Application: 3665612727

Beatriz Joseph - ijoseph@alamo.edu
2019 Aspen Prize

Summary

ID: 3665612727
Status: In Progress

Agreements & Reference Document

Completed - Oct 12 2017 09:26 PM (CDT)

Click here to download a .docx version of the application narrative questions. Please note this document is for reference and drafting purposes only. All applications must be submitted through this online portal.

Agreements

Aspen recognizes that accreditation reviews are ongoing and request that you notify us if your institution has any current unresolved issues with accreditors so we can assess eligibility.

Responses Selected:

I agree to make the Aspen Institute aware if my institution is not in good standing with my regional accrediting body.

In order to promote information sharing, the Aspen Institute reserves the right to make Round 2 applications—including all data and narratives—publicly available.

Responses Selected:

I agree to allow the Aspen Institute make public submitted information in Round 2.

You must adhere to word counts outlined throughout the application. Online fill-in narrative sections will limit number of words exactly. No email submissions will be accepted.

Responses Selected:

I agree to adhere to word counts within the application form.

National Student Clearinghouse Authorization Form

Completed - Oct 12 2017 05:37 PM (CDT)

National Student Clearinghouse Authorization

Aspen will work with the National Student Clearinghouse to collect transfer metrics for eligible institutions. If you submit data to NSC and have done so since 2010, please sign this authorization. If this is not applicable to your institution, please check the appropriate option below.

Aspen Prize Authorization Form

The undersigned, as an authorized representative of this institution (“Institution”), authorizes and instructs the National Student Clearinghouse (“Clearinghouse”) to use the Institution’s data already provided to the Clearinghouse under the School Participation Agreement existing between them to prepare a study for the Aspen Prize competition. The Clearinghouse will compare three cohorts of students who previously enrolled at the Institution with its nationwide postsecondary student database to determine the subsequent enrollment and academic achievements of those individuals.

The Clearinghouse will use this information to prepare Institution level totals for first-time students with transfer-out and graduation rates. The Institution authorizes the Clearinghouse to send the resulting aggregate level report to the Aspen College Excellence Program (“Aspen”), who will then use it among other criteria for determining the Aspen Prize top ten, winner and finalists-with-distinction. Data included in the report will include the number and percentage of students who completed a degree at the Institution, transferred to a four-year institution, and completed at a four-year institution. For each cohort, the Clearinghouse will provide Aspen with two-year outcomes, three-year outcomes, and six-year outcomes as available from the already submitted data. Clearinghouse acknowledges that it shall comply with the Family Educational Rights and Privacy Act (“FERPA”), as amended, to the extent that FERPA applies to this authorization to prepare a study for Aspen. It also acknowledges and promises that it shall inform Aspen in writing of its obligation to comply with FERPA, to the extent that the Act applies to the report (and data contained therein) delivered to Aspen from Clearinghouse. The Institution acknowledges that the Clearinghouse will not be responsible for the accuracy of the information provided to it by the Institution. There will be no charge to the Institution for this study. This Authorization Form shall remain effective for the duration of the study, unless terminated earlier by either Party by providing fourteen (14) days written notice to the other Party.

As an authorized representative of my institution, I authorize and instruct the National Student Clearinghouse to use the Institution's data already provided to the Clearinghouse under the School Participation Agreement existing between us to prepare a study for the Aspen Prize completion as described in the above terms.

I agree

Full Name:	Beatriz Joseph
Title:	Vice President College Services
Date (MM/DD/YYYY)	10/12/2017
OPEID	02341300

Application Cover Sheet

Completed - Oct 13 2017 03:16 PM (CDT)

Narrative Cover Sheet

NAME OF INSTITUTION:

Palo Alto College

INSTITUTION DETAILS

Address	1400 W. Villaret
City	San Antonio
State	Texas
Zip	78224
Website	http://www.alamo.edu/pac

POINT OF CONTACT

Institutional point of contact for Aspen to maintain correspondence with throughout the Prize cycle.

First Name	Beatriz
Last Name	Joseph
Title	Vice President of College Services
Telephone	210-486-3936
Email	ijoseph@alamo.edu

PRESIDENT DETAILS

President's Name (Prefix First Last)	Dr. Mike Flores
President's Email	rflores@alamo.edu
# of Years Current President Has Held the Position	5
Assistant Name (Prefix First Last)	Ms. Janel Santos
Assistant's Email	jsantos68@alamo.edu
Assistant's Phone	210-486-3961

Narrative Section 1: Executive Summary

Completed - Nov 3 2017 12:28 PM (CDT)

Narrative Section 1: Executive Summary

Suggested contributor(s) for this section: President and VP of Student Success or Equivalent

Notes to applicants:

- Contributors to this section may wish to cross-reference subsequent sections of the application narrative to assist in the writing of this executive summary.
- Please adhere to wordcounts. Online fill-in narrative sections will limit number of words exactly.

Describe your student success agenda and your vision for significantly improving student outcomes. Specifically, you may wish to address the following:

- How does your college define student success?
- How broadly understood and shared is the definition of student success at your college? How do you know?
- What major strategies has the college implemented over the past 5-7 years to improve student outcomes? Why were those strategies chosen?
- How effective are those strategies? How do you know?
- What are the major strategies planned for continuing to improve student outcomes over the next 3 years? Why those?

Maximum word count: 500

Palo Alto College (PAC) is a public community college federally designated Hispanic Serving Institution (HSI) serving the needs of predominantly Hispanic, low-income students in San Antonio, Texas and surrounding counties. PAC's opening in 1985 was the realization of a community dream to build an institution of higher learning in the historically educationally underserved south side of San Antonio. True to its mission, PAC seeks "to inspire, empower, and educate our community for leadership and success" by ensuring students are successful in their educational pursuit as they enter college, persist, complete, and transfer or enter the workforce, serving over 9,000 students annually.

PAC deployed intentional strategies to improve student outcomes over the past five years. PAC implemented its AlamoINSTITUTES pathways enrollment model in 2013 to increase students' completion rates by clarifying their major choices according to their desired career, encouraging them to commit to a degree plan to reduce accumulation of unnecessary credit hours and confusion about the college's many degree and certificate options.

PAC implemented AlamoADVISE in 2014, a college-wide approach to academic advising that utilizes a "case management" approach to assisting students with choosing a degree plan and remaining on the path to graduation and/or transfer. AlamoADVISE assigns each PAC student to a dedicated academic advisor upon entry to the college and throughout the remainder of their duration with us. All students are required to meet with their assigned advisor prior to enrolling for their first semester, during their first semester, and after completing 15, 30, and 45 semester-credit-hours (SCHs). These advising "touchpoints" help ensure all students declare a major at the time of application and that they follow an associated degree plan. AlamoADVISE is complemented by Alamo GPS, a web-based tool available to all students that assists them with monitoring their progress towards degree completion. All degree requirements are listed in Alamo GPS, as well as each student's progress to graduation and/or transfer to date. This tool also provides a "Look Ahead" function that allows students to see how changes to their major

impacts their progress toward transfer.

College Action Plans (CAPs) were implemented in 2014 to strengthen the connection between strategic goals and unit-level action plans created through program review and unit planning. Unit-level action plans, though aligned with the strategic goals, focus on unit-based initiatives. CAPs facilitate cross-college strategies and leverage that integration for at-scale outcomes.

As a result of these initiatives and others, PAC has experienced a 65% increase in the number of degrees and certificates awarded over the past five years, with 1,544 graduates in 2016-17 up from 938 in 2013-14. Technical students employed within six months of graduation has increased to 98.5% from 64.9% in 200—the best in Texas rate exceeding the state, district, and national average. Based on an environmental scan of industry, community, and student needs, major strategies planned for continuing to improve student outcomes over the next three years include a robust focus on transfer and job placement, accelerated development education, and assessment of student learning and institutional effectiveness.

Narrative Section 2: Completion Outcomes

Completed - Nov 3 2017 12:30 PM (CDT)

Narrative Section 2: Completion Outcomes

Suggested contributor(s) for this section: Vice President of Student Affairs and Vice President of Academic Affairs

Notes to applicants:

- Where helpful, you may include supplemental graphical representations of the college's advising structure and student onboarding processes to support the narrative responses below.
- Please adhere to wordcounts. Online fill-in narrative sections will limit number of words exactly.

1. Please briefly summarize the specific initiatives or factors that you believe have contributed to high and/or improving levels of college-wide student completion.

Maximum word count: 200

Implementation of the Four Disciplines of Execution (4DX) Strategy and AlamoADVISE, PAC has improved levels of college-wide student completion. Using 4DX, PAC develops a Wildly Important Goal (WIG) each year centered around increasing the number of degree and certificate awards. Each unit of the college completes weekly actions that support student completion and WIG achievement.

AlamoADVISE, an intensive case management advising model, requires students to meet with their assigned advisor prior to enrollment, during their first semester, and after completing 15, 30, and 45-credit hours. These advising touchpoints help ensure that the student has a degree plan in place to be followed through completion. Prior to the implementation of these initiatives, PAC awarded 938 degrees and certificates during 2012-2013. PAC has since experienced a 65% increase in degree and certificate awards with 1,544 awarded in 2016-2017. In addition to experiencing a 65% increase in the number of graduates over the past five years despite relatively steady enrollment, PAC has seen a nearly 10% increase in fall-to-fall retention rates for first-time-in-college students (FTICs) as a result of these initiatives, a 2% increase in in-course retention, and a 3% increase in course passing rates.

2. Please provide a description of the college's advising structure (e.g. reporting lines, caseload number, etc.). How does the advising structure help ensure college-wide success in student completion? In your response please also note any significant changes to the advising structure made in the past 2-3 years or planned for the coming 1-2 years.

Maximum word count: 300

In Summer 2014, Palo Alto College (PAC) transitioned from three decentralized advising centers into one centralized model via AlamoADVISE which was created in consultation with the National Academic Advising Association to identify the best practices and an ideal advising ratio of 350:1 to support students. PAC exceeds the recommended advising ratio with 17 certified advisors led by 3 Advising Team Leaders who report to the Director of Advising. PAC's Advising Director reports to the Dean of Student Success.

Certified Advisors provide services and are grouped by meta-majors known as AlamoINSTITUTES. Each Institute is organized around career clusters—Creative and Community Arts, Business & Entrepreneurship, Health and Biosciences, Advanced Manufacturing and Logistics, Public Service, and Science and Technology— simplifying students' major and course choices. The AlamoADVISE/INSTITUTES structure also allows advisors to become experts in specific academic programs, associated career paths, and transfer options. Certified Advisors and Advising Team Leads work with faculty during monthly department meetings and weekly trainings to review, develop, and enhance their advising strategies.

In Spring 2016, PAC implemented advising personal identification numbers (PINs) when students earn 15, 30, and 45 SCHs requiring students to meet with their Certified Advisor prior to registration. PINs ensure that students maintain consistent communication to review Individual Success Plans (ISPs) where students outline coursework necessary to complete their program of study, career exploration, academic progress, graduation, and transfer plans.

PAC has advising "scorecards" for certified advisors to help identify strengths and opportunities for improvement in advising students such as contact rates, productive grade rates, and student persistence. PAC is starting to utilize predictive analytics to assist in advising and increasing enrollment and retention. A recent pilot focused on developing targeted communications to students with GPAs above 2.6 who left PAC in good standing before completing their 42-hour core curriculum requirements.

3. Provide a description of the college's student onboarding process. In your response, please include overviews of the following capacities/practices.

3 a. Student onboarding process: Description

Maximum word count: 200

Student onboarding at Palo Alto College (PAC) is coordinated through the Welcome Center, a point of entry for all new students applying to PAC offering 20 onboarding events annually such as Rising Scholar Day which targets high school freshman, sophomores, and juniors. The Welcome Center's College Connection team works with 20 partner high schools to facilitate the admissions process which occurs through workshops at partner high schools focusing on the application, documentation, placement examination, institution specific modules, financial aid, and learn about developmental education refresher courses.

Additional onboarding programming includes "Discover PAC" which targets rising seniors, bringing 500 prospective high school students on-campus to explore academic programs through demonstrations and tours. The Parent Academy for parents/families of prospective students is hosted twice a year on campus in English and Spanish and is designed to provide information on how to support students. Transfer, adult learner, and returning students are supported with monthly "Third Thursday" application information sessions and FAFSA workshops. Admitted PAC students must attend New Student Orientation (NSO) before they register for classes to get familiarized with resources, academic advising, and registration with the help of financial aid representatives and advisors.

3 b. Program Selection: When and how does the college help students select a program of study?

Maximum word count: 200

All incoming students are required to declare a program of study on their application for admission to PAC. Working on-campus and in local high schools, the Welcome Center's College Connections program, led by recruiters and advisors, informs incoming students about the AlamoINSTITUTES and associated degree and certificate options to assist with selecting a program of study. All applicants are also reminded about selecting a program of study within 24-48 hours after they fill out an application through call campaigns managed by PAC's Welcome Center. During required New Student Orientation (NSO), students undergo a career assessment utilizing Career Coach software to affirm the program of study they choose, and further career/degree plan exploration is conducted via the required First-Year Experience Learning Frameworks course (EDUC 1300), where students develop Individual Success Plans (ISPs) with their assigned academic advisor. The ISP provides students with a tailored road-map for success, outlining coursework necessary to complete their program of study. Further career exploration is conducted utilizing Focus 2 software to ensure that selected programs of study correspond with students' career interests.

3 c. Financial Aid: How does the college ensure that students access financial aid and maintain the resources needed to enroll and complete?

Maximum word count: 200

PAC works with communities and schools to let families know about financial aid availability through the San Antonio Educational Partnership which has advisors at high schools, Cafe College which offers financial aid and FAFSA assistance, and through the Welcome Center's College Connections program where college staff go to high schools to prepare students for college enrollment, enroll students, and assist with FAFSA applications. Welcome Center staff provide financial aid information for seniors that includes information on how to apply for financial aid, view, and accept awards through the PAC student portal. PAC hosts a Spring Scholarship/Financial Aid Preview to assist students with applying for aid— including Pell grants, subsidized loans, and scholarships—and understanding the contents of their award package. PAC helps prospective and continuing students with FAFSA renewal via "Third Thursday" monthly information sessions throughout each fall and spring and Financial Aid Saturdays every first Saturday of the month. With funding from the San Antonio Area Foundation and Texas Guaranteed Loan Corporation, PAC provides emergency aid of up to $800 for students who need immediate assistance with utility bills, groceries, rent, and other essentials. Students receiving emergency aid takes pre/post-counseling on financial literacy to support healthy financial decision making.

3 d. Resources/Supports: How does the college ensure that students receive additional academic and non-academic resources and supports?

Maximum word count: 200

The Ozuna Library offers on- and off-campus access to an extensive collection of resources including hardcopy resources, e-books, streaming videos, and electronic journal collections. Students who come on campus have access to library computers, portable devices, wireless connectivity, comfortable areas for study and reflection, enclosed spaces for individual and group study as well as open spaces for working in groups or socializing. Students can reach a librarian via the online Chat feature, email, telephone, or in person during the Library's regular operating hours which include evenings and weekends as well as extended hours during finals.

Tutoring Services ensures students receive support outside of class by providing learning centers for math, writing, science, computer science, and developmental reading and writing. Staff provide individual and small-group tutoring, workshops, and reviews for exams in-person and online. Students have access to 24/7 Brainfuse online tutoring services that address sixteen subjects.

The Division of Student Success provides additional student support services through 17 different units supporting students from entry to completion. This includes Disability Support Services, Veterans Affairs, Personal Counseling and Student Life which incorporates advocacy in the form of an on-campus food pantry, student clothes closet and social services.

4. Please describe any work the college has done to provide students with clear pathways to degrees and credentials (i.e. development of meta-majors, creating course sequence guides/course outlines, etc.).

Maximum word count: 300

PAC is committed to clarifying students' career and educational options. PAC seeks to help students along the following desired outcomes: student focus and commitment to a program of study, fewer unusable college credit hours, and expedited degree/certificate completion. The college has designed clearly organized academic pathways that are supported by advising, tutoring, faculty mentoring, student engagement opportunities. Meta-majors and programs are categorized by AlamoINSTITUTES. Institutes are defined by career clusters that align with high school endorsements; programs within one institute often have common requirements for the first one or two terms. This organizational structure allows students who are uncertain about their exact career interest to choose a category of careers that seem most intriguing which allows time to make a specific choice while taking courses that would apply to more than one choice, reducing the likelihood of lost credit. Course sequences for programs on the workforce side, the Associates of Applied Arts and Certificates, have been reconfigured. Faculty introduce at least one career specific course during the first term, providing an early introduction to the field. Capstone experiences are provided for each program and co- and extra-curricular opportunities are available. Meta-majors are supported by advising guides which list and sequence precisely the courses that will both transfer and apply to a pertinent baccalaureate program. An advising guide is available for each meta-major for each of the institution's seven primary transfer institutions. The guides clarify transfer institution requirements, identify general education requirements unique to a baccalaureate at an institution, and identify how students may earn an Associate of Arts or an Associate of Science. Academic advising teams have been organized by Institute which enables advisors to have a detailed understanding of the programs within each Institute and assist students with choices that take advantage of similarities within programs.

5. Explain how specific data are used to further completion outcomes.

Maximum word count: 300

Faculty use data on students’ rates of course success, retention and persistence, graduation, and transfer/job placement to further completion outcomes through Program Review, which occurs on a five-year cycle, and annual Unit Planning which involves individual departments. Data informs efforts to improve program and course content, alignment with transfer and workforce requirements, and curriculum sequencing. Data on students’ completion of developmental education and success in subsequent college-level “gatekeeper” courses also informs change. Faculty used data to reduce the number of developmental education courses from 10 to 3 between 2013 and 2017, reduce students’ time in non-credit-bearing courses via co-curricular developmental education options, create alternative college-level mathematics options, and combine developmental education reading and writing requirements into one course.

Courses with an enrollment of more than 100 and a productive grade rate (PRG) less than 70% define High Risk Courses; student challenges are addressed through action plans developed by faculty specifically for each course. Course success and persistence data generated strategies such as learning communities, required tutoring and focused workshops, open educational resources, STEM initiatives, and Honors Program.

Data is collected on students’ credit hour accumulation, enabling registration “holds” on students who have earned 15, 10, and 45-credit hours that ensure these students have multiple, face-to-face contacts with their advisor to stay on track to timely graduation and/or transfer. Advisors generate a “42-Hour” Argos advising report each semester to target students approaching the graduation window. Over the past five years, these efforts have reduced students’ average credit hours attempted from 93 to 87. An Advising Scorecard also provides actionable data for advisors to use to improve their performance and tracks each Certified Advisor’s student contact rate, course success and persistence rates for each student in their caseload, along with averages for all students within each of the AlamoINSTITUTES.

6. How has the college tracked and responded to achievement gaps in completion outcomes for different groups of students (e.g., gender, race/ethnicity, income level, part-time non-traditional, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 250

PAC serves a predominantly Hispanic (77.8%), low-income (52.5%), part-time (80.8%) student population and is mostly female (59.6%) and requires remediation (70%) in a community where less than 50% of feeder high school graduates pursue a college education and over 50% of adults have less than a high school diploma. To reduce barriers to success, PAC partners with 8 school districts to provide seven Early College High Schools (ECHS) where high school students can earn up to 60 college credit hours — an entire associate's degree—free of charge while simultaneously earning their high school diploma. PAC follows Texas Education Agency (TEA) guidelines to serve at-risk and historically underrepresented students via ECHS. Approximately 1330 ECHS students are currently enrolled in college for continued study. Of the inaugural senior class, 79% of ECHS students are on track to earn an associate's degree in Spring 2018.

PAC's involvement in the nationwide Catch the Next-Puente program offers a culturally-relevant thematic learning community featuring an integrated reading and writing (INRW) and a student success course. Approximately 93% of Puente students are Hispanic, and all students receive in-depth counseling and academic advising from Puente faculty and one-on-one mentoring year-round from volunteers made up of faculty, staff, and professionals connected to the community. Institutional data shows that Puente students outperform their non-Puente peers by nearly every measure of academic success, including course success rates, persistence, graduation, and transfer rates. By spring 2018, approximately 60-70% of students requiring INRW instruction will be served by Puente.

Narrative Section 2: Supplemental Uploads

Completed - Nov 3 2017 12:04 PM (CDT)

4DX WIG Graduation

Filename: 4DX_WIG_Graduation.pdf **Size:** 555.4 kB

Acceptance Packet

Filename: Acceptance_Packet.pdf **Size:** 10.5 MB

Advising Guides

Filename: Advising_Guides.pdf **Size:** 312.5 kB

Advising Org Chart

Filename: Advising_Org_Chart.pdf **Size:** 194.6 kB

Advising Scorecard Snapshot

Filename: Advising_Scorecard_Snapshot.pdf **Size:** 352.6 kB

Advising Syllabus

Filename: Advising_Syllabus.pdf **Size:** 299.0 kB

Advisors 15HoursMilestones

Filename: Advisors_15HoursMilestones.pdf **Size:** 82.8 kB

Advisors 30HoursMilestones

Filename: Advisors_30HoursMilestones.pdf **Size:** 82.9 kB

Advisors 45HoursMilestones

Filename: Advisors_45HoursMilestones.pdf **Size:** 83.0 kB

AlamoADVISE

Filename: AlamoADVISE.pdf **Size:** 308.9 kB

Brainfuse Online Tutoring

Filename: Brainfuse_Online_Tutoring.pdf **Size:** 96.4 kB

Campus Events

Filename: Campus_Events.pdf **Size:** 5.7 MB

Catch the Next-Puente

Filename: Catch_the_Next-Puente.pdf **Size:** 129.4 kB

Early College High School Info

Filename: Early_College_High_School_Info.pdf **Size:** 755.3 kB

High Risk Plans

Filename: High_Risk_Plans.pdf **Size:** 1.7 MB

Innovation Highlights

Filename: Innovation_Highlights.pdf **Size:** 40.2 kB

Internships Samples

Filename: Internships_Samples.pdf **Size:** 39.0 kB

Library Info

Filename: Library_Info.pdf **Size:** 1.4 MB

Library Research

Filename: Library_Research.pdf **Size:** 2.2 MB

Library Tech

Filename: Library_Tech.pdf **Size:** 185.1 kB

SHARE Center

Filename: SHARE_Center.pdf **Size:** 757.9 kB

Tutoring Services

Filename: Tutoring_Services.pdf **Size:** 616.0 kB

Welcome Center Recruitment

Filename: Welcome_Center_Recruitment.pdf **Size:** 70.3 kB

Narrative Section 3: Transfer Outcomes

Completed - Nov 3 2017 12:33 PM (CDT)

Narrative Section 3: Transfer Outcomes

Suggested contributor(s) for this section: Vice President of Student Affairs and Vice President of Academic Affairs

Note to applicants: Please adhere to wordcounts. Online fill-in narrative sections will limit number of words exactly.

1. Please describe any specific strategies and processes used to advise and support students who intend to transfer to a four-year institution.

Maximum word count: 300

As part of college-wide implementation of ALAMOAdvise, PAC's 17 Certified Academic Advisors use three advising "touch points," or PINs, to meet with students to ensure they are on track to timely graduation and/or transfer. All students are required to meet with their assigned advisor upon earning 15, 30, and 45 semester-credit-hours (SCHs).

The 15-hour advising touchpoint session is designed to be a session in which advisor and student confirm program of study, create an Individual Success Plan (ISP), review advising syllabus, create mission statement, review financial aid resources, and discuss transfer. This session supports discussion and clarification of educational goals.

The 30-hour advising session provides an additional opportunity to confirm students' major choice, and students review their ISP and appropriate transfer advising guide with their advisors to clarify goals and timelines toward graduation and/or transfer. Advisors also review students' academic standing and review the transfer application process. All students must declare their intent to transfer upon earning 30 hours, which is noted in the college's Banner student information system.

Transfer universities are provided with PAC students' contact information for personalized outreach to facilitate their transition. The 45-hour advising session allows advisors and students to update ISPs, review graduation requirements and how to apply for graduation, connect with career resources, and review the transfer admissions process, including applying for financial aid.

Upon the conclusion of each advising touchpoint session, students are provided a signed certificate affirming that they met with their advisor and are on track to completion and transfer. Once students reach their graduation semester, advisors let students know that graduation is near and encourage a degree audit. Students undergo an exit-advising session where advisors review the graduation application process to ensure accurate and timeline submission.

2. Please describe your institution's four-year institution engagement and

partnership approach. In your summary, you may wish to address:

- How your institution selects, establishes, and sustains key four-year partnerships
- How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.

Maximum word count: 300

PAC selects key partnerships through student transfer trends that identify the top seven transfer institutions for the college and through institutional alignment of programs. Partnerships include institutions that accept the Associate of Applied Science courses towards completion of a Bachelor of Applied Arts and Science. The level of mutual understanding that a strong partnership brings to every discussion benefits students who wish to transfer from PAC and complete a baccalaureate program.

Partnerships are established through the Chancellor, President, and academic leadership. To sustain relationships, the college district’s Vice Chancellor for Academic Success leads a team of faculty and staff that meets regularly with four-year partners to define advising guides, clarify transfer requirements, and review existing policies.

Faculty and Department Chairs convene with faculty at the seven most-popular transfer institutions each semester to ensure seamless transfer of PAC’s courses throughout the region. Acceptable assessment and course delivery methods are addressed, along with student learning outcomes and sufficient rigor for each transfer course.

Advising guides lead students through their chosen AlamoINSTITUTE, or degree/career pathway, and are built upon our closely maintained partnerships with PAC’s seven most-popular transfer destinations. PAC works with the Alamo Colleges District Transfer Articulation Council to establish formal memoranda of understanding (MOUs) with four-year institutions in our region to ensure acceptance of credits earned at the college. PAC’s 17 Certified Advisors maintain relationships with transfer institutions by attending annual counselor and transfer update sessions, and university representatives are invited to present at advising professional development sessions at PAC year-round.

Citywide programs to bring adults to higher education, opportunities for promotion, and unique high school to community college to university pathways are shared community education endeavors that also help PAC sustain partnerships with our four-year partners. Engagement

with these and other partners shapes course design and delivery methods.

3. Explain specifically how data (e.g. bachelor's degree attainment, transfer-out rate, etc.) are used to further transfer outcomes. Cite the source of the information, indicate how frequently the information is collected, and describe how the information is used to improve transfer practice.

Maximum word count: 300

To ensure students are achieving success beyond their time at PAC, students' four and six-year transfer rates, and data on where they transfer, are collected annually by the Texas Higher Education Coordinating Board (THECB) and reported annually. Institutional Research also continuously collects data from the National Student Clearinghouse. PAC students most commonly transfer to Texas A&M University (TAMU), Texas A&M University-San Antonio (TAMUSA), Texas State University (TSU), Texas Tech University (TTU), and the University of Texas at San Antonio (UTSA). THECB reports that PAC students transfer to TAMUSA at a higher rate when compared to the other top four transfer universities. A recurring trend since 2009, PAC now houses a full-time TAMUSA transfer advisor who assists students with the transfer process and course transfer requirements. Students are referred by their advisor or instructor.

Transfer advising guides (TAGs) are created in collaboration with four-year university partners and are used for degree and transfer planning. TAGs provide clear pathways for transferring to senior institutions, clearly informing students upon entry to college which of PAC's courses will transfer. There are currently 215 TAGs being created across 7 universities that are part of a local transfer compact. Once TAGs are agreed upon by the college and university partners, they are shared with faculty and advisors during informational sessions. TAGs are released online for student, advisor, and faculty.
Annually, advisors receive a report that identifies all PAC students who have earned more than 42 SCHs so that they can contact each student and to perform a degree audit, and to determine students' plans for graduation and/or transfer. Through these efforts, there has been reduction in hours attempted by PAC graduates. In 2014-2015, students graduated with an average of 93 credits; most recent THECB Almanac data shows PAC graduates complete with an average of 87 credits.

4. How has the college tracked and responded to achievement gaps in transfer outcomes for different groups of students (e.g., gender, race/ethnicity, income level, part-time non-traditional, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 250

As a Hispanic Serving Institution providing education to low-income students who primarily enroll part-time, PAC evaluates transfer rates for its population. Transfer rate is a Key Performance Indicator and includes all students who transfer within six years of starting at PAC and includes public and private institutions. To respond to transfer outcome achievement gaps, PAC has a comprehensive set of advising guides that outline courses needed to transfer to institutions in the area. The guides and articulation agreements, fields of study, and formal agreements with universities that allow students to have access to transfer opportunities. Co-developed by PAC and the Texas Higher Education Coordinating Board (THECB), these structures provide students opportunities for seamless transfer and maximum course applicability into baccalaureate programs. With AlamoADVISE, students discuss transfer as early as the first semester and during the 15-hour advising touchpoint. At the 30-hour advising touchpoint, students must declare a transfer institution, which is then recorded within the student information system. The list of students, in partnership with universities, is sent to the senior ranking institution so that students are able to transfer seamlessly and complete a degree at PAC or through the Reverse Transfer Program.

Narrative Section 4: Labor Market Outcomes

Completed - Nov 3 2017 12:36 PM (CDT)

Narrative Section 4: Labor Market Outcomes

Suggested Contributors: Vice President of Academic Affairs and Vice President of Workforce Development or Equivalent

Note to applicants: Please adhere to wordcounts. Online fill-in narrative sections will limit number of words exactly.

1. Please describe the characteristics of the labor market in the college's region (e.g., major industries and employers, recent economic shifts, etc.). This will help to contextualize reviewers' understanding of the employment and earnings outcomes you provide.

Maximum word count: 200

San Antonio has experienced growth in the job market. From 2005 to 2015, the civilian labor force increased by 22.6%, while unemployment declined from 7.4% to 3.5% between 2011 and 2017. San Antonio has seven major industries: 1) Information technology—Employs 34,000 and generates nearly $10 billion annually; 2) Alternative energy—CPS Energy, San Antonio's public utility, focuses on solar and clean energy sources, spurring over $1.4 billion in annual economic impact, 900 jobs, and $200 million in educational and capital investment; 3) Bioscience/health care—One of every six San Antonio employees works in this industry generating an economic impact of $37 billion annually; 4) Aerospace/aviation—Over 13,000 San Antonio employees work in this industry which has grown 400% in the last 25 years; 5) Financial services—Employs more than 60,500 in banking and credit, investments, insurance, trusts and financial vehicles, and accounting/bookkeeping; 6) Advanced manufacturing—San Antonio is the fourth-largest manufacturing market in Texas, employing 57,000 with an economic impact of $22.5 billion annually; and 7) Military/defense—San Antonio is home world's largest military installation. Joint Base San Antonio employs 8,000 with an annual $800 million budget. One in eight people in the city are associated with the base.

2. Explain how your institution uses data to (1) drive strong labor market outcomes for students and (2) ensure alignment with regional labor market needs. Cite the source of the information, indicate how frequently the information is collected, and describe how the information is used to improve curricula or practice.

Maximum word count: 300

The Director of Workforce Programs Development and Performance documents local, regional, and/or statewide workforce demand for each AAS program every October using Texas Workforce Commission occupational outlook data for the Alamo Workforce Development Area (Alamo WDA). This information is shared with the program advisory committees and department personnel for advice on the continuation of the program/award concerned. This, along with the Low-Performing Program reporting through the Texas Higher Education Coordinating Board (THECB), informs the decisions made by College Administration on the future of the award/program.

In addition, the state-funded local workforce board for the Alamo WDA – Workforce Solutions Alamo – updates a list of Targeted and Demand Occupations annually, The Director of Workforce Programs Development and Performance ensures that our related degree and certificate programs are listed on the Statewide Training Provider Site, allowing potential students and employers who are seeking Workforce Innovation and Opportunity Act (WIOA) funded training to see which of PAC's programs prepare students for these targeted and in-demand occupations. Data is also collected through the use of employer and student surveys that are administered during internships, cooperatives, and/or practica. Results inform faculty if PAC students are showing skills gaps on the job, with adjustments to syllabi and course sequencing made accordingly.

To ensure our AAS programs are aligned to labor market needs, local industry representatives serve on Advisory Committees for each department that offers an AAS degree to inform faculty about marketable skills students will need on the job. Students' mastery of course and/or program learning outcomes that are associated with workplace skills are tracked by the department faculty at the culmination of each semester by program/award lead faculty who reviews this data twice each year and share findings with Industry Advisory Committee members for feedback.

3. Please describe your institution’s approach to engaging and partnering with employers. In your summary, you may wish to address:

- How your institution prioritizes industry sectors and establishes and sustains key employer partnerships
- How employers contribute to program and/or course design and delivery (e.g., employer feedback on course/program effectiveness, work-based learning opportunities, apprenticeships, etc.)
- Significant other forms of employer support (e.g., heavy equipment donations, shared facilities, grants)
- Any significant or innovative programs that provide non-credit workforce courses or industry-recognized credentials (i.e., courses and programs leading to licensure, a third-party validated certification, or occupational certificate) and the number of students participating

Maximum word count: 300

At PAC, community members are valued and invited to participate in Program Advisory Committees. PAC has an established industry-based advisory committee for each workforce education program. The role of an advisory committee is to help understand the need for a workforce education program and ensure that the program has adequate resources and a well-designed curriculum to provide students with the knowledge, skills, and abilities essential for employment. The advisory committee is a principal way to forge business and industry participation in program creation and revision. Committees meet twice a year to evaluate the goals and objectives of the program curriculum; establish workplace competencies for the program occupation(s); suggest program revisions; evaluate the adequacy of existing facilities and equipment; advise personnel on the selection and acquisition of new equipment; identify local business and industry leaders who will provide students with external learning experiences, employment, and placement opportunities; assist in the professional development of the faculty; assist in promoting and publicizing the program to the community and to business and industry; and represent the needs of students.

Employers allow classes to visit their facilities during field trips, provide training sites for external learning experiences, and complete surveys to identify skills gaps in trainings. PAC works with external accrediting bodies to provide industry-recognized credentials in credit and non-credit programs, including Certified Nurse Aid (non-credit); Drone Flight Training (non-credit), Licensed Veterinary Technician (credit), Manufacturing Skills Standard Council (credit and non-credit), Cosmetology Operator (credit), Petroleum Education Council Safety (credit and non-credit), OSHA General Industry (non-credit), and OSHA for Healthcare (non-credit).

Additionally, employers and industry representatives make equipment donations and loans to help students become familiar with equipment currently used in the industry. Some also provide scholarships for students in specific programs to increase their pool of qualified applicants.

4. Please describe how your institution supports students as they explore, define, and pursue their career and employment goals. In your summary, you may wish to address:

- Guidance and/or data that students are given in their program selection process
- Opportunities for “soft skill” development (i.e., critical thinking, time management, teamwork, interviewing, workplace communication)
- Any significant or innovative strategies to provide access to work-based or applied learning for students in CTE and non-CTE programs
- Efforts to place students in jobs

Maximum word count: 300

Beginning in fall 2017, all FTICs are required to participate in a Career Coach session during mandatory New Student Orientation (NSO). This small-group advising session focused on showcasing the Career Coach software which allows students to self-assess interests and skills to determine career goals, identify personal strengths and weaknesses, identify and align education goals with career goals, and gain an understanding of career and market prospects.

Student Success staff host two annual job fairs with over 35 local companies and organizations seeking employment or volunteer efforts of PAC students. Free for students and employers, the PAC Connect job database provides a virtual venue for companies to post job and internship opportunities and is a resource for exploring options based on job-seeking needs. In Spring 2017, Palo Alto College (PAC) founded its Student Advocacy Center to promote student success through engagement, advocacy, and co-curricular experiences. The SHARE (Student Health, Advocacy, Resource and Engagement) Center is a source for professional clothing attire for interview, networking events, internships, and related support services.

Opportunities for work-based and applied learning are available via internships and integrated capstone courses that allow students to apply theory to practice during labs, through problem-solving assignments, and/or participation in undergraduate research. Soft skills are developed through the incorporation of the institution’s general education (Core Curriculum) learning

outcomes in all courses. Core Curriculum is structured according to Texas Higher Education Coordinating Board (THECB) guidelines consisting of nine component areas and six core objectives. Core objectives are the learning outcomes for the general education and serve as institutional learning outcomes: Communication, Critical Thinking, Empirical and Quantitative Skills, Personal Responsibility, Social Responsibility, and Teamwork. Courses incorporate two or more learning outcomes; general education courses overall address all outcomes.

5. How has the college tracked and responded to achievement gaps in employment and earning outcomes for different groups of students (e.g., gender, race/ethnicity, income level, part-time non-traditional, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 250

PAC tracks the achievement of students through the Coordinating Board Manual (CBM) Reporting measures as well as internal tracking of progressive grade rate (PGR) calculations. Through the use of grant and formula funding sources, the college has been able to provide access to tutoring in Math, Integrated Reading and Writing, Science, Computer Skills, Writing, and specific program areas toward Associate of Applied Science (AAS) degrees. Additionally, the Program Advisory Committee members from the various Industries identify training gaps. PAC addresses these through enhancing the curriculum with additional student learning outcomes (SLOs) and up-to-date technology to match that currently used in industry. PAC actively recruits non-traditional gender students into the fields to balance the availability of qualified applicants for careers.

Narrative Section 5: Learning Outcomes

Completed - Nov 3 2017 12:38 PM (CDT)

Narrative Section 5: Learning Outcomes

Suggested Contributors: Vice President of Academic Affairs or Equivalent

Note to applicants: Please adhere to wordcounts. Online fill-in narrative sections will limit number of words exactly.

1. Please briefly summarize how learning is assessed at the institution at the

course, program, and/or college-wide level. In your response, include:

- Approximately what percentage of academic programs establish program-wide learning goals and conduct program-wide assessment towards those goals?
- What types of learning assessments are conducted?
- How frequently are those assessments conducted?
- What percentage of students are included in the assessment(s)?
- If the data apply only to a specific population (transfer track, developmental students, degree-seeking students only, etc.)

Maximum word count: 300

PAC builds a campus-wide learning culture around guiding questions: “How will I know what my students have learned?” and “What have I learned from the assessment process that will guide improvement?” The foundation of learning rests on well-established student learning outcomes that are aligned from the course level through the program level to the institutional level.

Through faculty advisory groups, the Texas Higher Education Coordinating Board establishes course learning outcomes for freshman and sophomore courses, program outcomes develop from intentional conversations among college faculty, and PAC adopts its institutional learning outcomes from the six core curriculum core objectives. At the course level, faculty incorporate formative and summative assessments throughout the term that include best practice assessment instruments such as performance evaluations using analytic rubrics, classroom student response systems, portfolios, labs, and problem sets. Faculty inform students how and why they will be assessed, then share results and plans for addressing gaps. One hundred percent of the 66 educational programs have program learning outcomes that are assessed annually. Faculty use various assessments ranging from capstone experiences to state and national licensure exams.

Depending on program size, all students are assessed or a representative sample is used. Two of the six institutional learning outcomes are directly assessed each year through “key assignments” embedded in the courses responsible for those learning outcomes. The key assignments are designed to allow students to fully demonstrate their competency in the given learning outcome and are collected through a random sampling process which is taken from the pool of all students who have acquired 45 or more semester hours. Institutional and program learning outcome data apply to all students who are near graduation; course-level assessment applies to all students.

2. Describe how the institution works to improve *course-level* learning outcomes. You may wish to address:

- What supports faculty receive to improve their teaching, and/or how professional development is aligned to goals for improving learning at the *course* level
- How promotion/tenure and other institutional policies and systems support improvement in *course-level* learning outcomes
- How adjunct faculty are selected, supported, and evaluated based on student learning outcomes

Maximum word count: 200

All professional development is aligned to the college's strategic goals, the first of which is "Empowering students for success." Faculty professional development aligns with this goal and is addressed through student success at the course level. Workshops, conferences, guest speakers, and cross-college faculty collaboration provide support in pedagogy, student engagement, and assessment. Faculty course and student loads are limited with the specific intent of freeing time for ongoing improvement at the course level. Supervision and review of course-level outcomes is a component of every full-time faculty member's evaluation and of the promotion application. Faculty course leads provide adjunct support and coordinate annual course review. Leads are responsible for ensuring that student learning outcomes are appropriately assessed and that the curriculum is reviewed to address gaps in addressing those outcomes. Course leads in areas with large enrollment are compensated with release time. When hiring adjuncts, PAC ensures that their academic qualifications specifically address the discipline and the learning outcomes for the courses they will be teaching. Adjuncts are interviewed by the Chair to ensure their teaching philosophy supports the credentials, are provided with professional development opportunities at each term, and are welcome at monthly department meetings.

3. Describe how the institution works to improve *program-level* learning outcomes. You may wish to address:

- How chairs or department deans are supported in and held accountable for improving *program-level* learning outcomes
- What structures/processes are in place to engage faculty in aligning their curriculum with *program-level* student learning objectives or addressing gaps in *program-level* learning outcomes

Maximum word count: 300

Chairs and Deans are responsible for oversight of the program learning outcomes assessment process and are held accountable by the Vice President of Academic Success. The Coordinator of Measurement and Evaluation (CME) provides ongoing support for the Chairs and for program leads who design and execute the assessment, as well as create action plans for improving outcomes.

Workforce program leads are supported by Advisory Committees whose members provide industry-specific knowledge and ensure that the program learning outcomes align with industry requirements. The CME works with each program lead to ensure that assessment outcomes are accompanied by a robust action plan to improve student learning and brings an in-depth understanding of assessment best practices. The design of the assessment artifact, the sampling method, and alignment for program outcomes are covered with each lead.

Program leads submit yearly program assessment reports that indicate program learning outcomes, measures, targets of achievement, results of measures, and action plans based on results. Program faculty meet to discuss assessment results, reflect on the effectiveness of the past year’s action plan, and formulate action plans for the upcoming academic year. The current legitimacy of the program learning outcomes, quality of the measures in assessing the outcomes, and target expectations and adjustments are also discussed. The CME supports program leads with all aspects of the program assessment report through one-on-one discussions, departmental presentations, and instructional materials. Each program conducts a comprehensive Program Review every five years which is written by a committee of faculty members and is supported by their Chair, Dean, and the Knowledge Management team. Faculty are given the opportunity to create five-year goals and corresponding action plan to specifically address improvement of student achievement of program learning outcomes.

4. Describe how the institution works to improve *college-wide* learning outcomes. You may wish to address:

- How the college defines *college-wide* goals for improving learning outcomes and excellence in teaching
- What are the major gaps in learning outcomes at the college, how are those identified, and how are they being addressed

Maximum word count: 200

The 42-hour general education curriculum forms the largest common component for students attending the college. General education program learning outcomes are also PAC's institutional learning outcomes. College-wide conversations about general education assessment form the basis for goals to improve learning. PAC has strategies in place to bring students into learning outcomes dialogue. Posters for learning outcomes are placed in every classroom; a module is part of the required student success course which introduces students to the outcomes and the associated marketable skills; and a series of student conversations is underway. These activities enable the college to have a greater awareness of the learning outcomes and a shared vocabulary. A key assignment design where students artifacts are assessed allows students to fully demonstrate competence in a given learning outcome and provides educational scaffolding that supports attainment of that outcome. Following the National Institute for Learning Outcomes Assessment (NILOA) charrette model, faculty groups provide participants feedback for each key assignment's author. The result is a revised key assignment that supports and engages students in the exercise and demonstration of that outcome, eliciting a student response that can be more accurately rated and thus provides a better understanding of student proficiency.

5. How has the college tracked and responded to achievement gaps in learning for different groups of students (e.g., gender, race/ethnicity, income level, part-time non-traditional, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 250

Because many PAC students fall into one or more “at-risk” category, achievement gaps in learning are captured at the course level and by method of delivery rather than through sub-populations. Productive grade rates (PGR) are tracked for each course, and courses with an enrollment of 100 or more and a PGR less than 70% are labeled High Risk and are subject to additional scrutiny. Faculty teaching high risk courses meet to review course design, delivery, and academic support. Action plans are written to address areas of particular challenge and undergo annual review until PGR rises above 70%, ending the high risk designation.

Online courses have persistently seen lower success rates than those offered face-to-face. This success gap is addressed through the faculty certification program for online instructors, the application of Quality Matters standards to online courses, and a free online orientation course offered to all current and prospective online students. PAC has a standing Online Education Committee which provides oversight for all online courses and computer access. Students may use the computers in the Learning Studio or check out laptops. PAC initiated a Smart Start policy requiring instructors and students to actively engage with course material on the first day of class. Students who miss the first two class sessions or do not show signs of engagement in their online classes are withdrawn. Upon meeting with their instructor and committing to engagement, students can be reinstated.

6. Describe developmental education placement and delivery at your institution. In your response, you may wish to address:

- What changes, if any, have been made to developmental education placement or delivery in the past 2-3 years or are planned for the coming 2-3 years and why
- How you assess the effectiveness of developmental education courses, placement policies, and delivery models
- How students are currently placed (or, if placement is not allowed by state policy, how the institution otherwise tries to guide students into the appropriate level math and English courses)
- What models of developmental education delivery are in place (co-requisite, accelerated,

etc.) and at what scale
- What proportion of all first-time students are enrolled in developmental education courses (if applicable)

Maximum word count: 500

Students are placed in developmental or entry-level college English and Mathematics courses based on the score they earn on the Texas Success Initiative (TSI) Assessment. The TSI test is a state-mandated placement exam. For all students who place in developmental English and/or Mathematics based on their TSI test results, PAC requires enrollment in a one-week long refresher course prior to the start of their first semester in college. At the end of each refresher course, students take a placement exam designed by a committee of English and Mathematics PAC faculty members that provides students with the opportunity to advance into higher developmental levels or directly into college-level courses. Success of students in refresher courses and resulting placement course are tracked.

In English, PAC offers two different models of developmental education: an accelerated developmental course and a co-requisite course. In Mathematics, PAC offers developmental education in an accelerated, flex format (linked 8-week courses) where, depending on placement, students enroll in two developmental mathematics courses in one semester or one developmental mathematics course linked with an entry-level college mathematics course.

The percentage of all first-time in college students who are enrolled in developmental English and mathematics courses is 40% and 60%, respectively. More than one-third of developmental English students are enrolled in a co-requisite English course while more than three-fourths of developmental mathematics students are enrolled in accelerated flex courses. The co-requisite English model and the accelerated flex mathematics model provides all PAC students, regardless of initial placement, the opportunity to complete their first college-level English and mathematics course within either their first or second semester at PAC.

To improve the success of students and support the curriculum in developmental English and mathematics courses, PAC offers student support services in the Integrated Reading and Writing (INRW) Learning Center and Mathematics Learning Center (MLC). The INRW Learning Center offers tutoring sessions, which are required of all developmental English students, and weekly topic-specific review sessions that serve as supplemental instruction.

The MLC offers tutoring to all developmental mathematics students and provides students with

supplemental instruction through weekly workshops. In order to assess outcomes and ensure that INRW courses equip students with the reading and writing skills necessary for success in future college-level courses, these courses utilize an exit exam which is graded by two independent instructors on a pass-fail basis. Students must pass the exit exam in order to pass the course.

In developmental mathematics, a committee of faculty members performs a yearly assessment to align questions from the departmental final with the program learning outcomes for developmental math. The co-requisite model for English will ultimately place all students testing into developmental English into a co-requisite, college-level English course. The co-requisite model for mathematics will place all students testing into the highest level developmental mathematics course college-level mathematics into a co-requisite college-level mathematics course.

Narrative Section 6: Equity

Completed - Nov 3 2017 12:40 PM (CDT)

Narrative Section 6: Equity

Suggested Contributors: President, Vice President of Student Affairs and Vice President of Academic Affairs

Note to applicants: Please adhere to wordcounts. Online fill-in narrative sections will limit number of words exactly.

1. How is equity defined at the institution?

Maximum word count: 100

A Hispanic Serving Institution (HSI) serving a preponderance of low-income minority students, PAC views equity as inherent to its operations and institutional capacity to serve students. With strategic intent to improve educational attainment and socioeconomic levels of its community, PAC helps students enter college, persist, complete, and transfer, or enter the workforce. Board Policy F.6.1—Student Success ensures that PAC measures diversity goals for low-income, minority, and gender populations. Board Policy H.1.1—Equal Education/Employment Opportunities outlines non-discrimination practices based on race, color, sex, religion, and gender so that all students and employees have equitable access to PAC.

2. Please describe any institution-wide strategies to advance equitable access and/or outcomes.

Maximum word count: 200

PAC has a diverse set of pre-college programs that promote equitable access: Dual Credit (DC), Early College High School (ECHS), and federal TRIO programs—Upward Bound (UB), Upward Bound Math and Science (UBMS), Talent Search (TS). To promote increased access to college and attainment of college credit, these programs serve students who are low-income, minority, first generation in college, first-time in college (FTIC), and/or have disabilities. PAC offers a High School Equivalency Program in Spanish and English to provide access to approximately 400 individuals without a high school diploma.

To advance equitable outcomes, PAC has cross-college institutional capacity building initiatives focusing on outcomes of Hispanic and/or low-income students. Supported through Title V and institutional funds, community partnerships, and robust student and faculty/staff input, the Student Resource Initiative is a cross-college effort to provide wrap-around supports services, along with well-informed, trained faculty/staff, to students dealing with socioeconomic realities that could hinder their education. Funded through the HSI-STEM federal program, the college's inaugural National Science Foundation award (S-STEM), and institutional support, PAC's STEM Strategic Plan focuses on the pipeline of Hispanic and low-income students in STEM and is informed by Science Foundation Arizona planning support and internal/external stakeholder input.

3. How are equity goals and strategies communicated and evaluated within the college?

Maximum word count: 200

Equity goals are communicated to industry partners, community members, college faculty and staff, and students to encourage direct, two-way communications through: town hall meetings, convocation sessions, email communication, board presentations, department meetings, and Executive Team meetings.

Equity goals are evaluated in the College Performance Protocol by administration, faculty, and staff using data on students' rates of course success, persistence, graduation, and transfer disaggregated by ethnicity, gender, low-income status defined as eligibility for a Pell grant, and whether students need remediation upon entry to the college.

College Action Plans (CAPS), such as the Student Resource Initiative and STEM CAP, outline assessment measures for targeted student populations and are reviewed monthly at Executive Research Team, communicated at all-college meetings each semester, as well as semi-annual lunch-and-learn sessions.

Federal grant programs examining success of the targeted populations, such as TRIO, Title V, and HSI-STEM, are evaluated formatively and summative through quantitative and qualitative measures semi-annually through an Interim Performance Report (IPR), annually through an Annual Performance Report (APR), and ongoing external evaluation. Pre-college programs follow guiding principles set by the Texas Education Agency to ensure students who would not traditionally enroll in college are served and annual reports are submitted.

4. Considering the community in which you operate, how do you address equitable access to the institution? In your response, please describe how you engage external partners (e.g. community-based organizations, NGOs) to serve those students for whom you are addressing inequities.

Maximum word count: 200

PAC serves a historically under-resourced student population evidenced by U.S. Census Data indicating feeder zip codes with South Bexar County income levels below national, state and city poverty levels. To ensure access to higher education for our community, the college partners with 30 school districts and 50 community organizations to offer no-cost pre-college programs, including dual credit, enrollment and financial aid assistance, and Early College High School. PAC's pre-college programs serve approximately 9,600 unduplicated high school students each year, 80%-98% of whom are low-income and Hispanic. ECHS accounts for 30% of enrollment; in Spring 2018, PAC will graduate its inaugural ECHS class of over 200 seniors receiving an associate's degree, representing 58% above the national average.

PAC's Student Resource Initiative includes the SHARE Center —Student, Health, Advocacy, Resource and Engagement—with community partners, professional development for faculty/staff on wrap-around support services, and increased campus and community awareness of the need for vital resources. To address inequities facing students through comprehensive support from community-based organizations and public/private partners, this initiative consists of closely integrated partnerships the San Antonio Foodbank, regional grocer H-E-B, Goodwill San Antonio, University Health System, San Antonio Area Foundation, Texas Guaranteed Foundation, Daughters of Charity, and AmeriCorps VISTA.

5. Explain how data is used to diagnose, monitor, and intervene to ensure success for all students. Describe what quantitative or qualitative data are collected, indicate how frequently the information is collected, and describe how the information is used to improve curricula or practice.

Maximum word count: 250

To ensure student success for all students, PAC consistently collects quantitative and qualitative data through a wide-array of methods including surveys, focus groups, conversations, and benchmark Key Performance Indicators that reflect key student success measures of importance to the college's strategic priorities. Student survey data is regularly collected during New Student Orientation offered 20 times across fall and spring terms to incoming students to better gauge access and equity needs among new students.

In alternating cycles, PAC participates in the Community College Survey of Student Engagement (CCSSE) every two years and the Noel Levitz Student Satisfaction Inventory (SSI) every two years to better understand how services are delivered to the college's unique population, examine areas of strengths, and identify areas for improvement. Data is gathered at Town Hall forums hosted by the President and senior leaders, along with student focus groups hosted by college leaders and community partners on topics such as student perspectives and needs. Key Performance Indicators monitor leading and lagging measures and help identify areas the college needs to address.

Review of CCSSE benchmarks for active and collaborative learning led the college implementing action plans to create collaborative spaces for students, including updated seating in newly renovated spaces such as the Library, science labs, student center and cafeteria. Academic challenge benchmarks resulted in steps to protect the integrity of curriculum while providing support and boosting the success of students in their courses. Over two cycles, benchmark scores improved as a result of adjustments to practice and curriculum.

6. Please describe college-wide strategies designed to support part-time students.

Maximum word count: 200

Implemented in Fall 2016, the Strategic Enrollment Management College Action Plan (SEM CAP) at Palo Alto College (PAC) influences enrollment to meet institutional, budgetary, and student needs. Part of the strategy part-time student support strategy is encouraging consideration of full-time attendance and its benefits, such as increase in financial aid and scholarship offerings, better course selection and faster time to completion.

The Parent Scholar program at the PAC Ray Ellison Family Center (REFC) helps student-parents attending part-time due to childcare needs by offering subsidized childcare. To further assist such students, PAC secured the federal Child Care Access Means Parents in School Program (CCAMPIS) to support annual participation of 20 low-income student parents by providing campus-based childcare.

Academic programs and support services provide support for part-time students. Courses are offered in flexible terms and weekend, evening, and online options. Library, Tutoring Services, and Student Success Offices offer weekend, evening, and online options for interactions, such as extended library, lab, and tutoring hours during finals each term, regular librarian live-chat hours, academic and exam workshops scheduled at various times/days and live-streamed throughout the semester, 24/7 online tutoring via a third-party vendor, weekly walk-in advising hours, and monthly Financial Aid Saturdays.

Narrative Section 7: Institutional Strategies and Capacities

Completed - Nov 3 2017 12:42 PM (CDT)

Narrative Section 7: Institutional Strategies and Capacities

Suggested contributor(s) for this section: President and VP of Student Success or Equivalent

Note to applicants:

- Contributors to this section may wish to cross-reference previous sections of the application narrative to assist in the writing of this final section.
- Please adhere to wordcounts. Online fill-in narrative sections will limit number of words exactly.

As you reflect on your definition of student success (Narrative Section 1), please describe the capacities that have most enabled the institution's progress to achieving success and those that have presented the biggest challenges. Please also include what you plan to address next. Consider the following in your response.

a. Shared Governance: How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals?

b. Hiring and Professional Development: What are your key hiring and professional development practices? In what ways do these practices for staff and faculty align to your student success goals? Note any effective strategies for offering professional development to adjunct faculty.

c. IT Investments: What key strategic technology investments have been made to advance student success goals?

d. Strategic Finance/Resource Allocation: How do you ensure that the allocation of resources aligns with your student success goals?

e. Student Communications: How do students send information to the institution? How are these communications channels set up to ensure student success? How is understanding of the student experience captured and utilized in decision-making processes?

f. Institutional research and evidence-based decision-making: In what ways is evidence used throughout the college to guide evaluation of student success outcomes? How is student feedback and input incorporated into institutional decision-making and evaluation processes? In what ways are institutional researchers engaged in supporting institutional decision-making?

Maximum word count: 500

PAC's improvement of student success outcomes over the past five years is fueled by: 1) a student-centered approach that is prevalent throughout the campus in faculty/staff interactions with students; 2) being an integral part of the south San Antonio community which is reinforced

by engagement, early access to college, and serving a diverse population; 3) a culture of inclusion that values people and their ideas; and 4) and a strong commitment to innovation. The capacity that has presented the biggest challenge is developing a systematic approach to support data-informed decision-making. PAC needs to identify which metrics most effectively monitor changes in institution and student needs.

Going forward, PAC plans to develop a system of evaluation and improvement for key processes —including transfer and job placement, accelerated development education, assessment of student learning and institutional effectiveness. PAC will develop a systematic approach to comparing and disaggregating data by student characteristics to facilitate innovative and improved ways to serve underrepresented students. A systematic approach to sharing organizational knowledge with stakeholders will help PAC be responsive to student, community, and labor-market needs.

Senior leaders engage the community, college members, and students through direct, two-way communications such as: Town Hall Meetings, Convocation Sessions, Email Communication, Presentations to the Board, Department Meetings, and Executive Team Meetings. Communication begins when the President interviews potential new hires, establishes a relationship, and encourages dialogue. Board Policy D.6.1–Professional Development requires that employees have opportunities for professional growth, so it is institutional practice to provide professional development which aligns with PAC’s strategic plan during each fiscal year, such as featured speakers and presentations during Convocation and throughout the semester where adjunct faculty are invited to attend. Longitudinal evidence of professional development opportunities includes positive sample adjunct classroom observations.

Faculty and staff contribute to decision-making through participation in Executive Team, Executive Research Team, and College Leadership Team, and Councils and Committees. Students also have the ability to communicate via course evaluations and satisfaction surveys, through faculty and staff, as well as through a response management system where students can make suggestions about college processes, facilities, and activities online, in-person, by phone, or via email.

Key strategic technology investments totaling over $1 million over the past 3 years include the purchase of laptops for student check-out, instructional lab upgrades, Microsoft 365 and One Drive for all students, Canvas classroom management system, Alamo GPS online advising tool, and predictive analytics software. PAC’s budgeting process uses comparative data to analyze

market trends, regulatory changes, competitive issues, and student needs, and every unit of the college must align their budgets and any requests with the college's strategic plan and goals. PAC's Institutional Research staff continuously analyzes student data to support faculty, staff, and administrators and help make adjustments in programs, processes, and services to meet students' needs. Institutional Research staff are included in the design, data collection, and assessment of College Actions Plans, inform measurement and evaluation of unit activities and are included in grant development, college-wide meetings, and councils and committees.

Prize Application Data Template

Completed - Nov 2 2017 09:43 PM (CDT)

Click here to download the 2019 Aspen Prize Application Data Template. Please fill out relevant sections and upload a completed version. A reference document containing data definitions is accessible through this link.

Note: If you submit data to the National Student Clearinghouse and did so in 2010, please disregard Tab 4 in this data template. Tab 4 transfer should only be completed by institutions who do not submit data to the National Student Clearinghouse (or did not submit data to NSC in 2010) **and** have access to state or system data.

2019_Aspen_Prize_Application_Data_Template_FINAL_PAC

Filename: 2019_Aspen_Prize_Application_Data_Templ_xDG7PQH.xlsx **Size:** 24.9 kB

ALAMO COLLEGES DISTRICT
Palo Alto College

QUALITY TEXAS
Encouraging and Recognizing Excellence

Graduation WIG and Strategies

Palo Alto College WIG (2016-2017)

Increase Degrees and Certificates earned by students from 1,363 to 1,498 by August 31, 2017.

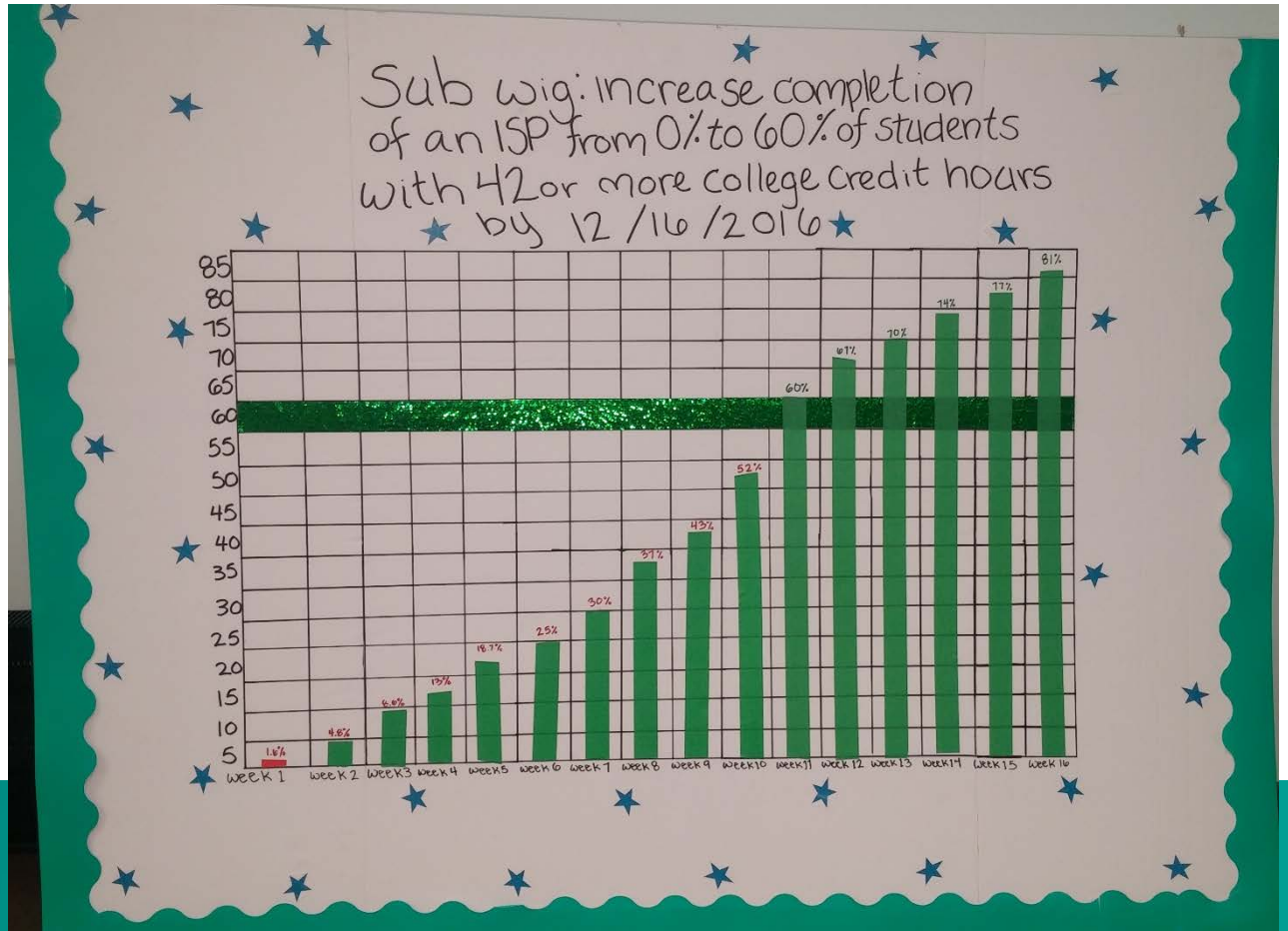
Palo Alto College WIG Overview

Overview of Degrees and Certificates Awarded			
Semester	**2014-2015**	**2015-2016**	**2016-2017**
Fall	247	323 (⇧30%)	423 (⇧31%)
Spring	514	678 (⇧31%)	695 (⇧2.5%)
Summer	406	362 (⇧13%)	424 (⇧17%)
Total	**1167**	**1363 (⇧16.5%)**	**1544 (⇧13%)**

The awarding of 1,544 degrees and certificates marks another record high for Palo Alto College!

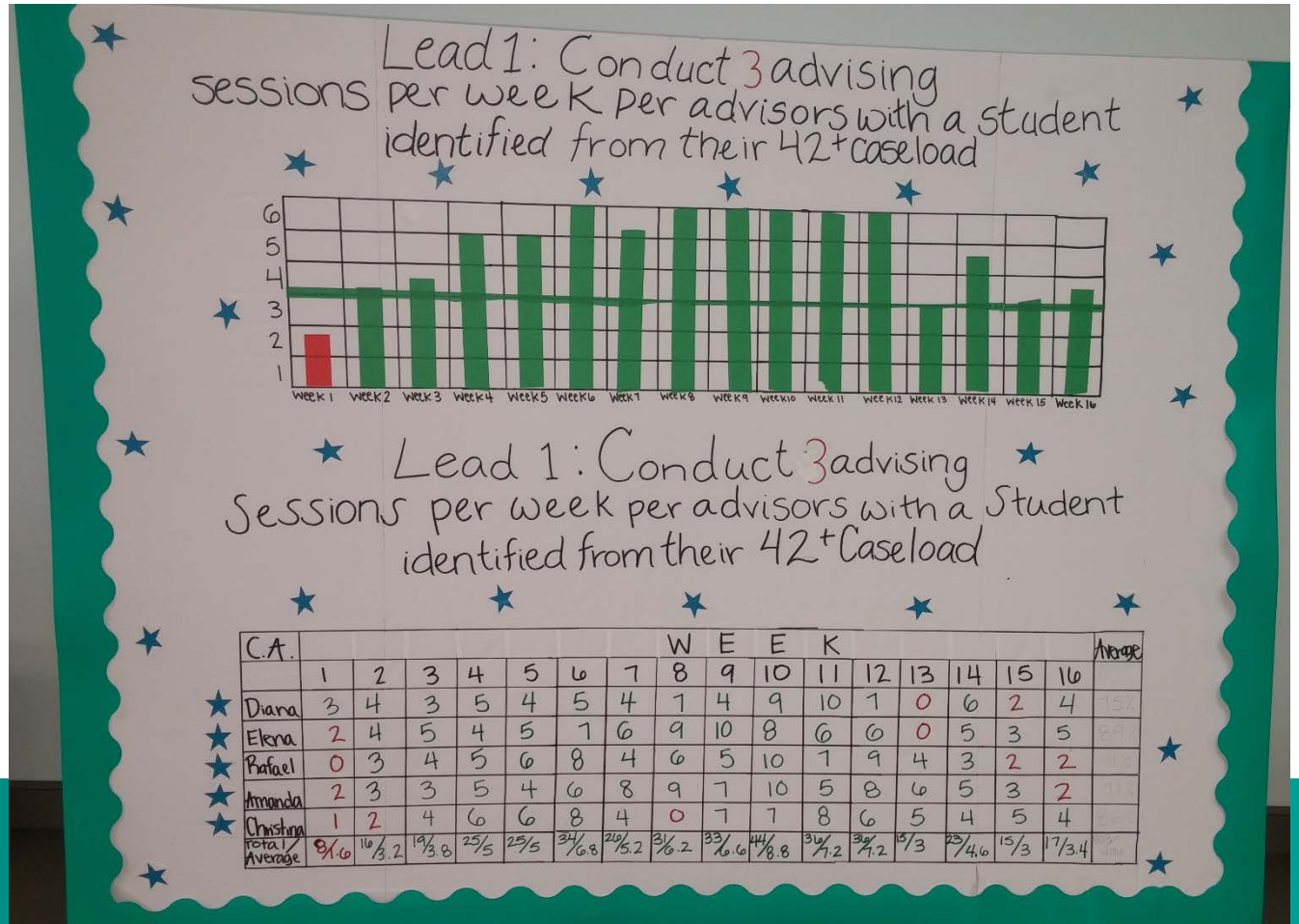
Graduation Strategies: 4DX
Advising Center Sub-WIG (Fall 2016)

Increase completion of an Individual Success Plan (ISP) from 0% to 60% of students with 42 or more college credit hours by 12/16/2016.



Graduation Strategies: 4DX
Advising Center Lead Measures

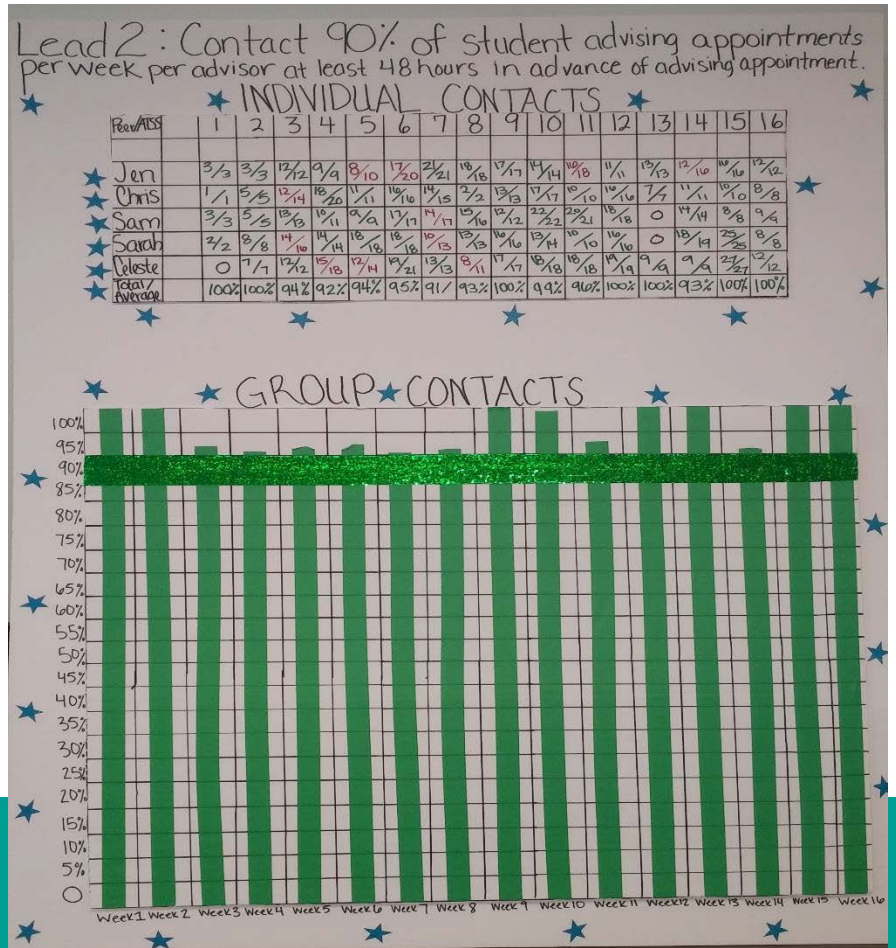
Certified Advisor Lead Measure 1: Conduct 3 advising sessions per week per Certified Advisor with a student identified from their 42+ caseload.



C.A.	WEEK																Average
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Diana	3	4	3	5	4	5	4	1	4	9	10	1	0	6	2	4	
Elena	2	4	5	4	5	1	6	9	10	8	6	6	0	5	3	5	
Rafael	0	3	4	5	6	8	4	6	5	10	1	9	4	3	2	2	
Amanda	2	3	3	5	4	6	8	9	1	10	5	8	6	5	3	2	
Christina	1	2	4	6	6	8	4	0	1	1	8	6	5	4	5	4	
Total / Average	8/.6	16/3.2	19/3.8	25/5	25/5	34/6.8	26/5.2	31/6.2	33/6.6	44/8.8	36/7.2	36/7.2	15/3	23/4.6	15/3	17/3.4	

Graduation Strategies: 4DX
Advising Center Lead Measures

Peer Advisor Lead Measure 2: Contact 90% of student advising appointments per week per Peer Advisor at least 48 hours in advance of advising appointment.



Graduation Strategies: Entry through Completion

- Outreach to student populations who may be eligible for graduation or within 1-2 semesters of graduation
  - Phone Calls, Emails, Letters, Postcards, Face to Face Interaction, Classroom Presentations
- EDUC 1300 Individual Success Plan Assignments
- Early Alert Referrals
- Ongoing interaction with faculty members and certified advisors
- Degree audit and outreach to students (former and currently enrolled) who have completed 42 college level credit hours and have not been awarded a degree/certificate
- Graduation applications active for 3 semesters

Graduation Strategies: Entry through Completion

- Degree audit and outreach to Graduation Cohorts (Three Year and Four Year)
  - Transferred to Four Year Institution > Reverse Transfer
  - Still Enrolled at PAC
  - Graduated from PAC
  - Not Enrolled at PAC
- Outreach to former Dual Credit students who transferred to a four year institution
  - Reverse Transfer
- Reverse Transfer
  - Conduct degree audit on lists from public four year institutions
  - Texas State, UTSA, Sam Houston, Sul Ross, and more!

Keeping Students First!

Student Testimonials

About Graduation

Palo Alto College WIG (2017-2018)

Increase Degrees and Certificates earned by students from 1,544 to 1,600 by August 31, 2018.

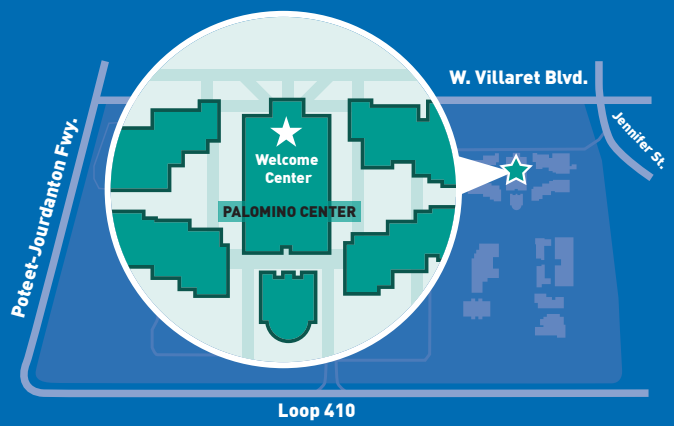
Thank You.

ALAMO COLLEGES DISTRICT
Palo Alto College
Welcome Center
1400 W. Villaret Blvd. | San Antonio, TX 78224
alamo.edu/pac

OPEN IMMEDIATELY. REGISTRATION INFORMATION

Welcome to Palo Alto College!

TAKE A TOUR



Learn about your new college by taking an official tour!
Schedule your appointment today at ***210-593-6886.***

QUESTIONS ABOUT ENROLLMENT?

Ready To Sign Up For New Student Orientation?
Transitioning From Active Military Duty?

We have friendly and informative staff ready to take your call.

Welcome Center | 210-486-3100

Sneak Peek of Palo Alto College

We offer a first-rate education at a competitive price. See why the Palomino student experience is perfect for you!

ACADEMICS

- ✓ More than 90 program concentrations
- ✓ Career-track readiness with five Alamo Institutes
- ✓ Top ratings on RateMyProfessors.com
- ✓ Honors Program with global learning perspective
- ✓ Learning communities for classroom collaboration, including nationally recognized Catch the Next-Puente Program

STUDENT LIFE

- ✓ Over 25 student clubs and organizations to join
- ✓ Intramural and extramural sports teams
- ✓ Performance opportunities with music and stage
- ✓ PACfest, an official Fiesta® San Antonio event

RESOURCES

- ✓ Dedicated certified advisors and tutoring services
- ✓ Extensive library collection with dedicated children's library
- ✓ On-site childcare, financial assistance, scholarships, and more
- ✓ S.H.A.R.E. Center with food pantry, clothes closet, and health services

AMENITIES

- ✓ State of the art 46,243 sq. ft. Performing Arts Center
- ✓ Aquatic & Athletic Center with Olympic-size swimming pool, fitness center, gym, and soccer field
- ✓ Botanical Garden with Spanish acequia, duck pond, and more
- ✓ Community makerspace, computer labs, 3-D printer, and free wifi access
- ✓ Palomino Patio for outdoor lounging, two art galleries with exhibits year-round, and a Cosmetology Learning Studio with affordable salon services

ALAMO COLLEGES

PALO ALTO COLLEGE

Follow Us On Social Media!

See current and future Palominos on any one of our official handles

/PaloAltoCollege

@paloaltocollege

@PACPR

PaloAltoCollege

SCHOLARSHIPS

For more than 30 years, Palo Alto College has remained dedicated to providing access to education for South San Antonio, Bexar County and all surrounding areas. Palo Alto College understands the economic realities of financing a college education.

ALAMO COLLEGES FOUNDATION SCHOLARSHIPS

In addition to federal financial aid, Palo Alto College and the Alamo Colleges Foundation provide scholarship opportunities for all eligible enrolled students. Students can submit one application to apply for over 30 scholarships. Scholarship decisions are based on the applicant meeting the minimum scholarship criteria and based on the points awarded by scholarship judges.

Priority Deadline for 2017–2018:
April 2, 2017

Final Deadline for 2017–2018:
Sept. 10, 2017

ADDITIONAL SCHOLARSHIPS

Texas-STEM and Allied Health Challenge Scholarship—*$2,500 per year*
For select Science, Technology, Engineering, or Math (STEM) programs. Students must have a minimum of a 3.0 GPA in high school math and science courses and complete 30 hours each academic year (Fall, Spring, Summer).

Harvey Najim Pathways Scholarship—*up to $5,000 total*
For recent graduates from Edgewood, Harlandale, South San, Southwest, Southside, Somerset and San Antonio ISD pursuing degrees in Information Technology or Cyber—Security at Texas A&M University—San Antonio; University of Texas at San Antonio College of Business; or Nursing or Health Professions (Respiratory Care, Clinical Laboratory Sciences or Emergency Health Sciences) at UT Health Science Center—San Antonio.

Toyota Motor Manufacturing 2+2 STEM Teacher Scholarship—*up to $5,700 total*
For students pursuing a degree with a STEM concentration who intend to teach in a middle school or high school in one of the six school districts located on the southern region of San Antonio as a teacher in a STEM field and will attend Texas A&M University—San Antonio.

San Antonio Education Partnership—*$175 per semester for up to 4 semesters (Fall/Spring only)*
The City of San Antonio provides scholarship assistance for full-time students (12 or more credit hours) through the San Antonio Education Partnership at 25 high schools in eight San Antonio school districts.

TheDream.US—*up to $12,500 total*
The National Scholarship Fund for DREAMers created a new scholarship to help immigrant youth who have received DACA status so that they can achieve their American Dream through the completion of a college education.

College Connection—*$250 total*
For students who participate in the College Connection Program during their senior year in high school.

For the most up to date tuition and fees, visit **alamo.edu/district/business-office**.

Tuition and Scholarship Comparison	
Fall 2016 Tuition and Fees for 12 Credit Hours (in district)	Average Scholarship Award per semester*
$1,032	$500

**Must be eligible and must apply*

Palomino Early Start Summer Bridge Program—*scholarship for two classes*
For students who are interested in getting a jump start on their education. The scholarship is offered during the summer semester for those students planning to pursue a degree with Palo Alto College in the fall.

Additional scholarships are available!
Visit alamo.edu/pac/scholarships

For specific information about each scholarship, contact:

Leticia Inocencio
Scholarship & Alumni Coordinator
210–486–3117

FINANCIAL AID

All students applying for Federal Student Aid at Palo Alto College must complete the Free Application for Federal Student Aid (FAFSA).

In order to be considered for federal, state, and institutional finanical aid students must complete and submit the FAFSA to access grants, loans, and work-study. When completing the FAFSA, students should use the following code for Palo Alto College: 016615

How is financial aid awarded?

When awarding financial aid, the Expected Family Contribution (EFC) is subtracted from the Cost of Attendance in order to calculate financial need.

When do I apply for financial aid?

The FAFSA process begins on Jan. 1 of each year. Students are strongly encouraged to apply no later than May 1, since awarding of financial aid is done on a first-come, first-serve basis.

Beginning with the 2017–2018 award year, the FAFSA will be available on Oct. 1, 2016, three months earlier than previously allowed. For more information on this initiative, visit our Early FAFSA webpage at: **alamo.edu/district/financial-aid/early-fafsa**

How do I apply for financial aid?

Students must apply online at **www.FAFSA.ed.gov** in order to be considered for aid. Students and parents must apply for an FSA ID, which is a username and password. When completing the online form, be sure to use the Palo Alto College code: 016615

What types of need-based aid are available?

There are three types of aid that you may qualify for:

Grants are available from federal, state and college resources. These funds do not have to be repaid and are referred to as gift aid.

Loans are made available from the federal government at low interest rates and must be repaid. Repayment of loans can begin immediately if so desired by the student; however, repayment is typically deferred until after the student graduates or is no longer enrolled on at least a half-time basis. Palo Alto College also provides free financial literacy sessions throughout the year and during Financial Literacy Month (April) to assist students with educational resources to repay loans. For more information, visit: **alamo.edu/managing-my-money**.

Work Study Awards are made through federal and state work study programs as well as through college resources. Students receiving this type of aid will work on campus 15 hours a week in a College office or department.

FAST FACT: In the 2015–2016 academic year, more than 4,690 students received $9,362,807 in federal grants and scholarships.

For more information regarding the FAFSA, visit **www.FAFSA.ed.gov**.

Student Financial Aid
Palomino Center 102
210–486–3600
alamo.edu/district/financial-aid

Welcome Center
Palomino Center 103
210–486–3100
alamo.edu/pac/admissions

ALAMO COLLEGES
PALO ALTO COLLEGE

GET A JUMP ON YOUR FRESHMAN YEAR!

PALOMINO EARLY START PROGRAM *NOW AVAILABLE* AT PALO ALTO COLLEGE

Scholarships available to all eligible participants for 2 classes!

2017 SESSION

Summer 2 (~~July 10-Aug 10~~)

DEADLINE TO APPLY:

July 1

BENEFITS INCLUDE

- Scholarship for two classes – $525 value!
- One-on-one advising
- FREE Tutoring
- Access to Campus Recreation & Fitness Center
- Access to campus events
- Career exploration

Apply online at **www.alamo.edu/pac/early-start/**

Fore more information, please call **210. 486.3300** or email **Pac-advising@alamo.edu**

or come to our information session on March 30, 6–7:30 p.m. at the Ozuna Library & Learning Center

ALAMO COLLEGES

PALO ALTO COLLEGE

ALAMO COLLEGES
PALO ALTO COLLEGE

PALO ALTO COLLEGE
ENROLLMENT CHECKLIST

for First Time In College (FTIC), Transfer, and Returning Students

1

Complete and submit your admission application at ApplyTexas.org

Visit ApplyTexas.org to complete your application for enrollment. Please allow five business days for processing. Once your application is processed, you will receive two emails - one from ApplyTexas and one from Alamo Colleges. The Alamo Colleges email will include instructions and information for accessing the ACES student portal at alamoaces.alamo.edu.

2

Complete and submit your FAFSA application at FAFSA.gov

We strongly encourage each student to submit a **Free Application for Federal Student Aid (FAFSA)** online at fafsa.gov. Please allow a minimum of four months to complete the financial aid process. For Palo Alto College scholarship opportunities, visit alamo.edu/pac/scholarships. Please consult alamo.edu/district/financial-aid for Priority and Processing Guarantee Dates.

Fall Deadline: May 1 **Spring Deadline:** November 1 **PAC Federal School Code:** 016615

3

Submit all official high school and other college transcripts/GED scores

Official documents should be hand-delivered in a sealed envelope to Palo Alto College's Admissions & Records in the Palomino Center, Room 117, or can be mailed to Palo Alto College (ATTN: Enrollment Services) at 1400 W. Villaret Blvd, San Antonio, TX 78224. Transcripts can be submitted electronically or via TREX.

4

Get your Bacterial Meningitis vaccine, if applicable

Texas state law requires all entering students under the age of 22 to show evidence of receiving a bacterial meningitis vaccination or booster dose during the five-year period prior to enrollment; the law allows for a few exemptions. All necessary documents must be submitted to Magnus Health, including a $10 processing fee, prior to enrolling in classes. Additional information about Magnus and a link to upload documents can be found in ACES under the "Start Here" tab. Please allow 10 business days for processing. For more information, visit alamo.edu/meningitis.

5

Complete all of the necessary modules on alamo.edu/AlamoENROLL

Log in to ACES at alamoaces.alamo.edu. Open the "Start Here" tab, click on each ENROLL button and complete the GO FAARR and TEST PREP modules before testing at Alamo Colleges. For technical problems or assistance with the modules, call **Alamo Colleges District IT** at (210) 485-0555.

6

Take the TSI college-readiness test, if applicable

Take your TSI assessment test and complete Post-Assessment Advising at the Testing Center, located in Brazos Hall, Room 100. A list of TSI expemptions can be found online at alamo.edu/pac/testing-center or by calling (210) 486-3444. Please allow one day for updates to your student record.

7

Take a refresher course in English and/or Math, if required

Some students may be required to take a refresher course before proceeding with the enrollment process. If required to take a course, you will be notified and scheduled during Post-Assessment Advising. Refresher courses save time, money, and offer the opportunity to move into a higher-level developmental course or a college-level course in English or Math. Refresher courses are FREE.

8

Sign Up for a New Student Orientation

All First Time In College (FTIC) students, returning students who have been out of the Alamo Colleges for more than one year, and transfer students must attend a mandatory New Student Orientation (NSO) session. NSO includes information about campus resources, a campus tour, and Academic Advising sessions. During NSO, you will receive an individualized advising plan for your first semester, meet your advisor, and register for your first semester of classes. Register for NSO online at alamo.edu/pac/nso.

9

Pay your bill on time or your classes will be dropped

Tuition payments can be made in person at the Business Office located in the Palomino Center, Room 115, or online via ACES. Full payment or payment plans must be made by the payment deadlines to avoid being dropped. To view payment deadlines, visit alamo.edu/calendars.

ALAMO COLLEGES
PALO ALTO COLLEGE

PALO ALTO COLLEGE
ENROLLMENT CHECKLIST

for First Time In College (FTIC), Transfer, and Returning Students

Palo Alto College Welcome Center

The Welcome Center, located at the entrance of the Palomino Center facing Villaret Blvd, serves new, returning, and transfer students with the enrollment process.

Visit the Welcome Center for help with:

- Completing the ApplyTexas application for admission and the Free Application for Federal Student Aid (FAFSA)
- Completing the AlamoENROLL process to be admitted and enrolled at Palo Alto College
- Submitting official transcripts and Bacterial Meningitis documents

Disability Support Services (DSS)

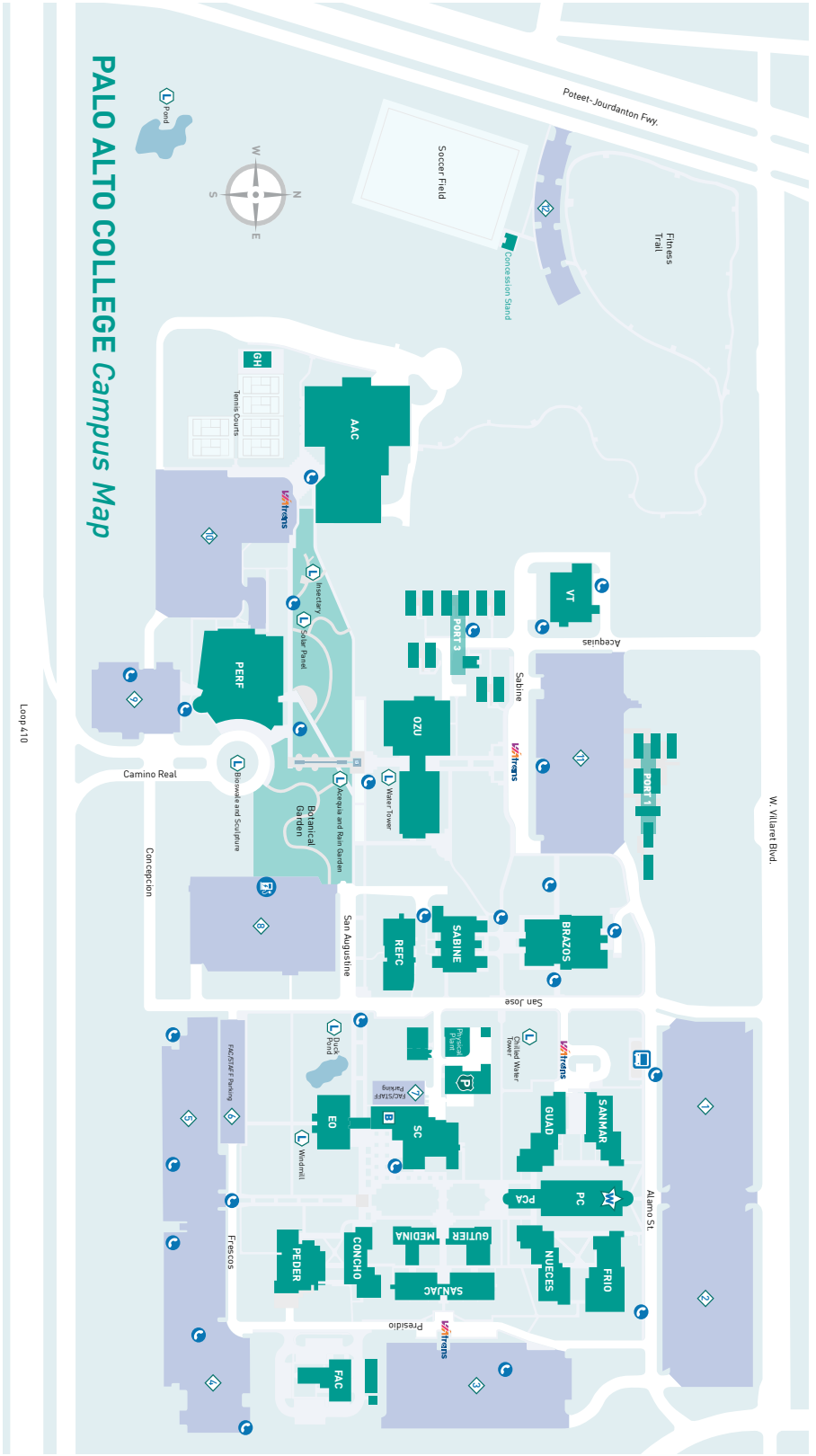
Palomino Center, Room 116
(210) 486-3020
alamo.edu/pac/dss

Veterans Affairs (VA)

Palomino Center, Room 111
(210) 486-3111
alamo.edu/pac/veterans-affairs

Parking Information

When visiting Palo Alto College, guests may park in any parking lot without a permit, except in spots marked as reserved.



Questions? Call **(210) 486-3100**, visit **alamo.edu/AlamoENROLL**, or email **pac-recruitment@alamo.edu**

NSO
NEW STUDENT ORIENTATION

FALL 2017 SCHEDULE

Wed., Jun. 14
9 a.m.–3 p.m.
Check in 8:15 a.m.

Wed., Jun. 28
9 a.m.–3 p.m.
Check in 8:15 a.m.

Thu., Jul. 6
9 a.m.–3 p.m.
Check in 8:15 a.m.

Thu., Jul. 13
9 a.m.–3 p.m.
Check in 8:15 a.m.

Wed., Jul. 19
9 a.m.–3 p.m.
Check in 8:15 a.m.

Wed., Jul. 26
5 p.m.–8 p.m.
Check in 4:15 p.m.

Tue., Aug. 1
9 a.m.–3 p.m.
Check in 8:15 a.m.

Sat., Aug. 5
9 a.m.–3 p.m.
Check in 8:15 a.m.

Tue., Aug. 8
9 a.m.–3 p.m.
Check in 8:15 a.m.

Fri., Aug. 11
16-Week Semester
9 a.m.–3 p.m.
Check in 8:15 a.m.

Fri., Aug. 25
Start II and Flex II
9 a.m.–3 p.m.
Check in 8:15 a.m.

ALAMO COLLEGES
PALO ALTO COLLEGE

To register, visit:
alamo.edu/pac/nso
or call **210-486-3100.**

PALO ALTO COLLEGE

WELCOME CENTER

CONTACT

Palomino Center 103
210–486–3100
alamo.edu/pac

CAMPUS TOURS

210–486–3100
alamo.edu/pac/tour

REGULAR HOURS

Monday
8 a.m.–7 p.m.

Tuesday—Friday
8 a.m.–5 p.m.

First Saturday of the month
9 a.m.–1 p.m.

SUMMER HOURS

(effective June 6—July 27, 2017)

Monday—Thursday
8 a.m.–7 p.m.

ALAMO COLLEGES

PALO ALTO COLLEGE

Northeast Lakeview College - Northwest Vista College - Palo Alto College - San Antonio College - St. Philip's College 2017-2018 Transfer Advising Guides

Chemistry - AA to BA - The University of Texas at San Antonio (UTSA)

Lower Division Requirements at the Alamo Colleges District for an AA degree

The courses in this section meet the requirements for an Associate of Arts degree. The Graduation section in any catalog of the colleges in the Alamo Colleges District lists additional Degree/Certificate Requirements.

Semester I

- EDUC 1300 - Learning Framework *will transfer as an UTSA Elective (Pending Final Approval)*
- ENGL 1301 - Composition I *will transfer as WRC 1013 [UTSA Communications (10) Core]*
- Select one course from the American History (60) Core *will transfer as UTSA American History (60) Core*
- MATH 1414 - College Algebra (Precal Track) *will transfer as MAT 1073 but will NOT be UTSA degree applicable (grade must be a "C" or better)*

Semester II

- *** Select either CHEM 1411 - General Chemistry I or CHEM 1311 General Chemistry Lecture I AND CHEM 1111 General Chemistry Laboratory I *will transfer as ### CHE 1121 and CHE 1103 [UTSA Life and Physical Sciences (30) Core] (grade must be a "C" or better)*
- *** MATH 2412 - Precalculus *will transfer as MAT 1093 [UTSA Elective] (grade must be a "C" or better)*
- Select one course from the American History (60) Core *will transfer as UTSA American History (60) Core*
- ENGL 1302 - Composition II *will transfer as WRC 1023 [UTSA Communications (10) Core]*

Semester III

- Select either GOVT 2305 - Federal Government or GOVT 2306 Texas Government *will transfer as POL 1013 or POL 1133 [UTSA Government - Political Science (70) Core]*
- Select one course from the Language, Philosophy & Culture (40) Core *will transfer as UTSA Language, Philosophy and Culture (40) Core*

Semester IV

- Select either CHEM 1412 - General Chemistry II or CHEM 1312 General Chemistry Lecture II AND CHEM 1111 General Chemistry Laboratory I *will transfer as CHE 1113 and CHE 1131 [UTSA Life and Physical Sciences (30) Core] (grade must be a "C" or better)*
- MATH 2413 - Calculus I *will transfer as ### MAT 1214 [UTSA Mathematics (20) Core] (grade must be a "C" or better)*
- Select one course from the Creative Arts (50) Core *will transfer as UTSA Creative Arts (50) Core*
- Select either GOVT 2305 - Federal Government or GOVT 2306 Texas Government *will transfer as POL 1013 or POL 1133 [UTSA Government - Political Science (70) Core]*

Semester V

- PHYS 2425 - University Physics I *will transfer as* PHY 1943 and PHY 1951 *(grade must be a "C" or better)*
- Select one course from the Social and Behavioral Sciences (80) Core *will transfer as UTSA Social and Behavioral Sciences (80) Core*
- *** MATH 2414 - Calculus II *will transfer as ### MAT 1224 (grade must be a "C" or better)*
- Select one course from the Additional Communication (90) Core *will transfer as UTSA Component Area Option (90) Core*

Semester VI

- PHYS 2426 - University Physics II *will transfer as PHY 1963 and PHY 1971 (grade must be a "C" or better)*
- Select one course from the Additional Language, Philosophy and Culture (90) Core *will transfer as UTSA Additional Language, Philosophy, and Culture (90) Core*

Applicable Transfer Credit Hours

This Transfer Advising Guide provides **68 college-level hours**, of which **64 will transfer and apply**, as **MATH 1414** will transfer but will NOT be applicable towards the UTSA baccalaureate degree in Chemistry.

(Note: UTSA accepts **a maximum of 66** college-level hours in transfer towards a baccalaureate degree.)

(Note: For the Alamo Colleges District this transfer advising guide is core complete and degree complete.)

Milestone Course(s)

*** denotes Milestone Course(s).

A milestone course is a course that is critical for success in this program as determined by the Faculty of the Alamo Colleges District.

Gateway Course(s)

denotes Gateway Course(s)

Students pursuing this degree at UTSA must successfully complete each of the Gateway Courses with a grade of "C" or better in no more than two attempts. A student who is unable to successfully complete these courses within two attempts, including dropping a course with a grade of "W" or taking an equivalent course at another institution (including any colleges of the Alamo Colleges District), will not be allowed to select this major at UTSA.

Special College Admission Requirements

In order to declare Chemistry as a major, a student's academic performance will be evaluated after the six courses listed below have been completed. To declare a major in Chemistry, a Pre-Chemistry student must have:

- a grade point average of at least 2.0 for all UTSA coursework
- a grade point average of at least 2.5 the six courses listed below
- successfully satisfied all three sections (mathematics, reading, and writing) of the Texas Success Initiative (TSI)
- successfully completed the following or equivalent courses with a grade of "C-" or better:
  - CHE 1103 General Chemistry I (or CHE 1143 Principles of Chemistry I)
  - CHE 1113 General Chemistry II (or CHE 1153 Principles of Chemistry II)
  - CHE 1121 General Chemistry I Laboratory
  - CHE 1131 General Chemistry II Laboratory
  - MAT 1214 Calculus I
  - PHY 1943 and PHY 1951 Physics for Scientists and Engineers I and Laboratory

Applicants who have completed all the above courses as equivalent transferable college credit with a grade of "C-" or better and have no UTSA coursework can declare a Chemistry if they:

- meet all UTSA undergraduate admission requirements
- have a cumulative grade point average of 2.5 or better for transfer courses equivalent to the six course listed above
- have successfully satisfied all three sections (mathematics, reading, and writing) of the Texas Success Initiative (TSI).

Additional UTSA Advising Notes

Things to do and remember upon Admission to UTSA:

- Make an appointment with the academic advisor of the major, once accepted to UTSA, in order to clarify department, college and university policies and procedures, to review course sequencing and to help with identifying resources for academic success. A current listing of academic advising centers can be found at www.utsa.edu/advise/advisors.html.
- Refer to the official source of information on specific courses within the UTSA requirements for this degree plan from the UTSA Undergraduate Catalog or visit the web site at www.utsa.edu.
- Information on Gateway Courses can be found at http://www.utsa.edu/registrar/students/gateway.html.
- Read the UTSA Undergraduate Catalog and Student Information Bulletin.
- Pay close attention to course sequencing and availability at UTSA as it will affect the time it takes to complete the degree program.

Using this Transfer Advising Guide with UTSA

This Transfer Advising Guide represents UTSA's degree plan and is subject to change at the university's discretion. It is intended for advising purposes only so students know exactly which courses they can take at any of the colleges in the Alamo Colleges District and have the courses count towards degree requirements when they transfer to UTSA. It is highly recommended that students meet with their assigned academic advisor to review all graduation and transfer requirements listed in the Transfer Advising Guide.

The ultimate goal is to provide students with accurate information for transfer pathways while minimizing loss of credits in transfer. Students are encouraged to review UTSA's requirements frequently.

Course numbers in *italics* are UTSA's course numbers.

This Transfer Advising Guide is based upon **The University of Texas at San Antonio's** 2017-2018 catalog and is subject to change.

The Alamo Colleges District Advising

Students are encouraged to consult with an academic advisor about courses and other educational concerns if they plan to pursue a two-year degree program, transfer to another college or university, or simply take a few selected courses. In addition to course and degree requirements, policies and procedures are subject to change; stay informed by meeting with an academic advisor regularly.

Many students who plan to transfer to a university are advised to fulfill the lower-division requirements for the university. With appropriate planning, your Alamo Colleges District team can help make the transfer experience a seamless process. It is the responsibility of all students to ensure that they take courses at the Alamo Colleges District that will be accepted by the senior institutions they wish to attend.

For more information contact your Alamo Colleges District team.

Release Date:

Released on October 24, 2017

Northeast Lakeview College - Northwest Vista College - Palo Alto College - San Antonio College - St. Philip's College 2017-2018 Transfer Advising Guides

Accounting - AA to BBA - Texas A&M University - San Antonio (TAMUSA)

Lower Division Requirements at the Alamo Colleges District for an AA degree

The courses in this section meet the requirements for an Associate of Arts degree. The Graduation section in any catalog of the colleges in the Alamo Colleges District lists additional Degree/Certificate Requirements.

Semester I

- EDUC 1300 - Learning Framework *will transfer but will NOT be Texas A&M University - San Antonio degree applicable*
- ENGL 1301 - Composition I *will transfer as ENGL 1301 [Texas A&M University - San Antonio Communications (10) Core) (students must have a 2.0 grade point average for the following course)*
- MATH 1324 - Mathematics for Business & Social Sciences *will transfer as MATH 1324 [Texas A&M University - San Antonio Mathematics (20) Core] (students must have a 2.0 grade point average for the following course)*
- Select either HIST 1301 - United States History I or HIST 1302 United States History II *will transfer as HIST 1301 or HIST 1302 [Texas A&M University - San Antonio History (60) Core]*

Semester II

- ENGL 1302 - Composition II *will transfer as ENGL 1302 [Texas A&M University - San Antonio Communications (10) Core] (students must have a 2.0 grade point average for the following course)*
- *** § MATH 1325 - Calculus for Business & Social Sciences *will transfer as MATH 1325 (students must have a 2.0 grade point average for the following course)*
- Select one course from the Creative Arts (50) Core *will transfer as Texas A&M University - San Antonio Creative Arts (50) Core*
- *** § BCIS 1305 - Business Computer Applications *will transfer as CISA 1305 (grade must be a "C" or better)*

Semester III

- § Select either ECON 2301 - Principles of Macroeconomics or ECON 2302 Principles of Microeconomics *will transfer as ECON 2301 or ECON 2302 [Texas A&M University - San Antonio Social and Behavioral Sciences (80) Core] (grade must be a "C" or better)*
- Select one course from the Language, Philosophy & Culture (40) Core *will transfer as Texas A&M University - San Antonio Language, Philosophy, and Culture (40) Core*

Semester IV

- *** § ACCT 2301 - Principles of Financial Accounting *will transfer as ACCT 2301 (grade must be a "C" or better)*
- Select one course from the Life and Physical Sciences (30) Core *will transfer as Texas A&M University - San Antonio Life and Physical Sciences (30) Core*
- Select either HIST 1301 - United States History I or HIST 1302 United States History II *will transfer as HIST 1301 or HIST 1302 [Texas A&M University - San Antonio History (60) Core]*
- Select either GOVT 2305 - Federal Government or GOVT 2306 Texas Government *will transfer as GOVT 2305 or GOVT 2306 [Texas A&M University - San Antonio Government/Political Science (70) Core]*

Semester V

- *** § ACCT 2302 - Principles of Managerial Accounting *will transfer as ACCT 2302 (grade must be a "C" or better)*
- *** § Select either ECON 2301 Principles of Macroeconomics or ECON 2302 - Principles of Microeconomics *will transfer as ECON 2301 or ECON 2302 (grade must be a "C" or better)*
- Select one course from the Life and Physical Sciences (30) Core *will transfer as Texas A&M University - San Antonio Life and Physical Sciences (30) Core*
- Select either GOVT 2305 - Federal Government or GOVT 2306 Texas Government *will transfer as GOVT 2305 or GOVT 2306 [Texas A&M University - San Antonio Government/Political Science (70) Core]*

Semester VI

- § SPCH 1315 - Public Speaking *will transfer as SPCH 1315 [Texas A&M University - San Antonio Component Area Option (90) Core]*
- Select one course from the Additional Language, Philosophy and Culture (90) Core *will transfer as a Texas A&M University - San Antonio Elective*

Applicable Transfer Credit Hours

This Transfer Advising Guide provides **60 college-level hours**, of which **57 will transfer and apply**, as **EDUC 1300** will transfer but will NOT be applicable towards Texas A&M University - San Antonio business baccalaureate degree in Accounting.

Note: Texas A&M University - San Antonio **does not have a maximum number of college-level transfer hours** accepted towards a baccalaureate degree. Students must complete the specified number of advanced credits and credits in residence for their degrees.

Note: For the Alamo Colleges District this transfer advising guide is core complete, degree complete and field of study complete.

Field of Study Curriculum for Business

§ denotes THECB Field of Study Curriculum Course

The Business Field of Study Curriculum is for students who are seeking a Bachelor of Business Administration (BBA), a Bachelor of Arts (BA), or a Bachelor of Science (BS) degree with a major in business, including all business specializations.

Students who continue their studies at a four-year college or university will select a major, and possibly a minor. Common areas of study include Accounting, Finance, General Business, Human Resources, Information Systems, Management, Marketing, as well as other business-related studies.

Additional information can be found at http://www.thecb.state.tx.us/reports/PDF/0347.PDF?CFID=60528284&CFTOKEN=61746276

Milestone Course(s)

*** denotes Milestone Course(s).

A milestone course is a course that is critical for success in this program as determined by the Faculty of the Alamo Colleges District.

Special College Admission Requirements for the College of Business at Texas A&M University - San Antonio

Each undergraduate business student is **required** to meet with their academic advisor upon entering the university. It is then recommended that students should meet with their advisor on a regular basis to discuss their academic progress, scheduling of courses and to discuss any questions or concerns they may have. For any questions or to make an appointment, please contact the academic advisors at undergradbusiness@tamusa.edu or (210) 784-2202.

Business Prerequisites:

ACCT 2301, ACCT 2302, ECON 2301, ECON 2302, CISA 1305 (for CISA majors: CSCI 1336/1337), and MATH 1325 are prerequisites for all 3000 and 4000 level business administration courses.

Upper and Lower Divisions within the College of Business

Students in upper-level courses within the College of Business are expected to have a basic level of knowledge in specific disciplines in order to be able to successfully synthesize the information they are acquiring. That basic level of knowledge includes the ability to read and write effectively, to think quantitatively and to have a basic understanding of accounting and our economic system. To ensure the competence of students to complete the upper division component successfully, students must take their lower-division courses in the required order and achieve the required minimum grades in those courses.

In order to register for the upper division business courses students must earn a grade of at least "C" in the following courses:

ACCT 2301	ECON 2301
ACCT 2302	ECON 2302

CISA 1301 (For CISA majors: CSCI 1336/1337)

Additionally, students must have a 2.0 grade point average for the following group of courses:

ENGL 1301	MATH 1314/1324
ENGL 1302	MATH 1325

Students who are completing their last semester of lower-division requirements may take up to 18 hours of upperlevel business courses pending acceptance into the Upper Division. Those courses must be chosen from the following:

BLAW 3341	MKTG 3311
BCOM 3304	MGMT 3311
CISA 3358	MGMT 3325
BUAD 3311	

Special situations that may arise with respect to completion of the lower-division course work and sequencing of courses, such as students transferring from other majors within the university and students transferring from other institutions, may be handled on a case-by-case basis by the academic advisor, department chair, and college of business dean.

Communication Skills

The college requires that all of its majors demonstrate proficient communication skills. Passing BCOM 3304 - Business Communication - with a grade of "C" would demonstrate a minimal level of proficiency. If a student is found deficient in communication in BCOM 3304, the student must retake the course until the required minimal grade is achieved.

Accounting Majors

All Accounting majors must receive a grade of "C" or better in ACCT 3302, ACCT 3303, and ACCT 3304. If a student is found deficient in these courses, the student must retake the course(s) until the required minimum grade is achieved. Accounting majors may not proceed to upper-level accounting classes before these minimum course competencies are achieved. Accounting majors may not take ACCT 3301 for credit.

MGMT 4370 is required and must be taken at Texas A&M University-San Antonio during the final semester.

Additional Texas A&M University - San Antonio Advising Notes

- Make an appointment with the academic advisor of the major, once accepted to Texas A&M University - San Antonio, in order to clarify department, college and university policies and procedures, to review course sequencing and to help with identifying resources for academic success. A current listing of academic advising centers can be found at http://www.tamusa.edu/advising.
- Refer to the official source of information on specific courses within Texas A&M University - San Antonio requirements for this degree plan from Texas A&M University - San Antonio Undergraduate Catalog or visit the web site at http://www.tamusa.edu/provost/universitycatalog.html.
- Pay close attention to course sequencing and availability at Texas A&M University - San Antonio as it will affect the time it takes to complete the degree program.

Using this Transfer Advising Guide with Texas A&M University - San Antonio

This Transfer Advising Guide represents Texas A&M Universtiy - San Antonio degree plan and is subject to change at the university's discretion. It is intended for advising purposes only so students know exactly which courses they can take at any of the colleges in the Alamo Colleges District and have the courses count towards degree requirements when they transfer to Texas A&M University - San Antonio. It is highly recommended that students meet with their assigned advisor to review all graduation and transfer requirements listed in the Transfer Advising Guide.

The ultimate goal is to provide students with accurate information for transfer pathways while minimizing loss of credits in transfer. Students are encouraged to review Texas A&M University- San Antonio's requirements frequently.

Course numbers in *italics* are Texas A&M University - San Antonio's course numbers.

This Transfer Advising Guide is based upon **Texas A&M University - San Antonio's** 2017-2018 catalog and is subject to change.

The Alamo Colleges District Advising

Students are encouraged to consult with an academic advisor about courses and other educational concerns if they plan to pursue a two-year degree program, transfer to another college or university, or simply take a few selected courses. In addition to course and degree requirements, policies and procedures are subject to change; stay informed by meeting with an academic advisor regularly.

Many students who plan to transfer to a university are advised to fulfill the lower-division requirements for the university. With appropriate planning, your Alamo Colleges District team can help make the transfer experience a seamless process. It is the responsibility of all students to ensure that they take courses at the Alamo Colleges District that will be accepted by the senior institutions they wish to attend.

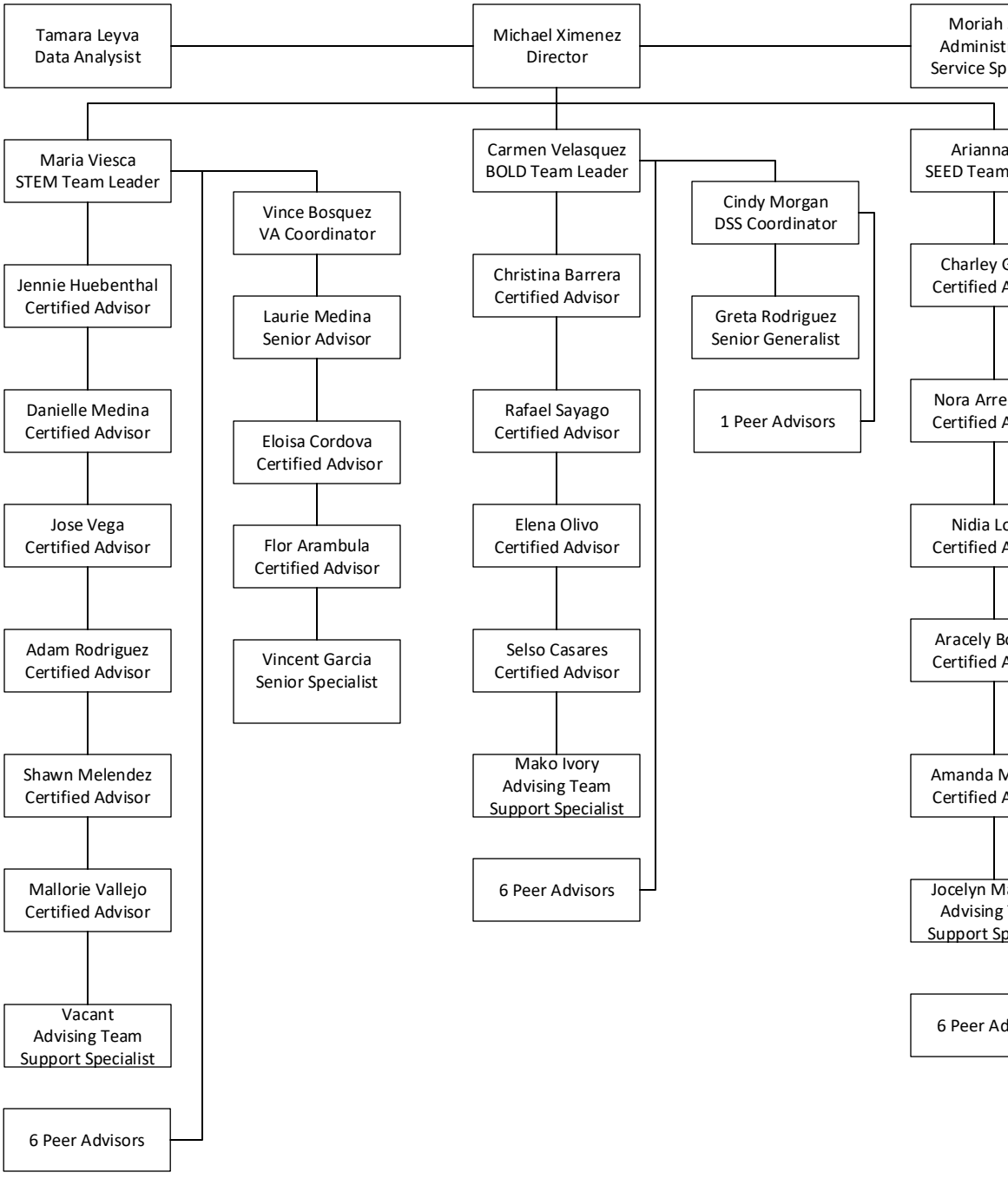
For more information contact your Alamo Colleges District team.

Release Date:

Released on October 31, 2017

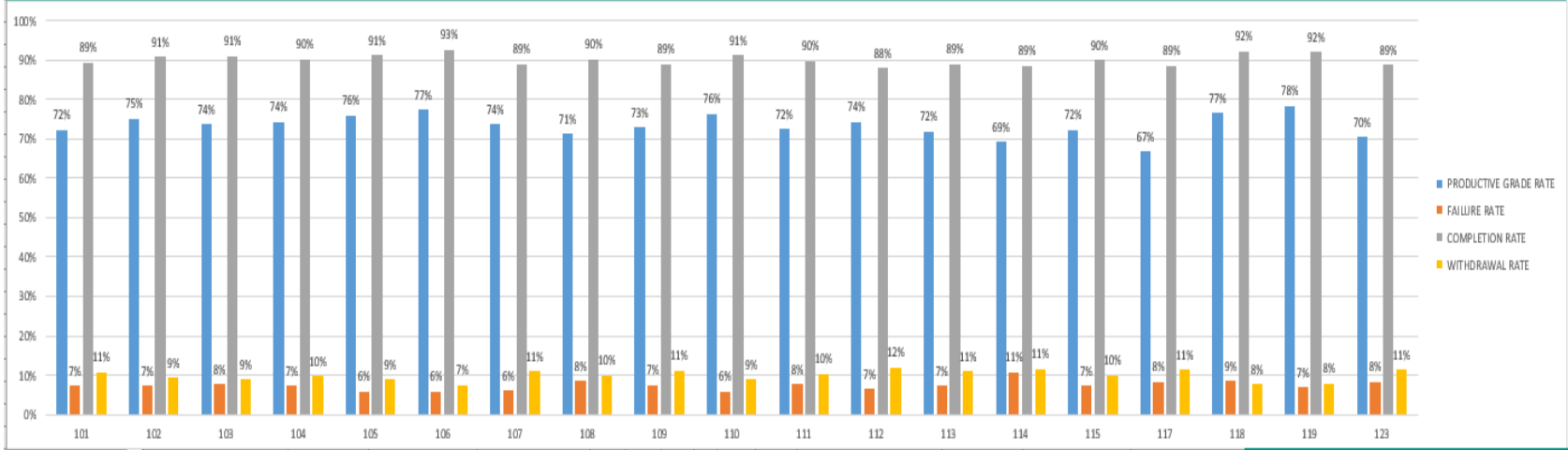
ALAMO COLLEGES DISTRICT
Palo Alto College

Palo Alto College Advising Organizational Chart



Palo Alto College Advising Scorecard (Snapshot)

PALO ALTO COLLEGE
ADVISING SCORECARD
QUANTITATIVE MEASURES OF UNIT ASSESSMENT
BY ADVISOR AND ADVISING CENTER



ADVISOR	A	B	C	D	F	I	IP	NC	W	TOTA	DUCTIVE GRADE R	AILURE RA	MPLETION RA	ITHDRAWAL RA
101	749	579	361	83	171	101	56		250	2350	72%	7%	89%	11%
102	831	629	419	92	178	65	53		229	2496	75%	7%	91%	9%
103	894	618	422	106	195	74	78		236	2623	74%	8%	91%	9%
104	810	648	371	113	176	63	42	1	240	2464	74%	7%	90%	10%
105	998	645	436	116	161	102	47		240	2745	76%	6%	91%	9%
106	237	181	152	39	43	49	32		88	821	77%	6%	93%	7%
107	902	652	492	133	167	59	74		303	2782	74%	6%	89%	11%
108	754	659	500	113	226	92	75		271	2690	71%	8%	90%	10%
109	817	582	375	100	186	58	49		266	2433	73%	7%	89%	11%
110	887	651	483	115	155	65	62		232	2650	76%	6%	91%	9%
111	949	640	454	151	218	59	59		284	2814	72%	8%	90%	10%
112	787	622	443	136	159	12	35		296	2490	74%	7%	88%	12%
113	851	865	668	152	240	101	83		370	3330	72%	7%	89%	11%
114	538	357	267	79	182	50	18		187	1678	69%	11%	89%	11%
115	942	710	531	153	227	111	63		300	3037	72%	7%	90%	10%
117	885	677	487	153	252	193	86		354	3087	67%	8%	89%	11%
118	967	598	401	107	219	48	26		203	2569	77%	9%	92%	8%
119	878	587	340	95	157	35	24		179	2295	78%	7%	92%	8%
123	238	220	171	51	75	3	35		101	894	70%	8%	89%	11%
ADVISING CENTEF	14914	11120	7773	2087	###	1340	997	1	4629	###	74%	7%	90%	10%

SOURCE: STUDENT COURSE DBK AND STU0220 STUDENT ADVISOR REPORT

ADVISING CENTER

BOLD | DSS | SEED | STEM | VA

TERM

FALL 2015
FALL 2016
SPRING 2016

GRADING SYSTEM	
A	excellent/exceptional performance
B	above average
C	average
D	below average/pass
F	failure
I	incomplete
IP	in progress
NC	non-credit
W	Withdrawal

DEFINITIONS

Completion Rat all students who attain a grade of A, B, C, D, or F, I, IP or NC
Productive Gra all students who attain a grade of A, B, C
Withdrawal Rat all students who attain a grade of W

ACADEMIC ADVISING SYLLABUS
First Time In College (0–30 Hours)

WELCOME TO THE ALAMO COLLEGES!

We offer a variety of services (Academic and Career Advising, Financial Aid and Scholarships, VA Educational Benefits, Disability Support Services, Student Life, Graduation and Transfer to Universities) that will assist you with your academic success at the Alamo Colleges District. We encourage you to visit our Advising centers throughout your stay at Alamo Colleges District for the most up-to-date career institutes, degree plans, transfer and graduation information.

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.

YOUR ASSIGNED CERTIFIED ADVISOR WILL:

1. Provide you with assistance in developing an Individual Success Plan (ISP).
2. Provide you with an overview of Alamo Colleges District Student Services.
3. Provide you with specific career information and transfer plans for your career institute and program.
4. Provide you with assistance in scheduling and registering for courses.
5. Provide you with assistance in completing your graduation application.
6. Provide you with developing action plans if you are on academic or financial aid suspension.
7. Provide you with a professional, courteous and understanding academic advising experience.
8. Monitor your academic progress.
9. Be located at your Alamo Colleges District home campus.

WHAT IS ACADEMIC ADVISING?

Academic and career advising is a series of ongoing and intentional conversations among students, faculty, and staff that establish a pathway to the realization of educational, career, and life goals.

STUDENT RESPONSIBILITIES:

To ensure a productive academic advising experience you should:

1. Schedule regular appointments with your Certified Advisor prior to registration.
2. Come prepared to ask questions and take notes of key points discussed.
3. Conduct yourself in a professional and courteous manner.
4. Conduct an Alamo GPS degree audit prior to your scheduled appointments after initial appointment.
5. Silence or turn off your cell phone during appointment.
6. Bring your Palo Alto College Student ID, any necessary documents and be on time to your scheduled appointment.
7. 7. Routinely check your ACES account for email news and updates from your certified advisor.

STUDENT LEARNING OUTCOMES:

1. Recognize personal responsibility is integral to student success.
2. Students will be able to identify strengths and weaknesses.
3. Know and understand critical policies and dates (drop deadlines, academic standards, pay deadlines, financial aid obligations, financial aid deadlines, Federal, state and local policies (27 hour Rule, 3peat, SAP)).
4. Understand how to develop and follow an ISP/degree plan/transfer plan or certificate.
5. Identify and utilize college resources.
6. Identify and utilize community resources.
7. Value the advisor/student relationship.
8. Value the completion of the educational pathway.

WHAT YOU SHOULD KNOW/HAVE COMPLETED BY THE END OF EACH ACADEMIC YEAR:

	KNOW	COMPLETED
First year (0-30 Hours)	» How to navigate ACES and Palo Alto College website » Understanding campus resources » Academic calendar » Registration calendar » 15-hour and 30-hour registration PIN » How to navigate Alamo GPS and create Individual Success Plan (ISP) ˙ Core completion ˙ Degree plan ˙ Advising guides » Career/Advising internet resources » University/College transfer research	☐ Course Schedule ☐ Finalize degree plan ☐ Individual Success Plan (ISP) ☐ Research transfer institutions ☐ Receive 15- and 30-hour PIN
Second year (31+ Hours)	» Update Individual Success Plan (ISP) » Identify transfer institution (30 hour intent) ˙ Application process ˙ Financial resources ˙ Tuition, fees, etc » 45-hour registration PIN » Career research, resume building, and internship opportunities » Graduation application process » Graduation ceremony and degree awarding process	☐ Career Services ☐ Finalize degree plan ☐ Apply for graduation ☐ Identify and apply to transfer institution ☐ Attend graduation ceremony ☐ Receive 45-hour PIN

RECOMMENDED READINGS AND RESOURCES:

- Alamo Colleges District E-Catalog
  mypaccatalog.alamo.edu
- Alamo Colleges District Student Handbook
  alamo.edu/pac/student-handbook
- Palo Alto College Advising Information
  alamo.edu/pac/advising
- Alamo GPS
  alamo.edu/district/gps
- Career Coach
  alamo.edu/careercoach
- Alamo Colleges District Virtual Career Center
  myalamocareer.org

ACADEMIC ADVISING SYLLABUS

EMAIL POLICY

All Alamo Colleges District communications will be sent via your ACES student e-mail (per Alamo Colleges District Policy). You will need to check your ACES e-mail for important information such as financial aid, admissions and records, campus announcements and other Alamo Colleges District communications. You must also communicate with your Certified Advisor utilizing your ACES e-mail and should include your Banner number. If you need information on how to set up your ACES e-mail account, please visit aces.alamo.edu.

ASSESSMENT OF STUDENT SUCCESS

Students will have the opportunity to rate their advising experience through the Alamo Colleges District Advising Survey.

Certified Advisors will monitor student success utilizing the Alamo Colleges District procedures on case management. Student Success Reports will be submitted at the end of each semester (Fall—January, Spring—June).

GOOD STANDING

Good Standing is affected if overall GPA falls below 2.0 at any time (end of a Fall, Spring, or Summer semester term) and student begins process defined on this page. Minimum overall GPA of all courses taken.

ACADEMIC PROBATION AND DISMISSAL:

- Students who begin any semester term in Good Academic Standing but fail to maintain a cumulative institution GPA of 2.0 or higher are placed on Academic Probation. Notification of probationary status is communicated electronically through students' ACES email address. Students may be required to meet with a certified advisor prior to enrollment and may be limited to a maximum approved course load. Academic Probation status is waived when students earn both term and cumulative 2.0 institution GPA; otherwise, enrollment status will be Continued Academic Probation.
- Students who are on Academic Probation or Continued Academic Probation do not earn a semester term institution GPA of 2.0 and do not earn a cumulative institution GPA of 2.0 in the next semester term following the probation status, they will be placed on Academic Dismissal and must remain out for one full fall or spring semester. Students placed on Academic Dismissal will receive notification from the Alamo Colleges District via their ACES email.
- After remaining out for one (1) full fall or spring semester term for each of the First or Second Academic Dismissals, students must petition for registration. Upon readmission, students will be limited to a maximum approved course load of six to eight (6-8) semester hours including the required SDEV 0171, Strategies for Success. Academic Dismissal status is removed when students earn a cumulative 2.0 Institution GPA

FINANCIAL AID PROBATION AND SUSPENSION:

Federal Regulations require all students applying for financial assistance to maintain Satisfactory Academic Progress in order to receive aid. The progress standards that students are required to meet in order to maintain financial aid eligibility are:

- A minimum 2.0 GPA, "C" or better, per semester and overall GPA;
- Successful completion of 67% of all coursework attempted; and
- Completion of the academic program of study within ninety-nine (99) hours of attempted coursework (including all hours attempted at other colleges). Note: Thirty (30) hours of non-repeated developmental classes may be excluded from the ninety-nine (99) hours.

Students may appeal their suspension status or may appeal to receive a loan if they have been denied one due to their suspension status. The appeal should include a personal statement (with appropriate documentation) detailing the circumstances that resulted in their failure to meet the required standards. Those who have been suspended due to exceeding ninety-nine (99) attempted hours must submit a degree plan, signed by an advisor, clearly showing courses earned towards the program, courses still needed, and the anticipated graduation date. If the appeal is approved, eligibility is reinstated subject to program requirements. Progress is reviewed at the end of the semester to make sure that the student is meeting the standards and following the degree plan. Failure in either of these criteria will again result in financial aid suspension.

If the appeal is denied, no financial aid of any kind may be awarded. Students can continue to enroll but at their own expense. A re-appeal is acceptable after students have completed at least one (1) semester (preferably two (2)) and believe they can make a case for getting back on track academically. The Committee's decision is final and may not be appealed further.

STUDENT SUCCESS MANAGEMENT PROCEDURE

DATE	ACTIVITIES
One To Four Months Before 1st Day Of Class	• You will attend New Student Orientation (NSO) which will provide you with College information, resources, campus tours, group advising and registration. During NSO, you will meet your Certified Advisor.
Friday Before Classes Start	• You will also attend New Palomino Convocation (NPC)! Convocation will provide motivational information and the opportunity to connect with student clubs and organizations. During NPC, you will meet your Peer Advisors.
First Week	• You will receive an email from your Certified Advisor with information about census date, campus events, and a College Success Check List. • "Ask Me Tables" will be located across the College campus to provide you with classroom locations, course schedules and other useful/relevant information. • SMART START must attend first week of class or be dropped.
Second Week	• You will receive a phone call from your Certified Advisor to inquire about your first week. You will also receive an email from your Peer Advisor with information about tutoring services.
Third Week	• Your Peer Advisor will email and call you to encourage you to complete the First Week Experience Survey for a prize.
Fourth Week	• Peer Advisors will present to your SDEV/EDUC class and provide information about the Snack & Chat with Peers event.
Fifth Week	• Peer Advisors will host Snack & Chat with Peers during which they will be located around campus to answer any questions you may have.
Sixth Week	• Your Peer Advisor will call you to encourage you to speak with your Certified Advisor.
Seventh Week	• Peer Advisors will be located at various campus locations throughout the months of October and March to share information about meeting with your advisor. • Certified Advisors will be available to assist you with registration, advising, and campus resources throughout the semester.
Eighth Week	• Your Certified Advisor will call you to remind you to schedule an advising session. Your Certified Advisor will also discuss midterm grades with you.
Ninth Week	• You will receive a phone call and email from your Certified Advisor if you have received an Early Alert referral. Your Advisor will discuss campus resources, withdrawal procedures, and course registration for the next semester.
Tenth Week	• Certified Advisors and Peer Advisors will visit all INRW and ENGL 1301 courses to share information about registration, registration windows, and payment deadlines. • Your Certified Advisor will place a hold on your record if you have not met with him/her or your Peer Advisor.
Eleventh Week	• Certified Advisors and Peer Advisors will visit all developmental MATH courses to share information about registration, registration windows, and payment deadlines. • You will also receive an email from your Peer Advisor to promote registration for the next semester.
Twelfth Week	• You will receive an email from your Certified Advisor regarding upcoming deadlines, advising dates, college activities, and registration dates. • On-campus registration will be held for currently enrolled students to encourage them to register for courses.
Fourteenth Week	• Your Peer Advisor will call you if you have not registered for the next semester and encourage you to register.
Fifteenth Week	• You will receive an email from your Certified Advisor and Peer Advisor to wish you good luck on your finals and let you know that they are excited to see you next semester!

YOU COMPLETED **15** HOURS!

ADVISORS PAVE THE ALAMO WAY

alamo.edu/pac/advising

ADVISING PIN # _____

Congratulations! Completing the first 15 hours of your educational journey is a major accomplishment.

Important milestones that should be completed:

- ☐ Identify your educational or career goals
- ☐ Create an Individual Success Plan (ISP)
- ☐ Receive your academic advising syllabus
- ☐ Create a mission statement
- ☐ Understand the core curriculum
- ☐ Know your certified advisor
- ☐ Complete Title IX training
- ☐ Understand important policies (3 peat, 6 drop, Smart Start, etc.)
- ☐ Understand 15-hour advising pin

In progress/next steps:

- ☐ Continue research on transfer institutions
- ☐ Continue career exploration/research
- ☐ Understand how Summer Momentum Plan benefits you
- ☐ Use support services to help reach your goals
- ☐ Maintain consistent communication with your certified advisor
- ☐ Meet with your certified advisor each semester

This certificate hereby affirms that you, _____, are on your way to completing your educational goals!

_____

Certified Advisor Signature

ALAMO COLLEGES DISTRICT
Palo Alto College

YOU COMPLETED **30 HOURS!**

ADVISORS PAVE THE ALAMO WAY

alamo.edu/pac/advising

ADVISING PIN # _____

Congratulations! You are halfway to completing your degree.

Important milestones that should be completed:

- ☐ Review and affirm your Individual Success Plan (ISP)
- ☐ Research transfer institutions and be familiar with their:
  - ○ Application process and deadlines
  - ○ Financial aid and scholarship opportunities
  - ○ Housing options
- ☐ Continue career research
- ☐ Review academic standing and GPA
- ☐ Research future internships, assistantships, or co-ops that may support your career goals
- ☐ Understand 30-hour advising pin
- ☐ Identify where you intend to transfer
- ☐ Maintain consistent communication with your certified advisor
- ☐ Meet with your certified advisor each semester

In Progress/Next Steps:

- ☐ Continue researching transfer institutions
- ☐ Continue career exploration/research
- ☐ Understand how Summer Momentum Plan affects you
- ☐ Use support services to help reach your goals

This certificate hereby affirms that you, _____, are on your way to completing your educational goals!

_____

Certified Advisor Signature

ALAMO COLLEGES DISTRICT
Palo Alto College

YOU COMPLETED **45 HOURS!**

ADVISORS PAVE THE ALAMO WAY

alamo.edu/pac/advising

ADVISING PIN # _____

Congratulations! You are almost finished with your program of study.

Important milestones that should be completed:

- ☐ Finalize Individual Success Plan (ISP) to identify remaining courses
- ☐ Understand 45-hour advising pin
- ☐ Become familiar with PAC's graduation process and procedures
  - ○ Application process for graduation
  - ○ Graduation Dinner (Fall) or Graduation Festival (Spring)
- ☐ Identify transfer institution
  - ○ Submit admissions application to transfer university
  - ○ Submit all final documents needed (transcripts, BM documents, etc.)
  - ○ Apply for financial aid and scholarships
  - ○ Continue research on housing options
- ☐ Attend commencement ceremony (May)
- ☐ Maintain consistent communication with your certified advisor

In progress/next steps:

- ☐ Prepare for future job placement or internships/co-ops/graduate research
  - ○ Prepare resume
  - ○ Practice interviewing techniques and strategies
  - ○ Apply for prospective jobs/career opportunities

This certificate hereby affirms that you, _____, are on your way to completing your educational goals!

_____

Certified Advisor Signature

ALAMO COLLEGES DISTRICT
Palo Alto College

ALAMO COLLEGES DISTRICT
Palo Alto College

AlamoADVISE THE ADVISING LIFE OF AN ALAMO COLLEGES STUDENT

ACADEMIC & CAREER ADVISING SHARED VISION—*BUILDING MOMENTUM TO*

VISION	Alamo Colleges will provide every student with an exemplary, effective and personalized pathway to success through academic and career advising.
MISSION	At the Alamo Colleges, 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 populations to explore and navigate their academic and career pathways.
DEFINITION	Academic and Career advising is a series of ongoing and intentional conversations among students, faculty, and staff that establish a pathway to the realization of educational, career, and life goals.

Connection WELCOME/ADVISING CENTERS → **Entry** COLLEGE SUCCESS → **Progress** FACULTY ASSIGNED WITH MAJOR → **Completion** CAREER & GRAD. CENTERS

PRE-COLLEGE—0 HOURS

- **AlamoENROLL**—Provides enrollment guidance to prospective students through cross-college website including:
  - Steps to Enrollment Checklist
  - Open Modules
  - Ready, Set, Apply
  - Intro to College and **AlamoINSTITUTES**
  - Financing Your Future
  - Test 101
  - Resources/Computer labs
- **AlamoINSTITUTES**—Provide advising information regarding career pathways
  - Health & Biosciences
  - Advanced Manufacturing & Logistics
  - Science & Technology
  - Public Service
  - Creative & Communication Arts
  - Business & Entrepreneurship
- **Early Colleges/Academies**—Course enrollment in Fr/Sr through assigned advisor.
- **Dual Credit**—Course enrollment in Jr/Sr year through assigned Advisor.
- **College Connection**—Guide through enrollment process, including completion of ApplyTexas, FAFSA Application, TSI and **AlamoENROLL** modules.
- **Grad Guru** downloaded

0–30 HOURS

INITIAL ENROLLMENT—1ST SEMESTER

- **New Student Orientation/Convocation**—Orient students to the Alamo Colleges.
  - Provide Academic Advising Syllabus (0–30 hours) & introduce assigned Advisor
  - Assist with scheduling & registering for classes (including SDEV)
  - Orient students to Degree Plans via Alamo GPS—ACES account
  - Online Web Registration assistance available
  - **AlamoINSTITUTES** / major course of study chosen
  - Identify **ACOL/PLA**
- **Post Assessment Advising**—TSI score interpretation and placement (ie I-Best)
- **Academic Refreshers**—INRW and math
- **Post Refresher Advising**

1ST SEMESTER

- Instruction on College Success (**SDEV Course**). Begin E-portfolio
- Advisor utilizes **Canvas** to connect with assigned students. Use E-portfolio
- Assist students in choosing their major using appropriate career assessment tools.
- **MyAlamoCareer.org and Career Coach**—virtual career and placement center links workforce centers, Alamo Colleges and local job market
- **AlamoINSTITUTES** utilized
- Provide students with a plan to earn a certificate or degree.
  - Complete ISP via Alamo GPS.
- Advise and register students into appropriate courses for following semester
- Early Alert & Smart Start utilized
- Advisor determines Faculty integration (12–30 Hr.s range)

2ND SEMESTER

- Confirm students' plan to earn a certificate or degree and review ISP via Alamo GPS.
- Advise and register students into appropriate courses for following semester.
- Early Alert & Smart Start utilized

31+ HOURS

2ND YEAR—GRADUATION

- Faculty teamed with an advisor through Degree or Certificate completion via GPS.
- Provide Academic Advising Syllabus (31+ hours)
- Advising regarding course selection is offered through Group or Individual Sessions to understand the requirements of chosen major at transfer university.
- Major Mixers/Major Mania Events
- Provide positive feedback at primary success points.
- Graduation and Transfer Initiative—Experiential/Career Centers & Faculty Mentors work in tandem to advise, graduate students and proclaim their transfer university (review their degree plan/ISP, and consider transferring to a university)

ADVISING CENTERS (19 Teams)

- Advising regarding course selection is offered through Group or Individual Sessions to understand major requirements.

2ND YEAR—GRADUATION

- Assist students (42+ Hours/ Core Complete) in Degree Audits via Alamo GPS
- Faculty advise students during semester on how to be successful in classes.
- Coordinate the Academic Achievement Events, Career/ Scholarship Fairs, Transfer Fairs, and Graduation Event/ Festival.
- Graduation Survey
- Reverse Transfer

ACTIONS: Assign Connection Advisor	Certified Advisor Assigned/PIN Given, Institute Chosen		Faculty Mentor Assigned	
METRICS: Number of Apply Texas Submitted	FTICS Enrolled	Fall to Spring Retention	# of Certificate & Core Completers	Number of Degrees
(Analyst) Number of DC/EC Enrolled	Productive Grade Rate (PGR)	Fall to Fall Retention	Number of Art. Agreements	Number of Certificates
DC/EC Term Retention				

BADGES: Welcome | College Ready, 15 Hours, 30 Hours | Core Complete | Cert., Degree, Alum

RESOURCES: AlamoENROLL | Academic Advising Syllabi | alamo.edu | Alamo GPS (Degree Plans) | College E-Catalog/Schedule | MyAlamoCareer.org | Career Coach | Canvas | Grad Guru

June 2014

ALAMO COLLEGES DISTRICT
Palo Alto College

Online Tutoring for Palo Alto College Students

brainfuse
ignite your mind

During the fall 2017 semester, each student will receive a **total of 5 hours** of free online tutoring.
The service must be accessed through your Canvas course within ACES.

PAC has partnered with Brainfuse to bring you online tutoring in many subjects:

- ✓ Math (including Statistics)
- ✓ English (Writing, Reading, Speech)
- ✓ Language Lab (Spanish)
- ✓ Science (Anatomy & Physiology, Biology, Chemistry, Organic Chemistry, Physics)
- ✓ Social Science (History and Government)
- ✓ Business (Economics, Accounting, Finance)
- ✓ Computers and Technology (Windows, Excel, Word, PowerPoint)

You can:

Connect with Live Tutoring.

Submit your writing assignment for review by a tutor with Writing Lab.

Send a question to a tutor and receive a reply.

View thousands of Math and English lessons and quizzes in SkillSurfer and LEAP.

View flashcards—or create your own—in FlashBulb.

Form online study groups with MEET.

Follow these steps to get online tutoring!

1. Log into ACES.
2. Select the My Courses tab.
3. Click on the "house" icon next to the course you want to access.
4. Click on the Brainfuse Online Tutoring link on the left side of the screen.
5. Then, click on Launch Brainfuse.

You can also visit PAC's tutoring centers as often as you'd like.

www.alamo.edu/pac/tutoring

PALO ALTO COLLEGE
CAMPUS EVENTS 2017–18

THIRD THURSDAY INFORMATION SESSIONS

Learn more about Palo Alto College programs, enrollment steps, and how you can become a PAC student.

Sept. 21	**Dec. 14**	**April 19**	**July 19**
Oct. 19	**Feb. 15**	**May 17**	
Nov. 16	**March 8**	**June 21**	

6–7:30 p.m. | Palomino Center

CAMPUS VISIT EVENTS

OCT. 20: **Discover PAC**
Learn about Palo Alto College and our exciting programs, tour campus, and find your passion! Speak to your counselor for more information. Palo Alto College will be giving out 25 scholarships worth $250.
9 a.m.–2 p.m. | Gymnasium/Natatorium

NOV. 4: **CORE4 STEM Family Day**
CORE4's mission is to stimulate students' interest in the sciences, lead them to discover their own potential in these areas, and provide immersion in the excitement, surprise, and fun inherent in the sciences.
9 a.m.–2 p.m. | Gymnasium/Natatorium

MAR. 2: **Rising Scholar Day**
Learn more about the classroom experience at Palo Alto College. Sit in the classroom and experience being a college student for a day.
9 a.m.–2 p.m. | Performing Arts Center

APR. 26: **PACfest**
Join us at Palo Alto College's official Fiesta® event featuring music, food booths, gaming zone, and a carne asada contest! Bring your lawn chairs and blankets to enjoy some familyfriendly fun.

CAMPUS TOURS AND OFFICE HOURS

TOUR SCHEDULE
Tuesdays
& Wednesdays
10 a.m. and 2 p.m.
alamo.edu/pac/tour

CONTACT INFORMATION
Welcome Center
Palomino Center 103
210–486–3100
alamo.edu/pac/admissions

NORMAL HOURS
Monday
8 a.m.–7 p.m.
Tuesday—Friday
8 a.m.–5 p.m.
First Saturday of the month
9 a.m.–1 p.m.

JAN. & AUG. HOURS
Monday—Thursday
8 a.m.–7 p.m.
Friday
8 a.m.–5 p.m.
Every Saturday of the month
9 a.m.–1 p.m.

JUNE & JULY HOURS
Monday—Thursday
8 a.m.–7 p.m.

FINANCIAL AID

Receive assistance with completing the FAFSA form for Financial Aid such as grants, loans, and work study positions.

OCT. 7: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

NOV. 4: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

DEC. 2: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

FEB. 3: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

MARCH 3: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

APRIL 1: **Scholarship Priority Deadline**

APRIL 7: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

MAY 1: **Financial Aid Priority Deadline**

MAY 5: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

SCHOLARSHIP EVENTS

Apply for Alamo College District and PAC Scholarships with help from staff and have the opportunity to attend FAFSA Help Workshops. We are here for you!

FEB. 21: **Scholarship Preview Day**
6:30–8:30 p.m. | Ozuna Library and Learning Center

ALAMO COLLEGES DISTRICT
Palo Alto College

Attending Palo Alto College in Fall 2017?

Join Catch the Next Dream Catchers Program

The Fall 2017 CTN Dream Catchers Program is designed for students who are motivated to increase their academic success and earn an Associate's Degree from Palo Alto College, transfer, and graduate from a four year university through an interdisciplinary approach that provides a focused, sustained, and engaging learning environment.

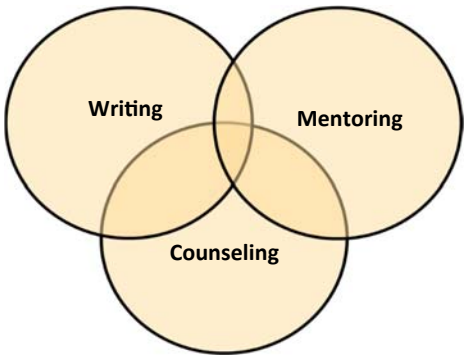
The program includes: Intensive Writing, Counseling/EDUC 1300 and Mentoring

The Dream Catchers Program promotes…

⇒ **Accelerated writing instruction**

⇒ **On-going academic counseling**

⇒ **Mentoring and community involvement**



Benefits to Students:

- Build community support through a learning community
- Develop leadership skills
- Learn strategies for success in college and life
- Exposure to four-year colleges or universities
- Participate in culturally-enriching events
- Participate in Puente Club activities
- Priority Spring semester registration

Program Requirements:

- Eligible to take INRW 0420 in the Fall Semester
- One year commitment to participate in a learning community and all program events
- Educational goal to transfer to a four-year college or university

For additional information on the CTN Dream Catchers Program, please contact one of the following staff:
Dolores Zapata 210-486-3935, Lisa Trevino , 210-486-3248

CATCH THE NEXT

DREAM CATCHERS—*at Palo Alto College*

What is a Learning Community?

In a Learning Community, cohorts of students are enrolled in two or more courses for a semester; these classes feature intentionally integrated course work developed by faculty for your success.

Course Schedule Options **(courses are linked and must be taken together)**

It is recommended that CTN-Dream Catcher students attend full-time with specific intention to transfer to a four-year university. Students can choose from Options below, plus take two additional courses to be enrolled full-time

Type of LC	CRN	Course	Course #	Section	Course Title	Days	Time
INRW/EDUC	24869	INRW	0420	021	Integrated Reading & Writing	MW W	12:30pm-2:10pm 11:30am-12:20pm
	31188	EDUC	1300	026	Learning Framework	MW	9:30am-10:45am
INRW/EDUC	24858	INRW	0420	013	Integrated Reading & Writing	MW W	10:00am-11:40am 9:00am-9:50am
	27325	EDUC	1300	044	Learning Framework	MW	12:30pm-1:45pm
INRW/EDUC	25724	INRW	0420	028	Integrated Reading & Writing	TR T	8:00am-9:40am 10:00am-10:50am
	27346	EDUC	1300	105	Learning Framework	TR	11:00am-12:15pm
INRW/EDUC	33645	INRW	0420	116	Integrated Reading & Writing	TR R	2:00pm—3:40pm 1:00pm – 1:50pm
	27338	EDUC	1300	083	Learning Framework	TR	8:00am-9:15am
INRW/EDUC	31190	INRW	0420	042	Integrated Reading & Writing	TR T	12:00pm-1:40pm 11:00am-11:50am
	25263	EDUC	1300	123	Learning Framework	TR	2:00pm-3:15pm
INRW/EDUC	24868	INRW	0420	019	Integrated Reading & Writing	MW M	12:00pm-1:40pm 11:00am-11:50am
	34385	EDUC	1300	243	Learning Framework	MW	2:00pm-3:15pm

PALO ALTO COLLEGE

EARLY COLLEGE HIGH SCHOOLS

What is ECHS?

An Early College High School (ECHS) is a partnership between a school district and college that are innovatively designed to blend high school and college education using a dual credit framework.

The schools are designed for youth to simultaneously earn a high school diploma and an associate degree (or up to two years of credit toward a bachelor's degree).

Since the first cohort of Alamo Colleges District ECHS students graduated in 2013, the Alamo Colleges have awarded 662 associate degrees to students participating in Early College High School programs.

Alamo Colleges

Since 2008, the Alamo Colleges District and local school districts have collaborated to develop ECHS partnerships in the San Antonio region. Based on national studies, students who attend ECHS have graduated, enrolled in college, earned college credit, and attained associate degrees at significantly higher rates than their peers in traditional public schools. The Alamo Colleges District ECHS partners have awarded more than 662 associate degrees to students participating in Early College High School programs since the first cohort of students graduated in 2013.

Palo Alto College

As champions of educational access, Palo Alto College, part of the Alamo Colleges District, has partnered with public school districts and charter schools to begin enrolling freshman–level students in early college high schools (ECHS). Students participating in the program can complete their high school diploma while earning up to 60 semester credit hours toward an associate degree by their high school graduation. All initiatives have been approved and designated by Texas Education Agency and are provided at no cost to students enrolled in the program. Palo Alto College's ECHS include the following:

ECLA
EARLY COLLEGE LEADERSHIP ACADEMY
a Multi-district Partnership with Alamo Colleges-Palo Alto College

A.C.E.S.
Early College High School
Southside High School
Palo Alto College

FRANK L. MADLA
Early College High School
New Frontiers – Palo Alto College
ALAMO COLLEGES

MEMORIAL
EARLY COLLEGE HIGH SCHOOL
Edgewood Independent School District
Alamo Colleges District—Palo Alto College

SOUTH SAN ANTONIO
EARLY COLLEGE ACADEMY
SOUTH SAN ANTONIO ISD
ALAMO COLLEGES - PALO ALTO COLLEGE

S.T.E.M.
EARLY COLLEGE HIGH SCHOOL
HARLANDALE INDEPENDENT SCHOOL DISTRICT
ALAMO COLLEGES/PALO ALTO COLLEGE

JOHN F. KENNEDY
EARLY COLLEGE HIGH SCHOOL
Edgewood Independent School District
Alamo Colleges District—Palo Alto College

ALAMO COLLEGES DISTRICT
Palo Alto College
1400 W. Villaret Blvd. | San Antonio, TX 78224
alamo.edu/pac

High Risk Course Action Plan

Course Name & Number: BIOL 1406 History of Productive Grade Rate (PGR) & Retention Averages for course

Semester/Year	*PGR*	*Retention (within Semester)*
Fall 2014	61.97%	78.87%
Spring 2015	71.43%	81.43%
Fall 2015	64.91%	86.84%

Please attach sectional PGR and retention data to this form.

Semester of Implementation: Fall 2016

1. Assessment of Previous Semester's Action Plan:

Not applicable: This action plan will be the first for BIOL 1406

2. Proposed Action Plan:

We propose to make two action plans: we will use professional development to improve our pedagogy and we will increase the mandatory use of student academic support.

- To complete the first action plan, those instructors who have not yet done so, will attend training in Carol Dweck's Growth Mindset approach to teaching. All instructors will use the growth mindset in courses on a daily basis.

- To complete the second action plan we will require mandatory, directed tutoring for students who do not earn a ≥70% on lecture exams and/or ≥70% on laboratory practicals. Directed tutoring means the instructor determines what the student will focus on during tutoring. Directed tutoring requirements will be in the course syllabus, which all students will be required to sign stating that they agreed to the terms of the syllabus.
    - When a student fails to earn ≥70% on a lecture exam he/she will be required to attend directed tutoring. The student must read an excerpt prepared by the instructor, answer five questions about the excerpt on paper, turn the paper in to the instructor, and answer an additional five questions orally asked by the instructor. The oral quiz will be given during office hours or at another time agreed upon by the instructor and student.
    - When a student fails to earn ≥70% on a laboratory practical he/she will be required to visit a tutoring center to practice laboratory practicals for the upcoming practical.

3. Rationale for Plan:

Not applicable: This action plan will be the first for BIOL 1406

High Risk Course Action Plan

Course Name & Number: Human Anatomy and Physiology I; Biol 2401

History of PGR & Retention Averages for Courses

This information was not provided as the data is already available to those requesting the information. However, the following should be noted:

- *Since Spring 2015 the PGR has steadily been increasing. It was 38.7% in Fall 2014 and it has increased each semester thereafter with the last semester, Fall 2016 reaching 54.2%*
- *Sixty-two sections were reviewed and the following was noted:*
  - *the sections with the lowest PGRs had a high number of withdrawals in comparison to the sections with higher PGRs*
  - *only 6 sections (9.6%) had more D's and F's than A's, B's, and C's thus over 90% of the sections had students earning productive grades than non-productive*
  - *the failure rate range was 0 – 23% , with only one section experiencing a 40% rate*

Semester/Year	*PGR*	*Retention (within Semester)*

Please attach Sectional PGR and Retention data to this form. **Please note comment above regarding data.**

Semester of Implementation: Fall 2016

The Action Plan:
(For example, this could include professional development, curricular changes, pedagogical changes, student academic support changes, etc.)

- Appendix A outlines the strategies that were implemented in Fall 2016.
- The Anatomy and Physiology faculty all agree that more time is required to fully implement and evaluate the outcomes of the action plan strategies. Therefore, all 2401 sections will continue to implement the strategies.
- Additional actions include requesting funds for laboratory models, weekend open student center times, and to attend Human Anatomy and Physiology Society (HAPS) conferences and meetings.
  - An amount of $15,312.05 is estimated for the purchase of models for the Science Learning Center. Most, if not all of the models, represent those that the students use in the laboratory classroom but are not available to them for additional studying in the learning center. An itemized list prepared by Ms. Sara Wilkins is included (Appendix B)
  - The Science Learning Center is not open on weekends and evening. Funds to staff the learning center at these times would be most helpful as students cannot readily attend the afternoon hours due to work and family schedule conflicts.
  - The HAPS will hold the following events.
    - The 2017 Southern Regional Meeting is scheduled for April 15, 2017 - Tyler Junior College, Tyler, Texas. A registration form listing costs for the meeting is included (appendix C).

- The Annual Conference is scheduled May 24-28, 2017 (Wednesday to Sunday) – Salt Lake City, Utah. A registration form listing costs for the meeting is included (appendix D).

Rationale for Plan:
(Include how this plan interfaces with any previous action plans for this course.)

- It has been an ongoing process to improve Anatomy and Physiology I PGRs. Palo Alto College is not alone in its endeavors as the attrition rate of 30% (Gultice, Witham, Kallmeyer 2015) is not unusual for gateway science courses. Appendix E represents an action plan submitted in 2009.
- In the Spring 2015 semester, Palo Alto College Anatomy and Physiology course materials (lecture and laboratory) from all three tenured faculty (Linda E Ibarra-Gonzales, Robert Leal, and Sara Wilkins) were forwarded to a consultant. Appendix F is the consultant's report.
- The following changes have been made to the anatomy and physiology course since the action plan of 2009. They are:
  - The lowest lecture exam grade is dropped, if students take all five exams, and is replaced with the Project (lecture quizzes and assignments) average.
  - Lecture exams went from 20% essay questions to 15% essay questions.
  - Weight of final exam changed from 20% to 15%, removing high stakes nature of the test.
  - Removal of cat musculature and in-depth metric system from laboratory class assessments. However, students are still required to complete assignments related to these topics.
  - The grade for first laboratory practical is curved, recognizing students' inexperience with this kind of assessment.
  - The percent weights for the laboratory assessment changed as follows:
    - The laboratory folder weight has changed from 10% to 20% and is now weighted 25%. The notebook is a set of 20 worksheets that are completed outside the scheduled laboratory period, permitting student collaboration. The weight has increased because the notebook represents a considerable amount of student work and a worksheet was added.
    - The laboratory practicals originally were weighted at 65% and over the years dropped to 50% and is now weighted at 45%.
  - The laboratory exercises and worksheets were revised to eliminate as much physiology from the lab and leave it for discussion in the lecture.
  - Modified Mastering A&P was adopted with the current textbook. This version of mastering permits single access point to the program directly from Canvas. In addition, students are provided with a number of resources such as, but not limited to:
    - Chapter guide
    - Practice quizzes
    - Practice exams
    - Chapter Games and Activities
    - eText
    - VidaBody – narrated tours of key body systems. They are interactive, mobile-friendly, and closed-captioned.
    - Get Ready for A&P – introductory A&P source
    - Why This Matters videos
    - Tutorials – A&P Flix, MP3 Tutor Sessions; Interactive Physiology, Video Tutors
    - Practice Anatomy Lab – provides images of models, histological samples, human and cat cadavers with the opportunity to take practice quizzes and laboratory exams
    - Bone and Dissection videos for axial and appendicular skeleton
    - Pre-Lab Videos

- Clinical Case Studies
- System Connections – helps students use their knowledge of A&P to make connections across body systems

Appendix A

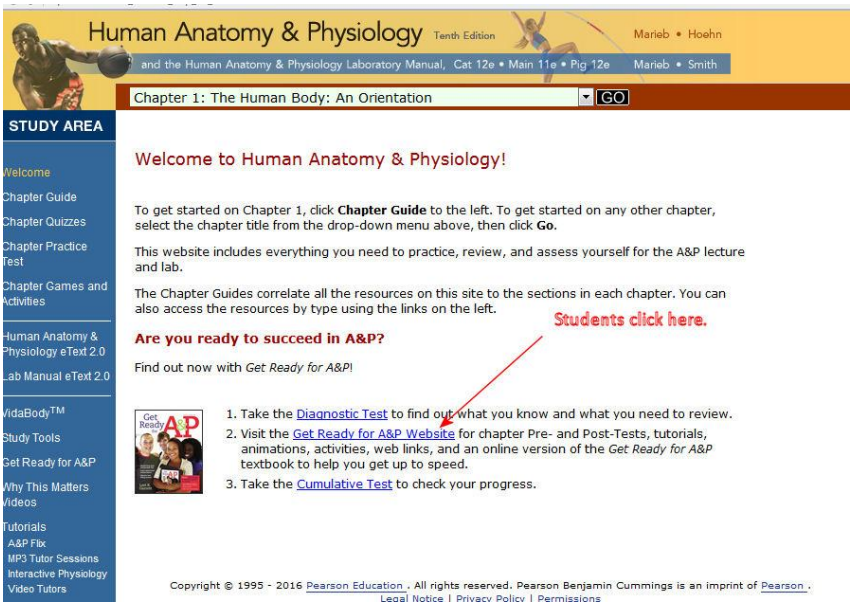
Biol 2401 Lecture and Laboratory Activities for Fall 2016

Lecture

Students will be assigned two additional project activities using the Mastering A&P website that accompanies the textbook. These activities will address student learning styles and time management. Students will print or hand write the outcomes of the online activities. **These will need to be assigned after the first exam.** The following outlines how to access the activities and how they should be graded.

Activities

1. Students must access the Study Area in Mastering A&P. Once they click on the Study Area link the Welcome page will be presented (see image). Click on *Get Ready for A&P Website* link located in the center of the page.



2. In the *Chapter 1:* chapter menu bar select *Study Skills* and click "Go".
3. Access *"What is Your Learning Style?"* under the *Direct Your Learning* heading and complete the activity.
4. Students will submit their results by capturing the screen and pasting it into an MSWord document or simply hand-writing the results, including the activities to carry out for each learning style. Sometimes, students can right click on the mouse and then click "Print". My experience is that this does not always for work for everyone – I do not know why.
5. To complete the time management activity, students need to scroll down on the same page and access *"Where Does Your Time Go"*. A list of various activities are presented with two columns noting the following: "How many hours per day?" they spend completing the activities and "How many days per week?" they carry out the activities.
6. After entering all the information, they click on "*Calculate*" and then *"Print"*. The printed document includes their itemized hours and how many hours they have remaining for studying.
7. The student is not done yet. They will need to click on "Next", which is on the same page where the "Print" prompt is located. Students will receive the following message after clicking print: "Now that you know how much time you have for studying, you can plan your week." They will be presented with a schedule that will allow them to plan their week given the number of hours they have left for studying. Once they complete this, they click on "Print". This is the second document they need to submit for this activity.

Appendix A

Grading

1. These are two separate activities and thus two grades will be assigned.
2. Assignments are graded on the basis of completion as directed. For example, the Learning Style assignment requires they submit not only the type of learner they are but also the list of activities recommended they carry out for the learning style they most relate to. This information is provided by the program. If they cannot screen capture it and paste it into MSWord or directly print it out from the site, they MUST hand write the information.
3. The time management assignment is complete if students submit a copy of their itemized hours which also notes how many hours are left for studying and the schedule they plan with the remaining hours left for studying.

I strongly recommend you carry out these activities before you assign them.

Laboratory

In the laboratory students will have to visit the Science Learning Center (SLC) in Frio and participate in three separate sessions in which they will review materials and then take a quiz after the review. This is a SLC activity, therefore, the review and the quiz MUST be completed in the SLC. Please note the following:

1. Sessions will be held for only a specific period of time (see table below).
2. The activities will relate to the laboratory objectives for laboratory practicals 2, 3, and 4. Laboratory practical 1 is excluded since it is curved.
3. Students will be provided with models and name tags. They are required to identify twenty-five (25) structures using name tags. They are only required to spend a minimum of 30 minutes reviewing and then they can complete the quiz. Students may work in a group and collectively do so for 30 minutes, if and only if, all members are present for the entire required time period.
4. Each faculty member will provide Mr. Gildemeister a roster (it attached to the email) with the students name for each section. You do not need to type in the student's name. Simply go the ACES roster and copy and paste your roster (only student names) into MSWord. Clean it up a bit, but maintaining the table format. Now copy and paste it into the roster. If you need assistance, please let me know.
5. I will prepare the quizzes and import them into your courses. They are worth 10 points and will serve as the bonus points for laboratory practicals 2, 3, 4, respectively.

Appendix A

Session	Structures and/or concepts that need to be reviewed	Availability of Quiz and Materials for Review
1	**Bones** 1. Cervical vertebrae 2. Coccyx 3. Coxal bone/ox coxa/pelvic 4. Distal phalanx 5. Femur 6. Fibula 7. Hyoid 8. Humerus 9. Maxilla 10. Metacarpal IV 11. Metatarsal II 12. Parietal 13. Patella 14. Radius 15. Scapula 16. Talus 17. Tibia 18. Triquetrum/triquetral 19. True ribs 20. Ulna **Skin** 21. Arrector pili muscle 22. Dermis 23. Eccrine gland/sweat gland/sudoriferous gland 24. Epidermis 25. Pacinian corpuscle	September 20 – October 14

Appendix A

Session	Structures and/or concepts that need to be reviewed	Availability of Quiz and Materials for Review
2	**Muscles** 1. Brachialis 2. Brachioradialis 3. Deltoid 4. Extensor carpi radialis longus 5. External intercostal 6. Flexor carpi ulnaris 7. Gluteus medius 8. Iliacus 9. Latissimus dorsi 10. Masseter 11. Pectoralis major 12. Rectus abdominis 13. Semimembranosus 14. Soleus 15. Splenius capitis 16. Sternocleidomastoid 17. Supraspinatus 18. Temporal belly/temporalis 19. Tibialis anterior 20. Triceps brachii 21. Vastus lateralis **Joints** 21. Condyloid 22. Gomphosis 23. Saddle 24. Symphysis	October 17 – November 4

Appendix A

Session	Structures and/or concepts that need to be reviewed	Availability of Quiz and Materials for Review
3	**Neuron Anatomy** 1. Axon 2. Dendrite 3. Myelin sheath 4. Soma/cell body **Brain** 5. Cerebellum 6. Corpus callosum 7. Hypothalamus 8. Longitudinal fissure 9. Occipital lobe **Spinal Cord** 10. Anterior horn 11. Lateral funiculus 12. Spinal nerve 13. Ventral root **PNS and ANS** 14. Femoral nerve 15. Lumbar plexus 16. $T_1 - L_2$ (students need to identify this represents the sympathetic nervous system) 17. Ulnar nerve **Eye** 18. Cornea 19. Lacrimal gland 20. Lateral rectus 21. Retina **Ear** 22. Cochlea 23. External auditory meatus 24. Stapes 25. Tympanic membrane	November 7 – 23

Appendix B

Models Needed by the Science Learning Center in Frio Hall (Rm. 111)

Catalog Numbers are from Ward's Science (2017)				
Catalog Number	**Item Name**	**Quantity**	**Item Price for 1**	**Total Price**
813031	Somso Animal Mitosis Model Set	1	$805.00	$805.00
813288	Somso Cochlea Section Model	1	$764.00	$764.00
814018	Somso Central Nervous System Model	1	$1,925.00	$1,925.00
811178	3B Functional Shoulder Joint Model	1	$105.00	$105.00
811190	3B Functional Elbow Joint Model	1	$105.00	$105.00
811191	3B Functional Hip Joint Model	1	$105.00	$105.00
811179	3B Functional Knee Joint Model	1	$105.00	$105.00
470136-322	Eisco Color Coded Spine	1	$124.00	$124.00
810650	Ward's Muscle Type Model Set	1	$1,235.95	$1,235.95
811121	3B Scientific Skin Model	1	$129.00	$129.00
814740	Motor Neuron Model	1	$830.00	$830.00
823562	Somso Dissectable Skull (colored)	2	$815.00	$1,630.00
470112-576	3B Scientific Median Section of the Head Model	1	$154.00	$154.00
813020	Somso Neuron Model	1	$435.00	$435.00
813141	Somso Larynx with Tongue Model	1	$545.00	$545.00
814747	DNA Model Kit	1	$675.10	$675.10
470119-022	3B Scientific ½ Size Muscular Figure	1	$3,710.00	$3,710.00
813113	3B Ear Model	1	$204.00	$204.00
813287	Somso Inner Ear Model	1	$650.00	$650.00
813519	Somso Eye in Orbit Model	1	$920.00	$920.00
			TOTAL	**$15,156.05**

Carolina Biological Models (not in the Ward's catalog)				
566800	Altay Human Reflex Pathway Model	1	$156.00	$156.00

		TOTAL of Ward's and Carolina Added Together	**$15,312.05**

Appendix C

2017 Spring Southern Regional Conference
Registration Form
Tyler, Texas April 15, 2017

Mr. Ms Mrs. Dr.	First name	Middle name	Last name
Suffix (Jr., III)	Degree	Institution/ Company Name	
Department Title/Position	Address	City	
State/Province	ZIP/Postal Code	Country	
Business Phone	Cell Phone	E-mail	
Menu Option Regular Vegetarian Vegan Other _____			
Are you a member? Why not give the HAPS-L discussion group a try – just check the box!			Sign me up!

Registration Fees

HAPS Contingent Faculty	$75.00
HAPS Member Registration	$ 85.00
Non-Member – Contingent Faculty	$95.00
Non-Member Registration	$115.00
Student Registration	$35.00

Late Fees (Starting March 25, 2017)

HAPS Contingent Faculty	$85.00
HAPS Member Registration	$ 95.00
Non-Member – Contingent Faculty	$105.00
Non-Member Registration	$125.00
Student Registration	$35.00

FAX forms to 706-883-8215 or postal mail to:

Mail checks to:
HAPS
251 S. L. White Blvd
P.O. Box 2945
LaGrange, GA 30241

Credit Card Type: Visa MC American Express Discover	Amount charged to card $
Card Number	
Expiration Date	Security Code
Name	
Address (please include card zip code)	

For questions, contact HAPS Main Office at info@hapsconnect.org or 1-800-448-4277. Thank you for your payment!

Conference Photo Consent
When you register for the HAPS Regional Conference, you affirmed that you agreed to allow HAPS photographers to record your participation and reproduce your likeness in publications, online, etc.

Appendix D

2017 Annual HAPS Conference
Registration Form

Name	Guest Name (if applicable)	E-mail Address
Institution	Street Address	
City ☐ ☐	State/Province ☐	Zip Code ☐ Country	Phone
Menu Options: Regular Vegetarian Vegan Other_____	Please list the first HAPS Annual Conference you attended?	
Is this your **FIRST** HAPS Annual Conference? If so, you are invited to attend a **FREE** First Timers' Breakfast. ☐ ☐	Is this your **SECOND** HAPS Annual Conference? If so, you are invited to attend a **FREE** Second Timers' Breakfast. ☐ ☐	
Do you plan to retire in the next 12 months? **Yes** **No** If yes, do you give HAPS permission to announce this at the upcoming HAPS Conference? **Yes** **No**		
Would you like to be added to the HAPS-L Physiology Discussion Group? **Yes** **No** **I'm already signed up!**		

Entire Conference Package May 24 - May 28, 2017 (includes Update Seminars and Workshop Package)

Early Rates Until 2/17	**Member $410**	**Non-Member $510**	**Gues t**	**Student $21**	**Student-Non-Member $22**	**Emeritus Member $300**
Regular 2/18–4/21	**$435**	**$535**	**$5**	**$23**	**$25**	**$325**
Late 4/22-5/10	**$460**	**$560**	**$5**	**$24**	**$26**	**$350**

Update Seminar Package May 24 – 26, 2017

Early Rates Until 2/17	**Member $335**	**Non-Member $435**	**Gues t**	**Student $18**	**Student-Non-Member $20**	**Emeritus Member $245**
Regular 2/18–4/21	**$360**	**$460**	**$5**	**$19**	**$21**	**$270**
Late 4/22-5/10	**$385**	**$485**	**$5**	**$22**	**$23**	**$295**

Workshop Package May 27 – 28, 2017

Early Rates Until 2/17	**Membe r**	**Non-Member $385**	**Gues t**	**Student $15**	**Student-Non-Member $17**	**Emeritus Member $200**
Regular 2/18–4/21	**$31**	**$410**	**N/**	**$17**	**$18**	**$225**
Late 4/22-5/10	**$33**	**$435**	**N/**	**$19**	**$20**	**$250**

Additio

HAPS 2017 Short-sleeve T-shirt w/ Conference	$20 Quantity _____ Size: S M L XL 2XL	**HAPS 2017 Long-sleeve T-shirt w/ Conference Logo**	$25 Quantity Size: S M L XL 2XL
HAPS 2017 Wick-away runner t- shirt w/ C	$25 Quantity _____ Size: S M L XL 2XL	**HAPS 2017 Men's Polo Shirt**	$40 Quantity _____ Size: S M L XL 2XL
Polo Shirt	$40 Quantity _____ Size: S M L XL 2XL	**HAPS 2017 Conference Pin**	$7 Quantity _____

FAX to 706.883.8215**, e-mail to** info@hapsconnect.org
or send to: HAPS
251 S. L. White Blvd. P.O. Box 2945
LaGrange, GA 30241-2945

A check is enclosed, payable to HAPS
Credit Card: Visa MC American Express Discover
Card # _____
Dollar amount to be charged to card US $ _____.00
Exp. Date : _____ Verification Number : _____ Name

Total Payment Amount	
I would like to **join** HAPS or **renew** my dues (**$100** regular, **$80** contingent faculty, **$15** student, **$50** retired)	$_____
Voluntary Donation to HAPS Foundation (If donating, may we thank you in the *HAPS Educator*?)_____	$_____
Registration Fee (member, non-member, etc.)	$_____
Guest Registration Fee	$_____
Conference Shirt	$_____
Conference Pin	$_____
Total Payment	$_____

Conference Photo Consent
When you register for the HAPS 2017 Annual Conference, you affirmed that you agreed to allow HAPS photographers to record your participation and reproduce your likeness in publications, online, etc.

Speaker and Workshop Presentation Policy
HAPS cannot provide PowerPoint presentations or videos from Update Speakers or workshop presenters. If an attendee would like a copy of a speaker or presenters material, individuals should ask for materials directly from the speaker/presenter if they so desire. Photos and videos of presentations are forbidden without permission from that speaker/presenter. Please contact the HAPS Main Office with any questions you may have.

*Until the end of the regular registration period, a withdrawing registrant will receive a full refund minus a handling fee equal to 15% of the registration fee. From the beginning of the late registration period up to 5 business days before the conference begins, 75% of the registration fee will be refundable. No refunds will be made later than 5 days before the conference begins. Refund of fees requires an emailed request to info@hapsconnect.org no later than 5 business days before the start of the conference. Refund requests received prior to the conference **may not** be processed until after the conference end.*

Appendix E

Strategies Implemented Prior to 2009 – 10

Strategy	Action
Assure academic preparedness	• Changed the Basic Skills Levels for Biol 2401 to reflect college level English and reading and math at the 0303 level. • Principles of Anatomy and Physiology (Biol 2301) was developed and offered. Course is designed for students who have little to no science background, are considering an allied health major, and do not meet the basic skill levels. The course focuses on study skills and an overview of anatomy and physiology. • Ms. Sara Wilkins posted the "Survival Guide to Anatomy & Physiology" document online. Ms. Wilkins designed the document based on suggestions made by former students and her teaching experience. Ms. Wilkins also posted the "Seven Learning Styles" document online that identifies the 7 different learning modalities and includes a website where students can go and discover which modality is suited to their learning style. • Ms. Wilkins posted the following on-line documents to demonstrate the challenge students can expect when they transfer to the professional school: (1) example of "State Board Questions" for the following professions: RN, LVN, PT, and DH; (2) example of RN assignment from nursing school; and (3) handouts listing all LVN, RN, and PT programs in Texas.
Uniform and consistent departmental guidelines for Anatomy and Physiology courses	• Linda E. Ibarra-Gonzales, lead instructor, developed the *Anatomy and Physiology Policies and Guidelines,* a dynamic document, which is reviewed annually by the Anatomy and Physiology faculty. The document is an attempt for uniformity in syllabi, assessments, and learning activities. The guidelines are intended to be followed by both full-time and adjunct faculty.

Align the pre-nursing and nursing curriculum	• As a goal of the Achieving the Dream initiative, Dr. Cecilia V. Gonzales met in 2006 with Dr. Norma Martinez Rogers, Associate Professor Nursing at the University of Texas Health Science Center at San Antonio (UTHSCSA), to review their experience and the subsequent success of students from the Alamo Colleges. This led to the formation of the *Improving Nursing School Retention: Alignment of Pre-Nursing and Nursing Curricula Committee*. Membership in the committee included faculty and directors from the following institutions: UTHSCSA, St. Mary's University, University of the Incarnate Word, and representatives from the Alamo Colleges. Dr. Gonzales and Linda E. Ibarra-Gonzales were members of this committee. Members of the group designed and offered two Annual Improving Nursing School Retention: Alignment of Pre-nursing & Nursing Curricula:
	  ○ 2007—Dr. Cecilia V. Gonzales presented for the Alamo Colleges
	  ○ 2008 -- Due to the sudden death of Dr. Gonzales' mother, Linda E. Ibarra-Gonzales presented for Dr. Gonzales.
	• All full-time Anatomy and Physiology faculty members attended both conferences. Attendance at these conferences lead to the following changes: more writing and critical thinking exercises and collaborative learning activities.

Strategies Implemented Prior to 2009 – 10

Strategy	Action
Standardize course content	• Dr. Gonzales, Mrs. Ibarra-Gonzales, Ms. Wilkins and Mr. Leal began the process of reviewing the Anatomy and Physiology content. This process is still on-going with an anticipated completion for Spring 2010.
Minimize student apprehension regarding different lecture and lab instructors	• Beginning in Fall 2007, the lecture and laboratory sections were linked so that lecture and lab sections are taught by the same instructor; lecture precedes the lab.
Change assessment component	Full-time faculty agreed to the following: 1. The weight of the final exam was changed from 20% to 15% of the course grade. 2. The weight of the lecture projects was changed from 10% to 15%. 3. Lecture exams include 80% objective questions and 20% essay. 4. Allow for extra credit on all exams, lecture and laboratory, but cannot exceed a maximum of five points. 5. Minimum of ten quizzes should be administered in both lecture and laboratory sections with students having the opportunity to drop the lowest quiz grade. 6. Students will submit all worksheets and faculty will randomly select ten of the total number of laboratory worksheets to grade. Laboratory objectives, exercises, and worksheet objectives engage students in learning activities that complement the content.
Expand resources	• Invited Mr. Ed Gildemeister, director of the Science Learning Center (SLC), to come to all the Anatomy and Physiology classes during the first week of class to explain to students what the center has to offer. While students do not receive credit for attending the center, they are strongly encouraged to visit to observe histological preparations and models that were studied in the laboratory class. Many of the Anatomy and Physiology I students are unfamiliar with the format of the lab practicals; therefore sample laboratory exams are made available. The center also provides limited tutoring services. • Ms. Wilkins discussed the "SMARTHINKING" program and posted the handout on-line. • Textbooks for the course included *Get Ready for Anatomy and Physiology*, an interactive supplement, which provides exercises in time management, test-taking strategies, learning modalities, how to study techniques, and math and anatomy and physiology condensed content sections. • The first day of class, students are provided with instructions and an overview of the textbook publisher's website. This site contains extensive digital and interactive resources which include: E-book, animations and videos of difficult physiology concepts, flash cards, glossary, quizzes, games and an elaborate Practice Anatomy Lab (PAL). The PAL has invaluable lab material, including labeled histological slides, labeled cats for the different systems and muscles, labeled models for the different systems, etc. This website also includes practice lab quizzes and practicals. • Review for lecture and laboratory exams are posted on-line.

Appendix E

Strategies Implemented Prior to 2009 – 10

Strategy	Action
Reduce cost of required books/manuals	• Ms. Linda Ibarra-Gonzales created the Anatomy and Physiology Lab Website to serve as a textbook and student resource for Biol 2401 and Biol 2402 courses. • The website provides lab objectives, protocols for experiments, on-line quizzes, and study guides. This on-line format allows students to have 24-hour access to images of laboratory materials such as models, histological preparations, preserved specimens, and laboratory set-ups and results. • The design of materials follows a format that clearly outlines the laboratory objectives, materials, and activities. In addition laboratory objectives have been incorporated into worksheets that students submit on-line. This mode of submission allows students to receive immediate feedback. • Use of the on-line lab manual requires that students work in pairs or collaboratively to share a laptop computer and complete the laboratory activities while incorporating all areas of learning styles. The on-line medium compliments visual and auditory learners. Students have the opportunity to hear and see the course material through the publisher's website and that created by the faculty. • The laboratory exercises also support the hands-on kinesthetic learner. **F**or additional lab website information, visit http://www.alamo.edu/pac/faculty/lgonzales/aplabs/Main/index.htm The site is password protected: the password for Biol 2401 **i**s ***cervical*** and for Biol 2402 the password is ***trachea.***
Encourage student interaction with faculty outside of the class time	• All anatomy and physiology faculty hold 10 hours of office time with some faculty holding office hours in the SLC. • Faculty advise students during the entire semester, not only during the required advisement period.

Appendix E

2009-10 Strategies (Current)

Strategy	Action
Standardize exams in accordance to Human Anatomy and Physiology Society (HAPS) national exam	• Review the HAPS nationally normed examination. • Faculty members submitted exams (a total of 10) they currently use to the lead instructor (Linda E. Ibarra-Gonzales) for the establishment of a PAC database of exam questions. This project is on-going.
Increase collaborative learning in the laboratory	• The laboratory format for Biol 2401 has been reorganized to include more collaborative learning activities which include timed assignments where students work in groups to help each other learn the concepts and skills outlined in the laboratory objectives. During these activities, faculty guide students and show them how to make the connection of what they doing with the lecture content. • Faculty are using more group collaborative quizzes so that students can help each other learn.
Assess the effectiveness of internet Anatomy and Physiology course offerings	• The Biol 2402 course is rigorous and time consuming and as an on-line course it proved to be far more challenging for students; therefore, the on-line Biol 2402 course was removed from the Fall 2009 schedule. • The Biol 2401 on-line course now has a weekly two-hour mandatory on-campus session. Evaluation at conclusion of fall semester will determine the effectiveness of the required on campus session. Results will determine the need and type of further modifications/changes .
Implement revised dropped policy	• Before Fall 2009, students were not dropped for non-attendance. Currently, faculty members are dropping students for non attendance before the census date and also before the last day to drop.

Appendix E

Proposed Strategies (Spring 2010----)

Strategy	Action	Anticipated Outcome
Introduce supplemental instructional (SI) learning activities	Ms. Wilkins will attend the Supplemental Instruction Leadership Training Conference in January 2010. Ms. Wilkins will coordinate the supplemental instruction for the Science Department.	It is anticipated that some Anatomy and Physiology classes will include a SI component (if enough students apply) and that participation in this activity will improve student performance.
Integrate SLC and the how to study video seminar activities into Anatomy and Physiology courses	Require student participation in selected SLC activities: Practice practicals and completion of specific assignments from the "Where There is a Will There is an A, How to Get Better Grades in College", video seminar. SLC staff will administer and monitor these assignments.	It is anticipated that participation and completion of assigned SLC activities will improve student study skills and learning.
Include assignments that require student access to the publisher's website	Mr. David Lopez, Pearson Higher Education textbook representative, will train faculty on the new on-line resources available through the publisher's website. All Anatomy and Physiology classes will include specific assignments from the publisher's website.	It is anticipated that completion of assigned on-line learning activities will improve student learning
Implement Alamo Colleges district-wide curriculum alignment	Faculty will meet with Brad Chandler, PAC representative to the district alignment committee, to review proposed and approved changes to the course syllabi and learning outcomes. Anatomy and Physiology faculty will revise the course (lecture and lab) as necessary in compliance with district changes.	It is anticipated that PAC Anatomy and Physiology program will be in alignment with the district alignment.
Design course assessments that reflect district alignment	Faculty will revise content exams to reflect the following: 70% limited to recall and general knowledge; 20% writing, and 10% higher order thinking (H. O. T.) questions. Laboratory assessment will change from the current exams, quizzes, and worksheets to only exams and quizzes. The revised lab assessment will reflect the following: 60% laboratory exams and 40% quizzes. Lab quizzes will be based on objectives included in each laboratory exercise. These quizzes will be administered on-line at the student's convenience within the scheduled timeline.	It is anticipated that Anatomy and Physiology assessment will be standardized and reflect changes made to the curriculum and student learning activities.
Modify Teaching	Faculty will examine teaching practices and modify in accordance with proposed changes in student learning activities, assessments, and course content.	It is anticipated that Anatomy and Physiology faculty will change their teaching practices.

Appendix E

Summary of Proposed Strategies for Anatomy and Physiology

Area of Focus	Action
Faculty and Teaching	• Consensus on the PAC Anatomy and Physiology Program • Changes in teaching practices to include more activities that facilitate student engagement in lecture • Monthly meeting to share ideas and changes (teaching methodology matrix) and their effect on student engagement and learning
Students Engagement in Learning	• Participation in required SLC and Publisher's web site (requires access code) learning activities • Regular attendance • Active listening and participation in activities • Optional participation in SI instruction • Complete textbook reading assignments (requires purchase of text or its access in the PAC LRC) • Timely completion and submission of assignments
Assessment	• Standardized examination components
Curriculum Alignment	• Compliance to district learning outcomes
Productive Grade and Retention Rates	• Evaluate effectiveness of proposed actions on productive grade and retention rates.

Student Tool Box	• Develop matrix that identifies what every anatomy and physiology student should know and be able to demonstrate
	  ○ Passing rate on standardized final exam of core anatomy and physiology concepts
	  ○ Laboratory skills (to be identified)
	  ○ College level writing
	  ○ Awareness of prerequisites for their professional school
	  ○ Engagement in learning activities
	  ○ Responsibility for learning and consequences of non-compliance

Appendix F

MEMORANDUM

SUBJECT: Review of PAC BIOL 2401 and BIOL 2402 Success and Retention Data

Please accept this memorandum as my review of Palo Alto College's BIOL 2401: Human Anatomy and Physiology I and BIOL 2402: Human Anatomy and Physiology II. This review is based on specific course information (i.e. course syllabi, assessments, etc.) received from four Palo Alto College instructors of BIOL 2401 and BIOL 2402.

- *Analysis of student learning outcomes*
  According to all of the course syllabi that were reviewed, the student learning outcomes included in each syllabus were acceptable. The learning outcomes are comparable to those of other BIOL 2401 and BIOL 2402 courses taught in the District, so it's noted that they meet the expectations of what students should learn from these courses.

- *Analysis of quantity of material covered*
  BIOL 2401 and BIOL 2402 are in-depth, rigorous courses, so it was expected that both courses would cover a vast amount of specific information related to the human body. This review validates this expectation, and it's evident that instructors must determine how to present this information in a way that's reasonable and appropriate for a 16-week course. Although it's expected that some course topics are taught in both lecture and lab to reinforce information, it was noted from the review that most of the course information was presented in both lecture and lab, which can be overwhelming for students and time-consuming for instructors. It is recommended that instructors determine how to divide up information in lecture and lab as not to overwhelm students in either component of the course, which will, also, provide more time for instructors to answer questions and clarify lecture/lab topics.

- *Analysis of the pace of material covered*
  The pace of material covered in BIOL 2401 and BIOL 2402 is fast, which was expected prior to this review. According to the course syllabi and course calendars provided for the review, it appears that both courses present a new chapter each week, which is comparable to other BIOL 2401 and BIOL 2402 courses in the District.

- *Analysis of depth of understanding required for each assessment*
  BIOL 2401 and BIOL 2402 are rigorous courses that require a strong fundamental understanding of basic biological concepts as they build considerably on these concepts. Prior to this review, it was expected that both courses require students to comprehend and analyze information, which exceeds basic knowledge of human biology. This review validates this expectation, so it is recommended that students be encouraged to take an introductory college-level biology course (i.e. BIOL 1408) prior to enrolling in BIOL 2401.

- *Analysis of required textbook(s) and supplementary materials*
  The required textbook used for BIOL 2401 and BIOL 2402 is acceptable, and the supplementary materials provided by the instructors are adequate. However, it's noted that some of the supplementary materials (i.e. lab quizzes) lacked clear and specific instructions while others (i.e. homework assignments/worksheets) need to be revised in a way that reinforces specific information, instead of including questions/activities that cover everything in a chapter. Also, it is suggested that students are allowed some class time to work on homework assignments/worksheets, which provides them an opportunity to work together and ask questions about what they don't understand.

- *Analysis of classroom management policies*
  After reviewing all course syllabi submitted for this review, it's noted that all instructors use the departmental syllabi as the basis for their own. Although remaining consistent in this regard is acceptable and expected, it's clearly evident that the tone of the syllabi is unpleasant, uncompromising, and, somewhat, discouraging. Many negative words (i.e. "no" and "not") are used and stressed throughout the syllabi, without any acknowledgement or suggestions of how students can succeed in either course. It is recommended that syllabi are rewritten to minimize the negative tone and to include suggestions/opportunities of how academic success can be achieved in these courses.

  According to all course syllabi, it was, also, noted that instructors expect students to calculate their grade throughout the course. However, specific grade calculations were clearly absent from all syllabi that were reviewed. It is recommended that all course syllabi include a specific grade formula and grade calculation to provide students with an example of how to determine their grade throughout the semester.

  In addition, all course syllabi lacked the specific amount of assessments (i.e. exams, quizzes, worksheets, projects, etc.) that students are expected to complete in these courses. To ensure that student expectations are clearly presented in these courses, it is recommended that all course syllabi include the specific amount of exams, quizzes, assignments, etc. that students will complete as well as the specific point value of each assessment item.

- *Analysis of necessary level of student preparedness*
  According to the Palo Alto College 2010-2011 Catalog, it is recommended that students take CHEM 1405: Introductory Chemistry I prior to enrolling into BIOL 2401. However, the majority of information taught in CHEM 1405 is not required in BIOL 2401 nor in BIOL 2402. Although basic chemistry knowledge is necessary for both courses, this information is taught at the beginning of BIOL 2401. So, it is recommended that BIOL 1408: Biology for Non-Science Majors I should be taken prior to BIOL 2401, instead of CHEM 1405. This recommendation is based on the rationale that students enrolling in a sophomore-level biology course should have some knowledge of basic biological concepts, which are presented in a freshman-level biology course.
  Comments by E.B. Skelley
1. Nursing schools require completion of Chemistry 1405 (a freshman level course).
2. Chemistry 1405 is a pre-requisite for two other Biology courses required by Nursing Schools.
3. At the beginning of Biol 2401 chemistry is addressed – in my experience, students who have not completed the introductory chemistry course often become lost at this point.

4. It would be helpful for students to complete a freshman-level Biology course, however no such course is required for nursing school admission.

- *Recommendation for re-design of course(s)*
  It is recommended that BIOL 2401 and BIOL 2402 include some type of group work in lecture and/or lab. This recommendation is based on the rationale that collaborative learning promotes academic success in the classroom. When students are able and encouraged to work together, lecture/lab concepts can be discussed and clarified, and critical thinking/problem solving can be practiced in a group setting.

- *Other recommendation(s)*
  It is recommended that instructors offer tutoring to students during office hours to clarify concepts and to address student questions and concerns. This recommendation is based on the rationale that additional help from the instructor outside of the classroom reinforces learned information improving success on course assessments.

  It is, also, recommended that all course syllabi include a calendar or timeline of the course, which informs students of specific assignment due dates and specific dates of exams/quizzes. The rationale for this recommendation is based on the idea that well-defined student expectations presented at the beginning of the course promotes student success. So, students, who are fully aware of what's expected in the course, are able to adequately prepare themselves for it.

High Risk Course Action Plan

Course Name & Number: CHEM 1411

History of PGR & Retention Averages for Courses

Semester/Year	*PGR*	*Retention (within Semester)*
FALL 2014	68 %	85 %
SPRING 2015	52 %	74 %
2014-2015 ACADEMIC YEAR	61 %	80 %
FALL 2015	64 %	83 %
SPRING 2016	56 %	78 %
2015-2016 ACADEMIC YEAR	59 %	81 %
FALL 2016	63 %	88 %

Please attach Sectional PGR and Retention data to this form.

Semester of Implementation: Spring 2016

The Action Plan:
(For example, this could include professional development, curricular changes, pedagogical changes, student academic support changes, etc.)

We will continue implementing our early assessment coupled with topic specific refreshers. We will evaluate the plan and proceed based on its success.

Rationale for Plan:
(Include how this plan interfaces with any previous action plans for this course.)

We started this early assessment in Spring of 2016. We have seen a slight improvement in the PGR numbers but also managed to familiarize students with the Science Learning Centers and start their homework earlier in the semester.

1. **Review the attached high risk course spreadsheet that tracks Fall 2012-Fall-2016. Evaluate the Fall 2016 course percentage within the context of course success rates since Fall 2012. You can filter the spreadsheet by subject and course number to only see your specific high risk course over the time period of fall 2012-fall 2016. What specific reasons might account for this fall's success rate? I would also consider why a course that was at risk last spring has moved out of the high risk category. Similarly, several high risk courses demonstrate an increase in success rate over time. To what might this be attributed? You might also want to include discipline-specific state and/or national benchmarks for "high risk" courses to provide additional context for assessing the fall figures.**

General Chemistry lecture and lab used to be separate courses. At PAC starting in the Fall of 2014, CHEM 1311 (lecture) and CHEM 1111 (lab) were combined into CHEM 1411 (lecture and lab).
Our Fall 2016 success rate in the CHEM 1411 courses was 63%, which was slightly higher than the previous two years. The district success rate for Fall of 2015 and Fall of 2016 was also 63%. Given the national averages (between 60% and 65%) our success rate while it merits improvement, is not entirely unexpected. While our PGR has fluctuated, it has increased over the two previews years and we have been trying to address the issue.
Unlike other disciplines, in Chemistry often times one needs a correct answer or explanation, and therefore instructors have little room for extra credit, especially when students do not explicitly show their work. Additionally, unlike some disciplines where perhaps a student can choose to focus on a book or assignments midway in the semester, in Chemistry the sequence of chapters is necessary, since a student builds on an edifice of understanding from the ground up. For example, a student first needs to balance compounds before balancing reactions with compounds. Therefore gaps that are not addressed early on, can lead to further comprehension issues.
Though writing papers (the students need to write 2 papers in CHEM 1411), understanding and manipulating complex concepts, and handling equipment and interpreting laboratory data can often overwhelm the students, we have been trying to identify key bottlenecks in knowledge and understanding that seem to stop students from successfully completing the course.
We have identified three distinct such bottlenecks: basic math skills, nomenclature, and stoichiometry.
Specifically in the Fall of 2015, we established a Chemistry early math assessment, which we started administering in the Spring of 2016 on the first day of class in all our entry level Chemistry courses.
It has been evident that a lot of students are unprepared in the basic math skills. While technically fulfilling the math requirements over the years, it is clear that lack of basic math concepts is a real bottleneck to students successfully completing the course. SAC has been faced with the exact same issue and in recent communications, they have established that the prerequisite Math course grades are "fake" and have moved towards a math pre-assessment. This was almost the same time we worked on our Math assessment. Early math assessments were given in the past by instructors, but after collaboration we came up with a litmus test that would allow us to identify what specific math issues a student might have (i.e. conversions, using a calculator, finding averages etc.)
The second day of class students that performed poorly on the assessment are informed to visit with the instructor or attend tutoring meetings at the Science Learning Center. As part of this effort, we have recruited the Science Learning Center to perform refreshers on these 3 bottleneck topics over the course of the semester. Some instructors can choose to give extra credit for attending these custom made refreshers to make sure that students correct their mistakes early on, before these gaps cause further setbacks. We plan to continue with this metric, as catching and mitigating some of these early, is key in not having the students lost over more complicated concepts. It is possible that this extra measure has contributed to the slight PGR increase over this last semester.

2. Identify any additional support – other than a lower class size - that may be needed to improve course success rates. Support might be for students (e.g., tutoring, equipment, workshops, etc.) or for faculty (e.g., professional development in a particular teaching strategy as the "flipped classroom" or discipline specific professional development).

Increasing tutoring hours for two nights a week (and perhaps some Saturday morning hours) might allow some of the students to attend the Science Learning Center refreshers and visit with tutors for general questions. Providing opportunities for students to become TA's in a lab that they have taken in the past would benefit both the student TA and the lab students and may make it easier to understand some concepts by placing them on every day terms. In the past we have hired students through a grant for such positions and one of them is now a current tutor in one of the Science Learning Centers.

Chemistry is a hands on science and a lot of the more abstract concepts can be easier understood with hands on demonstrations or hands-on experiments. Such hands-on experiences also tend to motivate and inspire students. Providing students with better equipment and overall lab support is key to their understanding. Professional development by attending Chemistry specific conferences (ACS) or other pedagogical conferences where conferences on how to teach students specific topics (i.e. nomenclature) or more general teaching methodology (active and collaborative learning) would also help improve success rates. Students work in group projects both in class and in lab and proper methodology is key in setting students to a successfully complete group projects. The following items have been identified that would render some of the hard to visualize concepts more approachable to students.

Item Description	Vendor	Catalog#	per item	QTY	total
H atoms 1 hole	Flinn	AP6243	6.95	4	27
O atoms 4 hole	Indigo instruments	60402E	0.67	30	20
C atoms 4 hole	Flinn	AP6245	6.95	4	27
mole box	eNasco	SB50534M	9.50	3	28
mole sets	eNasco	SB44448M	23.35	4	93
Fire syringe	Educational Inovations	FIR-150	17.95	1	17.
knob	Educational Inovations	FIR-155	4.95	1	4.
TLC	Flinn	AP9095	20.10	4	80
TLC jar and lic	Flinn	AP7532	6.95	3	20.
Polypropylene Beaker 5 L	Flinn	AP5331	48.00	1	
Poly density kit	Educational Inovations	DEN-460	19.95	1	19.
steel sphere demo	Educational Inovations	HS-8	28.95	1	28.
51 bulb pro UV light	Educational Inovations	UV-651	79.95	2	159
Eddy Current Tubes 18	Educational Inovations	ED-100	39.95	1	39.
Eddy Current Tubes 61	Educational Inovations	ED-140	99.95	1	99.
Diffusion Mist	Educational Inovations	HS-7	17.95	1	17.
FLIR C2 Compact Thermal Imaging System	PASCO	SE-7128	499.00	1	4
Instant Light	Flinn	AP9118	12.25	2	24
Energetic Light	Flinn	AP8978	24.75	2	49
Chemistry, 2nd Edition	TheGreatCourses	1012	374.95	1	374.
Calculators (10)	eNasco	TB18507M	154.00	6	9
					2608.

3. **Review and revise your high risk course action plan to indicate actions that will be implemented this semester. If you feel that the your previous action plan needs more time to be fully implemented and evaluated, then indicate you wish to continue with the current action plan for this semester. I have attached the course action plan to complete.**

STUDENTS F1RST

PALO ALTO COLLEGE'S INNOVATION HIGHLIGHTS

Established Innovations

ACADEMIC ADVISING MODEL

Discovery

SUMMER 2011
Cross-functional team sent to NACADA Institute to develop strategic advising platform

Incubation

FALL 2011-SPRING 2012
Advising management pilot developed

SPRING 2013
Cross-functional reps sent to conference for peer advising

Acceleration

FALL 2012-SPRING 2013
Full Launch of advising management program for FTICs

FALL 2013
Scaled advising from FTIC to Continuing for STEM and Liberal Arts programs

FALL 2013
Peer advisor program launched

SUMMER 2014
Advising Centers developed and AlamoADVISE Program launched; CAP created

FALL 2015-SPRING 2016
Review of outcomes, assessment of services and continuous improvement of advising services

SUMMER 2016
Development and pilot launch of Faculty Advising Graduation Toolkit

2016-2017
Advising scorecard launched

EARLY COLLEGE HIGH SCHOOL

Discovery

2013
Discussion with New Frontiers Charter School, Harlandale STEM, ACES, and ECLA

2014 (FALL)
Develop ECHS Consortium

2015 (SPRING AND FALL)
ECHS Strategic Planning Retreats and CAP

Incubation

2013-2014
Applications submitted to TEA

2014-2015
South San application submitted to TEA

Acceleration

2014-2015
First college classes taken for STEM, ACES, ECLA, and Madla

2015-2016
First South San college classes taken

2016 (SPRING)
ECHS Strategic Planning Retreats and CAP

2016-2017
Assessment of Strategic Plan Outcomes

PARTICIPATORY BUDGETING

Discovery

FALL 2012
All College Conversation. Need for transparency and inclusion were themes identified by the affinity groups.

SPRING 2013
Representatives from the Faculty Senate, Staff Council and Administration attended the 2nd International Participatory Budgeting Conference in Chicago.

Incubation

SUMMER 2013
PB Core Team was formed with representatives from Faculty Senate, Staff Council, Public Relations and Administration.

SUMMER 2013
PB Core Team developed the PB process to be implemented in Fall 2013. PACE survey results were identified as the metrics to be used in the evaluation of this process.

SPRING 2014
Based on feedback from stakeholders, the project implementation cycle was expanded from one semester to the entire academic year.

SUMMER 2015
PB Core Team developed the pilot program to expand participatory budgeting to student organizations. A staff member from Student Life was added to the team.

Acceleration

FALL 2013
Information sessions; pre-proposals submitted to core team, project teams met with consultants; final proposals submitted to VP of College Services and Public Relations; project poster display, voting and winners announced

SPRING 2014
PB Core Team evaluated the process and implemented improvements for the next cycle. Winning projects were implemented.

SPRING 2014
Information sessions; pre-proposals submitted to core team, project teams met with consultants; final proposals submitted to VP of College Services and Public Relations; project poster display, voting and winners announced.

2014-2015
Winning projects implemented.

FALL 2015
Student PB information sessions; consultation with members of the PB Core Team; proposals due to the Office of Student Life; project poster display, voting and winners announced

SPRING 2016
Winning Student PB projects implemented

Emerging Innovations

S.H.A.R.E. CENTER

Discovery

SPRING 2015
Student Interest

SPRING 2015
College Leadership Team calls for a Task Force

SUMMER 2015
Task Force continues Environmental Scan and research

Incubation

SUMMER 2015
Task force continues to convene

FALL 2015
Task Force commissions student survey

SPRING 2016
Student survey results reported

SPRING 2016
Dr. Bethanie Tucker, spoke about "Understanding and Engaging Under Resourced College Students" during Convocation

SPRING 2016
A group of faculty, staff and administrators attended ASHOKA U Exchange in New Orleans

SPRING 2016
Task Force in conjunction with the Office of Student Life recommended the implementation of the Student Health, Advocacy, Resource and Engagement (SHARE) Center

Acceleration

FALL 2016
SHARE Center will open November 2016

OPEN EDUCATIONAL RESOURCES

Discovery

SUMMER 2014
Planning Stages: workshops, research

Incubation

2014-2015
71 OER sections serve 1,774 students with $192,016 in savings

2015-2016
124 OER sections serve 2,363 students with $219,056 in savings

Acceleration

SUMMER 2015
Survey and evaluation for first cycle

SUMMER 2016
Statewide collaboration with Austin CC, El Paso CC, and San Jacinto CC

2016-2017
Process improvements for sustainability

Internships and Co- and Extra-Curricular Opportunities

1. Teacher Education JA (Junior Achievement) in A Day

The Teacher Education program brings PAC future teachers to local elementary school campuses on Fridays throughout each term for guided experience teaching elementary school students. The Fall 2017 schedule of teaching Fridays includes eight elementary school campuses.

Total served – 3,278 K-12 students taught by PAC Teacher Education Program.

2. Agriculture Program:

Palo Alto Livestock Judging Team Competes at the following Events:
San Antonio Livestock Show
Houston Livestock Show
Bexar County and Walter Geralch College Invitationals
Dixie National Livestock Show
North American Collegiate Teachers Association Annual Contest

Lonestar Ag Club Hosts:
Palo Alto Leadership Extravaganza
Texas Beef Cattle Community Short Course
Palo Alto Career Development Field Day
Palo Alto Agriculture Career Fair (New This Spring)

Internships each semester with the following groups
San Antonio Livestock Show
Texas Department of Agriculture
USDA
Bexar County Farm Bureau
Bexar County Beef Council

3. Veterinary Technology Program: summer internship at veterinary clinics San Antonio.

4. Cosmetology Program Extra-curricular and Co-Curricular Activities

Students offer services at the following events:
Palloween
San Antonio Threads fashion show
PAC Farmers Market
Councilman's Sweetheart Dance
Normoyle Community Center
Presa Community Center
Baileys Beauties- SAISD

ALAMO COLLEGES DISTRICT

Palo Alto College

OZUNA LIBRARY AND LEARNING CENTER

ABOUT THE LIBRARY

The Ozuna Library provides instruction, access to information, and services to enable student success and promote lifelong learning while serving as the intellectual, social, and cultural center of Palo Alto College and the community we serve.

For hours of operation and other information, call:

Circulation Desk
210–486–3555

Reference Desk/ Research Assistance
210–486–3557

Library Administration
210–486–3901

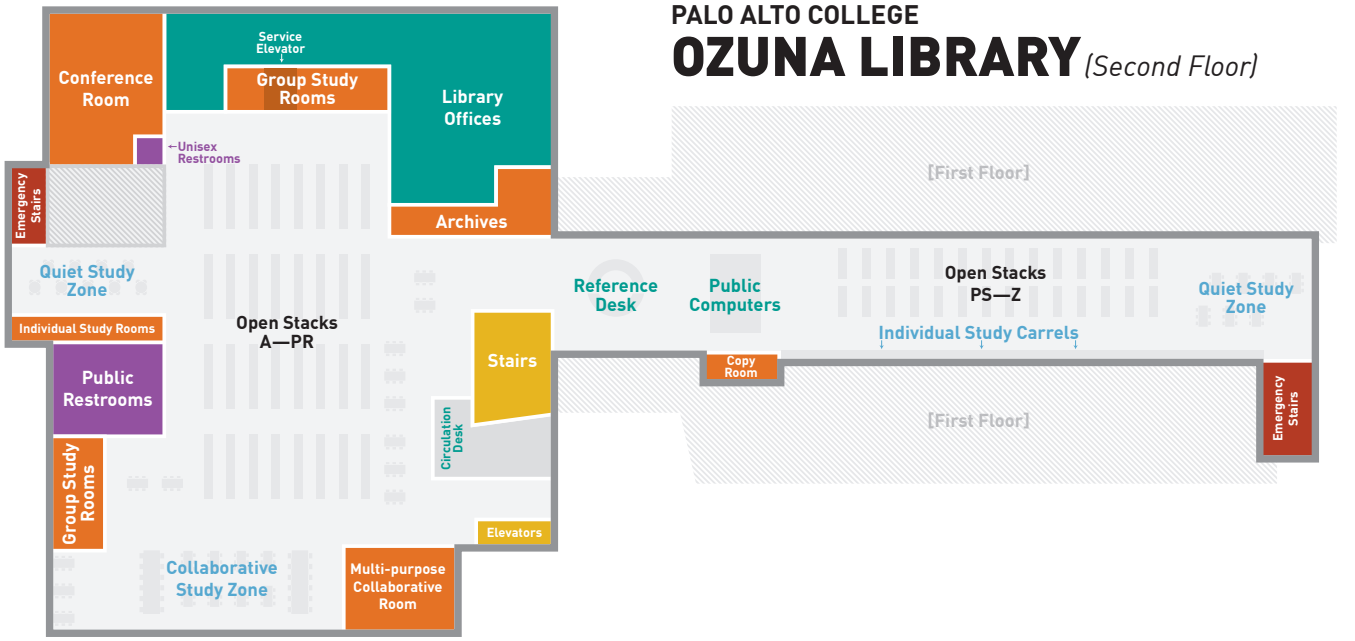
RESOURCES & SERVICES

Located on the second floor of the Ozuna Library & Learning Center, the library offers an extensive collection of print materials throughout 20,800 square feet. Over 30,000 ebooks, 50,000 streaming videos, and 100 online journal/magazine databases can be accessed at all times from any computer on or off-campus. Librarians are available to assist students with research and information instruction in person, by phone, or via online chat.

Students can use computers, wireless access, individual study spaces, and open spaces for working in groups or socializing. A current Alamo Colleges ID card is required to borrow books/media, portable electronic devices (Palo Alto College students only), headphones, or study rooms.

Students can also improve their information searching skills by completing Library Research Certificate online modules offered throughout the year.

OZUNA LIBRARY



GENERAL INFORMATION

- Covered drinks or drinks in cans are permitted. Vending machine snack foods are allowed.
- A Cell Phone Zone is located in the stairwell for making and receiving calls. Phones should be set on silent while in the library.
- Librarians can be reached by phone (210-486-3557), online chat, or email (pac-ref@alamo.edu) and in person at the Reference Desk.

LIBRARY TECHNOLOGY

- Printing is available through an online payment system. A scanner is also available.
- Headphones for in-library use are available to any library user.
- Laptops, tablets, and iPads are available for checkout to PAC students with a student ID card.

LIBRARY FACILITIES

- Keys to individual study rooms, medium study rooms (2–4 students), and large study rooms (up to 8 students) are available to Alamo Colleges students at the Circulation Desk with a student ID.
- Quiet Zones are identified throughout the Library, as well as Collaborative and Social Zones.
- The PACreates Zone (Ozuna 201) is available for casual magazine reading, board games, Xbox, mounted iPads for in-library use, puzzles, and 3D printing.
- The 1,300-square-foot Children's Library is located on the 1st floor of the Ozuna building and houses printed children's literature, children's e-books on Nooks, and a computer area. Children's programming and events are offered throughout the year.

LIBRARY RESOURCES

- Instructors bring materials to the Reserve Collection which can be borrowed at the Circulation Desk with a PAC student ID.
- The librarian at the Reference Desk will help users identify print and e-resources via the Library's search tools.
- Off-campus access to e-resources is available 24/7 and includes e-books, streaming videos, and journal articles via online databases.

COMMUNITY

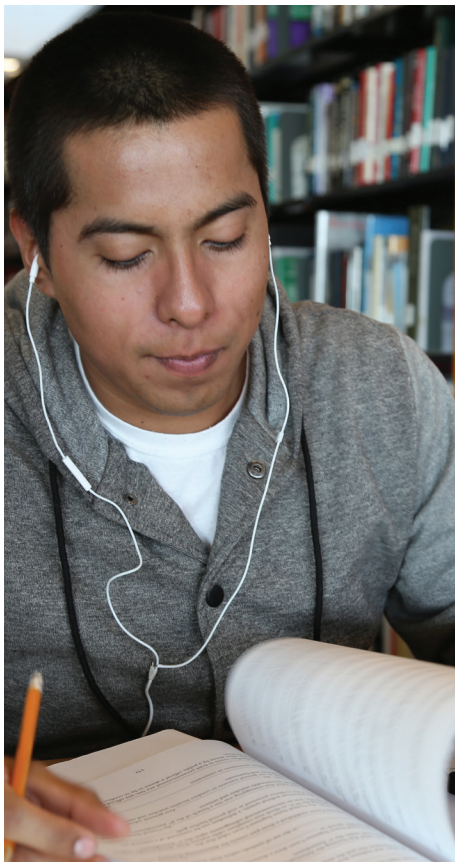
Palo Alto College and the Ozuna Library are dedicated to serving the Southside community. Visitors can borrow print materials from the library by acquiring a free TexShare card from a participating TexShare library. More information is available at: www.tsl.texas.gov/texshare.

ALAMO COLLEGES DISTRICT
Palo Alto College
1400 W. Villaret Blvd.
San Antonio, TX 78224

For more information, contact:
Ozuna Library and Learning Center
(210) 486–3555 | alamo.edu/pac/library

ALAMO COLLEGES
PALO ALTO COLLEGE

LIBRARY RESEARCH CERTIFICATE PROGRAMS



The Library Research Certificate at Palo Alto College prepares students to be an integral part of today's information-rich and global society. As part of the program, students will:

- learn about the Ozuna Library and its services, including borrowing materials, available resources, and how to locate those resources within the library
- learn basic criteria for evaluating books and journal articles
- learn how to access and view e-Books and streaming video
- learn how to select and use databases for research
- learn effective internet and database searching techniques
- learn basic criteria for evaluating websites
- learn efficient citation habits in two major citation styles (MLA and APA)
- receive an introduction to TexShare and Interlibrary Loans

CERTIFICATE PROGRAMS

The Ozuna Library offers two library research certificates: a general **Library Research Certificate** and **S.T.E.M. Library Research Certificate**. The Library Research Certificate program is a learning tool to teach students library research skills. The *Science, Technology, Engineering, and Math* (S.T.E.M.) Library Research Certificate is designed to provide information about the Ozuna Library and instruction on how to use the Library resources with an emphasis on the science, technology, engineering, and math areas of study. Both self-paced research certificates are available online and free for current Palo Alto College students. Each program has separate modules that focus on a particular area of learning, followed by a quiz. Students will receive a certificate for each completed module.

LIBRARY RESEARCH CERTIFICATE PROGRAMS

LIBRARY RESEARCH CERTIFICATE

The Library Research Certificate consists of seven modules in the program:

- Module 1: Introduction to the Library—an introduction to the Ozuna Library and library services
- Module 2: Evaluating Information—guidance in selecting and evaluating appropriate resources
- Module 3: Catalog & e-Books—how to access books and e-Books through the library catalog
- Module 4: Databases—how to locate articles in magazines, journals and newspapers using periodical databases
- Module 5: Using the Web—how to search the internet and evaluate the information you find
- Module 6: MLA—how to document your work using the Modern Language Association (MLA) style guide
- Module 7: APA—how to document your work using the American Psychological Association (APA) style guide

S.T.E.M. LIBRARY RESEARCH CERTIFICATE

The S.T.E.M. Library Research Certificate consists of six modules in the program:

- Module 1: Introduction to the Library—an introduction to the Ozuna Library and Library Services with particular emphasis on the S.T.E.M. areas of study
- Module 2: Evaluating information—guidance in selecting and evaluating appropriate resources in S.T.E.M. fields
- Module 3: Catalog & Ebooks—how to access S.T.E.M. books and e-Books in the Library collection through the Library catalog
- Module 4: Databases—how to locate articles in magazines, journals and newspapers using S.T.E.M. specific periodical databases
- Module 5: Using the Web—how to search the internet and evaluate the S.T.E.M. information you find
- Module 6: APA—how to document your work using the APA style guide

ACCESS THE PROGRAMS

Both programs are free for currently enrolled students. No registration is required. To access the programs, visit: **alamo.edu/pac/LRC-programs**.

For more information, contact:
Palo Alto College
Ozuna Library Reference Desk
1400 W. Villaret Blvd, San Antonio, Texas 78224
(210) 486-3557 | alamo.edu/pac/library

ALAMO COLLEGES
PALO ALTO COLLEGE

CHECK OUT THE TECH

AT THE OZUNA LIBRARY

Did you know that the Ozuna Library and Children's Library have technology devices you can use?

Ask us about:

- Laptops
- Dell tablets
- iPads
- Nooks
- Study room digital monitors
- Calculators
- 3D printer

For information call:

Circulation Desk,
210-486-3555

Children's Library,
210-486-3570

alamo.edu/pac/library

ALAMO COLLEGES
PALO ALTO COLLEGE

1400 W. Villaret Blvd.
San Antonio, TX 78224
210-486-3000

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210-486-3570

alamo.edu/pac/library

ALAMO COLLEGES
PALO ALTO COLLEGE

1400 W. Villaret Blvd.
San Antonio, TX 78224
210-486-3000

S.H.A.R.E. CENTER

The **Student Health, Advocacy, Resource, and Engagement (S.H.A.R.E.) Center** provides resources that help students be successful in completing their courses and graduating from Palo Alto College.

Regular Hours:
Mon. 8 a.m.–7 p.m.
Tues.—Fri. 8 a.m.–5 p.m.

Summer Hours:
Mon.—Thurs. 8 a.m.–7 p.m.

Located in the Student Center, Room 101

ALAMO COLLEGES DISTRICT
Palo Alto College

For more info, call:
210-486-3121
or visit:
alamo.edu/pac/share

RESOURCES

Goodwill Clothes Closet: The clothes closet offers free professional clothing for interviews, networking events, internships, and more.

Mental Health Services: Personal counseling (short-term and crisis) is available to currently enrolled students.

Food Pantry*: Food is provided in partnership with the San Antonio Food Bank.

Financial Literacy: A full-service curriculum on financial literacy is provided to help students with budgeting, financial planning, and more.

Career Preparation: Advising is provided for interview techniques, resume development, mock interviews, and career interest exploration.

Mobile Health Clinic*: The mobile health clinic is equipped with the amenities of a doctor's office to provide quality medical care on campus.

Emergency Aid Program: Financial assistance is available to help with unexpected expenses such as utilities, child care, rent, and more.

Social Services*: Daughters of Charity Services of San Antonio provides on-site referrals for healthcare and to social services, such as eye and dental exams and utility assistance.

**Services are available to both students and the community*

COMMUNITY PARTNERS

San Antonio FOOD BANK SERVING SOUTHWEST TEXAS

goodwill

TG™

University Health System

Daughters of Charity Services of San Antonio

H-E-B

Frost

Fall 2017 Schedule

(Aug. 28—Dec.16)

Visit our learning centers for free help with your classes.

CIS/COSC LEARNING CENTER
Sabine Hall 208
486–3314
Monday: 8 a.m.–7 p.m.
Tuesday—Thursday: 8 a.m.–6 p.m.
Friday: 8 a.m.–3 p.m.

INRW LEARNING CENTER
Nueces Hall 114
486–3262
Monday: 8 a.m.–7 p.m.
Tuesday—Thursday: 8 a.m.–6 p.m.
Friday: 8 a.m.–3 p.m.

MATH LEARNING CENTER
Gutierrez Learning Labs 106
486–3273
Monday: 8 a.m.–7 p.m.
Tuesday/Wednesday: 8 a.m.–8 p.m.
Thursday: 8 a.m.–7 p.m.
Friday: 8 a.m.–3 p.m.

SCIENCE LEARNING CENTER
Frio Hall 111
486–3281
Monday: 8 a.m.–7 p.m.
Tuesday—Thursday: 8 a.m.–6 p.m.
Friday: 8 a.m.–3 p.m.

Brazos Hall 126
486–3232
Monday—Thursday: 8 a.m.–Noon
Friday: Closed

WRITING ASSISTANCE CENTER
Gutierrez Learning Labs 102 &104
486–3257
Monday: 8 a.m.–7 p.m.
Tuesday—Thursday: 8 a.m.–6 p.m.
Friday: 8 a.m.–3 p.m.

ALAMO COLLEGES DISTRICT
Palo Alto College

To learn about monthly workshops and free online tutoring, visit **alamo.edu/pac/tutoring**

PALO ALTO COLLEGE

CAMPUS EVENTS 2017–18

THIRD THURSDAY INFORMATION SESSIONS

Learn more about Palo Alto College programs, enrollment steps, and how you can become a PAC student.

Sept. 21
Oct. 19
Nov. 16
Dec. 14
Feb. 15
March 8
April 19
May 17
June 21
July 19

6–7:30 p.m. | Palomino Center

SCHOLARSHIP EVENTS

Apply for Alamo College District and PAC Scholarships with help from staff and have the opportunity to attend FAFSA Help Workshops. We are here for you!

FEB. 21: **Scholarship Preview Day**
6:30–8:30 p.m. | Ozuna Library and Learning Center

FINANCIAL AID EVENTS

Receive assistance with completing the FAFSA form for Financial Aid such as grants, loans, and work study positions.

OCT. 7: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

NOV. 4: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

DEC. 2: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

FEB. 3: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

MARCH 3: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

APRIL 1: **Scholarship Priority Deadline**

APRIL 7: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

MAY 1: **Financial Aid Priority Deadline**

MAY 5: **Financial Aid Saturday**
9 a.m.–1 p.m. | Palomino Center

PALO ALTO COLLEGE

VISIT OUR CAMPUS 2017–18

CAMPUS VISIT EVENTS

OCT. 20: **Discover PAC**

Learn about Palo Alto College and our exciting programs, tour campus, and find your passion! Speak to your counselor for more information. Palo Alto College will be giving out 25 scholarships worth $250.

9 a.m.–2 p.m. | Gymnasium/Natatorium

NOV. 4: **CORE4 STEM Family Day**

CORE4's mission is to stimulate students' interest in the sciences, lead them to discover their own potential in these areas, and provide immersion in the excitement, surprise, and fun inherent in the sciences.

9 a.m.–2 p.m. | Gymnasium/Natatorium

MARCH 2: **Rising Scholar Day**

Learn more about the classroom experience at Palo Alto College. Sit in the classroom and experience being a college student for a day.

9 a.m.–2 p.m. | Performing Arts Center

APR. 26: **PACfest**

Join us at Palo Alto College's official Fiesta® event featuring music, food booths, gaming zone, and a carne asada contest! Bring your lawn chairs and blankets to enjoy some family-friendly fun.

CAMPUS TOURS

Tuesdays & Wednesdays
10 a.m. and 2 p.m.

alamo.edu/pac/tour

NORMAL HOURS

Monday
8 a.m.–7 p.m.

Tuesday—Friday
8 a.m.–5 p.m.

First Saturday of the month
9 a.m.–1 p.m.

JAN. & AUG. HOURS

Monday—Thursday
8 a.m.–7 p.m.

Friday
8 a.m.–5 p.m.

Every Saturday of the month
9 a.m.–1 p.m.

JUNE & JULY HOURS

Monday—Thursday
8 a.m.–7 p.m.

CONTACT

Welcome Center
Palomino Center 103
210–486–3100

alamo.edu/pac/start

ALAMO COLLEGES DISTRICT
Palo Alto College