



ALAMO
COLLEGES

ST. PHILIP'S COLLEGE

SACS REAFFIRMATION 2016 Agenda/Minutes

EDUCATIONAL PROGRAMS

AGENDA/MINUTES

DATE: April 1, 2014



Southern Association of Colleges and Schools
Commission on Colleges

TEAM 1

Case for Reqs/Std's:

- _ CR2.7.1 Program Length
- _ CR2.7.2 Program Content
- _ CR 2.7.3 General Education
- _ CR 2.7.4 Coursework for degrees
- ~~_ CS3.3.1.4 Research outcomes~~
- _ CS3.3.1.5 Community outcomes
- _ CS 3.4.1 Academic pgm approval
- _ CS3.4.5 Academic policies
- _ CS3.4.7 Educational quality/consortial agreements
- _ CS3.5.3 Publish pgm requirements
- _ FR4.1 Student Achievement
- _ FR4.2 Program curriculum
- _ FR4.4 Program length

ITEM	TIME	AGENDA ITEM	PRINCIPLE	ACTIONS	NOTES	ESCALATION ISSUE Y/N
1		Ana Lisa	3.3.1.5	Review	Not present for meeting.	N
2		Mary Kunz <i>attended</i>	3.4.1	Tabled	Item tabled for resolution of EDUC 1300.	N
3		Laurie Humberson <i>attended</i>	3.4.5 2.7.3	Review	<p>There is confusing terminology with General Education (SACS) and Core Curriculum (SPC). We must be careful to use correct references and terminology.</p> <p>We will speak to the Discipline Teams and their work when discussing processes used to ensure gen ed course support goals of gen ed component.</p> <p>There is also confusing terminology for degree plans, specifically programs/concentrations/fields of study. We may need guidance on this.</p>	<p>N</p> <p>N</p> <p>Y</p>
4		Pete Cliburn <i>attended</i>	3.4.7	Review	<p>In the Mid Year Report, we had a consortial agreement with the Virtual College of Texas, which, according to our review no longer exists. Do we need to address the reason for the termination of the agreement or not?</p> <p>It appears that we have no agreements, so is this a criteria where no response is needed.</p>	<p>Y</p> <p>Y</p>
5		Jason Easterling <i>attended</i>	4.1	Review	Jason will be following up with Rhonda regarding the update of the Tables in 4.1 from the Phase 1 Report. Jason will also update the number of state licensure information. Otherwise, the Phase 1 report looks quite good.	N
6						

7		Sylvia Aguilera	4.4	Review	Not present for meeting. Materials were reviewed by members present and will be re-reviewed at our next meeting.	N
8		Next Meeting: April 8			We will review Narrative and Supporting Documents for 3.3.1.5 (Ana Lisa), 3.4.5 (Laurie), 4.4 (Sylvia), and 4.1 (Jason)	
9		Next Meeting: April 15			We will review 2.7.1, 2.7.2, 2.7.4, 3.5.3	
10		Next Meeting: April 22			We will review 3.4.1 and 4.2. We will re-review others as needed.	



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Criteria # CS 3.4.7

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See Commission policy "Agreements involving Joint and Dual Academic Awards: Policy and Procedures.") (Consortial relationships/contractual agreements)

Judgment of Compliance

☒ Compliance ☐ Non-Compliance

Narrative of Compliance

Under a strict interpretation of Commission policy concerning "Agreements involving Joint and Dual Academic Awards", St. Philip's College has no "Consortial Relationships or contractual agreements" with any other educational institutions. All of our programs and awards bear only the St. Philip's College name, are in line with the mission of the institution, and are in compliance with Commission Principles.

Using a more liberal interpretation of Commission policy, St. Philip's College does, in select instances, and only after significant research and investigation, enter into contractual agreements with other educational institutions and organizations, to provide St. Philip's College approved curriculum and faculty at other locations. These locations include regional secondary schools and area Academies who have adopted our curriculum and educational model for the purposes of transferring their graduates to St. Philip's College or other accredited institutions under either a dual or articulated credit arrangement, clearly articulated in the Memorandum of Understanding (MOU) entered into between the institutions/organizations. Additionally St. Philip's College purchases curriculum from partner agencies and organizations, but only after thorough review, to ensure it meets existing St. Philip's College standards and learning objectives. That approved curriculum is then folded into existing or specifically designed course curricula, and subject to continual review by faculty, administration, and appropriate Advisory Panels.

Supporting Documentation

Document Name	Location



Educational Programs SACS Compliance 2015



4.1 STUDENT ACHIEVEMENT

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

Judgment of Compliance

☒ Compliance ☐ Non-Compliance

Narrative of Compliance

To fulfill its [Mission](#), St. Philip's College evaluates success with respect to student achievement including course completion, state licensing examinations, and job placement rates as part of its ongoing, integrated and institution-wide planning, budgeting and assessment processes. Documentation of educational program success can be found in the Key Performance Indicator Reports, Instructional Unit Review Assessments and in various College reports. Comprehensive Standard 3.3.1.1 discusses in detail the [College's Operational Unit Planning and Assessment](#) and [Instructional Unit Review \(IUR\)](#) processes. These two processes require department leaders to examine various student achievement results on an array of indicators including course completion, licensure rates, and job placement rates.

The Texas Higher Education Coordinating Board's Accountability System tracks the performance of Texas colleges and universities on critical measures. The system has three components: 1) Key Accountability Measures, 2) Contextual/Explanatory Measures, and 3) Institutional Explanations and Description. These measures include course completion, performance on licensure examinations, job placement rates, and a variety of others. The [definitions](#) of all accountability measures can be found on the Texas Higher Education Coordinating Board's website.

How does the institution document student success in relation to its mission and its educational programs?

St. Philip's documents student success in relation to the mission of the College and educational programs as part of the Strategic Planning and [Operational Unit Planning and Assessment](#) processes. Both of these processes are tied to the [Mission](#) and [Goals](#) of the College and both utilize data and evidence garnered through [Key Performance Indicators](#) (KPIs). KPIs were developed as a collaborative effort among all of the Alamo Colleges in the district and through the leadership of the district to monitor institutional performance and benchmark against the best



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colleges in the state. The KPIs address a broad range of student success indicators including course completion, state licensing examinations and job placement rates.

St. Philip's uses the KPIs to help shape the agenda for strategic planning sessions and to determine College-wide Strategic Action Plans and Operational Unit Plan and Assessment activities that are designed to meet the mission of the College by enhancing and improving academic and student support strategies. The student success data is provided in the KPI findings documented on the Alamo Colleges website. KPI reports are generated several times throughout the academic year for review and to set targets for the coming year. Current KPI measures for course completion, state licensing and job placement are provided below.

Course Completion

St. Philip's College determines course completion rates based on grade distribution. Course completion rates are defined as "The rate at which credit courses are completed with a grade of A, B, C, D, F, I, IP, or P. This measure indicates the proportion of courses in which students do not withdraw by the end of the term. Data include dual credit courses and exclude Flex II." Over the last three fall terms, the course completion rate at St. Philip's College has averaged 85% and has shown steady improvement since Fall 2005. See table.

St. Philip's College						
Course completion rate (based on grade distribution) (KPI 56)						
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	*Fall 2010
Alamo		80.2%	83.1%	84.8%	86.8%	86.9%
SAC	75.3%	75.7%	79.8%	81.6%	83.4%	84.2%
SPC	81.1%	82.7%	84.7%	84.7%	86.3%	85.8%
PAC	81.3%	78.9%	81.6%	82.7%	88.4%	86.7%
NVC	87.8%	87.5%	88.1%	89.9%	90.1%	90.4%
NLC	81.7%	87.2%	87.9%	89.8%	90.4%	90.4%
Alamo Colleges KPI Measures and Targets Database 20110804						
*Preliminary						

Table 1

State Licensure Examinations

Licensure examinations provide an independent measure of student success. Currently, there are [14 programs](#) at St. Philip's College with external licensing. The Texas Higher Education Coordinating Board publishes the [Statewide Annual Licensure Report](#), which includes the number of students from each institution who took the



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licensure exam and the number who passed. See tables below for KPI trends and results for overall licensure rates and also for results and trends by program from the last three years.

St. Philip's College Proportion of Students Who Pass Licensure Exams (KPI 107)			
	FY 2008	*FY 2009	*FY 2010
Alamo	86.2%	89.0%	88.4%
SAC	87.4%	90.0%	86.4%
SPC	85.2%	88.1%	93.3%
PAC		86.7%	90.0%
NVC		100.0%	90.5%
Alamo Colleges KPI Measures and Targets Database 20110804			
*Preliminary			

Table 2

Licensure Exam Pass Rate by Program

Program	% of Students Passing Licensure Exam		
	AY '07	AY '08	AY '09
<i>Airframe Mechanics and Aircraft Maintenance</i>	80%	100%	100%
<i>Aircraft Powerplant Technology/Technician</i>	87%	100%	100%
<i>Occupational Therapy Assistant</i>	75%	76%	95%
<i>Physical Therapy Assistant</i>	95%	93%	90%
<i>Respiratory Care Therapy/Therapist</i>	60%	89%	93%
<i>Radiologic Technology</i>	72%	73%	75%
<i>Clinical/Medical Laboratory Technician</i>	50%	100%	100%
<i>Histologic Technician</i>	N/A	0%	83%
<i>Licensed Practical/Vocational Nursing Training</i>	74%	87%	93%
<i>Registered Nurse Training (RN)</i>	69%	77%	73%
<i>Massage Therapy/Therapeutic Massage (Continuing Education program)</i>	86%	85%	94%

Table 3

Job placement rates



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Job placement is one of the Texas Higher Education Coordinating Board's key measures of success and one of the Alamo Colleges Key Performance Indicators. The Coordinating Board's standard for this measure is "85 percent of workforce education program completers are employed or pursuing additional education within one year of graduation." Overall, St. Philip's College workforce programs meet or exceed this standard. In addition, the [2008-2009 Texas Higher Education Coordinating Board Community and Technical Colleges Division Revised Post-Graduation Outcomes for Workforce Education Programs](#) report shows the overall outcomes (job and education) for St. Philip's College workforce education graduates to be 91%.

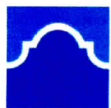
Using the Automated Student and Adult Learner Follow-Up System, the Texas Higher Education Coordinating Board tracks post-graduation outcomes for workforce education programs to assist colleges in determining compliance with the State standard. Based on the latest available data provided by the Coordinating Board, the percentage of students employed or pursuing additional education within one year of graduation at St. Philip's College is above the standard for total graduates and improved from 2007-08 to 2008-09. The College also uses the reports to track post-graduation outcomes by degree programs. These data are provided in the complete reports cited in the table below.

St. Philip's College Percentage of Students Employed or Pursuing Additional Education Within One Year of Graduation	
THECB Report Cycle	Total Graduates Successful Outcomes
Revised Post-Graduation Outcomes for Workforce Education Programs 2007-08	90%
Revised Post-Graduation Outcomes for Workforce Education Programs 2008-09	91%

Table 4

The College also tracks post-graduation outcomes for technical students using the Alamo Colleges KPI Measures and Targets Database. This measure is used for trending, benchmarking, and improvement. The table below shows the percentage of technical students employed within six months of graduation tracked for cohorts FY2005 to FY2009. St. Philip's performs well in comparison to its sister colleges.

St. Philip's College Percentage of Technical Students Employed Within Six Months of Graduation (KPI 115)					
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Alamo	81.4%	84.4%	81.9%	60.9%	78.4%
SAC	81.9%	84.1%	82.3%	65.8%	78.9%
SPC	83.8%	85.2%	83.3%	63.7%	79.0%
PAC	78.2%	86.0%	72.3%	32.4%	64.9%



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NVC	50.9%	66.7%	75.7%	58.5%	67.7%
Alamo Colleges KPI Measures and Targets Database 20110804					
*Preliminary					

Table 5

Are the three indicators mentioned above appropriate to the mission of the institution? If so, how does the institution use the findings?

The [Mission](#) of St. Philip's College, to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning, serves as a guide to determining what performance indicators provide evidence of the success of the institution. Goal II – Student Support of the College's Strategic Plan is to increase academic support for all students and Goal III – Workforce Development is to build a world-class workforce education and training capacity in partnership with business and community based organizations. Course completion rates, state licensure rates and job placement rates are all critical to the mission and goals of the institution and data related to these areas are reviewed regularly as part of the Planning, Budgeting and Assessment Cycle and the Operational Unit Planning and Assessment process. Strategic Action Plans currently in place address these three critical indicators.

For example, in May of 2010, St. Philip's, as part of the annual strategic planning process, reviewed KPIs and identified areas to improve. This process led to the development of college level action plans to address the identified KPIs. KPIs are attached to specific College goals which are aligned with the mission of the institution. Departments currently are in the process of updating their Operational Unit plans to address the KPIs identified in the College's Strategic Action Plans. Applicable KPIs will be reviewed cyclically to assure progress is being made in each area. See table below.

Strategic Action Plans by KPI and Goal

Mission: to provide a quality educational environment that stimulates leadership, personal growth, and a lifelong appreciation for learning.		
KPI	Key Action Plan	Goal
Course Completion	Enhance tutoring and the Early Alert System	Goal II: Student Support - Increase academic support for all students
Licensure Rates	Refine curriculum of current programs	Goal III: Workforce Development – build a world-class workforce education and training capacity in partnership with business and community based organizations
Job Placement Rate	Refine curriculum of current programs	Goal III: Workforce Development – build a world-class workforce education and training



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		capacity in partnership with business and community based organizations
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Supporting Documentation and Links

Document Name	Location
St. Philip's College Mission Statement	
St. Philip's College Operational Unit and Assessment	
St. Philip's College Instructional Unit Review	
THECB Accountability Measures and Definitions	
Alamo Colleges Key Performance Indicators and Measures	
Alamo College Strategic Drivers	
St. Philip's College pre-assessment workshops	
Alamo Colleges Key Performance Indicators and Measures related to course completion and job placement	
SACS Acceptance Letter for Transition Plan – SPC and NLC	
SPC- NLC Transition Plan	
THECB FT FTIC Fall to Fall Retention Data (List of schools and # retained)	
List of Accredited Programs	
THECB Statewide Annual Licensure Report	
THECB Job Placement Rate measure	
2008-2009 Texas Higher Education Coordinating Board Community and Technical Colleges Division Revised Post-Graduation Outcomes for Workforce Education Programs	



Criteria # FR 4.4

Program length is appropriate for each of the institution's educational programs. (*Program length*)

Judgment of Compliance

☒ Compliance ☐ Non-Compliance

Narrative of Compliance

In the current 2013-2014 catalog, the college offers 170 degrees and certificates. Each degree/certificate requirements are published via the online ecatalog. At the present time there are [redacted] programs that have over the 60 hour credit requirement; however, these will be corrected for the Fall 2015 semester. With the exception of those programs that are currently over the 60 hours, the College observes and follows rules regarding program length for the associate degrees and certificate of completions as required by the *Texas Higher Education Coordinating Board (THECB)* and the *Texas Education Code*. The Alamo Colleges Program Coordination Guidelines for Reviewing Programs Requirements is also followed by the College. The College utilizes Program Advisory Board Committees to assist in the establishment, additions and/or changes to current programs. EFAA (LEGAL)

Associate of Arts, Associate of Arts in Teaching, and Associate of Science Degree Program Length

The Associate of Arts (AA), Associate of Arts in Teaching (AAT), and Associate of Science (AS) degrees are all required to consist of 60 credit hours as specified by the Texas Higher Education Coordinating Board (THECB). These requirements can be located in the [Texas Administrative Code, Chapter 9, Subchapter J, §9.183-Degree Titles, Program Length, and Program Content](#). Additionally, Associate of Arts (AA) Associate of Arts in Teaching (AAT) and Associate of Science (AS) degrees at the college adhere to the 60 semester credit hours rule. At the present time there are [redacted] programs that have over the 60 hour credit requirement; however, these will be corrected for the Fall 2015 semester. With the exception of those programs that are over 60 hours, the College observes and follows the rules regarding program length for the associate degrees and certificate of completions as required by the *Texas Higher Education Coordinating Board (THECB)* and the *Texas Education Code*. The [general education core curriculum requires 42 hours](#) for the AA, AAT, and AS degrees with the exclusion of approved field of studies. This information can be found in [Texas Administrative Code, Chapter 9, Subchapter J, §9.183-Degree Titles, Program Length, and Program Content](#).

Associate of Applied Science Degree and Certificate Program Length

The Texas Higher Education Coordinating Board (THECB) publishes *The Guidelines for Instructional Programs in Workforce Education (GIPWE)*. This publication specifies the semester credit hour requirements for workforce (Associate of Applied Science) degrees. Chapter Three in GIPWE affirms that the AAS degree is limited to 60 credit hours. Not all of the programs comply with the 60 credit hours; however, they will be in compliance for the Fall 2015 semester. Programs that offer Level 1 Certificates according to GIPWE, Chapter Three are limited to 15-42 credit hours and Level 2 Certificates are limited to 43-59 credit hours. All certificate programs that the college offers fall between the 15-42 credit hour limits.



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Supporting Documentation

Document Name	Location
2013-2014 College Catalog	http://myspccatalog.alamo.edu/
2013-2014 Core Curriculum Selection List	http://myspccatalog.alamo.edu/content.php?catoid=92&navoid=3137
Alamo Colleges Program Coordination Guidelines for Reviewing Program Requirements	http://alamo.edu/uploadedFiles/District/Employees/Departments/Ethics/pdf/policies/E.1.6-Policy.pdf
Texas Administrative Code	http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=9&rl=183 Title 19, Part 1 Chapter 9, 9.183
THECB The Guidelines for Instructional Programs in Workforce Education (GIPWE)	http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/GIPWE2010/GIPWE2010.pdf
THECB The Guidelines for Instructional Programs in Workforce Education (GIPWE), Chapter Three	http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/GIPWE2010/GIPWE2010.pdf
Texas Administration Code	Title 19, Part 1, Chapter 4, Subchapter B, Rule §4.28 (a1) http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&ti=19&ch=4&rl=28
Texas Higher Education Coordinating Board	Title 19, Chapter 9, Subchapter J, 19 TAC §§9.183 http://texinfo.library.unt.edu/texasregister/html/2004/jun-11/PROPOSED/19.EDUCATION.html
Texas Administration Code	Title 3, Subtitle B, Chapter 61, Subchapter A 61.822 (a-1) (b) (c) http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.61.htm
Alamo College Board Policies	EFAA (LEGAL)