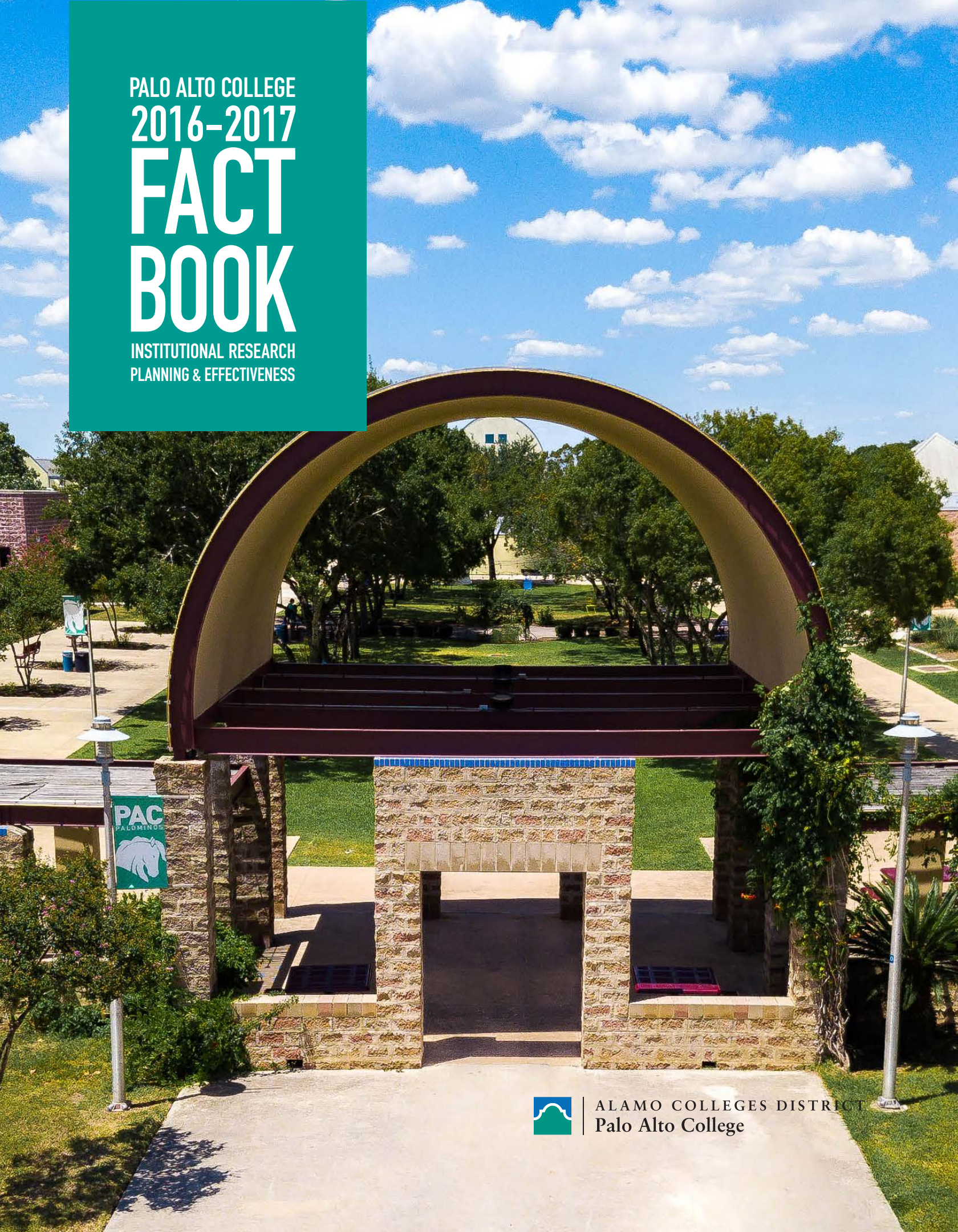PALO ALTO COLLEGE
2016–2017
FACT
BOOK
INSTITUTIONAL RESEARCH
PLANNING & EFFECTIVENESS

ALAMO COLLEGES DISTRICT
Palo Alto College

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INSTITUTIONAL PROFILE

HISTORY

Palo Alto College, one of the Alamo Colleges, has been a pillar of the south San Antonio community since it began offering classes in 1985. For nearly 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 community 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 February 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-present)

ORGANIZATIONAL CHART

Board of Trustees

Chancellor
Bruce H. Leslie

Palo Alto College
President
Dr. Mike Flores

Public Information Officer
Natalie Barajas

Director of Public Relations
Jerry Arellano

Project Facilitator
Leticia De La Rosa

Executive Assistant to the President
Janet Santos

Administrative Assistant to the President
Connie Acovio

Administrative Services Specialist
Destiny Castaneda

Vice President for Academic Success
Elizabeth Tanner

Vice President for Student Success
Gilberto Becerra

Vice President of College Services
Dr. Beatriz Joseph

Academic Success (Elizabeth Tanner)

Interim Dean of Arts & Sciences
Patrick Lee

- Chair of Behavioral Sciences, Humanities, Education & Criminal Justice
Dr. John Hernandez
- Chair/Instructor of English, COMM/FL, INRW
Vicente Guillot
- Chair of Fine & Performing Arts/Speech Communication
Dr. Kenneth Harris
- Interim Chair of Mathematics, Accounting & Engineering
Brian Hons
- Chair of Sciences & Kinesiology
Peter Hernandez
- Chair of Social Sciences
Ginny Stowitts-Traina

Dean of Career & Technical Education
Vacant

- Director/Workforce Programs Dev. & Performance
Sharon Carson
- Chair of Business, Administrative Technology, Logistics, Agriculture/Horticulture & Cosmetology
Veronica Rosas-Tatum
- Interim Chair CIS/COS
John Dunn
- Lead Instructor Energy Systems Technology
Dr. Ronald Brown
- Lead Instructor Industrial Technology
William Cook
- Director Veterinary Technology
Laurie Pawelek
- Interim Director Cosmetology
Dolores Zapata

Dean of Learning Resources
Tina Mesa

- Lead Instruction Librarian
Cynthia Sanchez
- Lead Access Services Librarian
Tyler Dunn
- Lead Electronic & Database Services Librarian
Tosca Gonsalves
- Community Programs Specialist
Lydia Hannawi

Director Academic Program
Thomas Murguia

- Coordinator of Measurement & Evaluation
Julie McDevitt
- Sr. Coordinator Student Success
Dolores Zapata
- IT/Digital/Multi-Media Specialist
Andrea Cardenas

Student Success (Gilberto Becerra)

Dean of High School Pre-College Programs
Monica Ayala-Jimenez

- Director of High School Programs
Vacant
- Coord. Of HS Programs Early College
Pamela Foster
Diana Rangel
Anthony Perez
Vacant
- Coord. Of Dual Credit
Jennifer Rivera
- Project Director Upward Bound
Vacant
- Interim Project Director Southwest ISD Talent Search
Anna Lisa Fernandez
- Coord. Of High School Programs Southwest ISD
Anna Villarreal

Dean for Student Success
Katherine Beaumont Doss

- Director of Enrollment Management
Elizabeth Aguilar-Villarreal
  - Coord. of Student Success Admissions and Records
Rose Davis
  - Sr. Coord. of Student Success Welcome Center
Andres Arredondo
  - Coordinator of Student Success Welcome Center
Leandro Esparza
  - Sr. Coordinator for Student Success Assessment Center
Rose Medrano
- Director of Student Life
Carlos Cruz
  - S.H.A.R.E. Grant Project Director TITLE V – Impacto
Delilah Marquez
  - Coordinator Ray Ellison Family Center
Jennifer Flores
- Director of Advising
Michael Ximenez
  - Interim Advising Team Leader STEM Center
Maria Diaz
  - Advising Team Leader SEED Center
Arianna Lay
  - Advising Team Leader BOLD Center
Carmen Velasquez
  - Sr. Coordinator Veterans Affairs
Vincent Bosquez
  - Coord. Of Student Success Disability Support Services
Cindy Morgan
  - Data Analyst
Tamara Leyva

College Services (Dr. Beatriz Joseph)

- Associate Director Student Financial Services
Shirley Leija
  - Assistant Bursar Bursars Office
Teresa Freeman
- Auditorium Manager Performing Arts Center
Moises Carlos
  - College Events Coordinator
Jessica Barnes
- Coordinator College Risk Management
Daniel Hartman
- HR Partner
Leo Pacheco
- Coordinator Benefits
Deborah Brandon
- Manager Follett Bookstore
Kathleen Baker
- Department of Public Safety
Vacant
  - Facilities Superintendent
Sergio Rivera
- Director of College Institutional Research
George Guajardo
- Director HSI STEM Grant Project
Vacant
- Director of Information Technology
Christopher Delgado
- Director Natatorium/Gym
Shanea Allen
- Campus Budget Officer
Rosita Elizondo
- Director College Services
Jennifer Mejia
- Director College Grant Development
Stephanie Vasquez
- Coordinator College Technology
Nicholas Blakeney

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

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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

PACE SURVEY

In Fall 2016, Palo Alto College and the Alamo Colleges District participated in the Personal Assessment of the College Environment (PACE), a national survey conducted by the National Initiative for Leadership and Institutional Effectiveness (NILIE), to get employee feedback about the organizational climate at Palo Alto College. Based on the results from participating employees, Palo Alto College received a score of 4.215 on a 1-5 scale, placing us as a Collaborative system, the highest of the four organizational systems identified by NILIE. Of all the Alamo Colleges, Palo Alto College has the highest ranking.

2016 MALCOLM BALDRIGE NATIONAL QUALITY AWARD SITE VISIT

Palo Alto College was one of 15 organizations in the nation to earn a Site Visit Review in Fall 2016 from the judging panel for the Malcolm Baldrige National Quality Award (MBNQA), the nation's highest award for organizational performance excellence. Palo Alto College was the only educational organization in the nation selected to receive a site visit for the 2016 award.

COMMUNITY

MILITARY FRIENDLY SCHOOL

Palo Alto College was recognized for the sixth consecutive year as a Military Friendly® School and received a bronze award recognition in the Military Friendly Awards community colleges category. The list honors the top colleges and universities throughout the nation that support America's military service members and veterans. Of this year's 1,200 schools named on the list, only 541 schools received Military Friendly Awards, which recognize excellence in services. Palo Alto College was the only community college in San Antonio to earn an award recognition for 2017.

LEARN TO SWIM

In September 2016, Palo Alto College launched the Learn to Swim program, a partnership with South San Antonio ISD and Southwest ISD to provide free swim lessons to approximately 2,000 second-grade students from both school districts during the 2016–2017 academic year.

PROGRAM HIGHLIGHTS

S.H.A.R.E. CENTER

The S.H.A.R.E. Center (Student Health, Advocacy, Resource, and Engagement) officially opened Wednesday, December 7, and is a multi-service facility offering access to health services, social services, a clothes closet, a public food pantry, career advising, and financial planning, all aimed at ensuring our students are successful and secure during their academic journeys at Palo Alto College. The S.H.A.R.E. food pantry, in partnership with the San Antonio Food Bank, is open to the public on a weekly basis to provide food assistance for individuals and families in our community.

HONORS PROGRAM

The Palo Alto College Honors Program launched in spring 2017 after two years of planning and development involving over 40 faculty and staff members. This new program allows students to fully engage inside the classroom with a more rigorous curriculum and explore a learning environment outside the classroom with volunteerism.

TEATRO PALO ALTO

Teatro Palo Alto – a theater series led by faculty and students – launched its inaugural 2016-2017 season of stage performances in our Performing Arts Center to showcase the talents of our students. The season began with "Alicia," a bilingual adaptation of Alice's Adventures in Wonderland by Lewis Carroll, "Firefly Love" by Alejandro Ricano, "¡Bocón!" by Lisa Loomer, and ended with the iconic "West Side Story" in May.

PROJECT ACCESS

Project Access – the only program of its kind in San Antonio – launched in fall 2016 to allow a small cohort of 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. From fall 2016 to spring 2017, all student particpants returned to the program and continue to be academically successful. Project Access will accept a new cohort of ten students beginning fall 2017.

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 Society

Lone Star Agriculture

PAC - Forensic Science Club

Vet Tech Club

Society of Future Engineers-MAES

Somos MAS

Common Interest

Club Earth

Delta Sigma Omicron

Golden Bar Club (ROTC)

Native Youth for Equal Voices

Study Abroad Club

Palomino Alliance Coalition

Puente

The Anime Club

Student Veterans Organization

Photography Club

Faith Based

Baptist Student Ministry

Catholic Campus Ministry

DESTINO

Honor Society

Chi Alpha Epsilon

Phi Theta Kappa

Sigma Alpha Pi

Tri-Beta Biological

Leadership

National Society of Leadership

Student Government Association

Student Leadership Institute

STUDENT PROFILE

FALL 2016 TOP 10 ENROLLMENT BY INTEREST

Major	Major Description	Cip Code	Enrollment
LBAT	Liberal Arts	24010100	1017
BUAD	Business Administration	52020100	486
GENE	EC-6 Generalist	13121000	364
PNUR	Pre-Nursing	51110500	323
CRJT	Criminal Justice	43010400	318
BIOL	Biology	26010100	239
BPNR	Biology/Pre-Nursing	26010100	225
KINE	Kinesiology	13131400	220
BIOP	Biology/Pre-Professional	26010100	215
ENGR	Engineering	14010100	201

SOURCE: IRES STUDENT COURSE DATABLOCK, FALL 2016, CERTIFIED CBM001

TOP COUNTY FEEDERS

County	Enrollment
Bexar	7533
Atascosa	532
Wilson	310
Guadalupe	176
Medina	123
Kerr	82
Comal	53
Kendall	51
Frio	19
Karnes	9

SOURCE: CERTIFIED CBM001

TOP ZIP CODE FEEDERS

Zip Code	Location	Enrollment
78221	South San Antonio, East of Palo Alto College	848
78211	South San Antonio, North of Palo Alto College	605
78224	South San Antonio, same zip code as Palo Alto College	531
78223	South San Antonio, East of Palo Alto College	512
78242	South San Antonio, West of Palo Alto College	508
78214	South San Antonio. East of Palo Alto College	347
78245	Northwest San Antonio, Northwest of Palo Alto College	289
78264	South San Antonio, South of Palo Alto College	287
78114	Floresville, Southeast of San Antonio	233
78237	West San Antonio, North West of Palo Alto College	204

SOURCE: CERTIFIED CBM001

DUAL CREDIT SCHOOLS SERVED BY PALO ALTO COLLEGE

School District	Participating High Schools
Charter/ Private School	Academy of Careers and Technologies
	Brooks Academy of Science and Engineering
	KIPP University Preparatory High School
	Athlos Leadership Academy
	Monticello High School
San Antonio Independent School District	Burbank 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
Floresville Independent School district	Floresville High School
Harlandale Independent School District	Harlandale High School
	McCollum 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
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
South San Antonio Independent School District	South San Antonio High School
South Side Independent School District	Southside High School
Southwest Independent School District	Southwest High School

FALL 2016 TOP HIGH SCHOOL FEEDERS

High School	School District	Enrollment
South San Antonio	South San Antonio Independent School District	377
Southwest High School	Southwest Independent School District	320
Mccollum High School	Harlandale Independent School District	313
Harlandale Senior High School	Harlandale Independent School District	265
East Central High School	East Central Independent School District	256
Southside High School	Southside Independent School District	206
Somerset High School	Somerset Independent School District	129
Luther Burbank High School	San Antonio Independent School District	119
Floresville High School	Floresville Independent School District	105
Lytle High School	Lytle Independent School District	84

SOURCE: STU 71 HS INFO, FALL 2016, DUAL CREDIT STUDENTS EXCLUDED

FINANCIAL AID AWARDS 2016–2017

	Students	Paid
Federal And State Funded Programs		
Pell Grant	3682	$ 13,782,079.00
Seog Grant	265	$ 158,380.00
Texas Public Education Grant	788	$ 1,028,089.00
Texas – Teog Grant	309	$ 696,483.00
Texas Grant Renewal	32	$ 36,442.00
Federal Work Study	145	$ 336,900.00
Texas College Work-Study	40	$ 37,863.00
Federal Direct Loans		
Federal Subsidized Loans	444	$ 1,374,813.00
Federal Unsubsidized Loans	394	$ 1,431,175.00
Parent Plus Loans	3	$ 16,635.00
External Scholarships		
Tx Public Scholarships		
Ext. Scholarships Deposits (B00193)	138	$ 206,469.08
Ext. Scholarships – Dist. (B00203)	12	$ 19,985.00
San Antonio Education Partner Scholarships		
Saep Initial	130	$ 68,275.00
Saep Renewal	189	$ 55,475.00
Total External Scholarships		$ 350,204.08

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 are typically awarded on the basis of need and generally do not have to be repaid. There are four types of federal student grants:

• Federal Pell Grants are usually awarded to undergraduate students who have not yet earned a bachelor's degree. (In some cases, students enrolled in post baccalaureate teacher certification programs may receive Federal Pell Grants.) Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students with exceptional financial need. The amount of the award is determined by the college's financial aid office, and depends on the student's financial need and the availability of funds at the college.

• Federal Supplemental Educational Opportunity Grants (FSEOG) are awarded to undergraduate students with exceptional financial need. The amount of the award is determined by the college's financial aid office, and depends on the student's financial need and the availability of funds at the college.

• Texas-TEOG Grants are eligible to participate after the their initial year may continue to receive funds based on renewal eligibility for up to 4-years, 75 hours, or obtaining an associate degree.

Work-Study enables students to earn money during the school year part-time.
• The Federal Work-Study Program is a financial need-based program that provides funds earned through part-time employment.

• The Teas College Work-Study Program is to provide part-time jobs to eligible students with financial need to enable them to attend college.

Loans consist of money that the student borrows to help pay for college, and must be repaid (plus interest). There are two federal student loan programs:

• The William D. Ford Federal Direct Loan Program enables students and parents to borrow money at low interest rates directly from the federal government.

• The Federal PLUS Loan is a loan borrowed by a parent on behalf of a child to help pay for tuition and school related expenses at an eligible college or university, or by a graduate student for graduate school.

• 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.
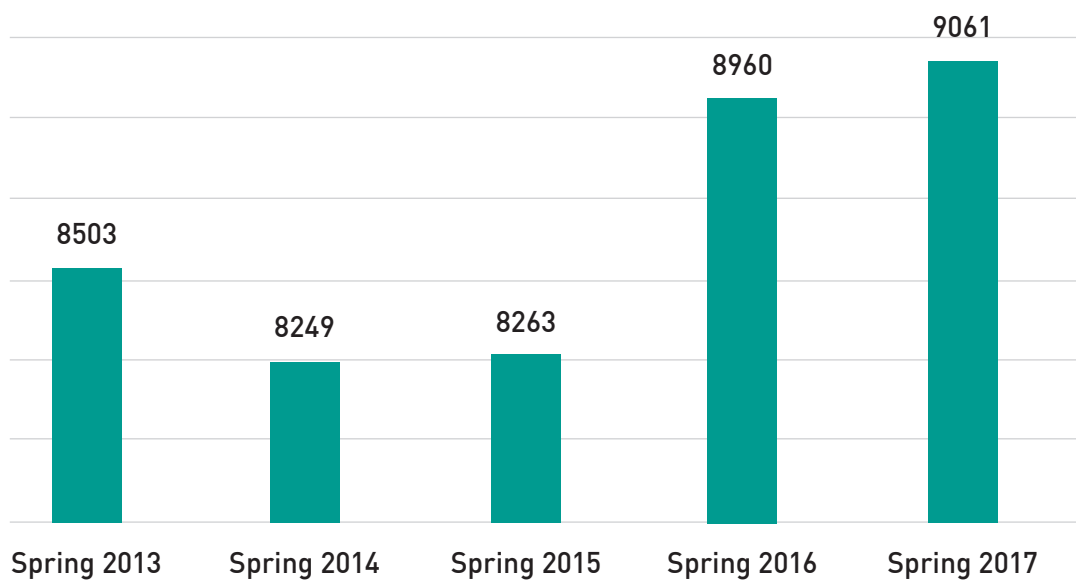
  » Aid from the military.

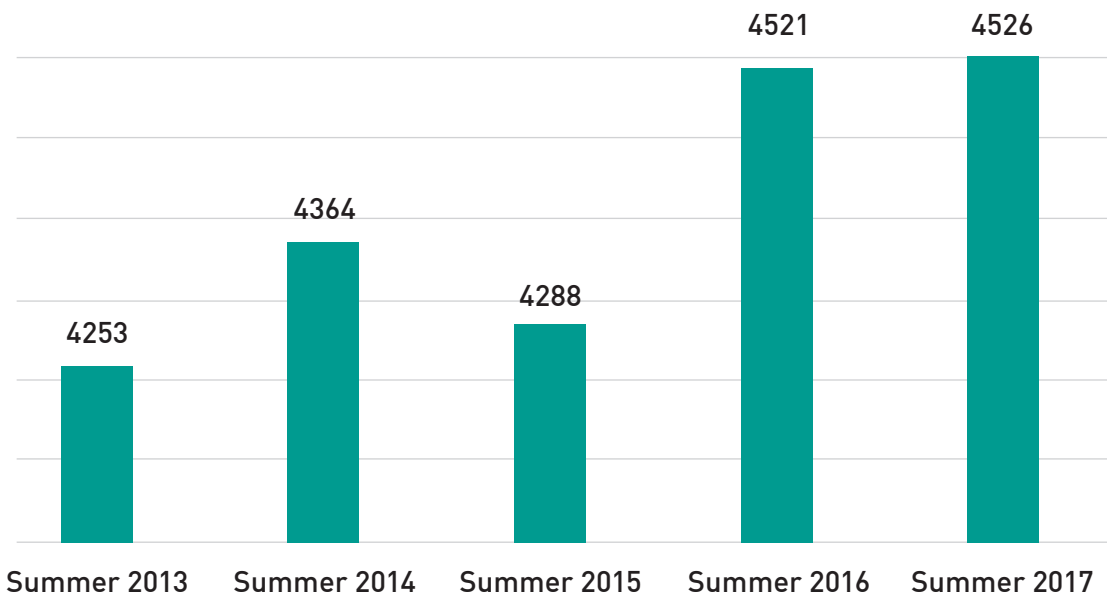# ENROLLMENT TRENDS

FALL ENROLLMENT

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
8568	8427	8376	8671	9108
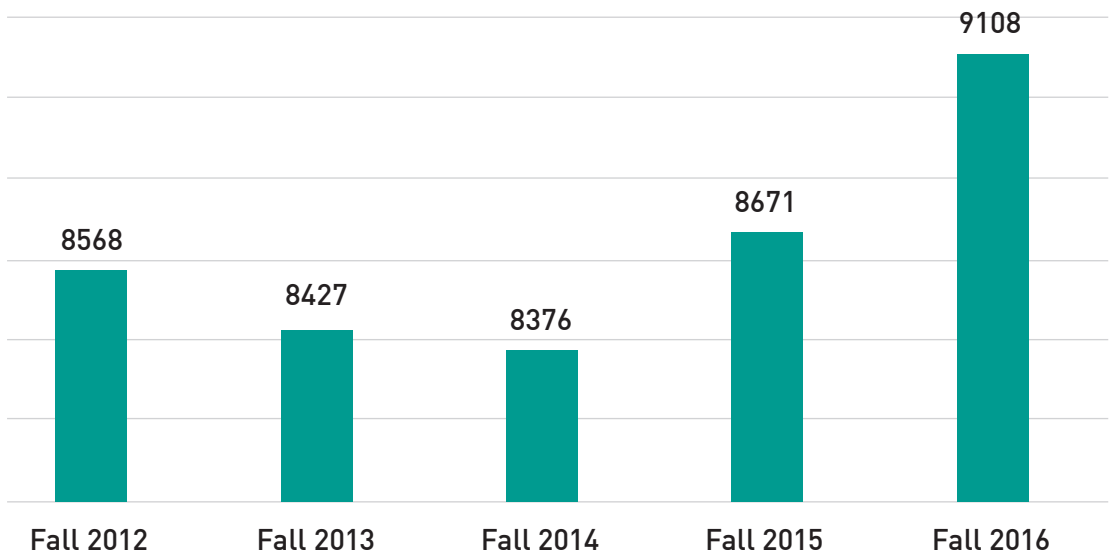
SOURCE: CERTIFIED CBM001

SPRING ENROLLMENT

Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
8503	8249	8263	8960	9061

SOURCE: CERTIFIED CBM001

SUMMER ENROLLMENT

Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
4253	4364	4288	4521	4526

SOURCE: CERTIFIED CBM001 | NOTE: *SUMMER 2017 PRELIMINARY DATA (06/08/2017)

FALL 2016 ENROLLMENT BY ETHNICITY

- 2% Other
- 17% White
- 78% Hispanic
- 3% Black African American
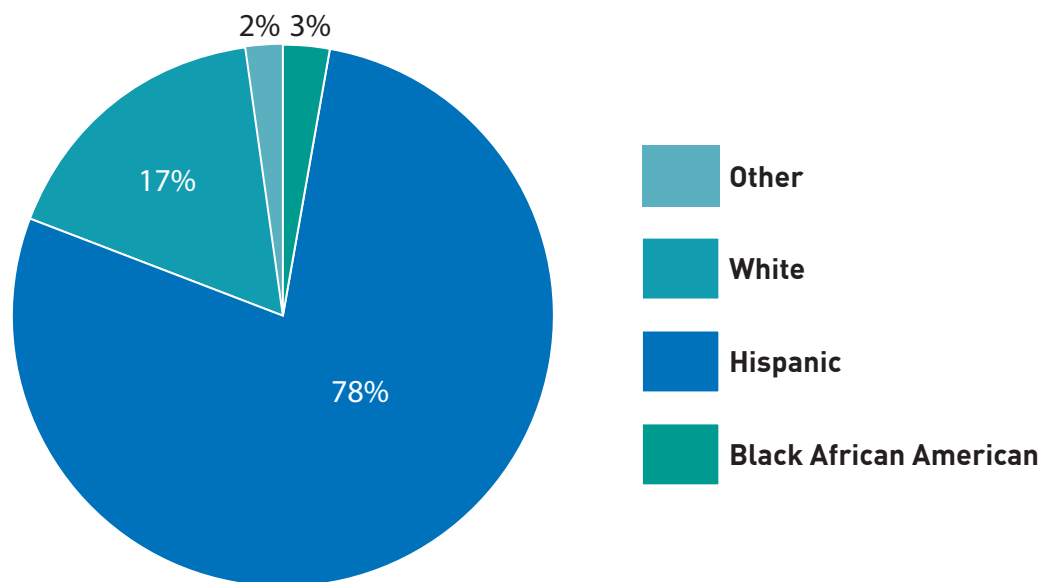
SOURCE: CERTIFIED CBM001

FALL 2016 ENROLLMENT BY GENDER

Female

Male

60%

40%

ENROLLMENT BY AGE

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
17 and under	1807	1536	1480	1004	2330
18–21	3171	3291	3403	3547	3481
22–30	2138	2160	2165	2184	2181
31–50	1277	1275	1196	1162	1022
51 and over	175	165	132	112	94

FIRST TIME IN COLLEGE STUDENT ENROLLMENT

Fall 2012: 1328
Fall 2013: 1323
Fall 2014: 1350
Fall 2015: 1330
Fall 2016: 1400

FALL 2016 ENROLLMENT BY RESIDENT STATUS

- International
- Non-Resident
- Out-of-District
- In-District

1.8%
6.4%
14.3%
77.5%
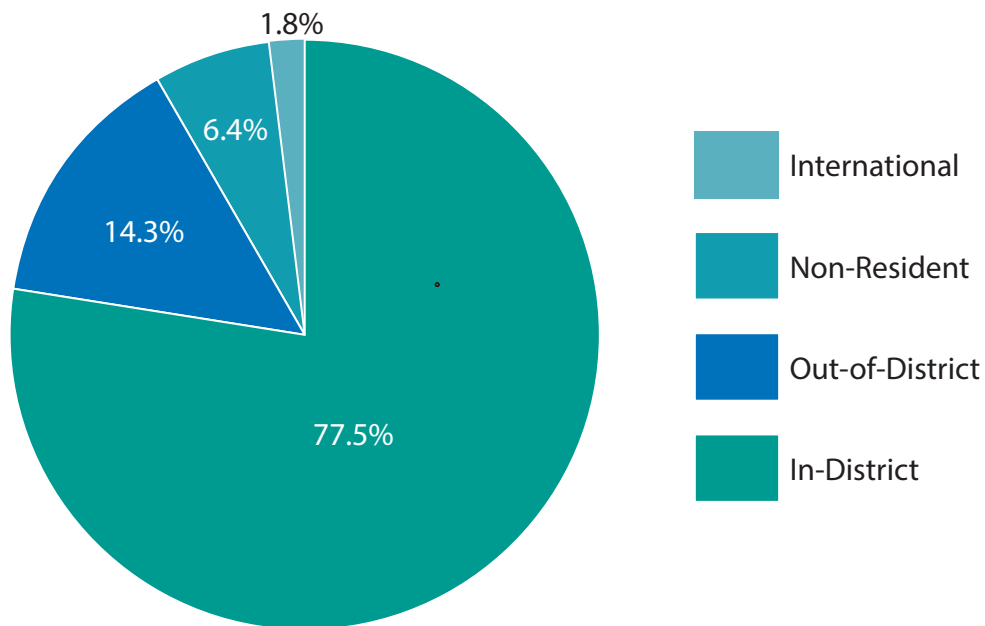
FALL ENROLLMENT BY FULL-TIME/PART-TIME STATUS

■ **Full Time**   ■ **Part Time**

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Part Time	84.1%	83.4%	81.7%	83.2%	80.8%
Full Time	15.9%	16.6%	18.3%	16.8%	19.2%
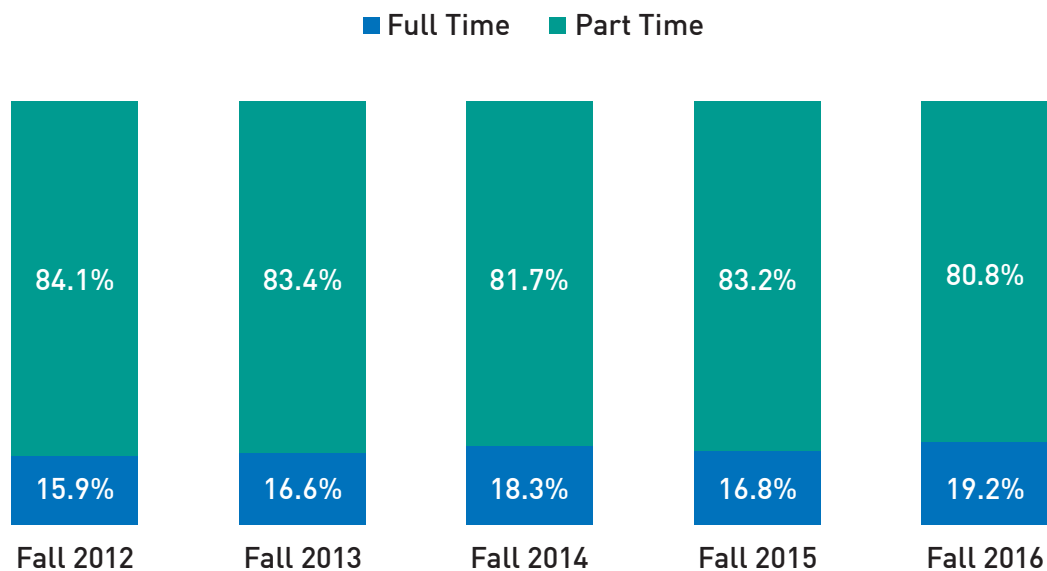
SOURCE: CERTIFIED CBM001

DEGREES AND CERTIFICATES AWARDED

	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
■ Associates Awarded	774	866	786	883	1120
■ Certificates Awarded	164	141	144	282	243
■ Total Degrees and Certificates Awarded	938	1,007	930	1,165	1,363
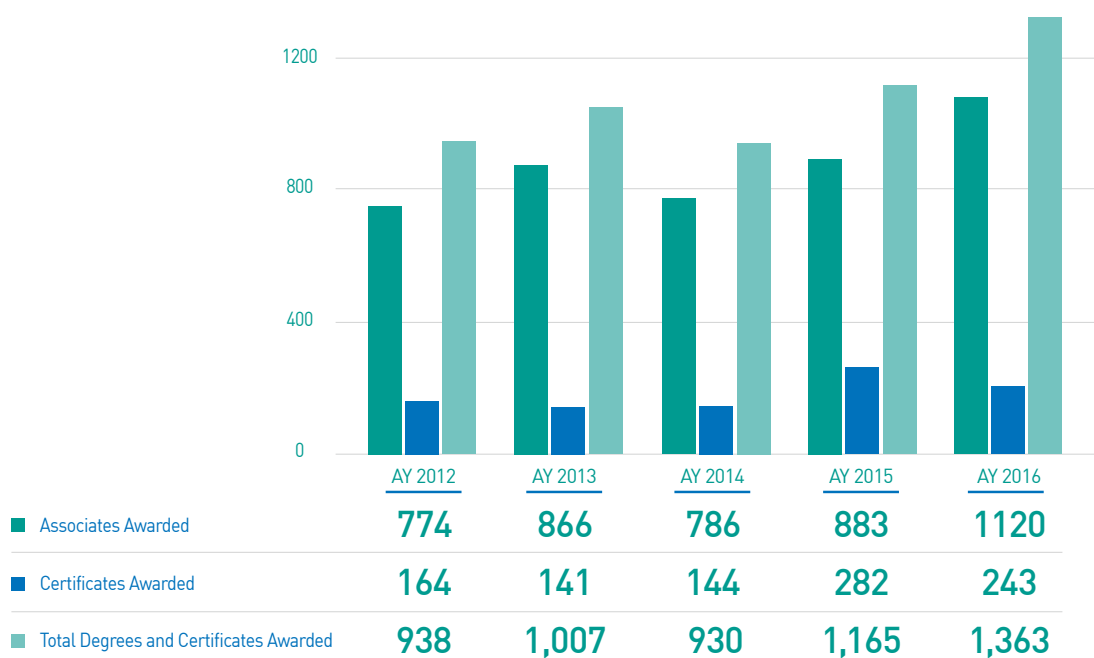
SOURCE: CERTIFIED CBM009

CONTACT HOUR DATA

	Academic	Technical	Excess Developmental
Fall 2012	963,776	78,752	8,800
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

SOURCE: CERTIFIED CBM004

Contact hours refers to the number of hours an instructor is teaching each week, multiplied by the number of weeks classes are held
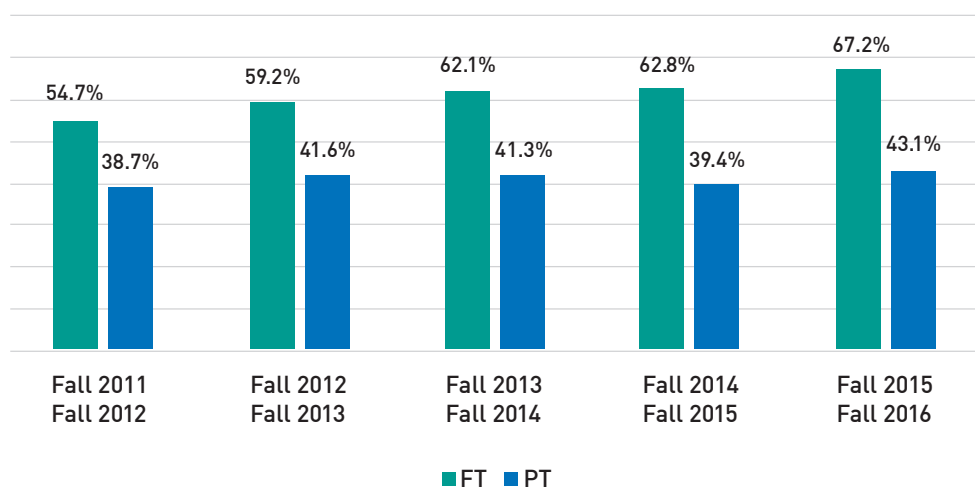
DUAL CREDIT ENROLLMENT

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
1,777	1,513	1,469	1,651	1,669
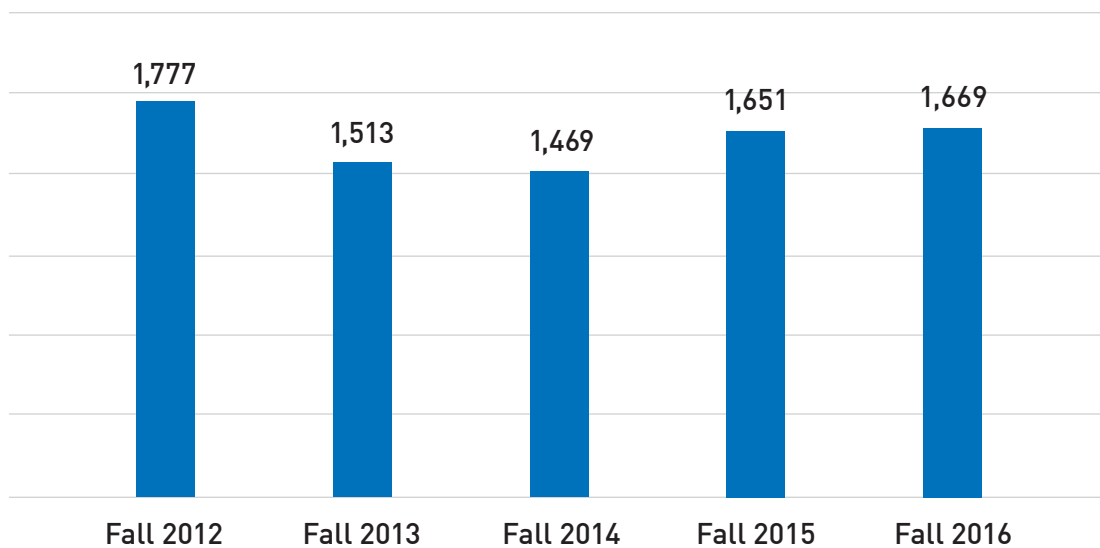
SOURCE: CERTIFIED CBM001

COURSE COMPLETION RATE

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	89.8%	90.0%	89.7%	90.7%	91.3%
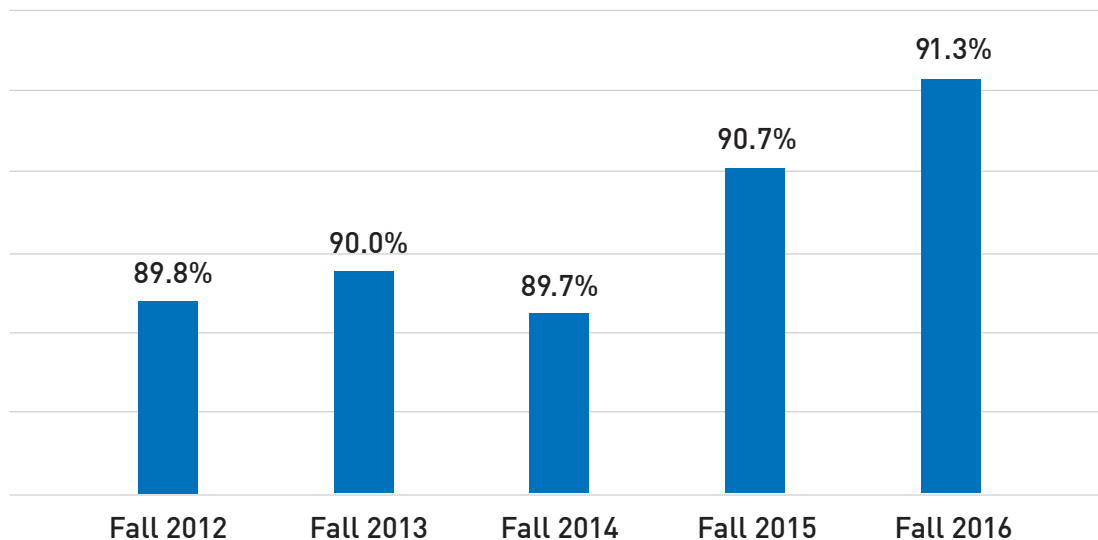
SOURCE: IRES (KPI BENCHMARK JUNE, 2017)

PERSISTENCE RATE

	Fall 2011 Fall 2012	Fall 2012 Fall 2013	Fall 2013 Fall 2014	Fall 2014 Fall 2015	Fall 2015 Fall 2016
FT	54.7%	59.2%	62.1%	62.8%	67.2%
PT	38.7%	41.6%	41.3%	39.4%	43.1%

■ FT   ■ PT

SOURCE: IRES (KPI BENCHMARK JUNE, 2017)

PRODUCTIVE GRADE RATE

Fall 2012 76.8%
Fall 2013 76.3%
Fall 2014 75.5%
Fall 2015 79.0%
Fall 2016 79.4%
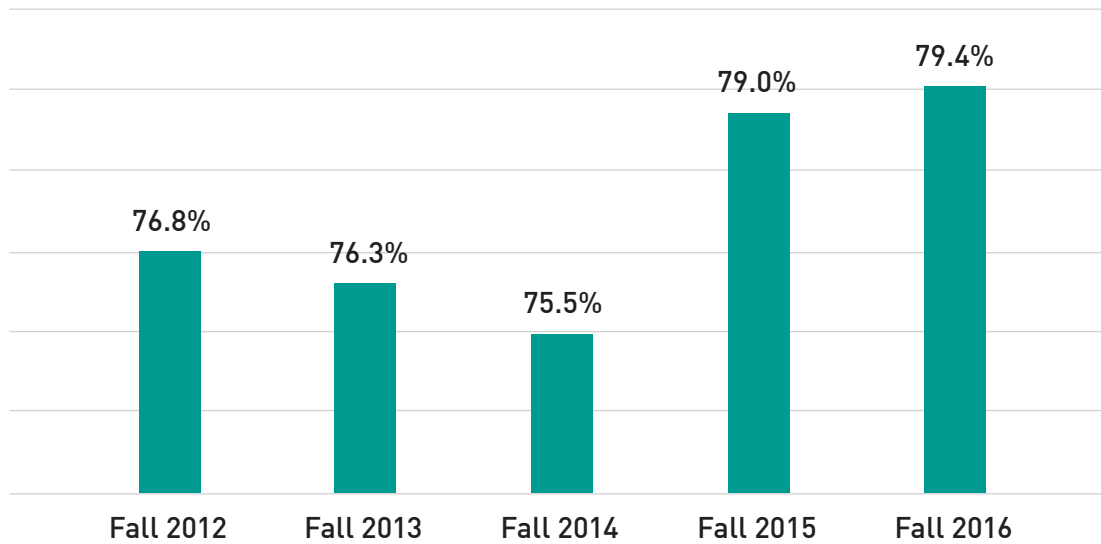
SOURCE: IRES (KPI BENCHMARK JUNE, 2017)

GRADUATION RATE BY FTIC COHORT

AY 2012 — 11.2% / 4.6%
AY 2013 — 13.6% / 6.7%
AY 2014 — 18.2% / 8.4%
AY 2015 — 21.3% / 12.6%
AY 2016 — 29.2% / 16.1%

■ FT 4-Year Graduation Rate by FTIC COHORT
■ PT 4-Year Graduation Rate by FTIC COHORT
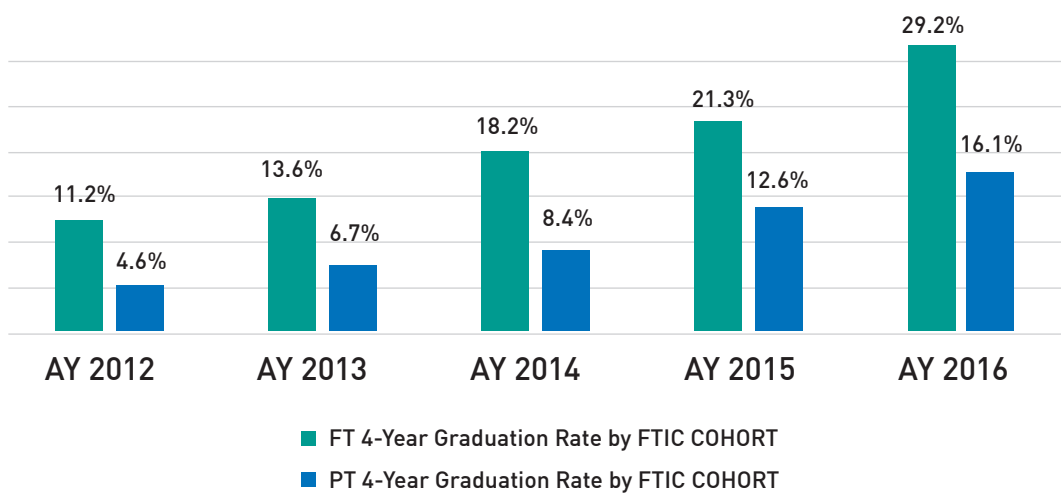
SOURCE: IRES (KPI BENCHMARK JUNE, 2017)

FIRST TIME IN COLLEGE STUDENTS WHO TRANSFER TO A TEXAS SENIOR INSTITUTION
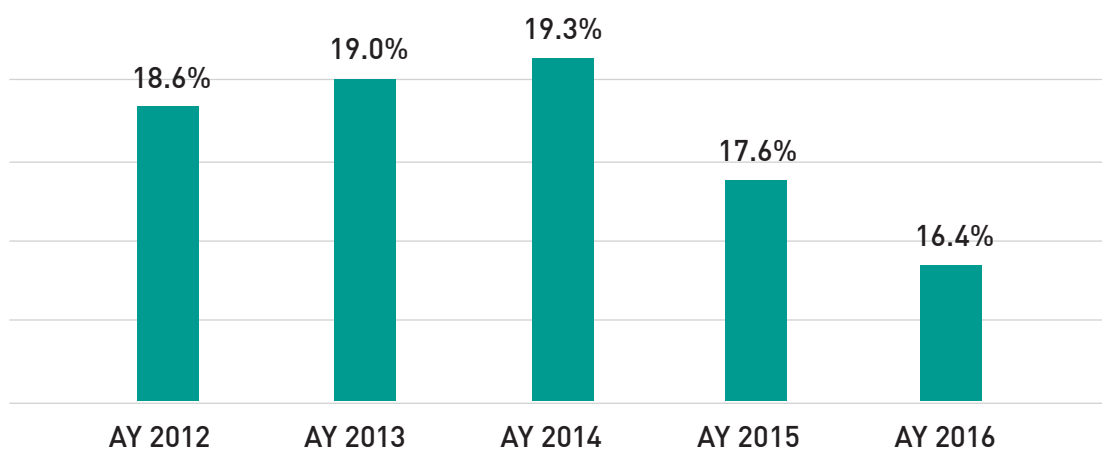
SOURCE: IRES (KPI BENCHMARK JUNE, 2017)
Percentage of fall first time in college students who transferred to a senior institution in six years

BUDGET

FALL 2016 TUITION SCHEDULE* (EFFECTIVE ONLY THROUGH DECEMBER 10, 2016)

Semester Hours	Texas Residents In-District*	Non-Texas Out-of-District*	Non-Resident/International*
1	$ 504	$1,231	$2,321
2	$ 504	$1,231	$2,321
3	$ 504	$1,231	$2,321
4	$ 504	$1,231	$2,321
5	$ 504	$1,231	$2,321
6	$ 504	$1,231	$2,321
7	$ 570	$1,418	$2,690
8	$ 630	$1,599	$3,053
9	$ 691	$1,781	$3,417
10	$ 752	$1,962	$3,780
11	$ 813	$2,144	$4,143
12	$ 873	$2,327	$4,507
13	$ 933	$2,508	$4,870
14	$ 994	$2,690	$5,233
15	$1,054	$2,872	$5,597
16	$1,115	$3,053	$5,960
17	$1,176	$3,235	$6,323
18	$1,236	$3,417	$6,686
19	$1,297	$3,598	$7,051
20	$1,358	$3,780	$7,414
21	$1,418	$3,962	$7,777

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

Effective Spring 2017*
- $86 per SCH for In-District*
- $233 per SCH for Out-of-District*
- $453 per SCH for Non-Resident*

(SCH-Semester Credit Hours)

Out of District Tuition Rates

Effective Fall 2017, the Board approved lowering the tuition rate for out-of-district students to 2.35 times the in-district student rate. The purpose of this action is to rebalance the tuition rate for out-of-district students effective fall 2017. No change in tuition rates was recommended for in-district and out of state/international students.

New Fast Completion Incentive Plan
- 2 year completion: up to six (6) SCH in summer FREE, if earned 24 SCH combined fall and spring
- 3 year completion: three (3) SCH in summer FREE, if earned 18 SCH combined fall and spring

Free hours must be taken in the Summer term immediately following the fall and spring terms that qualified the student for the Fast Completion Incentive Plan.

SPRING 2017 TUITION SCHEDULE

Semester Hours	Texas Residents In-District*	Non-Texas Out-of-District*	Non-Resident/International*
1	$ 86	$ 233	$ 453
2	$ 172	$ 466	$ 906
3	$ 258	$ 699	$1,359
4	$ 344	$ 932	$1,812
5	$ 430	$1,165	$2,265
6	$ 516	$1,398	$2,718
7	$ 602	$1,631	$3,171
8	$ 688	$1,864	$3,624
9	$ 774	$2,097	$4,077
10	$ 860	$2,330	$4,530
11	$ 946	$2,563	$4,983
12	$1,032	$2,796	$5,436
13	$1,118	$3,029	$5,889
14	$1,204	$3,262	$6,342
15	$1,290	$3,495	$6,795
16	$1,376	$3,728	$7,248
17	$1,462	$3,961	$7,701
18	$1,548	$4,194	$8,154
19	$1,634	$4,427	$8,607
20	$1,720	$4,660	$9,060
21	$1,806	$4,893	$9,513

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

Twenty-seven (27) Hour Rule Special Tuition

Students taking in excess of 27 hours of Developmental Education courses will be charged an additional rate of $118 per hour for In-District and $176 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 is being added to the student's current load.

Three-Peat (Third Attempt) Tuition

Students registering for a course for the third time will be charged the non-Texas rate of $384 per hour.

Tuition for Additional Classes

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 and fees as though another class were being added to the student's current load.

Student Activity Fee

Additionally, a Student Activity Fee of $1 per credit hour is assessed to all students.

Campus Access Fee

A Campus Access Fee of $25 per semester is assessed to all students with a maximum of $50.00 per academic year, which is non-refundable.

FY 2016 ALLOCATIONS

Education and General		$	28,674,546	95.14%
	Instruction		16,624,621	55.16%
	Academic Support		3,105,016	10.30%
	Student Services		5,269,045	17.48%
	Institutional Support		3,605,864	11.96%
	Scholarships and Exempts		70,000	0.23%
Auxillary Enterprises		$	1,053,546	3.50%
Mandatory Transfers		$	410,000	1.36%
Total Allocations		$	30,138,092	100%

FY 2016 EXPENDITURES BUDGET

Personnel and Benefits Total		$	20,933,917	69.46%
	Fringe Benefits		4,058,857	
	Instructional Salaries		8,652,068	
	Non-Instructional Salaries		7,477,758	
	Other Salaries and Wages		745,234	
General Expenses Total		$	7,327,833	24.31%
	Equipment & Capital		659,270	
	Operating Expenses		6,329,305	
	Refreshments, Tables, Booths		154,908	
	Travel		184,350	
Scholarships and Fellowships Total		$	155,559	0.52%
IT & Communications		$	1,310,783	4.35%
Transfers		$	410,000	1.36%
Total Expenditures		$	30,138,092	100%

FY 2016 REVENUE BUDGET

Formula E&G Revenue Total		$25,231,836	83.72%
	State Appropriations	8,159,720	27.07%
	Taxes	4,958,017	16.45%
	Tutition and Fees	12,114,099	40.20%
Auxiliary Revenue Total		$4,906,256	16.28%
	Special Program Tuition	3,015,700	10.01%
	Other Non-Formula Revenue	1,381,956	4.59%
	Palo Alto Natatorium	508,600	1.69%
Revenues Total		$30,138,092	100%

FY 2016 STUDENT ACTIVITIES FEE

	FY 2016 Actual	
Revenue	**$**	**128,727.97**
Student Activity Fee - Fall		56,405.16
Student Activity Fee - Spring		52,698.37
Student Activity Fee - Summer		19,677.09
Other Prior Year Adjustments		(52.65)
Expenses	**$**	**87,913.73**
Fringe Benefits		9,278.14
Operating Expenses		41,772.80
Salaries and Wages		28,284.62
Travel		8,578.17
Profit/(Loss)	**$**	**40,814.24**

COLLEGE ACTION PLANS

REQUIRED TUTORING

Purpose

Improve the success rates of students in high-risk math courses.

Goals

The goal of required tutoring is to increase student Productive Grade Rate (PGR).

Measures

In spring 2017:

- MATH 0320 16-week sections will have a PGR increase from 52.7%* to 54.7%.

- MATH 2412 16-week sections will have a PGR increase from 69.6%* to 72.6%.

*Baseline data for spring 2016 PGR is from 16-week classes.

Next Steps

Much of this CAP has been largely institutionalized—for several courses, all sections have required tutoring. Therefore, we propose to change the focus of the CAP to voluntary refreshers for high-risk courses.

For the fall 2016 semester, the Science Learning Center began offering voluntary refresher courses for students enrolled in CHEM 1405 and CHEM 1411. This was because students were struggling with the math portion of the courses and would get behind within the first few weeks of class. Results were promising.

CHEM 1405 Refresher, Fall 2016

Legend: ■ CHEM 1405 refresher students (13) ■ CHEM 1405 overall (97)
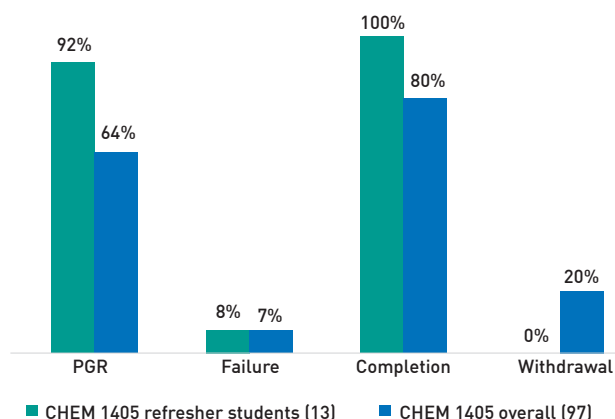
CHEM 1411 Refresher, Fall 2016

Legend: ■ CHEM 1405 refresher students (13) ■ CHEM 1405 overall (97)
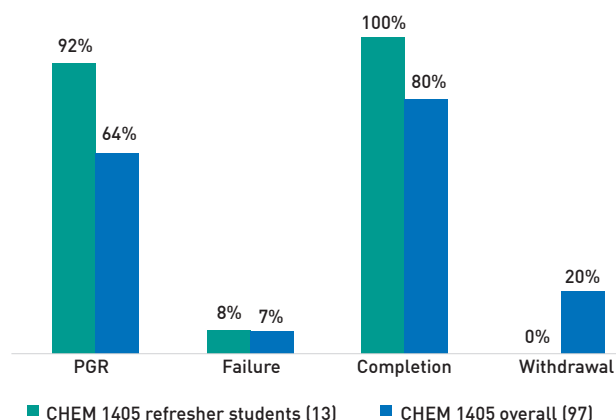
Starting in fall 2017, voluntary refreshers will be offered for:

- BIOL 2401 (Human A&P I), one 2-3 hour session on vocabulary

- CHEM 1405/1411 (Introductory Chemistry I and General Chemistry I), continue offering one 2-hour session on math concepts needed for the course

- MATH 1314/1414 (College Algebra and STEM College Algebra), two 2-hour sessions on factoring, simplifying rational expressions, and graphing

- Math 1442 (Elementary Statistical Methods), two 2-hour sessions on vocabulary, word problems, and calculator use

Students who receive the refreshers will have 4% higher PGR and within-term retention than their peers. If most attendees have significantly higher PGR, all students in these classes will be provided a mandatory refresher (starting in the fall 2018 semester).

Timeline

- **Spring 2017**
  » The Math and Science Learning Center Specialists will work with faculty to create content for voluntary refreshers.

- **Summer 2017**
  » Refreshers will be offered two weeks before the beginning of the fall semester.

- **Spring 2018**
  » Evaluate PGR and within-term retention of students who received refreshers.
  » Determine which courses will have mandatory refreshers (starting fall 2018).
  » Revise content as necessary.

- **Summer 2018**
  » Provide mandatory refreshers two weeks before the beginning of the fall semester.

LEARNING COMMUNITIES

Purpose

Learning communities are a high impact practice designed to enhance students' engagement with course materials, peers, and the college through the linking of selected courses

Goals

- Increased student retention.
- Increased productive grade rate.
- Increased fall to spring persistence.
- Increased connection with peers and with the college environment.

Measures

- Increased student retention.
- Increased productive grade rate.
- Increased fall to spring persistence.
- Increased connection with peers and with the college environment.

Outcomes

Enrollment

Term	Participating Courses	Student Enrollment
Fall 2013	18	450
Fall 2014	19	456
Fall 2015	13	311
Fall 2016	11	231
Fall 2017 (projected)	22	528

Completion Rates

Term	LC Sections	Non-LC Sections
Fall 2013	92%	89%
Fall 2014	74.5%	75.9%
Fall 2015	90%	86%
Fall 2016	91%	86%

Productive Grade Rate (PGR)

Term	Participating Courses	Student Enrollment
Fall 2013	73%	66%
Fall 2014	62.9%	60.9%
Fall 2015	67.2%	66%
Fall 2016	53%	67%

Next Steps

- Target high demand/high risk courses for learning communities: MATH 0410, MATH 0320, MATH 1414, MATH 1314, MATH 1324 and ENGL 1301 paired with EDUC 1300.

- Identify and staff 22 LCs in March; make every effort to avoid schedule changes for LCs.

- LC faculty receive $500.00 stipend:

  » $250.00 for participating in a summer LC workshop & designing linked assignment.

  » $250.00 for implementing assignment and having students complete an in-class pre- and post-LC survey.

- Timeline

  » March: 22 Learning Communities identified and staffed for Fall 2017.

  » April: Meet with NSO/Advising to develop efficient plan for LC registration.

  » May-August: Encourage faculty to participate in NSOs; provide training for in LC registration.

  » June-July: Work with IR to review/revise the pre-post LC survey.

  » August: Training for LC instructors the week before Convocation.

  » Fall, 2017: Implement LCs and ensure completion of pre-post student survey.

  » Spring, 2018: LC SWOT/collect and analyze metrics and survey data.

EXTERNAL COMMUNICATION

Purpose

To increase the number of contact hours in Career & Technical programs.

Goals

To increase number of PAC majors* in Career & Technical (CTE) programs by 5 percentage points from Fall 2013 to Fall 2016.

*based on unduplicated enrollment

Measures

CTE Student Enrollment, Unduplicated

Outcomes

Comparative Enrollment

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
CTE Students	640	775	894	880
Non-CTE Students	5582	5986	6389	6861
Total Enrollment	6222	6761	7283	7841

Next Steps

1. Campaign is complete, no changes required

2. Close the books on We Build (retire CAP)

INTERNAL COMMUNICATION

Purpose

The primary purpose is to increase internal communication among faculty, staff, and students about the importance and benefits advising.

Goals

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

Measures

Advising Center Visits

Outcomes

PAC Home Student Counts

Student Type	Fall 2014	Fall 2015	Fall 2016	% Enrollment Change Fall 2014-Fall 2016
FTIC (Unduplicated not including sudents just enrolled in refresher)	1,225	1,302	1,394	14%
Continuing (Unduplicated)	2,971	3,196	3,117	5%
All Students (Unduplicated)	4,199	4,498	4,511	7%

Source: PROD-S Student Course DBK (All Parts of term)
Note: All students excludes transfer and dual enrollment students (DC &ECHS)

Advised PAC Home Student Counts

Student Type	Fall 2014	Fall 2015	Fall 2016	%Change Fall 2014-Fall 2016
FTIC (Unduplicated not including sudents just enrolled in refresher)	1,052	1,231	1,289	23%
Continuing (Unduplicated)	1,731	2,633	2,501	44%
All Students (Unduplicated)	2,783	3,864	3,790	36%

Source: PROD-S Student Course DBK (All parts of term)
Fall 2014 Who's Next advising visits from 08/01/14 to 12/19/14
Fall 2015 Who's Next advising visits from 08/01/15 to 12/19/15
Fall 2016 Who's Next advising visits from 08/01/16 to 12/13/16
Note: All students excludes transfer and dual enrollment students (DC &ECHS)

Ratio of Advised Students

Student Type	Fall 2014	Fall 2015	Fall 2016	Difference of Ratio Fall 2014-Fall 2016
FTIC (Unduplicated not including sudents just enrolled in refresher)	86%	95%	92%	+6%
Continuing (Unduplicated)	58%	82%	80%	+22%
All Students (Unduplicated)	66%	86%	84%	+16%

Source: PROD-S Student Course DBK (All Parts of term)
Note: All students excludes transfer and dual enrollment students (DC &ECHS)

Next Steps

1. Retain 5 messaging buckets: Graduation, Transfer, Register, Internships, Class Schedules
2. 2.0 series with new copy and slightly different settings across other social media platforms
3. Explore recall metrics

Timeline

Prelaunch	March – June 2015
Year 1- Launch	August 2015
Year 1 Review and Assess	March – April 2016
Year 2- Relaunch	August 2016
Year 2- Review and Assess	March – April 2017
Year 3- Relaunch	August 2017
Year 3- Evaluation	March – April 2018

EARLY COLLEGE HIGH SCHOOL

Purpose

To continue to align the Texas ECHS Blueprint with the PAC ECHS Strategic Plan.

Goals

1. Develop a strategic plan to identify and carry out the established priorities of ECHS

2. Utilize the PAC Key Performance Indicators (KPI) to determine the impact of ECHS on the college: student enrollment & student progress

3. Align the ECHS 4DX Wildly Important Goals (WIG) and lead measures with the priorities of the ECHS Strategic Plan

4. Develop an Advising Scorecard

5. Develop a communications plan for Sharing the PAC ECHS Experience

6. Outline Academic Support Services

Measures

• 4DX WIG – Measures Advising Sessions

• Student Enrollment

 » Increase Spring headcount

• Student Progress

 » Milestones of 15 hours after the 3rd college semester (Spring 2016)

 » Milestones of 30 hours after the 5th college semester (Spring 2017)

 » Retention – Fall to Spring

 » Persistence – Fall to Fall

• Progress toward Graduation

 » Core Completion

 » Associate of Arts & Associate of Science

Outcomes

• Student Enrollment

 » Increase Spring headcount – Goal of 83% of 9th graders will enroll in at least 1 college class in Spring of freshmen year.

 » Spring 2016 = 90% (450 ECHS students)

 » Spring 2016 PAC headcount = 8,960

 » Spring 2017 = 86% (392 ECHS students)

 » Spring 2017 PAC headcount = 9,061

• Student Progress

 » Milestones of 15 hours after the 3rd college semester (Spring 2016) – 62%

 » Milestones of 30 hours after the 5th college semester (Spring 2017) - TBD

 » PGR Fall 2016 – 87%, ECHS students are outperforming regular PAC population

 » Retention – Fall to Spring – new data dashboard in Fall 2017

 » Persistence – Fall to Fall – new data dashboard in Fall 2017

• Progress toward Graduation – 254 students in C/O 2018

 » Advising Graduation Audits – measured in 4DX WIG

  ◦ 105 out of 261 Advising session for Spring 2017

 » Core Completion – 75% (192) on target to complete core

 » Associate of Arts & Associate of Science –

  ◦ 36% (91) without summer school

  ◦ *79% (200) with summer school

Next Steps

• Advising Scorecard

 » Track Advising Contacts

 » Utilize ECHS Advising Syllabus w/ touchpoints by grade level

• Outline Academic Support Services

• Timeline

 » Continue with Strategic Priorities – next is Curriculum Oversight & Program Rigor to be addressed in NACEP process

 » 12 Hour Advising Training for High School Counselors

 » Advising Scorecard for increased accountability

  ◦ Who's Next

  ◦ Data dashboard

 » Outline Academic Support Services

  ◦ Partner with Learning Resources and Tutoring Services to develop training for high school librarians and counselors

ACADEMIC ADVISING

Purpose

Advising Vision: Palo Alto College will provide every student with an exemplary, effective, and personalized pathway to success through academic and career advising.

Advising Mission: At Palo Alto College, academic and career advising build a culture of integrated practices and shared responsibilities. Through collaborative teaching and learning, the advising process empowers our diverse student population to explore and navigate their degree/career pathways.

Advising at Palo Alto College aims to provide support to students through intentional academic and career advising interactions so that students are successful in achieving their educational, career, and life goals.

Goals

1. Provide all PAC (home school) students with an assigned certified advisor to serve as a main point of contact throughout a student's educational career at PAC. All ECHS Students were also assigned to an ECHS Coordinator. Accomplished=99.5%

2. Establish an Advising Scorecard that will be used internally to assist certified advisors in assessing and measuring student success within their respective caseload. Accomplished=May 2016

3. Increase the number of degrees and certificates (completion) awarded for academic year 2015-2016. The established college WIG was 1287.

4. Accomplished=1363 degrees and certificates award

Measures

• Full- and Part-Time Fall to Fall Persistence

• Number of degrees and certificates awarded

• 3- and 4- year cohort graduation rates

• Productive Grade Rate (PGR)

Outcomes

Goal	Strategy	Timeline	KPI	Current %	Measure
Persistence	I. Review and update Student Success Management	March- April 2017	FT and PT Fall to Fall FTIC Persistence	67.2% (FT); 43.1% (PT) 4.4% Increase 15-16	Updated SSM & increase FT FTIC Persistence by 2%
Persistence	II. Review and analyze FTIC Students (142) who earned 0 credit Hours Fall 2016	February- April 2017 (Develop) Fall 2017 (Implement) Jan 2018 (Evaluate)	FT and PT Fall to Fall FTIC Persistence	67.2% (FT); 43.1% (PT)	Strategy implementation for Fall 2017 FTICs
Graduation	III. Increase Degrees and Certificates awarded to 1498	August 2016-August 2017	Number of Degrees and Certificates	1,363 Degrees and Certs 2015-2016	1,498 Degrees and Certificates awarded
Graduation	IV. Increase First Time, Full Time 3 Year and 4 Year Graduation Cohort Rates	January 2017-August 2017	3 Year, 4 Year Graduation Cohort Rates	25.5% (3 Year); 29.2% (4 Year)	27.5% (3 year) 33.2% (4year) Pending
Data Analysis	V. Update Advising Scorecard to include PAC KPIs	January -March 2017	Persistence Graduation Number of Awards PGR Completion Rate	62.8% (FT) Persistence 39.4% (PT) Persistence 1363 Degrees/Certs 79% PGR 90.7% Completion Rate	Increase in advising contacts by 5% (73% PAC contact Baseline)

Next Steps

• Implement strategies to improve Fall 2017 FTIC semester retention and persistence (zero credits earned, full-time enrollment, SSM, etc.)

• Increase degrees and certificates awarded; increase 3- and 4 - year cohort graduation rates

• Increase Palo Alto College Advising Center caseload contacts by 5%

STEM

Purpose

4-year CAP intended to develop a high impact practice which increases STEM-related student success

Goals

Strategic Direction: Empowering Students for Success

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

Measures

- Number of STEM high-risk courses (Fall & Spring)

- List of STEM high-risk courses (Fall & Spring)

- Fall-to-Fall FTIC persistence rates for STEM students (FT+PT)

- 4-year FTIC STEM graduation rates (FT+PT)

- Percentage of overall degrees/certificates awarded in STEM (break-down by ethnicity, gender, veteran status)

- 6-year FTIC STEM transfer rates (FT, both in state and U.S.)

- STEM Pathways Model Assessment results (Science Foundation Arizona)

Outcomes

- $3.875 million (SEEDS Grant), $3,000 (SENCER Grant)

- Potential NSF funding through LS-AMP district-wide application, PAC proposals (KickStarter Initiative)

- One-Stop STEM Center design being finalized

- Plan developed for interdisciplinary, collaborative approach to undergraduate research

- Faculty identified for 3 projects of discovery

- PAC co-hosted 2nd CORE4 STEM Family Day with SAHCC (175 attendees/140 students, sessions in 8 disciplines, helicopter, drones, resource fair, robotics teams)

- CORE4 STEM surveys collected online

- 3 STEM/CTE summer camps approved (middle school, high school, and incoming college freshmen)

- STEM baseline data established utilizing the broadest definition of STEM

- STEM high-risk course meeting (travel, equipment, peer mentor program)

- Discussions about general A.S. degree

- Hiring process for Sr. Statistical Research Specialist, Academic Program Coordinator, Sr. Advisor, Peer Advisors

Next Steps

- Changes for next year
  - » Onboard data and One-Stop STEM Center personnel
  - » Collaborate with established outside industry advisory board
  - » Promote industry knowledge of college programs
  - » Include K-12 representation on advisory board

- Year 2
  - » Renovate One-Stop STEM Center
  - » Onboard Academic Program Coordinator to oversee the Center
  - » Create and implement a project of discovery
  - » Engage industry partners in creating classroom projects, on-site field trips
  - » Offer programs which promote Engineering
  - » Begin tracking the impacts of students interventions for effectiveness
  - » Offer STEM professional development opportunities for K-12 educators that are building a STEM pipeline into PAC
  - » Use technology to create a social media awareness campaign for STEM
  - » Track transfer and workforce data for STEM students

HIGH SCHOOL EQUIVALENCY (GED/TXCHSE)

Purpose

To increase access to college and broaden employment opportunities through the attainment of a Texas Certificate of High School Equivalency (TxCHSE).

Goals

1. Increase enrollment in TxCHSE (GED) preparation courses.
2. Increase the number of students earning a TxCHSE.
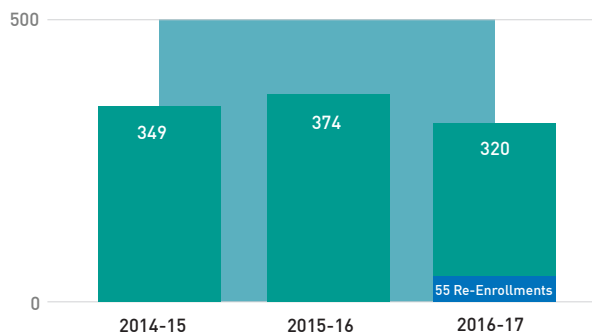3. Increase the number of students transitioning to college and career pathways after attaining a TxCHSE.

Measures

- Palo Alto College TxCHSE enrollment
- Number of earned TxCHSE credentials
- Number of student transitioning to college or career pathways after obtaining TxCHSE credential

Outcomes

Course Enrollments
September 1–August 31

PAC TxCHSE Graduates
September 1–August 31
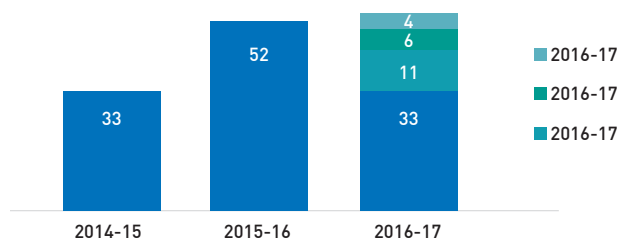
Next Steps

Dec 2016	-Visit Austin Community College Program
Jan – Feb 2017	-Update Department Website
March – April 2017	-Case Manager Shadow PAC Advisor
	-Met with Region 20 GED Contact
	-Met with GED National Manager of Community & Corporate Engagement
	-Attended launch of GED & Connect Initiative
May 2017	-Research community college sites
June – July 2017	-Continue to Outreach to Local GED Programs

STRATEGIC ENROLLMENT MANAGEMENT

Purpose

The purpose of the Strategic Enrollment Management CAP is to intentionally, purposefully and strategically influence the shape, size and critical enrollment mix of the student population to meet institutional, budgetary and student needs required to make Palo Alto College the best community college in the nation. The SEM CAP will also begin the process of developing a long-term multi-phase enrollment planning strategy.

Goals
- Goal 1(a): Increase Fall 2016 headcount enrollment by 2.5%
- Goal 1(b): Increase Fall 2016 FTIC headcount enrollment by 5%
- Goal 2: Improve attendance intensity ratio by 3%
- Goal 3: Implement 15-20 High Impact enrollment management strategies

Measures
- Enrolled headcount
- FTIC headcount
- Attendance intensity ratio
- Implemented High Impact Practices

Outcomes

- Goal 1(a): Increase Fall 2016 headcount enrollment by 2.5%
  » Result: Headcount increased 5.0% from Fall 2015 (8,671) to Fall 2016 (9,108).
- Goal 1(b): Increase Fall 2016 FTIC headcount enrollment by 5%
  » Result: FTIC headcount increased 2.7% from Fall 2015 (1,693) to Fall 2016 (1,738)* All Parts of Term
  » Result: FTIC headcount increased 4.9% from Fall 2015 (1,330) to Fall 2016 (1,395)* 16 week
- Goal 2: Improve attendance intensity ratio by 3%
  » Result: Proportion of FT enrollments increased by 2.3% from Fall 2015 at 16.8% (1,458) to Fall 2016 at 19.2% (1,746).
- Goal 3: Implement 15-20 High Impact enrollment management strategies
  » Result: 9 new strategies identified and implemented
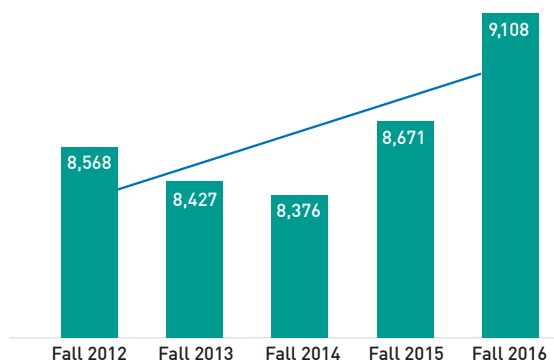
Next Steps
- Development of Campus "Experience"
- Creation of Student Ambassador Program
- Creation of Alumni Recruiter Program
- Development of multi-variable enrollment projection model to include contact hour analysis and institutional capacity
- Development of financial aid leveraging model
- Strategic Enrollment Management Task Force to continue development of recommendations on new recruitment strategies aimed at boosting enrollment
- Incorporate persistence analysis and begin discussion on the role of retention on the enrollment management landscape

Timeline

January 2017	Reconvene Strategic Enrollment Management Task Force
February 2017	Begin student qualification calling campaign
February 2017	First round of acceptance packets mailed to students
March 2017	Draft of comprehensive communication plan
April - May 2017	Develop enrollment projection model
May 2017	Reconvene Strategic Enrollment Management Task Force
July 2017	Palomino Early Start begins
September 2017	Dual Credit expansion with current and new partners
September 2017	Launch Campus Experience Initiative

Bar chart: Fall 2012: 8,568; Fall 2013: 8,427; Fall 2014: 8,376; Fall 2015: 8,671; Fall 2016: 9,108

STUDENT RESOURCE INITIATIVE

Purpose

The purpose of this CAP is to establish the Student, Health, Advocacy, Resource and Engagement (S.H.A.R.E.) Center at Palo Alto College.

The S.H.A.R.E. Center builds a foundation for student success through engagement, advocacy, and co-curricular experiences.

The S.H.A.R.E. Center will provide a welcoming environment both in and outside of the classroom that is inclusive to the needs and diversity of the Palo Alto College community.

Goals

Goal 1: Focus on social needs and create our Food Pantry and Clothes Closet

Goal 2: Increase awareness on the importance of Personal Health

Goal 3: Increase student engagement and student success

Measures

- Goal 1: Focus on social needs and create our Food Pantry and Clothes Closet

  » Measure 1: Establish a Food Pantry by the summer of 2016 and collect donations on a monthly basis and meet a 1,000 pound minimum of food in the pantry

  » Measure 2: Establish a Clothes Closet by the summer of 2016 and collect clothes donations on a monthly basis and reach a minimum of 500 articles of clothing

  » Measure 3: Expand our community partnerships by creating MOUs with the City of San Antonio, SA Food Bank, Healthy Futures of Texas, and Banking Institutions by the Fall of 2016

- Goal 2: Increase awareness on the importance of Personal Health

  » Measure 1: Collaborate with our Counseling Services department and establish a referral system for students by Fall 2016

  » Measure 2: Establish a Health Clinic by Fall 2016 in partnership with University Health System and referring students for health services

- Goal 3: Increase student engagement and student success

  » Measure 1: Conduct surveys at student events to assess their importance to student learning and provide opportunities of service learning and alternative break programs by the Spring of 2017

  » Measure 2: Track Productive Grade Rate (PGR) and persistence for students who utilize the S.H.A.R.E. Center every semester

Outcomes

- Students will know how to access applicable campus and community health, wellness, social service, and academic resources

- Students will have the opportunity to build relationships on campus and within the community

- Students will develop relevant leadership skills through training and leadership opportunities

- Student will demonstrate the ability to reflect on and explore their own values in genuine respect for differences among people and ideas through multicultural campus activities

- Students will develop a broader understanding of civic participation as it relates to local and global events

Next Steps

- April 2017- Re-Convene Advocacy Taskforce and a call out for additional members

  » First Meeting:

    ◦ Look at the Bridges out of Poverty Framework (Developing a Bridges Community)/Ecosystem

    ◦ Discuss our Problem/Charge/Resolution

    ◦ Review the Development of our Ecosystem- Working Groups, Co-Champions of our specific areas

- June-July 2017- Recommendations from the Task Force presented to E-team

- Fall 2017- Implement Phase I of our Ecosystem per Task Force recommendations and assessment

PAC HONORS PROGRAM

Purpose

This emerging CAP has laid the groundwork for a January 2017 "soft launch" of the Palo Alto College Honor Program and is aligned with our Strategic Direction "Empowering Students for Success."

Goals

• Provide faculty with professional development in the principles of honors pedagogy and curriculum development.

• Recruit 32-36 students into the first Honors cohort.

• Implement two Honors courses in January 2017.

• Create an infrastructure to sustain all facets of the program (e.g., recruiting, faculty development, course development, Honors advising, opportunities for co-curricular activities for Honors students and faculty).

Measures

• Professional Development

» Summer workshop on honors education conducted by Dr. Bernice Braid for 24 interested faculty held in May 2016. Outstanding evaluation of 2-day workshop.

» Summer workshop on honors curriculum facilitated by Dr. Lynn Preston scheduled for May 2017.

» Dissemination of general information about honors education at the Fall 2016 Convocation and the Spring 2017 Convocation.

• Recruiting

» 70 students either expressed an interest in applying for the Spring 2017 Honors cohort or were recommended by faculty for the Honors Program.

» All potential students were provided application materials and assigned an Honors faculty mentor to follow up with the student and assist, as needed, with the application process.

» 32 students were accepted into the Spring, 2017 cohort that launched the Palo Alto College Honors Program.

Outcomes

• The inaugural Honors courses were ENGL 1302 taught by Lisa Trevino and History 1302 taught by Tori Beckman-Wilson.

• Honors Headquarters is new Honors space locate in Medina Hall 101.

• The Honors Legacy Student Club has been organized and is fully functioning.

• Honors students participated in Community College Day in Austin, Alternative Spring Break in New Orleans and have emerged as campus leaders.

Next Steps

• April-May: Honors advising for continuing students

• May: Honors Workshop for faculty on curriculum development

• May-August: Work with NSOs/Welcome Center and High School counselors to recruit 54 FTICs for the Fall, 2017 Honors cohort.

• September: Begin monthly Honors Teaching Circles

• October: Launch Honors Speakers' Series – 1-2 events each semester

• November: Honors directors, faculty and two students attend National Collegiate Honors Conference in Atlanta (Proposal for a student poster session has been submitted)

• November: Honors advising for Spring 2018

• Spring 2018: Student opportunities to participate in Alternative Spring Break, the Great Plains Regional Honors Council Conference and PACfest

OPEN EDUCATIONAL RESOURCES

Purpose

The purpose of the college action plan is twofold: to provide instructional materials at little or no cost to students and to provide instructional materials that are current, interactive, flexible and engaging.

Goals

- Goal 1: Ensure that OER materials meet all copyright requirements and have sufficient depth and range to meet all course learning outcomes by creating a set of criteria for OER materials and a faculty review process. Create an Advisory OER Committee to support CAP.

- Goal 2: Create a training and enrichment curriculum for faculty who wish to explore OER materials, employ OER effectively in their classes, or strengthen their current use of OER materials.

- Goal 3: Increase faculty interest in and use of OER materials, and increase the number of sections using OER materials.

Measures

- For Goal 1: Existence of a complete set of criteria for OER materials and a faculty review process in place and functioning.

- For Goal 2: The number of professional development opportunities available to faculty during an academic year.

- For Goal 3: The number of faculty using OER materials and the number of sections in which OER materials are offered.

Outcomes

- For Goal 1: Quality Matters rubrics are currently available to all faculty for any online components of their classes

- For Goal 2: Summer workshops were held in 2014, in Spring 2015, and Spring of 2016. Faculty will be surveyed for interest in and timing for the next OER workshop.

- For Goal 3: The number of faculty participating in OER and the number of sections in which OER are offered
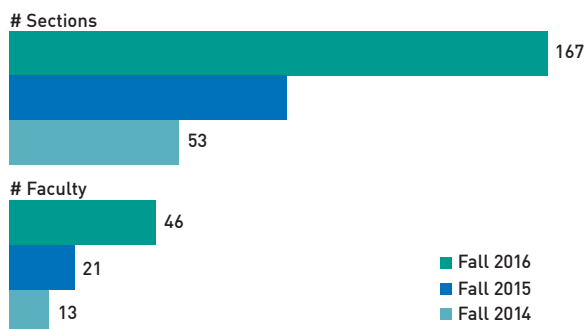
Next Steps

- Summer 2017:
  » OER Advisory Committee will review Spring 2017 student and faculty surveys.
  » OER Advisory Committee will make recommendations for future professional development, and review processes

- Fall 2017:
  » Create College OER Committee and dissolve the Advisory Committee
  » Establish the processes and procedures for professional development and peer review

- Spring 2018:
  » Implement the peer review of OER materials

- Summer 2018
  » Create the Faculty Certification Program for OER

CAREER AND TECHNICAL EDUCATION PROGRAM

Purpose

Career and Technical Education (CTE) will empower students for success by increasing the value of the classes through improved enrollment, completion, and placement rates in all CTE disciplines.
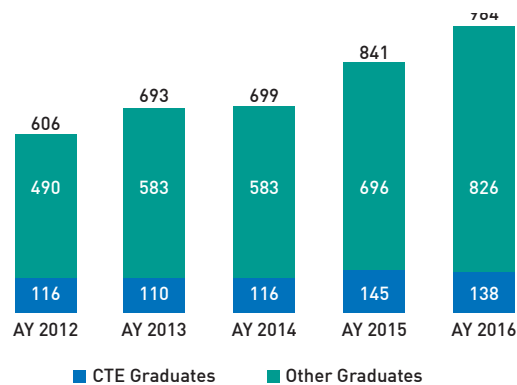
Goals

- Goal #1: Increase CTE Completers by 2% per year
- Goal #2: Improve CTE Enrollment by 8% per year
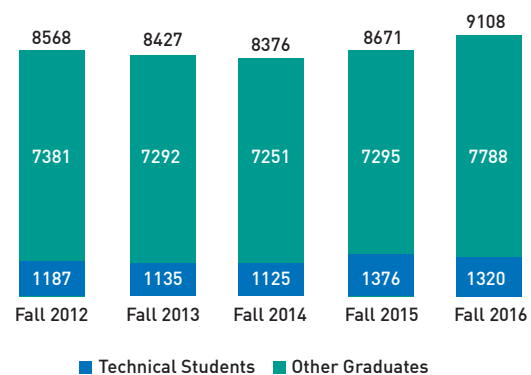- Goal #3: Improve CTE student placement rate by 2% per year

Measures

- Goal #1 Measures: Certified number of Certificates and Associate of Applied Science degrees awarded over the past 5 years and the number of CTE graduates
- Goal #2 Measures: Certified CTE enrollment at PAC and enrollment by CTE discipline (for all parts of term)
- Goal #3 Measures: Technical students employed within 6 months of graduation and technical students employed/ enrolled within 6 months of graduation

Outcomes

PAC raduates Count

	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
Total	606	693	699	841	784
Other Graduates	490	583	583	696	826
CTE Graduates	116	110	116	145	138

Palo Alto College Certified Enrollment

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Total	8568	8427	8376	8671	9108
Other Graduates	7381	7292	7251	7295	7788
Technical Students	1187	1135	1125	1376	1320

Next Steps

Date	Activity (be specific)	Person Responsible
Mar 2017	- CTE Division held strategic planning retreat on Friday, March 24th. - Each program develops unit plans that specifically address goals outlined in this CAP	Patrick Lee/Sharon Carson
Apr 2017	- Lunch and Learn Activity to brief the campus on our plans - Request funding for resources through PAC RAC process	Patrick Lee/Sharon Carson
Jun 2017	- CTE Division will hold follow-up strategic planning retreat - Begin implementation of strategies for boosting enrollment for Fall	Patrick Lee/CTE Division personnel
Aug 2017	- Begin implementation of strategies for increasing graduation in CTE awards	Patrick Lee/CTE Division personnel
Sept 2017	- Begin strategies for increasing placement for graduates - Begin Monthly meetings with Advisors	CTE Dean/CTE Division personnel
Oct 2017	- CTE Division will hold follow-up strategic planning retreat to review progress on goals with CTE division	CTE Dean/CTE Division personnel
Nov 2017	- Ramp up efforts for increasing Spring enrollments	CTE Dean/CTE Division personnel
Feb 2018	- Programs will work on plans for increasing graduates	CTE Dean/CTE Division personnel
Mar 2018	- Programs will work on plans for increasing placement	CTE Dean/CTE Division personnel

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.