



ALAMO COLLEGES DISTRICT
St. Philip's College

Glossary of Terms

Glossary of Terms

A

Academic Calendar - An official schedule of dates marking significant occurrences throughout an academic period of time. Source: IRES

Academic Course Guide Manual (ACGM) - The official list of approval numbers for general academic transfer courses that may be offered for state funding by public community and technical colleges in Texas. It lists a basic core of general academic courses which are freely transferable among all public institutions of higher education in Texas in accordance with the Texas Education Code, 61.051(g). For additional information refer to THECB Lower Division Academic Course Guide Manual (ACGM) at <http://www.thecb.state.tx.us>. Source: IRES

Academic Year - A complete school year consisting of the fall, spring, and optionally the summer terms. Source: IRES

Accountability Peer Groups - In the Texas Higher Education Coordinating Board (THECB), a group of colleges with like characteristics, particularly enrollment. St. Philip's College is a constituent of the Very Large Accountability Peer Group. Source: IRES

Accreditation - A process signifying that an institution has a purpose appropriate to higher education and resources, programs, and services sufficient to accomplish its purpose on a continuing basis. The accrediting agency of the St. Philip's College is the Southern Association of Colleges and Schools Commission on College (SACSCOC). Source: IRES

ACES – Alamo Colleges Educational Services (ACES) is a secure portal that provides students, staff, and faculty with access to various applications using a single sign-on. As an ACES user, you will have access to register for classes, financial aid information, email, library resources, and online courses. ACES will also provide you with the latest information of events and important news taking place within your college. <https://aces.alamo.edu/cp/home/displaylogin> Source: Alamo College website

Achieving the Dream - A national nonprofit that is dedicated to helping more community college students, particularly low- income students and students of color, stay in school and earn a college certificate or degree. AtD success measures are defined by the rates at which students 1) successfully complete remedial or developmental instruction and advance to credit-bearing courses, 2) enroll in and successfully complete initial college-level/gateway courses, 3) complete the courses they take with a grade of "C" or better, 4) persistence from one term to the next, and 5) attain a certificate or degree. Source: IRES

Adjunct Faculty - A person who holds a non-tenure-track appointment to the teaching staff of an institution. Adjunct faculty are generally part-time. Reported as other faculty on the CBM008. Source: IRES

Advanced Technology Certificate - A certificate that has a specific associate or baccalaureate degree (or, in some circumstances, junior- level standing in a baccalaureate degree program) as prerequisite for admission. Certificate program comprised of 16-50 semester credit hours. It must be focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements. Source: IRES

AlamoADVISE – A case management model based on intrusive and intentional interventions and tools that guide the students on their academic and career pathway. It will increase student persistence and accelerate the completion of credentials. <http://alamo.edu/main.aspx?id=46977> Source: Alamo College website.

AlamoCARES - A prevention, education and support program regarding dating violence, domestic violence, sexual assault, and stalking intended to empower students to make well-informed decisions about life issues that affect their college years and beyond. www.alamo.edu/alamocares/ Source: Alamo College website

AlamoENROLL – A tool designed to provide efficient access and enrollment and ensure that all students are fully ready for the first day of classes; www.alamo.edu/alamoenroll Source: Alamo College website

AlamoGPS - A web based degree audit and academic advisement tool to enhance the advisement process for students and advisors; also known as Degree Works <https://alamo.edu> Source: Alamo College website

AlamoINSTITUTES - Alamo Colleges clear and structured academic and career pathways that provide a coherent student experience tied to each student's interests and areas of study. Each institute is designed to include career/technical and academic pathways as well as embedded advisors, contextualized courses, and stackable credentials. The institute framework will help students enter a pathway early in their college experience, benefit from target advising and reduce time to completion. <http://www.alamo.edu/main.aspx?id=46978> Source: Alamo College website

AlamoPREP - Beginning Summer 2013, the courses and support designed to assist students to gain basic skills at the 8th grade level which may lead to specific college level courses or the courses in AlamoREADY. For students with less than or equal to 8th grade TSI results. See Developmental Education. Source: Alamo College website

AlamoREADY - Beginning Summer 2013, the courses and support designed to assist students to gain basic skills at the level required to enroll in specific college level courses (formerly College Preparatory). For students with 9-12th grade TSI results. See Developmental Education. Source: Alamo College website

Alamo Academies - Alamo College workforce development programs that provide education, experience, and job opportunities for high school students seeking to jump-start their futures and make a seamless transition from high school to college and/or the workplace. The four Alamo Academy programs are Advanced Technology & Manufacturing, Aerospace, Health Professions, and Information Technology & Security. Source: IRES

Alamo Colleges - The collective reference to all five colleges within the Alamo Community College District. The term Alamo Colleges includes Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College and St. Philip's College. For additional information visit the Alamo Colleges at <http://www.alamo.edu>. Source: IRES

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. Source: IRES

ApplyTexas - ApplyTexas was created through a collaborative effort between the Texas Higher Education Coordinating Board and the colleges and universities represented on the site. The goal of the project is to offer a centralized means for both Texas and non-Texas students to apply to the many postsecondary institutions available in Texas. For more information, please see <https://www.applytexas.org/> Source: ApplyTexas website

Approval Number - The 10-digit number assigned to identify approved courses in Texas. The first six digits of the approval number indicate subject matter and are based upon the current CIP code. Texas Higher Education Coordinating Board (THECB) staff assign the last four digits. The seventh and eighth digits further delineate course content, sequence or approval category. The ninth and tenth digits indicate funding category. For additional information refer to the THECB Lower Division Academic Course Guide Manual (ACGM) at <http://www.thecb.state.tx.us> Source: IRES

ARGOS – The data tool of the Alamo Colleges that interfaces with the Banner system. ARGOS is a product of Evisions. District IT and IRES use ARGOS to create datablocks that Institutional Researchers have access to. From these data blocks, reports are created using Excel, SAS, SPSS, or other reporting or analysis software. For more information, please see <https://evisions.com/products/higher-education/argos/> Source: Evisions website

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Source: IRES

Assistant Professor - A faculty member of an institution of higher education who ranks above an instructor and below Associate of Applied Science. Source: IRES

Associate of Applied Science - A two-year applied associate degree program designed to lead the recipient to immediate employment and/or career advancement. The program is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. It includes technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals. Source: IRES

Associate of Arts - An award that normally requires at least 2 but less than 4 years of full-time equivalent college work in a grouping of courses designed to lead to employment in a specific career or to transfer to an upper-level baccalaureate program. Source: IRES

Associate of Arts in Teaching - A Texas Higher Education Coordinating Board (THECB) approved collegiate degree program consisting of lower division courses intended for transfer to baccalaureate programs that lead to initial teacher certification. Source: IRES

Associate of Science - An award that normally requires at least 2 but less than 4 years of full-time equivalent college work in a grouping of courses designed to lead to employment in a specific career or to transfer to an upper-level baccalaureate program. Source: IRES

Associate Professor - A faculty member of an institution of higher education who ranks above an assistant professor and below a professor and who is tenured or is on a tenure track. Source: IRES

Average Class Size - The average number of students per class, calculated by dividing the sum of students enrolled in a course by the count of course sections. IRES methodology includes 16-week and first eight-week courses, with co-listed courses listed as one course. Excludes labs, clinicals, internships, practicums, co-ops, open entry/exit, dual credit, Internet orientation, and courses held at WETC, military bases, Kerrville, and CTTC. Source: IRES

B

Baldrige Performance Excellence - A national public-private partnership dedicated to performance excellence. The program educates organizations in performance excellence management and administers the Malcolm Baldrige National Quality Award. Source: IRES

Banner - The student information management system used by Alamo Colleges, including St. Philip's College. Source: IPRE

Banner ID - The name of the Student ID number for Alamo Colleges students. For security, Alamo Colleges no longer use students' social security numbers as student IDs. Source: IPRE

Base Year - The time period that is used to collect semester credit or contact hours that are used in allocating the funding in the appropriation act each biennium. It is a 12-month period of time that ends in the term that the legislature is convened in a regular session. Depending upon the formula, credit or contact hours or full-time student equivalent headcount are summarized for the terms of the base year and used to allocate the funds in the appropriation bill each biennium. For courses that generate credit hours, the year begins with the first summer session of the summer term in even years and concludes with the following spring semester. For courses that generate continuing education units, the timeline is March in the even year through the following February. For formulas that are based on full-time student equivalent, the year begins with the first summer session of the summer term in even years and concludes with the following spring semester. Source: IRES

Black or African American - A person having origins in any of the black racial groups of Africa. Source: IRES

C

CBM - Texas Higher Education Coordinating Board Management Reports. Various CBMs are submitted throughout the academic year to report on enrollments (CBM001), graduation rates (CBM009), contact hours (CBM004) and other academic performance measures. <http://www.theccb.state.tx.us>. Source: IRES

CBM001 Coordinating Board Management Student Report - A student report submitted each semester by Texas institutions of higher education to the Texas Higher Education Coordinating Board (THECB). This report reflects all students enrolled in credit courses at the reporting institution as of the official census date. Students who withdraw from all classes on or before the official census date are not included. For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.theccb.state.tx.us>. Source: IRES

CBM002 Coordinating Board Management Texas Success Initiative Report - A student report submitted each semester by Texas Institutions of higher education to the Texas Higher Education Coordinating Board (THECB). This report includes all undergraduate students attempting credit hours and any others required to be reported for Texas Success Initiative (TSI) purposes, including transfer students who are registered for one or more Coordinating Board approved courses during the reporting period and high school students taking Coordinating Board approved college courses for dual credit or as concurrently enrolled students. The report includes information known about students as of the end of the semester. Students who withdraw prior to or on the official census date are not included. For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.theccb.state.tx.us>. Source: IRES

CBM004 Coordinating Board Management Class Report - A class report submitted each semester by Texas institutions of higher education to the Texas Higher Education Coordinating Board (THECB). This report reflects class conditions as of the official census date for classes in Coordinating Board approved courses for resident credit, whether the class is on/off-campus, in/out-of-district, or academic/technical for which semester credit hours are awarded. Enrollments in the report include students who are eligible to be reported on the CBM001 or are inter-institutional students. State-fundable contact hours summarized from this report and the CBM00C are included in the funding formulas each base year as part of the appropriation process for community, technical, and state colleges. For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.theccb.state.tx.us>. Source: IRES

CBM006 Coordinating Board Management End of Semester Report - A class report submitted each semester by Texas institutions of higher education to the Texas Higher Education Coordinating Board (THECB). The final CBM006 was submitted summer 2011 and is no longer submitted to THECB. This report reflected the official enrollment, defined as students who have not withdrawn or dropped, as of the final day of class, for each semester, in Coordinating Board approved courses at universities and community, technical, and state colleges. <http://www.theccb.state.tx.us>. Source: IRES

CBM008 Coordinating Board Management Faculty Report - A faculty report submitted each fall and spring semester by Texas institutions of higher education to the Texas Higher Education Coordinating Board (THECB). This report reflects data on the academic duties and service of each person who has any type of faculty appointment, regardless of source of funds or their assignment. For community, technical, and state colleges this report reflects faculty as of the end of the Fall and Spring semesters only and salaries are those contracted for the fiscal year. Prior to Summer 2011 semester, this report was a census date report. For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.theccb.state.tx.us>. Source: IRES

CBM009 Coordinating Board Management Graduation Report - A graduation report submitted once a year in the fall semester by Texas institutions of higher education to the Texas Higher Education Coordinating Board (THECB). This report reflects degrees conferred during the fiscal year immediately preceding the fall semester in which the report is submitted. For community, technical, and state colleges, this report includes all degrees and certificates which have been awarded to students in active Coordinating Board approved programs during the fiscal year. Also included are progress measures of students who have completed the core curriculum and/or approved fields of study. By definition, progress measures are not awards. The degree and certificate program approval codes for technical and continuing education programs must be on the Education and Training Clearinghouse Technical Programs Inventory. If a student is awarded an associate degree and a certificate concurrently, a separate record for each award must be submitted. Each progress measure will be submitted in a separate record but only once for each specific measure. For additional information refer to THECB Glossary of Terms and THECB Reporting and

Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.thecb.state.tx.us>. Source: IRES

CBM00A Coordinating Board Management Students in Continuing Education Courses Report - A student report submitted quarterly by Texas public community, technical, and state college institutions of higher education to the Texas Higher Education Coordinating Board (THECB). This report reflects all students enrolled as of the official census date in continuing education courses whose official census date occurs within the reporting period. Students enrolled in non-credit courses that do not result in CEU's being awarded are not included. Students enrolled in CEU classes may be reported if the courses, as actually taught, comply with "The Continuing Education Unit: Guidelines" of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.thecb.state.tx.us>. Source: IRES

CBM00C Coordinating Board Management Continuing Education Class Report - A class report submitted quarterly by Texas public community, technical, and state college institutions of higher education to the Texas Higher Education Coordinating Board (THECB). Courses include all specially approved continuing education courses as listed in the institution's inventory, courses listed in the current Continuing Education Guidelines and Common Course Manual, and courses listed in the continuing education section of the Workforce Education Course Manual. State-fundable contact hours summarized from this report and the CBM004 are included in the funding formulas each base year as part of the appropriation process. For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.thecb.state.tx.us>. Source: IRES

CBM00M Coordinating Board Management Marketable Skills Report - This report will include Marketable Skills Achievement (MSA) awards granted to community, technical, and state college students in active Coordinating Board approved program during the fiscal year. A marketable skills achievement award may be a credit program of 9-14 semester credit hours or a Workforce continuing education program of 144-359 contact hours. These awards meet minimum standards for program length specified in the federal Workforce Investment Act (WIA) but are too short to qualify as certificate programs on the Coordinating Board program inventory. For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.thecb.state.tx.us>. Source: IRES

CBM00S Coordinating Board Management Student Schedule Report - This report reflects individual courses and grades, by student, as of the final day for each semester, and includes only Texas Higher Education Coordinating Board approved courses for credit, whether the class is delivered on-campus or off-campus (universities), in-district or out-of-district, or academic or technical (community, technical, and state colleges) for which semester credit hours are awarded. Students who withdraw from a class on or before the official census date are not included in this report. Enrollments included in this report must be of students who 1) are eligible to be reported on the CBM0E1, or 2) are inter-institutional students. For additional information refer to THECB Glossary of Terms and THECB Reporting and Procedures Manual for Texas Community, Technical, and State Colleges at <http://www.thecb.state.tx.us>. Source: IRES

CCFSSE – The Community College Faculty Survey of Student Engagement (CCFSSE) elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. Offered as a companion to the CCSSE student survey, CCFSSE is an online census survey that invites all faculty at participating colleges to contribute their front-line perspectives on student engagement. For more information, please see <http://www.ccsse.org/CCFSSE/> Source: CCSSE website

CCSSE - The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered at St. Philip's College during the spring semester of odd numbered years to mostly returning students, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention. For more information, please see <http://www.ccsse.org/>. Source: CCSSE website

Census Date – The official day of record that public higher education institutions must determine the enrollments that qualify to be reported to the Coordinating Board for state reimbursement. May also be referred to as the Official Reporting Date. For fall and spring semesters, it is the 12th class day. For summer semesters, it is the 4th class day. The count of class days begins on the first day that classes are held in the term and includes each calendar day on

which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be on a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class. Source: IRES

Certificate Level 1 - A certificate program comprised of at least 15 semester credit hours and no more than 42 semester credit hours (or 23-63 quarter hours). Certificate programs of one year or less, which contain in excess of 42 semester credit hours or the equivalent, that require external accreditation and licensing examinations (e.g., Licensed Vocational Nursing, LVN), may be approved by the Coordinating Board staff as CERT1 certificates. Source: IRES

Certificate Level 2 - A certificate program comprised of at least 43 and no more than 59 semester credit hours (or 64-89 quarter hours). Source: IRES

Certificate Level 3 - An Enhanced Skills certificates associated with an AAS or AAA degree program. Such a certificate program is comprised of at least 6 and no more than 15 semester credit hours (9-22 quarter hours). Source: IRES

Class Climate – Class Climate is an online survey software produced by Scantron. St. Philip's College uses Class Climate for end-of-course surveys, assessing all instructors for courses for all parts of term. Every student receives an invitation to complete the survey in their ACES email about two weeks before the end of the class. They have until finals start to complete the survey. Reminders are sent via ACES email every few days until the student completes the survey. For more information, please see <http://www.scantron.com/software/course-evaluation/class-climate/overview>. Source: IPRE

Classification of Instructional Programs (CIP) - The taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completion activities. The first six digits of each code are identical to those in the CIP taxonomy published by the National Center for Educational Statistics (NCES). The seventh and eighth digits, when they are not zeroes, are Texas suffixes added to better specify the diversity of courses and program offerings in Texas. The two digits following the CIP code are the formula funding code. The formula funding code is important whenever the CIP codes are used to identify the content of courses. Degree programs are not funded, except through the individual courses they require. Example: 01.0101 .00 05 Agricultural Business & Management, General. Source: IRES

Closing the Gaps - A plan directed at closing educational gaps in Texas as well as between Texas and other states. The four goals are: to close the gaps in student participation, student success, excellence and research. Closing the Gaps by 2015 was adopted in October 2000 by the Texas Higher Education Coordinating Board with strong support from the state's educational, business and political communities. Reports are updated on an annual basis. Source: IRES

Cohort - A specific group of students established for tracking purposes. Source: IRES

College Location - The IRES methodology for calculating student count by college until NLC receives Accreditation from the Southern Association of Colleges and Schools. For headcount, campus location is the sum of unduplicated student headcount by the college where the course is located; formerly known as College of Attendance. Source: IRES

College of Attendance - See College Location. Source: IRES

College of Registration - See College Owner. Source: IRES

College Owner - The IRES methodology for calculating student count by college until NLC receives Accreditation from the Southern Association of Colleges and Schools, Commission on Colleges. For headcount, campus owner is the sum of unduplicated student headcount by the college who owns the course; formerly known as College of Registration. Source: IRES

Community and Technical Colleges - The collective reference to all Texas community and technical colleges. Source: IRES

Community College Faculty Survey of Student Engagement - A survey administered to faculty, usually in the spring, as a companion to the Community College Survey of Student Engagement (CCSSE). The survey assesses faculty perspective regarding students' educational experiences, their teaching practices, and the ways they spend their professional time, both in and out of the classroom. CCFSSSE is a product of the College of Education, Department of Educational Administration, Community College Leadership Program at the University of Texas at Austin. Source: IRES

Community College Survey of Student Engagement - A survey administered to students, usually in the spring, that assesses institutional practices and student behaviors correlated highly with student learning and student retention. CCSSE provides information on student engagement, a key indicator of learning, and therefore of the quality of community colleges. CCSSE is a product of The College of Education, Department of Educational Administration, Community College Leadership Program at the University of Texas at Austin. Source: IRES

Completion Rate - In IRES Grade Distribution report, the measure of completed grades relative to total enrollment expressed as a percentage $(A+B+C+D+F+IP+I+P/\text{Total Enrollment})$. Source: IRES

Concentration - Students are classified in concentrations according to their selection of a primary field of study. This field must be selected from approved programs within each degree program. This is initially done through Apply Texas. St. Philip's College has 55 degrees and 97 certificates from which to choose. St. Philip's College went from the term "major" to "concentration" in fall 2014. Majors are defined as "a coherent body of coursework within a degree program" and concentrations are not majors. Since degree programs in the AA and AS are primarily general education courses (with a State mandated 42 hours in the general education core), we offer the AA and AS degrees with areas of concentration only. The St. Philip's College AA and AS degrees with suggested concentrations may lead to specific major areas of study at receiving institutions and some articulation agreements for specific programs of study are in place at the colleges. In the Associate of Applied Science (AAS) degrees students are typically enrolled in 15 hours of general education courses and the remainder of their coursework is related to a specific discipline (examples: aircraft technology, culinary, automotive). Source: <http://www.alamo.edu/spc/SACSCOC-Transparency/> 05/13/15 Email From President

Contact Hour - A unit of measure that represents an hour of scheduled instruction given students of which 50 minutes must be of direct instruction. Also referred to as clock hour. It is also a field on the CTC CBM004 and CBM00C which indicates the number of contact hours for which the class is actually scheduled. The total may be less but not greater than the total for which the course is approved on the course inventory. In IRES reports, total contact hours for a course is calculated by multiplying the course contact hours by the number of students in the course. Source: IRES

Continuing Education - A course or program that provides a quick and flexible response to business, industry, and student needs for intensive preparatory, supplemental or upgrade training and education and has specific occupational and/or apprenticeship training objectives. CE headcount is reported in the CBM00A, and contact hours are reported in the CBM00C. Source: IRES

Continuing Education Quarters - A calendar system used for continuing education courses in which the academic year consists of four sessions called quarters, each approximately 12 weeks, or from 10 to 15 weeks. CE Quarters are reported in the CBM00C, Continuing Education Class Report and CBM00A, Students in Continuing Education Courses Report. CE Quarters are as follows: Quarter 1 = fall (Sept, Oct, Nov); Quarter 2 = winter (Dec, Jan, Feb); Quarter 3 = spring (Mar, Apr, May); Quarter 4 = summer (Jun, Jul, Aug). Source: IRES

Continuing Education Unit - A unit of measure, one CEU normally defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. Source: IRES

Continuing Student - A student who is consecutively enrolled from one point of measure to the next point of measure. Source: IRES

Core Competencies - Core competencies are an organization's areas of greatest expertise or those strategically important capabilities that provide an advantage in the market or service environment. Core competencies frequently are challenging for competitors or suppliers and partners to imitate, and they provide a sustainable competitive advantage. Core competencies may involve technology expertise or unique educational programs, offerings, or services that are responsive to the needs of students, stakeholders, and the market. Our core competencies are: 1.

organizational efficiency and sustainability, 2. innovative technology to support administrative, academic, and student- support operations, 3. partnership development and stewardship, and 4. driving adoption of innovative practices. Source: IRES

Core Curriculum - The common part of every undergraduate curriculum that introduces students to a broad range of areas beyond their major and helps students develop basic intellectual competencies in reading, writing, speaking, listening, critical thinking, and computer literacy. In Texas the core curriculum usually consists of 42-48 semester credit hours of course work distributed among the disciplines of communication, mathematics, the natural sciences, the arts and humanities, and the social and behavioral sciences. State law mandates the transfer of core curriculum courses between all public institutions of higher education. Source: IRES

Core Curriculum Completer/Certificate - A student who has satisfactorily completed all required elements and courses in an institution's approved core curriculum (including any hours transferred from other institutions). Core curriculum completers must have completed courses totaling at least the number of semester credit hours in the institution's approved core curriculum (range of 42-48 semester credit hours). Source: IRES

Credit - The unit of measurement some institutions give for fulfilling course requirements. A credit typically represents one hour of class per week for one semester. Source: IPRE

Credit Hour - A unit counted toward completion of an academic program. Each course is worth a number of credit hours (also known as "credits"). The number of credit hours reflects the number of hours a student spends in class for that course per week. Source: IPRE

Cross Listed Course - The IRES methodology that combines two or more courses into one course for the purpose of calculating average class size. When cross-listed courses include the same rubric, the combined rubric remains the same and enrollment is the sum of the combined courses. When the cross-listed courses include different rubrics, a new combination rubric is created and enrollment is the sum of the combined courses. For example, the average class size for cross-listed courses spanning DANCE and DANCE will be assigned the DANCE rubric. The average class size for cross-listed courses spanning DANCE and KINE rubrics, will be assigned the combination rubric DANCE-KINE. Source: IRES

D

Data Standards - The systematic rules that govern the configuration, data entry, and maintenance of data in computer systems. Source: IRES

Degree Seeking Student – A student enrolled in courses for credit and has not indicated on Apply Texas that their intent in attending college is to get a job or for personal enrichment. Source: IPRE

Degree Works - See AlamoGPS Source: IRES

Developmental Education - Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. See AlamoPREP and AlamoREADY. Source: IRES

Distance Education - The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction. Source: IRES

Dual Enrollment or Dual Credit - The simultaneous enrollment of a student at a high school and in a college course which is offered through regular campus schedule or at the high school. Source: IPRE

E

Early College High School - An educational partnership between the Alamo College system and Comal ISD, Seguin ISD and San Antonio ISD in which high school students participate in college level curriculums with the goal of improving college success and degree completion. Source: IRES

Educational Testing Service Proficiency Profile Exam (ETS/PP) – ETS is a private nonprofit educational testing assessment organization located in Lawrence Township, New Jersey. The Proficiency Profile is used by St. Philip's College to assess students' general education skills. Results are used to improve student learning through awareness of current skill levels and identification of skill areas that need improvement. Results are also used to comply with accrediting and regulatory agency requirements, to benchmark performance and to determine educational program effectiveness. For more information, please see: <http://www.ets.org/>. Source: IPRE and ETS website

Enhanced Skill Certificate - A certificate associated with an AAS or AAA degree program. Such a certificate program is comprised of at least 6 and no more than 15 semester credit hours (9-23 quarter hours), and may extend an AAS or AAA award to an overall total of no more than 87 semester credit hours (126 quarter hours). Also referred to as a CERT3, or Certificate Level Three. Source: IRES

Enrollment Status Report - An IRES report that provides same day, year-to-year enrollment comparisons by college and term. Source: IRES

F

Faculty Ratio - The portion of full-time or part-time faculty in relation to the whole; also known as Full-Time/Part-Time Faculty Ratio. IRES calculates the faculty ratio report with two methodologies, 1) full-time faculty teaching overloads=full-time, and 2) full-time faculty teaching overloads=part-time. Source: IRES

Fall Cohort - A group of students entering in the fall term established for tracking purposes. By the Texas Higher Education Coordinating Board (THECB) methodology, it includes students who were at the institution in the summer term and continued in the fall term. Source: IRES

Federal Interagency Committee on Education Code - A 6-digit identification code originally created by the Federal Interagency Committee on Education (FICE). The code was used to identify all schools doing business with the Office of Education during the early sixties. This code is no longer used in IPEDS; it has been replaced by the Office of Postsecondary Education (OPE) ID code. Alamo College school codes are as follows: NLC=000309, NVC=033723, PAC=023413, SAC=009163, SPC=003608. Source: IRES

Field of Study - A student who has satisfactorily completed all required courses in the field of study curriculum, regardless of whether or not the student has completed any optional courses that may be offered. No student may be reported as a field of study completer more than once for a particular field of study; the institution that first reports a student as a FOS completer will be recognized as the institution where the student completed that particular FOS. A student must have completed at least one course in a FOS at an institution for that institution to identify the student as a FOS completer. Students may be identified as FOS completers only in fields of study that have been approved by the Coordinating Board. Source: IRES

Financial Aid - A comprehensive term used to describe monetary assistance for students in the form of grants/gift aid, scholarships, work-study, or loans from sources including the institution, private donors, and/or the state or federal government. Source: IPRE

Financial Aid Database System - The statewide financial aid database compiled of institutional reports provided to the Texas Higher Education Coordinating Board (THECB) concerning student financial aid at Texas public and independent institutions of higher education. Institutional reports are required annually and are the basis of the Coordinating Board's report to the Legislative Budget Board. Source: IRES

First Generation College Student - A student with neither parent having attended any college. Source: IPRE

First Time in College Cohort - A specific group of students established for tracking purposes who are identified as having an entry status as first time college enrollment. First Time in College Cohorts may vary by initiative. See FTIC Cohort AtD and FTIC Cohort THECB. Source: IRES

First Time in College Cohort: Achieving the Dream - For the Achieving the Dream (AtD) initiative, the FTIC Cohort is defined as fall, unduplicated, first- time, credential seeking and new transfer students. Credential seeking students indicate earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to the intent field in the CBM001. Source: IRES

First Time in College Cohort: Texas Higher Education Coordinating Board - An entering student who has never attended any college. Includes entering students from summer sessions who continue in fall. Also includes students who entered with advanced standing (college credit earned before graduation from high school). Source: IRES

First-Time Freshman - An undergraduate student newly enrolled and not previously enrolled in a postsecondary degree program. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also students who entered with advanced standings (college credits earned before graduation from high school) Source: THECB

Fiscal Year – The twelve-month budgetary period beginning September 1st and ending August 31st. Source: IRES

Free Application for Federal Student Aid - The free federal form completed by students and submitted to the U.S. Department of Education to apply for federal and state financial aid to help finance the cost of postsecondary education. Source IRES

FT FTIC Graduation Rates - In the IRES Key Performance Indicators report, three, four, and six-year graduation rates of first- time, full-time, credential-seeking undergraduates. Credential-seeking students are those with a code of 1=earn an associate's degree, 2=earn a certificate, 3=earn credits for transfer, or 6=did not respond to from the student intent field on the CBM001. Those coded as 4=job skills or 5=personal enrichment are not included. Graduation rates include students who graduate with a Certificate 1, Certificate 2, Advanced Technology Certificate, or Associate's Degree. FTIC students that graduated from an Alamo College are included in preliminary data, while THECB Accountability System graduation rates include degrees students earned from any Texas public or private higher education institution. Source: IRES

Full-Time Equivalent (FTE) Student - A measure of semester student enrollment calculated on the total number of student credit hours (SCHs). Every 12 SCHs at the undergraduate level equals 1.0 FTE. Source: IPRE

Full-time Faculty - Employees who are employed on a full-time (100% effort) basis for instruction (including those with released time) Source: IPRE

Full-time Staff - Employees who are employed on a full-time (100% effort) basis and do not meet the definition of faculty. Source: IPRE

Full-Time Student - An undergraduate student enrolled in 12 or more semester credit hours in a long semester. A two- year college continuing education student enrolled for 24 or more contact hours a week during a quarter. In IRES methodology, students who are part-time at multiple campuses and whose total credit hours equal 12 or more are considered full-time at district. Source: IRES

Full-Time/Part-Time Faculty Ratio - See Faculty Ratio. Source: IRES

Funding Code - A 2-digit numeric code that identifies an associated rate to apply to the credit or contact hours generated by student enrollment in each approved course taught during a base year, which does not align with an academic or calendar year. For two-year colleges, the funding codes are based on subject matter content using a matrix of CIP codes. There are 27 possible categories and the associated rates are multiplied times the contact hours generated in each category, independent of whether the course is academic or technical, or the student is earning credit hours or continuing education units. For related information see CIP code and Approval Number. Source: IRES

G

Gatekeeper Course - A college-level course used to measure student progression. Alamo College gatekeeper courses are as follows: English-ENGL 1301, Reading-BIOL1408 and HIST 1301, and MATH-MATH1314, 1332, 1333, 1414 and 1442. Source: IRES

Grade Distribution - In the IRES Grade Distribution report, the documentation of letter grades that results in the ability to calculate completion and success rates by rubric, course number and CRN. The report is available for All Students or FTIC students. Source: IRES

Grade Point Average - The computed quality value of each grade. The GPA is derived by dividing the total number of quality points by the total number of semester hours attempted for which grades have been received. For additional information please see Academic Standards in the Alamo Colleges eCatalog. Source: IRES

Grading System –

A - 4 quality points per semester credit hour, excellent/exceptional;

B - 3 quality points per semester credit hour, above average;

C - 2 quality points per semester credit hour, average;

D - 1 quality point per semester credit hour, below average/pass;

F - 0 quality points per semester credit hour, failure;

I - 0 quality points per semester credit hour, incomplete (see Incomplete Grade);

IP - not computed in GPA, final grade for developmental courses, In Progress (see In Progress Grade);

NC - not computed in GPA, Non-Credit;

W - Not computed in GPA; Withdrawal;

WS - not computed in GPA; Withdrawal, SB 1231;

WX - not computed in GPA; Withdrawal Exemption, SB 1231;

WM - not computed in GPA; Withdrawal, Military;

CR - not computed in GPA; Non-Traditional Credit Only;

AU - not computed in GPA; Audit;

P - Continuing Education Completer (program specific); Pass

NR - Not recorded

For additional information please see Academic Standards in the Alamo Colleges eCatalog. Source: IRES

Graduation Rate: Texas Higher Education Coordinating Board - The percent of an entering cohort of first-time, full-time, credential seeking undergraduate students who graduate in a specific period of time. The Texas Higher Education Coordinating Board (THECB) measures 3, 4, and 6-year graduation rates. Credential seeking students are those with a code of (1) earn an associate's degree, (2) earn a certificate, (3) earn credits for transfer, or (6) did not

respond from the student intent field on the CBM001. Those coded as (4) job skills or (5) personal enrichment are not included. Source: IRES

H

Headcount Duplicated - In IRES reports, the count of students enrolled within a defined period of time, such as a term or academic year, where students enrolled in more than one Alamo College are counted once at each college of enrollment. Headcount may be certified or preliminary as noted in each report. Source: IRES

Headcount: Texas Higher Education Coordinating Board - The count of students enrolled or faculty reported. The CBM001 headcount is the unduplicated count of non-flexible entry. The flexible entry records and special doctoral records are not included in the official headcount for a term. The CBM002 headcount is the total number of CBM002 records. The CBM008 headcount is the summation of the faculty records minus flexible-entry only records. The CBM009 headcount is the total records reported on the degree file, not including multiple degree records. Source: IRES

Headcount: Unduplicated - In IRES reports, the count of students enrolled within a defined period of time, such as a term or academic year, where students enrolled in more than one Alamo College are counted only once. Texas Higher Education Coordinating (THECB) certified unduplicated headcount reflects census day headcount, including dual credit students. Headcount may be certified or preliminary as noted in each each report. Source: IRES

High Risk Course - A course with enrollment greater than or equal to 100 and a success rate of less than 70.0%. Source: IRES

High School - A school attended after elementary or junior high and usually consisting of grades 9, 10, 11, and 12. Source: IRES

High School Market Penetration - An IRES report that provides entrance counts and percentages of high school graduates who enroll at the Alamo Colleges within one year of high school graduation. Data is provided for Alamo College service area by county, ISD, high school and ethnicity. Source: IRES

Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Source: IRES

Hispanic Serving Institution - An institution of higher education that (a) is an eligible institution, (b) at the time of application, has an enrollment of undergraduate full-time-equivalent students that is at least 25% Hispanic students; and c) provides assurances that not less than 50 percent of the institution's Hispanic students are low-income individuals. Note: Low income is defined as 150% of the poverty level as determined by the Bureau of the Census. Source: IRES

Hybrid Course - A distance education course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place. Source: IRES

I

In Progress Grade - A final grade of "IP" may be assigned to students who have not adequately mastered developmental course content during a given semester or term yet who, in the instructor's judgment, have the potential to successfully complete the coursework. The only way to receive a passing grade in a course for which an "IP" grade has been recorded is to re-register for the course and earn a grade of "C" or better at the end of the semester or term in which the re-registration occurs. Source: IRES

Incomplete Grade - The conditional grade of "I" may be issued to a student having a passing average on all completed coursework but for a justified reason, such as illness or death in the family or by providential hindrance,

has been prevented from asking the final examination or completing other required coursework. The "I" becomes an "F" in one hundred twenty (120) calendar days from the end of the term unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not resolve the "I".
Source: IRES

Independent School District - A cluster of Texas public schools located within the legal description of the regional boundary defined by the Texas Education Code. Source: IRES

In-District Student - A community college student who is a legal resident of the taxing district in which the student attends college and thus entitled to reduced tuition charges if offered by the institution. For the Alamo Colleges, a student providing proof of residency in Bexar County is an In-District Student. Source: IRES

In-District Tuition - The tuition charged by a community college to those students residing in the college taxing district. Source: IRES

In-State Student - A student who is a legal resident of the state (Texas) in which he/she attends college. Source: IRES

In-State Tuition - The tuition charged by institutions to those students who meet the state's or institution's residency requirements. Source: IRES

Institutional Research and Effectiveness Services - The Alamo College District Support Office that provides data in support of district-wide decision-making, policy construction and resource allocation. Source: IRES

Instruction Method - The manner in which course instruction is delivered. Valid Banner instructional methods are defined in the GTVINSM form. 1=Face to Face, 2=Fully Distance Education, 3=Video Tape/DVD/Broadcast TV, 4=Two-way Interactive Video, 5=Multiple or Other Electronic Media, 6=Hybrid/Blended Course. Source: IRES

Instructor - A faculty member of an institution of higher education who is tenured or is on tenure-track and who does not hold the rank of assistant professor, associate professor, or professor. Source: IRES

Integrated Postsecondary Education Data System - A data system conducted by the National Center for Education Statistics (NCES) that began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education, are required to report data using a web-based data collection system. Source: IRES

Inter-Institutional Class - A class in which the faculty and course of one institution are provided to the students of another and the institutions have an agreement on file with THECB. As determined by the agreement, either the providing institution may report all SCH for funding, or each of the participating institutions may report the SCH generated by their own students. Source: IRES

K

Key Performance Indicator - An evidence-based metric used to measure organizational performance. The metrics in the IRES Key Performance Indicator report include Recruitment, Retention, Completion, and Clusters. Source: IRES

L

Legislative Budget Board - A Texas agency that consists of 10 members of the House and Senate. The Legislative Budget Board staff is responsible for a wide range of activities associated with the appropriations process. Source: IRES

Longitudinal Tracking - Tracking students as a group or cohort over a specific period of time. Source: IRES

M

Market Penetration Rate - The measure of a population relative to the total population expressed as a percentage. Source: IRES

Marketable Skills Achievement Award - A credit program of 9-14 semester credit hours or a workforce continuing education program of 144-359 contact hours. MSAC meet minimum standards for program length specified in the federal Workforce Investment Act, but are too short to qualify as a certificate program on the Texas Higher Education Coordinating Board program inventory. (CBM00M) Source: IRES

Momentum Points - See Success Points Source: IRES

MyMAP - A comprehensive system designed to improve student success. (MyMAP: My Monitoring Academic Progress) The first phase roll-out of MyMAP includes four modules designed to provide new students with general information to get started in college. Source: Alamo College website. <http://alamo.edu/main.aspx?id=47551>

N

National Center for Education Statistics - An Institute of Education Sciences, is the statistical agency of the U.S. Department of Education and the primary federal provider of education statistics on the condition of American education. Source: IRES

Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. Source: IRES

Non-Degree Seeking Student – A student enrolled in courses for credit and has indicated on ApplyTexas that their intent in attending college is to get a job or for personal enrichment. Source: IPRE

Non-Resident Alien - A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. Source: IRES

Non-Tenure Track Faculty - A faculty member who is not seeking tenure. Source: IRES

Northeast Lakeview College - Established in 2007 and located at 1201 Kitty Hawk Road, Universal City, Texas, 78148, (210) 486-5000, NLC is one of five public community colleges within the system of Alamo Colleges. Visit Northeast Lakeview College at <http://www.alamo.edu/nlc>. Source: IRES

Northwest Vista College - Established in 1995 and located at 3535 N. Ellison, San Antonio, Texas 78251, (210) 486-4000, NVC is one of five public community colleges within the system of Alamo Colleges. Visit Northwest Vista College at <http://www.alamo.edu/nvc>. Source: IRES

Number of Certificate and Degree Awards (Associates and Certificates) - In the IRES Key Performance Indicators report, the number of degrees and certificates awarded throughout the academic year. This number may

be duplicated per student, as a student may earn multiple awards throughout the school year. Degrees include: AA, AAS, AAT, and AS. Certificate include ATC, CERT1 and CERT2. Level 3 Certificates not included. Source: IRES

Number of Certificate and Degree Awards (Other Completers) - In the IRES Key Performance Indicators report, the number of students who complete programs other than degrees or certificates throughout the academic year. This number may be duplicated per student, as a student may complete multiple programs throughout the school year. Other completers include students who earn an MSAC, ESC, CCC, FOS, or CERT3. Source: IRES

Number of Certificate and Degree Awards by Closing the Gaps Critical Areas - In the IRES Key Performance Indicators report, total number of students who earned awards in the same CIP codes as closing the Gaps critical areas. This measure includes students who graduate with a Certificate 1, Certificate 2, Advanced Technology Certificate, or Associate's Degree. Critical Area and Associated 2 or 4 digit CIP Codes for Closing the Gaps Critical Areas listing: Computer Science = 11, Engineering = 14 & 15, Mathematics = 27, Physical Science = 40 & 30.01, (51.02, 51.06, 51.07, 51.08, 51.09, 51.10, 51.16 (nursing, not allied health), Nursing/Allied Health = 51.18, 51.23, 51.26, 51.27, 51.31, 51.32, 51.33, 51.34, 51.99) Source: IRES

O

Office of Postsecondary Education Identification Number - OPE ID Identification number used by the U.S. Department of Education's Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that its students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. This is a 6-digit number followed by a 2-digit suffix used to identify branches, additional locations, and other entities that are part of the eligible institution. Source: IRES

Other Faculty - A faculty member of the institution who does not have tenure or is not on tenure-track at the institution. This includes, but is not limited to, adjunct, special, visiting, emeritus, and lecturer at the institution. Also includes faculty with tenure or tenure-track from another institution. Source: IRES

Out-of-District Student - A community college student who is a legal resident of the state of Texas but who resides outside the taxing district in which the student attends college. Source: IRES

Out-of-District Tuition - The tuition charged by a community college to those students residing outside of the college taxing district. Source: IRES

Out-of-State Student - A student who is not a legal resident of the state in which he/she attends school. Source: IRES

P

Palo Alto College - Established in 1985 and located at 1400 W. Villaret Blvd, San Antonio, Texas, 78224, (210) 486-3000, PAC is one of five public community colleges within the system of Alamo Colleges. Visit Palo Alto College at <http://www.alamo.edu/pac>. Source: IRES

Participation Rate in Service Area (Fall Term) - In the IRES Key Performance Indicators report, Alamo Colleges Fall unduplicated headcount (total headcount at Fall census date, includes dual credit, excludes Summer II and late flex from prior term) divided by current year Texas State Data Center service area population, ages 18-64 (migration scenario 1.0). Counties in service area are Atascosa (50%), Bandera, Bexar, Comal, Guadalupe (98%), Kendall, Kerr, and Wilson. Source: IRES

Part-Time Student - An undergraduate student enrolled for either 11 semester credits or less, or less than 24 contact hours per week each term. Source: IRES

Pell Grant Program - Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses (Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended) Source: IRES

Percent of FTIC Students who Transfer to a Texas Senior Institution in Six Years (FTIC All Transfers) - In the IRES Key Performance Indicators report, a cohort of first-time students who started six years ago is followed. Those who attempted college-level credit hours at the same institution/district then transferring to a university are attributed to an institution/district. Those who attempted college-level credit hours at more than one community college /district will appear in the statewide transfer rate. Source: IRES

Percentage of FTIC Developmental English Students Who Attempted and Successfully Complete their Developmental English Sequence and Gatekeeper-3 Years Later - In the IRES Key Performance Indicators report, the number of FTIC students who successfully completed the highest developmental English course and subsequently earned an A, B, or C in Gatekeeper English (ENGL1301) within 3 years, divided by all FTIC students who completed the highest developmental English course and attempted Gatekeeper English. Source: IRES

Percentage of FTIC Developmental Math Students Who Attempted and Successfully Complete their Developmental Math Sequence and Gatekeeper-3 Years Later - In the IRES Key Performance Indicators report, the number of FTIC students who successfully completed the highest developmental Math course and subsequently earned an A, B, or C in Gatekeeper Math (MATH1314 College Algebra) within 3 years divided by all FTIC students who and successfully completed the highest developmental math course and attempted Gatekeeper Math. Source: IRES

Percentage of FTIC Developmental Reading Students Who Attempted and Successfully Completed their Developmental Reading Sequence and Gatekeeper-3 Years Later - In the IRES Key Performance Indicators report, the number of FTIC students who successfully completed the highest developmental reading course and subsequently earned an A, B, or C in Gatekeeper Reading (HIST 1301 or BIOL 1408) within 3 years, divided by all FTIC students who successfully completed the highest developmental reading course and attempted either HIST 1301 or BIOL 1408. Source: IRES

Perkins - The federal loan program that provides low interest loans to help students finance the cost of postsecondary education. Source: IRES

Persistence Rate: Achieving the Dream - The rate at which an AtD cohort of students continue in higher education as measured from an initial term of entry to a future term. AtD persistence rate is the period of time between the initial fall semester (cohort year) and a time of measurement from 1 to 5 years. The AtD Cohort is defined as the number of unduplicated students who are True FTIC as calculated by IRES, degree seeking, excluding graduates. Source: IRES

Persistence Rate: KPI 2-Year Fall to Fall Persistence of FT FTIC - In the IRES Key Performance Indicators report, the rate at which full-time, FTIC, degree-seeking credit students persist from Fall term of entry (at census date) to the Fall term two year later (at census date) where full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval are excluded. Source: IRES

Persistence Rate: KPI 2-Year Fall to Fall Persistence of PT FTIC - In the IRES Key Performance Indicators report, the rate at which part-time, FTIC, degree-seeking credit students persist from Fall term of entry (at census date) to the Fall term two years later (at census date) where part-time is defined as a student taking less than 12 semester credit hours. Students who earned awards and did not persist during the interval are excluded. Source: IRES

Persistence Rate: KPI Fall to Fall FT FTIC - In the IRES Key Performance Indicators report, the rate at which full-time, FTIC, degree-seeking credit students persist from Fall term of entry (at census date) to the Fall term of the following year (at census date) where full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval are excluded. Students who began in summer and continued in fall are also included. Source: IRES

Persistence Rate: KPI Fall to Fall PT FTIC - In the IRES Key Performance Indicators report, the rate at which part-time, FTIC, degree-seeking credit students persist from Fall term of entry (at census date) to the Fall term of the following year (at census date) where part-time is defined as a student taking less than 12 semester credit hours.

Students who earned awards and did not persist during the interval are excluded (starting with the fall 2008 cohort). Students who began in summer and continued in fall are also included. Source: IRES

Persistence Rate: KPI Fall to Spring FT FTIC - In the IRES Key Performance Indicators report, the rate at which full-time, FTIC, degree-seeking credit students persist from Fall term of entry (at census date) to the subsequent Spring term (at census date) where full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval were excluded (starting with the fall 2008 cohort). Students who began in summer and continued in fall are also included. Data source: CBM001 via SAS code Persistence (EXCL Grads) of FTIC by Demo 1Term fall 2011 & Up. As. For fall 2008 Cohort: Persistence (EXCL Grads) of FTIC by Demo 1Term thru fall 2009.sas. Source: IRES

Persistence Rate: KPI Fall to Spring PT FTIC - In the IRES Key Performance Indicators report; the rate at which part-time, FTIC, degree-seeking credit students persist from Fall term of entry (at census date) to the subsequent Spring term (at census date) where part-time is defined as a student taking less than 12 semester credit hours. Students who earned awards and did not persist during the interval were excluded (starting with the fall 2008 cohort). Students who began in summer and continued in fall are also included. Data source: CBM001 via SAS code Persistence (EXCL Grads) of FTIC by Demo 1Term Fall 2011 & Up. As. For Fall 2008 Cohort: Persistence (EXCL Grads) of FTIC by Demo 1Term thru Fall 2009.sas. Source: IRES

Persistence Rate: Program Review - The rate at which an Academic and Workforce Cohort of students continue in higher education as measured from an initial term of entry to a future term. Program Review persistence measures the percent of students in the initial Fall term (cohort year) who continue to the subsequent Spring and to the following Fall term. The Fall Cohort is defined as the number of unduplicated students who are THECB FTIC, degree seeking, excluding graduates. Source: IRES

Persistence Rate: Texas Higher Education Coordinating Board - The rate at which students continue in higher education, often as measured by the percentage of students who continue in higher education from one year to the succeeding year. The Fall Cohort is defined as the number of unduplicated students who are THECB FTIC, degree seeking, excluding graduates. Source: IRES

Persistence Rate: Total Population - The rate at which the total population of unduplicated students in a Cohort continue in higher education as measured from an initial term of entry to a future term. The Fall Cohort is defined as the total number of unduplicated students. Source: IRES

Persistence Rate: Workforce - The rate at which a Workforce Cohort continue in higher education as measured from an initial term of entry to a future term. The Fall Cohort is defined as the number of unduplicated students who are THECB FTIC, degree seeking, excluding graduates, and whose course type is Workforce. Source: IRES

Person Identification - In Banner Student, the system generated, unique, internal identification number assigned to a student. Source: IRES

Personal Assessment of the College Environment - A satisfaction survey administered to Alamo College employees that assesses the organizational climate. The survey is a product of the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University. Source: IRES

Productive Grade Rate - In IRES Achieving the Dream reports, Cohort grades of C or higher based on all courses (cumulative) from the initial term of entry through the time of measurement by course section location. Source: IRES

Program Review - An IRES report that provides data on Developmental English, Reading, and Math retention, success, productive grade rates, Fall to Spring persistence, 3-, 4-, and 6-year graduation rates, and student success at transfer institutions. Source: IRES

Q

Qualitative research – Qualitative research gathers information that is not in numerical form. For example, diary accounts, open-ended questionnaires, unstructured interviews and unstructured observations. Qualitative data is typically descriptive data and is useful for studies at the individual level, and to find out, in depth, the ways in which people think or feel (e.g. case studies). Source: IPRE

Quantitative Research - The systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena. Source: IPRE

R

Race/ethnicity: Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Source: IPRE

Individuals are asked to first designate ethnicity as:

- Hispanic or Latino or
- Not Hispanic or Latino

Second, individuals are asked to indicate all races that apply among the following:

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Race/Ethnicity unknown - The category used to report students or employees whose race and ethnicity are not known. Source: IRES

Retention: Within Term Retention (Total Population) - In the IRES Key Performance Indicators report, the rate at which credit students persist within the same term (excludes fall late flex, includes dual credit). For example, if a student dropped all courses within a semester, then that student was not retained; if a student was still enrolled in at least one course by the end of the semester, then that student was retained. Source: IRES

Retention rate - The rate at which credit students persist within the same term. If a student drops all courses within a semester then that student was not retained. If a student was still enrolled in at least one course by the end of the semester then that student was retained. Source: IRES

Rubric - The four-letter set of characters used to standardize the designation of like subjects; also used in Student Learning Objectives. Example: Accounting=ACCT. Source: IRES

Ruffalo Noel Levitz- a postsecondary education consulting firm that regularly conducts trend research and shares its findings widely, including with higher education media, through a variety of information tools. SPC uses the Ruffalo

Noel Levitz Instrument, the Student Satisfaction Inventory (SSI) every even numbered spring semester to assess student satisfaction. website <https://www.ruffalonl.com/> Source: IPRE

S

San Antonio College - In September 1925, SAC was first established as University Junior College under the administration of the University of Texas. However, the attorney general for the State of Texas ruled that the University of Texas was in violation of the state's constitution by operating a junior college. Therefore the college was passed to the San Antonio board of education and renamed San Antonio Junior College. In August 1946, San Antonio Junior College was renamed again after control of the school passed from the board of trustees. San Antonio College was adopted as the official name in 1948, and in 1951, SAC was moved to its present location on San Pedro Avenue. Accreditation was granted to the college in 1955 from the Southern Association of Colleges and Schools. <https://alamo.edu/sac/> Source: IRES

Science, Technology, Engineering, Math - A group of studies established to increase student success in the fields of Science, Technology, Engineering and Math. The Texas Higher Education Coordinating Board (THECB) measures annual awards in STEM fields. Source: IRES

Section Count - The sum of course sections. Source: IRES

Semester - A Fall or spring session that normally includes at least 15 weeks for instruction and one week for final examination, or a total of 16 weeks of instruction and examination combined. Each of the two summer terms include no less than 5 1/2 calendar weeks, including registration, instruction, and final examinations. Source: IRES

Semester Credit Hour - A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system, or a 10-week period in a quarter system. For additional information refer to THECB Glossary of Terms. Source: IRES

Service Area - The geographical area, or target market, for educational delivery by community colleges as defined in the Texas Education Code. The Alamo College service area includes Bexar, Bandera, Comal, Kendall, Kerr, Wilson, and portions of Atascosa and Guadalupe counties. Source: IRES

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)- The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states, including Texas. For more information, please see: <http://www.sacscoc.org/> Source: IRES

St. Philip's College - Established in 1898 and located at 1801 M.L. King Drive, San Antonio, Texas, 78203, (210) 486-2000, and 800 Quintana Road, San Antonio, Texas, 78211 (210) 486-7000, SPC is one of five public community colleges within the system of Alamo Colleges. Visit St. Philip's College at <http://www.alamo.edu/spc>. Source: IRES

Strengths, Weaknesses, Opportunities, Threats - A tool for strategic analysis used to assess an organization and the environment in which it operates. Source: IRES

Student Development - A course for the new student transitioning to college. Course topics include, but are not limited to: college resources, time management, note-taking, degree plans and transfer strategies, campus culture, career exploration, and college policies and procedures. Required of students having fewer than 15 college level credit hours (not including dual credit). Source: IRES

Student/Faculty Ratio - The number of FTE undergraduate students per FTE faculty. Source: IPRE

Student Intent - A code to identify the primary reason that a student is attending college. The item is solely student-declared beginning fall 2011. Source: IRES

Student Learning Objective - A stated goal or target that increases student knowledge, skills or abilities upon course completion. Source: IRES

Student Satisfaction Inventory (SSI) - Administered by Ruffalo Noel Levitz, the SSI attempts to measure student satisfaction and priorities, indicating how satisfied students are as well as what issues are important to them (see Ruffalo Noel Levitz). Source: IPRE

Success Points - A point system allocated to a series of quantifiable student progression measures associated with institutional performance; also known as Momentum Points. Source: IRES

Success Rate - In IRES Grade Distribution report, the measure of success grades relative to total enrollment expressed as a percentage (A+B+C/Total Enrollment) Source: IRES

Survey of Entering Student Engagement - A survey administered to students, usually in the fourth and fifth weeks of the fall term, in courses most likely to enroll first-time entering students. The survey assesses the early college experience to help colleges improve institutional practices in ways that increase student success in the first college year. SENSE is a product of the College of Education, Department of Educational Administration, and Community College Leadership Program at the University of Texas at Austin. Source: IRES

T

Tenure - A status granted to professors that gives protection from summary dismissal. A commitment by the institution made to the individual faculty member. Promotion recognizes academic achievement not only in the institution, but in the profession at large. Source: IPRE

Tenure-Track - Personnel positions that lead to consideration for tenure. Source: IRES

Texas Academic Skills Program (TASP) - Established in 1989 as a legislatively mandated effort to identify students with inadequate academic skills and to provide students with help in attaining skills for success in Texas public higher education. Replaced by the Texas Success Initiative (TSI) in 2003. Source: IRES

Texas Association of Community Colleges (TACC) - A non-profit corporation created in 2003 to promote educational programs and services that benefit Texas higher education. An organization that provides information and resources for matters relating to the community colleges of Texas. Source: IRES

Texas Association of Institutional Research (TAIR) - the professional organization supporting institutional research, planning, evaluation, and policy analysis in Texas institutions of higher education. TAIR provides professional development opportunities through its annual conference, pre- and post-conference workshops, and other professional development activities held at various times of the year. For more information, please see: www.texas-air.org. TAIR is an affiliated group of the Association for Institutional Research (AIR) and the Southern Association for Institutional Research (SAIR). For more information, please see: www.airweb.org and sair.org. Source: TAIR website.

Texas Award for Performance Excellence (TAPE) - The award administered by the The Quality Texas Foundation, a non-profit 501(c) 3 corporation that shares knowledge about the Baldrige process and other methods that drive organizational efficiency, effectiveness and sustainability. Source: IRES

Texas Common Course Numbering System - The course numbering system for lower-division courses that assigns common course numbers to lower-division academic courses in order to facilitate the transfer of courses among institutions of higher education by promoting consistency in course designation and identification. For additional information refer to the Lower Division Academic Course Guide Manual at <http://www.theccb.state.tx.us>. Source: IRES

Texas Completes - A joint partnership of the Alamo Community College District, Dallas County Community College District, El Paso Community College, Lone Star College System, and South Texas College created to strategically create ideal paths for student success and credential completion. Source: IRES

Texas Education Agency (TEA) – The Texas Education Agency is the state agency that oversees primary and secondary public education. It is headed by the commissioner of education. The mission of TEA is to provide leadership, guidance and resources to help schools meet the educational needs of all students. For more information, please see: www.tea.state.tx.us/ Source: TEA website

Texas Essential Knowledge and Skills (TEKS) - The curriculum approved by the State Board of Education for all public schools in Texas. It includes a mandated curriculum of English language arts/reading, science, social studies, and math, as well as guidelines for other curricula. Source: IRES

Texas Higher Education Assessment (THEA) - An academic skills assessment instrument approved by the Texas Higher Education Coordinating Board (THECB) and offered by Evaluation Systems, Pearson. Source: IRES

Texas Higher Education Coordinating Board - An agency created by the Texas Legislature in 1965 that provides leadership and coordination of policies and procedures for the Texas higher education system. The board meets four times a year in Austin, Texas. See: <http://www.thecb.state.tx.us/> Source: IRES

Texas Higher Education Coordinating Board Accountability System - An on-line system of the Texas Higher Education Coordinating Board (THECB) used to track performance on critical measures that exemplify the mission of higher education institutions in Texas. The system is modeled on the state's higher education plan, closing the Gaps by 2015. Its major focus is on the four closing the Gaps target areas of participation, success, excellence, and research. See <http://www.txhighereddata.org/Interactive/Accountability> Source: IRES

Texas Success Initiative (TSI) - A legislatively mandated program effective September 1, 2003, designed to give more flexibility to public higher education institutions in their efforts to ensure that students have the academic skills they need to succeed in higher education. The TSI requires testing of students' academic skills upon entry into public higher education and appropriate counseling, advice, and opportunities--such as developmental education courses or non-course-based education (computer-based instruction or tutoring, for example) --for improving those skills. Each college or university is responsible for determining when students have the appropriate skills to succeed in college. Replaced the Texas Academic Skills Program (TASP) in 2003. Source: IRES

Total Credit Student Headcount (Fall Term) - by Campus Section Location - In the IRES Key Performance Indicators report, census day fall unduplicated headcount, including dual credit, by the college at which a student attended courses (total at the fall census date including dual credit) Source: IRES

Total Credit Student Headcount (Fall Term) - by Campus Section Owner - In the IRES Key Performance Indicators report, Fall unduplicated headcount within the college at which a student registered (total at the fall census date including dual credit). This definition originates from THECB. Please note that NLC students are also counted in either the SAC or SPC totals, depending on where the student registered. Source: IRES

Transfer Student - A student entering the reporting institution for the first time and who is known to have previously attended another institution at the same level (e.g., undergraduate to undergraduate, graduate to graduate; not undergraduate to graduate). This does not include an institution's own graduates who enter for further education. Source: IRES

Trends - A reporting technique that measures one or more variables over a specified period of time to identify changes. Source: IPRE

True FTIC - The IRES methodology used to calculate first-time-in-college students with no previous Alamo Colleges academic history. IRES uses the standard THECB FTIC methodology to establish the base FTIC Cohort, then checks to see that the student is not in any other term prior to the FTIC term, excluding dual credit terms. Source: IRES

TSI-Exemption - Texas Success Initiative (TSI) Exemption/Waived status on the CBM002, used to reflect exemptions that are not permanent if the student's status changes. THECB rules Chapter 4, Sub-chapter C, article 4.54 provide current TSI exemptions. Source: IRES

Tuition Category - See In/Out-District Student and Tuition, In/Out-State Student and Tuition. Source: IRES

U

Undergraduate Student - A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. Source: IRES

United States Department of Education (USDOE) – Department of the federal executive branch responsible for providing federal aid to educational institutions and financial aid to students, keeping national educational records, and conducting some educational research. It's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. For more information, please see: www.ed.gov/ Source: IPRE and DOE website

W

WEAVE Online - The central repository of St. Philip's College for assessment information associated with strategic planning and accreditation. For more information, please see: www.weaveonline.com Source: IPRE

WEAVE Affirm – The central repository of St. Philip's College for reaffirmation reports and documentation submitted to our accrediting body, SACSCOC. For more information, please see: www.weaveonline.com Source: IPRE

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. Source: IRES

Workforce Education - In reference to programs offered primarily by community and technical colleges, technical courses and programs for which semester hours are awarded and vocational courses and programs for which continuing education units are awarded. Workforce education courses and programs prepare students for immediate employment or job upgrade within specific occupational categories. Source: IRES

Workforce Education Course Manual (WECM) - The Coordinating Board's official statewide inventory of workforce education courses (Technical Course Inventory) for public two-year colleges. Courses appearing on the CBM00C must also appear on this inventory. Source: IRES