

# ST. PHILIP'S COLLEGE

1801 Martin Luther King Drive, San Antonio, Texas 78203

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## SACSCOC Monitoring Report September 2017



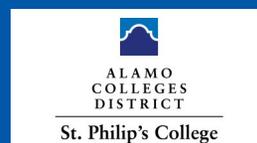
Prepared by

Dr. Adena Williams Loston, President

Dr. Maria Hinojosa, Director

Institutional Planning, Research, and Effectiveness

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





# Institutional Summary Form Prepared for Commission Reviews

## GENERAL INFORMATION

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

**Name, Title, Phone number, and email address of Accreditation Liaison**

Dr. Maria Hinojosa  
Director of Institutional Planning, Research and Effectiveness  
210-486-2897  
chinojosa32@alamo.edu

**Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification**

John Orona  
Director of Information and Communication Technology  
210-486-2510  
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**Accreditation Activity**

Submitted with Materials for an On-Site Reaffirmation Review

**Submission date of this completed document:** 9/1/2017

## EDUCATIONAL PROGRAMS

**1. Level of offerings**

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer

**2. Types of Undergraduate Programs**

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General

<b>GOVERNANCE CONTROL</b>
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Check the appropriate governance control for the institution:

- Part of a state system, institution has own independent board

<b>INSTITUTIONAL INFORMATION FOR REVIEWERS</b>
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**Directions:** *Please address the following and attach the information to this form.*

### 1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

[6-2017\\_SACSCOC Institutional Summary - History mh.pdf](#)

### 2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report (January to December). Indicate term dates.

[2017 ISF\\_Grads1516ListofDegrees.pdf](#)

### 3. Off-Campus Instructional Locations and Branch Campuses

List **all locations** where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

[072017 50%OffSites.pdf](#)

**Institutions with off-campus instructional sites** at which the institution offers **25-49%** credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

[072017 25-49%OffSites.pdf](#)

**Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, **and** (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

[8-7-15 Approved BranchCampusapproved](#)

#### 4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

[SPC Distance Learning ISF 2017-2018 Chart 8-4-17.pdf](#)

#### 5. Accreditation

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
2. If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which of the other accrediting agencies serves that purpose.
3. List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
4. Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

[2017JuneApprovedAccreditationAgencies.pdf](#)

## **6. Relationship to the U.S. Department of Education**

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

[8-7-15 Approved ISF Relationship to US DoE](#)



August 28, 2017

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

Dear SACSCOC Board of Trustees:

In response to the SACSCOC Board of Trustees recommendations, please find the attached St. Philip's College Monitoring Report.

*St. Philip's College is formally responding to the recommendations of the SACSCOC Board of Trustees, who met December 4, 2016. St. Philip's College presents a compelling argument of autonomy and demonstrates 100% compliance with the recommendations by addressing the following standards and requirement of the Principles of Accreditation:*

- *Comprehensive Standard 3.2.6 (Board/administration distinction)*
- *Comprehensive Standard 3.4.4 (Acceptance of Academic Credit)*
- *Comprehensive Standard 3.4.5 (Academic Policies)*
- *Comprehensive Standard 3.4.10 (Responsibility for Curriculum)*
- *Comprehensive Standard 3.13.4.2 (Governance and Policy)*
- *Federal Requirement 4.7 (Title IV Program Responsibilities)*

St. Philip's College, founded in 1898, has been a leader in education for over a century and is always working toward improvement, which has been an integral part of our college community for decades. We are proud to have a college culture that reflects our accomplishments, as we continuously strive for constant improvement on our journey to excellence.

The SACSCOC Monitoring Report demonstrates commitment to our mission and achievement in accomplishing that mission.

Thank you for reviewing our SACSCOC Monitoring Report; it signifies the dedication and obligation of St. Philip's College to offer students a sound education.

Sincerely,

Adena Williams Loston, Ph.D.  
President



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### **Comprehensive Standard 3.2.6 (Board/administration distinction)**

This standard expects an institution to have a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (Board/administration distinction)

**SACSCOC Board of Trustees Recommendation 1:** *The institution failed to provide evidence that there is a clear and appropriate distinction between the policy-making functions of the Board and the operational implementation of policy by the institution's administration and faculty. It appears that the Board, in some instances, has been overly specific in operational areas, such as curriculum and employment practices.*

#### **St. Philip's College Response**

St. Philip's College has established a clear and appropriate distinction, in both writing and practice, between the policy-making functions of the governing board of the Alamo Community College District and the responsibility of the administration and faculty of St. Philip's College to administer and implement policy.

#### **Alamo Community College District Board Policies**

The distinction is evidenced in Policy [B.3.3](#) and [B.5.2](#) that confine the board of trustees to the role of policy-making and disallow involvement in day-to-day administration and operations. Policy [B.2.1](#) defines the role of St. Philip's College president as the chief executive officer for the college directing all operational areas of the college.

In response to SACSCOC feedback, the Board of Trustees, at the regular meeting held on January 17, 2017, [amended several policies](#) to be less prescriptive in both curriculum and employment practices at the college, thus creating a more appropriate distinction between the policy-making functions of the board and the implementation functions of the administration and faculty of St. Philip's College.

- Policy [A.1.1](#) was amended to authorize the use of the phrase "Alamo Colleges District" in lieu of "Alamo Colleges" on important documentation, such as the [new logo](#) design and [new transcript template](#), college signage, and the St. Philip's College website (<http://www.alamo.edu/spc/>)
- Policy [B.9.1](#) was amended to ensure that curriculum and curricular changes remain under the control of the St. Philip's College faculty and the [St. Philip's College Curriculum Committee](#)
- Policy [D.2.5](#) was amended to clarify that the Chancellor must consult with the College President before exercising his authority to hire or reassign employees.

## **Summary**

Based on the policies and evidence listed above, St. Philip's College is in compliance with Comprehensive Standard 3.2.6 through the practice of maintaining a distinction between the policy-making functions of the Board and the operational implementation of policy by the institution's administration and faculty.

## **Comprehensive Standard 3.4.4 (Acceptance of academic credit), SACSCOC Board of Trustees Recommendation 2**

This standard expects an institution to publish policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs . It expects the institution to assume responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

### **Special Committee Recommendation 1 and Reaffirmation Committee Recommendation 1**

Special Committee Recommendation 1: *The Committee recommends that the institution demonstrate responsibility for the academic quality of any course work or credit recorded on the institution's transcript.*

Reaffirmation Committee Recommendation 1: *The committee recommends that the institution clarify its published transfer credit policies and agreements for transcribing credits within the Alamo District and document how it ensures the academic quality of any course or credit recorded on the institution's transcript.*

After receipt of the final report from the Special Committee on-site visit, St. Philip's College addressed the seven recommendations by presenting the institution's plans for gaining and reinforcing compliance. Presidents and Vice Chancellors (PVC) reviewed proposals made by institutional and district SACSCOC task force members to address recommendations through actions of compliance.

**SACSCOC Board of Trustees Recommendation 2:** *The institution failed to provide sufficient evidence that the Service Agreement between the institution and the Center for Student Information (CSI) had been fully implemented. It appears that course work or credit recorded on the institution transcript had not been reviewed by the appropriate faculty in the discipline area for equivalency.*

*While the revised process should improve the ability for the institution to control the quality of coursework accepted for transfer credit, no documentation of the new process was provided.*

### **St. Philip's College Response**

SPC determined through a teleconference on [October 31, 2016](#) with the Director, Process Function Manager, and Associate Director of CSI that procedures outlined in the Transcript Posting/Processing service agreement were not followed. This determination was based on a unique question posed by a Special Committee member during the CSI interview inquiring into equivalency processing for out-of-state coursework. The teleconference confirmed that CSI

personnel determined equivalency utilizing the Transcript Evaluation System (TES) manual, which is not a procedure in the [current Transcript Posting/Processing Service Agreement](#).

See [https://tes.collegesource.com/support/doc/TES\\_Manual\\_20120228.pdf](https://tes.collegesource.com/support/doc/TES_Manual_20120228.pdf).

To further demonstrate St. Philip's College assumes responsibility for the academic quality of any course work or credit on the institution's transcript, SPC further clarified and confirmed CSI personnel would forward any out-of-state coursework directly to St. Philip's College. Attached is the [Transcript Posting/Processing Service Agreement between St. Philip's College and CSI](#). In addition, SPC utilizes institutional [Guidelines and Standard Operating Procedures for Transfer/Experiential Credit Equivalency Evaluation](#) to ensure published policies include criteria for the acceptance of academic credit.

### **Further Evidence**

St. Philip's College has a [Transcript Posting/Processing Service Agreement with the Center for Student Information \(CSI\)](#). The Center for Student Information is an extension and support office of St. Philip's College which provides support services such as processing of incoming transcripts. The Center for Student Information (CSI) is approved by SPC to use the following sources to process (only) preexisting course equivalency:

- Texas Common Course Numbering System (TCCNS) (see [Texas Administrative Code \(TAC\) Title 19, Chapter 4, Sub Chapter B Rule 4.24](#))
- Lower Division Academic Course Guide Manual (see [Academic Course Guide Manual](#)), (ACGM) and [Texas Administrative Code \(TAC\) Title 19, Chapter 4, Sub Chapter b, Rule 4.25](#))
- Workforce Education Course Manual (WECM) (See [SPC Institutional Process Service Agreement based on the "St. Philip's College and Center for Student Information Service Agreement"](#))
- SHATATR, Banner Transfer Equivalency Database (previously equated courses)

The Center for Student Information (CSI) does not have authority to evaluate courses that are not found in any of the St. Philip's College approved course equivalency systems or manuals listed above. St. Philip's College faculty discipline leaders, program coordinators and department chairs are responsible for evaluating courses to determine equivalencies, as described in the [SPC Institutional Process Service Agreement based on the Transcript Posting/Processing Agreement between St. Philip's College and the Center for Student Information](#).

### **Ensuring Coursework and Learning Outcomes are Collegiate and Comparable to the Institution's Degree Programs**

[St. Philip's College Request for Course Substitution](#) provides students the opportunity to receive equivalent college semester credit hours following faculty evaluation.

Documentation and evidence of [Course Substitution Approvals](#) and [Course Substitution Denials](#) are completed by St. Philip's College faculty from each of the Academic Divisions: Division of Arts and Sciences, Division of Health Sciences, and Division of Applied Science and Technology.

Additionally, St. Philip's College provides students the opportunity to receive equivalent college semester credit hours earned through an [experiential learning application](#). This documentation provides evidence that faculty participate in the acceptance of academic and transfer credit.

[Experiential Learning Application approvals](#) and Experiential Learning Application denials are completed by the Division of Applied Science and Technology and the Division of Health Sciences.

- [St. Philip's College Experiential Learning Application](#) Credit by Examination, Advanced Placement, Experience Learning
- St. Philip's College provides students the opportunity to receive equivalent college semester credit hours earned through Advanced Placement (AP) and non-traditional means. St. Philip's College, with appropriate departmental guidelines, reserves the right to determine acceptable transfer credit to a maximum of thirty-two (32) semester credit hours once the student has earned six (6) college semester credit hours at any of the Alamo Colleges District institutions.

Approved experiential/prior learning credit is posted on a student's official college transcript. The [experiential learning application](#) is submitted by the appropriate department chair to their Dean before submission to the Vice President of Academic Success for final approval. A maximum of twelve (12) semester credit hours may be earned through the experiential learning application process and applied toward graduation. Credit hours earned by examination and/or awarded through non-traditional means will be posted as Credit (CR) and will not be included in a student's Grade Point Average computation; however, the semester credit hours are counted toward graduation. Credit by non-traditional means may not be awarded once a grade has been earned. Students planning to transfer to other institutions are encouraged to consult with those institutions regarding their policies on granting non-traditional credit.

## **Summary**

St. Philip's College publishes policies that include standards for evaluation, awarding, and accepting credit for transfer, credit by experiential learning, examination, and Advanced Placement (AP) that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. Qualified faculty participate in the evaluation of credit; more importantly, the institution is autonomous and demonstrates full compliance, as St. Philip's College assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.



### **Comprehensive Standard 3.4.5 (Academic policies), SACSCOC Board of Trustees Recommendation 3**

This standard expects an institution to publish academic policies that adhere to principles of good educational practice and that are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

#### **Special Committee Recommendations 2 and 3**

*Recommendation 2: The committee recommends that the institution follow generally accepted practices in higher education for posting of transfer credit.*

*Recommendation 3: The committee recommends that the Institution establish policies for GPA policies in accordance with generally accepted practice.*

After receipt of the final report from the Special Committee on-site visit, St. Philip's College addressed the seven recommendations by presenting the institution's plans for gaining and reinforcing compliance. Presidents and Vice Chancellors (PVC) reviewed proposals made by institutional and district SACSCOC task force members to address recommendations through actions of compliance.

**SACSCOC Board of Trustees Recommendation 3:** *The institution failed to provide sufficient evidence that the transfer agreement with Alamo District Colleges (dated August 29, 2016) stating that courses from other Alamo District Colleges be recorded as transfer credit (not institutional credit) had been fully implemented.*

*While the new Transcripts Standards Agreement (dated October 10, 2016) provides for identifying transfer credit from outside the District, transfer credit from within the District, and institutional credit, the institution only provided a sample test student transcript for review.*

*The institution failed to provide evidence that a true institutional GPA was calculated and used in the determination of academic standing, honors for graduation, degree GPA, and federal financial aid.*

#### **St. Philip's College Response**

St. Philip's College leaders and district support staff collaboratively determined [new transcript standards](#), which have since been adopted and implemented. St. Philip's College has taken additional steps to establish compliance with this comprehensive standard as evidenced by updates to the course ecatalog Transfer Credit Policy and Grade Policy and updating the [previous transcript](#) to create the [new transcript](#), which more clearly designates institutional and transfer credit as well as better delineates GPA calculation. The revised transcript displays "St. Philip's College" in the center of the document header and contains the St. Philip's College Seal

on the upper right side of the header. The St. Philip's College Director of Enrollment is listed beneath the College Seal. Transfer credit information is found beneath the title "Transfer Credit Accepted by the Institution" and includes the name of each institution and transfer credit accepted. In addition, "Institutional Credit" is listed by semester, and includes only those courses taken at St. Philip's College. Finally, the new transcript distinguishes the institutional GPA from the Alamo Community College District (ACCD) GPA, both by semester and overall. These changes are supported and maintained through the [Transcript Posting/Processing Service Agreement with the Center for Student Information \(CSI\)](#). Student transcripts also include a [letter](#) explaining these changes and listing the appropriate institutional contact person for additional information.

### **Establishing Memorandum of Agreement**

St. Philip's College established a [Memorandum of Understanding for the Joint Admission and Transfer of Credits, Guidelines/Standard Operating Procedures for the Transfer, Work Experience, and Prior Learning Credit Equivalency](#), in addition to the [Transcript Posting/Processing Service Level Agreement with the Center for Student Information \(CSI\)](#). The memorandum and agreements support St. Philip's College compliance with SACSCOC Comprehensive Standard 3.4.5 regarding policy and transfer credit acceptance/posting.

### **Creation of Institutional Manual**

St. Philip's College, through the Academic Policy Committee, has initiated the process of creating an Institutional Manual that illustrates Alamo Community College District Board Policies and Procedures as the basis for development of independent policies and procedures. An example is the [St. Philip's College Guidelines/Standard Operating Procedures for Documentation of Faculty Credentials](#).

### **Generally Accepted Practices for Posting of Transfer Credit and GPA Policies**

St. Philip's College adheres to the laws and regulations of the Texas Legislature, the Texas Higher Education Coordinating Board (THECB), and the Southern Association of College and Schools Commission on Colleges (SACSCOC). In addition, St. Philip's College continues best practices as cited in [the Texas Higher Education Coordinating Board \(THECB\) Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically](#), as well as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [Best Practices for Electronically Offered Degree and Certificate Programs](#) and [Developing Policy and Procedure Documents Best Practices](#).

### **Summary**

As demonstrated by the narrative and attached documentation, St. Philip's College is in compliance with CS 3.4.5. St. Philip's College is using generally accepted practices for posting of transfer credit and policies for GPA calculations.

### **Comprehensive Standard 3.4.10 (Responsibility for curriculum), SACSCOC Board of Trustees Recommendation 4**

This standard expects an institution to place primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

#### **Special Committee Recommendation 4**

*Recommendation 4: The institution places primary responsibility for content of curriculum with its institutional faculty.*

After receipt of the final report from the Special Committee on-site visit, St. Philip's College addressed the seven recommendations by presenting the institution's plans for gaining and reinforcing compliance. Presidents and Vice Chancellors (PVC) reviewed proposals made by institutional and district SACSCOC task force members to address recommendations through actions of compliance.

**SACSCOC Board of Trustees Recommendation 4:** *The institution failed to provide sufficient evidence that the faculty has primary responsibility for curriculum.*

*It appears that the Board of the Alamo Community College District, in Board Policy B. 9. 1., has been overly specific in their requirement that certain course content be included in the institution's curriculum. See also Comprehensive Standard 3.2.6 (Board/administration distinction).*

#### **St. Philip's College Response**

On [January 17, 2017](#), the Alamo Colleges District Board of Trustees [revised Board Policy B.9.1](#) Educational Philosophy – The Alamo Way: Always Inspire, Always Improve by removing any statement requiring “7 Habits of Highly Effective People” content inclusion in the curriculum.

All decisions regarding curriculum are reviewed and approved by faculty to ensure quality and effectiveness through St. Philip's College's current processes and procedures as described below.

St. Philip's College Faculty [Job Description](#) acknowledges the primary responsibility of faculty is curriculum content and quality. The job description states: "Teaching faculty are professional educators who have the primary responsibility of fulfilling the...mission of providing a quality education for all students attending the colleges....Faculty members will uphold the mission and values of the colleges..." Similarly, St. Philip's College's adopted [Board Procedure D.7.1.2](#) further states: "The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning."

St. Philip's College faculty curriculum role and responsibility is carried out through participation in the [Student Learning Outcomes Development and Assessment Processes Development](#), [Instructional Unit Review](#), [St. Philip's College Curriculum Committee](#), the Core Curriculum Committee through its [Core Curriculum Assessment Plan](#) as well as Alamo Colleges Curriculum Committee and cross-college Disciplinary Teams.

### **Student Learning Outcomes (SLO) Development and Assessment**

[St. Philip's College Student Learning Outcomes](#) are [assessed by faculty](#) at the institutional and departmental/program level as part of the St. Philip's College Quality Enhancement Plan (student demonstration of ethical decision making) through [annual Assessment Day](#) activities each February. In addition, Education Testing Service (ETS) standardized testing in Reading, Writing, and Math is implemented each Fall semester to provide faculty with student performance data in key core areas. To meet Texas Higher Education Coordinating Board (THECB) Core Curriculum assessment requirements, faculty develop, assess, and identify best practices and opportunities for improvement of program and institutional student learning outcomes. The end result is a [Student Learning Outcomes Assessment](#).

### **Instructional Unit Review (IUR)**

Instructional Unit Review is an [organized process](#) whereby faculty within each instructional program area examine program effectiveness by careful evaluation of stated purposes, educational goals, assessment methods, and outcomes. As part of St. Philip's College's institutional effectiveness process, [faculty within each instructional program](#) are responsible for developing goals and evaluating those goals. This [IUR process](#) receives input from a broad-based delegation of the persons who interact with the Instructional Unit. This delegation includes instructional faculty within the Instructional Unit, faculty from supporting and supported disciplines, and other stakeholders. Data is gathered from course and program assessment, employees, and business and industry. Through this review, faculty within an Instructional Unit identify their program's contribution to the college's mission, establish educational goals and measurement of outcomes, and utilize assessment findings to effectively plan future educational goals and desired outcomes.

### **St. Philip's College Curriculum Committee (CC)**

Instructional curricula are reviewed on a monthly basis by the [Curriculum Committee](#), which is composed of all academic department chairs (faculty), deans, and key directors. Changes in curriculum originate at the level of individual faculty members or the department, but these changes must be approved by the St. Philip's College Curriculum Committee. Members of this Committee receive a [handbook](#) that helps guide them in their responsibilities. The purpose of the Curriculum Committee is to review and evaluate changes in the St. Philip's College programs of study. The Curriculum Committee reviews items submitted by Deans and/or Academic Program Coordinators ([Curriculum Committee Minutes November 20, 2014](#), [Curriculum Committee Minutes October 29, 2015](#), [Curriculum Committee Minutes March 3,](#)

2016). Once the Curriculum Committee reviews and makes decisions about a particular program, be it a [new program \(Sample New Program Process\)](#) or an existing program [revision](#), it is then identified as "College Approved" and forwarded to the Alamo Colleges Curriculum Committee (ACCC) for review and collaboration with the other colleges ([Curriculum Committee Alamo Colleges Minutes October 20, 2014](#), [Curriculum Committee Alamo Colleges Minutes November 17, 2014](#)).

The Alamo Colleges Curriculum Committee serves as a collaborative team of individuals, primarily faculty, representing each of the Alamo Community College District institutions, including St. Philip's College. As curricular program issues arise and through ongoing review, the committee meets to determine a consensus regarding proposals for additions, deletions, or changes to the current general education core and program curriculum ([Curriculum Committee Alamo Colleges Minutes March 3, 2016](#), [Curriculum Committee Alamo Colleges Minutes March 31, 2016](#)). The ultimate goal is to collectively proceed in a manner that best serves students attending any of the Alamo Community College District colleges. Faculty at the individual colleges develop their syllabi, course content, and assessments as appropriate for their programs. Before an issue is brought to the Alamo Colleges Curriculum Committee and, if a program is offered at more than one of the Alamo Colleges, it is reviewed by cross-district Discipline Teams composed of faculty representatives from each of the institutions who teach in a particular disciplinary area ([Network Administrator Discipline Team](#), [Biology Discipline Team](#), [Discipline Team Mediation Samples](#)). This review assures that content experts assess the proposed change or new program prior to submission for review by the faculty and administrators of the Alamo Colleges Curriculum Committee ([Curriculum Review Process Flowchart - Program Revisions](#)).

### **St. Philip's College Core Curriculum Committee (CCC)**

The Arts and Sciences departmental faculty use the following criteria to evaluate core courses and determine inclusion into the general education core curriculum for the next year, resulting in a [Core Curriculum Assessment Plan](#).

- Review and address any changes required by Texas Higher Education Coordinating Board
- Research the core curriculum at peer/transfer institutions for general acceptance of the courses
- Review the need for and/or possible removal of unique needs courses
- Review the need for and/or possible removal of Academic Cooperatives
- Review the need for and/or possible removal of courses which have a prerequisite that satisfies the core
- Review enrollment data for courses – recommend enrollment goals/requirements each semester
- Verify all courses meet Foundational Component Area definitions

- Review core curriculum assessment data for the discipline and make necessary revisions to coursework to ensure that the Core Objectives are being met

Faculty provide recommendations to the St. Philip's College [Curriculum Committee](#) by the end of November for informational purposes. By the first of February, faculty meet with cross-district Discipline Team members, and consensus of courses included in the general education core is reached. If consensus cannot be reached, mediation may be required. To accommodate differences in academic coursework, the general education core for each college does not have to be the same for all colleges, although consensus will ensure greater transferability across Alamo Community College District. Once this process is complete, the Discipline Team's recommendations are brought to the St. Philip's College Core Curriculum Committee for final approval. Once approved at the college level, the process for review at the district level is implemented.

### **Summary**

Based on the evidence above, St. Philip's College is in compliance with Comprehensive Standard 3.4.10 as the institution places primary responsibility for curricular content and quality with its faculty. St. Philip's College further demonstrates its autonomy by ensuring faculty involvement and approval at every step of program development.

### **Comprehensive Standard 3.13.4.2 (Policy compliance: Reaffirmation of Accreditation and Subsequent Reports), SACSCOC Board of Trustees Recommendation 5**

This standard expects an institution to comply with the following policies of the Commission on Colleges.

#### **Special Committee Recommendations 5 and 6**

Recommendation 5: *The Committee recommends that the institution retain its authority as a separately accredited unit for the appointment and employment for all institutional personnel.*

Recommendation 6: *The Committee recommends that the institution accurately represents itself as a separately accredited institution.*

After receipt of the final report from the Special Committee on-site visit, St. Philip's College addressed the seven recommendations by presenting the institution's plans for gaining and reinforcing compliance. Presidents and Vice Chancellors (PVC) reviewed proposals made by institutional SACSCOC task force members to address recommendations through actions of compliance.

**SACSCOC Board of Trustees Recommendation 5:** *The institution failed to provide sufficient evidence that the institution, as a separately accredited entity, has authority for the appointment and employment of all institutional personnel. It appears that the Board of the Alamo Community College District, in Board Policy D.2.5, has delegated the authorities to the Chancellor of the system.*

*The institution failed to provide sufficient evidence that it represents itself as a separately accredited entity as exemplified in institutional materials, such as the College Catalog, websites, marketing materials, and other documents. It also is unclear whether the institution represents itself as a single institution (Alamo Colleges) with multiple campuses, or multiple independent institutions (St. Philip's College) with the U. S. Department of Education.*

#### **St. Philip's College Response**

##### **St. Philip's College - Hiring and Employment**

To maintain compliance with 3.13.4.b, [D.2.5 policy](#) has been revised and approved by the Alamo Community College District (ACCD) Board of Trustees (BOT) on January 17, 2017, for the inclusion of the College President when an employee reassignment or transfer is performed. College President is responsible for hiring decisions, which are then submitted to the BOT for approval ([Appointment of Full Time Faculty](#)). All employment offer letters for staff, faculty, and administrators, and contracts for faculty and administrators have been revised to include the hiring college name. The samples below serve as evidence of institutional changes:

Offer Letter	Before January 2017	After January 2017
Faculty	<a href="#">Sample 1</a>	<a href="#">Sample 2</a>
Staff	<a href="#">Sample 3</a>	<a href="#">Sample 4</a>

Contract	Before January 2017	After January 2017
Administration	<a href="#">Sample 1</a>	<a href="#">Sample 2</a>
Faculty	<a href="#">Sample 3</a>	<a href="#">Sample 4</a>

### St. Philip's College - Branding

St. Philip's College exhibits unique branding through all forms of communication of information for students and stakeholders, as provided below:

- [President's Corner](#)
- [St. Philip's College eCatalog](#)
- [Social Media - Facebook](#)
- [St Philip's College Admission Letter](#)
- [St. Philip's Student Handbook](#)
- [St. Philip's College Academic Planner](#)
- [All Access Pass](#)
- [St. Philip's College - All College Brochure](#)
- [St. Philip's College Transcript](#)

As well as ensuring individual branding/representation, SPC entered into a revised [Memorandum of Understanding \(MOU\) for the Joint Transfer of Credits](#). The MOU for Joint Transfer of Credits was amended to affirm admissions guidelines, prevent duplicate efforts when completing the enrollment process, provide framework to address admission data storage, ensure students will self-select their respective Home college, and most importantly, state the determination to accept academic credit lies with the receiving institution.

In addition, the St. Philip's College graduation script read during commencement ceremony has been revised to include St. Philip's college as the institution conferring all degrees and certificates ([St. Philip's College Graduation Script](#)).

### Summary

St. Philip's College is one of four independently accredited institutions of Alamo Community College District, consisting of five colleges, which include Northwest Vista College, Palo Alto College, and San Antonio College. These institutions are independently accredited by the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC). The fifth college, Northeast Lakeview College, has been granted candidacy status by (SACSCOC) in June 2016 and a final visit occurred Spring 2017. St. Philip's College is regulated by the Texas Higher

Education Coordinating Board (THECB) and accredited by the Southern Association on Colleges and Schools Commission on Colleges (SACSCOC) and shares best practices with institutions within Alamo Community College District (ACCD) while maintaining institutional autonomy.



## **Federal Requirement 4.7 (Title IV program responsibilities), SACSCOC Board of Trustees Recommendation 6**

This standard expects an institution to be in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended.

### **Special Committee Recommendation 7**

*Recommendation 7: Committee recommends the institution uses appropriate practices in calculating GPA in determining satisfactory academic progress and reporting.*

After receipt of the final report from the Special Committee on-site visit, St. Philip's College addressed the seven recommendations by presenting the institution's plans for gaining and reinforcing compliance. Presidents and Vice Chancellors (PVC) reviewed proposals made by institutional and district SACSCOC task force members to address recommendations through actions of compliance.

**SACSCOC Board of Trustees Recommendation 6:** *The institution failed to provide clear evidence that the institution, as a separately accredited entity, is in compliance with the awarding of Title IV funds.*

*The institution, as a separately accredited entity, should clarify its role ensuring compliance with Title IV program responsibilities.*

### **St. Philip's College Response**

St. Philip's College is in compliance with its program responsibilities under Title IV. The [memo](#) from Ms. Kim Peeler, Compliance Manager, Region VI, U.S. Department of Education states, "[T]he [satisfactory academic progress policy](#) submitted and the current funding mechanism for campus-based programs are acceptable under regulations governing the Title IV financial aid programs." Additionally, the Department of Education (DOE) [memo](#) states that the DOE is aware that St. Philip's College is "separately accredited by Southern Association of Colleges and Schools Commission on Colleges."







ALAMO  
COLLEGES  
DISTRICT

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**St. Philip's College**

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