



**DOCUMENTATION FOR THE
INTERIM OFF-CAMPUS INSTRUCTIONAL SITES COMMITTEE
New Sites Added Since Last Reaffirmation**

This document (with appropriate supporting evidence) should be completed by the institution hosting an Interim Off-Campus Instructional Sites Committee involving the review of new sites added since the institution's last Reaffirmation.

Statement Regarding All S Documentation Forms

Please note that this and all of the SACSCOC Documentation forms contain the standards typically provided to a visiting committee. Additional standards may be added by SACSCOC staff as needed to provide the visiting team with relevant information necessary to making an informed determination regarding the change.

Name of the Institution: **St. Philip's College**

Nature of the Visit: **Interim Review of Off-Campus Instructional Sites**

Dates of Visit: **October 18-21, 2021**

By signing below, we attest to the following:

That __ St. Philip's College _____ (*name of institution*) has attached a complete and accurate overview of the proposed Substantive Change.

That __ St. Philip's College _____ (*name of institution*) has provided complete and accurate disclosure of timely information regarding compliance with the selected sections of the *Principles of Accreditation* affected by this Substantive Change.

Name and signature of the President:

Dr. Adena Williams Loston

Signature: 

Name and signature of the Accreditation Liaison:

Mr. George Johnson, III

Signature: 

SACSCOC Staff Member Assigned to the Institution: Dr. Patricia Donat

Part I. Overview and Introduction to the Institution

Describe the sites (including street address) and their relationship to the main campus. Include the location, initial date of Commission approval, initial date of implementation, programs offered, and current number of students, primary target audience, and instructional delivery methods.

Background and Context

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 a parochial school to a 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 the development of marketable job skills.

Key educational programs, offerings, and services at St. Philip's College include Associate Degree programs, Certificate programs, credit-bearing 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 as follows:

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 enter the workforce with skills to earn a living.

St. Philip's College's 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 to transfer to their institutions academically ready and able to achieve success. The St. Philip's College external community depends on St. Philip's College to prepare residents for the workforce and academic opportunities while empowering students through personal educational growth, ethical decision-making, career readiness, and community leadership.

Dual Credit at St. Philip’s College was established in 1995. The program is designed so that all qualifying students have the opportunity to earn college credits—tuition-free—while they are still in high school. Any student wanting to enter a pathway to higher education is welcome to participate in our course offerings at each off-campus site. In 2006, Texas HB1 required school districts to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school.

Students who take college-level courses at the off-campus instructional sites shown in Table 1a (OCIS) below have to meet the same 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.

Table 1a List of Off-Campus Instructional Sites

Off-Campus Instructional Sites						
OCIS	Location	Initial Date of Commission Approval	Initial Date of implementation	Current number of students	Primary Target Audience	Instructional Delivery Methods
Alamo Heights High School	6900 Broadway San Antonio, TX, 78209	8/14/2000	Fall 2021	72	All students who meet the college enrollment criteria	Face-to-Face
Earl Warren High School	9411 Military Drive West, San Antonio, Tx, 78251	5/18/2018	Fall 2018	145		Face-to-Face with hands-on lab instruction
Karen Wagner High School	3000 North Foster Rd., San Antonio, Tx, 78244	11/8/2018	Spring 2019	95		Face-to-Face, Face-to-Face with hands-on lab instruction
Sidney Lanier High School	1514 W. Cesar E. Chavez Blvd., San Antonio, TX 78207	8/14/2020	Spring 2021	184		Face-to-Face, Face-to-Face with hands-on lab instruction, online
Cyber P-Tech USA at Sam Houston High School	4635 East Houston St., San Antonio, Tx, 78220	7/19/2019	Spring 2020	94		Face-to-Face, Face-to-Face with hands-on lab instruction, online

Dual Credit courses at the aforementioned high schools come under the supervision of the Dean of Arts and Sciences at St. Philip’s College and receive support from the High School Programs, also under the Dean of Arts and Sciences. The Dean, Director of High School Programs, and High School Program staff serve as the College liaisons to area high schools and provide support by facilitating student advising, registering students for classes, coordinating the 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 support services for students such as Disability Services as well as access to library resources.

Part II. Assessment of Compliance
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Provide narrative and documentation to support compliance with each standard as it applies to the site(s). Include information for the main campus only as it affects the site(s)

Section 1: The Principle of Integrity**1.1 The institution operates with integrity in all matters.**

(Integrity) [CR]

[No response necessary. This statement will be addressed by the visiting committee, not by the institution.]

Section 5: Administration and Organization**5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.**

(Qualified administrative/academic officers)

[Restrict the narrative to the leadership at the site(s) and the leadership at the main campus to whom these persons report.]

Compliance
 Non-Compliance

Narrative:

St. Philip’s College complies with Principle 5.4: The College has effective leadership to accomplish its mission and employs academic and administrative staff with the credentials and expertise appropriate to the duties and responsibilities associated with their positions. The executive leadership team of St. Philip’s College, known as the Cabinet, includes the President, three Vice Presidents, seven Deans, the College Budget Officer, the Director of Marketing and Strategic Communications, the Director of Institutional Advancement and Grants Development, the Director of Strategic Initiatives, the Academic Program Director, and the Executive Assistant to the President.

In accordance with Alamo Colleges District policy D.7.1.1 (see [Artifact 5.4-1 ACD Policy D.7.1.1 Employee Evaluations](#)), cyclical performance evaluations are conducted for all administrators, faculty, and staff by their supervisor. Each Spring semester, College administrative and academic officers are evaluated for performance based on the Alamo Colleges District requirements assuring that these key employees maintain high standards for performance and effectiveness while keeping the institution focused on its mission. Employee Performance

Planning is a three-part system tracked in AlamoTALENT to establish and manage performance expectations, training, and career development for all employees.

1. **SMART Goals:** This is a joint exercise between the employee and the supervisor to define the major job responsibilities and agree on performance goals and standards for the period.
2. **Competency/Development Plans:** These are a customizable system of action steps and courses an employee may complete to develop strengths or to address gaps in the competencies selected by the employee and manager.
3. **Annual Progress Review:** This is a yearly assessment of performance on goals and development plans.

The St. Philip’s College Organizational Chart (see [Artifact 5.4-2 Organizational Chart 2021](#)) lists the names and titles of the College administrators, academic officers, and directors. The College administrators’ summary of qualifications is shown in Table 1b below. It outlines and includes links to summary of work profiles, job descriptions, and performance review dates. Additionally, performance evaluation examples (two consecutive years, based on job level and redacted to protect employee confidentiality) are provided (see Artifacts [5.4-3a Samp Eval Dean2019](#), [5.4-3b Samp Eval Dean2020](#), [5.4-4a Samp Eval Director2019](#), [5.4-4b Samp Eval Director2020](#), [5.4-4c Samp Eval VP2019](#), and [5.4-4d Samp Eval VP2020](#)).

Table 1b: St. Philip’s College Administrators’ Summary of Qualifications

Name and Title with link to Resume and Job Description	Brief Job Description	Relevant Education	Relevant Experience	Performance Review Dates
Dr. Adena Williams Loston President	Serves as Chief Executive Officer; oversees the daily administration and operation of the College, interpreting policies and procedures to ensure compliance with policy and legal requirements.	Doctor of Philosophy in Educational Administration & Supervision, Bowling Green State University Master of Education, Bowling Green State University	National Aeronautics and Space Administration (NASA), Director of Education and Special Assistant for Suborbital and Special Orbital Projects Directorate (Sept. 2005–2007) Responsible for structuring the Office of Education to provide executive leadership and policy direction; accountable for a \$230 million budget and	Jul 28, 2021 Mar 20, 2019

		<p><u>Additional Education/Certification</u></p> <p>The Leadership Journey, Wharton Business School</p> <p>Certificate, Oxford Round Table, Oxford University</p> <p>Certificate, Institute for Educational Management, Harvard University</p>	<p>directed policy for \$1.3 billion.</p> <p>NASA, Chief Education Officer (Sept. 2002–Sept. 2005) Senior Executive Service Officer responsible for providing overall leadership as a senior official for agency-wide educational endeavors nationally and internationally, including 10 field center officers of education and Mission Directorates in Science, Space Operations, Aeronautics and Space Exploration; promoting education as an integral component of every research and development mission/enterprise.</p> <p>San Jacinto College South, President (Aug. 1997–Sept. 2002) CEO responsible for providing the leadership in overall college operations and working collaboratively with faculty and other constituencies in planning and administration of educational programs and services; 450 employees with an operating budget of \$18 million; over 7,500 credit students and 5,000+ non-credit students.</p>	
<p>Randall Dawson</p> <p>Vice President for Academic Success (VPAS)</p>	<p>Serves as the Chief Academic Officer, overseeing the various academic units while maintaining the</p>	<p>Master of Science in Physical Education, Pittsburg State University</p>	<p>St. Philip’s College, Dean of Arts and Science (Jul 2015–May 2017) Directly supervised six Department Chairpersons, four Early College High Programs, 38 Dual Credit ISD</p>	<p>Jan 2, 2021</p> <p>Jan 21, 2020</p> <p>Feb 12, 2019</p>

	academic excellence and integrity of the institution.	<p><u>Additional Education/Certification</u></p> <p>Teaching Excellence in Distance Learning (SPC, 2007)</p> <p>Mediation Certification (Texas Lutheran College, 1998)</p>	<p>Programs and the Centers of Excellence for Science and Math</p> <p>St. Philip's College Chair of Health Sciences (Jan 2010–Jul 2015) Directly supervised and evaluated 13 Program Directors and their programs with oversight of WECM and ACGM programs/degrees and ten program accreditations.</p> <p>St. Philip's College, Program Director: Kinesiology (Sept 2008–Jan 2010) Recruited, hired, trained, evaluated, and mentored Kinesiology faculty.</p> <p>St. Philip's College, Director of Intramurals / Kinesiology Faculty (Jan 1997–Sept 2008)</p>	
<p><u>Dr. Paul Machen</u></p> <p><u>Interim Vice President for Student Success (VPSS)</u></p>	Provides leadership in the management of all College student service functions, including designing, implementing, and evaluating all aspects of financial aid and business services.	<p>Doctor of Philosophy in Adult, Occupational and Continuing Education, Kansas State University</p> <p>Master of Business in Managerial Leadership, City University</p> <p><u>Additional Education/Certification</u></p> <p>Enrollment Management</p>	<p>St. Philip's College, Dean for Student Success (Aug 2010–Jul 2021)</p> <p>Performs executive, managerial oversight of 13 departments and over 120 employees. Manages a \$2.3 million annual budget. Design, implement, supervise, and evaluates all aspects of the Educational Support Services Division in compliance with federal, state, and Southern Association of Colleges & Schools (SACS-COC) regulations.</p>	<p>Jan 8, 2021</p> <p>Mar 3, 2020</p> <p>Feb 22, 2019</p>

		<p>Professional, ACT NRCCUA</p> <p>Operation College Promise– Certificate for Veterans’ Service Providers, Thomas Edison State University</p> <p>Title IX Investigator, Academic Impressions</p> <p>Leadership and Mentoring Institute, American Association of Blacks in Higher Education</p>	<p>St. Philip’s College, Assistant to the President (May 2010 – Aug 2010) Provided leadership to a variety of special projects requiring research and development. Assumed a key role in the strategic planning and budgeting process, including preparing electronic documents under the guidance of the President.</p> <p>The University of Texas at San Antonio, Academic Advisor III Supervisor (Mar 2007– May 2010) Senior advisor on staff, College of Sciences (COS) Undergraduate Advising Center. Performed as director during the incumbent’s absence. Supervised five employees. Assisted the director in the day-to-day management of all programs and student outreach efforts.</p>	
<p><u>Mr. George Johnson</u></p> <p><u>Interim Vice President for College Services (VPC S)</u></p>	<p>Provides leadership in the management and alignment of financial, human, planning, and physical resources to achieve student success and operational goals of the College.</p>	<p>Master of Science in Mathematics, Texas Southern University</p> <p><i><u>Additional Education/Certification</u></i></p> <p>Project Management for Unofficial Project Manager, Alamo Colleges District</p>	<p>St. Philip’s College, Interim Vice President of Student Success (2015–2016) Reported to the President and provided College-wide leadership, oversight, and coordination of the Student Success Division.</p> <p>St. Philip’s College, Department Chair–Social and Behavioral Sciences (2012–2015) Provided leadership for</p>	<p>Mar 5, 2021</p> <p>Jan 24, 2020</p> <p>Feb 15, 2019</p>

		<p>Leading Across Generations</p> <p>Distance Learning, SPC</p> <p>Title IX Campus Save Act</p>	<p>the management and oversight of instructional matters in history, government, economics, humanities, geography, philosophy, psychology, sociology, and criminal justice to include course offerings in Dual Credit and Early College High Schools.</p> <p>St. Philip’s College, Full-time Tenured Faculty – Professor (1997–present) Maintained course grades and attendances records, created departmental syllabi, assessed student learning outcomes, and provide content area expertise on College and/or District committees.</p> <p>Alamo Colleges District (ACD), Chair of District Council of Chairs (2013–2015) Provided strategic leadership, guidance, and direction in all academic and non-academic matters for all department chairs of the Alamo Colleges District; Faculty “Super” Senate President (2010–2011) Provided strategic leadership, guidance, and direction in all academic and non-academic matters for all faculty of the Alamo Colleges District, in coordination with their Faculty Senates.</p>	
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<p><u>Dr. Michael Grillo</u></p> <p><u>Interim Dean for Academic Success –Arts and Sciences</u></p>	<p>In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/ universities, and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Ph.D., Political Science and International Relations, University of Delaware</p> <p>M.A., Political Science and International Relations, University of Delaware</p> <p>M.A., Political Science, Florida Atlantic University</p>	<p>St. Philip’s College: Interim Dean, Division of Arts & Sciences (Mar 2021– Present) Manage five academic departments: Communications & Learning, Mathematics, Natural Sciences, Fine Arts & Kinesiology, Social and Behavioral Sciences; manage High School Programs, which is responsible for 53 Dual Credit, Early College High School, PTECH, and TSTEM Programs</p> <p>St. Philip’s College Chairperson, Department of Social & Behavioral Sciences (Oct 2020–Mar 2021) Managed faculty, budget, assessment, course scheduling, staffing, curriculum, credentialing, and student recruitment efforts for 10 programs: Criminal Justice, Economics, Geography, Government, History, Humanities, Philosophy, Psychology, Social Work, and Sociology</p>	<p>Jan. 25, 2021</p>
<p><u>Mr. Christopher Beardsall</u></p> <p><u>Dean for Academic Success – Applied Science and Technology (Southwest Campus)</u></p>	<p>In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent</p>	<p>Master of Education in Leadership, Schreiner University</p>	<p>St. Philip’s College, Dean of Applied Science and Technology (2014–2019) Responsible for five distinct departments and oversaw 20 different Associate of Applied Science degree and certificate programs.</p> <p>St. Philip’s College, Interim Department</p>	<p>Mar 19, 2021</p> <p>Feb 24, 2020</p> <p>Feb 4, 2019</p>

	school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and opportunities.		<p>Chair/Program Coordinator Transportation Service Technologies (2013–2014) Developed the department schedule, conducted classroom observations, performed annual faculty performance evaluations.</p> <p>St. Philip’s College, Faculty (2007–2010, Instructor; 2011–2014 Assistant Professor) Provided learning environments for students to learn high, in-demand workforce skills through the process of lectures, labs, and hands-on training.</p>	
<p><u>Ms. Edith Orozco</u></p> <p><u>Dean for Academic Success – Applied Science and Technology (MLK Campus)</u></p>	In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and opportunities.	<p>Masters of Business Administration in Information Security and Assurance, Texas A&M University-San Antonio</p> <p><u>Additional Education/Certification</u></p> <p>Certified Ethical Hacker (CEH)</p> <p>Microsoft Certified IT Professional (MCITP)</p> <p>Microsoft Certified Technology Specialist (MCTS)</p> <p>Microsoft Office Certified</p>	<p>St. Philip’s College, Chairperson of Business Information Solutions (BIS) (2016–2019) Managed department operations, ensured compliance with District and College policy and procedures, and maintained compliance with SACSCOC and National Center of Academic Excellence in Cyber Defense accreditation standards and state regulations.</p> <p>St. Philip’s College, Program Director of Information Technology: BIS (2008–2016) Provided a learning environment for students and developed classroom lab scenarios to build student job market skills. Assisted with recertification of National Center of</p>	<p>Feb 22, 2021</p> <p>Jan 25, 2020</p> <p>Feb 15, 2019</p>

		<p>Master Specialist</p> <p>Blackboard Certified</p> <p>Canvas Certified</p> <p>Master Teacher 2013</p>	<p>Academic Excelling in Cyber Defense for a two-year college (2015–2020)</p> <p>St. Philip’s College, Associate Professor: CyberSecurity (2002–2016) Provided a learning environment for students to assist them in obtaining high in-demand workforce skills through the process of lectures, labs, and hands-on training.</p>	
<p>Ms. Jessica Cooper</p> <p>Dean for Academic Success – Health Sciences</p>	<p>In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Master of Science in Family and Child Studies, Texas State University-San Marcos</p> <p><i>Additional Education/Certification</i></p> <p>Master Teacher Certification, SPC</p> <p>Texas Master Registered Trainer</p> <p>Child Life Specialist</p> <p>Teaching Excellence in Distance Learning Certification</p>	<p>St. Philip’s College, Department Chairperson (Jan 2015–Jul 2018) Managed and lead faculty and staff of Diagnostic Medical Sonography, Early Childhood and Family Studies, Invasive Cardiovascular Technology, Respiratory Care Technology, Radiography Technology, and Surgical Technology programs; Served as divisional point of contact in the absence of the dean. Interim Department Chairperson (Jan 2014–Dec 2014) Served as manager and leader for faculty and staff of Diagnostic Medical Sonography, Early Childhood and Family Studies, Invasive Cardiovascular Technology, Respiratory Care Technology, Radiography Technology, and Surgical Technology programs. Faculty Assistant to the Vice President of Academic</p>	<p>Jan 20, 2021</p> <p>Jan 25, 2020</p> <p>Dec 17, 2020</p>

			<p>Success (Sept 2012–Dec 2013) Coordinated College-wide Schedule Validation to audit class schedules, monitored compliance with grading deadline submissions and collaborated with State Reporter and Records and Registration, and reviewed College faculty teaching assignments.</p> <p>St. Philip’s College, Tenured Faculty Instructor (Feb 2007– present) Facilitated all aspects of course development and instruction of Early Childhood and Family Studies curriculum for 100% online program.</p>	
<p><u>Dr. Vanessa Anderson</u></p> <p><u>Dean for Academic Success-Academic Services</u></p>	<p>In collaboration with the VPAS, facilitates, leads, and supports collaborative partnerships between the College and external service area entities, including independent school districts, colleges/universities, and community agencies to increase student enrollment and provide educational training and opportunities.</p>	<p>Doctor of Philosophy in Educational Leadership & Policy Studies, Virginia Polytechnic Institute & State University Master of Education in Student Personnel Services, University of South Carolina</p>	<p>St. Philip’s College, Dean for Academic Success, Academic Services (Jul 2019–Mar 2020)</p> <p>Drove overall excellence in program management and performance of administrative and professional staff in the Library, Instructional Innovation Center, Center for Distance Learning, Child Development Center, Academy of Fine Arts/Community Liaison, Archives, and Classroom Equipment.</p> <p>Arapahoe Community College, Dean, Communication/Humanities/Arts/Design, (Jul 2013–Jun 2019)</p> <p>Denver Seminary, Dean of Student Services (Aug 2005–</p>	<p>Mar 5, 2021</p>

			<p>2007)</p> <p>Promoted high-quality results and productivity through establishing long-/short-range objectives, fiscal accountability (\$300K), student recruitment and retention, international student recruitment, and quantitative/qualitative program analysis, as well as managing various administrators and staff, including the chaplain, database manager, financial aid coordinator, worship coordinator, writing tutor coordinator, international student coordinator, program manager, and administrative assistants.</p>	
<p>Ms. Christina Cortez</p> <p>Dean for Student Success</p>	<p>Ensures connection and entry strategies align with AlamoENROLL, AlamoADVISE, and AlamoINSTITUTES, which includes outreach and recruitment, application assistance, and enrollment step completion. This focus may include oversight of Welcome Advising/Admissions Centers, Early College/Academies, Dual Credit Advising, College</p>	<p>Master of Education in Counseling, Texas A&M University-Corpus Christi</p>	<p>St. Philip’s College, Director of Advising (Aug 2014–Aug 2018) Provided oversight for advising operations. Developed, implemented, and interpreted student support services, policies and procedures; adhered and maintained updates to federal, state and local legislation.</p> <p>Palo Alto College, Coordinator-Student Success (Sep 2013–Aug 2014) Assisted students, parents, and high school counselors with advising, registration, coursework, and degree plans pertaining to the dual credit enrollment process. Led a team to coordinate Dual Credit specific services and projects.</p>	<p>Jan 20, 2021</p> <p>Jan 30, 2020</p> <p>Feb 22, 2019</p>

	Connection, Outreach and Recruitment Efforts, and Military Education Centers.		St. Philip's College, Coordinator-Student Success (Jul 2010– Sept 2013) Assisted students with advising, registration, coursework, and degree plans to include developing individual education plans and evaluating student high school and college transcripts. Supervise an advising team and trained advisors on Banner, cross/permit enrollment, records and reports, career and job placement, accessing available services, admissions, residency, add/drops, dual credit programs, veterans' services, transcripts, transfer process, continuing education, financial aid, scholarships, and graduation.	
Ms. Destiny Harper-Lane Interim Dean for Student Success	Creates and sustains a holistic system of robust student support services across the College, developed with faculty and community partnerships. These student support services may include personal counseling, emergency resources, and unique programming for diverse student populations.	Master of Science in Community Counseling, College Student Development Administration , Northern Kentucky University <u>Additional Education/Certification</u> Graduate work toward a Doctor of Business Administration in Leadership , Walden University	St. Philip's College, Associate Director for Student Success (Jul 2017–Jul 2021) Managed daily operations of Turbon Student Center to include the staffing, training, and equipment upkeep of Tiger Lanes Bowling Alley. Directed information services, communication strategy, and customer service experience Student Center and provided daily training and development opportunities for all students, faculty, and staff in the areas of AlamoEXPERIENCE, event planning, and	Jan 6, 2021 Dec 13, 2019 Dec 17, 2018

	Leverages the benefits of student engagement opportunities to facilitate persistence and completion.	(anticipated completion July 2021)	Student Services Fee funding. Northwest Vista College, Coordinator for Student Success-New Student Orientation & Vista Central: Welcome & Admissions Center (Jan 2015– Jul 2017) Managed logistics, operations, staffing, student outreach, and cross-campus implementation of New Student Orientation. Directed information services, communication strategy, and customer service experience of Welcome & Admissions Center.	
Mr. Jorge Flores College Budget Officer	Performs budget preparation, coordination, management, and reporting work. May perform or coordinate other asset management-related work.	Masters of Business Administration , University of the Incarnate Word	Alamo Colleges District, Senior Budget Analyst (Jun 2015–Apr 2019) Assist in developing the annual budget (labor/non-labor) by working with the College Budget Managers, Vice President of College Services, and District Budget Managers; review and analyze college/district departments budgets to ensure alignment to PVC strategies. Provide training and document processes on the various budget development tools (i.e., Self-Serve Budget Development, Salary Planner, Banner, Argos, BvA) used to strengthen the budgetary control process to balance and track budget for each department. Alamo Colleges District, Inventory Accounting	Jun 21, 2021 Jan 24, 2020 Feb 15, 2019

			<p>Analyst (Sep 2011– June 2015) Served as a subject matter expert with department software systems and technology equipment, provided required monthly and annual financial schedules to the Finance office, gathered asset transaction history and designed reports for equipment reconciliation and physical inventory reconciliations.</p>	
<p>Ms. Adrian Jackson</p> <p>Director of Marketing and Strategic Communications</p>	<p>Champions effective internal and external messaging campaigns to enhance the understanding, perception, and reputation of the institution. Builds and manages relationships between the College and its stakeholder groups across online and offline channels. Oversees the narrative of the institutional voice.</p>	<p>Master of Arts in Technical Communication and Rhetoric, Texas Tech University</p> <p><i>Additional Education/Certification</i></p> <p>FEMA, National Incident Management System, ICS-363, ICS-29, ICS-42</p> <p>Operation College Promise (supporting military-affiliated students), Thomas Edison Univ.</p> <p>Texas Award for Performance Excellence Examiner, Quality Texas Foundation</p>	<p>Tarrant County College, Publications Manager (Apr 2012– Aug 2016) Managed the college’s 17-person design team in support of the seventh-largest public higher education institution in Texas. Lead designer for Trinity River Campus, Trinity River Campus East, TCC Connect Campus, and District Operations. Advised College administrators to ensure design needs matched stakeholders for maximum impact.</p> <p>Coastal Bend College, Public Relations Officer (Oct 2006–Apr 2012) Created digital media center, increasing media coverage and introducing SEO and Twitter to college media package. Served as key media spokesperson for rural college in nine-county district. Developed and maintained relationships in media, higher ed, and government.</p>	<p>Feb 11, 2021</p> <p>Jan 21, 2020</p> <p>Feb 14, 2019</p>

		<p>Project Management, Tarrant County College</p> <p>Diversity and Inclusion Facilitator Training, Tarrant County College</p> <p>HR Management and Leadership I, II, III, Tarrant County College</p>	<p>Beeville Bee-Picayune, Managing Editor (2006)</p>	
<p>Dr. Sharon Crocket-Ray</p> <p>Director of Institutional Advancement</p>	<p>Develops, plans, cultivates relationships, and solicits donors and prospective donors to raise financial support for College and resource development goals.</p>	<p>Doctor of Philosophy in Education with a specialization in Leadership for Higher Education, Capella University</p> <p>Master of Arts, Human Resources Development, Webster University</p> <p><u>Additional Education/Certification</u></p> <p>Master Teacher Certified, SPC</p>	<p>St. Philip’s College, (1998–2011) Coordinator of Alumni and Friends Association, Establish Alumni and Friends Association and oversee activities to include strategies to locate alumni and other potential donors to the institution; establish close ties with community leaders interested in assisting with fundraising projects and coordinate special events of the Alumni and Friends Association; providing on-site project management. Assistant Director for Institutional Advancement/Alumni Affairs, Identified, solicited, and provided stewardship for gifts and grants from government agencies, foundations, corporations, businesses, alumni and donors; directed major fundraising events and alumni activities;</p>	<p>Feb 21, 2021</p> <p>Jan 31, 2020</p> <p>Feb 14, 2019</p>

			<p>coordinated special events to enhance College and community involvement; and promoted community awareness.</p> <p>Dual Credit Coordinator/Recruiter/Advisor, Coordinated the Dual Credit and Tech Prep programs; recruited and advised students for college admissions; assisted the development of educational plans for prospective students</p>	
<p>Mr. Jeffery French Director of Strategic Initiatives</p>	<p>The Director of Strategic Initiatives is responsible for facilitating identification and successful implementation of College initiatives designed to measurably improve College KPI performance and student outcomes. The Director serves as the President’s primary advisor, convener and coordinator for College performance planning, monitoring and enhancement to achieve the goals and vision of the College.</p>	<p>Master of Strategic Studies, US Army War College</p> <p>Master of Arts in History, Texas A&M University</p> <p><u>Additional Education/Certification</u></p> <p>Graduate work towards a Doctor of Philosophy in History, Texas A&M University</p>	<p>US Army South-Ft. Sam Houston, Chief Operating Officer (2017–2019) Integrate and synchronize operations, intelligence, logistics, security, and resource management of 600+ military and civilian workforce responsible for all Army operations and collaboration with 31 partner nations in the Caribbean, Central and South America. Developed and implemented a \$30M redesign project that altered operational approach from building US partner capability to mutually beneficial readiness building with measurable returns-on-investment for US forces. Improved organizational effectiveness by building a command assessment program that aligns operations and resources to organizational objectives/goals.</p>	<p>In Progress</p>

			<p>US Army Europe-Germany, Chief of Plans (2015–2017) Planned, directed, and integrated all U.S. Army operations, training and war planning in Europe.</p> <p>US Army War College, Director, Strategic Initiatives Group & Professor (2013–2015) Developed and led institutional strategy, engagement, and communications plan to establish the US Army War College as preeminent US military and civilian National Security education. Taught 20 senior, executive-level military officers and government leaders Strategic Leadership, Responsible Command, and Defense Management.</p>	
<p>Dr. Diane Gavin</p> <p>Interim Director of College Institutional Readiness</p>	<p>Ensures educational coherence by providing support for effective teaching practices and professional development opportunities, information literacy and other library support services, and distance learning modules. Leads strategic planning and engages</p>	<p>Doctor of Philosophy in American Literature/ Composition & Cultural Rhetoric, Syracuse University</p> <p>Master of Science in Higher Education Administration & Management/ Specialization in Institutional Research, Drexel University</p>	<p>St. Philip’s College, Department Chair, Communications & Learning (2018–2020) Provide day-to-day academic departmental operations and offer departmental leadership in a federally designated HBCU/HSI for 21 full-time, 55 adjunct faculty in the areas of English, Speech Communication, Education, Student Development, Foreign Languages, Developmental Integrated Reading/Writing</p> <p>University of Phoenix Flagship</p>	<p>Feb 5, 2021</p> <p>Jan 31, 2020</p> <p>Feb 18, 2019</p>

	appropriate stakeholders.	<p>Master of Art in Linguistic/ Specialization in Syntax & Morphosyntaxics, Syracuse University</p> <p><u>Additional Education/Certification</u></p> <p>Certified Institutional Review Board Professional</p> <p>Certified CITI Researcher</p> <p>Certified NIH Social Sciences Researcher</p> <p>MicroMasters in Instructional Design, University of Maryland</p>	<p>Campus, Program Dean for Research, Dissertation Quality (2014–2018) Oversight for a budget of \$3.2 million per year and served as the administrator for dissertation quality and human research protections. Involved with the financial planning and analysis for the yearly budget with the University Financial Planning & Analysis directors. Compiled reports, including statistical and educational trends, for the College of Doctoral Studies (10 social science practitioner doctoral programs and three Ph.D. programs). Developed the Office of Dissertation Services.</p> <p>University of Phoenix Flagship Campus, Associate Dean for Instruction – Research (2010–2014) Oversight of courses and instruction/curriculum in doctoral-level research courses offered by the College of Doctoral Studies. Directed the administration of the University Institutional Research Board (IRB) office.</p>	
<p>Dr. Tomeka Wilson</p> <p>Academic Program Director</p>	Directs program development, implementation, evaluation, and improvement to ensure program objectives are	<p>Doctor of Education in Community College Leadership, Ferris State University</p> <p>Master of Science: FCS-</p>	St. Philip’s College, Grant Project Director for National Science Foundation, CIMA-LSAMP grant (Jan 2019–Mar 2020). Oversaw the financial administration of a federal grant and ensured the accomplishment of	Jan 31, 2020 In Progress

	<p>met and sustained. Monitors existing programs. Ensures compliance with all grant, legal, and licensing/certification requirements.</p>	<p>Human Development and Resource Management, Alabama A&M University</p> <p><u>Additional Education/Certification</u></p> <p>Career Pathways Leadership Certification, National Career Pathways Network</p>	<p>approved program initiatives to remain compliant. Worked closely with grant personnel and senior leaders to manage grant funds and activities.</p> <p>St. Philip’s College, Grant Program Coordinator-NSF CIMA-LSAMP (Apr 2018–Jan 2019) Oversaw the financial administration of a federal grant and ensured the accomplishment of approved program initiatives to remain compliant.</p> <p>J.F. Drake State Community College, Director of Grants and Workforce Development (May 2012–Mar 2018) Supervised and administered 40+ grant and workforce personnel activities. Managed the workforce and instructional on/off-campus site. Leadership and Skill development training. Directed the activities associated with grants (State and Federal) for the college. Developed and organized STEM Camps and Programs for middle and high school students</p>	
<p>Ms. Marsha Hall</p> <p>Executive Assistant to the President</p>	<p>Chief of Staff; facilitates the daily operations of the President’s office and provides leadership to functions of the</p>	<p>Master of Science in Education specializing in Educational Technology, DeVry University</p>	<p>St. Philip’s College, Continuing Education Coordinator (Jun 2006–May 2012) Responsible for planning and the day-to-day operations of the K-8 Academy; assist other Community Service</p>	<p>In Progress</p> <p>Jan 21, 2020</p> <p>Feb 13</p>

	<p>office. Serves as a liaison between the community and the President.</p>	<p><u>Additional Education/Certification</u></p> <p>Graduate work toward a Doctor of Business Administration in Quality Systems Management, New England Institute of Business at Cambridge College</p> <p>Continuous Improvement Certificate, University of Texas-El Paso</p> <p>Project Management, Project Management Academy</p> <p>Texas Licensed Child Care Director</p>	<p>Training Center and Academy of Professional Development and Training programs. Identified and developed grant proposals for potential funding sources. Participated in the strategic planning and unit planning process of the division.</p> <p>C.E. Instructor (May 2008–May 2012) Taught community and contract computer classes (Introduction to Computers, MS Word and Internet Basics) and Adult Education preparation courses (math, reading and writing).</p> <p>Law Offices of Maloney & Maloney, Independent Contractor (Oct 2003–Jun 2006) Transcribed patient medical case files and verified intake information.</p> <p>YMCA of Greater San Antonio, Child Care Director (2002–2003) Oversaw the daily operations of twelve Y School Age Sites, responsible for a 15% increase in enrollment. Developed new programming, customized training programs and grant proposals for youth programs.</p>	
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Evidentiary Documents

-  [2021a3.pdf](#)
-  [5.4-1 ACD PoID 7 1 1 EmpEval .pdf](#)
-  [5.4-10 Job Desc VPStdSuc .pdf](#)
-  [5.4-11 Resume Anderson .pdf](#)
-  [5.4-12 Job Desc VPCollSvcs.pdf](#)
-  [5.4-13 Resume Johnson .pdf](#)
-  [5.4-14 Job Desc Dean Acad Suc.pdf](#)
-  [5.4-15 Resume Beardsal.pdf](#)
-  [5.4-16 Resume Orozco .pdf](#)
-  [5.4-17 Resume Cooper .pdf](#)
-  [5.4-18 Resume Gavin .pdf](#)
-  [5.4-19 Resume Cortez .pdf](#)
-  [5.4-20 Job Desc Dean Std Suc.pdf](#)
-  [5.4-21 Resume Harper-Lane .pdf](#)
-  [5.4-22 Resume Flores .pdf](#)
-  [5.4-23 Job Desc Coll Bud Ofcr.pdf](#)
-  [5.4-24 Resume Jackson .pdf](#)
-  [5.4-25 Job Desc Dir Mar Comm .pdf](#)
-  [5.4-26 Resume Crockett-Ray .pdf](#)
-  [5.4-27 Job Desc Dir Inst Adv.pdf](#)
-  [5.4-28 Resume French .pdf](#)
-  [5.4-29 Job Desc Dir Str Inis .pdf](#)
-  [5.4-30 Resume Wilson .pdf](#)
-  [5.4-31 Job Desc Acad Prg Dir.pdf](#)
-  [5.4-32 Resume Hall .pdf](#)
-  [5.4-33 Job Desc Exec Asst Pres .pdf](#)
-  [5.4-3a Samp Eval Dean 2019 \(1\).pdf](#)
-  [5.4-3b Samp Eval Dean 2020 \(1\).pdf](#)
-  [5.4-4a Samp Eval Director 2019 \(1\).pdf](#)
-  [5.4-4b Samp Eval Director 2020 \(1\).pdf](#)
-  [5.4-4c Samp Eval VP 2019 \(1\).pdf](#)
-  [5.4-4d Samp Eval VP 2020 \(1\).pdf](#)
-  [5.4-5 Resume Loston .pdf](#)
-  [5.4-6 Job Desc President .pdf](#)
-  [5.4-7 Resume Dawson .pdf](#)
-  [5.4-8 Job Desc VP Acad Suc.pdf](#)
-  [5.4-9 Resume Machen .pdf](#)
-  [5.4 CV DGavin.pdf](#)
-  [5.4 CV GJohnson.pdf](#)
-  [5.4 CV MGrillo.pdf](#)
-  [5.4 CV VAnderson.pdf](#)

Section 6: Faculty

6.2 For each of its educational programs, the institution

6.2.a Justifies and documents the qualifications of its faculty members.

(Faculty qualifications)

[Display faculty qualifications on SACSCOC's "Faculty Roster Form." Limit entries to those faculty members assigned to the sites to be visited.]

Compliance

Non-Compliance

Narrative:

St. Philip's College demonstrates faculty qualifications are met according to SACSCOC guidelines, all faculty listed have satisfied the St. Philip's College Faculty Credentialing requirements, and have been approved by the Board of Trustees.

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: OCIS for Alamo, Earl Warren High School (HS), Lanier HS, Sam Houston PTECH, and Wagner HS

Academic Term(s) Included: Spring 2020 and Fall 2020

Date Form Completed: 9/3/2021

1	2	3	4
NAME (F, P)	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	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
ALAMO HEIGHTS			

<p>FOSS, DAVID (P) DUAL CREDIT</p>	<p>SPRING 2020 ENGL 1302: COMPOSITION II, 3 (UT) (DUAL) ENGL 2323: BRITISH LITERATURE II: ROMANTICISM TO THE PRESENT, 3 (UT) (DUAL)</p> <p>FALL 2020 ENGL 1301: COMPOSITION I, 3 (UT) (DUAL) ENGL 2322: BRITISH LITERATURE I: ANGLO SAXON THROUGH NEOCLASSICAL, 3 (UT) (DUAL)</p>	<p>QUEEN'S COLLEGE (CANADA) MA—ENGLISH</p>	
<p>MAR, SILVIA (P) DUAL CREDIT</p>	<p>SPRING 2020 SPAN 1412: ELEMENTARY SPANISH II, 4 (UT) (DUAL)</p> <p>FALL 2020 SPAN1411: ELEMENTARY SPANISH I, 4 (UT) (DUAL)</p>	<p>UNIVERSITY OF TEXAS PAN AMERICAN (NOW UTRGV) – MA IN SPANISH</p>	
<p>Earl Warren High School - CCA</p>			
<p>Paul, Jason (P) (Dual Credit)</p>	<p>Spring 2020 CNBT 1311 Construct Methods 2019 Materials 3 (UN) (DUAL) CNBT 1342 Building Codes and Inspections 3 (UN) (DUAL) CNBT 1418 Construction Tools/Techniques 4 (UN) (DUAL) CNBT 2342 Construction Management 3 (UN) (DUAL)</p> <p>Fall 2020 CNBT 1311 Construct Methods & Materials 3 (DUAL) CNBT 1416 Construction Technology I 4 (DUAL) CNBT 1450 Construction Technology II 4 (DUAL)</p>	<p>University of Northern Iowa/Walden University BA - Major: Physical Education Major: Education</p>	<p>NCCER National Center for Construction Education and Research and OSHA Certified. Over 5 years of experience within the construction industry.</p>

<p>Dixon, Lesford (P) (Dual Credit)</p>	<p>Spring 2020 CNBT 1311 Construct Methods 2019 Materials, 3 (UN) (DUAL) CNBT 2342 Construction Management, 3 (UN) (DUAL) CNBT 1342 Building Codes and Inspections, 3 (UN) (DUAL) CNBT 1418 Construction Tools/Techniques, 4 (UN) (DUAL)</p> <p>Fall 2020 CNBT 1311 Construct Methods & Materials 4 (DUAL) CNBT 1416 Construction Technology I 4 (DUAL) CNBT 1450 Construction Technology II 4 (DUAL)</p>	<p>University of Technology Kingston, Jamaica Bachelor Degree in Industrial Technology, Construction</p> <p>University of Technology Kingston, Jamaica Associate Degree in Industrial Technology, Construction</p>	<p>NCCER National Center for Construction Education and Research and OSHA Certified Experience: 10 years in construction/carpentry field.</p>
<p>Orta, Armando (P) (Dual Credit)</p>	<p>Spring 2020 ELPT 1429 Residential Wiring, 4 (UN) (DUAL) ELPT 1441 Motor Control, 4 (UN) (DUAL) ELPT 1445 Commercial Wiring 4 (UN) (DUAL)</p> <p>Fall 2020 ELPT 1411 Basic Electrical Theory 4 (DUAL) ELPT 1445 Commercial Wiring 4 (DUAL)</p>	<p>St. Philip's College AAS Air Conditioning and Heating Refrigeration</p>	<p>State of Texas Electrical Contractors License City of San Antonio Journeyman's License</p>
<p>Hadden, John (P) (Dual Credit)</p>	<p>Spring 2020 CNBT 1311 Construct Methods Material 3 (UN) (DUAL) PFPB 1450 Plumbing Pipefitting Equip 4 (UN) (DUAL) PFPB 2445 Residential Construction Plumbing II 4 (UN) (DUAL)</p> <p>Fall 2020 PFPB 1413 Introduction to the Plumbing Trade 4 (DUAL) PFPB 2409 Residential Construction Plumbing I 4 (DUAL)</p>	<p>Texas State University, BSOE, Occupational Education</p>	<p>NCCER certification – Plumbing and Core Curricula Plumbing Experience – has over 35 years which were acquired while working in his own business</p>

Sidney Lanier High School

<p>Dromgoole, Eric (P) Dual Credit</p>	<p>Spring 2020 FDNS 1301 Intro. To Foods, 3 (UN) (DUAL)</p>	<p>Texas State University BA in Vocational Educational/Culinary Arts</p> <p>Culinary Institute of America Certificate of Completion – Culinary Arts & Baking and Pastries</p>	<p>5 years full-time employment in culinary and pastry areas.</p> <p>3 years’ experience as owner/baker</p> <p>ServSafe Food Managers Certificate</p>
<p>Morales, Juan (P) Dual Credit</p>	<p>Spring 2020: <u>AUMT 1305</u>- Introduction to Automotive Technology, 3 (UN) (Dual) <u>AUMT 1307</u> – Electrical Systems, 3 (UN) (Dual)</p> <p>Fall 2020: <u>AUMT 1416</u> – Suspension and Steering, 4 (Dual)</p>	<p>St. Philip’s College A.A.S. Automotive Technology</p> <p>Wayland Baptist University Bachelor of Applied Science Degree</p> <p>Texas A&M University- SA Master of Arts Degree in Education Administration</p>	<p>Automotive Service Excellence Certified</p> <p>G1 – General Maintenance A1 Engine Repair A5- Brakes A6- Electrical/Electronic Systems</p> <p>7 years of industry work experience.</p>
<p>Placette, Jenny (P) Dual Credit</p>	<p>Spring 2020 HAMG 1170 Prof. in the Hospitality Industry, 1 (UN) (DUAL)</p> <p>Fall 2020 CHEF 1301 Basic Food Preparation, 3 (UN) (DUAL)</p>	<p>Culinary Institute of America Certificate of Completion – Culinary Arts</p> <p>Lamar University Bachelor of Music Education</p>	<p>Servsafe Food Manager Certification & Proctor</p> <p>4+ years exp. in the culinary industry</p>
<p>MENDOZA, MARC (P) DUAL CREDIT</p>	<p>SPRING 2020 ENGL 1302: COMPOSITION II, 3 (UT) (DUAL)</p>	<p>Relay Graduation School of Education Master of Art in Teaching, English Language Arts</p> <p>9 Hours of Grad English at UTSA</p>	

Trevino, George (P) (Dual Credit)	<p>Spring 2020 CNBT 1301 Introduction to the Construction Industry 3 (UN) (DUAL) CNBT 1400 Residential and Light Commercial Blueprint Reading, 4 (UN) (DUAL)</p> <p>Fall 2020 CNBT 1311 Construct Methods & Materials 3 (DUAL) CNBT 1400 Residential and Light Commercial Blueprint Reading, 4, (DUAL)</p>	University of Texas, San Antonio BS in Architecture	
SWAIM, SARAH (P) DUAL CREDIT	<p>FALL 2020 ENGL 1301: COMPOSITION I, 3 (UT) (DUAL) ENGL 2322: BRITISH LITERATURE I – ANGLO SAXON THROUGH NEOCLASSICAL, 3 (UT) (DUAL)</p>	RELAY GRADUATE SCHOOL OF EDUCATION MA-EDUCATION (MAT) 18 HOURS ENGL UNIVERSITY OF TEXAS SAN ANTONIO ENGL 5053: POETRY, ENGL 5933: AMERICAN WAR & MEMOIR, ENGL 5943: CHAUCER, ENGL 5013: INTRO TO GRAD STUDIES, ENGL 5413 RESTORATION & 18 TH C LIT, ENGL 5913: SHAKESPEARE	
Jaramillo, Anthony J. (P) Dual Credit	<p>Spring 2020 ITNW 1308 Implementing and Supporting Client Operating Systems 3 (UN) (Dual)</p>	Texas State University Master of Science in Interdisciplinary Studies Texas State University Bachelor of Applied Arts and Science	TEACHING EXPERIENCE: 10+ years teaching experience (k-12) WORK EXPERIENCE: 20+ years in IT (private & public sector)
Cyber P-Tech USA Sam Houston High School			

<p>Gonzalez, Timothy (P) Dual Credit and Adjunct</p>	<p>Spring 2020 ITNW 2412 Routers, 4 (UN) ITNW 1308 Implementing and Supporting Client Operating Systems, 3 (UN) (Dual) ITSC 1316 Linux Installation and Configuration, 3 (UN) (Dual)</p> <p>Fall 2020 ITNW 1308 Implementing and Supporting Client Operating Systems, 3 (UT) ITNW 1425 Fundamentals of Networking Technologies 4, (UT) ITNW 1308 Implementing and Supporting Client Operating Systems, 3 (UT) (Dual) ITNW 1425 Fundamentals of Networking Technologies 4 (UT) (Dual)</p>	<p>Webster University Master of Arts, Information Tech Management Master of Arts, Human Resource Management</p>	<p>WORK EXPERIENCE: 4 yrs at City of San Antonio as Stock Control and SAP Super User, 5 yrs at Northside Independent School District, Data Analyst</p>
<p>Karen Wagner High School</p>			
<p>Martinez, Connie (P)</p>	<p>Spring 2020 CDEC 1319 Child Guidance, 3, UN, [Dual]</p>	<p>Oral Roberts University, Master of Arts in Reading Texas Tech University, B.S. in Home Economics</p>	<p>Over 7 years of experience in early childhood/education.</p>
<p>Leyva, Jose (P) (Dual Credit)</p>	<p>Spring 2020 CNBT 1416 Construction Technology I 4 (UN) (Dual) CNBT 1450 Construction Technology II 4 (UN) (Dual)</p> <p>Fall 2020 CNBT 1301 Introduction to the Construction Industry 3 (DUAL) CNBT 1418 Construction Tools and Techniques 4 (DUAL)</p>	<p>St. Philip's College, A.A.S. Construction Technology</p>	<p>NCCER National Center for Construction Education and Research certified Experience: Over 27 years in the Construction Industry.</p>
<p>Carlisle, Kimberly (F)</p>	<p>Spring 2020 HIST 1301 United States History I, 3, UT HIST 1302 United States History II, 3, UT</p> <p>Fall 2020 HIST 1301 United States History I, 3, UT HIST 1302 United States History II, 3, UT</p>	<p>University of Texas at San Antonio Master of Arts in History</p>	

RODRIGUEZ, KRISTIN (P) DUAL CREDIT	SPRING 2020 ENGL 1302: COMPOSITION II, 3 (UT) (DUAL)	UNIVERSITY OF TEXAS AT SAN ANTONIO MA-ENGLISH	
GENTRY, JULIETTE (P) DUAL CREDIT	SPRING 2020 ENGL 2323: BRITISH LITERATURE II: ROMANTICISM TO THE PRESENT, 3 (UT) (DUAL) FALL 2020 ENGL 2322: BRITISH LITERATURE I: ANGLO SAXON THROUGH NEOCLASSICAL, 3 (UT) (DUAL)	LAMAR UNIVERSITY MA—ENGLISH	
Dech, Michelle R. (P) Dual Credit and Adjunct	Spring 2020 GOVT 2306 Texas Government, 3, UT GOVT 2306 Texas Government, 3, UT [Dual] Fall 2020 GOVT 2306 Texas Government, 3, UT GOVT 2305 Federal Government, 3, UT [Dual]	American Public University System in W. Virginia MA Political Science	
Laury, Eddie (P) Dual Credit	Spring 2020 HIST 1302 United States History II, 3, UT [Dual] Fall 2020 HIST 1301 United States History I, 3, UT [Dual]	University of Texas at San Antonio Master of Arts in History	
Chen, Rong-Tsung (P)	Spring 2020 MATH 1414 College Algebra, 4 (UT) [Dual] MATH 1442 Elementary Statistics, 4 (UT) [Dual] Fall 2020 MATH 1414 College Algebra, 4 (UT) [Dual] MATH 1342 Elementary Statistics, 3 (UT) [Dual]	MS (Statistics), Texas Tech University	

Ramirez, Edward, (P)	Spring 2020 DEMR 1401Shop Safety & Procedures, 4 (UN) Fall 2020 DEMR 1401Shop Safety & Procedures, 4 (UN)	A.A.S. Diesel Technology St. Philip’s College BSOE Occupational Education Texas State University M. S. Interdisciplinary Studies Texas State University	Automotive Service Excellence Master Medium/Heavy Truck Technician 30 years of industrial experience
WALKES, JASMINE (P) DUAL CREDIT	SPRING 2020 SPCH 1315: PUBLIC SPEAKING, 3 (UT) (DUAL) FALL 2020 SPCH 1315: PUBLIC SPEAKING, 3 (UT) (DUAL)	UNIVERSITY OF TEXAS AT SAN ANTONIO MA SPEECH COMMUNICATION	

6.2.b Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(Program faculty)
[Address full-time faculty sufficiency for the programs offered at the site(s) under review.]

Compliance
 Non-Compliance

Narrative:

St. Philip’s College complies with Standard 6.2b by employing a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

High School Programs Coordination

The College employs full-time faculty members as Dual Credit Faculty Liaisons to help coordinate curriculum, program quality, integrity, and review. As student success is paramount to the College’s mission, liaisons are dedicated to facilitating collaboration between the College and off-site adjunct faculty and their College programs. These faculty are released from their full-time teaching load to fulfill this crucial role. These liaisons coordinate with off-site adjunct faculty to ensure College policies and procedures are applied.

Liaisons facilitate communication between the College, high school partner, and adjunct faculty to support fidelity to the relationship. Liaisons serve as a vital connection between the College and the off-site adjunct faculty to help these faculty effectively apply College policies and procedures. Dual Credit Faculty Liaisons coordinate with department chairs at the College to maintain contact information with adjunct, dual credit faculty at the off-site locations. In addition, the Dual Credit Faculty Liaisons contact the high schools to share information to ensure

that dual credit students have access to the same resources offered to students at the College. For instance, dual credit students must have access to the College's library resources, as well.

Liaisons ensure that departmental procedures are applied in regards to the assessment of institutional, program, and student learning outcomes. The roles and responsibilities for liaisons are enumerated in a job description outlining expectations. The liaisons collaborate with the dual credit and high school program coordinators to review the plan for interaction with off-site locations. Information regarding expectations to ensure that dual credit high school and college resources and functionalities are equitable. The job description for the Dual Credit Faculty Liaison are shown in Figure 6.2b-1.

Figure 6.2b-1 Job Description for Dual Credit Faculty Liaison

Dual Credit (DC) Faculty Liaison:

Communication:

- Managing communication with DC Adjunct, SPC Faculty, and staff about:
 - FERPA
 - Early Alert/ Early Intervention
 - Midterm and Final Grades (assist with NEW Adjuncts how to enter grades)
 - Textbook Concerns – 3yr adoption process and track changes
 - Curriculum Concerns (Class climate - surveys)
 - Provides information and support of End of Semester Packet (NEW Adjuncts)
 - Events that correlate with that specific area
 - Fosters relationships with colleagues and helping them understand the DC academic mission
 - Provides intervention and facilitate discussion between between instructor and DC student

Meetings:

- Attends meetings if applicable with the DC High School
- Assist and collaborate with High School Programs Office staff regarding Summer Bridge and Professional Development workshop for Dual Credit Instructors and & HS liaison
- Assist and collaborate with Dean and High School Programs Office staff with creating and monitoring course agreements

Duties and Responsibilities:

- a) Liaison and high school instructor for discipline shall collaborate on curriculum and syllabus development
- b) Liaison will coordinate with high schools to promote DC opportunities and provide presentations
- c) Liaison will assist all prospective faculty with hiring materials and forward to the appropriate academic contact within hiring timelines;
- d) Liaison will work with high school designee to ensure the instructors are verifying their rosters in ACES according to the published timeline and that the instructor provides the high school DC representative and liaison a copy of their final roster;
- e) Liaison will work with high school DC instructors to ensure instructors post grades in ACES by the published deadline and provide the high school DC representative with a copy of student grades for posting onto high school transcript;
- f) Liaison will coordinate with high school DC instructors to ensure that all participate in evaluation of instruction as mandated by college district policy which is managed by each discipline chair/lead;
- g) Assist with incorporating any concerns or with improving the Professional Development for Dual Credit;
- h) Liaison must be knowledgeable of MOUs
- i) Create and maintain the following:
 - Mentor List
 - DC Adjunct Email List (ISD & ACES)
 - Course Agreement and its checklist
 - TSI Assessment Scores & Common Entry Document
 - Intervention Plan

Early College High School (ECHS) Faculty Liaison:

Communication:

- Managing communication with ECHS Adjunct SPC Faculty, and staff about:
 - FERPA
 - Early Alert/ Early Intervention
 - Midterm and Final Grades (assist NEW Adjuncts with entering grades in ACES)
 - Textbook Concerns
 - Curriculum Concerns
 - Provide information and support of End of Semester Packet (NEW Adjuncts)
 - Events that correlate with that specific area
 - Foster relationships with colleagues and helping them understand the ECHS academic mission
 - Provide intervention and facilitate discussion between instructor and ECHS student

Meetings:

- Attend meetings if applicable with the Early College High School
- Attend Steering Committee Meeting (twice a year)
- Assist with incoming freshman screening committee
- Assist and collaborate with High School Programs Office with Summer Bridge and Professional Development for Early College High School
- Assist and collaborate with Dean and High School Programs Office with creating and keeping track of Course Agreements

Developing ECHS Adjunct Support:

- Coaching faculty on teaching issues with ECHS students
- Assist with incorporating any concerns or with improving the Professional Development for Early College High School
- Liaison must be knowledgeable of MOUs and TEA ECHS Blueprint, including its principles for day-to-day operations and annual reporting.
- Creating an up-to-date:
 - Mentor List
 - ECHS Adjunct Email List (ISD & ACES)
 - Course Agreement & Checklist
 - TSI Assessment Scores & Common Entry Document
 - Intervention Plan

Educational Programs Defined

St. Philip's College defines educational programs as the combination of courses that lead to degrees in Associate of Arts (AA), Associate of Science (AS), Associate of Arts in Teaching (AAT), and an Associate of Applied Science (AAS), as well as several certificates of completion. The AA, AS, and AAT are designed to be 100% transferrable to a university. The AA and AS do not constitute as majors. The oversight of St. Philip's College educational programs is managed by discipline experts who are responsible for the curriculum, quality, and integrity of the educational program. The AAT, AAS, and the certificates identified have an assigned program coordinator.

Table 6.2.b-1: Self-Declared Program Count ([see Artifact 6.2b-1_F17-F19SelfDeclPrgCount](#)) provides trend data by educational program with the number of full-time and part-time faculty over the past three (3) academic years, including the number of students who self-declared a concentration, and self-declared student-to-full-time faculty ratio. The data demonstrate that St. Philip's College has a sufficient number of faculty by educational program. Each educational

program has dedicated full-time faculty and adjunct faculty to support teaching loads. Self-declared student-to-faculty ratios in the AAT in Teaching 7–12 in Fall 2017 and Fall 2019, Construction Technology in Fall 2017, and Nurse Aide for Health in Fall 2018 are outliers. In both Construction Technology and Nurse Aide for Health Care, the trend improved over the period reviewed, thus proving there is a sufficient number of full-time faculty.

Based on how St. Philip's College defines educational programs, it is important to note that all programs that lead to an Associate degree may or may not have stackable credentials in the form of a certificate. The list of educational programs does not include all these certificates in Table 6.2.b-1. However, several certificates do require specialized faculty for those educational programs, and they have been included in Table 6.2.b-1.

St. Philip's College strives to balance the ratio of full-time to part-time faculty by educational program by using policy from programmatic accrediting body standards, where applicable. Through natural attrition and competing with labor market demands and recent trends in employment, St. Philip's College works aggressively to advertise hard-to-fill positions and incentivize talent to apply by providing high-wage, high-demand stipends in relevant educational programs.

Student-to-Faculty Ratio by Educational Program

St. Philip's College has at least one (1) full-time faculty member assigned to each educational program. When students apply to St. Philip's College, they select one of our educational programs through the Apply Texas electronic application, a centralized application system for students to apply to post-secondary institutions in Texas. In addition, educational programs in health sciences require program acceptance.

Full-Time and Part-Time Faculty Defined

St. Philip's College employs faculty under several contractual employment categories of faculty appointments and adjunct faculty appointments. These categories are defined as follows:

Faculty Appointments

- Tenured: Full-time faculty who have a continuous appointment from the beginning of their seventh year, depending upon the satisfactory performance of their professional duties
- Non-Tenured: Faculty who are contracted as tenured or tenure-track to serve as a professional academic resource, includes librarians

Adjunct Faculty Appointments

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

Faculty members are professional educators who have the primary responsibility of fulfilling the College's mission, vision, values, strategic plan, Board of Trustees' charges and educational philosophy, and a primary goal of providing a quality education for all students attending St. Philip's College. Full-time faculty members are classified according to Instructor, Assistant Professor, Associate Professor, and Professor ranks. All faculty members are subject to Board policies, including academic freedom, and are bound by its accompanying responsibilities. They are directly responsible to a program coordinator and/or department chair and have responsibilities through the administrative structure at the College and to the District. Faculty members' relationships with students comprise being a leader, teacher, advisor, mentor, and facilitator of learning. Furthermore, faculty review programmatic curricula for effectiveness, industry relevance and maintain compliance with external agencies as appropriate. Evidence of this is reflected in minutes from advisory committee meetings ([6.2b-2 Advisory Committee Minutes](#)).

Adjunct Faculty are to uphold the same academic standards as full-time faculty. Annually, the department chair or designee reviews adjunct faculty, including dual credit adjunct faculty, using the Classroom Observation Form ([6.2b-3 ClassObsForm](#)). Once the observation concludes, the department chair or designee reviews comments with the adjunct faculty member and provides feedback to ensure student learning outcomes and course objectives are met. Full-time faculty are assigned to mentor adjunct faculty to assist with course delivery, syllabus development, grading criteria, and other areas as specified in the Adjunct Faculty Job Description ([6.2b-4 JobDescAdjFac](#)). Fulltime faculty engage adjunct faculty with institutional, program and student learning outcomes to review department goals (persistence, retention, and productive grade rates), teaching effectiveness, discuss professional development opportunities, and provide opportunities for collegial discussions focused on student success. Adjunct faculty continued employment is contingent on fulfilling the duties and criteria for maintaining high standards while providing appropriate support for student needs. Adjunct faculty

Professional Development Support

The College relies on full-time and part-time faculty for instructional delivery. To ensure consistency in instruction and curriculum, full-time faculty work with adjunct faculty each semester to prepare them for the classroom, including developing syllabi that are consistent with the courses' master syllabi and student learning outcomes. Part-time faculty have the opportunity to participate in the Master Teacher Certification and Adjunct Faculty Certification Programs. The Master Teacher Program provides quality learning experiences to actively engage in reflective and creative exercises and dialogue to enhance teacher effectiveness and student success. The Adjunct Faculty Certification Program offers adjunct faculty the opportunity to receive high-quality and effective educational enrichment opportunities. Other professional development opportunities for adjunct faculty include the Dual Credit, College & Career Readiness School Models, Concurrent Enrollment Conference where presentations and workshops provided by leaders from state and national accreditation agencies (SACSCOC, Texas Education Coordinating Board, Texas Education Agency). Discussions regarding upcoming policy changes with dual credit and recent P-16 initiatives, e.g., PTECH, Early College High Schools, T-STEM, that effect classroom instruction and pathway initiatives. Annually, the College encourages new dual credit faculty to attend the High School Programs Professional Development for Liaisons and Counselors which is an opportunity for new adjunct

faculty to learn about the College culture, the Quality Enhancement Plan, how to submit grades, create introductory videos and other technologies. At the beginning of every Fall and Spring semester, adjunct faculty join all other College employees at the All-College Meeting where leadership shares new initiatives geared toward student success, keynote speakers provide innovative approaches to student success, and the vision and theme for the academic year is shared.

All faculty members teaching in a distance learning format must complete and obtain their Distance Learning Certification training provided through the Instructional Innovation Center. More than 200 faculty members have received training to develop online, remote, and hybrid courses. All full-time and part-time faculty participate in the same preparation for teaching online or hybrid courses. As a result, St. Philip's College was able to pivot to remote/synchronous online teaching during the pandemic. Professional development was deployed throughout the pandemic.

Summary

St. Philip's College has clearly defined educational programs with sufficient full-time faculty and strives to maintain student-to-full-time faculty ratios that allow for quality instruction. Prevalence of overload is monitored to ensure the College employs a sufficient number of full-time faculty for quality instruction and student success. Adjunct faculty teaching at OCIS are an integrated facet of the College community and student success.

Evidentiary Documents

-  [6.2b-1_F17-F19SelfDecPrgCount.pdf](#)
-  [6.2b-2_Advisory Committee Minutes.pdf](#)
-  [6.2b-3_ClassObsForm.pdf](#)
-  [6.2b-4_JobDescAdjFac.pdf](#)
-  [6.2b-5_FacCredHandbook.pdf](#)
-  [6.2b-6_JobDescFTFac.pdf](#)

6.2.c Assigns appropriate responsibility for program coordination.
(*Program coordination*)

Compliance
 Non-Compliance

Narrative:

St. Philip's College complies with Standard 6.2c by assigning appropriate responsibility for program coordination.

Program Coordination

St. Philip's College has 49 educational programs that lead to an AA, AS, AAT, or AAS (including 62 leading to a stackable certificate) and four educational programs that lead to certification only. There are 41 program coordinators assigned across the educational programs at St. Philip's College. Each program coordinator holds full-time faculty status. They are appointed with approval from the Vice President for Academic Success upon submission from the department chair through the Academic Dean. Qualifications for program coordinators follow the requirements for faculty credentialing as published in the St. Philip's College Faculty Credentialing Handbook ([Artifact 6.2c-1 Faculty Credentialing Handbook](#)).

The AA is designed to be 100% transferrable to a university. The program coordinator for the AA (listed below in Table 6.2c-2: Arts and Sciences Division with Departments and Subject Areas) are utilized as liaisons between the subject matter experts and College administration to support coordination of student learning outcomes, but actual curriculum coordination for the various general education subjects is overseen by a department chair, and full-time faculty subject matter experts qualified to submit curricular changes and approve curricular content. The subject matter expert for these transferrable programs must hold a Master's degree plus 18 graduate hours in the subject matter. Table 6.2c-1 below provides a snapshot of the organizational structure of the Arts and Sciences Division.

Table 6.2c-1. Arts and Sciences Division with Departments and Subject Areas

Arts and Sciences Division	Communications & Learning	<ul style="list-style-type: none"> • Education • English • Spanish • Integrated Reading and Writing • Speech • Student Development
	Fine Arts and Kinesiology	<ul style="list-style-type: none"> • Art • Dance • Music • Theatre • Kinesiology
	Math and Engineering	<ul style="list-style-type: none"> • Math • Engineering
	Natural Sciences	<ul style="list-style-type: none"> • Biology • Chemistry • Geology • Physics
	Social and Behavioral Sciences	<ul style="list-style-type: none"> • Criminal Justice • Economics • Geography • Government/Political Science • History • Humanities • Military Science • Philosophy • Psychology • Sociology • Social Work

For the two (2) AAT, 46 AAS, 62 stackable certificates, and four (4) certificate-only educational programs, a designated program coordinator who is a subject matter expert and is qualified academically and experientially in the teaching field are assigned.

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

Other responsibilities of program coordinators include:

- Establishing program student learning outcomes
- Developing program course schedule and ensuring correct reporting of faculty workloads
- Assisting department chairperson with the evaluation of faculty
- Working closely with faculty members within the program area and the department chairperson in the formulation, justification, and revision of courses and curricula and acting as curriculum content expert, and participating in the curriculum process
- Preparing and submitting textbook requests in accordance with College procedures

- Scheduling and leading advisory committee meetings
- Teaching assigned courses and advising students
- Actively recruiting for the program and the College
- Monitoring and mentoring new full-time and adjunct faculty for the program
- Participating in program review and evaluation processes
- Providing input for budget preparation
- Completing other duties as assigned, like compliance with programmatic level accreditation

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

Table 6.2c-2: List of Program Coordinators/Directors, Area(s) of Responsibility, and Qualifications for Coordinating the Designated Program(s)

Educational Program(s)	Program Coordinator/Director	Qualifications: Education, teaching experience in the discipline, and/or industry certifications/experience
Associate of Arts	Gregory Gonzales	M.A. Music, University of Texas at Austin
Automotive Technology, A.A.S.	Joshua Scott	<p><u>Education:</u> B.S. Computer Science and Business Administration, Trinity University</p> <p><u>Relevant Experience:</u> 1982–1994, Business owner/mechanic, Buckeye Automotive Service.</p> <p><u>Certification(s):</u> Automotive Service Excellence Certified Technician in all Automotive areas; Master Certified Technician; Certified in four areas of GM; G1 – General Maintenance; L1-Advance Engine Performance</p>
Construction Technology, A.A.S.	Robert Bohmfalk	<p><u>Education:</u> A.A., St. Philip’s College</p> <p><u>Relevant Experience:</u> 1995–2005, Plumber, Ron’s Plumbing Company; 2005–2013, Owner, Bohmfalk Plumbing; 2011–2013, Maintenance Supervisor, Texas Department of Criminal Justice; 2016–2017,</p>

		Plumber, Pacific Architects and Engineers <u>Certification(s)</u> : Master Plumber License; Commercial Driver's License (CDL) Class A License
Electrical Trades, A.A.S.	David Carillo	<u>Education</u> : A.A.S. Electrical Trades, St. Philip's College <u>Relevant Experience</u> : 1984–1987, Electrician Foreman, GERTH Electric Company; 1987–1989, Maintenance Manager, Miller Curtain Company; 1989–1997, Maintenance Mechanic Electrician, Management and Training Corp.; <u>Certification(s)</u> : State of Texas Licensed Master Electrician; Electrical Contractors License, National Center for Construction Education and Research (NCCER) Core Curriculum Certified; NCCER Electrical Instructor; Occupational Safety and Health Administration Train the Trainer Certified
Information Technology Cybersecurity Specialist, A.A.S.	Rick Lopez, Jr.	<u>Education</u> : M.B.A. Management Information Systems, Our Lady of the Lake University; BBA Computer Information Systems, Our Lady of the Lake University <u>Relevant Experience</u> : 2003–2008, Sector Personnel Manager, IBM; 2008–2016, Enterprise Server Delivery Exec, IBM <u>Certification(s)</u> : Amazon Web Services (AWS): Cloud, Cisco: CyberOps, Cisco: Security, Cisco: Networking, Microsoft: Networking
Office Systems Technology, A.A.S.	Sam McCall	<u>Education</u> : M.S. Computer Information System, St. Philip's College; B.A. Computer Science/Applied Statistics, St. Mary's University

		<p><u>Relevant Experience:</u> 2000–2007, IT Consultant, System/Database Administrator, Computer Systems Engineer, Operation San Antonio Big Vote Mentoring/Tutoring Inc. (Companies: SIG, Infrastructure, TEKSystem, Berger & Company); 1995–2000, IT Consultant, University of Texas Health Science Center; 1991–1994, System/Database Administrator, General Dynamics Corporation</p> <p>1989–1991, Computer Systems Engineer</p> <p><u>Certification(s):</u> Master Certification, Microsoft Office Specialist</p>
Restaurant Management, A.A.S.	Patrick Costello	<p><u>Education:</u> A.A.S. Culinary Arts, St. Philip’s College</p> <p><u>Relevant Experience:</u> 1998–2000, Kitchen Manager, TGI Fridays; 2001–2005, Cooking Connection Manager, HEB Grocery Company</p> <p><u>Certification(s):</u> ServSafe Food Managers Certificate</p>
Plumbing Trades Level 1	Robert Bohmfalk	<p><u>Education:</u> A.A., St. Philip’s College</p> <p><u>Relevant Experience:</u> 1995–2005, Plumber, Ron’s Plumbing Company; 2005–2013, Owner, Bohmfalk Plumbing; 2011–2013, Maintenance Supervisor, Texas Department of Criminal Justice; 2016–2017, Plumber, Pacific Architects and Engineers</p> <p><u>Certification(s):</u> Master Plumber License; Commercial Driver’s License (CDL) Class A License</p>

Summary

St. Philip's College complies with the assignment of program coordinator for educational programs. Faculty qualifications are pertinent to determining program coordination in a transferrable versus a non-transferrable program. In addition, for AAS and certificate programs, relevant work experience and certifications are considered to further uphold the requirements for workforce education programs.

Section 8: Student Achievement

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

8.2.a Student learning outcomes for each of its educational programs.

(Student outcomes: educational programs)

[As part of the response, include a description of how the institution is monitoring the quality of the program(s) at the sites to be visited. Summarize current procedures for the assessment of learning outcomes and achievement, and how results are being or will be used to improve the programs offered at the sites to be visited. Include examples of related existing programs if the new site(s) follows existing practices at the main campus.]

Compliance

Non-Compliance

Narrative:

St. Philip's College identifies expected outcomes, assesses the extent to which it achieves those outcomes, and provides evidence of seeking improvement based on analysis of results for student learning outcomes for each educational program.

St. Philip's College uses integrated and cyclical processes for institutional assessment and improvement, including the inclusive Good to Great Strategic Planning Retreat and **Operational Unit and Assessment Planning (OUAP)**. Additional institution-wide assessment processes exclusive to educational programs include **Institutional Student Learning Outcomes Assessment (ISLO)** and **Instructional Unit Review (IUR)**. Collectively these approaches provide broad-based student, faculty, staff, and administrative participation in assessment activities that affect the whole College community.

St. Philip's College assesses overall institutional and program effectiveness through the **Planning, Budgeting, and Assessment (PBA) Cycle** (See Artifact [8.2.a-1_pba-cycle](#)). The intensive College-wide review process aims to determine the effectiveness of programs and services to support the College mission and goals and identify opportunities for improvement. The Operational Unit and Assessment Planning (OUAP) component of this process is performed annually and affords educational programs and support units the opportunity to regularly review data, including **Program-level Student Learning Outcomes (PSLOs)**, pertinent Key Performance Indicators (KPIs) such as graduation and transfer rates, perform environmental scanning, and research best practices.

Operational Unit Assessment Plan (OUAP) and Program Outcomes

The OUAP cycle and Report Out process provides an opportunity for all educational programs and support areas to present annual achievements, objectives/program outcomes, results, and areas for improvement. St. Philip's College recently migrated to a new Planning and Assessment software platform to better separate and identify objectives/program outcomes and student learning outcomes. As demonstrated in an OUAP timeline artifacts and OUAP announcement artifacts, 2019–2020 was the training and implementation year for Strategic Planning Online (SPOL), with the first SPOL-based OUAP Report Out occurring in Fall 2020 via Zoom for remote presentations in response to COVID-19 safety precautions (See Artifacts [8.2.a-2 19-20 OUAP Timeline](#); [8.2.a-3 20-21 OUAP Timeline](#); [8.2.a-4 OUAP Announcement](#)).

Educational programs address objectives and program outcomes through the SPOL Planning Units. All planning unit managers are required to define objective and outcome relationships to institutional goals and planning priorities, identify measures and targets, and record results.

The OUAP process provides multiple means of addressing shortcomings, including ASWOT (Achievements, Strengths, Weaknesses, Opportunities, and Threats) analysis and action plans, innovations, or resources needed for objective and outcome achievement. In advance of the 2019–2020 planning cycle, St. Philip's College additionally incorporated the Radical Innovation Process (RIP) (see Artifact [8.2.a-5 RIP cycle](#)) to better address priorities or unmet objectives and outcome targets through a cyclical, systematic series of steps:

- Discovery – Identify and plan or idea generation for the project, innovation, and/or improvement selection
- Incubation – Test and assess or innovation development
- Acceleration – Improve/implement or market implementation of the selected project

For example, the Natural Sciences Department incorporated the Radical Innovation Process into their Wildly Important Goals, an institutional strategy based on the 4 Disciplines of Execution (4DX) to emphasize specific key performance indicators and improve student achievement. Natural Sciences focused on increasing student course enrollment through outreach and student engagement while reinforcing skills related to Associate of Science student learning outcomes for teamwork and critical thinking. (See Artifact: [8.2.a-6 BOT NS WIG](#)).

Associate of Arts and Associate of Science: Institutional Student Learning Outcomes

General education core competencies as prescribed by the Texas Higher Education Coordinating Board (THECB), adopted by St. Philip's College, and incorporated into Institutional Student Learning Outcomes (ISLOs) are assessed through the annual calibration and assessment process, a cyclical 2-year process that addresses all core competencies. While meeting the state requirements, these core competencies serve as the foundation for Associate of Arts (AA) and Associate of Science (AS) Program Student Learning Outcomes. Effective Fall 2014, the Texas Higher Education Coordinating Board promoted the following core objectives and competencies:

- Critical Thinking: Ability to use inquiry and analysis, evaluation. And synthesis of information, as wells as 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 others to support a shared purpose or goal and consider different points of view.
- Social Responsibility: Ability to demonstrate intercultural competency, civic knowledge and engage effectively in regional, national, and global communities.
- Personal Responsibility: Ability to connect choices, actions, and consequences to ethical decision-making.

Cycle I core competencies include Critical Thinking, Communication, and Personal Responsibility. Cycle II core competencies include Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility. Personal Responsibility is assessed annually in support of the Quality Enhancement Plan—Ethical Decision Making.

Assessment for AA and AS programs is performed by departmental faculty with support from the department chairs, Dean for Academic Success-Creative and Communication Arts, Science and Technology, and Vice President for Academic Success (see Artifact: [8.2.a-7_2020-21 DpmtAssessors](#)). The cycle is comprised of student artifact collection and submission during the Fall semester and followed by Calibration Training and Assessment Day in the Spring semester. Students produce artifacts (student assignments) in all general education core courses, including face-to-face, online, hybrid, and dual credit courses, and faculty submit this work for randomly selected courses. The faculty develop the assignments for ISLO assessment within Arts and Sciences departments. Some departments opt to use a single assignment for all courses offered in the department (Engineering and Mathematics and Natural Sciences), while others choose to employ multiple assignments to address different course disciplines within the department (Communications and Learning, Fine Arts and Kinesiology, and Social and Behavioral Sciences).

Their respective department chairs select the faculty assessors. Generally, departments deploy the same assessors yearly, but those faculty who rotate out of the assessment teams are replaced. The assessment process is conducted by a pair of assessors for each course to ensure consensus. Any new assessor is paired with an experienced assessor, and all team members are invited to participate in Calibration Training. This training session walks the assessors through reviewing and scoring sample artifacts in the software platform used to record results (iRubric). During Assessment Day, each pair reviews all student artifacts for the courses they are assigned. Each assessor within the pair individually scores the artifacts; then, they compare answers and discuss any discrepancies, after which a final score for each student artifact is determined. Each student artifact is prescribed a learning outcome proficiency from the following levels: skillful, emerging, or not demonstrated. To balance objectivity with subject matter expertise, faculty assessors do not assess students' artifacts from their courses but assess students' artifacts from other courses within their assigned departments.

Due to staff changes, the course random sampling process was altered in the 2019–2020 cycle and subsequently refined for inclusivity based on faculty feedback. St. Philip's College courses aligned to the THECB core curriculum by subject/rubric and split by the instructional method are

selected through row sampling stratified by rubric (see Artifact [8.2.a-8 2020-21 SampleCourses](#)). The department stratified the previous sampling.

The Annual Assessment Showcase provides the opportunity to present and discuss among peers the assessment results analyzed longitudinally, departmentally, and divisionally by instructional methods during a typical cycle. However, during the Covid-19 pandemic, many face-to-face courses pivoted to remote instruction, so to ensure accurate results identification, the instructional method was not identified in the 2020–2021 results.

The Assessment Showcase incorporates activities and discussion for immediate feedback, while the assessors and academic departments undertake continuous improvement. Resulting from these collaborative efforts, the decision to assess all Student Learning Outcomes (SLOs) per core foundational area artifact was implemented during 2018–2019, creating a more comprehensive and equitable assessment, as prior cycles assessed one selected core foundational area SLO per artifact. More recently, core competency rubrics underwent revisions for enhanced clarity and explicitly defined expectations following the 2018–2019 assessment cycle (see Artifacts [8.2.a-9 RubricsPre-revisions](#) and [8.2.a-10 RubricsRevised](#)). These revised rubrics were implemented during the 2019–2020 assessment cycle. A condensed version of the Assessment Showcase occurred in Spring 2020 in response to COVID-19. The Academic Dean led discussions regarding areas for improvement and recommendations, including cross-departmental and programmatic collaboration. In Spring 2021, an inclusive presentation and discussion resumed via Zoom with Arts and Sciences Chairs and faculty participation.

For the 2020–2021 assessment cycle, needed improvements emphasized assignment revisions and creating an assignment “pool” for disciplines without a common faculty-generated assignment to ensure students are provided the opportunity to demonstrate skillful proficiency after a disproportionate number of assignments did not fully address requisite competencies. The results, discussion, and improvement highlights are recorded through the Annual Core Competency Report. Annual Core Competency Reports are publicly available online from the St. Philip’s College SACSCOC Transparency webpage, under *SPC Annual Reports* (see Artifacts [8.2.a-11 2018-19 CoreCompetency](#), [8.2.a-12 2019-20 CoreCompetency](#), and [8.2.a-13 2020-21 CoreCompetency](#)).

This data is distributed to the President’s Cabinet, Academic Deans, and Department Chairs and made available through Institutional Planning, Research, and Effectiveness (IPRE) Department’s Institutional Data to reinforce transparency and data-informed decision-making. PSLOs and corresponding data for the AA and AS are entered into SPOL for institutional reporting, subsequently included in the Program Review Feedback process to maintain consistent records across all programs.

Educational Program-level Student Learning Outcomes (PSLOs)

St. Philip’s College identifies Program Student Learning Outcomes as knowledge, skills, and behaviors expected of students at program completion. Educational programs across the College develop and review Program Student Learning Outcomes. PSLOs are determined by program directors and/or coordinators based on specific program characteristics, including programmatic accreditation, workforce and industry needs, and academic requirements. These PSLOs, along

with outcome-specific criteria and targets, are entered into the Strategic Planning Online (SPOL) Assessment module, where findings track outcome efficacy, which may be accessed and assessed by program directors, departmental chairs, and academic deans on an ongoing basis. Prior to the 2019–2020 academic year, these outcomes were reported through WEAVE online planning and assessment software, and archival records informed the transition to the SPOL platform, allowing process continuity. The Covid-19 pandemic disrupted the SPOL Assessment module implementation process in Spring 2020. Still, training resumed via Zoom, allowing program directors and coordinators to begin the migration into the new platform. Educational program entries are required to include program description/mission and program-level student learning outcomes with identified measures, criteria, targets, and findings. Developments manifesting from this transition include more robust visual data calculation and precise identification of PSLO findings and areas needing improvement, creating a more comprehensive overview of student learning outcome achievement and/or programmatic shortcomings. The Program Detail Reports provide an overview of each program’s SLOs by overall and individual targets, results, and the difference score. An excerpted Program Detail Report is shown below (Figure 8.2.a-1: Program Detail Report) for the Auto Collision/Refinishing Technician program:

Figure 8.2.a-1: Program Detail Report



Although the platform allows for electronic program review, this feature has not been deployed at this time as users continue to adapt to the new system. Program reviews are conducted via the Program Review Feedback Form. The Coordinator of Measurement and Evaluation reviews the

general content. The department chairs and Academic Deans review the specific content and context to ensure program SLOs and associated criteria are wholly and accurately recorded. Through this process, academic subject matter experts can identify areas needing improvement.

Space has been identified within the platform for entering Improvements as of the 2020-2021 academic cycle to ensure an inclusive overview and record. For 2019–2020, improvements are addressed through unit plans, Assessment Day reporting, and Instructional Unit Reviews. Figure 8.2.a.2 below shows the template for the Program Review Feedback Form.

Figure 8.2.a-2: Program Review Feedback Form Template

Program Review Completed By:		Academic Program: Planning Cycle:		
	Non-compliant	Compliant	Exemplary	Notes and Feedback
Program Description	No description provided	Description accurately describes program purpose/priorities	Description clearly defines programmatic purpose, those it serves, and aligns with the college mission	
Outcomes:	Objectives are missing, incomplete, unmeasurable, or do not address student learning	All outcomes address program-specific student learning and are measurable	All outcomes stated with clarity and specificity including precise verbs, description of the content/skill/or attitudinal domain, and specification of whom should be assessed	
Measures	Measures missing or do not address adequate data collection method or source	Measure includes method, process, and/or source of data, but no direct measures	Direct measure that clearly states the data source/methodology and aligns to outcome	
Criteria	Criteria is missing, inaccurate, or unrelated to the outcome	Criteria is entered and clearly aligns to the outcome	Criteria clearly aligns to the outcome, measure and target, is clearly defined and relevant	
Targets	Target is missing or unrelated to the outcome	Target clearly aligns to the related outcome	Target clearly aligns to the related outcome and contains specificity	
Findings	Findings are missing or do not relate to the Outcome/Target	All findings are entered	Findings entered with full analysis relating to trends, stakeholders, and/or impact and direct relationship to outcome	
Analysis	Analysis is missing or inadequately describes findings	Analysis accurately addresses findings	Comprehensive analysis that describes the results and how results relate to future strategic initiatives	
Seeking Improvement	No evidence of seeking improvement or modifications	Evidence is provided and outdated objectives retired/revised as appropriate	Evidence for seeking improvement is clearly provided and multiple strategies have been identified with specific details	

Examples of Improvement through Assessment

The programmatic improvement resulting from assessment occurs as needed to enhance student learning and academic success. For example, alternative instruments were explored and implemented when the nursing program found that exclusive use of Assessment Technologies Institute (ATI) comprehensive predictors led to low SLO attainment and pass rates. St. Philip’s College’s Registered Nursing program overall pass rate for the 2017–2018 cohort was 62.5% (5 out of 8 students), well below the Texas Board of Nursing required 80%. For the third cohort, 2018–2019, UWorld was added as a National Council Licensure Examination (NCLEX) practice tool, while ATI was scaled back. This group had an overall pass rate of 92.7% (26 out of 28 students). (Artifact [8.2.a-14 2008-18 SPC LicensureRN](#)) For 2019–2020, preliminary reporting shows that St. Philip’s College’s registered nursing program students surpassed the needed 80% required by the Texas Board of Nursing (25 of 27 students, 93% pass rate; Artifact [8.2.a-15 2019-20 PrelimLicensureRN](#)). The nursing programs continue to support and improve student learning through special tuition spending initiatives (Artifact: 8.2.a 2019-2020 PlanningVPAS_HS [Obj. 247](#)).

Additional department-level improvement was sought following the 2019–2020 ISLO assessment cycle. For this reason, the Social and Behavioral Sciences Department initiated a program objective to improve declining emerging and skillful results for student learning outcomes related to the general education core competency of personal responsibility (Artifact [SBS Obj. 629](#)). This strategic approach to improving performance proved successful when the department achieved a 2020–2021 overall personal responsibility score of 77.9% emerging and skillful, 7.9% above the 70.0% target. All associated departmental student learning outcome components met or exceeded this target, as displayed in Figure 8.2.a-3: Personal Responsibility SLO Comparison of Communications and Learning and Social and Behavioral Sciences Departments 2020–2021, below.

Figure 8.2.a-3: Personal Responsibility SLO Comparison of Communications and Learning and Social and Behavioral Sciences Departments 2020–2021



Institutional strategies to improve and enhance student learning include expanding open educational resources to ensure all students have access to appropriate course materials and working with advisory committees in the workforce and technical programs for stronger alignment between student learning outcomes and industry needs (Artifact: 8.2.a 2019-2020 PlanningVPAS_HS [Obj. 278](#) and [Obj. 377](#)). Figure 8.2a-4 displays programmatic offerings 25% or more by OCIS.

Figure 8.2.a-4 Programs by OCIS

Off-campus Instructional Site	Programs offering
Alamo Heights High School	AA
Earl Warren High School	Construction Technology AAS, Electrical Trades Level - I
Karen Wagner High School	AA
Sidney Lanier High School	Restaurant Supervision Level – I, Construction Technology Level – I, Automotive Technology Level – I, Office Applications Specialist (OAS) Level - I
Cyber P-Tech USA at Sam Houston High School	Information Technology Cybersecurity, AAS, Restaurant Supervision Level – I

Table 8.2.a-1 details each program with student learning outcome summary and artifact links to the respective program details reports for 2019-2020 PSLOs, program review feedback forms, and documented improvements and strategies. 2020-2021 PSLOs are linked in Column 2, although Findings are pending for many programs.

Table 8.2.a-1 Program Student Learning Outcomes and Program Outcomes Artifacts and Evidence

Arts and Sciences			
Program	Program Student Learning Outcomes (PSLOs) - (links for 2020-2021 PSLOs)	2019-2020 Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Associate of Arts (Related departments include Communications and Learning – C&L, Fine Arts and Kinesiology – FAKIN, and Social and Behavioral Sciences – SBS)	PSLO 1: Critical Thinking PSLO 2: Communication AA PSLO 4 Teamwork AA PSLO 5 Social Responsibility AA PSLO 6: Personal Responsibility *PSLO 1, 2, 6 assessed 2019-2020;	8.2.a-17 AS_AA 2019-20 PDR (3-9) PRF (1-2)	Unit plan objectives: C&L Obj. 221 SBS Obj. 629 FAKIN Obj. 726 Artifact Assessment: 8.2.a-13 2020-21 CoreCompetency (pages 10-12)

	PSLO 4, 5, 6 assessed 2020-2021		
Applied Science and Technology (AST) - MLK			
Automotive Technology			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Automotive Technology / General Motors Automotive Service Education Program	PSLO 1: Demonstrate Electrical/Electronic Fundamentals PSLO 2: Practice Professionalism	8.2.a-20 AST-MLK_AutoTech 2019-20 PDR (3-11) PRF (1-2)	8.2.a 2019-2020 PlanningAST-MLK Obj. 332 (page 7)
Business Information Solutions			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Business Management and Technology (includes Construction Business Management)	BMT PSLO 1: Interpreting information BMT PSLO 2: Technology benefits	8.2.a-22 AST-MLK_BIS_BMT 2019-20 PDR (3-6) PRF (1-2)	
Information Technology (Network Administrator and Cybersecurity)	IT PSLO 1 Occupational Readiness IT PSLO 2 Networking	8.2.a-23 AST-MLK_BIS_IT 2019-20 PDR (3-8) PRF (1-2)	
Office Systems Technology	1 OST PSLO - Computer Literacy 2 OST PSLO - Student Applied Skill(s)	8.2.a-24 AST-MLK_BIS_OST 2019-20 PDR (3-6) PRF (1-2)	8.2.a 2020-21_IUR_all (OST page 22)
Tourism, Hospitality, and Culinary Arts			
Program	Program Student Learning Outcomes (PSLOs)	Program Detail Reports (PDR) and Program Review Feedback (PRF)	Additional Improvements
Restaurant Management	Restaurant Mgmt. PSLO 1 Sanitation and Safety Practices	8.2.a AST-MLK_THCA_RestMgmt 2019-20 PDR (3-11)	

	Restaurant Mgmt. PSLO 2 Students Demonstrate Ethical Decision Making	PRF (1-2)	
Applied Science and Technology (AST) - SWC			
Allied Construction Trades			
Program	Program Student Learning Outcomes (PSLOs)	Program Review Feedback	Additional Improvements
Construction Technology	Assessed 2019-2020 1 CT PSLO - NCCER certification 2 CT PSLO - Employment 3 CT PSLO -Safety Assessed 2020-2021 1 CT PSLO - Critical Thinking and Confidence CT PSLO Constructional Technology Skills	8.2.a AST-SWC_ACT_Construction 2019-20 PDR (3-7) PRF (1-2)	8.2.a-16 2020-21 PlanEdProgAll page 72 (Obj 745) 8.2.a 2020-21 IUR all page 303
Electrical Trades	PLSO 1 Industry Software Benchmarking	8.2.a AST-SWC_ACT_Electrical 2019-20 PDR (3-5) PRF (1-2)	
Plumber's Helper/Plumbing Trades	Assessed 2019-2020 1 PHPT PLSO - Effectively Train Qualified Plumbers Assessed 2020-2021 1 PHPT PSLO - Critical Thinking and Confidence	8.2.a AST-SWC_ACT_Plumbing 2019-20 PDR (3-5) PRF (1-2)	8.2.a-16 2020-21 PlanEdProgAll page 173 (Obj 345) 8.2.a 2020-21 IUR all page 1838

Section 11: Library and Learning/Information Resources

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and learning/information resources) [CR]*

Narrative:

St. Philip's College demonstrates adequate library and learning/information resources, services, and support for its mission by providing students access through the St. Philip's College Center for Learning Resources and each off-campus instructional site.

Students at off-campus instructional sites have access to the same library services as any student attending St. Philip's College. Resources are available in the St. Philip's College Center for Learning Resources (library) while students are on the St. Philip's College MLK campus, Building 1 at St. Philip's College Southwest Campus, or through Internet access using the College's portal system, Alamo Colleges Educational Services (ACES), or the College's website. In addition, students at off-campus instructional sites (OCIS) have access to the library located at their respective high schools. The St. Philip's College Center for Learning Resource'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 Center for Learning Resources has two locations. The main location is in the Center for Learning Resources (CLR) building 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 Center for Learning Resource's physical collections includes 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 Center for Learning Resource's website 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 website 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 LibGuides compiled by the librarians to assist students with their research and provide subject-specific assistance and other helpful information.

Off-Campus Instructional Sites

High-quality library spaces and services are also available at the St. Philip's College off-campus instructional site, including the five high schools that are the focus of this report.

Sidney Lanier High School

Sidney Lanier High School's 5,517 square foot library includes 429 square feet of reference space, two 511 square foot conference rooms, and contains 20,628 bound volumes, 35 magazine subscriptions, 1,884 ISD-owned eBooks available through the Destiny automation system, as well as database subscriptions to Gale and EBSCO eBooks. The library contains nine student computers and a testing computer lab with an additional 30 student computers. Available databases include Gale Texquest – largest assemblage of online resources, containing the following databases (16 total):

- Kids Infobits
- National Geographic Kids
- Gale in Context Middle School
- Gale Onefile High School Edition
- Chilton Library
- Academic Onefile
- Gale Literary Sources
- Educator's Reference Complete
- Environmental Studies
- General OneFile
- Health and Wellness
- Informe Academico
- News
- Opposing Viewpoints
- Science
- Gale in Context High School

Other databases include:

- Britannica School – in English and Spanish
- SIRS Discoverer – primarily newspaper and magazine articles
- Learn 360 – primarily educational streamed video
- Resources 4 Educators
- Tumble Books (elementary)

Karen Wagner High School

Karen Wagner High School includes a 7,689 square foot library open to students Monday through Thursday, 8:00 AM to 4:45 PM, and Friday 8:00 AM to 4:30 PM. The library is staffed by one full-time librarian and one full-time assistant. The library includes a computer lab with 30 computers and workstations available for students to use for research, classwork, and homework assignments. The library has 40 educational databases, 200,000 EBooks, and 22,000 books in print, partially funded by the Texquest Initiative. See Figure 11.1.a.

Figure 11.1.b Library Policies

The screenshot shows the top of a web page with a dark grey header. On the left, there is a logo with a red triangle and the word "Library" in white. Below the logo, the navigation path "Home / Warren / Services / Library" is displayed in a smaller font. The main content area has a light grey background and is titled "Library Policies" in bold. Below the title, there are five sections, each with a bold heading and a paragraph of text: "Passes" (explaining when a pass is needed), "N-time" (describing the sign-in system), "Check-out" (detailing item limits and fines), "Library environment" (stating rules for behavior), and "Library computers" (listing available desktop computers). At the bottom of the page, there are two blue hyperlinks: "NISD Library Services Secondary Resources" and "Warren HS Library online".

Alamo Heights High School

The 6,126 square foot Alamo Heights High School (AHHS) library creates a 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 to its safe-haven walls, the library offers a variety of valuable benefits.

AHHS students have access to a wide and diverse book collection with many resources to further their knowledge in any subject they wish, and for any book they choose to read for pleasure. This print collection contains over 15,500 titles. AHHS recently added an e-collection to supplement the print collection. This e-collection has been recently enhanced to give students access to local San Antonio Public Library (SAPL) collections with a single student sign-on. This enhancement enables students to access SAPL's collection of over 83,000 titles.

AHHS library also has a multitude of digital resources as part of Education Service Center-20's cohort that includes access to TexQuest. TexQuest is a collection of digital instructional resources for K-12 public schools and is partially funded by the state legislature and Alamo Heights ISD. Students have access to nearly 30 authoritative digital resources, including various Gale digital resources such as Gale Power Search, Gale In Context, Gale Academic OneFile, Gale Opposing Viewpoints, Gale OneFile High School Edition, Britannica, EBSCO e-Books High School, ProQuest SIRS Discoverer, and many more. AHHS library also provides access to the digital resource JSTOR. JSTOR is a digital library of academic journals, books, and primary sources which lends well to students completing collegiate level research.

AHHS library offers a variety of technology to meet students' needs with 20 Mac desktops, four personal computers, and over 70 Chromebooks. Students also have free-of-charge printing capabilities in color or black and white. Flexible furniture also lends itself to collaborative settings for students to learn together or study. Flexible seating is part of an Alamo Heights Independent School District-wide initiative toward Engaged Classroom, which encourages student engagement while learning. There is also a separate learning space called Learning Lab and an area for green screen filming.

AHHS also offers library programming to include fun maker space activities, physical and virtual book displays, research and plagiarism lessons, proper use of technology, and facilitating the use of technology. Most of these services are offered through personal student interactions and class settings with students and classroom teachers. The library plans collaboratively with teachers and other key school leaders, and community leaders. The librarian also offers professional development to teachers on digital resources and tips and tricks to using these resources. The librarian is considered a key role in AHHS students' well-rounded education and serves on the campus leadership team.

Cyber P-Tech USA Sam Houston High School

Sam Houston High School's 9,362 square foot library is available for students Monday through Friday, 8:45 AM to 4:30 PM. It is managed by a librarian dedicated to the high school campus Monday, Wednesday, Friday. The Librarian is available by instructor request for special projects requiring library support. See the Figure 3 of the Sam Houston High School Library.

Figure 3 Sam Houston's Library Webpage



Resources include Learn 360 (educational videos), eBooks available 24/7, Playaways (books on a small listening device), Destiny Discover (online book catalogue and reservation system), computers, Chromebooks, iPads, printers, daily newspapers, as well as educational and leisure magazines. Additionally, books contained in any library throughout the San Antonio Independent School District are available by request.

Numerous research websites are offered, including Learning Express through Ebsco, Gale Cengage, Chilton (Automotive Repair) through Gale, Sirs Discoverer, Teaching Books, TumbleBooks, Britannica Escolar, Britannica eStax, Britannica Learning Zone, Britannica School, Ebsco eBooks, Pearson EasyBridge, and PebbleGo.

Section 12: Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

(Student support services) [CR]

Compliance

Non-Compliance

Narrative:

St. Philip's College complies with Core Requirement 12.1 by providing the appropriate academic and student support programs and services to enhance the educational and personal development experiences of all its students. Academic and student support programs contribute to the achievement of teaching and learning outcomes, ensure student success in meeting the goals of the educational programs, and provide an appropriate range of support services and programs to students at all locations. St. Philip's College satisfies this requirement through operationalizing its mission in several ways: to empower our diverse student population through personal and educational growth, career readiness, and community leadership. Academic and student support services are available to all students, whether face-to-face, online, or off-site. In Spring 2020, Student Support Services pivoted most on-campus services to an online modality to provide seamless services to our prospective and current students. These services were provided utilizing various software platforms to include the following: Zoom, AlamoEXPERIENCE, Google Voice, and Canvas, to name a few. Additionally, the College modified our web pages to ensure that all prospective and current students were aware of available services and the location to retrieve them. Finally, employees within Student Support Services were provided the necessary tools (ex. laptop, hot spots, and monitors) and resources (such as professional development) to be successful in transitioning to and serving in a remote environment.

Key Academic Support Areas

The Byrd Sanctuary ([12.1-6 Byrd Sanctuary](#)), located on the MLK campus, supports students in promoting academic and personal growth in the natural sciences and developing an appreciation for learning and life-long success. The College exclusively reserves "The Byrd Sanctuary" lab for students enrolled in natural science courses to help them succeed in their science-related studies. Dedicated and knowledgeable professionals with degrees in relevant subject areas maintain the "The Byrd." Faculty members who teach natural science classes provide academic support. The College equips the lab with abundant materials and study resources essential for student success, including models of complete anatomy and physiology of the human body, circulatory system (wireman), skeletal system (skeleton models), and various textbooks students can check out.

MathWorld ([12.1-7 Mathworld](#)), located on the MLK campus, serves as the College's math

tutoring lab with the mission to assist all students enrolled in the College's math courses. When students visit MathWorld, instructors help students understand math concepts while building confidence to support them in the real world.

The College's Southwest Campus houses the MathSouth/Math Emporium ([12.1-8 Mathsouth](#)) tutoring lab. Working with the Applied Sciences Division, the Mathematics department created a unique experience for students registered in many AAS and Certificate programs. The MathSouth/Math Emporium seeks to help students master the math skills necessary for real-world use in their programs of study and applied courses.

The Rose R. Thomas Writing Center ([12.1-9 Rose R Thomas Writing Center](#)), located on the MLK Campus, provides an easy-going, low-stress tutoring environment, so students feel at ease. Writing Center staff assist students with complex writing assignments to help improve their writing effectiveness.

The Center for Learning Resources (CLR) operates the library, archives, photographic services, and classroom equipment support. The CLR provides resources to enhance classroom instruction and meet the informational and research needs of students, faculty, staff, and administrators. Students can request information and receive assistance with research-related needs through an online "Ask A Librarian" ([12.1-10 Ask A Librarian](#)) service, available 24 hours per day, seven days per week, for research assistance, with a response provided within 24 hours. Students may also use the chat service in support of their research needs. Faculty and students may request classroom or individual library instruction for assistance in formulating a research topic, finding appropriate resources, and citing source materials.

The Child Development Center ([12.1-11 Child Development Center](#)) (CDC), located on the MLK Campus, commits to providing quality child care and development. Child Development Center professionals remain current in leading child development techniques, such as hands-on experience, authentic learning, and peer interaction. The CDC provides an early education environment for children ranging in age from 18 months-and-walking to five years old, with registration priority given to full-time students. Part-time students may enroll their children, as well. Qualified students receive a subsidy.

Students can use open access computers labs on both campuses (two labs at the MLK campus with 95 computers and one lab at SWC with 36 computers) to complete assignments and access the Internet. Computer labs provide Microsoft Office Suite, Adobe Acrobat Reader, printers, and academic and special-use software. At both campuses' students may access the Internet in several outside areas, as well.

The Faculty-Student Mentoring ([12.1-12 Faculty Student Mentoring](#)) (FSM) Program at St. Philip's College offers students the opportunity to establish an academic relationship with a faculty member. The faculty member (mentor) meets with their assigned student (mentee) to encourage and support their goals during the semester. The mentor provides insight into the mentee's academic success. Students are assigned a faculty mentor once they have completed their first semester or have earned at least 15 credit hours.

To meet the St. Philip's College community's demand for more college transfer and workforce programs, the College has expanded the capacity of its High School Programs Office to serve 22

independent school districts and 11 charter/private schools in Bexar and surrounding counties. The eight counties include approximately 53 high schools for dual credit ([12.1-13 Dual Credit](#)) (DC), four Early College High Schools, two PTECH schools ([12.1-14 Early College High School](#)), and homeschooled students. St. Philip's College offers dual credit/early college high school courses in the following modalities: high school campus with St. Philip's College adjunct instructor (teaches for both ISD and College), online, and face-to-face on a college campus. The High School Programs office collaborates with the high school/charter/private school to provide College access to all academic and student support programs. These programs are provided both in a remote setting (for example, tutoring services offered via Brainfuse ([12.1-15 Brainfuse](#)) or at an on-site location at the College campuses (for example, Mathworld). Students can access services such as Brainfuse on their high school campuses.

St. Philip's College provides Student Development (SDEV 0370, 0170, and 0171) ([12.1-16 Student Development](#)) courses for academically unprepared new and transfer students to help them acclimate to the College, find an appreciation for lifelong learning, enhance practical decision-making, foster personal and career growth, support academic achievement, and gain skills for financial management. College-ready students complete the EDUC 1300 ([12.1-17 EDUC 1300](#)) Learning Frameworks course, which provides the student development core instruction and enables students to develop effective academic behaviors for college success and transfer these behaviors into their specific program of study. Additionally, the College has established co-requisite course delivery ([12.1-18a MATH CoReq 0214](#), [12.1-18b MATH CoReq 0314](#), [12.1-18c MATH CoReq 0132](#), [12.1-18d MATH CoReq 0142](#), [12.1-18e MATH CoReq 0224](#), [12.1-18f ENGL CoReq 0100](#), [12.1-18g ENGL CoReq 0201](#)) and non-course-based refresher courses to provide remedial instruction in integrated reading and writing ([12.1-19a Integrated Reading and Writing](#)) and math ([12.1-19b Math](#)) to help students increase their skills in these subject areas. For example, academic refreshers in math and English provide additional just-in-time instruction to equip students for future academic success within their educational journey.

Key Student Support Areas

The St. Philip's College Welcome Center, located on the MLK Campus, serves as a one-stop center to support students' transition into college. The College designed the Welcome Center to help students receive assistance with admission, enrollment, advising, assessment, financial aid, and bursar's services. Veterans' Affairs, Records and Registration, and the Financial Aid offices are also located in the Welcome Center. Students can access these offices at the Southwest Campus and during remote campus operations, as well. Due to the COVID-19 pandemic, student support areas maintained their operations in a remote setting through a Virtual Welcome Center, the use of Calendly for appointments, and the development of a new departmental email address for efficient access to departmental employees.

All students are assigned a Certified Academic Advisor ([12.1-20 Certified Academic Advisor](#)) during their initial semester. Certified Academic Advisors work by their assigned caseload to provide guidance and encouragement to ensure students stay on track in their chosen academic pathway. Students participating in high school programs such as Dual Credit and Early College High Schools are assigned an individual within the high school programs offices to allow students to access academic questions towards their educational goals. Distance learning students are also assigned a Certified Advisor to assist through their educational pathway based upon their

chosen academic pathway. Certified Advisors communicate with distance education students via telephone, email, Navigate, and ZOOM. Students are provided the opportunity to schedule their appointments remotely or on-site. All Certified Advisors are Council for Adult and Experiential Learning (CAEL) certified and remain with their assigned students from the start to degree and/or certificate completion. During the COVID-19 pandemic, remote campus operations within Academic Advising included a Virtual Welcome Center, the use of Navigate for virtual appointments, and the development of new departmental email addresses for efficient access to departmental employees. Additionally, Certified Advisors implemented a weekly check-in with students via email and text messaging. These weekly check-ins and remote appointments will continue as we transition back on-site to continue communicating with our students.

AlamoCARES ([12.1-21 AlamoCARES](#)), the Alamo Colleges District program operated and delivered at St. Philip's College, provides all students a supportive learning environment and fosters safe and healthy relationships. AlamoCARES consists of prevention, education, and support programs for dating violence, domestic violence, sexual assault, and stalking. Additionally, Title IX and other related resources help educate and assist students when dealing with harassment and sexual violence. Awareness events, training, and other discussion opportunities are hosted for students throughout the year. Students can access programming in a remote environment (via ZOOM, AlamoEXPERIENCE, or student newsletter) or on-site.

Career Services ([12.1-22 Career Services](#)) offers students career development and planning guidance to help increase their employability in the global economy. Services include professional development workshops in strategic job searching, resume and cover letter writing, military to civilian resume writing, interview preparation, dressing for success, and employer fairs and seminars.

Counseling Services ([12.1-23 Counseling Services](#)) provides free, short-term, personal counseling services to currently enrolled students. Licensed personal counselors assist students in expressing concerns about anxiety, depression, loss of a relationship, and other mental health-related issues.

Disability Services ([12.1-24 Disability Services](#)) assists students to ensure equal access to a quality education and provides reasonable accommodations to eligible students. In addition to serving as an advocate for students with disabilities, Disability Services works closely with faculty and staff to provide training, monitor student progress, and encourage a positive educational experience. Disability Services coordinates with the specific high school as needed to ensure reasonable accommodations are provided for instruction taking place face-to-face, online, or at an off-site location.

Financial Literacy Services ([12.1-25 Financial Literacy](#)) provides students with the financial education and training necessary to make informed financial decisions. Financial Literacy Services informs students about the appropriate use of budgeting, funds management, and the responsibilities of accepting a financial loan. The dedicated staff provides financial literacy information and resources to students through one-on-one mentoring, face-to-face and online workshops, iGrad (online financial literacy platform), free financial literacy books and other print materials, and online financial coaching with certified financial coaches.

First-Year Experience Services ([12.1-26 First Year Experience](#)) support students by offering a

broad array of programs, services, experiences, and other educational activities throughout the year. Activities begin with Tiger Nation Family Day and continue through the year to create opportunities for new students to meet and interact with other students, staff, and faculty to build a solid and lasting connection to the College.

The Good Samaritan Veterans Outreach & Transition Center (GSVOTC) ([12.1-27_GSVOTC](#)) provides free personalized services to all active duty, transitioning service members, veterans, National Guard, Reserves, and their family members. The San Antonio Texas City Council established the Good Samaritan Veterans Outreach & Transition Center (GSVOTC) in December 2011 when it approved a partnership with the Alamo Colleges District and St. Philip's College to renovate the former hospital into a veterans' outreach center.

The Institutional Advancement and Grants Development Office ([12.1-28_Institutional Advancement](#)) obtains external resources to enhance St. Philip's College's special programs and projects. The office engages in research, planning, and soliciting funds from private and public entities, including individuals, corporations, foundations, government agencies, and coordinates the Alumni Affairs Office. Institutional Advancement and Grants Development serves as the student scholarship assistance center and provides hundreds of opportunities for students each year. Various types of scholarships, funded by institutional and private donations, include merit-based and a combination of merit and need.

The Interfaith Programs Committee ([12.1-29_Interfaith Programs](#)) organizes experiences and events throughout the year to promote respectful understanding among diverse religious, spiritual, and other groups. These programs help prepare students to enter a workforce where all faiths, beliefs, spiritual paths, cultural traditions, and communities exist together.

International Student Services ([12.1-3b_International](#)) is staffed with a Principal Designated School Official and a Designated School Official to provide international students with admission, advising, immigration services, and other general assistance to ensure compliance with laws and promote internationalization. Specific services include help with obtaining F-1 student visas, maintaining full-time enrollment, transferring administration of the SEVIS I-20 record between schools, and traveling outside of the United States.

The Military Support Services ([12.1-30_Military Support Services](#)) department provides focused support to the growing number of Active Duty, National Guard, and Reserve service members and their dependents in the San Antonio area and surrounding communities. The department assists potential and current students attending St. Philip's College and other Alamo Colleges. The College maintains full-time personnel at Lackland and Randolph Air Force Bases and Fort Sam Houston Army Post to assist. College faculty teach the classes on these military installations, as well.

The Records & Registration Office ([12.1-31_Records and Registration](#)) provides reliable and accurate management of all records, including but not limited to transcripts, change of grades, change of primary institution/change of majors, and state reports.

The Student Success & Advocacy Center (SAFE Space) ([12.1-32_SafeSpace](#)) provides food, social services, emergency funds, and other support that may negatively impact student performance. Online counseling, case management support, and access to community resources

are provided, as well.

Student Health Centers ([12.1-33 Student Health Centers](#)) are comprised of licensed nurses and other professionals who provide wellness checks to monitor blood pressure, heart rate, weight, and general health monitoring. Other services include emergency first aid and treatment for minor illnesses and injuries.

Student Financial Services ([12.1-34 Student Financial Services](#)) manages the Financial Aid program for St. Philip's College. This office provides direct support to students to help them apply for grants, loans, find work-study employment, scholarships, and other related assistance.

The Tutoring and Technology Center ([12.1-1b Tutoring and Technology](#)) (TNT) provides both face-to-face and online tutoring support services for students across several academic subjects to ensure student success. The TNT Center also offers free online professional tutoring through *Brainfuse* for numerous subject areas.

The Veterans Affairs Office ([12.1-35 Veteran Affairs](#)) assists service members, veterans, spouses, and other family members utilizing Department of Veterans Affairs educational assistance benefits under one of the public laws as applicable. Students can take advantage of referral services, job training, and other related consultation as needed to help them achieve their academic goals.

The Student Life Office ([12.1-36 Student Life](#)) supports the mission of St. Philip's College by engaging students in a variety of Experiential Learning Program activities comprised of co-curricular, extra-curricular, service learning, and field experiences to enhance their College experience. Students also connect with the College by participating in activities like student organizations, campus and recreation activities, and social development activities. The newly renovated Turbon Student Center offers students a place to study or recreate at the bowling alley, pool, ping-pong, and video gaming areas. Individual rooms are available to support student organization activities, as well.

The Testing Center ([12.1-37 Testing Center](#)) provides a secure testing environment and quality customer service to meet the increasing needs of our students, faculty, and community. This office offers both face-to-face and virtual testing and support to all students as required.

An Advising Team Leader manages Transfer Services ([12.1-38 Transfer Services](#)) and ensures that advisors are trained to assist students as they research colleges/universities and work to satisfy their transfer requirements. Other activities include managing the *Transfer Articulation Agreement Process* and updating Transfer Advising Guides, which were created to guide students on the courses to complete before they transfer; help with students wanting to utilize the Reverse Transfer Process.

St. Philip's College ensures appropriate faculty are available to teach and support students in various ways. For example, all faculty must participate in mandatory professional development activities the week before the Fall and Spring semesters to learn best educational practices and keep abreast of the latest research and trends. Topics have included assessing student learning outcomes, teaching strategies and associated technology, and advanced methods in online teaching. All new faculty members must complete the Master Teacher Certification program

offered through the Instructional Innovation Center. All faculty members teaching in a distance learning format are required to complete an intensive training program. More than 200 faculty members have received training to develop online and hybrid courses. All faculty, both full-time and part-time, participate in the same preparation for teaching online or hybrid courses. Faculty are also provided the opportunity to travel to national and state conferences/workshops to stay abreast of current teaching trends and student support activities.

Key Faculty Support Areas

The Instructional Innovation Center ([12.1-39 Instructional Innovation Center](#)) (IIC) empowers faculty, staff, and students for success by providing professional development opportunities to promote professional growth, quality instruction, innovative teaching, and opportunities to support staff in enhancing their services to students. Specific faculty training and certificate programs include Canvas Training and Distance Learning Certification, Instructure Canvas, Distance Learning Certification Program, Master Teacher Certification Program, and Concourse eSyllabus. The IIC offers a fully online Canvas Training course that enables faculty and staff to use Canvas tools in their courses and programs. Instructure Canvas or Canvas serves as St. Philip's College standard learning management system for online, hybrid, and web-enhanced classes. The IIC offers a Distance Learning Certification program each semester for faculty who will be assigned an online or hybrid class the following semester. The program consists of an online course covering instructional technology, pedagogy, and best practices for teaching online and the development of a course. The program takes 6-8 weeks to complete. Participants must also complete the Canvas Training course as part of the certification program. Established in Fall 1998, the Master Teacher Certification program has helped many faculty members actively engage in reflective and creative exercises and dialogue to improve their teaching. Through collaborative learning experiences, online and face-to-face discussions across disciplines, exploration of best practices, including the use of technology, and the development of an e-portfolio, faculty are challenged to think differently about teaching and learning and to learn new tools for effective classroom practice. To ensure student success in online courses, the faculty developed an online distance learning courses that inform students about tools made available to them with the College's online learning management system. The course prepares students through tutorials geared to practice submitting assignments, participate in group discussions, and strengthen their knowledge of Canvas, the College's learning management system ([12.1-5 Distance Learning](#)).

Concourse eSyllabus

The Alamo Colleges District uses Concourse (Course Syllabi) ([12.1-40 Course Syllabi](#)) as the online syllabus tool for complying with Texas House Bill 2504, which requires all public institutions of higher education to post to the public information about courses and faculty, specifically that "each institution of higher education, other than a medical and dental unit, shall make available to the public on the institution's Internet website certain undergraduate course information, and information about available work-study opportunities." Concourse went live in the Fall 2013 semester with all online syllabi made available to the public.

Summary

St. Philip's College, as evidenced above, provides all students, faculty, and staff with appropriate and innovative academic and student support programs, services, along with professional

development and other activities consistent with its mission. Additionally, appropriate levels of academic and student support services are available to all students whether taking classes face-to-face, online, or any off-site or high school locations.

Section 13: Financial and Physical Resources

13.7 The institution ensures adequate physical facilities and resources, both on and off-campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

(Physical resources)

[Restrict the narrative to the facilities at the sites being reviewed.]

Compliance

Non-Compliance

Facilities

St. Philip’s College is in compliance with Core Standard 13.7 by providing physical resources for both on and off-campus that are adequate to serve and support the mission of its programs and services. St. Philip’s College is a community college operating under an open-door policy. The desire is to serve each student’s educational needs while maintaining a high standard of excellence in all programs.

St. Philip’s College MLK campus is located east of downtown San Antonio, Texas, with 852,769 square feet of academic, student support, and maintenance space in 24 buildings. The Southwest Campus, located 9 miles from the MLK campus, is situated on 450,294 square feet of academic and student support space in 6 buildings.

The buildings and facilities are adequate to support all mission-related activities, including instruction and educational support, student activities, and administration. St. Philip’s College operates two comprehensive campuses in its service area, offering day, evening, and weekend classes and maintains physical facilities on and off-campus that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. The Alamo Colleges 2020 Asset Detail Report ([13.7-1 AssetDtlReport](#)) by Asset Number for MLK and SW campuses details the FCI, building gross square feet (GSF), usage, year built, year renovated for each structure, and an exterior photograph.

The gross square footage of all the facilities, by type of space, is enumerated in Tables 13.7-1 and 13.7-2 below. The Tables also provide the Facility Condition Index (FCI), sorted from highest to lowest, and associated metrics. The Facility Condition Index (FCI) is a standard facility management benchmark used to objectively assess the current and projected condition of a building asset.

The College’s Physical Facilities ([13.7-2 CollegePhysRscs](#)) provides a snapshot of the Asset Detail building description with sample photos of the interior classroom and lab spaces.