

Substantive Change Cover Sheet

1. Complete and submit a Substantive Change Cover Sheet with every substantive change submission.
2. Submit substantive changes as separate submissions except as permitted by policy.
3. Multiple changes in one submission, except as allowed by policy, will be returned.
4. An invoice will be issued, if required, when action is taken; no need to send payment until invoiced.

INSTITUTIONAL INFORMATION

INSTITUTION NAME (NO ABBREVIATIONS) St. Philip's College	MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY) San Antonio, Texas
IS THE INSTITUTION CURRENTLY ON REIMBURSEMENT FOR TITLE IV FEDERAL FUNDING? <input type="radio"/> Yes <input type="radio"/> No <input type="checkbox"/> If "Yes" see policy for approval process requirements.	OFFICE USE

SUBSTANTIVE CHANGE RESTRICTION

1. Is the institution currently on Warning, Probation, or Probation for Good Cause?	<input type="radio"/> Yes	<input type="radio"/> No
2. Was the institution placed on Warning, Probation, or Probation for Good Cause on or after September 3, 2020, and subsequently removed from sanction?	<input type="radio"/> Yes	<input type="radio"/> No
3. Is the institution currently under provisional certification for participation in federal financial aid programs?	<input type="radio"/> Yes	<input type="radio"/> No
If ANY are "Yes" the institution is on SUBSTANTIVE CHANGE RESTRICTION . Refer to the <i>Substantive Change Policy and Procedures</i> for differential requirements and conditions.		◀◀

SUBMISSION INFORMATION

SUBSTANTIVE CHANGE TYPE (ONLY USE DESCRIPTIONS DEFINED IN POLICY) Approval of New OCIS	SUBMISSION DATE 08/27/2021	IMPLEMENTATION DATE 01/24/2022
SUBSTANTIVE CHANGE DESCRIPTION Proposed expansion of dual credit offerings to greater than 50% of an Associate of Arts		

OFF-CAMPUS INSTRUCTIONAL SITES /ADDITIONAL LOCATIONS RELATED TO THIS SUBMISSION

	Site Name	Address	City	State	ZIP Code	Country
1.	Davenport High School	23255 FM 3009	San Antonio	TX	78266	USA
2.						
3.						
4.						
5.						

PROGRAMS RELATED TO THIS SUBMISSION

	Program Name (to include discipline)	Credential (Diploma, Bachelor of Arts, etc.)	Instructional Level (undergrad/grad)
1.	Associate of Arts	Associate of Arts	undergrad
2.			
3.			
4.			
5.			

SUBMITTED

I certify the information on this form is correct and accurately represents the current status of the institution at the time of submission.

LIAISON or CEO NAME 	EMAIL ADDRESS gjohnson@alemo.edu	Suggest electronically signing with Adobe Acrobat when complete and before submitting (optional).
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Dr. Kevin Sightler, Director of Substantive Change
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Dear Dr. Sightler,

In accordance with the Southern Association of Colleges and Schools Commission on Colleges' *Principles of Accreditation: Foundations for Quality Enhancement*, St. Philip's College is pleased to request approval to offer students the opportunity to complete greater than 50% of the coursework required for Associate of Arts at the following high school location:

Davenport High School
23255 FM 3009
San Antonio, TX 78266

We anticipate that greater than 50% of the necessary coursework leading to Associate of Arts may be obtained by students beginning in the spring 2022 semester.

I look forward to continually working to ensure that St. Philip's College complies with all guidelines set forth by the Southern Association of Colleges and Schools Commission on Colleges. Please let me know if you have any questions or need any clarification.

Sincerely,

A handwritten signature in cursive script, reading "Adena Williams Loston".

Adena Williams Loston, Ph.D.
President

C: George Johnson, SACSCOC Accreditation Liaison, St. Philips College

ST. PHILIP'S COLLEGE

1801 Martin Luther King Drive, San Antonio, Texas 78203

SACSCOC Substantive Change Prospectus



Substantive Change Prospectus
for approval of new off-campus instructional site:

Davenport High School

Prepared by St. Philip's College

Submitted to the Southern Association of Colleges and Schools
Commission on Colleges

Contact for questions regarding the prospectus

George Johnson
Interim Vice President for College Services
(210) 486-2597
gjohnson@alamo.edu

List Degrees the institution is authorized to grant:

- Associate of Arts
- Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education FOS
- Associate of Arts in Teaching 7-12 and Other EC-12 FOS
- Associate of Science

St. Philip’s College is authorized to grant the **Associate of Applied Science** degree in the following areas:

Advanced Manufacturing Technology	Electrical Trades
Air Conditioning and Heating	General Motors Automotive Service Educational Program
Air Conditioning and Refrigeration	Health Information Technology
Aircraft Technician Airframe	Histologic Technician
Aircraft Technician Powerplant	Hospitality Management
Automated Industrial Process	Hotel Management
Automotive Technology	Information Technology Cybersecurity Specialist
Baking and Pastry Arts	Information Technology Network Administrator
Biomedical Engineering Technology	Invasive Cardiovascular Technology
Bookkeeping Specialist	Medical Laboratory Technician
Business Management and Technology	Nursing: Career Mobility – LVN to RN/Military to RN
CISCO Networking and Integrated Systems	Occupational Therapy Assistant
CNC Manufacturing Technician	Office Systems Technology
Collision/Refinishing Technician	Physical Therapist Assistant
Computer Maintenance Technology Technician	Power Generation and Alternative Energy
Construction Business Management	Radiography Technologist
Construction Technology	Respiratory Care Technology
Culinary Arts	Restaurant Management
Diagnostic Medical Sonography	Surgical Technology
Diesel Construction Equipment Technician	Vision Care Technology
Diesel/Light to Heavy Truck Technology	Web and Mobile Developer

Early Childhood and Family Studies	Welder/Welding Technologist
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St. Philip's College is authorized to grant **Level 2 Certificates** in the following programs/majors:

- Aircraft Mechanic Airframe
- Aircraft Mechanic Powerplant
- Automated Industrial Process Mechanic
- Baking Principles
- Catering Management
- Computer Engineering Technology Technician
- Culinary Studies
- Early Childhood and Family Studies
- Histologic Technician
- Hospitality Management Fundamentals
- Hotel Select Service Property Management
- HVAC Technician
- Office Administration Specialist I (OAS)
- Payroll Specialist
- Power Generation and Alternative Energy
- Restaurant Supervision
- Vocational Nursing

St. Philip's College is authorized to grant **Level 1 Certificates** in the following areas:

Advanced Diesel Heavy Equipment	Healthcare Technician: Phlebotomy
Aircraft Structures Mechanic	Hotel Limited Service Property Management
Aircraft Turbine Mechanic	Hotel Rooms Division
Artisan Breads & Specialty Desserts	HVAC Installer
Automated Industrial Process Associate	HVAC Technician
Automotive Heating and Air Conditioning Specialist	Industrial Maintenance Assistant
Automotive Performance Specialist	Inert Gas GTAW/GMAW Welder (MSGW)
Automotive Technology	Information Technology Cybersecurity Specialist
Baking Principles	Manufacturing Maintenance Associate
Brake and Front End Specialist	MCSE: Server Infrastructure
Cake Decorating	Nurse Aide for Health Care
Catering Management	Office Applications Specialist (OAS)
Chocolates and Plated Desserts	Plumber's Helper
Cisco Systems Networking	Plumbing Trades
CNC Operator	Power Generation and Alternative Energy

Collision Technology	Principles of Hotel Food and Beverage Management
Computer Engineering Technology Assistant	Production Tool Operator / Maintenance Assistant
Construction Technology	Refinishing Technology
Culinary Studies	Refrigeration
Diesel Heavy Equipment	Restaurant Supervision
Diesel/Light to Heavy Truck Technology Brake and Front End Specialist	Small Business Management
Diesel/Light to Heavy Truck Technology	Structural/Pipe Layout
Electrical Trades Helper	Transmission Specialist
Electrical Trades	Web and Mobile Developer
GM Light Maintenance Repair	

St. Philip's College is authorized to grant **Occupational Skills Achievement Awards** in the following programs/majors:

Android Application Developer	Fundamentals of Business Communication
Basic HVAC Helper	Human Patient Simulation Technology
Basic HVAC Installer	Information Technology Specialist
Cloud Computing	Microsoft Office Specialist
CompTIA Linux+ Certification Preparation	Power Generation and Alternative Energy
CompTIA Security + Certification Preparation	Social Media Specialist
Cyber First Responders	Web Designer Apprentice I
Diesel/Light to Heavy Truck Technology Mechanic Helper I	Web Designer Apprentice II
Diesel/Light to Heavy Truck Technology Mechanic Helper II	

Enhanced Skills/Advanced Technical Certificate

- Automotive Specialized Tuning and Enhancement Program, Enhanced Skills Certificate
- Computed Tomography Enhanced Skills Certificate
- Healthcare Technology Management Enhanced Skills Certificate
- Magnetic Resonance Imaging Enhanced Skills Certificate
- Medical Imaging Technology Enhanced Skills Certificate
- Cardiac Sonography Advanced Technical Certificate

List certificate, diploma and degree programs related to the proposed program

Associate of Arts

List of existing approved 50% off-campus sites and their addresses

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Courses and Programs
St. Philip's College-Southwest Campus	800 Quintana Road San Antonio, TX 78211	General Academic and Vocational Courses
Central Texas Technology Center (CTTC)	2189 FM 758 New Braunfels, TX 78130	General Academic and Vocational Courses
Memorial Early College High School with St. Philip's College	1419 N. Business IH-35 New Braunfels, TX 78130	General Academic Courses
Brackenridge Early College High School	4900 Eagleland Drive San Antonio, TX 78210	General Academic Courses
Seguin Early College High School	815 Lamar Street Seguin, TX 78155	General Academic Courses
Alamo Heights High School	6900 Broadway San Antonio, TX 78209	General Academic Courses
Bandera High School	474 Old San Antonio Hwy. Bandera, TX 78003	Level 1 Cert Welding
Bracken Christian Academy	670 Old Boerne Rd. Bulverde, TX 78163	General Academic Courses
Luther Burbank High School	1002 Edwards St. San Antonio, Texas 78204	Level 1 Cert. Catering Mgmt., Office Applications Specialist
Calvary Chapel Christian Academy	2935 Pat Booker Rd. Suite 118 Universal City, TX 78148	General Academic Courses
Canyon High School	1510 IH 35 North New Braunfels, TX 78130	General Academic Courses
Canyon Lake High School	8555 RM 32 Fischer, TX 78623	General Academic Courses
Career & Technology Education Center (NEISD)	3736 Perrin Central, Bldg. #4 San Antonio, TX 78217	Level 1 Cert. Brake & Front End
Samuel Clemens High School	1001 Elbel Road Schertz, TX 78154	Level I Cert. Catering Mgmt.
Robert G. Cole High School	4001 Winans Rd. San Antonio, TX 78234	General Academic Courses
Cyber P-TECH USA at Sam Houston High School	4635 East Houston St. San Antonio, TX 78220	AAS Cybersecurity Level 1 Cert. Culinary Studies
First Baptist Academy	1401 Pat Booker Road Universal City, TX 78148	General Academic Courses
Gloria Deo Academy	1100 Bulverde Rd. Bulverde, TX 78163	
Highlands High School	3118 Elgin Ave San Antonio, TX 78210	Level 1 Cert. Office Applications Specialist
Ingram Tom Moore High School	510 Hwy. 39 Ingram, TX 78025	General Academic Courses
Judson High School	9142 FM 78 Converse, TX 78109	General Academic Courses, Level 1 Cert. Brake & Front End

Lanier High School	1514 W. Cesar E. Chavez Blvd. San Antonio, TX 78207	Level 1 Cert. Restaurant Supervision
La Vernia High School	225 Bluebonnet Rd. La Vernia, TX 78121	General Academic Courses
Lifegate Christian School	395 Lifegate Lane Seguin, TX 78155	General Academic Courses
Lytle High School	18975 W. Farm to Market 2790 S. Lytle, TX 78052	Level 1 Cert. Plumbing Trades
Navarro High School	6350 North State Hwy 123 Seguin, TX 78155	General Academic Courses
Poteet High School	800 Leming Road Poteet, TX 78065	Level 1 Cert. Brake & Front End
Smithson Valley High School	14001 Hwy 46 West Spring Branch, TX 78070	General Academic Courses
Southside High School	19190 Hwy 281 South #2 San Antonio, TX 78221	Level 1 Cert. Inert Gas GTAW/GMAW Welder
St. Gerard Catholic High School	521 South New Braunfels Avenue San Antonio, TX 78203	General Academic Courses
Stockdale High School	500 South 4th Street Stockdale, TX 78160	General Academic Courses
Vanguard Christian Institute	43360 IH 10 West Boerne, TX 78006	General Academic Courses
Veterans Memorial High School	7618 Evans Road San Antonio, TX 78266	General Academic Courses
Karen Wagner High School	3000 N. Foster Rd. San Antonio, TX 78244	General Academic Courses
Earl Warren High School (Construction Careers Academy)	9411 Military Drive West San Antonio, TX 78251	AAS Construction Technology Level 1 Cert. Electrical Trades

List of existing 25% off-campus sites and their addresses

Fort Sam Houston	Army Education Center Bldg. 2268, Rm. 207 2478 Stanley Road Fort Sam Houston, TX 78234	General Academic, Technical and Vocational Courses
Lackland Air Force Base	1550 Wurtsmith St. Lackland AFB, San Antonio, TX 78236	General Academic, Technical and Vocational Courses
Randolph Air Force Base	301 B Street West Randolph AFB, San Antonio, TX 78148	General Academic, Technical and Vocational Courses
Agape Christian Academy	La Vernia Christian Teaching Center 10688 U.S. Hwy 87 West La Vernia, TX 78121	
Alamo University Center (AUC)	8300 Pat Booker Road Live Oak, TX 78233	Vocational Courses

Westside Education Training Center (WETC)	563 Southwest 40 th Street San Antonio, TX 78237	Vocational Courses
William J. Brennan High School	2400 Cottonwood Way San Antonio, TX 78253	
Luther Burbank High School	1002 Edwards St. San Antonio, Texas 78204	Vocational Courses
Davenport High School	23255 FM 3009 San Antonio, TX 78266	General Academic Courses
East Central High School	7173 Farm to Market 1628 San Antonio, TX 78263	Level 1 Cert. Welding
East Central CAST Lead	7173 Farm to Market 1628 San Antonio, TX 78263	Level II Cert. Hospitality Management Fundamentals
Thomas Edison High School	701 Santa Monica San Antonio, TX 78212	Level 1 Cert. Restaurant Supervision, Catering Mgmt.
Floresville High School	1813 Tiger Lane Floresville, TX 78114	
George Gervin Academy	3030 E. Commerce St. San Antonio, TX 78220	General Academic Courses
Harlandale High School	114 East Gerald Ave. San Antonio, TX 78214	
Harmony Science Academy	8505 Lakeside Parkway San Antonio, TX 78245	Vocational Courses
Hill Country College Preparatory High School	21077 State Highway 46 West Spring Branch, TX 78070	General Academic Courses
John Jay High School	7611 Marbach Road San Antonio, TX 78227	Level 1 Cert. Transmission Specialist, Catering Mgmt.
Living Rock Academy	2500 Bulverde Rd. Bulverde, TX 78163	General Academic Courses
James Madison High School	5005 Stahl Rd. San Antonio, TX 78247	
John Marshall High School	8000 Lobo Ln. San Antonio, TX 78240	Level 1 Cert. Catering Mgmt.
McCollum High School	500 W. Formosa Blvd San Antonio, TX 78221	
Memorial High School	1227 Memorial St. San Antonio, TX 78228	Level 1 Cert. Catering Mgmt.
River City Christian School	5810 Blanco Road San Antonio, Texas 78216	
San Antonio Christian High School	19202 Redland Rd. San Antonio, TX 78259	
School of Excellence	Milton B. Lee Academy of Science and Engineering 1826 Basse Rd. San Antonio, TX 78213	General Academic Courses
School of Science and Technology	1450 North East Loop 410 San Antonio, TX 78209-1543	General Academic Courses

Seguin High School	815 Lamar Street Seguin, TX 78155	General Academic Courses
South San Antonio High School	7535 Barlite Blvd. San Antonio, TX 78224	Vocational Courses
Southwest High School	11914 Dragon Lane San Antonio, TX 78252	
Southwest Preparatory School	1258 Austin Hwy., Bldg. 1 San Antonio, TX 78209 6535 Culebra Road San Antonio, TX 78238	General Academic Courses
Town East Christian High School	2030 Bible Street San Antonio, TX 78220	General Academic Courses

Contents: Institutional Review

Administrative Oversight	1
Academic Assessment and Evaluation	1
Long-range Planning Process	3
Financial Resources and Stability	6

Contents: Site Review

Abstract	7
Relationship to SPC Mission	8
Determination of Need/Approval Process and Faculty Involvement	9
Legal Authority	9
Educational Program and Course Schedule	9
Faculty Qualifications	11
Library and Learning Resources	12
Student Support Services	14
Physical Resources	17
Financial Resources	18

Contents: Appendices

Appendix A Memorandum of Understanding
Appendix B College Scorecard
Appendix C Financial Statements and Audits
Appendix D Degree Plan and Course Descriptions
Appendix E Faculty Roster Form - Proposed
Appendix F High School Resource Details

INSTITUTIONAL LEVEL REVIEW: ADMINISTRATIVE OVERSIGHT

Davenport High School comes under the supervision of the Dean for Academic Success Creative and Communication Arts, Science and Technology and receives support from High School Programs, also under the Dean for Academic Success Creative and Communication Arts. The Director of High School Programs, Student Support Services staff, and relevant academic faculty serve as the college liaisons to area high schools and provide support by facilitating student advising, registering students for classes, coordinating acquisition of textbooks, posting grades, ensuring transcript availability, and ensuring oversight of the faculty and curriculum through the department chairs. The Dean and Director also work with key personnel at St. Philip's College to help arrange student support services such as Disability Services as well as access to library resources.

Faculty will be hired, if not currently employed, by Comal ISD. St. Philip's College reviews faculty credentials to assure all faculty meet SACSCOC and local instructor credentialing requirements prior to teaching college level courses (2018 *Principles* 6.2.a). Once confirmed by St. Philip's College, faculty are considered adjunct faculty of St. Philip's College and participate in training and information sessions as do all other St. Philip's College adjuncts. Courses are taught with the same rigor as on-campus classes and students are assessed with the same student learning outcomes criteria as all other students attending St. Philip's College.

ACADEMIC ASSESSMENT and EVALUATION

St. Philip's College uses integrated and cyclical processes for overall institutional assessment and improvement, including Strategic Planning as well as Operational Unit and Assessment Planning (OUAP). This process applies to all off-campus sites and locations. Additional institution-wide assessments that are specific to educational programs include Student Learning Outcomes Assessment and Instructional Unit Review. Collectively these approaches provide broad-based student, faculty, staff, and administrative participation in assessment activities that affect the whole college community.

Davenport High School courses offered are equivalent to those offered at St. Philip's College; the procedures for systematic evaluation and assessment of instructional results, including the process of monitoring and evaluating programs are the same. Educational content and student learning outcomes for the Associate of Arts is identical. St. Philip's College assesses overall institutional effectiveness through the Planning, Budgeting, and Assessment (PBA) Cycle. The goal of the intensive College-wide review process is to determine effectiveness of programs and services to support the College mission and goals and to identify opportunities for improvement. The Operational Unit and Assessment Planning (OUAP) component of this process is performed annually and affords departments the opportunity to regularly review data, including pertinent Key Performance Indicators such as graduation and transfer rates, perform environmental scanning, and research best practice.

St. Philip's College assesses student satisfaction of support programs and services using the national **Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI)**, administered every *even* year, spring semester. The survey most recently was administered in fall 2020, having been postponed in spring 2020 due to COVID-19. The next administration is scheduled for spring 2022. The instrument helps to determine student perceptions of the College, including importance of and satisfaction with educational support programs and services. The SSI aggregates the survey questions and responses under eight scales: Academic Advising, Admissions and Financial Aid, Campus Climate, Campus Services, Instructional Effectiveness, Registration Effectiveness, Safety and Security, and Student Centeredness.

St. Philip's College also participates in a national survey focusing on student perception of teaching, learning, and retention in community colleges. The **Community College Survey of Student Engagement (CCSSE)** indicates that students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relationships among groups on campus. The Community College Survey of Student Engagement (CCSSE) is administered each *odd* year, spring semester. The survey was administered in spring 2021 and is scheduled for spring 2023.

St. Philip's mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. The college has made great progress in analyzing, designing, developing, implementing, and evaluating its performance in all modes of instructional delivery. The Vice President for Academic Success (VPAS) oversees educational programs implemented by faculty and supporting departments. Using input from regulatory agencies, business and industry, students, educational institutions, and a scan of best practices, faculty design curriculum and learning environments based on best practices, engage in professional development, develop instructional strategies and assessments, implement new or enhanced instruction, assess instruction through formal processes, and make improvements based upon the evidence gained from the assessments to ensure quality output.

Key to the development of curriculum and teaching strategies is a definition of student learning outcomes. St. Philip's College adopts its **Institutional Student Learning Outcomes (ISLOs)** for educational programs from the Texas Higher Education Coordinating Board (THECB). Effective fall 2014, the Texas Higher Education Coordinating Board (THECB) promoted the following core objectives and competencies: Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. In conjunction with these core objectives, the College's Quality Enhancement Plan (QEP) assesses Ethical Decision Making. All of the competencies described in the Institutional Student Learning Outcomes (ISLOs) are embedded within the College's general education core. Instruction within the core contains educational experiences that help students achieve and demonstrate competency in all areas.

The college uses a **Scorecard** to tie goals, measures, benchmarks, supporting documentation and results in a consolidated format. It also provides trend data, which is used to inform

targets for the next year. The scorecard makes it very easy to see where and how data is being used. For example, Quality Enhancement Plan (QEP) results influence our productive grade, employment, transfer, and licensure passage rates. They are also components of our overall performance excellence. Programs can use the scorecard to see how they are part of the college's overall performance and goals. (See [Appendix B](#)).

LONG-RANGE PLANNING PROCESS

Strategic Planning Process: SPC conducts systematic, iterative strategic planning every year to ensure that timely and effective strategy formulation and organizational response to emerging strategic challenges and other priorities takes place. The SPC **Good to Great Strategic Planning Process (GTG Planning)** is the means to accomplish this objective. GTG Planning produces **Strategic Objectives (SOs), College Action Plans (CAPs), Unit Plans,** and aligned **Key Performance Indicators (KPIs) and Targets** for the College and its Units reaching out over a three-year timespan. It consists of four stages: **Defining, Formulating, Implementing,** and **Evaluating.** College staff, administrators, and representatives from student government, faculty senate, staff senate, and the community and local businesses play significant roles by serving on committees, producing reports, conducting reviews, participating in surveys and campus events, and communicating their views regarding opportunities and challenges facing the College. Many activities occur multiple times within each stage to ensure organizational alignment in all institutional work systems.

SPC's process is aligned and integrated with Alamo Colleges District (ACD) strategic planning which begins with a **Stakeholder's Strategic Planning Retreat (SSPR)** held during February each year. Please note: Due to the COVID-19 Pandemic, ACD changed the dates of their strategic planning sessions; SPC did the same to ensure integration of this work was sustained between the district and college. This planning kick-off event includes involvement of each of the Colleges and ACD Units, and produces the three-year ACD top level SOs and Goals that provide direction to the entire organization. With the ACD plan as a guide, SPC begins its integrated **Planning, Budgeting, Assessment (PBA) Cycle** to align with the ACD plan and address specific strategic requirements. The PBA Cycle integrates short- and long-term planning, resource allocation to support the plan, and assessment of plan effectiveness.

The first stage of GTG Planning is **Defining** the College's opportunities and challenges. This stage begins in the Assessment Cycle in mid-September with the **Operational Unit Assessment Plan (OUAP) Report Outs**, during which all operational units provide progress reports on the status of the current action plans, targets met, key achievements, improvements, and identify potential blind spots over a two-week period to SPC's senior leaders. The report outs help determine and identify the best opportunities to pursue in order to develop future plans to achieve continued growth and improved performance. During a cycle of learning three years ago a decision was made that all operational units must include an innovative activity and utilize the Four Disciplines of Execution methodology to manage its completion. The selected innovation is reported out along with other operational objectives so other employees can learn about the activity for potential inclusion in their area. Decisions are made during this

time to pursue the innovation further using the college's Rapid Innovation Process (RIP), or not to continue with this activity. The Defining stage is integrated with the **Assessment Cycle**, which includes the Collection of Artifacts to measure Student Learning Outcomes (SLOs), the OUAP Mid-Year Review, Instructional Unit Reviews (IURs), Departmental Unit meetings, monthly Division meetings, and the Vice President for Academic Success (VPAS) Council meeting so as to inform those involved in development of the next plan. These activities identify shortfalls, emerging threats, budget obstacles, new opportunities, blind spots, and the progress being made on the unit plans. The Defining stage concludes in June when data from the previous year has been collected and evaluated in support of the SSPR and next plan cycle. The second stage, **Formulating** the SPC strategic plan, begins with the GTG Planning Retreat in March and concludes in August at the **All College Meeting (ACM)**. The GTG Retreat determines how to align the SPC plan to that of ACD along with an integrated intelligent risk assessment to develop plans to address priority College requirements and other innovations to pursue. It is the foundation for all key strategic planning activities, and the cornerstone for institutional effectiveness. The GTG Retreat evokes innovation in its team approach to problem solving, creating strategic solutions to key challenges, and identifying opportunities for future success. Participants in the event include representation from all internal constituencies - leadership, faculty, staff, and students – as well as representation from all functional areas of the College. The process followed at the retreat includes a review of the OUAP Report Outs and updates on progress being made in the current year plan; a review of an environmental scan (ES) examining social, economic, technological, and regulatory information; completion of a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats); and a review of the SPC Scorecard, which contains the KPIs and Targets and shows the progress made toward achieving these goals during the previous 3 years.

The attendees then translate ES, SWOT and SPC Scorecard analysis into key strategic challenges and advantages by brainstorming to derive new ideas and determine how to add value to existing approaches and previous achievements based on our core competencies and Mission, Vision, and Values. The GTG attendees are assigned to groups which are comprised of representatives from key work units and each group works through the process independently. The cumulative results from the individual groups are collected and all attendees then deliberate and refine the results to produce the top strategies for meeting institutional priorities and the College Wildly Important Goal (WIG). SLs are at the retreat; however, they do not execute authority in decision making, thereby promoting greater creativity, boldness, and innovation. The iteration of evaluation in a small intimate group and then the large group optimizes our ability to identify blind spots, refine strategic challenges and advantages, and lay the foundation to identify and prioritize opportunities for improvement.

The findings of this review are then compared with the current Strategic Objectives (SOs), College Action Plans (CAPs), Key Performance Indicators (KPIs), and Targets to determine whether they will remain the same or if adjustments are needed. Specific changes are determined by the group and a proposal is developed to provide to the SLs for review, risk assessment, and confirmation. After the retreat, senior leaders (SLs) discuss the GTG Retreat proposal and finalize the strategic plan. A GTG Follow-up is conducted no later than July and

allows the key stakeholders to review and affirm the plan for the next year. The new plan is then presented to employees at the ACM and through Leadership Council, Department meetings, and Division meetings. Last, during the most recent cycle of learning in 2019-2020 and the significant impacts of COVID-19 on the college and its community, SPC's SLs decided to employ the Future Search methodology to gain a deeper understanding of the issues noted during our environmental scan and then integrate the accompanying bottom-up refinement from employees, Departments and Divisions into potential future SOs, CAP, and MVV modifications; (more information on Futures Search below).

The third stage involves **Implementing** the SOs and CAPs. Extensive training and coaching occur throughout the academic year to ensure that the College plans are understood, developed, and implemented at the appropriate levels. In addition, standing and special committees are formed to assist with plan implementation. VPs, Deans, Department Chairs, Directors and other leaders use the College SOs and CAPs as a guide to the development of the Unit Plans from March to August, and OUAP Report-Out information for the previous year is completed from August through September. Each Unit Plan must align with the SPC strategic plan to support the SOs and CAPs and also address their own priorities for improvement or innovation. Implementation continues throughout the year and is examined during the OUAP Mid-Year Review. Action plans are created in response to unforeseen barriers identified during that review, targets not being met, or plans falling behind schedule. The Implementing stage is integrated with the Budget Cycle to ensure plans and plan modifications are funded to the maximum extent possible.

The fourth stage involves **Evaluating** the impact of the SOs, CAPs, and Unit Plans. This stage consists of: Institutional Student Learning Outcome (ISLO) Assessment, ISLO Rubric Assessment Day, ISLO Assessment Findings, and Institutional Unit Review (IUR) Findings. The evaluations are conducted annually by an appointed committee chair and based on evaluation of defined criteria. Like the Implementing stage, Evaluating is ongoing, with culmination occurring after the academic year is complete and data have been collected. The OUAP Report Outs in September and October provide an opportunity to address new initiatives such as Resource Allocation Form (RAF) requests, mandates, and changes impacted by internal and external threats. Additional meetings, reports, and surveys allow the College community to analyze data to re-define opportunities and challenges.

The PBA Cycle keeps the strategic plan in alignment, thus providing accountability, innovation, and risk-taking with a focus on effectiveness so improvements can be made. A GTG Retreat Strategic Planning survey is used along with day of event suggestions to help refine and improve the strategic planning process. Providing read ahead documents to participants before the initial retreat was an example of a process improvement action gleaned from our survey results.

As part of the long-range planning process, a **futures search** study for St. Philip's College began in August 2020 with a Call to Conversation regarding the uncertain times surrounding life in San Antonio and across the United States. The Futures Search approach leverages bottom-up,

creative initiative formulation to develop potential future states at the 3, 5, and 10-year time horizon. Challenges become opportunities as this bottom-up refinement of SOs, CAPs, and the MVV is integrated into subsequent strategic planning.

The methodology used for the SPC Futures Search followed the Society for College and University Planner (SCUP) guidelines for stakeholder analysis and engagement. By asking ALL stakeholders within the campus questions about SPC’s future, input was gathered from faculty, administration, staff, and students. The goal was to hear concerns, to seek input on the campus, and to chart options for the future. It was paramount to know what the campus community was thinking and where campus stakeholders saw the direction of the campus going as we move forward. The design used for the SPC Futures Search relied upon the world café approach to future searching combined with David Morgan’s focus group model. To adapt to a Level V COVID “stay home, stay safe” environment, all focus groups were held online. Analysis of data collected relied upon Dedoose qualitative data analysis software for focus group responses and SPSS version 27 for quantitative analysis for demographics.

The pandemic and its effects on local economies are uncertain at this time; however, participants were asked to consider what the next two to three years will look like at SPC as a way to provide an initial structure for strategic goal setting to extend into 2030. From this foundation, the process shifted to college departmental feedback, trends, and priorities that informed divisional emphasis and subsequently, college-wide planning.

FINANCIAL RESOURCES and STABILITY

The following table provides expenditures for St. Philip’s College for the academic year 2020-2021.

FY 20-21 Expenses by Functional Category	
Instruction	\$29,341,298
Academic Support	\$6,202,489
Student Services	\$7,030,695
Institutional Support	\$3,659,304
Operations and Maintenance	\$22,900
Public Service	\$114,862
Auxiliary	\$117,353
Transfers	\$1,336,511
Total	\$47,825,412

For the most recent financial statement audits and most recent financial aid audit, please see [Appendix C](#).

SITE-SPECIFIC REVIEW: ABSTRACT

St. Philip's College (SPC) Divisions of Arts and Sciences and Applied Science and Technology – MLK respectfully request approval to expand the dual credit program with Davenport High School located at 23255 FM 3009 San Antonio, Texas 78266. The proposed expansion will offer the opportunity for students to achieve 50% of an Associate of Arts.

The planned implementation for this change is the spring 2022 semester. It is projected that the dual credit partnership between SPC and **Davenport High School** will serve 40 students of the high school's anticipated 837 enrolled students. The partnership between St. Philip's College and Davenport High School will be ongoing, and dual credit courses open to all students who meet the college entrance requirements. The courses in this program will be held at the following off-campus site:

Davenport High School
23255 FM 3009
San Antonio, Texas 78266

The proposed program will offer college classes at a lowered cost and meet a need in our service area. The program targets high school students who have an interest in acquiring an associate degree while pursuing a high school diploma. Not only will successful completion of the program reduce the time to complete a college degree and cost of higher education, this program also starts student on their path in an environment where they have added support systems in place.

Instructional delivery will be accomplished through combination of face to face and virtual instruction offered at Davenport High School. Instructional teams at Davenport HS are supported by the district office and the implementation of Collaborative Team Cycles. In the campus Collaborative Team Cycle (CTC) process, teacher teams analyze instruction and student progress on a weekly basis. Teachers at Davenport are also trained in Project Based Learning (PBL). PBL is implemented organically within the curriculum.

Institutional strengths that facilitate the offering of the proposed program

1. Over 100 years of experience offering quality educational opportunities
2. Diversity – Dual federal designations as a Historically Black College or University (HBCU) and a Hispanic Serving Institution (HSI)
3. Outcomes for educational programs are identified, assessed, and used to provide evidence of improvement
4. Cyclical and systemic Planning, Budgeting, and Assessment (PBA) Cycle
5. Annual Strategic Planning and Unit Planning Process
6. Long and healthy history of dual enrollment offerings across the service area including those with the school districts addressed in this prospectus
7. Highly qualified and experienced staff and faculty (SACSCOC, Comprehensive Standard 6.2.a)
8. Strong and substantive faculty development programs
9. Information technology support
10. Nurturing and supportive environment for students

BACKGROUND, CONTEXT, and RELATIONSHIP TO SPC MISSION

St. Philip's College is the only community college in the nation that is federally designated as a Historically Black College (HBCU) and a Hispanic-Serving Institution (HSI). St. Philip's College was founded in 1898 by the Episcopal Church as a sewing school for young black girls in the San Antonio area. From these humble beginnings, through extreme financial challenges during the depression, desegregation and the civil rights movement in the 1950s and 1960s, massive expansions in the 1970s, and into the present, St. Philip's College has become a pillar in the community and often is referred to as "a point of pride in the community." Over the last 123 years and with the shift from parochial school to public institution, St. Philip's College has developed a culture that respects diversity, provides a nurturing and supportive environment for students, and guides students toward academic excellence as well as development of marketable job skills.

Key educational programs, offerings, and services at St. Philip's College include Associate Degree programs, Certificate programs, credit courses, and student support services. These educational programs, offerings, and services are vital for the institution to realize its vision and achieve its mission. St. Philip's College Mission Statement reads:

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through educational achievement and career readiness. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

Helping students gain individual economic independence, as well as supporting the community by being responsive to educational and workforce demands is at the heart of the St. Philip's College culture. The importance of Associate Degree and Certificate programs in meeting the St. Philip's College mission is substantial. Earning an associate degree or taking credit courses allows students an affordable pathway to transfer to a 4-year institution and/or to enter the workforce with skills to earn a living.

St. Philip's College core competencies of quality instruction, student engagement, and community engagement are steeped within the mission. Quality instruction is imperative for St. Philip's College to effectively respond to the needs of business and industry. Business stakeholders and constituencies depend on St. Philip's College to provide a reliable workforce who are skillfully trained and intellectually ready to perform effectively on the job. Four-year colleges also depend on St. Philip's College to adequately prepare students for transfer to their institutions academically ready to achieve success. The St. Philip's College external community depends on St. Philip's College to prepare residents for the workforce and academic opportunity, while empowering students through personal educational growth, ethical decision-making, career readiness, and community leadership.

Key St. Philip's College Goals and Strategic Objectives

#	Goal	Strategic Objective
1	Student Success	Provide academic and student support and align labor market-based pathways to achieve student completion

2	Leadership	Provide opportunities for St. Philip’s College students and employees to develop as leaders
3	Performance Excellence	Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness

DETERMINATION of NEED, APPROVAL PROCESS, and FACULTY INVOLVEMENT

The need to offer additional dual credit courses was determined through the student course selection process at the high school level. Students completing ENGL 1301 and ENGL 1302 selected ENGL 2322 and ENGL 2323 to continue their high school graduation plan. These dual credit courses were approved through a collaborative meeting with Comal ISD district personnel, Davenport High School Administration, and St. Philips College High School Programs personnel.

Faculty participated in planning meetings on December 4, 2020: Davenport Course Guide Meeting and January 5, 2021: Davenport Course Guide Meeting.

LEGAL AUTHORITY and OVERSIGHT

This change will allow Davenport High School students to fulfill the course requirements and program level outcomes for Associate of Arts program from St. Philip’s College, while attending courses at the following location:

Davenport High School
 23255 FM 3009
 San Antonio, Texas 78266

Students who take college level courses at the above-listed high school have to meet the same requirements for admissions, curriculum, and graduation requirements as the general population of students who attend St. Philip’s College. Students must meet the basic skill requirements and rigor for any college course they take, and must maintain a 2.0 GPA to graduate. Students enrolled in this program must meet the requirements to be enrolled according to the Memorandum of Understanding in place between **St. Philip’s College – Alamo Colleges District and Davenport High School, Comal ISD**. (See **Appendix A**).

EDUCATIONAL PROGRAMS and COURSE SCHEDULE

General Education Student Learning Outcomes at St. Philip’s College are:

- Critical Thinking: Ability to use inquiry and analysis, evaluation and synthesis of information and creative thinking and innovation.
- Communication: Ability to develop, interpret and express ideas through effective written, oral and visual communication for various academic and professional contexts.
- Empirical and Quantitative Skills: Ability to manipulate and analyze numerical data or observable facts resulting in informed conclusions.
- Teamwork: Ability to work effectively with other to support a shared purpose or goal and consider different points of view.

- Social Responsibility: Ability to demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.
- Personal Responsibility: Ability to connect choices, actions and consequences to ethical decision-making.

Associate of Arts degree requirements and course descriptions are listed in **Appendix D**. Below is a proposal of courses students can take following SACSCOC approval and faculty vetting:

Proposed Course Offerings	
Fall	Spring
ENGL 1301 Composition I	ENGL 1302 - Composition II
ENGL 2322 British Literature I: Anglo Saxon through Neoclassical	ENGL 2323 – British Literature II: Romanticism to the Present
HIST 1301 - United States History I	HIST 1302 - United States History II
SPAN 1411 Elementary Spanish I	SPAN 1412 Elementary Spanish II
SPAN 2311 Intermediate Spanish I	SPAN 2312 Intermediate Spanish II

St. Philip’s College adheres to the Carnegie Unit and the Student Hour definition of a credit hour as it applies today. A credit hour is the equivalent of one hour (50 minutes) of lecture time for a single student per week over the course of a semester, which is 16 weeks for St. Philip’s College. Dual credit courses offered will follow the same credit hour requirements as all other St. Philip’s College courses. All two-year Community Colleges in the State of Texas are under the guidance of the Texas Higher Education Coordinating Board (THECB) and must adhere to their guidelines when offering credit courses, as governed by the Texas Legislature. For general academic courses, the Lower-Division Academic Course Guide Manual (ACGM) defines the rules and regulations for assigning a semester credit hour (SCH) to courses within the college’s program offerings.

All pre-approved courses listed in the Lower-Division Academic Course Guide Manual (ACGM) correspond to course designations of the Texas Common Course Numbering System (TCCNS). Each entry begins with a common course prefix and number. In some cases, there may be a list of courses. Beneath the course or list of courses, a brief description appears along with a line listing the 10-digit approval number for the course and information about maximum Student Contact Hours (SCH) per student, maximum Student Contact Hours per course, and maximum contact hours per course. St. Philip’s College is in compliance with the Lower-Division Academic Course Guide Manual (ACGM). The following is an excerpt from the Lower-Division Academic Course Guide Manual (ACGM), page 94:

ENGL 1301 Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective 95 rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Note: ENGL 1301 is a pre-requisite for all 2000-level literature courses.

Approval Number	23.1301.51 12
maximum SCH per student	3
maximum SCH per course	3
maximum contact hours per course	64

Learning Outcomes

Upon successful completion of this course, students will:

- 1. Demonstrate knowledge of individual and collaborative writing processes.*
- 2. Develop ideas with appropriate support and attribution.*
- 3. Write in a style appropriate to audience and purpose.*
- 4. Read, reflect, and respond critically to a variety of texts.*
- 5. Use edited American English in academic essays.*

Credit Hours

A traditional course offered for 48 contact hours of lecture over a 16-week semester will earn three semester credit hours and carry a 3 in the second digit of the common course number. In general, one semester credit hour is awarded per 16 contact hours of lecture instruction and one semester credit hour is awarded per 32 to 48 contact hours of laboratory instruction.

Prerequisites: Demonstrate College Readiness through appropriate placement scores and/or completion of developmental sequence in English and/or Reading.

Integrated Reading & Writing Basic Skills Prerequisite: [INRW 0420](#)

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.

Semester Hours: (3-3-0)

CIP: 23.0401.51 12

FACULTY QUALIFICATIONS

Faculty who will be teaching college-level courses at Davenport High School will meet SACSCOC credentialing guidelines and will be identified as adjunct faculty for St. Philip's College. The majority of faculty will be employed as full-time teachers in their respective high school district/other site and will be assigned to teach at their respective high school. Consequently, there will be minimal impact on faculty workload at St Philip's College beyond the department chair's oversight of adjuncts teaching at each high school. Adjunct faculty members at Davenport High School will be provided the same oversight as all St. Philip's College adjunct faculty and will be expected to participate in professional development opportunities and required college and department meetings. All adjuncts have access to professional development and attend events such as the All College Meeting, Fiesta of Teaching Technologies, Master Teacher Certification, Canvas training, and other required or optional activities. Faculty will be evaluated according to Alamo Colleges District's procedures. (See **Appendix E** for Faculty Roster Form).

LIBRARY AND LEARNING RESOURCES

Students will have access to the same library services as any student attending St. Philip's College (SPC). Resources can be accessed in the St. Philip's College Center for Learning Resources (library) while the students are on the St. Philip's College campus, or through Internet access using the college's portal system - Alamo Colleges Educational Services (ACES) - or the College's website. In addition, students will have access to the library located at their respective high schools. The Library's mission is to develop and maintain a collection in a wide variety of formats, including electronic resources, document-delivery and other library services available to face-to-face, hybrid, and Distance Education learners and educators. The library strives to be responsive, professional, and sensitive to the needs of the diverse populations that St. Philip's College increasingly serves to include Distance Education and Campus-based full time and part-time students and educators. Resources are available for faculty and staff to enhance classroom instruction and meet the needs of students, faculty, staff, and administrators.

The St. Philip's College Library has two locations. The main location is in the Center for Learning Resources (CLR) located at 1801 Martin Luther King Dr. The second location is at Southwest Campus, Building 1, located at 800 Quintana Rd. Both libraries feature quiet, comfortable study areas, including group and individual study rooms. They offer computers with Internet and software programs for student projects, email, and research. Scanners and printers are provided, as well as rooms for library instruction and media viewing. Students may also check out laptops for in-library use. The Reference and Instruction librarians give tours and are available during operating hours for help with research and information literacy needs.

The Library's physical collections include books, music, CDs and DVDs, all of which may be checked out, as well as numerous print periodicals and reference materials for in-library use. If desired, videos may be viewed in the TV/DVD viewing room.

The library's web site provides patrons with quick online access to electronic resources such as e-books, articles, and other streaming media through the St. Philip's College online library catalog and electronic databases.

Other resources found on the web site include general library information, the catalog of library holdings, library guides, and library-service request forms. St. Philip's College faculty may contact any Librarian or complete a request form to schedule bibliographic/library instruction.

The following resources are available to all students:

- Library Catalog
- Electronic Databases
- InterLibrary Loan (ILL)
- TexShare Card
- Individual Research Assistance
- Ask Us (Email/Chat)
- How to Videos
- Links to Other Libraries

For further assistance to students and their research related needs, the College provides:

- Anatomical Models

- Assistive Technology for Special Needs
- Computers with Microsoft Office and Internet
- Printing and Scanning
- Current Magazines and Periodicals
- Individual and Group Study Areas
- Mobile Whiteboards
- Calculator Checkout

St. Philip's College students can request information and research related needs through an online "Ask Us" service. This service provides students the ability to email questions 24/7. In addition, students have the ability to chat with a librarian during library operating hours. Faculty and students can request library instruction training on-site or via video conferencing. Also available to students are Library Guides compiled by the librarians to assist students with their research and provide subject-specific assistance and other helpful information.

Davenport High School Library hours of operation are 7:30 AM to 5:00 PM Monday through Friday. The library encompasses 17,573 square feet with flexible seating and collaborative design spaces. With the specific design of the 'open library' concept, it allows for a more inclusive welcoming environment evident by the constant flow of students visiting the library to utilize the library resources. From physical library resources to online resources and curated materials to technology access, the library offers a variety of valuable benefits. Additionally, there is a small computer lab which includes 28 desktop computers for student /classroom use. The length of one library wall is comprised of a white board for group collaboration and four TV screens for students and teachers to project and share ideas, projects, and curriculum. Flexible furniture also lends itself to collaborative settings for students to learn together or study. Flexible collaborative seating throughout is part of the Davenport culture in an effort toward an engaged extension of the classroom, which lends itself to encouraging student engagement while learning. The librarian plans collaboratively with teachers and other key school leaders weekly during the Collaborative Team Cycles.

At the start of each school year, students are introduced to the resources available to them through organized class visits to the Davenport Library.

Available library resources include:

- GALE Academic ONEFILE: Complete source for peer-reviewed scholarly articles across all academic disciplines
- Britannica Enciclopedia Moderna: Encyclopedia articles, multimedia, and primary sources in Spanish for secondary students
- Learning Express: Practice tests and resources for college and career exploration.
- Gale Literature: Biographies, criticism, overviews, and primary sources on literature
- Gale eBooks: Unlimited access to top reference eBooks
- Gale News: Regional, national, and world newspapers
- Gale LITFINDER: Literary works and source materials covering literature and authors
- Gale Opposing Viewpoints: Updated information and opinions on issues for secondary students
- Gale General ONEFILE: Magazine, news, and journal articles on general interest topics and current events

- Gale Power Search: Tool to select and search most secondary Gale resources simultaneously
- Gale Science: Articles, experiments, and multi-media for secondary classrooms
- Gale Scribner Writer Series: Essays on 2,000 authors and genres from the acclaimed print series
- Gale Twayne’s Author Series: Critical introductions to the lives and works of major writers

*(Additional resource details included in [Appendix F](#))

STUDENT SUPPORT SERVICES

Students have access to support services while they are on campus and through the St. Philip’s College website. St. Philip’s College Mission Statement requires that the college empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. The support of students is a collaborative effort among the Divisions of Student Success, Academic Success, Interdisciplinary Programs, and the Division of Arts and Sciences. The administration of these entities works continuously to strengthen the services, programs, and activities for every student population served by the College: traditional/non-traditional, developmental/college-ready, dual credit, military, international, and distance education, to assure every student has the opportunity to “walk in their passion.” For off-campus students, services can be accessed online or by phone.

St. Philip’s eCatalog and the Student Services webpage are key resources for current students and provide detailed information about each of the support programs. The array of programs, services, and activities available to all students fall under the following headings:

- Registration
- Academic Assistance
- Academic Programs
- Financial Aid
- Campus Life
- Job, Family, or Personal Concerns

Services accessed by students most often are highlighted below.

Registration

The **Welcome Center** serves as a one-stop center that supports students transitioning into college. The Center is designed to help students receive assistance in all aspects of the admission and enrollment processes, including advising, assessment, financial aid, bursar’s services, and G.E.D. testing. The offices of Veterans’ Affairs, Enrollment Management, and Financial Aid are located in the Welcome Center.

Academic Assistance

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

equipment. Students use the assistive technology to explore new ways of accessing information and improve learning. Students can utilize Wi-Fi Wireless Internet access and numerous computers located throughout the Center. Students have access to a variety of software applications to assist them with their coursework.

Byrd Sanctuary is a free tutoring lab available exclusively to students at St. Philip's College to utilize throughout the entire academic year in order to succeed in their studies in the Natural Sciences. The Byrd delivers essential tutoring services to students in a motivational and stimulating environment with materials and study resources, to include the full breadth of Anatomy and Physiology models as well as a complete catalogue of textbooks.

MathWorld is an on-campus lab available to students who may be experiencing roadblocks as they progress through their math courses. In the lab, students have access to computer programs, such as MyMathLab and individuals that can assist with their math homework.

Math Emporium is St Philip's College Southwest Campus' open learning lab for mathematics.

Rose R. Thomas Writing Center is a writing lab to assist students in their English and writing courses. The lab offers computerized instruction, guided by faculty. In addition to completing skills modules in writing, the staff conducts workshops that enhance student understanding of key writing concepts.

The Reading Lab at St. Philip's College provides students with the opportunity to work on their class work, receive tutoring, and participate in other instructional activities. Lab activities consist of computer and written programs focused on assisting students to gain valuable success skills and to enhance learning.

The **Disability Services** provides reasonable academic support to eligible students. The staff follows best practices to ensure students have access to the latest information and technologies. Students are provided with assistance through the registration process, Testing Accommodations (ex: extended time, quiet room, readers and/or scribes), Adaptive Technology and Equipment, and Interpreter Services. At St. Philip's College, the goal is to create an accessible and effective learning environment where students with disabilities can complete their education and training. Disability Services office provides reasonable academic support to eligible students to level the learning field.

St. Philip's College subscribes to an intrusive, progressive **academic advising** model, which is a system of shared responsibility between students, faculty, and academic advisors. The goal of academic advising is to assist students in developing educational and career plans, provide opportunities for refining academic and life skills, provide accurate information about academic progression and degree requirements, assist in understanding academic policies and procedures, access campus resources to promote academic success, and enhance retention and success through developing personal interactions with faculty and staff. Academic advising at St. Philip's College seeks (a) to improve and expand faculty academic advising for all students across the college and (b) to unite assessment and advisement in support of developmental education and retention programs of the college. The advising process is composed of five steps to assist the student with their educational goal. These steps include (1) exploration of life goals, (2) exploration of educational/career goals, (3) selection of educational program, (4) selection of coursework, and (5) the scheduling of classes. Academic advisors assist students with navigating requirements of their degree program.

Academic Programs

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

Campus Life

The Department of Student Life supports the mission of the College by engaging students in activities to enhance the student's college experience. Students connect with the College by participating in academic co-curricular opportunities, leadership and professional development, cultural/ethnic events, intramural/extramural activities, recreational activities, student organizations, health and wellness activities, social events, and much more.

The Turbon Student Center (MLK) contains a six-lane bowling alley, pool tables, ping-pong tables, gaming stations for PlayStation and Xbox, lockers, and areas for student lounging. The Southwest Campus Student Center is equipped with pool tables, ping-pong tables, PlayStation and Xbox, and a fitness area with a treadmill, exercise spin bicycle, free weights, and more.

Job, Family, or Personal Concerns

Academic Advising - Certified Advisors provide current and former students with the necessary support, skills, and resources to assist them with choosing careers and obtaining employment and or long range educational goals while ensuring that the transition is a seamless process. Certified Advisors provide students with comprehensive information on career and transfer opportunities. Career Exploration and Job Search Services assist students with identifying personal goals, interests, and abilities. Computerized job market information allows students to explore career options. Certified Advisors eagerly assist students with information regarding criteria for admission, selectivity of specific colleges, on and off-campus housing, tuition, financial aid and scholarship information and when and where one can apply. Additionally, they assist with College Fair Days, Graduation Audits, Arrange University and College Campus Visits, and conduct Transfer and Degree Advising.

Certified Advisors also provide students with information on Joint Admission Agreements, Transfer Scholarships, and Transfer Equivalency Guides. Career development and the pursuit to increase one's knowledge is fundamentally a lifelong process geared toward the acquisition of skills, which will strengthen students' ability to live meaningful, enjoyable, and economically rewarding lives. Career and Transfer Services staff devotes to every individual the opportunity to discover, determine, and develop his/her way of life. Lastly, seek to serve all students registered with SPC.

The **Student Health Centers** at the MLK and SW Campuses are staffed with professionally trained and licensed nurses. The centers seek to inform and educate the campus community in the art of "staying well." The staff is readily available to respond and administer first aid for on-site emergency injuries and illnesses. A wide assortment of health-related services and resource information are available at the Health Centers.

The mission of **Counseling Services** is to support student success by providing professional counselors who are available to discuss personal, social, educational, and psychological concerns. Counseling Services strives to collaborate with the college community to promote the personal well-being of students via outreach services such as classroom visits, topic-specific workshops, and consultation with faculty, staff, and administration. Counseling Services fosters an accepting and inclusive campus culture, which values, affirms, and respects the differences among all members.

The mission of the **Safe SPACE Student Success and Advocacy Center** is to empower our community through academic, economic and social engagement initiatives to promote self-efficacy and awareness. The center offers student support services, food and personal hygiene products, financial literacy assistance, community referral activities, and associated case management to help students overcome barriers and remain on their educational pathway towards degree and/or certification completion.

Students at Davenport High School also have access to the high school's Math Center and Writing Center. Writing Center Mission & Purpose: Help students become stronger writers by facilitating their drafting, revising, and editing processes; helping them recognize and practice conventions of strong writing; and encouraging and contributing to a culture of collaboration among writers. The Writing Center uses a student tutor model and provides one-on-one collaboration between tutor and writer. Our mission and purpose emphasize the non-evaluative nature of tutoring, where writers can try out new ideas, take risks, have a thought partner, ask questions about conventions, and have an authentic reader for their writing. Math Center Mission & Purpose: Help students improve their mathematical thinking, reasoning, and problem-solving, and to increase their confidence in their mathematical abilities. The Math Center uses a student tutor model and provides one-on-one collaboration between tutor and math student. Our mission and purpose emphasize the non-evaluative nature of tutoring where students can explore their mathematical thinking and reasoning and improve their understanding of mathematics.

Students are also supported by the Academic Career Advisor. This faculty member works with and provides academic guidance and support throughout a student's high school journey.

In addition, all students have access to daily teacher-led tutorial times and sessions.

PHYSICAL RESOURCES

Davenport High School, 23255 FM 3009, San Antonio, Texas 78266

Davenport High School (DHS) just completed its inaugural academic year in 2020-2021. The campus is designed to maximize collaboration with multiple flex spaces. Level One of the campus has 2 collaborative spaces, a tiered lecture hall, and two breakout rooms. The second level of the campus houses two additional collaborative spaces and two breakout rooms. Each classroom at Davenport is an average of 737 square feet.

Each classroom at DHS has a computer cart of 28 chrome books, a document camera, and a projector system with screen. Dual Credit courses will have the same access and support that all programs at Davenport HS receive.

*(Additional resource details Included in [Appendix F](#))

FINANCIAL SUPPORT

Financial support for Davenport High School Dual Credit courses and associated costs with providing teachers, textbooks, and supplies are funded through Comal ISD's General Fund and the Instructional Materials Allotment. No student fees are collected by Comal ISD for Dual Credit courses. St. Philip's College does not provide financial support for operation of the high school. Student tuition and fees are set by Alamo Colleges District and St. Philip's College receives funding from the state based upon contact hour generation through enrollment in college courses. All institutional support expenditures for areas such as student services, IT, Dual Credit, and library services are budgeted within and absorbed by the respective departments'/programs' operational budgets.

Costs: Alamo Colleges

Dean for Academic Success - Creative and Communication Arts, Science and Technology: \$103,080 at 5% = \$5,154

Chair: \$87,629 x 5% = \$4,381

Faculty: \$70,002 at 3% = \$2,100

Director of High School Programs: \$94,440 x 5% = \$4,722

All other costs are absorbed by various departments as part of their normal cost of doing business.

The following table provides expenditures for St. Philip's College for the academic year 2020-2021.

FY 20-21 Expenses by Functional Category	
Instruction	\$29,341,298
Academic Support	\$6,202,489
Student Services	\$7,030,695
Institutional Support	\$3,659,304
Operations and Maintenance	\$22,900
Public Service	\$114,862
Auxiliary	\$117,353
Transfers	\$1,336,511
Total	\$47,825,412

Appendix A Memorandum of Understanding

2020-2023
DUAL CREDIT MEMORANDUM OF UNDERSTANDING
BETWEEN
COMAL ISD
AND
ST. PHILIP'S COLLEGE
ALAMO COLLEGES DISTRICT

ST. PHILIP'S COLLEGE (herein referred to as "the College"), a college of the ALAMO COLLEGE DISTRICT (herein referred to as "Alamo Colleges District"), and the COMAL ISD (herein referred to as the "School District"), a Texas Independent School District contracting on behalf of its High Schools (herein referred to as the "School"), enter the following Memorandum of Understanding (herein referred to as "MOU") to facilitate the cooperation between the College and the School in the provision of instruction in which an eligible high school student (herein referred to as "Student") enrolls in college courses and receives credit for the courses from both the college and high school (herein referred to as "Dual Credit") for their School. Collectively the partners are referred to as "Parties." The Parties enter into this Agreement under the general provisions of the Interlocal Cooperation Act, Texas Government Code Chapter 791.

Each School will have a College from the Alamo Colleges District designated as its primary provider. Where courses are offered by a College from the Alamo Colleges District other than the Primary College, a separate MOU will be executed with each Secondary College. Primary and Secondary Colleges will be published on the Alamo Colleges District – High School Programs web site at: <https://www.alamo.edu/hsprograms>.

The School District will not exclude or discourage the enrollment of any of the subpopulations of at-risk students, as defined by The Public Education Information Management System (PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA).

1. TERM

The Initial Term of this MOU shall be June 1, 2020– August 31, 2023. The College shall have the right to initiate a negotiated revision of this MOU prior to commencement of each academic year during the term hereof. The College will define all deadlines for the actions defined in this agreement and will be communicated to the School through the College's Office of High School Programs.

2. APPLICABLE LAW

The Parties agree to operate in compliance with the applicable federal, state, and local laws, implementing regulations, executive orders, and interpreting authorities, including, without limitation: (a) the following federal statutes as may be amended: Title VI of the Civil Rights Act

of 1964; Title VII of the Civil Rights Act; Title IX of the Education Amendments of 1974; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; the Americans with Disabilities Act; the Family Educational Rights and Privacy Act of 1974 (herein referred to as "FERPA"); Title IV of the Higher Education Act of 1965; and the Individuals with Disabilities in Education Act; (b) the Texas constitution; (c) applicable provisions of the Texas Education Code, including, without limitation, Section 28.009 – College Credit Program, and Chapter 39 – Public School System Accountability; (d) State and federal laws regarding the reporting of any and all alleged child abuse, school-related crimes, and sexual molestation of students; (e) State record retention laws; (f) applicable provisions of Title 19 of the Texas Administrative Code, including, without limitation, Chapter 4, Subchapters D and G; Section 102.1091; and Chapters 110-125; (g) TEA guidelines and requirements, including the Student Attendance Accounting Handbook ("Attendance Handbook") and the Financial Accountability System Resource Guide; (h) THECB guidelines and requirements, including, without limitation, course conformity in accordance with the Lower Division Academic Course Guide Manual ("LDACGM") and the Workforce Education Course Manual ("WECM"); and (i) all applicable requirements of the Southern Association of Colleges and Schools Commission on Colleges ("SACSCOC").

The Parties agree to operate in compliance with applicable College and School District board policies and procedures that may be agreed upon by the Parties. The Parties agree to comply with all requirements from TEA and any additional requirements for the Dual Credit program adopted by the THECB. The foregoing as set forth in this Section 2 and any other laws, rules, and guidelines applicable to the subject matter of this MOU, including, without limitation, the requirements of accrediting authorities, collectively, shall be referred to as "Applicable Law" when used herein.

3. REPORTING

The 86th Texas Legislative Session passed SB 502 that requires the College to submit an annual report to the THECB and the Texas Legislature by not later than March 1 of each year describing any courses in the Lower-Division Academic Course Guide Manual ("ACGM") or its successor adopted by the coordinating board for which a student who transfers to the institution from another institution of higher education is not granted:

- (1) academic credit at the receiving institution; or
- (2) if the student has declared a major and has not changed majors, academic credit toward the student's major at the receiving institution.

A report required by this section must indicate:

- (1) the course name and type;
- (2) which institution of higher education provided academic credit for the course; and
- (3) the reason why the receiving institution did not grant academic credit for the course.

A report on courses taken by students who, during the preceding academic year, transferred to a general academic teaching institution or earned an associate degree at the college. The report must include the total number of:

- (1) courses attempted and completed at the college, including the total number of semester credit hours for those courses, disaggregated by whether the course is in:

- (A) the Workforce Education Course Manual or its successor adopted by the coordinating board; or
- (B) the Lower-Division Academic Course Guide Manual or its successor adopted by the coordinating board;
- (2) courses attempted and completed at the college that are not in the recommended core curriculum developed by the THECB under Section 61.822; and
- (3) dual credit courses, including courses for dual credit and college credit under Section 130.008, attempted and completed at the college.

4. DISABILITY SUPPORT SERVICES

College disability support services are provided to students attending classes at the College site or online and may include special testing arrangements, appropriate adaptive technologies, scribes, and note-taking services. The College is neither able nor required to provide the level of disability support services required by the public-school system. A Student enrolled in any dual credit course requiring disability support services may have differing levels of assistance from School District and College. For a Student to receive disability support services at the College, the School counselor or student must provide a copy of the Student’s current 504 plan to the College Disability Student Services (herein referred to as “DSS”) office at College. Should the 504 plan not provide adequate information to determine the impact of the disability and to identify appropriate accommodations, the DSS office may require additional documents to provide needed clarification. The DSS office will review said documentation and will produce one or more official College accommodations letters for the Student. The letters will be given to the Student and the School counselor. The DSS office will also provide the letters to the Student’s respective faculty members. Accommodations required by state law or School District policy exceeding those applicable to College, if any, shall be the responsibility of School District.

5. COMMUNICATIONS

- a. To adhere to the requirements listed in the goals outlined in House Bill 1638 (“HB1638”) passed during the 85th Texas Legislative Session, Regular Session, and codified in the Texas Education Code, Section 28.009 (b-1) and (b-2), the College and the School District will ensure that documentation summarizing collaboration and outreach efforts of College and School District will be readily available and posted.
- b. Once fully executed, this MOU will be posted to the School District and College websites.
- c. Metrics required by Statewide Goals for Dual Credit will be posted on both the School District and the College web sites.
 - i. Documentation summarizing collaboration and outreach efforts of Institutions of Higher Education and Secondary School partners will be readily available and posted.
 - ii. Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.
 - iii. Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.
 - iv. Analysis of performance in subsequent course work.

- d. To adhere to the requirements set forth by legislative bills passed during the 86th Texas Legislative Session, Parties shall follow the reporting guidelines herein under Section 2 – Applicable Law.

8. PARENT INVOLVEMENT AND OUTREACH

- a. The School District and School will take the lead on parent involvement and outreach efforts to ensure parents understand the Dual Credit program whereby students are earning college credits that may have long-term ramifications on their college careers and federal financial aid eligibility. High-level behavior and academic standards are expected of Students and parents are highly encouraged to ensure that their child dedicates sufficient time and effort to achieve the expected learning outcomes for each Dual Credit course taken. The Parties agree that College representatives may be involved in recruitment events.
- b. School District and School personnel, including, but not limited to, Counselors and Administrators, will be responsible for all communication with parents. Questions or concerns from parents should be directed to the School Principal, Counselor or designee. The College personnel will not be expected to communicate with parents.
- c. FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.
- d. FERPA allows the release of certain student record information without specific consent under certain conditions, but does not require it. If required, general disclosures are made, one such exception is called “directory information.” Items that may be released are called directory information. The Alamo Colleges District has classified these items as directory information: student’s name, dates of attendance, major, classification, enrollment status (full-time or part-time), previous institution(s) attended, degree(s) awarded, academic honors/awards.
- e. College staff are prohibited from discussing or disclosing any information specific to students’ grades, conduct or other related matters with individuals other than the Student or staff in the School District or School. Parents must secure a FERPA consent form from the College whereby the Student, by signature, grants, retracts and denies permission to the parent to discuss college student record information with the College as contrasted with the School.
- f. An electronic version of the College FERPA Consent Form may be obtained at: <https://www.alamo.edu/academics/academic-resources/student-forms/>

9. BUILDING A COLLEGE CULTURE

The School District, in collaboration with the College, will establish a learning community that blends high school and college, instilling a college-going culture among the Students.

- a. The 86th Texas Legislative Session passed SB 1324 stating that a Student enrolled in dual credit courses shall file a degree plan with the College at the end of the second regular

semester or term, immediately following the semester or term in which the Student earned a cumulative total of 15 or more semester credit hours for dual credit courses successfully completed by the Student.

- b. A four-year crosswalk will be developed to demonstrate Students' progress toward their selected plan of study, including alignment of high school and college level courses. The selected plan of study will outline the required courses toward specific certificate programs, associate degrees, or a baccalaureate degree. The Student and College Advisor will meet and design a degree plan that will be submitted into the College's system of record.
- c. The Students will gain college-readiness skills through a program identified by the School District. The College may provide the School District resources during the regular school schedule to support college-readiness preparation.
- d. The Student will participate in dual credit courses receiving both high school and college credit.
- e. The Students will have the same access to student services and facilities as post-secondary college students, including but not limited to the use of academic and support facilities including the library, computer labs, study rooms, student services, bookstore, and food services. A College identification card is required for specific services, so Students should carry their identification card at all times. It is recognized that Students may gain access on the College campus to the unrestricted internet access afforded to post-secondary College students. See Student Safety section herein.

10. DUAL CREDIT INFORMATION SESSIONS

The School District will inform students beginning in 8th grade and at each high school grade level annually of dual credit opportunities.

- a. The information sessions may include:
 - i. A web page or link on the School District's or School's website that will provide Dual Credit admissions information;
 - ii. Presentations of Dual Credit programs with materials available to all students interested in participating;
 - iii. Meetings with middle school counselors, as applicable, to discuss the Dual Credit program options and answer questions;
 - iv. Student/parent meetings held at middle school campuses so the School and College can explain the opportunities and total commitment required of Students, as well as possible consequences that a Student may experience as a result of course withdraws, failures, retaking courses and taking excess hours beyond their degree or program requirements.

- v. Development of recruitment and admission information presented in both English and Spanish.
 - vi. The College will require all Students to submit a Student/Parent Consent form upon entry into the program. The School will have each student and a parent or guardian sign the consent form defining the requirements and expectations of the Dual Credit program. The School will maintain all consent forms documents and provide an electronic copy of said to the College.
 - vii. To adhere to the requirements set forth by HB1638, the College and the School will implement purposeful outreach efforts to inform all students and parents of the costs and benefits of Dual Credit programming.
- b. Students must meet the Texas Success Initiative Assessment (TSIA) course and degree plan requirements and abide by the College's placement scores, policies, and prerequisite requirements.
 - c. The School is responsible for ensuring that all Students have up-to-date Bacterial Meningitis documents on file in their student records throughout time they participate in the Dual Credit program. The School will safeguard all vaccination documents and provide an electronic copy of said to the College upon request.

11. CURRICULUM

- a. The School shall administer the TSIA college placement exam to all prospective Students or refer Students interested in taking Dual Credit courses to the College's Testing Center, if the School is not a College Board testing site, prior to submitting their name to the College Office of High School Programs for enrollment into courses requiring specific TSIA scores, abiding by the rules set forth by the College Board and the College. Students must attain TSIA scores aligned with the courses in their selected degree plan to ensure appropriate college level placement, assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.
- b. The School shall implement a plan for TSIA success, including academic preparation classes for Students. The School, in partnership with the College, will provide academic interventions for Students who do not pass TSIA. Such Students will be administered the identified interventions prior to retesting any portion of the TSIA that was not mastered with required score(s). The School shall make any TEA required TSIA reports regarding the number of students who have currently passed each section of the TSIA, including a breakdown of TSIA data for subpopulations of targeted students. The School will share the report with the College Testing Center or College Designee.
- c. The School District will share the results from TSIA administered via School District - College Board approved test sites and electronically submit to the College in the required technical format that facilitates official delivery/receipt. The TSIA scores will be electronically uploaded

into the College's official system of records. The College agrees to adhere to the confidentiality requirements of FERPA. The College will use students' TSIA assessment score data exclusively for official College business.

- d. The College Academic Chairs or Faculty Liaison, along with the School Principal or designee, will be responsible for developing and refining a clear and coherent academic program across the two institutions for curriculum alignment for Students participating in the Dual Credit program.
- e. The 86th Texas Legislative Session passed SB 25, which states each institution of higher education shall develop at least one recommended course sequence for each undergraduate certificate or degree program offered by the institution. Each recommended course sequence must:
 - (1) Identify all required lower-division courses for the applicable certificate or degree program;
 - (2) Include for each course, if applicable:
 - (A) The course number or course equivalent under the common course numbering system approved by the coordinating board under Section 61.832; and
 - (B) The course equivalent in the Lower-Division Academic Course Guide Manual or its successor adopted by the coordinating board;
 - (3) Be designed to enable a full-time student to obtain a certificate or degree, as applicable, within:
 - (A) For a 60-hour degree or certificate program, two years; or
 - (B) For a 120-hour degree program, four years; and
 - (4) Include a specific sequence in which courses should be completed to ensure completion of the applicable program within the time frame described.
- f. The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) approved a policy statement in December 2018 that directed its institutions to ensure that course content and rigor of dual enrollment courses be comparable to that of the same courses taught to the institution's other students.
- g. To adhere to the requirements set forth in the goals outlined in HB1638, the College and the School District will maintain course agreements for each course taught at the School, regardless of instructional site. The College will provide the college course outcomes in the Course Agreement Form and the respective syllabi. The form will include the length of the course, number of credits awarded, and approved textbook(s) and/or instructional materials that will be required for Students to use in their respective courses. The course agreement requirement for the School extends to designation of academic and workforce courses for Traditional Dual Credit and ECHS. College, School District and School shall ensure that a dual credit course and the corresponding college course offered at the School are equivalent. Academic representatives from the College will develop and publish the student learning outcomes in the course syllabus to satisfy the requirements each College course. The School District will identify the corresponding Texas Essential Knowledge and Skills that align to each College course, thereby allowing students to attain dual credit from both institutions.

- h. The College will provide the School District and School the minimum number of instructional minutes required to meet the contact hour requirement, per course, taught on the School site.
- i. The 86th Texas Legislative Session passed HB 3650 which requires that the School District and the College consider the use of free or low-cost open educational resources in courses offered as dual credit, for which the School uses as part of its course offering to satisfy the prescribed courses in the identified degree plans.
- j. Course Agreements will include any additional instructional requirements, any required faculty development/training, and the requirements for evaluation of teaching. A Course Agreement will be completed by the deadline designated in the yearly Dual Credit Timeline for any course, but not later than the start of the first instructional day that course is delivered. All courses offered for Dual Credit must have an approved Course Agreement. The Course Agreement will be effective for three years unless either party requests a modification or if the publisher makes changes to the current Instructional Materials. For course sections taught at the School, the College will maintain the same instructional materials and editions for Dual Credit courses taught at the high school campus for a minimum of three years, unless otherwise specified in the applicable Course Agreement or as otherwise specified in Section 13 - Course Materials. The adoption of any course materials, print or electronic, after a Course Agreement is signed will require an agreed and signed addendum.
- k. Course Agreements will identify those College programs requiring more frequent textbook cycles than the otherwise applicable three-year cycle. Refer to Section 13 – Course Materials where details related to the application of instructional materials and how these may be incurred by the School District as defined herein.
- l. Within the Dual Credit framework, Students may earn the School *Distinguished Level of Achievement diploma with Performance Acknowledgement* within a four-year timeframe with up to 42 college credit hours, which may include courses in the core curriculum listing available in the College catalog (including a foreign language), courses from the career and technical education / workforce as prescribed by the selected degree plan towards an Occupational Skills Award, Level 1 Certificate or 2 Certificate, Associate degree and/or Baccalaureate degree. If applicable, students may also be certified as Core Complete as denoted in the College transcript awarded by the College.
- m. The College will provide the School District and School information about the Alamo Academies work-based learning programs spanning the junior and senior years, so that Students are aware of its opportunities. A Student enrolling in the Alamo Academies must follow the prescribed courses as listed in the selected degree plan. The course hour limitations for all Dual Credit programs, including the Alamo Academies, is strictly limited to 42 hours. A Student considering enrollment in the Alamo Academies during the junior year should limit Dual Credit courses taken during their freshman and sophomore years to avoid accumulation of credit hours preventing eligibility to complete a full Alamo Academies degree plan.

Similarly, Alamo Academies Students should not enroll in other Dual Credit courses outside the selected Alamo Academies degree plan to avoid being barred from completion of the Alamo Academies degree plan by accumulating excessive total Dual Credit hours. The College will ensure that Students are not enrolled into Dual Credit courses outside those listed in the selected degree plan to avoid adverse consequences in the Student's subsequent educational pathway.

- n. The College is responsible for ensuring that course goals and standards are understood and that the same standards of expectation and assessment are applied where College courses are offered, to include departmental exams and student learning outcomes. Students will participate in college-level work and will be subject to material deemed college level. The School District and School are aware that the content in college level courses may contain topics intended for mature audiences or adult age groups. The Department Chairs and respective Academic Deans or Vice Presidents of Academic Success will monitor the quality of instruction in order to ensure compliance with the Student Learning Outcomes (SLOs) and the standards established by Applicable Law, SACSCOC, and the College. School District Administrative staff and Curriculum Specialists from the respective disciplines will monitor and ensure that the required Texas Essential Knowledge and Skills (TEKS) are met during the delivery of dual credit courses taught by their high school faculty.
- o. The College will utilize various programs that are either system- or computer- based in both face-to-face and online learning environments. These educational resources are intended to support learning and meet the Student Learning Outcomes and comply with requirements from SACSCOC and state standards.
- p. The School District will ensure that technology devices or resources are available to the Students so they may successfully access the required course content and educational resources. Internet accessibility, and the use of technical means to manage, restrict or prohibit the access of specific web sites, software, or other educational resources, should be enabled, vetted and coordinated by technical staff from both the School District and College to ensure that the Students taking dual credit courses may have the same successful academic experience as those on the College facilities. In the event that the School District or School are unable to provide technology devices or resources to meet the required technical requirements for the Dual Credit courses to be delivered through the School, the School District, School Principal or designee will coordinate with designees from the College to identify possible solutions.
- q. The School District shall be responsible for ensuring that high school curriculum courses will meet the requirements of the Texas Essential Knowledge and Skills (TEKS) and all other law applicable to Texas public school districts and that School District students are able to meet all high school graduation requirements, including all End of Course examinations, while earning college credit.
- r. To enroll in any college-level course, Students must meet all of the College course prerequisites. The College and School District will assess each student for overall readiness to engage in any college-level course, and any out-of-pocket costs of same shall be borne by the

School District. Based on such assessment, the College Coordinator of High School Programs and the School Principal or designee will determine the forms of assistance and remediation that may be needed by a student in order to meet enrollment requirements for any college-level course.

- s. The College maintains a defined process for Students to withdraw from Dual Credit courses. Approval by the College or faculty of record is required to process Student withdrawal requests following the census date for the respective part of term. Once processed, the withdrawal will appear on the Student's College transcript. Census rolls document the Students enrolled in all classes. Failure to list a Student on the census roll by the College's deadline will result in the Student's ineligibility to receive a grade in the respective course.
- t. The College requires students to be officially enrolled by the part of term's census date, to meet the number of contact hours required for the respective course and to complete all required assignments to be eligible to receive credit in the form of a grade.
- u. The College maintains deadlines for drop requests from all courses. Students enrolled in a course following the drop deadline will receive the grade earned on their transcript. The faculty or School Counselor should advise a Student performing poorly in any Dual Credit course of the value of dropping that course before its drop deadline to avoid recording a poor grade. The School Counselor will contact the College's Office of High School Programs to initiate a timely Student drop request should the Student agree to withdrawal. Withdrawal from the College course does not result in a withdrawal from the high school course.
- v. Students will be subject to the same academic policies and procedures as students enrolled in the College. This includes, but is not limited to the Academic, Probationary, Dismissal, Withdrawal and Grievance policies and procedures of the Alamo Colleges District. Refer to the College's catalog under the Academic Standards section for specific information: <https://myspccatalog.alamo.edu/content.php?catoid=173&navoid=10926>.

12. ADVISING

To adhere to the requirements set forth by HB1638, the Dual Enrollment Policy Statement approved during the SACSCOC December 2018 annual meeting, and legislative bills passed during the 86th Texas Legislative Session, the College and the School District will provide academic advising as listed herein.

- a. The 86th Texas Legislative Session passed SB 1324, which states that a student shall file a degree plan with the college not later than:
 - 1. the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 15 or more semester credit hours of course credit for dual credit courses successfully completed by the student; or
 - 2. if the student begins the student's first semester or term at the college with 15 or more semester credit hours of course credit for dual credit courses successfully completed, the end of the student's second regular semester or term at the college.

- b. SB 1324 further states that a student enrolled in a multidisciplinary studies associate degree program must meet with an academic advisor to complete a degree plan and account for all remaining credit hours required for the completion of the degree program. The College staff and the Student must also account for the Student's transition to a particular four-year college or university that the Student chooses and preparations for the Student's intended field of study or major at the four-year college or university.

- c. Through the School counselor(s), each Student will receive advising on the five high school endorsements. The College will provide information on the AlamoINSTITUTES appropriate to the Student's selected career pathway. Each Student will select a high school endorsement and higher education degree plan. Information on the AlamoINSTITUTES can be found at: <https://www.alamo.edu/enroll/plan/>.

- d. The 86th Texas Legislative Session passed SB1276, which requires that the College establish advising strategies and terminology related to dual credit and college readiness. The College and the School District will provide the alignment of high school endorsements described by Texas Education Code Section 28.025(c-1) offered by the School District, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications.

- e. The School Counselor or School designee will work with the College Advising Staff and College Coordinator of High School Programs to review and register students into courses that may count toward the degree at the 4-year university of the Student's choice or a degree or certificate from the College.

- f. The Alamo Colleges District Transfer Advising Guides ("TAGs") are available resources to provide Students with information for transfer pathways while minimizing loss of credits in the transfer process. Transfer Advising Guides depict a degree plan from a University in the Alamo Colleges District Transfer Compact. The Transfer Advising Guides can be found at: <http://myalamocatalog.alamo.edu/content.php?catoid=157&navoid=9481>. The documents delineate the courses that are offered at the Colleges of the Alamo Colleges District. They provide valuable information about special requirements or considerations for transfer. Transfer Advising Guides are intended for advising purposes only and not an exhaustive list to be applied to all academic transfer situations or all degree plans within the Universities in the Alamo Colleges District Transfer Compact. While the Alamo Colleges District maintains articulation agreements with universities in the Alamo Colleges District Transfer Compact, it is highly recommended that the College, School District, School and Students communicate with the intended transfer institution to minimizing loss of applicable college course credits in the selected degree plan.

13. COURSE MATERIALS

The School District will provide all required course materials including: textbooks, syllabi, course packets, and other materials required for enrollment to classes for high school graduation credit and college-level courses to students.

The Course Agreement Form includes a course syllabus that identifies the course materials required for a course.

Course materials are all varieties of materials used to deliver the course instruction, including textbooks. Instructional materials charges are a subset of materials that are defined as electronic or paper materials that will be used during a course where the School District will be invoiced by the Alamo Colleges District Business Office.

All course materials utilized in each course must be equivalent to those used in courses taught at the College campus. Any deviation from the approved course materials must be reviewed and approved by the designated Department Chair prior to the start of the first instructional day.

Instructional Materials Charge requirements are determined by the respective College discipline based on how and where the course is taught.

- a. Courses taught at the School:
 - i. As part of the Course Agreements, the College includes the Instructional Materials Charge, if applicable, or other required materials for courses.
 - ii. Instructional Materials Charges are applied every semester on courses that specify the need for said charges.
 - iii. The Instructional Materials Charge selection will be acceptable until the course SLOs or the content for the course changes with a minimum time frame of three academic years to maximize the use of the School's textbook investment.
 - iv. Any changes will be documented in an updated Course Agreement.
 - v. The College's Academic Departments operate on a textbook adoption cycle and should be considered at the time a course is requested.
- b. Courses taught on College campus or online:
 - i. The College includes the Instructional Materials Charge as part of the Course Agreements.
- c. School enrollments with Students comingled in College campus sections
 - i. The College will follow the Guidelines for Selection of Instructional Materials for all courses. College will let the School know the requirement for each course considered for Student enrollments.
 - ii. IM Direct are electronic materials codes required of each student and required for enrollment in specified classes. If the College uses IM Direct for any courses, the School must be notified at the time discussion for dual credit enrollments are underway or prior to enrolling students into courses with IM Direct fees if course changes are required.
 - iii. The College will communicate any changes in IM, including IM Direct, to the School by the second full week of April for the following fall, unless the change in course occurs after

the second full week of April. In the event Instructional Materials change for the term, the College will notify the School by the first full week of September.

- iv. The College and School will discuss the required Instructional Materials before agreeing to enroll students in the college section.
- d. Enrollment of Students in course sections comingled with post-secondary students is acknowledgement of agreement to required Instructional Materials Charges.

The designee of the College's Office of High School Programs will meet with the School District or School prior to enrolling students into courses and inform the School District of any courses that will have Instructional Materials Charges attached. Once Students are enrolled in the agreed-upon course sections, the School District assumes financial responsibility for courses and all course-related charges. The School District will be invoiced for the cost of the IM Direct.

The School will use the Course Agreement Forms to determine which Instructional Materials are applicable to each course. When the requirement for Instructional Materials Charges change for courses taught at the College, the College will notify the School and School District by the second full week of April for fall terms and by the last Friday of October for spring terms, unless the change in course occurs after said dates due to unforeseen circumstances. Enrolling students in classes is acknowledgement of required materials for a course. The School District will ensure that all Students, whether enrolled in courses at the School or the College, will have the required course materials by the first instructional day.

14. FACULTY

- a. All instructors teaching dual credit courses must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the College. All instructors teaching dual credit classes at the School site must be approved and hired as faculty by the College prior to teaching dual credit courses. The faculty credentialing process used by the College for faculty on the College site will apply for faculty on the School site. The College will designate staff in the respective discipline to supervise and evaluate the faculty on the School site using the same or comparable procedures used with faculty on the College site.
- b. Faculty on the School site will be evaluated at least annually by the College or on a comparable schedule as Faculty on the College site.
- c. All Faculty, regardless of where the delivery of instruction occurs, must adhere to applicable Alamo Colleges District and College policies and procedures, particularly sections E, F and H. Alamo Colleges District policies are accessible at: <https://www.alamo.edu/about-us/leadership/board-of-trustees/board-policies/>.
- d. When unforeseen situations arise and the instructor scheduled to teach a course for the College cannot deliver instruction through the entirety of the scheduled course, the School Principal or designee will immediately notify the College's Office of High School Programs. The College, as per SACSCOC guidelines, must identify a credentialed instructor that can teach the remainder of the college course. An instructor that has not been credentialed and approved by

the College may not serve as a substitute to teach the remainder or any portion of a college course. If the instructor identified by the College to teach the remaining portion or any portion of the course is employed by the College, the School District will be responsible to pay the College for the compensation for the period of service of the identified instructor.

- e. Instructors teaching dual credit courses at the School will be either high school teachers credentialed by the respective College Faculty Chairs adhering to SACSCOC guidelines or faculty from the respective discipline at the College. The cost-sharing model approved by the Alamo Colleges District Board of Trustees is based on which party pays the instructor. Please refer to Section 29 - Fiscal Matters herein. The School District is highly encouraged to hire teachers approved by the College as adjunct instructors to teach dual credit courses. The School District is encouraged to provide incentives to have instructors earn the college hours required for qualification and should coordinate approval of eligibility with the College.
- f. Student evaluation of instruction takes place each semester and will be a part of the faculty annual evaluation process, regardless of where the dual credit courses are offered. Performance evaluation of all dual credit faculty will adhere to College and Academic Division protocols and schedules as it pertains to all other College adjunct faculty, per SACSCOC requirements, as well as those required by the Texas Education Agency.
- g. Faculty teaching dual credit courses will teach using the respective course syllabus that contains the Student Learning Objectives (Herein referred to as "SLOs"). Faculty based on the School site must upload course syllabi onto Concourse, the College's official reporting system.
- h. Dual Credit classes may include both ECHS and traditional dual credit students. Dual Credit students constitute those in traditional Dual Credit or ECHS.
- i. At the end of each semester, all faculty, regardless of where the instruction is delivered, must submit the End of Semester Clearance report to the designated College department chair by the final grades deadline.
- j. To adhere to the requirements outlined in House Bill 2504 ("HB2504"), all faculty will publish a curriculum vitae that will include post-secondary education and teaching experience on the official system of record where the course syllabus taught by faculty are maintained.

15. PROFESSIONAL DEVELOPMENT FOR NON-INSTRUCTIONAL HIGH SCHOOL STAFF

The School District will provide School staff responsible for providing guidance to students on courses yielding dual credit, enrolling students into dual credit courses or any other facet of responsibility related to dual credit programming with release time to attend professional development sessions offered by the College. The College will confer with School District and School Administration to schedule the professional development sessions to the extent that session logistics allow. The professional development sessions will include topics on issues impacting students taking dual credit college level courses while in high school, such as selecting courses

leading to the student's goal, implications of taking college courses, and transferability of courses to upper level institutions for specific academic programs and degree applicability. The workshop will include terminology, career guidance, and resources similar to that used by the College Advisors. The intent of the sessions is for the School staff to provide structured guidance to students and their parents regarding decisions students will make that impact their college experience and accumulation of semester hours. Sessions may be delivered in either face to face or online formats. Periodic update sessions may be required. Staff from the Colleges and the Alamo Colleges District will deliver the sessions and will work with the School District to identify the times for the sessions.

16. PROFESSIONAL DEVELOPMENT FOR ADJUNCT INSTRUCTORS FROM THE SCHOOL SITE

The College and School District will provide professional development opportunities to their respective faculty in accordance with their respective institutional policies. The College will provide professional development in critical thinking, leadership, student engagement, discipline-specific topics and other areas deemed necessary.

The School District will provide its faculty hired as College Adjunct Instructors the necessary time to participate in professional development identified by the College. College Adjunct Instructors and Faculty teaching on the College site shall engage in equivalent professional development. . In instances where Adjunct Instructors are contracted outside the hiring deadlines, the department Chair will assign a College Faculty in the respective discipline to assist during the first college semester transition.

17. SCHOOL CALENDAR

The Dual Credit course schedule will be determined by the location of the course delivery, provided that the required contact hours and prerequisites are met.

The instructional calendar for the high school portion of the School will be based on the School District calendar and comply with all related TEA regulations for school attendance. The School District will adjust its schedule as necessary to enable Students to enroll in and attend the college-level courses provided by College. The School District and College will coordinate the State Student assessment requirements to ensure said assessments are administered without penalty. The School District, School and College will ensure that the School calendar accounts for the required per-semester contact hours for courses. When the instructional delivery is on the College site, it may be necessary for Students to attend classes on days when the School District is closed (*e.g.*, different holiday closures). When Students take classes at the College scheduled on days when School is closed, the School District will ensure that at least one staff member with administrative authority be on call and available to be reached by the College's Office of High School Programs or other College staff in case of emergency. The designated School staff member will have access to Student emergency contact information.

While the College agrees to make scheduling accommodations for required State assessments, including the STAAR and End of Course Exams, all contact hour requirements must be met. For assessments not mandated by the State, the College and School District will come to a mutual

agreement on administration dates in order to appropriately manage disruptions of college courses and ensure contact hour requirements are met.

18. ACADEMIC POLICIES

- a. The academic policies of the School District and College shall apply to all students enrolled in the Dual Credit programs as applicable.
- b. Students are expected to meet academic standards (including academic progress) for College coursework. Semester grades and grading policies shall be outlined in each instructor's course syllabus. College grades are awarded on a 4.0 scale at the College. The School will convert the college course grades according to its grading procedures. The College's Office of High School Programs will provide the School with academic progress or grade status at mid-semester for their respective Students enrolled in Dual Credit courses. Students struggling to maintain a passing grade will be provided with options by their corresponding faculty and be advised by their College advisor or the high school counselor to withdraw from the College course in order to avoid future problems related to admissions, financial aid, and scholarships. Withdrawal from the College course does not result in a withdrawal from the high school course. The School personnel are responsible for advising Students concerning academic progress in high school courses and the College is responsible for such advising for college courses. The School staff and the College designee are responsible for advising and monitoring these actions.
- c. Students who begin any semester term in Good Academic Standing, but fail to maintain a cumulative institution GPA of 2.0 or higher are placed on Academic Probation. Notification of probationary status is communicated electronically through students' ACES email addresses. Academic Probation status is cleared when students earn both term and cumulative 2.0 institution GPA and returns to Good Academic Standing. Students who fail to earn a minimum term institution GPA of a 2.0 while on Academic Probation (cumulative institution GPA remains below 2.0) will be placed on Academic Dismissal. The College Catalog provides details on the Academic Standing Policy. Academic policies are accessible on the College's eCatalog website at <https://myspccatalog.alamo.edu/content.php?catoid=173&navoid=10926>.
- d. Students taking courses for dual credit must be enrolled in courses coded as "Dual Credit" in the School's student information system.
- e. The College, in fulfillment of SACSCOC requirements, will develop the off-site notification and substantive change notification letter and submit it to SACSCOC. It will begin the process of creating the corresponding prospectus to outline degree requirements that the School will pursue. The College will provide the School a schedule of when supporting documentation is required from the School. The School District and School will assist the College by providing relevant information supporting the SACSCOC processes, including, but not limited to, information on the campus facilities, computer lab descriptions, square footage of facility, a

list faculty teaching dual credit courses, and relevant courses taught to fulfill the requirements toward the selected degree plans for the School.

19. STUDENT SAFETY

The Parties agree that when a Student attending a College facility expresses to any College employee a suicidal intention or a threat of physical harm to others, a protocol to be agreed prior to the effective date of this MOU will be executed. The protocol will prioritize ensuring that the Student does not pose a threat to self or others. The College will prioritize transitioning management of the issue to School District, the parent / guardian of the student or the most appropriate authority or entity to address the crisis at hand. Often the College Police Department will assess the situation and coordinate that transition with its School District counterpart. School District designates College as its agent under any applicable statutory authority or parent / guardian consent to treatment for the limited purpose of this crisis-response intervention.

When on the College campus, Students will follow the policies and procedures of the College to ensure the safety and well-being of the fellow classmates, faculty, staff and visitors. The Colleges will develop standard protocols for various emergency situations.

To ensure safety precautions, the College enrolls all students, faculty and staff, including Students in Dual Credit programs, into emergency alert messages. These messages are sent to all groups mentioned via the College email, robocalls and text messages to the telephones listed in the system of record.

Alamo Colleges District is subject to legislation requiring it to allow licensees to carry concealed handguns on its campuses effective August 1, 2017, and Students will potentially encounter license holders availing themselves of this privilege. Any notice of these facts to parents of Students will be the responsibility of the School District.

Students traveling for College events will be required to sign an Alamo Colleges District General Participation Release as a condition of participation as is required of all students from each of the Colleges of the Alamo Colleges District.

20. STUDENT ATTENDANCE POLICIES

Students are required to maintain regular and punctual attendance in class and laboratories to meet the required number of contact hours per semester. Absences, dismissal of classes, and early release (except in emergency or inclement weather, when permitted by Applicable Law, or when related to state-mandated assessment days) shall be avoided. For additional information on the College attendance policies, please refer to the College's Course Catalog at <https://myspccatalog.alamo.edu/content.php?catoid=197&navoid=13012#Attendance>.

21. STUDENT CONDUCT

Students are required to adhere to School District and College policies, procedures, and regulations regarding facilities and equipment usage and both School District and College codes of student conduct as well as the Alamo Colleges District Student Responsibility for Success Policy. All

disciplinary action, including suspension and dismissal from the College, shall be in conformity with the Codes of student conduct of the Parties. All Students will be provided access to the Alamo Colleges District eCatalog, Student Code of Conduct, Student Handbook, and Title IX / Clery Act materials in the same manner as all other students enrolled in the College. For additional information on the College student conduct policies, please refer to the College's Catalog at <https://myspccatalog.alamo.edu/content.php?catoid=175&navoid=10909>. In the event of a conflict between the policies of School District and College, the Parties will collaborate to resolve any conflict.

The School District and the College will inform one another of complaints against a Student. The party which receives a complaint of non-academic misconduct may investigate the complaint and reach a decision on responsibility for violations of the applicable student code of conduct, but must notify the other party of sanctions before they are issued. Students who are in violation of policies and codes of conduct will, where appropriate, return to the School District's high school, if any, and will not be allowed to return to any College facility. The Parties will cooperate fully with each other in any investigation involving student misconduct or conduct that threatens or potentially threatens the safety of others and the college campus. The Parties will cooperate fully with each other as necessary in all matters pertaining to complaints, grievances and appeals regarding student conduct issues. The definition of "cooperation" includes providing access to students or other persons who may be witnesses or persons with knowledge of relevant facts. Students may be sanctioned the same as other post-secondary College students and may be subject to exclusion from the College campus and College properties.

The Alamo Colleges District board policy F.4.5 states that Students who violate federal or state statutes, the Student Code of Conduct, Alamo Colleges District policy, or other applicable requirements related to alcohol and drug use shall be subject to appropriate disciplinary action. Such disciplinary action may include referral to drug and alcohol counseling or rehabilitation programs or student assistance programs, suspension, expulsion, and referral to appropriate law enforcement officials for prosecution.

22. STUDENT SUPPORT SERVICES

The Parties will identify and collaborate on measures to assist those students who may not be performing satisfactorily to succeed. The School will seek guidance from the College designee(s) in the areas of test preparation, tutoring, College Connection services, academic advising, and the development of an integrated support system for Students across the two institutions. Students will have access to the same or similar tutoring and other academic support as provided for other students in the School District, School and College. To promote academic success, the Parties will provide academic support services as may be needed. The School counselor and its designee will work to ensure Students receive pertinent information regarding higher education, financial assistance, and assistance waivers for tuition and fees. As needed, each Party will assist families as they complete initial application and admission requirements per the respective organizations' processes. The School District will be responsible for non-academic counseling services and the College is authorized, but not required, to provide emergency counseling intervention services. See section 4 – Disability Support Services.

23. EXTRACURRICULAR ACTIVITIES AND STUDENT ENGAGEMENT ACTIVITIES

- a. The School District may allow students to participate in high school activities as long as participation does not interfere with academic requirements of the dual credit courses.
- b. Students may participate in age-appropriate activities on the College campus so long as participation does not interfere with the academic requirements of the School. From time to time, Students may be assigned to off-site academic course assignments which require the Student to travel to satisfy course objectives that could include, without limitation, museum visits or job-site internships. Students engaging in any College-related, off-site travel must be transported by a parent, guardian, parent/guardian written designee, or School District-sponsored travel arrangement; transportation by College, its employees or other post-secondary college students is strictly prohibited.

24. STUDENT DATA SHARING

Parties agree to share student data for the purpose of administering and managing the participating Dual Credit programs. Parties agree to regularly share data not otherwise available to the other party to ensure that data is current and has integrity, as both Parties use data for enrollment into courses, state reporting, financial matters, Title IX matters, student conduct and other official business related to the participating Dual Credit programs. Each Party shall also promptly notify the other of any onsite or offsite behaviors of Students participating in any Dual Credit program known to the Party which threaten or cause harm to others, including, without limitation, violence, threats, weapons, sexual assault, sexual contact of minors, and Title IX complaints.

Parties agree to adhere to the confidentiality requirements of FERPA and will encrypt the student data before it is transmitted electronically. As Parties are held to FERPA guidelines, each is entitled to student information from students that are shared under the condition of being school officials with legitimate educational interest and as appropriate officials in cases of health and safety emergencies. Notwithstanding the foregoing, the School shall coordinate signature of and collect the High School Programs Student/Parent Consent Form during the student on-boarding process.

The School District will transmit the Student data to a secure location mutually agreed upon by both Parties. The College will retrieve and delete the student data from the secure location so as not to expose any sensitive student information. The Student data retrieved from the School District will be entered into Banner, the College's system of record, and used exclusively for official business pertaining to all applicable areas of High School Programs.

25. STUDENT RECORDS

In accordance with Applicable Law, School District will maintain student records pertaining to Dual Credit programs and provide College copies of the letter grades, and other informational data on student assessment, promotion, retention, academic transcripts, award of diplomas, and other student data necessary and advisable for College to perform its obligations under this MOU. Each Party will be responsible for maintaining student records and records pertaining to the Program in conformity with the Texas Record Retention laws and the federal FERPA. Each Party designates the other Party as its agent with a legitimate educational interest in students' education records for

purposes of FERPA, and each Party agrees in its capacity as such agent to comply with the FERPA requirements set forth, without limitation, at 20 CFR 99.33. Each Party shall institute policies and procedures reasonably designed to ensure that its employees and agents comply with these and all other federal and state laws, including, without limitation, FERPA, governing the rights of Students with respect to educational records, and shall protect student education records against accidental or deliberate re-disclosure to unauthorized persons.

26. TRANSCRIPTION OF COLLEGE CREDIT

St. Philip's College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of St. Philip's College.

College credit for each Student appears on the College transcript as students complete each college course. Transcription of college credit is the responsibility of the College and transcription of high school credit is the responsibility of the School District. The School District determines how the college grades will be recorded in the high school transcript for GPA and ranking purposes. The School District, through the School staff, will ensure that parents are aware and knowledgeable of this and other procedures regarding transcription of grades. See policies procedure F.4.1.1 in <https://www.alamo.edu/experience-the-alamo-colleges/current-students/transcripts-and-records/>.

27. CIVIL RIGHTS UNDER ALAMO COLLEGES DISTRICT POLICIES

The Alamo Colleges District Policy and Procedure on Civil Rights prohibits discrimination, harassment, and retaliation in violation of several statutes, including but not limited to Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. In particular, Section 504 prohibits discrimination and the denial of benefits or participation in any program or activity receiving federal financial assistance on the basis of disability. The protection extends to employees and Students. Title IX provides that no person shall on the basis of sex shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance. Title IX prohibits discrimination based on sex (gender) of employees and students at educational institutions receiving federal financial assistance. "Sex" and gender discrimination under Title IX includes gender discrimination, cover sexual harassment and sexual assaults and violence occurring on campus.

The Alamo Colleges District does not tolerate discrimination, harassment, or retaliation on the basis of any protected criteria, including gender or disability. To ensure compliance with the Civil Rights Policy and Procedure on Civil Rights Discrimination, Harassment, and Retaliation, the Alamo Colleges District have designated a Title IX/VII/ADA/504 Coordinator to coordinate the investigation and resolution District-wide of complaints under the Civil Rights Policy and Procedure. All civil rights complaints should be reported or routed to the District Title IX/Title VII/ADA/504 Coordinator for handling and processing. At all times, the Coordinator and the school district will keep each other informed of complaints raised against each other. If the complaint

involves a student as the accused or accuser, the Parties will agree on which party will undertake the investigation.

All Students will have access to AlamoCARES, a prevention, education and support program regarding dating violence, domestic violence, sexual assault, and stalking. Within the AlamoCARES site, students will find information on rights granted by Title IX and other federal statutes and resources to help educate and assist them when dealing with gender or disability discrimination, retaliation, and sexual harassment and violence. For more information, please visit: <https://www.alamo.edu/about-us/compliance/title-ix/>.

28. PROGRAM EVALUATION

The School District and the College will develop a plan for the evaluation of the Dual Credit program to be completed each year. The evaluation will include, but is not limited to, disaggregated attendance and retention rates, GPA of high-school-credit-only courses and college courses, satisfactory progress in college courses, state assessment results, SAT/ACT, as applicable, TSIA readiness by grade level, and adequate progress toward the college-readiness of the students in the program. The School District commits to collecting longitudinal data as specified by the College, and making data and performance outcomes available to the College upon request. HB 1638 and SACSCOC require the collection of data points to be longitudinally captured by the School District, in collaboration with the College, will include, at minimum: student enrollment, GPA, retention, persistence, completion, transfer and scholarships. School District will provide parent contact and demographic information to the College upon request for targeted marketing of degree completion or workforce development information to parents of Students. School District agrees to obtain valid FERPA releases drafted to support the supply of such data if deemed required by counsel to either School District or the College. The College conducts and reports regular and ongoing evaluations of the Dual Credit program effectiveness and uses the results for continuous improvement.

29. FISCAL MATTERS

- a. The School District will provide all required Course Materials (textbooks and electronic materials) and will be billed for applicable Instructional Materials charges embedded in courses requiring electronic materials in accordance with the College respective course agreement.
- b. The School District will act as the fiscal agent for purposes of this MOU, including student fees. Based on School District policies, the School District may recover fees incurred by students.
- c. Any transportation and applicable food services required for Students participating in Dual Credit programs at the College site will be provided by the School District.
- d. All personal fines, late fees, parking tickets, etc. incurred by Student at the College are the student's individual responsibility.

- e. Adjunct Instructors at the School site delivering dual credit courses may teach students enrolled in ECHS and Traditional Dual Credit in the same course section. However, Alamo Colleges District will only pay dual credit stipends for dual credit courses with 15 dual credit students or more in each course section. Dual Credit students constitute those in traditional Dual Credit or ECHS.
- f. The Cost-Sharing Model was implemented beginning with the 2017-18 Academic Year. Following the model of who primarily funds the cost of the Dual Credit Instructor, the Alamo Colleges District will either pay a stipend to the School District or the School District will pay the Alamo Colleges District the appropriate amount listed below. The College will verify all student enrollments per College census dates.
 - i. Where the School District contracts the instructor to teach college courses, the Alamo Colleges District will pay \$600 for each course section that contains at least 15 students. The official student enrollment count will be taken on the course sections' census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide the appropriate payment to be paid the first full week of December for the Fall semester and the third full week of April for the Spring semester.
 - ii. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals less than 80% of the total student enrollment count of the said course section, the School District will pay \$100 per student to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide an invoice by mid-January for the Fall semester and the third full week of April for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.
 - iii. Where the College contracts the college instructor to teach a course section and the student enrollment in each specific course section totals to 80% or greater of the total student enrollment of the said course, the School District will pay \$2,800 per course to the Alamo Colleges District. The official student enrollment count will be taken on the course sections' census date. The Alamo Colleges District Business Office will communicate with the School District Business Office to provide an invoice by mid-January for the Fall semester and the third full week of April for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.
 - iv. Where Students are required to use Course Materials as part of the prescribed courses in their degree plan, as referenced in Section 13 – Course Materials, the Alamo Colleges District Business Office will communicate with the School District Business Office to provide an invoice by mid-January for the Fall semester and the

third full week of April for the Spring semester. Each of these invoices are to be paid net 45 days from the date of the invoice.

- g. School District's failure to meet its financial responsibilities as the fiscal agent will result in a College's refusal of enrollment of its Students for the next Academic Year after determination of payment default and may be subject to outside collection agency action.
- h. Tuition promotions, incentives or discounts vary during each academic year. All current promotions are published on the Alamo Colleges District web site at: www.alamo.edu, and are available in printed or electronic formats. Applicability of said for students enrolled in Dual Credit programs, Early College High School or Alamo Academies must be verified at the time of enrollment. Examples of promotional incentives include the "Summer Momentum Plan" published in the Alamo Colleges District web site at: <http://www.alamo.edu/free>.

30. AMENDMENTS OR REVISIONS TO THE MOU

This MOU may only be amended by mutual written agreement of the Parties.

31. TERMINATION OF THE MOU

Either Party may terminate this MOU through written notice to the other party given not later than the last calendar day in December and to be effective for the ensuing academic fall semester. In the event of termination, the School District, School and College will prepare an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the authorized representatives from both Parties as listed herein.

32. TRANSPORTATION

The School District will provide for such student transportation as may be required to and from the College as required under State law, and for any off-site academic course assignments which require the Student to travel to satisfy course objectives that could include, without limitation, museum visits or job-site internships, or approved School and College field trips or extra-curricular activities, each pursuant to applicable School District rules and procedures.

33. STUDENT DIRECTORY INFORMATION

Upon enrolling in the Dual Credit program, each Student's general directory information (defined by the College, pursuant to FERPA, to exclude student addresses) will become part of the College's student general directory information, and will be subject to the Texas Public Information Act.

34. FOOD SERVICES

The School District will provide for all applicable Student meals as required by State and Federal law and School District rules and procedures as applicable when students attend a College site. Students may purchase food from College food service facilities when on the College campus.

35. ENTIRE AGREEMENT

This MOU supersedes all prior agreements, written or oral, between College and School District and constitutes the entire agreement and understanding between the Parties with respect to the subject matter hereof. This MOU and each of its provisions may not be waived, modified, amended or altered except by a subsequent writing signed by authorized representatives for each respective Party. Services Agreements may be entered into by College and School District in order to address more specific logistical concerns. Notwithstanding anything appearing in such Service Agreements, in case of any conflict with this MOU, the terms of this MOU shall prevail.

36. NO WAIVER OF IMMUNITY

Neither College nor School District waives or relinquish any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this MOU and the performance of the covenants contained herein.

37. COUNTERPARTS

This MOU may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to be one and the same instrument. A signature transmitted by facsimile or similar equipment shall be deemed an original signature.

38. SEVERABILITY

In the event any provision of this MOU shall be found invalid, void and/or unenforceable, for any reason, neither this MOU generally nor the remainder of this MOU shall thereby be rendered invalid, void and/or unenforceable, but instead each such provision, and (if necessary) other provisions hereof shall be reformed by a court of competent jurisdiction so as to effect, insofar as is practicable, the intention of the Parties as set forth in this MOU; provided, however, that if such court is unable or unwilling to effect such reformation, the remainder of this MOU shall be construed and given effect as if such invalid, void and/or unenforceable provisions had not been a part hereof.

39. NOTICE

Any notice required by or permitted under this MOU must be made in writing. Any notice required by this MOU will be deemed to be delivered (whether actually received or not) when deposited with the United States Postal Service, postage prepaid, U.S. certified or registered mail, return receipt requested, and addressed to the intended recipient at the address shown in the signature block of each Party below. Any address for notice may be changed by written notice delivered as provided herein. Such addresses may be changed or additional addresses added from time to time by written notice of such change given in accordance with this section.

Email notice shall always be a permitted option, and shall be mandatory during the pendency of any epidemic or pandemic affecting the city or county of the notice address of either party, or during any period during which either party has implemented limited office staffing or a temporary work-from-home program by reason of an emergency declared by authorities with jurisdiction over that area. All email notices given pursuant to this Agreement shall be effective upon receipt, rebuttably

presumed received with evidence of sending, and irrebuttably presumed received with evidence of email confirmation of receipt.

School District:

Comal ISD
ATTN: Superintendent of Schools
1404 IH 35 N
New Braunfels, TX 78130
andrew.kim@comalisd.org

College:

St. Philip's College
ATTN: College President
1801 Martin Luther King Dr.
San Antonio, Texas 78203
aloston@alamo.edu

Alamo Colleges District:

Alamo Colleges District
ATTN: Vice Chancellor of Academic Success
2222 N. Alamo St.
San Antonio, TX 78215
grailey@alamo.edu

Alamo Colleges District
ATTN: General Counsel
2222 N. Alamo St.
San Antonio, TX 78215
rlaughead@alamo.edu

40. NON-APPROPRIATION

The Parties hereto acknowledge that College and School District are governmental entities subject to certain budgetary constraints and agree that, in the event funding for the provision of services of performance hereunder by either College or School District is not appropriated or provided for in the budget for its next fiscal year, College and District may immediately terminate this MOU without penalty and its duties hereunder shall cease to exist.

41. NO-THIRD PARTY BENEFICIARY

This MOU inures to the benefit of and obligates only the Parties executing it. No term or provision of this MOU shall benefit or obligate any person or entity not a party to it. The Parties hereto shall cooperate fully in opposing any attempt by any third person or entity to claim any benefit, protection, release or other consideration under this MOU.

42. HEADINGS

The description headings used in this MOU are inserted for reference only and do not and shall not be deemed to modify the construction of any of the provisions of this MOU.

43. RELATIONSHIP

The relationship of the School District and College shall, with respect to that part of any service or function undertaken as a result of or pursuant to this MOU, be that of independent contractors. Nothing contained herein shall be deemed or construed by the Parties, or by any third party, as creating the relationship of principal and agent, partners, joint venturers, or any other similar such relationship between the Parties.

Intending to be bound, the Parties sign below.

SERVICING COLLEGE / ALAMO COLLEGES DISTRICT



Adena Williams Loston

Sep 8, 2020

By: {{_es_:signer2:signature}} {{_es_:signer2:date}}
Dr. Adena Williams Loston Date
College President
St. Philip's College

George Railey

Sep 9, 2020

[George Railey \(Sep 9, 2020 07:47 CDT\)](#)

By: {{_es_:signer3:signature}} {{_es_:signer3:date}}
Dr. George Railey, Jr. Date
Vice Chancellor for Academic Success

COMAL ISD

Andrew Kim

6/18/20

By: {{_es_:signer1:signature}} {{_es_:signer1:date}}
Mr. Andrew Kim Date
Superintendent of Schools

2020-2023 DC MOU COMAL - SPC

Final Audit Report

2020-09-09

Created:	2020-09-08
By:	Rosena Garcia (rgarcia1555@alamo.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAp6Wp8pT2nzezP-a9xmbFJ5flWqzgYa7X

"2020-2023 DC MOU COMAL - SPC" History

-  Document created by Rosena Garcia (rgarcia1555@alamo.edu)
2020-09-08 - 6:35:20 PM GMT- IP address: 72.48.10.208
-  Document emailed to Adena Williams Loston (aloston@alamo.edu) for signature
2020-09-08 - 6:36:09 PM GMT
-  Email viewed by Adena Williams Loston (aloston@alamo.edu)
2020-09-08 - 8:32:40 PM GMT- IP address: 209.184.114.41
-  Document e-signed by Adena Williams Loston (aloston@alamo.edu)
Signature Date: 2020-09-08 - 8:32:56 PM GMT - Time Source: server- IP address: 209.184.114.41
-  Document emailed to George Railey (grailey@alamo.edu) for signature
2020-09-08 - 8:32:58 PM GMT
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2020-09-08 - 11:21:47 PM GMT- IP address: 173.174.132.8
-  Document e-signed by George Railey (grailey@alamo.edu)
Signature Date: 2020-09-09 - 12:47:19 PM GMT - Time Source: server- IP address: 67.11.165.165
-  Signed document emailed to Rosena Garcia (rgarcia1555@alamo.edu), Adena Williams Loston (aloston@alamo.edu) and George Railey (grailey@alamo.edu)
2020-09-09 - 12:47:19 PM GMT

Appendix B College Scorecard

St. Philip's College Scorecard FY 2021

For a detailed review of SPC Student Achievement Goals: <http://www.alamo.edu/mainwide.aspx?id=43716>

Results of Mission: Empower our diverse student population through educational achievement and career readiness. Vision: Best in the nation in Student Success and Performance Excellence. Values: Students First Respect For All Community Engaged Collaboration Can Do Spirit Data Informed Core Competencies: Quality Instruction of Educational Programs Student Engagement Community Engagement							
STRATEGIC OBJECTIVES	INSTITUTIONAL PRIORITIES	SUPPORTING DOCUMENTS LEADING INDICATORS	BENCHMARKS	RESULTS			TARGET
				Fall 17	Fall 18	Fall 19	Fall 20
Student Success	Productive Grade Rate (PGR)	<ul style="list-style-type: none"> SLO Assessment Results (QEP and ETS) Early Alert/Follow-Up Reports Tutoring Student Engagement (CCSSE Survey) 4E, 4L, 4P, 21 Ruffalo Noel Levitz 1-16 	AC baseline (Fall 2006) = 67.3%	83.6%	83.6%	83.1%	83.4%
	Persistence FT FTIC Fall-to-Fall	<ul style="list-style-type: none"> On-Site Wait Times Ruffalo Noel Levitz 1-16, 43,32,15,65 CCSSE 4O, 4E, 4P, 9B Tutoring/Advising Explorance Blue 	State & VLCC Best (San Jacinto) = 71.8% VLCC Average = 62.7% Statewide = 58.5%	64.0%	56.9%	62.7%	63.0%
	Graduation Rate FT FTIC 4-year	<ul style="list-style-type: none"> Enrollment Productive Grade Rate (PGR) Early Alert Follow-Up Reports Tutoring/Advising Weekly Degree Audits (45+ Hrs.) 	VLCC Best (San Jacinto North) = 41.4% VLCC Average = 25.2%, State Best (Lee College) = 41.5% State Average = 24.8%	Fall 13 Cohort 22.5%	Fall 14 Cohort 32.5%	Fall 15 Cohort 33.4%	Fall 16 Cohort 33.7%
Leadership	Ethical Decision Making (EDM)	<ul style="list-style-type: none"> Student Engagement and Satisfaction (CCSSE, Ruffalo Noel Levitz) Rubric Assessment Ethical Decision Making/Personal Responsibility 	CCSSE every odd year (spring) Target: 50.0% RNL every even year (spring) Ethical Decision Making (EDM)/Personal Responsibility Baseline (Fall 2014) = 73%	17/18	18/19	19/20	20/21
				Assessed Biannually	CCSSE ACL 49.1 SE 46.0 AC 47.4 SFI 47.8 SFL 52.5	Assessed Biannually	CCSSE ACL 50.0 SE 50.0 AC 50.0 SFI 50.0 SFL 53.0
				Summary Score RNL 5.64	Next Assessment Fall 20	Assessment TBD	5.84
Performance Excellence	SACSCOC Compliance and Sustainability	<ul style="list-style-type: none"> College Climate Survey (PACE) Employee Professional development 	PACE every year (Fall) target 3.76	3.81	3.95	4.09	4.12
				Alumni (EDM) SPC Constituent Survey Spring 2016 Average (first survey) = 80.1% Best in the region (SACSCOC); 0 Recommendations; 2.5 (Average); SPC below average on cited recommendations SACSCOC due dates and dates of implementation SACSCOC Acceptance and Approval, respectively	85.1%	91.1%	91.9%

Appendix C Financial Statements and Audits

GRANT THORNTON LLP

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

Management and Board of Trustees
Alamo Community College District

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Alamo Community College District (the "District"), which is comprised of San Antonio College, St. Philip's College, Palo Alto College, Northeast Lakeview College, and Northwest Vista College, as of and for the years ended August 31, 2019 and 2018, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audits. For the year ended August 31, 2019, we did not audit the financial statements of the ACCD Public Facility Corporation, which represents approximately 16%, 4%, and 1% of the assets, net position or net assets and revenues, respectively, of the aggregate discretely presented component units of the District. For the year ended August 31, 2018, we did not audit the financial statements of the Alamo Colleges Foundation, Inc. and the ACCD Public Facility Corporation, which represents approximately 100% of the assets, net position or net assets and revenues of the aggregate discretely presented component units of the District. Those financial statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for this component unit, is based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The financial statements of Alamo Colleges Foundation, Inc. were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audits and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the District as of August 31, 2019 and 2018, and the respective changes in financial position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on the Schedule of District's Proportionate Share of Net Pension Liability, Schedule of District Contributions for Pensions, Schedule of District's Proportionate Share of Net Other Post-Employment Benefits ("OPEB") Liability and Schedule of District Contributions for OPEB be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The schedule of expenditures of federal awards, as required by Title 2 *U.S. Code of Federal Regulations (CFR) Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, the schedule of expenditures of state awards, as required by the State of Texas Uniform Grant Management Standards, and the Schedule of Operating Revenues, the Schedule of Operating Expenses by Object, the Schedule of Non-Operating Revenues and Expenses, and the Schedule of Net Position by Source and Availability, as required by the Texas Higher Education Coordinating Board ("THECB"), are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other information

The introductory section, other information – by location and statistical section, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other reporting required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report, dated December 10, 2019, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.



Dallas, Texas
December 10, 2019

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Operating Revenues by Location
For the Year Ended August 31, 2019
(Unaudited)

	DIST SVCS	SAC	SPC	PAC	NVC	NLC	TOTAL
OPERATING REVENUES:							
Tuition							
State-funded courses							
In-District resident tuition	\$ -	\$ 25,561,113	\$ 15,552,846	\$ 12,644,318	\$ 24,461,816	\$ 6,165,778	\$ 84,385,871
Out-of-District resident tuition	-	6,317,844	6,686,786	4,359,726	3,899,682	5,801,108	27,065,146
Non-resident tuition	-	2,822,077	2,346,452	1,438,424	1,853,434	839,103	9,299,490
TPEG - credit set aside	-	1,713,297	908,074	782,795	1,454,808	627,079	5,486,053
State-funded continuing education	1,319,120	-	61,315	-	-	-	1,380,435
TPEG - non-credit set aside	88,113	-	-	-	-	-	88,113
Non-State-funded continuing education	639,127	-	232,987	57,253	-	-	929,367
Total tuition	2,046,360	36,414,331	25,788,460	19,282,516	31,669,740	13,433,068	128,634,475
Fees							
Other	2,307,578	974,051	541,046	414,563	829,484	319,396	5,386,118
Total fees	2,307,578	974,051	541,046	414,563	829,484	319,396	5,386,118
Total tuition and fees	4,353,938	37,388,382	26,329,506	19,697,079	32,499,224	13,752,464	134,020,593
Allowances and discounts							
Institutional allowances and scholarships	(57,373)	(1,695,775)	(914,122)	(768,471)	(1,451,880)	(427,559)	(5,315,180)
Remissions and exemptions - state	-	(1,908,802)	(1,069,560)	(887,646)	(1,352,319)	(777,452)	(5,995,779)
Remissions and exemptions - local - dual credit	-	(4,292,569)	(7,757,827)	(5,117,012)	(4,899,190)	(1,979,405)	(24,046,003)
Federal grants to students	-	(12,057,462)	(6,147,876)	(6,602,069)	(9,335,755)	(3,016,443)	(37,159,605)
TPEG awards	-	(265,240)	(135,241)	(145,233)	(205,368)	(66,356)	(817,438)
State grants to students	-	(525,599)	(267,993)	(287,792)	(406,957)	(131,490)	(1,619,831)
Other local awards	(1,911,485)	(278,876)	(96,048)	(97,704)	-	-	(2,384,113)
Total allowances and discounts	(1,968,858)	(21,024,323)	(16,388,667)	(13,905,927)	(17,651,469)	(6,398,705)	(77,337,949)
Total net tuition and fees	2,385,080	16,364,059	9,940,839	5,791,152	14,847,755	7,353,759	56,682,644
Other operating revenues							
Federal grants and contracts	4,218,173	4,913,529	4,541,859	3,052,870	1,342,911	93,623	18,162,965
State grants and contracts	1,115,799	103,860	107,811	33,253	65,410	-	1,426,133
Local grants and contracts	1,270,105	284,927	-	-	-	-	1,555,032
Non-governmental grants and contracts	340,040	52,672	29,999	24,585	26,035	2,010	475,341
Other operating revenues	2,766,828	1,310,450	691,689	1,054,586	403,101	214,685	6,441,339
Total other operating revenues	9,710,945	6,665,438	5,371,358	4,165,294	1,837,457	310,318	28,060,810
Sales and services of auxiliary enterprises							
Bookstore commission	-	108,931	133,416	110,955	234,515	73,088	660,905
Palo Alto College natatorium	-	-	-	664,356	-	-	664,356
Day care centers	-	353,250	153,282	219,525	-	-	726,057
Vending machines and copiers	17,830	84,140	74,243	47,838	88,033	15,364	327,448
Campus access fees and fines	(100,316)	819,667	346,532	321,913	659,899	237,554	2,285,249
Auxiliary-restricted	-	1,200	1,931	55,195	-	-	58,326
Other	35	243,059	24,895	49,939	56,028	17,800	391,756
Total sales and services of auxiliary enterprises	(82,451)	1,610,247	734,299	1,469,721	1,038,475	343,806	5,114,097
Total operating revenues	\$ 12,013,574	\$ 24,639,744	\$ 16,046,496	\$ 11,426,167	\$ 17,723,687	\$ 8,007,883	\$ 89,857,551

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Operating Expenses by Location
For the Year Ended August 31, 2019
(Unaudited)

	DIST SVCS	SAC	SPC	PAC	NVC	NLC	TOTAL
Educational activities							
Instruction	\$ 6,040,766	\$ 43,196,915	\$ 31,293,704	\$ 18,942,004	\$ 27,501,216	\$ 10,229,298	\$ 137,203,903
Public service	35,993	1,332,889	131,131	12,684	713	1,548	1,514,958
Academic support	1,404,891	6,726,698	6,077,311	2,867,656	9,506,599	3,081,428	29,664,583
Student services	10,519,660	13,264,349	8,149,804	9,854,430	9,286,773	3,870,324	54,945,340
Institutional support	49,027,467	10,796,916	6,422,718	5,028,097	4,558,452	2,826,386	78,660,036
Operation and maintenance of plant	9,219,991	8,555,504	9,087,082	5,386,879	4,784,517	3,723,830	40,757,803
Scholarships and fellowships	-	19,470,292	8,985,781	10,224,587	14,509,138	3,635,618	56,825,416
Total educational activities	76,248,768	103,343,563	70,147,531	52,316,337	70,147,408	27,368,432	399,572,039
Auxiliary enterprises	10,329	247,542	162,110	1,202,425	17,019	1,069	1,640,494
Depreciation expense - buildings	845,163	7,179,717	7,554,874	5,027,424	4,519,513	3,423,472	28,550,163
Depreciation expense - equipment	1,579,954	671,504	1,081,755	161,630	239,990	95,344	3,830,177
Total operating expenses	<u>\$ 78,684,214</u>	<u>\$ 111,442,326</u>	<u>\$ 78,946,270</u>	<u>\$ 58,707,816</u>	<u>\$ 74,923,930</u>	<u>\$ 30,888,317</u>	<u>\$ 433,592,873</u>

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Non-Operating Revenues and Expenses by Location
For the Year Ended August 31, 2019
(Unaudited)

	DIST SVCS	SAC	SPC	PAC	NVC	NLC	TOTAL
NON-OPERATING REVENUES:							
State appropriations							
Education and general state support	\$ -	\$ 18,005,244	\$ 12,478,693	\$ 8,770,542	\$ 16,030,728	\$ 4,621,304	\$ 59,906,511
State group insurance	(2,312,839)	3,714,923	2,547,200	1,743,015	2,354,308	1,154,196	9,200,803
State retirement match	3,444,787	1,310,376	969,957	637,001	898,981	385,232	7,646,334
Ad valorem taxes							
Taxes for maintenance and operations	53,239,407	32,590,300	31,225,595	19,845,357	19,146,632	11,425,968	167,473,259
Taxes for maintenance notes	2,884,047	1,765,459	1,691,531	1,075,049	1,037,198	618,960	9,072,244
Taxes for debt service	17,608,601	10,779,040	10,327,676	6,563,731	6,332,628	3,779,068	55,390,744
Federal revenue, non-operating	-	31,578,235	15,019,869	16,698,794	23,764,861	6,859,561	93,921,320
State revenue, non-operating	-	1,428,980	609,556	663,656	900,564	7,374	3,610,130
Gifts	126,098	53,081	2,305	183,079	21,011	20,319	405,893
Investment income	8,950,556	26,250	14,311	13,357	19,925	8,763	9,033,162
Total non-operating revenues	83,940,657	101,251,888	74,886,693	56,193,581	70,506,836	28,880,745	415,660,400
NON-OPERATING EXPENSES:							
Interest on capital-related debt	(2,503,268)	(4,155,029)	(3,690,063)	(3,151,985)	(3,534,448)	(2,810,394)	(19,845,187)
Interest on maintenance tax notes	(332,660)	(552,166)	(490,376)	(418,870)	(469,696)	(373,476)	(2,637,244)
Gain (loss) on disposal of capital assets	(64,854)	607,080	2,542	-	3,600	(168)	548,200
Other non-operating expenses	(2,977,729)	(634,000)	(336,602)	127,800	(722)	-	(3,821,253)
Total non-operating expenses	(5,878,511)	(4,734,115)	(4,514,499)	(3,443,055)	(4,001,266)	(3,184,038)	(25,755,484)
Net non-operating revenues	\$ 78,062,146	\$ 96,517,773	\$ 70,372,194	\$ 52,750,526	\$ 66,505,570	\$ 25,696,707	\$ 389,904,916

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Capital Assets by Asset Types
For the Year Ended August 31, 2019
(Unaudited)

	Balance 9/1/2018	Additions	Deletions	Balance 8/31/2019
<i>Land:</i>				
San Antonio College	\$ 11,578,670	\$ 935,207	\$ 19,000	\$ 12,494,877
St. Philip's College	6,183,345	-	-	6,183,345
Palo Alto College	6,727,257	-	-	6,727,257
Northwest Vista College	1,717,000	-	-	1,717,000
Northeast Lakeview College	5,259,089	-	-	5,259,089
North Central Campus	12,793,381	-	-	12,793,381
District offices	13,701,683	4,391,510	-	18,093,193
Total land	57,960,425	5,326,717	19,000	63,268,142
<i>Buildings and building improvements:</i>				
San Antonio College	234,974,208	-	-	234,974,208
St. Philip's College	206,723,167	184,572	-	206,907,739
Palo Alto College	135,473,666	-	-	135,473,666
Northwest Vista College	132,908,297	-	-	132,908,297
Northeast Lakeview College	117,273,693	-	-	117,273,693
North Central Campus	-	-	-	-
District offices	29,403,523	63,068,180	-	92,471,703
Total buildings and building improvements	856,756,554	63,252,752	-	920,009,306
<i>Other real estate improvements:</i>				
San Antonio College	28,718,402	145,000	-	28,863,402
St. Philip's College	28,704,717	-	-	28,704,717
Palo Alto College	20,336,721	1,050,365	-	21,387,086
Northwest Vista College	34,186,559	959,378	-	35,145,937
Northeast Lakeview College	16,530,899	-	-	16,530,899
North Central Campus	195,720	-	-	195,720
District offices	6,526,335	4,158,734	-	10,685,069
Total other real estate improvements	135,199,353	6,313,477	-	141,512,830
<i>Furniture, machinery and equipment:</i>				
San Antonio College	7,418,436	446,523	336,558	7,528,401
St. Philip's College	14,526,533	530,850	157,263	14,900,120
Palo Alto College	2,452,469	187,626	-	2,640,095
Northwest Vista College	2,277,615	117,467	99,097	2,295,985
Northeast Lakeview College	778,092	10,950	10,070	778,972
North Central Campus	-	-	-	-
District offices	16,172,185	657,142	1,617,435	15,211,892
Total furniture, machinery and equipment	43,625,330	1,950,558	2,220,423	43,355,465
<i>Software:</i>				
San Antonio College	83,577	-	-	83,577
St. Philip's College	60,319	-	-	60,319
Palo Alto College	9,408	-	-	9,408
District-wide	3,049,275	-	-	3,049,275
Total software	3,202,579	-	-	3,202,579
<i>Library materials:</i>				
San Antonio College	5,999,260	28,025	364,998	5,662,287
St. Philip's College	4,661,642	2,206	120,957	4,542,891
Palo Alto College	3,710,730	98	7,720	3,703,108
Northwest Vista College	926,231	30,179	-	956,410
Northeast Lakeview College	811,282	65,699	-	876,981
Total library materials	16,109,145	126,207	493,675	15,741,677
<i>Works of art:</i>				
San Antonio College	247,239	-	-	247,239
St. Philip's College	119,250	-	-	119,250
Palo Alto College	18,971	-	-	18,971
Total works of art	385,460	-	-	385,460
<i>Construction in progress:</i>				
San Antonio College	909,470	5,086,228	-	5,995,698
St. Philip's College	1,137,187	18,118,962	-	19,256,149
Palo Alto College	1,047,302	1,415,776	740,063	1,723,015
Northwest Vista College	1,019,870	9,154,298	482,130	9,692,038
Northeast Lakeview College	262,702	959,349	-	1,222,051
North Central Campus	-	-	-	-
District offices	40,587,912	2,264,885	40,217,582	2,635,215
Total construction in progress	44,964,443	36,999,498	41,439,775	40,524,166
Grand total	\$ 1,158,203,289	\$ 113,969,209	\$ 44,172,873	\$ 1,227,999,625

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Capital Assets by Location
For the Year Ended August 31, 2019
(Unaudited)

	Balance 9/1/2018	Additions	Deletions	Balance 8/31/2019
<i>San Antonio College:</i>				
Land	\$ 11,578,670	\$ 935,207	\$ 19,000	\$ 12,494,877
Buildings and building improvements	234,974,208	-	-	234,974,208
Other real estate improvements	28,718,402	145,000	-	28,863,402
Furniture, machinery and equipment	7,418,436	446,523	336,558	7,528,401
Software	83,577	-	83,577	-
Library materials	5,999,260	28,025	364,998	5,662,287
Works of art	247,239	-	-	247,239
Construction in progress	909,470	5,086,228	-	5,995,698
Total San Antonio College	289,929,262	6,640,983	720,556	295,849,689
<i>St. Philip's College:</i>				
Land	6,183,345	-	-	6,183,345
Buildings and building improvements	206,723,167	184,572	-	206,907,739
Other real estate improvements	28,704,717	-	-	28,704,717
Furniture, machinery and equipment	14,526,533	530,850	157,263	14,900,120
Software	60,319	-	60,319	-
Library materials	4,661,642	2,206	120,957	4,542,891
Works of art	119,250	-	-	119,250
Construction in progress	1,137,187	18,118,962	-	19,256,149
Total St. Philip's College	262,116,160	18,836,590	278,220	280,674,530
<i>Palo Alto College:</i>				
Land	6,727,257	-	-	6,727,257
Buildings and building improvements	135,473,666	-	-	135,473,666
Other real estate improvements	20,336,721	1,050,365	-	21,387,086
Furniture, machinery and equipment	2,452,469	187,626	-	2,640,095
Software	9,408	-	9,408	-
Library materials	3,710,730	98	7,720	3,703,108
Works of art	18,971	-	-	18,971
Construction in progress	1,047,302	1,415,776	740,063	1,723,015
Total Palo Alto College	169,776,524	2,653,865	747,783	171,682,606
<i>Northwest Vista College:</i>				
Land	1,717,000	-	-	1,717,000
Buildings and building improvements	132,908,297	-	-	132,908,297
Other real estate improvements	34,186,559	959,378	-	35,145,937
Furniture, machinery and equipment	2,277,615	117,467	99,097	2,295,985
Library materials	926,231	30,179	-	956,410
Construction in progress	1,019,870	9,154,298	482,130	9,692,038
Total Northwest Vista College	173,035,572	10,261,322	581,227	182,715,667
<i>Northeast Lakeview College:</i>				
Land	5,259,089	-	-	5,259,089
Buildings and building improvements	117,273,693	-	-	117,273,693
Other real estate improvements	16,530,899	-	-	16,530,899
Furniture, machinery and equipment	778,092	10,950	10,070	778,972
Library materials	811,282	65,699	-	876,981
Construction in progress	262,702	959,349	-	1,222,051
Total Northeast Lakeview College	140,915,757	1,035,998	10,070	141,941,685
<i>North Central Campus:</i>				
Land	12,793,381	-	-	12,793,381
Buildings and building improvements	-	-	-	-
Other real estate improvements	195,720	-	-	195,720
Furniture, machinery and equipment	-	-	-	-
Construction in progress	-	-	-	-
Total North Central Campus	12,989,101	-	-	12,989,101
<i>District offices:</i>				
Land	13,701,683	4,391,510	-	18,093,193
Buildings and building improvements	29,403,523	63,068,180	-	92,471,703
Other real estate improvements	6,526,335	4,158,734	-	10,685,069
Furniture, machinery and equipment	16,172,185	657,142	1,617,435	15,211,892
Software	3,049,275	-	-	3,049,275
Construction in progress	40,587,912	2,264,885	40,217,582	2,635,215
Total District offices	109,440,913	74,540,451	41,835,017	142,146,347
Grand total	\$ 1,158,203,289	\$ 113,969,209	\$ 44,172,873	\$ 1,227,999,625



Independent Auditor's Report

To the Board of Trustees
Alamo Community College District

Report on the Financial Statements

We have audited the accompanying Statement of Net Position of Alamo Community College District (the District), which is comprised of San Antonio College, St. Philip's College, Palo Alto College, Northeast Lakeview College, and Northwest Vista College, as of August 31, 2020, the related Statements of Revenues, Expenses and Changes in Net Position and Cash Flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

The District's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of ACCD Public Facility Corporation as of and for the year ended August 31, 2020. We also did not audit the financial statements of Alamo Colleges Foundation, Inc. as of and for the year ended December 31, 2019. The financial statements of these discretely presented component units were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for these component units, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

To the Board of Trustees
Alamo Community College District

Opinion

In our opinion, based on our audit and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the District as of August 31, 2020, and the changes in financial position and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Predecessor Auditor

The financial statements of the District for the year ended August 31, 2019, were audited by other auditors whose report dated December 10, 2019 expressed an unmodified opinion on those statements.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 17 through 30 and the required supplementary information on pages 91 to 96 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audits were conducted for the purpose of forming an opinion on the basic financial statements. The introductory section on pages 1 to 9, the statistical section on pages 121 to 144, and the additional financial information on pages 99 to 102 and pages 113 to 117 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedules of expenditures of federal and state awards, as required Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are also presented for purposes of additional analysis and are also not a required part of the basic financial statements.

The additional financial information and schedules of expenditures of federal and state awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the additional financial information and the schedules of expenditures of federal and state awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audits of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

To the Board of Trustees
Alamo Community College District

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 8, 2020 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Weaver and Tidwell, L.L.P.

WEAVER AND TIDWELL, L.L.P.

Fort Worth, Texas
December 8, 2020

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Operating Revenues by Location
For the Year Ended August 31, 2020
(Unaudited)

	DIST SVCS	SAC	SPC	PAC	NVC	NLC	TOTAL
OPERATING REVENUES:							
Tuition							
State-funded courses							
In-District resident tuition	\$ -	\$ 28,862,076	\$ 16,669,220	\$ 14,269,132	\$ 26,642,454	\$ 7,545,030	\$ 93,987,912
Out-of-District resident tuition	-	5,338,352	5,934,922	3,730,505	3,818,078	6,189,926	25,011,783
Non-resident tuition	-	2,784,826	1,937,647	1,621,969	1,772,452	879,016	8,995,910
TPEG - credit set aside	-	2,172,872	1,128,809	948,596	1,750,705	771,422	6,772,404
State-funded continuing education	1,008,540	-	49,922	-	-	-	1,058,462
TPEG - non-credit set aside	64,378	-	3,187	-	-	-	67,565
Non-State-funded continuing education	419,512	-	218,197	17,270	-	-	654,979
Total tuition	1,492,430	39,158,126	25,941,904	20,587,472	33,983,689	15,385,394	136,549,015
Fees							
Other	2,045,380	957,857	498,383	374,479	805,349	316,956	4,998,404
Total fees	2,045,380	957,857	498,383	374,479	805,349	316,956	4,998,404
Total tuition and fees	3,537,810	40,115,983	26,440,287	20,961,951	34,789,038	15,702,350	141,547,419
Allowances and discounts							
Institutional allowances and scholarships	(1,524,241)	(3,694,690)	(1,544,151)	(1,527,552)	(3,162,554)	(1,332,424)	(12,785,612)
Remissions and exemptions - state	-	(1,936,214)	(968,449)	(832,231)	(1,439,661)	(916,383)	(6,092,938)
Remissions and exemptions - local - dual credit	-	(3,812,984)	(7,130,722)	(5,354,936)	(4,980,687)	(2,506,542)	(23,785,871)
Federal grants to students	-	(13,466,166)	(6,275,926)	(6,634,565)	(9,573,354)	(3,498,260)	(39,448,271)
TPEG awards	-	(582,282)	(271,373)	(286,881)	(413,955)	(151,266)	(1,705,757)
State grants to students	-	(599,200)	(279,258)	(295,216)	(425,983)	(155,662)	(1,755,319)
Other local awards	(1,565,512)	(310,965)	(190,918)	(110,387)	-	-	(2,177,782)
Total allowances and discounts	(3,089,753)	(24,402,501)	(16,660,797)	(15,041,768)	(19,996,194)	(8,560,537)	(87,751,550)
Total net tuition and fees	448,057	15,713,482	9,779,490	5,920,183	14,792,844	7,141,813	53,795,869
Other operating revenues							
Federal grants and contracts	4,326,059	3,688,249	6,869,124	2,730,850	1,616,628	115,865	19,346,775
State grants and contracts	893,428	73,607	80,037	-	70,596	-	1,117,668
Local grants and contracts	1,713,017	448,291	-	-	-	-	2,161,308
Non-governmental grants and contracts	738,821	140,608	21,675	35,511	58,197	-	994,812
Other operating revenues	2,473,735	896,855	610,167	1,003,395	199,576	332,151	5,515,879
Total other operating revenues	10,145,060	5,247,610	7,581,003	3,769,756	1,944,997	448,016	29,136,442
Sales and services of auxiliary enterprises							
Bookstore commission	-	56,156	46,782	65,593	69,753	13,503	251,787
Palo Alto College natatorium	-	-	-	256,915	-	-	256,915
Day care centers	-	155,770	131,143	127,573	-	-	414,486
Vending machines and copiers	11,696	44,404	46,597	29,135	44,098	9,499	185,429
Campus access fees and fines	18,530	773,823	308,247	286,850	616,633	227,464	2,231,547
Auxiliary-restricted	310	1,478	53,430	-	-	-	55,218
Other	73	122,680	15,559	23,321	32,418	11,501	205,552
Total sales and services of auxiliary enterprises	30,609	1,154,311	601,758	789,387	762,902	261,967	3,600,934
Total operating revenues	\$ 10,623,726	\$ 22,115,403	\$ 17,962,251	\$ 10,479,326	\$ 17,500,743	\$ 7,851,796	\$ 86,533,245

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Operating Expenses by Location
For the Year Ended August 31, 2020
(Unaudited)

	DIST SVCS	SAC	SPC	PAC	NVC	NLC	TOTAL
Educational activities							
Instruction	\$ 9,148,561	\$ 45,993,236	\$ 33,017,095	\$ 19,885,401	\$ 27,730,088	\$ 10,820,682	\$ 146,595,063
Public service	69,952	1,489,916	122,268	25,230	-	-	1,707,366
Academic support	2,490,053	5,989,470	6,708,770	2,919,724	9,185,083	3,516,769	30,809,869
Student services	13,970,615	14,633,488	9,049,177	9,695,870	9,653,291	4,567,484	61,569,925
Institutional support	49,281,192	11,262,491	8,247,467	5,213,527	3,389,983	3,147,888	80,542,548
Operation and maintenance of plant	9,837,437	9,252,901	12,672,777	4,760,414	4,581,170	3,481,435	44,586,134
Scholarships and fellowships	568,268	20,495,347	8,903,304	10,136,493	14,849,332	4,229,423	59,182,167
Total educational activities	85,366,078	109,116,849	78,720,858	52,636,659	69,388,947	29,763,681	424,993,072
Auxiliary enterprises	26,465	154,331	232,714	1,206,719	29,649	27,092	1,676,970
Depreciation expense - buildings	2,694,373	6,680,520	7,559,133	4,966,426	4,567,481	3,423,472	29,891,405
Depreciation expense - equipment	1,497,977	631,223	1,105,648	126,553	210,507	74,220	3,646,128
Total operating expenses	\$ 89,584,893	\$ 116,582,923	\$ 87,618,353	\$ 58,936,357	\$ 74,196,584	\$ 33,288,465	\$ 460,207,575

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Non-Operating Revenues and Expenses by Location
For the Year Ended August 31, 2020
(Unaudited)

	DIST SVCS	SAC	SPC	PAC	NVC	NLC	TOTAL
NON-OPERATING REVENUES:							
State appropriations							
Education and general state support	\$ -	\$ 18,444,312	\$ 14,389,530	\$ 9,183,532	\$ 15,655,948	\$ 4,840,148	\$ 62,513,470
State group insurance	(1,390,572)	3,794,623	2,601,849	1,780,411	2,404,818	1,178,958	10,370,087
State retirement match	6,547,603	1,331,323	992,236	650,008	919,916	394,143	10,835,229
Ad valorem taxes							
Taxes for maintenance and operations	66,616,303	32,975,133	31,227,827	18,884,488	16,907,113	11,779,594	178,390,458
Taxes for maintenance notes	3,387,748	1,676,939	1,588,080	960,364	859,805	599,047	9,071,983
Taxes for debt service	22,254,574	11,016,036	10,432,316	6,308,762	5,648,174	3,935,219	59,595,081
Federal revenue, non-operating	-	34,467,732	16,588,447	16,804,495	23,988,870	7,609,083	99,458,627
State revenue, non-operating	-	1,495,196	553,037	630,008	1,091,455	108,390	3,878,086
Gifts	255,333	8,464	403,435	15,105	14,009	11,489	707,835
Investment income	5,100,552	43,430	18,669	17,514	33,059	13,061	5,226,285
Total non-operating revenues	102,771,541	105,253,188	78,795,426	55,234,687	67,523,167	30,469,132	440,047,141
NON-OPERATING EXPENSES:							
Interest on capital-related debt	(1,331,413)	(3,374,393)	(3,001,650)	(2,558,669)	(2,875,653)	(2,331,368)	(15,473,146)
Interest on maintenance tax notes	(199,367)	(505,290)	(449,474)	(383,141)	(430,607)	(349,104)	(2,316,983)
Loss on disposal of capital assets	(7,581,004)	(1,123,030)	(4,767)	(26,475)	(11,063)	(168,053)	(8,914,392)
Other non-operating expenses	(5,883,142)	190,725	(594,204)	93,226	(2,295,773)	(53,210)	(8,542,378)
Total non-operating expenses	(14,994,926)	(4,811,988)	(4,050,095)	(2,875,059)	(5,613,096)	(2,901,735)	(35,246,899)
Net non-operating revenues	\$ 87,776,615	\$ 100,441,200	\$ 74,745,331	\$ 52,359,628	\$ 61,910,071	\$ 27,567,397	\$ 404,800,242

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Capital Assets by Asset Types
For the Year Ended August 31, 2020
(Unaudited)

	Balance 9/1/2019	Additions	Deletions	Balance 8/31/2020
<i>Land:</i>				
San Antonio College	\$ 12,494,877	\$ 197,526	\$ -	\$ 12,692,403
St. Philip's College	6,183,345	-	-	6,183,345
Palo Alto College	6,727,257	-	-	6,727,257
Northwest Vista College	1,717,000	-	-	1,717,000
Northeast Lakeview College	5,259,089	-	305,611	4,953,478
North Central Campus	12,793,381	-	-	12,793,381
District offices	18,093,193	-	8,511,500	9,581,693
Total land	63,268,142	197,526	8,817,111	54,648,557
<i>Buildings and building improvements:</i>				
San Antonio College	234,974,208	-	-	234,974,208
St. Philip's College	206,907,739	30,568,298	-	237,476,037
Palo Alto College	135,473,666	-	-	135,473,666
Northwest Vista College	132,908,297	23,746,401	-	156,654,698
Northeast Lakeview College	117,273,693	-	-	117,273,693
North Central Campus	-	-	-	-
District offices	92,471,703	1,533,442	23,479,221	70,525,924
Total buildings and building improvements	920,009,306	55,848,141	23,479,221	952,378,226
<i>Other real estate improvements:</i>				
San Antonio College	28,863,402	-	2,830,776	26,032,626
St. Philip's College	28,704,717	2,746,331	-	31,451,048
Palo Alto College	21,387,086	194,517	-	21,581,603
Northwest Vista College	35,145,937	-	-	35,145,937
Northeast Lakeview College	16,530,899	-	-	16,530,899
North Central Campus	195,720	-	-	195,720
District offices	10,685,069	-	-	10,685,069
Total other real estate improvements	141,512,830	2,940,848	2,830,776	141,622,902
<i>Furniture, machinery and equipment:</i>				
San Antonio College	7,528,401	570,687	149,402	7,949,686
St. Philip's College	14,900,120	712,334	176,808	15,435,646
Palo Alto College	2,640,095	89,750	84,698	2,645,147
Northwest Vista College	2,295,985	63,128	127,270	2,231,843
Northeast Lakeview College	778,972	28,535	(2,553)	810,060
North Central Campus	-	-	-	-
District offices	15,211,892	923,308	702,051	15,433,149
Total furniture, machinery and equipment	43,355,465	2,387,742	1,237,676	44,505,531
<i>Software:</i>				
San Antonio College	83,577	-	-	83,577
St. Philip's College	60,319	-	-	60,319
Palo Alto College	9,408	-	-	9,408
District-wide	3,049,275	-	-	3,049,275
Total software	3,202,579	-	-	3,202,579
<i>Library materials:</i>				
San Antonio College	5,662,287	22,264	38,442	5,646,109
St. Philip's College	4,542,891	1,626	-	4,544,517
Palo Alto College	3,703,108	82	13,250	3,689,940
Northwest Vista College	956,410	28,636	34,226	950,820
Northeast Lakeview College	876,981	65,829	-	942,810
Total library materials	15,741,677	118,437	85,918	15,774,196
<i>Works of art:</i>				
San Antonio College	247,239	-	-	247,239
St. Philip's College	119,250	-	-	119,250
Palo Alto College	18,971	-	-	18,971
Total works of art	385,460	-	-	385,460
<i>Construction in progress:</i>				
San Antonio College	5,995,698	16,809,805	-	22,805,503
St. Philip's College	19,256,149	20,114,414	14,673,738	24,696,825
Palo Alto College	1,723,015	2,266,661	194,517	3,795,159
Northwest Vista College	9,692,038	3,960,793	7,888,856	5,763,975
Northeast Lakeview College	1,222,051	700,637	-	1,922,688
North Central Campus	-	-	-	-
District offices	2,635,215	2,442,851	-	5,078,066
Total construction in progress	40,524,166	46,295,161	22,757,111	64,062,216
Grand total	\$ 1,227,999,625	\$ 107,787,855	\$ 59,207,813	\$ 1,276,579,667

ALAMO COMMUNITY COLLEGE DISTRICT
San Antonio, Texas
Schedule of Capital Assets by Location
For the Year Ended August 31, 2020
(Unaudited)

	Balance 9/1/2019	Additions	Deletions	Balance 8/31/2020
<i>San Antonio College:</i>				
Land	\$ 12,494,877	\$ 197,526	\$ -	\$ 12,692,403
Buildings and building improvements	234,974,208	-	-	234,974,208
Other real estate improvements	28,863,402	-	2,830,776	26,032,626
Furniture, machinery and equipment	7,528,401	570,687	149,402	7,949,686
Software	83,577	-	-	83,577
Library materials	5,662,287	22,264	38,442	5,646,109
Works of art	247,239	-	-	247,239
Construction in progress	5,995,698	16,809,805	-	22,805,503
Total San Antonio College	295,849,689	17,600,282	3,018,620	310,431,351
<i>St. Philip's College:</i>				
Land	6,183,345	-	-	6,183,345
Buildings and building improvements	206,907,739	30,568,298	-	237,476,037
Other real estate improvements	28,704,717	2,746,331	-	31,451,048
Furniture, machinery and equipment	14,900,120	712,334	176,808	15,435,646
Software	60,319	-	-	60,319
Library materials	4,542,891	1,626	-	4,544,517
Works of art	119,250	-	-	119,250
Construction in progress	19,256,149	20,114,414	14,673,738	24,696,825
Total St. Philip's College	280,674,530	54,143,003	14,850,546	319,966,987
<i>Palo Alto College:</i>				
Land	6,727,257	-	-	6,727,257
Buildings and building improvements	135,473,666	-	-	135,473,666
Other real estate improvements	21,387,086	194,517	-	21,581,603
Furniture, machinery and equipment	2,640,095	89,750	84,698	2,645,147
Software	9,408	-	-	9,408
Library materials	3,703,108	82	13,250	3,689,940
Works of art	18,971	-	-	18,971
Construction in progress	1,723,015	2,266,661	194,517	3,795,159
Total Palo Alto College	171,682,606	2,551,010	292,465	173,941,151
<i>Northwest Vista College:</i>				
Land	1,717,000	-	-	1,717,000
Buildings and building improvements	132,908,297	23,746,401	-	156,654,698
Other real estate improvements	35,145,937	-	-	35,145,937
Furniture, machinery and equipment	2,295,985	63,128	127,270	2,231,843
Library materials	956,410	28,636	34,226	950,820
Construction in progress	9,692,038	3,960,793	7,888,856	5,763,975
Total Northwest Vista College	182,715,667	27,798,958	8,050,352	202,464,273
<i>Northeast Lakeview College:</i>				
Land	5,259,089	-	305,611	4,953,478
Buildings and building improvements	117,273,693	-	-	117,273,693
Other real estate improvements	16,530,899	-	-	16,530,899
Furniture, machinery and equipment	778,972	28,535	(2,553)	810,060
Library materials	876,981	65,829	-	942,810
Construction in progress	1,222,051	700,637	-	1,922,688
Total Northeast Lakeview College	141,941,685	795,001	303,058	142,433,628
<i>North Central Campus:</i>				
Land	12,793,381	-	-	12,793,381
Buildings and building improvements	-	-	-	-
Other real estate improvements	195,720	-	-	195,720
Furniture, machinery and equipment	-	-	-	-
Construction in progress	-	-	-	-
Total North Central Campus	12,989,101	-	-	12,989,101
<i>District offices:</i>				
Land	18,093,193	-	8,511,500	9,581,693
Buildings and building improvements	92,471,703	1,533,442	23,479,221	70,525,924
Other real estate improvements	10,685,069	-	-	10,685,069
Furniture, machinery and equipment	15,211,892	923,308	702,051	15,433,149
Software	3,049,275	-	-	3,049,275
Construction in progress	2,635,215	2,442,851	-	5,078,066
Total District offices	142,146,347	4,899,601	32,692,772	114,353,176
Grand total	\$ 1,227,999,625	\$ 107,787,855	\$ 59,207,813	\$ 1,276,579,667



**Independent Auditor's Report on Compliance for
Each Major Federal Program and Report on Internal Control over
Compliance in Accordance with the Uniform Guidance**

To the Board of Trustees
Alamo Community College District

Report on Compliance for Each Major Federal Program

We have audited the compliance of Alamo Community College District (the District), which is comprised of San Antonio College, St. Philip's College, Palo Alto College, Northeast Lakeview College, and Northwest Vista College, with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended August 31, 2020. The District's major federal programs are identified in the summary of auditor's results section of the accompanying federal schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2020.

To the Board of Trustees
Alamo Community College District

Report on Internal Control over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Weaver and Tidwell, L.L.P.

WEAVER AND TIDWELL, L.L.P.

Fort Worth, Texas
December 8, 2020



**ALAMO COMMUNITY COLLEGE DISTRICT
FEDERAL SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED AUGUST 31, 2020**

Section I. Summary of Auditor’s Results

Financial Statements

An unmodified opinion was issued on the financial statements.

Internal control over financial reporting:

- Material weakness(es) identified _____ Yes X No

- Significant deficiencies identified that are not considered to be material weaknesses? _____ Yes X None Reported

- Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified _____ Yes X No

- Significant deficiencies identified that are not considered to be material weaknesses? _____ Yes X None Reported

An unmodified opinion was issued on compliance for all major programs.

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ Yes X No

Identification of major programs:

<u>CFDA Number</u>	<u>Program</u>
Student Financial Assistance Cluster:	
84.007	Federal Supplemental Educational Opportunity Grants
84.033	Federal Work Study Grants
84.063	Federal Pell Grant Program
84.268	Federal Direct Student Loans
84.425 E, F, J, L	Education Stabilization Fund – COVID-19

Dollar threshold used to distinguish between type A and type B programs: \$3,000,000

Auditee qualified as low-risk auditee? X Yes _____ No

**ALAMO COMMUNITY COLLEGE DISTRICT
FEDERAL SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED AUGUST 31, 2020
(CONTINUED)**

Section II. Financial Statement Findings

There were no findings relating to internal control or compliance which are required to be reported in accordance with *Government Auditing Standards*.

Section III. Federal Award Findings and Questioned Costs

There were no findings relating to internal control or compliance which are required to be reported in accordance with *Government Auditing Standards*.

Section IV. Corrective Action Plan

The current year audit of federal awards disclosed no findings that require a corrective action plan.

Section V. Prior Year Audit Findings

There were no prior year audit findings.

Appendix D Degree Plan and Course Descriptions

Associate of Arts

The Associate of Arts is designed as the equivalent of the first half of a Baccalaureate Degree. This is a general plan and may or may not satisfy the requirements of a specific transfer university. Please check with your advisor for specific transfer requirements.

Total Credit Hours Required: 60

Communication (10) Core - 2 courses (6 credit hours)

- [ENGL 1301 - Composition I](#)
- [ENGL 1302 - Composition II](#)

Mathematics (20) Core - 1 course (3 credit hours)

Select 1 course from the [Mathematics \(20\) Core](#)

Life and Physical Sciences (30) Core - 2 courses (6 credit hours)

Select 2 courses from the [Life and Physical Sciences \(30\) Core](#)

Language, Philosophy & Culture (40) Core - 1 course (3 credit hours)

Select 1 course from the [Language, Philosophy & Culture \(40\) Core](#)

Creative Arts (50) Core - 1 course (3 credit hours)

Select 1 course from the [Creative Arts \(50\) Core](#)

American History (60) Core - 2 courses (6 credit hours)

Select 2 courses from the [American History \(60\) Core](#)

Government/Political Science (70) Core - 2 courses (6 hours)

Select 2 courses from the [Government/Political Science \(70\) Core](#)

Social and Behavioral Sciences (80) Core - 1 course (3 credit hours)

Select 1 course from the [Social and Behavioral Sciences \(80\) Core](#)

Additional Communication (90) Core - 1 course (3 credit hours)

Select 1 course from the [Additional Communication \(90\) Core](#)

Additional Language, Philosophy and Culture (90) Core - 1 course (3 credit hours)

Select 1 course from the [Additional Language, Philosophy and Culture \(90\) Core](#)

Additional Requirements (18 credit hours)

- Any 18 hours of college-level Arts & Science courses, as approved by advisor.

Note:

Courses from the Additional Requirements area may not be used to satisfy Core Curriculum requirements.

A course may be used only once to fulfill degree requirements.

The student is encouraged to carefully examine requirements at the transfer institution. Requirements vary from institution to institution and can change from one year to the next.

Program CIP: 24.0100

Major Code: LBAT

COURSE DESCRIPTIONS

ENGL 1301 - Composition I

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

This course fulfills the Communication foundational component area of the core and addresses the following required objectives: Critical Thinking, Communication, Teamwork, and Personal Responsibility.

ENGL 1302 Composition II

Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

ENGL 2322 - British Literature I: Anglo Saxon through Neoclassical

A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

This course fulfills the Language, Philosophy, and Culture foundational component area of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

ENGL 2323 British Literature II: Romanticism to the Present

A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

This course fulfills the Language, Philosophy, and Culture foundational component area of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

HIST 1301 United States History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST 1302 United States History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights,

technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

SPAN 1411 - Elementary Spanish I

Introduction to the fundamentals of the Spanish language and culture in order to develop listening, speaking, reading, and writing skills.

SPAN 1412 Elementary Spanish II

Introduction to the fundamentals of the Spanish language and culture in order to develop listening, speaking, reading, and writing skills. This course is a continuation of SPAN 1411.

SPAN 2311 - Intermediate Spanish I

This course is a continuation of SPAN 1412. It provides additional development of language skills in listening, speaking, reading, and writing. Short literary selections are introduced in a context of Hispanic culture and civilization.

This course fulfills the Language, Philosophy, and Culture foundational component area of the core, and addresses the following required objectives: Critical Thinking, Communication, Social Responsibility, and Personal Responsibility.

SPAN 2312 Intermediate Spanish II

The consolidation of skills acquired at the introductory level. Further development of proficiency in listening, speaking, reading and writing. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

Appendix E Faculty Roster Form - Proposed

**Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty**

Name of Institution: St. Philip's College

Name of Primary Department, Academic Program, or Discipline: Dual Credit at Davenport

Academic Term(s) Included: Spring 2022 and Fall 2022

Date Form Completed: 8/23/2021

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Hamilton, Allen L. (F)	HIST 1301 HIST 1302	University of Texas at Arlington MA History	
Dinsmore, Cynthia (F)	HIST 1301 HIST 1302	Texas State University, San Marcos MA History, MA Political Science	
Carlisle, Kimberly (F)	HIST 1301 HIST 1302	University of Texas at San Antonio MA History	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses to be taught, not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
GIBSON, STEPHANIE A. (F)	ENGL 1301: COMPOSITION I ENGL 1302: COMPOSITION II ENGL 2322: BRITISH LITERATURE I ENGL 2323: BRITISH LITERATURE II	THE UNIVERSITY OF TEXAS AT SAN ANTONIO MA—ENGLISH 2008	HAS TAUGHT INRW COURSES FOR ST. PHILIP'S COLLEGE SINCE FALL 2013
MIRANDA, JAMIE (F)	ENGL 1301: COMPOSITION I ENGL 1302: COMPOSITION II	OUR LADY OF THE LAKE UNIVERSITY OF SAN ANTONIO MA—ENGLISH 2011	HAS TAUGHT INRW COURSES FOR ST. PHILIP'S COLLEGE SINCE FALL 2011

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

1 NAME (F, P)	2 COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G) [Dual] Note – for substantive change prospectuses/applications, list the courses <i>to be taught</i> , not historical teaching assignments	3 ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	4 OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
GALVAN, SPENCER (F)	SPAN 1411: ELEMENTARY SPANISH I SPAN 1412: ELEMENTARY SPANISH II SPAN 2311: Intermediate Spanish ISPAN 2312: Intermediate Spanish II	TEXAS TECH UNIVEERSITY MA-SPANISH 2013 18 HOURS IN EDUCATION: EDCI 5375: CREATIVITY IN THE CURRICULUM (3 HRS) EDCI 5320: CURRICULUM THEORY FOUNDATIONS (3 HRS) EDCI 5321: CURRICULUM: DESIG/DEVELOPMENT (3 HRS) EDIT 5325: PLAN/DEV INSTRUCTIONAL MEDIA (3 HRS) EDIT 5390: ON-LINE DISTANCE LEARNING (3 HRS) EDBL 5336: INSTRUCTIONAL & MGMT ISSUES (3 HRS)	HUMA 1301 AND HUMA 1311 IN SOCIAL BEHAVIORAL SCIENCES

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate; Dual: High School Dual Enrollment Course

Form Updated: April 2018

Appendix F High School Resource Details

High School Resources

High School Resources

College and Career Readiness

Español

Full-Text eBooks

General

Magazines and Journals

Newspapers

Primary Sources

Reading and Literature

Science and Math

Social Studies

Videos

High School Resources



Complete source for peer-reviewed scholarly articles across all academic disciplines



Enciclopedia básica con artículos, videos, y otros materiales de aprendizaje.



Auténtica enciclopedia en español para estudiantes de secundaria.



Encyclopedia articles, multimedia, and primary sources.



Repair, maintenance and service information on popular vehicles.



Full text, simultaneous access e-books to support grades 8-12.



Practice tests and resources for college and career exploration.



Biographies, criticism, overviews, and primary sources on literature.



Enjoy unlimited access to top reference eBooks.



Magazine, news, and journal articles on general interest topics and current events



Multimedia coverage of environmental issues.



Health-focused magazines, reference articles, and videos.



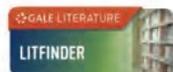
Una colección de revistas hispanicas con textos completos.



Regional, national, and world newspapers.



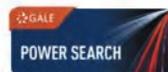
Videos and other multimedia resources for classrooms.



Literary works and source materials covering literature and authors.



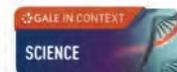
Updated information and opinions on issues for secondary students.



Tool to select and search most secondary Gale resources simultaneously.



News, magazines, and websites for K-8.



Articles, experiments, and multi-media for secondary classrooms.



Signed essays on 2,000 authors and genres from the acclaimed print series.



Magazines, news, reference, and multimedia for secondary students.



Multimedia resources about books used in the K-12 environment.



Critical introductions to the lives and works of major writers.



SORA

AUDIBLE AND EBOOKS

Sora is both a website and an APP.

1. choose "Comal ISD" as your school
2. login is just like you log into our computers at school (Classlink)
3. find what you'd like to listen to or read and "borrow"
4. you get the book for 14 days and then it will return automatically, or you can return sooner if you finish



Find

Narrow your search by:

Location:

Material Type:

Catalog

LIBRARY CATALOG

1. click Davenport High School
2. choose "catalog" tab
3. start finding our books
4. Login:
 - Username: Student ID# with Zero
 - Password: comal



DHS » Davenport History

Davenport History

- Davenport History
- Alma Mater/Fight Song
- Attendance Boundaries



Located on FM 3009 and Schoenthal Road in the Garden Ridge area, the name Davenport pays homage to the area's history, which was once called the Davenport Settlement.

As the town began to grow, residents applied for a local post office. It was then that the townspeople learned a Davenport post office had already been established in the State of Texas and the town was renamed to Bracken.



In addition, the Davenport School in Bracken was among the first public schools in Comal County, opening in 1883 and educating local children for 73 years. After World War II the Davenport School was consolidated with the schools of Solms and the original Danville School house to form Comal Elementary.

Davenport will open in August 2020 to service students from Garden Ridge and Morningside Elementary and Danville Middle.

Architect: Huckabee
Contractor: Bartlett Cocke General Contractor



**Physical Resource Information
Comal ISD
Davenport High School – 1785-01-01**

Classroom:

Level 1:

10,020 sq ft / 14 classrooms = 716 sq ft avg.

Level 2:

12,876 sq ft / 17 classrooms = 757 sq ft avg.

1,473 sq ft / 2 = 737 Avg classroom sq ft

Library:

Level 1:

17,563 sq ft

Level 2:

2,726 sq ft

20,289 Total Library sq ft

Collab/ Flex Space:

Level 1:

Collab 1: 56 Occupants

Collab 2: 47 Occupants

Tiered Lecture: 48 Occupants

Distance Learning: 45 Occupants

Break Out Rooms:

Room 1: 13 Occupants

Room 2: 9 Occupants

Level 2:

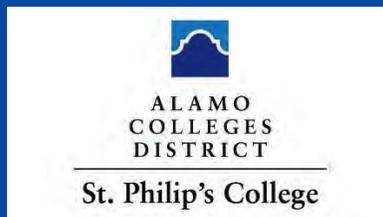
Collab 3: 58 Occupants

Collab 4: 61 Occupants

Break Out Rooms:

Room 3: 12 Occupants

Room 4: 9 Occupants



St. Philip's College
1801 Martin Luther King Drive, 78203 | 800 Quintana Road, 78211
San Antonio, Texas
(210) 486-2000 | alamo.edu/spc
#goSPC

