



ALAMO  
COLLEGES

ST. PHILIP'S COLLEGE



*Southern Association of Colleges and Schools  
Commission on Colleges*

# Call to Conversation: SACSCOC Compliance and Quality Enhancement Plan Status Report

November 11, 2014

Dr. Adena Williams Loston

President



*President's Holiday Celebration*

*Tuesday, December 2, 2014*

*SW Campus | 11 a.m. – 12 p.m. | Cafetorium*

*MLK Campus | 12:30 p.m. – 1:30 p.m. | Heritage Room*

# UPS Store / Post Office



Located in the Sutton Learning Center

Price of a single stamp is:

- 53¢ (Employee Discount)
- 79¢ (Community Visitors)

A book of stamps is:

- \$10.89 (Employee Discount)
- \$11.70 (Community Visitors)

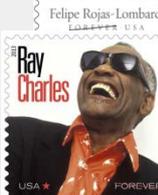
Located in the Campus Center

Price of a single stamp is:

- 49¢ (All Customers)

A book of stamps is:

- \$9.80 (All Customers)



# **A.A. and A.S. Transfer Degrees**

## ***Every Course Counts***

November, 2014

# Background Discussions

- Faculty program leads reviewed and selected 18 hrs. for programs in 2011-2012
- Discussions with college leadership about majors/concentrations/ advising guides for A.A. and A.S. degrees and SACSCOC requirements between December 2012 and Summer 2014
- 2011 and 2013 Legislative requirements to designate a 42-hour core and reduce degree requirements to 60/120
- AlamoADVISE initiative will assist students to determine a goal of transfer or workforce program and monitor progress

# Difference Between Major and Transfer Major

Major	Transfer Major/Intended Course of Study
42 hr. core	42 hr. core
18 hrs. defined by Alamo Colleges faculty (combination of courses in discipline and other courses)	Guide for 18 hours based on transfer institution requirements
A portion will count toward degree requirements at a transfer institution	Goal: Every Course Counts towards degree requirements

# How the 18 hours Beyond Core Currently Count Towards Degree Requirements

Alamo College (Major)	UTSA	TAMU-SA
English	12	0
Psychology	6*	3
Biology	13	12
Math	14	11
Business Admin → General Business	12	15
To be reviewed and verified by Faculty		* Plus 12 hours of free electives

# A.A. and A.S. Changes Effective Fall 2014

- Students will declare a “transfer major” (intended course of study) instead of a “major” —based on the B.A. or B.S. degree
- Advising Guides included in the 2014-2015 catalog
- Transcript will include the transfer major intended course of study
- Clarifying language of “intent” for A.A. and A.S. awards will be added to catalog, websites, etc.
- Changes do not affect students entering under catalogs prior to 2014-2015
- Changes do not affect students seeking certificates, A.A.T. or A.A.S.

# Alamo Colleges offers a variety of certificates/degrees and encourages completion

- Students encouraged to complete requirements of an associate degree before transferring to university or entering employment
- Advantage of completing degree—reflects commitment to a specific educational goal and success in meeting that goal
- Evidence of taking a definable step and is minimum educational requirement for employment in certain positions in area business and industries

# A.A. and A.S. Degrees

- First 60 hours of the 120 hours required for a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree
- 42-hour core curriculum + 18 additional transfer hours—the intent is *every course counts* toward degree requirements
- The A.A.T., Certificates, and A.A.S. are not affected by the changes

# Intent\* of the A.A. and A.S. Degree

- General education **transfer** degrees with **emphasis on core academic requirements**
- Does not allow enough hours of concentration in a single discipline for students to declare a major
- Consists of core curriculum and a series of suggested courses based on the transfer institution's degree requirements

\*SACSCOC: the institution must clearly disclose whether the intent of each of its undergraduate degrees is “intended for transfer” or “not intended for transfer.”

# A.A. and A.S. Degree Seekers

- Entering students with a goal to transfer and seek a baccalaureate degree encouraged to pursue an A.A. or A.S. Degree
- Student selects a “transfer major”—the major planned to pursue at the 4-year institution
- Student follows an Advising Guide based on the transfer institution’s requirements for the planned major (individualized/customized plan)

# Notation on Transcript/Diploma

- Upon completion of the 42-hour core and 18 transfer hours, student earns degree
- On transcript, below listing of courses earned, notation

## **Transfer Course of Study: (transfer major)**

- Transfer major will be obtained from student record at time of degree completion—may be verified when degree is awarded

# Benefits for Students of Transfer Majors

## Every Course Counts

- Eliminate excess hours that do not necessarily *count* towards degree requirement [90 SCH are average for graduates]
  - Saves time and money
  - Avoids excess tuition at the transfer institution
- Student is awarded A.A./A.S. upon completion of core plus 18 hours
- Veterans can maximize their benefits by ensuring courses taken will count toward degree
- Savings in financial aid eligibility

# A.A. and A.S. Intent Message\* 1 of 4

Alamo Colleges offers a variety of certificates and degrees. Students are encouraged to complete the requirements of an associate degree at one of the Alamo Colleges even if they are planning to transfer to another college or university to complete a baccalaureate degree.

\*Information proposed to populate catalog, websites, and other curricular-related information

# A.A. and A.S. Intent Message 2 of 4

One advantage of completing a degree is this action reflects commitment to a specific educational goal and success in meeting that goal. Earning an associate degree is evidence of taking one definable step beyond a high school diploma or the high or the high school equivalency examination and is the minimum educational requirements for employment in certain positions in areas businesses and industries.

# A.A. and A.S. Intent Message 3 of 4

At the Alamo Colleges, the A.A. and A.S. degrees are intended to be general education degrees with an emphasis on the core academic requirements. The degrees do not allow enough hours of concentration in a single discipline to constitute a true major; however, a series of suggested courses of study are listed so that students planning to transfer into four-year academic programs at other Texas institutions may receive the maximum number of transfer credit hours toward a planned baccalaureate major.

# A.A. and A.S. Intent Message 4 of 4

Courses listed in the advising guides are identified as meeting the core curriculum and additional courses recommended for transfer to a specific university. Students are advised to check with Alamo Colleges' advisors and faculty and with their transfer institution for additional guidance in closing appropriate courses

# A.A. and A.S. Transcript Notation and Intent Message

Provide feedback on clarity of intent message by  
November 26 to:

[St. Philip's College Feedback Survey](#)

# SPC Reaffirmation

## Compliance and Quality Enhancement Plan Status Report

# SACSCOC Compliance Principles

## CRITICAL DATES

**SACSCOC Vice President Visit**  
**January 27 – January 29, 2015**

**Compliance Report Due Date**  
**March 2, 2015**

**QEP Due Date**  
**July 2015**

**Site Visit**  
**October 13-October 15, 2015**

# SACSCOC Compliance Report and Visit – St. Philip’s College

**Executive Leadership**

**Adena Williams Loston, President**  
Executive Sponsor

Executive Level Sponsors – Serve as champions for the project and provide high-level direction, authority and resources for the project. Removes roadblocks.

**Maureen Cartledge, Interim VPAS**  
Project Sponsor

**Cabinet**  
Deans and Directors Council

Steering Teams

**Project Leadership**

SACSCOC Visit  
Planning Team

**Karen Sides**  
Project Leader

Functional/Business Unit Leader – Provides subject matter expertise and functional ownership and accountability for project results

**Rhonda Johnson**  
Project Manager

Provides process expertise, tracking, reporting

**Functional Teams (Working Project)**

**Sharon Crockett-Bell**  
Editorial Team

**Core Team**  
Functional Teams Leaders +

Core Team – Project Leader, Faculty Senate President, Functional Team Leaders - Provides day-to-day leadership for the planning, implementation and closing the project. Resolves issues and escalates when required. Manages the individual functional teams.

**Mary Kunz**  
Educational Programs

**Karlene Fenton & Sonia Valdez**  
Institutional Effectiveness

**Paul Machen & Reuben Kaller**  
Student/Academic Support Services

**Lacy Hampton & Paul Borrego**  
Administrative (Financial & Facilities)

**Tracy Ross-Garcia**  
College-wide Artifacts

Functional Teams – Provide the subject matter expertise and day-to-day planning and implementation for the respective functional areas. Resolves issues and escalates when required.

**Sherrie Lang & Beautrice Butler**  
Enrollment Management

**Rose Spruill & Jessica Cooper**  
Faculty and Staff Affairs

**Art Hall**  
Governance

**Laura Miele and Paul Machen**  
QEP

**Mary Cottier**  
Faculty Credentials

**George Johnson**  
Policy Compliance

7/15/2015

# SACSCOC Compliance Principles

## Compliance Report Historical Development

Date	Review Team #	Activity
Spring 2014		Functional Team Leaders worked with their teams to develop responses to their assigned items.
Sum 2014	<b>1</b>	<b>Review Team 1/Round 1:</b> Administrators were each assigned to thoroughly review their Function Team
Sep 2014	<b>2</b>	<b>Review Team 2/Round 2:</b> Administrators were assigned to review the work of a Function Team other than their own
10-10-14	<b>3</b>	<b>Review Team 3/Round 3:</b> A smaller Review Team was established to do a “deep dive” into each standard and requirement to verify content is sufficient, clear and concise
10-21-14	<b>1</b>	<b>Review Team 1/Round 4:</b> First Review Team leaders re-finalized their narratives
10-27-14	<b>2</b>	<b>Review Team 2/Round 5:</b> Second Review Team made additional edits or comments as needed.
10-29-14	<b>3</b>	<b>Review Team 3/Round 6:</b> Third Review team resumed their work

# SACSCOC Compliance Principles

## DETAIL COMPLIANCE REVIEW **PLAN** / November – February

	Review Team 3# Members/Duties	Editorial Team Members/Duties	Fact Check /Document Team Members/Duties	Consultant Members/Duties
	<p>Members: Karen Sides, Art Hall, Becca Barnard, Paul Borrego</p> <p>Duties:</p> <ol style="list-style-type: none"> <li>1.Review completeness of response</li> <li>2.Removal of extraneous information</li> <li>3.Review comparisons with other institutions</li> <li>4.Reconcile discrepancies</li> <li>5.Identify any issues</li> <li>6.Meet weekly (Friday's at 9am) to discuss status and make recommendations</li> </ol>	<p>Members: Sharon Crockett-Bell, Sandra Gonzalez-Lamb, Luis Lopez, San Juan San Miguel, Marsha Hall</p> <p>Duties:</p> <p>Edit for:</p> <ol style="list-style-type: none"> <li>1.single voice</li> <li>2.consistent language</li> <li>3.grammar, spelling and punctuation</li> </ol>	<p>Members: Maria Hinojosa, Blanca Cuellar, Joseph Hernandez, Jerry Schott, Rhonda Johnson</p> <p>Duties:</p> <ol style="list-style-type: none"> <li>1. Confirmation that documents and narratives are lined correctly</li> <li>2. Confirmation that documents support the narrative</li> <li>3. Fact check throughout</li> </ol>	<p>Dr. Rusty Waller</p> <p>Duties:</p> <p>The consultant will review and share findings concerning SPC's honest, forthright, and comprehensive institutional analysis and the accuracy and completeness of its findings detailed in the SACSCOC Compliance Report.</p>

Timeline/Milestones			
DATE	KEY ACTION ITEMS	COMPLETE DATE	COMMENTS
Jan 2014	Approve Project Charter	Jan 6, 2014	
Jan 2014	Core Team identify initial actions and team members required to support tactics	Jan 17, 2014	
Jan 2014	Kick-Off Functional Teams QEP Topic Confirmation Process implemented	Feb 4, 2014	
Feb – Aug 2014	Functional Teams develop compliance documentation narrative QEP research, overall structure and QEP development. Compliance narrative forwarded to reviewers	May 5, 2014 (compliance)	QEP still in development
Aug 31, 2014	First Round review teams make edits and enhance assigned standards and requirements.	Jul 31, 2014	
Sep 15, 2014	Second Round review teams make final edits and ensure standards and requirements are ready for final edits	Sep 22, 2014	Extra week needed to complete
Oct 3, 2014	Compliance Report released to Review, Editing and Document teams	Oct 3, 2014	
Nov 28, 2014	Compliance Report Review Team finalizes narrative content, editing and document teams continue work		IN PROCESS AND ON TRACK
Dec 17-18, 2014	Compliance Report draft shared with Leadership		
Dec 15, 2014	QEP initial draft presented to college community for feedback		
Jan 15, 2015	Editing Team completes polishing the document		



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# Quality Enhancement Plan Update

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# QEP Process

- The QEP is a central part of the SACSCOC Reaffirmation Process (C.R. 2.12 C.S. 3.3.2).
- As part of this process, the college will develop a Plan that identifies and targets for improvement a key aspect of our students' educational experience.

# SACSCOC QEP Guidelines

The final QEP will

- identify key issues emerging from assessment.
- identify a significant issue focused on improvement of student learning.
- accomplish the College mission.
- show evidence of institutional capability for completing the Plan.
- include broad-based involvement.
- identify goals and assessment of those goals.

# QEP Core Team

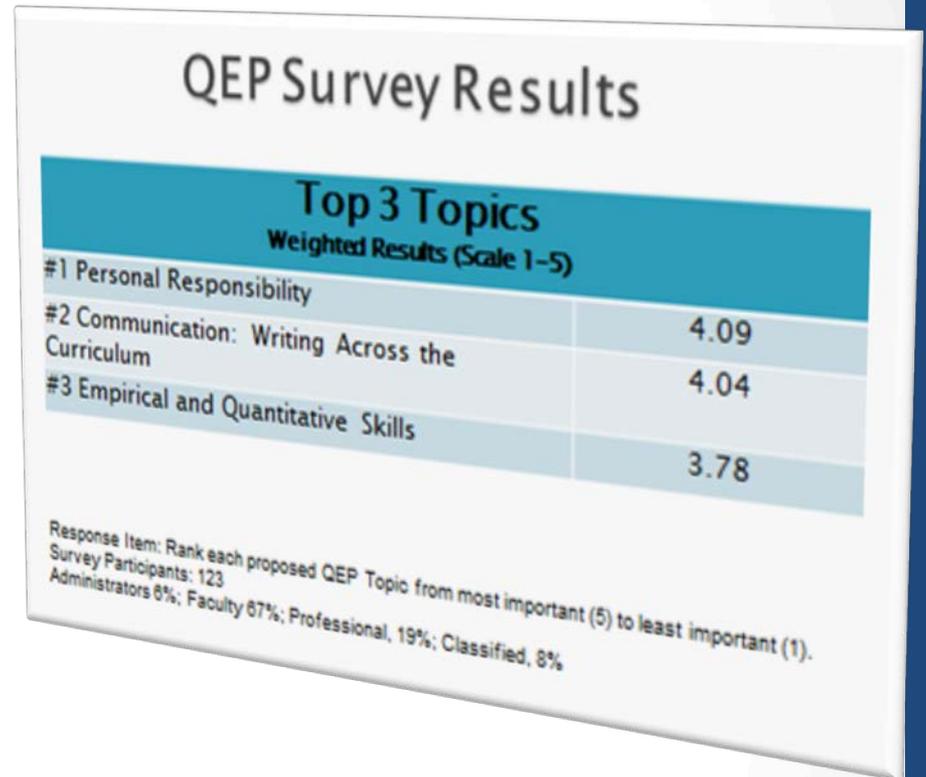
- Dr. Karen Sides, Project Manager
- Paul Machen, Co-Chair
- Laura Miele, Co-Chair
- Jill DeHoog, Tri-Chair Rep
- Irene Young, Tri-Chair Rep
- Maria Luna Chavez, Tri-Chair Rep
- Maria Hinojosa, Instruct Res Rep
- Rhonda Johnson, Instruct Res Rep
- Christopher Davis, Taskmaster
- Jill Zimmerman, Facilitator
- Lang Coleman, Member
- Cindy Katz, Member
- Sean Nighbert, Advisor
- Sonia Valdez, Advisor

# Steering Committee

- Paul Borrego, Budget Office
- Aunya Byrd, Arts & Sciences
- Kimberley Cleveland, SGA rep
- Jason Fabianke, Arts & Sciences
- Angie MacPherson-Williams, Student Services
- John Martin, Student Services
- Ken Poff, Arts & Sciences
- Kevin Schantz, Student Services
- Ivette Sterling, Health Sciences
- Tracy Ross-Garcia, Public Relations

# QEP Topic Selection

- 12 key issues emerged from a review of best practices and SPC need.
- Input was gathered using the QEP Topic Survey.
- Student input was gathered through student organizations.
- A final focus area identified at Good to Great Retreat, May 2013.



Personal Responsibility was the topic selected.



# QEP Status

- This October we received feedback from QEP experts suggesting that SPC narrow its topic as Personal Responsibility was too expansive.
- Also it was recommended that we broaden our base of involvement in the QEP process.
- As a result, we have been working to increase broad-based involvement in the QEP development and on narrowing our focus to a particular facet of personal responsibility

# QEP Status

In order to accomplish this, we have completed 2 of a 3 step survey process.

1. We surveyed students at Homecoming to garner input (n=97).

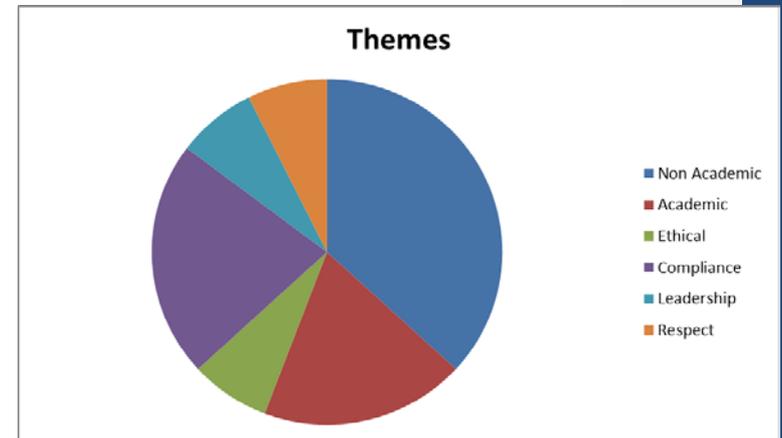
From this data we found 8 major themes:

2. We then conducted student focus groups to further narrow the topic.

Two prominent themes emerged:

***Academic and Ethical Responsibility.***

3. The team then developed a Constituent Survey which will narrow our results to one of these two areas.



# QEP Status:

## *BROADER COMMUNITY:*

- *This survey to the broader community was deployed November 5th*
- *To determine area to be pursued and possible QEP strategies. If you have not yet taken this survey, Please do!*
- *Visit our QEP website <http://alamo.edu/spc/QEP> for further updates and to access the survey.*

# Next Step

- The next phase in our process involves collecting more input and feedback from faculty and staff.
- We will be visiting each Division this month to facilitate discussion and collect your ideas.

# Division Meeting

## Discussions/Conversations

- **PURPOSE:**  
To gather faculty and staff input, ideas and best practices.
- **OBJECTIVES:**
  - Encourage communication and conversation about the QEP.
  - Ensure broad-based representation during the development of the QEP.
  - Garner feedback and ideas for strategies to accomplish the QEP.
- **METHOD:**
  - We are meeting with each Division to gather your ideas and comments so that we can continue to develop a successful collaborative QEP.
  - To generate conversation about student personal responsibility in an open forum or in break-out roundtable discussions.

# Division Meeting

## Discussions/Conversations

- DISCUSSION QUESTIONS:

1. What successful strategies are you currently employing in the classroom to instill personal responsibility? Outside of the classroom?

2. What are the behaviors you expect to see in a student exhibiting personal responsibility?

3. How can we best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?

4. What are some barriers or hindrances across campus to teaching students personal responsibility?

# QEP Tasks To Be Completed

- Review and Refine all Previous Work
- Write Goals/Objectives
- Determine Outputs/Outcomes
- Develop and Test Assessment Plan
- Prepare 5-year Timeline
- Prepare 5-year Budget
- Write Document

# QEP Tasks To Be Completed

- Align with SACSCOC QEP Guidelines (Exceptional)
- Leadership Review
- External Review
- Pilot
- Marketing
- Advisor Review
- Submit (6 weeks prior to on-site; July 2015)