. Philip's College, refer to [8.2a-1 degrees](#).

**Table 8.2.a.2: Expanded Representative Sample**

Academic Division	Educational Program Sampled	Additional Samples
Arts and Sciences	Associate of Sciences	Associate of Arts Associate of Arts in Teaching
Applied Science & Technology – MLK	Business Management and Technology	Information Technology Cybersecurity Specialist Automotive Technology Baking and Pastry Arts
Health Sciences	Medical Laboratory Technician	Early Childhood and Family Studies Nurse Aide

Applied Science & Technology – SWC	Aircraft Technician	Welding
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### Program Student Learning Outcomes Identification and Assessment

The Program Student Learning Outcomes (PSLOs) for each of the educational programs at St. Philip's College are based on requirements from the Texas Higher Education Coordinating Board (THECE), State of Texas Workforce Education Course Manual (WECM), program accreditation requirements for program licensure, and any external Advisory Board recommendations. The measurement of the PSLOs vary by educational program and outcome. Table 8.2.a.3 provides four examples of alignment of PSLOs and the measures used for those outcomes. Links to the full report of PSLOs for the representative sampled educational programs with results are available in the table below.

Arts and Sciences	Applied Science & Technology – MLK	Health Sciences	Applied Science & Technology - SWC
<a href="#">8.2a-2 2021-24AAPSLOs</a>	<a href="#">8.2a-5 2021-24AutoPSLOs</a>	<a href="#">8.2a-7 2021-24NursePSLOs</a>	<a href="#">8.2a-12 2021-24AircraftPSLOs</a>
<a href="#">8.2a-3 2021-24ASPSLOs</a>	<a href="#">8.2a-6 2021-24BakingPSLOs</a>	<a href="#">8.2a-9 2021-24MLTPSLOs</a>	<a href="#">8.2a-13 2021-21WeldingPSLOs</a>
<a href="#">8.2a-4 2021-24AATPSLOs</a>	<a href="#">8.2a-8 2022-24ITCPSLOs</a>	<a href="#">8.2a-11 2021-24ECFSPSLOs</a>	
	<a href="#">8.2a-10 2021-24BMTPSLOs</a>		

**Table 8.2.a.3: Selected Examples of Educational Programs Sample with PSLOs and Measures**

Sampled Program	PSLO	Rationale for PSLO	Measures
Associate of Science	Problem Solving Data Analysis Application of Significant Figures	#1-3 PSLOs are based on the Texas Higher Education Coordinating Board (THECB) competencies and	#1-3 are measured through the core assessment described in 8.2.b

	Productive Grade Rate	objectives for general education core curriculum.  #4 PSLO aligns with the institution's Student Achievement Goals for productive grade rates.	#4 is measured by the Productive Grade Rate for related courses in the Fall and Spring semesters.
Business Management and Technology	Application of knowledge Students will effectively utilize computer software associated with business content. Occupational Readiness	#1-3 PSLOs are based on THECB Career and Technical Education Guidelines.	#1 is measured through a course final exam.  #2 is measured by a course presentation.  #3 is measured through employer ratings from an internship.
Medical Laboratory Technician	MLT Graduates Employment Rate First-Time Certification Pass Rate Mid-Program Progression Rate Sophomore Simulator Exam Scores	#1-2 and 4 PSLOs are based on the requirements for program accreditation from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).	#1 is measured by post-graduation surveys.  #2 is measured through certification exam results.

		#3 PSLO aligns with the institution's Student Achievement Goals for persistence.	#3 is measured by course completion of a cohort.
Aircraft Technician	Blueprints charts and graphs Airframe Certificate Completions	#1-2 PSLOs are based on Federal Aviation requirements.	#1 is measured through a course grade.  #2 is measured based on students self-reporting completion of airframe license.

Table 8.2.a.4 continues with the four selected examples to provide overall results for most recent PSLOs from 2023-2024 and the reflection on those results to support student learning outcomes. These learning outcomes are revisited at the beginning of each academic year to ensure educational programs are addressing internal and external requirements for student learning.

**Table 8.2.a.4: Examples of Educational Programs Sample PSLO Results and Analysis**

Sampled Program	PSLO	Results	Analysis
Associate of Science	Problem Solving Data Analysis Application of Significant Figures Productive Grade Rate	72% of Students scored in the "Proficient" or "Exemplary" range. 71.8% of Students scored in the "Proficient" or "Exemplary" range. 80% of Students scored in the "Proficient" or "Exemplary" range. PGR for AS related courses:	#1-3 We surpassed the 70% target this year. The assessment was introduced early enough to allow faculty to integrate it into their courses effectively.  Continue to streamline the assessment

		<p>Fall 2023=71.45%</p> <p>Spring 2024=71.37%</p> <p>PGR 23-24 =</p> <p><b>71.42%</b></p>	<p>collection and launch process.</p> <p>#4 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. Compare course offerings and enrollment trends to identify potential correlations to the increase in PGR and continue to follow those trends.</p>
Business Management and Technology	<p>Application of knowledge</p> <p>Students will effectively utilize computer software associated with business content.</p> <p>Occupational Readiness</p>	<p>The Final Exam resulted in an average of 89.29% (low: 54 - high:100). 60% of students demonstrated. There were 8 students who did not participate in the activity (nonsubmittal). The remaining 12 students achieved a 77.16% success rate.</p> <p>88% completed internship forms and reflection.</p>	<p>#1 the target was surpassed will continue to monitor student performance on assessment to ensure students obtain the skills needed to enter the workforce or transfer to a senior institution.</p> <p>#2-3 encourage greater participation in course projects.</p>



Medical Laboratory Technician	MLT Graduates Employment Rate First-Time Certification Pass Rate Mid-Program Progression Rate Sophomore Simulator Exam Scores	86% of graduates were employed. 80% passed on the first attempt. 100% of the freshman cohort completed first year courses. 71.43% of students. 7 of the 21 students did not reach 50% total score on the simulator exam. Average score was 54%	#1 of the 14 students in the cohort, 2 chose not to work due to anticipated moves. We will monitor for continuous improvement.  #2 Target Met. We will continue to strive for even higher participation and pass rates.  #3 Goal Met. Continue to track returning student retention rates and encourage student commitment to the program.  #4 Goal not met. Program access interrupted. Student regression resulted. Will plan for consistent access and stress weak areas with the new cohorts.
Aircraft Technician	Blueprints charts and graphs Airframe Certificate Completions	100% of students earned a minimum grade of 70% during lab projects and	Targets were met for both PSLOs. These learning outcomes are critical to support

		passing AERM 1315 with a grade of C or better. 80% of students completed the Airframe License.	students entering the aircraft workforce.
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### Summary

SPC has addressed the Off-Site Reaffirmation Committee's concerns and is compliant with standard 8.2.a Student outcomes: educational programs. The narrative and attachments demonstrate the college's efforts to develop and assess student learning outcomes for each academic program and use the results for improvement.

#### Evidentiary Documents

[8.2a-1\\_degrees.pdf](#)  
[8.2a-2\\_2021-24AAPSLOs.pdf](#)  
[8.2a-5\\_2021-24AutoPSLOs.pdf](#)  
[8.2a-7\\_2021-24NursePSLOs.pdf](#)  
[8.2a-12\\_2021-24AircraftPSLOs.pdf](#)  
[8.2a-3\\_2021-24ASPSLOs.pdf](#)  
[8.2a-6\\_2021-24BakingPSLOs.pdf](#)  
[8.2a-9\\_2021-24MLTPSLOs.pdf](#)  
[8.2a-13\\_2021-24WeldingPSLOs.pdf](#)  
[8.2a-4\\_2021-24AATPSLOs.pdf](#)  
[8.2a-8\\_2022-24ITCPSLOs.pdf](#)  
[8.2a-11\\_2021-24ECFSPSLOs.pdf](#)  
[8.2a-10\\_2021-24BMTPSLOs.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

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### **Narrative**

#### **Non-Compliance**

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

During the Operational Unit Assessment Planning Report Out, each of these units is responsible for reporting its objectives, the target for each objective, the assessment measure, the actual results and source of data, and a gap analysis or action plan which serves to note how the college is using the results of the assessment for improvement.

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

#### **8.2.c Focused Response**

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 8.2.c by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee stated that the institution failed to provide multiple cycles of review to confirm the annual assessment of academic and student services. The following focused report addresses the committee's concerns

by providing reports for the 2021-22 and 2022-23 academic years, found in the table below.

AY22	AY23	AY24
<a href="#"><u>8.2c-1 OUAP2021-22AcademicSuccess</u></a>	<a href="#"><u>8.2c-2 OUAP2022-23AcademicSuccess</u></a>	<a href="#"><u>8.2c-3 OUAP2023-24AcademicSuccess</u></a>
<a href="#"><u>8.2c-4 OUAP2021-22StudentSuccess</u></a>	<a href="#"><u>8.2c-5 OUAP2022-23StudentSuccess</u></a>	<a href="#"><u>8.2c-6 OUAP2023-24StudentSuccess</u></a>

### Summary

SPC has addressed the concerns of the Off-Site Reaffirmation Committee and is compliant with standard 8.2c Student outcomes: academic and student services. As shown in the narrative and attached evidence, academic and student success services are regularly assessed as a part of the institution's effectiveness process of Operational Unit Assessment Planning.

#### Evidentiary Documents

[8.2c-1 OUAP2021-22AcademicSuccess.pdf](#)  
[8.2c-2 OUAP2022-23AcademicSuccess.pdf](#)  
[8.2c-3 OUAP2021-22StudentSuccess.pdf](#)  
[8.2c-4 OUAP2022-23StudentSuccess.pdf](#)  
[8.2c-5 OUAP2023-24AcademicServices.pdf](#)  
[8.2c-6 OUAP2023-24StudentSuccess.pdf](#)

## Section 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)**

☒ Compliant

☐ Partial Compliance

☐ Non-Compliant

### Narrative

#### Non-Compliance

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

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

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

## 11.1 Focused Report Response

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 11.1 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. Specifically, the committee stated that it was unable to find evidence showing how the collection development policy was followed, whether faculty participated in collection development, and how well the collections support all programs at the institution. The following focused report addresses the committee's concerns with updated information and evidence regarding the implementation of the collection development policy and how the collections support programs at the College.

Although the library offers a wide range of print and digital resources, the Off-Site Reaffirmation Committee was unable to locate sufficient evidence—such as communication samples, discipline-specific resource listings, or collection strategies—that demonstrate the extent to which the collections effectively support all programs at the institution. In response, SPC has provided communication samples, discipline-specific resource listings, and targeted collection development strategies to better illustrate how resources align with and support the institution's academic offerings.

### Collection Development

Liaison librarians work closely with faculty to assess and prioritize requests, ensuring access to essential resources while upholding responsible stewardship of the library's collections. A formal policy, developed with guidelines outlined in the Association of College and Research Libraries (ACRL), is also in place to guide the selection, acquisition, evaluation, deselection, priorities, and maintenance of library materials (see Evidence [11.1.1 The Library Collection Development Policy](#) in the Appendix).

“Each librarian serves as a liaison to select department(s). Each liaison is responsible for developing the library collection in that area. It is expected that faculty will work with the library liaison assigned to their disciplines to select appropriate library materials, evaluate the existing collection and participate in the withdrawal of materials that are no longer appropriate for the collection. The librarian utilizes non-library faculty expertise to provide assistance in selecting titles for acquisition.”

Liaison librarians engage in proactive outreach to faculty each semester by sending a Welcome Back email that highlights the library's resources and services, including a reminder that faculty can submit, via email, core collection development book requests directly to their liaison for inclusion in the library's collection (see [11.1.2 Sample of Librarian Emails to Faculty](#)).

The priorities for collection development purchases are shaped by faculty input and financial considerations such as recurring and new expenses. Liaison librarians thoroughly review syllabi, professional reviews, course offerings, and faculty recommendations to guide their selections, and use the GOBI EBSCO book ordering platform for procurement (see [11.1.3 Faculty Requested Collection Development Orders](#)). Faculty requests, including textbooks, can be submitted online through a designated link found in the Faculty Resources Research Guide. Figure 11.1.1 presents the Faculty Purchase Request Submission Form, while Evidence [11.1.3](#) provides a sample of faculty recommended collection development orders placed between AYs 2020–2023. This Evidence includes purchase requests that occurred from discussions with faculty, emails received from faculty, and some of the orders were submitted through the Faculty Resources Guide (see [11.1.3 Faculty Requested Collection Development Orders](#) and notice the department or faculty names highlighted in yellow on the order forms). Evidence 11.1.4 is a breakdown of the amount of funds the library has spent on faculty requested resources for each discipline from academic years 2019–2024 (see Evidence [11.1.4 Expenditure Reports by Subject Classification 2019–2024](#)). These purchase requests support teaching and learning by providing faculty with essential academic resources, strengthening curriculum alignment of the library’s core collection to the college’s course offerings. A specific example of collaboration between librarians and faculty occurred in Fall 2024, St. Philip’s College (SPC) was approved by the SACSCOC and the Texas Higher Education Coordinating Board to offer the Bachelor of Applied Technology in Cybersecurity degree, the first of four-year degrees offered at our institution. This addition necessitated a review of library resources and the incorporation of cybersecurity-focused databases. The Library Director, in collaboration with Liaison librarians, and the Dean of Academic Services partnered with the Dean of Applied Science & Technology to successfully secure the Institution of Electrical Engineers (IEEE) database subscription to expand access to valuable technical literature for faculty and students. The IEEE subscription offers full-text access to high-quality technical literature in engineering and technology (see [11.1.5 IEEE Database Faculty Request Purchase Communications](#)). This exchange highlights the ongoing discussion between librarians and faculty across the college on collection development while providing valuable insights into expenditures, collection size, and resource utilization.

Librarians also meet with and share information literacy resources and services with dual-credit early college instructors and librarians at select off-site locations. During these meetings, flyers were provided to DC partners and the contacts sheet indicating the date of the SPC librarian’s visit in the last column. Additionally, a photo is included of two of our librarians presenting to a room of our High School Program partner schools. Moreover, an email has been included as an example of an outreach to Dual Credit High School Partners (See [11.1.6 Dual Credit Early College](#)). Evidence of collection development discussions and access to library resources for both instructors and SPC

students is demonstrated through several documents, including dual credit site visit forms, a handout outlining the Dual Credit/Early College Resource Guide, and a summary table detailing librarian outreach effort. (See the following documentation of these visits in: [11.1.7 Dual Credit Early College High School Library Visits](#) AY 2023-2024, [11.1.8 Dual Credit Early College High School Library Outreach](#) AY 2020-2022, [11.1.9 Dual Credit Early College High School Library Visits](#) 2020-2022.

Librarians also participate in division meetings across the college, where they present information about available information literacy resources and instructional services to further support faculty teaching and student learning see in the Appendix slides 6-10 of the presentation in [11.1.10 Library Resources Division Meeting](#) Presentation and Faculty Sign-in Sheet. There is a QR code for attendance on Slide 2 which yielded the attendance sign-in sheet included in [11.1.10](#).

**Figure 11.1.1 Faculty Purchase Request Submission Form**

The screenshot displays the 'Purchase Request Form' on the website of The Library at SPC, part of the Alamo Colleges District. The page features a blue header with the library's name and a search bar. A left sidebar lists various resources, with 'Purchase Request Form' highlighted. The main content area contains the form itself, which includes fields for 'Full Name', 'Classification' (with radio button options for Full-time Faculty, Adjunct, Full-Time Staff, Part-time Staff, Student, and Other), 'Department', 'Telephone', and 'Email'. Each field is marked as required.

ALAMO COLLEGES DISTRICT  
St. Philip's College

The Library at SPC

Library / LibGuides / About the Library / Faculty Resources / Purchase Request Form

Search this Guide Search

Faculty Resources

- Home
- Library Instruction Requests
- Librarian Contact Information
- Classroom Requests
- NEW! Educational Board Games
- NEW for 2025! Updates to EBSCO Database Interface
- Purchase Request Form
- Course Reserves
- Interlibrary Loan
- SPC LibGuide LTI for Canvas
- Copyright For Faculty
- OER
- Library Survey

ALAMO COLLEGES DISTRICT  
St. Philip's College

THE LIBRARY AT SPC

### Purchase Request Form

Full Name\*: (required)

Classification\*: (required)

☐ Full-time Faculty

☐ Adjunct

☐ Full-Time Staff

☐ Part-time Staff

☐ Student

☐ Other

Department\*: (required)

Telephone\*: (required)

Email (required):



Librarians are currently weeding the library collection to ensure that SPC's library resources remain accurate and aligned with current course materials. This initiative was a collaborative effort between discipline-specific liaison librarians and faculty, who worked together to identify resources for de-selection. Faculty were invited to provide notes and insights on selected items, reinforcing the collection's relevance to academic needs (see [11.1.11 Deselection Emails](#) to Faculty AY 2024–2025). Evidence [11.1.11](#) contains a sample of emails from librarians to faculty, highlighting library resources identified for deselection. Faculty were encouraged to add their feedback on the selected items to the shared deselection spreadsheet, ensuring that the collection maintained accuracy and relevance. The last major deselection project occurred during AY 2018–2019, during which outdated materials were withdrawn (see [11.1.12 SPC Library AY 2018–2019 Deselection Evidence](#)). The standard cycle for the deselection process for small colleges and community colleges is every five to ten years.

### **Discipline-Specific Resource Listings**

Liaison librarians review course syllabi and collaborate with faculty to create custom research guides that align with specific disciplines or assignments. This process includes reaching out to faculty via email to request syllabi for the term. Once received, the appropriate liaison librarian reviews and evaluates the syllabi, updating the research guide with relevant library resources to support coursework for that term. Students and Faculty can find an A–Z listing of all databases and research guides on the library's website. See Figures [11.1.2 A–Z Listing of Databases by Discipline](#) and [11.1.3 Full Listing of Discipline-Specific Research Guides](#).

Figure 11.1.2 A–Z Listing of Databases by Discipline

Library / LibGuides / A-Z Databases

## A-Z Databases

Find the best library databases for your research.

Database Title / Keyword

Subjects

Types

Vendors

Search

196 Databases

All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

A

[Academic OneFile \(Gale\)](#)

Alternate Name(s): Academic OneFile Gale Academic OneFile

Provides coverage of the physical sciences, technology, medicine, social sciences, the arts, theology, literature and other subjects through millions of articles available in both PDF and HTML full-text with no restrictions. Includes full-text coverage of the New York Times back to 1995. Updated daily.

[Academic OneFile Select \(Gale\)](#)

Alternate Name(s): Expanded Academic ASAP 1980 - Current (Gale Group)

Meets research needs across most academic disciplines through access scholarly journals, news magazines, and newspapers including many with full text and images!

[Academic Search Complete \(EBSCO\)](#)

Alternate Name(s): General

A scholarly, multi-disciplinary full-text database, with more than 8,500 full-text periodicals, including more than 7,300 peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for...

[View More](#)

[Academic Video Online \(ASAVON\)](#)

[Adult Core Skills \(LearningExpress, LLC\)](#)

[Advanced Technologies & Aerospace Database \(Proquest\)](#)

Research cutting edge electronics and technologyDiscover more relevant papers and grey literature  
Access full text documents

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[Black Studies \(ProQuest\)](#)

New

This database combines primary and secondary sources, including leading historical Black newspapers, archival documents and collections, key government materials, videos, writings by major Black intellectuals...

[Human Rights Studies Online](#)


New

[IEEE Xplore](#)

New

IEEE provides a wide range of quality publications that make the exchange of technical knowledge and information possible among technology professionals. This essential content, categorized below, is delivered...

Figure 11.1.3 Listing of Discipline-Specific Research Guides



ALAMO COLLEGES DISTRICT  
St. Philip's College

The Library at SPC

Library / LibGuides / Home

ALL GUIDES
BY GROUP
BY SUBJECT
BY TYPE
BY OWNER

Search:

Help is Just a Click Away

Search our FAQ Knowledge base, book a research appointment, reserve a room, register for an event, ask a question, chat, send comments...

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Showing 96 Subjects



About the Library	10
Agriculture	2
Allied Health	13
Applications	4
Art	2
Automotive	2
Aviation	3
Biography	2
Biology	2
Bookkeeping Specialist	1
Business Information Solutions	1
Business	2
Career	5
Careers	14
Chemistry	7
Cisco Network Professional	1
Citizenship	2
Collision and Refinishing Technician	1
Computers	13
Controversial Issues	2
Copyright	5
Criminal Justice	3
Culinary Arts	3
Current Events	3
Cybersecurity	1
Diesel Technology	1
Distance Learners	14
Drama	1
Early Childhood and Family Studies	1
Early College High School/Dual Credit	2
eBooks	12
EDUC 1300	5

A-Z Database List

Full list of Databases the library subscribes to, including trial access.



[Go to A-Z List](#)

Your Friendly Librarians

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Figures 11.1.9 Discipline-Specific Research: Guide—Aircraft Technician, 11.1.10 Discipline-Specific Research Guide—Biology , 11.1.11 Discipline-Specific Research Guide—Cybersecurity, and 11.1.12 Discipline-Specific Research Guide—Nursing represent four custom discipline-specific research guides that represent the four

academic divisions, highlighting SPC's diverse program offerings and see in the Appendix Evidence 11.1.13 SPC Library Research Guides, which is a larger sample of the library's discipline-specific research guides. Evidence 11.1.9 is 54 of SPC's library research guides, which represents 10% of the 540 guides the College has available to support faculty and students.

**Figure 11.1.9 Discipline-Specific Research Guide—Aircraft Technician**


**ALAMO COLLEGES DISTRICT**  
**St. Philip's College**

# The Library at SPC

Library > [Libraries](#) > [Aircraft Technician](#) > [Library Resources](#)

## Aircraft Technician

This library guide offer library research guidance for the students enrolled in the Aircraft Program.

[Home](#)  
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[Aircraft](#)  
[Research Assistance](#)  
[CCR Resources](#)

[Books](#)
[Text Press](#)
[Library of Congress](#)



**Advanced Aircraft Flight Performance** by Kulkarni, Anurag P. (Series edited by:)

Call Number: eBook 2022  
ISBN: 9781034100406  
Publication Date: 2022

In recent years there has been a renaissance in the field of aircraft flight performance with a number of developments centering mostly on environmental performance, sustainability, lightweight, large data sets, integration with flight monitoring systems, and novel power plants - just to name a few. The aviation industry is now acutely aware of the climate emergency, and aircraft performance is now intrinsically linked to emissions. The availability of resources.



**Design and Development of Aircraft Systems** by Khan, Saadulge; Ian Muir; Peter Beldislaw (Series edited by: Jonathan Cooper (Series edited by:))

Call Number: eBook 2019  
ISBN: 9781118611016  
Publication Date: 2019-12-19

Provides a significant update to the definitive book on aircraft system design. This book is written for anyone who wants to understand how industry develops the customer requirement for aircraft into a fully integrated, tested, and qualified product that is safe to fly and fit for purpose. The new edition of Design and Development of Aircraft Systems fully expands its already comprehensive coverage to include both conventional and unmanned systems. It also updates all chapters to bring them in line with current design practice and technologies taught in courses at Cranfield, Bristol, and Loughborough universities in the UK. Design and Development of Aircraft Systems, 3rd Edition begins with an introduction to the subject. It then introduces readers to the aircraft systems (airframe, vehicle, avionics, mission, and ground systems). Following that, which is a chapter on the design and development process. Other chapters look at design drivers, systems architecture, systems integration, verification of system requirements, practical considerations, and configuration control. The book finishes with sections that discuss the potential impact of complexity on flight safety, key characteristics of aircraft systems, and more. Provides a holistic view of aircraft system design, describing the interactions among subsystems such as fuel, navigation, flight control, and more. Substantially updated coverage of systems engineering, design drivers, systems architecture, systems integration, modelling of systems, practical considerations, and systems examples incorporates essential new material on the regulatory environment for both manned and unmanned systems. Discussion of trends towards complex systems, automation, integration and the potential for an impact on flight safety. Design and Development of Aircraft Systems, 3rd Edition is an excellent book for aerospace engineers, researchers, and graduate students involved in the field.



**The Design of Aircraft Landing Gear** by Robert Kyle Schmidt

Call Number: eBook 2019  
ISBN: 9781118608430  
Publication Date: 2019-02-19

The aircraft landing gear and its associated systems represent a compelling design challenge: simultaneously a system, a structure, and a machine, it supports the aircraft on the ground, absorbs landing and taxiing energy, permits maneuvering, and retracts to minimize aircraft drag. Yet, as it is not required during flight, it also represents dead weight and significant effort must be made to minimize its total mass. The Design of Aircraft Landing Gear, written by R. Kyle Schmidt, PE (S.A.S.), Mechanical Engineering, M.Sc., Safety and Aircraft Accident Investigation, Chairman of the SAE A-18 Committee on Aircraft Landing Gear, is designed to guide the reader through the key principles of landing system design and to provide additional references when available. Many problems which must be confronted have already been addressed by others in the past, but the information is not known or shared, leading to the observation that there are few new problems, but many new people. The Design of Aircraft Landing Gear is intended to share much of the existing information and provide a means for further exploration. The design of an aircraft and its associated systems, including the landing system, involves iterative design as the impact of each modification to a system or component is evaluated against the aircraft. It is rare to find that the lightest possible landing gear represents the best solution for the aircraft; the lightest landing gear may require attachment structure which don't exist and which would require significant weight and compromise on the part of the airframe structure. Design with these requirements and compromises in mind. The Design of Aircraft Landing Gear starts with the study of airframe compatibility, aircraft stability on the ground, the correct choice of tires, followed by discussion of brakes, wheels, and brake control systems. Various landing gear architectures are investigated together with the details of shock absorber designs. Radiation, lubrication, and mechanisms are studied as well as possible evaluation approaches. Detailed information on the various hydraulic and electric sensors commonly found on aircraft, and system elements such as drawings, lighting, and steering are also reviewed. Detail design points, the process of analysis, and a review of the relevant requirements and regulations round out the book content. The Design of Aircraft Landing Gear is a benchmark work in the industry, and a must-read for any engineer interested in updating specific skills and students preparing for an exciting career.



**Smart Unmanned Fixed-wing Aircraft Design** by Peter Beldislaw (Series edited by: Jonathan Cooper (Series edited by:))

Call Number: eBook 2017  
ISBN: 9781118406210  
Publication Date: 2017-06-17

Smart Unmanned Fixed-wing Aircraft Design is the essential guide to designing, building and testing fixed-wing UAVs (or drones). It deals with aircraft from two to 150 kg in weight and is based on the first-hand experience of the world-renowned UAV team at the UK's University of Southampton. The book covers both the practical aspects of designing, manufacturing and flight testing and outlines and the essential calculations needed to underpin successful designs. It describes the entire process of UAV design from requirements definition to configuration layout and sizing, through preliminary design and analysis using simple panel codes and spreadsheets to full CFD and FEA models, and on to detailed design with parametric CAD tools. Its focus is on modest cost approaches that show heavily on the latest digital design and manufacturing methods, including a strong emphasis on utilizing off-the-shelf components, low cost analysis, automated geometry modelling and 3D printing. It deliberately avoids a deep theoretical coverage of aerodynamics or structural mechanics, rather it provides a design team with sufficient insights and guidance to get the essentials undertaken more pragmatically. The book contains many all colour illustrations of the designs of aircraft built by the authors and their students over the last ten years giving much needed information on what works best. It is predominantly aimed at undergraduate and MSc level student design and build projects, but will be of interest to anyone engaged in the practical problems of getting quite complex, unmanned aircraft flying. It should also appeal to the more sophisticated semi-mechatronic and those engaged in research based around fixed wing UAVs.

Figure 11.1.10 Discipline-Specific Research Guide—Biology



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Library / LibGuides / Biology / Home

Biology

Home

Library Resources

Research Assistance

OER Resources

Search this Guide

Search

Biology RSS Feeds

PLOS Biology

Bioengineer.org

- Circadian rhythms are more resilient to pacemaker neuron disruption in female *Drosophila* ⓘ May 6, 2025
- Population genetics of plant fungal threats: Insights from wheat powdery mildew ⓘ May 5, 2025
- Improved effectiveness of vaccination campaigns against rabies by reducing spatial heterogeneity in coverage ⓘ May 5, 2025
- Cadherin-16 regulates acoustic sensory gating in zebrafish through endocrine signaling ⓘ May 2, 2025
- Population genomics and molecular epidemiology of wheat powdery mildew in Europe ⓘ May 2, 2025
- The bacterial type three secretion system induces mechanoporation of vacuolar membranes ⓘ May 1, 2025
- Removing facial features from structural MRI images biases visual quality assessment ⓘ Apr 30, 2025
- Glial cells diverge in fly brain evolution ⓘ Apr 30, 2025
- A multi-strategy antimicrobial discovery approach reveals new ways to treat Chlamydia ⓘ Apr 29, 2025
- Comparative single-cell transcriptomic atlases of drosophilid brains suggest glial evolution during ecological adaptation ⓘ Apr 29, 2025

Website | Feed

Professional Organizations

Domestic

International

Conferences

- American Society for Microbiology**  
Established in 1899, ASM is the home for microbial scientists from around the globe to connect, learn, discover and prepare for the future. ASM and its 36,000 members partner with global organizations to solve the world's most pressing challenges. We connect with millions of experts and harness their science to serve humanity. From climate change, antimicrobial resistance, industrial, basic and applied microbiology, ASM is a leader in scientific publishing, stands for open science and advocates for evidence-based public policies.
- The American Society for Cell Biology**  
The American Society for Cell Biology was first organized at an ad hoc meeting in the office of Keith R. Porter at Rockefeller University on May 28, 1960. In the 1940s, Porter was one of the first in the world to use the revolutionary technique of electron microscopy (EM) to reveal the internal structure of cells. New technologies and new discoveries in molecular biology, genetics, biochemistry, and light microscopy quickly widened the field. Cell biology has continued to expand ever since, extending its impact on clinical medicine and pharmacology while drawing on new technologies in bioengineering, high-resolution imaging, massive data handling, and genomic sequencing. ASCB membership has grown to 9,000 worldwide (with 25% of ASCB members working outside the United States). Annual meetings now draw upwards of 5,000 people. Since 1960, 32 past or current ASCB members have won Nobel Prizes in medicine or in chemistry.
- American Society for Biochemistry and Molecular Biology**  
Founded in 1906, the ASBMB's mission is to advance the science of biochemistry and molecular biology and to promote the understanding of the molecular nature of life processes. The society serves the scientific community through the: publication of scientific and educational journals, organization of scientific meetings, advocacy for funding of basic research and education, support of career development and science education at all levels, promotion of diversity of individuals entering the scientific workforce.
- Botanical Society of America**  
Founded in 1893, the Botanical Society of America (BSA) is a "not-for-profit" 501 (c) (3) membership society whose mission is to: promote botany, the field of basic science dealing with the study and inquiry into the form, function, development, diversity, reproduction, evolution, and uses of plants and their interactions within the biosphere. To accomplish this mission, the objectives of The Society are to: sustain and provide improved formal and informal education about plants; encourage basic plant research; provide expertise, direction, and position statements concerning plants and ecosystems; and foster communication within the professional botanical community, and between botanists and the rest of humankind through publications, meetings, and committees.
- Society for the Advancement of Chicanos/Hispanics and Native Americans in Science**  
Today, true to its beginnings, SACNAS continues to welcome a diverse membership of over 8,000 multicultural and multidisciplinary members, hold national annual meetings, and advocate for important issues related to the intersections between science, culture, and community. More recently, just as the founders emerged from the Chicano movements, SACNAS students took to the streets in 2017 to show their support for science (March for Science) and stood in solidarity of DACA students. This is the activism that is called for in this century. Today's students continue to advocate for gun control, violence in the schools, and the rising interest in getting out the vote to affect change. Just as we did in the beginnings of SACNAS, we are optimistic that this will bring about another round of activism leading to change for the better.

Last Updated: May 5, 2025 5:00 PM

URL: <https://spcguide.libguides.com/c.php?g=1429150>


Print Page

Login to LibApps





Figure 11.1.12 Discipline-Specific Research Guide—Nursing


**ALAMO COLLEGES DISTRICT**  
**St. Philip's College**

**The Library at SPC**

[Library](#) / [LibGuides](#) / [Allied Health](#) / [Nursing Research Guide](#) / [Nursing Resources](#)


### Nursing Research Guide

Information Resources for Nursing students at St. Philip's

**St. Philip's**

- Nursing Resources
- Professional Nursing Poster Assignment
- Evidence Based Practice (EBP)
- NSNA
- Writing Help, Plagiarism, Citation Sources and Information, What is Plagiarism
- Scholarship As Conversation - Identifying Relevant Sources

**Contact Information**



**Website:**  
<http://www.alamo.edu/spc/library>

**Ask-A-Librarian:**  
<http://sc.libanswers.com>

**MLK Campus: Center for Learning Resources**  
 Call: 210-488-2330  
 Text: 210-585-2818

**Southwest Campus:**  
 800 Quintana Rd., San Antonio, TX 78211  
 Building 1-C123  
 Call: 210-488-7023  
 Text: 210-585-2818

Note: Circulation, Computers, and some services close 30 minutes prior to the building closing.

**Streaming Videos**











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Medcom Training Videos

Nursing Education in Video **(NEW)**

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Books | e-Books | Anatomy eBooks | Course Reserves

	<b>Alexander's Care of the Patient in Surgery</b> by Jane C. Rutkowski Call Number: RD99.24 .A44 2019 ISBN: 9780323479141 Publication Date: 2016-02-23
	<b>Certification Review for PeriAnesthesia Nursing</b> by ASPAN; Theresa Clifford; Denise O'Brien Call Number: RD62.3 .C47 2018 ISBN: 9780323399401 Publication Date: 2017-04-04
	<b>Critical Care Nursing</b> by Linda D. Under; Kathleen M. Stacey; Mary E. Lough Call Number: RT130.35 .C752 2018 ISBN: 9780323447522 Publication Date: 2017-02-27
	<b>Dosage Calculations Made Incredibly Easy!</b> by Lippincott Williams and Wilkins Staff Call Number: RS57.D67 2016 ISBN: 9781496308375 Publication Date: 2016-11-14
	<b>Effective Leadership and Management in Nursing</b> by Eleanor J. Sullivan Call Number: RT69 .S85 2018 ISBN: 9780134153117 Publication Date: 2017-05-01
	<b>NCLEX-PN® Comprehensive Review for the NCLEX-PN® Examination</b> by HESI Call Number: RT62 .J344 2018 ISBN: 9780323429037 Publication Date: 2017-01-28
	<b>Laboratory and Diagnostic Tests</b> by Joyce L. Kier Call Number: RT48.5 .K44 2018 ISBN: 9780134704453 Publication Date: 2017-03-28
	<b>Learning in Practice for Nursing Students</b> by Jessica Mills; Darren Brand Call Number: RT76 .M55 2018 ISBN: 9781132604545 Publication Date: 2017-11-13
	<b>Lippincott Visual Nursing</b> by Kantor; Lippincott Williams and Wilkins Staff Call Number: RT57 .L57 2018 ISBN: 9781496361791 Publication Date: 2018-02-17
	<b>NCLEX-RN Prep Plus 2018</b> by Kaplan Nursing Call Number: RT55 .J795 2017 ISBN: 9781506233307 Publication Date: 2018-02-08

## **Additional Library Support Services for Programs**

### **Book-a-Librarian**

Students and faculty can schedule personalized research assistance with librarians. These one-on-one appointments provide an opportunity for librarians to help identify and locate relevant resources, offer citation guidance, and support various research needs. Evidence of feedback from students who have benefited from this service is provided in [11.1.14 Book-a-Librarian Student Feedback Surveys 2021–2023](#).

### **Course Reserves**

Library course reserves services support faculty in enhancing instruction by ensuring students have equitable access to essential resources and course materials that can be seamlessly integrated into coursework. The library's reserved services typically include:

#### **1. Services for Faculty**

Course reserve services enable faculty to provide students with convenient access to required course materials such as books, articles, videos, and other resources, available in physical and digital formats, or for short-term use.

#### **2. Types of Reserves**

Faculty can request that books, DVDs, and other physical materials be placed on reserve at the library's circulation desk, where they are typically available for in-house use or short-term loan periods to ensure equitable access for all students.

#### **3. What Faculty Can Place on Reserve**

Library-owned books and media, instructor-provided materials (temporarily loaned to the library), and excerpts or scans of copyrighted content (within fair use guidelines or with permission) can also be placed on reserve (see [11.1.15 Course Reserves Stats 2022–2025](#)).

<b>Evidentiary Documents</b>
<a href="#">Evidence 11.1.1 SPC Library Collection Development.pdf</a>
<a href="#">Evidence 11.1.2 Sample of Librarian Emails to Facu.pdf</a>
<a href="#">Evidence 11.1.3 Faculty Requested Collection Devel.pdf</a>
<a href="#">Evidence 11.1.4 Expenditure Reports by Subject Cla.pdf</a>
<a href="#">Evidence 11.1.5 IEEE Database Faculty Request Purc.pdf</a>
<a href="#">Evidence 11.1.6 Dual Credit Early College High Sch.pdf</a>
<a href="#">Evidence 11.1.7 Dual Credit Early College High Sch.pdf</a>



[Evidence 11.1.8 Dual Credit Early College High Sch.pdf](#)

[Evidence 11.1.9 Dual Credit Early College High Sch.pdf](#)

[Evidence 11.1.10 Library Resources Division Meetin.pdf](#)

[Evidence 11.1.11 Deselection Emails to Faculty AY .pdf](#)

[Evidence 11.1.12 SPC Library AY 2018-2019 Deselect.pdf](#)

[Evidence 11.1.14 Book-a-Librarian Student Feedback.pdf](#)

[Evidence 11.1.15 Course Reserves Stats 2022-2025.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)**

☒ Compliant

☐ Partial Compliance

☐ Non-Compliant

#### **Narrative**

---

#### **Non-Compliance**

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

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

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

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

### 11.3 Focused Report Response

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 11.3 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Off-Site Reaffirmation Committee. Specifically, the committee stated that the institution failed to provide information regarding the number of the library's presentations and the research guides provided by the College. The following focused report addresses the committee's concerns by providing information regarding how often instruction takes place to determine whether instruction is regular and timely and robust information about the research guides.

#### **Formal Regular and Timely Instruction—The Information Literacy Program at St. Philip's College Library**

In Fall 2023, SPC revitalized the information literacy program. By Fall 2024, efforts were taken to align all information literacy lessons with the Association of College and Research Libraries (ACRL) Framework for Information Literacy, ensuring a structured and comprehensive approach to student learning. Using The Framework as a foundation for designing information literacy lessons ensures that the instruction team adopts a consistent language for teaching research skills. To reinforce this approach, The Frames are prominently displayed in computer labs and other strategic areas throughout the library, encouraging scholarly conversation and illustrating how research evolves through its various stages. The six frames are:

- Scholarship as Conversation
- Information Creation as a Process
- Information has Value
- Research as Inquiry
- Authority is Constructed and Contextual
- Searching as Strategic Exploration

ACRL Framework Aligned Information Literacy 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 (see [11.3.1 Information Literacy Framework Lessons 2024](#)). These lessons are the following:

- Cephalonian Tour (see [11.3.2 Cephalonian Tour Pre and Post Test Stats 2024–2025](#))—This is an active learning library orientation tour that uses the Cephalonian Method which uses pre-written questions to keep students engaged as they learn about how to effectively use an academic library.
- Scholarship as Conversation (see [11.3 Scholarship as Conversation](#) example): Identifying Relevant Sources—This is an information literacy lesson that instructs

students on how to identify and locate scholarly sources for research assignments.

- Annotated Bibliography (example [11.3 Annotated Bibliography](#)) —This information literacy lesson is another lesson that instructs students on how to find scholarly resources and adds rigor by instructing students on how to read a scholarly article (abstract, headings, references, etc.) to determine whether that source is suitable for one's research.

The revamping of the information literacy program also included more collaborative opportunities for librarians to partner with faculty. Librarians promote to faculty the many ways the College can provide instructional support by emailing faculty at the beginning of each term to remind them of all the ways they can partner with a librarian; and by meeting with faculty during the college wide Professional Development Week (PDW) before classes begin each semester to remind faculty how to access library resources and services. See the following documentation in the Appendix of the librarians' outreach efforts: Evidence [11.3.3 Liaison Librarian Outreach Emails 2024](#); Evidence [11.3.4 Liaison Librarian Instruction PDW Session Agendas 2023](#) (pages 2, 3, 1, and 3, respectively). Evidence [11.3.5 Liaison Librarian Instruction PDW Sessions Agenda 2022](#) (page 1), Evidence [11.3. 6 Liaison Librarian Instruction PDW Sessions Agenda 2021](#) (pages 1 and 2); and Evidence [11.3.7 Liaison Librarian Instruction PDW Sessions Agenda 2020](#) (pages 2 and 3). Librarians provide the following instructional support to faculty:

- Face-to-face or virtual instruction
- Creating online tutorials and research guides (see [11.3.8 SPC Library Research Guides Sample](#)). Evidence 11.3.8 provides 54 (10%) of the 540 research guides available on the library website that provide instructional support for faculty and students.
- Design a custom information literacy lesson upon faculty request. The link to submit a library instruction request is available on the Faculty Resources research guide (see Figure 11.3.1 Library Instruction Request Form).

Figure 11.3.1 Library Instruction Request Form

The screenshot displays the 'Library Instruction Request Form' on the website of The Library at SPC, part of the Alamo Colleges District. The page features a blue header with the college's name and logo. A left sidebar lists various 'Faculty Resources' such as 'Home', 'Library Instruction Requests', and 'Library Instruction Request Form'. The main content area contains the form title and several input fields: 'Instructor's Name', 'Instructor's Email', 'Phone Number', 'What campus the instruction is requested for' (a dropdown menu), 'What format will be needed for this instruction?' (checkboxes for 'In Person at CLR', 'Remote', 'In Person at your location', and 'Other'), 'Class Number and Section', 'Number of students', and 'Class run time' (another dropdown menu). Each field is marked as '(required)'.

ALAMO COLLEGES DISTRICT  
St. Philip's College

THE LIBRARY AT SPC

Library / LibGuides / About the Library / Faculty Resources / Library Instruction Request Form

Faculty Resources

Home  
Library Instruction Requests  
Library Instruction Request Form  
Librarian Contact Information  
Classroom Requests  
NEW! Educational Board Games  
Purchase Request Form  
Course Reserves  
Interlibrary Loan  
SPC LibGuide LTI for Canvas  
Copyright For Faculty  
OER  
Library Survey

Search this Guide Search

ALAMO COLLEGES DISTRICT  
St. Philip's College

THE LIBRARY AT SPC

### Library Instruction Request Form

Instructor's Name: (required)

Instructor's Email: (required)

Phone Number (required)

What campus the instruction is requested for: (required)

Make a selection

What format will be needed for this instruction? (required)

☐ In Person at CLR  
☐ Remote  
☐ In Person at your location  
☐ Other

Class Number and Section: (required)

Number of students (required)

Class run time (required)

Make a selection

Liaison librarians provide access to regular and timely instruction by working 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 (see [11.3.9 Instruction Calendars for](#)

[AYs 2022–2024](#)). This evidence shows that librarians provide weekly information literacy instruction to various disciplines (see Figure 11.3.2 Instruction Calendar Example).

**Figure 11.3.2 Instruction Calendar Example**

<b>September 9, 2024 - September 15, 2024</b>		September 2024 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	October 2024 Su Mo Tu We Th Fr Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>Monday, September 9</b> 8:30am - 12:30pm CLR 210 Reserved for GED Classes - SPC - ASKLBRARIAN 10:45am - 12:00pm AS SDEV 0370.089 (32) Dudra-Reddy REMOTE (REMOTE-Zoom Link in body of calendar invitation) - SPC - ASKLBRARIAN		<b>Tuesday, September 10</b> 8:30am - 12:30pm CLR 210 Reserved for GED Classes - SPC - ASKLBRARIAN 9:15am - 10:30am AL EDUC 1300.138 (32) Dudra-Reddy Meet in Lobby for Cephalonian Tour (CLR 208) - SPC - ASKLBRARIAN 10:45am - 12:00pm AS EDUC 130.139 (32) Dudra-Reddy Meet in Lobby for Cephalonian Tour (CLR 208) - SPC - ASKLBRARIAN 12:15pm - 1:30pm SM SDEV 0370.090 (32) Dudra-Reddy: Meet in the Lobby for Cephalonian Tour (CLR 208) - SPC - ASKLBRARIAN 1:45pm - 3:00pm TW SDEV 0370.091 (32) Dudra-Reddy: Meet in Lobby for Cephalonian Tour (CLR 208) - SPC - ASKLBRARIAN	
<b>Wednesday, September 11</b> 8:00am - 4:00pm Phoenix using SWC 123L for TSIA@ Testing (SWC 123L) - SPC - ASKLBRARIAN 8:30am - 12:30pm CLR 210 Reserved for GED Classes - SPC - ASKLBRARIAN 9:00am - 2:00pm GED Using CLR 209 B for Orientations (CLR 209B) - SPC - ASKLBRARIAN 9:15am - 10:30am DE SDEV 0370.074 (32) Dudra-Reddy Meet in Lobby for Cephalonian Tour (CLR 208) - SPC - ASKLBRARIAN 9:15am - 10:30am KW HIST 1302.005 (26) Grover (CLR 109) - SPC - ASKLBRARIAN 10:45am - 12:00pm KW HIST 1301.020 (40) Grover (CLR 109) - SPC - ASKLBRARIAN 12:15pm - 1:30pm DC EDUC 1300.057 (32) Dudra-Reddy Meet in Lobby for Cephalonian Tour (CLR 208) - SPC - ASKLBRARIAN 12:15pm - 1:30pm KW HIST 1301.028 (37) Grover (CLR 109) - SPC - ASKLBRARIAN		<b>Thursday, September 12</b> 7:45am - 9:00am DE SDEV 0370.092 (17) Hester 8:00am - 4:00pm Phoenix using SWC 123L for TSIA@ Testing (SWC 123L) - SPC - ASKLBRARIAN 8:30am - 12:30pm CLR 210 Reserved for GED Classes - SPC - ASKLBRARIAN 9:15am - 10:30am TW SDEV 0370.030 (30) Hester Meet in Lobby (CLR 208) - SPC - ASKLBRARIAN 10:45am - 12:15pm CK SDEV 0370.036 (30) Hester Meet in Lobby (CLR 208) - SPC - ASKLBRARIAN 5:30pm - 6:45pm DC SDEV 0370.051 (30) Hester Meet in Lobby (CLR 208) - SPC - ASKLBRARIAN	
<b>Friday, September 13</b> 8:00am - 4:00pm SWC 123L Reserved for Phoenix Testing - SPC - ASKLBRARIAN		<b>Saturday, September 14</b>	

The instruction team administers surveys each semester to assess information literacy instruction and student learning. The stats are compiled and reviewed to identify areas of growth, improvement, and the overall satisfaction of library learning and instruction (see the following evidence [11.3.10 Faculty Feedback Survey Responses AY 2024–2025](#), [11.3.11 Faculty Feedback Survey Responses AY 2022–2023](#), and [11.3.12 Faculty Feedback Survey Responses AY 2021–22](#)). These surveys are created using LibWizard from Springshare (see Figure 11.3.3 LibWizard for SPC Library). This figure is a screenshot of LibWizard, which is the program librarians use to create surveys for feedback and assessment.

**Figure 11.3.3 LibWizard for SPC Library**

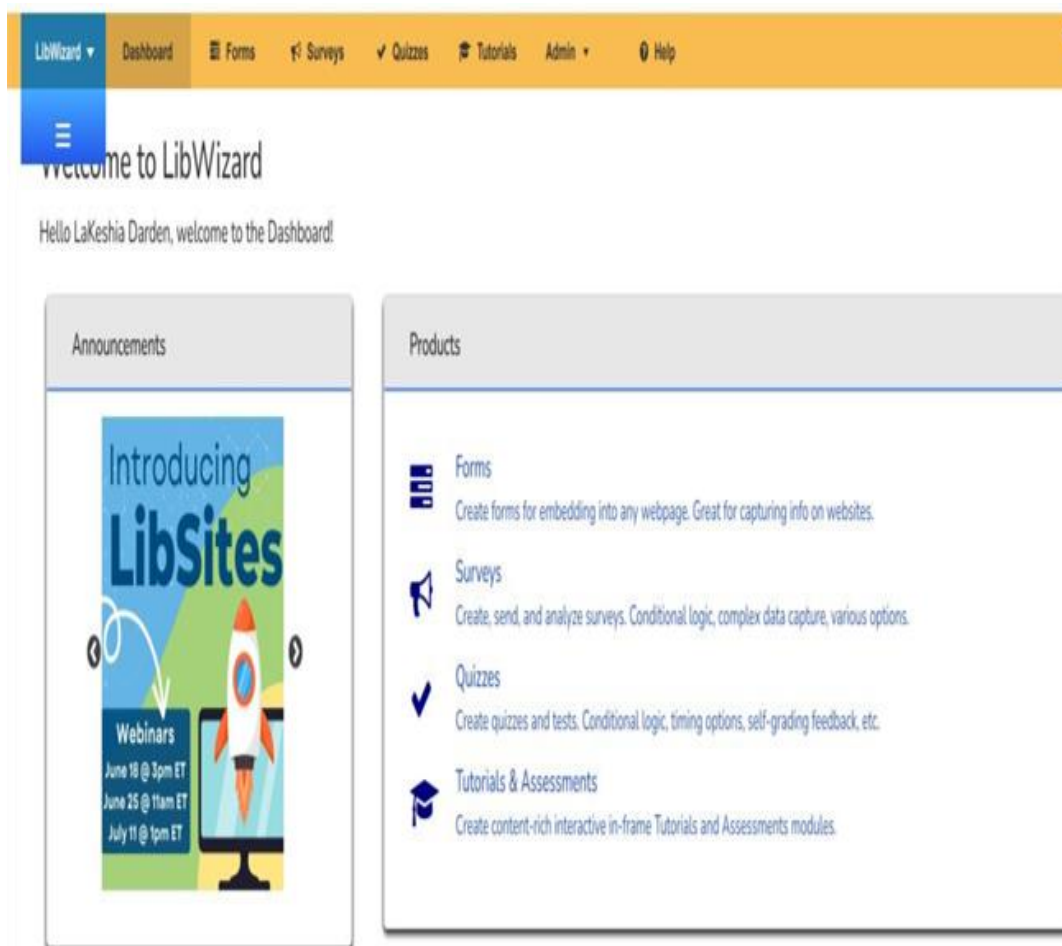
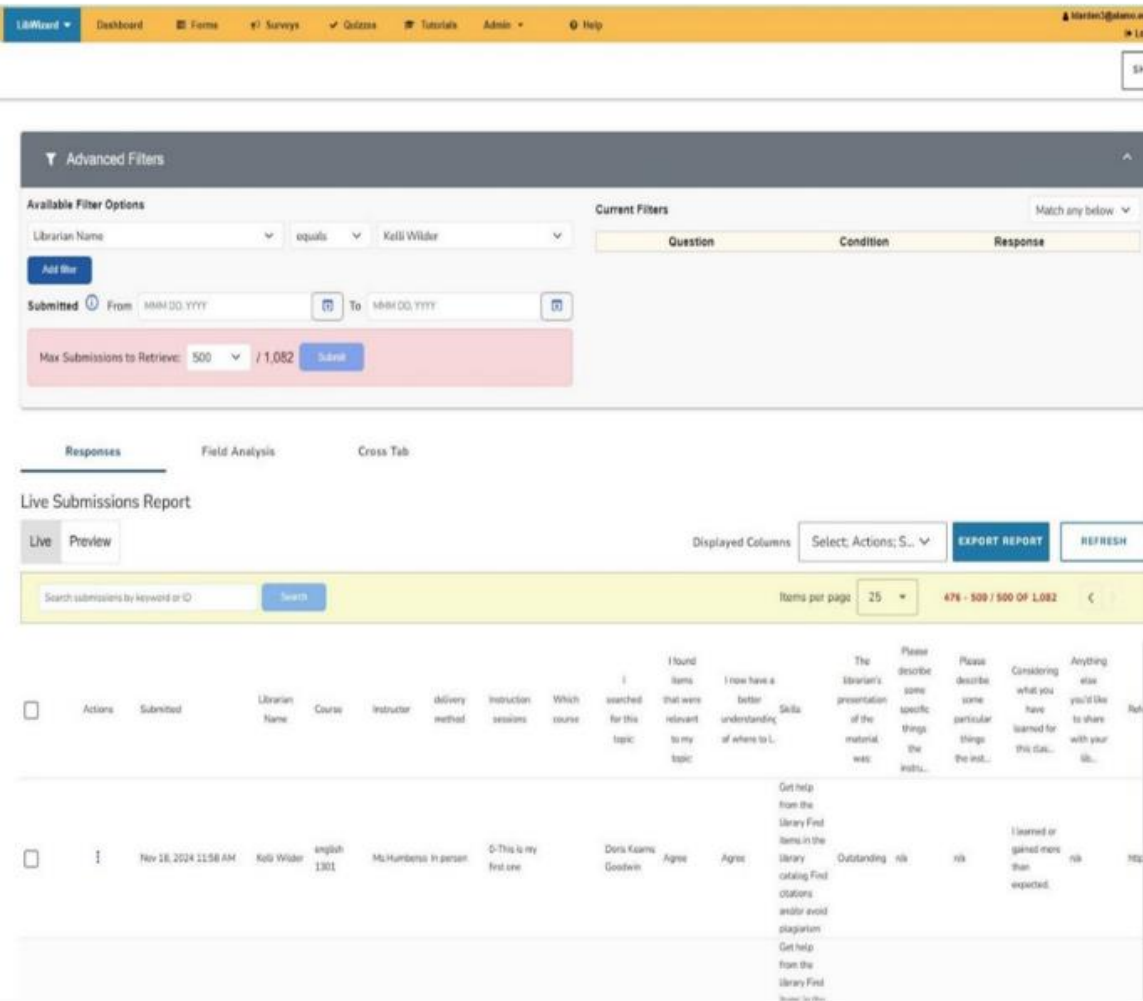


Figure 11.3.4 LibWizard Instruction Survey Report Screenshot is a screenshot of the responses submitted for the Library Instruction Student Feedback Instruction survey that the instruction team created using LibWizard.

Figure 11.3.4 LibWizard Instruction Survey Report Screenshot



The data in the following Tables 11.3.1 Information Literacy (IL) Instruction Stats for SPC and Dual Credit/Phoenix Courses Fall Semesters 2022–2025 is the result of an analysis of the responses received from the Library Instruction Student Feedback Surveys. These responses were pulled from exported data and reports from completed surveys submitted



to LibWizard (see the following evidence [11.3.13 Library Instruction Student Feedback Surveys 2019](#), [11.3.14 Library Instruction Student Feedback Surveys 2020](#), [11.3.15 Library Instruction Student Feedback Surveys 2021](#), [11.3.16 Library Instruction Student Feedback Surveys 2022](#), [11.3.17 Library Instruction Student Feedback Surveys 2023](#), and [11.3.18 Library Instruction Student Feedback Surveys 2024](#))

**Table 11.3.1 Information Literacy (IL) Instruction Stats for St. Philip’s College and Dual Credit/Phoenix Courses Fall Semesters 2022–2024**

Semester	Number of Sessions Taught	Number of Students	Number of Students that stated library databases/resources as most helpful aspect of the IL session	Number of Students that stated citation assistance as most helpful aspect of the IL session	Total number of Students who learned Information Literacy concepts.	Total Percentage of Students who learned Information Literacy concepts.
Fall 2024	60	501	280	143	463	92%
Fall 2023	19	405	150	33	183	45%
Fall 2022	7	55	31	5	36	65%

Additionally, the reference and instruction team has been comparing and reviewing Fall information literacy instruction stats to track the growing number of sessions and the learning of students. The library has been experiencing steady growth in the number of sessions and students taught (see Table 11.3.1 Information Literacy (IL) Instruction Stats for St. Philip’s College and Dual Credit/Phoenix Courses Fall Semesters 2022–2024)

Librarians also work with dual credit instructors to develop course specific online resource guides (Figure 11.3.5 SPC High School Program Research Guide Example) which are available 24 hours a day, 7 days a week on our website.

**Figure 11.3.5 SPC High School Program Research Guide Example– SWC Phoenix Program**



Librarians are available to answer research questions for dual credit 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 for 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 (all documentation for the following Evidences can be found in the following: [11.3.19 ECHS Dual Credit Library Outreach AY 2023–2024](#), [11.3.20 ECHS Dual](#)

[Credit Library Visits AY 2023–2024](#), [11.3 ECHS Dual Credit Outreach AY 2022–2023](#), [11.3.21 ECHS Dual Credit Library Outreach AY 2020–2022](#), and [11.3.22 ECHS Dual Credit Library Visits AY 2020–2022](#)). This documentation includes email correspondence to dual credit instructors, flyers and promotional materials displayed at dual credit sites, as well as mileage forms as documentation of librarians' visits to dual credit sites to promote and provide information literacy resources to these students and faculty.

### **Informal Library Instruction**

Informal instruction is available through the SPC Library's virtual messaging platform, Ask Us, which offers phone, email, texting, and online chat services to provide both general information and in-depth assistance as needed. The Ask Us chat feature is live during business hours and includes Zoom screensharing for virtual or in-person consultations. Additionally, the email portion of Ask Us is accessible 24/7, allowing students to submit questions at any time. Emails are answered and returned during the library's open hours (see in the Appendix Evidence [11.3.23 'Ask Us' Virtual Reference Monthly Stats 2021–2025](#)).

### **Research Guides**

The website and many research guides include visual instructions, i.e., tutorials on how to use the website, the catalog, and online database (see Figure 11.3.6 Tutorials on How to Search Library Databases Research Guide).

**Figure 11.3.6 Tutorials on How to Search Library Databases Research Guide**

The screenshot displays the 'The Library at SPC' website. At the top, the Alamo Colleges District logo and 'St. Philip's College' are on the left, and 'The Library at SPC' is on the right. Below the header is a breadcrumb trail: 'Library / LibGuides / About the Library / SPC Library Distance Education Student Resources / Tutorials for using the databases'. The main heading is 'SPC Library Distance Education Student Resources', followed by a search bar with the text 'Search this Guide' and a 'Search' button. On the left is a vertical sidebar menu with blue buttons for: Home, Online Student Support, Library Staff, Getting Started, Library Catalog, Videos, Library Databases (with sub-items: Databases A-Z List, Tutorials for using the databases, Database Videos), Book a Librarian-Research Assistance, Research and Writing Resources, LibGuides (with sub-items: LibGuides Tutorial, Videos), Interlibrary Loan (with sub-item: Interlibrary Loan Request form), Library Laptops and other Equipment (with sub-items: Laptops, Cameras and Video Equipment), Study Room Reservations, Texshare Card Program, and Academic Online Support Page. The main content area is titled 'Tutorials' and contains a bulleted list: 'Selecting a Database', 'Beginning Scholarly Research', and 'Full Text Search'. At the bottom of the main content area are two navigation buttons: '<< Previous: Databases A-Z List' and 'Next: Database Videos >>'.

ALAMO COLLEGES DISTRICT  
St. Philip's College

The Library at SPC

Library / LibGuides / About the Library / SPC Library Distance Education Student Resources / Tutorials for using the databases

SPC Library Distance Education Student Resources

Search this Guide Search

Home

Online Student Support

Library Staff

Getting Started

Library Catalog

Videos

Library Databases

Databases A-Z List

Tutorials for using the databases

Database Videos

Book a Librarian-Research Assistance

Research and Writing Resources

LibGuides

LibGuides Tutorial

Videos

Interlibrary Loan

Interlibrary Loan Request form

Library Laptops and other Equipment

Laptops

Cameras and Video Equipment

Study Room Reservations

Texshare Card Program

Academic Online Support Page

Tutorials

- Selecting a Database
- Beginning Scholarly Research
- Full Text Search

<< Previous: Databases A-Z List

Next: Database Videos >>

As previously stated, liaison librarians review course syllabi and collaborate with faculty to create tailored research guides that align with specific disciplines or assignments. This process includes reaching out to faculty via email to request syllabi for the term. Once received, the appropriate liaison librarian reviews and evaluates the syllabi, updating the


research guide with relevant library resources to support coursework for that term. Figure 11.3.7 Library Liaisons by Institute and Discipline is available for faculty on the Faculty Resources research guide on the library's website for them to reference who their appropriate liaison librarian is for their discipline or program (see below Figure 11.3.7 Library Liaisons by Institute and Disciplines).

**Figure 11.3.7 Library Liaisons by Institute and Discipline**

 <b>ALAMO COLLEGES DISTRICT</b> <b>St. Philip's College</b>		<b>The Library at SPC</b>																																																																			
<a href="#">Library</a> / <a href="#">LibGuides</a> / <a href="#">About the Library</a> / <a href="#">Faculty Resources</a> / <a href="#">Liaisons by Institute</a>		<input type="text" value="Search this Guide"/> <input type="button" value="Search"/>																																																																			
<b>Faculty Resources</b>																																																																					
<div> <a href="#">Home</a>  <a href="#">Library Instruction Requests</a>  <a href="#">Librarian Contact Information</a>  <a href="#">Liaisons by Institute</a>  <a href="#">Other Library Liaison Assignments</a>  <a href="#">Classroom Requests</a>  <a href="#">NEW!! Educational Board Games</a>  <a href="#">NEW for 2025! Updates to EBSCO Database Interface</a>  <a href="#">Purchase Request Form</a>  <a href="#">Course Reserves</a>  <a href="#">Interlibrary Loan</a>  <a href="#">SPC LibGuide LTI for Canvas</a>  <a href="#">Copyright For Faculty</a>  <a href="#">OER</a>  <a href="#">Library Survey</a> </div>		<table> <tr> <th>Institute</th><th>Creative and Communication Arts</th><th>Business and Entrepreneurship</th><th>Health and Biosciences</th><th>Advanced Manufacturing and Logistics</th><th>Public Service</th><th>Science and Technology</th></tr> <tr> <td>Institute Lead</td><td>Kelli Wilder</td><td></td><td>Susan McClellan</td><td>Christine Kalcso-Allen</td><td>April Schramm</td><td>Jacob "Drew" Edwards</td></tr> <tr> <td>Programs and Liaisons</td><td> <i>Elite Arts</i>  <i>Art</i>-April Schramm  <i>Digital Arts and Media</i>-April Schramm  <i>Drama/Theater</i>-Yvonne Mulhern  <i>Music</i>-Yvonne Mulhern </td><td> <i>Culinary Arts</i>-TBD </td><td> <i>Biomedical Engineering Tech</i>-Susan McClellan </td><td> <i>Advanced Manufacturing Tech</i>-TBD </td><td> <i>Associates of Arts in Teaching</i>-Kelli Wilder </td><td> <i>Associate of Science</i>-Drew Edwards </td></tr> <tr> <td></td><td> <i>History</i>-Kelli Wilder </td><td> <i>Baking and Pastry</i>-TBD </td><td> <i>Diagnostic Medical Sonography</i>-Susan McClellan </td><td> <i>Air Conditioning and Heating</i>-Christine Kalcso-Allen </td><td> <i>Early Childhood and Family Studies</i>-Christine Kalcso-Allen </td><td> <i>Biology</i>-Drew Edwards </td></tr> <tr> <td></td><td> <i>Philosophy</i>-Kelli Wilder </td><td> <i>Hospitality Management</i>-TBD </td><td> <i>Health Information Tech</i>-Susan McClellan </td><td> <i>Aircraft Technician</i>-Drew Edwards </td><td> <i>Criminal Justice</i>-April Schramm </td><td> <i>Chemistry</i>-Drew Edwards </td></tr> <tr> <td></td><td> <i>English</i>-Kelli Wilder </td><td> <i>Restaurant Management</i>-TBD </td><td> <i>Histologic Tech</i>-Susan McClellan </td><td> <i>Automated Industrial Press</i>-TBD </td><td> <i>Government</i>-D'Andrea Coulter </td><td> <i>Mathematics</i>-Stephanie Ray </td></tr> <tr> <td></td><td> <i>Humanities</i>-Kelli Wilder </td><td> <i>Business Administration</i>-Adrian Leal </td><td> <i>Invasive Cardiovascular Tech</i>-Susan McClellan </td><td> <i>Automotive Tech</i>-TBD </td><td> <i>Sociology</i>-Yvonne Mulhern </td><td> <i>Computer Maintenance Tech</i>-Stephanie Ray </td></tr> <tr> <td></td><td> <i>Speech Communications</i>-Yvonne Mulhern </td><td> <i>Business Management and Technology</i>-Adrian Leal </td><td> <i>Kinesiology</i>-Yvonne Mulhern </td><td> <i>CNC Manufacturing Technician</i>-TBD </td><td> <i>Social Work</i>-April Schramm </td><td> <i>Computer Maintenance Tech/w Cisco Specialization</i>-Stephanie Ray </td></tr> <tr> <td></td><td> <i>Spanish</i>-D'Andrea </td><td> <i>Bookkeeping</i> </td><td> <i>Occupational</i> </td><td> <i>Collision/Refinishing</i> </td><td></td><td> <i>Geology</i>-Drew </td></tr> </table>					Institute	Creative and Communication Arts	Business and Entrepreneurship	Health and Biosciences	Advanced Manufacturing and Logistics	Public Service	Science and Technology	Institute Lead	Kelli Wilder		Susan McClellan	Christine Kalcso-Allen	April Schramm	Jacob "Drew" Edwards	Programs and Liaisons	<i>Elite Arts</i> <i>Art</i> -April Schramm <i>Digital Arts and Media</i> -April Schramm <i>Drama/Theater</i> -Yvonne Mulhern <i>Music</i> -Yvonne Mulhern	<i>Culinary Arts</i> -TBD	<i>Biomedical Engineering Tech</i> -Susan McClellan	<i>Advanced Manufacturing Tech</i> -TBD	<i>Associates of Arts in Teaching</i> -Kelli Wilder	<i>Associate of Science</i> -Drew Edwards		<i>History</i> -Kelli Wilder	<i>Baking and Pastry</i> -TBD	<i>Diagnostic Medical Sonography</i> -Susan McClellan	<i>Air Conditioning and Heating</i> -Christine Kalcso-Allen	<i>Early Childhood and Family Studies</i> -Christine Kalcso-Allen	<i>Biology</i> -Drew Edwards		<i>Philosophy</i> -Kelli Wilder	<i>Hospitality Management</i> -TBD	<i>Health Information Tech</i> -Susan McClellan	<i>Aircraft Technician</i> -Drew Edwards	<i>Criminal Justice</i> -April Schramm	<i>Chemistry</i> -Drew Edwards		<i>English</i> -Kelli Wilder	<i>Restaurant Management</i> -TBD	<i>Histologic Tech</i> -Susan McClellan	<i>Automated Industrial Press</i> -TBD	<i>Government</i> -D'Andrea Coulter	<i>Mathematics</i> -Stephanie Ray		<i>Humanities</i> -Kelli Wilder	<i>Business Administration</i> -Adrian Leal	<i>Invasive Cardiovascular Tech</i> -Susan McClellan	<i>Automotive Tech</i> -TBD	<i>Sociology</i> -Yvonne Mulhern	<i>Computer Maintenance Tech</i> -Stephanie Ray		<i>Speech Communications</i> -Yvonne Mulhern	<i>Business Management and Technology</i> -Adrian Leal	<i>Kinesiology</i> -Yvonne Mulhern	<i>CNC Manufacturing Technician</i> -TBD	<i>Social Work</i> -April Schramm	<i>Computer Maintenance Tech/w Cisco Specialization</i> -Stephanie Ray		<i>Spanish</i> -D'Andrea	<i>Bookkeeping</i>	<i>Occupational</i>	<i>Collision/Refinishing</i>		<i>Geology</i> -Drew
Institute	Creative and Communication Arts	Business and Entrepreneurship	Health and Biosciences	Advanced Manufacturing and Logistics	Public Service	Science and Technology																																																															
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Students and Faculty can find an A–Z listing of all 540 research guides on the library’s website (see Figure 11.3.8 Listing of Discipline-Specific Research Guides).

**Figure 11.3.8 Listing of Discipline-Specific Research Guides**



ALAMO COLLEGES DISTRICT  
St. Philip's College

The Library at SPC

Library / LibGuides / Home

ALL GUIDES
BY GROUP
BY SUBJECT
BY TYPE
BY OWNER

Search:

Help is Just a Click Away

Search our FAQ Knowledge base, book a research appointment, reserve a room, register for an event, ask a question, chat, send comments...

[LibAnswers & LibChat](#)

Showing 96 Subjects


About the Library	18
Agriculture	2
Allied Health	19
Applications	4
Art	7
Automotive	2
Aviation	3
Biography	2
Biology	2
Bookkeeping Specialist	1
Business Information Solutions	1
Business	7
Career	6
Careers	14
Chemistry	7
Cisco Network Professional	1
Citizenship	2

A-Z Database List


Full list of Databases the library subscribes to, including trial access.

[Go to A-Z List](#)


Your Friendly Librarians




Susan McClellan



Yvonne Muhem



Dee Coulter



Adrian Leal

[More...](#)

Librarians have been working throughout Fall 2023 to Fall 2024 to update the format of existing research guides and create new ones tailored to support the college's programs (see Table 11.3.2 Research Guides Usage Stats, Fall 2024). The number of visits to access the research guides has increased significantly over the years. These research guides serve as essential resources, frequently accessed by students and faculty for research assistance, coursework support, and instruction (see Table 11.3.2 Research Guides Usage Stats AYs 2020–2025). The data for Table 11.3.2 was pulled from exported data and reports from LibWizard.

**Table 11.3.2 Research Guides Usage Stats AYs 2020–2025**

Year	Number of Research Guides Available	Number of Visits
AY 2024–2025	542	82,932
AY 2023–2024	545	66,930
AY 2022–2023	541	52,522
AY 2021–2022	540	63,427
AY 2020–2021	542	40,136
<b>Total</b>	<b>542</b>	<b>305,947</b>

#### **Evidentiary Documents**

[Evidence 11.3.1 Information Literacy Framework Les.pdf](#)  
[Evidence 11.3.2 Cephalonian Tour Pre and Post Test.pdf](#)  
[Scholarship As Conversation Identifying Relevant .pdf](#)  
[Annotated Bibliography-Identifying Appropriate Aut.pdf](#)  
[Evidence 11.3.3 Liaison Librarian Instruction and .pdf](#)  
[Evidence 11.3.4 Liaison Librarian Instruction and .pdf](#)  
[Evidence 11.3.5 Liaison Librarian Instruction and .pdf](#)  
[Evidence 11.3.6 Liaison Librarian Instruction and .pdf](#)  
[Evidence 11.3.7 Liaison Librarian Instruction and .pdf](#)  
[Evidence 11.3.8 SPC Library Research Guides Sample.pdf](#)  
[Evidence 11.3.9 Instruction Calendars 2022-2024.pdf](#)  
[Evidence 11.3.10 Faculty Feedback Survey Responses.pdf](#)  
[Evidence 11.3.11 Faculty Feedback Surveys Response.pdf](#)

[Evidence 11.3.12 Faculty Feedback Surveys Response.pdf](#)

[Evidence 11.3.13 Library Instruction Student Feedb.pdf](#)

[Evidence 11.3.14 Library Instruction Student Feedb.pdf](#)

[Evidence 11.3.15 Library Instruction Student Feedb.pdf](#)

[Evidence 11.3.16 Library Instruction Student Feedb.pdf](#)

[Evidence 11.3.17 Library Instruction Student Feedb.pdf](#)

[Evidence 11.3.18 Library Instruction Student Feedb.pdf](#)

[Evidence 11.3.19 ECHS Dual Credit Library Outreac.pdf](#)

[Evidence 11.3.20 ECHS Dual Credit Library Instruct.pdf](#)

[Evidence 11.3. ECHS Dual Credit Outreach AYs 2022-.pdf](#)

[Evidence 11.3.21 ECHS Dual Credit Outreach AYs 202.pdf](#)

[Evidence 11.3.22 ECHS Dual Credit Visits AYs 2020-.pdf](#)

[Evidence 11.3.23 Ask Us Virtual Reference Monthly .pdf](#)



## Section 12: Academic and Student Support Services

- 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)**

☒ Compliant

☐ Partial Compliance

☐ Non-Compliant

### Narrative

#### Non-Compliance

The institution described its policy and practices to protect student record security, confidentiality, and integrity. The procedure manual for the Alamo Colleges District for ensuring the confidentiality of student educational records is documented. The Registrar is responsible for the official academic records of currently enrolled students and alumni. Student records are restricted for use by a select number of administrators, advisors, or counselors. The institution provided documentation that it provides FERPA training to faculty staff, and students in compliance Texas Government Code section 2054.519. The institution reports that it ensures that independent contractors or agents with access to or maintain student records follow institutional employees' principles and policies. The institution also reports that there is an agreement between the institution and an outsourced service to process academic transcripts and a collaborative/consortia agreement between the five Alamo Colleges in which each college authorizes the contractor to perform transcript evaluation services. However, this section of the narrative seems to include a textual placeholder that was not filled for the report, and because of this the Off-Site Reaffirmation Committee could locate no evidence or documentation that supports its assertion.

#### 12.5 Focused Report Response

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 12.5 by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee stated the institution's narrative seems to include a textual placeholder that was not filled for the report, and because of this the Off-Site Reaffirmation Committee could not locate evidence or documentation supporting the assertion that independent contractors or agents with

access to or maintaining student records follow institutional employees' principles and policies. The following focused report addresses the committee's concerns regarding the authorization of an outsourced service to perform transcript evaluation services.

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 that have access to or maintain student records are governed by the same principles and policies as institutional employees.

The Alamo Colleges Center for Student Information (CSI) operates the centralized student database system for the five Alamo Colleges to include St. Philip's College. CSI offers the following services: Transcripts Processing (receiving and evaluating), reports and Data Consistency, and Academic and Continuing Education Records. There is a Transcript Standards Agreement between the St. Philip's College and Center for Student Information, an outsourced service provider, to process academic transcripts ([12.5-1](#)). Additionally, there is a Transcript Posting/Processing agreement between St. Philip's and CSI authorizing CSI to perform transcript evaluation services ([12.5-2](#)). These agreements are reviewed by the Alamo Colleges Board of Trustees every five years per ACD Board Policies B.5.3 ([12.5-3](#)). Since CSI is an internal department of the Alamo Colleges District, it is not considered an independent contractor or outside agent for which access must be protected per the standard.

<b>Evidentiary Documents</b>
<a href="#">15(7). SPC-Transcript Standards Agreement.pdf</a> <a href="#">14(6). SPC-Transcript Posting Processing Service L.pdf</a> <a href="#">b.5.3-policy.pdf</a>

**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**

##### **Non-Compliance**

The institution provides information and guidance to aid student borrowers and the general student body in understanding debt management and financial literacy. The college's financial wellness coach assists all students in gaining financial skills and knowledge to make more effective money decisions. The Financial Wellness office mails the book, "Money 101: Financial Management for College Students" to all FTIC and transfer students. The institution incorporates a Default Aversion Plan to assist student loan borrowers in not defaulting on their student loans. The institution reports using a third-party online money management tool to assist students with developing money management skills. The institution also observes National Financial Literacy Month, providing a series of financial wellness activities. Although the institution clearly provides a robust financial wellness program and initiatives to ensure financial wellness, the Off-Site Reaffirmation Committee was unable to find evidence of implementation, such as workshop agendas, mailings, or screen shots of online money management tools.

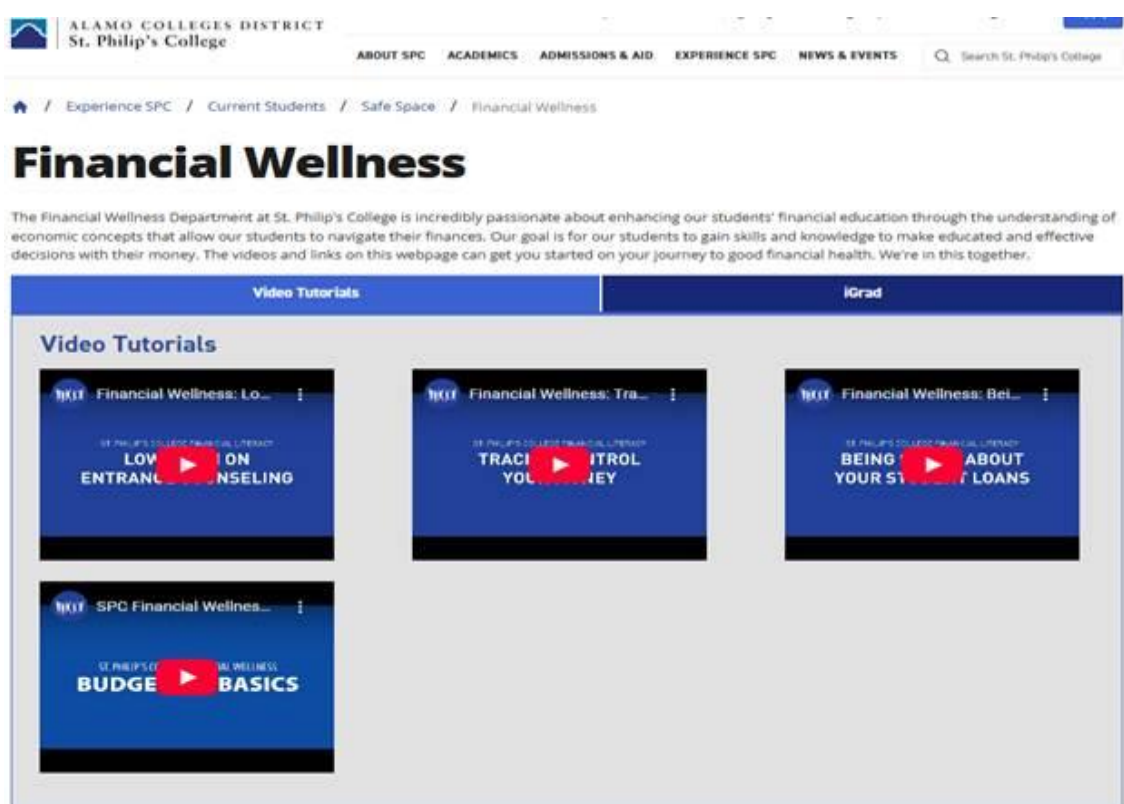
##### **12.6 Focused Report Response**

St. Philip's College (SPC) was found in non-compliance with Comprehensive Standard 12.6 by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) Off-Site Reaffirmation Committee. The committee stated although the institution clearly provides a robust financial wellness program and initiatives to ensure financial wellness, the Off-Site Reaffirmation Committee was unable to find evidence of implementation, such as workshop agendas, mailings, or screen shots of online money management tools. The following focused report addresses the committee's concerns.

SPC provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. The Financial Wellness Department 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 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. Figure 12.6-1 is a screenshot of the department's webpage located at <https://www.alamo.edu/spc/experience-spc/current-students/safe-space/financial-literacy-services/>.

**Figure 12.6-1 Financial Wellness website**



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 ([12.6-1 FL Class Presentation 2024](#)) 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. ([12.6-2 Financial Education](#))

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. ([12.6-3 Scholarship Pro Tips](#), [12.6-4 iGrad Scholarship](#)) Figure 12.6-2 displays a sample of Whats App data regarding student engagement with the Education Support Services of which the Financial Wellness department belongs.

**Figure 12.6-2 Educational Support Services Student Engagement/Assistance Data**

Academic Year	Trivia Monday	Workshops	Financial Literacy C2C Table	Outreach Table
22-23	151	505	76	
23-24	28	959	-	630
24-25	-	449	-	596

### **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 SPC Onboarding team, the College compiles a comprehensive roster of FTIC and transfer students who have successfully completed NSO. Subsequently, the Financial Wellness Coach collaborates with Institutional Planning Research, & Effectiveness 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 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. ([12.6-5 Money 101 Welcome](#); [12.6-6 Money 101](#))

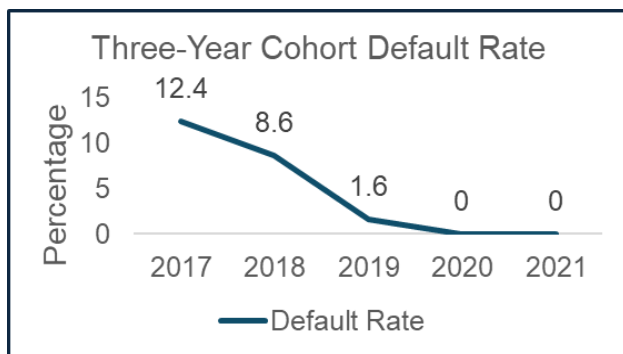
### **Default Aversion Plan and Rate History:**

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 had borrowed 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. ([12.6-7 Student Loan Mailing Flyer](#); [12.6-8 Student Loan Planning Book](#); [12.6-9 Student Loans Handout](#)).

Figure 12.6-3 displays the Three-Year Cohort Default rates for SPC. The college's default aversion plan was instituted as a result of the 23.4% default rate in 2010.

**Figure 12.6-3 Three-Year Cohort Default Rates**



Please note the 0% default rate for 2020 and 2021 is due to the loan repayment suspension by the federal government.

#### **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 (see syllabus examples, [12.6-10 SDEV Syllabus](#) and [12.6-11 EDUC Syllabus](#)). 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. ([12.6-12 iGrad Dashboard](#)) Students can access recommended courses to help them achieve their goals, explore scholarship opportunities to reduce student loan debt, and utilize budgeting tools. (see screenshots of iGrad resources: [12.6-13 iGrad Article](#); [12.6-14 iGrad Video](#); [12.6-15 iGrad Course](#); [12.6-16 iGrad Budget](#)). Figure 12.6-4 outlines the iGrad student engagement data.

## 12.6-4 iGrad Engagement Data

Academic Year	Users Registered	Started Course	Finished Course	Read an Article	Watched A Video	Searched for a Job	Uploaded their Resume	Edited their Profile
22-23	1359	1057	1046	473	32	0	<i>Not available</i>	1030
23-24	1855	1453	1352	959	86	0	17	1792
24-25	2018	1829	1745	988	40	0	112	2071

## 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 ([12.6-17 Financial Literacy Month 2024](#); [12.6-18 Financial Literacy Month 2025](#)) 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. ([12.6-19 Flyer for iPad and Scholarship](#))

## 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 anticipated graduation date
- Withdrawing Student Borrowers: 30 days after 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.

## Summary

Through ongoing financial literacy workshops and defined institutional modules, St. Philip's College ensures that all student borrowers and general students are educated in compliance with its policies. The newly submitted examples and relevant documentation

now directly address the concerns raised by the Off-Site Reaffirmation Committee and affirm SPC's compliance with Standard 12.6.

<b>Evidentiary Documents</b>
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<a href="#"><u>12.6-1 FL Class Presentation 2024.pdf</u></a>
<a href="#"><u>12.6-2 Financial Education.pdf</u></a>
<a href="#"><u>12.6-3 Scholarship Pro Tips Presentation.pdf</u></a>
<a href="#"><u>12.6-4 iGrad Scholarship.pdf</u></a>
<a href="#"><u>12.6-5 Money 101 Welcome Letter.pdf</u></a>
<a href="#"><u>12.6-6 Money 101.pdf</u></a>
<a href="#"><u>12.6-7 Student Loan Mailing Flyer.pdf</u></a>
<a href="#"><u>12.6-8 Student Loan Planning Book.pdf</u></a>
<a href="#"><u>12.6-9 Student Loans Handout.pdf</u></a>
<a href="#"><u>12.6-10 SDEV Syllabus.pdf</u></a>
<a href="#"><u>12.6-11 EDUC Syllabus.pdf</u></a>
<a href="#"><u>12.6-12 iGrad Dashboard.pdf</u></a>
<a href="#"><u>12.6-13 iGrad Article.pdf</u></a>
<a href="#"><u>12.6-14 iGrad Video.pdf</u></a>
<a href="#"><u>12.6-15 iGrad Course.pdf</u></a>
<a href="#"><u>12.6-16 iGrad Budget.pdf</u></a>
<a href="#"><u>12.6-17 Financial Literacy Month 2024.pdf</u></a>
<a href="#"><u>12.6-18 Financial Literacy Month 2025.pdf</u></a>
<a href="#"><u>12.6-19 Flyer for iPad &amp; Scholarships.pdf</u></a>