

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership (of knowledge and resources) between colleges and universities and the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

Community engagement is shaped by relationships between those in the institution and those outside the institution that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized). Community engagement assists campuses in fulfilling their civic purpose through socially useful knowledge creation and dissemination, and through the cultivation of democratic values, skills, and habits - democratic practice.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie foundation use only)

Title

Dean of Student Success

Institution

Palo Alto College

Mailing Address 1

1400 W. Villaret Blvd.

Mailing Address 2

--empty--

City

San Antonio

State

Texas

Zip Code

78224

Phone Number

210-486-3338

Full Name of Institution's President/Chancellor

Dr. Robert L. Garza

President/Chancellor's Mailing Address

1400 W. Villaret Blvd. San Antonio, Texas 78224

President/Chancellor's Email Address

rgarza@alamo.edu

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

I. Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (<https://nces.ed.gov/ipeds/Home/FindYourCollege>) and Carnegie Basic Classification data (<http://carnegieclassifications.iu.edu/lookup/lookup.php>).

Palo Alto College (PAC) is a public, two-year community college located in the southern sector of San Antonio, Texas, and serves five counties that enroll approximately 10,000 students annually. PAC is a diverse institution and is federally designated as a Hispanic Serving Institution (HSI) that serves a predominantly Hispanic (77.8%), low-income (52.5%), part-time (80.8%) student population with 70% needing some form of developmental education. Female enrollment is 59.6% of the overall enrollment, approximately one third of enrollment is concurrently enrolled, and the college serves over 900 veterans and veteran dependents.

PAC's history began with the community championing for an option for higher learning serving the southern sector of San Antonio because there were no colleges or universities south of the downtown area. In 1974, Fernando Rodriguez Jr. introduced a resolution to work toward obtaining a community college for the South Side of San Antonio at the Communities Organized for Public Service (COPS) Annual Convention. Nearly a decade later, this grassroots community advocacy paid off when the Alamo Community College District approved funds to plan and purchase land for the College on February 21, 1983. In 1985, the College officially opened its doors hosting its first students and classes in one of the area military bases. By 1991, PAC became the fastest growing higher education institution in Texas.

In 1994 PAC held a contest to choose a new slogan. PAC student Rosario Ybarra submitted the winning slogan: "The Heart of the Community." True to its mission, PAC seeks "to inspire, empower, and educate our community for leadership and success," ensuring students are successful in their educational pursuits as they enter college, persist, complete, and transfer or enter the workforce. Today, PAC's Core Values of "Students First" and "Community-Engaged" continue to express the College's identity and purpose within the community.

During its' 30 years of operation, the College has developed an infrastructure based on community and student needs. PAC opened with 231 students and now serves more than 10,000 students annually while providing a tuition that is the best value for higher education in the area. Sizeable increases in enrollment have prompted much physical growth on the campus, totaling more than 300,000 square feet on 126 acres. PAC now offers the Associate of Arts, Associate of Science, Associate of Arts in Teaching, Associate of Applied Science, and Certificate programs.

PAC has been selected as a finalist for the Aspen Institute Prize for Community College Excellence and has been recognized as being one of the top ten community colleges nationally based on evidence in four main areas: student learning, completion, labor market, and equity. This rigorous designation starts with an assessment of nearly 1,000 public community colleges based on a review of nationally available data on institutional performance, improvement, and equity in student retention and completion. One example of PAC's excellence in these areas is the increase in three-year graduation rate from 8.9% to 36% over a six-year period. This is compared to the state's 22.3% three-year graduation rate for community colleges.

B. Community:

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

With a population of 1,327,407, San Antonio, Texas, is currently the seventh largest city in the United States and is considered one of the fastest growing, most Hispanic cities in the nation. However, San Antonio's per capita income of \$20,407 and median earnings of \$40,186 are among the lowest in the state and nation. Approximately 18.6% of San Antonio residents live in poverty compared to 16.0% for the state and 14.6% for the nation. The poverty rate is even more significant for Hispanics, with 21.5% of the city's Hispanic population living in poverty (U.S. Census Bureau, American Community Survey, 2012). Of particular note are the poverty rates for two of the College's top feeder zip codes which are 23.1% for 78221 and 21.3% for 78211, further illustrating the unique challenges faced by the College and the students it serves. Additionally, the South Side of San Antonio is considered a "food desert" by the U.S. Department of Agriculture. Lack of access to nutritious foods contributes to a poor diet and has led to higher levels of obesity and other diet-related diseases and more disparate academic outcomes in the San Antonio and Bexar County communities. San Antonio is also among the most economically segregated cities in the U.S., with generational poverty creating barriers to education and professional training.

The main feeder school districts for the college are characterized by low educational attainment rates and the presence of poverty in the community. While 20% of the City of San Antonio's population is below the poverty rate, Palo Alto College's feeder independent school districts (ISD) have poverty rates that exceed this, exacerbating the challenges their communities face when trying to attain higher education. For students who enter the workforce directly after graduating from High School, annual income is below the poverty threshold of \$12,071. Within the surrounding community, less than 50% of feeder high school graduates pursue a college education and almost 50% of adults ages 25 years and above have less than a high school diploma. However, students who access education through the College experience an average annual salary of \$12,000 above those community members with only a high school diploma.

While serving as a pioneer in higher education within southern Bexar County, PAC has also supported expansion of access into higher education beyond community college. In 2000, Texas A&M University-San Antonio (TAMUSA) was established as a neighboring institution of higher learning in South San Antonio first offering courses on the Palo Alto College campus.

While this community context outlines significant challenges for students trying to access higher education, the desire to pursue education is deeply woven into the fabric of the community. PAC is committed to being a catalyst for visible and long-standing improvements in the educational and economic standing of the students and communities of San Antonio through a collaborative relationship as evidenced in the mission, values, strategic planning, assessment, partnerships, and curricular/co-curricular offerings.

II Foundational Indicators

Complete all questions in this section.

A. Institutional Identity and Culture:

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

A.1 Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

A.1.1 Quote the mission or vision:

PAC's mission statement is "To inspire, empower, and educate our community for leadership and success."

PAC fulfills its mission and upholds its Core Values of "Students First" and "Community-Engaged" through its student- and community-centered ethos, serving as a catalyst for advancement in the lives of students and the socioeconomic development of the city.

PAC's Strategic Directions emphasize its commitment to community engagement by including all stakeholders in decisions, increasing outreach to our community and access to the College, and engaging internal and external resources to generate community advancement.

PAC has been recognized at the national, state, and regional levels for accomplishments in fulfillment of its mission. Locally, PAC has been named a Legend of the Southside in 2014 by the South San Antonio Chamber of Commerce in honor of its contributions and commitments to facilitating growth, community and general betterment of the South Side. Recently, The Aspen Institute named PAC to a list of the top 10 community colleges in the U.S. in 2019 for exceptional achievement in student success. In 2016, PAC was recognized for organizational performance excellence as one of 15 organizations in the nation (and the only educational institution during that year) to earn a Site Visit Review from the judging panel for the Malcolm Baldrige National Quality Award, the nation's highest award for organizational performance. Two years later, the Alamo Colleges District became one of five recipients of the Baldrige Award in November 2018, the first community college system to ever receive the designation.

A.2 Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

A.2.1 Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

PAC expresses the Strategic Direction Celebrate and Share PAC Excellence through widespread (occurring across all levels) and purposeful (celebrating excellence and sharing best practices) forms of recognition for community engagement.

1. Each spring, the S.H.A.R.E. (Student, Health, Advocacy, Resource, and Engagement) Center hosts a Service Learning Recognition Luncheon recognizing students, faculty, and community partners for their participation in both curricular and co-curricular community engagement during the academic year. Executive leadership participates in the ceremony, certificates are awarded, and students participate in panel conversations reflecting on their community engagement experiences.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

2. Information about successes and best practices related to Student Success and Performance Excellence (including community engagement) are shared to faculty and staff through a variety of internal and external public relations mechanisms. For example, PAC hosts monthly series of Celebrate & Share PAC Excellence Breakfasts. Each month a different PAC innovation (best practice, program, or partnership, etc.) is highlighted and faculty and staff are awarded certificates for their contributions. For example, the S.H.A.R.E. Center was recognized in one such Celebrate and Share PAC Excellence Breakfast for its service to students and community members, which was made possible through community partnerships with Goodwill, the San Antonio Foodbank, Trellis Company (emergency aid and financial literacy), University Health System (mobile health clinic), Daughters of Charity Services of San Antonio (social services), and more.

3. The College's Office of Public Relations (PAC PR) uses a variety of internal and external mechanisms to share successes. These include Convocation presentations, the On Campus newsletter series, or the president's A Message from the President series, and a weekly column in the San Antonio Express News.

4. PAC partners with the South San Antonio Chamber of Commerce's City South Leadership Academy program to identify, develop, and motivate potential leaders in the community to address the needs of the Southside of San Antonio. The academic focus of this program is on topics such as economic and community development, volunteerism, partnerships, and internal/external relations. Upon completion of the Academy program, students receive credit from the Alamo Colleges District.

5. Each year nearly 30 students who participate in the PAC Alternative Winter and Spring Breaks trips are given a platform to contribute to and present their experience, insights, and recommendations for future trip developments to College's executive staff.

6. The Corporation for National & Community Service has approved PAC as a certifying organization to deliver the President's Volunteer Service Award to students or groups who qualify who achieve the requirements. In 2018, PAC's partnership with Junior Achievement (JA), called JA in a Day received the bronze level award with 5,000 service hours at area schools. This same program is on track to hit the 10,000-hour silver level lifetime requirement for a group in 2020.

B. Institutional Assessment

B.1 Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

B.1.1 Describe the mechanisms for systematic assessment:

The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution's activities, partnerships, and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community,

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

including a description of how frequently assessment occurs, and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service- learning courses, or an individual's work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.

The mechanisms for systematic assessment of community perceptions of engagement are as follows:

1. Strategic Planning: PAC develops and adjusts its strategic direction through multi-modal engagement of on-campus stakeholders, dual-enrollment partners, and community members. In 2018 feedback from all these stakeholders was integrated into PAC's new five-year strategic plan. In addition to hosting community conversations about the strategic direction of the College, a survey was embedded into PAC's State of the College community newsletter in January 2018. In addition to mechanisms for assessment of community engagement within the College, PAC participates with our sister colleges in the annual Stakeholder's Strategic Planning Retreat (SSPR) held at the ACD level. The SSPR produces the top-level Strategic Challenges, Advantages, and Opportunities. This is accomplished by gathering input from on-campus stakeholders and community partners, including key workforce customers, members of advisory committees, K-12 partners, and city officials. In preparation for the retreat, ACD assembles panels of internal and external experts to analyze and synthesize the most relevant environmental issues and priorities impacting ACD. Conclusions from these analyses and other information from the environmental scan are shared with retreat participants who review these materials prior to the SSPR to enable fact-based planning.
2. Community Partner Advisory Board (CPAB): PAC's CPAB is chaired by the Vice President for Student Success and includes 15 community partners. The CPAB provides a mechanism for engagement with community partners that shapes the College's direction and role within the community through collaborative ecosystem mapping, networking, and the two-way exchange of knowledge and best practices. In addition to these functions, the CPAB provides a venue for community partners to provide feedback to the College regarding the perception of engagement with the community. The CPAB also provides guidance on the development and oversight of service learning and community engagement projects.
3. PAC's Service Learning Coordinator surveys the nearly 20 active service-learning community partners following each semester to evaluate the needs for continuing partnership, review successes and areas for improvement, update contact information, and improve mutual understanding and needs.
4. Community Perception Surveys: Community surveys are administered at PAC's largest public event, PACfest, which brings in over 10,000 community members. The PACfest community survey measures perception of PAC's success in special programs and events, improving the culture of the region through performing arts, youth outreach in programs and events, as well as professional and workforce development programming.
5. Event Surveys: PAC administers event surveys at large community-facing events including the PAC Farmers Market and annual Advocacy Symposium.
6. Prospective Student Perception: At each New Student Orientation and keystone recruitment events, all prospective students are provided a survey that asks questions regarding why they choose to attend the PAC, challenges they are concerned about overcoming in their first year, and support the college can provide during the enrollment process. Additionally, PAC conducts focus groups with students in middle school, high school, and those who are currently enrolled focused on student perception of PAC and why they would or would not choose to attend the College.

B.2 Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

B.2.1 Describe how the data is used:

If you are using a systematic mechanism for hearing community attitudes, perceptions, and outcomes, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals, and other specific illustrations of application of the community perception and outcome data.

Strategic Planning/Environmental Scans: Community feedback and data from annual environmental scans are used to guide PAC's Professional and Technical Education (PTE) program offerings. For example, data showing the expected growth of

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

the dental hygiene field and its average hourly wage prompted PAC to develop a partnership with the City of San Antonio to develop the College's new dental hygiene program. As part of the agreement with the City of San Antonio and the Metropolitan Health District's (Metro Health), PAC will be providing a community clinic with fees on a sliding fee scale based on a patient's ability to pay for services, not to exceed 25% of the cost of the same services at traditional dental clinics. Metro Health's three-year strategic plan focuses on addressing the social determinants of health in the community and health equity and improving access to health care within the social and community context. Dental health is a major component of this strategic plan. Through the funding provided by the City, Palo Alto College will serve up to 1,000 uninsured or under-insured limited-income children and adults annually with significant risk for oral health issues.

CPAB: The CPAB serves as a space for the mutual exchange of knowledge and best practices between PAC and its community partners. For example, in summer 2018 PAC presented its data from the Environmental Scan, Advocacy Survey, Healthy Minds Survey, and Financial Wellness Survey. Additionally, community input provided through the CPAB's ecosystem and asset mapping functions revealed a need for housing solutions for low-income students and connected PAC with available resources within the community to address this need. Through these conversations the College developed a partnership with the San Antonio Housing Authority and co-wrote a grant application to allocate and prioritize Moving to Work Funds and Housing Vouchers to Palo Alto College students.

Service Learning: The survey instrument provided to community partners is used to inform the addition of new sites, improvements to the process for partnering with organizations to serve as service learning sites, and the development of service learning projects.

Event Surveys: For example, S.H.A.R.E. Center staff work with their IR data liaison to evaluate the academic effectiveness and community impact of service learning courses through institutional reporting, student surveys, and community partner surveys. PAC's Farmers Market used input from community members and vendors to develop and schedule the optimal days, location, and products for the PAC Farmers Market. Surveys continue to be administered to ensure the Farmers Market is meeting the needs of community members.

Prospective Student Perception: This survey instrument and results are used to focus the messaging and unique value proposition that recruiters share with prospective students. Additionally, recruiters tailor their conversations with students based on the grade level they are in. For example, High School Juniors value program quality and High School Seniors value cost of attendance. Finally, the information is used to facilitate access by informing effective and non-effective strategies that support completion of the enrollment process for students.

C. Institutional Communication:

C.1 Does the institution emphasize community engagement as part of its brand message identity or framework? For example, in public marketing materials, websites, etc.?

Yes

C.1.1 Describe the materials that emphasize community engagement:

PAC emphasizes engagement with the community through various marketing platforms. For example, the College's founding through grassroots community advocacy is highlighted in the PAC Fact Book, on the College website, and in recruitment materials. PAC PR has received two National Council for Marketing and Public Relations Gold Paragon Awards for its use of Facebook (content, engagement, and usage of platform) as well as its Teatro Palo Alto poster series for 2016-2017 season. Partners, collaborators and key suppliers are introduced to these statements during meetings with staff, and all stakeholders are exposed to the MVV in various publications and communications venues.

1. The College publishes an annual community newsletter from the president - known as the State of

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

the College Community Newsletter – that is distributed widely throughout the community, and to the institution, civic leaders, education leaders, and parents. The newsletter highlights community engagement activities at the institution that are done in collaboration with partners. Approximately 18,000 newsletters are distributed by mail.

2. The Spotlight Series is a web story series that recognizes exemplary achievements. For example, it recently has highlighted PAC's partnership with the Centers for Applied Science & Technology (CAST) and Southwest Independent School District (SWISD) to establish an industry-led, career-themed high school in San Antonio.

3. In 2018 in honor of San Antonio's Tricentennial, PAC PR created banners featuring portraits of community members with excerpts of their oral histories. This oral history project was conducted by students in Professor Peter Myers' HIST 1302 course and features stories of local and global significance.

4. PAC highlights community engagement in its brand messaging and marketing materials, including its social media presence. For example, in March 2019 PAC's official Instagram account highlighted student Andy Bautista, a participant in PAC's Alternative Spring Break trip to New Orleans in 2019, as part of its #PeopleofPAC series. In addition, the PAC Instagram account also uses the "Stories Highlights" feature to pin stories related to community engagement to its profile page. For example, in March 2019 the profile featured a Stories Highlights collection of posts related to the topic of volunteering, including clips of PAC students, staff, and AmeriCorps VISTA members discussing the benefits of volunteering, promoting the upcoming PAC Gives Back (annual day of service), and highlighting one of PAC's community partners (Daughters of Charity).

C.2 Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

C.2.1 Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

Community Engagement at PAC starts at the top with senior administrators who champion community engagement through committee leadership and publications.

Publications: PAC President Dr. Robert Garza authors a bi-weekly column in the Southside Reporter (Hearst Publications) highlighting achievements at PAC and the impact on supporting the south San Antonio community. In one February 2019 column, Dr. Garza highlighted the College's TRIO programs—Upward Bound, Upward Bound Math and Science, and Talent Search—which provide over 700 students from area high schools with advising, information, and resources to apply for both college and scholarships/financial aid. Staff members visit six feeder schools on a regular basis to support each cohort of students in completing not only high school but also enrolling in and completing a degree/credential.

Leadership: The development of PAC's S.H.A.R.E. Center illustrates the commitment of the College's senior administrators to community engagement. In 2015 PAC formed an Advocacy Task Force to

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

conduct a needs assessment of advocacy services among PAC students. This exploratory task force, led by the Vice President of Academic Success and the Vice President of College Services, informed the development of PAC's S.H.A.R.E. Center, an advocacy center serving both students and the community. The S.H.A.R.E. Center has been championed, prioritized, and highlighted publicly by senior administration from the beginning and was developed in partnership with community based organizations.

Senior leadership is actively involved in the Hispanic Association of Colleges and Universities (HACU) and the Minority Serving Institutions (MSI) convening. PAC senior leadership has demonstrated their commitment to better understanding and serving our community by hosting a work session focusing on serving under-resourced students during the Spring 2016 Convocation and by our Vice President of Academic Success sponsoring and convening a PAC Reading Circle focusing in which the Fall 2018 reading selection was A Framework for Understanding Poverty by Dr. Ruby Payne. All interested PAC faculty and staff were provided with free copies of the book.

PAC's senior administrators are active in either chairing or convening the following committees: Cross-College Advocacy Committee (co-chaired by Dean of Student Success), the PAC Community Partner Advisory Board (chaired by Vice President of Student Success), the Service Learning Task Force (convened by Dean of Academic Success and Dean of Student Success), and the Community Engagement Committee (co-chaired by Dean of Student Success and Chair of Social Sciences).

In addition to committee participation within the College and ACD, senior leadership is also actively involved in advisory positions within the community, including roles with the City of San Antonio (COSA), Leadership San Antonio (LSA), Communities in Schools of San Antonio (CISSA), and the South San Antonio Chamber of Commerce (SSACOC).

In 2017 former PAC President Dr. Mike Flores (now ACD's Chancellor) contracted with educational consultant Gail Robinson to provide guidance on the institutionalization of service learning and community engagement through planning sessions with senior administration, a keynote presentation during Fall Convocation, and faculty development workshops and on-going course support and syllabus development. Robinson has continued to consult PAC under the leadership of current president Dr. Garza.

C.3 Is community engagement defined and planned for in the strategic plan of the institution?

Yes

C.3.1 Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

Community Engagement is addressed in the strategic plan in the following ways:

Strategic Direction 1: Empowering Students for Success

Goal B: Increase outreach to our community and provide greater access to our college.

Goal D. Align with K-12 partners and transfer institutions in career and academic pathways.

Strategic Direction 3: Celebrate and Share PAC Excellence

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Goal A. Empower PAC stakeholders to create, identify, and promote PAC excellence both internally and externally

Goal B: Develop offline and online platforms for stakeholders to share PAC excellence

Using the Carnegie Foundation's definition of Community Engagement as its basis, PAC's Community Engagement Committee (CEC) defined community engagement in 2018 as follows: "Community engagement is the mutually beneficial exchange of knowledge and resources to serve and support our community."

In 2017, PAC's Service Learning Task Force (SLTF) defined service learning as follows: "Service learning combines community service with classroom instruction to strengthen our community."

These definitions have been widely shared both internally and with community partners through a variety of venues, committees, internal and external communications, and on the PAC website. Furthermore, each of these committees was launched with a charter document or proposal that outlines the implementation plan and timeline.

PAC is a proud partner in SA2020, a community vision and list of goals for the future of San Antonio created by the people of San Antonio in 2010. PAC aligns its planning to SA2020's indicators of increasing post-secondary attainment rates, certificates, and growing key industries & occupations in the San Antonio metro area. Additionally, education & economic competitiveness, and data collection around targets in both areas, are part of the Alamo Colleges' planning process, and align to the strategic targets of SA2020 as follows: (1) Achieve 50% of all adults holding a post-secondary degree in SA, (2) Grow jobs in targeted sectors by 10% by 2020, (3) Increase per capita income, (4) Increase professional certificates, and (5) Increase % of STEM graduates/% of STEM jobs in SA.

PAC aligns with the Texas Higher Education Coordinating Board's 60x30 overarching goal for the state, which aims to increase the percentage of 25- to 34-year-olds in Texas who hold a certificate or degree.

D. Institutional - Community Relations:

D.1 Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

Yes

D.1.1 Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

The purpose of this question is to determine the level of reciprocity that exists in the institution's engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.

PAC uses a variety of input mechanisms to ensure the needs and voices of our communities are included in planning processes. **Service Learning:** Service-learning (SL) programming at PAC is continuously strengthened by incorporating input from community partners before, during, and after each semester's projects. The Service Learning Coordinator serves as the point-of-contact for community partners and works in tandem with faculty to ensure that community partners understand and are involved in defining the scope, purpose, and logistical requirements of the project. PAC's Service Learning Coordinator is a member of the Service Learning Intercollegiate Collaborative (SLIC), a coalition of college representatives in service learning and volunteerism departments throughout San Antonio. SLIC provides a venue for improved understanding of the needs and opportunities for partnership between colleges and the community. SLIC is charged with providing community organizations and members of the public a chance to learn about service-learning, working with college students and faculty, project examples and potential funding sources. The bi-annual conference "College and Community: Partners in Service," opens up a dialogue among higher education institutions and their role with communities undergoing revitalization. Participation with SLIC informs the delivery of Service-Learning courses at the College. **Strategic Planning:** PAC develops and adjusts its strategic direction through multi-modal engagement of on-campus stakeholders and community members. In addition to hosting community conversations about the strategic direction of the College, a survey was embedded into Palo Alto College's State of the College Community Newsletter in January 2018. In 2018 feedback from community members was integrated into PAC's new five-year strategic plan and community engagement was elevated as a priority. **Boards/Committees:** The College also embraces the voices of community members through inclusion in various advisory committees and advisory boards. For example, the Professional and Technical Education Division has advisory committees comprised of local organizations and businesses. These committees assist in the departmental planning of community engagement by informing the curriculum of degree and certificate programs to ensure students are prepared to enter the workforce. The committees also provide an ongoing venue for community partners to inform new program development. In addition to formal communication methods, senior leaders also use informal approaches such as visiting work centers, community events, and networking venues to pass information to the workforce and hear about concerns. **Event Surveys:** Systematic assessment of community perceptions and event surveys guide departmental level planning for community engagement. PAC includes the voices of K-12 partners and parents through the Early College High School (ECHS) and Dual Credit (DC) Consortiums, College Connection Summit, and Counselor Advisory Board (CAB). These venues allow partners to provide feedback on how to better serve our community and tailor our services to their needs and collaboratively develop processes and programs. **Search Committees:** Community partners are included as voting members of search committees for administrators. For example, the presidential search committee that selected Dr. Garza as PAC's new president included community partners from AARP, Toyota, and Texas A&M San Antonio. This representation helps ensure that senior leadership supports a community engaged agenda.

E. Infrastructure and Finance

E.1 Does the institution have a campus-wide coordinating infrastructure (center, office, network or coalition of centers, etc.) to support and advance community engagement?

Yes

E.1.1 Describe the structure, staffing, and purpose of this coordinating infrastructure. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement:

The purpose of this question is to determine the presence of "dedicated infrastructure" for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist **primarily** for the purpose of leading/managing/supporting/coordinating community engagement.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

True to PAC's culture of cross-college collaboration, PAC's coordinating infrastructure is a coalition of centers, office of grants development, and committees working in alignment to advance community engagement.

The Community Engagement Committee (CEC) includes representation from all campus stakeholder groups, including senior administrators, faculty, staff, and students. The CEC sets the vision for campus-wide community engagement goals and brings together the efforts of the independent departments.

The S.H.A.R.E. Center serves as the primary hub for student and community advocacy, professional development, and curricular support around service-learning. The S.H.A.R.E. Center provides students wrap-around services, including a food pantry, professional clothes closet, emergency aid, career advising, and financial literacy advising. It also provides social service referrals and food pantry access to community members. According to the College & University Foodbank Alliance (CUFBA), PAC is among the 6% of colleges and universities with food pantries that serve the community. The S.H.A.R.E. Center staffing is primarily funded by a Department of Education Title V: Developing Hispanic Serving Institutions grant. The grant covers six full-time positions (Project Director, Service Learning Coordinator, Data Analyst, two Sr. Advisors, Sr. Multimedia Specialist) and five part-time positions (two Peer Advisors, and three Academic Peer Coaches). The Service Learning Coordinator supports community engagement through faculty outreach, course development assistance, faculty-community partnership facilitation, PAC Alternative Breaks coordination, and annual recognition ceremony oversight.

The Healthy Hub Project: The Healthy Hub Project at PAC has been managed by two full-time AmeriCorps VISTAs (serving one-year terms) since 2016 through a grant from the Corporation for National and Community Service (CNCS). The Healthy Hub has built capacity within the institution to serve over 2,500 area individuals through the food pantry and over 33,000 pounds of food through Food Fairs and the S.H.A.R.E. Center Food Pantry; procured over \$76,000 in-kind food and produce donations; and established PAC Plate, a regularly-scheduled initiative teaching PAC students and youth campers simple, affordable recipes and basic culinary skills. Additionally, the Healthy Hub helps support on-campus service-learning orientation materials. Finally, the Healthy Hub Project facilitates partnerships with community partners like the San Antonio Food Bank (SAFB) to ensure that our food pantry, farmers market, and food fairs continue to support students and the community in accessing affordable, fresh produce.

Community engagement efforts at PAC also lean heavily on the efforts of the Office of Grants and Development, who are essential in helping to bring together the diverse community engagement occurring into a cohesive campus-wide narrative, enabling us to earn the resources and grants on which we rely to provide our excellent education.

PAC's Office of Community Programs provides members of the community with resources to gain a better job, reach personal goals, and improve quality of life. This department offers courses including English as a Second Language (ESL); High School Equivalency (GED) in both English and Spanish; and the Mariachi Academy. These course offerings help support individuals from the community and are provided in ways that meet their needs.

E.2 Are internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

E.2.1 Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The purpose of all the questions in this section is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total institutional budget that funds the primary investment and ongoing costs of the infrastructure described in E.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, scholarships and financial aid related directly to community engagement, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

Palo Alto College allocated more than \$2.8 million annually for community engagement and outreach. Specifically, a total of

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

\$1,006,515 internal dollars were used to support PAC's Dual Credit (DC) and Early College High School (ECHS) programs. A total of \$928,407 was used for PAC Auditorium, Community Programs, Teatro Palo Alto (drama), PACfest, the Ray Ellison Family Center, and summer camps all of which support community members, community engagement, and students. support out-of-state co-curricular service trips. These funds are part of the College's yearly budget allocation and are operationalized. Additionally, revenue funded areas are subsidized yearly with institutional funds such as the Ray Ellison Family Center that provides affordable on-campus care for the children of students.

PAC provides institutional membership of \$1,000 to the Democracy Commitment (now the Campus Compact Community Engagement Commitment).

Examples of use of these funds for the community include PAC's Food Fairs, which provide 11,000 lbs. of food to community members in a few hours and involve many PAC volunteers. This food is paid from the \$15,000 funding set aside for our S.H.A.R.E. Center food pantry. Food is purchased at a significantly reduced price through PAC's partnership with the SA Food Bank. These food fairs happen about four times per year.

E.3 Is external funding dedicated to supporting institutional engagement with community?

Yes

E.3.1 Describe specific external funding:

These funding sources may include public and private grants, private gifts, alumnae or institutional development funds, donor support, or federal/state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

PAC has several important external funding sources that have greatly increased the College's ability to serve its students and the community while building capacity for community engagement for a total of over \$12.5 Million. Below is a sample of the College's active grants. Project Impacto Source: U.S. Department of Education Developing HSI Programs Amount: \$2,625,000 Project Impacto establishes college-wide best practices and support systems that enable high-need students to successfully enter, persist, and complete an associate's degree program by: (1) strengthening high-impact practices; (2) establishing a Student Advocacy Center; and (3) increasing professional development opportunities for faculty and staff that will improve student engagement, teaching, and learning. The Healthy Hub Project Source: Corporation for National and Community Service AmeriCorps VISTA Amount: Two AmeriCorps VISTA volunteers The Healthy Hub Project at PAC serves the predominantly Hispanic low-income population of the South Side of San Antonio who have limited access to nutritious food options and are consequently facing chronic health issues by improving healthy food access and wellness with a community garden focal point offered at the college. SENCER (Science Engagement for New Civic Engagements and Responsibilities) Source: National Science Foundation Division for Undergraduate Education Amount: \$3,000 PAC is a sub-awardee of the State University of New York (SUNY) at Stony Brook. For this project, PAC faculty utilize SENCER models to apply an "outside - in" approach from the science of learning to the learning of science, framing STEM learning within compelling civic challenges facing our democracy. National Science Foundation (NSF) Advanced Technological Education Amount: \$225,000 Cycle PAC will create an educational pipeline for Logistics and Supply Chain Management from high school to PAC to transfer institutions by establishing a dual credit programs with three high schools where students will be able to earn an Associate of Applied Science in Logistics and Supply Chain Management and transfer to Texas A&M University San Antonio to complete a bachelor's degree. Evergreen: A Cross-Disciplinary Research and Education Program on Soil Free Farming Using Renewable Energy and Harvested Water for Hispanic Students Source: U.S. Department of Agriculture National Institute of Food and Agriculture Amount: \$62,000 PAC is a sub-awardee of Texas State University's Evergreen project, which aims to increase the number of Hispanic students with advanced technical degrees at the food-water-energy intersection by training a diverse future workforce with the leadership and cross-disciplinary skills in science, technology, and innovation to solve today's complex agricultural problems. Palo Alto College Upward Bound Project Source: U.S. Department of Education TRIO Upward Bound Program Amount: \$1,583,745 The PAC Upward Bound Project will provide 77 students from surrounding high schools annually with academic instruction, tutoring and advising; information on financial aid programs; assistance in completing financial aid applications; financial literacy; and support in applying for college. Palomino Park Source: San Antonio Sports Amount: \$50,000 Palomino Park will establish an open-access community park on campus that will combine natural landscape elements with traditional playground structures, capitalizing on vegetation, natural materials, and environmental features to create a safe and accessible play space.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

E.4 Is fundraising directed to community engagement?

Yes

E.4.1 Describe fundraising activities directed to community engagement:

Please describe institutional fundraising goals and activities pursued by offices of advancement, development, alumni, or institutional foundations that are focused on community engagement. Student fundraising activities in support of community engagement may be included.

PAC hosts an annual gala, Celebracion!, to raise funds for student scholarships. In November 2018 PAC raised over \$1,000,000 in committed funds directly to support students, faculty, and staff in continuing their education.

GED Brunch: Recognizing that in parts of south San Antonio, more than 25% of residents don't have a high school diploma or GED, PAC works with the GED Fabulous Holiday Brunch Committee to raise scholarships to help students earn their GED and pursue their dreams. On Dec. 1, 2018 the Fabulous Holiday Brunch raised \$65,000 to help students at our Adult Learning Academy earn their GED.

The Alamo Colleges Foundation conducts an annual Employees Giving Back campaign through our partnership with United Way of San Antonio and Bexar County. Options for giving include supporting cultural events, faculty sponsored scholarship funds, Children's Library Foundation, the Dr. Mike Flores Emergency Aid Program (helping cover unexpected costs for students to enable them to persist and complete their academic goals), and scholarship funds.

PACfest is an opportunity for community members to purchase food items and drinks in support of student clubs and organizations. On average, each club and organization makes \$1,500 to support events, travel opportunities to professional conferences, and leadership development.

E.5 Does the institution invest its financial resources in the community and/or community partnerships for purposes of community engagement and community development?

Yes

E.5.1 Describe specific financial investments and how they are aligned with student engagement strategy:

In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/campus partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community development.)

True to its Strategic Directions, PAC "engages internal and external resources to...generate community advancement."

One example of this is the Aquatic Center at PAC. Open since 1992, the facility is a joint effort with the City of San Antonio to bring a one-of-a-kind swimming facility to San Antonio. In September 2016 PAC launched the Learn to Swim program, a partnership with Southwest ISD, South San ISD, and City Council District 4, to educate and provide life-saving skills through free swim lessons for approximately 2,000 second-grade students. Additionally, the Aquatic and Athletic Center releases an economic impact report that provides an overview of programs offered, community members served, and the financial impact on the community as well as the College's investment.

Another way PAC supports the community is through offering usage of facilities and events spaces. Since 2017 PAC has hosted the City Council District 4 Senior Sweetheart Dance in collaboration with District 4 council member, Ray Saldana. In 2019 this event welcomed over 250 senior citizens and PAC's Cosmetology Learning Studio students performed free

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

manicures and hair styling for attendees. PAC regularly provides its facilities to community organizations for training, workshops, or theater performances, to name a few examples. These events are supported also by student volunteers.

Community Programs provide members of the community with resources to gain a better job, reach personal goals and improve their quality of life. Courses are convenient, accessible, and affordable for traditional and non-traditional students. PAC offers High-School Equivalency courses (Spanish and English) as well as English Second Language (ESL) courses to support the development of our community.

PAC's Ozuna Library and Learning Center (OLLC) serves PAC students and the surrounding community through an extensive collection of print and online resources. PAC contains over 200 computers on campus available for public use, the majority of them within the OLLC. PAC's Children's Library contains a variety children's literature, an area for computers, print station, white-board, fun children's seating, and a digital monitor for viewing children's videos. All Children's Library events are free and open to the public.

PAC has also invested financial resources in the community through scholarship programs for high school graduates. In 2006, Palo Alto Elementary School students were promised that if they completed high school by 2015 they would receive a full ride scholarship, a total value of \$225,000 in scholarships. PAC repeated the project in 2016 in collaboration with Hope Elementary School students. Beginning in 2020, ACD will launch AlamoPROMISE, a program in early stages of development that would provide free community college tuition to all seniors graduating in Bexar County high schools.

Finally, Early College High School (ECHS) and Dual Credit (DC) provides free college credit to students who are still in high school. All tuition and fees are waived for students enrolling in these programs, and students have access to all campus resources. Over 3,000 students take advantage of this program and can receive up to 42 credits (Core Curriculum) in DC and an Associate degree in ECHS.

E.6 Do the business operations of the campus as an anchor institution align with local economic and community development agendas through hiring, purchasing, and procurement?

Yes

E.6.1 Please describe business operation practices tied to the local community:

This question is asking specifically about how the campus practices in the areas of recruitment, hiring, purchasing, and procurement align with and are an intentional complement to the institutional commitment to community engagement. This can include programs to encourage/support minority vendors, among many other practices. These institutional practices contribute to the context for successful community engagement.

The Alamo Colleges District outlines purchasing, hiring, procurement practices for Palo Alto College. PAC follows a preference for minority vendors (Small, Minority and Women-Owned Businesses).

Palo Alto College supports local vendors whenever possible under the Alamo Colleges District purchasing guidelines. Multiple examples of this process exist such as with the PACfest event. All vendors that sell food and drink items at the event are from local area businesses.

Additionally, all new faculty and staff members complete a community tour upon their hire to PAC. During this tour, they visit local businesses, school district, and eateries where they learn about the community the College services and local businesses within the area that partner with PAC.

PAC's Student Employment Initiative (SEI) is a strategic initiative to increase the number of students employed by the College in part-time positions related to their field of study, to help our student workers make connections between their jobs and their studies and future career goals, at the College and to increase their acquisition of transferable skills in these roles. The students who enroll at PAC are from the surrounding community, and the College has made a concerted effort to give students priority in the hiring process for on-campus employment positions. These positions allow students the opportunity to supplement their income, stay on campus close to their courses and instructors/resources, and receive professional development relevant to their future careers. PAC and ACD have approved a living wage, above minimum

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

wage, for all staff, including student employees and part-time employees, in order to ease the financial stress on the employee and their family.

From an environmental standpoint, PAC follows the ACD Sustainability Program with a Climate Action Plan and an Environmental Sustainability Policy and Procedure addressing six focus areas: Greenhouse Gas Emissions and Energy Conservation; Water Conservation; Indoor and Outdoor Air Quality; New Constructions, Additions and Renovations; Sustainability Literacy; and Procurement.

F. Tracking, Monitoring, Assessment

F.1 Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

F.1.1 Describe systematic campus-wide tracking or documentation mechanisms:

The purpose of the questions in this section is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement's multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence **and use** is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement activities. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a database, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

PAC maintains campus-wide tracking of community engagement through the following primary mechanisms.

Each semester PAC's Service Learning Coordinator works with the S.H.A.R.E. Center's IR data liaison to provide data on course success related to community engagement. In 2018 this also included a qualitative focus group administered to five Sociology sections to better understand students' perceptions about their service-learning experience. This data is shared with college leadership; with the SLTF, CPAB, and CEC; and in a variety of other venues on campus.

PAC uses the Engage platform (known as AlamoSync within the ACD) from Campus Labs to track student participation in curricular and co-curricular service activities which includes community engagement events such as PAC Gives Back, Food Fairs, and Alternative Breaks. AlamoSync has a built in feature that allows students to request a co-curricular transcript. This transcript is auto-populated with the community engagement hours for which students are approved.

Many departments, including the S.H.A.R.E. Center, utilize the Who's Next software to track services provided and case-manage students and community members. The S.H.A.R.E. Center uses Who's Next to track student and community members who access the food pantry.

In 2019 the Service Learning Coordinator will work with the data liaison to produce an enhanced Service Learning Yearly Summary to not only continue to track all curricular and co-curricular service the college has participated in, but also to track other valuable information regarding our engagement within our communities. The summary would provide an overview of positive quantitative and qualitative benefits of service learning for students, faculty, staff, and community. This report would be modeled off of the S.H.A.R.E. Center's Advocacy Dashboard, which provides a graphic report conveying key information to a variety of different stakeholders.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Community College Survey of Student Engagement (CCSSE) benchmarking reports taken on an alternating annual schedule, are used to inform our understanding of our students' academic strengths and opportunities. Our report is compared to PAC's previous reports as well as with the reported scores of comparative colleges that year in order for benchmarking. Within the CCSSE, there is a question related specifically to service learning which asks students how often they have participated in a community based project (service learning activity) as part of a regular course. When comparing this question to other institutions, the College rated within the same range of scores as other institutions.

F.2 Does the institution use the data from those mechanisms?

Yes

F.2.1 Describe how the institution uses the data from those mechanisms:

For each mechanism or process described in F1.1 above, we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fundraising stories, and/or the reward and recognition of faculty, students, or partners.

Current service learning reports on institutional data and qualitative student surveys are used to demonstrate the effectiveness of this pedagogy to PAC leadership and prospective faculty members. The Service Learning Coordinator uses the service learning report to plan future opportunities, to review quality of SL courses, and to recruit additional faculty. The data and post-semester community partner surveys inform future partnerships and projects.

The data aggregated from the AlamoSync platform enables PAC to analyze the College's student involvement and how we can better schedule our programming opportunities. For example, using data from the fall 2017 service learning hours reported, we were able to schedule more convenient times for our service opportunities within the S.H.A.R.E. Center. This enables staff to enhance programming and better utilize our student volunteers on campus and within the community. Future plans for AlamoSync include integrating the GivePulse feature that will allow PAC to better coordinate student involvement with community partners. Give Pulse is a community engagement platform that enables colleges and universities to analyze collective impact.

Data on services in Who's Next is used to streamline the S.H.A.R.E. Center intake process and better understand the community our food pantry serves. The S.H.A.R.E. Center has also converted this data into an online Advocacy Dashboard, which gives infographics to provide an overview of how students access services by the institution and how it relates to academic persistence and other key performance indicators (KPIs) such as persistence from semester to semester. This information is publicly available and is shared with community members and partner organizations. Additionally, the scorecard provides an overview of how many students and community members access the Mobile Health Clinic in partnership with University Health System as well as receive assistance from the Social Service Agency, Daughters of Charity.

CCSSE data is used extensively to inform our fact-based strategic planning process. For example, the narrative of the Title V – Project Impacto grant proposal cited a decline in Active and Collaborative Learning and Academic Challenge from 2009 to 2011 to 2013. These findings informed our expansion of high impact practices to include service learning as a means of engaging our students in intellectual and creative work.

F.3 Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or as a complementary process?

Yes

F.3.1 Describe the definition and mechanisms for determining quality of the community engagement.

Defining community engagement for PAC was the first task of the CEC. This definition, which is based on the Carnegie Institute's definition is our benchmark for determining the quality of our engagement.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

The community engagement definition for the College is as follows:

Community Engagement is the mutually beneficial exchange of knowledge and resources to serve and support our communities.

We also assess the quality of community engagement through regular site check-ins with service learning partners. A survey has been developed to evaluate the quality of experience for the partners. Key findings from this instrument revolve around quality of the partner experience, appropriateness of the activities within the community setting, and satisfaction with the partnership and how it can be improved.

The Community Engagement Committee (CEC) was formed in 2018 with the purpose of self-study focused on community engagement, processes, partnerships, and ultimately to identify opportunities for the College and create action plans to address those opportunities one of which will be to strengthen how the college assess the quality of relationships with partners.

F.4 Are there systematic campus-wide assessment mechanisms to measure the outcomes and impact of institutional engagement?

Yes

F.4.0

The next series of questions will ask you about Outcomes and Impacts. Outcomes are the short-term and intermediate changes that occur in learners, program participants, etc., as a direct result of the community engagement activity, program, or experience. An outcome is an effect your program produces on the people or issues you serve or address. Outcomes are the observed effects of the outputs on the beneficiaries of the community engagement. Outcomes should clearly link to goals. Measuring outcomes requires a commitment of time and resources for systematic campus-wide tracking or documentation mechanisms for the purposes of assessment. Outcomes provide the measurable effects the program will accomplish. When outcomes are reached new goals or objectives may need to be set, but when outcomes are not achieved it may be time to reassess. Impacts are the long-term consequence of community engagement. Impacts are the broader changes that occur within the community, organization, society, or environment as a result of program outcomes. While it is very difficult to ascertain the exclusive impact of community engagement, it is important to consider the desired impact and the alignment of outcomes with that impact. Furthermore, institutions can and should be working toward some way of measuring impact as an institution or as a member institution of a collective impact strategy.

For each question in this section, please answer for outcomes and impacts.

The purpose of the questions is to assess the sustainability of engagement at your institution by looking at your approaches to estimating outcomes and impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Outcome and Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement in collaboration with community partners. Thus, there is potential for both expected outcomes and impacts and unintended consequences, as well as positive and negative impacts.

For each constituent group identified below we are asking for a description of the mechanism for ongoing, regularly

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

F.4.1 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Student Outcomes and Impacts:

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students' enthusiasm for service-learning.

PAC is committed to student success and high-quality teaching as outlined in Strategic Goal #1: Empowering Students for Success. This is achieved by aligning course and program expectations, using a common language to communicate expectations to our students, collaborating across disciplines, promoting innovation, and assessing student learning.

In addition, we assess student learning to demonstrate to ourselves, our community, and our accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), that our students have attained proficiency in the learning outcomes we expect them to possess as graduates both in and out of the classroom.

Assessment of Student Outcomes and Impacts is ascertained at the course level, program level, and institutional level through multiple mechanisms including exit surveys of graduating students, campus-wide assessment of Institutional Learning Outcomes (ILOs), and qualitative surveys of student perceptions in service learning courses.

In 2018 PAC used surveys developed in collaboration with the College's Instructional Assessment Coordinator to assess PAC's six ILOs. Inside the classroom, ILOs such as Personal Responsibility and Social Responsibility are assessed using artifacts and rubrics at the course level to demonstrate student outcomes within these areas. Additionally, these two ILOs are also used as part of the assessment for student life activities such as those focused on civic engagement. The cycle for assessment includes actions at the course level, program/department level, and institutional level.

In spring 2018, PAC faculty members collaborated with the Service Learning Coordinator and S.H.A.R.E. Center's IR Data Liaison to conduct a qualitative survey for students in five Sociology 1301 sections to assess student perceptions of service-learning curriculum. The results of the survey were coded by the IR Data Liaison and showed that students preferred service-learning projects to group research projects or quizzes, as they valued the opportunity to give back to the community and found it to be more engaging. Students also offered valuable suggestions, such as offering opportunities to work at a wider range of organizations. This survey had important outcomes for one instructor's service-learning course. In fall 2018, she expanded her service-learning curriculum to include her online sections and has responded to her students' suggestions by including additional community organizations as options for their service-learning projects.

CCSSE data is used extensively to inform our fact-based strategic planning process. For example, the narrative of the Title V – Project Impacto grant proposal cited a decline in Active and Collaborative Learning and Academic Challenge from 2009 to 2011 to 2013. These findings informed our expansion of high impact practices to include service learning as a means of engaging our students in intellectual and creative work.

Students are surveyed at PAC's Graduation Festival, the event where PAC graduates pick up caps and gowns. The survey asks students to reflect on their perceptions of the Institutional Learning Outcomes and whether or not the education they received at PAC helped support gains in these ILOs.

F.4.2 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Faculty Outcomes and Impacts :

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications, or similar sources. Include descriptions of the methods used for faculty from all employment statuses. Mechanisms used might include but are not limited to hiring protocols, compensation policies, orientation programs, etc. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

An important component of PAC's assessment model is the key assignment design workshops, which are organized by PAC's Coordinator of Measurement and Evaluation. The purpose of these workshops is to provide faculty with ideas for improving one "key assignment" that can be used as an artifact for assessment of student learning outcomes. In 2017-2018 these workshops included 51 participants (31 faculty members, 11 staff, 1 administrator, 3 students, 5 faculty facilitators) across 8 workshops. Faculty embed a "key assignment" that aligns with all criteria of the relevant ILO rubric(s) in their courses every semester. All students in relevant courses complete the key assignments. The faculty outcome for this process is the comprehensive training for key assignments and ultimate use of those key assignments to validate student learning related to ILOs.

Supervision and review of course-level outcomes is a component of every full-time faculty member's evaluation and of the promotion application. Faculty course leads provide adjunct support and coordinate annual course review. Leads are responsible for ensuring student learning outcomes are appropriately assessed and that the curriculum is reviewed to address gaps in those outcomes. The impact of this comprehensive faculty engagement is demonstrable improvement in student learning.

F.4.3 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Community Outcomes and Impacts as it relates to community-articulated outcomes:

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Describe how the campus has responded to community-articulated goals and objectives. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports, and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, not measures of partner satisfaction.

U.S. Census Bureau (2016) data shows that PAC is located in the area of San Antonio with the highest percentage of adults ages 18-30 without a high school diploma (37.5-50%) and college-going rates for high school graduates average less than 50%. This understanding informs our approach as an institution and the grant programs we pursue such as the Department of Education's TRIO Programs. Each year, Annual Performance Reports for TRIO Programs are submitted with data supporting achievement of grant objectives in the areas of increasing high school completion, college-going rates, and completion of a postsecondary credential. Students who engage with the TRIO Programs enroll into postsecondary education at a rate higher than that of the national average and at a rate higher than that of their corresponding school district. This data affirms one key finding of a community outcome specifically as a catalyst for expanding postsecondary access.

As a result of improved access not only for TRIO Programs but for all students in the PAC service area, one key finding for a community impact is increased earnings for those who not only access education but also complete a credential. The College's 2019 recognition by the Aspen Institute as one of the top five community colleges in the nation provided PAC an opportunity to receive detailed information about our community and students with comparison groups for National, other Aspen Prize Applicants, Aspen Prize Finalists, and Peer Group institutions. This data includes performance metrics across a number of areas, including Equity, Labor Market, Transfer, Completion, Progress, and Community. This dashboard provides an overview of income earnings for graduates from PAC. Within the first year of graduating, students who completed a

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

credential with PAC make the same amount of money as those with no credential from PAC. Five years after graduating, students with a credential from PAC make \$13,000 more than their counterparts with just a high school diploma and \$9,000 more as compared to recent hires within the same field who do not have a credential. Additionally, five years after exiting PAC, graduates experience an 81% growth in salary as compared to high school graduates who only experience a 7% increase over that same time period. Finally, the average salary of a PAC graduate within five years of completing the credential is \$39,199, which provides financial security, brings students above the poverty level, and contributes to stronger, more resilient neighborhoods and community. All PAC data submitted to Aspen was showcased in a dashboard that helped ground conversations around a common set of information during the site visit which can be accessed via a dedicated website developed by Aspen.

F.4.4 Indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for both Institutional Outcomes and Impacts :

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms might include but are not limited to interviews, surveys, activity reports, other institutional reports, strategic plan measures, performance measures, program review, budget reports, self studies, etc. This section is where you may report measurable benefits to the institution such as image, town-gown relations, recognition, retention/recruitment, or other strategic issues identified by your institution as goals of its community engagement agenda and actions.

PAC's Early College High School (ECHS) Program, a partnership between PAC and area High Schools, has goals focused on increasing participation in higher education for underrepresented populations through early access. ECHS was one of several departments to complete a Logic Model in 2017-2018 to set the vision and delineate inputs, activities, outputs, and outcomes for the ECHS programs for a five-year period and demonstrated a lack of access available to these students. Outcomes are designed using short-term (1-2 years), midterm (3-4 years), and long-term (5+ years) timeframes. The institutional outcome most visibly observed was an increase in enrollment of dual-enrolled students of 33%. The institutional impact observed was an increase in the raw number of graduates by almost 15%.

F.5 Does the institution use the data from these assessment mechanisms?

Yes

F.5.1 Describe how the institution uses the data from the assessment mechanisms:

Using examples and information from responses above, provide specific illustrations of how the impact data has been used and for what purposes.

Student: Faculty engage in discussion about student learning and assessment results related to institutional learning outcomes throughout the year. At the end of the assessment cycle, faculty create action plans for closing the loop on outcomes assessment. For example, in 2018 the English Department found that communication ILO assessment was an area for improvement. Thus, they asked the Research Question: "How can we facilitate the improvement of communication institutional learning outcome across Gen Ed Courses?" Their response was to "Create a team to explore the needs of other disciplines to act as support for ongoing professional development in the teaching of writing." The hypothesis was that "by sharing knowledge, research, experiences, and best practices between the discipline of English and other disciplines." This action plan was specific, measurable, and named four faculty and staff who would be responsible for the oversight. Faculty: Faculty use ILO assessment results to guide reflective discussions that result in actionable changes to curriculum, pedagogy, programming, and/or assessment processes aimed at improving student learning. These discussions have been used to reduce the number of developmental education courses from 10 to 3 between 2013 and 2017, reduce students' time in non-credit-bearing courses via co-requisite developmental education options, create alternative college-level mathematics options, and combine developmental education reading and writing requirements into one course.

Community: PAC uses the Annual Performance Reports (APR) structure through the U.S. Department of Education to measure attainment of grant objectives, as with the TRIO programs. Additionally, the data from the APRs is used to inform future grant submissions. Specifically, the 2017 grant submission for TRIO/Upward Bound was adjusted to allocate more funding to direct service to students. This was a result of reviewing educational attainment and completion outcomes for the broader community, which had increased, but only slightly, since the program's inception.

Institutional: PAC utilizes

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

College Action Plans (CAP) to operationalize the data from the different assessment vehicles mentioned above such as the Early College High School Logic Model. CAPs are short-term, campus-wide initiatives targeting institutional priorities that align with the strategic directions of the College. For example, the ECHS CAP focused on professional development for faculty, academic advising for ECHS students, aligning local practices with national best practices, and offering additional pathways for students in support of access, persistence, and completion outcomes. The CAP outlines specific steps that needed to be taken in order to achieve these ultimate outcomes. Finally, the enrollment and graduation data referenced above has been used to inform support systems and practices such as expanding academic advising for ECHS students. Institutional: PAC utilizes College Action Plans (CAP) to operationalize the data from the different assessment vehicles mentioned above such as the Early College High School Logic Model. CAPs are short-term, campus-wide initiatives targeting institutional priorities that align with the strategic directions of the College. For example, the ECHS CAP focused on professional development for faculty, academic advising for ECHS students, aligning local practices with national best practices, and offering additional pathways for students in support of access, persistence,

F.6 In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

F.6.1 What was the nature of the assessment, when was it done, and what did you learn from it?

Describe how you used specific opportunities and tools for assessing community engagement on your campus (opportunities might be a strategic planning process, a re-accreditation process, the self-study and external review of a center for community engagement, or others; tools might be the Anchor Institutions Dashboard, the Civic Health Index, the National Assessment of Service and Community Engagement (NASCE), the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE), or others).

In 2017 PAC's Service Learning Task Force (SLTF) along with PAC's service-learning consultant Gail Robinson performed a self-assessment for the College using Andy Furco's "Rubric for the Institutionalization of Service-Learning in Higher Education." This assessment covers five dimensions: 1) Philosophy and Mission of Service Learning, 2) Faculty Support for and Involvement in Service Learning, 3) Student Support for and Involvement in Service Learning, 4) Community Participation and Partnerships, and 5) Institutional Support for Service Learning. This exercise was invaluable in pointing the way forward and highlighting our strengths and weaknesses. For example, our group identified Community Participation & Partnerships as the area receiving most Stage 1 votes. This assessment directly impacted our College's plans to develop the CPAB and be more intentional about expanding opportunities to include community participation, awareness, voice and leadership.

Also in 2017, the Service Learning Coordinator developed a detailed Service Learning Action Plan for the College, based on an extensive literature review and landscape analysis. The Action Plan was shared with PAC administrators, the Service Learning Task Force, and the Community Partner Advisory Board (composed of several PAC community partners). Recommendations included development of a professional development calendar, providing curricular and co-curricular examples of service learning, and development of recommendations for short- and long-term goals, many of which have been achieved in the past two years. For example, we have completed the short term goals of improving service learning infrastructure by developing student service learning orientation materials and offering internal faculty training sessions. Completing this Carnegie application is an example of one of PAC's long term goals.

In addition to the Furco self-assessment and the Action Plan, PAC is scheduled to conduct a more comprehensive campus-wide assessment of community engagement in spring 2019 with the National Inventory of Institutional Infrastructure for Community Engagement (NIIICE) as a follow up action item from the Carnegie Self-Study Process, which is an instrument to better understand the quality of community engagement on a campus and how it compares across institutions.

G. Faculty and Staff

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

G.1 Does the institution provide professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and/or staff who engage with community?

Yes

G.1.1 Describe professional development support for faculty in any employment status and/or staff engaged with community:

Most campuses offer professional development – what is being asked here is professional development specifically related to community engagement. Describe which unit(s) on campus provides this professional development, and how many staff/faculty participate in the professional development activities that are specific to community engagement.

All professional development is aligned to the college’s strategic plan, the first of which is “Empowering our community for success.” Faculty professional development aligns with this goal and is addressed through student success at the course level. Workshops, conferences, guest speakers, and cross-college faculty collaboration provide support in pedagogy, student engagement, and assessment.

Active learning strategies are strongly encouraged and supported by professional development for both faculty and staff. Specifically, these include co- and extra-curricular activities that include interaction with local industries, community partners, K12, and transfer institutions.

PAC offers faculty and staff funding for professional development in high-impact practices (HIPs) through the Title V: Hispanic Serving Institution, Project Impacto Grant, provided they submit a funding request stating their project goal and identifying alignment with one or more goals and grant activities. For example, this includes development related to increasing courses with learning communities, service learning, and problem-based learning components.

One example of professional development support for faculty engaged with the community is the PAC Service Learning Workshop series, led by PAC Speech Faculty Member in collaboration with PAC’s Service Learning Coordinator in May 2018. These workshops helped participants design a service learning assignment to integrate within their courses in the upcoming year. Representatives from nearly a dozen area community partner organizations were invited to present on the mission, services, needs, volunteer requirements, and opportunities for partnership. Administration showed their support for this community-engaged pedagogy by approving it to satisfy faculty’s summer service requirement.

PAC also provided funding for the Service Learning Coordinator and Dean of Student Success to attend the Campus Compact National Conference in March 2018. Three PAC faculty and staff attended and two presented at the National Community College Service Learning and Community Engagement Conference in May 2018.

G.2 In the context of your institution’s engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	
G.2 Facilitation of partnerships	Yes	Yes		Yes
G.2 Student teaching assistants				
G.2 Planning/design stipends	Yes	Yes		Yes
G.2 Support for student transportation	Yes	Yes	Yes	Yes
G.2 Eligibility for institutional awards	Yes	Yes	Yes	Yes

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

G.2 Inclusion of community engagement in evaluation criteria	Yes	Yes		Yes
G.2 Program grants	Yes	Yes	Yes	Yes
G.2 Participation on campus councils or committees related to community engagement	Yes	Yes		Yes
G.2 Research, conference, or travel support	Yes	Yes	Yes	Yes
Other				

G.2.1 If Yes to "Other": Please describe other support or services:

--empty--

G.3 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status and staff with expertise in and commitment to community engagement?

Yes

G.3.1 Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

Faculty, both full-time and adjunct, are interviewed by Chairs and/or discipline leads to ensure that their teaching philosophy (including a commitment to the success of the community and a commitment to students' engagement with the community) is aligned with the mission and strategic goals of the College. That mission, the success of our community, demands connection with community. Although the standard job description does not speak directly to community engagement, it speaks to service to the College and the College's mission and goals.

Specific references from standard position descriptions are: "Full-time faculty . . . have the primary responsibility of fulfilling the institution's mission, vision, values, and strategic plan." Faculty must "actively participate in . . . AlamoADVISE processes . . . integrate concrete real-life situations into learning experiences . . . encourage a sense of community among students for learning both inside and outside the classroom." Faculty shall "advise students about program, career, or transfer options." Faculty shall stay current through "belonging to professional societies . . . and contribute to the academic discipline through research and publication." Finally, faculty will "participate in service through participation in . . . community activities."

G.4 Are there institutional-level policies for faculty promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

Yes

G.4.1 Use this space to describe the context for policies rewarding community-engaged scholarly work:

"Faculty scholarly work that uses community-engaged approaches and methods" refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles.

Characteristics of community engagement include collaborative, reciprocal partnerships and public purposes.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field.

Campuses often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community-engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship.

In response to this question, if appropriate, describe the context for these policies; e.g., that the campus went through a multi-year process to revise the guidelines, which were approved in XXXX and now each department has been charged with revising their departmental-level guidelines to align with the institutional guidelines regarding community engagement.

PAC's procedures for promotion specify, "Promotion in rank is earned through successful teaching, education, and service." This procedure elaborates on the service requirement as follows: "The report should include professional achievements, community service, and a profile of Departmental, College, and District responsibilities and contributions. The nature and quality of these activities for the employment period will be considered in promotion decisions." This promotion procedure is part of a rigorous process in which the faculty member is reviewed by a department's promotion committee. The department promotion committee forwards their dossier and recommendation vertically to the dean, vice president, president, ACD Chancellor, and finally the ACD Board of Trustees, who have final approval.

A component of faculty evaluations and promotion is demonstrated service to the department, College, or community. Additionally, department requirements for faculty promotion require evidence of service to the College and the community. College goals include curricular development that supports active learning, which includes co-curricular and extra-curricular community engagement activities. Specific examples of community engagement activities are the following:

Faculty 180 is the ACD's faculty evaluation model aligned with full-time faculty position descriptions and developed by faculty leaders and with input from faculty who participated in pilots in 2013-2014 and 2014-2015. Faculty 180 covers the following Roles and Components: Teaching (weighted 50-80%), Scholarly & Creative Activities (10-20%), Service (10-30%), and Administration (0-30%). Each component requires an artifact for evidence.

For Scholarly & Creative Activities (weighted 10-20%), faculty are required to "participate in at least three professional growth development programs." PAC faculty have access to grant and institutional funding for professional development in high-impact practices (HIPs) like service learning. Optional criteria that are rewarded in this area include attending a conference sponsored by a professional organization, conducting "research appropriate to the faculty member's Base Profession (content expertise) or Meta-Profession (teaching) for the purpose of advancing the discipline and/or improving teaching and learning." Examples of artifacts include conference presentations, articles published, and improved student success results. Faculty are also encouraged to disseminate best practices through publications and presentations.

Faculty 180 allows faculty to choose one of five sets of Role Weights. For example, faculty who wish to emphasize service are able to select Set C, which weights their evaluation teaching (60%), service (30%), and scholarly/creative activities (10%).

PAC supports faculty's participation in community-engaged approaches and methods through recognition, professional development funding, offering a platform for dissemination, and more.

G.5 Is community engagement rewarded as one form of teaching and learning? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

G.5.1 Please cite text from the faculty handbook (or similar policy document):

Community engagement is rewarded as a form of Teaching and Learning through the ACD Faculty 180 evaluation as well as by PAC's institutional practices. The Faculty 180 evaluation process applies exclusively to full-time faculty, while institutional practices apply to all faculty.

Faculty 180: Faculty are required to use active and collaborative learning (e.g., service learning, problem-based learning) strategies to optimize learning. Teaching constitutes the highest portion of the evaluation criteria at 50-80% of the overall faculty evaluation depending on which set of Role Weights the faculty member chooses. They are encouraged to use optional instructional design forms, e.g., "Integrate service learning or study abroad opportunity into curriculum" and/or "relate course content and student learning outcomes to areas beyond the classroom to contextualize learning," and also are rewarded through recognition for implementing these practices.

At PAC all faculty members are rewarded with professional development funds and opportunities through an application request process. Through this process, faculty must explain how the requested professional development will support grant objectives, strategic directions, and high-impact practices such as service learning and community engagement. For example, during 2018, faculty led a summer service learning pedagogy workshop that disseminated best practices; presented on a service learning project at the National Community College Service Learning and Community Engagement Conference in Denver; attended conferences; and received approximately \$60,000 in funding for professional development in high-impact practices for 2017-2018.

G.6 Is community engagement rewarded as one form of research or creative activity? Include tenured/tenure track, full time non-tenure track, and part time faculty if there are policies that apply to these appointments.

Yes

G.6.1 Please cite text from the faculty handbook (or similar policy document):

All community engagement activities are creative aspects of teaching and learning and are recognized and rewarded, included in policy and procedures, as detailed in Section 5.1.

As a community college, research is not a requirement for faculty members as it is at four-year institutions. However, creative activity and research are still present at the community college but typically focus on research opportunities for students that are led by faculty, and publications or creative activity developed voluntarily within the faculty member's area of expertise.

One example of this is PAC's S-STEM Project from the National Science Foundation (NSF), which provides academic scholarships for experiential STEM research opportunities. The research opportunities, called "Projects of Discovery," use a sustainable course-based approach for involving community college students in interdisciplinary research experiences. For example, art students partner with biology students to study organisms from the College's pond and develop artistic representations of the various organisms.

Additionally, faculty members within the Social Sciences department publish textbooks and scholarly articles as well as student work on a variety of topics such as humanitarian aid, historical documents,

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

and oral history records. Student work includes oral history records which are a collection of interviews students have conducted with family, friends, and community members who have lived through significant historical events. These interviews are transcribed, recorded, and archived in PAC's online oral history archive. These oral histories were also used as the basis of a project for the city's Tricentennial celebration in 2018.

Finally, faculty regularly conduct action research to determine effective pedagogy within the classroom. For example, faculty conducted site visits to colleges in California that utilize the Puente model for Hispanic student achievement. These faculty members used this model as a framework for PAC's Catch the Next/Ascender program. These faculty members serve on national and state boards to inform the evolution of this program and assist other schools in development of similar programs. PAC faculty have also contributed to research on best practices, including Dr. Rafael Castillo's article, "CTN and Validation Theory," which was submitted to the Special Issues Journal of Higher Education.

G.7 Is community engagement rewarded as one form of service? Include faculty from any employment status if there are policies that apply to these appointments.

Yes

G.7.1 Please cite text from the faculty handbook (or similar policy document):

Along with Teaching and Scholarly and Research/Creative Activities, Service (weighted 10-30%) is also rewarded and encouraged through the ACD Faculty 180 evaluation in addition to PAC's internal practices. The system of Role Weight sets for Faculty 180 provides the faculty for whom service is a core part of their practice the opportunity to choose the role weights, which weights service as 30% of the faculty member's overall evaluation.

Faculty have required and optional service to the institution, profession, and general community. Optional participation includes "participate in community outreach activities on behalf of the College, e.g., job fairs, history fairs." Optional service to the profession includes serving on professional boards or volunteering one's expertise in service to the community. Service to the general community includes "serving on a committee/board in a community organization that utilizes expertise," "volunteering for community service that is specific to one's discipline or teaching profession," "serving as a guest lecturer," and more.

At Palo Alto College, faculty regularly fulfill service to the institution through participation on committees like the Service Learning Task Force or Community Engagement Committee. PAC faculty serve their profession and community through participation on boards within the community such as the Texas Association of Chicanos in Higher Education and Youth Orchestra of San Antonio. Additional examples include League of Women Voters, Board of Directors, San Antonio Express-News Community Advisory Board, Eco Exchange Edu Steering Committee, and Bexar County Master Gardener Board of Directors, City of San Antonio's Mayor's Fitness Council, City of San Antonio/SA Climate Ready, Climate Equity Working Group, and many more.

G.8 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? Are there policies for tenured/tenure track, full time non-tenure track,

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

and part time faculty in reappointment or promotion considerations?

Yes

G.8.1 List the colleges/schools and/or departments.

While the ACD tenure policy is currently under review and tenure is not granted to incoming faculty, full-time faculty are rewarded for community-engaged scholarly work through the College's Faculty 180 evaluation as part of their promotion dossier. Full-time faculty across all departments at the College participate in this process. This promotion process is outlined in College Procedure I 10.0, Faculty Promotion: "The report should include professional achievements, community service, and a profile of Departmental, College, and District responsibilities and contributions. The nature and quality of these activities for the employment period will be considered in promotion decisions."

While part-time faculty are not required to submit evidence of community-engaged approaches and methods, they are encouraged to use these methods as part of the College's focus on high-impact practices. As evidence of this focus on high-impact practices for all faculty, the College includes adjunct faculty in opportunities for professional development funding for high-impact practices.

G.8.2 What percent of total colleges/schools and/or departments at the institution is represented by the list above?

As stated above, 100% of the academic departments are involved in the promotion process.

G.8.3 Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example:

Because PAC has one set of policies and procedures that apply uniformly to all academic departments, below are two examples from the College procedure and evaluation system.

PAC Procedure I 10.0, Faculty Promotion: "Full-time faculty members may be granted in promotion in professional rank after all required criteria have been satisfactorily fulfilled and documented, and after appropriate recommendations have been provided." The following factors are to be used in evaluating faculty members for promotion, including "professional achievements, community service, and a profile of Departmental, College, and District responsibilities and contributions. The nature and quality of these activities for the employment period will be considered in promotion decisions."

Faculty 180 performance evaluation process for full-time faculty encourages faculty to use optional instructional design forms and "integrate service learning or study abroad opportunity into curriculum" and/or "relate course content and student learning outcomes to areas beyond the classroom to contextualize learning" and also are rewarded for implementing these practices.

Specifically, within the Social Sciences Department faculty are encouraged to use community-engaged approaches when developing curriculum and experiential learning opportunities for students such as encouraging volunteerism with local voter registration drives on campus.

G.9 Is there work in progress to revise promotion and tenure (at tenure granting institutions)

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

G.9.1 Describe the current work in progress, including a description of the process and who is involved. Describe how the president/chancellor, provost, deans, chairs, faculty leaders, chief diversity officer, or other key leaders are involved. Also describe any products resulting from the process; i.e., internal papers, public documents, reports, policy recommendations, etc. Also address if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty:

The College's tenure process is currently under review at the ACD level by the United Faculty Senate, comprising faculty senate members from each college.

As part of the ACD's strategic positioning, community engagement (vis-à-vis experiential learning) will be a focal point moving forward for students, staff, and especially faculty as we look to integrate community-engaged outcomes in our curriculum.

All College procedures, including the faculty promotion procedure, are reviewed on a five-year cycle. The procedure for faculty promotion is slated to be reviewed by the end of 2019. The procedure review process involves representative bodies from across the campus, such as departmental- and division-level review, Academic Success Council, and the College Leadership Team. Additionally, the CEC will also review the procedure and provide recommendations with community engagement considerations in mind.

G.9.1.1

At this point, applicants are urged to review the responses to Foundational Indicators and Institutional Commitment sections above and determine whether Community Engagement is "institutionalized"—that is, whether all or most of the Foundational Indicators have been documented with specificity. If it is determined that the evidence of institutionalization is marginal, applicants are encouraged to continue with the process to help with self-study and assessment to guide deeper institutional engagement. If a campus submits an application and is not successful in achieving the classification, their participation in the process will not be made public by the Foundation and they will be offered the opportunity to receive individualized feedback on their application in the spring of 2020 to assist them in advancing their community engagement work toward a successful application in the 2025 classification cycle.

III. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term "community-engaged courses" to denote academically based community-engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

A.1 Teaching and Learning

A.1.1 Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

Yes

A.1.1.1 Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

PAC has two primary categories of community-engaged courses: service learning and experiential learning. Service learning courses have a stricter set of guidelines and review process, whereas the experiential learning courses encompass a broader set of experiences that include pre-professional, internships, volunteerism, and civic engagement. PAC service-learning courses are structured and regulated according to principles set out by PAC's Service Learning Task Force (SLTF). In 2017, PAC's Service Learning Task Force defined service learning as follows: "Service learning combines community service with classroom instruction to strengthen our community." Faculty who teach service-learning courses must complete a course planning worksheet in which they plan out the student learning outcomes, choose the partner, explain how the service activity will be tied to course content and student learning outcomes, anticipate any challenges that may arise in the partnership. This document is reviewed with the Service Learning Coordinator who also supports the course with student records and documentation. The Service Learning Coordinator also provides an online service-learning student orientation and in many cases facilitates faculty-community partnerships. Service learning courses must have a minimum of 10 hours of service and may have over 20 hours in some courses. Although there is currently no formal designation for service learning courses on transcripts or in the registration phase, plans to add these designations are under development. The SLTF has submitted recommendations that courses be designated as service learning within the online student registration portal (ACES) within the notes section below each course so students are aware of what the designation entails. At present, students' hours completed for service learning courses are logged on their non-academic (co-curricular) transcript as volunteer hours.

Experiential learning courses give students an opportunity to take what they have learned within the classroom setting and apply it to a real-world project or scenario. This includes courses in our Honors Program, capstone courses, and the teacher education program. In order for courses to be designated as experiential learning, there must be a faculty led component, a learning outcome, a measurable impact, and a connection to the specific discipline. Funding for the experiential learning activities delivered through the courses is provided through a formal application mechanism, review, and approval process that ensures criteria are being met. Faculty members submit the application in concert with Academic Chairs and Deans.

Another program that has components of service learning and experiential learning that should be noted is the Honors Program. Students who complete 12 hours of honors courses have the "Palo Alto College Honors Program Graduate" designation on their transcripts. The Honors Legacy Club, the student club associated with the Honors Program, plans to incorporate community projects soon. PAC Honors students also participate in PAC Alternative Breaks (winter and spring),

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

present at regional and national conferences, and receive a stole specific to the program to wear at the graduation ceremony. In spring 2018 PAC's Honors Biology 2301 returned to New Orleans to participate in a service learning project led by their instructor, Dr. Lance Sandberg, to focus on the ecological

A.1.1.2 How many designated for-credit community-engaged courses were offered in the most recent academic year?

119

A.1.2 What percentage of total courses offered at the institution?

29

A.1.3 Is community engagement noted on student transcripts?

No

A.1.3.1 Describe how community engagement is noted on student transcripts:

Community Engagement is not currently noted on student transcripts. However, the Service Learning Task Force (SLTF) has recommended that courses be designated within the online student registration portal beginning Fall 2019. After the designation within this venue is complete, the SLTF will develop a plan of action and recommendations as to whether or not these courses will also be designated on the student transcripts. Currently, the only courses with a community engagement component to be specially designated on transcripts are the PAC Honors courses (designated as "Honors" on transcript).

A.1.4 How many departments are represented by those courses?

11

A.1.5 What percentage of total departments at the institution?

100

A.1.6 How many faculty taught community-engaged courses in the most recent academic year?

93

A.1.7 What percentage are these of the total faculty at the institution?

32

A.1.8.1 What percent of the faculty teaching community-engaged courses are tenured/tenure track?

--empty--

A.1.8.2 What percent of the faculty teaching community-engaged courses are full time non-tenure track?

15

A.1.8.3 What percent of the faculty teaching community-engaged courses are part time?

16

A.1.9 How many students participated in community-engaged courses in the most recent academic year?

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

5210

A.1.10 What percentage of students at the institution?

26

A.1.11 Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:

Data for service learning courses is gathered each semester by the Service Learning Coordinator with assistance from the S.H.A.R.E. Center Data Liaison. The Service Learning Coordinator uses the data as part of a report for stakeholders that outlines the number of courses, number of students, partnership sites, learning outcomes, service hours, and key performance indicators for students within the courses. This report is reviewed through multiple data sharing mechanisms on campus, including the SLTF, Student Success Division Tactical group, and the College Leadership Team. This intentional sharing of information is used to accomplish several tasks, such as celebration, highlights, and designating opportunities for improvement.

Experiential learning offerings, teaching strategies, and best practices are discussed by the Academic Deans for each respective division in collaboration with Chairs each year. The information is presented at division meetings for discussion and review throughout the year. Additionally, Chairs and Deans discuss courses that are designated as High Risk for students and develop action plans to support student in completing the course(s) which may be comprised of experiential learning teaching strategies.

Currently, the Pathways Leadership Council, a representative group of Vice President and Deans from each of the five College campuses within the ACD is collecting this information as part of its implementation scorecard to measure curricular and co-curricular opportunities related to experiential learning. Beginning in 2019-2020, PAC's Community Engagement Committee will also review this scorecard and provide feedback and recommendations to the College Leadership Team.

A.1.12 Are there institutional (campus-wide) learning outcomes for students' curricular engagement with community?

Yes

A.1.12.1 Describe the institutional (campus-wide) learning outcomes for students' curricular engagement with community.

Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

PAC uses an evaluation system for the core curriculum, which is structured around guidelines set forth by the Texas Higher Education Coordinating Board (THECB) and is comprised of nine component areas and six core objectives. These six core objectives include communication, social responsibility, personal responsibility, critical thinking, teamwork, and empirical and quantitative skills. These core objectives comprise skills and abilities that PAC believes all students need in order to succeed and thrive in life and in the work place. The faculty embed lessons and assignments in their courses that allow students to practice and grow in these skills. The College has devised and refined processes for both directly and indirectly measuring students' proficiency in each of the core objectives through the scoring of student work using locally-developed

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

rubrics and student surveys.

Moving forward, the Community Engagement Committee will develop an assessment structure for evaluation of community engagement course institutional learning outcomes with special emphasis placed on Personal Responsibility and Social Responsibility as these most closely align with community engagement.

A.1.13 Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.13.1 Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

The Institutional Learning Outcomes (ILOs), also known as the Texas Core Curriculum, are mandated by our state governing board, The Texas Higher Education Coordinating Board (THECB). These six statewide mandated outcomes are defined by the THECB. The two objectives related to community engagement that are regularly assessed are Social Responsibility and Personal Responsibility.

Social Responsibility includes:

- Intercultural competence
- Knowledge of civic responsibility
- Ability to engage in regional, national and global communities

Personal Responsibility includes:

- Ability to connect choice, actions and consequences to ethical decision making

All community-engaged courses are held to the same academic standards as non-engaged sections of the same courses. Institutional learning outcomes are assessed regularly as outlined by the THECB and the institutions internal assessment calendar.

Each year, the institution selects two institutional learning outcomes and the corresponding courses selected for evaluation. The institution then collects student artifacts from those courses for assessment and demonstration of having met the objectives.

At this stage, PAC's assessment model does not have a unique set of campus wide learning outcomes for curricular engagement with the community. PAC has already started the process of strengthening our assessment model in anticipation of decennial re-affirmation. As part of this process we will be developing a key assignment design training module specifically for community engagement assignments in courses focused on Social Responsibility and Personal Responsibility objectives.

A.1.13.2 Describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used:

Assessment of Student Outcomes and Impacts are ascertained at the course level and department level through multiple mechanisms including exit surveys of graduating students, campus-wide assessment of Institutional Learning Outcomes (ILOs), and qualitative surveys of student perceptions in service learning courses.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

In 2018 PAC used surveys developed in collaboration with the Coordinator of Measurement and Evaluation (CME) to assess PAC's six ILOs. Inside the classroom, ILOs such as Personal Responsibility and Social Responsibility are assessed using artifacts and rubrics at the course level to demonstrate student outcomes within these areas. Student work is selected by random sampling based on the following criteria: 1) 45 or more college-level semester credit hours; 2) PAC student previous semester; 3) currently enrolled in a relevant course; and 4) PAC home student. Student artifacts are rated by faculty assessors using the appropriate ILO rubric. The CME presents findings related to review of departmental key assignments and institutional learning outcomes to faculty. Reflective discussions result in actionable changes to curriculum, pedagogy, programming and/or assessment processes aimed at improving student learning.

A.1.14 Are there departmental or disciplinary learning outcomes or competencies for students' curricular engagement with community?

Yes

A.1.14.1 Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

One such example would be for our Sociology Discipline through our Sociology 1301 course which outlines four learning outcomes for the course; communication, critical thinking, empirical and quantitative skills; and social responsibility in alignment with our institutional learning outcomes. This course includes a co-curricular component that requires students to gain proficiency in doing research and exploring social activism. Once the student has identified a social issue they are then tasked with organizing a movement and putting together an essay detailing their experience. In addition to the essay students are also tasked with completing multiple reflections on the assignment to ascertain grasp of the material. Additionally, the key assignment is developed around a key assignment design worksheet aligned to the value rubric criterion to ensure the identified learning outcomes are being achieved.

A.1.15 Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

A.1.15.1 Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

The Academic Assessment Coordinator works closely with departmental chairs who oversee multiple disciplines to review findings of key assignment design within each discipline and how to improve the design of key assignments and vehicles for assessing learning outcomes and objectives. These key assignments are reviewed and evaluated using a locally developed value rubric designed by our faculty in collaboration with our Coordinator for Academic Assessment. The intended goal of this collaboration is to improve the design of key assignments to better demonstrate achievement of learning outcomes and engage students in a more meaningful way.

Additionally, these two ILOs are also used as part of the assessment plan for student life activities such as those focused on civic engagement. These are assessed using a locally developed assessment template developed by the Division of Student Success and assessed on a two-year cycle.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Moving forward in the 2019-2020 Palo Alto Colleges Community Engagement Committee will conduct key assignment design modules in collaboration with the Academic Assessment Coordinator and discipline specific faculty. The focus will be on development of well-defined community engagement artifacts to strengthen the link between learning outcomes to community engagement.

A.1.15.2 Describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

Assessment data related to disciplinary outcomes for students' curricular engagement with the community are used to improve the design of key assignments to ensure relevance to the discipline and achievement of learning outcomes. Moving forward the Community Engagement Committee will be reviewing community partners where disciplinary learning outcomes may be strengthened or expanded.

A.2. Curriculum

A.2.1. Is community engagement integrated into the following curricular (for-credit) activities? Please check all that apply, and for each category checked, provide examples.

Curriculum	Selected	Description
Student Research	Yes	PAC offers a variety of curricular opportunities for student research. In 2017 PAC offered community-engaged research opportunities through the Science Engagement for New Civic Engagements and Responsibilities (SENCER) project. Students used evidence-based analysis within laboratories to establish the links between water quality and life and understand the impact of pollution on systems. The SENCER project helped build momentum for PAC's NSF S-STEM project that greatly increased student access to research opportunities. The S-STEM program uses a sustainable course-based approach for involving community college students in interdisciplinary research experiences. In 2017-2018, faculty from 11 different courses participated in the project.
Student Leadership	Yes	PAC participates in the ACD Student Leadership Institute (SLI) program, which develops and inspires students to become proactive, productive, and engaging servant leaders on campus and within the community. Students who participate in this program have the option of taking a special Business and Professional Communications course (Speech 1321) or opting for a non-credit extension course (Proactive Leadership). PAC speech faculty teach sections of Speech 1321 each fall semester. Students who participate in SLI engage in community service during the year. The SLI curriculum includes participation in the leadership course, monthly Leadership Labs (weekend events featuring guest speakers), an annual project for the Young Leaders Conference, and a Summer Leadership Institute. Until 2018 students who successfully completed the SLI program received official recognition on their academic transcript. However, beginning in 2018-2019 recognition is now awarded on students' non-academic (co-curricular) transcript.
Internships, Co-ops, Career	Yes	Internships are common as part of PAC's Professional and Technical Education programs. These internships--along with practicums and capstones--are woven throughout the

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

exploration		<p>curriculum of all PTE programs: Administrative Technology, Business Management, Computer Information Systems, Cosmetology, Horticulture, Veterinary Technician, Industrial Technology, and Healthcare Administration.</p> <p>In the co-curriculum, PAC offers the Community Based Federal Work Study (CBFWS) program, which offers students an opportunity for career exploration through internships at community organizations related to students field of study.</p>
Study Abroad	No	
Alternative Break tied to a course	Yes	PAC has experimented with providing Alternative Breaks tied to academic courses. For example, in spring 2018 Dr. Lance Sandberg led his Honors Biology 1308 students on a service-learning trip to New Orleans to learn about the living world through service learning in conservation efforts in the Louisiana wetlands.

A.2.2. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

Curriculum	Selected	Description
Graduate Studies	No	
Core Courses	Yes	<p>PAC joined the Stanford Pathways of Public Service and Civic Engagement (PPSCE) International Working Group in 2018, and the Service Learning Coordinator began implementing the PPSCE diagnostic into the Learning Frameworks (EDUC 1300), a required core course for all first-year students. The Service Learning Coordinator introduces to the diagnostic during a presentation on curricular and co-curricular forms of community-engagement at the College. Students complete the Service Learning Coordinator helps them interpret their results and provides a document listing curricular and co-curricular community engagement opportunities (on-campus and within the community) as well as career examples by Pathway.</p>
Capstone (Senior-level project)	Yes	<p>In Palo Alto College's PTE (Professional & Technical Education) Division, community engagement is an integral part of the curriculum in many of the programs, particularly in the capstone courses. The 'capstone' course - sometimes referred to as 'milestone' or 'practicum' or 'cooperative education' courses, usually take the form of internships. Faculty and staff engage with the local community to secure and negotiate meaningful internships for students, especially via business members/representatives of their respective Advisory Committees. In internships, students engage with their employers to acquire practical experience/skills and contribute to the needs of wider business community.</p> <p>Examples where community engagement is an integral part of the curriculum through capstone courses, include the following programs: Associate of Applied Science (AAS) in Veterinary Technology, Turfgrass and Golf Course Management, Business Management, Computer Programming, and Healthcare Administration.</p>
First-Year Sequence	No	
General Education	Yes	<p>Another example of campus-wide community engagement efforts is PAC's "Greening the Curriculum" initiative. This initiative was developed by PAC's Go Green! ¡Viva Verde!</p>

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

		Committee and is a voluntary commitment of faculty across all disciplines to “green” at least one component of their curriculum to reinforce student awareness of their environmental impact. Currently, over 40% of PAC faculty (47 full-time and 14 part-time faculty) have pledged to make this a part of their curriculum. Faculty complete a Greening the Curriculum Class Form in which faculty indicate the “green” components of their course, such as “requiring research assignments that include environmental issues,” “leading field trips (e.g. wind farm, recycling center, organic farm, nature walks, etc.,” reducing paper use or posting class materials online, and “offering extra credit for participation in green activities (e.g. Club Earth, recycling, community events, EcoExchangeEdu annual student showcase, #PACtoNature Instagram Photo Contest, etc.” Faculty are recognized for their participation in this program by receiving a certificate signed by PAC President Dr. Robert Garza on Earth Day. Faculty are encouraged to include this certificate in their Faculty 180 evaluation for the semester.
In the Majors	No	
In the Minors	No	

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

B.1. Thinking about the description of co-curricular engagement above, please indicate which of the following institutional practices have incorporated co-curricular engagement at your campus. Please check all that apply, and for each category checked, provide examples.

As with curricular engagement, a number of these activities take place off campus in communities and may or may not be characterized by qualities of reciprocity, mutuality, and be asset-based. This question is asking about which offerings reflect these qualities. The examples provided should indicate how a co-curricular program has been transformed by and/or reflect these community engagement principles.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	The Learning Company is a collaboration between the Alamo Colleges District and local business leaders to train the next generation of entrepreneurs and innovators. The six-week boot camp is free and open to faculty and students at any stage of their entrepreneurship journey. Participants learn skills like ideation, finance, and marketing. To date PAC has had 22 and 11 faculty participate in this six-week boot camp. An example of a project that was approved included a mobile center for the Cosmetology program and students to offer beauty care services for free within the community.
Community service projects - outside of the campus	Yes	Each year, the College facilitates projects outside the campus with local community based organizations primarily through a day of serving called PAC Gives Back. Students, families, and community members partner with organizations such as the Texas Diaper Bank and the Daughters of Charity who are both key partners within the Student Health Advocacy

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

		<p>Resource and Engagement (SHARE) Center.</p> <p>PAC has an active network of nearly 30 registered student organizations, many of which participate in local and out-of-town service trips. For example, PAC's chapter of the Latinx Christian organization Destino participates in annual weekend service trips such as their trip in September 2017 to rebuild houses as part of Hurricane Recovery on the Texas Gulf Coast after Hurricane Harvey. Club Earth is another active student organization in which students participate in service projects locally (habitat restoration at Audubon Mitchell Lake) and out of town (turtle nesting volunteers at Padre Island National Park).</p>
Community service projects - within the campus	Yes	<p>Each semester, in partnership with the San Antonio Food Bank, the College hosts Food Fairs that provide 10,000 lbs. of food to students and community members for free. This event is organized and led by the SHARE Center, the Logistics Department, and SA Food Bank in an effort to bring food security to the surrounding community. Community members are also encouraged to access the on-campus food pantry as part of the event that is also provided in collaboration with SA Food Bank. Student volunteers for the Food Fairs and weekly pantry stocking often come from one of PAC's service learning courses like Sociology 1301, academic pre-professional clubs like the Logistics Society, or extramural sports like the men's basketball team.</p> <p>One of the benefits of having community-serving offices like the S.H.A.R.E. Center or the Volunteer Income Tax Assistance portables on campus is that they provide an easily accessible way for students to serve their community. With the majority of students being enrolled part-time, and many having familial and professional obligations, the availability of on-campus community engagement opportunities is an asset to our campus and our service learning programming.</p> <p>Additional co-curricular service opportunities are provided on an ad hoc basis in response to community need. For instance, in the wake of Hurricane Harvey in 2017, PAC students, faculty, staff, and AmeriCorps VISTA members planned a Hurricane Harvey Relief Concert featuring music and theatre performances from 47 students and 5 faculty members that raised \$834 for hurricane relief. This concert was part of a larger College donation drive for hurricane relief victims.</p>
Alternative break - domestic	Yes	<p>Each December and March, PAC Alternative Breaks are offered to students in locations such as New Orleans and Los Angeles. Each year, the College collaborates with the same partners to focus on a primary issue area such as environmental conservation or homelessness. In addition to the week of service and education, PAC's Alternative Breaks involve structured pre-trip and post-trip components that help solidify the experience as a tool for developing active citizenship. Students engage in structured group and individual reflections throughout the trip and have the opportunity to meet with the leaders of the partnering organizations. The trip learning experience is bolstered by cultural experiences, such as visits to museums, universities, and landmarks. Plans for PAC Alternative Breaks in 2019-2020 include opening creating a portal in AlamoSync in which faculty and students can complete a form proposing an area of service they are passionate about and suggesting a location for the trip.</p>
Alternative break - international	No	
Student leadership	Yes	<p>Through membership in national organizations such as the National Society of Leadership and Success (NSLS) and Phi Theta Kappa (PTK), PAC students follow a rigorous curriculum that includes team building, individual reflection, and community service. These organizations, in partnership with PAC, have built phenomenal leaders and bettered our community and the world in the process. During the fall and spring semesters students</p>

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

		work with individual student success teams on individual goals, service projects and professional speaker broadcast workshops in which they are write reflections on a weekly basis to earn various certifications in leadership.
Student internships	Yes	Internships are offered to students who are looking to advance their skill sets and prepare for the workforce. In particular, the College is launching a pilot program to place STEM students within the College's Office of Institutional Research as interns to focus on data mining and analytics related to students who stop out from the College.
Work-study placements	Yes	Palo Alto College in collaboration with Alamo Colleges District offers a Community Based Federal Work Study (CBFWS) program where federal work study positions are designated within area organizations such as the Chamber of Commerce, American Indians of Texas, and University Health System. Many of these placements are with partners who collaborate with the College in areas such as the Community Partner Advisory Board, the S.H.A.R.E. Center, and PAC Heritage Month events. Each partner receives a survey and provides feedback on both the program and the student. PAC has consistently had the highest number of CBFWS placements relative to the other participating Alamo Colleges, demonstrating the interest our students have in serving within their community.
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	The College partners with Frost Bank, which first began in 1868 by serving the San Antonio area as a small mercantile store. Today, this partner provides financial literacy workshops to the student body and also hosts community events on campus.
Living-learning communities/residence hall/floor	No	
Student teaching assistants	No	
Athletics	Yes	PAC's extramural athletes must sign contracts laying out rigorous expectations and requirement (GPA, mandatory tutoring, behavior). Part of this contract includes mandatory participation in service activities. In 2019 this included a service day with Habitat for Humanity for all extramural athletes as well as student workers and part-time employees of the Athletics and Aquatics Center. Additionally, PAC's Aquatic Center and Gymnasium host regular classes.
Greek Life	No	
Other (please specify)	No	

B.2. Do students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement?

Yes

B.2.1 Please describe the system used and how it is used.

PAC uses the AlamoSync (Engage by Campus Labs) platform to enable students to RSVP for events and record hours of service, experiential learning, event attendance, and other co-curricular involvement.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

All service events are pre-approved by club officers, advisors, or College staff and attendance is verified. When events are created in AlamoSync, the creator has the option of making the event automatically added to the attendees' non-academic transcripts. Students can request a non-academic (co-curricular) transcript through an easy-to-use AlamoSync process. The requests are approved by either the Office of Student Life—a quick process since all events are pre-approved and attendance must be verified by the organizer.

Students first hear about their non-academic transcripts at New Student Orientation and again during a class presentation on co-curricular community engagement opportunities in their required first-year Learning Frameworks (EDUC 1300) course. An infographic for the non-academic transcript is visible directly under the AlamoSync search bar on the homepage. The infographic links student to the form required to request their non-academic transcript.

B.3. Does co-curricular programming provide students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time?

Yes

B.3.1. Please describe the pathways and how students know about them.

PAC is focused on scaffolding co-curricular community engagement opportunities into a cohesive pathway aligned with our AlamoINSTITUTES pathways enrollment model and by introducing first-year students to the Pathways of Public Service and Civic Engagement (PPSCE) diagnostic tool.

2016 the ACD organized programs and courses into six AlamoINSTITUTES (Creative & Communicative Arts, Business & Entrepreneurship, Health & Bio Sciences, Public Service, Advanced Manufacturing & Logistics, and Science & Technology) to save students time and money, create a roadmap to success, and prevent students from taking unnecessary courses. Each Alamo Institute has its own portal on AlamoSync that posts experiential learning opportunities, job fairs, career and transfer workshops, guest speakers, and more. Participation in these events and activities is tracked on students' non-academic transcript in AlamoSync to help them quantify and demonstrate their holistic experience to future employers or transfer institutions.

Additionally, PAC's Service Learning Coordinator is a member of the PPSCE International Working Group and introduces first-year students to the Pathways Diagnostic Tool (developed by Stanford University's Haas Center) during class presentations in the required first-year Learning Frameworks (EDUC 1300) course. Specifically, PAC uses the Pathways Diagnostic Tool to help students better understand their own interests and pre-dispositions regarding approaches to social change: 1) community engaged learning and research, 2) community organizing and activism, 3) direct service, 4) philanthropy, 5) policy and governance, and 6) social entrepreneurship and corporate social responsibility. After students complete the diagnostic, the Service Learning Coordinator helps them interpret their results and provides a document listing curricular and co-curricular community engagement opportunities (on-campus and within the community) as well as career examples by Pathway.

C. Professional Activity and Scholarship

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

C.1. Are there examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programming, etc.)?

Yes

C.1.1. Provide a minimum of five examples of staff professional activity:

The purpose of this question is to determine the level to which staff are involved in professional activities that contribute to the ongoing development of best practices in curricular and co-curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued staff professional activity. Please provide examples that your staff have produced in connection with their community engagement professional duties. We expect this to include professional products on topics such as but not limited to curriculum and co-curriculum development, assessment of student learning in the community, student development and leadership, etc., that have been disseminated to others through professional venues as illustrated in the question.

All Palo Alto College, the framework for staff professional activity includes an intentional and strategic request process that aligns the opportunities with the College Strategic Plan, which includes community engagement. Staff are provided with the opportunity to request professional development activity offered by professional organizations outside of the College. This request process includes having each staff member identify the opportunity, articulate how it aligns to the Strategic Plan of the College and ultimately how it supports professional competency development such as leadership, law, and policy. Finally, staff then present their findings from the professional development opportunities to College Leadership in an effort to institutionalize the knowledge gains that occur as part of these opportunities.

1. Staff members regularly present at national conferences on areas of expertise such as with the National Organization for Student Affairs Administrations in Higher Education (NASPA). In 2019, the Director of Student Success and Coordinator for the Ray Ellison Family Center presented to conference attendees on the development, use of data, and assessment in relation to the College's Emergency Aid Programs. Additionally, as part of this conference, Director facilitated small group discussions with colleagues from across the United States in order to assist them with development of their own Emergency Aid Program.
2. In 2018, the Service Learning Coordinator as well and PAC faculty presented on the College's service learning program at the at the National Community College Conference on Service Learning & Community Engagement in May 2018. The presentation was titled "Using Problem-Based Learning to Create an Alternative Break Service Project."
3. Each academic year, the Division of Student Success develops research briefs within emerging fields and/or departments. These research briefs include a national landscape analysis of current trends and research, an overview of support provided to students specific to that department, an overview of the assessment of the unit, and finally next steps for the area including how assessment results will be used. The Office of Personal Counseling, SHARE Center, Ray Ellison Family Center, and Office of Student Conduct are examples of areas that have recently published research briefs on the College's website.
4. Additionally, the Vice President of Student Success and Deans recently presented at the Southern Association of Colleges and Schools Commission on Colleges Annual Meeting (SACSCOC). The presentation and curriculum provided member institutions with resources, research, and an assessment structure for how to address recent changes to accreditation standards in relation to assessment of student learning within student support services.
5. Finally, the Dean of Student Success and Director of Advising have been selected to serve as lead Quality Enhancement Plan (QEP) Evaluators for schools accredited by the Southern Association of Colleges and Schools Commission on Colleges during reaffirmation site visits for those particular schools. As Lead QEP Evaluators and experts within the field of academic advising, the Dean and Director provide an assessment of the plan, assessment of student learning/student success, recommendations, and help inform the entire determination of the school's QEP as acceptable or unacceptable.

C.2. Are there examples of faculty scholarship, including faculty of any employment status associated with their curricular engagement achievements (scholarship of teaching and learning such as research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

C.2.1. Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

1. PAC Speech Professor Joseph Coppola has contributed to service-learning scholarship by co-presenting a session with PAC Service Learning Coordinator titled "Using Problem-Based Learning to Create an Alternative Break Service Project" at the National Community College Conference on Service Learning & Community Engagement in May 2018. This presentation was based off of a project in Coppola's Speech 1311 course in which students developed and presented proposals for Alternative Winter Break trips to address the devastation of Hurricane Harvey on the Texas Gulf Coast 2017.
2. In 2017 two PAC biology faculty, Dr. Jerrod Butcher and Dr. Lance Sandberg, developed a SENCER (Science Education for New Civic Engagements and Responsibilities) project that redesigned portions of two biology courses' laboratory exercises (General Biology for Majors I, and Microbiology for Majors) in order to establish, or re-establish, the links between water quality and life by applying student learning to real-world issues related to water quality and using evidence-based analysis within laboratories. The faculty members were selected to present their results of their SENCER project "Redesigning Labs Exercises in Two Biology Courses to Enhance Scientific Engagement" during the 2017 SENCER Summer Institute Poster Presentations 2017 at Stony Brook University in Stony Brook, NY.
3. PAC Professor of Accounting, a service learning advocate and member of the SLTF, presented "Service Learning at PAC" at Northeast Lakeview College (NLC) on April 13, 2017 at the invitation of NLC faculty interested in developing service learning infrastructure. Deliverables for the presentation included, a description of Salinas' role on the SLTF, how the SLTF was established, sources of funding for service learning at PAC, how the SLTF supports service learning faculty, and her role in establishing PAC's Voluntary Income Tax Assistance (VITA) center and using the program as a service learning site for her Managerial Accounting course.
4. Behavioral Sciences faculty member Diane Lerma has published work related to her work with Catch the Next, formerly known as Puente. The mission of Catch the Next is to increase the educational attainment of Latinos and other underserved communities and to close achievement gaps in Texas. Ms. Lerma teaches Education 1300: Learning Frameworks published *Catching Dreams: A Collection of Inspiring Puente Mentor Stories*.
5. Government Instructor, Mr. Jonathan Peterson, is a published co-author for *Don't Bring Me Your Sick: The Behavioral Immune System and Attitudes Towards Humanitarian Aid in Politics and Life Sciences*.

C.3. Are there examples of faculty scholarship and/or professional activities of staff associated with the scholarship of engagement (i.e., focused on community impact and with community partners) and community engagement activities (technical reports, curriculum, research reports, policy reports, publications, other scholarly artifacts, etc.)?

Yes

C.3.1. Provide a minimum of five examples of scholarship from as many different disciplines as possible:

The purpose of this question is to explore the degree to which community engagement activities have been linked to faculty scholarly activity and staff professional activity. Describe outputs that are recognized and valued as scholarship and professional activity. Please provide examples such as but not limited to research studies of partnerships, documentation of

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, professional positions, and the connection of outreach and partnership activities to scholarship. Broader Impacts of Research activities producing co-created scholarship of investigators and practitioners aimed at meaningful societal impacts could be included here.

1. In September 2018, PAC Service Learning Coordinator Hunter Bates was one of 13 individuals from around the country selected to participate in Campus Compact's Community College Engagement Planning Session in Boston, MA. This strategic working session assembled a think tank of community engagement professionals from community colleges across the country to help inform and shape Campus Compact's strategy for engaging community colleges in 2019. As the only individual from Texas, Bates helped voice the issues and trends important to community engagement efforts at community colleges occurring at the institutional, state, and national levels. Following the strategic working session, Bates reviewed and provided feedback on Campus Compact's resulting community college engagement strategy during a virtual working group session.

2. During the 2017-2018 academic year, representatives from PAC including both faculty and staff were nominated to serve on the state's Emergency Aid Network. This network was overseen by the THECB, which is the regulating agency for higher education within the state of Texas. As part of the network, members of the College led subcommittees based on the various aspects of Emergency Aid such as communication to students, transportation, housing, and use of technology. The final work product of the group was threefold: a national convening to share recommendations, a final report with resources, tools, assessment structures, and best practices for institutions to use when launching similar programs, and recommendations to the state legislature in relation to funding sources for these programs.

3. PAC has three TRIO Programs supported by the Department of Education to include Upward Bound, Upward Bound Math and Science, and Talent Search. Palo Alto College TRIO staff members lead a regional convening with other TRIO professionals in the area from both Secondary, Post-Secondary, and Education Opportunity Centers. This regional group engages with the Council for Opportunity in Education which is a national organization that strives to achieve college access and success for low-income students, first-generation students, and students with disabilities. The regional group partners with COE to help inform federal policy and allocation of funds to support TRIO Programs.

4. PAC was awarded a \$225,000 Advanced Technological Education (ATE) award from the National Science Foundation. The program, led by Ronnie Brannon (Principal Investigator), William Cook (Co-Principal Investigator), and Monica Ayala Jimenez (Co-Principal Investigator), will focus on leveraging Logistics and Supply Chain (L/SC) emerging technologies to better serve industry needs. The program aims to: increase the science, technology, engineering and mathematics content and technical training in PAC L/SC programs; increase L/SC student enrollment; improve L/SC student technical skills and STEM knowledge; and improve L/SC educational and workforce pipelines.

5. Within the Fine and Performing Arts department, formal theatrical performances are considered creative activities and are recognized as a form of scholarship. In the wake of Hurricane Harvey in 2017, PAC faculty worked with staff, AmeriCorps VISTAs, and students to develop a showcase of performances including choral works, dramatic monologues, and music performances around the theme of "A Season to Love." The Hurricane Harvey Relief Concert was open to PAC

D. Community Engagement and other Institutional Initiatives

Please complete all the questions in this section.

D.1. Does community engagement directly contribute to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty)?

Yes

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

D.1.1. Please describe and provide examples:

ACD Policy F.6.5 Student Success: Equity states, “The Alamo Colleges District is committed to systemic transformation to make quality learning a shared priority. To address the visible gaps in opportunities, expectations, and outcomes, a deep understanding of the imbalances within the Alamo Colleges District and service region is essential. By prioritizing equity in Board policy, the Alamo Colleges District is fulfilling our Mission to empower our diverse communities for success.”

As part of PAC’s commitment to diversity and inclusion commitment goals, the College partners with the San Antonio Hispanic Chamber of Commerce to host an annual CORE4 STEM Family Day. This event seeks to increase the representation of Hispanics in the STEM workforce. At the 9th annual event in October 2018 approximately 200 middle and high school students and their families attended the event. This event serves as a showcase of the sciences and local high school and middle school students are introduced to STEM higher education and career opportunities through hands-on sessions. This event is free and open to the public.

PAC is committed to providing access to higher education for the entire community—including individuals with special needs. In fall 2016, the College launched Project Access, a program for students with mild to moderate intellectual disabilities to take college-level courses to earn their 16-credit General Office Level 1 Certificate and acquire necessary skills for gainful employment and a successful future. As the first program of its kind in San Antonio, Project Access began with a small cohort of students who piloted the program. Since then, the program has more than tripled in size, with students coming from all parts of San Antonio and surrounding communities. Of the first cohort of students, 100 percent completed their certification program in December 2017 and will participate in the College’s annual commencement ceremony in May 2018.

D.2. Is community engagement connected to efforts aimed at student retention and success?

Yes

D.2.1. Please describe and provide examples:

PAC’s vision of being the best in the nation in student success and performance excellence is evidenced in the College’s recent recognition by the Aspen Institute’s College Excellence Program as one of the top 5 community colleges in the nation and winner of the 2019 “Rising Star” award for rapid improvement in achievement and performance that significantly improves student outcomes.

The development of Project Impacto and the S.H.A.R.E. Center is a prime example of how community engagement has been tied to efforts to improve student retention and success. Project Impacto was developed through a strategic planning process and analysis facilitated through CCSSE benchmarking, Executive Team meetings, Constituent Feedback, and extensive institutional research data mining that informed the College’s strengths, weaknesses and challenges, and opportunities. Drawing on CCSSE bi-annual results from 2009-2013, PAC showed a concerning trend in declining academic challenge. The College’s benchmark score in this area was 46.7 in 2013, considerably lower than the CCSSE cohort score of 50, and significantly lower than the top performing colleges score of 57.3. These results prompted college-wide discussions among stakeholders and a commitment to developing an action plan to address this area. As the resulting grant narrative states, “This declining trend in the area of academic challenge strongly indicates the need to increase the utilization of high impact practices and

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

related curricular/co-curricular strategies to ensure that students have an academically meaningful experience that appropriately prepares them for transitions and pathways to graduation and/or transfer.” Project Impacto’s emphasis on developing high-impact practices was a direct response to this declining trend in academic challenge.

D.3. Does the campus institutional review board (IRB) or some part of the community engagement infrastructure provide specific guidance for researchers regarding human subjects protections for community-engaged research?

Yes

D.3.1 Please describe and provide examples:

The ACD Institutional Review Board (IRB) provides general guidance and approval of research (AOR) criteria regarding all research involving human subjects, including community-engaged research.

These AOR criteria include the following: A) IRB requirements, B) risk to subjects is minimized, C) risk to subjects is reasonable to anticipated benefits, D) Selection of subjects is equitable, E) Informed consent (IC) from all participants or their AOR, F) IC is properly documented, G) Monitoring of data collected to protect subjects, H) PII protections are in place I) Additional safeguards for vulnerable populations in the study.

The ACD IRB also provides detailed requirements for obtaining and documenting IC for all covered research involving human subjects.

D.4. Is community engagement connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students?

Yes

D.4.1. Please describe and provide examples:

SENCER: In 2016 PAC was a sub-awardee of the State University of New York (SUNY) at Stony Brook’s National Science Foundation (NSF) grant supporting the Science Engagement for New Civic Engagements and Responsibilities (SENCER) Program. PAC has used the SENCER program to catalyze and sustain pedagogical and curricular transformation. The intellectual merit of this effort consists in empowering educators to help students in American colleges employ focused learning in the STEM disciplines to engage with great issues facing our democracy. The broader impacts of this project include strengthening our democracy by enhancing the scientific and technological literacy of the American people, supporting civic engagement, and sustaining a program that helps achieve these important goals.

PAC’s 2017 SENCER project focused on a civic engagement goal of enhancing students’ understanding of the relationship between water and soil quality pollution and biological systems. PAC biology faculty Jerrod Butcher and Dr. Lance Sandberg, who led the project, noted that it is easy to become inattentive of water and soil quality issues when growing up in a developed country with unseen pollution and seemingly limitless access to “clean” water. Working with faculty from PAC’s sister college Northeast Lakeview College (NLC), Butcher and Sandberg hypothesized that presenting concepts of biology within the context of water and soil pollution could improve students’ overall understanding of the

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

concepts while providing them an enjoyable learning experience. To achieve this goal, PAC and NLC redesigned portions of two of biology courses' (Biology, Microbiology for Science Majors) laboratory exercises while adhering to the learning outcomes mandated by the Texas Higher Education Coordinating Board. The modified curriculum included hands-on collection and analysis of water sources and bacteria on and around campuses, guest lectures from the San Antonio River Authority, and analysis of primary literature.

CIMA: Since 2013 PAC and the other Alamo Colleges have been involved in Ciencia, Ingeniería, y Matemáticas Aliados (CIMA). CIMA's goals are to broaden participation of minorities in science, technology, engineering and mathematics (STEM) fields by involving at least 900 underrepresented minorities (URM) STEM majors in CIMA activities, increasing minority STEM student enrollment by 10 percent, and increasing the successful transfer of community college into STEM majors at 4-year institutions by 20 percent from baseline. To achieve CIMA's mission, PAC has implemented a large number of initiatives, including peer mentorship, faculty mentorship, tutoring, supplemental instruction, STEM student incubator, and undergraduate research. Since 2013 PAC nearly 60 students across 10 STEM disciplines have participated in 10-week summer research opportunities in collaboration with our partner four-year institutions with top-tier research facilities, UTSA and TAMUSA. Approximately 8 PAC students are able to participate each year. Students receive a stipend, faculty mentorship, and an opportunity to present their research to administrators and faculty from both institutions at the conclusion of their program. In 2019 PAC will be conducting its first on-campus research program for CIMA. This project will be led by PAC Biology Professor Robert Miranda and will double the number of students served through the CIMA program.

D.5. Does the institution encourage and measure student voter registration and voting?

Yes

D.5.1. Describe the methods for encouraging and measuring student voter registration and voting.

PAC is deeply involved in voter registration and engagement, both on campus and in the community. PAC works with nonpartisan organizations that focus on voter registration, participation, and education campaigns, including the Southwest Voter Registration Education Project (SVREP), League of Women Voters San Antonio Area (LWVSAA), MOVE (Mobilize Organize Vote Empower) Texas, the National Association of Latino Elected and Appointed Officials (NALEO), and Mi Familia Vota. PAC collaborates with the aforementioned nonprofits and integrates voter registration events within the College calendar. For example, National Voter Registration Day is embedded within the College's Hispanic Heritage Month celebrations. In 2018, PAC held a screening of the documentary "Willie Velásquez: Su Voto es Su Voz (Your Vote is Your Voice)" followed by a student plática (panel) facilitated by SVREP Executive Director Lydia Camarillo.

Nearly every day between the first day of classes in August and Election Day in November, at least one of the aforementioned organizations is not on campus registering students to vote. PAC has also partnered with NALEO in the past to facilitate PAC students in becoming appointed as volunteer deputy registrars. The LWVSAA is active on campus providing voters guides in the Ozuna Library during elections.

PAC's Ozuna Library serves as an Early Voting site for the community. Data from our early voting site

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

is measured to ensure we are meeting the quota needed to maintain our voting site for the community. PAC and the other Alamo Colleges plan to integrate a TurboVote feature into our newly purchased AlamoSync (Campus Labs Engage) platform in fall 2019. This feature will prompt students to register to vote, get reminders, and apply for an absentee ballot for local, state, and federal elections. Partnering with TurboVote will allow PAC with access to data to better assess and improve upon campus voter engagement efforts.

D.6. Is the institution committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement?

Yes

D.6.1. Describe the ways in which the institution actively promotes discussions of controversial issue:

PAC does not shy away from opportunities for dialogue about controversial social, political, or ethical topics, but rather sees them as essential learning opportunities that prepare students for success. True to this belief, PAC provides opportunities for students to encounter critical perspectives.

Examples of speakers who have presented at PAC in recent years include civil rights activist and co-founder of the National Farmworkers Association movement Dolores Huerta, author Sandra Cisneros, playwright, and activist Luis Valdez. Each event hosted by PAC's Office of Student Life incorporates student evaluations focused on Critical Thinking and Social Responsibility to ensure that events are encouraging students to explore issues and ideas before forming conclusions and illustrating how students can more actively participate as citizens within their local, national, and global communities.

PAC incorporates student participation into events, holding student panels as part of many Heritage Month Events. In 2018 PAC held a Poetry Slam on National Coming Out Day with LGBTQ poets emceeding the event. In celebration of America Recycles Day on November 15th, students attending PAC in the Intro to Public Relations class hosted the Seventh Annual Recycled Fashion Show on campus at the Student Center Annex. The event, designed to encourage students to upcycle and repurpose gently used clothing as means to reduce waste, featured runway looks provided by Goodwill San Antonio.

In 2018 PAC was awarded a supplemental award for its Title V: Developing Hispanic-Serving Institutions (DHSI) Project Impacto grant to fund its "Rise Up! Speaker Series," an initiative to educate 800 PAC students, families, local high school students, and community members about topics related to civic engagement and voting, public service and social responsibility, higher education financing, and achieving financial sustainability.

D.7. Does your campus have curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above?

Yes

D.7.1. Please describe and provide examples:

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Faculty and students from PAC and the other Alamo Colleges participate in the Learning Company (TLC), a collaboration between the ACD and local businesses that brings entrepreneurial curriculum to community college students at no cost to them. The six-week entrepreneurship boot camp offers students a chance to develop and pitch their ideas, with the winning teams being awarded funding for their projects during a program graduation ceremony. Of the 23 ventures formed through TLC to date, eight contain a Social Enterprise component. One such venture, "EBD Clarity," was co-founded by a PAC student and conceptualized a plan for supplementing resources on emotional and behavioral disorder (EBD) more directly into K-12 schools.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement. Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

E.1. Outreach

E.1.1. Indicate which outreach programs and functions reflect a community engagement partnership approach. Please select all that apply:

For each category checked above, provide examples:

Outreach	Selected	Description
Learning centers	No	
Tutoring	No	
Extension programs	No	
Non-credit courses	No	
Evaluation support	No	
Training	No	

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

programs		
Professional development centers	Yes	<p>PAC is currently constructing the \$23 million Southside Education and Training Center (SETC) that will offer workforce training programs and career assistance guided by community-identified needs. The SETC was approved by the Alamo Colleges Board of Trustees in 2018 as the third education and training center in the city and the first to be built from the ground up. The mission of the SETC and the other education and training centers is, "to ensure the delivery of services in such a way that our community's needs are met in the most efficient and effective manner by creating partnerships with local churches, community-based organizations, and Independent School Districts." The SETC is another layer of PAC's partnership with Southside ISD and is being built on 10 acres of land rented from the school district. Programming for the SETC is being steered by an advisory board with representatives from local businesses. The SETC promises to contribute to the growth and economic development of the Southside.</p>
Career assistance and job placement	Yes	<p>The S.H.A.R.E. Center's Sr. Career Advisor provides career assistance and job placement support for PAC students with a focus on low-income students. The Sr. Career Advisor works with local businesses to host job and career fairs on campus with an average of 35 employers. PAC also works with the ACD Director of Experiential Learning to host internship workshops. In September 2018 PAC hosted a summer 2019 internship workshop for students featuring presenters from the US Forest Service, Texas Parks and Wildlife Department, the United States Department of Agriculture (USDA), Hispanic Association of Colleges and Universities (HACU), and the City of SA Ambassadors Internship program.</p> <p>PAC also provides Professional and Technical Education that provides students a pipeline from education to career as well as customized corporate training to ensure employees meet industry standards and certifications. These efforts will be supported by the SETC when it opens in 2020.</p> <p>PAC students who are eligible for financial aid also have the opportunity to explore careers through the ACD's Community Based Federal Work Study (CBFWS) program, which partners with community organizations to provide student workers at no cost to the organizations.</p>
Other (please specify)	Yes	<p>PAC is a welcoming environment to all individuals who want to learn, including DACA beneficiaries. PAC is one of 75 colleges and universities in the U.S. to offer privately funded scholarships to undocumented students through TheDream.US. As a federally designated HSI in the second largest DREAMer-populated state, the College has offered DACA Renewal Clinics on campus and has partnered with American Gateways to host Citizen Workshops at PAC offering application assistance to the immigrant community.</p> <p>In 2018 supplemental funding for Project Impacto enabled PAC to start Parent College, a new PAC initiative providing outreach to parents of elementary and middle school students residing within PAC's service area. Parents learn about financing a college education and how to support their students academically to ensure a pathway to college and subsequent success. The program is offered on Saturdays in four-hour, four-week cohort groups, serving 200 parents annually. Cohorts are provided in English and Spanish. The program is offered at high school campuses within PAC's service area. Parents are provided pre- and post-assessments to "graduate" from Parent College.</p> <p>College Connection: The College Connection program is a partnership between PAC and partner ISDs designed to assist high school seniors with the transition into community college by bringing enrollment assistance and registration preparation directly to the high school campuses. Based on mutually-beneficial MOUs, the College Connection Program</p>

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

	provides workshops throughout the year to seniors on the Introduction to College, ApplyTexas application sessions, AlamoENROLL modules workshops, and Financial Aid completion sessions. All tasks are designed to achieve the final goal: improving student access to higher education through completion of the enrollment steps and registration for courses for the Fall semester.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

E.1.2. Which institutional resources are provided as outreach to the community? Please select all that apply:

Outreach	Selected	Description
Cultural offerings	Yes	PAC regularly hosts events featuring national and international speakers that both complement the classroom experience and relate to community engagement. All events are free and open to the public. Past speakers have included author Sandra Cisneros in May 2016 and civil rights activist and labor leader Dolores Huerta in March 2017. In 2018 PAC hosted its inaugural TEDx event, furthering TED's mission of sharing ideas worth spreading in hopes of sparking conversations and dialogue within the community.
Athletic offerings	Yes	PAC only offers intramural and extramural sports and does not have formal athletic offerings. However, the Aquatic and Athletic Center is partly funded by the City of San Antonio and has facilities which include an Olympic size swimming pool, recreation center, and basketball courts that are open to the community members. Additionally, the College partners with local elementary schools and the City of San Antonio to offer the Learn to Swim Program at no cost to participants.
Library services	Yes	Both the Ozuna Library and Children's Library are open to community members. The Library has archives, resources, written, and electronic materials that can be accessed via the learning studio. The Children's Library also offers free programming to the College faculty, staff, and community members with a year-long curriculum which supports literacy programs in both English and Spanish. The Ozuna Library is also home to the San Antonio Poetry Archive at Palo Alto College, a project designed by former Texas Poet Laureate (and former PAC student), Laurie Ann Guerrero to promote poetry in San Antonio. Opened in 2016, the Poetry Archive is, "committed to preserving the records of local poets and poetry organizations in all formats including books, manuscripts, photographs and other media." This year the San Antonio Poetry Archive at PAC will host its fourth annual Pen to Paper event "Pen to Paper: Poesía Bilingüe," which is free and open to the public and will feature presentations in English and Spanish by current San Antonio Poet Laureate Dr. Octavio Quintanilla and former Texas and San Antonio Poet Laureate Dr. Carmen Tafolla.
Technology	Yes	The Academic Learning Studio, which is housed within the same building as the Ozuna Library is open to the community and provides computers, printing, and internet access. Additionally, the College has a laptop loan program, calculator loan program, and e-reader loan program that are all available to students at no cost.
Faculty consultation	Yes	As mentioned in II. Categories of Community Engagement: G. Faculty & Staff, PAC faculty serve on numerous advisory boards for numerous community organizations in the areas of their expertise and have advised colleges on the implementation of PAC programs like the Catch the Next/Ascender program.
Other (please specify)	Yes	Part of PAC's Healthy Hub Initiative, PAC has been providing Farmers Markets since 2017. These events support local vendors and offer access to fresh fruits and vegetables for students and the community. Products sold include locally-gathered honey, cosmetics,

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

		<p>plants, micro-greens, jams, coffee, and other organic product vendors.</p> <p>In 2019 PAC will finish the final development phase of the PAC Community Garden. The Community Garden will provide students an on-campus, interdisciplinary service learning opportunities that will benefit the community as well as the student population. The products of the community garden can be used in a variety of methods, including provision of fresh food access to the community and directly to students, a rare opportunity for residents and students of the local area. Equally important, the development and maintenance of the community garden can be linked to various programs, including social sciences and government, agriculture and horticulture, business, nutrition, biology, economics, communications, and many others depending on the aspect that faculty and students tie into their course learning outcomes.</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

E.2. Partnerships

This section replaces the previous “partnership grid” with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to <https://www.brown.edu/swearer/carnegie>.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

The purpose of this question is to illustrate the institution's depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

Partner #1

Project/Collaboration Title	JA in a Day (Junior Achievement in a Day)
Organization Name	Palo Alto Elementary - South San Antonio Independent School District; Junior Achievement of South Texas

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Point of Contact	Palo Alto Elementary, South San ISD - Judith Benavidez; Junior Achievement of South Texas - Bernadette Byrd
Email	jbenavidez@southsanisd.net
Phone	Judith Benavidez: 210-977-7125 (Office); Bernadette Byrd: 210-490-2007
Institutional Partner	PAC PR; PAC (Service Education Empowerment Diversity) Advising Center
Purpose of this collaboration	PAC's partnership with Junior Achievement (JA), a non-profit organization that facilitates a mentorship program at local public schools, began in 2007. In fall 2016 PAC piloted JA in a Day, in which Teacher Education students began "taking over" an entire elementary campus - from kindergarten to 5th grade - for one full school day each week in order to complete their required field hours (the THECB Field of Study requires students enrolled in EDUC 1301 and 2301 to complete 16 hours of field work under the supervision of a Texas certified teacher.) JA provides the basic curriculum for the students, all focused on age-appropriate work readiness entrepreneurship, and financial literacy skills. This curriculum aligns with PAC's own institutional initiatives in the community. To date, more than 620 PAC students have "taken over" 922 elementary school classrooms teaching This collaboration between PAC, to make the JA in a Day successful. The PAC PR provides PR materials for the students at the campus as well as media connections. The SEED Center Academic Advisors inform students about the JA in a Day and have even participated in the program themselves to better understand the process. Education journalist Bekah McNeel described JA in a Day as "a rare win-win-win arrangement in which students learn financial literacy, teachers get a hands-on lesson, and student teachers from Palo Alto [College] get classroom experience" ("A win-win-win for South Side students, teachers, and student teachers," April 24, 2018).
Length of Partnership	7 years total (3.5 years for the JA in a Day program)
Number of faculty involved	1 full-time 3 adjunct (2017-2018)
Number of staff involved	6 (2017-2018)
Number of students involved	308 (2017-2018)
Grant funding, if relevant	N/A
Impact on the institution	PAC's Teacher Education program is one of the College's top two programs for highest graduation and completion rates.
Impact on the community	308 Palo Alto College students have "taken over" 443 elementary school classrooms, teaching more than 8,376 students in south side elementary schools through the JA in a Day program (2016-2019).

Partner #2

Project/Collaboration Title	Project Success with Trellis Company and Department of Education
Organization Name	Trellis Company
Point of Contact	Bryan Ashton, Vice President Community Investment & Government Affairs at Trellis Company
Email	bryan.ashton@trelliscompany.org

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Phone	412-979-6194
Institutional Partner	PAC's S.H.A.R.E. Center, Welcome Center, Advising, Student Life, Financial Aid, Business Office, and faculty members (EDUC, MATH, BUSI)
Purpose of this collaboration	To support Minority Serving Institutions (MSI) and the students they educate and empower, the U.S. Department of Education's Federal Student Aid developed a program--Project Success--aimed at strengthening student outcomes and institutional performance at MSIs.
Length of Partnership	2 years
Number of faculty involved	8
Number of staff involved	70
Number of students involved	3,000 former students, 33 emergency grant recipients, 2,000 currently enrolled students
Grant funding, if relevant	\$25,000
Impact on the institution	Creation and implementation of a financial wellness professional development program, curriculum for financial wellness, financial aid completion efforts, stop out re-engagement campaigns, and an emergency grant program to help students meet unexpected expenses. To date, 89% of grant recipients either persisted to the next semester or graduated; Students who engaged with financial wellness curriculum experienced 15% average gain in knowledge.
Impact on the community	PAC has contributed to gains in student success metrics such as enrollment, persistence, and graduation.

Partner #3

Project/Collaboration Title	Dual Credit, Talent Search, and Learn to Swim
Organization Name	Southwest Independent School District (SWISD)
Point of Contact	Dr. Lloyd Verstuyft, SWISD Superintendent of Schools
Email	lverstuyft@swisd.net
Phone	210-622-4300 ext. 4730
Institutional Partner	PAC High School Programs
Purpose of this collaboration	PAC's collaboration with SWISD is multifaceted, but the common thread is the goal of expanding post-secondary educational opportunities and developing a more pervasive college-going culture for students at Southwest High School. Offering dual credit hours in the Core Curriculum will provide Southwest High School freshmen, sophomores, juniors, and seniors with the opportunity to further reduce the time required to complete a certificate or associate degree. This, in turn, facilitates transfer into baccalaureate programs and extends the potential reach of each student's academic goals.
Length of Partnership	Dual Credit since 2002, TRIO Talent Search since 2016 (5 year grant)
Number of faculty involved	9

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Number of staff involved	7
Number of students involved	298 dual credit students and 500 TRIO students
Grant funding, if relevant	TRIO Talent Search, \$239,801 (Year 2 only); Combined 5-year = \$1.2 million
Impact on the institution	The increase in enrollment in the Dual Credit College Core Program helped increase the overall College headcount. In addition, the dual credit students earned an overall Productive Grade Rate (PGR) of 94%, helping the institution raise the overall PGR for all students.
Impact on the community	As a result of the dual credit initiative, the 298 high school students at Southwest High School received \$281,232 in waived tuition/fees. Of the 95 seniors who participated in the TRIO Talent Search program, 85 or 94% enrolled in college in the Fall semester immediately after high school graduation, with 44% enrolling at a 2-year and 45% enrolling at a 4-year institution.

Partner #4

Project/Collaboration Title	BAE-B-SAFE
Organization Name	Healthy Futures of Texas
Point of Contact	Evelyn Delgado
Email	info@hf-tx.org
Phone	(210) 223-4589
Institutional Partner	S.H.A.R.E. Center and BAE-B-SAFE Office
Purpose of this collaboration	The BAE-B-SAFE program is aimed to prevent unplanned pregnancy and sexually transmitted disease to college-age youth on and off campus. Students are provided medically accurate information about their sexual and reproductive health and are connected to healthcare providers in their surrounding community. According to the 2016 Bexar County Health Report the surrounding zip codes closest to PAC are still 2-3 times higher than the national average. BAE-B-SAFE is committed to preparing and connecting students with the resources they need to be empowered to make the best decision for their sexual and reproductive health and encourage academic success.
Length of Partnership	3 years
Number of faculty involved	9 (Behavioral Sciences/Education/Humanities)
Number of staff involved	20
Number of students involved	2,336 (duplicated) 309 (students served with evidence based program (EBP)/evidence-informed program Seventeen Days and SHARP ages 14-19, or 20 (if pregnant/parenting)
Grant funding, if relevant	Competitive Personal Education Responsibility Program (C-PREP) federally funded by the Family and Youth Services Bureau (FYSB) of Administration for Children and Families Award amount for YR 3 2017-2018 = \$98,672.48

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Impact on the institution	Promoting student success by empowering students with the knowledge and the resources to make the best educated decision to protect their body and their sexual and reproductive health. Following persistence and retention for those students completing Seventeen Days and SHARP. Students accessing services, e.g. programming, and/or resources, and clinical guidance and referrals are being documented.
Impact on the community	Overall, BAE-B-SAFE is a part of the San Antonio Teen Pregnancy Prevention Collaborative (SATPPC) a Metro Health and SA2020 work group with the goal to decrease teen birth rates (females ages 15 to 19) by 50% by the year 2020. The collaborative follows the Collective Impact Model and consists of several youth serving organizations in San Antonio including Healthy Futures of Texas and BAE-B-SAFE at PAC.

Partner #5

Project/Collaboration Title	San Antonio Housing Authority and College Homeless Assistance Program
Organization Name	San Antonio Housing Authority (SAHA)
Point of Contact	Mr. Richard Milk, President and CEO
Email	richard_milk@saha.org
Phone	210-477-6000
Institutional Partner	S.H.A.R.E. Center
Purpose of this collaboration	To support students who are facing housing insecurity with subsidized housing prices using HUD Funds and provide priority placement into units.
Length of Partnership	1 year
Number of faculty involved	
Number of staff involved	5
Number of students involved	20
Grant funding, if relevant	\$150,000
Impact on the institution	Creation and implementation of a program that addresses the needs of students who are facing housing insecurity so that students can stay enrolled and persist toward their degree.
Impact on the community	Gains in student success metrics such as enrollment, persistence, and graduation.

Partner #6

Project/Collaboration Title	Learn to Swim
Organization Name	City of San Antonio, City Council District 4
Point of Contact	Rey Saldana
Email	rey.saldana@sanantonio.gov

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Phone	210.207.7058
Institutional Partner	Aquatic and Athletic Center
Purpose of this collaboration	Swimming research indicates a pressing need among the Hispanic population that is prevalent in the Palo Alto College community. A recent study commissioned by the USA Swimming Foundation and conducted by the University of Memphis found that nearly 60% of Hispanic children and nearly 70% of African American children have low or no swim ability, compared to 40% of Caucasians, putting them at risk for drowning. The development of a Learn-To-Swim program for second graders in South San Antonio can help address cultural resistance to swimming lessons and benefit young children with a life-long skill. To address the need for swim-related safety, fitness, and opportunity in the predominantly Hispanic South Side community of San Antonio, Palo Alto College is implementing an on-going wide-scale Learn-to-Swim Program for the 2nd grade students of Southwest Independent School District and South San Independent School District. With the ultimate goal of developing safe, proficient, and engaged swimmers, the partnership with area ISDs aims to serve about 2,000 elementary-aged students at the Aquatic Center since the Fall of 2016.
Length of Partnership	3 Years
Number of faculty involved	N/A
Number of staff involved	10
Number of students involved	3
Grant funding, if relevant	N/A
Impact on the institution	The Learn to Swim (LTS) Program is another avenue in which PAC and area school districts have strengthened their partnership and commitment to access for our community. Once exposed to the facility and its offerings, participants and families continue on to participate in other programming (community swim lessons, open swim, swim team, summer camps), breaking down barriers and giving a welcoming atmosphere to further their education.
Impact on the community	There were 1,627 2nd Grade LTS participants in 2017-2018. 82% of these participants increased their swimming and life saving skills by at least one skill level. This skill learning increases exposure to water and water safety within an underserved population, awareness and proficiency leading to decreased drownings, creates future job opportunities in lifeguarding and swim instructing, and increased fitness levels and opportunity for competitive sports/extracurricular participation. Additionally, the program is offered at no cost to parents and students in collaboration with area schools, city council, and the College. Children who participate in the program and set foot on the College campus begin to see themselves as college students at a young age.

Partner #7

Project/Collaboration Title	Frank L. Madla Early College High School
Organization Name	New Frontiers Charter School
Point of Contact	Jeff Flores
Email	jflores@newfrontierspublicschools.org

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Phone	(210) 486-3686
Institutional Partner	Office of High School Programs
Purpose of this collaboration	Palo Alto College is firmly committed to the education reform goals of the Early College movement. Two of our strategic goals, creating college access and pathways to student success - what we call our Alamo Way, closely align with the principles of the national Early College initiative.
Length of Partnership	5 Years
Number of faculty involved	49
Number of staff involved	4
Number of students involved	181
Grant funding, if relevant	N/A
Impact on the institution	The increase in enrollment in the Frank Madla Early College High School Program helped increase the overall college headcount. In addition, the early college students earned an overall Productive Grade Rate (PGR) of 85%, helping the institution raise the overall PGR for all students. Finally, overall graduates for the institution increased by 15% as a result of the partnership with Early College High School Programs such as this one.
Impact on the community	As a result of this initiative, the 181 high school students at Frank L. Madla Early College High School received \$235,296 in waived tuition/fees and earned up to 60 college credit hours overall. The first graduating class from Frank L. Madla Early College High School had 67 seniors, of which 37, or 55% earned an associate's degree, while the remaining 30 seniors who did not earn the associate's left the college with an average of 41 college credit hours. Finally, all but one student left the college as college ready in English, Reading, and Math.

Partner #8

Project/Collaboration Title	The Volunteer Income Tax Assistance (VITA) Program
Organization Name	City of San Antonio
Point of Contact	Sheila Anderson-Ruth, Senior Management Analyst
Email	sheila.anderson@sanantonio.gov
Phone	(210) 207-2817
Institutional Partner	Dr. Amanda Salinas, Professor of Accounting; the S.H.A.R.E. Center
Purpose of this collaboration	This collaboration is a service learning project in which Salinas' Accounting 2302 students prepare taxes for members of the community.
Length of Partnership	2 tax seasons
Number of faculty involved	1

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Number of staff involved	3
Number of students involved	Approximately 50
Grant funding, if relevant	N/A
Impact on the institution	This project provides students a service learning opportunity conveniently located on campus. It also provides another means of helping our student body financially.
Impact on the community	This project enables the city to retain PAC as VITA site, serving our community. In 2018, 1743 returns were transmitted with a total refund amount of \$2,960,527. We helped the community get back money enabling them to spend money in the local South Side area.

Partner #9

Project/Collaboration Title	SHARE Center Food Pantry
Organization Name	San Antonio Food Bank
Point of Contact	Mike Rivas
Email	mrivas@safoodbank.org
Phone	210.337.3663
Institutional Partner	SHARE Center
Purpose of this collaboration	The purpose of the Palo Alto College Food Pantry is to provide our students, and community members access to a healthy and nutritious meal in the wake of an emergency or life challenge. We believe that it is essential to have the basic needs of food, shelter, and clothing to be successful in life. Partnering with the San Antonio Food Bank allows Palo Alto College to purchase fresh fruits, vegetables, and meals at a discounted rate and fighting the war on hunger. It is our goal to provide our students and community members food for today but also to have the resources to be self-sufficient in the future.
Length of Partnership	2.5 Years
Number of faculty involved	5
Number of staff involved	20
Number of students involved	399
Grant funding, if relevant	N/A
Impact on the institution	The impact on the institution has been the development of our scorecard intended to provide an overview of how students who access services offered by the institution related to advocacy efforts such as our Food Pantry, perform in terms of academic and persistence Key Performance Indicators. According to our data our students who receive advocacy services do better in Productive Grade Rate and Course Completion by at least 2% points.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Impact on the community	Additionally, with our partnership with the San Antonio Food Bank we have been able to impact our community by providing farmers markets, food fairs, and educational programming on hunger. We were able to assist 318 community members from being food insecure to food secure.
-------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Partner #10

Project/Collaboration Title	Clothes Closet, Career Readiness, and Recycled Fashion Show
Organization Name	Goodwill of San Antonio
Point of Contact	Steve Hussain, Chief Mission Services Officer
Email	SHussain@goodwillsa.org
Phone	210-924-8581
Institutional Partner	S.H.A.R.E. Center; Dr. Denise Richter, Professor of Communications
Purpose of this collaboration	The purpose our partnership with Goodwill of San Antonio is to provide our students with free professional clothing for interviews, networking events, or internships. We also provide career services offers preparation services for students including mock interviews, resume writing assistance, and career exploration. Goodwill of San Antonio is also a service learning partner of PAC's annual Student Recycled Fashion Show. In celebration of America Recycles Day on November 15th 2018, PAC students enrolled in the Intro to Public Relations class hosted the Seventh Annual Recycled Fashion Show on campus. The event, designed to encourage students to upcycle and re-purpose gently used clothing as means to reduce waste, featured runway looks provided by Goodwill San Antonio. Communications and Cosmetology students develop the show.
Length of Partnership	2.5 years
Number of faculty involved	4 (Communications, Cosmetology, Business, and EDUC 1300)
Number of staff involved	3
Number of students involved	Approximately 200
Grant funding, if relevant	Currently we have a DHSI Title V Grant to Develop programs that will enable students to reach higher education goals, succeed in career paths, and continue personal growth. The total funding for this program is \$525,000 annually for five years.
Impact on the institution	The Senior Career Advisor has developed a career advising model focused on career exploration, mock interviews, resume writing, etiquette, and professional dress. There is a development of services to provide for our first year and second year students respectively.
Impact on the community	The impact on our community is providing our students the opportunities to graduate with an academic credential and acquire social mobility for a better quality of life. The impact of former Alamo College students currently employed in the regional workforce amounted to \$2 billion in added income to the economy.

E.2.2. Does the institution or departments take specific actions to ensure mutuality and reciprocity in partnerships?

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Yes

E.2.2.1. Describe the actions and strategies for ensuring mutuality and reciprocity in partnerships:

The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining, and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

One of the mechanisms PAC uses to ensure mutuality and reciprocity in partnerships is the CPAB. As stated in the CPAB's charge and partner invitation letters, the first outcome and guiding principle for their work include "Engage in authentically collaborative, mutually beneficial, and reciprocal discussion about how we can support student success and achievement using asset-based framework." The second outcome is "Participate in ecosystem mapping to align our partnership efforts to Strategic Plans, San Antonio 2020, and Texas Higher Education Coordinating Board 60x30" also ensures mutuality and reciprocity.

Another strategy PAC utilizes to inform mutuality and reciprocity in partnerships is involving community partner organizations in the Strategic Planning process, curriculum development, and program development and by joining community partners in their planning processes. PAC Strategic Planning Retreats feature small group discussions that guide the development of the new Strategic Plan of which community partners participate.

In many cases, PAC administrators also participate in the strategic planning retreats of our community partners. For example, PAC's Dean of High School Programs has served in the Harlandale ISD Strategic Planning Retreat, demonstrating the reciprocity and mutuality inherent in our partnership. Additionally, PAC has participated in City of San Antonio town halls, a part of the planning process for bond dollars focused on capital campaign projects for the city.

Finally, each community partner that hosts Service Learning projects receives a survey at the end of the semester to provide feedback on how the partnership can be strengthened. This feedback is then used to develop future strategies and projects.

E.2.3. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

E.2.3.1. Describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

There are multiple mechanisms to systematically collect and share feedback and assessment findings regarding partnerships. First, one such example is the Memorandums of Understanding (MOU) between PAC and 22 Independent School Districts (ISD), which reside in the College's service area. Within this MOU, a data sharing agreement and overview of services is signed and approved by both the College President and ISD Superintendent for the College Connection Program. The College Connection Program provides the high school partners and senior class with dedicated staff members from the College who assist students with the application and enrollment process and the program culminates in high school partners transporting students to the college campus for New Student Orientation prior to the end of the high school calendar year. As part of this partnership, the high school shares 100% of their senior class roster and the College shares an overview of services provided and matriculation rates for seniors who enroll at PAC. The shared goal that this data and partnership support is increased access into postsecondary education. Additionally, the College hosts a Counselor

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

Advisory Board which allows High School Counselors the opportunity to provide feedback, input, and guidance for delivery of enrollment services at the High School and the College provides updates, feedback, and proposed changes to programming. Finally, all partners receive a survey at the end of the year to provide additional feedback regarding the partnership and the program. This data is then used to inform language within the MOU and delivery of services for the next year and also reaffirms the value of the program and partnership each year.

Second, PAC has numerous advisory committees with representation from citizens and industry professionals. These advisory committees help inform curriculum, pedagogy, and experiential learning. These committees also provide guidance on necessary skill sets students must have as well as job outlook information and internship opportunities.

Finally, the High School Programs Office hosts monthly consortium meetings with all Dual Credit and Early College High School Partners to engage our partnering schools and provide a two-way communication forum to ensure mutually beneficial, reciprocal partnerships. During the consortium meetings, processes are jointly developed or refined and updates regarding items such as course schedules, timelines, and enrollment steps are shared for feedback and updated to meet the needs of both the partners and College. Additionally, data is shared for each school in a report card format and includes items such as student completion, course offerings, course enrollments, Productive Grade Rate (A, B, C), and course completion rates of DC/ECHS Students compared to traditional students. The partners have used this information in grant applications and reporting requirements to the state.

IV. Reflection and Additional Information

(Optional) Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

In completing the self-assessment process with a broad range of stakeholders from across the entire campus, it is evident that this work is being done on a large scale across all college divisions at multiple levels of our institutional structure. Additionally, being a data informed institution, it is critical that we develop a consistent methodology for collecting and cataloguing these efforts utilizing a unified tool for managing our community engagement. While the work is taking place and being assessed we learned that it is being collected and managed through different mechanisms where we would be better served by a single vehicle for documentation purposes and measuring impact of community engagement in a more intentional way.

Secondly, as is common with major initiatives, there is the issue of incentivizing and encouraging community engagement as an institutional priority. While our institution does award faculty with promotion for community engaged service, we must develop alternative ways of communicating the importance of this work through release time for faculty or stipend to support this work and award efforts related to community engagement.

Finally, utilizing our institutional learning outcomes (ILO) framework for assessing community engagement outcomes vis-à-vis social and personal responsibility ILO's a stronger look should be taken

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

at how the outcomes assessment is being used to improve. In addition, we should also review how community engagement beyond our current structure can further inform our pedagogy and strengthen the classroom experience for students in a more sophisticated way moving forward.

(Optional) Use this space to elaborate on any question(s) for which you need more space. Please specify the corresponding section and item number(s).

The overall improvement in the institutions performance that has taken place over a relatively short amount of time related to persistence, degree completion, decrease in time to completion and the institution being recognized as the second best community college in the nation by the Aspen Institute would not have been possible without significant community engagement. This is related to context of the community's socio-economic condition, i.e. poverty rates for our service area above the city, county, state and national rates make the gains particularly substantial. Strong engagement with K-12 community partners, regional industry partners, city municipal organizations/leaders, CBO's and civic and faith based organizations have helped create a symbiotic community relationship that encourages mutuality for the benefit of all.

Palo Alto College defines community engagement in two ways as outlined within the application through service learning and experiential learning. Service learning is the traditional venue used for community engagement, but experiential learning at PAC also focuses on giving back to the community while helping students build skills needed for future careers. A premier example of how experiential learning embodies community engagement is with the College's Agriculture program and its partnership with the two top transfer institutions for PAC Agriculture students. Agriculture students and Lead Faculty member travel to Texas A&M University - Kingsville (TAMUK) to compete in the Annual TAMUK Agriculture Olympics. This event has taken place at the Rodeo and Events Arena on campus for more than 15 years, while Palo Alto has been participating for the last 8 years. This event brings Agriculture, Career Tech, and STEM organizations together to compete in Agriculture related events and develop camaraderie in the different fields of study. Each year the top 3 Student Teams are recognized and awarded trophies. This year Palo Alto College Ag Club not only was recognized, but won the Overall Championship and Gold in Ag Olympics. This is the first time any club outside of Texas A&M Kingsville has ever won.

The Program has also taken part in the Agriculture Consortium of Texas Annual Conference hosted at Texas A&M University. This conference brings in all Agriculture Universities and Junior College programs to discuss research, compete in Academic Decathlons, and promote Texas Agriculture and our Future leaders. Palo Alto was very successful during this conference and brought home several awards and distinctions. For the first time in the history of Palo Alto College, a student was appointed to the Texas Junior College Agriculture Association Board of Directors. This is a distinct honor and puts Palo Alto College in a Leadership Role in Texas Agriculture Education.

(Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

--empty--

(Optional) Please provide any suggestions or comments you may have on the application process for the 2020 Elective Community Engagement Classification.

First Time Classification: The Carnegie Foundation for the Advancement of Teaching

Created by Palo Alto College on 12/18/2018. Last modified on 4/15/2019.

We would suggest perhaps the development of separate applications for universities and community colleges. This recommendation is based on the difference of mission to institution type. This would also perhaps provide additional clarity in question category and a richer quality in question response. We would also suggest adding additional clarification in how responses should differ for questions that appear similar or related.

Request for Permission to use Application for Research:

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service, and for other higher education researchers as well.

Only applications from campuses that agree to the use of their application data will be made available for research purposes.

No identifiable application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.

No

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

No