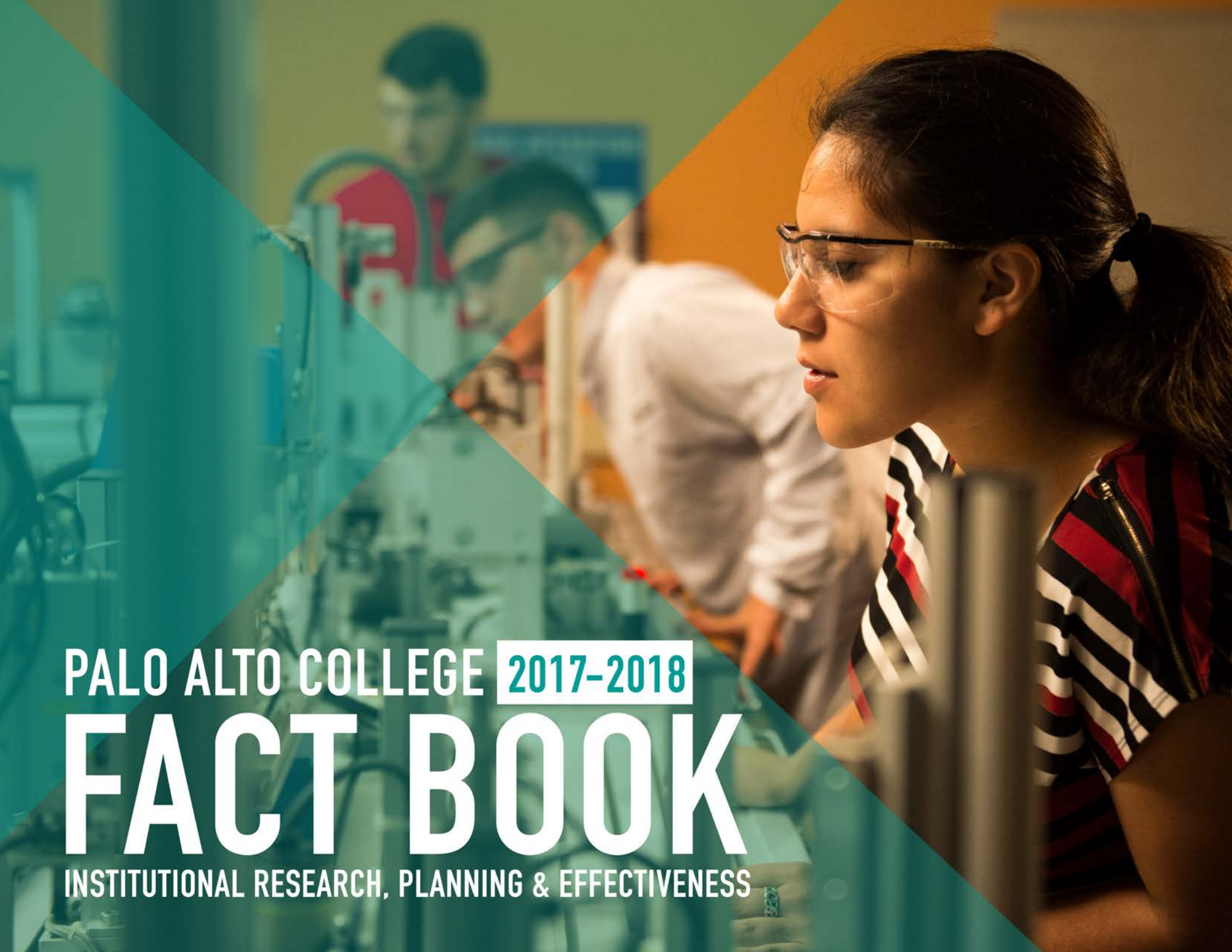

PALO ALTO COLLEGE 2017–2018

FACT BOOK

INSTITUTIONAL RESEARCH, PLANNING & EFFECTIVENESS

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INSTITUTIONAL PROFILE

INSTITUTIONAL PROFILE

History

Palo Alto College, part of the Alamo Colleges District, has been a pillar of the south San Antonio community since it began offering classes in 1985. For over 30 years, Palo Alto College has been dedicated to providing a high-quality education accessible to all.

Palo Alto College's history began with the South San Antonio community leaders championing for more options for higher learning serving the southern sector of Bexar County. In 1974, Fernando Rodriguez Jr. introduced a resolution to work toward obtaining a community college for the West Side or South Side of San Antonio at the Communities Organized for Public Service (COPS) annual convention.

Nearly a decade later, the Alamo Community College District approved funds to plan and purchase land for the college on Feb. 21, 1983. The Texas Legislature officially approved a charter for Palo Alto College as the third college of the Alamo Community College District on March 19, 1983.

Palo Alto College began offering classes to 231 students in temporary classrooms at high schools and military installations in September 1985, and administrative offices were located at Billy Mitchell Village. Through a bond issue passed in 1983 by Bexar County voters, a $13 million mission-style campus was built and opened in 1987, located inside Loop 410 at Texas Highway 16 in southern Bexar County.

The Southern Association of Colleges and Schools awarded full accreditation to Palo Alto College in 1987. Accreditation was last reaffirmed in June 2012, effective until 2022.

Palo Alto College has been led by six presidents during its more than 30-year history:

Dr. Terry Dicianna (1985-1989)

Dr. Byron Skinner (1990-1992)

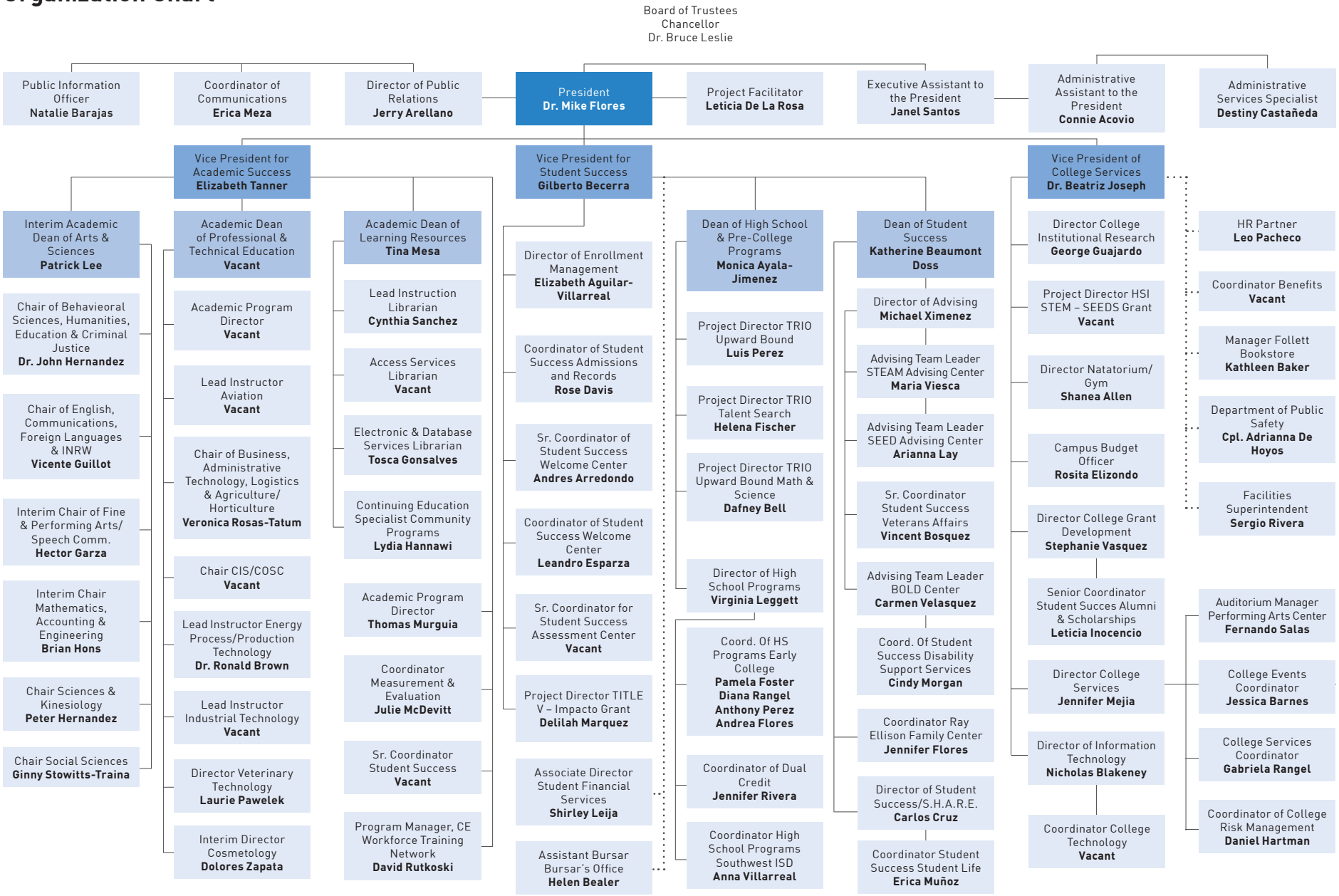
Dr. Joel Vela (1993-1996)

Dr. Enrique Solis (1998-2001)

Dr. Ana M."Cha" Guzmán (2001-2012)

Dr. Mike Flores (2012-2018)

Organization Chart



Strategic Plan

Mission Statement

To inspire, empower, and educate our community for leadership and success

Vision

The Alamo Colleges District will be the best in the nation in Student Success and Performance Excellence

Values

The members of Alamo Colleges District are committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission:

Students First, Community-engaged, Can Do Spirit, Respect for All, Collaboration, and Data-informed

Directions

1. Empowering Students for Success

Empowering students to explore educational opportunities, identify career pathways, and experience high impact educational practices. Address students' unique interests and needs using tools and strategies to help students succeed academically and professionally.

Goal A. Increase student retention, persistence, and completion

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

Goal C. Provide students with quality high impact instruction and support

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

2. Creating and Sustaining a Culture of Inclusiveness

PAC strives to maintain a culturally inclusive environment that embraces mutual respect, effective relationships, clear communication, understandings about expectations, and critical self-reflection.

Goal A. Include all PAC stakeholders in decision-making processes

Goal B. Foster a climate of mutual respect and concern for one another

3. Celebrate & Share PAC Excellence

Strengthen the identity of the institution by celebrating PAC successes and sharing with all stakeholders.

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

4. Targeting our Resources for Success

Involve stakeholders in the prioritization of initiatives and improving processes to support student success.

Goal A. Use cross-functional teams to engage internal and external resources to build institutional capacity and generate community advancement

ASPEN PRIZE
FOR COMMUNITY COLLEGE EXCELLENCE
TOP 10
2019
PALO ALTO COLLEGE
TOP 1% NATIONALLY
of all community colleges

COMMUNITY

COMMUNITY

Top 1% of Community Colleges by Aspen Institute

Palo Alto College was named one of only 10 community colleges in the country eligible to compete for the 2019 Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in community colleges. The colleges were selected from a pool of nearly 1,000 public two-year colleges nationwide to compete for the $1 million Aspen Prize, which is awarded every two years and recognizes institutions with outstanding achievements in four areas: learning; certificate and degree completion; employment and earnings; and high levels of access and success for minority and limited-income students.

Catch the Next recognized as Example of Excelencia

Palo Alto College's Catch the Next, Inc. Dream Catchers Program (CTN) was named a finalist for the 2017 Examples of Excelencia award from Excelencia in Education, a national organization that focuses on Latino student success in higher education. The annual Examples of Excelencia awards recognize programs that use evidence-based practices to improve educational achievement for Latino students in higher education from each of four categories: associate degree programs, baccalaureate programs, graduate programs, and community-based organizations. After a review of 160 nominations from 25 states, Washington D.C., and Puerto Rico, Excelencia announced that Palo Alto's College CTN was among the 19 finalists across all categories and one of five finalists in the Community-Based Organization category for 2017.

PAC awarded two National Science Foundation grants

Palo Alto College was awarded two National Science Foundation (NSF) grants in the 2017-2018 academic year – the first NSF awards in the College's history. A $650,000 grant from the S-STEM (Scholarships in Science, Technology, Engineering, and Mathematics) Program will provide academic scholarships for experiential STEM research opportunities and increase the number of students in Biology and Biosciences programs who transfer and graduate with a bachelor's degree in a STEM field. A second $225,000 grant from NSF's Advanced Technological Education program will create an educational pipeline for Logistics and Supply Chain Management from high school to Palo Alto College 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 complete a bachelor's degree.

PROGRAM HIGHLIGHTS

PROGRAM HIGHLIGHTS

CAST STEM

In partnership with Southwest ISD and the Centers for Applied Science & Technology (CAST), Palo Alto College will be home to the second school in a network of industry-led, career-themed high schools in San Antonio—CAST STEM, which will offer pathways in advanced manufacturing, engineering, energy and power, and global logistics. The school is slated to open with 200 ninth graders in Fall 2018 at Southwest Legacy High School. In their third year, students will move to Palo Alto College in the future Advanced Manufacturing Center of Excellence facility, funded through the 2017 general obligation bond approved by voters for the Alamo Colleges District.

Early College High School Graduates

The first cohort from Palo Alto College's original four early college high school (ECHS) partners – Frank L. Madla Early College High School, Southside A.C.E.S. Early College High School, S.T.E.M. Early College High School, and Zacharias Early College Leadership Academy – graduated from Palo Alto College with an associate degree. Of the 233 ECHS seniors, 204 had completed the college credits needed to earn their associate degree in the 2017-2018 academic year.

National Excellence

From over 40 applications submitted, Palo Alto College was selected as one of three institutions to receive a 2018 Lee Noel-Randi Levitz Retention Excellence Award. The Lee Noel-Randi Levitz Retention Excellence Awards program was established in 1989 to honor the retention achievements of regionally accredited postsecondary institutions throughout North America. Award-winning programs, like Palo Alto College's serve as models of retention excellence and offer other institutional leaders opportunities to emulate these programs on their own campuses.

Tricentennial Partner

Palo Alto College served as an official community partner during San Antonio's year-long Tricentennial celebration with two special opportunities: PACfest, an official Fiesta® San Antonio event since 2003, and the Oral History Archive, a digital collection of stories gathered by students in Peter Myers' HIST 1302 courses. Additionally, the San Antonio Parks and Recreation Department dedicated over 30 trees to Palo Alto College as part of its "Tree-centennial" program in honor of San Antonio's 300th anniversary.

STUDENT INVOLVEMENT

STUDENT INVOLVEMENT

Palo Alto College recognizes the importance of organized student activities as an integral component of the total educational experience of the student. Students are encouraged to engage in cultural, recreational, religious, governance, honor, social, and political organizations. Registered student organizations facilitated through the Office of Student Life include:

Academic Pre-Professional

Ambassadors of Business

Future Educators of America

Horticulture Club

Logistics Club

Lone Star Ag

Society of Future Engineers

Somos MAS

Common Interest

1% Engineer Society

Art Club

Catch the Next

Club Earth

Club Stand

Delta Sigma Omicron

Destino

Drama Club

Eleven Rivers Review

Honors Legacy Club

Palomino All Star Dance Team

Student Veterans Organization

To Dye For Cosmetology Club

Honor Society

Phi Theta Kappa

Tri-Beta Biological

Leadership

Sigma Alpha Pi National Society of Leadership and Success

Student Government Association

Student Leadership Institute

STUDENT PROFILE

STUDENT PROFILE

Fall 2017 Top 10 Enrollment by Major

Major	Major Description	CIP Code	Enrollment
LBAT	Liberal Arts	24010100	1336
BUAD	Business Administration	52020100	677
GENE	EC-6 Generalist	13121000	355
PNUR	Pre-Nursing	51110500	223
CRJT	Criminal Justice	43010400	378
BIOL	Biology	26010100	320
BPNR	Biology/Pre-Nursing	26010100	560
KINE	Kinesiology	13131400	251
BIOP	Biology/Pre-Professional	26010100	335
ENGR	Engineering	14010100	265

SOURCE: IRES STUDENT COURSE DATABLOCK, FALL 2017, CBM001

Top Zip Code Feeders

Zip Code	Location	Enrollment
78221	South San Antonio, East of Palo Alto College	858
78211	South San Antonio, North of Palo Alto College	637
78224	South San Antonio, same zip code as Palo Alto College	548
78223	South San Antonio, East of Palo Alto College	547
78242	South San Antonio, West of Palo Alto College	520
78214	South San Antonio, East of Palo Alto College	358
78245	Northwest San Antonio, Northwest of Palo Alto College	353
78264	South San Antonio, South of Palo Alto College	276
78114	Floresville, Southeast of San Antonio	242
78227	West San Antonio, Northwest of Palo Alto College	238

SOURCE: IRES STUDENT CONTACT DATABLOCK, FALL 2017, CBM001

Fall 2017 Top High School Feeders

High School	School District	Enrollment
South San Antonio	South San Antonio Independent School District	398
Southwest High School	Southwest Independent School District	349
McCollum High School	Harlandale Independent School District	347
East Central High School	East Central Independent School District	297
Harlandale Senior High School	Harlandale Independent School District	282
Southside High School	Southside Independent School District	229
Somerset High School	Somerset Independent School District	142
Burbank High School	San Antonio Independent School District	132
Floresville High School	Floresville Independent School District	119
Brackenridge High School	San Antonio Independent School District	88

SOURCE: STU 71 HS INFO, FALL 2017, DUAL CREDIT STUDENTS EXCLUDED

Pre-College Programs at Palo Alto College

School District	Participating High Schools
Charter/ Private School	Brooks Academy of Science and Engineering KIPP University Preparatory High School Athlos Leadership Academy Frank L. Madla Early College High School
San Antonio Independent School District	Burbank High School Jefferson High School
Charlotte Independent School District	Charlotte High School
Comfort Independent School District	Comfort High School
East Central Independent School District	East Central High School
Edgewood Independent School District	Kennedy High School Memorial High School Kennedy Early College High School Memorial Early College High School
Floresville Independent School District	Floresville High School
Harlandale Independent School District	Harlandale High School McCollum High School Harlandale STEM Early College High School
Ingram Independent School District	Ingram Tom Moore High School
Jourdanton Independent School District	Jourdanton High School
Judson Independent School District	Judson High School
La Vernia Independent School District	La Vernia High School
Lytle Independent School District	Lytle High School
Marion Independent School District	Marion High School
Northeast Independent School District	Madison High School
Northside Independent School District	O'Connor High School
Poteet Independent School District	Poteet High School
Randolph Field Independent School District	Randolph High School
Somerset Independent School District	Somerset High School Zacharias Early College Leadership Academy
South San Antonio Independent School District	South San Antonio High School South San Antonio Early College Academy
South Side Independent School District	Southside High School Southside Early College High School
Southwest Independent School District	Southwest High School

Top County Feeders

County	Enrollment
Bexar	7742
Atascosa	499
Wilson	321
Guadalupe	150
Medina	118
Kerr	63
Comal	58
Kendall	17
Frio	14
Bandera	12

SOURCE: CBM001

Financial Aid Awards 2017-2018

	Students		Paid
Federal And State Funded Programs			
Pell Grant	4,487	$	15,326,556.00
SEOG Grant	311	$	184,519.00
Texas Public Education Grant	2114	$	1,455,919.00
Texas – TEOG Grant	250	$	618,618.00
Texas Grant Renewal	0	$	0.00
Federal Work Study	167	$	369,754.00
Texas College Work-Study	27	$	40,696.00
Federal Direct Loans			
Federal Subsidized Loans	382	$	1,091,478.00
Federal Unsubsidized Loans	332	$	1,096,611.00
Parent Plus Loans	4	$	19,444.00
External Scholarships			
Tx Public Scholarships			
Ext. Scholarships Deposits (B00193)	169	$	195,701.00
Ext. Scholarships – Dist. (B00203)	12	$	15,750.00
San Antonio Education Partner Scholarships			
Café Initial(B00033)	200	$	102,175.00
Café Renewal (B00043)	104	$	50,575.00
Total Aid			**$ 20,567,796.00**

Financial Resource Information

The U.S. Department of Education awards about $150 billion every year to help millions of students pay for college. This federal student aid is awarded in the form of grants, low-interest loans, and work-study funds.

Grants

A grant is free money to assist students to pay for college. Grants are awarded based on financial need and do not have to be paid back unless you withdraw from school and owe a refund.

Types of Grants

- Federal Pell Grant awarded to undergraduate students with financial need, and who have not yet earned a bachelor's degree.
- Federal Supplemental Educational Opportunity Grant (FSEOG): Awarded to undergraduate students with exceptional financial need. Funding is limited and on a first-come, first-served basis.
- Texas Educational Opportunity Grants(TEOG) (must be a Texas Resident): Awarded to financial need students enrolled at Texas public two-year college. Students who are eligible to participate may continue to receive funds for up to four years from the first award, for up to 75 attempted hours while receiving the grant, or until completion an associate degree, whichever occurs first.
- College Work-Study(CWS): Need-based, part-time employment for students to earn money to pay for educational expenses.
- Federal and Texas Work-Study jobs are located on- or -off campus.

Loans

Loans consist of money that the student borrows to help pay for college and must be repaid (plus interest).

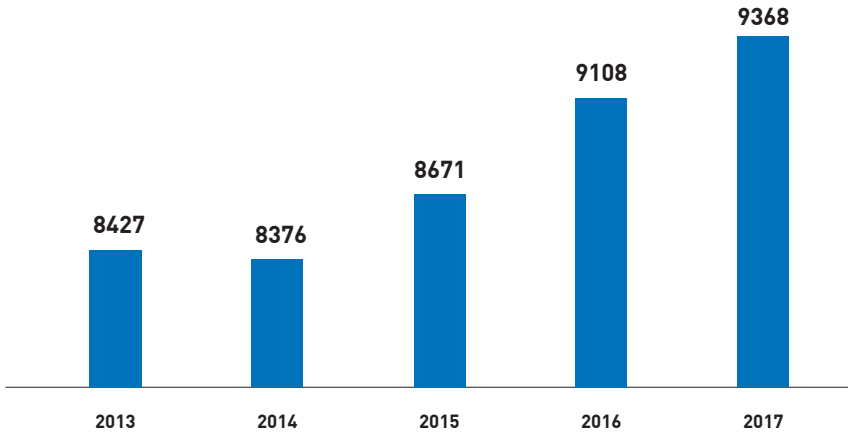
- William D. Ford Federal Direct Loan Program allows students to borrow money at low interest rates directly from the federal government.
- Subsidized loans: Interest does not accrue while in school if enrolled half-time, grace, or deferment period. If at any point you do not meet one of these criteria, interest charges may be applied.
- Unsubsidized loans: Interest accumulates on the loan from the time it is disbursed. You have the option to pay on this interest while in school, and during grace, deferment, and forbearance periods, but it is not required. Any unpaid interest that accumulates during one of these periods will be capitalized and added to the total amount owed, also known as your loan principal.
- Parent PLUS Loan is a loan borrowed by a parent on behalf of a dependent undergraduate student to help pay for tuition and school related expenses at an eligible college or university.

Other forms of financial aid that might be available to students include:

- Aid from the college. Students should contact the financial aid offices at the colleges they are considering for more information.
- Scholarships some local governments, colleges, community organizations, private employers, and other organizations award scholarships based on academic ability or other factors.
- Aid from the military.

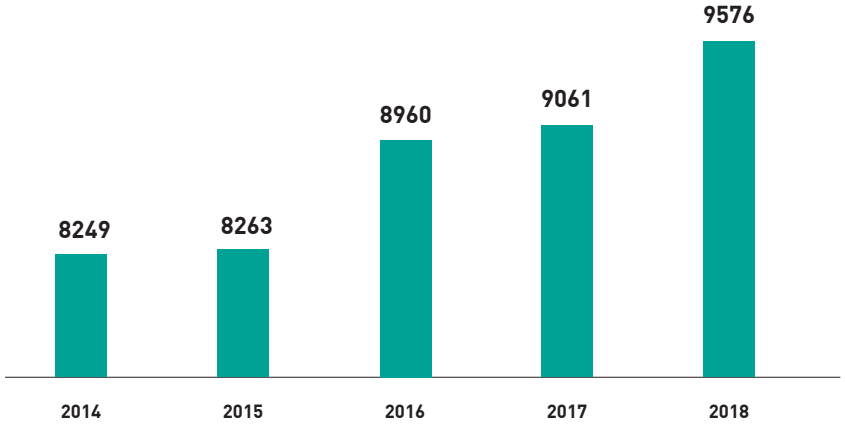
ENROLLMENT TRENDS

Fall Enrollment



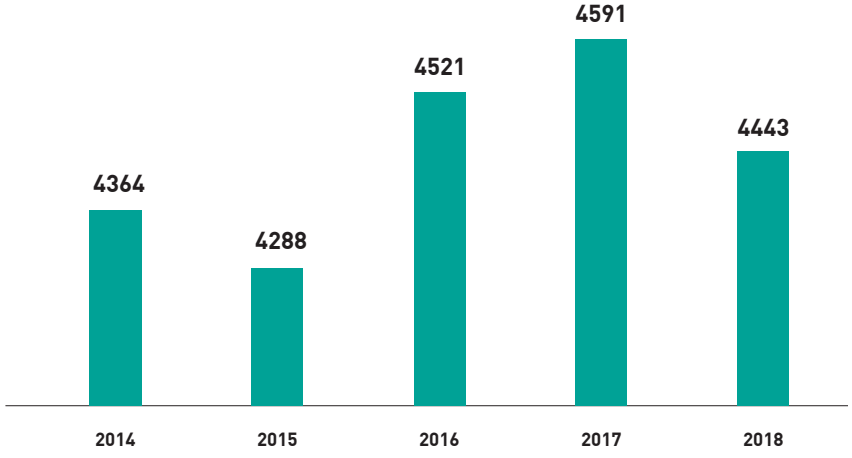
SOURCE: CBM001

Spring Enrollment



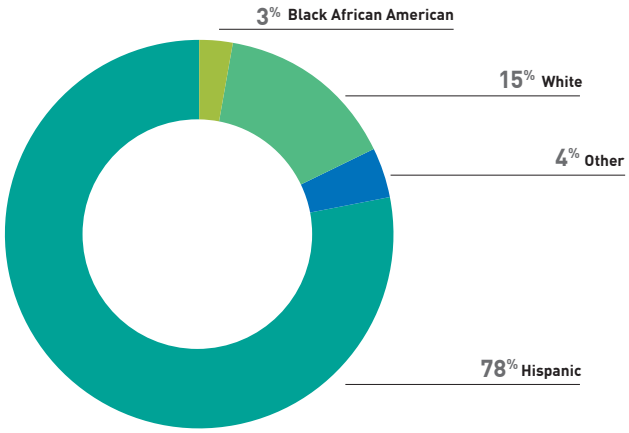
SOURCE: CBM001

Summer Enrollment



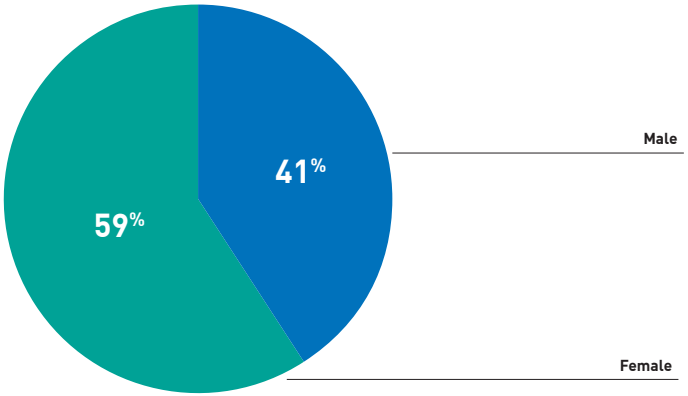
SOURCE: CBM001 NOTE: *SUMMER 2018
PRELIMINARY DATA (06/14/2018)

Fall 2017 Enrollment by Ethnicity



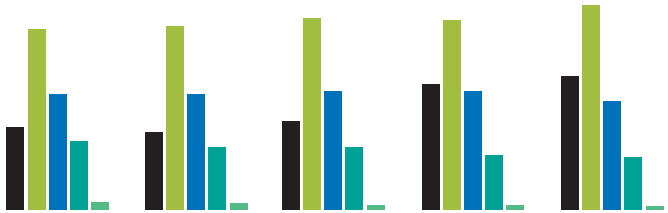
SOURCE: CBM001

Fall 2017 Enrollment by Gender



SOURCE: CBM001

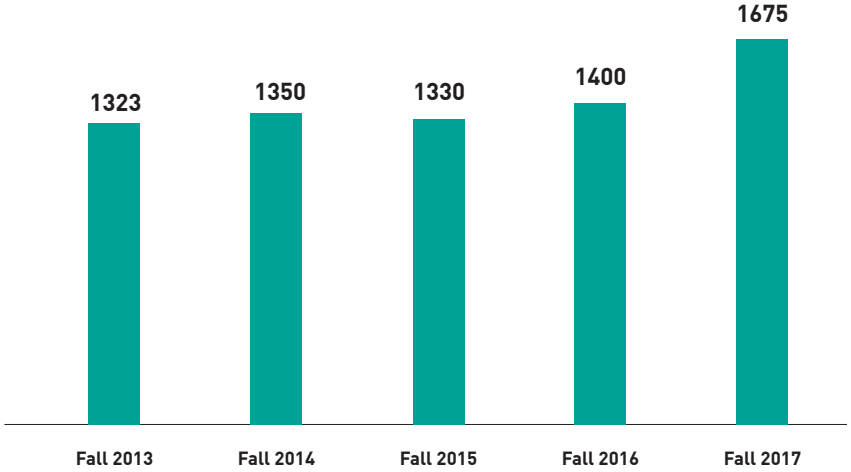
Enrollment by Age



	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
17 and under	1536	1480	1666	2330	2466
18–21	3291	3403	3547	3481	3789
22–30	2160	2165	2184	2181	2014
31–50	1275	1196	1162	1022	1003
51 and over	165	132	112	94	96

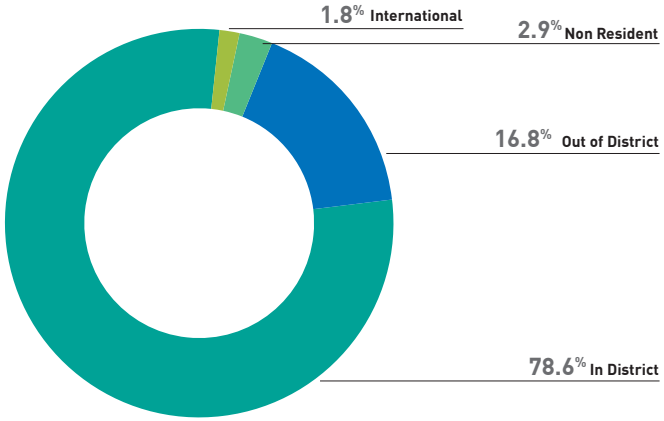
SOURCE: CBM001

First Time in College Student Enrollment



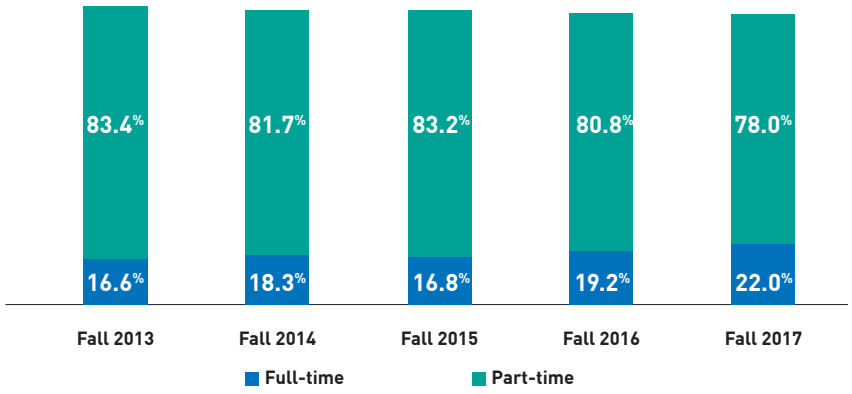
SOURCE: CBM001

Fall 2017 Enrollment by Resident Status



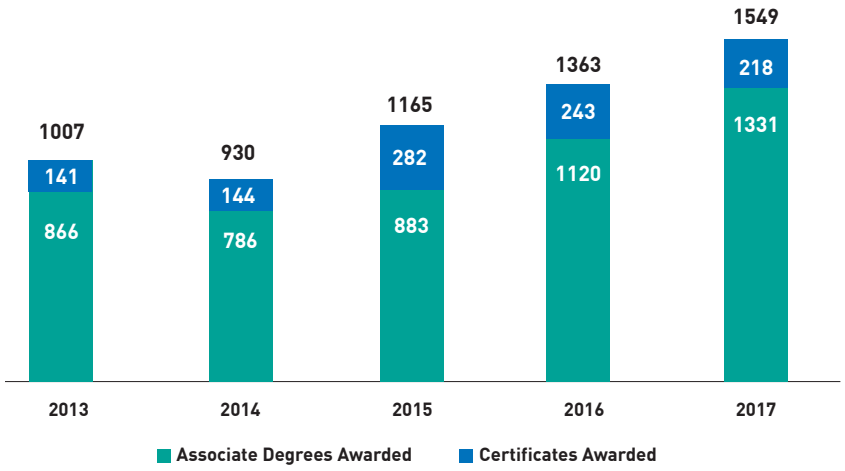
SOURCE: CBM001

Fall 2017 Enrollment by Full-Time/Part-Time Status



SOURCE: CBM001

Degree and Certificates Awarded



SOURCE: CERTIFIED CBM009

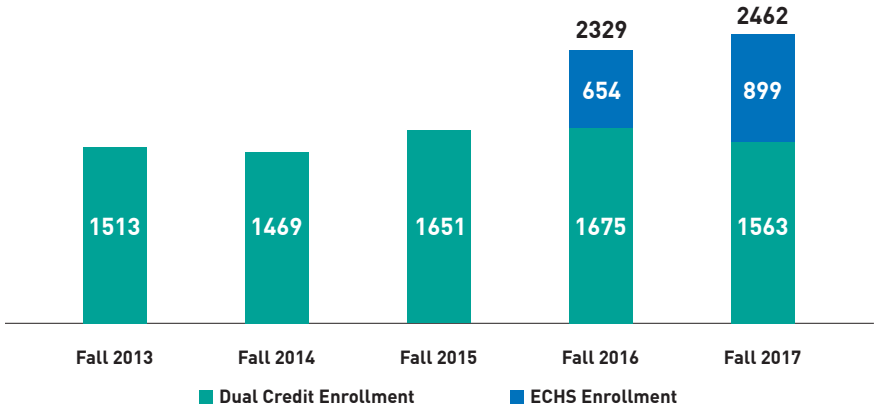
Contact Hour Data

	Academic	Technical	Excess Developmental
Fall 2013	928,736	84,464	7,792
Fall 2014	927,968	103,680	7,280
Fall 2015	928,016	101,344	4,672
Fall 2016	1,010,488	104,256	3,024
Fall 2017	1,088,328	101,280	2,288

SOURCE: CBM004

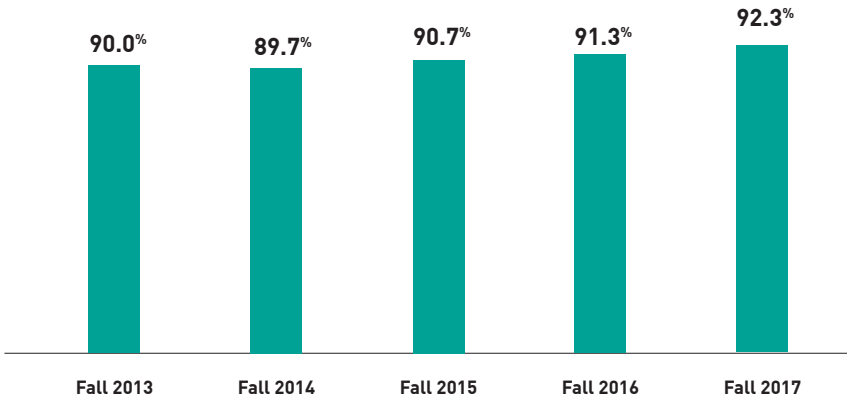
Contact hours refers to the number of hours an instructor teaches each week, multiplied by the number of weeks that classes are held.

Pre-College Enrollment



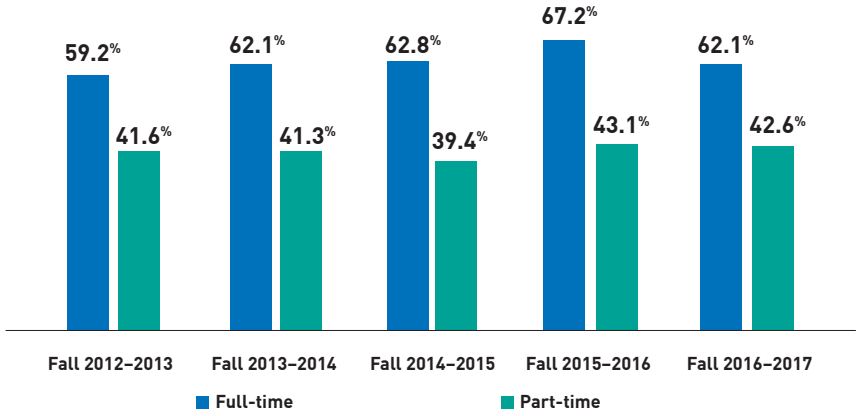
SOURCE: CBM001, STU 0190 HS Programs Enrollment, Fall 2016 and Fall 2017

Course Completion Rate



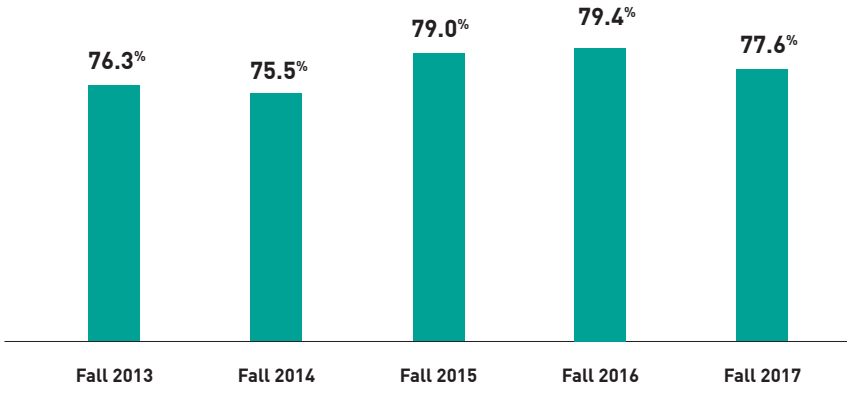
SOURCE: IRES (KPI BENCHMARKS MAY 2018)

Persistence Rate



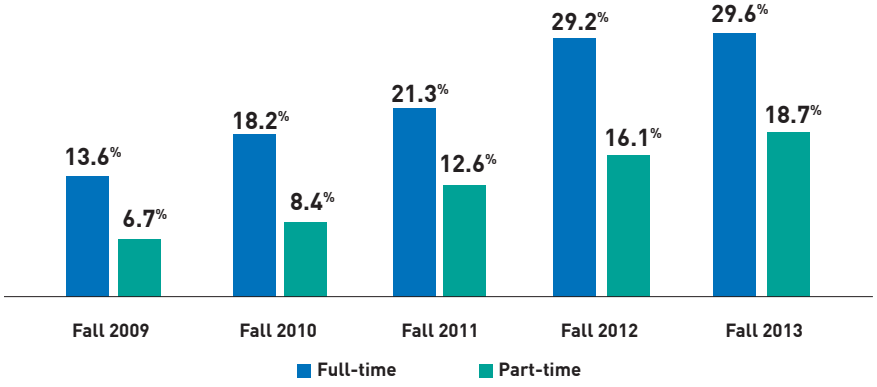
SOURCE: IRES (KPI BENCHMARKS MAY 2018)

Productive Grade Rate



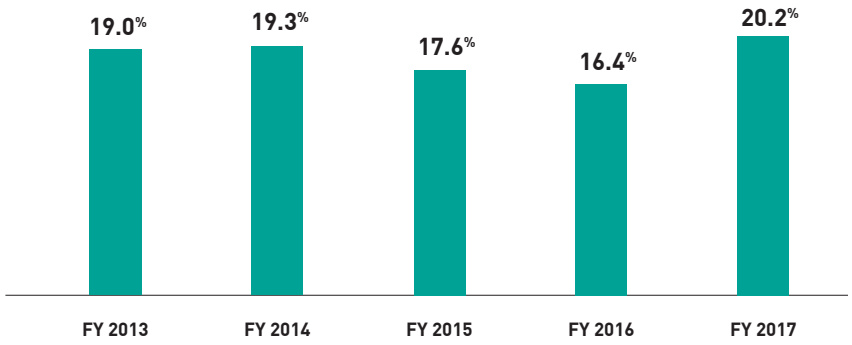
SOURCE: IRES (KPI BENCHMARKS MAY 2018)

Graduation Rate by FTIC Cohort



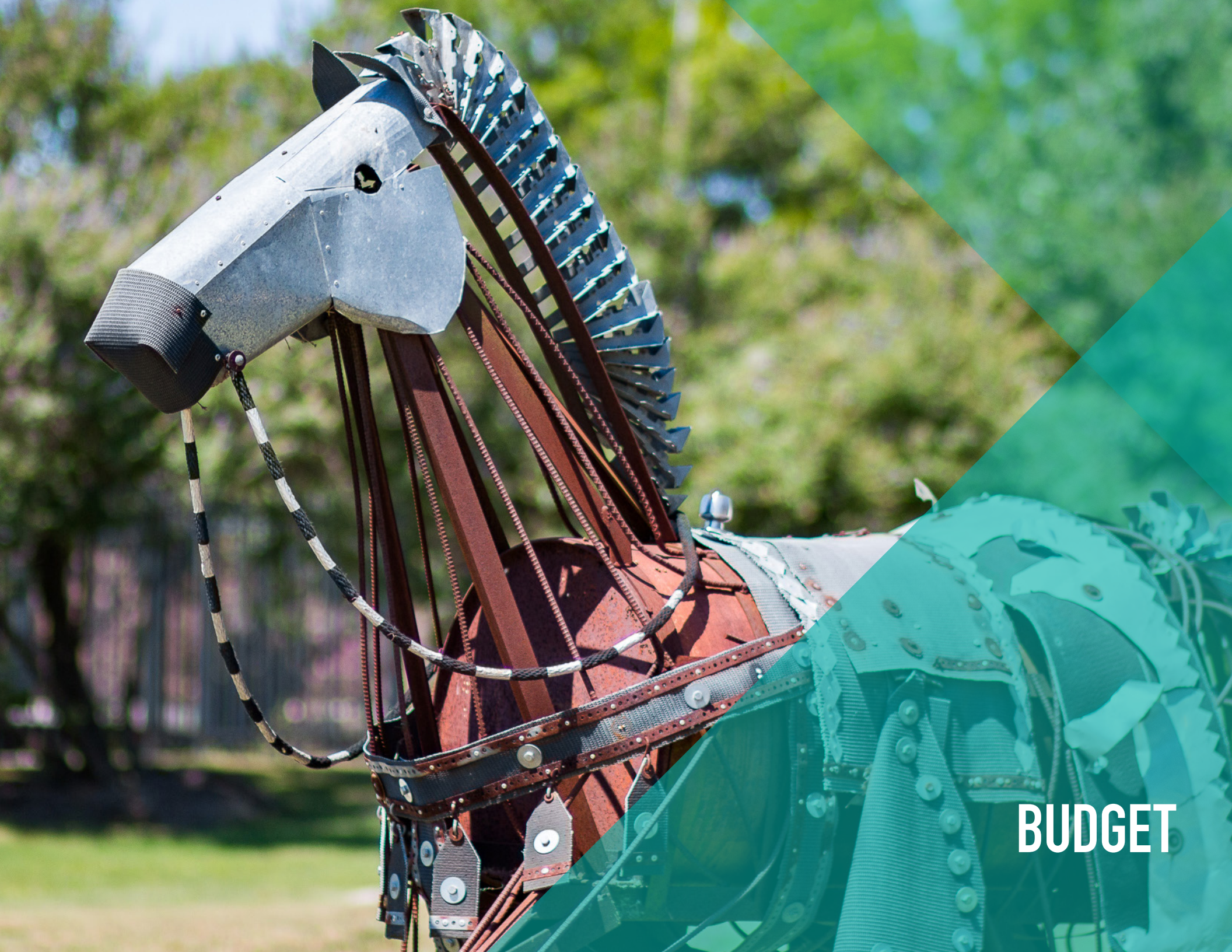
SOURCE: IRES (KPI BENCHMARKS MAY 2018)

First Time in College Students who Transfer to a Texas Senior Institution



SOURCE: CBM001, THECB, IRES (KPI BENCHMARKS MAY 2018)

PERCENTAGE OF FALL FIRST TIME IN COLLEGE STUDENTS WHO TRANSFERRED TO A TEXAS SENIOR INSTITUTION IN SIX YEARS



BUDGET

BUDGET

Schedule of Tuition and Fees

	Texas Residents		Non-Texas/ International
Semester Hours	In-District Total Tuition	Out of District Total Tuition	Non-Resident Total Tuition
1	$86.00	$233.00	$453.00
2	$172.00	$466.00	$906.00
3	$258.00	$699.00	$1,359.00
4	$344.00	$932.00	$1,812.00
5	$430.00	$1,165.00	$2,265.00
6	$516.00	$1,398.00	$2,718.00
7	$602.00	$1,631.00	$3,171.00
8	$688.00	$1,864.00	$3,624.00
9	$774.00	$2,079.00	$4,077.00
10	$860.00	$2,330.00	$4,530.00
11	$946.00	$2,563.00	$4,983.00
12	$1,032.00	$2,796.00	$5,436.00
13	$1,118.00	$3,029.00	$5,889.00
14	$1,204.00	$3,262.00	$6,342.00
15	$1,290.00	$3,495.00	$6,795.00
16	$1,376.00	$3,728.00	$7,248.00
17	$1,462.00	$3,961.00	$7,701.00
18	$1,548.00	$4,194.00	$8,154.00
19	$1,634.00	$4,427.00	$8,607.00
20	$1,720.00	$4,660.00	$9,060.00
21	$1,806.00	$4,893.00	$9,513.00

* Tuition and fees are subject to change by the Texas State Legislature and the Alamo Colleges Board of Trustees.

Tuition:

$86 per semester credit hour for In-District

$202 per semester credit hour for Out of District

$453 per semester credit hour for Non-Resident

Student Activity Fee: A Student Activity Fee of $1.00 per credit hour is assessed to all students.

Campus Access Fee of $25.00 per semester with a maximum of $50.00 per academic year, which is non-refundable.

27 Hour Rule - Special Tuition: Students taking in excess of 27 hours of Developmental Education courses will be charged an additional rate of $118.00 per hour for In-District and $176.00 per hour for Out of District. Any student currently enrolled as of the official census date who subsequently enrolls in a Flexible Entry class within the same semester will be assessed tuition as though another class was being added to the student's current load.

3-Peat: Students registering for a course for the third time will be charged the non-Texas rate of $384.00 per hour.

FY 2017 Allocations

FY2017 Allocations		Amount	%
Education and General	**$**	**30,478,999**	**93.98%**
Instruction		18,445,414	60.52%
Academic Success		2,398,617	7.87%
Student Success		5,889,378	19.32%
Institutional Support		3,675,590	12.06%
Scholarships		70,000	0.23%
Auxiliary Enterprises	**$**	**1,514,831**	**4.67%**
Mandatory Transfers	**$**	**436,819**	**1.35%**
Grand Total	**$**	**32,430,649**	**100.00%**

FY 2017 Expenditures Budget

Personnel and Benefits Total	**$**	**24,646,224**
Fringe Benefits		5,099,599
Instructional Salaries		9,757,947
Non-Instructional Salaries		8,871,233
Other Salaries and Wages		917,445
General Expenses Total	**$**	**5,727,965**
Equipment & Capital		593,759
Operating Expenses		4,838,509
Refreshments, Tables, Booths		155,361
Travel		140,336
Scholarships and Fellowships	**$**	**70,000**
IT & Communications	**$**	**1,549,641**
Transfers	**$**	**436,819**
Grand Total	**$**	**32,430,649**

FY 2017 Revenue Budget

FY2017 Revenue Budget		Amount	%
Expenses	**$**	**27,655,760**	**85.3%**
State Appropriations		6,665,038	24.1%
Taxes		11,753,698	42.5%
Tuition and Fees		9,237,024	33.4%
Revenues	**$**	**4,774,889**	**14.7%**
Special Program Tuition		2,533,200	53.1%
Other Auxiliary Revenue		1,393,358	29.2%
Palo Alto College Aquatic Center		848,331	17.8%
Grand Total	**$**	**32,430,649**	**100.0%**

FY 2017 Student Activities Fee

Revenues	**$**	**170,731.91**
Student Activity Fee - Fall		55,153.99
Student Activity Fee - Spring		50,444.35
Student Activity Fee - Summer I		19,922.53
Prior Year Balance Carryover		45,186.62
Other Prior Year Adjustments		24.42
Expenses	**$**	**154,799.23**
Equipment and Capital		219.28
Fringe Benefits		8,259.08
Operating Expenses		93,758.81
Salaries and Wages		31,163.57
Travel		21,398.49
Profit/(Loss)	**$**	**15,932.68**

LOGIC MODELS

Logic Model: Early College High School (ECHS)

Priority: At Palo Alto College (PAC), we are aligning the ECHS initiative's principles and practices with the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards to increase college access, associate degree completion, and transfer rates for South Bexar County.

Inputs

- PAC/DC/ECHS program staff & faculty
- HS partner staff
- Academic and Student Support Services
- PAC data analyst
- NACEP Accreditation Standards & *TEA Guiding Principles

Activities

- Strategically align internal processes with national best practices
- Create thematic course pairings
- Develop content-specific training resources for ECHS faculty
- Implement a student success management plan while using evidence for program improvement
- Pursue additional ECHS expansion

Outputs

- Streamlined ECHS operating principles and practices
- Gather all NACEP accreditation-related evidence for national standards
- ECHS counselors, faculty, and liaisons professional development
- ECHS student academic advising
- Additional degree & certificate pathways

OUTCOMES

Short

- Improved ECHS counselors, faculty, and liaisons operational processes and practices
- NACEP Accreditation collection of evidence for 2018-2019 school year.
- Expanded ECHS faculty teaching and learning resources
- Improved ECHS student college understanding

Medium

- Submit NACEP Accreditation in Summer 2019
- Improved college-going culture
- Improved PAC KPI's, PGR, retention, persistence, and graduation

Long

- PAC's practices scaled-up and aligned with NACEP standards
- Increased early college access
- Increased high school graduation, associate degree completion, and transfer rates
- Increased overall educational attainment levels in South Bexar County

Assumptions: PAC will use the *Texas Education Agency (TEA) Blueprint to measure student outcomes and the NACEP accreditation timeline to inform the execution of the ECHS initiative.

External Factors: PAC will lead cross-collaboration internally with faculty and staff, and externally with K-12 partners and transfer institutions in career and academic pathways.

Logic Model: Texas Certificate of High School Equivalency(TXCHSE)

Priority: At Palo Alto College (PAC), we seek to increase access to college and broaden employment opportunities through the attainment of the Texas Certificate of High School Equivalency (TXCHSE).

Inputs

- Community Programs staff
- Instructors
- Instructional material
- Palo Alto College support & services
- Center for Student Information staff support
- Educational Service Center Region 20
- Financial support

Activities

- Implement marketing and communication plan
- Adjust course offerings
- Pursue external grants and expand donor contributions
- Implement faculty Professional Development (PD) program
- Reinstate student record management process in BANNER
- Implement student success management plan

Outputs

- Program awareness
- Meet student needs
- External financial resources
- Faculty professional development
- Student case management process operationalized

OUTCOMES

Short

- Increased enrollment
- Increased knowledge of teaching strategies for non-traditional students
- Increased knowledge of content of TXCHSE exams
- Improved student case management

Medium

- Increased retention rates
- Increased number of students attempting TXCHSE
- Increased rates of student transition to college and/or career

Long

- Increased successful TXCHSE attainment
- Increased post-secondary access (workforce/college)
- Increased educational attainment for South Bexar County

Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.
External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

Logic Model: Honors Program

Situation: Palo Alto College Honors Program launched in Spring 2017

Priority: To refine and strengthen the program, creating a program recognized as among the best in Texas

Inputs

- Honors director, faculty and staff
- Administration
  - President
  - VPAS
  - Deans
  - Chairs
- Honors faculty/staff committees
- Advisors
- Honors students
- Public Relations
- ECHS partners
- Honors Legacy Club
- Student Life
- Consultants

Activities

- Developed marketing plan
- Organized recruitment events
- Formalized faculty development
- Coordinated with ECHS Partners to bring in EC students
- Improved Honors course curriculum
- Organized community service opportunities
- Facilitated student conference participation
- Established scholarships
- Recognized program graduates

Outputs

- Increased awareness of program
- Increased use of PAC tutoring services across disciplines
- Developed relationships with feeder high schools for recruits
- Increased extra-curricular opportunities for Honors students
  - Honors Legacy Club
  - Peer tutoring
- Increased course offerings and opened program to ECHS
- Awarded scholarships
- Coordinated plan for transferring students with advising

OUTCOMES

Short

- Increased number of Honors students
- Improved Fall to Fall persistence

Medium

- Developed MOUs with local universities to move our students into their programs

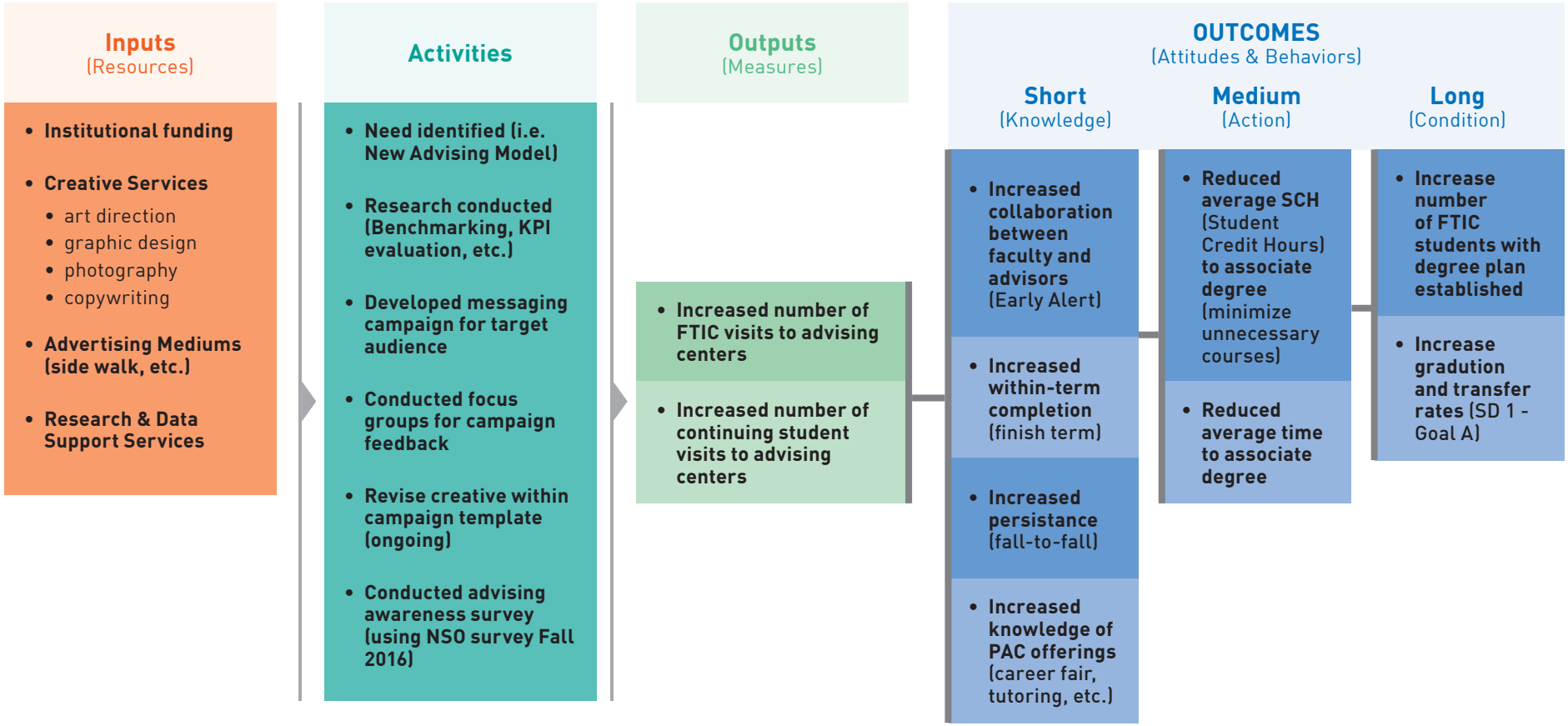
Long

- Recognized as best Honors program in SA and Texas
- Increased number of Honors students transferring into honors programs
- Increased graduation numbers from our program

Logic Model: Internal Communications

Situation: Palo Alto College launched a new advising model in Fall 2014.

Priority: To increase number of FTIC visits to the Advising Center by 10% over 3 years.



Assumption: First time in college (FTIC) students are not familiar with the term "advisors" - they have previous used "counselors" in a high school setting to help provide academic guidance.

Logic Model: Learning Communities (LC)

Priority: At Palo Alto College (PAC), we seek to increase student success by targeting first time in college (FTIC) students through the implementation of high impact instructional practices, such as Learning Communities (LC).

Inputs

- Faculty
- Students
- President
- VP and Dean of Academics
- Director of Academic Programs
- Department Chairs & Admins
- Grant Managers & Data Analyst
- PAC Faculty Trainers
- Advisors
- Grant support
- Curriculum
- Assessment Coordinator

Activities

- Recruit faculty for EDUC 1300 & high-enrollment FTIC courses
- Create thematic course pairings
- Faculty work with Student Life to ID Puente-like extra/co-curricular activities
- Ensure effective enrollment through NSO
- Update faculty pay structure
- Improve faculty professional development (PD) program(s)
- Add to library of shared assignments
- Develop program assessment plan

Outputs

- All faculty recruited
- Thematic LCs offered
- Co-curricular activities designated & scheduled
- Program awareness and accurate enrollment
- Pay distributed appropriately
- Structure in place for faculty collaboration
- All faculty proficient with LC pedagogy
- Improved resources for faculty
- Program learning outcomes & measurement methods identified

OUTCOMES

Short

- Increased enrollment in LC sections
- Adherence to grant objectives
- All LC sections taught by trained faculty
- All faculty implement LC as planned
- Increased in-term retention and Productive Grade Rate (PGR)
- Baseline data gathered

Medium

- Increased LC sections offered
- Increased number of thematic LCs offered
- EDUC 1300 courses aligned with Alamo Institutes
- Increased term to term persistence
- Increased GPA for FTIC cohorts
- Evidence of learning improvement

Long

- Every FTIC enrolled in LC
- Increased retention
- Increased transfer rates
- Increased graduation rates
- Increased educational attainment in south Bexar County

Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.
External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

Logic Model: Open Educational Resources (OER)

Priority: At Palo Alto College (PAC), we seek to provide greater access to our college and empower students for success through the use of Open Educational Resources (OER).

Inputs

- Faculty
- Department Chairs & Admins
- Community College Consortium of Open Educational Resources (CCCOER)
- Open Educational organizations
- Librarians & staff
- VP and Dean of Academics
- VP of College Services
- President
- Professional Development provider

Activities

- Renew CCCOER membership
- Create OER library guides for faculty
- Implement monthly OER advisory college committee meetings
- Develop faculty recruitment strategy
- Create peer review certification program for faculty
- Create training and enrichment curriculum for faculty
- Devise methods for capturing stakeholder feedback

Outputs

- College is a member of CCCOER
- Library guides available
- Advisory committee meets regularly
- Program awareness among faculty
- Peer review certification program operational
- Faculty professional development
- Methods identified and developed

OUTCOMES

Short

- Increased resources
- Increased # of faculty teaching OER sections
- Increased student enrollment
- Improved knowledge of OER teaching strategies
- Stakeholders discuss & analyze data, implement changes
- Increased program improvements

Medium

- Increased # of courses offering OER
- Increased cost savings to students
- Increased in-term retention and Productive Grade Rate (PGR)
- Increased persistence
- Increased GPA

Long

- Reduced # of high-risk courses
- Increased transfer rates
- Increased graduation rates
- Increased educational attainment in south Bexar County

Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.

External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

Logic Model: Student Resource Initiative

Situation: Palo Alto College's CCSSE's scores related to active and collaborative learning indicate the need to increase the utilization of high impact practices related to curricular and co-curricular programming. The results of the Advocacy Survey indicated the need for additional support systems outside the classroom.

Priority: To ensure students have an academically meaningful experience and wraparound services that appropriately prepares them for transitions and pathways to graduation and/or transfer

Inputs

- PAC Impacto Staff
- PAC Healthy Futures Staff
- AmeriCorps Vista Volunteers
- PAC Faculty/Staff/ Students
- Advocacy Taskforce (Internal)
- Community Stakeholders (External Taskforce)
- Institutional Research
- Title V DHSI Funding
- C PrepGrant
- Student Life

Activities

- Promote awareness about the Student Resource Initiative
- Provide personal well being and healthservices.
- Facilitate Professional development for faculty &staff
- Academic Peer Coaches
- Deliver co-curricular programming

Outputs

- Increased Patronage
- Students receiving resources from food pantry, clothescloset, financial literacy,and emergency aid.
- Faculty & staff complete professional development
- Increased student Engagement

OUTCOMES

Short

- Decreased food and financial insecurities
- Integrate high impact practices into curriculum
- Increased course completion
- Increased # of students served

Medium

- Increased adoption of strategies for a better wellbeing
- Increased utilization of high impact practices.
- Improved Key Performance Indicators PGR, Retention, Persistence and Graduation
- Align Student Resource Initiative with PAC Unit Planning (Budget Process)

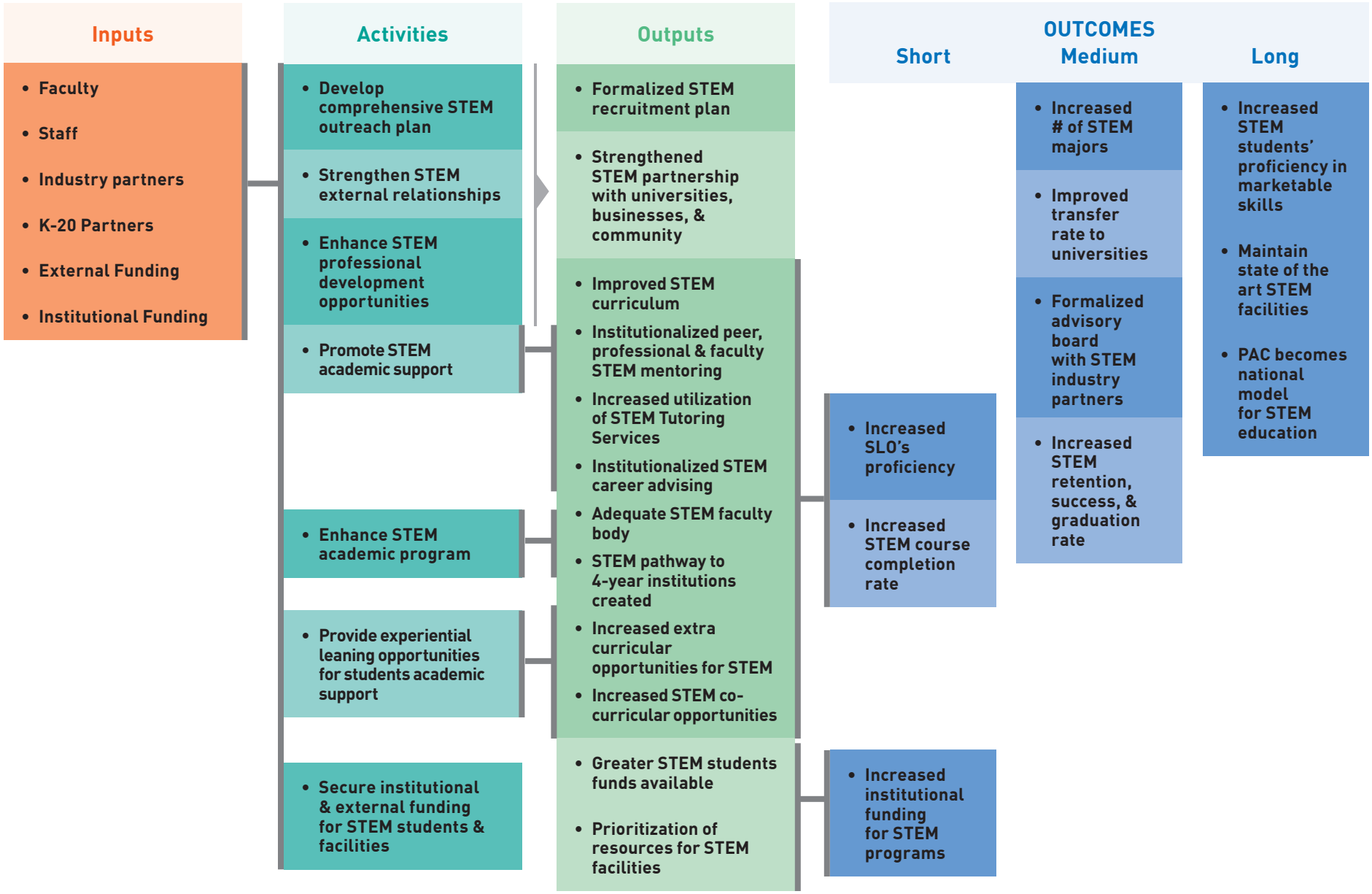
Long

- PAC's SHARE Center becomes a national model
- Embraced culture of high impact practices
- Student Resource Initiative (i.e. SHARE Center, Health & Wellness) Institutionalized
- Performance Excellence by increased transfer and graduations rates and placement in the workforce

Assumptions: As part of Palo Alto College's Strategic Plan, the student resource initiative is being guided by an internal and external task force that will set strategic directions.

External Factors: The priority of these strategic directions are contingent upon the needs of the student population and the availability of internal and external funds.

Logic Model: STEM



Logic Model: Strategic Enrollment Management (SEM)

Situation: We seek to create a college going culture within our community that will drive capacity building at Palo Alto College.

Priority: We will increase college access for our whole community while driving retention, success, and completion.

Inputs

- **Administration**
  - PAC President
  - VPSS & Deans
  - VPAS
- **PAC Staff & Faculty**
  - Welcome Center
  - A&R
  - Fin Aid
  - Bursar
  - Advising
  - Data Analyst
  - Testing
  - PAC Event Planning
  - Faculty & Chairs
- **Funding**
  - VPCS
  - Budget Office Staff
  - VPSS & Dean
- **CSI**
- **Public Relations**
  - Campaign & Promo Design
  - Mailings
- **Community Partners**
  - ISDs
  - SA Metro Health

Activities

- **Streamlined process for Recruitment Events & Off-campus activities**
- **Developed Recruitment Plan by Student Type**
- **Streamlined Communication Plan w/ Top Feeder Zips**
- **Streamlined process for NSO**
- **Ongoing research on BM Grant partners & Provide BM Clinics at majority of NSOs**

- **Expand Awareness of PAC**
- **Expanded Non-Service Area Outreach for PAC-Specific programs**

- **Conducted Research to identify under enrolled programs**
- **Developed and created class section study**
- **Researched needs of Section openings (Faculty/Chairs/Deans)**
- **Researched Retention Best Practices in Higher Ed**

Outputs

- **Increased # of Applications**
- **Increased # of registration-ready Students**
- **Increased MOUs with Community Partners**

- **Increased enrollment from non-service areas**
- **Expanded Community Outreach (K-12, Adult Learners & Special pops)**
- **PAC Awareness built**

- **Submitted recommendations for class section offerings**
- **Implemented Best Practices for Retention**
- **Developed Alamo Institutes Pathways Model**

OUTCOMES

Short (0 –1 year)

- **Increased Enrollment**
  - FTIC
  - Continuing Students
  - Non-Service areas
  - Under enrolled programs
- **Developed community outreach plan/ Developed recruitment plan by student type**
- **Increased Course completion rate of students**

Medium (1–3years)

- **Continued development of enrollment segments**
- **Consistent FTIC Enrollment Growth**
- **Increased Fall-to-Fall Persistence of FTICs & Continuing Students**
- **Increase # of Core Completion**
- **Decreased time to Graduation**
- **Decreased # of inapplicable hours**

Long (5+ years)

- **Sustained Enrollment Growth**
- **Built campus and community capacity**
- **Increased Attainment of Degrees and Certificates @ PAC**
- **Increased Transfer Rate to 4-year Institutions**
- **Increased college going culture (awareness) in Service & non-service Areas**

Assumptions: Planning and execution of the SEM CAP is contingent on all outside factors remaining constant (grad rates, partnerships, District policy, state mandates, etc.)

Logic Model: Tutoring–Recommended Math and Science Refreshers

Priority: At Palo Alto College (PAC), we seek to increase student success through the implementation of high-impact and targeted student academic support services, such as Tutoring.

Inputs

- Faculty
- Tutors
- Director of Academic Programs
- Curriculum
- Department Chairs & Admins
- Advisors
- Students
- Public Relations (PR)
- VP and Dean of Academics
- Institutional Research (IR)

Activities

- Develop marketing & communication plan for student recruitment
- Develop faculty, tutor, advisor internal communication plan
- Add refresher info to high-risk course descriptions in catalogue
- Review scheduling approach
- Develop curriculum in collaboration with faculty, tutors, and students
- Devise methods for capturing stakeholder feedback

Outputs

- Expanded outreach and program awareness
- Refresher schedules accommodate student schedules
- Curriculum targets skill gaps
- Methods identified

OUTCOMES

Short

- Increased student participation in refreshers
- Increased in-term retention and Productive Grade Rate (PGR)
- Stakeholders collect & analyze data, determine and implement pogrammatic changes

Medium

- Refreshers established as mandatory
- Increased courses offering refreshers
- Increased GPA
- Increased term to term persistence
- Reassessment produces evidence of program improvement

Long

- Reduced # of high-risk courses
- Increased transfer rates
- Increased graduation rates
- Increased educational attainment in south Bexar County

Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.

External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

GLOSSARY

CIP Code
Classification of Instructional Programs (CIP) codes are a system of numeric identifiers that provide a taxonomic scheme of describing and aggregating college instructional programs and majors.

Cohort
A group of students who can be identified as starting their education at the same time.

Completion Rate
Proportion of students earning any course grade other than a "W."

Contact Hours
A measure of time that a student spends in a class or in contact with a faculty member such as in a lab. Contact hours are based primarily on an estimate of clock hours spent in instructional activities.

Dual Credit
Dual credit courses enable students who meet the requirements to earn college credits while completing their high school requirements. Completing a dual credit course earns the student college credit which may be applied toward an associate degree and/or may transfer to other colleges and universities.

Flexible Entry
Classes whose census date is after the official census date of the regular term are known as "flexible entry" classes.

First-Time in College (FTIC)
First -Time in College (FTIC) students are students who enter the college having never attended college previously at this or any other institution.

First-Time Transfer (FTT)
First -Time Transfer (FTT) students are students entering the reporting institution for the first time but who are known to have previously attended another postsecondary institution at the undergraduate level.

Full-Time (FT)
Students who are enrolled in 12 or more credit hours of courses in a semester are classified as full-time.

Part-Time (PT)
Students who are enrolled in fewer than 12 semester credit hours of courses in a given semester are classified as part-time.

Persistence
Students who enter Palo Alto College at a specific point in time and continue to return to complete work toward their educational programs. Persistence is usually expressed in relation to a time factor such as fall year 1 to fall year 2.

Productive Grate Rate (PGR)
Proportion of students earning a course grade of A, B, or C.