Welcome to the website that **Palo Alto College** has developed in support of its reaffirmation by the **Southern Association of Colleges and Schools Commission on Colleges.** This site provides narrative specific to each of the compliance standards. Each section explains how the College is in compliance with a specific requirement. Each Section is organized by the clauses of the standard itself, and each provides links to appropriate evidence.

Sincerely,

Dr. Robert Garza
President

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Palo Alto College has conducted an honest assessment of compliance and has provided complete and
regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of th

2. That Palo Alto College has attached a complete and accurate listing of all programs offered by the institution
means by which they are offered as indicated on the updated “Institutional Summary Form Prepared for Commi
assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Palo Alto College has provided a complete and accurate listing of all substantive changes that have be
since the institution’s last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Katherine Beaumont Doss, Interim Vice President of College Services

Date **February 26, 2021**

Chief Executive Officer

Name of Chief Executive Officer: Dr. Robert Garza, President

Date **February 26, 2021**

Institutional Summary Form The "Institutional Summary Form Prepared for Commission Reviews"

GENERAL INFORMATION

IS-A1 Institution Information

Compliance Status: Compliance

Name of Institution
Palo Alto College

Name, Title, Phone number, and email address of Accreditation Liaison
Katherine Beaumont Doss, Interim Vice President of College Services, 614-769-4543, kbeaumont@alamo.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Nicholas Blakeney, Director of Information Technology, 210-380-6448, nblakeney@alamo.edu

IMPORTANT:

Accreditation Activity (Check one)

- ☐ Submitted at the time of Reaffirmation Orientation
- ☑ Submitted with Compliance Certification for Reaffirmation
- ☐ Submitted with Materials for an On-Site Reaffirmation Review
- ☐ Submitted with Compliance Certification for Fifth-Year Interim Report
- ☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- ☐ Submitted with Merger/Consolidations/Acquisitions
- ☐ Submitted with Application for Level Change

Submission date of this completed document: 2/26/21

EDUCATIONAL PROGRAMS

IS-B1 Level of offerings

Compliance Status: Compliance

Level of offerings (Check all that apply)

- ☑ Diploma or certificate program(s) requiring less than one year beyond Grade 12
- ☑ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- ☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- ☑ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester

- ☐ hours or the equivalent
- ☐ Professional degree program(s)
- ☐ Master's degree program(s)
- ☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- ☐ Doctoral degree program(s)
- ☐ Other (Specify)

IS-B2 Types of Undergraduate Programs (Check all that apply)

Compliance Status: Compliance

Types of Undergraduate Programs (Check all that apply)

- ☑ Occupational certificate or diploma program(s)
- ☑ Occupational degree program(s)
- ☑ Two-year programs designed for transfer to a baccalaureate institution
- ☐ Liberal Arts and General
- ☐ Teacher Preparatory
- ☐ Professional
- ☐ Other (Specify)

GOVERNANCE CONTROL

IS-C1 Governance Control

Compliance Status: Compliance

Check the appropriate governance control for the institution:

- ☐ Private *(check one)*
  - ☐ Independent, not-for-profit

    Name of corporation OR
    Name of religious affiliation and control:
  - ☐ Independent, for-profit *

    If publicly traded, name of parent company:
- ☑ Public state **(check one)*
  - ☑ Not part of a state system, institution has own independent board
  - ☐ Part of a state system, system board serves as governing board
  - ☐ Part of a state system, system board is super governing board, local governing board has delegated authority
  - ☐ Part of a state system, institution has own independent board

** If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."*

INSTITUTIONAL INFORMATION FOR REVIEWERS

IS-D1 History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Compliance Status: Compliance

Narrative

Brief History. Palo Alto College (PAC) has been a pillar of the south San Antonio and greater South-Central Texas community since it began offering classes in 1985 with an enrollment of 231 students. The opening of the college was the realization of a community dream spearheaded by Communities Organized for Public Services (COPS) – a predominantly Hispanic grassroots advocacy organization – to build an institution of higher learning in the south side of San Antonio, a historically educationally underserved area.

Current Mission and Service Area. Upholding the college's mission, "to inspire, empower, and educate our community for leadership and success," PAC currently educates 11,193 students on a 198.97-acre campus on the city's South Side, which provides services to South Central Texas counties of Bexar, Atascosa, Comal, Frio, Guadalupe, Karnes, Kendall, Medina, and Wilson.

Description of Student Population. The PAC student population is comprised of 77% Hispanics, with 47% considered economically disadvantaged and 84% of full-time first-time in college students receive some form of financial aid to cover the cost of their education. The majority of PAC students come from the South Side of San Antonio, where 21% of families live in poverty, and 86% of adults do not have a college degree. Further, nearly one-third (30%) of adults have less than a high school diploma. Like most minority-serving community colleges, the overwhelming majority of PAC students (81%) are enrolled part-time and are underprepared for college-level study, with 71% of incoming freshmen testing into remedial math, reading, and writing courses. Enrollment also reflects a gender gap that is common in higher education, especially among minority communities, with 62% female students and 38% male students.

Description of Any Unusual or Distinctive Features of the Institution and a Description of the Admissions Policies. Mirroring the demographics of the surrounding area, PAC is a federally designation Hispanic-Serving Institution (HSI) serving a predominantly Hispanic, low-income population with an open-enrollment admissions policy and the lowest tuition rates in the region. PAC is an independently accredited college within the Alamo Colleges District and is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) through 2022.

IS-D2 List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

Compliance Status: Compliance

Narrative

List of Degrees Currently Offered. Palo Alto College currently offers Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS), and Associate of Applied Science (AAS) degrees and certificate awards, as indicated in the 2020-2021 Catalog of Programs (Attachment A[1]). The Alamo Colleges District Board of Trustees, exercising its authority as the policy making body of the Alamo Community College District, approved policy E.1.3 – Core Curriculum and Degrees (Attachment B[2]) in Spring 2016 which establishes that Associate of Arts and Associate of Science are non-discipline-specific degrees. This policy took effect in Fall 2016 and applies to students earning a transfer degree under the catalog requirements beginning in the 2016-2017 academic year. Within these degree types, students may select an area of concentration which serves as a pre-major for their further study at a senior institution, as can be seen in the 2019-2020 List of Degrees and Certificates Awarded. Prior to the 2016-2017 academic year, PAC offered associate of arts and associate of science degrees differentiated by major.

Number of Graduates. Refer to 2019- 2020 List of Degrees and Certificates Awarded (Attachment C [3]).

English as a Second Language (ESL) Program Offered. The English as a Second Language (ESL) program at Palo Alto College offers individuals with limited English knowledge the opportunity to learn English. All incoming students are assessed on their current knowledge of the English language and are placed in one of five levels—from basic, level 1, level 2, level 3, and level 4.

Each of the five ESL course levels are offered as eight-week ESL classes that allow students to progress to the skill level that they want to achieve. Each level includes four skilled focused areas: listening, speaking, reading, and writing. Along with integrated grammar and vocabulary skills, the standards-based focus empowers students to build upon sequential background knowledge aligned with unique activities, self-assessments, reviews and tests for each unit being covered. This program is not for credit.

Evidence

[1] 2. 2020-2021 Catalog of Programs

[2] 2. e.1.3-policy

[3] 3. SACSCOC_PACAwards_2019_2020

IS-D3 Off–Campus Instructional Locations and Branch Campuses

List all locations where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Compliance Status: Compliance

Narrative

Table 1: Off-campus instructional sites—asite located geographically apart from the main campus at which the institution offers ***50 % or more*** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below***. The list should include only those sites reported to and approved by SACSCOC***. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Brooks Academy of Science and Engineering (Base)	3803 Lyster Rd, San Antonio, TX 78235	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T), Associate of Applied Science (A.A.S)	Yes
Charlotte High School	70 Trojan Dr, Charlotte, TX 78011	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T), Associate of Applied Science (A.A.S)	Yes
East Central High School	7173 FM 1628, San Antonio, TX 78263	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T), Associate of Applied Science (A.A.S)	Yes
Floresville High School	1813 Tiger Ln, Floresville, TX 78114	June 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T)	No
Harlandale STEM Early College High School	4040 Apollo Street, San Antonio, TX. 78214	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Ingram Tom Moore High School	700 Highway 39, Ingram, TX 78025	November 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts	Yes

				in Teaching (A.A. T); Associate of Applied Science (A.A.S)	
John F. Kennedy High School	1922 South General McMullen Drive San Antonio, TX 78226	April 26, 2019	August 24, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T	Yes
Jourdanton High School	200 Zanderson Ave, Jourdanton, TX 78026	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Luther Burbank High School	1002 Edwards Street, San Antonio, TX 78204	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Lytle High School	18975 West Farm To Market Road 2790 South, Lytle, TX 78052	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Marion High School	506 Bulldog Lane, Marion, TX 78124	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
McCollum High School	500 West Formosa Boulevard, San Antonio, TX 78221	June 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
Memorial High School	1227 Memorial Street, San Antonio, TX 78228	April 26, 2019	August 24, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T)	Yes

Poteet High School	1020 Farm to Market 1470, Poteet, TX 78065	August 8, 2018 (approved late prospectus, see letter)	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Randolph High School	1225 Perimeter Road, Universal City, TX 78148	June 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T)	No Last courses offered: Spring 2019
Somerset High School	7650 South Loop 1604 West, Somerset, TX 78069	November 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
South San Antonio High School	7535 Barlite Boulevard, San Antonio, TX 78224	November 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Southside High School	19190 US-281, San Antonio, TX 78221	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Southwest High School	11914 Dragon Lane, San Antonio, TX 78252	May 3, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.);	Yes
Southwest Legacy High School	4495 S.W. Verano Parkway, Building 100, Von Ormy, TX 78073	October 25, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes

Table 2: Off-campus instructional sites at which the institution offers ***25-49%*** of its credit hoursfor a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. ***Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.*** For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening	**Physical Address (street, city, state, country) Do not include PO Boxes.**	**Date Notified SACSCOC by SACSCOC**	**Date Implemented by the institution**	**Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site**	**Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)**
ACES Early College High School	19190 Highway 281 S. #2 San Antonio, TX 78221	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
CAST STEM High School	11960 Dragon Ln., San Antonio, TX 78252	December 04, 2019	August 26, 2019	Level 1 Certificate program in Global Logistics Warehouse Management; Level 1 Certificate program in Entry Level Energy Technician	Yes
Comfort High School	143 US-87, Comfort, TX 78013	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
Harlandale High School	114 East Gerald Avenue, San Antonio, TX 78214	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
KIPP San Antonio-University Prep	239 Stark Street., San Antonio, TX 78204	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
Madison High School	5005 Stahl Rd, San	July 26, 2018	August 24, 2018	Associate of Arts (A.A.); Associate	Yes

	Antonio, TX 78247			of Science (A.S); Associate of Arts in Teaching (A.A. T.)	
Somerset ISD Early College High School/Early College Leadership Academy	7790 3rd Street Somerset, TX 78069	April 26, 2016	January 19, 2016	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, ***and*** (4) has its own budgetary and hiring authority. ***The list should include only those branch campuses reported to and approved by SACSCOC.*** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	**Physical Address (street, city, state, country) Do not include PO Boxes.**	**Date of SACSCOC *approval letter***	**Date Implemented *by the institution***	**Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus**	**Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)**

IS-D4 Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Compliance Status: Compliance

Narrative

Distance and Correspondence Education. Palo Alto College's initial date of approval to offer distance education is July 28, 2000. A list of credit-bearing educational programs where 50% or more of the credit hours are delivered through distance education modes is found in *Table 4: Distance and Correspondence Education*.

Table 4: Distance and Correspondence Education— credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes.

Credit-bearing Educational Program	Program Delivery	Initial date of approval for your institution to offer distance education
Associate of Arts, General, A.A	Asynchronous	7/28/2000
Associate of Science, A.S.	Asynchronous	7/28/2000
Associate of Arts in Teaching, EC-6, 4-8, ED-12 Special Education, A.A.T	Asynchronous	7/28/2000
Associate of Arts in Teaching, 7-12 and Other EC-12, A.A.T	Asynchronous	7/28/2000
Administrative Assistant, A.A.S.	Asynchronous	7/28/2000
Business Management and Operations – Entrepreneurship Specialization, A.A.S.	Asynchronous	7/28/2000
Business Management and Operations – Management Specialization, A.A.S.	Asynchronous	7/28/2000
Business Management and Operations – Marketing Specialization, A.A.S.	Asynchronous	7/28/2000
Computer Programmer A.A.S.	Asynchronous	7/28/2000
Computer Support Specialist, A.A.S.	Asynchronous	7/28/2000
Cyber Defense and Operations, A.A.S	Asynchronous	7/28/2000
Logistics and Supply Chain Management, A. A.S.	Asynchronous	7/28/2000
Network Administrator, A.A.S.	Asynchronous	7/28/2000
Computer Programming Intermediate Level 2 Certificate	Asynchronous	7/28/2000
Entry-Level Supervision Level 2 Certificate	Asynchronous	7/28/2000
Administrative Assistant Level 1 Certificate	Asynchronous	7/28/2000
Bill and Account Collector Level 1 Certificate	Asynchronous	7/28/2000
Computer Programming Basics Level 1 Certificate	Asynchronous	7/28/2000
Computer Support Specialist Level 1 Certificate	Asynchronous	7/28/2000
Data Entry Technician Level 1 Certificate	Asynchronous	7/28/2000
General Office Level 1 Certificate	Asynchronous	7/28/2000
Leadership Level 1 Certificate	Asynchronous	7/28/2000
Logistics Management Level 1 Certificate	Asynchronous	7/28/2000
Personal Computer Skills Level 1 Certificate	Asynchronous	7/28/2000

Secretarial Assistant Level 1 Certificate	Asynchronous	7/28/2000
Transportation Management Level 1 Certificate	Asynchronous	7/28/2000
Virtual Administrative Assistant Level 1 Certificate	Asynchronous	7/28/2000
Warehouse Management Level 1 Certificate	Asynchronous	7/28/2000
A+ Certificate Preparation Occupational Skills Award	Asynchronous	7/28/2000

IS-D5 Accreditation

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
2. If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.
3. List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
4. Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Compliance Status: Compliance

Narrative

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Accrediting Agency	Program	Date of Last Review
American Veterinary Medical Association (AVMA)	Veterinary Technology (AAS)	November 18-20, 2015

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDE Title IV funding, identify which accrediting agency serves that purpose.

This is not applicable to Palo Alto College.

(3) List any USDE-recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

This is not applicable to Palo Alto College.

(4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE-recognized agency to the institution.

This is not applicable to Palo Alto College.

IS-D6 Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Compliance Status: Compliance

Narrative

Relationship to US Department of Education. Palo Alto College does not have any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. There is no reimbursement or any other exceptional status in regard to federal or state financial aid.

Section 1 The Principle of Integrity

1.1 The institution operates with integrity in all matters. (Integrity) **[CR; Off-Site/On-Site Review]**
(Note: This principle is not addressed by the institution in its Compliance Certification)

Compliance Status: Compliance

Narrative

Palo Alto College operates with integrity in all matters. Palo Alto College is in compliance with Core Requirement 1.1 Integrity.

Section 2 Mission

2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. *(Institutional mission)* **[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College publishes a clearly defined and comprehensive Mission Statement that is specific to the College, is appropriate for higher education, and addresses teaching, learning, and public service. Palo Alto College (PAC) is in compliance with CR 2.1 Institutional Mission.

The case for compliance is structured as follows:

A. The College's Mission Statement is clearly defined.
B. This Mission Statement is comprehensive in a two-fold manner: 1) It addresses all major activities of the College, and 2) the Mission Statement was established using a comprehensive process.
C. PAC's Mission Statement is appropriate for higher education.
D. PAC's Mission Statement addresses teaching and learning, and, as applicable, public service.
E. PAC publishes the Mission Statement in various publications.

Mission Statement Defined

The PAC Mission Statement is: "To inspire, empower, and educate our community for leadership and success." This statement is clear as it describes key purposes and primary areas of focus of the College and guides the College in setting and meeting goals.

Comprehensiveness of Mission Statement

This Mission Statement is comprehensive and specific in that 1) it is developed using a comprehensive planning process, and 2) it addresses PAC's major focus areas: teaching, learning, and public service. The Mission Statement is an integral part of the College's planning process.

The PAC Mission Statement is developed using a comprehensive planning process. The current PAC Mission Statement was formally reaffirmed by the Alamo Colleges Board of Trustees on *May 19, 2020 [1]* as part of the broader transition between the *2014-2019 Strategic Plan[2]* and *2019-2024 Strategic Plan[3]*. The Mission Statement review process is outlined in *Strategic Planning Briefing[4]*. In compliance with *PAC Procedure A 10.0[5]*, the Vice President of College Services and Director of Institutional Research, Planning and Effectiveness developed a plan for reviewing and revising the Mission Statement, using feedback collected through an electronically administered survey distributed to PAC faculty, staff, students, and participating members of the external community. Simultaneously, large print format banners were placed in high-traffic areas across campus. These banners encouraged individuals to provide key words and phrases they believed should be included in a Mission Statement for 2019-2024. *Results[6]* from both collection vectors were aggregated and analyzed by the Office of Institutional Research, Planning and Effectiveness and presented to the College leadership during the PAC Strategic Planning Retreat of Spring 2019.

Individuals[7] participating in the *Strategic Planning Retreat[8]* were asked to review the feedback provided and use this information to determine the following five Mission Statement options for further consideration:

- Together we inspire and empower communities;
- To inspire and empower our community;
- Together we inspire our future;
- United we inspire, empower, and transform our community;
- To inspire, empower, and educate our community for leadership and success.

These alternatives were included in a second electronic survey asking participants to select their preference from the list of choices. Analysis of preference data indicated that College stakeholders supported the advancement of the Mission Statement from 2014-2019 into the 2019-2024 Strategic Plan.

Results of the Mission review process and other decisions relating to the transition between the 2014-2019 and 2019-2024 Strategic Plans were summarized in a *Strategic Plan Transition Brief[9]* shared with the College's administration and presented to the College's shared governance body, the College Leadership Team (CLT). CLT voted to adopt the Strategic Plan along with the reaffirmed Mission Statement and submitted the final version to the President on *September 17, 2019[10]*. The President submitted the statement to the Board of Trustees, and it was approved on *May 19, 2020[11].*

PAC's Mission Statement is also comprehensive and specific in that it describes PAC's major efforts. The statement includes several prominent verbs describing actions the College believes to be important:

- Educate: PAC's core enterprise is to create and deliver a high-quality education to any in the community who might seek one.
- Inspire: PAC recognizes the unique character of its traditionally underserved community and seeks to persuade greater proportions to complete a post-secondary education.
- Empower: PAC further recognizes that students drawn from its community will be more completely served if provided with supplemental skills and experiences that will prepare them to achieve their life goals well after their time at PAC.

The PAC Mission Statement also includes student and community outcomes reflecting the multitude of outcomes students seek to obtain by matriculating from PAC. Academic preparation, job training, increased civic awareness, and self-improvement are some of the reasons students undertake a journey with PAC, and the terms leadership and success are meant to convey them all.

Mission Statement's Appropriateness for Higher Education

PAC's Mission Statement is appropriate for higher education, as outlined in *Section 130.0011[12]* of the Texas Education Code, which defines the role and mission of Texas community colleges:

> Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education consistent with open-admission policies, and programs of counseling and guidance shall be provided. Each institution shall insist on excellence in all academic areas – instruction, research, and public service.

The statement also is in keeping with *Texas Education Code, Section 51.352[13]*, - Responsibility of Governing Boards, which grants the governing board legal authority and operating control that includes:

- Preserving institutional independence;
- Nurturing the institution in achieving its role and mission;
- Insisting on clarity of focus and mission;
- Establishing goals consistent with the institution's role and mission; and
- Assisting the chief executive officer in the achievement of performance goals.

Inclusion of Teaching, Learning, and Public Service

PAC's Mission Statement addresses teaching and learning through the inclusion of the verb educate. The College's core enterprise is to create and deliver a high-quality education to anyone in the community who might seek one through the implementation of high-impact teaching practices that promote engagement and learning. The Mission Statement also addresses public service with its emphasis on "inspir[ing] and empower[ing] the community for leadership and success." The College not only serves as an institution of higher education in the southside of San Antonio, but it also engages with the community through its commitment to lifelong learning and development of the

community. By offering *GED prep[14]* and *ESL[15]* courses that are convenient, accessible, and affordable for traditional and non-traditional students, the College's Community Programs provide members of the community with resources to gain a better job, reach personal goals, and improve their quality of life. Other community engagement efforts include, but are not limited to:

- *Library[16],*
- *Pop-up Markets[17],*
- *Food pantry[18], and*
- *Aquatic and Athletic Center[19].*

Publication of Mission Statement

PAC publishes the Mission Statement in various publications; doing so ensures that the College's Mission is communicated uniformly across the campus and throughout the community. Examples of online publications that include the Mission Statement are as follows:

- *PAC Schedule and 2020-2021 Catalog[20],*
- *PAC 2020 Factbook[21], and*
- *PAC Website[22].*

Evidence

[1] CR 2.1_01_May 19, 2020

[2] CR 2.1_02__2014-2019 Strategic Plan

[3] 2019-2024 Strategic Plan

[4] CR 2.1_04_Strategic Planning Briefing

[5] 2.1_pac-procedure-a10_0

[6] CR 2.1_06_Results

[7] CR 2.1_07_Individuals

[8] CR 2.1_08_Strategic Planning Retreat

[9] CR 2.1_09_Strategic Plan Transition brief

[10] CR 2.1_10_September 17, 2019

[11] CR 2.1_11_May 19, 2020

[12] CR 2.1_12_Section 130.0011

[13] CR 2.1_13_Texas Education Code, Section 51.352

[14] CR 2.1_14_GED prep

[15] CR 2.1_15_ESL

[16] CR 2.1_16_Library

[17] CR 2.1_17_Pop-up Markets

[18] CR 2.1_18_ Food pantry

[19] CR 2.1_19_ Aquatic and Athletic Center

[20] CR 2.1_20_PAC Schedule and 2020-2021 Catalog

[21] CR 2.1_21_PAC 2020 Factbook

[22] CR 2.1_22_PAC Website

Section 3 Basic Eligibility Standard

3.1.a An institution seeking to gain or maintain accredited status has degree granting authority from the appropriate government agency or agencies. *(Degree-granting authority)* **[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College has degree-granting authority from the appropriate government agency. Palo Alto College (PAC) is in compliance with CR 3.1.a Degree-Granting Authority.

The case for compliance is organized as follows:

A. As stated in the Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement, this standard does not require a response from an institution seeking re-affirmation unless the basis for degree-granting authority has changed. The degree-granting authority for PAC has not changed since its last re-affirmation except in the authorization of out-of-state distance learning students. That authorization is provided through membership in the National Council for State Authorization Reciprocity Agreements (*NC-SARA[1]).*

Authorizing and Monitoring Enrollment of Out-of-State Distance Learners

Out-of-state students at the College are exclusively enrolled in distance education courses. Authorization for these students is provided through the College's membership in NC-SARA, and *PAC membership[2]* in this reciprocity agreement is current. *SARA authorization[3]* permits approved institutions within member states to offer distance education to students residing in other SARA member states. *SARA member states[4]* include all states in the United States except California.

PAC monitors enrollment of out-of-state students through student reports that are generated for each term. If California students are enrolled, separate authorization from the state would be established, or the students would be withdrawn. No student residing in California has yet enrolled at PAC. *Student reports[5]* for six terms, Fall 2018 through Spring 2020, are provided.

Evidence

[1] CR 3.1.a 1 NC-SARA

[2] CR 3.1.a 2 PAC membership

[3] CR 3.1.a 3 SARA authorization

[4] CR 3.1.a 4 SARA member states

[5] CR 3.1.a 5 Student report_Redacted

3.1.b An institution seeking to gain or maintain accredited status offers all course work required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy "Documenting an Alternative Approach.") *(Course work for degrees)* **[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College offers all coursework required for at least one degree program at each level at which it awards degrees. Palo Alto College (PAC) is in compliance with CR 3.1.b Coursework for Degrees.

The case for compliance is structured as follows:

A. PAC awards associate degrees and workforce certificates.
B. PAC offers all courses required for completion of at least one of these programs at the associate degree and at the certificate level.

Associate Degrees and Workforce Certificates Awarded
PAC awards associate degrees (Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Arts in Teaching) as well as workforce certificate programs. The complete list of the *associate degrees and certificates*[1] offered by the College is published in the Palo Alto College Catalog.

All Courses Required for Completion are Offered
The *degree requirements*[2] for each associate degree and certificate are published in the Palo Alto College Catalog and all course requirements for each degree and certificate are in the College's *course inventory*[3], which is also published in the Palo Alto College Catalog.

Evidence that the College offers all course requirements for at least one program at each of these award levels is provided through transcripts (*Associate from PAC*[4] and *Associate with Certificate from PAC)* that demonstrate the award of the associate degree or the certificate through completion of requirements solely at the College, requiring no transfer credit.

Evidence

[1] CR 3.1.b 1 Associate degrees and certificates
[2] CR 3.1.b 2 Degree Requirements
[3] CR 3.1.b 3 Course inventory
[4] CR 3.1.b 8 Associate from PAC

3.1.c An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs. *(Continuous operation)* [CR]

Compliance Status: Compliance

Narrative

Palo Alto College is in continuous operation and has students enrolled in degree programs. Palo Alto College (PAC) is in compliance with CR 3.1.c Continuous Operation.

The case for compliance is structured as follows:
A. PAC was founded in 1983 with classes beginning in 1985.
B. The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is authorized by the Texas Higher Education Coordinating Board (THECB) to offer degree programs.
C. PAC has students currently enrolled in degree programs as evidenced by the College Fact Book, Integrated Postsecondary Education Data System, and THECB Accountability System.

PAC Founding
PAC was founded on March 19, 1983, with classes beginning in September of 1985 with 231 students.

SACSCOC Accreditation
The College was accredited by *SACSCOC in 1987*[1] and has since been in continuous operation. The College is authorized by the *Texas Higher Education Coordinating Board*[2] as outlined in the *Texas Education Code*[3] to offer degree programs to include Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Arts in Teaching (AAT), and Associate of Science (AS) degrees. Further, THECB authorizes the College to offer technical courses leading to Level 1 and Level 2 Certificates.

Overview of Currently Enrolled Students

PAC has students currently enrolled in these degree programs with a certified enrollment of 11,193 in Fall 2020. Each year, the College publishes a *Fact Book[4]* to highlight enrollment data to the College community. Additionally, the College submits enrollment information to the *Integrated Postsecondary Education Data System[5]* through the Department of Education and the *THECB Accountability System [6].*

Evidence

[1] 3.1.c_1_SACSCOC in 1987

[2] 3.1.c_2_Texas Higher Education Coordinating Board

[3] 4.1_4_Texas Education Code_Title3_Chapter61

[4] 3.1.c_3_PAC_Fact Book

[5] 3.1.c_4_Integrated Postsecondary Education Data System

[6] 3.1.c_5_THECB Accountability Report

Section 4 Governing Board

4.1 The institution has a governing board of at least five members that:

a. is the legal body with specific authority over the institution.
b. exercises fiduciary oversight of the institution.
c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
d. is not controlled by a minority of board members or by organizations or institutions separate from it.
e. is not presided over by the chief executive officer of the institution.

(Governing board characteristics) **[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College has a governing board which serves as the legal body, exercises fiduciary oversight, ensures no conflict of interest, is not controlled by a minority of Board members, and is not presided over by the Chief Executive Officer of the Institution. Palo Alto College (PAC) is in compliance with CR 4.1 a-e, Governing Board Characteristics.

The case for compliance is structured as follows:

A. The Board of Trustees is made up of nine members who are granted specific authority over the Institution based on State statutes.
B. The Board is granted the ability to exercise fiduciary oversight for the College by State law and has a published record of outlining budget allocations for the College.
C. The Board ensures that the presiding officer of the Board and a majority of other voting members of the Board are free of any contractual, employment, personal, or familial financial interest in the institution. PAC publishes and implements ethics safeguards that prevent these conflicts of interest.
D. The Board of Trustees is not controlled by a minority of Board members or by organizations or institutions separate from it. PAC publishes and implements ethics safeguards that prevent these conflicts of interest.
E. The Board is not presided over by the Chief Executive Officer of the Institution. The job duties of the Chief Executive Officer are detailed in published policy and are carried out in practice.

The Board of Trustees has Specific Authority over the Institution

Palo Alto College has a governing board of nine members who serve as the legal body with specific authority over each separately accredited institution within the Alamo Colleges District. This authority is established by *Board Policy A.1.1: Legal Name and College Organizational Units*[1], which designates PAC as an organizational unit within the Alamo Colleges District.

The College's Board of Trustees includes nine voting members and a non-voting student trustee. Biographic information on Board Members is presented in the *ACD Board of Trustees Profiles [2]* for the following members: Joe Alderete (Vice Chair), Gloria Ray, Anna Bustamante (Secretary), Dr. Lorena Pulido, Roberto Zarate, Dr. Gene Sprague (Chairman), Dr. Yvonne Katz, Clint Kingsberry, Leslie Sachanowicz, and Darius Martin (Student Trustee).

PAC Board Members are elected from nine single-member districts within the boundaries of the College district and each serves a six-year term without financial compensation, as detailed in *Board Policy B.4.1: Board Officers[3].* All registered voters within the Alamo Colleges District boundary lines are eligible to cast their votes for trustee positions within their specific districts. At the conclusion of an election cycle, the newly sworn-in board-elect officers form its membership to include a chairperson, vice-chairperson, secretary, and an assistant secretary.

Texas' publicly funded two-year institutions of higher learning are constitutionally-created special district governing units. *The Texas Constitution, Chapter 7, Section 1[4]* specifically charges the State legislature with the task of determining the duties, function, and responsibilities assigned to these bodies. The legal status of the College's Board of Trustees therefore, derives from the State legislature, operating under the directives of the State's current constitution and its amendments. The State legislature in *Texas Education Code Title 3 Chapter 61[5]* created the Texas Higher Education Coordinating Board (THECB) to oversee all of the State's institutions of higher learning.

PAC Board regulations are in accordance with:

- *Texas Education Code, Chapter 130, Section 130.082 and 130.084*[6]
- *Texas Education Code, Chapter 61, Section 61.002 and Section 61.003*[7]
- *Texas Education Code, Chapter 51, Section 352*[8]

The Board has the Ability to Exercise Fiduciary Oversight for the College

The College's Board establishes policy directives to the District's colleges, to include PAC, within its jurisdiction. All actions taken in open meetings are documented in official Board minutes (specific examples of Board Minutes are linked throughout the application, where appropriate). As indicated in *Board Policy B.8.1 Board Meetings[9]*:

> Official Board action shall be taken only in a manner, and at meetings complying with the Texas Open Meetings Act (*Texas Government Code Chapter 551[10]*). The affirmative vote of a majority of all Board members shall be required to transact business (see *Texas Government Code Chapter 311, Section .013[11]*). Each action of the Board supported by the majority is binding on the whole Board.

As specified in *Board Policy B.1.1 Board Legal Status*[12], "The Board has final authority to determine and interpret the policies that govern the Alamo Colleges and, within the limits imposed by other legal authorities, has complete and full control of the Alamo Colleges."

Board Policy B.5.1 Board Responsibilites[13], sections 8, 10, 12 and 15 outline the Board's responsibilities for policy-making functions and the financial oversight responsibilities of this governing body. *Board Policy C.1.1 Financial Ethics and Accountability*[14] also mandates that the District submit periodic financial reports to the Board. This Policy requires that these reports must reflect the status of all "receipts and their sources for the period, expenditures and their classification for the period, and the various fund balances at the beginning and end of the period."

Board Minutes included below demonstrate approval of PAC's budget for each fiscal year:

- *Board Minutes FY 2021: August 11, 2020[15]*
- *Board Minutes FY 2020: August 20, 2019[16]*
- *Board Minutes FY 2019: August 21, 2018[17]*
- *Board Minutes FY 2018: August 15, 2017[18]*
- *Board Minutes FY 2017: July 12, 2016[19]*
- *Board Minutes FY 2016: August 18, 2015[20]*

The Board of Trustees is ultimately responsible for ensuring that the financial resources of the College are adequate to support its academic programs. Preparation of the PAC annual budget is subject to sound fiscal procedures and must be approved by the College's Board of Trustees on an annual basis. The Board's oversight of PAC's financial resources is evident in their involvement in the development of PAC's annual budget.

In December, preliminary operating revenues are estimated based on historical trends and known financial conditions. The budget development process, from March through July *(*see *ACD FY2020-2021 Budget Calendar[21]),* is a collaborative effort involving faculty, staff, and administrators.

With priorities set and plans in place, student enrollment and contact hour projections are firmed up, and the budget is balanced using a workload-driven budgeting allocation model. The College budget allocation is based on key components including target class size by discipline; faculty contact hours per staffing unit; average salary; cost per contact hour; student enrollments, and projected contact hours; facilities cost per square footage; and other instruction salaries and operating expenses. In July, the final Budget Retreat (see *Special Board Meeting Budget Retreat Minutes, July 18, 2020[22])* with key College personnel and the Board of Trustees is held to review and finalize the budget for approval at the August regular Board meeting. Details on the budget allocation model, process, and timeline are included in the *FY21 PAC Annual Budget Document[23]*.

Control of the Institution's fiscal stability is first established by State law. Palo Alto College adheres to *Texas Education Code, Sections 130.040, 130.084*[24], which requires that a board of trustees govern, administer, and control a community college. The Board of Trustees of the Alamo Colleges District is the local corporate body with the authority to govern and oversee the management of Palo Alto College (see *Board Policy A.1.1*[25]*, B.1.1[26], B.5.2[27]; Alamo Colleges Organization Chart[28]).* According to Palo Alto College's adopted *Board Policy B.1.1*[29], "the Board has final authority to determine and interpret the policies that govern the Alamo Colleges and, within the limits imposed by other legal authorities, has complete and full control of the Alamo Colleges."

According to *Board Policy B.1.1[30],* "The Board has the responsibility for formulating broad public policy in community college education for the Alamo Colleges. It shall function as the legislative and policymaking body charged with the oversight and control of Alamo Colleges activities." In addition, the Board has specific powers and duties outlined in Board Policy and in State law, including stewardship responsibilities, providing ways and means, preparing and adopting a budget for each fiscal year, setting tuition rates and fees, levying and collecting taxes and issuing bonds, reviewing and approving expenditures, and auditing accounts (*Texas Education Code sections 51.352[31], 130.084[32], 130.121-130.131[33], Board Policy sections B.1.1[34], B.5.1[35], B.5.2[36], C.1.1[37], C.1.2[38], C.1.3 [39], C.1.4[40])*.

The Board of Trustees Standing Committee on Audit, Budget, and Finance reviews all financial matters on a monthly basis and develops fiscal policy for the College. Board meeting minutes evidence the Board's active participation in carrying out its fiscal oversight duties, as shown in the *May 21, 2019 Board Meeting Minutes Item 13 Debt Management[41]* and the *January 21, 2020 Minutes Budget[42]*.

To further ensure fiscal stability and accountability within the College, the District Internal Auditor is hired by the Board and reports directly to the Board, as shown in *Board Policy 5.1[43], C.1.2[44] D.2.5 [45]*. *Texas Education Code Section 51.352 – Responsibility of Governing Boards[46]* specifically addresses the fiduciary responsibility of the Board of Trustees. The statute reads: "Each member of a governing board has the legal responsibilities of a fiduciary in the management of funds under the control of institutions subject to the Board's control and management."

Board members receive training on the funding and budgeting of community colleges, the State regulations named above, and other necessary background on the Board's fiduciary responsibility during their initial training at the State Capitol upon induction into the Board of Trustees. In addition, *Board Policy C.1.7 Investments[47]* provides that Board members and investment officers will attend at least one training session relating to the person's responsibilities conducted by the Texas Higher Education Coordinating Board within six months after taking office or assuming duties. All investment officers will attend a minimum of five hours of training at least once every two years from a recognized and independent source.

Overall, the fiscal stability of Palo Alto College is the shared responsibility of the President of the College, the Board of Trustees, and the Chancellor. These responsibilities are documented in the *President's Job Description[48],* the *Chancellor's Job Description[49]*, and Board Procedure *C.1.4.1 Annual Operating Budget[50].* The Board of Trustees and the Colleges are supported in maintaining fiscal stability by the Alamo Colleges Department of Finance and Administration, which provides operational support and assistance. The Alamo Colleges Finance and Fiscal Services office prepares

financial reports and provides necessary financial controls on the expenditure of funds, ensuring that products and services are procured in compliance with State and Alamo Colleges, to include Palo Alto College, guidelines.

Board Ethics and Safeguards that Prevent Conflicts of Interest

Neither the presiding officer of the Board nor other voting members have contractual, employment, personal, or familial interests in the Alamo Colleges or Palo Alto College. Board members are prohibited from being employed by the Alamo Colleges District (ACD) as described in *Board Policy D.2.4 Nepotism, Conflicts of Interest[51]*, and this Policy is supported by verification from the ACD Human Resources Director.

As described above, conflict of interest is addressed in *Board Policy D.2.4 Nepotism, Conflicts of Interest[52]*, wherein each Board Member is required to sign the "Disclosure of Substantial Interest in a Business Entity" as shown in *Board Policy D.2.4.2.F (Form) Conflict of Interest Affidavits[53]* to indicate any potential conflict of interest pertinent to future Board actions. Board Members are specifically prohibited from using their positions on the PAC Board for personal gain. *The Board of Trustees Information Chart[54]* shows the demographic and employment information of the trustees. None of the voting members have contractual, employment, personal, or familial interests in the Alamo Colleges or Palo Alto College.

Safeguards to Prevent Conflicts of Interest

Conflict of interest is addressed in *Board Policy D.2.4 (Policy) Nepotism, Conflicts of Interest[55]*, and each Board Member is required to sign the "Disclosure of Substantial Interest in a Business Entity" as shown in *Board Policy Conflicts of Interest Affidavits[56]* to indicate any potential conflict of interest pertinent to future Board actions. Board Members are specifically prohibited from using their positions on the College's Board for personal gain. Completed conflict of interest affidavits are maintained in Alamo Colleges District Offices.

Board Members are required, as stated in *Board Policy B.3.3 Board of Trustee Ethics[57]*, to promise "…at all times … [to] have no legal authority outside the meetings of the Board" and to "respect the influence of my authority as a Trustee and to communicate appropriately with all internal and external constituents." As outlined in *Board Policy B.5.2 Board Member Authority[58]*:

> Board members as individuals shall not exercise authority over the College District, its property, or its employees. Except for appropriate duties and functions of the Board Chairperson, an individual member may act on behalf of or represent the Board regarding College District business only with the express authorization of the Board. Without such authorization, no individual member may commit or represent the Board regarding College District business on any issue.

This Policy also established the Board's authority to establish institutional policies.

The Board of Trustees is Not Presided over by the Chief Executive Officer of PAC

PAC has a Chief Executive Officer (CEO) whose primary responsibility is to the Institution, and who is not the presiding officer of the Board. The CEO of PAC is the College President, Dr. Robert Garza. Dr. Garza assumed the role of President in July 2018. In accordance with *Board Policy B. 2.1 Organizational Plan[59]*, PAC's President is "responsible for advancing the mission, vision, and values of" the College, "and directing all operational areas of" the College. The CEO's responsibility to the Institution is clearly defined in the *President's Job Description*[60] for this position.

The President of the College reports to the Chancellor of the Alamo Colleges, and is responsible for supporting the philosophical tenants reflected in the Mission, Vision and Values of the Alamo Colleges. The President advances the strategic agenda of the College District by providing a strategic philosophical focus for every aspect of the operation of the College. Examples of duties delineated in the President's Job Description include:

- Uses collaborative leadership to achieve: the Board's vision of becoming the best community college in the nation in student success and performance excellence, the strategic plan of the college and Alamo Colleges District.

- Assists in the development and implementation of the performance budget model and executes the annual budget following approval by the Chancellor and the Board of Trustees.

- Develops college operating procedures which are consistent with Board policy and District administrative procedure, memoranda and recommends changes in District policy as appropriate.

Finally, PAC's President is not a member of the Board of Trustees. As documented in the Board Minutes (see *August 17, 2020, ACD Special Board Meeting*[61]), the Chairman of the Board presides over governance meetings, and only Board members may cast votes. Table 4.1.1, below, identifies the Chairman of the Board by term.

Table 4.1.1: Chairman of Board by Term Years (2008-Present)

Term Years	Chairman of the Board
2020-Present	Dr. Gene Sprague
2018 - 2020	Marcello Casillas
2016 - 2018	Dr. Yvonne Katz
2014 - 2016	Anna Bustamante
2012 - 2014	James Rindfuss
2010 - 2012	Gary Beitzel
2008 - 2010	Denver McClendon

Board members, including the Chair, are prohibited from being employed by any institution within the Alamo Colleges District in accordance with *Board Policy D.2.4 Nepotism, Conflicts of Interest*[62].

Evidence

[1] 4.1_1_Board_Policy_A.1.1 Legal Name and College Organizational Units

[2] 4.1_2_ACD_Board of Trustees_Profiles

[3] 4.1_3a_Board_Policy_B.4.1_Board Officers

[4] 4.1_3b_THE TEXAS CONSTITUTION, Chapter 7, section 1

[5] 4.1_4_Texas Education Code_Title3_Chapter61

[6] 4.1_5_Texas Education Code_Title3_Chapter130_Section82_and_Section84

[7] 4.1_6_Texas Education Code_Title3_Chapter61_Section01_and_Section03

[8] 4.1_7_Texas Education Code_Title3_Chapter51_Sec352

[9] 4.1_8_Board_Policy_B.8.1_Board Meetings

[10] 4.1_9_Texas Government Code_Chapter_551

[11] 4.1_10_Texas Government Code_Chapter 311_Sec013

[12] 4.1_11_Board_Policy_B.1.1_Board Legal Status

[13] 4.1_12_Board_Policy_B.5.1_Board Responsibilities

[14] 4.1_13_Board_Policy_C.1.1_Financial Ethics and Accountability

[15] 4.1_14a_Board_Minutes_FY_2021_August_11_2020

[16] 4.1_14b_Board_Policy_Board_Minutes_FY_2020_August_20_2019

[17] 4.1_15_Board_Minutes_FY_2019_August_21_2018
[18] 4.1_16_Board_Minutes_FY_2018_August_15_2017
[19] 4.1_17_Board_Minutes_FY_2017_July_12_2016
[20] 4.1_18_Board_Minutes_FY_2016_August_18_2015
[21] 4.1_19_ACD_FY2020-2021_Budget_Calendar
[22] 4.1_20_ACD_20200718_Minutes_Special Board Meeting_Budget Retreat
[23] 4.1_21_FY21 PAC Annual Budget Document
[24] 4.1_22_Texas Education Code_Chapter130_Sec40_Sec184
[25] 4.1_23a_Board_Policy_A.1.1 Legal Name and College Organizational Units - Copy
[26] 4.1_23b_Board_Policy_B.1.1_Board Legal Status - Copy
[27] 4.1_23c_Board_Policy_B.5.2_Board Member Authority - Copy
[28] 4.1_23d_ACD_Organizational_Chart
[29] 4.1_23e_Board_Policy_B.1.1_Board Legal Status
[30] 4.1_23f_Board_Policy_B.1.1_Board Legal Status
[31] 4.1_23g_Texas Education Code_Chapter51_Sec352
[32] 4.1_23h_Texas Education Code_Title3_Chapter130_Section84
[33] 4.1_24_Texas Education Code_Title3_Chapter130_Sec121-131
[34] 4.1_24b_Board_Policy_B.1.1_Board Legal Status - Copy
[35] 4.1_24c_Board_Policy_B.5.1_Board Responsibilities - Copy
[36] 4.1_25_Board_Policy_B.5.2_Board Member Authority
[37] 4.1_26_Board_Policy_C.1.1_Financial Ethics and Accountability
[38] 4.1_27_Board_Policy_C.1.2_Audit Services
[39] 4.1_28_Board_Policy_C.1.3_Appropriations and Revenue Sources
[40] 4.1_29_Board_Policy_C.1.4_Budget
[41] 4.1_29b_ACD_20190521_Minutes_DebtManagement
[42] 4.1_29c_ACD_20200121_Minutes_Budget
[43] 4.1_29d_Board_Policy_B.5.1_Board Responsibilities - Copy - Copy
[44] 4.1_29e_Board_Policy_C.1.2_Audit Services - Copy
[45] 4.1_30_Board_Policy_D.2.5_Hiring Authority, Status, Assignments
[46] 4.1_30b_Texas Education Code_Chapter51_Sec352 - Copy
[47] 4.1_31_Board_Policy_C.1.7_Investments
[48] 4.1_32_President_Job_Description
[49] 4.1_33_Chancellors_Job_Description
[50] 4.1_34_Board_Procedure_C.1.4.1_Annual Operating Budget
[51] 4.1_36c_Board_Policy_D.2.4. Nepotism - Copy
[52] 4.1_35_Board_Policy_D.2.4. Nepotism
[53] 4.1_36_Board_Policy_D.2.4.2.F Nepotism COI Form
[54] 4.1_36b_Board of Trustees Information Chart
[55] 4.1_35b_Board_Policy_D.2.4. Nepotism - Copy
[56] 4.1_36d_Board_Policy_D.2.4.2.F Nepotism COI Form - Copy
[57] 4.1_37_Board_Policy_B3.3_Board_of_Trustees_Ethics
[58] 4.1_37b_Board_Policy_B.5.2_Board Member Authority - Copy

[59] 4.1_38_Board_Policy_B2.1_Organizational_Plan

[60] 4.1_38b_President_Job_Description - Copy

[61] 4.1_39_ACD_20200817_Special Board Meeting

[62] 4.1_35_Board_Policy_D.2.4. Nepotism - Copy

4.2.a The governing board ensures the regular review of the institution's mission. *(Mission review)*

Compliance Status: Compliance

Narrative

Palo Alto College's Mission Statement is periodically reviewed and updated as appropriate and within the scope of the College's strategic planning process to ensure that the Mission remains relevant and comprehensive. The College's governing board, the Board of Trustees, ensures the regular review of the Institution's Mission. Palo Alto College (PAC) is in compliance with Principle 4.2.a Mission Review.

The case for compliance is structured as follows:

A. PAC's governing board regularly reviews the Institution's Mission Statement.
B. The Mission Statement was approved in December 2014 by the governing board.
C. The Mission Statement was reaffirmed in May 2020.

Regular Review and Approval of Mission Statement

Review of the Mission Statement is a regular expectation of the governing board as outlined in *PAC Procedure A10.0 Review and Update of College Mission Statement*[1]. After the approval of PAC's Mission Statement by the Board of Trustees in *December 2014*[2], the Board then adopted *A.1.3.c (Policy) College Mission Statement: PAC*[3] on July 28, 2015, which states PAC's Mission Statement, "To inspire, empower, and educate our community for leadership and success." The Board reaffirmed the Mission Statement again on *May 19, 2020*[4].

The Mission Statement review process adheres to *Texas Education Code, Section 51.352*[5], - Respo nsibility of Governing Boards, which grants the governing board legal authority and operating control that includes:

- Nurturing the institution in achieving its role and mission,
- Insisting on clarity of focus and mission, and
- Establishing goals consistent with the institution's role and mission.

The entire document from which the excerpt above is taken is provided in the document directory *Section 51.352 Texas Education Code*[6].

The Board reviews the Mission Statement for relevancy, and if needed, the statement can be revised in order to propel the College forward in its Strategic Plan. The procedure for review and revision is outlined in PAC *Procedure A10.0 Review and Update of College Mission Statement*[7] and PAC *Procedure A29.0 Strategic Planning Process*[8], which specifies the two events that trigger the Board's review of the College's Mission Statement. One cause for review is if, during the review of the Mission Statement as part of the annual strategic planning retreat, College leadership determines that a need exists to revise the Mission Statement. The second event occurs during the development of a new strategic plan. As part of the process of transitioning from one strategic plan to the new plan, the College will send the Mission Statement for review and reaffirmation to the Board, even if no revisions have been made to the Mission Statement.

Mission Statement Approved December 2014

The Board's approval of the current PAC Mission Statement, "To inspire, empower, and educate our community for leadership and success," on *December 16, 2014*[9], was the culmination of almost two years of work by the Board, College leadership, students, faculty, and community members to review

and revise the Mission. The new Mission Statement retained the core focus of empowering the community through education, while conveying that information more concisely and emphasizing the outcomes of leadership and success.

Mission Statement Reaffirmed May 2020
In *2020[10]*, the Board reaffirmed the College's current Mission Statement, "To inspire, empower, and educate our community for success," signifying its support of the scope and direction of the work underway at PAC. The Board's review and reaffirmation also ensures that PAC's Mission continues to be aligned with the Alamo College District's Mission Statement, "Empowering our diverse communities for success," while recognizing that PAC has a mission distinct from the other colleges in the District.

Evidence

[1] 4.2.a_01_Palo Alto College Procedure Manual A10.0
[2] 4.2.a_02_December 2014
[3] 4.2.a_03_A.1.3.c (Policy) College Mission Statement PAC
[4] 4.2.a_04_May 19, 2020
[5] 4.2.a_05_Texas Education Code, Section 51.352
[6] 4.2.a_06_Section51.352 Texas Education Code
[7] 4.2.a_07_Palo Alto College Procedure Manual A10.0
[8] 4.2.a_08_PAC Procedure A29.0 Strategic Planning Process
[9] 4.2.a_09_December 16, 2014
[10] 4.2.a_10_2020

4.2.b The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. *(Board/administrative distinction)*

Compliance Status: Compliance

Narrative

Palo Alto College makes a clear and appropriate distinction, in writing and in practice, between the policy-making functions of the Board of Trustees (governing board) and the responsibility of the administration and faculty to administer and implement policy. Palo Alto College (PAC) is in compliance with Principle 4.2.b Board/Administrative Distinction.

The case for compliance is structured as follows:
A. The Board of Trustees publishes and follows policy that clearly defines its policy-making functions.
B. The responsibilities of faculty and administration are clearly delineated and published.
C. There is a clear distinction of responsibilities between the Board and the faculty and staff, which is carried out in practice.

Publication and Practice of Clearly Defined Board Policy-Making Functions
According to *Board Policy B.1.1. Board Legal Status[1]*, the Board has the final authority to determine and interpret the policies that govern the Alamo Colleges and, within the limits imposed by other legal authorities, has complete and full control of the Alamo Colleges. These duties include formulating broad public policy in community college education for the Alamo Colleges. The Board provides direction and establishes goals for the organization, prepares and adopts a budget, appoints the Chancellor and the Chief Executive Officer, and manages the affairs of the organization as stipulated in *Texas Education Code 51.352[2]*. *Board Policy B.5.1 Board Responsibilities[3]* delineates the powers, duties, and responsibilities of the Board; these are referenced to the Texas Association of

Community Colleges *(TACC)Manual – Board Legal Status[4]*, which provides a general guide to laws that may be applicable to a community college.

According to *Board Policy B.5.2 – Board Member Authority*[5]:

> The Board has final authority to determine and interpret the policies that govern the College District. . . Board members shall not conduct independent investigations, hearings, listening sessions or fact gathering directly from employees, or become involved in the day-to-day operation, of the College District's various departments or colleges.

A third policy, *Board Policy B.3.3 – Board of Trustees Ethics[6]*, states that Board members will strive, among other things, to "[d]elegate authority to the Chancellor as the College District's chief executive officer and confine Board and Trustees' action to policy determination, planning, evaluation of the Chancellor, and maintaining the fiscal stability of the College District." This policy restricts direct involvement of Board members in the operation of the District by specifying that Trustees have no authority except when functioning as members of the Board in an official meeting.

According to B.5.3 Board Policies[7], "New policies and policy amendments and deletions may be initiated by the Chancellor, Board members, employees, students, or community citizens, but generally shall be recommended for the Board's consideration by the Chancellor." This responsibility is also described in the *Chancellor's Job Description[8]* where it states that the Chancellor will "work with the Board of Trustees in review of existing policies, development of new policies as needed, and ensuring compliance with all existing policies which guide district operations."

Clear Delineation and Publication of Faculty and Administration Responsibilities

The responsibilities of the administration and faculty are delineated in *Board Policy B.2.1 – Organizational Plan[9]*. It states that "College Presidents are responsible for advancing the mission, vision and values of the Alamo Colleges, and directing all operational areas of their respective Colleges . . . under the leadership and direction of the Board of Trustees and the Chancellor and in conjunction with the Vice Chancellors." Likewise, the policy notes:

> The Vice Chancellors serve as the senior administrative leaders responsible for the day-to-day operations of their respective area of responsibility (academic success, student success, finance and administrative services; planning, performance and information systems, and economic and workforce development) and they support the Presidents, Chancellor and Board of Trustees in developing and implementing the strategic plan and initiatives of the District.

The section in this policy on "Faculty Senates, Staff and Adjunct Faculty Councils, District Council of Chairs, United Faculty Senates, Executive Staff Senate, and Executive Faculty Council" states that the "Board wishes to provide avenues for the full-time faculty and staff and the part-time faculty of the College District to be appropriately involved in the governance of the institution" and sets out clear guidelines for this involvement. In addition, *Board Procedure D.4.10.1 Faculty Code of Professional Ethics[10]* states that "The Professional Educator shall participate in the governance of the college by accepting a fair share of committee and institutional responsibilities."

The responsibility of the Chancellor to act as the principal interface between the Board and the administrators and faculty of the colleges is described in the *Chancellor's Job Description[11]*. The *President's Job Description[12]* clarifies the role of the President in the implementation of Board policies and specifies the responsibilities of the President to:

- Serve as the Chief Executive Officer of the College;
- Oversee the daily administration and operation of the College, interpreting policies and procedures to ensure compliance with Alamo Colleges and other legal requirements;
- Develop College operating procedures which are consistent with Board policy and District administrative procedure, memoranda and recommend changes in District policy as appropriate;
- Prepare and execute the annual budget following approval by the Chancellor and the Board.

Finally, *Palo Alto College's Organizational Chart[13]* documents that all administrative functions report to the President.

Clear Distinction of Board Responsibilities from Faculty and Staff Responsibilities

In accordance with *Board Policy B.3.2-Board Member Training[14]*, newly elected Board members are required to attend an orientation within the calendar year of their induction "to assist them in understanding the Board's function, policies, and procedures." The seven-month orientation program includes review of an orientation manual, participation in a Board mentoring program, and meetings with members of the Presidents and Vice Chancellors Council and the Board's attorney, among others. It also includes mandatory trainings at the state Capitol and online.

In addition, the orientation includes a session for new Board members with the Board Chair, the Chancellor, and the Deputy to the Chancellor where each new Trustee receives copies of all Board policies that pertain to the Trustees including *B.5.2 – Board Member Authority[15]*, which describes their role, and *Board Policy B.3.3 – Board of Trustees Ethics[16],* which describes their responsibility for delegation of policy implementation. The policy also that Trustees "delegate authority to the Chancellor as the College District's Chief Executive Officer and confines Board and Trustees' action to policy determination, planning, evaluation of the Chancellor and maintaining the fiscal stability of the College District." At the new Board member orientation, each Trustee also receives access to the online *Board of Trustees Handbook[17]*. In addition, each Board member is required to undergo a training course the first year of their service, as per *Texas Education Code 61.084[18].*

During mandatory new employee orientations, administrators, faculty, and staff learn of the District governing policies, the online location of the Board policies, and the distinct role they play in implementing Board policy.In addition, all employees receive regular communiques via e-mail about the time and location of Board meetings, the results of Board meetings, and new or updated Board policies. These communiques are also available to employees and other constituencies online under the District's *Board of Trustees Minutes Page[19].*

Finally, both faculty and staff learn of their role in governance and the implementation of policy through participation on various committees at the College or at the District. Administrators learn of the distinction between the policy-making role of the Board and their own role of administering and implementing policy through bi-weekly College Leadership Team (CLT) meetings, required attendance at Board meetings, and participation in a multitude of committees at the College and District levels.

Board minutes for October of each of the last three years (*October 23, 2017[20]*; *October 16, 2018[21]* ; *October 22, 2019[22]*; and *October 20, 2020[23]*) show the exclusive and extensive role of the Board in policy construction. These minutes clearly document that institutional practice follows institutional policy. Minutes from all Board meetings are available online on the District website.

Board Policy F.6.1 Student Success[24] states that student achievement is among the key responsibilities of the College. In particular, the policy states that "[o]rganizational structures, policies and practices support student success values and priorities to ensure a student-ready college focused on [the] student's experience." A specific example of this policy implementation can be seen in the College's approach to developing action plans for its high-challenge courses. The College determines which courses are considered high risk, also called high challenge, in accordance with *Procedure I4.0 High Risk Course Evaluation and Improvement Strategy[25]*. The purpose of this procedure is to identify courses with large enrollments (i.e., greater than 100 students) that have success rates (i.e., the ratio of A, B, or C grades among students) lower than 70%. When a course meets these criteria, faculty and administration meet to review and develop action plans which address outcomes in these courses; this process is illustrated in *High Challenge Course Chemistry 1405[26]* and *High Challenge Course SPEECH 1311[27].* Action plans are developed which detail the strategies implemented to improve outcomes. Further, success data are collected and tracked longitudinally, and progress is reviewed during CLT, as evidenced in *CLT minutes_111919[28]* and *CLT_minutes_091019[29]*.

Evidence

[1] 4.2b_1_Board Policy B1.1 Board Legal Status

[2] 4.2b_2_Texas Education Code Section 51.352 - Responsibility of Governing Boards - 2019 Texas Statutes - Texas

Statutes

[3] 4.2b_3_ Board policy_B5.1

[4] 4.2b_4_ TACC Manual Board Legal Status

[5] 4.2b_5_Board Policy B5.2 Board Member Authority

[6] 4.2b_6_ Board Policy B3.3 Board of Trustees Ethics

[7] 4.2b_7_ Board Policy B5.3 Board Policies

[8] 4.2b_8_Chancellor's Job Description

[9] 4.2b_9_Board Policy B2.1 Organizational Plan

[10] 4.2b_10_Board Policy D4.10.1 Faculty Code of Professional Ethics

[11] 4.2b_11_Chancellor's Job Description

[12] 4.2b_12_ President's Job Description

[13] 4.2b_13_PACs_Organizational_Chart

[14] 4.2b_14 _Board Policy B. 3.2 Board Member Training

[15] 4.2b_15_Board Policy B5.2 Board Member Authority - Copy

[16] 4.2b_16_ Board Policy B3.3 Board of Trustees Ethics - Copy

[17] 4.2b_17_ Board Handbook Board Policies & Procedures _ Alamo Colleges

[18] 4.2b_18_ TEXAS EDUCATION CODE CHAPTER 61. 084

[19] 4.2b_19_BOT Minutes Page BoardBook - Public Home

[20] 4.2b_20_Oct 23 2017 Board minutes

[21] 4.2b_21_Oct 16 2018 Board minutes

[22] 4.2b_22_Oct 22 2019 Board minutes

[23] 4.2b_22b_October 20, 2020 Board Minutes

[24] 4.2b_23_Board Policy F61

[25] 4.2b_24_PAC Procedure I4 High Risk Courses

[26] 4.2b_25_High-Challenge Course Chemistry 1405

[27] 4.2b_26_High-Challenge Course SPEECH 1311

[28] 4.2b_27_CLT_Minutes - 111219

[29] 4.2b_28_CLT_Minutes_091019

4.2.c The governing board selects and regularly evaluates the institution's chief executive officer. *(CEO evaluation/selection)*

Compliance Status: Compliance

Narrative

The Board of Trustees serves as the governing board for Palo Alto College and is responsible for the selection and the evaluation of the Chancellor as the Chief Executive Officer of the Alamo Colleges District. In addition, the Board, along with the Chancellor, selects and evaluates the College President, who serves as the Chief Executive Officer of Palo Alto College. Palo Alto College (PAC) is in compliance with CR 4.2.c CEO Evaluation/Selection.

The case for compliance is structured as follows:

A. The Board follows a clearly delineated selection and hiring process for the College President.
B. The College President’s performance is reviewed annually.

Clearly Delineated Selection and Hiring Process

The *Texas Education Code: Section 130.084 - Boards of Trustees of Junior College Districts: Powers and Duties*[1] addresses the legal authority, powers, and responsibilities of the Boards of Trustees for Texas community colleges. The Board of Trustees serve as the governing board with full responsibility for the well-being of the institution. The Chancellor is selected by the Board to develop policies and procedures and to control the budgets of all Alamo Colleges; these functions are explained and illustrated in the *Chancellor's Job Description*[2] and the *Alamo Colleges District Organizational Chart*[3].

PAC adheres to *Texas Education Code, Section 51.352 – Responsibility of Governing Boards*[4] which requires that "each governing board shall . . . appoint the President or other Chief Executive Officer of each institution under the board's control and management and evaluate the Chief Executive Officer of each component institution and assist the officer in the achievement of performance goals."
Board Procedure D.2.2.1 – Hiring Practices[5] specifies that when hiring College Presidents, the District uses executive search firms to conduct a national search. The procedure states that the search firm identifies candidates for consideration, and a screening committee reviews the candidates and makes recommendations to the hiring supervisor. Gold Hill Associates was used as the search firm in the 2018 Presidential search as it had an ongoing contract through August 2018 with the District (*Gold Hill 2018 Contract*[6]). For a Presidential search, the screening committee follows the process of review and makes a recommendation to the Chancellor. This procedure is in compliance with *Texas Government Code, Section 552.123*[7] and *Texas Education Code, Section 51.913*[8], which govern the selection and notification processes for the hiring of the Chief Executive Officers of institutions of higher education.
Board Procedure D.2.5.1 Hiring Authority, Status, Assignments and Duties[9] further states, "Upon recommendation by the Chancellor and approval by the Board, administrators shall be hired using contracts of one or two year terms." Dr. Robert Garza became the President of Palo Alto College on July 24, 2018 (*Board Meeting Minutes July 24 2018*[10], *Dr. Garza Acceptance Letter*[11]). The *President's Job Description*[12] defines the President of the College as "Chief Executive Officer of the College, [who] is responsible for supporting the philosophical tenets reflected in the Mission, Vision and Values of the Alamo Colleges and oversees the daily administration and operation of the College." The Board approves changes to the job description of the College President.

Annual Review of President's Performance

Annual evaluations of the College President are established in *Board Procedure D.7.1.1. – Employee Evaluations*[13]. The College President is evaluated annually by the Chancellor, who acts as the Board's delegate. The most recent evaluation of the College President is included for review (Dr. G*arza Evaluation 2018-19*[14], *Dr. Garza Evaluation 2019-2020).* [15]Board minutes also reflect this renewal (*Board Minutes_Renewal of Admin Contracts_5.19.20*[16] and *Minute Order Renewal of Certain Administrative Contracts_2020*[17]).

Evidence

[1] 4.2c_1_Texas Education Code_130.084

[2] 4.2c_2_Chancellor's Job Description

[3] 4.2c_3_Alamo Colleges Organizational Chart

[4] 4.2c_4_Texas Education Code_51.352

[5] 4.2c_5_Board Procedure_d.2.2.1

[6] 4.2c_5a_Gold Hill 2018 Contract

[7] 4.2c_6_Texas Government Code_552.123

[8] 4.2c_7_Texas Education Code 51.913

[9] 4.2c_10_Board Procedure D2.5.1- Hiring Authority, Status, Assignments, and Duties

[10] 4.2c_11_1_Board Meeting Minutes July 24 2018

[11] 4.2c_11_2_Garza Acceptance Letter

[12] 4.2c_12_ President's Job Description

[13] 4.2c_13_ Board Procedure D.7.1.1 - Employee Evaluations

[14] 4.2c_14_Evaluation for 2018 - 2019 Dr. Robert Garza President of Palo Alto College - Signed

[15] 4.2c_15_Evaluation for 2019 - 2020 - Dr. Robert Garza President of Palo Alto College - Signed

[16] 4.2c_17_Board Minutes_Renewal of Admin Contracts_5.19.20

[17] 4.2c_18_Minute Order Renewal of Certain Administrative Contracts_2020

4.2.d The governing board defines and addresses potential conflict of interest for its members. *(Conflict of interest)*

Compliance Status: Compliance

Narrative

The governing board of Palo Alto College, which is the Board of Trustees of the Alamo Colleges District, has a policy addressing conflict of interest for its members. Palo Alto College (PAC) is in compliance with Principle 4.2.d Conflict of Interest.

The case for compliance is structured as follows:

A. The Board publishes and defines policies regarding conflicts of interest.
B. The Board consistently applies policies for conflicts of interest.

The Board Publishes and Defines Policies Regarding Conflicts of Interest

Board Policy B.3.3. Board of Trustees Ethics[1] identifies the ethical standards expected of each Board member. This policy charges Board members to "resist every temptation and outside pressure to use [their] position as a community college Trustee to benefit either [themselves] or any other individual or agency at the expense of the total interest of the College District." Board members are also charged to vote "with honest conviction in every case, unswayed by partisan bias of any kind …[and] avoid any real or perceived conflict of interest." In addition, *Board Policy D.2.4. Nepotism, Conflicts of Interest[2]* states that "The College District shall not employ an individual who is related to a member of the Board of Trustees by blood (consanguinity) within the third degree, or by marriage (affinity) within the second degree, as defined by the state nepotism laws, *Chapter 573, Texas Government Code[3]*." The Alamo Colleges application for employment clearly reflects this statute. *Board Policy D.2.4 Nepotism, Conflicts of Interest[4]* further states,

> District employees shall not have a personal financial interest, a business interest, or other obligation including outside employment that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interest of the District. District employees who believe they may have a conflict of interest shall disclose that interest to the College President or designee, or Vice Chancellor or designee, who shall take any action necessary to ensure the District's best interests are protected.

In addition, an Ethics Handbook has been developed for all members of the District, which includes the Board. The second section in the *Ethics Handbook: Code of Conduct[5]* discusses conflict of interest.

The PAC Board follows the *Local Government Code Chapter 171, Regulation of Conflicts of Interest of Officers of Municipalities, Counties and Certain Other Local Governments[6]*. PAC Board members are local public officials and must therefore comply with all provisions of *Local Government Code Chapter 176, Disclosure of Certain Relationships with Local Government Officers; Providing Public Access to Certain Information,[7]* which requires Board members to complete a conflict of interest disclosure affidavit. The *Texas Association of Community Colleges (TACC) Legal Policy Ethics: Conflict of Interest Disclosures[8]* requires that if a Board member "has a substantial interest in a business entity or in real property, the local public official, before a vote or decision on any matter involving the business entity or the real property shall file an affidavit." Under this law, a conflict of

interest disclosure statement is filed with the Board Liaison who is responsible for maintaining all Board members' records.

The Board Consistently Applies Policies for Conflicts of Interest

Board Policy B.3.3. Board of Trustees Ethics[9] protects the integrity of the College by ensuring that Board members clearly understand that they should not use their position as a community college Trustee to benefit either themselves or any other individual or agency at the expense of the total interest of the College District, nor should they engage in any activity that could create a real or perceived conflict of interest with the College District. In addition to the above-mentioned policies and Ethics Handbook, the District has an *Ethics Hotline*[10], which allows Board members, administrators, faculty, staff, and students to anonymously report perceived misconduct and is used as a means to prevent any inappropriate behavior.

Also, in accordance with the *Texas Education Code, Section 51.352*[11], the District takes a proactive approach to the announcement of all public meetings and accountability of activities to all of its constituencies in the community. The public can view live Board meetings by streaming video during the meeting or by downloading videos of all scheduled events. Minutes of each meeting are published and made available on the District's website (see *BOT Minutes Page BoardBook - Public Home*[12]).

Newly elected Board members are required to attend a Board member training provided by the Association of Community College Trustees (ACCT) at the state Capitol upon induction into the Board. Within the required ACCT Board member training, all Board members are introduced to the Texas Association of Community Colleges policies, including the policy which addresses conflict of interest expectations. Also, as per *Board Policy B.3.2 – Board Member Training*[13], all Board members receive an orientation within the calendar year of their induction "to assist them in understanding the Board's function, policies and procedures." The seven-month orientation program conducted by the Board and District staff includes: thorough review of an orientation manual; participation in a Board mentoring program; and college site visits and meetings with members of the executive team, the Boards' attorney, and student leaders. It also includes mandatory trainings held at the state Capitol and online.

The orientation sequence begins with a meeting between the new Board members, the Board Chair, the Chancellor, and the Deputy to the Chancellor where each new Trustee receives access to the online repository of *Board Policies and Procedures*[14], which includes:

- Copies of all Board Policies that pertain to the Trustees, including Board *Policy B.3.3.- Board of Trustees Ethics*[15], which contains the conflict of interest policy;
- References to state legislation to which they must conform, which also includes regulations about conflict of interest;
- Information about required training;
- Forms they may have to use; and
- Other information to help orient them in their responsibilities.

Each year, along with every employee of the District, Trustees must complete the required online Ethics Training, which presents conflict of interest scenarios and explains how to avoid conflicts of interest (see *Regular training on compliance issues*[16]). Since the last decennial, there have been no ethics violations among the Board of Trustees.

Evidence

[1] 4.2d_1_Board Policy 3.3 Board of Trustees Ethics

[2] 4.2d_2_ Board Policy D 2.4 Nepotism, Conflicts of Interest

[3] 4.2d_3_ GOVERNMENT CODE CHAPTER 573. DEGREES OF RELATIONSHIP; NEPOTISM PROHIBITIONS

[4] 4.2d_4_ Board Policy D 2.4 Nepotism, Conflicts of Interest - Copy

[5] 4.2d_5_Ethics Handbook - Code of Conduct

[6] 4.2d_6_ LOCAL GOVERNMENT CODE CHAPTER 171. REGULATION OF CONFLICTS OF INTEREST OF OFFICERS OF MUNICIPALITIES, COUNTIES, AND CERTAIN OTHER LOCAL GOVERNMENTS

[7] 4.2d_7 LOCAL GOVERNMENT CODE CHAPTER 176. DISCLOSURE OF CERTAIN RELATIONSHIPS WITH LOCAL GOVERNMENT OFFICERS; PROVIDING PUBLIC ACCESS TO CERTAIN INFORMATION

[8] 4.2d_8_TACC Conflict of Interest Disclosures

[9] 4.2d_9_Board Policy 3.3 Board of Trustees Ethics - Copy

[10] 4.2d_10_ Ethics Hotline

[11] 4.2d_11_Texas Education Code Section 51.352 - Responsibility of Governing Boards - 2019 Texas Statutes - Texas Statutes

[12] 4.2d_12_ BOT Minutes Page BoardBook - Public Home

[13] 4.2d_13_Board Policy B. 3.2 Board Member Training

[14] 4.2d_14_Board Handbook Board Policies & Procedures

[15] 4.2d_15_Board Policy 3.3 Board of Trustees Ethics - Copy - Copy

[16] 4.2d_16_Regular training on compliance issues

4.2.e The governing board has appropriate and fair processes for the dismissal of a board member. *(Board dismissal)*

Compliance Status: Compliance

Narrative

Members of the Alamo Colleges District Board of Trustees are elected public officials and can only be removed from office in accordance with State of Texas statutory provisions for cause and under Texas statutory due process provisions. Palo Alto College has an appropriate and fair policy in place allowing dismissal of a Board member with due process. Palo Alto College (PAC) is in compliance with Principle 4.2.e Board Dismissal.

The case for compliance is structured as follows:

A. The College has appropriate and fair processes for the dismissal of a Board member and follows provisions from state statutes.
B. Board members are given due process.

Processes for Dismissal of a Board Member

Processes for the removal of an Alamo Colleges Trustee by petition and trial are outlined in *District Policy B.3.1, Board Elections, Vacancies and Removal from Office[1].* A Board member may be removed from the Board of Trustees for those reasons specified in *The Texas Constitution, Article V Judicial Department, Sec. 24-Removal of County Officers[2]; Local Government Code, Title 3, Subtitle B, Chapter 87, Removal of County Officers from Office[3];* and *Texas Education Code, Section 44.032-Enforcement of Purchase Procedures: Criminal Penalties: Removal*[4]. According to these statutes, Board members may be removed from office for incompetency, misconduct, unexcused absences from Board meetings, and conviction by a jury for any felony or misdemeanor official misconduct.

According to the Texas Association of Community Colleges *TACC Manual: Prohibited Practices[5]*, misconduct includes bribery, illegal gifts, honoraria and expenses, abuse of office, misuse of official information, official oppression, and nepotism.

Issues of non-attendance are addressed in *Texas Education Code, Section 130.0845 – Removal of Trustee for Nonattendance of Board Meetings[6]*, which states, “It is a ground for removal of a member of the Board of Trustees of a junior college district that the member is absent from more than half of the regularly scheduled board meetings that the member is eligible to attend during a calendar year, not counting an absence for which the member is excused by a majority vote of the board.”

Alamo Colleges Trustees are duly elected for six-year terms of office according to *Texas Constitution Article 16, General Provisions, Sec. 30a. Members of State Boards; Terms of Office*[7] and *Texas Education Code, Title 3, Subtitle B, Chapter 61, Section 61.022 Members of Board; Appointment; and Terms of Office*[8].

Board Members are Given Due Process

The process for removal of an elected official is stipulated by the provisions of *Texas Local Government Code Chapter 87, Subchapter B. Removal by Petition and Trial*[9]. Actions for removal of Board members must be brought before the Judge of the District Court holding jurisdiction. Any court convicting a Trustee of a felony or official misconduct shall order immediate removal as mandated in the State of Texas Statutes and *TACC (Policy) – BBC (Legal): Board Member Vacancies and Removal from Office*[10]. Since the last decennial, no Board member has been removed from elected office.

Evidence

[1] 4.2e_1_Board Policy 3.1 Board Elections Vacancies

[2] 4.2e_2_THE TEXAS CONSTITUTION ARTICLE 5. SEC 24

[3] 4.2e_3_ LOCAL GOVERNMENT CODE CHAPTER 87. REMOVAL OF COUNTY OFFICERS FROM OFFICE; FILLING OF VACANCIES

[4] 4.2e_4_Texas Education Code, Section 44.032-Enforcement of Purchase Procedures Criminal PenaltiesRemoval

[5] 4.2e_5_ TACC Manual Prohibited Practices

[6] 4.2e_6_Texas Education Code, Section 130.0845 – Removal of Trustee for Non-Attendance of Board Meetings

[7] 4.2e_7_THE TEXAS CONSTITUTION ARTICLE 16. GENERAL PROVISIONS Sec 30a Term Limits

[8] 4.2e_8_EDUCATION CODE CHAPTER 61. TEXAS HIGHER EDUCATION COORDINATING BOARD Terms of Office

[9] 4.2e_9_ LOCAL GOVERNMENT CODE CHAPTER 87. REMOVAL OF COUNTY OFFICERS FROM OFFICE; FILLING OF VACANCIES - Copy

[10] 4.2f_10_ TACC Manual Removal from Office

4.2.f The governing board protects the institution from undue influence by external persons or bodies. *(External influence)*

Compliance Status: Compliance

Narrative

Palo Alto College has policies in place to protect the Institution from undue influence from political, religious, or other external bodies. Palo Alto College (PAC) is in compliance with Principle 4.2.f External Influence.

The case for compliance is structured as follows:

A. The Board of Trustees are informed about issues regarding external influences, including the relevant state statutes that cover undue external influences for public institutions.
B. Safeguards are in place to prevent undue external influence.

Issues Regarding External Influences

In accordance with *Texas Education Code 51.352(1)*[1], the Board of Trustees “is expected to preserve institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees.”

The Board of Trustees, the governing board of PAC, has specific powers and duties governed by laws of the State of Texas, including *Chapter 171, Regulation of Conflicts of Interest of Officers, Municipalities, Counties and Certain Other Local Governments*[2] and *Chapter 176, Disclosure of*

Certain Relationships with Local Government Officers[3]. These laws and the Board of Trustees Policies that correspond to them, including Board *Policy D.2.4. Nepotism, Conflicts of Interest[4],* are in place to ensure that Board members remain independent and free from undue political, religious, and other influences in any actions or activities where they represent the Alamo Colleges District and/or the Board of Trustees.

Policy B.3.3. Board of Trustees Ethics Code[5] is explicit about the rules concerning independence from influence. The policy charges all Trustees to "resist every temptation and outside pressure to use [their] position as a community college Trustee to benefit either [themselves], or any other individual or agency at the expense of the total interest of the College District." Trustees are also charged to vote with "honest conviction in every case, unswayed by partisan bias of any kind." The policy also admonishes Trustees to "avoid any real or perceived conflict of interest," and to "remember at all times that, as an individual, [they] have no legal authority outside the meetings of the Board." The policy requires Trustees to "abstain from voting in matters involving a business entity in which [they] have substantial interest" and to "disclose any conflicts with respect to a vendor if the vendor enters into a contract with the Alamo Colleges." Each Trustee must complete a *Conflict of Interest Affidavit[6]* in accordance with *Board Policy D.2.4[7]* for each instance in which they have any potential conflict of interest, as required to be disclosed pursuant to those respective statutes. There have been no instances in the last ten years in which a Trustee has been found to have had any decision affected by undue political, financial, familial, religious, or other influence.

Safeguards

Policy B.5.2. Board Member Authority[8] further protects the District from undue influence by requiring that "except for appropriate duties and functions of the Board Chairperson, an individual member may act on behalf of or represent the Board regarding College District business only with the express authorization of the Board. Without such authorization, no individual member may commit or represent the Board regarding College District business on any issue."

To prevent undue political or religious influence, the Board has developed *Policy B.5.5. Sponsorship or Endorsement of Public Events[9],* which requires that any event sponsored by the Board of Trustees be "consistent with the mission and goals of the College District" and serve "to enhance the College District's capability to serve its educational role in the community." The Board's "endorsements of public events [may] not promote or reflect favoritism toward any particular group." This sponsorship "must be proposed to and approved by a majority of the Board at an official meeting of the Board."

Influence is also limited by District rules for employment. *Board Policy D.2.4. Nepotism, Conflicts of Interest[10]* states that "The College District shall not employ an individual who is related to a member of the Board of Trustees by blood (consanguinity) within the third degree, or by marriage (affinity) within the second degree, as defined by the state nepotism laws, *Chapter 573, Texas Government Code[11],* or who is living in the same household as the board member." Employment, personal, contractual, financial, and familial information for the Board of Trustees Members is presented in the *Board of Trustees Profile [12]*and *Board of Trustees Information Chart.[13]* No Trustee has any relationship that would place undue influence on their role.

In addition, the District has an *Ethics Hotline[14]* that allows Board members, administrators, faculty, staff, and students to anonymously report perceived misconduct as a means to prevent any inappropriate behavior. Reports are investigated by the District Ethics and Compliance Office.

Board Policy B.3.2[15] related to Board Member Training states that under *Texas Education Code 61.084[16]*, the Texas Higher Education Coordinating Board (THECB) shall establish a training program for members of the governing boards of institutions of higher education. Each member of a governing board shall attend, during the member's first two years of service, at least one training program under this section. THECB provides an equivalent training program by electronic means in the event a member of a governing board is unable to attend the training program required.

Evidence

[1] 4.2f_1_Texas Education Code 51.352(1)
[2] 4.2f_2_Texas Local Government Code Chapter 171
[3] 4.2f_3_Texas Local Government Code Chapter 176
[4] 4.2f_4_ Board Policy D 2.4
[5] 4.2f_5_Board Policy B 3.3
[6] 4.2f_6_Conflict of Interest Affidavit
[7] 4.2f_7_ Board Policy D 2.4 - Copy
[8] 4.2f_8_ Board Policy B 5.2
[9] 4.2f_9_ Board Policy B 5.5
[10] 4.2f_10_ Board Policy D 2.4 - Copy
[11] 4.2f_11_Texas Government Code Chapter 573
[12] 4.2f_12a_ACD_Board of Trustees_Profiles
[13] 4.2f_12b_Board of Trustees Information Chart
[14] 4.2f_13_Ethics Hotline
[15] 4.2f_14_ Board Policy B 3.2
[16] 4.2f_15_ EDUCATION CODE CHAPTER 61.084

4.2.g The governing board defines and regularly evaluates its responsibilities and expectations.*(Board self-evaluation)*

Compliance Status: Compliance

Narrative

Palo Alto College's Board of Trustees has a process wherein board members engage in self-reflective evaluation in the form of a regular board retreat. The Board regularly evaluates its responsibilities and expectations. The process is documented, and the results are acted upon by the Board for continuous improvement. Palo Alto College (PAC) is in compliance with Principle 4.2.g Board Self-Evaluation.

The case for compliance is structured as follows:

A. The Board of Trustees defines and regularly evaluates its responsibilities and expectations by attending a board retreat and engaging in a self-reflective evaluation.
B. The Board of Trustees uses the results of the evaluation in practice as part of its continuous improvement efforts.

Definition and Evaluation of Board Responsibilities and Expectations

Board *Policy B.3.2 Board Member Training[1]* outlines how the members of the Board are notified about their trainings and self-evaluations, and how those procedures are carried out. Specifically, this policy states that the "Board shall carry out a self-evaluation and Board retreat in June of odd numbered years." The retreat is facilitated by the Association of Community College Trustees (*see ACCT summary[2] and ACCT Services[3]*), which is a non-profit organization of governing boards that has a systematic approach to board evaluations. The retreat and self-evaluation process cover a broad range of topics related to the duties of the Board (see *BOT Self-evaluation 2017[4]* and *BOT Self-evaluation 2019[5]*). One of the key topics of the retreat focuses on Effective Leadership: The Roles and Responsibilities of the Board. This covers the procedures and policies regarding the core activities of the Board of Trustees, and calls for the Board to reflect on the degree to which they feel they are adequately meeting the expectations set forth in these guidelines. *Board Policy B.5.1: Board Responsibilities[6]* and *Board Policy B.3.3: Board of Trustees Ethics[7]* establishes guidelines for the Board's roles and responsibilities, avoidance of conflicts of interest, and its focus on the institutional mission.

Continuous Improvement Efforts

The results of the retreat are compiled in an anonymized and confidential report for the Board of Trustees to review. The report is also available for review in on-campus records. During the *October 23, 2017[8]* and *November 9th 2019[9]* Regular Board meetings, the retreat and results are discussed, including an overview of the Board self-assessment, a summary of self-assessment, a discussion of results by topic and individual, and a review of open-ended responses. The report provides an overall assessment of the Board as one unit, and reinforces the role of the governing board. Subsequent actions by the Board demonstrate how they participate in continuous improvement related to the domains of the self-assessment. For example, the board publishes the *Charges to the Chancellor[10]* which illustrate the priorities for the board and list the expectations for the Chancellor in their role. As a further example of the Board's commitment to improve student success and workforce development, one of the charges for the Chancellor was the implementation of AlamoPROMISE, a collective impact strategy to provide every graduating high school senior in Bexar County the opportunity to attend college without financial barriers. Monitoring of the AlamoPromise initiative occurs regularly in board meetings as part of the Board's Student Success Committee (see *September 10, 2019[11]* and *September 15, 2020[12]* Board Meeting Minutes). Furthermore, the Board will regularly call special meetings to review initiatives and progress in the areas of workforce development, equity and diversity, strategic enrollment, and student success, which are all related to the domains found in the self-assessment (see *July 13, 2019[13]* and *July 18, 2020 minutes[14]*). With equity and data disaggregation in mind, the Board requires that the college provide updates on data disaggregated by key student populations such as ethnicity, gender, veteran status, and Pell status. An example of this report out can be seen in the most recent *PAC Performance Update[15]* and associated *Board Meeting Minutes from August 18, 2020[16]*. Lastly, the Board reviews practices and policies related to collaboration, professional development and training to ensure that they are up-to-date and meeting state standards as part of the Board's commitment to continuous improvement (see *February 27, 2018 [17]* and *July 21, 2020[18]* Board Meeting Minutes).

Evidence

[1] 4.2g_1_Board Policy B. 3.2 Board Member Training

[2] 4.2g_2_ACCT Summary

[3] 4.2g_3_ACCT Services

[4] 4.2g_4_BOT Self-evaluation 2017

[5] 4.2g_5_BOT Self-evaluation 2019

[6] 4.2g_6_ Board policy_B5.1

[7] 4.2g_7_ Board Policy B3.3 Board of Trustees Ethics

[8] 4.2g_7b_October 23, 2017 at 6_00 PM - Regular Meeting

[9] 4.2g_8_November 9 2019 Board of Trustees Minutes

[10] 4.2g_8b_2019-2020-charges-to-the-chancellor

[11] 4.2g_9_September 10, 2019 at 6_15 PM - MEETING OF THE BOARD OF TRUSTEES MEETING AS A COMMITTEE OF THE WHOLE (1)

[12] 4.2g_10_September 15, 2020 at 6_00 PM - Regular Meeting

[13] 4.2g_11_July 13, 2019 at 8_30 AM - Special Board Meeting

[14] 4.2g_12_July 18, 2020 at 9_00 AM - Special Board Meeting_Budget Retreat (1)

[15] 4.2g_13_ 2020 Garza Performance Update Evaluation

[16] 4.2g_14_August 18, 2020 at 6_00 PM - Regular Meeting

[17] 4.2g_15_February 27, 2018 Board of Trustees Minutes

[18] 4.2g_16_July 21, 2020 Board Meeting Minutes - Professional Development Policies and Required Training

4.3 If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a.) institution's mission, (b.) fiscal stability of the institution, and (c.) institutional policy. *(Multi-level governance)*

Compliance Status: Compliance

Narrative

Palo Alto College’s governance structure does not have multiple levels. Palo Alto College (PAC) is in compliance with Principle 4.3 Multi-Level Governance.

Section 5 Administration and Organization

5.1 The institution has a chief executive officer whose primary responsibility is to the institution. *(Chief executive officer)* **[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College has a Chief Executive Officer whose primary responsibility is to the Institution. Palo Alto College (PAC) is in compliance with CR 5.1 Chief Executive Officer.

The case for compliance is structured as follows:

A. A published job description for the College's Chief Executive Officer (CEO) clearly delineates the primary responsibilities of the CEO to the College.
B. A published policy provides safeguards against conflicts of interest that would interfere with the CEO's responsibilities to the College.

Published Job Description of CEO's Primary Responsibilities to the College

The College has a CEO whose primary responsibility is to the Institution. The CEO of PAC is the College President, Dr. Robert Garza. Dr. Garza was appointed as the seventh President of PAC on July 25, 2018, by the College's Board of Trustees.

Originally joining the District in 1999, Dr. Garza held several positions during his tenure at PAC, including Dean of Community Development and Partnerships, Dean of Student Success, and Vice President of Student Success.

Board Policy B.2.1 Organizational Plan[1] identifies the President of the College as the College's CEO and states that the President directs "all operational areas of their respective college." The responsibilities of the CEO are further defined in the published *Job Description for the College CEO[2]*:

> The President of the College is responsible for supporting the philosophical tenets reflected in the Mission, Vision, and Values of the Alamo Colleges District. The President of the College advances the strategic agenda of the College District by providing a strategic philosophical focus for every aspect of the operation of the College…[The CEO oversees] the daily administration and operation of the College, interpreting policies and procedures to ensure compliance with policy and legal requirements.

Published Policy Provides Safeguards Against Conflicts of Interest

The *Organizational Charts for PAC[3]* and the *Alamo Colleges District[4]* show that the CEO holds no other position in the organization, in accordance with *Board Policy B.2.1 Organizational Plan[5]*. As documented in the *Board Minutes from July 28, 2020*[6], the Chairman of the Board presides over governance meetings, and only Board members may cast votes. Further, *Board Policy D.2.4 Nepotism, Conflicts of Interest[7]* illustrates the safeguards in place that work to prevent conflicts of interest for all College employees, including the CEO. The policy makes clear that employees should not have a "personal financial interest, a business interest, or other obligation - including outside employment - that in any way creates a substantial conflict." *Board Procedure D.2.4.2 Conflicts of Interest[8]* lists the specific procedures for identifying and disclosing potential conflicts of interest. Further, *Board Procedure D.2.4.3 Conflicts of Interest: Assignments and Outside Activities[9]* provides a mechanism for the CEO to report any additional employment or activities outside of their primary responsibilities to the Institution. These outside assignments must be reported at least one month in advance of their start and must be approved by appropriate supervisors to ensure that the activities do not interfere with the primary assignment to the Institution. In both cases, the CEO of PAC, Dr. Robert Garza, has not needed to disclose any conflicts of interest or report any outside activities beyond his primary responsibility to the Institution.

Evidence

[1] 5.1_1a_Board_Policy_B.2.1

[2] 5.1_1b_.Job_Description_CollegeCEO

[3] 5.1_2_PACs_Organizational_Chart

[4] 5.1_3_Alamo Colleges Organizational Chart

[5] 5.1_4_Board_Policy_B.2.1

[6] 5.1_5_Board Minutes July 28 2020

[7] 5.1_6_ Board Policy D 2.4 Nepotism, Conflicts of Interest

[8] 5.1_7_ Board Procedure D2.4.2 Conflicts of Interest

[9] 5.1_8_ Board Procedure D 2.4.3 Conflicts of Interest Assignments

5.2.a The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's educational, administrative, and fiscal programs and services *(CEO control)*

Compliance Status: Compliance

Narrative

Palo Alto College has an organizational structure in place wherein administrators in key areas of the College all report to the Chief Executive Officer (CEO) of the College. The College's organizational structure allows the CEO, which is the College President, to have appropriate control over all educational, administrative, and fiscal services. Palo Alto College (PAC) is in compliance with Principle 5.2.a.

The case for compliance is structured as follows:

A. PAC has a published organizational structure that is designed for the CEO to have oversight over all personnel in the College and maintain appropriate authority over all administrative, educational, and financial areas.
B. The published job description of the College CEO delineates the responsibilities of the CEO and clarifies that the CEO presides over all areas of the College.

Published Organizational Structure

The College President, Dr. Robert Garza, has ultimate responsibility for, and exercises appropriate control over, the College's educational, administrative, and fiscal programs and services. The *Job Description of the College CEO[1]* clearly states that the duties of the position involve performing "work of unusual difficulty in planning, managing, and directing all operational areas of [the College]." Further, key duties for the College President include:

- Serves as the Chief Executive Officer of the college who oversees the daily administration and operation of the college, and interprets policies and procedures to ensure compliance with policy and legal requirements;
- Develops and maintains academic standards and curricula in accord with community needs and accreditation standards;
- Supervises the process of annual performance reviews for all personnel; and
- Develops and leads college fundraising initiatives and maintains liaison with the Alamo Colleges District Development Office in college-specific fundraising activities of the Foundation.

Published Job Description

PAC demonstrates its commitment to effective leadership by employing administrative and academic officers with the credentials and expertise necessary to perform the duties and responsibilities of their positions, as indicated in the resumes for *Vice President of Student Success[2]*, *Vice President of College Services*[3], and *Dean of Academic Success[4]*. The *Palo Alto College Organizational Chart[5]*

identifies the names and titles of the College's executive and administrative staff. Job descriptions for administrative positions make clear that they are subordinate to the College's CEO, as indicated in the job descriptions for *Vice President of Student Success[6]*, *Academic Success[7]*, and *College Services [8].* The President holds bi-weekly College Leadership Team (CLT) meetings with the College's Vice Presidents, Deans, and Directors, where issues related to College operations and policies are raised, discussed, and ultimately go to the President for approval, in accordance with *PAC Procedure A1.0 on Originating a Procedure[9]*. An example of this approval process in practice is included in minutes from the *June 16th, 2020 CLT Meeting*[10]. Confirmation of the review process by CLT for *PAC Procedure A. 19[11]* was ultimately approved and signed by PAC's CEO.

Educational

Published College procedure demonstrates that PAC's CEO presides over the educational functions of the College. The College's educational programs are overseen by the College Deans, who report to the Vice President of Academic Affairs, and who all ultimately report to the CEO; evidence of this organizational structure can be seen in the *Dean[12] and Vice President of Academic Success Job Descriptions[13]*. *PAC Procedure I2.0[14]* shows that the adoption of new degree programs must ultimately be approved by the CEO in conjunction with the Board of Trustees. Further, *PAC Procedure I15.0[15]* shows that the CEO makes the final decision to hire any new faculty member.

Administrative

The *Job Description for the President of the College[16]* clarifies that the CEO is responsible for all administrative aspects of the College. The College is administered by a number of Vice Presidents, Deans, and Directors who all ultimately report to the CEO, as indicated in the *Palo Alto College Organization Chart[17]*. The President retains ultimate administrative authority on all College business. For example, all College procedures are reviewed and approved by the President to ensure alignment with the Mission of the College and with SACSCOC requirements, as indicated in *PAC Procedure A1. 0, Section A.5.B[18]*. Further, the President signs off on or delegates signing authority to the Vice President of College services for all agreements, contracts, and MOUs, as evidenced in *PAC Procedure A20.0[19]*.

Fiscal

The job description for the CEO assigns responsibility of the College's fiscal operation to the President of the College. The College's budget and finances are overseen by the College Budget Officer, who reports directly to the Vice President of College Services, and who in turn, reports to the President; this delineation of responsibilities is indicated in the *Job Description for College Budget Officer[20]*. The President ultimately signs off on any additional funding requests or modifications to the annual operating budget as outlined in *PAC Procedure B3.0[21].*

Evidence

[1] 5.2a_1_Job_Description_President

[2] 5.2a_3_Resume_Vice President of Student Success_Gilberto Becerra

[3] 5.2a_2_Resume_Vice President of College Services_Beaumont Doss, Katherine

[4] 5.2a_4_Resume_Dean of Academic Success_Patrick Lee

[5] 5.2a_5_PACs_Organizational_Chart

[6] 5.2a_6_Job Description Vice President for Student Success

[7] 5.2a_7_Job Description Vice President for Academic Success

[8] 5.2a_8_Job Description Vice President for College Services

[9] 5.2a_9_PAC Procedure A.1_On_Originating_Procedure

[10] 5.2a_10_Minutes for CLT 061620

[11] 5.2a_11_PAC_Procedure_a19.0 signed by CEO

[12] 5.2a_12_Job Description Dean for Academic Success

[13] 5.2a_13_Job_Description_VP_Of_Academic_Success

[14] 5.2a_14_PAC_Procedure_i2_0

[15] 5.2a_15_PAC_Procedure_i15_0

[16] 5.2a_16_Job_Description_President - Copy

[17] 5.2a_17_PACs_Organizational_Chart

[18] 5.2a_18_PAC_Procedure_A1_0_sectionA5b

[19] 5.2a_19_PAC_Procedure_A20_0

[20] 5.2a_20_Job_Description_College_Budget_Officer

[21] 5.2a_21_PAC_Procedure_B3_0

5.2.b The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's intercollegiate athletics program *(Control of intercollegiate athletics)*

Compliance Status: Compliance

Narrative

Palo Alto College (PAC) is in compliance with Principle 5.2.b Control of Intercollegiate Athletics.

The case for compliance is structured as follows:

A. The PAC President has ultimate responsibility for, and exercises appropriate control over, the College's athletics program by enforcing Board policies asserting that Palo Alto College may not participate in intercollegiate athletics.

PAC Does Not Participate in Intercollegiate Athletics

According to the *Job Description[1]* for the President of the College, it is the responsibility of the President to serve as the Chief Executive Officer of the College and oversee daily administration and operation of the College, including ensuring compliance with all policies and procedures. The College President has ultimate responsibility for, and exercises appropriate control over the College's athletics program by enforcing Board policies asserting that PAC may not participate in intercollegiate athletics. As explained in Board Policy *F.5.2 Student Contests and Competitions[2]*, PAC shall not participate in intercollegiate sports.

Evidence

[1] 5.2.b_1_Job Description

[2] 5.2.b_2_F.5.2 Student Contests and Competitions

5.2.c The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's fund-raising activities. *(Control of fund-raising activities)*

Compliance Status: Compliance

Narrative

Palo Alto College has a Chief Executive Officer (CEO) that has complete authority over and exercises control of its fund-raising activities. Palo Alto College (PAC) is in compliance with Principle 5.2.c Fund-raising Activities.

The case for compliance is structured as follows:

A. The President of PAC has authority and control over the College's fund-raising efforts, and this authority is demonstrated through published policy and practice.

Authority and Control of the College's Fund-raising Efforts
The President of PAC, per *Board procedure C.1.3.1: Donations and Grants from Private Sources*[1], has control over the Institution's fund-raising activities (exclusive of institution-related foundations). This procedure states, "The responsibility for the solicitation of donations and grants from private sources shall be assigned as part of the duties of the Chancellor, Vice Chancellors, and college Presidents, who shall be guided and supported by the College District chief development officer and the chief development officer at each college of the College District."

Published Policy and Practice
This authority is reinforced via the *President's Job Description*[2]. One of the duties of the President is to "develop and lead fund-raising initiative[s] of the college and [maintain] liaison with the Alamo Colleges District Development Office on the college-specific fund-raising activities of the Foundation."

An example of institutional practice adhering to this institutional procedure can be found in the PAC Staff Senate minutes. The President presides over the Senate, and all fund-raising events proposed by Staff Senate members must be voted on and approved in this venue. The *minutes*[3] provide examples from November 2019 through May 2020. Additionally, *PAC College Procedure A.19 Receipt of Donor Gifts* [4]illustrates the process wherein explicit approval by the CEO is required for donations and gifts as part of fund-raising efforts. This authority is also indicated in the *In-Kind Donation Form*.[5]

Evidence

[1] 5.2c_1_Board_Procedure_C_1_3_1

[2] 5.2c_2_Job_Description_President

[3] 5.2c_3_PAC Staff Senate Minutes

[4] 5.2c_4_PAC_Procedure_A19.0_Receipt_of_Donor_Gifts

[5] 5.2c_5_In_Kind_Donation_Form_Trellis

5.3 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

a. The legal authority and operating control of the institution is clearly defined with respect to that entity.
b. The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

(Institution-related entities)

Compliance Status: Compliance

Narrative

Palo Alto College has clearly and formally defined relationships with outside entities. In addition, Palo Alto College is supported by the Alamo Colleges Foundation, Inc. in assisting the College in fundraising efforts and investment management as outlined through a formal Memorandum of Understanding (MOU). Palo Alto College (PAC) is in compliance with Principle 5.3 a-c, Institution-related Entities.

The case for compliance is structured as follows:

A. PAC has clearly defined legal authority and operating control with respect to the Alamo Colleges District Foundation, an independent, non-profit organization, as codified in Board Policy and a Memorandum of Understanding as well as the Charter and Bylaws of the Foundation.
B. The relationship and any liability between PAC and the Alamo Colleges District Foundation are clearly described in Board Policy and a Memorandum of Understanding.

C. The Chief Executive Officer controls any fund-raising activities as outlined in the President's Job Description, Board Policy, Palo Alto College Procedure, and a Memorandum of Understanding. The fund-raising activities are clearly defined and in support of the College Mission as outlined in Board Policy, Memorandum of Understanding, and Palo Alto College Procedure.

Legal Authority/Operating Control

PAC is supported by the Alamo Colleges Foundation, Inc. in assisting the College in fundraising efforts and investment management. The Foundation exists as a separate, and independent, non-profit, charitable entity as a *501(c)(3) Tax Exempt Organization[1]* under U.S. IRS regulations, whose purpose is to raise funds and support the advancement of the Alamo Colleges District and each of its colleges. Further, and as outlined in Board Policy *C.1.3.1 Procedure Donations and Grants from Private Sources[2]*, a *Memorandum of Understanding[3]*, signed by the College President, governs the relationship, which includes operating control between the Foundation and the College. The *Memorandum of Understanding[4]* also outlines the legal authority and operating control the College assigns to the Alamo Colleges Foundation, Inc. and the fiduciary duty that the Foundation is required to uphold. The MOU is intended to set forth policies and procedures that will contribute to the coordination of their mutual activities in compliance with state law requirements governing the relationship, including but not limited to *Texas Government Code Section 2255.001[5]* - Private Donors or Organizations. The MOU revisions were last approved by the Alamo Colleges Board of Trustees during the *February 2014 Board of Trustees Meeting*[6].

The essential elements of PAC's contractual agreement with the Alamo Colleges Foundation, Inc. specific to operating control include the following:

- *Article III, Section 3.01, In General*[7] of the MOU, Foundation Responsibilities, states that "the Foundation [Board] is responsible for the performance and oversight of all aspects of its operations based on a comprehensive set of By-Laws that clearly address the Board's fiduciary responsibilities, including expectations of individual Board members based upon ethical guidelines and policies."
- *Article III, Section 3.04, Fund-Raising[8]* states,

  > The Foundation shall create an environment conducive to increasing levels of private support for the mission and priorities of District and the Colleges. To that end, the Foundation shall:
  > 1. in consultation with District Chancellor and College's President, be responsible for planning and executing comprehensive private fund-raising and donor-acquisition programs in support of each institution's mission (These programs include annual giving, major gifts, planned gifts, special projects, and campaigns as appropriate).

In addition to the MOU, the Foundation has a *Charter[9]* and *Bylaws[10]* in place to clearly define legal authority and operating control between the Foundation and the College.

Finally, the Foundation also has a separate Board which provides oversight for Foundation activities and serves as further evidence that the Foundation is a separate, independent entity (*February 19, 2020, May 20, 2020, and August 19, 2020[11]*). Organizational charts for both the *Foundation[12]* and the *College[13]* are also included as further evidence of this separation.

Extent of Liability

Within Board Policy *C.1.3.1 Procedure Donations and Grants from Private Sources[14]*, a General Provisions section states,

> The Alamo Colleges Foundation, in coordination with the College District Office of Institutional Advancement, serves as the official fund-raising and endowment arm of the College District for all donations and grants from private sources. The College District Office of Institutional Advancement is the unit authorized to coordinate all fund-raising from private sources, and accept and receive all donations and grants on behalf of the College District within the limitations set forth by the College District Board of Trustees.

Moreover, the formal written MOU between PAC and the Foundation states in *Article 4, Section 4.08 [15]*, Non-Liability of Colleges, that "Each of the Colleges shall benefit from the relationships established hereunder, but any financial liabilities of any of the Colleges established hereunder or otherwise arising out of this MOU shall be those of District rather than of any one or more Colleges, and are so assumed by District."

Additionally, any liability of the College is assumed by the Alamo Colleges District. The Alamo Colleges Foundation, Inc. will permit two of its Alamo Colleges District Board members to serve on the Alamo Colleges Foundation, Inc. Board and must conduct an annual financial and operational audit. Evidence of such audits can be found in Alamo Colleges Foundation, Inc. Audit, *2019 and 2018[16], 2018 and 2017[17], and 2017 and 2016[18]*).

CEO Controls Fundraising/Support of Mission

As outlined in the *Job Description[19]* of the President of the College, the President is responsible for developing and leading fund-raising initiatives of the College and maintains liaison with the Alamo Colleges District Development Office on the college-specific fund-raising activities of the Foundation. A *Weekly Gift Report*[20], which outlines the most recent gifts received by the College, is sent from the Development Office to the College President for approval. In addition, a *Monthly Project Balance Report[21]*, is sent from the Development Office to the College President for review.

Additionally, within Board Policy, *C.1.3.1 Procedure Donations and Grants from Private Sources[22]*, the responsibility for the solicitation of donations and grants from private sources is assigned as part of the duties of the College President. Further, *Palo Alto College Procedure A 19.0 Receipt of Donor Gifts [23]* outlines the authority of the President to solicit gifts for the College and to control fund-raising activities.

Finally, as outlined in the MOU, Section *3.04 Fund Raising[24]*, “the Foundation shall: 1. in consultation with... the College President, be responsible for planning and executing comprehensive private fund-raising and donor-acquisition programs in support of [the] institution's mission....”

The Alamo Colleges Foundation, governed by *Bylaws[25]* of the Alamo Colleges Foundation, Inc., furthers the Mission of PAC through its mission and supportive fund-raising activities, which help the Institution to achieve educational goals. The Alamo Colleges Foundation Mission is to "Develop the resources to empower for success the diverse students and communities served by each of the Alamo Colleges" (see *Fact Sheet[26]*). PAC’s Mission is “to inspire, empower, and educate our community for leadership and success.” The *MOU[27]* Recitals section between the Alamo Colleges Foundation and PAC clearly defines the role the Foundation plays in helping PAC achieve its Mission when it asserts that “the Foundation exists to raise and manage private resources supporting the mission and priorities of District and its Colleges, and to provide opportunities for students and a margin of institutional excellence unavailable with public funds." The Alamo Colleges Foundation is not controlled by the District or PAC. The relationship between the Foundation and the College is further delineated in support of PAC's Mission to “empower and educate our community for leadership and success” through *Palo Alto College Procedure A 19.0 Receipt of Donor Gifts[28].*

Evidence

[1] Principle 5.3_1_501(c)(3) Tax Exempt Organization

[2] Principle 5.3_2_C.1.3.1 Procedure Donations and Grants from Private Sources

[3] Principle 5.3_3_Memorandum of Understanding

[4] Principle 5.3_4_Memorandum of Understanding

[5] Principle 5.3_5_Texas Government Code Section 2255.001

[6] Principle 5.3_6_February 2014 Board of Trustees Meeting

[7] Principle 5.3_7_Article III Section 3.01 In General

[8] Principle 5.3_8a_Article III Section 3.04 Fund-Raising

[9] Principle 5.3_8b_Charter
[10] Principle 5.3_8c_Bylaws
[11] Principle 5.3_8d_February 19, 2020, May 20, 2020, and August 19, 2020
[12] Org Chart - 1.21.21 Names and Titles
[13] Principle 5.4_1_PAC Organizational Chart
[14] Principle 5.3_9_C.1.3.1 Procedure Donations and Grants from Private Sources
[15] Principle 5.3_10_Article 4, Section 4.08
[16] Principle 5.3_11_2019 and 2018
[17] Principle 5.3_12_2018 and 2017
[18] Principle 5.3_13_2017 and 2016
[19] Principle 5.3_14_Job Description
[20] Principle 5.3_15_Weekly Gift Report
[21] Principle 5.3_16_Monthly Project Balance Report
[22] Principle 5.3_17_C.1.3.1 Procedure Donations and Grants from Private Sources
[23] Principle 5.3_18_PAC Procedure A 19_Receipt of Donor Giftsa
[24] Principle 5.3_19a_3.04 Fund Raising
[25] Principle 5.3_19b_Bylaws
[26] Principle 5.3_20_Fact_Sheet_2019
[27] Principle 5.3_21_MOU Recitals
[28] Principle 5.3_22_PAC Procedure A 19_Receipt of Donor Gifts

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. *(Qualified administrative/academic officers)***[Off-Site /On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College employs and regularly evaluates administrative and academic officers. Palo Alto College (PAC) is in compliance with Principle 5.4 Qualified Administrative and Academic Officers.

The case for compliance is structured as follows:

A. Individuals' responsibilities, educational qualifications, and professional experience are outlined.
B. Each job description for each role delineates duties and required experience.
C. Each administrator's resume/curriculum vitae is included as evidence of fulfilling the job descriptions.
D. An overview of the evaluation system and corresponding artifacts are included.

Responsibilities, Qualifications, and Experience of Current Administrative and Academic Officers

PAC demonstrates its commitment to effective leadership by employing administrative and academic officers with the appropriate credentials and experience necessary to lead the institution and to perform the duties and responsibilities of their positions. The *Palo Alto College Organizational Chart*[1] identifies the names and titles of the College's executive and administrative staff.

Vice President for College Services (Interim)
Ms. Katherine Beaumont Doss
Job Description for Vice-President of College Services[2]

Resume/Curriculum Vitae[3]

Responsibilities
As Interim Vice President of College Services, Ms. Katherine Beaumont Doss is responsible for providing leadership in the management and alignment of financial, human, planning, and physical resources for the achievement of student success and operational goals of the College. Ms. Doss also oversees College Budget Office; the Aquatic and Athletic Center; Information Technology; Institutional Research; Institutional Grants and Advancement; College Services and Operations; and the Title III HSI STEM Center.

Educational Qualifications
Ms. Doss holds a Master of Arts in Higher Education and Student Affairs from Ohio State University and a Bachelor of Science in Business Administration and Finance from Ohio State University.

Professional Experience
Ms. Doss has worked at PAC for 10 years, serving in her current position as Interim Vice President of College Services since May 2019. In this role, she has worked to balance the College's $33 million budget; in addition, she serves as the Accreditation Liaison, provides oversight for Capital Improvement Projects, and leads support services such as Institutional Research and Information Technology. In her prior role as Dean of Student Success, which she accepted in March 2015, she led the coordination of student-centered services and cross-college collaborations, contributing to a 4.5% increase in the College's 3-year graduation rate and a 3% increase in the 4-year graduation rate during the recent academic year.

Ms. Doss began her academic career as an Academic Advisor and Instructor for Ohio State University in 2007. She joined AmeriCorps as a Project Coordinator in 2009 and became an Adjunct Faculty member in Student Development at Northwest Vista College in 2011. Ms. Doss transitioned to PAC in 2010, serving as a Recruiter and Advisor, and later Coordinator, for the College's Center for Academic Transitions. She advanced to Director of the Welcome Center and Advising in 2012, developing and implementing the Student Success Management Advising Procedure for First Time in College Students and assisting in the development of the inaugural Early College High Schools (ECHS) for New Frontiers and Harlandale Independent School Districts. Ms. Doss is a member of the Alamo Colleges District Student Leadership Institute Advisory Committee and a recipient of the 2015 Award for Performance Excellence from the National Institute for Staff and Organizational Development (NISOD) at The University of Texas at Austin.

Vice President for Academic Success
Ms. Elizabeth Tanner
Job Description for Vice-President of Academic Success[4]
Resume/Curriculum Vitae[5]

Responsibilities
Vice President Tanner oversees all academic departments at PAC, including 100 full-time faculty in the Arts, Sciences, and Career Technical Education fields, and the Library. Through her leadership, Vice President Tanner maintains the academic excellence and integrity of the College and ensures that the College operates in accordance with the policies of the Board of Trustees, the Texas Higher Education Coordinating Board (THECB), and the College's accrediting agencies.

Educational Qualifications
Vice-President Tanner holds a Master of Science in Mathematics from The University of Texas at San Antonio and a Bachelor of Science in Mathematics from The University of Texas at San Antonio.

Professional Experience
Vice President Tanner joined the PAC faculty in 2000 as a Math Instructor and was promoted to Math Department Chair in 2004. In 2007, she advanced to Interim Dean of Fine Arts, Humanities, and Social Sciences before the position transitioned to Dean of Arts and Sciences in 2009. In 2012, Vice

President Tanner accepted her current position as Vice-President of Academic Success. During her tenure at PAC, Vice President Tanner has received four Excellence Awards from NISOD and was nominated for the President's Distinguished Achievement Award for Core Curriculum Teaching at The University of Texas at San Antonio.

Vice President Tanner's publications include: Noncompact Lie Groups and Some of Their Applications, Kluwer Academic Publishers, Dordrecht, 1994, ISBN 0-7923-2787-X (edited with R. Wilson); "Noncompact Lie Groups: Their Algebras and Some of their Applications," Proceedings of the NATO Advanced Workshop on Noncompact Lie Groups C429 (1994), 1-54 (with R. Wilson); "Irreducible Unitary Representations of SU(p,q) I: The Discrete Series," International Journal of Mathematics, Vol. 12, No. 1 (2001) 1-36 (with R. Wilson); "Irreducible Unitary Representations of SU(p,q) II: The Continuous Series," International Journal of Mathematics, Vol. 12, No. 1 (2001) 37-47 (with R. Wilson); "Invariant Measures on Locally Compact Groups," PanAmerican Mathematical Journal, Vol. 10, No. 4 (2000), (with R. Wilson); "Invariant Eigendistributions on SU(p,q)," Journal of Geometry and Physics, 41 (2002), (with R. Wilson); and "Induced Representations and Modular Functions," PanAmerican Mathematical Journal, Vol. 21, Number 1 (2011), 1-26 (with R. Wilson).

Vice President for Student Success
Mr. Gilberto Becerra, Jr.
Job Description for Vice-President of Student Success[6]
Resume/Curriculum Vitae[7]

Responsibilities
Vice President Becerra directs the Division of Student Success, which is comprised of over 100 full-time and part-time higher education professionals and 17 different student service units aimed at supporting student success. With the goal of maximizing student retention and persistence, he oversees Admissions and Records, Recruitment and Outreach, Testing and Assessment, ECHS programs, the continued development of Dual Credit programs, Student Life, Student Advocacy, the campus child care center, the Academic Advising Centers across campus, and case management advising. Vice President Becerra serves as the Chair of the Student Success Council and the Strategic Enrollment Management Task Force and serves as the Co-Chair of the Strategies of Behavioral Intervention (SOBI) Committee. He is a member of the Spaces Planning Committee, Curriculum Committee, Campus Projects Committee, and Campus Leadership Team.

Educational Qualifications
Mr. Becerra is currently a doctoral student in the Higher Education Leadership Program at The University of Texas at Austin. He holds a Master of Business Administration in Marketing from Our Lady of the Lake University as well as a Bachelor of Arts in Government and Mexican American Studies from The University of Texas at Austin.

Professional Experience
Mr. Becerra has over 19 years of experience in higher education and has served at public, private, two-year, and four-year institutions in a variety of roles including Dean of Enrollment Services as well as Assistant Vice-President for Enrollment Management. His portfolio includes an expansive background in strategic enrollment management, student success, and student affairs as well as strategic planning expertise. He has served as a faculty member for the National Association of Student Personnel Administrators (NASPA) as well as the Admission and College Counseling Institute (ACCI). He has also presented at the state and national levels for the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the College Board, the Texas Association for College Admission Counseling (TACAC), the Texas Association of Community College Student Affairs Administrators (TACCSAA), the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), the THECB Leadership Conference, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In addition to private consulting, Mr. Becerra also serves as a guest lecturer in the Department of Educational Leadership and Policy Studies with the College of Education and Human Services at The University of Texas at San Antonio. Most recently he was invited to speak at the White House by the Treasury Department on the financial wellness of undergraduate students.

Dean of Academic Success
Mr. Patrick Lee
Job Description for Dean of Academic Success[8]
Resume/Curriculum Vitae[9]

Responsibilities
Dean Lee is responsible for planning, developing, and implementing college transfer programs in academic areas. Dean Lee assists in developing curricula and budgets for college transfer programs; acts as an ombudsman for faculty and students in the area of Arts and Sciences; assists in formulating and maintaining the academic standards for college transfer programs; develops class schedules and teaching and space assignments for maximum effectiveness; supervises, coordinates, and evaluates instructional programs; serves on committees and councils at the District and the College level; implements and monitors the rules and regulations of the District, the College, and official agencies as appropriate; and assists with implementing College appeals and grievance procedures in the Arts and Sciences areas.

Educational Qualifications
Dean Lee holds a Master of Science in Mathematics from The University of Iowa and a Bachelor of Science in Mathematics from Bradley University.

Professional Experience
Mr. Lee has served as the Dean of Academic Success at PAC since August 2018. He began working at PAC in 2003 as a faculty member in the Mathematics Department and has served the institution as an Associate Professor in mathematics as well as in multiple leadership roles with continuously growing responsibilities. During his time at PAC, Dean Lee has served as the Chair of the Mathematics, Accounting, and Engineering Department; the Director of the Community College Developmental Education Initiative Program (CDEIP) Prep for Accuplacer Student Success (PASS) grant; the Faculty Senate President; the Chair of the District Council of Chairs; Interim Dean of Professional and Technical Education; and Interim Dean of Arts and Sciences.

Dean Lee is a state-wide leader in developmental education reform and has directed placement and developmental mathematics initiatives that have helped to dramatically impact overall student success in mathematics at PAC. Dean Lee has served in several capacities on multiple Achieving the Dream initiatives, served as a leader in pathways and assessment development, and served on a variety of THECB policy- and rule-making committees. He has extensive experience with cross-disciplinary and cross-college curriculum development and has been directly involved with the development of new programs and procedures. His stated focus is the academic and professional success of the students he serves, and he is passionate about working closely with students, faculty, and staff to help them succeed in their academic and professional careers.

Dean of Academic Success
Ms. Ernestina Mesa
Job Description for Dean of Academic Success [10]
Resume/Curriculum Vitae[11]

Responsibilities
Dean Mesa provides leadership for the Ozuna Library, the Academic Learning Centers (tutoring), and the Honors Program, and she oversees Learning Communities. Dean Mesa is responsible for planning, developing, and overseeing each unit's operations which include supervising and evaluating faculty and staff. Dean Mesa plans, prepares, maintains, and evaluates the budgets for her areas with maximum efficiency and accountability. She reviews and implements appropriate innovative trends in library instruction, tutoring services, and honors programs. She oversees information literacy classes, youth summer camps, the College's Convocation Week professional development events, the NISOD award nominations process, and she represents the College at council and committee meetings.

Educational Qualifications
Dean Mesa holds a Master of Library and Information Science from The University of Texas at Austin and a Bachelor of Business Administration from The University of Texas at San Antonio. Dean Mesa has competed 21 credit hours towards a Doctor of Philosophy in Library Science at Texas Woman's University.

Professional Experience
Dean Mesa has 42 years of library science experience, of which 30 have been at institutions of higher education, and over 20 of those years have been at PAC. She started at the College in 1997, serving as Associate Director of Technical Services in the Ozuna Library, and in September 1999, the role evolved into the Associate Director of Library Services. She was selected as Dean of Learning Resources in February 2007. As part of a District initiative, Dean Mesa's title was changed to Dean for Academic Success in July 2018. As part of this new role, Dean Mesa briefly managed the Distance Learning and Community Programs Departments which included oversight of the learning management system (Canvas) and adult education programs (GED/ESL).
Prior to her employment at PAC, Dean Mesa served as a librarian for the San Antonio Public Library and the Alamo Area Library System. She is a member of the Council of Research and Academic Libraries, the Texas Council of Academic Libraries, the Texas Library Association, and the American Library Association. Dean Mesa is a recipient of the 2020 NISOD Excellence Award.

Dean of Academic Success
Dr. Raymond Pfang
Job Description for Dean of Academic Success[12]
Resume/Curriculum Vitae[13]

Responsibilities
As Dean of Academic Success, Dr. Pfang identifies professional, continuing, and technical education training needs in the community and coordinates the development of programs to meet the community' s needs. He oversees the daily operations of the Professional and Technical Education (PTE) Division; provides oversight of all programs within the Division; hires and supervises all PTE chairs, directors, and staff; oversees the development and implementation of all new workforce programs; acts as budget manager for the PTE Division; and serves on or chairs numerous committees and councils for the Division, College, and District.

Educational Qualifications
Dr. Pfang holds a Doctor of Philosophy in Management from the University of Surrey in England, a Master of Business Administration from the University of Greenwich in England, a Postgraduate Certificate in Education and Training from the University of Greenwich in England, and a Postgraduate Diploma in Maritime Studies from Cardiff University in Wales.

Professional Experience
At PAC, in addition to his position as Dean for the PTE Division, Dr. Pfang has served as District Co-Chair for the Pathway Leadership Council, District Co-Chair for the Dean's Leadership Academy, and he has served as a member of the District Comprehensive Local Needs Assessment Task Force. Furthermore, prior to PAC, Dr. Pfang held a variety of positions at Tarrant County College (TCC) in Fort Worth, Texas, including Chief of Staff/Assistant to the President, Interim Vice-President of Academic Affairs, and Assistant Divisional Dean. His previous experience includes oversight of: a $35 million campus budget (excluding CIP); an over 150-acre campus; the $40 million construction of the Center of Excellence for Energy Technology; and the $14 million construction of ECHS with Fort Worth ISD. He has supervised three vice-presidents, four deans, multiple chairs, 300 full-time and part-time faculty, and 300 online sections. In addition, Dr. Pfang successfully coordinated and managed the reaffirmation of accreditation onsite committee for all five campuses at TCC and composed offsite responses. Further, he introduced new academic programs (industrial maintenance), oversaw Blue Zones accreditation, collaborated with the Fort Worth Transportation Authority to offer free student bus-fares, developed a competency based curriculum for the banking industry, and participated in continuing education and workforce development as well as grants compliance.

Dr. Pfang has over 15 years of teaching experience at the undergraduate and graduate levels. Although his teaching specialty is strategic management, he has also taught courses in entrepreneurship and leadership. Dr. Pfang's teaching responsibilities and experience include the supervision of graduate dissertations and the development of baccalaureate and graduate degree programs for a variety of professional disciplines. He has a postgraduate certificate of education in post-compulsory education and has trained faculty in assessment and quality assurance processes.

Dean of Student Success (Interim)
Dr. Carlos Cruz
Job Description for Dean of Student Success[14]
Resume/Curriculum Vitae[15]

Responsibilities
Dean Cruz serves as the leader and supervisor for the 15 Student Success and Support Services Departments including Admissions and Records; Welcome Center; Testing; Dual Credit; Early College High School; Upward Bound; Personal Counseling; STEM, BOLD, and SEED Advising Centers; TRIO Student Support Services; Disability Support Services; Veterans Affairs; Student Life; Advocacy; and the Ray Ellison Family Center. In his position, he oversees 150 personnel. Dean Cruz recommends strategic solutions, resolutions to mandates, and services for students, all designed to increase enrollment and retention. He facilitates partnerships between PAC, four-year institutions, employers, and the community.

Educational Qualifications
Dean Cruz holds a Doctor of Education in Organizational Change and Leadership from the University of Southern California, a Master of Education in Educational Leadership from Southern Methodist University, and a Bachelor of Arts in Biology from The University of Texas at Austin.
Professional Experience
Dean Cruz has over 10 years' experience providing leadership and management in the areas of student affairs, learning development, grant programs, operational goals, and strategic planning. He has a demonstrated ability to work in a multi-departmental organization, providing support and leveraging resources to enhance the quality and experience of organizational performance. Dean Cruz is responsible for the administration and oversight of more than 80 full-time staff, who impact over 9000 students. He exhibits superior oral and written communication skills along with the ability to manage multiple projects in a high stress, demanding work environment.

Dean Cruz started his career in 2008 as a College Placement Specialist at Project STAY Inc., a community-based TRIO Talent Search program. In 2010, he assumed the role of Assistant Director of Campus Operations at Education is Freedom, a college access program in Dallas. From 2013- 2015, Dean Cruz was the Director of Student Success at Mountain View College, overseeing First-Year Academic Advising, New Student Orientation programs, scholarships, and the Minority Male Initiative. He also served on various committees across that institution, including Uniform Recruitment and Retention, Strategic Planning, and the Quality Enhancement Plan (QEP). Dean Cruz joined PAC in October of 2015, as the Director of Student Success overseeing the Student Life Department. In this position, he developed and launched the Student, Health, Advocacy, Resource, and Engagement (SHARE) Center and oversaw a Title V Project Impact Grant. Dean Cruz assumed the role of Interim Dean of Student Success in May of 2019, and currently leads the coordination of the Student Success Division, providing leadership and managing the development of 15 departments in close collaboration with the Vice-President of Student Success.

Dean of Student Success
Ms. Monica Ayala Jimenez
Job Description for Dean of Student Success[16]
Resume/Curriculum Vitae[17]

Responsibilities

Dean Ayala Jimenez serves as the leader and supervisor for the Student Success and Support Services Departments, including TRIO Programs (Upward Bound, Upward Bound Math & Science, Talent Search), Personal Counseling, Student Life and Advocacy, and the Ray Ellison Family Center. She manages over 50 personnel. Dean Ayala Jimenez recommends student focused solutions, responses to federal and state mandates, and facilitates partnerships across the College and community.

Educational Qualifications
Dean Ayala Jimenez holds a Master of Arts in Adult and Higher Education Administration from The University of Texas at San Antonio and a Bachelor of Arts in Sociology from the University of Texas at San Antonio. She is currently pursuing a Doctor of Education degree, ABD, in Global Educational Leadership from Lamar University.

Professional Experience
Dean Ayala Jimenez has 15 years' experience in the development and implementation of pre-college and early college programs. She joined PAC in 2007 as the Project Director for the College's TRIO Upward Bound Program and assisted the College in securing $4.5 million in federal TRIO Program grant funds. Dean Ayala Jimenez was promoted to College Director of High School Programs in 2014, and helped grow the seven Early College High Schools and increase enrollment in Dual Credit by 120% in 5 years. She has also helped secure a National Science Foundation Advanced Educational Technologies grant to promote and expand a logistics pathway in Dual Credit. She was promoted to Dean of High School Pre-College Programs in July 2017, and most recently was transitioned to Dean of Student Success in April of 2020.

Overview of Regular Evaluation of Administration
PAC demonstrates the overall effectiveness of its administration by regularly evaluating the College Executive Team, which consists of the President and three Vice-Presidents. In addition, the five Deans are also evaluated regarding their achievement of performance objectives. These annual evaluations contribute to the continuing development of the College.

Like the evaluation of other PAC personnel, the evaluation of administrators is governed by *Board Policy D.7.1 Employee Evaluations[18]* and *Board Procedure D.7.1.1 Employee Evaluations[19]*. Evaluations of Vice-Presidents are performed by the President, as their supervisor, and evaluations of Deans are performed by the supervising Vice-President.

The criteria used for evaluating the President, the Vice Presidents, and the Deans include a review of annual goals, leadership skills, communication ability, contribution to the mission of the College, and knowledge of the position. The supervisors of administrators from the Dean level and higher use a three-part evaluation system that includes: assessment on achievement of specific, measurable goals; a competency assessment; and professional development progress. Goals are set within a calendar year and are typically in alignment with Key Performance Indicators (KPI) of the College such as enrollment and persistence. Each goal has associated tasks and targets that are reviewed between the supervisor and the administrator bi-monthly, and progress to achieve goals is updated.

During the annual progress review, the administrator completes a self-evaluation on the goals, competencies, and professional development plan progress, and the supervisor completes an evaluation of the same three areas. Each goal and competency is evaluated using one of four success descriptors:

- **Unacceptable Performance:** Did not finish, consistently missed target dates, did not achieve what was expected;
- **Improvement Required:** Finished but late on some targets, not managed well and/or dubious quality;
- **Proficient Performance:** Targets achieved by due dates, well managed, good quality results;
- **Exemplary Performance:** All targets were met or exceeded, all targets achieved by due dates and some finished early, well managed, high quality results.

The evaluations are used to determine the extent to which the administrator's performance meets the requirements of a particular position and to establish performance improvement goals for the future, to strengthen the relationship between the supervisor and the administrator, to open up channels of communication, to appraise past performance, to recognize good performance, to identify areas that may require improvement, and to enable the supervisor to assess his or her own communication and supervisory skills. Performance evaluations for those serving actively in an administrator role over *2019 [20]* and *2018[21]* are provided as evidence of regular evaluation.

Upon completion of the evaluation process, recommendations for continued employment renewal or non-renewal are made by the President; these are submitted to the Chancellor for review and consideration for Board approval to continue the contracts of administrators as evidenced by *Board Minutes May 19, 2020[22]* and *Minute Order Renewal of Certain Administrative Contracts*[23].

Evidence

[1] Principle 5.4_1_PAC Organizational Chart
[2] Principle 5.4_2_Job Description Vice President for College Services
[3] Principle 5.4_3_Resume_Vice President of College Services_Beaumont Doss, Katherine
[4] Principle 5.4_4_Job Description Vice President for Academic Success
[5] Principle 5.4_5_Resume_Vice President of Academic Success_Elizabeth Tanner
[6] Principle 5.4_6_Job Description Vice President for Student Success
[7] Principle 5.4_7_Resume_Vice President of Student Success_Gilberto Becerra
[8] Principle 5.4_8_Job Description Dean for Academic Success
[9] Principle 5.4_9_Resume_Dean of Academic Success_Patrick Lee
[10] Principle 5.4_10_Job Description Dean for Academic Success
[11] Principle 5.4_11_Resume_Dean for Academic Success_Tina_Mesa
[12] Principle 5.4_12_Job Description Dean for Academic Success
[13] Principle 5.4_13_Resume_Dean of Academic Success_Dr. Pfang
[14] Principle 5.4_14_Job Description Dean for Student Success
[15] Principle 5.4_15_Resume_Dean of Student Success_Carlos Cruz
[16] Principle 5.4_16_Job Description Dean for Student Success
[17] Principle 5.4_17_Resume_Dean of Student Success_Monica Ayala Jimenez
[18] Principle 5.4_18_Board Policy D.7.1 Employee Evaluations
[19] Principle 5.4_19_Board Procedure D.7.1.1 Employee Evaluations
[20] 2019 Admin Evals_Redact_Password Protect
[21] 2018_Admin Evals_Redacted_Password Protect
[22] Principle 5.4_23_Board Minutes_Renewal of Admin Contracts_5.19.20
[23] Principle 5.4_24_Minute Order Renewal of Certain Administrative Contracts_2020

5.5 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. *(Personnel appointment and evaluation)*

Compliance Status: Compliance

Narrative

Palo Alto College publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. Palo Alto College (PAC) is in compliance with Principle 5.5 Personnel Appointment and Evaluation.

The case for compliance is structured as follows:

A. PAC has published policies for the appointment of non-faculty personnel and implements those policies as appropriate.
B. PAC has published policies that guide the employment of new non-faculty personnel and implements those policies as appropriate.
C. PAC has a published policy requiring regular performance evaluations for the review of non-faculty personnel performance and implements those policies.

The College Publishes and Implements Policies for the Appointment of Non-Faculty Personnel

The Palo Alto College Board Procedure D.2.5.2 (Staffing Review)[1] which is under the purview of the College President, allows for the appointment of existing personnel to new or current positions, if and when an internal candidate has been deemed to meet all job requirements and credentials. This practice can support realignment of strategic College priorities and may be used as a cost-saving measure. When a position becomes available, the President convenes a position review team who develops a recommendation based on the availability of internal talent; if the team determines that the current talent pool does not possess the skills required for the position, they recommend a search for an external candidate. A human resources representative works in tandem with the President to ensure that all appropriate protocols are followed and then executes the recommendation of the position review team, if approved by the President. All such promotions, reassignments and personnel actions are in accordance with *Palo Alto College Board Policies D.2.5 (Hiring Authority, Status, Assignments and Duties)[2], D.8.2 (Promotion and Demotion)[3] and Palo Alto College Board Procedures D.2.5.1 (Hiring Authority, Status, Assignments and Duties)[4], D.8.2.1 (Promotion Process)[5] and D.8.2.2 (Demotion)[6].* Additionally, position requests, position adjustments, and posting requests are outlined in *Procedure P 6.0 Request to Post[7] and P 5.0 Requesting new positions and position adjustments[8].*

The College Publishes and Implements Policies to Guide Employment of Non-Faculty Personnel

Palo Alto College Board Procedure D.2.2.1 (Hiring Practices)[9] outlines the procedure for posting of the position and the creation of a screening committee that reflects an appropriate *cross section of gender, ethnicity and cross-college representation[10]*. Once a position closes, each member of the screening committee must complete a human resources hiring briefing before a review of applicants may begin. Once all members of the screening committee have completed their hiring briefing, the screening committee is convened, and an *evaluation rubric[11]* is developed based upon the posted job description. After the development of an appropriate evaluation rubric, committee members may then access application materials for all applicants via the online hiring portal. The screening committee then evaluates the pool, selects five to seven candidates for in-person interviews, and recommends three semi-finalists for a second interview by the appropriate Dean and Vice President. *Board Policy D.2.3 (Qualifications for Hire)[12]* requires that before a final recommendation is made that background checks and *references[13]* are conducted in accordance with qualifications and position requirements as outlined in the job description. Once completed, a finalist is recommended to the College President.

The College Publishes and Implements a Policy for Regular Performance Evaluations of Non-Faculty Personnel

Palo Alto College Board Procedure on staff evaluation*, Board Policy D .7.1 (Employee Evaluations)[14]* , outlines the requirement that all full-time employees of the College complete periodic performance evaluations. Additionally, *Palo Alto College Board Procedure D.7.1.1 (Employee Evaluations)[15]* describes both the purpose of the employee performance evaluation as well as the requirement that non-faculty full-time personnel be evaluated on an annual basis which takes place based on the calendar year.

The College conducts non-faculty personnel evaluations at all levels of the organization including Director, Coordinator, and front-line personnel annually. Redacted examples of evaluations are included as evidence for *2018[16]* and *2019[17]*. The supervisors of non-faculty personnel use a three-part evaluation system that includes: assessment on achievement of specific, measurable goals; a competency assessment; and professional development progress. Goals are set within a calendar year and are typically in alignment with Key Performance Indicators (KPI) of the College such as enrollment and persistence, the College's Strategic Plan, and Department Unit Goals. Each goal has associated tasks and targets that are reviewed between the supervisor and the employee bi-monthly, and progress to achieve goals is updated.

During the annual progress review, the non-faculty personnel completes a self-evaluation on the goals, competencies, and professional development plan progress, and the supervisor completes an evaluation of the same three areas. Each goal and competency is evaluated using one of four success descriptors:

- **Unacceptable Performance:** Did not finish, consistently missed target dates, did not achieve what was expected;
- **Improvement Required:** Finished but late on some targets, not managed well and/or dubious quality;
- **Proficient Performance:** Targets achieved by due dates, well managed, good quality results;
- **Exemplary Performance:** All targets were met or exceeded, all targets achieved by due dates and some finished early, well managed, high quality results.

Publication and Development of Policies and Procedures

All of the policies listed above may be found electronically under Board Policy *online[18],* and College Procedures may be found on the *College website[19]* in the College Procedure Manual. Additionally, all College procedures are reviewed on a regular basis in alignment with College Procedure *A 1.0 Development of College Procedures[20]* by multiple campus bodies including *Student Success Council [21], Academic Success Council[22]* as well as our *College Leadership Team[23]* all of which are made up of a cross-section of campus stakeholders.

Evidence

[1] 5.5_1 D.2.5.2 (Procedure) Staffing Review

[2] 5.5_2 D.2.5 (Policy) Hiring Authority, Status, Assignments & Duties

[3] 5.5_3 D.8.2 (Policy) Promotion and Demotion

[4] 5.5_4 D.2.5.1 (Procedure) Hiring Authority, Status, Assignments & Duties

[5] 5.5_5 D.8.2.1 (Procedure) Promotion Process

[6] 5.5_6 D.8.2.2 (Procedure) Demotion

[7] 5.5_7 P6.0 (Procedure) Request to Post Vacant Positions

[8] 5.5_8 P5.0 (Procedure) Requesting New Positions and Position Adjustments

[9] 5.5_9 D.2.2.1(Procedure) Hiring Practices

[10] 5.5_10 Dean of Student Success Search Committee

[11] 5.5_11 Dean of Student Success Rubric_CANDIDATE

[12] 5.5_12 D.2.3 (Policy) Qualifications for Hire

[13] 5.5_13 Reference Check Form_COMPLETE

[14] 5.5_14 D.7.1 (Policy) Employee Evaluations

[15] 5.5_15 D.7.1.1 (Procedure) Employee Evaluations

[16] 5.5_2018 Evals

[17] 5.5_17 Performance Evaluations SMART Goals

[18] 5.5_18 Palo Alto College Board Policies & Procedures

[19] 14.2_16_Procedures Manual Website

[20] 14.2_18_A 1.0 Development of College Procedures

[21] 5.5_19 Agenda & Minutes_Student Success Council 04.01.20_17

[22] 5.5_20 Agenda & Minutes_Academic Success Council_10.23.2020

[23] 5.5_21 Agenda & Minutes_College Leadership Team (CLT) 04.21.2020

Section 6 Faculty

6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. *(Full-time faculty)* [CR; Off-Site/On-Site Review]

Compliance Status: Compliance

Narrative

The Institution employs an adequate number of full-time faculty members to support the Mission and goals of the Institution. Palo Alto College is in compliance with CR 6.1 Full-time Faculty.

The case for compliance is structured as follows:

A. Policy, procedure, and codified practice ensure that full-time faculty members at Palo Alto College (PAC) are responsible for and capable of supporting the Mission and goals of the Institution.
   a. The full-time faculty job description, College Policies and procedures, and the Faculty Resource Guide ensure that faculty responsibility for teaching, curriculum design and development, assessment, student advising, and discipline currency are clearly identified.
   b. College hiring processes and faculty evaluations support the recruitment and professional development of full-time faculty who are fully capable of their role in supporting the mission of the College.

B. The number of full-time faculty at the College is sufficient to support the Mission and goals of the Institution.
   a. Full-time faculty teaching load and class size limitations ensure sufficient time for curriculum oversight, student advising, professional development, and service obligations.
   b. The College's overall full-time/part-time faculty ratios are at or above 50/50, which is supported by College Policy.
   c. Each academic discipline and each technical program is supported by a full-time faculty lead and a ratio of FT/PT faculty members at or above 50/50.

Definition of Terms

Full-Time Faculty

At PAC, the role of full-time faculty is defined in Board Procedure *D.2.3.2 Faculty and Chair Positions* [1] as professional educators with minimum academic qualifications. Full-time faculty have a teaching load defined—and limited by—Board Procedure *D.5.1.2 Faculty Teaching Loads (Full-time)*[2]. Full-time faculty teach a minimum of 15 faculty load hours each fall and spring semester. They may choose to teach up to eight additional load hours (up to 23 load hours) if approved by the Department Chair and the Vice President of Academic Success. When such a request is made, considerations include the nature of the courses to be taught, the number of preparations required, and the extent of other du ties.

Full-time faculty can be temporary, annually renewable, or tenured.Temporary full-time faculty are hired to teach on a semester-by-semester basis, for up to two consecutive years. Full-time annually renewable faculty and tenured faculty are on continuing contracts, depending upon the satisfactory performance of their professional duties (see *D.10.2.5 Termination Tenured Faculty[3]* and *D.9.1.1 Progressive Discipline*)[4]. In addition to their teaching load, as detailed in the *Full-time Faculty Job Description[5]*, full-time faculty are expected to participate in student advisement (to include ten office hours each week during a fall or spring term), curriculum development and oversight, assessment, professional development, and service to the College, the District, and the community.

Part-Time Faculty

At the College, part-time faculty are those who teach fewer than 12 faculty load hours per semester (see *D.5.1.2 Faculty Teaching Loads (adjunct)[6]).* These faculty are hired to teach on a semester-by-semester basis. There is no limit on the length of their employment, depending upon the satisfactory performance of their teaching duties. Part-time faculty are not required to hold office hours, although they are expected to arrive at least 15 minutes before class begins to advise or otherwise assist their students. Part-time faculty are invited to participate in professional development activities and are required to attend pre-semester College and department meetings as shown in *Science Department Meeting[7]* and *Fall 2020 ECHS-DC Adjunct Meeting[8]*. They also participate in Palo Alto College's general education assessment and are themselves assessed (see Board Procedure *D.7.1.1 Employee Evaluations[9]*) through student surveys and classroom observations. Part-time faculty are indispensable in their teaching role for the College and are held to the same credentialing standards as full-time faculty.

Identification of Full-time Faculty Responsibilities

The Mission of Palo Alto College, “to inspire, empower, and educate our community for leadership and success,” requires that the College employs faculty qualified in their respective disciplines, capable of program oversight and with demonstrated aptitude for effective practices in teaching and learning. The Mission identifies the primary focus for the College to be education rather than research, and the *Full-time Faculty Job Description[10]* identifies the core responsibilities associated with that role: teaching, advising, peer and adjunct evaluation, curriculum development, student learning outcomes assessment, professional growth, and service to the College, District, and community.

These responsibilities are further defined in College policies and procedures. College Board of Trustees Procedure *D.2.3.2 Faculty and Department Chair Positions*[11] identifies again the primary responsibilities of full-time faculty members as those of educator and also identifies excellence in teaching, education, and service to be the criteria used for advancement in rank. The Procedure provides the reporting structure for full-time faculty as well as the defining the protection and responsibilities of academic freedom:

> Full-time members of the teaching faculty are professional educators who have the primary responsibility of fulfilling the College District goal of providing a quality education for all students attending the colleges. Faculty members are classified according to the ranks of instructor, assistant professor, associate professor, and professor. Advancement in rank comes as a recognition of excellence in teaching, education, and service. Faculty members are protected by academic freedom and bound by its accompanying responsibilities. They are responsible to a college president through the chain of command, and may be appointed initially to a tenure track position in one of the colleges. The relationship of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning.

College Board of Trustees Procedure *D.3.5 Academic Freedom and Responsibilities[12]* outlines both the rights and the responsibilities of academic freedom and ensures that all faculty at the College have the necessary intellectual freedom required for effective teaching and curriculum development. Procedure *D.4.10.1 Faculty Code of Professional Ethics[13]* states explicitly that faculty “shall support the goals and ideals of the college” and that full-time faculty also have a service obligation: “The Professional Educator shall participate in the governance of the college by accepting a fair share of committee and institutional responsibilities.” The Faculty Code of Professional Ethics further aligns the faculty role with the College’s Mission to inspire, empower, and educate:

> The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as ethnicity, creed, gender, disability, or age. The Professional Educator shall strive to help each student realize his or her full potential as a learner and as a human being.

Finally, the *Faculty Code of Professional Ethics[14]* requires that the faculty member pursues professional development and “maintains competence” in their discipline and profession:

> The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The *Faculty Resource Guide[15]*, written and reviewed by full-time faculty members and designed to support their role at the College, details the expectations for teaching, curriculum oversight, assessment, student advising and mentoring, and additional College, community, and professional service.

Recruitment and Evaluation of Full-time Faculty

Recruitment and hiring procedures for full-time faculty, as described in the response to standard 6.2.a, address the academic qualifications necessary for academic oversight and require a demonstrated proficiency in teaching.

Evaluations of full-time faculty review and assess their core functions: teaching, curriculum design and development, identifying and assessing appropriate student learning outcomes, advising, creative activity, professional development, and college, community, and professional service. PAC College Procedure *I 12.0 Faculty Performance Evaluation Guidelines*[16] defines the following twofold purpose for faculty evaluations:

> To provide information to individual faculty members concerning job performance, thus contributing to professional growth and development. To provide information for use in recommendations concerning other institutional personnel actions such as tenure decisions and promotions in academic rank.

Faculty evaluations (see *Peer Review sample 1[17]*, *Peer Review sample 2[18]*, *Chair Review sample 1[19]*, and *Chair Review Sample 2[20]*) are conducted annually for full-time faculty in year one through year six, and biannually thereafter. Evaluations include a review by the Department Chair, a peer review, classroom observations, and a self-assessment. The categories of the evaluation are defined in Board Procedure *D.7.1.1 Employee Evaluations-Faculty[21]*, and address the core responsibilities of full-time faculty: teaching, scholarly/creative activities and professional development, service to the institution, and service to the profession. The process of faculty evaluation supports the development of full-time faculty in areas specific to their role.

Adequate Number of Full-Time Faculty

The College determines its need for full-time faculty through a variety of measures, such as full-time teaching load and student loads, average class size, and full-time to part-time faculty ratios. Both policy and procedure also protect the role of full-time faculty with safeguards that combine to ensure the number of full-time faculty is sufficient to fully support the Mission of the College.

Full-Time Faculty Teaching Load

The full scope of full-time faculty responsibilities is taken into consideration in the assignment of faculty teaching load. Board Procedure *D.5.1.2 Faculty Teaching Loads (Full-time)*[22] restricts full-time faculty teaching loads, allowing sufficient time during each term to address curricular, advising, assessment, and other essential service obligations. The full-time load for a faculty member is 15 load hours each fall and spring term, which is the equivalent of five three-credit-hour lecture courses. The maximum class size at the College is 30 students, a maximum which is reduced for developmental courses and courses with equipment, safety, or pedagogical limitations. Evidence of this can be seen in the *average class size by discipline[23]* for fall terms 2016, 2017, 2018, and 2019. The full-time faculty student load is therefore not greater than 150 students during a fall or spring term. Limited overloads, as detailed in Board Procedure *D.5.1.2-Faculty Teaching Loads (Full-time)[24]*, of two courses or up to eight load hours are allowed, but these additional responsibilities must be approved by the Vice President of Academic Success and the relevant Dean, and must be addressed outside of the 40-hour work week, if accepted. Overloads are not required of, nor are they promised to any

faculty member. As stated in Board Procedure *D.5.1.2 Faculty Teaching Loads (Full-time)*[25], "There is no entitlement to overloads. Overloads are assigned per semester and are not guaranteed even if overloads have been assigned previously."

The employment of part-time faculty, who are held to the same academic and teaching qualifications required of full-time faculty (see PAC Procedure *P 1.0 Recruitment and Selection of Adjunct Faculty*[26], supplements the work of core full-time faculty. Fully-qualified part-time faculty provide effective instruction that meets established curricular, assessment, and student engagement requirements as designed by full-time faculty. Part-time adjunct faculty are integrated into each academic department and remain abreast of curricular and pedagogic changes through biannual adjunct convocations and participation in department meetings (see *Science Department Meeting*[27], *New Instructor Adjunct Onboarding*[28], *ECHS-Faculty FAQs*[29], *Course Checklist Adjunct_Faculty*[30] and the *Fall 2020 ECHS-DC Adjunct Meeting*[31]).

Full-Time to Part-Time Faculty Ratios

Full-time to part-time (FT/PT) faculty ratios are an essential measure when determining the need for additional full-time faculty members. The ratio of full-time faculty to part-time faculty is benchmarked in Board Procedure *D.5.1.2 Faculty Teaching Loads(FT-PT Ratios)*[32] at 50% full-time and 50% part-time faculty, with the stronger 55% full-time and 45% part-time provided as the target ratio. FT/PT ratios are calculated in different ways depending upon the use of this measure. When calculating this ratio to determine the need for additional full-time faculty, because faculty overloads are entirely voluntary, the sections taught by full-time faculty as overloads are counted as part-time sections. This ratio provides a realistic measure of the baseline availability of full-time faculty members as teachers and advisors. At PAC, the overall FT/PT faculty ratio has remained between the baseline 50/50 and the target 55/45, as the following table indicates.

Table 6.1.1: 2015-2019 FT/PT Faculty Ratio

TERM	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
FT/PT FACULTY RATIO	51/49	53/47	50/50	50/50	53/47

When assessing the sufficiency of full-time faculty in each of the academic disciplines and technical programs, the full-time to part-time faculty ratios are calculated by counting full-time overload sections (limited to two classes) as full-time sections. This provides a clear sense of the opportunity students have to interact with full-time faculty at the institution as well as ensuring that sufficient numbers of qualified full-time faculty are present to address advising and curriculum oversight responsibilities. Table CR 6.1.2 below provides a snapshot view of the *Fall 2019 FT/PT Faculty Ratios*[33] for disaggregated by academic and technical disciplines. As the ratios indicate, there is a sufficient presence of full-time faculty at the College for each discipline. This sectioning count includes both distance-learning and off-site dual enrollment sections, which are fully integrated in to the assessment of sufficient full-time faculty support

Table 6.1.2: Fall 2019 Full-Time/Part-Time Ratios by Academic and Technical Discipline

Academic Transfer Disciplines	**Full-Time Faculty Lead**	**Full-Time Faculty Sections**	**Part-Time Faculty Sections**	**Ratio** (full-time to part-time)
01. Accounting	Dr. Amanda Salinas	7	1	88:12
02. Agriculture	Ty Chumbley	4	0	100:0
03. Art	Dr. Alba DeLeon	18	9	67:33
04. Biology	Sara Wilkins	69	12	78:22
05. Chemistry		30	4	88:12

	Dr. Stamatis Muratidis			
06. Communication **	Dr. Denise Richter	5	5	50:50
07. Computer Science	Dr. Neven Jurkovic	16	7	70:30
08. Criminal Justice	Barry Parker	13	2	89:13
09. Dance*		0	2	0:100
10. Drama	Nicolas Castanon	9	0	100:0
11. Economics*	Thomas Snyder	8	0	100:0
12. Education	Dr. Amie DeLeon Dr. Yolanda Reyna	53	22	71:29
13. Engineering	Dr. Sikanta Mohanty	5	0	100:0
14. English	Dr. Mary Elston	65	16	80:20
15. French	Rose-Marie Lodi	0	2	0:100
16. Geography	Ryan Schuerman	6	0	100:0
17. Geology	Elizabeth Montgomery	5	1	83:17
18. Government	Virginia Stowitts Traina	46	5	90:10
19. History	Rex Field	49	12	80:20
20. Humanities	Dr. Lori Rodriguez	13	3	81:19
21. Kinesiology	Alexis Lowe	24	2	92:8
22. Mathematics	Virginia Nelms	204	40	84:16
23. Music	Dr. Armin Marmolejo	25	26	49:51
24. Philosophy	Rena Denham	11	8	58:42
25. Physics	Usha Gururajarao	10	0	100:0
26. Psychology	William Vasquez	21	10	68:32
27. Social Work*		0	5	0:100
28. Sociology	Aurora Yanez	7	12	37:63
29. Spanish	Evangeline Velez-Cobb	14	2	88:12
30. Speech Communication	Tony Longoria	35	7	83:17
Academic Transfer Disciplines	**Full-Time Faculty Lead**	**Full-Time Faculty Sections**	**Part-Time Faculty Sections**	**Ratio** (full-time to part-time)
01. Administrative Assistant* (POFI, POFT)	Sylvia DeHoyos	7	7	50:50
02. Business Management (BUSI DCIS, BMGT, MRKT, BUSG)	Elsa Anaya	22	16	58:42
03. Computer Information Systems	Dr. Nevin Jurkovic	19	7	73:27
04. Cosmetology (CSME)	Jasmine Brock	19	2	90:10
05. Energy: Production/Process (PTAC,PTRT)	Dr. Ronald Brown	6	0	100:0
06. Healthcare Administration (HPRD, HRPO, POFM)	Dr. Severo Rodriguez	7	3	70:30

07. Industrial Automation Technology (ELMT, INCR)	Dr. Sitakanta Mohanty	4	0	100:0
08. Landscape & Horticultural Sciences (HALT)	Rose Flores	6	4	60:40
09. Logistics & Supply Chain Management (LMGT)	Ronnie Brannon	4	4	50:50
10. Veterinary Technology (VTHT)	Laurie Pawelek	8	4	67:33
Developmental Disciplines	**Full-Time Faculty Lead**	**Full-Time Faculty Sections**	**Part-Time Faculty Sections**	**Ratio** (full-time to part-time)
01. Integrated Reading and Writing (INRW)	Lisa Trevino	22	3	88:12
02. Developmental Mathematics (reported with college-level math)	N/A	N/A	N/A	N/A
03. Student Development (SDEV)	Dr. Yolanda Reyna	6	2	75:25
TOTALS		**901**	**274**	**77:23**

Ratios are by section and FT overloads are counted as FT sections.

Disciplines marked with an asterisk have insufficient enrollment to support a full-time faculty member, but are offered through qualified adjunct instruction and are overseen and supported by full-time faculty qualified in a related discipline, as detailed below:

1. Dance: Nicolas Castanon, full-time faculty academically qualified in drama, supports the adjunct faculty member who is academically qualified to teach the sections of dance offered by the College.
2. French: Vangie Velez Cobb, full-time faculty member academically qualified in Spanish, supports the adjunct faculty member who is academically qualified to teach the sections of French offered by the College.
3. Social Work: Aurora Yanez, full-time faculty member academically qualified in sociology, supports the social work curriculum, which is taught by an adjunct faculty member qualified in social work.
4. Administrative Assistant: Elsa Anaya, full-time faculty member academically qualified in business management, supports the full-time adjunct instructors qualified to teach the administrative assistant certificate courses. The full-time faculty member supporting this program recently retired and the request to refill the position is in process.

It can be seen that the College has a strong distribution of full-time faculty across all disciplines, and that the workload in terms of classes taught and total student load is protected in both procedure and practice. The College fully supports its Mission through employing an adequate number of full-time faculty members.

Evidence

[1] CR 6.1 1 D.2.3.2-Faculty and Chair Positions_UPDATED_NEW PROC

[2] CR 6.1 2 D.5.1.2-Faculty Teaching Loads (Full-time)

[3] CR 6.1 3 D.10.2.5 Termination Tenured Faculty

[4] CR 6.1 4 D.9.1.1-Progressive Discipline

[5] CR 6.1 5 Full-time Faculty Job Description

[6] CR 6.1 6 D.5.1.2-Faculty Teaching Loads (adjunct)

[7] CR 6.1 23 Science Department Meeting

[8] CR 6.1 8 Fall 2020 ECHS-DC Adjunct Meeting
[9] CR 6.1 9 D.7.1.1-Employee Evaluations
[10] CR 6.1 10 Full-time Faculty Job Description
[11] CR 6.1 11 D.2.3.2-Faculty and Chair Positions_UPDATED_NEW PROC
[12] CR 6.1 12 D.3.5-Academic Freedom and Responsibilities
[13] CR 6.1 13 D.4.10.1-Faculty Code of Professional Ethics
[14] CR 6.1 13 D.4.10.1-Faculty Code of Professional Ethics - Copy
[15] CR 6.1 14 Faculty Resource Guide
[16] CR 6.1 15 I12.0 Faculty Performance Evaluations Guidelines - UPDATED NEW PROCEDURE
[17] CR 6.1 16A Peer Review sample1
[18] CR 6.1 16B Peer Review Sample 2
[19] CR 6.1 16C Chair Review sample1
[20] CR 6.1 16D Chair Review sample 2
[21] CR 6.1 17 D.7.1.1-Employee Evaluations-Faculty Criteria
[22] CR 6.1 20 D.5.1.2-Faculty Teaching Loads (Full-time)
[23] CR 6.1 19 Average Class Size by Discipline
[24] CR 6.1 18 D.5.1.2-Faculty Teaching Loads (Full-time) (2)
[25] CR 6.1 21 D.5.1.2-Faculty Teaching Loads (Full-time)
[26] CR 6.1 22 P 1.0 Recruitment and Selection of Adjunct Faculty
[27] CR 6.1 7 Science Department Meeting
[28] CR 6.1 24 New Instructor.Adjunct Onboarding
[29] CR 6.1 25 ECHS-Faculty FAQs
[30] CR 6.1 26 Course Checklist Adjunct Faculty
[31] CR 6.1 27 Fall 2020 ECHS-DC Adjunct Meeting
[32] CR 6.1 29 D.5.1.2-Faculty Teaching Loads (FT-PT ratios)
[33] CR 6.1 30 fall 2019 FT-PT faculty ratios

6.2.a For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. *(Faculty qualifications)*

Compliance Status: Compliance

Narrative

For each of its educational programs, the Institution justifies and documents the qualifications of its faculty members. Palo Alto College justifies and documents the qualifications of its faculty for every discipline and program offered by the Institution. Palo Alto College (PAC) is in compliance with Principle 6.2.a.

The case for compliance is structured as follows:

A. The qualifications of faculty at PAC are influenced by its role and mission as authorized by the state of Texas.
B. The College follows Institutional Policy and procedure, state requirements, and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines in defining the expected qualifications of faculty members.
C. The College follows a thorough, appropriate, and well-documented process for the review and justification of faculty qualifications.

The College Mission and State Authorization Influence Faculty Qualifications

Texas Education Code (TEC) *Title 3, Subtitle G[1]*, Chapter 130, Subchapter A, Sec. 130.0011 defines the role and mission for Texas public junior colleges as "two-year institutions…offering vocational, technical, and academic courses for certification or associate degrees." Texas Administrative Code *Title 19, Part 1[2]*, Chapter 9, Subchapter D Rule 9.73 further defines the courses in the College's inventory, allowing state funding "for lower division academic courses at public community colleges."

The state also governs the courses offered by the College through the Texas Higher Education Coordinating Board's Guidelines for Instructional Programs in Workforce Education (GIPWE), which defines the requirements for *technical associate degrees[3]* and certificates offered by public community colleges in Texas. These awards require between 15 and 60 semester credit hours of technical or *workforce courses[4]*, not intended for transfer listed in the Workforce Education Course Manual (WECM) and lower-division, academic transferable courses that are listed in the *Academic Course Guide Manual* (*ACGM*[5]).

The state-assigned role and Mission for PAC and the associated requirements for the courses in the programs offered by the College determine the necessary faculty qualifications. That is, the faculty qualifications must be sufficient to address undergraduate-level academic transfer courses and technical workforce courses appropriate to freshman and sophomore-level students.

The PAC Mission, "To inspire, empower, and educate our community for leadership and success" requires that faculty qualifications also include a demonstrated ability to effectively engage and educate students enrolled at the college.

SACSCOC Guidelines and Institutional Policy and Procedure Requirements Define Expected Faculty Qualifications

The role and Mission of the College as authorized by the state is to offer two-year, transferable associate degrees composed of undergraduate level academic transfer courses and technical, workforce programming. The College follows SACSCOC guidelines in defining the *faculty credentials[6]* required for this programming:

a. Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.

In reviewing and justifying faculty qualifications, the College also bears in mind advice provided in the *General Instructions[7]* for Completing the Faculty Roster Form: "SACSCOC recognizes that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses."

The College is also guided by policy and procedure in defining faculty credentials, which mirror the recommendations of SACSCOC. Board *Policy D.2.3[8]* requires that "every candidate for hire satisfy the credential, qualification and other position requirements set forth in the job description." The *Faculty Job Description[9]* requires that faculty "meet the minimum academic qualifications" provided in Board *Procedure D.2.3.2[10] Faculty and Department Chair Positions*[10], and this procedure defines the required qualifications for faculty in terms that align precisely with the SACSCOC guidelines for faculty credentials.

College Process for Review and Justification of Faculty Qualifications is Thorough and Well-documented

Faculty qualifications undergo careful review, justification, and documentation during the hiring process. Board *Policy D.2.5 Hiring Authority, Status, Assignments, and Duties*[11] and its related Board *Procedure D.2.5.1[12]* guide the hiring process and provide specific rules governing faculty appointments. A detailed treatment of the institution's full-time faculty hiring process is contained in *Procedure I 15.0[13]* of the College's Procedure Manual.

The faculty hiring process ensures that all faculty members meet the required standards for employment. Faculty applications include a letter of intent, transcripts of all graduate level work, relevant professional experience, a completed application form, and letters of reference. A college screening committee composed of faculty in the relevant or a similar discipline review each application packet. Candidates that meet or surpass the minimum faculty qualifications are invited by the committee for an interview and are asked to provide a teaching demonstration. The committee then forwards the three to five best qualified candidates to the relevant Chair, who reviews and confirms the qualifications of each candidate, checks references, and schedules interviews if not present at those conducted by the screening committee.

The Chair subsequently meets with the Dean and the Vice President of Academic Success (VPAS) to review the forwarded applications and decide on the two or three candidates (see *recommendation memos[14]*) to be forwarded to the President. After review of the applications, the President, VPAS, and Dean conduct the final interviews. The President, in collaboration with the Dean and VPAS, makes the final hiring decision.

A hiring packet (see joined hiring packets for *Jessica Humann-Biology and Elizabeth Montgomery-Geology[15]*) that clearly documents the qualifications of the chosen faculty candidate is finalized at this time. The packet is forwarded to the College’s Human Resources office where a background check is completed. If successful, the office of Human Resources makes the offer to the candidate.

The hiring process for adjunct faculty is outlined in College *Procedure P 1.0[16]*. The adjunct hiring packet requires the same documentation of academic credentials and/or professional experience as is required of full-time faculty applicants (see hiring documents for *Smith-Courney-Biology[17]*, *Kalson-James-Music[18]*, and *Perry-Samaniego-English[19]*). The relevant department chair and a full-time faculty member qualified in the relevant discipline review each adjunct application. If qualified, a candidate is invited by the department chair for an interview. If the interview is successful the adjunct’s application packet is forwarded to the Dean for review and possible interview. If the Dean approves the candidate’s qualifications, the packet is forwarded to the VPAS for final review. If all required qualifications are met and documented, the VPAS forwards the adjunct packet to the office of Human Resources who completes a background check. If successful, Human Resources notifies the department chair who then contacts the applicant.

Documents which detail all academic credentials and relevant professional experience for each faculty member hired by the College are maintained by the College and also by the College’s Human Resources office. The qualifications required of faculty members do not vary by full-time or part-time status, nor by location or modality of course delivery.

Faculty from Prior Review documents (*Faculty from Prior Review-PTE and Faculty from Prior Review-A&S*[20]) certify those faculty who were approved during the last re-affirmation and were teaching for the College in the same disciplines during the Spring 2020 and Fall 2020 terms. *Faculty Rosters A&S [21]* and *Faculty Rosters PTE[22]* provide the courses taught and the relevant qualifications for each new faculty member teaching during the Spring 2020 and Fall 2020 terms. Faculty who taught during these terms, but were previously approved during the 2012 Palo Alto College re-affirmation, are listed in the *Faculty from Prior Review[20]*.

Evidence

[1] CR 6.2.a 1 Title 3 Subtitle G.docx

[2] CR 6.2.a 2 Title 19, Part 1

[3] CR 6.2.a 3 technical associate degrees.docx
[4] CR 6.2.a 4 workforce courses
[5] CR 6.2.a 5 ACGM
[6] CR 6.2.a 6 faculty credentials
[7] CR 6.2.a 7 General Instructions
[8] CR 6.2.a 8 policy D.2.3
[9] CR 6.2.a 9 Faculty Job Description
[10] CR 6.2.a 10 D.2.3.2
[11] CR 6.2.a 11 Policy D.2.5
[12] CR 6.2.a 12 Procedure D.2.5.1
[13] CR 6.2.a 13 Procedure I 15.0
[14] CR 6.2.a 14 recommendation memos
[15] CR 6.2.a 15 Jessica Humann and Elizabeth Montgomery
[16] CR 6.2.a 16 P 1.0 Recruitment and Selection of Adjunct Faculty
[17] CR 6.2.a 17 Smith-Courney-Biology
[18] CR 6.2.a 18 Kalson-James-Music
[19] CR 6.2.a 19 Perry-Samaniego-English
[20] CR 6.2.a 22 Faculty from Prior Review-A&S and PTE
[21] CR 6.2.a 20 Faculty Rosters A&S - NEW
[22] CR 6.2.a 21 Faculty Roster PTE

6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. *(Program faculty)***[CR; Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College employs a sufficient number of full-time faculty to ensure curriculum and program quality for each of its disciplines and educational programs. Palo Alto College (PAC) is in compliance with Principl

The case for compliance is structured as follows:

A. The definition of full-time and part-time faculty, with their roles and responsibilities, is provided.
B. The programs offered by the College are provided.
C. The distribution of full-time faculty by program and discipline is provided.
D. Additional measures of full-time faculty sufficiency for curriculum and program quality, integrity, an
E. Sufficient full-time faculty exist for oversight for programs delivered at off-site locations and through

Definition of Full-time and Part-time Faculty and Roles and Responsibilities

Full-Time Faculty

At PAC, full-time faculty are those instructors who teach a minimum of 15 faculty load hours each fall and s may choose to teach up to eight additional load hours (up to 23 load hours) if approved by the Department President of Academic Success (see Board procedure *D.5.1.2 Faculty Teaching Loads (Full-time)*[1]. Whe made, considerations include the nature of the courses to be taught, the number of preparations required, other duties.

Full-time faculty can be temporary, annually renewable, or tenured. Temporary full-time faculty are hired to by-semester basis, for up to two years. Full-time annually renewable faculty and tenured faculty are on cor

depending upon the satisfactory performance of their professional duties (see *D.10.2.5 Termination Tenure 9.1.1 Progressive Discipline*[3]). In addition to their teaching load, full-time faculty are expected to participa advisement, curriculum development and oversight, assessment, professional development, and service to District, and the community (see the *Full-time Faculty Job Description*[4]).

Part-Time Faculty

At the College, part-time faculty are those who teach fewer than 12 faculty load hours per semester (see *D Teaching Loads (adjunct)*[5]). These faculty are hired to teach on a semester-by-semester basis. There is of their employment, depending upon the satisfactory performance of their teaching duties. Part-time facult hold office hours, although they are expected to arrive at least 15 minutes before class begins to advise or students. Part-time faculty are invited to participate in professional development activities and are required semester department meetings (see *Science Department meeting*[6]). They also participate in PAC's gene assessment and are themselves assessed (see Board procedure *D.7.1.1 Employee Evaluations*[7]) throug classroom observations. Part-time faculty are an indispensable part of the College in their contribution to te They are held to the same credentialing standards as full-time faculty (see College procedure *P.1.0 Recrui Adjunct Faculty*[8])

Full-time Faculty Roles and Responsibilities

The Mission of Palo Alto College, "to inspire, empower, and educate our community for leadership and suc the College employ faculty qualified in their respective disciplines, capable of program oversight, and with for effective practices in teaching and learning. PAC's Mission identifies the primary focus for the College than research, and the *Full-time Faculty Job Description*[9] identifies the core responsibilities associated w advising, peer and adjunct evaluation, curriculum development, student learning outcomes assessment, pr and service to the College, District, and community.

These responsibilities are further defined in College policies and procedures. College Board of Trustees Pr *Faculty and Department Chair Positions*[10] identifies again the primary responsibilities of a full-time faculty an educator. In addition, excellence in teaching, education, and service are criteria used for advancement procedure provides the reporting structure for full-time faculty as well as the protection and responsibilities

> Full-time members of the teaching faculty are professional educators who have the primary respo College District goal of providing a quality education for all students attending the colleges. Facult classified according to the ranks of instructor, assistant professor, associate professor, and profes rank comes as a recognition of excellence in teaching, education, and service. Faculty members academic freedom and bound by its accompanying responsibilities. They are responsible to a col the chain of command, and may be appointed initially to a tenure track position in one of the colle of the faculty member to the student is one of leader, teacher, advisor, and facilitator of learning.

College Board of Trustees Procedure *D.3.5 Academic Freedom and Responsibilities* [11]outlines both the responsibilities of academic freedom and ensures that all faculty at the College have the necessary intellec for effective teaching and curriculum development. *Procedure D.4.10.1 Faculty Code of Professional Ethics* that faculty "shall support the goals and ideals of the college" and have a service obligation: "The Professio participate in the governance of the college by accepting a fair share of committee and institutional respons

Finally, the above mentioned procedure requires that the faculty member pursue professional developmen competence" in their discipline and profession:

> The Professional Educator shall maintain competence through continued professional developme that competence through consistently adequate preparation and performance, and shall seek to e competence by accepting and appropriating constructive criticism and evaluation.

The *Faculty Resource Guide*[13], written and reviewed by full-time faculty members and designed to suppo College, details the expectations for curriculum oversight, assessment, student advising and mentoring, an community, and professional service.

Programs Offered by the College

The College offers an Associate of Arts (AA), an Associate of Science (AS), an Associate of Arts in Teachi Associates of Applied Science (AAS), and 35 Level 1 and Level 2 Certificates, as listed in the 2020-2021 *F Catalog[14]*, in the Institutional Summary, and in the Texas Higher Education Coordinating Board's Workfo *Alto College[15]*.

The *AA[16]* and AS degrees consist of the 42 semester-credit-hour (SCH) *Core Curriculum[17]*, addressing requirements, and 18 elective semester credit hours that may be chosen from academic, transferable cour *Curriculum design[18]*, a coherent structure of 42-SCH of general education, transferable, undergraduate c under the auspices of the Texas Higher Education Coordinating Board (THECB) through a collaborative ef from public institutions of higher education across Texas. Oversight for this common component of the AA provided at the discipline level. Full-time faculty in each discipline ensure the currency, coherence, and ap curriculum of each course. The 18 elective, transferable credit hours for the AA and AS facilitate transfer in chosen baccalaureate degree without loss of unnecessary SCH. The *AS[19]* further requires that nine of th transferable credit hours come from the College's list of approved science, technology, engineering, or mat courses. Oversight for these variable elective hours is provided at the course level by full-time faculty qual discipline.

The *AAT[20] [21]* also consists of the 42 SCH Core Curriculum and an additional 18 transferable SCH. Hov are not electives, but chosen to transfer and apply to a baccalaureate degree in education offered by any p higher education in Texas. This program is overseen by a full-time faculty lead academically qualified in ed

The AAS degrees and Certificates are each associated with a specific technical or workforce area of study prepare graduating students for job entry. To ensure the quality, currency, and integrity of the AAS degrees each program is provided oversight by faculty leads with relevant academic qualifications and professional oversight is also specifically required by the THECB's Guidelines for Instructional Programs in Workforce E under *Program Coordination and Faculty[22]*.

The structure of the College's academic divisions and departments within each division supports this curric *2020-2021 Organizational Chart[23]* for Academic Success at PAC identifies each academic department a department chair. Academically qualified academic deans and department chairs are responsible for ensur qualified in the appropriate discipline provide program coordination and discipline oversight within their resp academic deans and department chairs (see dean and chair resumes as provided in 5.4) meet the employ and responsibilities set forth in Board Procedure *D.2.3.2 Faculty and Department Chairs Positions[24]*.

Distribution of Faculty by Program and Discipline

Full-time faculty are distributed by discipline and workforce program such that each discipline and each pro AAT, and the several AAS and Certificate programs, have sufficient full-time faculty coverage to ensure cu quality, integrity, and review. Table 1-6.2b provides the Fall 2019 number of full-time faculty supporting eac program, the number of adjuncts supporting the discipline and program at that time, and the full-time/part-t

Disciplines in Table 6.2.b.1 that are marked with an asterisk have insufficient enrollment to support a full-ti but are offered through qualified adjunct instruction. Curricular oversight for these disciplines is addressed qualified in a related discipline, in collaboration with the academically qualified part-time instructor. These c

1. Administrative Assistant AAS: Although this program was supported by full-time faculty member Sylv 2019, Ms. DeHoyos retired after that term. Upon review, the College determined that the program sh request for approval of the teach-out plan has been submitted to SACSCOC.
2. Dance: Nicolas Castanon, full-time faculty member academically qualified in drama, supports the adj who is academically qualified to teach the sections of dance offered by the College.
3. Communication: Although full-time faculty member Dr. Denise Richter was present for the Fall 2019 August 2020, and the discipline is currently supported by academically qualified part-time adjuncts A Courtney Davila-Gonzalez. The College has scheduled replacement of this full-time faculty position i
4. French: Evangeline Velez-Cobb, full-time faculty member academically qualified in Spanish, support member who is academically qualified to teach the sections of French offered by the College.
5. Social Work: Aurora Yanez, full-time faculty member academically qualified in sociology, supports th curriculum, which is taught by an adjunct faculty member qualified in social work.

6. Administrative Assistant: Elsa Anaya, full-time faculty member academically qualified in business ma
the full-time adjunct instructors qualified to teach the Administrative Assistant Certificate courses.

Table 6.2.b.1: Fall 2019 Full-Time/Part-Time Ratios by Academic and Technical Discipline

Academic Transfer Disciplines	Full-Time Faculty Lead	Full-Time Faculty Sections	Part-Time Facu Sections
01. Accounting	Dr. Amanda Salinas	7	1
02. Agriculture	Ty Chumbley	4	0
03. Art	Dr. Alba DeLeon	18	9
04. Biology	Sara Wilkins	69	12
05. Chemistry	Dr. Stamatis Muratidis	30	4
06. Communication **	Dr. Denise Richter	5	5
07. Computer Science	Dr. Neven Jurkovic	16	7
08. Criminal Justice	Barry Parker	13	2
09. Dance*		0	2
10. Drama	Nicolas Castanon	9	0
11. Economics*	Thomas Snyder	8	0
12. Education	Dr. Amie DeLeon Dr. Yolanda Reyna	53	22
13. Engineering	Dr. Sikanta Mohanty	5	0
14. English	Dr. Mary Elston	65	16
15. French	Rose-Marie Lodi	0	2
16. Geography	Ryan Schuerman	6	0
17. Geology	Elizabeth Montgomery	5	1
18. Government	Virginia Stowitts Traina	46	5
19. History	Rex Field	49	12
20. Humanities	Dr. Lori Rodriguez	13	3
21. Kinesiology	Alexis Lowe	24	2
22. Mathematics	Virginia Nelms	204	40
23. Music	Dr. Armin Marmolejo	25	26
24. Philosophy	Rena Denham	11	8
25. Physics	Usha Gururajarao	10	0
26. Psychology	William Vasquez	21	10
27. Social Work*		0	5
28. Sociology	Aurora Yanez	7	12
29. Spanish	Evangeline Velez-Cobb	14	2
30. Speech Communication	Tony Longoria	35	7
Academic Transfer Disciplines	**Full-Time Faculty Lead**	**Full-Time Faculty Sections**	**Part-Time Facu Sections**
	Sylvia DeHoyos	7	7

01. Administrative Assistant* (POFI, POFT)			
02. Business Management (BUSI DCIS, BMGT, MRKT, BUSG)	Elsa Anaya	22	16
03. Computer Information Systems	Dr. Nevin Jurkovic	19	7
04. Cosmetology (CSME)	Jasmine Brock	19	2
05. Energy: Production/Process (PTAC,PTRT)	Dr. Ronald Brown	6	0
06. Healthcare Administration (HPRD, HRPO, POFM)	Dr. Severo Rodriguez	7	3
07. Industrial Automation Technology (ELMT, INCR)	Dr. Sitakanta Mohanty	4	0
08. Landscape & Horticultural Sciences (HALT)	Rose Flores	6	4
09. Logistics & Supply Chain Management (LMGT)	Ronnie Brannon	4	4
10. Veterinary Technology (VTHT)	Laurie Pawelek	8	4
Developmental Disciplines	**Full-Time Faculty Lead**	**Full-Time Faculty Sections**	**Part-Time Facu Sections**
01. Integrated Reading and Writing (INRW)	Lisa Trevino	22	3
02. Developmental Mathematics (reported with college-level math)	N/A	N/A	N/A
03. Student Development (SDEV)	Dr. Yolanda Reyna	6	2
TOTALS		**901**	**274**

Ratios are by section and FT overloads are counted as FT sections.

The preservation of the strong full-time to part-time faculty ratios seen in the table above is protected by Bo
Faculty Teaching Loads (FT-PT Ratios)[25], which targets a 50/50 faculty ratio and further encourages the
55/45 full-time to part-time ratio.

Additional Measures of Full-time Faculty Sufficiency

Faculty Teaching Load

The full scope of full-time faculty responsibilities is taken into consideration in the assignment of faculty tea
procedure *D.5.1.2 Faculty Teaching Loads*[26] restricts full-time faculty teaching loads, allowing sufficient t
to provide curricular and program review and oversight. The full-time course assignment for a faculty meml
each fall and spring 16-week term, which is the equivalent of five three-credit-hour lecture courses each te

The maximum class size at the College is 30 students, a maximum which is reduced for developmental co
with equipment, safety, or pedagogical limitations. The full-time faculty student load is therefore not greate
during a fall or spring term (see discussion of average class size in the next section). Board procedure *D.5*
Loads[27] also limits faculty *overloads[28]* to two courses or up to eight load hours, but these additional res
approved by the Vice President of Academic Success and the relevant Dean, and must be addressed outs
work week, if accepted. Overloads are not required of, nor are they promised to, any faculty member.

The employment of part-time faculty, who are held to the same academic and professional qualifications re
faculty, supplements the work of core full-time faculty. Fully-qualified part-time faculty provide effective inst
established curricular, assessment, and student engagement requirements as designed by full-time faculty
this narrative, part-time adjunct faculty are integrated into each academic department and remain abreast c
pedagogic changes through biannual adjunct convocations and participation in department meetings (see
[29] and *adjunct agenda[30]*).

Average Class Size

As previously mentioned, the maximum class size at the college is 30 students and the targeted overall av
the college is 25 students. When disaggregated by discipline, the average class size provides a measure c

by program and discipline, and serves as an additional metric for faculty teaching loads. The *Average Clas* *[31]* document provides average class sizes, by discipline, for the 2016-2019 fall terms. It can be seen that sizes have remained, in the majority, below 25 students, with government, geology, and criminal justice cla average class sizes of 27 or 28. Thus, no faculty member is supporting a student load that would preclude collaborative review of curricular quality and currency.

The College has a strong distribution of full-time faculty across all disciplines, and the faculty workload in te and total student load is protected in both procedure and practice. The College fully supports its Mission ar for discipline and program oversight by employing an adequate number of qualified full-time faculty membe and within each program.

Oversight Off-site Locations and Distance Education

The College offers associate degrees at offsite locations serving dual enrollment students. The *offsite prog* lists each offsite location and the associate degrees approved at the 50% or more level as well as the assc 25% to 49% level, for which notification to SACSCOC has been provided. Each of these associate degree the PAC campus and so receive the full-time faculty oversight that ensures curricular and programmatic cu

The College also offers programs through distance learning, for which the College received approval from 28, 2000[33]. These programs are also offered in a face-to-face format. Regardless of mode of delivery or these programs receive the sufficient qualified faculty oversight to ensure quality, integrity, and currency.

Evidence

[1] CR 6.2.b 1 D.5.1.2-Faculty Teaching Loads (Full-time)

[2] CR 6.2.b 2 D.10.2.5 Termination Tenured Faculty

[3] CR 6.2.b 3 D.9.1.1-Progressive Discipline

[4] CR 6.2.b 9 Full-time Faculty Job Description

[5] CR 6.2.b 5 D.5.1.2-Faculty Teaching Loads (adjunct)

[6] CR 6.2.b 6 Science Department Meeting

[7] CR 6.2.b 7 D.7.1.1-Employee Evaluations-Faculty Criteria

[8] CR 6.2.b P 1.0 Recruitment and Selection of Adjunct Faculty

[9] CR 6.2.b 4 Full-time Faculty Job Description

[10] CR 6.2.b 10 D.2.3.2 Faculty and Department Chair Positions

[11] CR 6.2.b 11 D.3.5-Academic Freedom and Responsibilities

[12] CR 6.2.b 12 D.4.10.1-Faculty Code of Professional Ethics

[13] CR 6.2.b 13 Faculty Resource Guide

[14] CR 6.2.b 14 Palo Alto College Catalog

[15] CR 6.2.b 15 Inventory for Palo Alto College

[16] CR 6.2.b 16 AA

[17] CR 6.2.b 17 Core Curriculum

[18] CR 6.2.b 18 Core Curriculum design

[19] CR 6.2.b 19 AS

[20] CR 6.2.b 20 AAT EC-6

[21] CR 6.2.b 21 AAT 7-12

[22] CR 6.2.b 22 Program Coordination and Faculty

[23] CR 6.2.b 23 Organizational Chart

[24] CR 6.2.b 24 D.2.3.2 Faculty and Department Chair Positions

[25] CR 6.2.b 25 D.5.1.2-Faculty Teaching Loads (FT-PT Ratios)

[26] CR 6.2.b 26 D.5.1.2-Faculty Teaching Loads

[27] CR 6.2.b 26 D.5.1.2-Faculty Teaching Loads - Copy

[28] CR 6.2.b 27 overloads

[29] CR 6.2.b 28 adjunct sign-in sheet_01-16-19

[30] CR 6.2.b 29 adjunct agenda

[31] CR 6.2.b 30 Average Class Size by Discipline

[32] CR 6.2.b 31 offsite programs

[33] CR 6.2.b 32 Distance Learning Approval Memo

6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

For each of its educational programs, Palo Alto College assigns appropriate responsibility for program coo
Alto College (PAC) is in compliance with Principle 6.2.c Program Coordination.

The case for compliance is structured as follows.

A. The educational programs offered at PAC are provided.
B. Program oversight for the Associate of Arts, Associate of Science, and the Associate of Arts in Teac
appropriately assigned.
C. Program oversight for Associates of Applied Science is appropriately assigned.
D. Program oversight for Certificate Programs is appropriately assigned.

Educational Programs at Palo Alto College

The College offers an Associate of Arts, an Associate of Science, an Associate of Arts in Teaching, 21 Ass
Applied Science, and 35 Certificates as listed in the 2020-2021 *Palo Alto College Catalog*[1], and in the Ins
Summary.

The AA and AS degrees consist of the 42 semester-credit-hour (SCH) Core Curriculum, addressing genera
requirements, and 18 elective semester credit hours that may be chosen from academic, transferable cour
electives are present to facilitate transfer into the student's chosen baccalaureate degree.

The AAT also consists of the 42 SCH Core Curriculum and an additional 18 transferable SCH. However, th
electives, but specifically required to transfer and apply to any baccalaureate degree in education offered b
institution of higher education in Texas. This program is overseen by a full-time faculty lead academically
education.

The AAS degrees and Certificates are each associated with a specific technical or workforce area of study
designed to prepare graduating students for job entry. To ensure the quality, currency, and integrity of the
and Certificates, each program is provided oversight by faculty leads with relevant academic qualifications
professional experience.

The structure of the College's academic divisions and departments within each division support this curricu
The *2020-2021 Academic Success Organizational Chart*[2] identifies each academic department and desig
Department Chair at Palo Alto College. Academically qualified Deans and Department Chairs are responsi
qualified faculty oversight for each discipline and program coordination during each academic year, ensuri
appropriate oversight is provided for each program. All Deans and Department Chairs meet the employme
and responsibilities set forth in Board Policy *D.2.3 Employment Qualifications*[3] and Board Procedure *D.2.
Department Chairs Positions*[4].

Program Oversight for Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in T

As outlined in the *Palo Alto College Catalog*[5], the *Associate of Arts*[6] and *Associate of Science*[7] require freshmen- and sophomore-level general education as provided by the College's *Core Curriculum*[8], plus a SCH of freshman- and sophomore-level transferable academic credit. The AS differs from the AA in that th additional transfer credit must include nine hours of approved science, technology, engineering, or math co [9] requires of both the AA and AS that, insofar as is possible, each provide the courses that will transfer a baccalaureate program at a Texas public institution of higher education.

The Associate of Arts in Teaching offers two areas of specialization (see *AAT EC-6* and *AAT 7-12*)[10]. Bo 42 SCH of general education courses and 18 additional SCH of additional transfer credit. However, for the SCH requirement is course-specific and differs by area of specialization. The specialization for grades sev twelve requires six SCH of education courses and 16 SCH in a chosen academic discipline. The specializ education or early childhood through sixth grade requires six SCH of education courses, six SCH of mathe teachers, and at least six SCH from the life and physical sciences. Coordination for this program is assigne Deleon, a faculty member with both teaching experience in K-12 public education and academic qualificati freshman- and sophomore-level education courses.

The College provides oversight for these associate degrees at the discipline level, ensuring that the Core C courses and the academic transferable courses have appropriate content and pedagogy, and maintain dis As provided in the College's response to Principle 6.2.a, each general education and academic transfer dis assigned a faculty lead or Chair with academic qualifications in that discipline that meet SACSCOC *guideli credentials*[11]*:*

> a. Faculty teaching general education courses at the undergraduate level: doctorate or master's d teaching discipline or master's degree with a concentration in the teaching discipline (a minimum semester hours in the teaching discipline).
> b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: do master's degree in the teaching discipline or master's degree with a concentration in the teaching minimum of 18 graduate semester hours in the teaching discipline).

Discipline leads are responsible for initiating curricular revisions and taking these revisions before the Colle Curriculum Committee (see *Curriculum Committee agendas*[12]). Table 1-6.2.c below provides the faculty general education and academic, transferable discipline, as well as the lead for the AAT, Dr. Amie Deleon. and professional qualifications for each of these faculty leads can be found in the *Faculty Roster*[13] or the *Prior Review*[14] form, provided in Standard 6.2 a.

Table 6.2.c.1: Faculty Oversight for Academic Transfer and General Education Disciplines,

General Education and Academic Transfer Disciplines	Faculty Lead
01. Accounting	Dr. Amanda Salinas
02. Agriculture	Ty Chumbley
03. Art	Dr. Alba DeLeon
04. Biology	Sara Wilkins
05. Chemistry	Dr. Stamatis Muratidis
06. Communication*	Andrea Fuentes*, Courtney Davila-Gonzalez*
07. Computer Science	Dr. Neven Jurkovic
08. Criminal Justice	Barry Parker
09. Dance*	Amber Ortega-Perez*
10. Drama	Nicolas Castanon
11. Economics*	Thomas Snyder*
12. Education	

	Dr. Amie Deleon (program lead for the AAT) and Dr. Yolanda Reyna (course lead for EDUC 1300 *Learning Frameworks*)
13. Engineering	Dr. Sitakanta Mohanty
14. English	Lisa Trevino
15. French*	Rose-Marie Lodi*
16. Geography	Ryan Schuermann
17. Geology	Elizabeth Montgomery
18. Government	Virginia Stowitts Traina
19. History	Rex Field
20. Humanities	Dr. Lori Rodriguez
21. Kinesiology	Alexis Lowe
22. Mathematics	Virginia Nelms
23. Music	Dr. Armin Marmolejo
24. Philosophy	Rena Denham
25. Physics	Usha Gururajarao
36. Psychology	William Vasquez
27. Social Work*	Natania Gertman*
28. Sociology	Aurora Yanez
29. Spanish	Evangeline Velez-Cobb
30. Speech Communication	Tony Longoria

*Discipline oversight provided by adjunct faculty member.

In the disciplines supported by academically qualified adjunct faculty, denoted by an asterisk in Table 6.2.c College does not offer sections in sufficient number to warrant the hire of a full-time faculty member. The e adjunct provides academic oversight for the few courses that are offered, and the adjunct is further suppor the relevant Department Chair or by a FT faculty member academically qualified in similar discipline. That support is provided as follows:

1. Communication: The College does not currently offer a sufficient number of sections in communicati full-time faculty member; the academically qualified adjunct faculty members currently supporting thi also supported by full-time faculty qualified in Speech Communication.
2. Dance: Nicolas Castanon, full-time faculty member academically qualified in drama, supports the adj member who is academically qualified to teach the sections of dance offered by the College.
3. Economics: Thomas Snyder, academically qualified in economics, serves as a part-time adjunct and time temporary adjunct for economics; the College's full-time faculty member in economics left for ot in 2018. The full-time faculty position in economics has been posted and applicants from that posting interviewed, but no successful candidate arose from that screening process. The position is currently
4. French: Evangeline Velez-Cobb, a full-time faculty member academically qualified in Spanish, suppo faculty member who is academically qualified to teach the sections of French offered by the College.
5. Social Work: Aurora Yanez, full-time faculty member academically qualified in sociology, supports th curriculum, which is taught by an adjunct faculty member qualified in social work.

Program Oversight for Associates of Applied Science (AAS)

Program requirements for each AAS consist of technical courses and a minimum of 15 SCH of general edu program requirements for all public institutions of higher education in Texas are outlined in the Texas High Coordinating Board's *Guidelines for Instructional Programs in Workforce Education (GIPWE)[15],* which als the requirements for program oversight:

> Workforce education Associate of Applied Science (AAS) and Associate of Applied Arts (AAA) de
> must have at least one full-time faculty member whose primary teaching assignment is with that p

The minimum general education requirement for the AAS is met through courses chosen from the College' Curriculum and is defined in the *GIPWE[16]* as follows:

> To meet SACSCOC guidelines, each [AAS] degree must have a minimum of 15 semester hours o
> education courses. Courses must be selected from the following areas and must include at least
> area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics.

The quality and integrity of the general education courses is overseen at the discipline level, and these fac listed above in Table 1-6.2c of this narrative.

Oversight for each AAS program is provided by a program coordinator, a faculty member meeting SACSC *for Faculty Credentials[17]*: "Faculty teaching associate degree courses not designed for transfer to the ba degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencie teaching discipline."

Each program coordinator, as provided in the *Guidelines for Program Leads[18]*, assumes responsibility fo coordination, integration, and currency of the technical courses required by the AAS, ensuring that the lear are appropriate and are met through an integrated program curriculum. The program lead also ensures tha meets all GIPWE requirements and coordinates with industry partners for their engagement, oversight, and graduates. Industry representatives serve as members of each program's Advisory Committee, the respon which are outlined in the *GIPWE[19]*. The program coordinator, supported by the chair of the department program is housed, conducts the advisory committee meetings.

The following table provides the faculty coordinator for each of the AAS programs offered by the College, t courses within that AAS, and, where additional oversight is needed, the faculty lead for that discipline. Qua each faculty member can be found in the *Faculty Roster[20]* or the *Faculty from Prior Review[21]* form, pro Principle 6.2 a. A complete listing of AAS programs can also be found in the Institutional Summary.

Table 6.2.c.2: Program Oversight for Associates of Applied Science

AAS	Technical Disciplines	Program Coordinator	Addition Discipl
Administrative Assistant* (Request for teach-out approval submitted to SACSCOC)	POFT POFI	Joshua Garcia (PT) – POFT, POFI	James Mc POFI
Brewing and Operations Management* (Request for teach-out approval submitted to SACSCOC 12/08/2020; currently one active student)	FDST CHEF LMGT TECM IEIR RSTO	Ronnie Brannon (FT) - LMGT	Thomas O IEIR
Business Management & Operations – Entrepreneurship, Management, and Marketing	BUSI BMGT MRKG BCIS HRPO BUSG	Elsa Anaya (FT) – BUSI, BMGT, MRKG	Joe Corral Veronica F (FT) – HR Rachara J BUSG
	ITSC ITNW ITSW ITCC		Steve Hick Frank Mon

Computer Programmer and Computer Support Specialist	ITSE ITSY INEW	Dr. Nevin Jurkovic (FT) – ITSC, ITNW	Kevin Roa INEW Brian McD
Cosmetology Esthetician and Cosmetology Operator	CSME MRKG HRPO ITSC BUSG	Jasmine Brock (FT) - CSME	Elsa Anaya Veronica R (FT) – HRI Joe Corral Rachara J BUSG
Cyber Defense and Operations	ITNW ITSC ITDF ITSY	Joe Corrales (FT) – ITNW, ITSC	Lee Ross (Brian McD
Healthcare Administrator	HITT HUWC HPRS HRPO BMGT ITSC POFM	Dr. Severo Rodriguez (FT) – HITT, HUWC, HPRS	Veronica R (FT) – HRI Joe Corral Beatriz Avi
Industrial Technology Instrumentation and Manufacturing	CETT RBTC INCR ELMT INTC PTAC MCHN QCTC TECM INMT IEIR	Dr. Ronald Brown (FT) – CETT and Dr. Sitakanta Mohanty (FT)-ENGR	Leonel Dia Vahid Asht INCR Thomas O ELMT, MC Juan Song Anthony A PTAC, QT
Landscape and Horticulture Science, and Turfgrass and Golf Course Management	HALT ITSC FMKT BMGT	Rose Flores (FT) – HALT	Joe Corral Yessica La Veronica R (FT) - BMC
Logistics and Supply Chain Management	LGMT BMGT BUSI ITSC	Ronnie Brannon (FT) - LGMT	Elsa Anaya BUSI Joe Corral
Network Administrator	ITSC ITNW ITSY ITCC	Steve Hicks (FT) - ITSC	Lee Ross (Brian McD Frank Mon
Energy: Process and Production technology	PTRT CETT PTAC OSHT INCR		Anthony A PTAC, OS ENER

	TECM ENER	Dr. Ronald Brown (FT) – PTRT, CETT,	Vahid Ashf INCR
Veterinary Technology	VTHT	Laurie Pawelek (FT) - VTHT	Dr. Fonzie (FT) - VTH
Viticulture and Enology	HALT FDST ITSC BMGT	Rose Flores (FT) - HALT	Yessica La Joe Corral Elsa Anaya

Program Oversight for Certificates

The *GIPWE[22]* requires the following for oversight of certificates:

> All certificate programs must have an assigned program coordinator who is a full-time employee c
> qualified in an occupational/technical area (but not necessarily assigned full-time to the certificate
> Certificate programs must have at least one appropriately credentialed part-time faculty member f
> subject area.

The College provides this oversight by assigning to each certificate program the faculty program coordinat
which houses that certificate. For certificates not associated with an AAS, the College assigns oversight to
faculty member of the college qualified in a technical area. Faculty credentialed in the disciplines required
certificate work with the program coordinator to ensure the quality and integrity of the certificate curriculum
Certificate Coordinators[23] document provides the program coordinator for each certificate program, the d

which each lead is credentialed, and the additional faculty qualified to teach the disciplines required by the qualifications of these faculty can be found in the *Faculty Roster[24]* or the *Faculty from Prior Review[25]* fo Principle 6.2 a.

Evidence

[1] CR 6.2c 1 Palo Alto College
[2] CR 6.2C 2 2020-2021 Organizational Structure for Academic Success
[3] CR 6.2c 3 D.2.3 Employment Qualifications
[4] CR 6.2c 4 D.2.3.2 Faculty and Department Chair Positions
[5] CR 6.2c 5 Palo Alto College Catalog
[6] CR 6.2c 6 Associate of Arts
[7] CR 6.2c 7 Associate of Science
[8] CR 6.2c 8 Core Curriculum
[9] CR 6.2c 9 state law
[10] CR 6.2c 10 AAT EC-6 and AAT 7-12
[11] CR 6.2c 11 guidelines for faculty credentials
[12] CR 6.2c 12 Curriculum Committee agendas
[13] CR 6.2c 13 Faculty Roster (complete)
[14] CR 6.2c 14 Faculty from Prior Review
[15] CR 6.2c 15 GIPWE_AAS requirements
[16] CR 6.2c 16 GIPWE
[17] CR 6.2c 17 guidelines for faculty credentials
[18] CR 6.2c 18 Guidelines for Program Leads
[19] CR 6.2c 20 GIPWE_Advisory Committee
[20] CR 6.2c 21 Faculty Roster (complete) - Copy
[21] CR 6.2c 22 Faculty from Prior Review - Copy
[22] CR 6.2c 23 GIPWE_Certificate Programs
[23] CR 6.2c 24 Certificate Coordinators
[24] CR 6.2c 25 Faculty Roster (complete) - Copy
[25] CR 6.2c 26 Faculty from Prior Review - Copy

6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. *(Faculty appointment and evaluation)*

Compliance Status: Compliance

Narrative

Palo Alto College publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contractual or tenured status. Palo Alto College (PAC) is in compliance with Principle 6.3.

The case for compliance is structured as follows:

A. PAC publishes and implements policies and procedures related to the appointment of faculty, regardless of contract or tenure status, which detail the search process, the authority to make offers of employment, and how contractual relationships are established.

B. PAC publishes and implements policies and procedures related to the employment of faculty, regardless of contract or tenure status, which detail the rights and responsibilities of faculty, the promotion process, grievance processes, dismissal processes, and faculty workload.
C. PAC publishes and implements policies and procedures which establish the process for the evaluation of all PAC faculty, regardless of rank, tenure status, or terms of employment.

PAC faculty hold either full-time regular appointments (tenured positions or non-tenured positions that are intended to be permanent appointments dependent on satisfactory performance evaluations) or adjunct appointments (primarily part-time appointment or, more rarely, full-time temporary appointments). PAC faculty may be tenured or untenured; while PAC has tenured faculty, it no longer recruits for tenure-track faculty positions. PAC faculty with a full-time regular appointment hold academic rank as Instructor, Assistant Professor, Associate Professor, or Professor.

Policies and Procedures for the Appointment of all Faculty

Published policy and procedure (*Alamo Colleges Board of Trustee Policy and Procedure Webpage[1]*, *PAC Procedure Manual[2]*) provide consistency and guidance for the faculty appointment-process to ensure the quality of academic programs.

The following policies and procedures pertain to appointment of faculty. *Board of Trustees Policy D. 2.3 Qualification for Hire[3]* mandates that each faculty candidate for hire must satisfy the credentials, qualification and other position requirements set forth in the job description (*Full-time Faculty Job Description[4]*, *Adjunct Faculty Job Description[5]*). *Board of Trustee Procedure D.2.3.2 Faculty and Department Chair Positions*[6] defines the criteria that employees in a faculty position must meet and defines the role of teaching faculty as professional educators who have the primary responsibility of providing a quality education for all students attending PAC. *PAC College Procedure I 15.0 Faculty Hiring Procedure*[7] establishes college guidelines for hiring full-time faculty. *PAC College Procedure P 1.0 Recruitment and Selection of Adjunct Faculty[8]* outlines the steps for hiring adjunct instructional faculty (credit or non-credit), librarian, and counseling assignments. *PAC College Procedure P 2.0 Temporary Full-Time Faculty Hiring[9]* establishes the guidelines for the hiring of temporary full-time faculty positions. *PAC College Procedure College P 8.0 Employee Entry[10]* outlines the steps to be followed when an employee is hired to a position within the College. *PAC College Procedure P 10.0 New Employee Orientation[11]* provides guidelines for the New Employee Orientation (NEO) sessions held for temporary, part-time, and full-time employees at the beginning of each full term.

PAC College Procedure P 1.0 Recruitment and Selection of Adjunct Faculty[12] provides the details for the recruitment, selection and hiring process for adjunct faculty. The Department Chair, in consultation with the division Dean and the full-time faculty within the discipline in which an adjunct faculty member is being sought, sets departmental priorities and criteria for an adjunct faculty search. The adjunct hiring process applies to both adjunct faculty teaching at PAC and adjunct faculty teaching dual enrolled classes off-campus at a high school. The Department Chair, in consultation with discipline faculty, oversees the adjunct position posting, the review of all applicants, and the screening of all candidates (*Adjunct Interview Question Example from Chair[13]*); ensuring that each component of the search process aligns both with the *College Mission[14]* and the *Adjunct Faculty Job Description[15]*. After a qualified adjunct candidate has been selected, the Department Chair, in consultation with the division Dean and Vice President of Academic Success (VPAS), completes and submits the necessary hiring documentation (*Complete Adjunct Hiring Packet Example[16]*).

PAC College Procedure I 15.0 Faculty Hiring Procedure[17] provides the details and guidelines for the faculty search and hiring process. The Department Chair, in consultation with division Dean and faculty in the department, sets departmental priorities and criteria for the faculty candidate search. In consultation with the Chair, faculty and staff serving on a search committee develop an *application review rubric*[18], *interview questions[19], and teaching demonstration evaluation[20]*; ensuring that each component of the search process aligns both with the *College Mission*[21] and the *Full- time Faculty Job Description*[22]. The search committee, in consultation with the Chair, assumes the initial responsibility of ensuring that candidates selected for interviews satisfy the credentials, qualification

and other position requirements set forth in the faculty job description. After committee members participate in an *Equal Employment Opportunity Commission (EEOC) Orientation[23]* from Human Resources and all screening materials have been approved by the Chair, the search committee reviews all applications, chooses candidates for in-person interviews and teaching demonstrations, and proceeds with candidate interviews.

Once the search committee's activities have concluded, the committee selects and forwards 3 – 5 candidates in unranked order to the Chair. The Chair then conducts reference checks on the finalists and schedules each candidate for an in-person interview (*Interview Questions by Chair[24]*). The Chair then meets with the division Dean and the VPAS to discuss the candidates to be forwarded to the President. As a result of this consultation, the Chair recommends a minimum of three candidates to the President. If the Chair disagrees with either the Dean or VPAS over the recommended candidates, that disagreement is noted in the letter of recommendation to the President. The President, VPAS, and division Dean then conduct interviews with the finalists and the President makes the final hiring decision. If the President does not find any of the finalists acceptable, the President requests that the Chair, Dean, and VPAS submit further names for consideration or start the search process again.

Board of Trustees Policy D.2.5 Hiring Authority, Status, Assignments and Duties[25] establishes that the Chancellor, in consultation with the College President, shall recommend all full-time faculty contracts to the Board of Trustees for approval. *Board of Trustees Procedure D 2.5.1 Hiring Authority, Status, Assignments and Duties[26]* outlines the types of full-time faculty appointment, tenured and non-tenured, and provides details regarding adjunct faculty appointments, faculty department chairperson's appointment, full-time faculty summer employment, and adjunct summer employment. *PAC College Procedure P 6.0 Request to Post Vacant Positions[27]* and *PAC College Procedure I 15.0 Faculty Hiring Procedure[28]*, both also reflected in *Board of Trustees Procedure D 2.5.1 Hiring Authority, Status, Assignments and Duties[29]*, require that the college President make the final hiring decision in the faculty search process at the College. The President then recommends the hire of the candidate to the Chancellor who, in turn, recommends full-time faculty appointments to the Board for approval at the time of hire and annually thereafter (*Complete Full-time Non-tenure Track Faculty Hiring Packet Example[30]* and *Board Minutes of Approval of Non-tenure Track Faculty[31]*) (*Complete Full-time Tenure-track Faculty Hiring Packet[32]* and *Change of Status Form from Non-tenure to Tenure[33]*).

Policies and Procedures for the Employment of Faculty

Published policies and procedures, publicly available through the Alamo Colleges District website and the Palo Alto College website, outline the employment of faculty, regardless of contract or tenure status. These policies and procedures detail the rights and responsibilities of faculty, the promotion process, grievance processes, dismissal processes, and faculty workload.

The rights and responsibilities of faculty at PAC are documented through the College's Board of Trustees Policy and Procedure. *Board of Trustees Policy D.3.5 Academic Freedom and Responsibilities[34]* states that faculty are entitled to freedom in the classroom with respect to their discipline. *Board of Trustees Policy D.4.10 Faculty Code of Professional Ethics[35]* states that faculty should "affirm the inherent worth and dignity of all persons and the right of all persons to learn", and that "learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty." Policy *D.4.10[36]* states that the faculty members of PAC will adopt, and hold themselves to the Code of Professional Ethics set forth in *Board of Trustees Procedure D.4.10.1 Faculty Code of Professional Ethics[37]*. Over this reaccreditation period, there have been no cases in which faculty have failed to adhere to *D.4.10[38]* or *D.4.10.1[39]*. PAC's progressive discipline process which is used as a dismissal process is addressed later in this document.

Board of Trustees Policy D.8.2 Promotion and Demotion[40] defines the promotion and demotion in rank of a faculty member. This policy states that "faculty members shall be granted promotion in professional rank after all required criteria have been satisfactorily fulfilled and appropriate

recommendations have been provided". *Board of Trustees Procedure D.8.2.1 Promotion Process[41]* details the responsibilities of the following people in the promotion application process: faculty member, promotion committee, Chairperson/Supervisor, Dean/Director, Vice President, President, and Board. This procedure also details the appeals process in the case of a faculty member who made application and was denied promotion. *Board of Trustees Procedure D.8.2.2 Demotions[42]* states that the "involuntary demotion of faculty members shall be in accordance with faculty progressive discipline procedures." *PAC College Procedure I 10.0 Faculty Promotion[43]*, which aligns with Board of Trustees Policy *D.8.2[44]* and Procedure *D.8.2.1[45]*, outlines the process and procedures through which academic rank is obtained and determined. This procedure details criteria for initial placement in rank upon hire, eligibility for promotion, evaluation criteria for promotion, the promotion application process (aligned to *D.8.2.1[46]*), and the appeals process (aligned to *D.8.2.2[47]*). In addition to criteria set forth by the College's Board of Trustees and the aligned PAC promotion criteria, each academic department has promotion criteria specific to that set of disciplines (departmental promotion criteria examples for each level of promotion appended: Assistant Professor –*Assistant Professor Department Promotion Criteria Example1[48]*, *Assistant Professor Department Promotion Criteria Example2[49]*; Associate Professor – *Associate Professor Department Promotion Criteria Example1 [50]*, *Associate Professor Department Promotion Criteria Example2[51]*; Professor – *Professor Department Promotion Criteria Example1[52]*, *Professor Department Promotion Criteria Example2[53]*). The Department Chair reviews the departmental promotion criteria (*Department Meeting Minutes' Promotion Example1[54]*, *Department Meeting Minutes' Promotion Example2[55]*) with the faculty in their department at the beginning of each academic year. At the beginning of each academic year, faculty members eligible for promotion are provided with the *Promotion Application Schedule (Timeline)* [56], *Promotion Dossier Table of Contents*[57], and *Promotion Dossier Documentation Checklist*[58] . Following the application criteria outlined in *PAC Procedure I 10.0[59]* and Board of Trustees Procedure *D.8.2.1[60]*, faculty complete a promotion dossier (*Promotion Dossier Example appended [61]*) which then goes through the application and approval process detailed in these same procedures (Promotion approval memos examples appended: *Chair Promotion Approval Memo[62]*, *Dean Promotion Approval Memo[63]*, *Vice President Promotion Approval Memo[64]*, *President Promotion Approval Memo[65]*). There have been no cases of faculty demotion at PAC since the last decennial.

Board of Trustees Policy D.3.3 Employee Complaints[66] states that PAC "encourages fair, efficient, and equitable solutions for problems arising out of the employment relationship." In the event that a faculty member's grievance is not resolved informally, the faculty member may initiate the formal grievance process which is outlined in *Board of Trustees Procedure D.3.3.1 Employee Complaints[67]*. Policy *D.3.3[68]* and procedure *D.3.3.1[69]*, are available to all employees in the Human Resources department, the PAC President's office, and on the District website. Policy *D.3.3[70]* states that PAC "shall not tolerate any form of retaliation against a person for bringing a concern or complaint or for cooperating with or participating in the grievance process". There have been no cases of faculty submitted grievances at PAC since the last decennial.

The process for the dismissal of a faculty member is outlined within the progressive discipline and separation from employment Board of Trustees policies and procedures. *Board of Trustees Policy D. 9.1 Progressive Discipline[71]* states that the goal of the College's disciplinary program "is to improve the employee's work performance and to ensure conformance with established work rules", and "that discipline allows for employees to be informed of changes required for their performance or behaviors and to be provided with opportunities to correct those situations." *Board of Trustees Procedure D.9.1.1 Progressive Discipline, Non-Tenured Employees*[72] and *Procedure D.9.1.2 Progressive Discipline, Tenured Faculty*[73] outline the guiding principles, application, procedure and provisions, disciplinary violations, and disciplinary steps (counseling, written reprimand, final written warning, and termination) for the progressive discipline process for non-tenured faculty. Procedure *D.9.1.1[72]* also outlines the procedure for termination of non-benefited, temporary employees (adjunct faculty). *Board of Trustees Policy D.10.2 Separation from Employment[74]* defines the terms Separation, Voluntary (separation), Involuntary (separation), and Nonrenewal. *Board of Trustees Procedure D.10.2.2 Termination During Contract: Non-Tenured Employees[75]* states that "benefited, non-tenured term contract employees are subject to termination during the contract term in accordance with the steps outlined in D.9.1.1, or for a first offense of a violation including, but not limited to, the violations listed under Step 4 of D. 9.1.1". This procedure also provides details regarding an appeal of disciplinary action, grievance filed

under *Texas Education Code 51.960[76]*, and nonrenewal not affected. *Board of Trustees Procedure D.10.2.3 Nonrenewal: Non-Tenured Employees[77]* states that the Board can decide not to offer a term contract employee further employment with PAC beyond the current term of their current contract, for any legal reason or for no reason. This procedure also states that a full-time faculty member may present a grievance on an issue related to nonrenewal pursuant to *Texas Education Code 51.960[76]*. *Board of Trustees Procedure D.10.2.5 Termination: Tenured Faculty[78]* details the reasons for the termination of tenured faculty members and the termination procedure. *PAC Procedure P 9.0 College Employee Exit[79]*, also reflected in *D.10.2[80]*, outlines the steps to be followed when an employee resigns, is terminated from a position within the College, or retires. (*Non-renewal, Non-tenured Faculty Example[81]*, *Evidence of Non-renewal Process Example1[82], and Evidence of Non-renewal Process Example2[83]*)

Board of Trustees Policy D.5.1 Employee Compensation and Exempt Non-Exempt Status[84] states that "compensation for all employees shall be administered consistently and fairly within the respective pay plans (i.e., faculty and other staff)" at PAC. *Board of Trustees Procedure D.5.1.2 Faculty Teaching Loads[85]* provides the guidelines for full-time faculty loading, guidelines for adjunct faculty loading, workload unit definitions, and workload examples. This unit defines full-time faculty to include all faculty teaching 12 or more workload units and adjunct faculty to include all faculty teaching less than 12 workload units. It states that the standard teaching load for a full-time faculty member during their nine-month contract year is 30 workload units (15 units per fall and spring term). It also defines overload, release time, summer, and non-instructional assignments for full-time faculty members (*Fall 2019 Full-time Faculty Workload Example[86]*, *Fall 2019 Adjunct Faculty Workload Example[87]*). *Board of Trustees Procedure D.5.1.4 Full-Time Faculty Pay Schedule[88]* (procedure currently being updated) defines the pay schedule for full-time faculty as 24 equal installments over a 12-month period. *PAC Procedure I 19.0 Faculty Assignments*[89] establishes the guidelines for faculty assignments. This procedure states that the Department Chair holds the responsibility for the assignment of tenured and non-tenured faculty teaching loads as well as the assignment of part-time adjunct faculty teaching loads.

Process for the Evaluation of all PAC Faculty

PAC has documented the evaluation process through our Board of Trustees Policies and Procedures and through the Palo Alto College Procedures Manual. *PAC College Procedure I 12.0 Faculty Performance Evaluation Guidelines[90]* outlines the performance evaluation process and procedures through which we assess the performance of all faculty (tenured, non-tenured, full-time temporary, and adjunct). *PAC College Procedure I 12.0*[91] aligns with *Board of Trustees Policy D.7.1 Employee Relations[92]* which defines general College employee evaluations. *Board of Trustees Procedure D. 7.1.1 Employee Evaluations[93]* and *Board of Trustees Procedure D.7.1.2 Faculty Performance Evaluation[94]* outline the faculty evaluation process that Palo Alto College follows and are also reflected in *PAC College Procedure I 12.0[95]*.

PAC College Procedure I 12.0[96] provides an overview of the performance evaluation process and evaluation guidelines. This procedure states that the performance evaluations of faculty members are for the following purposes:

- To provide information to individual faculty members concerning job performance, thus contributing to professional growth and development.
- To provide information for use in recommendations concerning other institutional personnel actions such as promotions in academic rank.

Periodic faculty performance evaluations provide a mechanism for faculty to regularly reassess professional performance and use such assessment as a basis for improvement of instruction (*D.7.1.1 [97]*). The faculty evaluation process is specific to faculty and is distinct from other employee evaluations. Performance evaluations of full-time regular faculty are based primarily on three principal component areas of performance:

- teaching: including instructional design, delivery, and assessment and classroom management;

- scholarly/creative activities: including professional development, discovery/creative activities, and dissemination;
- and service: including service to the Institution, profession, and the general public.

Faculty can also be evaluated on administration when applicable for academic leadership assignments. Evaluation of full-time regular faculty librarians also includes assessment of professional responsibilities based on written goals and objectives. Evaluation of part-time (adjunct) faculty and full-time temporary faculty are based primarily on student survey results and teaching performance (classroom observations).

PAC College Procedure I 12.0[98], also reflecting *Board of Trustees Procedure D.7.1.2 Faculty Performance Evaluation[99]*, outlines a faculty evaluation process for full-time regular faculty and defines the normal frequency in which the various evaluative components occur (in order of frequency). An annually published *Faculty Calendar of Events[100]* includes the faculty evaluation and promotion schedule. As part of the evaluation process, full-time regular faculty submit an electric portfolio annually or biennially dependent upon their years of employment. During their first five years of employment, full-time regular faculty submit a portfolio annually; after their first five years of employment, full-time regular faculty submit a portfolio biennially. Each full-time regular faculty member builds a portfolio with evidence covering the evaluation period of each component required and optional activity in the evaluation model (*D.7.1.2[101]*). The faculty member's portfolio is an electronic repository of information and supporting documentation of performance. The electronic portfolio system (*Faculty 180[102]*) is a commercial software program maintained at the District level by Alamo Colleges District. Preliminary data in the portfolio is entered by the faculty member directly and becomes accessible to other faculty as necessary (by peer reviewers and chairs) (*Template Faculty Guide for Portfolio Evidence[103]*; Departmental guidelines for portfolio evidence appended – *Faculty 180 Departmental Guidelines Example1[104]*, *Faculty 180 Departmental Guidelines Example2 [105]*; *Faculty 180 Checklist[106]*). The student survey data, peer reviews, and Chair evaluations are entered into the individual's portfolio directly. (*Faculty 180 Faculty Portfolio Example 1[107]* – Non-Tenured Instructor; *Faculty 180 Faculty Portfolio Example 2[108]* – Tenured Instructor; *Faculty 180 Faculty Portfolio Example 3[109]* – Tenured Assistant Professor; *Faculty 180 Faculty Portfolio Example 4[110]* – Tenured Associate Professor; *Faculty 180 Faculty Portfolio Example 5[111]* – Tenured Professor. ** Please note that the appended examples do not include the "evidence" that each faculty member attached to their portfolios. This evidence is comprised of hundreds of pages and can be provided upon request. The links to the evidence are demonstrated within the appended documents.)

PAC College Procedure 12.0[112], also reflecting *Board of Trustees Procedure D.7.1.2 Faculty Performance Evaluation[113]*, outlines a faculty evaluation process that is based on four components (detailed below): (1) Student Surveys, (2) Classroom Observations, (3) Peer Evaluations, and (4) Chair Evaluations. As a final step, during the summer following the completion of the faculty evaluation process in the spring, all full-time faculty have the opportunity to submit a faculty development plan as a blend of both self-evaluation and response to the results of the evaluation process. Those individuals who had deficient evaluative results must submit a development plan and improvement plan, which are to include the faculty member's written goals and objectives for the following year. The development plan and improvement plan are submitted for Chair approval. In this way, a continuous cycle of performance-evaluation-improvement is built into the process.

Faculty who are hired at the start of a Spring term do not have enough time, or accumulated evidence of performance, to create a Faculty 180 portfolio during their first term of employment. *PAC College Procedure 12.0*[114] states that faculty who are hired at the start of a Spring term will complete a *self-evaluation*[115] and *evaluation by chair*[116] during that first term. A classroom evaluation is also conducted during the first term of all facutly who are hired at the start of a Spring term. (*Sample of faculty self-evaluation for Spring hire*[117]; *Sample of faculty evaluation by chair for Spring hire*[118])

Student Surveys
Student surveys are mandated by *State of Texas Legislature House Bill 2504[119]* to be conducted every regular semester (Fall and Spring) of every year for all classes of each faculty member (tenured,

non-tenured, full-time temporary, and adjunct) (*Student Survey Template[120]*; *Sample of Actual Student Survey;[121]* Additional examples provided in table 6.3.1). The faculty evaluation process includes student surveys for all classes of all instructors of record regardless of status (per legislative directive, *State of Texas Legislature House Bill 2504[122]*). The process is designed to protect the confidentiality of both student and faculty member. Student surveys, administered through the software Blue, are conducted within the course term and in a format that assures anonymity. Student surveys are conducted for all classes regardless of modality of instruction or student type.

The fact that student surveys are conducted for all classes of every professor allows PAC to generate comprehensive summaries and comparisons for individual instructors, discipline areas, and departments. The College will receive College-wide data, discipline-specific data, and individual-specific data. Faculty members use results to develop teaching goals and objectives for the subsequent year. The Division Chair will use this data in the faculty evaluation process. Promotion committees will use the data as part of their assessment of teaching performance.

Classroom Observations

Classroom observations for full-time regular and full-time temporary (adjunct) faculty are conducted annually every Fall term. For full-time tenured faculty they are conducted biennially in the Fall. According to policy, for adjunct faculty they are conducted every semester for the first two semesters of appointment, once a year after the first year for the next five years, and every other year thereafter. However, at PAC, for adjunct faculty, classroom observations are conducted every semester for the first two semesters of appointment and then yearly thereafter. (*Classroom Observation Template for Face-to-Face Course*[123]; *Classroom Observation Template for Fully Online Course[124];*

- Classroom observations of full-time faculty by a Peer: *Classroom Observation of FT Faculty by a Peer Example1[125]*, *Classroom Observation of FT Faculty by a Peer Example2[126]*;
- Classroom observations of full-time faculty by a Chair: *Classroom Observation of FT Faculty by a Chair Example1[127]*, *Classroom Observation of FT Faculty by a Chair Example2[128]*, *Classroom Observation of FT Faculty by a Chair Example3[129]*;
- Classroom observations of Adjunct Faculty: *Classroom Observation of Adjunct Example1[130]*, *Classroom Observation of Adjunct Example2[131]*, *Classroom Observation of Adjunct Example3 [132]*

Additional examples provided in table 6.3.1). Classroom observations are performed by the Division Chair, or designee, and are designed to complement the student perspective with a more professionally informed appraisal. Faculty use the classroom observations in their portfolio and development plans, and the Chair uses the results in their performance evaluations and recommendations. The results of classroom observations are used also by peer reviewers and promotion committees. A *Classroom Observation Template for Face-to-Face Courses*[133] and a *Classroom Observation Template for Fully Online Courses[124]* are available for classroom observers, as noted above.

Peer Evaluations

Peer reviews are conducted during the spring semester for each faculty member who is required to submit a portfolio for evaluation. Full-time regular faculty must have a peer evaluation every spring during their first five years of employment and a peer evaluation biennially after their first five years of employment. All faculty seeking promotion must submit a portfolio for peer evaluation the spring term prior to a year in which the individual will apply for promotion. (*Peer Review Template[134]*; sample of actual Peer Reviews appended – *Peer Faculty 180 Review Example1;[135] Peer Faculty 180 Review Example2;*[136] *Peer Faculty 180 Review Example3;[137]* Additional examples provided in table 6.3.1). Peer evaluations are conducted to ensure that faculty members' performances in three essential areas – teaching, service, and professional development – are reviewed by a panel of three experienced faculty members from their discipline and/or division. Peer evaluations involve a portfolio review of teaching materials, classroom observations, service activities, and professional growth activities. The peer evaluations produce recommendations for improved performance and are required as supporting documentation in the promotion process. A *Peer Review Standard Template [138]* is available for peer reviewers, as noted above.

Chair Evaluations

Chair evaluations are conducted the spring semester for each faculty member who is required to submit a portfolio for evaluation. Full-time regular faculty must have a chair evaluation each year during their first five years of employment and a chair evaluation biennially after their first five years of employment (*Chair Review Template[139]*; sample of actual Chair Evaluation appended – *Chair Faculty 180 Review Example1;[140] Chair Faculty 180 Review Example2;*[141] *Chair Faculty 180 Review Example3;[142]* Additional examples provided in table 6.3.1). It is the responsibility of each Department Chair or faculty supervisor at PAC to conduct evaluations of all full-time faculty, whether tenured, non-tenured regular, or temporary. Chairs use student survey results, classroom observations, peer evaluations, and evidence provided within the faculty member's portfolio as the basis for their evaluations. When evaluating the primary component areas within the portfolio (teaching, scholarly/creative activities, service, and administration), the chair evaluates the following characteristics of the faculty member: (1) Quality of Teaching, (2) Advising, (3) Records Management, (4) Student Surveys, (5) Professional Growth, and (6) Service to the Division, College, District, and community. Chairs assign ratings of Exemplary Performance (E - meets all requirements plus at least two optional activities), Proficient Performance (P – meets all requirements), Improvement Required (I – did not meet one requirement), or Unacceptable Performance (U – did not meet two or more requirements). A *Chair Review Standard Template[143]* is available for Chairs, as noted above.

Faculty Development Plans and Improvement Plans

Following completion of the portfolio (initial data entered by the faculty member, student survey results, classroom observations, peer evaluations, and Chair evaluations), the portfolio software program, *Faculty 180,[144]* automatically tabulates comprehensive scores. Those faculty who were identified as having deficient scores in any categories must complete a Faculty Development Plan and Improvement Plan. All full-time faculty have the opportunity to submit a Faculty Development Plan. In the Faculty Development Plan, the faculty member identifies specific areas for planned attention during the subsequent year. It is submitted to the Chair for approval following his or her review and consultation with the faculty member as needed. In the Faculty Improvement Plan, a faculty member with a deficient performance evaluation responds to any missing requirements from the faculty evaluation process. The faculty member and Chair meet to determine the actions to be taken to address the missing requirements and any support the faculty member may need to address the missing requirements. In developing and implementing the Improvement Plan, the faculty member and Chair clearly define the intended outcomes of the plan, the resources needed to complete the plan, and a timeline for completing the plan. There is a standard template available for *Faculty Development Plans*[145] and *Faculty Improvement Plan*[146]. Examples of each are shown in the *Sample of Actual Faculty Development Plan[147]* and *Sample of Actual Faculty Improvement Plan[148].* Additional examples are provided in table 6.3.1.

Table 6.3.1: General Guidelines for Faculty Performance Evaluations

TEMPORARY (ADJUNCT) FACULTY	
Student Surveys	Conducted every regular semester (Fall and Spring) of every year for all classes of each faculty member. - *Adjunct Student Survey Example[149]* - *Adjunct Student Survey Example (Dual Enrollment)[150]*
Classroom Observations	Conducted every semester for the first two semesters of appointment, once a year after the first year for the next five years, and every other year thereafter. - *Adjunct Classroom Observation Example[151]* - *Adjunct Classroom Observation Example (Dual Enrollment) [152]* - *Adjunct Classroom Observation Example (Online Course)[153]*
NON-TENURE TRACK FACULTY	
Student Surveys	Conducted every regular semester (Fall and Spring) of every year for all classes of each faculty member.

	- *Non-Tenured Faculty Student Survey Example[154]*
Classroom Observations	Conducted annually every Fall term. - *Non-Tenured Faculty Classroom Observation by Peer Example[155]* - *Non-Tenured Faculty Classroom Observation by Chair Example[156]* - *Non-Tenured Faculty Classroom Observation Example for Online Course[157]*
Peer Evaluations	Conducted every spring during their first five years of employment and a peer evaluation biennially after their first five years of employment. - *Non-Tenured Faculty Peer Evaluation Example[158]*
Chair Evaluations	Conducted every spring during their first five years of employment and a peer evaluation biennially after their first five years of employment. - *Non-Tenured Faculty Chair Evaluation Example[159]*
Faculty Development Plans	Completed annually during the Spring Term - *Non-Tenured Faculty Development Plan Example[160]*
Faculty Improvement Plans	Completed by full-time faculty with deficient performance evaluation - *Non-Tenured Faculty Improvement Plan Example[161]*
TENURE FACULTY *	
Student Surveys	Conducted every regular semester (Fall and Spring) of every year for all classes of each faculty member. - *Tenured Faculty Student Survey Example[162]*
Classroom Observations	Conducted biennially in the Fall term. - *Tenured Faculty Classroom Observation by Peer Example [163]* - *Tenured Faculty Classroom Observation by Chair Example [164]* - *Tenured Faculty Classroom Observation Example for Online Course[165]*
Peer Evaluations	Conducted biennially during the Spring term. - *Tenured Faculty Peer Evaluation Example[166]*
Chair Evaluations	Conducted biennially during the Spring term. - *Tenured Faculty Chair Evaluation Example[167]*
Faculty Development Plans	Completed annually during the Spring Term - *Tenured Faculty Development Plan Example[168]*
Faculty Improvement Plans	Completed by full-time faculty with deficient performance evaluation - *Tenured Faculty Improvement Plan Example[169]*

* Note that all tenured faculty have exceeded 5 years of employment. Therefore, tenured faculty follow the same evaluation process as non-tenured track faculty who have exceeded 5 years of employment.

PAC has established policies and procedures which ensure the quality of its academic programs, starting with the quality of its instructors. All PAC instructors, regardless of status or rank, are evaluated regularly. The evaluation of PAC faculty involves the perspectives of multiple reviewers – students, faculty peers, and department chairs. Some measures, such as student surveys, classroom observations, and portfolio evidence (syllabi, course curriculum development, instructor course materials, etc.), are specific to the learning environment of the classroom, while other measures, such as peer reviews and chair evaluations, are applicable to the comprehensive responsibilities of faculty. The evaluation process helps to ensure the effectiveness of all PAC faculty, particularly in regards to teaching performance and student learning.

Evidence

[1] 6.3_1_Alamo Colleges Board Policies and Procedures Webpage
[2] 6.3_2_PAC Procedures Manual
[3] 6.3_3_Board Policy D.2.3 (Qualifications for Hire)
[4] 6.3_4_Full Time Faculty Job Description
[5] 6.3_5_Adjunct Faculty Job Description
[6] 6.3_6_Board Procedure D.2.3.2 (Faculty and Department Chair Positions)
[7] 6.3_7_pac-procedure-i15_0 (Faculty Hiring Procedures)
[8] 6.3_8_pac-procedure-p1_0 (Recruitment and Selection of Adjunct Faculty)
[9] 6.3_9_pac-procedure-p2_0 (Temporary Full-Time Faculty Hiring)
[10] 6.3_10_pac-procedure-p8_0 (College Employee Entry)
[11] 6.3_11_pac-procedure-p10_0 (New Employee Orientation)
[12] 6.3_11a_pac-procedure-p1_0 (Recruitment and Selection of Adjunct Faculty)
[13] 6.3_12_Adjunct Interview Questions from Chair Example
[14] 6.3_13_College Mission
[15] 6.3_13a_Adjunct Faculty Job Description
[16] 6.3_14_Complete Adjunct Faculty Hiring Packet Example
[17] 6.3_14a_pac-procedure-i15_0 (Faculty Hiring Procedures)
[18] 6.3_15_Application Review Rubric - FT Faculty Screening Committee Example
[19] 6.3_16_Interview Questions and Teaching Demonstration Evaluation (FT Faculty)
[20] 6.3_16a_Interview Questions and Teaching Demonstration Evaluation (FT Faculty)
[21] 6.3_16b_College Mission
[22] 6.3_16c_Full Time Faculty Job Description
[23] 6.3_17_EEOC Orientation Completion Roster Example
[24] 6.3_18_Interview Questions by Chair - FT Faculty Example
[25] 6.3_19_Board Policy D.2.5 (Hiring Authorit, Status, Assignments and Duties)
[26] 6.3_20_Board Procedure D.2.5.1 (Hiring Authorit, Status, Assignments and Duties)
[27] 6.3_21_pac-procedure-p6_0 (Request to Post Vacant Positions)
[28] 6.3_21a_pac-procedure-i15_0 (Faculty Hiring Procedures)
[29] 6.3_21b_Board Procedure D.2.5.1 (Hiring Authorit, Status, Assignments and Duties)
[30] 6.3_22_Complete FT Non-Tenure Track Faculty Hiring Packet Example
[31] 6.3_22a_Board Minutes of Approval for Non-Tenure Track Faculty
[32] 6.3_22b_Complete FT Tenure Track Faculty Hiring Packet Example
[33] 6.3_22c_Change of Status Form From Non-Tenure to Tenure
[34] 6.3_23_Board Policy D.3.5 (Academic Freedom and Responsibilities)
[35] 6.3_24_Board Policy D.4.10 (Faculty Code of Professional Ethics)
[36] 6.3_24a_D.4.10
[37] 6.3_25_D.4.10.1-procedure (Faculty Code of Professional Ethics)
[38] 6.3_25a_D.4.10
[39] 6.3_25b_D.4.10.1
[40] 6.3_26_Board Policy D.8.2 (Promotion and Demotion)

[41] 6.3_27_Board Procedure D.8.2.1 (Promotion Process)
[42] 6.3_28_Board Procedure D.8.2.2 (Demotion)
[43] 6.3_29_pac-procedure-i10_0 (Facutly Promotion)
[44] 6.3_29a_D.8.2
[45] 6.3_29b_D.8.2.1
[46] 6.3_29c_D.8.2.1
[47] 6.3_29d_D.8.2.2
[48] 6.3_30_Assistant Professor Dept Promotion Criteria Example1
[49] 6.3_31_Assistant Professor Dept Promotion Criteria Example2
[50] 6.3_32_Associate Professor Dept Promotion Criteria Example1
[51] 6.3_33_Associate Professor Dept Promotion Criteria Example2
[52] 6.3_34_Professor Dept Promotion Criteria Example1
[53] 6.3_35_Professor Dept Promotion Criteria Example2
[54] 6.3_36_Dept Meeting Minutes Promotion Example1 (Science - Feb. 2019)
[55] 6.3_37_Dept Meeting Minutes Promotion Example2 (Behavioral Sciences - Nov. 2018)
[56] 6.3_38_Promotion Application Schedule ('20-'21 Timeline)
[57] 6.3_39_Promotion Table of Contents - 2020-2021
[58] 6.3_40_Promotion Documentation Checklist - 2020-2021
[59] 6.3_40a_pac-procedure-i10_0 (Facutly Promotion)
[60] 6.3_40b_D.8.2.1
[61] 6.3_41_Promotion Dossier Example
[62] 6.3_42_Chair_Promotion Approval Memo
[63] 6.3_43_Dean_Promotion Approval Memo
[64] 6.3_43a_Vice President_Promotion Approval Memo
[65] 6.3_44_President_Promotion Approval Memo
[66] 6.3_45_Board Policy D.3.3 (Employee Complaints)
[67] 6.3_46_Board Procedure d.3.3.1 (Employee Complaints)
[68] 6.3_46a_D.3.3
[69] 6.3_46b_D.3.3.1
[70] 6.3_46c_D.3.3
[71] 6.3_47_Board Policy D.9.1 (Progressive Discipline)
[72] 6.3_48_Board Procedure D.9.1.1 (Progressive Discipline, Non-Tenured Employees)
[73] 6.3_49_Board Procedure D.9.1.2 (Progressive Discipline, Tenured Faculty)
[74] 6.3_50_Board Policy D.10.2 (Separation from Employment)
[75] 6.3_51_Board Procedure D.10.2.2 (Termination During Contract Term - Non-Tenured Employees)
[76] 6.3_52_TX Education Code 51.960 - Grievance Rights On Certain Personnel Issues
[77] 6.3_53_Board Procedure D.10.2.3 (Nonrenewal - Non-Tenured Employees)
[78] 6.3_54_Board Procedure D.10.2.5 (Termination - Tenured Faculty)
[79] 6.3_55_pac-procedure-P9.0 (College Employee Exit)
[80] 6.3_55a_Board Policy D.10.2 (Separation from Employment)
[81] 6.3_56_Non-Renewal Non-Tenured Example
[82] 6.3_57_Evidence of non-renewal process Example1

[83] 6.3_58_Evidence of non-renewal process Example2
[84] 6.3_59_Board Policy D.5.1 (Employee Compensation and Exempt Non-Exempt Status)
[85] 6.3_60_Board Procedure D.5.1.2 (Faculty Teaching Loads)
[86] 6.3_61_Fall 2019 FT Faculty Workload Example
[87] 6.3_62_Fall 2019 Adjunct Faculty Workload Example
[88] 6.3_63_Board Procedure D.5.1.4 (Full-Time Faculty Pay Schedule)
[89] 6.3_64_pac-procedure-i19_0 (Faculty Assignments)
[90] 6.3_65_pac-procedure-i12_0 (Faculty Performance Evaluation Guidelines)
[91] 6.3_65a_pac-procedure-i12_0
[92] 6.3_66_Board Policy D.7.1 (Employee Evaluations)
[93] 6.3_67_Board Procedure D.7.1.1 (Employee Evaluations)
[94] 6.3_68_Board Procedure D.7.1.2 (Faculty Performance Evaluations)
[95] 6.3_68a_pac-procedure-i12_0
[96] 6.3_68b_pac-procedure-i12_0
[97] 6.3_68c_D.7.1.1
[98] 6.3_68d_pac-procedure-i12_0
[99] 6.3_68e_Board Procedure D.7.1.2 (Faculty Performance Evaluations)
[100] 6.3_69_Faculty Calendar of Events 19-20 (Includes Evaluation Deadlines)
[101] 6.3_69a_D.7.1.2
[102] 6.3_70_Faculty 180
[103] 6.3_71_Template-Faculty-Guide for Portfolio Evidence (Facutly 180)
[104] 6.3_72_Faculty 180 Departmental Guidelines Example1
[105] 6.3_73_Faculty 180 Departmental Guidelines Example2
[106] 6.3_74_Faculty 180 Checklist
[107] 6.3_74a_Faculty 180 Faculty Portfolio Example 1
[108] 6.3_74b_Faculty 180 Faculty Portfolio Example 2
[109] 6.3_74c_Faculty 180 Faculty Portfolio Example 3
[110] 6.3_74d_Faculty 180 Faculty Portfolio Example 4
[111] 6.3_74e_Faculty 180 Faculty Portfolio Example 5
[112] 6.3_74f_pac-procedure-i12_0
[113] 6.3_74g_Board Procedure D.7.1.2 (Faculty Performance Evaluations)
[114] 6.3_74h_a_pac-procedure-i12_0
[115] 6.3_74h_self-evaluation
[116] 6.3_74i_evaluation by chair
[117] 6.3_74j_Spring Hire Faculty Self-Evalaluation
[118] 6.3_74k_Spring Hire Chair Evaluation
[119] 6.3_75_State of Texas House Bill 2504
[120] 6.3_76_Student Survey Template
[121] 6.3_77_Sample Actual Student Survey Example
[122] 6.3_77a_State of Texas House Bill 2504
[123] 6.3_78_Classroom Observation Template (Standard Template)
[124] 6.3_78a_Classroom Observation Template for Fully Online Course

[125] 6.3_79_Clasroom Observation by Peer of FT Faculty Example1
[126] 6.3_80_Clasroom Observation by Peer of FT Faculty Example2
[127] 6.3_81_Classroom Observation by Chair of FT Faculty Example1
[128] 6.3_82_Classroom Observation by Chair of FT Faculty Example2
[129] 6.3_83_Classroom Observation by Chair of FT Faculty Example3
[130] 6.3_84_Classroom Observation of Adjunct Example1
[131] 6.3_85_Classroom Observation of Adjunct Example2
[132] 6.3_86_Classroom Observation of Adjunct Example3
[133] 6.3_86a_Classroom Observation Standard Template
[134] 6.3_87_Peer-Review-Template (Standard Template)
[135] 6.3_88_Peer Faculty 180 Review Example1
[136] 6.3_89_Peer Faculty 180 Review Example2
[137] 6.3_90_Peer Faculty 180 Review Example3
[138] 6.3_90a_Peer-Review-Standard Template
[139] 6.3_91_Chair-Review-Template (Standard Template)
[140] 6.3_91a_Chair Faculty 180 Review Example1
[141] 6.3_91b_Chair Faculty 180 Review Example2
[142] 6.3_91c_Chair Faculty 180 Review Example3
[143] 6.3_91d_Chair-Review-Standard Template
[144] 6.3_91e_Faculty 180
[145] 6.3_92_Faculty Development Plan Template
[146] 6.3_92a_Faculty Improvement Plan
[147] 6.3_93_Faculty Development Plan Example
[148] 6.3_93a_Faculty Improvement Plan Example
[149] 6.3_94_Adjunct Student Survey Example
[150] 6.3_95_Adjunct Student Survey Example (Dual Enrollment)
[151] 6.3_96_Adjunct Classroom Observation Example
[152] 6.3_97_Adjunct Classroom Observation Example (Dual Enrollment)
[153] 6.3_97a_Adjunct Classroom Observation Example (Online Course)
[154] 6.3_98_Non-Tenured Faculty Student Survey Example
[155] 6.3_99_Non-Tenured Faculty Classroom Observation by Peer Example
[156] 6.3_100_Non-Tenured Faculty Classroom Observation by Chair Example
[157] 6.3_100a_Non-Tenured Faculty Classroom Observation (Online Course)
[158] 6.3_101_Non-Tenured Faculty Peer Evaluation Example
[159] 6.3_102_Non-Tenured Faculty Chair Evaluation Example
[160] 6.3_103_Non-Tenured Faculty Development Plan Example
[161] 6.3_103a_Non-Tenured Faculty Improvement Plan Example
[162] 6.3_104_Tenured Faculty Student Survey Example
[163] 6.3_105_Tenured Faculty Classroom Observation by Peer Example
[164] 6.3_106_Tenured Faculty Classroom Observation by Chair Example
[165] 6.3_106a_Tenured Faculty Classroom Observation (Online Course)
[166] 6.3_107_Tenured Faculty Peer Evaluation Example

[167] 6.3_108_Tenured Faculty Chair Evaluation Example

[168] 6.3_109_Tenured Faculty Development Plan Example

[169] 6.3_110_Tenured Faculty Improvement Plan Example

6.4 The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. *(Academic freedom)*

Compliance Status: Compliance

Narrative

Palo Alto College preserves and protects academic freedom through appropriate policies, procedures, publications, and protocols. Palo Alto College (PAC) is in compliance with Principle 6.4 Academic Freedom.

The case for compliance is structured as follows:

A. The Institution's policies clearly define academic freedom.
B. PAC is committed to the value of academic freedom.
C. PAC follows protocols for the preservation and protection of academic freedom.

Academic Freedom Defined

Board Policy D.3.5 – Academic Freedom and Responsibilities[1] is coextensive with the *1940 Statement of Principles of Academic Freedom[2]* proffered by the American Association of University Professors (AAUP). The pertinent provisions of this statement are as follows:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities for the institution.
2. Teachers are entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Commitment to Academic Freedom

At PAC, academic freedom, as defined above, is considered as foundational, as it is requisite for excellence in collegiate teaching, learning, and research. This commitment is underwritten by the aforementioned *Board Policy D.3.5 – Academic Freedom and Responsibilities[3]*, which can be found on the Alamo Colleges District Board Policies website. Additional confirmation of the premium PAC places on academic freedom can be found in both the College's *Faculty Senate Constitution[4]* as well as the *Faculty Resource Guide[5]*. That the value of academic freedom is axiomatic for the life and business of the College can be clearly gleaned by even a perfunctory reflection on PAC's guiding principles and aspirational objectives (*Strategic Plan: Mission, Vision, Values, and Directions*)[6]. Reflection on the propositions articulated in these guiding principles serves as further proof that PAC prioritizes the creation of an environment of academic freedom where exemplary undergraduate collegiate education and the respect for truth characterize the teaching, learning, and research that occurs at the College.

Furthermore, *Board Policy D.4.10 Faculty Code of Professional Ethics[7]* and the corresponding *D. 4.10.1 – Procedure[8]* indicate that:

> [T]he Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues and students supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance toward other viewpoints.

This underscores that at PAC, faculty have the freedom to teach their respective disciplines without fear of censure.

Protocols for the Preservation and Protection of Academic Freedom

While affirmations of the value of academic freedom are necessary, they are, by themselves, not sufficient. To wed the ideal with the real, PAC has created a mechanism to ensure the preservation and protection of academic freedom at the College - *PAC Procedure I 23.0 - Academic Freedom[9]*. Like all College Procedures, the PAC Procedure on Academic Freedom was developed and approved and, should the need arise, can be modified in accordance with *PAC Procedure A 1.0 - Development of College Procedures[10]* and *Board Policy D.1.1 – Compliance with Policies and Procedures[11]*. There have been no allegations of infringement on academic freedom since the last decennial.

Evidence

[1] 6.4_2_D.3.5_Policy-Academic_Freedom_and_Responsibilities

[2] 6.4_1_1940_Statement_of_Principles_on_Academic_Freedom_and_Tenure

[3] 6.4_2_D.3.5_Policy-Academic_Freedom_and_Responsibilities - Copy

[4] 6.4_3_Faculty_Senate_Constitution

[5] 6.4_3b_PAC_Faculty_Resource_Guide_

[6] 6.4_4_PAC _ About PAC _ Strategic Plan _Mission_Vision_Values_Directions

[7] 6.4_5_Policy-D.4.10_Faculty_Code_of_Professional_Ethics

[8] 6.4_6_Procedure-D.4.10.1_Faculty_Code_of_Professional_Ethics

[9] CR 6.4 7 I 23.0_Academic Freedom - UPDATED NEW PROCEDURE

[10] 6.4_8_PAC-Procedure-A 1.0 - Development of College Procedures

[11] 6.4 Policy D.1.1 Compliance with Policies

6.5 The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. *(Faculty development)*

Compliance Status: Compliance

Narrative

Palo Alto College provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the Institutional Mission. Palo Alto College (PAC) is in compliance with Principle 6.5 Faculty Development.

The case for compliance is structured as follows:

A. PAC identifies essential competencies for its faculty members consistent with the Institution's Mission.
B. The professional development opportunities provided by the College are ongoing; these opportunities support the continuous improvement of faculty members and the College's goal to serve students.

Faculty Competencies Consistent with College Mission

PAC's Mission as specified in the *College Strategic Plan[1]* is "To inspire, empower, and educate our community for leadership and success." The College supports this Mission by hiring qualified faculty with a desire to serve the community. As part of the *College Strategic Plan[2]*, PAC embraces strategic directions such as "maximize capacity to serve" by enhancing teaching and learning resources; this is evident through the creation of the *Teaching and Learning Center (TLC)[3]* and the allocation of *increased TLC staff to support the Center[4]* under the leadership of a Director. The TLC provides resources which include staff specializing in assessment; online learning support; instructional design, delivery, and assessment guidance; and classroom management assistance.

The Alamo Colleges Board of Trustees establish policies which guide overall college-wide protocols. As part of the *Alamo Colleges Policy on Professional Development D.6.1[5]*, "The Board recognizes the value of professional growth and personal development for all employees in the areas of expertise and work" and directs the Chancellor and the College administration to establish a Faculty Development Advisory Committee (FDAB). According to the *Alamo Colleges Faculty Development Catalog (pp. 59-60)[6],* the duties and functions of the FDAB include:
1. Serve as a liaison between the college faculty and college leadership to coordinate faculty development needs and goals.
2. Coordinate with the colleges to ensure faculty needs are met while ensuring flexibility that reflects the unique dynamics of each college.
3. Provide oversight of short-and-long-term planning of faculty development programs and opportunities.
4. Serve in an advisory role to PVC [now known as Strategic Leadership Team SLT] on faculty development programs.
5. Lead the planning and direction for signature events such as convocation, conferences and New Faculty Orientation.
6. Recommend District-wide goals in the development, planning, implementation and assessment of faculty development programs and course offerings.

The charge of the FDAB is to create a faculty development organization that focuses on the systematic development of essential competencies for all faculty and that further enhances faculty members' capabilities to achieve the AlamoINSTITUTES' strategic success. Through a series of District-wide faculty charettes, faculty representatives identified seven essential competencies, which guide and define all faculty development opportunities through the *Alamo Colleges Faculty Development Catalog [7]*.

Professional development courses for PAC faculty are aligned to the seven Essential Faculty Competencies listed in the *Alamo Colleges Faculty Development Catalog (p.7)[8]*:

- Promoting an Environment of Academic Growth and Success: Faculty seek to enhance discipline-specific learning to promote lifelong academic and professional growth of students.
- Professionalism & Scholarship: Faculty stay current in their disciplines and . . . continuously examine the effectiveness of their teaching and student learning.
- Diversity, Equity, & Inclusion: Faculty promote a commitment to inclusion, respect, and equity in all learning environments.
- Student Learning Assessments: Faculty [employ] effective formative and summative assessment practices to inform instructional and curricular improvements.
- Learning Outcomes-Centered Practices: Faculty design curricula and teaching practices that facilitate student learning and growth towards the achievement of course learning outcomes and objectives.
- Student-Centered Teaching and Learning Strategies: Faculty implement various teaching and learning strategies that accommodate the diverse learning styles of students and promote acquisition, understanding and application of knowledge, skills, and values.
- Technology & System Operations: Faculty use technology effectively to support student success.

Ongoing Professional Development Supports Continuous Faculty Improvement

All full-time and adjunct faculty new to the Alamo Colleges District are invited to attend a *New Faculty Orientation (NFO)[9]* facilitated by District Human Resources Training and Development. The NFO

introduces critical information for faculty to be ready for the first day of class: understanding “The Alamo Way” Mission, Vision, and Values; navigating the website and Alamo Colleges Educational Services (ACES); and providing vital contact information and first day of class checklists. For 2018-2019, four full-time PAC faculty and two adjunct PAC faculty attended the NFO, while in 2019-2020 eight full-time and thirteen adjunct PAC faculty attended.

Furthermore, new full-time and adjunct faculty are invited to join the *New Faculty Institute (NFI)*[10], which is an academic year-long professional development experience. The NFI holds monthly meetings to explore various pedagogical topics, acquire new resources and instructional tools, and reflect on teaching and learning improvements. Seven full-time PAC faculty and three adjunct PAC faculty attended the NFI in 2018-2019, while six full-time and six adjunct PAC faculty attended in 2019-2020. *Faculty Completers of NFI and NFO*[11] are documented to support improvement of professional development efforts. All full-time and adjunct faculty are onboarded by the Department Chair or Discipline Lead using the *New Instructor Training Checklist*[12] prior to the start of the semester; during this time, they discuss administrative responsibilities, discipline-specific teaching and learning information, course preparation, and classroom management strategies. Faculty are also provided an *End of Semester Checklist*[13] which details their responsibilities each semester.

In addition, faculty complete an *Annual Performance Evaluation*[14] and document their faculty development participation via the *Faculty Self-Evaluation*[15]. The *AlamoTalent Transcript*[16] documents all completed and attempted faculty development courses and seminars, including that of faculty teaching dual enrollment students. Full-time faculty stay current with disciplinary knowledge and improve their knowledge and skills of instructional design, delivery, assessment, and classroom management through their *Faculty 180 Evaluations*[17]. To document their discipline-specific knowledge and pedagogical/andragogical knowledge, faculty are asked to provide evidence of completed graduate coursework or internal professional development offerings via the *Faculty 180 Aligned Activities*[18].

A variety of faculty development offerings are available and organized by the seven Essential Faculty Competencies. These opportunities include *Master Teacher Certification*[19], for those who want to advance their teaching; *EduTech*[20], for those who want to enhance their learning and integration of technology in the classroom; *Action Research*[21], for scholars who desire to engage in primary research scholarship to improve the quality of teaching and learning in their classes; *international education training*[22], for those interested in adding a global dimension into their curriculum; and many more options based on the individual college missions.

To support faculty needs[23], the *College Teaching and Learning Center (TLC) staff*[24] includes a Center Director, Coordinator of Assessment and Evaluation, Instructional Designer, Distance Learning Specialist, and Faculty Fellow. For example, the TLC offers a variety of events to *support faculty with institutional and programmatic assessment of learning outcomes*[25]. Given the College emphasis on continuous improvement, institutional and programmatic assessment is used to demonstrate the quality of the curriculum. Therefore, the College provides a variety of training to support assessment of learning outcomes. This includes writing measurable course, program, and institutional student learning outcomes; developing assignments which align to those outcomes; identifying student attainment of those outcomes based on performance on those assignments; using direct and indirect measures to determine student achievement of outcomes; and developing plans to continually improve student achievement of outcomes. Over 284 (duplicated) attendees participated in *assessment related professional development*[26] for the 2019-2020 academic year.

The wide range of expertise of the TLC staff provides for a *plethora of faculty development offerings* [27]. The TLC has recently launched a *Friday Webinar Series*[28] to better support faculty development as most faculty do not teach on Fridays. The College’s commitment to continuous improvement is exemplified in the *TLC’s use of survey data*[29] to evaluate faculty satisfaction with professional development and to identify future offerings.

Moreover, faculty can enroll in professional development offered across the District. All faculty are provided a *Faculty Resource Manual*[30] which covers topics such as:

- Instructional Technology resources
- Required Semester Tasks
- Teaching Early College and Dual Credit resources
- Human Resources Employment Information
- Faculty Evaluation resources
- Academic and Student Support resources
- Faculty and Staff Directories
- Instructional Design, Delivery, Assessment, and Classroom Management resources

The *Faculty Resource Manual[30]* is a one-stop resource to address all faculty questions and to provide contact information if further follow-up and information are needed.

All faculty, including full-time, adjunct, and dual enrollment, are *welcome and encouraged to attend professional development offerings[31]*. A District-wide publication called Instructional Insightslists available professional development offerings and is emailed to all faculty each term. For example, the *Instructional Insights for Spring 2019[32]* and *Fall 2020[33]* describe a variety of professional enrichment opportunities. Adjunct faculty are also encouraged to attend professional development offerings, including the *Adjunct Faculty Certification Program (AFCP)[34]*. The AFCP is robust training offered in three phases: acquiring meta-professional teaching and learning skills, immersing in teaching and learning scholarship, and developing a greater understanding of the faculty member's discipline. PAC receives a list of all adjunct faculty who have *completed each level of the AFCP[35]*.

All faculty teaching on behalf of the College, including Dual Credit and Early College High School students, are encouraged to participate in professional development. A *faculty liaison for dual-enrollment faculty[36]* is selected to support Dual Credit instruction. The liaison's responsibilities related to professional development include:

- Meet monthly with Dean and/or VP of Academic Success to determine priorities for ECHS-DC faculty.
- Schedule/Conduct at least one ECHS-DC Teaching Circle/Professional development session a semester to address faculty concerns/needs.
- Schedule/Plan/Facilitate needed ECHS-DC faculty Development during convocation week.
- Maintain the ECHS-DC instructor section of the PAC Faculty Canvas Resource Page [now titled Faculty Resource Guide] and FAQ document.
- Provide professional development for proctors (high school teachers assigned to support PAC Online Instruction) on best practices for student/course support.
- Ensure instructors are trained on mapping proctors to students per FERPA guidelines.
- Support/lead best practices of NACEP [National Alliance of Concurrent Enrollment Partnerships] accreditation standards regarding Faculty, Assessment, and Curriculum.
- Communicate regularly with PAC instructors, proctors, and DC/ECHS instructors per timelines, grades, tutoring opportunities, etc.

The PAC High School Programs office holds an annual professional development event called the *ImPACt Conference[37]* for faculty and staff supporting dual enrolled students. Further, this office holds a monthly *Dual Credit and ECHS Consortium[38]* to provide an additional avenue for professional development and communication.

The *Faculty Job Description[39]* stipulates that faculty pursue professional development to include:

1. Stay current in academic fields, e.g., by belonging to professional societies, reading discipline-specific journals, studying pedagogy, attending conferences, or making presentations.
2. Maintain required professional credentials, licensing, and continuing education hours as disciplinary standards dictate.
3. Engage in professional education which enhances both disciplinary and pedagogical /andragogical knowledge, e.g., by taking graduate courses or internal classes offered through college or district professional development organizations.
4. Contribute to one's academic discipline through research and publication or other endeavors as appropriate.

Alamo Talent provides faculty development participation rates[40] as seen in the Tables below.

Table 6.5.1: 2018-2019 Faculty Development Participation Rates

	Total	Total FD Hours	Average Hours of FD Annually	Percentage of Faculty who participated in FD
Full-time Faculty	117	4244.82	36.28	91%
Adjunct Faculty	177	2622.15	14.8	93%

Table 6.5.2: 2019-2020 Faculty Development Participation Rates

	Total	Total FD Hours	Average Hours of FD Annually	Percentage of Faculty who participated in FD
Full-time Faculty	108	2165.15	20.04	97%
Adjunct Faculty	153	1745.81	11.4	80%

Furthermore, in Spring 2020, PAC held its inaugural *Faculty Symposium[41]*, which was attended by 56 full-time faculty, 39 adjunct faculty, and 10 other stakeholders for a total of 105 participants.

The College prides itself in having the very best online instruction to serve its students. Consequently, PAC is in its third redesign of the formal training required for faculty who intend to teach online. All faculty teaching online or hybrid classes are required to participate in this training. The previous Online Teaching Certificate (OTC) has been upgraded to include Quality Matters (QM) standards and is referred to as the *Introduction to Online Course Design (IOCD)[42]*. Faculty receive *support to strengthen online course offerings[43]*. Over the 2019-2020 academic year, 81 faculty participated in the OTC, *Introduction to Online Course Design (IOCD)[44]*, and Group Course Development Projects. During this same academic term, over 150 faculty received one-on-one consultations to strengthen their online course design, delivery, and assessment.

Faculty are acknowledged for their exemplary work through a number of recognitions including *National Institute for Staff and Organizational Development (NISOD)[45]* awards, Texas Association of Chicanos in Higher Education (TACHE), *Minnie Stevens Piper Professor Award[46]*, and other College-specific recognitions.

Evidence

[1] Palo Alto Colleges 2020-2024 Strategic Plan

[2] Palo Alto Colleges 2020-2024 Strategic Plan

[3] 6.5_2 - PAC TLC Staff

[4] 6.5_3 TLC Staff Job Descriptions and Resumes

[5] 6.5_4 - ACCD Policy on Professional Development

[6] 6.5_5 - Alamo Colleges Faculty Development Catalog

[7] 6.5_7_Faculty Development Catalog

[8] 6.5_8_Faculty Development Catalog

[9] 6.5_6 - NFO-Information sheet FALL 2019_FINAL

[10] 6.5_7 - NFI Flyer Fall 2019 - FINAL

[11] 6.5_8 Faculty Completers of NFI and NFO

[12] 6.5_9 - PAC New Instructor Training Spring 2020

[13] 6.5_10 - new instructor end of semester checklist Spring 2020
[14] 6.5_11 - annual performance evaluation ACCD Faculty Eval Guide
[15] 6.5_12 - ACCD Faculty Self Eval
[16] 6.5_13 - AlamoTalent Transcript Example
[17] 6.5_14 - Faculty 180 Evaluation RoleComponentSet-DC
[18] 6.5_15 - Faculty 180 aligned activities
[19] 6.5_16 - Master Teacher Certification PACSPC
[20] 6.5_17 - EduTech
[21] 6.5_18 - Action Research Flyer 2019
[22] 6.5_19 - International education training
[23] 6.5_20 - TLC Staff support faculty needs
[24] 6.5_24 - TLC Staff
[25] 6.5_21 -2019-20_Assessment Events_Amanda Harrison
[26] 6.5_22 -2019-20_Assessment Events_Amanda Harrison
[27] 6.5_22 plethora of faculty development offerings TLC PD Offerings for 2019-20 & 2020-21
[28] 6.5_23 Friday Webinar Series TLC Webinar Summary Fall 2020
[29] 6.5_24 TLC Use of survey data
[30] 6.5_25 - Palo Alto College Faculty Resource Manual
[31] 6.5_26 welcome and encouraged to attend professional development offerings
[32] 6.5_27 Instructional Insights for spring 2019
[33] 6.5_28 Instructional Insights for fall 2020
[34] 6.5_29 Adjunct faculty Certification program
[35] 6.5_30 - AFCP completion grads
[36] 6.5_31 - ECHS-DC Faculty Liaison Coordinator Job Description
[37] 6.5_32 ImPACt Conference Info
[38] 6.5_33 October ECHS-DC Consortium Resources
[39] 6.5_34 - Faculty Job Description
[40] 6.5_35 AlamoTalent Faculty Development Participation Rates
[41] 6.5_36 -2019-20_PAC Faculty Symposium_
[42] 6.5_37 IOCD
[43] 6.5_38 -2019-20_Online Course Design_Raleigh Way
[44] 6.5_45 IOCD
[45] 6.5_39 Past NISOD Awardees
[46] 6.5_40 Palo Alto College Minnie Stevens Piper Nominees

Section 7 Institutional Planning and Effectiveness

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission. *(Institutional Planning)***[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College engages in ongoing, comprehensive, and integrated research-based planning and evalu institutional quality and effectiveness, and incorporates a systematic review of institutional mission, goals, a (PAC) is in compliance with CR 7.1 Institutional Planning.

The case for compliance is structured as follows:

A. As evidenced by the Institutional Effectiveness processes at PAC, the College engages in ongoing p focused on institutional quality and effectiveness and reoccurring review of institutional goals aligned
B. The College's Institutional Effectiveness and Planning processes are comprehensive in that operatio participate in the integrated research-based planning and evaluation processes.
C. The College's Institutional Effectiveness and Planning processes are integrated in that PAC has an a to institution-wide effectiveness that supports its Mission and serves as a framework for planning.
D. PAC's Planning and Effectiveness processes are research-based and systematic. Reoccurring evalu to discern whether PAC is making the progress it had anticipated in its planning efforts, and make co

Evidence of Ongoing Planning and Evaluation Processes

PAC engages in and is committed to a system of ongoing, integrated, college-wide research-based plannir strategic and operational planning processes and involvement in national initiatives, such as Aspen, Achiev Excellence, and the Baldrige Model for Performance Excellence, the College has built a culture of evidenc to guide decisions and implement improvements throughout the Institution.

The College demonstrates an ongoing commitment to principles of continuous improvements, based on a process of assessing institutional performance with respect to the College's Mission at all levels of the Insti Texas Higher Education Coordinating Board (THECB), strategic planning, program review, unit planning, a

Texas Higher Education Coordinating Board: Process and Evaluation Process

PAC operates within the state of Texas and as a degree-granting institution, reports to the THECB. The Co regulations and accountability initiatives focused on institutional quality and effectiveness. Institutional data academic programs, finances, and facilities are submitted on an ongoing basis by institutions to the THECB aggregated information publicly available through the *60x30TX Texas Higher Education Accountability Sys* reports available on the *Texas Higher Education Data* (THED)[2] website.

Evaluation

The College has adopted several of the measures published by the THECB as Key Performance Indicators reoccurring basis. Annually, the President presents Performance Updates (*Performance Update 2020*[3], *P Performance Update 2018*[5]) to the Board of Trustees to discuss the progress made towards achieving go Mission, and discuss plans adopted to further advance institutional quality.

Strategic Planning: Process and Evaluation

At the institutional level, the College engages in ongoing, comprehensive, and integrated research-based p Strategic Planning process. As part of the Strategic Planning process, in accordance with *Strategic Plannir* engages in an annual review of identified institutional priorities and corresponding goals and targets aligne

Process

The process of developing the new strategic plan every five years entails a systematic review, and if deem Mission by the College community, as well as an evaluation of progress towards previously established go goals, measures and targets for the new plan are developed using a combination of input from community stakeholders, and environmental scanning to determine what the strategic focus areas should be for the fo

PAC's 2019-2024 Strategic Plan[7], which is documented on the *College's website[8]*, in the College's ann the *PAC Catalog[10]*, begins with the College's Mission: "To inspire, empower, and educate our community achieve its Mission, PAC set four strategic directions:

1. Student Empowerment
2. Employee Empowerment
3. Community Empowerment
4. Maximize Capacity to Serve

Strategic directions represent the aims that are articulated by the Institution to address major changes, imp educational service opportunities in the community. They focus on broad areas of the College to permit all allow all of the College community to have line of sight.

For each of these strategic directions, the College defines a set of associated goals. Goals represent future that the College desires to attain. Goals can be both short and long-term and are evaluated by assessing r targets. Progress towards achieving goals and targets is reviewed during the Annual Strategic Planning Re *[11]* and *Strategic Plan review 2016[12]*), and by the Executive Research Team (ERT) (*Executive Researc* College Leadership Team (*CLT Agenda07212020[14]*) throughout the year. The Strategic Plan, in alignme linked to decision-making processes and informs planning processes at all levels of operation.

Evaluation

The College's Strategic Plan is interwoven throughout its entire key Institutional Effectiveness processes, i assessment, and program review. The Strategic Plan sets the priorities and targets for the Institution that t use to align their programs. All goals for units and programs are developed with this alignment in mind, in p collected, evaluated, and presented at regular intervals to ensure that departments, programs, and ultimate meeting their respective goals as part of the unit plan evaluation process. Data are also reviewed during th Retreat (*PACs 2020 Strategic Plan Presentation[15]*) to identify how these efforts have impacted the Colle data points, College stakeholders are also given an opportunity to identify and discuss the strengths and o Institution (*PACs 2020 Strategic Plan SWOT Summary: Maximize Capacity to Serve[16], PACs 2018 Strat PACs 2016 Strategic Plan SWOT survey results[18]*).

Additionally, College Action Plans may be developed to address key issues and opportunities identified by the Institution's goals and targets. Once the five-year plan is established, reviews occurring at least once a Research Team take place to ensure that plan implementation is moving along as expected. These review College's KPIs and may also include report-outs of action plans (*ERT agenda*[19]).

While the structure of the College's Strategic Plan is based on a five-year cycle, annual planning processes can address new issues that may appear. The Strategic Plan is meant to be dynamic, with modifications b factors emerge during the cycle. Annual retreats and regular review of progress towards achieving goals b give the College an opportunity to make any changes necessary to address these factors. Additionally, the meets (*ERT meeting presentation 10272020[20]*) to discuss issues and data related to the College's Strate ensure that the College maintains alignment with its Mission in everything it pursues. As an example of this College's draft strategic directions and goals ahead of the annual Strategic Planning Retreat revealed a ne community piece of the Mission statement. It was unanimously decided to include a strategic direction spe empowerment in the College Strategic Plan (see *ERT February 14, 2020 minutes[21]).* These directions ar reviewed during the 2020 Strategic Planning Retreat (see *SP Retreat Presentation[22]*), and were ultimate College Leadership Team meeting over the summer (*CLT Minutes June 9, 2020[23]*).

The inclusion of a strategic direction on Community Empowerment allowed for the development of a goal r going rate of the Southside San Antonio community that PAC serves. Review of the college going rates of that these rates varied between approximately 35-50%. Seeking to improve these rates, PAC began to dev

schools in the area to integrate several key programs and community outreach events to help students in t through high school become more aware of their educational opportunities and ultimately increase enrollm *Pager[24]*).

College Action Plans

College Action Plans (CAPs) represent dynamic, cross-departmental plans that address key challenges or identifies during its strategic planning process. The initial CAPs selected for the 2019-2024 cycle are:

- *Community Programs[25]*
- *High Challenge Courses[26]*
- *High School Programs[27]*
- *Strategic Enrollment Management[28]*
- *Tutoring[29]*
- *Advising[30]*
- *Advocacy 3.0[31]*
- *Open Educational Resources (OER)[32]*
- *First Year Experience[33]*

CAPs inform unit plans in the planning and effectiveness processes, and many units may contribute to vari include a detailed description of the steps needed to achieve a specific set of goals for the College. The CA organizing the implementation and evaluation processes for achieving the specified goals in support of the Mission.

Process

The College Action Plan cycle begins with the Strategic Planning process, during which College priorities a As part of this process, the College meets collectively during the annual Strategic Planning Retreat to revie trends, and discuss strengths and opportunities for improvement for the Institution. Further, existing CAP a retreat, although the coronavirus epidemic delayed the 2020 strategic planning retreat and caused the insti other related College meetings (*September ERT[34]*). Feedback from College stakeholders during the Stra what the priority items for the cycle should be, and leadership ultimately take this feedback and determine modified, or deferred, and ensure that the CAPs are in alignment with the College's strategic directions (*SP June[35]*).

The Director of Strategic Initiatives, a position created in 2019, then works with the designated CAP champ associated measures and performance targets to monitor CAP progress using the *College Action Plan Imp* determine what resources are required to achieve CAP goals. Each goal the CAP addresses aligns to the s of the College's Strategic Plan. Once the CAP forms and presentations are finalized, they are presented to Leadership Team before implementation. CAP progress checkpoints occur throughout the academic year working meetings as outlined in *PAC Procedure A 29.0[37]*.

Evaluation

CAPs are reviewed during each of the College's Strategic Planning Retreats. During the review, the most u is used to assess the CAPs progress. The CAP details a six to twelve-month work plan to achieve its asso measurable criteria used to assess performance. CAPs are also reviewed annually during the Strategic Pla be developed in response to major events or initiatives for the College. While the strategic planning retreat for evaluating and establishing CAPs for the next academic year, the coronavirus epidemic caused the Inst venue for reviewing CAPs during the 2020-2021 academic year (*September ERT Minutes[38]*). Both the E Retreat allow for feedback from College stakeholders and leadership and allow for champions to modify th data reviews and the needs of the Institution over time as show in the *Advising ERT 2016-2017 presentatio presentation[40],* and *Current Part-time Advising ERT 2020[41].* CAPS are evaluated through CLT and ER champions present and received feedback.

PAC's Strategic plan is a multi-year forecast of institutional goals in support of the College's Mission. Each associated goals are mapped to key performance indicators and other institutional metrics, and these are f strategic initiatives. Table 7.1.1 provides an illustration of the alignment between the CAPS and the studen for PAC.

Table 7.1.1: Strategic Direction 1 - Student Empowerment

Strategic Direction 1: Student Empowerment		
Goals	**Key Performance Indicators and Institutional Metrics**	**Associated College Action Pl**
1. Increase student completion	Enrollment Productive Grade Rates Course Completion Rates Number of Awards Granted 3-,4-,6-year Graduation Rates	Advising Outreach for Par Community Programs: Open Educational High School Programs First Year Expe Embedded Tutoring and C High Challenge Strategic Enrollment Advocacy Moc
2. Increase opportunities for students to explore careers pathways	Employment and/or Enrolled Rates for Academic and Technical Students	First Year Expe
3. Increase student transfer outcomes and improve workforce outcomes	6-Year Transfer Rates Median Employed Earnings by Academic/Technical Students	Advising Outreach for Par High School Programs
4. Close equity gaps across student sub-populations	Disaggregate key indicators by sub-groups including gender, veteran status, ethnicity, and socioeconomic status	Advising Outreach for Par Community Programs: Open Educational High School Programs First Year Expe Embedded Tutoring and C High Challenge Strategic Enrollment
5. Increase student proficiency in learning outcomes	CCSSE Scores Institutional and Program Learning Outcomes Rubric Scores	Open Educational F High Challenge

Source: PAC Office of Institutional Research, Planning, and Effectiveness

PAC's institutional Mission addresses empowering and educating our community for success through a nu
measures, including degree completion, transfer, and workforce outcomes. Additionally, the College also fo

imperatives such as persistence, course completion, and graduation rates in accordance with the strategic stakeholders such as the THECB. All of these measures are consistent with the focus areas laid out in the regularly by PAC's Board of Trustees (*KPI Report 2020*[42]).

PAC has identified several CAPs that address the goals in this strategic direction. Additional institutional as be found in the *Student Achievement Scorecard*[43] and the *THECB Accountability Report*[44]. The docum outcome attainment can be found in the multi-year program review process.

To increase the College's capacity for serving its community, PAC's Employee Empowerment strategic dir for an inclusive culture where human capital is critical to the Institution's operations. Table 7.1.2 illustrates performance indicators associated with employee morale and organizational development. Further, severa faculty and staff to engage in professional development opportunities that can improve outcomes for the st

Table 7.1.2: Strategic Direction 2 - Employee Empowerment

Strategic Direction 2: Employee Empowerment		
Goals	**Key Performance Indicators and Institutional Metrics**	**Assc**
1. Sustain an organizational culture that supports and encourages equitable professional growth in alignment with the College's Mission	Training and professional development opportunities, attendance, and outcomes	
2. Nourish and strengthen a culture of inclusiveness through clear and efficient communication	PACE and other Employee Surveys	
3. Foster an environment of shared contribution and collaborative effort in which innovation is encouraged	PACE and other Employee Surveys	

Source: PAC Office of Institutional Research, Planning, and Effectiveness

PAC's strategic direction of community empowerment addresses the inherent service relationship between community as shown below in Table 7.1.3. This engagement is centered on increasing the college-going c community through increased college enrollment from new high school graduates and adult learners in the initiatives directly related to this effort include PAC's Community Program: Adult Learner CAP, which involv among adult students enrolled in PAC's GED and ESL programs. Further, the High School Programs Advis enrollment and completion pathways for students in our Early College High School Programs. Finally, PAC *South initiative*[45], which seeks to increase the overall college going rates of the Southside community thr span a student's academic career.

Table 7.1.3: Strategic Direction 3 - Community Empowerment

Strategic Direction 3: Community Empowerment		
Goals	**Key Performance Indicators and Institutional Metrics**	**Associate**
1. Increase success rates in existing community programs	ESL and GED Enrollment and Outcomes Adult Learner Enrollment and Transition to College	Community
2. Increase access to teaching and learning resources for the community	FTIC and High School Program Enrollment and Outcomes	High Schoo Strategic
	College-going rates of High School Partners	E

3. Promote the college-going culture in the community		Communit

Source: PAC Office of Institutional Research, Planning, and Effectiveness

Table 7.1.4 illustrates PAC's fiduciary responsibility in support of its Mission attainment through its Maximiz direction. The Institution's fiduciary responsibilities are exercised through funding resource allocations whic previous strategic directions. Some CAPs are directly related to the mapped metrics outlined in this strateg Enrollment Management is directly focused on maximizing enrollment and contact hours). However, it shou built-in resource management section that helps ensure that these initiatives are utilizing any funds or reso

Table 7.1.4: Strategic Direction 4 - Maximize Capacity to Serve

Strategic Direction 4: Maximize Capacity to Serve		
Goals	**Key Performance Indicators and Institutional Metrics**	**Associated Colleg and Other S**
1. Develop a PAC budget model that is driven by a measurable, multi-year, planning process that includes a focus on enrollment, contact hours, and strategic fiscal stewardship	Funded Contact Hours Enrollment Projections Average Class Size Ratios Other Revenue Sources	Strategic Enrollment
2. Secure alternative funding sources to aid in supplementing institutional activities and supporting growth	Funding from grants, sponsorships, alumni, and events Number of Renewed Sponsorships	Advocacy Mo
3. Develop and sustain mutually beneficial partnerships with industry, government, and non-profit sectors	Number of Industry Partnerships and Sponsorships Number of ISD Partnerships	High School Prograr CA
4. Strengthen infrastructure by applying strategic budgeting principles to fund technology priorities and innovations, and minimize facilities' deferred maintenance costs	Number of Deferred Technology Replacements Maintenance Costs	Technology

Source: PAC Office of Institutional Research, Planning, and Effectiveness

Institutional Budgeting & Financial Planning Process

PAC's Strategic Plan is integrated with the budget allocation process and provides a sound basis for budge allocations. As described in Standard 13.1, the College prepares an annual *Budget Document[46]* that prov activity for PAC, incorporating both unrestricted and restricted activity. Preparation of the annual budget is subject to sound fiscal procedures, and is approved by the College's Board of Trustees on an annual basis *Functional Category[47], 2018-2019 Budget Summary by Functional Category[48],* and *2019-2020 Budget [49]*).

Budget planning for PAC is an annual process. This process includes the development of budget allocation (FFM) followed by a budget distribution, which is a detailed organizational account distribution process unc

The District Budget Office (DBO) coordinates preliminary projections for revenues and a "Special Board Me purpose of reviewing the current legislative agenda and providing a preliminary look at the next year's oper provides contact hour, enrollment, and non-formula revenue projections and the DBO coordinates projectio other key data elements in collaboration with leadership at PAC and the College's Budget Officer. At the M rates are set for the fall term.

In the April/May timeframe, the College finalizes employee position listings and begins preliminary work on budgets based on the College's strategic objectives, organizational unit needs, and educational needs. The

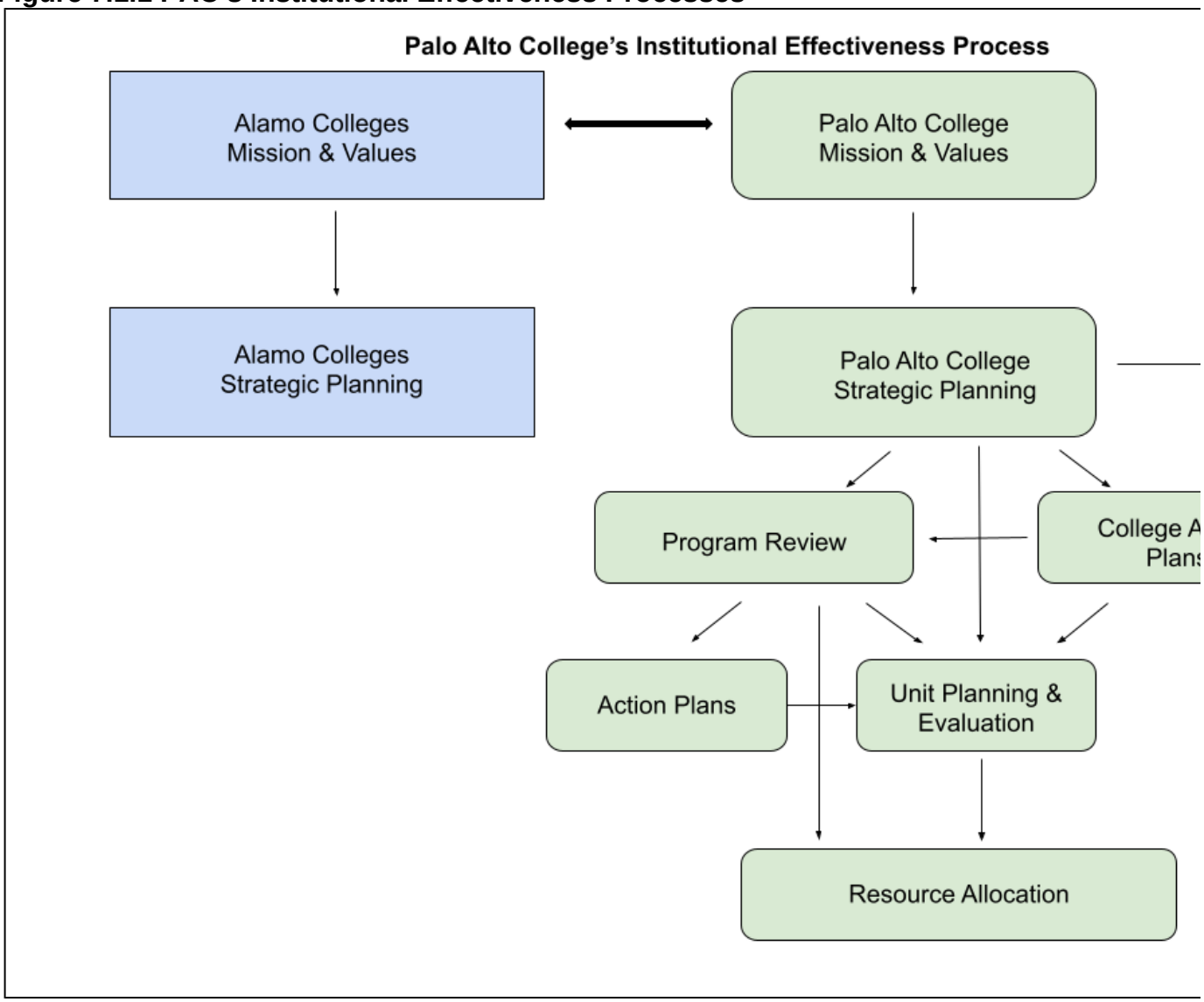
operating expense budget allocations generated by the Funding Model which are distributed to the College is held for presentation, review, and approval of the budget for the upcoming year. Subsequently, allocatio ensuring the College's processes are in accordance with *PAC Procedure B 6.0[50]*, in order to fund its Acti priorities. The Board of Trustees approved the PAC budget for fiscal year 2020 on *August 20, 2019[51].*

When PAC was recognized as an Aspen Rising Star and awarded $100,000, all of the money was used to Strategic Plan, including $25,000 to support College Action Plans. In addition, each year, swept funds are goals tied to the Strategic Plan through the Resource Allocation process.

Comprehensiveness of Planning and Evaluation Processes

The College engages in a broad array of planning and evaluation processes at every level of operation, fro division, and down to the unit or program level. Planning and evaluation is a component of the decision-ma provides a sound basis for budgetary decisions and resource allocations. Figure 7.1.1 below depicts how t evaluation processes are integrated college-wide.

Figure 7.1.1 PAC's Institutional Effectiveness Processes



The Mission and values of Alamo Colleges informs the directions of the Strategic Plans at the District level independently, but many of the directions align to the District's plan as both have similar Missions. College challenges or opportunities that the College identifies during its planning process are developed and asses process.

At the unit level, each academic and support service unit measures its effectiveness over a five-year span outlined in the *Program Review Guide[52]*, and annually through the unit planning and evaluation process *Procedure A23.0 Program Review and Unit Planning Processes[53]*. Action plans are developed as part of demonstrate how the activities of individual units support the long-term goals of the institution. Unit plans a department's mission and goals back to the College's Strategic Plan, are completed annually. As part of th departments are able to request resources outside of the operational budget and present the requests duri

Program Review: Process and Evaluation
The purpose of Program Review is to promote continuous quality improvement and alignment of academic the Institution's Mission through a process that is both reflective and analytical. Program Reviews are facul and produce clear plans of action. Program Reviews provide a comprehensive look at long-term practices areas for development and continuous improvements.

Process
All academic programs and support services that receive a budget are expected to complete a Program Re Program Reviews provide an opportunity for the self-evaluation of the program by the faculty and/or staff to predetermined outcomes were met in academic, administrative, and student support areas and the needs includes a comprehensive look at long-term practices and achievements over the last five years, while dev five years. Program Reviews are prepared by program chairs, leads, and/or directors during the spring and Deans and Vice Presidents for review before being submitted to the College Program Review Committee a Academic programs and support services use different Program Review templates (*Academic Programs P Student Support Program Review template[55], Administrative Program Review template[56]*).

The following three criteria are essential components of a Program Review:
- Overview of program's purpose, roles, and history;
- Assessment of program outcomes and opportunities for improvement; and
- Action plans.

Actions are connected to one of the following items and should follow the structure outlined below:
- Strategic Plan Alignment/Support: How does your action plan support the long-term goals of the insti
- Address a specific opportunity for improvement in the historical review of the unit.
- Support a Key Performance Indicator, such as enrollment, persistence, graduation, and productive g
- Address a specific unit objective related to Institutional Learning Outcomes, Service Area Outcomes Outcomes.

The College's robust, cyclical, and evidence-driven system of Program Review ensures that all programs a outcomes that represent the College's Mission and strategic directions.

Evaluation
Each Program Review is evaluated by the College's *Program Review Committee[57]*. This group, compose representatives, reports to the Institutional Effectiveness Committee. Prior to review by the Program Revie findings, respective Deans and Vice Presidents review reports and complete the *Program Review Assessn [58]*. The Program Review Committee reviews each submitted Program Review Report, supporting docum Recommendation Forms to conduct a collaborative assessment of each report and program before reachir program's status. The reports are then sent back to the program to incorporate feedback before submissio examples of Student Support[59], Administrative Support[60], and Academic Programs[61] Program Revie

To follow up on the findings of the Program Review Committee and ensure that action plans are executed, Program Review implement the five-year Program Review Action Plan and strategies across the subseque Unit Plans include implementation strategies to manage systems, practices, and include strategic leadersh example from each of the three divisions of the alignment between program review Action Plans to Unit Pla

Table 7.1.5: Alignment of Program Review Action Plans and Unit Planning Goals

Department/Unit	Program Review Action Plan	Aligne
	Goal: Full implementation of Tableau data dashboards	Goal: Begin testing and proc routine reports. Publication

College Services: Institutional Research (Submitted 2016-2017)	Goal: Process improvement for key strategic planning processes Goal: Implementation of continuous feedback for OIRPE unit effectiveness	and integration (17-18 UP Goal: Continue to improve a the 2019-2020 academic ye ncrease by at least 10% fro UP Cycle). Goal: Investigate feasibility platform to support Strategic Program Review, Resource Cycle). Goal: Continue to monitor a and resolution for future plan UP Cycle).
Student Success: Welcome Center (Submitted 2016-2017)	Goal: Identify the baseline completion rate to better project enrollment goals. Goal: The Welcome Center will increase FTIC census enrollment by 5%. Goal: The Welcome Center will initiate the development of a comprehensive plan for community outreach which will include: • GED Centers • Church organizations • Youth and Adult organizations (YMCA)E • Establish Peer Student Ambassador Program	Goal: Identify the baseline c enrollment goals. Completio finished with the following e Meningitis, six semester tra and TSI Exam (16-17 UP Cy Goal: The Welcome Center by 5% from 1,396 (Fall 201 (17-18 UP Cycle) The Welcome Center will i comprehensive plan for co > GED centers Page 172 of 209 > Church organizations > Youth and Adult organiza > Establish Peer Student A > Establish an Adopt a Sch and Middle school. > CTE Program Expansion > Low Enrolled Program Ex
Academic Success: Biology (Submitted 2016-2017)	Goal: To support student success and to continue the upward trend in PGR	Goal: The Biology Unit of th productive grade rate in all E from fall 2015 to spring 201

Unit Planning and Evaluation: Process and Evaluation
The purpose of Unit Planning and Evaluation is to align the activities of units with the College Mission and developing unit mission, establishing unit goals and objectives for the upcoming year, while identifying mea expected outcomes and planning how resources will be used. In addition, part of the unit planning process operations, outcomes, and resource use for the previous academic/fiscal year. By design, the process is st appropriate resources to facilitate the accomplishment of unit goals.

Process
Operational planning and budgeting have been an evolutionary process at PAC. Unit plans have been requ since 1994; however, the process did not begin to resemble current methods until 2000. The planning proc the College; it is continuous and cumulative with each iteration building upon the last. The unit planning an both the evaluation of unit goals from the previous academic year and the development of Unit Plans for th

All academic programs and support services complete annual Unit Plans. This process has been complete the 2011-2012 planning cycle. Unit Directors or leads submit Unit Plans each spring, which are reviewed/a President. Unit Directors are responsible for monitoring internal goals and metrics and reporting out on the presentations. The *unit planning*[62] and *evaluation template*[63] for academic programs and support servi

Evaluation
In an effort to ensure the planning process is effective and goals are achieved, all Unit Plans are formally e year. The intent of the evaluation process is to: review the context for goal development; describe whether if necessary, what prevented the unit from achieving its goal(s); and determine next steps. One of the meth involves a review of the unit planning evaluation by the respective Vice President. Vice Presidents, in turn, *College Services VP SMART Goal*[64]).

In addition, the Resource Allocation process serves as the venue where units report out on their unit plann cycle, while informing the College of progress towards their current goals, as shown in *RAC Day 2 Present*

Resource Allocation Process
The purposes of the Resource Allocation process are to allow organizational units to seek supplemental fu introduce additional engagement and transparency to institutional funding decisions in accordance with *PA Allocation, Amendments, and Consolidation (Sweeps)*[66].

Every organizational unit participates in the Resource Allocation process annually. All units prepare a Reso as *Aquatics & Athletics Center Unit Plan and Unit Evaluation Presentation 2020*[67], that includes the basic

- Description of previous unit plan;
- Description of current unit plan and associated goals;
- Description of RAC request, if any; and
- Itemizes budget line-item requests.

Each unit, including those not requesting supplemental funding, reports out late spring. Members then vote request (*RAC Voting Results2019*[68] and *College Services RAC Results2020*[69]).

Planning and Evaluation Processes are Integrated
PAC's planning and evaluation processes are integrated campus-wide, occurring at all levels of the institut informed. The planning and evaluation processes allows for broad-based participation in the review of insti the development of directions for continuing improvement.

Institutional Support for Institutional Planning and Evaluation

Administrative Support
The administrative structure of PAC consists of three divisions providing administrative support services to Success, Student Success, and College Services. The College improves administrative support services b systematic planning. The processes of identifying expected outcomes predicated on a careful analysis of n attainment of immediate, intermediate, and/or long-term objectives. Annually, the Vice Presidents work with

goals for the upcoming year and review progress on the goals from the previous year. The Vice Presidents regularly throughout the year to discuss planning and evaluation of division goals (*Administrative Schedule*

Office of Institutional Research, Planning, and Effectiveness

To support college-wide institutional planning and evaluation efforts, PAC has an integrated Office of Instit Effectiveness (OIRPE). This office, led by the Director of Institutional Research, reports directly to the Vice works closely with constituents across the college. The Office of Institutional Research, Planning, and Effe PAC by providing data analytics and planning support services, and facilitating data-informed decision-mak activities include, but are not limited to:

- Designing data collection and analyzing tools for initiatives;
- transforming data into useful information;
- fostering the use of sound and innovative methods to gather, generate, analyze, report, and manage
- reporting and disseminating data and related insights for all PAC stakeholders;
- supporting assessment of unit and College efficacy;
- supporting unit and strategic planning activities and processes;
- providing accurate, consistent, relevant, and timely information that is accessible to internal and exte
- facilitating the integration of this information into institutional decision making, policy development, a
- constructing internal surveys to assist institutional decision makers.

Assessment of Student Learning through Teaching and Learning Center

PAC has invested considerable amounts to improve the quality of program assessments; for example, the *Program Director*[71], a *Coordinator of Measurement and Evaluation*[72], and the establishment of a camp to promote good practice in pedagogy and quality assurance processes. The mission of the Teaching & Le with faculty and staff through innovative and engaging professional development to promote excellence in success and empowerment, as evidenced in Section 8.2.a. Student Outcomes: Educational Programs.

Budget Office

The mission of the PAC Budget Office is to coordinate the College's annual budget development process, by providing financial analysis, and offer budget management support to faculty, staff, and administration. distribution of funds to cover initiatives tied to the College's planning and evaluation processes.

Institutional Effectiveness Committee

The *Institutional Effectiveness Council*[73] (IEC) is a college-wide group, that meets on a regular and ad hc effectiveness efforts. It examines issues related to institutional effectiveness, planning, accreditation, resea it provides a forum for members to discuss best practices, especially pertaining to data collection, analysis results. The

IEC also reviews substantive change documents that are to be submitted to SACSCOC regarding accredit requirements are met with a high level of accuracy (*IEC minutes*[74]).

Program Review Committee

The *Program Review Committee*[75] is responsible for the assessment of all programs as part of the Institu cycle. The committee:

- Reviews each Program Review Report and supporting documentation;
- Conducts a collaborative assessment of each report and program before reaching a final recommen and
- Reports recommendations to the program's respective Vice President.

Executive Research Team

The charge of the ERT is to review data related to the Institution's Strategic Plan and College Action Plans the College Action Plans and ensures their alignment with the College's Mission. The ERT meets regularly the College's Strategic Plan. If potential issues in the plan are noticed during these reviews, recommendati presented to the College Leadership Team ahead of the annual strategic planning retreat.

Policy

PAC considers regulatory, legal, and accreditation requirements and strives to surpass these requirements operational performance expectations. These standards and regulations come directly from several control identified in *B.1.1 (Policy) Board Legal Status[76]*. The Alamo Colleges District plays a role in this regard a environment to identify changes that are emerging and coordinates with the College as information becom

Evidence of Research-Based and Systematic Planning and Evaluation Processes

A focus on performance excellence and organizational learning is embedded in PAC's culture and is reinfo designed to help achieve the PAC Standard of Excellence, which is defined as the top performance among quartile performance against national and state benchmarks. The PAC Standard of Excellence Leadership College's leadership and performance improvement approach and provides a strong focus on improvemen accomplished by integrating the Strategic Planning process with the KPI Measurement System, Unit Plann Performance Evaluation Process. These processes select, deploy, and align College Strategic Directions, and Targets throughout the organization and link them to unit and individual actions and goals.

The Strategic Planning process creates Strategic Directions and CAPs in each of the four Strategic Directi Empowerment, Community Empowerment, and Maximize Capacity to Serve. The KPI Measurement Syste Targets that align with the Strategic Directions and CAPs and allows for tracking performance at the organ the College as a whole is monitored through the Performance Review Process that includes reviews of KP implementation. Performance at the Unit level is monitored through Unit action plan reviews that are held v Managers work with their individual staff members to track progress on their actions and goals informally th part of the Employee Performance Evaluation process.

At the process level, a continuous quality improvement culture using FOCUS PDCA (outlined in *FOCUS P* created to inspire process improvement and innovation. *FOCUS PDCA Training[79]* is offered to employee made aware via *Learning and Development Opportunities emails[80]*. Process measures are established a performance is stable and to identify when process improvements are needed. This approach ensures focu and innovation continuously over the course of the year. FOCUS PDCA efforts allow process owners and U performance of their processes and design improvements and innovations as needed and as opportunities *RAC 2019 Presentation[81]* and *Enrollment Services RAC Spring 2018 Presentation[82]*. Regular reviews Plan updates and financial and quality reports permit a focus on broader performance requirements.

Evidence

[1] CR 7.1_01_60x30TX Texas Higher Education Accountability System

[2] CR 7.1_02_Texas Higher Education Data (THED)

[3] CR 7.1_03_ Performance Update 2020

[4] CR 7.1_04_ Performance Update 2019

[5] CR 7.1_05_ Performance Update_2018

[6] CR 7.1_06_Strategic Planning Procedure

[7] CR 7.1_07_ Palo Alto Colleges 2020-2024 Strategic Plan

[8] CR 7.1_08_College Website

[9] CR 7.1_09_ Factbook

[10] CR 7.1_10_ PAC Catalog

[11] CR 7.1_11_Strategic Plan review 2018

[12] CR 7.1_12_Strategic Plan review 2016

[13] CR 7.1_13_Executive Research Team_Agenda090820

[14] CR 7.1_14_ CLT Agenda07212020

[15] CR 7.1_15_ PACs 2020 Strategic Plan Presentation

[16] CR 7.1_16_ PACs 2020 Strategic Plan SWOT Summary Maximize Capacity to Serve

[17] CR 7.1_17_ PACs 2018 Strategic Plan SWOT survey results

[18] CR 7.1_18_ PACs 2016 Strategic Plan SWOT survey results

[19] CR 7.1_19_ ERT agenda
[20] CR 7.1_20_ ERT meeting presentation 10272020
[21] CR 7.1_21_ ERT February 14, 2020 minutes
[22] CR 7.1_22_ SP Retreat Presentation
[23] CR 7.1_23_ CLT Minutes June 9, 2020
[24] CR 7.1_24_ Educate South One Pager
[25] CR 7.1_25_ Community Programs
[26] CR 7.1_26_ High Challenge Courses
[27] CR 7.1_27_ High School Programs
[28] CR 7.1_28_ Strategic Enrollment Management
[29] CR 7.1_29_ Tutoring
[30] CR 7.1_30_ Advising
[31] CR 7.1_31_ Advocacy 3.0
[32] CR 7.1_32_ Open Educational Resources (OER)
[33] CR 7.1_33_ First Year Experience
[34] CR 7.1_34_ September ERT
[35] CR 7.1_35_ SP Leadership Discussion Minutes June
[36] CR 7.1_36_College Action Plan Implementation Form
[37] CR 7.1_36a_PAC Procedure A 29.0
[38] CR 7.1_37_ September ERT Minutes
[39] CR 7.1_38_ Advising ERT 2016-2017 presentation
[40] CR 7.1_39_ Advising SP Retreat 2017 presentation
[41] CR 7.1_40_ Current Part-time Advising ERT Presentation 2020
[42] CR 7.1_41_ KPI Report 2020
[43] CR 7.1_43_Student Achievement Scorecard
[44] CR 7.1_41b_THECB Accountability report
[45] CR 7.1_42_ Educate South initiative
[46] CR 7.1_43_ Budget Document_Audited Financial Statements FYE 8.31.19
[47] CR 7.1_FY2017 - 2018 Budget Book
[48] CR_7.1_FY2018-2019 Budget Book
[49] CR 7.1_FY20 budget book
[50] CR 7.1_59_PAC Procedure B 6.0 Budget Allocation, Amendments, and Consolidation (Sweeps)
[51] CR 7.1_47_ August 20, 2019
[52] CR 7.1_48_ Program Review guide
[53] CR 7.1_49_Procedure A23.0 Program Review and Unit Planning Processes
[54] CR 7.1_50_ AS Program Review template
[55] CR 7.1_51_ SS Program Review template
[56] CR 7.1_52_ CS Program Review template
[57] CR 7.1_53_ Program Review Committee
[58] CR 7.1_54_ Program Review Assessment and Recommendation Form
[59] CR 7.1_54b_Student Success Program Review
[60] CR 7.1_54a_Administrative Support Program Review

[61] CR 7.1_54c_Academic Success Program Review

[62] CR 7.1_55_ unit planning

[63] CR 7.1_56_ evaluation template

[64] CR 7.1_57_ College Services VP SMART Goal

[65] CR 7.1_58_ RAC Day 2 Presentations 2019

[66] CR 7.1_46a_PAC Procedure B 6.0

[67] CR 7.1_60_ Aquatics & Athletics Center Unit Plan and Unit Evaluation Presentation 2020

[68] CR 7.1_61_ RAC Voting Results2019

[69] CR 7.1_62_ College Services RAC Results2020

[70] CR 7.1_64_ Administrative Schedule

[71] CR 7.1_65_ Academic Program Director

[72] CR 7.1_66_ Coordinator of Measurement and Evaluation

[73] CR 7.1_67_Institutional Effectiveness Council

[74] CR 7.1_67a_IEC minutes

[75] CR 7.1_68_ Program Review Committee

[76] CR 7.1_69_ B.1.1 (Policy) Board Legal Status

[77] CR 7.1_70_PSELM

[78] CR 7.1_71_FOCUS PDCA Presentation

[79] CR 7.1_72_FOCUS PDCA training

[80] CR 7.1_73_Learning and Development Opportunities emails

[81] CR 7.1_74_Tutoring RAC 2019 Presentation

[82] CR 7.1_75_Enrollment Services RAC Spring 2018 Presentation

IE Process Chart_ Structure(1)

7.2 The institution has a Quality Enhancement Plan that (a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b.) has broad-based support of institutional constituencies; (c.) focuses on improving specific student learning outcomes and/or student success; (d.) commits resources to initiate, implement and complete the QEP; and (e.) includes a plan to assess achievement. *(Quality Enhancement Plan)*

Compliance Status: Compliance

Narrative

QEP Information for Review by the Off-Site Reaffirmation Committee
QEP Topic: Embedded Tutoring in High Challenge Courses

Part I: Summary of the QEP Topic and Its Relationship to Institutional Planning
Palo Alto College (PAC) is a federally designated Hispanic-Serving Institution of approximately 11,000 students located on the southside of San Antonio, an area historically underserved by the K-12 public school system. The student population of this urban community College is disadvantaged economically and largely first generation in college. Founded in 1985 on the belief that education improves lives, PAC has dedicated itself to providing the southside community with accessible, affordable higher education in the arts and sciences and in technical and workforce programs. The development of the current Quality Enhancement Plan (QEP) represents a continuation of the College' s 36-year commitment to academic excellence and authentic student success.

The QEP topic selection process began in Fall 2019 with an employee survey conducted in early September and lively small group discussions of survey results at an all-college conversation held on October 25, 2019. The backdrop for both the survey and the subsequent discussion of results was college-wide presentations, beginning at the August 2019 Convocation, on the College's Key Performance Indicators (KPIs), the 2019-2024 Strategic Plan, and relevant Institutional and student data.

1. Key Performance Indicators: According to the *2019-2020 Palo Alto College Factbook*, graduation rates and course completion rates are improving, while persistence rates are holding steady. However, the Productive Grade Rate (PGR) declined from 79.0% in Fall 2015 to 75.5% in Fall 2018. In Fall 2019, the PGR increased slightly to 76.0%. PGR became an aspect of student success that the College community believed could be enhanced through a well-designed QEP.

2. 2019-2024 Strategic Plan: The College's Strategic Plan is comprised of four Strategic Directions: Community Empowerment, Employee Empowerment, Student Empowerment, and Maximize Capacity to Serve. The five goals of Student Empowerment listed below helped guide the College community in considering possible QEP topics.

- Increase student completion.
- Increase opportunities for students to explore career pathways.
- Increase transfer outcomes and improve workforce outcomes.
- Close equity gaps across student sub-populations.
- Increase student proficiency in learning outcomes.

3. Student Data: At the College's monthly Celebrate and Share Breakfast in September 2019, student data was reviewed to help identify opportunities for enhancing student success. Presentations highlighted findings from the most recent Community College Survey of Student Engagement (CCSSE) and Noel-Levitz Survey and reviewed the results of the College's Student Advocacy Survey and Financial Wellness Survey.

4. Institutional Data: The October 2019 Celebrate and Share Breakfast focused on Institutional data that could be used to demonstrate how a potential QEP topic is grounded in ongoing research and planning. The College community reviewed the 2019 Environmental Scan and current data on KPIs and Institutional Learning Outcomes.

In January 2020, a student survey, comparable to the fall employee survey, was conducted to identify students' perceptions of the challenges that impeded their success as learners. Four key themes emerged in both the employee survey and the student survey:

- A need to promote active learning and student engagement.
- A need to promote self-confidence and self-reflection.
- A need to promote supportive connections between faculty and students.
- A need to provide enhanced tutoring support.

Each of the four themes suggested strategies that could serve as a QEP focus (e.g., experiential learning, growth mindset, faculty mentoring, embedded tutoring). In May 2020, members of the Faculty Senate and the Staff Senate were polled on twelve potential QEP strategies. In June, the top six strategies were voted on by a diverse cross-college group. Over 70% of the 32 participants selected Embedded Tutoring in High-Challenge Courses as the QEP topic.

The College has long recognized the need for innovative strategies to support students in high challenge courses (defined as a course with an enrollment over 100 and a PGR below 70%). For the past decade, Department Chairs and faculty leads have been responsible for developing action plans for high-challenge courses and evaluating these each semester. In 2019, the Dean of Academic Success, who oversees the Division of Arts and Sciences, convened a High-Challenge Course Committee composed of Department Chairs and lead faculty who represent the perspectives of high-challenge course instructors. The Committee meets regularly to review data and discuss best practices across disciplines.

The heart of academic support at PAC is the discipline-specific tutoring provided at various campus learning centers (e.g., Math, Science, English, INRW). Since 2015, the Director of Tutoring and his staff have been responsible for developing an annual College Action Plan (CAP) for Tutoring Services. The CAP provides an opportunity for continuous improvement through comprehensive data review and identification of the most promising tutoring strategies.

Serendipitously, just prior to the selection of the QEP topic in June, the College was awarded state funding to implement embedded tutors in co-requisite sections of ENGL 1301 Composition I and MATH 1314 College Algebra. Co-requisites allow students to take credit-bearing courses while they take developmental education courses to improve their skills. The 2020-2021 College Readiness and Success Models grant from the Texas Higher Education Coordinating Board will provide useful baseline data on embedded tutoring in both English and math. The QEP will focus on embedded tutoring for College Algebra, which historically has been a persistent high-challenge course.

Finally, the QEP topic is linked to the Institution's KPIs, specifically the focus on improving PGR. The QEP topic also mirrors the College's goals for Student Empowerment, especially to "Increase student proficiency in learning outcomes." In addition, the QEP topic blends elements of several potential QEP topic areas considered by the College community (i.e., student engagement, self-reflection, and supportive classroom connections). Perhaps, most importantly, the College has selected a QEP topic that reflects the Institution's long-standing, data-driven commitment to supporting student success in high-challenge courses.

Part II: Focus of the QEP on Enhancing Student Learning Outcomes

The 20-member QEP Planning Committee began meeting regularly during Fall 2020. After carefully reviewing current literature describing embedded tutoring's best practices and occasional pitfalls, the Committee members focused on two tasks: defining embedded tutoring for the QEP and identifying specific student learning outcomes for the QEP project.

Defining Embedded Tutoring

Through intense virtual conversation, the Committee developed the following operational definition of embedded tutoring that will inform the College's Quality Enhancement Plan: Embedded tutoring is a formal mechanism for academic support in the classroom that focuses on connection rather than correction.

Working collaboratively, the Committee identified three distinct kinds of "connection" associated with embedded tutoring and the characteristics of each:

1. Connection in the Classroom
   - The instructor introduces the tutor to the students and makes clear the role the tutor will play in the class.
   - Tutors attend class and actively participate (e.g., working with students during hands on exercises in class).
   - Tutoring is normalized through study groups and other course activities designed to create a meaningful student-tutor connection.
   - Students are comfortable with the embedded tutor.

2. Connection between Instructors and Tutors
   - Training and prior planning are needed to create a partnership.
   - Clear roles are established between the instructor and tutor.
   - Ongoing collaboration occurs between the instructor and tutor throughout the course.
   - Time is allotted for tutor and instructor to meet each week and discuss lessons.

3. Connection Offered by the Embedded Tutor
   - The tutor is interested in acting as a peer mentor, and is personable, flexible, and empathetic;
   - Demonstrates knowledge in the subject matter of the course;
   - Serves as a bridge to communicate student needs/concerns to faculty;
   - Is trained in growth mindset, cognitive learning strategies, and soft skills; and

- Is aware of campus resources offering both academic and non-academic support.

Identifying QEP Outcomes

By making the theme of “connection” central to the QEP, the Committee recognized the uniquely human dimension of tutoring because the tutor and the student share the lived experience of the classroom. Further, embedded tutors deliberately extend themselves to students to understand their lifeworld more deeply and, in so doing, can offer support/resources beyond the academic. Thus, when considering QEP outcomes for embedded tutoring (ET), the Committee quickly concluded that both quantitative and qualitative strategies were needed.

1. Quantitative Evaluation of Student Success
   - Increased retention compared to sections without ET;
   - Lower absentee rates compared to sections without ET; and
   - Increased PGR compared to sections without ET.

2. Qualitative Evaluation of Student Success
   - Pre and post course assessment to gauge students’ self-confidence as a learner, level of comfort seeking tutoring assistance, engagement in course content, and self-efficacy;
   - End of term reflection by tutors to gauge their perceptions of the value of the ET experience;
   - End of term reflection by instructors to gauge their perceptions of the value of the ET experience; and
   - Use of both formative and summative assessment to gauge the student response to ET.

The key accomplishments of the QEP Planning Committee this fall have been:

- Creating a working definition of embedded tutoring;
- Identifying “connection” as the central theme to describe the embedded tutoring process; and
- Specifying both quantitative and qualitative methodologies to evaluate student success.

In Spring 2021, the Committee will build on this solid foundation to develop a comprehensive, research-based Quality Enhancement Plan to promote student success in high-challenge courses through embedded tutoring.

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. *(Administrative effectiveness)*

Compliance Status: Compliance

Narrative

Palo Alto College identifies expected outcomes for each of its nine administrative support services Community Collaborations, Budget Office, Institutional Research, College Operations, Information Resource Development, and STEM Center) as shown in the *Organizational Chart*[1], and assesse achievement, partial achievement, or non-achievement of those outcomes. Palo Alto College (PA Administrative Effectiveness.

The case for compliance is structured as follows:

A. PAC identifies expected outcomes of its administrative support services through the College and Unit Evaluation process, and Program Review Process.
B. PAC reviews data pertinent to administrative support services, evaluates previous year’s go plans via the Unit Planning and Unit Evaluation process, Program Review process, and Emp demonstrate the extent to which it achieved the student support services outcomes it identifi

College Identifies Expected Outcomes of Administrative Support Services

PAC’s Mission and Strategic Plan

PAC has a comprehensive mission that is appropriate for an institution of higher education, and is public service. The College fulfills its mission by using the Strategic Plan at PAC as the blueprint f College activities, including the work of Administrative Effectiveness Units. *PAC's 2019-2024 Stra* Leadership Team as part of the Strategic Planning Retreat in 2019. The Strategic Plan sets institu advancement of innovative academic and student support services, and administrative effectivene "To inspire, empower, and educate our community for leadership and success."

PAC's Mission is further clarified by the four strategic directions of the Strategic Plan - each with a institutional goals listed below. Goals 1 through 4 under the Maximize Capacity to Serve and goal Empowerment directions of the College's Strategic Plan, in particular, focus on administrative unit improvement of processes and procedures, policy development, and improved partnerships. Addi goals set by each unit to support the comprehensive nature of the mission and other strategic dire services provided by each unit (as shown further below in Table 7.3.2).

Table 7.3.1: PAC 2019-2024 Strategic Plan

Mission		To inspire, empower, and educate our community for leadership and s
Values		• Students First • Community-engaged • Collaboration • Can Do Spirit • Respect for All • Data-informed
Strategic Directions	Community Empowerment	**Goals** 1. Increase success rates in existing community programs 2. Increase access to teaching and learning resources for the comn 3. Promote the college-going culture in the community
	Student Empowerment	**Goals** 1. Increase student completion 2. Increase opportunities for students to explore careers pathways 3. Increase student transfer outcomes and improve workforce outco 4. Close equity gaps across student sub-populations 5. Increase student proficiency in learning outcomes
	Employee Empowerment	**Goals** 1. Sustain an organizational culture that supports and encourages e alignment with the College's Mission 2. Nourish and strengthen a culture of inclusiveness through clear a 3. Foster an environment of shared contribution and collaborative e
	Maximize Capacity to Serve	**Goals** 1. Develop a PAC budget model that is driven by a measurable, mu focus on enrollment, contact hours, and strategic fiscal stewardsh 2. Secure alternative funding sources to aid in supplementing institu 3. Develop and sustain mutually beneficial partnerships with industr 4. Strengthen infrastructure by applying strategic budgeting principl innovations, and minimize facilities' deferred maintenance costs

Organizational Structure

As shown in *PAC's Organizational Chart[3]*,the President is the direct supervisor of the Vice Presi
Marketing and Strategic Communications, and Community Collaborations. PAC has three division
Success, and (c) College Services. Each vice president is responsible for the selection of division
charged with managing the various institutional resources required to advance the College's Miss
management of the College's financial, physical, and human operations. The administrative suppo
Services and President's Areas of the College. The administrative units are:

President's Area Administrative Units at PAC:

- Marketing and Communications
- Community Collaborations
  - Alumni

College Services Administrative Units at PAC:

- College Budget Office
- Institutional Research, Planning and Effectivness
- College Operations
- Information Technology Services
- Aquatic and Athletic Center
- Resource Development
- STEM Center

Assessing Administrative Effectiveness Outcomes/Objectives

PAC fosters a culture of assessment, which has evolved into full development and execution at P
approaches used for improving the ongoing, cyclical processes. The College's overarching Institu
encompasses all major planning, assessment, and evaluation processes at the College, which are
designed to enhance student outcomes, academic and student services, and administrative effect
Effectiveness process are designed to include:

- clearly defined outcomes/objectives;
- pre-identified measures of assessment to determine the extent to which it achieves outcome
- and evidence-based analysis of the results.

This system is described fully in the response for institutional planning (see Principle 7.1).

PAC's approach to review the extent that administrative support services achieves expected outc
creation of improvement plans at the College level, the Unit level, the individual level, and the key
as a whole is monitored through the Performance Review Process that includes reviews of Key P
of College Action Plan (CAP) implementation. Performance at the Unit level is monitored through
each Unit. Likewise, Unit managers work with their individual staff members to track progress on t
as part of the Employee Performance Evaluation process.

At the process level, a continuous quality improvement culture using the PAC Standard of Excelle
created to inspire process improvement and innovation. *FOCUS PDCA training[5]* is offered to em
made aware via *Learning and Development Opportunities emails[6]*. As part the of *FOCUS PDCA*
of a monitoring approach for each process to understand if requirements are being met and to ide
in an effort to preclude problems from developing. When process measures are selected, data col
identified and collection procedures are established by process owners. These vary depending up
selected. Unit managers of administrative support services are responsible to identify which proce
appropriate process data and information are identified, collected, and monitored at their level (for

Evidence of Review of Pertinent Data to Administrative Support Services

The assessment of administrative outcomes/objectives is a part of the integrated process for plan
improvement that permeates the College. PAC's Mission and goals provide the overall framework

accordance with *PAC Procedure A 23.0*[9], each unit develops a mission statement, along with go most critically, provides all stakeholders involved with the program with clear and precise direction assessed continuously through the Unit Planning and Evaluation process and through the Progra

Unit Planning and Unit Evaluation

PAC reviews data pertinent to administrative support services, evaluates previous year's goals, a via the Unit Planning and Unit Evaluation process. The Unit Planning process uses a Continuous administrative support service unit (1) sets goals focused on the unit's operations and on specific of that unit's function within the College and in support of the College's Mission and Strategic Plar assesses outcomes, and (4) makes changes for improvement based on an analysis of assessme unit goals for each administrative support unit for the 2020/2021 Unit Planning cycle.

Table 7.3.2: 2020/2021 Cycle Unit Goals for Administrative Support Units

Administrative Support Unit	Unit Goal (2020/2021 Cycle)
Marketing and Communications	• Continue to curate a campus-wide internal messaging campaign to inform s classes (increase contact hours) while the college transitions from 100% re operations. • Expand development of our external marketing campaign (known as "Starts FTIC enrollment. • Invest in promotional marketing materials to support the needs of the colleg recruitment. • To provide professional development, technology support, process improve MarComm unit to be able maximize the capacity to serve.
Community Collaborations	• By August 2021, increase High School Equivalency (GED) Enrollment to 50 • By August 2021, increase the number of students earning a Texas High Sc the previous year. • By August 2021, increase the number of certificate completers transitioning pathways) by 3%. • By August 2021, increase the ESL enrollment by 2%.
Alumni	• Increase collaboration between Palo Alto College and the Alumni & Friends • Increase Alumni Engagement & Outreach. • Establish anniversary events for the District 75th and the College's 35th an • The association will establish select Alumni group, "Distinguished Alumni" f
Budget Office	• To deliver decision-making information by providing detailed financial analy quarterly basis. • To enable college-wide adherence to internal budget development processe • Provide training during Convocation (Fall 2020 and Spring 2021) and quarte employees.
Institutional Research	• Create and publish OIRPE reporting calendar by December 31, 2020. • Inform and engage PAC stakeholders through data sharing presentations a • Transition from Xitracs to SPOL by August 31, 2021.
College Operations	• To provide delivery of professional support services for college event needs • To help ensure a safe environment for PAC students, staff, faculty and com • To facilitate institution wide operations of the College.
Information Technology	• To provide IT support through basic troubleshooting help guides and reduce 80% of staff and faculty will have received training for knowledge base use. • Increase the average success rate of department KPIs from 86% to 88%. • Establish wireless audio visual projection in 100% of classrooms.
Aquatic and Athletic Center	• Refine the structure of the Student Athlete Support Network. • Engage 300 members in participation by offering a portfolio of recreation ac and staff, including the renovation of an outdoor multipurpose court.

	• Prepare the structure for the 2nd Grade Learn to Swim Program to accomm school districts upon the reopening of the Aquatic Center.
Resource Development	• To provide financial and related support resources to PAC students. • Increase scholarship recipient persistence rate by 5%. • To build and maintain a network of PAC partners. • To secure external funding to support institutional priorities and student suc • Increase faculty/staff capacity to seek funding.
STEM Center	• STEM Enrollment - By September 31, 2021, the percentage of Hispanic and seeking undergraduate students will increase by 25%. • STEM Persistence - By September 31, 2021, the percentage of Hispanic ar seeking undergraduate students who were in their first year of postseconda enrolled in the current year who remain in a STEM field degree/credential p • STEM Successful Course Completion - By September 30, 2021 the percent participate in grant supported services or programs who successfully compl increase by 20%. • STEM Degree Completion - By September 30, 2021, the percentage of Hisp undergraduate students enrolled at PAC graduating within three years of er /credential will increase by 45%. • STEM Transfer - By September 30, 2021, the percentage of Hispanic and lo successfully to baccalaureate STEM programs will increase 100%. • Project Participation - By September 30, 2021, 1,000 Hispanic and low-inco funded student support programs or services. • Create plan to institutionalize core grant positions such as Academic Progra and Senior Advisor.

The Unit Planning process serves to identify aligned Unit Action Plans, KPIs and Targets at the U performance and tracking progress toward implementation of plans and achievement of goals. Th reviews data pertinent to its program via the PAC Data Portal, KPIs, the Community College Surv Levitz Student Satisfaction Inventory Results, and additional data sources as relevant; evaluates i and related action plans for the upcoming year. Program level outcomes data is compiled annuall all administrative units maintain data pertinent to their respective areas such as user satisfaction a completion for Information Technology Services (ITS) or rates of securing grants for Resouce Dev evaluations for administrative support services are all entered and reported into Xitracs, publishec for the past three cycles for all Administrative Support units:

- *Administrative Support Unit Plans-2020/2021[10]*
- *Administrative Support Unit Plans-2019/2020[11]*
- *Administrative Support Unit Plans-2018/2019[12]*

The yearly operational planning and budgeting process is a component of the Institutional Effectiv allows units to request needed resources to accomplish specified goals. All administrative units w operational plan which is tied to PAC's Strategic Plan. To ensure that these operational plans are on their goals and objectives for the previous planning cycle. If a program's goal was not achieved plan for completion must be included within the Unit Plan Evaluation. Unit Plans and Unit Plan eva are all entered and reported into Xitracs, published in AlamoSHARE, and can be found below for Support units:

- *Administrative Unit Plans Evaluations for 2018/2019[13]*
- *Administrative Unit Plans Evaluations for 2017/2018[14]*

- *Administrative Unit Plans Evaluations for 2016/2017[15]*

Evidenced Based Analysis of Achievement of Outcomes
Continuous improvement is an integral part in the demonstration of the extent to which outcomes at PAC. Unit Plan Evaluation reports provide a holistic view of compiled continuous improvement administrative units. Annual reviews of the results focus on how the data should be used to impro not met. Each Unit Plan Evaluation provides a narrative on goal, challenges, assessment on whet and documentation. Table 7.3.3 displays a summary of outcomes for unit goals submitted by all A 2019 cycle.

Table 7.3.3: 2018/2019 Unit Plan Evaluations for Administrative Support Units

Administrative Support Unit	Unit Goal (2018/2019 Cycle)
Marketing and Communications	• Sunset existing CAP of internal messaging campaign (Advisors PA explore new internal messaging strategy to improve student KPI's • Relaunch phase 2 of our external communications marketing camp as "Starts Here"), with a final goal of increasing FTIC enrollment by points over the course of three years. • Invest in promotional marketing materials to support the needs of th community with a strong assist towards recruitment • To provide professional development, technology support, process improvements, and ancillary funding for the unit to be able maximiz to serve
Community Collaborations	• By August 2019, increase high school equivalency (GED) enrollme students. • By August 2019, increase the number of students earning a Texas Equivalency certificate by 10% from the previous year completers. • By August 2019, increase the number of certificate completers tran college and/or employment (career pathways) by 3%. • By August 2019, increase the ESL enrollment by 2%.
Alumni	• Unit was established January 2020 – First Unit Plans were submitt during the 2020-2021 cycle.
Budget Office	• To enhance employees budget knowledge, proficiency, and self-su • To deliver decision-making information by providing financial analy administration. • To enable college-wide adherence to internal budget development other planning phases. • Chair of Participatory Budgeting Committee - Increase participation members in PB Projects.
Institutional Research	• Continue to monitor and refine Footprints ticket generation and res future planning and resource allocation. • Continue organizational acculturation and professional developmer current and future Knowledge Management Team members. • Investigate feasibility of adopting a new, unified software platform t Strategic Planning Activities (Unit planning, Program Review, Reso Committee).

	• Development of a Knowledge Management system for current and members of the Knowledge Management Team.
College Operations	• To provide delivery of professional support services for college eve safety for customers. • To help ensure a safe environment for PAC students, staff, faculty by providing ongoing training on chemical safety. • To facilitate institution-wide operations of the College by providing ongoing capital improvement projects.
Information Technology	• Increase the percentage of work order survey responses from 10% maintaining 100% satisfactory rating by Spring 2019. • Increase the success rate of implemented ITS department KPIs fro by Summer 2019. • Increase user guide distribution from 0% to 100% of ITS equipmen
Aquatic and Athletic Center	• Increase department efficiency in tracking and program reporting b adequate, state of the art campus recreation management software • Increase overall student athlete GPA by 10% (2.57 to 2.83) • Establish soccer as the AAC's fourth extramural sport program by M
Resource Development	• To provide financial and related support resources to PAC students Scholarship Office will provide 100% of available funding to eligible year. • To build and maintain a network of PAC partners, the Alumni & Sch will increase alumni participation in engagement activities by develo implementing an alumni strategic plan by the end of the fiscal year. • To secure external funding to support institutional priorities and stu the Grants Office will maintain an 80% funding rate by end of the fis
STEM Center	• Did not open until June 2018 – First Unit Plans were submitted in X the 2019-2020 cycle. Prior to the establishment of the STEM Cente established and assessed for STEM activities supported by the SE Title V grant as part of the *Annual Performance Review (APR)*[16].

The review of Unit Plan Evaluation results has led to more effective administrative departments and proces Planning Cycle, ITS set a goal to increase the success rate of implemented ITS department KPIs from 0% address the challenge that ITS wanted to continue to strive for improvement in daily functions, and minimiz In order to evaluate achievement of this goal, ITS utilized The 4 Disciplines of Execution (*4DX*[17]), a proce average success rate of department key performance indicators from 0% to 80% by May 10,2019. 4DX allo team members 1) Maintain a 48 hour response to all submitted requests per team member per week, 2) M rating per team member per week, 3) Maintain at least an 80% Service Level Agreement Standard for all s 4) Contact vendors to request quotes within 48 hours of purchase request submission per team member p discussed it at ITS staff meetings. In the end, PAC ITS maintained a success rate of over 80% every week goal resulted in improving quality outcomes as it provided insights into the need to review daily technician w for response to emergency requests (i.e. technology not working in a classroom) and offer cross-training fo Technology department to increasing staff knowledge, efficiency, and capacity.

Program Review

The Administrative Program Review process is another essential element of PAC's Institutional Ef Unit Planning, budgeting, and strategic planning processes, administrative support units conduct I high-quality services that are cost effective and that provide the College with adequate resources than considered during the annual Unit Planning cycles. As with the other processes, Program Re

can achieve its Mission to serve students. Program Review combines qualitative and quantitative effectiveness of a program and in identifying any opportunities to improve that program. Each adm completing a Program Review on a five-year cycle, as shown in Table 7.3.4. Units undergoing Pro representative body of staff to complete a self-study; this group of staff is guided in the process by *Manual*[18], which provides the questions that must be addressed in the review. Performance dat standard set of criteria, as shown in the *assessment rubric*[19].

Table 7.3.4: Administrative Program Review Five-Year Cycle (2014-2019)

Cycle Year	2015-2016	2016-2017	2017-2018	2
Administrative Support Unit	Aquatic and Athletic Center	Information Technology Services		C
		Institutional Research, Planning and Effectiveness		

The end result is a narrative with supporting data that analyzes administrative unit effectiveness th distributions and qualifications; program/unit quality; user satisfaction; legal/regulatory requiremer and outreach. Below are the most recent Program Review reports for each of the nine administrat

- *Marketing and Strategic Communications*[20]
- *College Budget Office*[21]
- *Resource Development*[22]
- *College Operations*[23]
- *Institutional Research, Planning and Effectiveness*[24]
- *Information Technology Services*[25]
- *Aquatic and Athletic Center*[26]

As Community Collaborations, Alumni, and STEM Center are newer units, they have not yet met t Collaborations is scheduled to submit a Program Review during the 2020-2021 cycle, the STEM C Alumni during the 2024-2025 cylce.

The process allows each program to assess whether or not outcomes were achieved, highlight ar opportunities for improvement, and develop program level improvements based on data. All admi using the *Program Review Scoring Matrix*[27] and *Assessment and Recommendation Form*[28] t after being reviewed by the appropriate Dean and Vice President. After the Program Review Tear committee, the Program Review reports are submitted to the College President who then confers approval.

In Summer 2010, the *Institutional Effectiveness Council*[30] determined that a revision to the Prog this, the Program Review Manual and process did not differentiate between Academic and Studer Programs, but did follow a five-year cycle in which programs were evaluated on metrics and revie review of the College's Program Review process, best practices by comparable institutions, and s Institutional Research, Planning and Effectiveness, in conjunction with the Institutional Effectivene *Administrative Services Program Review Manual*[31] which was adopted by the College for use in representation from across the College, the Program Review Committee was reconstituted to incl divisions of the College. Then, during the summer of 2019 the Institutional Effectivness Committe Institutional Effectiveness Processes (IEPs) and make recommendations to make them both more activities of this taskforce was to engage in the internal factors of a SWOT analysis to determine t and Threats of each component of PAC's IEPs. After discussion, several recommendations were including the development and implementation of different templates for Academic, Student Supp shift to conducting Program Reviews during the fall semester to better align with the Unit Planning

Since its last reaffirmation, PAC has continued to enhance its annual planning and assessment ac improvements to its institutional effectiveness processes. This improvement of the assessment pr better able to identify expected outcomes, assess the extent to which it achieves these outcomes, based on the analysis. Additionally, the assessment of administrative effectiveness has resulted i ongoing review of institutional processes and procedures. The PAC College Leadership Team ad *Amendments, and Consolidation (Sweeps)[33]* on December 15, 2020, which codified the alignme Strategic Planning and Unit Planning processes. Futhermore, the CLT reviewed, revised, and ap procedure on the development of college procedures (see *A 1.0 Development of College Procedu* the institution's focus on continuous improvement, efficiency, and effectiveness.

Evidence

[1] 7.3_1_PACs_Organizational_Chart
[2] 7.3_02_PAC's 2020-2024 Strategic Plan
[3] 7.3_03_Organizational_Chart
[4] 7.3_04_PSELM
[5] 7.3_05_FOCUS PDCA training
[6] 7.3_06_Learning and Development Opportunities emails
[7] 7.3_07_FOCUS PDCA Model
[8] 7.3_08_ITS 4DX Presentation
[9] 7.3_08a_PAC Procedure A 23.0
[10] 7.3_09_Administrative Support Unit Plans-2020-2021_2
[11] 7.3_10_Administrative Support Unit Plans-2019-2020_1
[12] 7.3_12_Administrative Unit Plans for 2018-2019_1
[13] 7.3_12_Administrative Unit Plans Evaluations for 2018-2019
[14] 7.3_13_Administrative Unit Plans Evaluations for 2017-2018
[15] 7.3_14_Administrative Unit Plans Evaluations for 2016-2017_2
[16] 7.3_14a_Annual Performance Review (APR)
[17] 7.3_15_4DX
[18] 7.3_16_Administrative Support Program Review Manual
[19] 7.3_17_ assessment rubric
[20] 7.3_18_Marketing and Communications
[21] 7.3_19_ Budget Office
[22] 7.3_20_ Resource Development
[23] 7.3_21_College Operation
[24] 7.3_22_ Institutional Research, Planning and Effectiveness
[25] 7.3_23_Information Technology
[26] 7.3_24_Aquatic and Athletic Center
[27] 7.3_25_Program Review Scoring Matrix
[28] 7.3_26_Assessment and Recommendation Form
[29] 7.3_27_ Program Review Committee
[30] 7.3_28_Institutional Effectiveness Council
[31] 7.3_29_Student and Administrative Services Program Review Manual
[32] 7.3_30_taskforce

[33] 7.3_31_procedure B 6.0 Budget Allocation, Amendments, and Consolidation (Sweeps)

[34] 7.3_32_A 1.0 Development of College Procedures

Section 8 Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. *(Student achievement)* **[CR; Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College identifies, evaluates, and publishes goals and outcomes for student achievement approp the Institution's Mission, the nature of the students it serves, and the kinds of programs offered. The Colleg multiple measures to document student success. Palo Alto College (PAC) is in compliance with Principle 8 Student Achievement.

The case for compliance is structured as follows:

A. PAC identifies and evaluates multiple measures of student success aligned to the College's Mission.
B. The College's measures of student success are appropriate to the programs offered and students se the Institution.
C. PAC publishes the identified goals, thresholds, and outcomes for established student achievement measures.

Alignment to Institution's Mission

The Institution's Mission, "to inspire, empower, and educate our community for leadership and success," influenced the four directions of PAC's *2020-2024 Strategic Plan[1]*: Student Empowerment, Employee Empowerment, Community Empowerment, and Maximize Capacity to Serve. The focus of the *Student Empowerment direction[2]* is to promote student success through achievement of the following five goals:

1. Increase student completion
2. Increase opportunities for students to explore career pathways
3. Increase student transfer outcomes and improve workforce outcomes
4. Close equity gaps across student sub-populations
5. Increase student proficiency in learning outcomes

Within the five goals under the Student Empowerment direction, PAC has identified nine measures to docu student success in areas of 1) open entry through completion and 2) transfer and workforce outcomes, as in Table 8.1.1.

Table 8.1.1: Alignment of Student Achievement Measures to Strategic Plan

Student Achievement Measure	Alignment to Strategic Plan	Area of Success
Enrollment	Direction: Maximize Capacity to Serve Goal: 1	Open entry through completio
Productive Grade Rate	Direction: Student Empowerment Goal: 1, 4	Open entry through completio
Course Completion Rate	Direction: Student Empowerment Goal: 1, 4	Open entry through completio
Fall-to-Fall Persistence Rate	Direction: Student Empowerment Goal: 1, 4	Open entry through completio
Graduation Rates	Direction: Student Empowerment Goal: 1, 4	Open entry through completio
Completion Counts	Direction: Student Empowerment Goal: 1	Open entry through completio
Transfer Rate	Direction: Student Empowerment Goal: 3	Transfer and workforce outcomes
Employment Rate	Direction: Student Empowerment Goal: 3	Transfer and workforce outcomes

Entry-Level Earnings	Direction: Student Empowerment Goal: 3	Transfer and workforce outcomes

PAC participates in the state's coordinating board, Texas Higher Education Coordinating Board (THECB), regularly reports on measures related to enrollment, fall-to-fall persistence, completion rates, transfer rates placement/continuing education rates, and entry-level wages. As a result of the significance of THECB performance reports used to determine the college's budget, student achievement measures such as enro 3-year, 4-year, and 6-year graduation rates, student achievement measures coordinate with the *THECB O Resume for Legislators and Other Policymakers[3]*.

In accordance with Federal Regulations 20 USC 1094 and 34 CFR 668.14, PAC completes all IPEDS surv a timely and accurate manner, as is mandatory for all institutions that participate in or are applicants for participation in any Federal financial assistance program authorized by Title IV of the Higher Education Act of 1965 as outlined in *IPEDS Data Collection SystemStatutory Requirements for Reporting IPEDS Data*[4]. Recognizing the importance of IPEDS performance reports, the Institution identified IPEDS Graduation Ra (150% Standard Time) reported in *IPEDS College Navigator[5]* as the completion metric for SACSCOC.

PAC has set student achievement goals that are appropriate to the Institution's Mission, the programs offe and the nature of the students it serves. As an open-access institution and a community college, Goal 3 wi Student Empowerment direction of PAC's Strategic Plan is to "increase student transfer outcomes and imp workforce outcomes." PAC has identified three measures to document student achievement in areas of tra and workforce success. Transfer Rate, Employment Rate, and Entry-level Earnings are measures that all a the *College Mission[6]* "To inspire, empower, and educate our community for leadership and success."

PAC utilizes the SMART (specific, measurable, achievable, realistic and time-bound) approach to identify s achievement measures, and sets appropriate targets and thresholds of acceptability. By including many of Key Performance Indicators regularly reported to the THECB and IPEDS, the College ensures that measu student achievement are specific and measurable. Targets are set to be ambitious to motivate and inspire performance, while relying on a review of historic trend and peer benchmarking data to ensure they are achievable and realistic. Targets are also all time-bound to provide a clear sense of the deadlines against v progress will be assessed. PAC primarily sets student achievement targets and thresholds using three met 1) Internal benchmarking, in which targets and thresholds are set to surpass a previous years' high perform 2) External benchmarking, where targets and thresholds are set to surpass an out-performing peer instituti 3) Global best practices, in which targets and thresholds are set to match the top performing college in a gi area of focus. As part of the process of evaluating student achievement and determining performance targ thresholds of acceptability, PAC disaggregates many student achievement measures by student demograp including socioeconomic status, gender, ethnicity, veteran status, and enrollment intensity. Part of this revi entails the President presenting a *Performance Update[7]* to the College Leadership Team as demonstrate the *CLT Agenda for July 21, 2020[8]* and Board of Trustees (see *Board Agenda for August 18, 2020*[9]).

Alignment to Programs Offered and Students Served

The student achievement goals set by the College are reflective of the programs offered and the nature of students served at PAC. As an open-access institution, PAC meets the educational needs of the communi serves by offering a variety of workforce and transfer programs. As listed in the *2020-2021 Catalog[10]*, PA offers an Associate of Arts, Associate of Science, Associate of Arts in Teaching, Associate of Applied Scie and Level 1 and Level 2 Technical Certificates. All programs are designed to prepare the College's diverse student body to immediately enter the workforce upon completion of their degree, or continue their educati

In Fall 2019, PAC enrolled 10,763 students, of which 77.1% attended part-time. The average student age v 22.1 years, and 78.5% of students were Hispanic (as shown in the *PAC Factbook 2020*)[11]. During the Sp 2020 Semester, PAC administered a student survey using an on-line and paper instrument which asked st to define what success means to them. The *Student Survey Presentation[12]* provides an overview of resu Nearly 700 students participated in the survey, and their responses indicate that PAC students largely defi success in college by graduating, not struggling to complete their courses, and being comfortable in class.

College's identified measures of student achievement reflect this definition by focusing measures that addr
open entry through completion (i.e., enrollment, course performance, persistence, and completion).

Open Entry Through Completion

Fall Enrollment

As an open access institution, one measure of student achievement is having students enrolled in courses
reports fall enrollment figures to the THECB, and regularly evaluates enrollment trends at PAC and how th
trends compare to the state. As evidenced in Table 8.1.2, enrollment at PAC has increased by 24.1% over
past five years; whereas, the statewide increase for enrollment at two-year public institutions was 4.2%. P
experienced continuous gains in enrollment, and based on *internal and THECB enrollment projections*[13],
College set the achievement goal for Fall 2020 enrollment at 10,978, which represents a 2% increase from
Fall 2019 enrollment count of 10,763. The threshold of acceptability for Fall 2020 enrollment is 10,763, whi
would represent no growth.

Table 8.1.2: PAC and State Fall Enrollment

Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Percent Change (Fall 2015-Fal 2019)
PAC	8,671	9,108	9,368	9,852	10,763	24.1%
Statewide	718,549	732,281	706,904	737,987	748,478	4.2%

Should the College's enrollment fall below the threshold of acceptability, the Institution will conduct a detail
persistence and application yield analysis for the semester with negative enrollment growth. Using the resu
the data analysis, the Institution will develop action plans to address identified areas for improvement, whe
be in the onboarding process of students or retaining students. This analysis will also include review of inte
policies, processes, and suggested pathways that may have an adverse effect on enrollment. Based on th
findings of the analysis, the Institution will focus on implementing and measuring institutional changes aime
increasing enrollment. This process will continue until PAC has two consecutive years where enrollment is
the threshold of acceptability.

Spring Enrollment

PAC also reports spring enrollment figures to the THECB, and regularly evaluates spring enrollment trends
PAC. As evidenced in Table 8.1.3, spring enrollment at PAC has increased by 18.1% from Spring 2016 to
2020. Based on the analysis of continuous spring enrollment growth, the College set the achievement goal
Spring 2021 enrollment at 10,660. The Spring enrollment target is set as part of the budget process during
Spring before enrollment figures are certified for that year. Thus, the goal of 10,660 represents a rolling 2%
increase from Spring 2018 to Spring 2019 to Spring 2020. During these unprecedented times in the era of
pandemic, the threshold of acceptability for Spring 2021 enrollment is 10,451, which would represent no gr
from the projected Spring 2020 term.

Table 8.1.3: PAC Spring Enrollment

Term	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Percent Ch (Spring 2 Spring 20
PAC	8,960	9,061	9,577	9,627	10,581	18.1%

The College would follow a similar process as laid out above for fall enrollment if enrollment figures for spri
not meet the minimum threshold of acceptability. The Institution will conduct a detailed persistence and
application yield analysis for the semester with no enrollment growth, and develop action plans to address
identified areas for improvement. In addition, the College will conduct a review of internal policies, process
suggested pathways that may have had an adverse effect on enrollment. Based on the findings of the anal

the Institution will focus on implementing and measuring institutional changes aimed at increasing enrollme
This process will continue until PAC has two consecutive years where enrollment is above the threshold of
acceptability.

Productive Grade and Completion Rates

PAC has identified two measures of student achievement directly tied to student performance in courses si
successfully completing coursework helps prepare students for graduation, entering the workforce, or conti
their education. The Institution regularly evaluates productive grade rate (the percentage of students who
successfully complete the course with an A, B, or C grade), and completion rates (the percentage of stude
finish the course without withdrawing). Table 8.1.4, displays productive grade and completion rates for the
five years. During this time, the minimum productive grade rate (PGR) was 75.5% in Fall 2018 and the max
was 79.4% in Fall 2016. The achievement goal for the Fall 2020 PGR is 80%. This goal is set at a 4% incr
from Fall 2019 and as a slight performance increase from the highest point over the past five years. The m
threshold of acceptability for PGR is 70%, which aligns with the College's accepted standard of successful
completion. During the same five-year period, there was less fluctuation in completion rates than productiv
rates. The minimum completion rate was 90.7% in Fall 2015 and Fall 2018, and the maximum was 92.1% i
2019. The achievement goal for completion rate is 94%, a 2% increase from Fall 2019. The minimum thre
acceptability for this measure is 90% since the College has not fallen below this in recent history and would
to address performance that does not meet standard expectations.

Table 8.1.4: Percentage Change from Fall 2015 to Fall 2019 for PAC Productive Grade and Course Completion Rates

Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Percer Point C (Fall 20 201
Productive Grade Rate	79.0%	79.4%	78.8%	75.5%	76.0%	-3.
Course Completion Rate	90.7%	91.3%	91.7%	90.7%	92.1%	1.

Whenever there is a decrease in the College's PGR, PAC conducts a detailed analysis of the semester wit
drop in PGR to identify courses with a PGR below 70%. The College determines which courses are consid
high risk, also called high challenge (see High-Challenge Course list 2018[14] and High-Challenge Course
2019[15]), defined as having high enrollment, over 100 students, and PGRs below 70%. In accordance wi
Procedure I 4.0 High Risk Course Evaluation and Improvement Strategy[16],the College develops *High-Ris
Course Action Plans[17]* (see *MATH High-Challenge Action Plans[18]* as an example) based on the areas
challenge. Faculty teaching these courses annually review curriculum, assessment methods, classroom pr
and PGR disaggregated by student subpopulation and mode of delivery. Action plans for high-challenge co
are created each year, designed to maintain appropriate rigor while streamlining curriculum and implement
discipline-specific best practices. The PGR for the following year and student success in subsequent colleg
courses are two measures used to monitor the success of these action plans. This strategy has produced s
as PGR has risen above 70% for some high-challenge courses (Biology for Science Majors I, English
Composition I). While some other courses remain high challenge, their PGR has shown a steady increase
(Statistics, College Algebra, Anatomy and Physiology). Courses are added to or removed from the High-
Challenge Course list depending on the PGR during a given semester. Table 8.1.5 shows how PGR has cl
overtime for the 13 high-challenge courses identified for the Fall 2015 term since implementing action plan

Table 8.1.5: Change in PGR Overtime in High-Challenge Courses

Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Percen Point Ch (Fall 201 201
BIOL 1406	64.9%	78.8%	74.2%	76.5%	81.8%	16.90

BIOL 2401	45.1%	54.2%	59.1%	55.9%	47.1%	2.00
CHEM 1405	61.7%	63.5%	65.5%	60.2%	76.5%	14.80
CHEM 1411	62.5%	62.7%	54.1%	58.6%	61.5%	-1.00
ECON 2301	68.2%	69.6%	58.9%	58.9%	80.3%	12.10
INRW 0420	56.9%	60.3%	63.7%	55.7%	64.1%	7.20
MATH 1314	58.0%	52.5%	57.2%	50.1%	53.1%	-4.90
MATH 1442	47.8%	51.4%	62.5%	66.9%	59.5%	11.70
MATH 2412	51.3%	61.8%	67.3%	52.1%	48.8%	-2.50
MATH 2413	60.9%	64.9%	62.4%	61.8%	71.1%	10.20
MATH 0305	66.4%	63.3%	NA	NA	NA	-
MATH 0310	63.6%	67.6%	NA	NA	NA	-
MATH 0320	63.2%	56.5%	50.1%	46.8%	59.4%	-3.80

Should the College's overall PGR fall below the threshold of 70%, or the completion rate fall below the min threshold of 90%, the institution will conduct a detailed analysis for the semester with PGR or completion ra below the minimum threshold. Using the results of the data analysis, the Institution will develop action plan address identified areas for improvement, whether it be program or course specific, or to address specific s groups. This analysis will also include review of internal policies, processes, and suggested pathways that have an adverse effect on productive grade and/or completion rates. Based on the findings of the analysis, Institution will focus on implementing and measuring institutional changes aimed at increasing course performance. This process will continue until PAC has two consecutive years where productive grade and/ completion rates are above the threshold of acceptability.

With strategic intent to improve educational attainment and socioeconomic levels of its community, PAC he students enter college, persist, complete, and transfer or enter the workforce. Staff and faculty work diligen are committed to understanding the cultural climate of the Institution as well as representing all students by recognizing that individual students need different kinds of support for their learning. Staff and faculty work identify the best ways to provide the specific supports based on each student's need.

In addition to this approach for equity, *Board Policy F.6.1—Student Success[19]* ensures that PAC measur diversity goals for low-income, minority, and gender populations. *Board Policy H.1.1_Equal Education-Employment Opportunities[20]* outlines non-discrimination practices based on race, color, sex, religion, and gender so that all students and employees have equitable access to PAC. Data are reviewed in terms of k equity groups such as gender, FT/PT status, and academically underprepared students, as shown in Table Key equity groups are defined by the College. Equity goals are communicated to industry partners, commu members, College faculty and staff, and students to encourage direct, two-way communications through: t meetings, *Coffee with the President* [21]series, convocation sessions (see *Fall 2020 Convocation Email[22* example), and email communications (see *Restorative Justice Email[23]* as an example). Strategies for im PGR are designed to work effectively across the student body by addressing students' individualized need through interventions such as one-on-one tutoring.

Table 8.1.6: PAC Productive Grade by Equity Subgroups

Term	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Percentage Chang (Fall 2015-Fal
Asian	83.5%	90.6%	87.8%	87.9%	91.9%	8.5%
Black African American	73.6%	73.4%	75.2%	72.6%	69.7%	-3.9%
Hispanic	78.3%	78.5%	78.3%	74.6%	75.3%	-3.0%
White	82.4%	84.4%	91.6%	81.1%	81.1%	-1.4%

Other	78.4%	78.4%	82.2%	79.6%	79.3%	0.9%
Female	79.8%	79.7%	80.0%	77.1%	77.3%	-2.5%
Male	77.6%	78.9%	77.2%	73.0%	73.9%	-3.7%
Non-Vet	79.1%	79.3%	79.0%	75.8%	76.0%	-3.1%
Vet	77.0%	80.1%	76.4%	72.9%	76.0%	-1.0%

Fall-to-Fall Persistence Rate

PAC identified Fall-to-Fall persistence rates of full-time and part-time, First-Time-In-College (FTIC) cohorts additional measure of student success. Table 8.1.7 displays Fall-to-Fall persistence rates for the past five cohorts. During this time, the minimum Fall-to-Fall persistence rate was 61.5% for the Fall 2018 full-time c and the maximum was 67.2% for the Fall 2015 cohort. The trend during this time has remained stable, with exception of a jump for the 2015 cohort and a slight decrease for the Fall 2018 cohort. The achievement go full-time persistence rate from Fall 2019-to-Fall 2020 is 67%, a 6.5% performance increase from the previo and a target that approximates PAC's highest persistence rate over the past several years. The minimum threshold of acceptability for full-time persistence rate is 61%, as the goal for the institution is to not fall bel historic levels of performance. As nearly 80% of PAC students enroll part-time, the College has also identif to-Fall persistence rates of part-time FTICs as a student achievement measure. For the same five-year spa minimum Fall-to-Fall persistence rate for part-time FTIC students was 39.4% for the Fall 2014 cohort and t maximum was 42.8% for the Fall 2017 cohort. The achievement goal for Fall-to-Fall part-time persistence r 43%, a 1.1% increase from the previous year and approaching the highest performance over the five-year The minimum threshold of acceptability for this measure is 40%, as the College aims to maintain or surpas progress made in this area over the last five years.

Table 8.1.7: PAC Fall-To-Fall FTIC Persistence Rate

	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Percen Point Cl (Fall 201 201
Full-time	62.8%	67.2%	62.1%	62.7%	61.5%	-1.
Part-time	39.4%	43.1%	42.6%	42.8%	41.9%	2.5

As part of continuous improvement and innovative strategies to increase student persistence and completi PAC recently made a conscious effort to focus on student support, technology advancement and professio development. Academic Advising established SOAR (Success, Opportunity, and Academic Recovery) ses and invited students via *email[24]*. Implementation of SOAR stemmed from data that indicated nearly 50% students on academic probation after Fall 2017 were FTIC students as presented during the *Fall 2020 Convocation[25]*. All students on academic probation must attend a *mandatory one-hour meeting[26]* focus a curriculum embedded with intentional conversations centered around past behaviors and how they can incorporate new strategies by utilizing academic resources and support services to improve their student s Ultimately, attending a SOAR session reduces the likelihood of attrition and academic dismissal. Fall 2019 *Probation Session Data[27]* indicated that students who attended a SOAR session persisted at a rate of 51 compared to 12% of students who did not attend.

Should the College's Fall-to-Fall FTIC persistence rate go below the threshold of acceptability, the Institutio conduct a detailed analysis of the FTIC cohort with the Fall-to-Fall persistence rate below the thresholds se full-time and part-time students. Using the results of the data analysis, the Institution will develop action pl address identified areas for improvement, whether it be program specific or focused on student groups. Th analysis will also include review of internal policies, processes, and suggested pathways that may have an adverse effect on Fall-to-Fall persistence rates. Based on the findings of the analysis, the Institution will foc implementing and measuring institutional changes aimed at increasing persistence rates. This process will continue until PAC has two consecutive persistence rates above the threshold of acceptability.

Table 8.1.8: PAC Full-Time Fall-To-Fall FTIC Persistence Rate by Equity Subgroup

	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018	Fall 2018 to Fall 2019	Percentage Point Change (Fall 2014-Fall 2018)
Asian	100.0%	0.0%	33.3%	75.0%	66.7%	-33.3%
Black African American	75.0%	50.0%	33.3%	50.0%	64.7%	-10.3%
Hispanic	63.9%	67.9%	64.9%	62.9%	61.0%	-2.9%
White	58.3%	73.7%	52.2%	65.7%	64.6%	6.3%
Other	54.3%	25.0%	50.0%	58.8%	88.9%	34.6%
Male	59.1%	67.5%	60.6%	57.0%	58.4%	-0.7%
Female	65.2%	68.0%	63.6%	66.8%	63.9%	-1.3%
Vet	67.5%	66.7%	79.2%	67.5%	72.7%	5.2%
Non-Vet	62.3%	67.9%	61.5%	62.7%	61.3%	-1.0%
Pell	62.5%	67.3%	64.2%	61.1%	60.4%	-2.1%
Non-Pell	63.3%	68.7%	58.4%	67.9%	66.3%	3.0%

A persistence analysis conducted by PAC's Institutional Research team disaggregated data by key subgro and along with student focus groups and surveys, these data have allowed PAC to better understand the p equity challenges and associated gaps in student success outcomes. Achievement gaps exist for all stude PAC serves a traditionally underserved population; therefore, PAC works to provide comprehensive structu that support the entire student body. However, student groups with even more notable gaps in success out include male students, academically underprepared students, and part-time students. As evidenced in Tab 8.1.7, part-time FTIC students at PAC persist from fall-to-fall at lower rates compared to full-time students (vs. 61.5% as of Fall 2019).

PAC has conducted extensive analysis to understand these disparities by employing four methods of quali and quantitative data collection. First, PAC conducts focus groups and calling campaigns (see *Trellis Stop Report 2019*[28]) with students to discover why students leave the institution. Second, PAC provides venue as *Convocation*[29] and *Employee Engagement Day*[30] where faculty, staff, and students are able to shar current challenges related to overall student success (see *Employee Engagement Day Survey Results*[31] PAC disaggregates data by its KPIs to monitor outcomes. Finally, PAC uses multiple survey instruments, developed both internally and externally, such as the Community College Survey of Student Engagement (CCSSE), Noel Levitz Student Satisfaction Inventory, Advocacy Survey, NSO Survey, End of Course Surv and Healthy Minds Study to receive feedback from students in terms of challenges and successes both in of the classroom. Most recently, PAC has disaggregated survey data collected through CCSSE by subgrou include ethnicity, gender, and part time/full time status in the College's *CCSSE dashboard*[32].

PAC recognizes that its students struggle financially, are working, and cannot always meet basic needs. Th PAC has partnered with community-based organizations such as the San Antonio Food Bank, Goodwill, Daughters of Charity, and Department of Education Childcare Access Means Parents in School (CCAMPIS Program to offer wrap-around services through the *SHARE Center*[33]. Recently, PAC expanded its partne with the San Antonio Food Bank to jointly fund a Case Assistance Navigator (see *Case Assistance Naviga* [34]) who assists students in applying directly to public benefits. The Center is sustained through institution private, and grant funding, and services are available to all students. Student awareness of the services of promoted through *email communication*[35], *class presentations*[36], *social media*[37] and the College's *Ca Resources webpage*[38]. The *Advocacy Dashboard*[39] helps PAC measure key outcomes such as persist and completion for students who access services versus those who do not, with disaggregated data by ge ethnicity, and full-time/part-time status.

Graduation Rates

In response to the SACSCOC requirement for member institutions to identify a self-selected undergraduate student completion metric, PAC selected IPEDS 150% Standard Time Graduation Rates for full-time FTIC students. This metric is a student achievement measure that the College regularly evaluates. Table 8.1.9 s the College's IPEDS 150% FTIC graduation rates for the past five years. During this period, the minimum 3 graduation rate was 19% in 2015 and the maximum was 34% in 2018. The achievement goal for the 3-yea IPEDS graduation rate for 2020 is 39%. As the College has made great improvements in graduation rates, graduation rate targets are set to match the 2019 IPEDS peer highest performing institution. The threshold acceptability for this measure is 30% as the College aims to make continuous progress in this area.

Table 8.1.9: PAC IPEDS 150% Standard Time Full-Time FTIC Cohort Graduation Rates

IPEDS Report Year	2015 (2012 Cohort)	2016 (2013 Cohort)	2017 (2014 Cohort)	2018 (2015 Cohort)	2019 (2016 Cohort)	Perc P Ch (20 2
150% Standard Time (3-Year)	19%	24%	26%	34%	30%	1

Should the College's 150% IPEDS graduation rates go below the threshold of acceptability, the institution v conduct a detailed analysis of the IPEDS FTIC cohort with the graduation rate below the determined thresh develop action plans to address identified areas for improvement, whether it be program specific or focuse student groups. This analysis will also include review of internal policies, processes, and suggested pathwa may have an adverse effect on graduation rates. Based on the findings of the analysis, the Institution will fo implementing and measuring institutional changes aimed at increasing completion rates. This process will continue until PAC has two consecutive IPEDS graduation rates above the threshold of acceptability.

PAC has tracked equity gaps in IPEDS completion rates in terms of ethnicity, gender and socioeconomic s as shown in Table 8.1.10. Reviewing gender data indicates that female students routinely graduate at high than males, whereas there is not a consistent pattern of higher performance by a group when disaggregati race/ethnicity or Pell status.

Table 8.1.10: PAC Full-Time FTIC Cohort IPEDS 150% Graduation Rates by Equity Subgroup

IPEDS Report Year	2015 (2012 Cohort)	2016 (2013 Cohort)	2017 (2014 Cohort)	2018 (2015 Cohort)	2019 (2016 Cohort)	Percentage Chang (2015-20
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black African American	13%	N/A	N/A	N/A	33%	20%
Hispanic	20%	25%	26%	34%	31%	11%
White	18%	22%	32%	37%	24%	6%
Other	N/A	20%	15%	N/A	N/A	N/A
Male	11%	18%	18%	30%	24%	13%
Female	27%	28%	31%	38%	34%	7%
Pell	N/A	23%	26%	37%	27%	N/A
Non-Pell	N/A	27%	26%	30%	32%	N/A

Note: Data is not reported for categories with 5 or fewer students.

After reviewing disaggregated graduation rate data, PAC created the PAC Male Education Network (PAC M program designed to provide mentorship (see *PAC Men Mentor Guiding Questions[40]*), foster a sense of belonging, and empower men to excel in higher education. In Fall 2019, PAC MEN launched with 47 male

students in two cohorts of EDUC 1300. Students find out about PAC MEN through the general session in N Student Orientation. Certified Advisors then manually register students who are interested into the EDUC 1 sections designated for PAC MEN students for Fall 2019. The Fall 2019 cohort created a student life organ and voted for Officers. The Officers spread the word about the PAC MEN Program during Club Rush for Sp 2020 and had a *PAC MEN Spring Pin Ceremony[41]*. For the second cohort (20/21) the processed change significantly due to COVID-19 and the transition to remote learning. A PAC MEN flyer was sent to the Advi Team Leads and they shared with Certified Advisors. The Certified Advisors would speak to students cons to be a good fit for PAC MEN. Students who were interested were manually registered into the EDUC 1300 sections designated for PAC MEN.

In addition, PAC reports to the THECB, which collects data on the number of students who complete postsecondary educational programs. The THECB then provides graduation data for the state, which is us PAC to analyze completion trends at the state level. Table 8.1.11 shows the College's THECB full-time FT graduation rates for the past five years. During this period, the minimum 3-year graduation rate was 21.2% 2015, and the maximum was 37.0% in 2018. The achievement goal for the 3-year THECB graduation rate Academic Year 2019-2020 is 35.2%. As the College has made great improvements in graduation rates, graduation rate targets are set to match the 2019 Very Large Community College (VLCC) peer highest per institution. The threshold of acceptability for this measure is 30% as the College aims to make continuous progress in this area.

For the 4-year graduation rate, the minimum was 25.6% in 2015, and the maximum was 45.9% in 2019. PA set the achievement goal for the 4-year THECB graduation rate at 46.2% which represents the peer best graduation rate for 2019. The threshold of acceptability for this measure is 40% to ensure continuous improvement in 4-year graduation rates.

The minimum 6-year graduation rate was 24.4% in 2015 while the maximum was 45.3% in 2019. The achievement goal for the 2019-2020 6-year THECB graduation rate is 49.4%, representing the VLLC peer year graduation rate for the previous year. The threshold of acceptability for this measure is 41%, also set ensure continuous advancement.

Table 8.1.11: PAC THECB Full-Time FTIC Cohort Graduation Rates

THECB Year	2015	2016	2017	2018	2019	Percen Point C
3-Year	21.2%	26.0%	27.2%	37.0%	30.8%	9.6
4-Year	25.6%	33.0%	35.6%	36.6%	45.9%	20.
6-Year	24.4%	32.1%	37.3%	44.5%	45.3%	20.

Should any of the College's THECB graduation rates go below the threshold of acceptability, the Institution conduct a detailed analysis of the THECB FTIC cohort with the graduation rate below the determined thres develop action plans to address identified areas for improvement, whether it be program specific or focuse student groups. This analysis will also include review of internal policies, processes, and suggested pathwa may have an adverse effect on graduation rates. Based on the findings of the analysis, the Institution will f implementing and measuring institutional changes aimed at increasing completion rates. This process will continue until PAC has two consecutive THECB graduation rates above the threshold of acceptability. PAC tracked gaps in completion rates in terms of ethnicity, gender, Pell, Veteran, and part-time status, as show Table 8.1.12.

Table 8.1.12: PAC THECB Full-Time FTIC Cohort 3-Graduation Rates by Equity Subgroup

THECB Year	2015	2016	2017	2018	2019	Percentage Chang
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Black African American	12.5%	N/A	N/A	N/A	33.3%	20.8%

Hispanic	22.1%	26.3%	26.3%	35.7%	31.5%	9.4%
White	22.2%	26.0%	32.9%	36.8%	23.9%	1.7%
Other	N/A	21.4%	14.3%	N/A	N/A	N/A
Male	13.8%	20.9%	18.2%	31.0%	24.9%	11.1%
Female	28.5%	29.1%	31.6%	39.0%	34.7%	6.2%
Vet	31.8%	22.7%	25.0%	33.3%	41.7%	9.9%
Non-Vet	20.8%	26.2%	26.3%	35.9%	30.0%	9.2%
Pell	22.1%	22.8%	26.5%	37.3%	27.1%	5.0%
Non-Pell	20.4%	33.6%	25.2%	32.7%	37.7%	17.3%

Note: Data is not reported for categories with 5 or fewer students.

As part of PAC's approach to addressing equity gaps in graduation rates, services are provided to all stude regardless of their course-taking intensity. For students who attend part-time for a variety of personal and professional responsibilities, PAC's advising team has several *services[42]* in place to support their schedu These include adult learning programs that are entirely online that a student can fit into their work schedule tutoring and advising available through online platforms, and child care provided through the Ray Ellison F Center.

Completion Counts

In addition to graduation rates, PAC establishes an annual Graduation Wildly Important Goal (WIG), which the target for completion counts, or the number of students who earn a degree or certificate annually. Table shows the College's completion counts by award type for the past five years. During this period, the Colleg surpassed its Graduation WIG every year and the number of awarded degrees and certificates has increas 57.9%. The minimum number of degrees and certificates awarded was 1165 in 2015 and the maximum wa in 2019. The achievement goal for the completion count for Academic Year 2019-2020 is 1,951, which repr a 6% increase in awards from Academic Year 2018-2019. The threshold of acceptability for this measure is and was set to reflect the minimum necessary to maintain the progress that has been made in student completions over the past five years.

Table 8.1.13: PAC Completion Counts

Year	2015	2016	2017	2018	2019	Per Ch (201
Associate	883	1120	1331	1493	1475	6
Cert 1	268	219	177	150	294	9
Cert 2	14	24	41	70	65	36
Advanced Technical Certificate*				1	6	
Total Awards	1165	1363	1549	1714	1840	5

**Certificate no longer offered but students completing as part of teach out plan*

Should the College's completion count go below the threshold of acceptability, the Institution will conduct a detailed analysis of student data and review outcomes and assessment data from programs for the year th completion counts dropped below the set threshold. Using the results of the data analysis, the Institution w develop action plans to address identified areas for improvement, whether it be program specific or focuse student groups. This analysis will also include review of internal policies, processes, and suggested pathwa may have an adverse effect on completion. Based on the findings of the analysis, the institution will focus o implementing and measuring institutional changes aimed at increasing completion counts. This process wi continue until PAC has two consecutive years of completion counts above the threshold of acceptability.

Transfer and Workforce Outcomes

PAC has set student achievement goals appropriate to the Institution's Mission, the programs offered, and nature of the students it serves. As an open-access institution and a community college, one of the goals w the Student Empowerment direction of PAC's Strategic Plan is to increase student transfer outcomes and i workforce outcomes for students. PAC has identified three measures to document student achievement in of transfer and workforce success: transfer rates, employment rates, and entry-level earnings.

Transfer Rate

PAC identifies and regularly evaluates transfer rate as a measure of student achievement. This measure lo the percent of FTIC students who transfer to a senior institution within six years. PACs uses the THECB re evaluate transfer trends for PAC students and analyze how these trends compare to the state. As evidence Table 8.1.14, transfer rates for PAC students has increased 6.2 percentage points over the past 5 years; whereas, the statewide increase was 2.1 percentage points. The achievement goal for transfer rates is 26 which represents a 2.2% increase. The threshold of acceptability for 6-year transfer rate is 20% as the Coll aims to continue to make progress in transfer rates.

Table 8.1.14: PAC and State THECB 6-Year Transfer Rates

THECB Almanac Year	2016	2017	2018	2019	2020	Percentag Chan (2016-2
PAC	17.6%	16.4%	20.2%	19.9%	23.8%	6.2
State	22.0%	21.1%	20.9%	23.1%	24.1%	2.1

Should the College's THECB transfer rate go below the threshold of acceptability, the Institution will condu detailed analysis of the THECB FTIC cohort with the transfer rate below 20 percent. Using the results of th analysis, the Institution will develop action plans to address identified areas for improvement, whether it be program specific or focused on student groups. This analysis will also include review of internal policies, processes, and suggested pathways that may have an adverse effect on transfer rates. Based on the findi the analysis, the institution will focus on implementing and measuring institutional changes aimed at increa transfer rates. This process will continue until PAC has two consecutive THECB transfer rates above the threshold of acceptability.

Employment Rate

PAC identifies and regularly evaluates the percentage of completers employed/enrolled within 6 months af graduation as measures of student achievement. This measure looks at the percentage of technical and academic students who are employed or enrolled within 6 months after graduation. PAC uses the THECB to evaluate employment trends for PAC students and analyze how these trends compare to the state. As evidenced in Table 8.1.15, the percent of academic students employed or enrolled has increased by 1.1 percentage points over the past five years. The achievement goal for academic employment and/or enrolln rates is 93%, This target represents a slight increase in performance compared to the highest rate at PAC the past five years, which was 92.3% in FY 2017. The threshold of acceptability for this measure is 88% as College intends to take actions if employment/enrolled rates drop below rates for the past four years. Over year span, the highest percent of technical students employed or enrolled was 98.5% in FY 2015 and the l rate was 89.7% in FY 2018. The College's technical employment and/or enrollment rate has decreased 5.2 percentage points over the past 5 years. The achievement goal for technical employment rates is 94%. As employment and/or enrollment rates for technical completers have dropped over the last several years, the aims to bolster performance up 5%. The threshold of acceptability for this measure is 88% as the College i to take action if employment/enrolled rates continue to decrease.

Table 8.1.15: PAC Employment Rates

Fiscal Year	2014	2015	2016	2017	2018	Percen Point C
Academic	87.1%	91.2%	89.0%	92.3%	88.2%	1.1
Technical	94.9%	98.5%	91.5%	90.2%	89.7%	-5.

Recognized as an area with opportunities for improvement, the College has developed the following strate improve placement for technical graduates: Faculty-Student Mentorship, Career Exploration, and Informati Sessions.

Faculty-Student Mentorship: The Faculty-Student Mentoring Program was developed to support students throughout their time at PAC, and until they complete their goals by either transferring to a university or ent employment. Students are invited to sign up via email (see *faculty mentorship communication[43]*), and re encouragement, support, and guidance toward goal completion from a faculty member. This program form the important interactions between faculty and students to be used in conjunction with a professional advis promote student retention and completion. Faculty mentors provide student resources such as course outli and *scholarship opportunities[44],* and department highlights (see *Landscape and Horticulture Department Newsletter[45]*).

Career Exploration: Career services offer preparation services for students including mock interviews, resu writing assistance, and career exploration for all Professional/Technical Education (PTE) Students. Studen complete a Virtual Resume Writing Workshop with a Career Advisor. PTE students have multiple academi career exploration resources (see *Career Services Worksheet for Faculty & Staff[46]* to promote to student they can utilize such as Career Coach, where they can find a career by knowing current local data on wage employment, job postings, and associated education and training. Also, students can build a resume with t resume builder. The Career Services staff utilize the Occupational Outlook Handbook, which provides care information for hundreds of occupations and the Learning Express - Job & Career Accelerator, where stud can browse career information, find tools to get hired, build a resume, and search for jobs and internships f national database.

Information Sessions: Each semester PTE staff host *information sessions[47]* to outreach to current studer provide them with program updates, class registration for the upcoming semesters, financial aid and schola opportunities, and more. The College also hosts information sessions for incoming new, returning, and trar students to provide them an overview of PTE programs. Students get to meet with advisors, program leads coordinators to discuss the enrollment process, course information, and career and student resources.

Should the College's employment rate go below the threshold of acceptability, the Institution will conduct a detailed analysis of the THECB graduating cohort with the employment rate below 88%. Using the results data analysis, the Institution will develop action plans to address identified areas for improvement, whether program specific or focused on student groups. This analysis will also include review of internal policies, processes, and suggested pathways that may have an adverse effect on employment rates. Based on the findings of the analysis, the Institution will focus on implementing and measuring institutional changes aime increasing employment outcomes for graduates. This process will continue until PAC has two consecutive employment rates above the threshold of acceptability.

Entry-Level Earnings

PAC has also identified entry-level earnings as a measure of student achievement. This measure uses the THECB exit report to evaluate the median quarterly earnings of technical and academic completers and to how PAC students compare to the state trends. Table 8.1.16 shows the entry-level earnings for the past fiv years. During this period, the maximum median quarterly earnings for academic completers was $5,004 in and the minimum was $4,419 in 2019. The achievement goal for academic completer's entry-level earning $4,640, which represents a 5% increase. The threshold of acceptability for this measure is $4,400, which represents the lowest earnings rate for the five-year period. The maximum median quarterly earnings for te completers was $7,074 for the 2015-2016 completer cohort and the minimum was $6,150 for the 2017-201 cohort. The achievement goal for 2018-2019 technical completer median quarterly earnings is $6,450, approximately a 5% increase from the 2017-2018 cohort. The threshold of acceptability for this measure is $6,100, which represents the lowest earnings rate for the five-year period.

Table 8.1.16: PAC Entry-Level Earnings

						Change

Cohort	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	(2013-2017)
Academic	$ 4,647	$ 5,004	$ 4,654	$ 4,474	$ 4,419	-$ 228
Technical	$ 6,940	$ 6,826	$ 7,074	$ 6,642	$ 6,150	-$ 790

In an effort to improve entry-level earnings for technical graduates, the PTE division has established a rene focus on high wage/high demand programs that address decreases in technical completers' earnings. The efforts include PTE program promotions through marketing campaigns, information sessions, program revi and development, and recruitment and advising mentoring.

PTE Program Promotion: Marketing campaigns are being implemented for the 2020-2021 academic year v New PTE Websites offering degree and certificate information, program highlights, career opportunities associated with PTE programs, program videos, contact information from chair and program leads. *Signag* around campus in high traffic areas on campus and high school campuses associated with PAC promote F programs. Billboard and Banners were located in high traffic areas across PAC's campus to promote PTE programs. PTE program banners and program flyers have also been placed at local Community and Busin partners associated with PAC. Incoming, Returning, and Transfer students are contacted by PTE program mailouts (letters, brochures, postcards) with enrollment steps, program information, and student resources *Program Flyers[49]* and *Banners[50]* are distributed to all high school careers and counseling offices to pro PTE programs.

Information Sessions: Information sessions are hosted each semester as outreach to current students to p them with program updates, class registration for the upcoming semesters, financial aid and scholarship opportunities, and more. The College's PTE division also hosts *information sessions for incoming[51]* new, returning, and transfer students to provide them an overview of PTE programs. Students get to meet with advisors, program leads, and coordinators to discuss the enrollment process, course information, and care student resources.

Program Revisions/Creation: PAC regularly reviews existing degrees and certificates to ensure that the wo programs continue to meet the training needs of high-wage, high demand occupations. Examples of such revisions include the *Industrial Technology[52]* AAS and the Logistics & Supply Chain AAS degree progran curriculum for both programs were *updated[53]* and improved via the addition, deletion and streamlining of courses and certificates in order to prepare students adequately to enter the workforce in the shortest poss time with Level 1 and Level 2 certificates. The curriculum reviews were led by the respective program facul teams, with input and approval from the respective program advisory committees. Programs and courses c to be no longer relevant or no longer in demand are also closed by recommendation of the program team a the input and approval of the program advisory committees.

Recruitment and Advising Mentoring: Enrollment Coaches and Certified Advisors attend department meeti receive updates on program information and courses being offered in the upcoming semesters, as well as how to highlight programs to incoming students. Marketing information is provided to the recruitment team as flyers, giveaways, banners, and contact information to send *registration outreach emails[54]*. All progran flyers, websites, and contacts are provided to all students at Recruitment Sessions, College, and Career F promote PTE programs. The Advising Centers receive degree and certificate outlines to advertise to curren students. Program marketing materials are available to all Certified Advisors from Academic Programs to p to current students to see if they are interested in 1-year certificates or workforce-related programs. Certifie Advisors assist in the promotion of Information Sessions, *PTE outreach events[55]*, PTE registration-ready events, and more. Certified Advisors assist in *highlighting current PTE students to promote[56]* their succes academics and workforce placement.

Should the College's entry-level earnings fall below the threshold of acceptability, the Institution will conduc detailed analysis of the THECB exiting cohort with the entry-level earnings below the established threshold the results of the data analysis, the Institution will develop action plans to address identified areas for improvement, whether it be program specific or focused on student groups. This analysis will also include r of internal policies, processes, and suggested pathways that may have an adverse effect on entry-level ea

rates. Based on the findings of the analysis, the institution will focus on implementing and measuring institu changes aimed at increasing earnings outcomes for graduates. This process will continue until PAC has tw consecutive THECB entry-level earnings rates above the threshold of acceptability.

Evaluation

The performance in each of the College's identified measures of student achievement are evaluated on an basis as part of the *Strategic Plan review[57]*, and the President's *Performance Update*[58]. Monitoring and dissemination of key data points related to the measures also occurs periodically through the year by the *Executive Research Team[59]* reviewing College Action Plans (CAPs)[60] and by data presentations during College Leadership Team meetings[61].

Publication of Goals, Thresholds and Outcomes

PAC *publishes[62]* the identified goals, thresholds and outcomes for the student achievement measures. A measures are published on the College's website as part of the *Student Achievement Scorecard*[63]. Furthermore, outcomes of key data points are shared through the publication of the *College's Factbook[64 PAC Data Portal[65], IPEDs links on PAC website[66]* and *THECB On-line Resume and Accountability Sys linked to PAC website[67]*,all of which are accessible to the public.

Evidence

[1] CR 8.1_01_2020-2024 Strategic Plan

[2] CR 8.1_02_Student Empowerment direction

[3] CR 8.1_03_THECB On-line Resume for Legislators and Other Policymakers

[4] CR 8.1_04_ IPEDS Data Collection System Statutory Requirements for Reporting IPEDS Data

[5] CR 8.1_05_IPEDS College Navigator

[6] CR 8.1_05a__College Mission

[7] CR 8.1_06_ Performance Update

[8] CR 8.1_07_ CLT Agenda for July 21, 2020

[9] CR 8.1_08_ Board Agenda for August 18, 2020

[10] CR 8.1_09_ 2020-2021 Catalog

[11] CR 8.1_10_PAC Factbook 2020

[12] CR 8.1_11_ Student Survey Presentation

[13] CR 8.1_12_ internal and THECB enrollment projections

[14] CR 8.1_13_ high-challenge course list 2018

[15] CR 8.1_14_ high-challenge course list 2019

[16] CR 8.1_15_Procedure I 4.0 High Risk Course Evaluation and Improvement Strategy Place Holder

[17] CR 8.1_16_ High Risk Courses and Action Plans

[18] CR 8.1_17_ MATH high challenge action plans

[19] CR 8.1_18_ ACD Board Policy F.6.1—Student Success

[20] CR 8.1_19_ Board Policy H.1.1_Equal Education-Employment Opportunities

[21] CR 8.1_20_Coffee with President

[22] CR 8.1_21_ DSO Fall 2020 Convocation Email

[23] CR 8.1_22_ Restorative Justice Email

[24] CR 8.1_23_email

[25] CR 8.1_24_Fall 2020 Convocation

[26] CR 8.1_25_mandatory one-hour meeting

[27] CR 8.1_26_ SOAR-Probation Session Data
[28] CR 8.1_27_Trellis Stop Out Report 2019
[29] CR 8.1_28_Convocation
[30] CR 8.1_29_Employee Engagement Day
[31] CR 8.1_30_Employee Engagement Day Survey Results
[32] CR 8.1_30a_CCSSE dashboard
[33] CR 8.1_30b_SHARE Center
[34] CR 8.1_31_ Case Assistance Navigator MOU_Placeholder
[35] CR 8.1_32_email communication
[36] CR 8.1_33_class presentations
[37] CR 8.1_34_social media
[38] CR 8.1_35_Campus Resources Webpage
[39] CR 8.1_36_Advocacy Dashboard
[40] CR 8.1_38_ PAC Men Mentor Guiding Questions
[41] CR 8.1_39_ PAC MEN Spring Pin Ceremony
[42] CR 8.1_40_ services
[43] CR 8.1_41_Faculty Mentorship Communication
[44] CR 8.1_42_scholarship opportunities
[45] CR 8.1_43_Landscape and Horticulture Dept Newsletter
[46] CR 8.1_44_Career Services Worksheet for Faculty & Staff
[47] CR 8.1_45_information sessions
[48] CR 8.1_46_Signage
[49] CR 8.1_47_Program Flyers
[50] CR 8.1_48_Banners
[51] CR 8.1_49_information sessions for incoming
[52] CR 8.1_50_Industrial Manufacturing Technology
[53] CR 8.1_51_updated
[54] CR 8.1_52_Registration Outreach Emails
[55] CR 8.1_53_PTE outreach events
[56] CR 8.1_54_highlighting current PTE students to promote
[57] CR 8.1_55_Strategic Plan review
[58] CR 8.1_55a_ Performance Update
[59] CR 8.1_56_Executive Research Team
[60] CR 8.1_56a_College Action Plan Implementation Form
[61] CR 8.1_56b_ CLT Agenda07212020
[62] CR 8.1_59b_PAC data portal
[63] CR 8.1_57_Student Achievement Scorecard
[64] CR 8.1_58_College's Factbook
[65] CR 8.1_59_PAC Data Portal_2
[66] CR 8.1_60_IPEDs links on PAC website
[67] CR 8.1_61_THECB On-line Resume and Accountability System-linked to on PAC website

8.2.a The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for each of its educational programs, *(Student outcomes: educational programs)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College identifies student learning outcomes for each of its educational programs, assesses the extent to which students have acquired these outcomes, and uses the results of this assessment to make improvements. Palo Alto College (PAC) is in compliance with Principle 8.2.a Student Outcomes: Educational Programs.

This statement for compliance is structured as follows:

A. The definition and description of the educational programs offered at PAC.
B. The rationale for program sample.
C. The identification of program learning outcomes.
D. A description of Assessment Methods: Artifacts, Benchmarks, and Collection of Data.
E. Assessment through direct measures and subsequent improvements to educational programs.
F. Assessment through indirect measures and improvements to educational programs.
G. Improvements to the assessment process.

Definition and Description of the Educational Programs Offered at PAC

PAC currently offers, during the academic year 2020-2021, an Associate of Arts (AA), an Associate of Science (AS), two specializations for the Associate of Arts in Teaching (AAT), 21 Associates of Applied Science (AAS), six Level Two Certificate programs, and 28 Level One Certificate programs. These programs are the following, and are also available in the *2020-2021 College Catalog[1]*:

- **Associate of Arts**
- **Associate of Science**
- **Associate of Arts in Teaching:**
  - Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education Field of Study (FOS)
  - Associate of Arts in Teaching 7-12 and other EC-12 FOS
- **Associate of Applied Science:**
  - Administrative Assistant, A.A.S.
  - Brewing and Operations Management A.A.S. (a request for approval of a teach-out plan has been submitted)
  - Business Management & Operations – Entrepreneurship A.A.S.
  - Business Management & Operations – Management A.A.S.
  - Business Management & Operations – Marketing A.A.S.
  - Computer Programmer, A.A.S.
  - Computer Support Specialist, A.A.S.
  - Cosmetology Esthetician, A.A.S.
  - Cosmetology Operator, A.A.S.
  - Cyber Defense and Operations A.A.S.
  - Health Care Administrator A.A.S.
  - Industrial Technology, A.A.S. - Instrumentation Specialization
  - Industrial Technology, A.A.S. - Manufacturing Specialization
  - Landscape and Horticultural Science, A.A.S.
  - Logistics and Supply Chain Management, A.A.S.
  - Network Administrator, A.A.S.
  - Process Technology Specialization, A.A.S.

- Production Technician Specialization, A.A.S.
- Turfgrass and Golf Course Management, A.A.S.
- Veterinary Technology, A.A.S.
- Viticulture and Enology Specialization A.A.S.

- **Level 2 Certificate:**
  - Computer Programming Intermediate Level 2 Certificate
  - Cosmetology Operator Level 2 Certificate
  - Cyber Defense and Operations Level 2 Certificate
  - Energy Technician Career Foundations Core Level 2 Certificate
  - Entry-Level Supervision Level 2 Certificate
  - Veterinary Assistant Level 2 Certificate

- **Level 1 Certificate:**
  - Administrative Assistant Level 1 Certificate
  - Basic Nursery and Landscape Operations Level 1 Certificate
  - Bill and Account Collector Level 1 Certificate
  - Business Management & Operations - Administration Level 1 Certificate
  - Business Management & Operations - Entrepreneurship Level 1 Certificate
  - Business Management & Operations – Global Business Management Level 1 Certificate
  - Business Management & Operations - Marketing Level 1 Certificate
  - Cisco Certified Network Associate Level 1 Certificate
  - Computer Programming Basics Level 1 Certificate
  - Computer Support Specialist Level 1 Certificate
  - Cosmetology Esthetician Specialty Level 1 Certificate
  - Cosmetology Nail Technician Level 1 Certificate
  - Cyber and Digital Forensics Level 1 Certificate
  - Data Entry Technician Level 1 Certificate
  - Entry Level Energy Technician Level 1 Certificate
  - Floral Design Technician Level 1 Certificate
  - General Office Level 1 Certificate
  - Landscape and Horticultural Science Level 1 Certificate
  - Leadership Level 1 Certificate
  - Logistics Management Level 1 Certificate
  - Personal Computer Skills Level 1 Certificate
  - Secretarial Assistant Level 1 Certificate
  - Small/Organic Farmer Level 1 Certificate
  - Transportation Management Level 1 Certificate
  - Turf and Landscape Irrigation Level 1 Certificate
  - Turfgrass & Golf Course Management Level 1 Certificate
  - Virtual Administrative Assistant Level 1 Certificate
  - Warehouse Management Level 1 Certificate

Program Definitions and Descriptions

The requirements for associate degrees and certificates in Texas are defined by *Texas Administrative Code*[2] and by the Texas Higher Education Coordinating Board's (THECB) associate degree requirements (*Standards for Academic Associate Degree Programs*[3] and *Certification Form for AS and Certificates*[4]). All associate degrees require a minimum of 60 semester credit hours and semester credit hour requirements that are greater than 60 must be approved by the THECB. The certificate semester credit hour requirements vary: Level One Certificates require 15-42 semester credit hours and Level Two Certificates require 30-51 semester credit hours (as outlined in the *GIPWE* [5]: Guidelines for Instructional Programs in Workforce Education). The purpose of associate degrees and certificates also vary by type of award, and this is summarized in what follows.

Associate of Arts and Associate of Science

The AA and AS degrees are designed for transfer into a baccalaureate program. The curricula for the AA and AS programs are required by Texas statute *Title 19, Chapter 9, Subchapter A, Rule 9.1*[6] to provide alignment, as nearly as is possible, with the freshman and sophomore requirements of a baccalaureate program.

Associate of Arts in Teaching
The two *AAT*[7] specializations are designated by the *THECB*[8] as fully transferable associate degrees, and provide, for any public Texas institution of higher education, precisely the courses required in the freshman and sophomore years of a baccalaureate that prepares students for a Texas teaching certificate. The course requirements for both AAT specializations are the result of ongoing collaboration between Texas public community colleges and Texas public universities and four-year colleges. All community colleges offering the AAT require the same courses for completion, and all Texas public colleges and universities will apply the entire degree (60 semester credit hours) toward the teaching baccalaureate.

Associate of Applied Science
AAS degrees are designed to prepare students for entry into the workforce. These degrees do not require a complete core curriculum, but must include the 15 hours of general education required by SACSCOC, according to *GIPWE Chapter 3*[9]. Each AAS program is supported by an advisory committee comprised of professionals in the career field that graduates of the degree will enter. The advisory committee shares curriculum oversight responsibilities with the program faculty, ensuring that graduates are fully prepared for entry into their career.

Certificate Programs
Like AAS programs, Certificate programs are designed for entry into the workforce. Certificates require fewer hours to complete and are generally associated with a specific AAS award. When associated in this way, students earning the Certificate will also have completed a subset of the requirements for the AAS. Level 1 and Level 2 Certificates are designed for entry-level positions in the workforce, but are also designed to encourage students to return to complete the AAS.

Programs Offered at Off-site Locations and through Distance Education
As noted in the Institutional Summary (*Table 1*[10] and *Table 2*[11]) the College has received approval from SACSCOC to offer, beginning in January 2018, 50% or more of a program at twenty different offsite high school or Early College High School locations, and has notified SACSCOC of the College's intent to offer, with an August 2017 implementation, *2*5-49% of a program at thirteen offsite high school or Early College High School locations. All programs offered at offsite locations are also offered at the PAC campus and all undergo the same program assessment processes. Assessment will include students at these offsite locations that meet the sampling criteria.

As also indicated in the *Institutional Summary*[12], 29 programs at PAC are available 50% or more online. The direct assessment of the program learning outcomes for these programs is done across both online and face-to-face sections of the relevant courses. Sampling criteria do not distinguish between students who are offsite or in online courses, although the sample may be disaggregated for these students to assess possible gaps in achievement.

Rationale for Program Sample
To provide specific evidence of the program learning outcomes, assessment methods, benchmarks, and collection of data for the programs offered at PAC, documentation fora sample of the college programs is provided. This program sample is designed to provide an appropriate cross-section of the current programming at the College and includes examples of each program type offered by the College: the AA, AS, AAT, AAS programs, and Certificate programs.

The sample is also designed to adequately reflect program areas that have greatest student engagement. To create a reasonable measure for student impact, the total earned credit hours by the graduates of each program was calculated. Specifically, the number of graduates for each program type in academic year 2018 was multiplied by the number of required credit hours for each program type (using a weighted average for the College's Certificate programs). This total number of earned

credit hours per program, as a measure of student engagement with tasks designed to address program learning outcomes, was used as an indication of the student impact for each program type.

This sampling rationale produced the following sample of fifteen Associate Degrees and Certificates. The relationship between the College's program inventory, the measure of student impact, and this sample is illustrated in Table 8.2.a.1.

Program Sample:

- Associate of Arts
- Associate of Science
- Associate of Arts in Teaching – two Specializations: EC-6, 4-8, EC-12 Special Education, and 7-12 and other EC-12
- AAS in Business Management & Operations -
- AAS in Cosmetology Operator
- AAS in Computer Support Specialist
- AAS in Logistics and Supply Chain Management
- AAS in Veterinary Technology
- Level I Certificate in Business Management & Operations-Administration
- Level I Certificate in CISCO Certified Network Associate
- Level I Certificate in Computer Support Specialist
- Level I Certificate in Logistics Management
- Level 2 Certificate in Cosmetology Operator
- Level 2 Certificate in Veterinary Assistant

Table 8.2.a.1: Program Sample Selection Rationale

Program Sample Selection Rationale				
Program Inventory and Student Impact: AY 2017-2018				
Associate of Arts	**Associate of Science**	**Associate of Arts in Teaching**	**Associates of Applied Science**	**Certificates**
1 AA	1 AS	2 Teaching Specializations	21 AAS	28 Level 1 6 Level 2
60 credit hours 598 graduates	60 credit hours 150 graduates	60 credit hours 112 graduates	60 credit hours 89 graduates	29 credit hours* 140 graduates
Student impact: 35,880 credit hours	Student impact: 9,000 credit hours	Student impact: 6,720 credit hours	Student impact: 5,340 credit hours	Student impact: 4,060 credit Hours

Composition of Sample				
1 program (the only AA program)	**1 program (the only AS program)**	**2 specializations (the only teaching specializations)**	**5 AAS (with largest number of graduates by area of study)**	**6 Certificates** **4 Level 1** **2 Level 2**
				Level 1:

Associate of Arts	Associate of Science	Associate of Arts in Teaching	Business Management Cosmetology Logistics & Supply Chain Veterinary Technology Computer Support Specialist	Business Management & Op, CISCO Certified Network Associate, Computer Support Specialist, Logistics management Level 2: Cosmetology Operator, Veterinary Assistant

*Weighted average of certificate credit hour requirements.

All programs at the College have been through more than three consecutive years of the College's program assessment cycle. Evidence of program learning outcomes, benchmarks, assessment methods and outcomes, and improvements based on outcomes is provided for this sample over the three-year interval beginning with academic year 2017-2018 and ending with academic year 2019-2020.

Program Learning Outcomes

For each program offered by the College, the program learning outcomes are clearly defined in measurable terms and specify the knowledge, skills, and values students are expected to obtain through successful completion.

Associate of Applied Science and Certificate Program Learning Outcome

The AAS and Certificate programs are required by the THECB, as outlined in the *GIPWE, pp 8-9[13]*, to have clearly defined and measurable learning outcomes. These program competencies must provide the necessary skills and knowledge for entry-level employment in a specific occupation. Full-time faculty, in collaboration with the program's advisory committee, have assigned measurable program learning outcomes to each AAS and Certificate offered by the College. The learning outcomes for each program in the sample are provided below.

Associate of Arts in Teaching

The AAT is designed to transfer and fully apply toward completion of a baccalaureate in teaching at any public institution of higher education in Texas. Full-time faculty academically qualified in education have assigned *AAT learning outcomes[14]* that reflect the sum of learning outcomes expected from courses in the program that are specific to teaching.

Associate of Arts and Associate of Science Program Learning Outcomes

The Associate of Arts (AA) and the Associate of Science (AS) both require the 42 SCH Core Curriculum, which is the Texas general education requirement for public institutions of higher education. Both associate degrees also require 18 elective SCH, chosen from the College's inventory of academic transfer courses. Because the 42 SCH Core Curriculum is the common component for every AA and AS awarded by the College, the six learning outcomes assigned to these two programs are the six learning outcomes assigned to the Core Curriculum. These are:

1. Communication
2. Critical Thinking
3. Empirical and Quantitative Skills
4. Personal Responsibility
5. Social Responsibility
6. Teamwork

The AS is distinguished from the AA by requiring, as part of the 18 SCH required in addition to the Core Curriculum, nine SCH chosen from the College's list of approved STEM courses. Faculty in the STEM disciplines chose to distinguish the AS from the AA by setting for AS graduates a higher benchmark for empirical and quantitative skills. The document entitled *Core Curriculum Learning Outcomes[15]* provides the complete definition and current benchmarks for each of the learning outcomes assigned to the AA and the AS.

Description of Assessment Methods: Artifacts, Benchmarks, and Collection of Data

Assessment of the AAS, Certificate, and AAT Programs
When determining how the learning outcomes for the AAS, Certificate, and the AAT programs would be assessed, faculty chose for each learning outcome the course(s) within the program that best allowed students to demonstrate their acquired knowledge and skills. Direct assessment of these learning outcomes is accomplished through assessment of student work in these courses. Program Assessment Reports detail the direct assessment measures selected by the progam faculty.

For the AAS programs, the course chosen for program learning outcomes assessment is most generally the capstone course, which is designed to provide an integration of all skills and knowledge acquired in that program of study. Certificates are assessed through the course judged by faculty to best synthesize the certificate learning outcomes. For the AAT, the required education courses within the program are used to generate evidence that students have acquired the desired learning outcomes.

Benchmarks for program learning outcomes were first set at the expectation that 70 percent of students assessed would be judged as proficient in that learning outcome, aligning the judgement of success for the program with the judgement of success for a student within a particular course. In subsequent assessment cycles this benchmark expectation was often raised to a higher percentage as assessment results were collected and reviewed.

Program assessments for the AAT, AAS, and Certificate programs are systematic and ongoing, completed during every academic year, as can be seen in the *Program Assessment Calendar[16]* . During the following fall term, assessment results are reviewed and the assessment report is written by the program faculty within each department.

Provided in *Table 8.2.a.3[17]* are the 2019-2020 assessment instruments and the benchmarks for each of the learning outcomes in the AAT and the AAS and Certificate programs in the sample.

Each of the following documents provides a three-year cycle (2017-2018 through 2019-2020) of program assessment reports for the AAT, the AAS, and Certificate programs in the sample:

- *Associate of Arts in Teaching[18]* – two Specializations: EC-6, 4-8, EC-12 Special Education FOS, and 7-12 and other EC-12 FOS
- AAS in *Business Management & Operations[19]*
- AAS in *Cosmetology Operator[20]*
- AAS in *Computer Support Specialist[21]*
- AAS in *Logistics and Supply Chain Management[22]*
- AAS in *Veterinary Technology[23]*
- Level I *Certificate in Business Management & Operations-Administration[24]*
- Level I *Certificate in CISCO Certified Network Associate[25]*
- Level I *Certificate in Computer Support Specialist[26]*
- Level I *Certificate in Logistics Management[27]*
- Level 2 *Certificate in Cosmetology Operator[28]*
- Level 2 *Certificate in Veterinary Assistant[29]*

Assessment of the Associate of Arts and the Associate of Science
The AA and the AS programs are assessed for the six Core Curriculum learning outcomes, distinguishing the AS through higher benchmark expectations for Empirical and Quantitative

skills. That assessment follows the College's Core Curriculum (general education) assessment cycle, which is addressed in detail in Standard 8.2.b. In this cycle, two of the six core curriculum learning outcomes are assessed each year.

The Core Curriculum learning outcomes are directly assessed through "key assignments." Key assignments are embedded in each course, are aligned with the curriculum and the Core Curriculum outcome addressed by that course, and are designed to give students an opportunity to demonstrate their acquisition of that core curriculum learning outcome. Each key assignment is structured to address each criterion in the rubric for that outcome, is assigned to every student in the class, and generates student artifacts for assessment of that outcome. The *Key Assignments Sample[30]* document provides four examples of key assignments and associated student work.

These assignments, designed to allow students to fully demonstrate their competency in the given learning outcome, are collected through a random sampling process and assessed by cross-disciplinary faculty using the rubric for that outcome. The document *2017-18, 2018-19, and 2019-20 Institutional Learning Outcomes Assessment Reports[31]* provides a summary of results for those years, and the document *Institutional Learning Outcome Rubrics[32]* provides those assessment rubrics. General education assessment, or assessment of the Core Curriculum learning outcomes, is fully addressed in Standard 8.2.b., which provides assessment outcomes as well as improvements to teaching and learning that were the result of that assessment.

Program assessment of the AA and AS is the shared responsibility of all faculty who teach core curriculum courses.

Direct Measures and Improvements to Educational Programs

For the AAT, AAS, and Certificate programs, the direct assessment of program learning outcomes each year is summarized in the Program Assessment Reports, created by faculty early in the fall term after review of the assessment results. These reports include, as previously indicated, the learning outcomes, the benchmarks, and the assessment instrument, or student artifact, to be assessed. The Program Assessment Reports also include the data produced by the assessment and an action plan for the program based upon the review of that data. The action plan addresses improvements for the program and may also include an improvement for the assessment method itself. Summarized in the following tables are three cycles of assessment outcomes and the improvements based upon those outcomes for the AAT and each AAS and Certificate in the sample. Improvements for the AA and AS, based upon assessment outcomes for the six Core Curriculum learning outcomes, are summarized in *Table 8.2.a 4[33]* and are addressed in full detail in *Standard 8.2.b*:

- *Associate of Arts in Teaching assessment results and program improvements[34]* – two Specializations: EC-6, 4-8, EC-12 Special Education FOS, and 7-12 and other EC-12 FOS
- AAS in *Business Management & Operations assessment results and program improvements*[35]
- AAS in *Cosmetology Operator assessment results and program improvements*[36]
- AAS in *Computer Support Specialist assessment results and program improvements*[37]
- AAS in *Logistics and Supply Chain Management assessment results and program improvements* [38]
- AAS in *Veterinary Technology assessment results and program improvements*[39]
- Level I *Certificate in Business Management & Operations-Administration assessment results and program improvements*[40]
- Level I *Certificate in CISCO Certified Network Associate assessment results and program improvements*[41]
- Level I *Certificate in Computer Support Specialist assessment results and program improvements*[42]
- Level I *Certificate in Logistics Management assessment results and program improvements*[43]
- Level 2 *Certificate in Cosmetology Operator assessment results and program improvements*[44]
- Level 2 *Certificate in Veterinary Assistant assessment results and program improvements* [45]

Indirect Measures and Improvements to Educational Programs

In addition to direct assessment of the program learning outcomes, summarized in the previous tables, faculty also use indirect measures to assess students' acquisition of program student learning outcomes. These methods include the following: review and planning for High Challenge Courses, College Action Plans, and the process of Program Review.

Indirect Measures: High-Challenge Courses
The first of these indirect measures is the productive grade rate (PGR: the percentage of students who complete a given course with a C, B, or A) for the courses within the program. Courses with a PGR below 70 percent and an enrollment greater than 100 are labeled high-challenge. Faculty create action plans for these courses that are designed to improve the success rate by addressing the issues that underlie students' failure to thrive within that curriculum, as outlined in College Procedure I 4.0 *High-Challenge Course Evaluations and Improvement Strategies[46].*

Faculty began targeting high-challenge courses in Fall 2008; the number of high-challenge courses at the College peaked at 18 in Fall 2010 and dropped to a low of 11 in Fall 2012. Since Fall 2013, however, the College has had a persistent 13 high-risk courses, eight of which have been in mathematics. In Fall 2019, the list of High-Challenge courses included 13 courses; 9 of which were in Mathematics. Although there have been courses that have persistently remained on this list, for several of these there has also been a slow but equally persistent rise in PGR. The document *High-Challenge Courses Data[47]* provides longitudinal data for courses on the high-challenge list.

The action plans for high-challenge courses required by *Procedure I 4.0[48]* are created by faculty in the relevant discipline after analysis of the PGR history for the course and review of the outcomes of earlier action plans for the course. Examples of the strategies in these action plans include peer tutors, embedded tutors, and collaborations with Learning Centers to offer sessions on critical topics. Also, revised course assessment instruments, opportunities for re-assessment, test preparation sessions, and review and revision of course content to better align with course learning outcomes have been strategies employed by faculty to bring greater student success to each course. The High-Challenge Course Action Plans (see *Plan 1[49]*, *Plan 2[50]*, *Plan 3[51]*, *Plan 4[52]*, *Plan 5[53]*) summarize for the current high-challenge courses the strategies to bring improvements to curriculum, academic support, and assessment methods. Each of the high-challenge courses falls within the Core Curriculum and so directly affects the successful acquisition of learning outcomes for students in the AA, AS and AAT. For students in Certificate and AAS programs the impact is less direct, but may still materially affect completion and the acquisition of learning outcomes for those programs.

Indirect Measures: College Action Plans
The Community College Survey of Student Engagement (CCSSE) results are used as an additional indirect measure of student learning. The survey is administered in odd-numbered years and obtains students' impressions of their level of engagement with their college education. *Table 8.2.a 5[54]* provides the CCSSE categories that are of specific interest to faculty; these align the CCSSE questions to the six Core Curriculum or Insitutional Learning Outcomes.

CCSSE results, course-level PGR, and other measures of student success and student learning combine as drivers in the creation of College Action Plans (CAPs). College Action Plans were created to fill the gap between the College's overarching strategic plans and plans made at the program or unit level. The College Action Plans typically incorporate high impact practices and are created when the challenge to be addressed pertains to more than one program or discipline and the related activities enlist the aid of units across the Institution.

Summarized in the narrative that follows are the College Action Plans that provide strategies for greater success in teaching and learning, thus providing strategies for all academic and workforce programs. Please see documents *CAP-Embedded Tutoring[55]*, *CAP-Open Educational Resources[56]*, and *CAP-High Challenge Courses[57]* for greater detail.

- **Embedded Tutoring College Action Plan**:
  - **Purpose**: To reduce the number of high-challenge English, math, and science courses.

- **Goals**: Increase PGR and within term retention for high-challenge course sections receiving embedded tutoring.
- **Strategies**: Identify faculty and course sections that will host embedded tutors; review and improve training for embedded tutors; and survey students and faculty for feedback on efficacy of embedded tutors.

- **Open Educational Resources College Action Plan**:
  - **Purpose**:The purpose of the Open Educational Resources College Action Plan is twofold: to provide instructional materials at little or no cost to students and to provide instructional materials that are current, interactive, flexible and engaging.
  - **Goals**: Increase the number of course sections using open educational resources (OER). Create an OER certification program using the Digital Higher Education Consortium of Texas (DIGITEX) Texas Learn OER curriculum. Create and implement a comprehensive peer review OER process.
  - **Measurable targets**: Increase the number of OER certification courses by 12%. Provide faculty support for the use of OER in their courses through the implementation of OER training and professional learning resources for faculty each fall and spring semester.
  - **Strategies:** Create Canvas Certification Course; open OER Beginners Course; open OER Course Design; begin OER review process; and recruit newly interested faculty.

- **High-Challenge Courses College Action Plan**:
  - **Purpose**: To outline and implement measurable goals and strategies which will lead to improvements for courses identified as high-challenge.
  - **Goals:**
  - Increase Productive Grade Rates (PGR) and Retention Rates (RR) in all high challenge courses.
  - Increase the number of sections of High Challenge Course utilizing embedded tutoring.
  - Decrease the total number of high challenge courses.
  - Increase professional development opportunities for faculty teaching high challenge courses.
- **Strategies**:
  - Implement Spring 2021 Embedded Tutoring; review HCC Data from Fall 2020; review Data from Fall 2020 Sections with Embedded Tutoring; and review and update (as needed) HCC Action Plans.
  - February: Hold discipline Monthly HCC meeting/teaching circle.
  - March: Convene HCC Cross-Discipline Committee; develop Embedded Tutoring Schedule to Fall 2021; and hold discipline monthly HCC meeting/teaching circle.
  - April: Hold discipline monthly HCC meeting/teaching circle.
  - May: Convene HCC Cross-Discipline Committee

Indirect Measures: Program Review
Faculty overseeing academic and workforce curricula at PAC also conduct, on a five-year cycle, a comprehensive assessment of their respective programs or disciplines through the process of Program Review, as exemplified in the *Program Review Calendar[58]*. Program Review entails the review and analysis of several measures of program and discipline integrity, alignment, and student success. The number of full-time faculty, the number of graduates, student persistence rates and graduation rates, and course-based success are among the measures collected and reviewed. Emerging from this process is a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis followed by a set of five-year goals and an accompanying action plan for the program. Summarized in the narrative that follows are the action plans from the most recent academic Program Reviews. Please see documents titled *Program Review Computer Information Systems[59]*, *Program Review Geology[60], Program Review Mathematics[61]*, *Program Review Physics[62]*, and *Program Review Speech*[63], for the complete details.

Computer Information Systems Action Plan Recommendations

For Cybersecurity, align curriculum to current industry requirements, develop cybersecurity student competition team, and apply for designation as Center for Academic Excellence for Cybersecurity. For Network Administration, Computer Programming, and Computer Support Specialist, update networking administration computer lab equipment and obtain funding to provide industry certificate vouchers for students, collaborate with key stakeholders to create robust Prior Learning Assessment opportunities, and identify graduate placement in the city across all Computer Information programs to identify industry need.

Geology Action Plan Recommendations
Offer a variety of Geology course sections not linked to a lab to accommodate those students whose degree plans do not require it. This should include offering some courses other than Physical Geology and Earth Science I. Incorporate the use of more online/interactive learning exercises by utilizing the newly updated software (including Google Earth) that has been added the classroom computers. This has the potential to increase student success. Provide additional learning opportunities outside the classroom through field trips and continuing participation in the multi-college EcoExchangeEdu Sustainability Showcase.

Mathematics Action Plan Recommendations
Re-evaluate success in each co-requisite each year; closely track course success by TSI or other placement measure as well as success in succeeding math course. Work with advisors to ensure that students are placed in the correct course, based on test scores and degree plan. Encourage all faculty teaching high-risk math classes to be open to having an embedded tutor in the classroom. Reach out to other colleges and universities for students who are qualified to be math tutors. Examine the usefulness of the online resources currently being used; look for a better online tool, when necessary. The aforementioned review needs to occur annually. Provide professional development that will support all faculty members in re-design that will strengthen their courses.

Physics Program Review Action Plan Recommendations
Research possible OER resources for physics classes and enroll in OER webinars; provide all adjuncts with professional development in Canvas to ensure best practices; provide additional online sections of PHYS 1305 to meet growing student interest in this mode of delivery, and pursue funding for new physics software licenses to provide additional academic support for physics students; continue to collaborate with Biology unit within the NSF S-STEM program.

Speech Communication Action Plan Recommendations
Develop relationships with graduate programs to identify source for new faculty. Create synergy with Mass Communication to increase enrollment and develop cross-disciplinary strategies, establish additional agreements and/or Transfer Advising Guides with transfer institutions. Further develop and expand the scope of the Speech Competition. Continue to produce and expand the scope of TEDx Palo Alto College.

Improvements to the Program Assessment Process

Creating and Implementing Use of the Meta-Assessment Rubric

Beginning in the academic year 2017-2018, the Assessment Coordinator, in collaboration and consultation with the Assessment Committee, Academic Dean, Department Chairs, and the Vice President of Academic Success, developed the initial draft of the College's *meta-assessment rubric (MAR)*[64]. The team incorporated aspects of meta-assessment rubrics from other universities that are leaders in the practice, including James Madison University, The University of Texas at Austin, and the University of Hawaii at Manoa. The College's MAR is intended to guide meaningful feedback provided to faculty on their program assessment reports. The MAR's detailed performance-level descriptors articulate best practices for each step of the program assessment cycle, and serve as guidelines for program faculty as they consider the aspects of the program addressed in the report. It is the expectation that the MAR will materially improve the quality of the reports and thereby the improvements implemented to improve program design and students' acquisition of program learning outcomes.

In Fall 2019, a *team[65]* consisting of the Assessment Coordinator and three members of the Assessment Committee (two faculty members and one staff member), piloted the use of the MAR, reviewing nine AAS program assessment reports. The team conducted a norming session and adjusted some of the language and formatting of the MAR for improved comprehensibility. The Assessment Coordinator shared a *summary of results[66]* with the Professional and Technical Education (PTE) Division at their meeting during the January 2020 Convocation and then met individually with program leads to discuss results. In fall 2020, a *seven-member team[67]* of faculty reviewed 31 AAS program assessment reports using the MAR. The team then implemented an online survey tool, modeled after a survey used by The University of Texas at Austin, to collect the ratings and rater comments. The *results of the fall 2020 MAR assessment[68]* are being reviewed and organized for presentation in spring 2021 at PTE division and department meetings, as well with program leads and faculty.

Evidence

[1] 8.2a 1 202-2021 College Catalog

[2] 8.2a 2 Texas Administrative Code

[3] 8.2a 3a Standards for Academic Associate Degree Programs

[4] 8.2a 3b Certification Form for AS and Certificates

[5] 8.2a 4 GIPWE

[6] 8.2a 5 Title 19, Chapter 9, Subchapter A, Rule 9.1

[7] 8.2a 6 AAT

[8] 8.2a 7 THECB

[9] 8.2a 8 GIPWE Chapter 3

[10] 8.2a 9 Table 1

[11] 8.2a 10 Table 2

[12] 8.2a 11 Institutional Summary

[13] 8.2a 12 GIPWE, pp 8-8

[14] 8.2a_13_AAT Learning Outcomes

[15] 8.2a_14_Core Curriculum Learning Outcomes

[16] 8.2a_15_Program Assessment Calendar

[17] 8.2a_16_Table 8.2.a.3

[18] 8.2a_17_Associate of Arts in Teaching

[19] 8.2a_18_Business Management & Operations

[20] 8.2a_19_Cosmetology Operator

[21] 8.2a_20_Computer Support Specialist

[22] 8.2a_21_Logistics and Supply Chain Management

[23] 8.2a_22_Veterinary Technology

[24] 8.2a_23_Certificate in Business Management & Operations - Administration

[25] 8.2a_24_Certificate in CISCO Certified Network Associate

[26] 8.2a_25_Certificate in Computer Support Specialist

[27] 8.2a_26_Certificate in Logistics Management

[28] 8.2a_27_Certificate in Cosmetology Operator

[29] 8.2a_28_Certificate in Veterinary Assistant

[30] 8.2a_30_Key Assignments Sample

[31] 8.2a_31_2017-18, 2018-19 and 2019-20 Institutional Learning Outcomes Assessment Reports

[32] 8.2a_32_Institutional Learning Outcomes Rubrics

[33] 8.2a_34_Table 8.2.a.4

[34] 8.2a_36_Associate of Arts in Teaching assessment results and program improvements

[35] 8.2a_37_Business Management & Operations assessment results and program improvements

[36] 8.2a_38_Cosmetology Operator assessment results and program improvements

[37] 8.2a_39_Computer Support Specialist assessment results and program improvements

[38] 8.2a_40_Logistics and Supply Chain Management assessment results and program improvements

[39] 8.2a_41_Veterinary Technology assessment results and program improvements

[40] 8.2a_42_Certificate in Business Management & Operations-Administration assessment results and program improvements

[41] 8.2a_43_Certificate in CISCO Certified Network Associate assessment results and program improvements

[42] 8.2a_44_Certificate in Computer Support Specialist assessment results and program improvements

[43] 8.2a_45_Certificate in Logistics Management assessment results and program improvements

[44] 8.2a_46_Certificate in Cosmetology Operator assessment results and program improvements

[45] 8.2a_47_Certificate in Veterinary Assistant assessment results and program improvements

[46] 8.2a 48 High-Challenge Course Evaluations and Improvement Plans

[47] 8.2a 50 High Challenge Courses Data

[48] 8.2a 51 Procedure I 4.0

[49] 8.2a 51.a Plan 1

[50] 8.2a 51.b Plan 2

[51] 8.2a 51.c Plan 3

[52] 8.2a 51.d Plan 4

[53] 8.2a 51.e Plan 5

[54] 8.2a_53_Table 8.2.a.5

[55] 8.2a_54_CAP-Embedded Tutoring

[56] 8.2a_55_CAP-Open Educational Ressources

[57] 8.2a_56_CAP-High Challenge.ppt

[58] 8.2a 57 Program Review Calendar

[59] 8.2a 58 Program Review Computer Information Systems

[60] 8.2a 59 GEOL 2019-2020 Program Review (GEOL)

[61] 8.2a Program Review Math

[62] 8.2a 61 Program Review Physics

[63] 8.2a 62 Program Review Speech

[64] 8.2a_63_meta-assessment rubric (MAR)

[65] 8.2a_64_team

[66] 8.2a_65_summary of results

[67] 8.2a_66_seven-member team

[68] 8.2a_67_Results of the Fall 2020 MAR Assessment

8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for collegiate-level general education competencies of its undergraduate

degree programs, *(Student outcomes: general education)*

Compliance Status: Compliance

Narrative

Palo Alto College identifies and assesses the student learning outcomes for its undergraduate degree programs' collegiate-level general education competencies. The Institution analyzes its results and provides evidence of improvement sought based on those results. Palo Alto College (PAC) is in compliance with Principle 8.2.b Student Outcomes: General Education.

The case for compliance is structured as follows:

A. The College identifies expected collegiate-level general education outcomes for its undergraduate degree programs.
B. The College regularly assesses the extent to which students achieve these outcomes.
C. The College provides evidence of seeking improvement based on an analysis of the results from its general education outcomes assessment processes.

Identification of General Education Student Learning Outcomes

PAC identifies collegiate-level general education outcomes for its degree programs, all of which are at the undergraduate level. In 2014, the Texas Higher Education Coordinating Board (THECB) implemented a redesigned Texas General Education Core Curriculum, which defines collegiate-level general education requirements for all public institutions of higher education in the State of Texas. The redesign included six updated student learning outcomes for the Core Curriculum, which the state refers to as the Core Curriculum Core Objectives. These six general education competencies are outlined in *Title 19 of the Texas Administrative Code (TAC), Rule 4.28 – Core Curriculum[1]*:

1. Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
2. Communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
5. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making; and
6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

The Core Objectives are the general education learning outcomes assigned to all undergraduate degree programs offered by PAC. All six outcomes are assigned to the Associate of Arts (AA), the Associate of Science (AS), and the Associate of Arts in Teaching (AAT) degrees and addressed through the College's 42-semester credit hour (SCH) Core Curriculum. The Associate of Applied Science (AAS) degree requires a minimum of 15 SCH of general education credit, as required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines. These general education courses address all six Core Objectives. The general education credit hour requirement for the AAS is outlined in the *THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE) (pg. 23)[2]* as follows:

> To meet SACSCOC guidelines, each degree must have a minimum of 15 semester hours of general education courses. Courses must be selected from the following areas and must include at least 3 SCH in each area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Table 3.3 maps the Texas Core Curriculum component areas to these SACSCOC categories. Generally, courses should be selected from the institution's core curriculum, though each institution should work with its SACSCOC representative concerning courses that meet the requirements.

Table 3.3

Humanities/ Fine Arts	Social/ Behavioral Science	Natural Science and Math
• Communication • Language, Philosophy, and Culture • Creative Arts	• American History • Government/Political Science • Social and Behavioral Sciences	• Mathematics • Life and Physical Sciences

The Core Curriculum design and its integration into all undergraduate degree programs at PAC provides consistency for the College in its approach to assessment of and improvements for general education competencies across all programs and disciplines.

Table 8.2.b.1: PAC Degree Programs and Their General Education Competencies

Degree Program	General Education Competencies					
	Critical Thinking	Commu-nication	Empirical & Quantitative Skills	Teamwork	Personal Responsibility	Social Responsibility
AA	x	x	x	x	x	x
AS	x	x	x	x	x	x
AAT	x	x	x	x	x	x
AAS*	x	x	x	x	x	x

*The AAS required a minimum of 15 SCH of general education SCH; each of these learning outcomes are addressed.

The six learning outcomes for general education are also identified as the College's Institutional Learning Outcomes (ILOs), which serve to integrate these competencies across all units of the College. In addition to the degree programs at the College, one or more of these general education ILOs are assigned to the activities of multiple units across campus. For example, all *Student Success Assessment Reports[3]* align with the ILOs; two examples include the *2018-2020 Advising Assessment Plan[4]* and the *2018-2020 Disabilities Support Services Assessment Plan[5]*. Another example is the Student Feedback Surveys that the Office of Student Life administers at every co-curricular event, which align with the ILOs of Social Responsibility and Critical Thinking. Sample surveys include the *Resume Writing Workshop Survey[6]* and the *survey for a jazz performance during Black History Month[7].*

Assessment of Student Achievement of Outcomes

PAC regularly assesses the extent to which students achieve the general education competencies or ILOs. Elements of the current assessment processes were initiated in the fall of 2010 and have been evolving and improving since that time. To date, each of the six competencies has been assessed four times. The assessment plan is comprised of direct and indirect assessment methods.

The *Roles and Responsibilities of Assessment[8]* are shared by faculty, staff, and academic administrators. The Academic Assessment Coordinator is a full-time staff member charged with coordinating the assessment processes. The College's faculty play a central role in the assessment of the general education outcomes. The Vice President of Academic Success, the Academic Dean of the Arts and Sciences Division, the Academic Dean of the Professional and Technical Education Division, the Department Chairs, and the Academic Assessment Committee members are all key players in assessing the competencies. The staff of the new Teaching & Learning Center also contribute.

During each assessment cycle, data collected from the direct and indirect assessments are analyzed, and the outcomes of this analysis are used to identify areas for student learning improvement. Additionally, each year the assessment processes are evaluated, and areas of improvement are identified.

Direct and Indirect Assessment
The College employs direct and indirect assessment methods in its assessment of the general education competencies. The direct measure is a performance-based measure consisting of faculty-created, course-embedded key assignments and analytic rubrics. The two indirect measures used to triangulate the results of assessment are the Community College Survey of Student Engagement (CCSSE) and the College-created Graduation Survey. Additional data are gathered by the Assessment Coordinator and the Assessment Committee members through committee and department meeting discussions, surveys, and conversations with faculty.

Direct Assessment Measure
The College's general education assessment processes were developed in 2010 by a committee of faculty and Department Chairs led by an outside consultant. The group developed detailed definitions of the six THECB Core Curriculum Core Objective statements by composing an analytical rubric for each outcome. The committee referenced rubrics developed by the Association of American Colleges and Universities' (AAC&U) Valid Assessment of Learning in Higher Education (VALUE) initiative, as well as rubrics used by other colleges and universities. In 2012, another faculty committee revised the six rubrics. During the 2019-2020 academic year, the Critical Thinking rubric was reviewed and revised, and in June 2020, the process of review and revision began for the Empirical & Quantitative Skills rubric. The most current rubrics are *Communication (CM)[9]*, *Critical Thinking (CT)[10]*, *Empirical & Quantitative Skills (EQS)[11]*, *Personal Responsibility (PR)[12]*, *Social Responsibility (SR)[13]*, and *Teamwork (TW)[14].*

Each rubric includes three to five criteria and three to five performance level descriptors. The rubric criteria exact the fundamental elements of the overarching general education competency or ILO, and the performance levels describe the features of progressively more sophisticated levels of student demonstration of attainment.

The rubrics along with a key assignment serve as a performance-based direct assessment of student proficiency in the general education competencies or ILOs. The key assignment is a faculty-created assignment that prompts students to demonstrate proficiency in each criterion of the corresponding rubric. Faculty create a key assignment to teach and assess each competency that is required within a designated course. The competencies for each course are provided by the *THECB Foundational Component Area Mapping[15]*. PAC currently offers 106 courses in its Core Curriculum, as outlined in the *2020-2021 Courses Crosswalk[16]*.

The College faculty deemed Critical Thinking and Communication as of vital importance, so they decided to require these competencies as learning outcomes for all courses. This requirement includes courses in the Arts and Sciences Division that are not part of the THECB Core Curriculum, as well as courses in the Professional and Technical Education Division. Because of this extension of the THECB requirements, all faculty at the College teach and assess one or more of the general education competencies in their curriculum. Some faculty create one key assignment for each required competency, while others have created key assignments that assess multiple competencies. *Sample Key Assignments[17]* are provided for Government, Philosophy, Veterinary Medical Terminology, and Logistics and Supply Chain Management.

To ensure that the competencies are regularly taught and assessed, faculty embed the key assignments into the regular curriculum of their courses every semester, including the individual terms within the semesters, such as 16-week, 14-week, and 8-week Flex terms. The key assignment must fully align with the corresponding rubric, so the resulting student work artifacts are fully assessable with the rubric.

As mentioned previously, the general education competencies were also adopted as the *Institutional Learning Outcomes (ILOs)*[18], which has become the terminology used generally in faculty and staff discussions around these competencies. This perspective on the general education outcomes has supported the cross-college sense of responsibility for these outcomes.

Direct Assessment Methods

The College's *ILO Assessment Calendar*[19] schedules the assessment of two competencies each academic year so that all six competencies are assessed in a three-year cycle. The annual *ILO Assessment Timeline*[20] outlines the activities of the ILO assessment processes, and the *Yearly Academic Assessment Calendar*[21] shows how Institutional-level assessment activities align with program- and course-level assessment.

PAC assesses students who are nearing graduation and who have completed, or nearly completed, the general education requirements. To be eligible for inclusion in the assessment, students must meet three criteria: 1) have earned 45 or more college-level semester credit hours, 2) be a PAC home student currently enrolled at the College in a course responsible for addressing the competencies being assessed in the current cycle, and 3) have been enrolled at the College during the previous semester. The Office of Institutional Research, Planning, and Effectiveness (IR) generates a random, representative sample of student work artifacts for each competency being assessed, as described in the annual *Sampling Methodology*[22] document.

Following the *Artifact Submission Instructions*[23], faculty submit the sampled students' completed, ungraded work to the Assessment Coordinator. Submissions include key assignment instructions and a *Key Assignment Cover Sheet*[24] explaining how the assignment aligns to each rubric criterion. Faculty upload the required work and documents electronically. The Assessment Coordinator assists faculty with this task as necessary.

All full-time faculty members whose courses align with the ILO(s) being assessed take part in the annual rubric norming and student artifact rating. Adjunct faculty are invited to join the session as well. During the norming process, the rubric is applied to sample student work artifacts, and the group discusses the rating results with the goal of building consensus around rubric application to ultimately ensure the reliability of results. A separate norming session is conducted for each rubric of the competencies to be assessed. The *Rubric Norming Agenda*[25], *training materials*[26], and *Roster of Participants*[27] are included as Appendices in the annual assessment report.

The College's target performance for student proficiency is that 70% of student artifacts will earn a performance rating of "Mostly Competent," a level three (3) rating or higher, in each criterion of the corresponding rubric for the competency. Faculty chose this target performance because they believe it represents acceptable, if not somewhat aspirational, performance for students nearing graduation with a two-year college degree, to include completion, or near completion, of the requirements of the Texas Core Curriculum. In every cycle, there have been no recommendations by the faculty that these targets be adjusted. All rubrics consist of four performance levels, with the exceptions of the Empirical & Quantitative Skills rubric, which has five performance levels, and the recently revised Critical Thinking rubric, which has three performance levels.

The *development of the Critical Thinking rubric*[28] during the 2019-2020 academic year resulted in a new rubric with three performance levels. Critical Thinking will be assessed using the new rubric in Fall 2021. Target achievement for Critical Thinking will be set once a baseline assessment result has been

recorded and analyzed. For the 2018-2019 assessment results of Critical Thinking described later in this narrative and gathered using the *previous Critical Thinking Rubric[29]*, the target achievement is as explained above.

Direct Assessment Analysis of Results

In late February of each year, the Assessment Coordinator disaggregates the rubric ratings collected from the juried assessment of student work artifacts, as well as the most recent results of the CCSSE survey and the Graduation Survey for items that align with the outcomes being assessed. The Assessment Coordinator *presents the assessment results[30]* to the Academic Assessment Committee, the Vice President of Academic Success, the Academic Deans, and the Department Chairs; the groups then discuss and analyze the data.

Later in the spring, the *Department Chairs share the data[31]* presentations with the faculty in their respective departments for further discussion and analysis; the Academic Assessment Committee members within each department assist with the discussions. In Spring 2020, due to the inability to gather in person to discuss the results, the Assessment Coordinator created the Video Presentation of 2019-2020 Personal Responsibility Assessment Results (video available upon request), which the Department Chairs shared with faculty before the end of the academic year.

At the beginning of each fall semester, the faculty and Department Chairs compose *ILO Action Plans [32],* which include actions intended to improve student learning as well as assessment processes. The ILO Action Plans are reviewed by the Assessment Coordinator, Academic Dean, and the Vice President of Academic Success. A final version of the Action Plans are submitted to the Assessment Coordinator by the end of October. The departments proceed to implement the actions, and Department Chairs ensure implementation fidelity in subsequent semesters by responding to additional question items on the *ILO Action Plan template[33]*. The ILO Action Plans are maintained throughout the complete three-year assessment cycle.

Additionally, the Academic Assessment Committee discusses faculty suggestions for assessment process improvements. This input is gathered informally during results presentations in departments, and the Assessment Coordinator creates opportunities for faculty to provide *feedback through surveys [34]* administered after the assessment results are shared. The process improvement actions are implemented by the Assessment Coordinator and the Assessment Committee after consultation with the Chairs, the Deans, and the Vice President of Academic Success.

Indirect Assessment

Multiple measures are used to triangulate evidence of student proficiency in the ILOs. In addition to the direct measure of assessing student work artifacts with analytic rubrics, indirect measures are taken from the results of the CCSSE and the PAC Graduation Survey.

Community College Survey of Student Engagement (CCSSE)

PAC participates in the CCSSE survey during the spring of odd-numbered years, with the most recent administration occurring in the spring of 2019. The CCSSE is designed to provide student perspectives on the learning environment at the College. There are a number of CCSSE items that align with the ILOs, which are documented in the *CCSSE and ILO Crosswalk[35]*.

The College administers the CCSSE survey to a random sample of all courses eligible for college and /or institutional credit. The sample excludes:

1. Non-credit courses;
2. Lowest-level ESL courses;
3. Courses offered entirely to high school students or incarcerated populations;
4. Courses that do not have a regularly scheduled meeting time and place in which the survey can be administered (e.g., online courses, self-paced courses); and
5. Practicums, internships, clinicals, and co-ops.

The IR Office prepares and distributes survey packets to faculty, who implement the survey during class time and return completed surveys to the IR Office.

No formal benchmarks nor pre-identified targets have been set for student responses to the CCSSE items. The College's analysis focuses on a comparison of the College mean scores with Cohort mean scores provided by CCSSE. The College target achievement for every CCSSE item is a mean score that is at or above that of the Cohort group.

Graduation Survey

The *Graduation Survey*[36] provides a second indirect assessment measure for the ILOs. The survey is administered once a year at the Graduation Festival during the first week of May. During the Festival, students pick up their caps and gowns, learn about the logistics of commencement, fill out the Graduation Survey, receive a free T-shirt, and celebrate their accomplishments.

All students who attend the Graduation Festival complete the Graduation Survey. In Spring 2019, 1,469 students responded to the survey. Due to the COVID-19 crisis in Spring 2020, an in-person Graduation Festival was not held, and the survey was not administered.

Seven items aligned with the ILOs have been included in the Graduation Survey. The Empirical & Quantitative Skills outcome has been separated into two items. Using a 5-point scale of Strongly Disagree (1) to Strongly Agree (5), students are asked to rate the degree to which their experience at the College has contributed to their attainment of the ILOs.

No formal benchmarks nor pre-identified targets have been set for the Graduation Survey responses for the items that align with the ILOs. The College's intended outcome is that each year an increased percentage of students will respond either Agree or Strongly Agree with each of the ILO statements on the survey, as compared to the previous survey administration.

Informal Assessment

The Assessment Coordinator gathers informal data on an on-going basis through discussions with faculty and the Assessment Committee. The Assessment Committee members provide regular feedback on the assessment processes and assessment results at committee meetings, as documented in *Assessment Committee Minutes*[37]. The Assessment Coordinator meets often with the Department Chairs, the Academic Deans, and the Vice President of Academic Success to share and discuss assessment, and receive feedback.

Assessment Results: Process

The most recent three-year assessment cycle was completed in 2019-2020 with the assessment of Personal Responsibility. Table 8.2.b.2. displays the six ILOs and the most recent year in which each one was assessed. Following the table, the assessment results and brief analyses are presented. Details of each assessment are found in the *2017-2018 ILO Assessment Report*[38], the *2018-2019 ILO Assessment Report*[39], and the *2019-2020 ILO Assessment Report*[40].

Table 8.2.b.2: Three-year Assessment Cycle: Outcomes & Year Assessed

Outcome Assessed	Academic Year Assessed
Communication	2017-2018
Teamwork	2017-2018
Critical Thinking	2018-2019
Empirical & Quantitative Skills	2018-2019
Social Responsibility	2018-2019
Personal Responsibility	2019-2020

Assessment Process Data

The College collects and analyzes data on the submission rate of student artifacts, the ratability of each artifact by the applicable ILO rubric, and in the last two assessment years, the percent of dual

rubric ratings that were within one performance level of each other. The following tables summarize this data for the three-year assessment cycle.

Submission Rates of Student Work Artifacts

The average submission rate for all ILOs assessed from academic years 2017-2018 through 2019-2020, or one complete assessment cycle of all six ILOs, is 64%. Students who did not submit their work for the key assignment accounted for 15% of the non-submittals, and faculty who did not submit student work artifacts accounted for 11% of the non-submittals. Artifact submission continues to be an area for improvement. Table 8.2.b.3 summarizes the submission data for each year and ILO.

Table 8.2.b.3: Artifact Submission Rate, 2017-2018 to 2019-2020 ILO Assessment

Outcome (Year Assessed)		Requested	Submitted	Student Did Not Submit Assignment	Faculty Did Not Submit Artifact	Student Dropped Course	Sample Error
Communication (2017-2018)	Count	461	310	63	45	37	3
	%	100%	67%	14%	10%	8%	1%
Teamwork (2017-2018)	Count	314	209	34	33	34	2
	%	100%	67%	11%	11%	11%	1%
Critical Thinking (2018-2019)	Count	490	287	74	83	41	5
	%	100%	59%	15%	17%	8%	1%
Empirical & Quantitative Skills (2018-2019)	Count	403	265	59	25	47	7
	%	100%	66%	15%	6%	12%	2%
Social Responsibility (2018-2019)	Count	381	243	68	45	22	3
	%	100%	64%	18%	12%	6%	1%
Personal Responsibility (2019-2020)	Count	329	203	63	41	18	4
	%	100%	62%	19%	12%	5%	1%
Totals	Count	2378	1517	361	272	199	24
	%	100%	64%	15%	11%	8%	1%

Consistency Between Raters

In the 2017-2018 assessment cycle and in prior cycles, the College employed an artifact rating method in which two faculty raters worked in pairs with a common set of student work artifacts. They rated each artifact independently, then discussed ratings together and came to consensus, submitting just one rating for each artifact by rubric criterion. This rating method didn't allow for calculation of inter-rater reliability.

In the 2018-2019 assessment cycle, the process was changed in an effort to improve the reliability of the assessment results. Each artifact was rated by two raters; however, the artifacts were distributed randomly, and the raters submitted ratings independently. This method allowed for the consistency of ratings between faculty raters to be examined for inter-rater reliability.

One complication of this new method is that the College has not yet been able to manage the employment of a third rater to resolve inconsistent ratings. This is an improvement measure that the administrators, the Assessment Coordinator, and the Assessment Committee are working on together to determine how best to implement. For this reason, the last two assessment cycles have produced dual ratings for each artifact, one set of ratings for each of the two raters. Table 8.2.b.4 summarizes the percentage of dual ratings that were within one performance level on the applicable rubric for the stated ILOs.

Table 8.2.b.4 Percent of Dual Ratings within One Point of Each Other, 2018-2019 and 2019-2020 Assessment Cycles

Outcome	Total Number of Ratings Analyzed	% Dual Ratings Within One Point of Each Other
Critical Thinking, 2018-2019	2860	69%
Empirical & Quantitative Skills, 2018-2019	2270	67%
Social Responsibility, 2018-2019	1266	74%
Personal Responsibility, 2019-2020	1218	77%

For each set of ILO ratings analyzed, a large percentage of the dual ratings for each outcome were within just one performance level of each other. The College considered these results promising because the high percentages of agreement indicate consistency between raters and therefore assessment results that are acceptably reliable. These good results may be due to the attention placed on consensus building at the rubric norming sessions. The higher percentage of agreement for the 2019-2020 assessment of Personal Responsibility may be due to the initiation of the first *Rubric "Pre-Norming" Session*[41] held at the beginning of the semester, which allowed additional opportunity for faculty to build awareness of and consensus around the meaning of the rubric language.

Empirical & Quantitative Skills (EQS) had the lowest percentage of agreement between dual ratings. The raters and the faculty members that led the *EQS norming session*[42] reported that the language of the EQS rubric was difficult for faculty to understand, making the rubric difficult to apply consistently to student work artifacts. The raters in the *Critical Thinking norming session*[43] also had difficulty applying the rubric. Of all the ILO rubrics, the *Critical Thinking Rubric*[44] used in the 2018-2019 assessment had the most rubric criteria, seven, which made aligning assignments fully to all of the criteria especially challenging. The Critical Thinking rubric has since been revised to include fewer criteria. In addition, as with the EQS rubric, the Critical Thinking rubric language was imprecise making interpretation and consistent application during rating difficult.

Assessability of Student Work Artifacts

Faculty raters provide feedback on the alignment of the key assignment instructions to the criteria of the analytic rubric for the outcome being assessed. The key assignment is expected to explicitly prompt students to demonstrate their proficiency in each rubric criterion through transparent assignment instructions. An assignment that fully aligns with the rubric produces student work artifacts that are fully assessable by the rubric, which increases the validity of the assessment. Since the 2017-2018 academic year, the College has placed special focus on improving the alignment of key assignments to the corresponding rubric(s) through *Assignment Design workshops*[45].

A "0" rating by a faculty rater for a particular rubric criterion indicates that the assignment did not explicitly ask students to demonstrate their ability in a particular rubric criterion. Table 8.2.b.5. presents the percentage of assessable and non-assessable artifacts by rubric criterion for the 2017-2018

assessment of Communication and Teamwork. The percentage of artifacts deemed not assessable is lower in this cycle due to the consensus established between the two raters as part of the rating procedure.

Note that the Teamwork assessment requires three separate rubric ratings for each artifact: 1) a faculty rating, 2) a student self-rating, and 3) a student rating of their teammates. Artifacts were deemed non-assessable if the submission omitted one of the three required rubrics. If a rubric was missing, the artifact was non-assessable in all rubric criteria.

Table 8.2.b.5: Assessable vs. Non-Assessable Artifacts, 2017-2018

Communication, 2017-2018		
Criteria *Percentages based on 310 total submitted artifacts.*	**Assessable Artifacts**	**Non-assessable Artifacts**
Content and purpose	90.65%	9.35%
Organization	91.61%	8.39%
Communication tools	92.26%	7.74%

Teamwork, 2017-2018		
Criteria *Percentages based on 209 total submitted artifacts.*	**Assessable Artifacts**	**Non-assessable Artifacts**
Quality contribution to team	89.47%	10.53%
Treats team members with respect	89.47%	10.53%
Personal attributes contribute to team	89.47%	10.53%

For the 2018-2019 and the 2019-2020 assessments, artifacts were categorized as non-assessable for a given criterion and removed from the final analysis of student performance for any one of the following three reasons:

- The dual ratings had an absolute difference of two or greater. These criteria were deemed non-assessable because of the gap between ratings.
- One rater rated the criterion for that artifact at zero. In other words, one rater believed that the assignment did not align to the rubric, while the other rater assigned the artifact a performance level rating for that criterion.
- Both raters rated the criterion for that artifact at zero. That is, both raters agreed that the assignment instructions did not align to the Institutional rubric.

Absolute differences greater than two performance levels indicate a need to improve faculty understanding of the language of the rubric and consensus on the application of the rubric through rubric norming. Ratings of zero indicate a need to continue the work of improving the alignment of key assignments to the rubrics.

The following Table 8.2.b.6 indicates the percentage of assessable and non-assessable artifacts for the ILOs assessed in 2018-2019 and 2019-2020. Of particular note in this data set is the large percentage of “0” ratings for the Critical Thinking rubric criteria. The faculty had found it difficult to align their key assignments with all seven rubric criteria. The College has since developed a *new Critical Thinking rubric[46]* to be used in the 2021-2022 assessment of Critical Thinking.

Table 8.2.b.6 Assessable vs. Non-Assessable Artifacts, 2019-2020 and 2018-2019

Critical Thinking, 2018-2019

Criteria *Percentages based on 256 total submitted artifacts.*	**Assessable Artifacts**	**Non-assessable Artifacts**		
		Absolute difference > 2	**Two Zero Ratings**	**One Zero Rating**
Identification of a problem or issue	66.80%	12.89%	2.73%	17.58%
Appropriate method selection	63.28%	15.23%	2.34%	19.14%
Consideration of multiple points of view	36.72%	17.58%	13.28%	32.42%
Appropriate resource selection	45.70%	9.77%	9.38%	35.16%
Integration of multiple ideas	62.11%	13.28%	6.25%	18.36%
Development of a sound conclusion	61.33%	12.50%	5.47%	20.70%
Creativity	37.50%	10.55%	13.28%	38.67%

Empirical & Quantitative Skills, 2018-2019

Criteria *Percentages based on 265 total submitted artifacts.*	**Assessable Artifacts**	**Non-assessable Artifacts**		
		Absolute difference > 2	**Two Zero Ratings**	**One Zero Rating**
Identification	77.36%	11.70%	0.38%	10.94%
Assimilation	76.23%	14.34%	0.38%	9.06%
Analysis	75.85%	13.58%	0.38%	10.19%
Presentation	72.45%	16.23%	0.38%	10.94%
Application	77.36%	11.70%	0.38%	10.57%

Social Responsibility, 2018-2019

Criteria *Percentages based on 238 total submitted artifacts.*	**Assessable Artifacts**	**Non-assessable Artifacts**		
		Absolute difference > 2	**Two Zero Ratings**	**One Zero Rating**
Identification of cultural issue	77.73%	14.29%	0.42%	7.56%
Analyze from multiple perspectives	72.27%	16.81%	0%	10.92%
Analyze from own perspective	65.13%	18.49%	1.68%	14.71%

Personal Responsibility, 2019-2020

Criteria *Percentages based on 203 total submitted artifacts.*	**Assessable Artifacts**	**Non-assessable Artifacts**		
		Absolute difference > 2	**Two Zero Ratings**	**One Zero Rating**
Identification of a problem or issue	75.37%	11.33%	3.45%	9.85%
Consideration of multiple viewpoints	69.95%	18.72%	3.94%	7.39%
Consideration of one’s own viewpoint	69.46%	19.70%	2.46%	8.37%

Target Performance

The College's target performance (also referred to in this section as "met standard" and "met the standard") for its direct assessment of the ILOs is that 70% of student artifacts will earn a three (3) or higher rubric performance level rating in each rubric criterion.

Due to the dual ratings for the 2018-2019 and 2019-2020 assessment cycles, three designations were created to classify whether or not student artifacts met the standard. Table 8.2.b.7 displays those designations. The 2017-2018 assessment of Teamwork and Communication did not require the "Marginal" designation because only one rating per rubric criterion was collected from the faculty raters.

Table 8.2.b.7: Student Performance Designations, 2018-2019 and 2019-2020

Designation	Description
Met Standard	Both raters rate 3 or higher
Marginal	One rater rates 3, the other rater rates 2
Did Not Meet	Both raters rate 1 or 2

The following section provides graphs that illustrate the student performance results of the most recent direct assessments of each of the six ILOs.

Direct Assessment Results by Competency

Communication, 2017-2018

Figures 8.2.b.1 and 8.2.b.2 display student performance by rubric criterion for the 2017-2018 assessment of Communication. The *Communication Rubric[47]* describes each rubric criterion and the corresponding performance levels in detail.

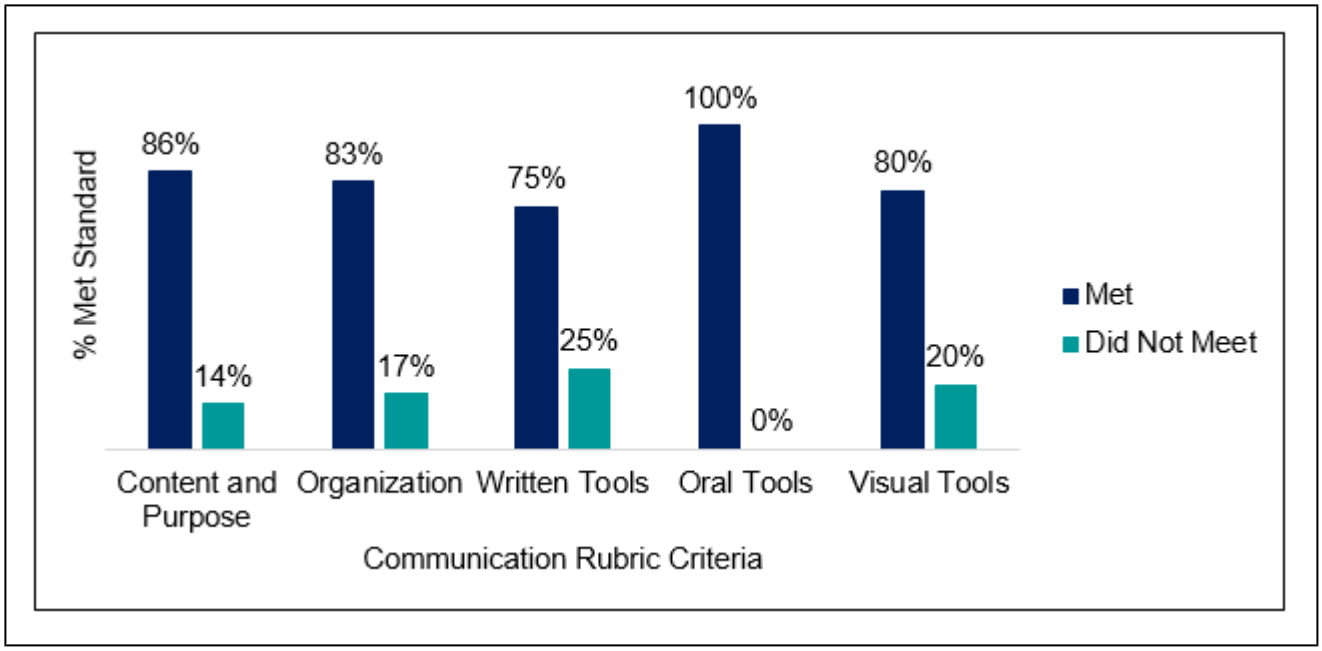
The Communication rubric is unique in that criterion three, Communication Tools, provides for three types of tools: written, oral, or visual. Faculty choose which of these three types of artifacts to submit for rating. In this assessment cycle, there were 286 assessable artifacts for the Communication Tools criterion. Of those, 274 were written works, six were considered both written and visual, four were visual, and only two were oral. Increasing the number of oral and visual artifacts submitted is an area for improvement.

Students met target performance levels in all rubric criteria for Communication. For Content and Purpose, criterion one, 86% of student artifacts met the standard; and for Organization, 83% of artifacts met the standard. The lowest performance was in Written Communication Tools in which 75% of artifacts met the standard.

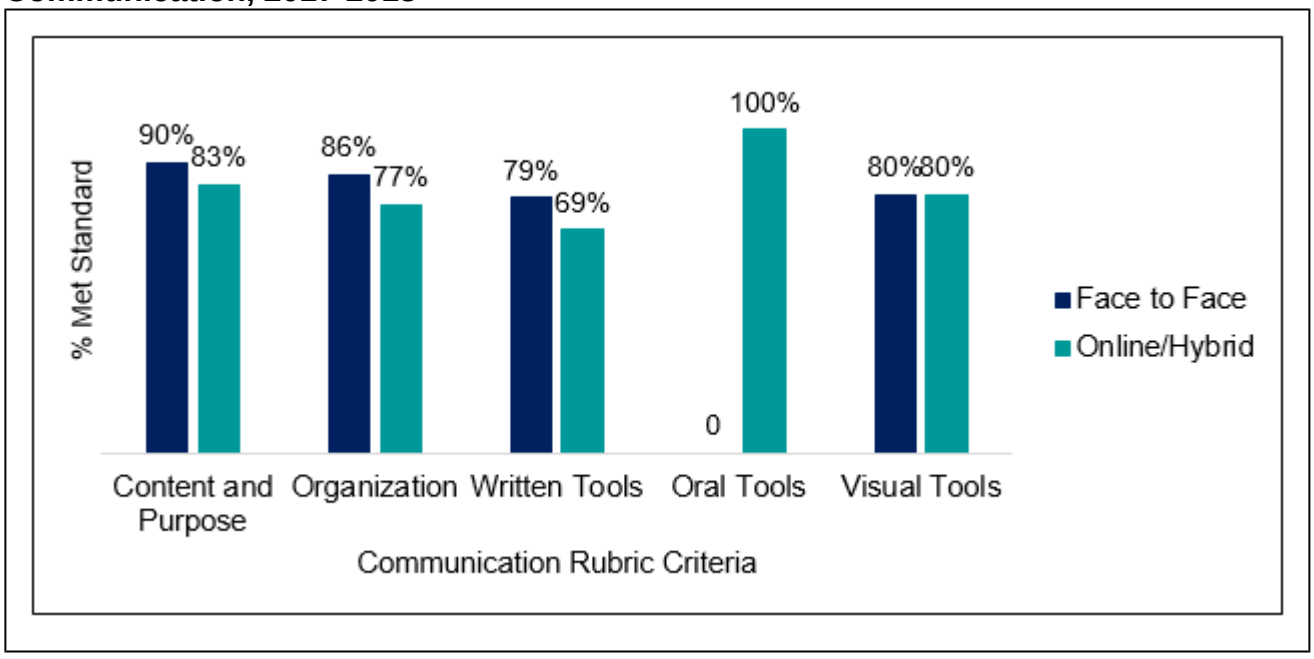
The College determined that 69% of student artifacts met the standard in all three rubric criteria. Additional analysis determined that of the 31% of artifacts that did not meet standard in one or more criteria, 38% did not meet in criterion one, 52% did not meet in criterion two, and 72% did not meet in criterion three, Written Communication Tools. This identified Written Communication Tools, e.g., language, fluency, sentence structure, and word usage, as opportunities for improvement.

The results for online course sections mirrored those of face-to-face sections, although the online results were lower than the face-to-face results. The only two artifacts that addressed Oral Communication Tools were from online course sections; therefore, there is no representation in the graph for Oral Communication Tools in the face-to-face sections.

Figure 8.2.b.1: Student Performance by Rubric Criterion, Communication, 2017-2018



Figures 8.2.b.2: Face-to-Face and Online Student Performance by Rubric Criterion, Communication, 2017-2018



Teamwork, 2017-2018

Figures 8.2.b.3 and 8.2.b.4 display student performance by rubric criterion for the 2017-2018 assessment of Teamwork. The *Teamwork Rubric[48]* describes each rubric criterion and the corresponding performance levels in detail. Assessment of this outcome involves the rating of the students by three parties knowledgeable of the students' abilities to work as team members: 1) the students themselves, using the *Teamwork Student Self and Peer Evaluation Rubric[49]*; 2) the students' team members, using the same Teamwork Student Self and Peer Evaluation Rubric; and 3) the faculty member, using the *Teamwork Faculty Evaluation Rubric[50]*.

These evaluation rubrics provide the student, their peers, and the faculty member the opportunity to directly assess the student's ability to work effectively in a team. However, the faculty rater for assessment of this ILO has no direct knowledge of the student's abilities and therefore must use the combined evaluation ratings from the three rubrics to rate the student. The faculty raters review the three ratings and submit a single score for each rubric criterion for the student.

For faculty members submitting Teamwork student work artifacts, the process can be cumbersome because they have to gather and submit multiple evaluations, as well as the team's work artifacts. There are ongoing conversations among the Assessment Coordinator, the Assessment Committee, and the academic departments as to improvements in the Teamwork assessment process.

The student artifacts were rated very high in all rubric criteria in the 2017-2018 assessment of Teamwork, as the following graphs illustrate. Although high scores are positive, at greater than 90% for each of the three criteria, the outcomes raised some questions. Faculty felt students may rate themselves and their peers in a spirit of generosity, which may create an area for improvement. Students may need more guidance on how to accurately recognize and rate teamwork characteristics in themselves and others.

Also of note in this data set is the difference in scores between artifacts gathered from online sections versus those gathered from face-to-face sections. Teamwork is more challenging to implement in the online modality, as expressed by faculty. This is an ongoing area that needs attention.

Figure 8.2.b.3: Student Performance by Rubric Criterion, Teamwork, 2017-2018

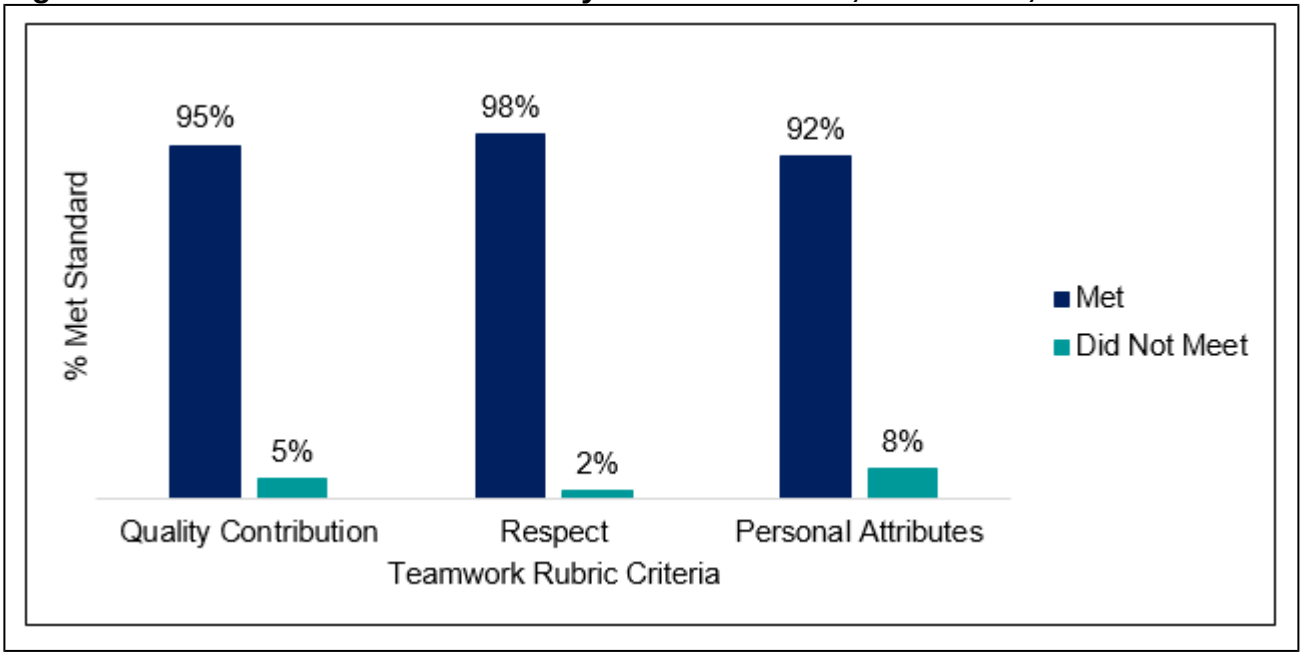
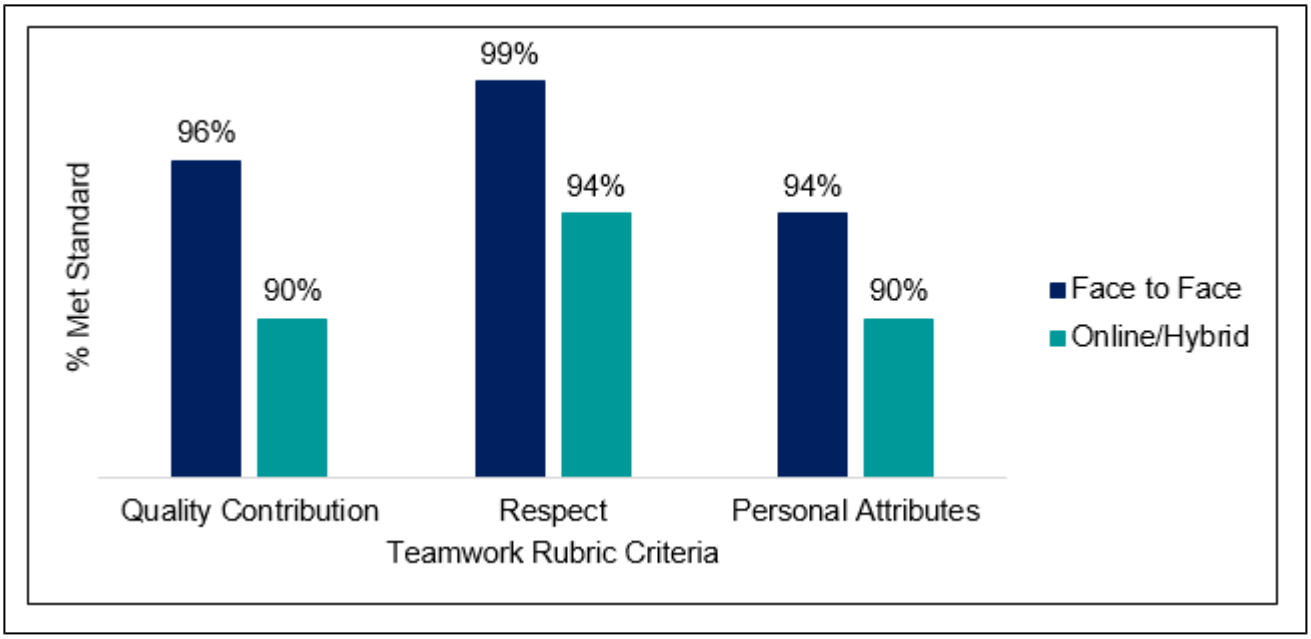


Figure 8.2.b.4: Face-to-Face and Online Student Performance by Rubric Criterion, Teamwork, 2017-2018



Critical Thinking, 2018-2019

Figures 8.2.b.5 and 8.2.b.6 display student performance by rubric criterion for the 2018-2019 assessment of Critical Thinking. At the time, the Critical Thinking rubric had seven rubric criteria, the greatest number of criteria for the ILO rubrics. The *Critical Thinking Rubric[51]* describes each criterion and the corresponding performance levels in detail.

In 2018-2019 three criteria for Critical Thinking met the College's 70% target. These three criteria were "Identification of the problem," "Methods selected and used appropriately," and "Conclusion soundly based on evidence." The criterion for "Identification" received the highest percentage (82%) of ratings that met the standard.

Four of the seven criteria did not meet the target achievement. Most notable of these results are those for criterion three, "Student considers multiple alternative points of view," and criterion seven, "Creativity and innovation that reflect in-depth student engagement with the topic." These reported the lowest percentage of artifacts that met the standard, 51% and 46%, respectively.

The "Marginal" designations were at 20% or higher in criteria three (21%), five (20%), and seven (23%), indicating that raters disagreed on whether or not the artifact met standard in those criteria. This indicates the necessity for ongoing rubric norming and pre-norming.

The performance results for online sections were uniformly slightly lower than those for face-to-face sections. The only exceptions to this were in criterion four, "Credibility of sources/resources," for which the percentage of artifacts that met standard were the same in both face-to-face and online sections (67% met standard); and in criterion seven, "Creativity, innovation displaying in-depth student engagement with topic," in which online sections outperformed face-to-face sections by 16 percentage points, 55% for online sections and 39% for face-to-face sections.

Figure 8.2.b.5: Student Performance by Rubric Criterion, Critical Thinking, 2018-2019

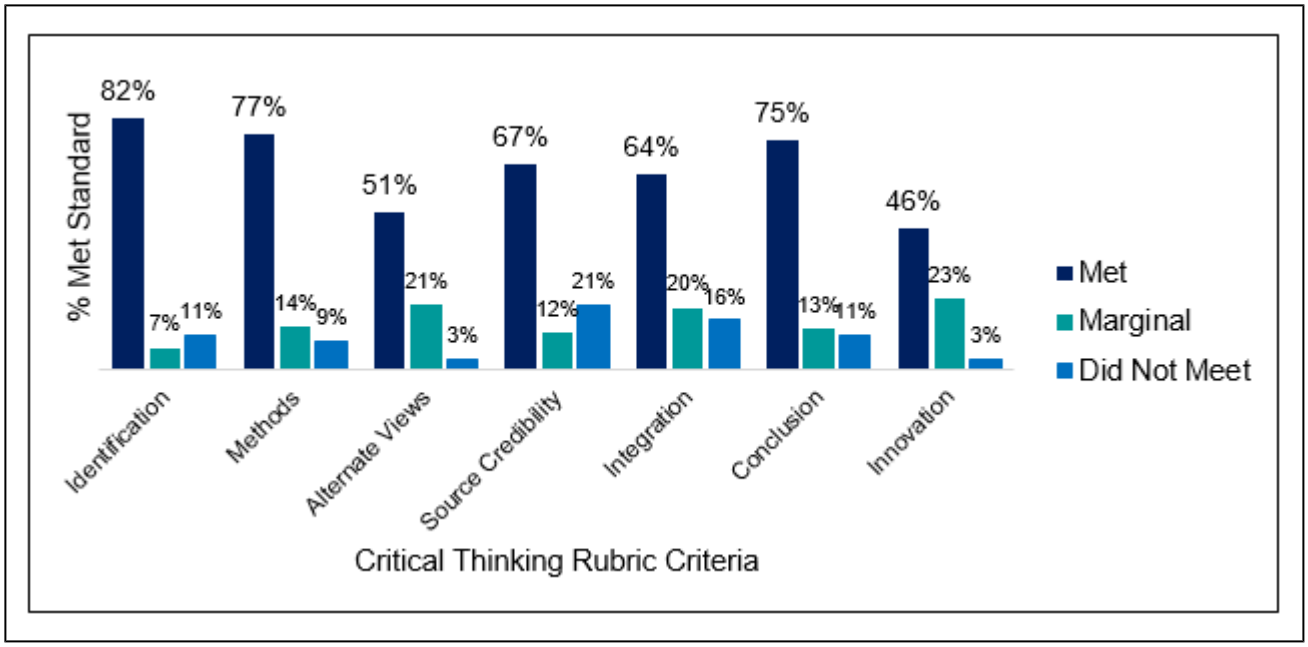
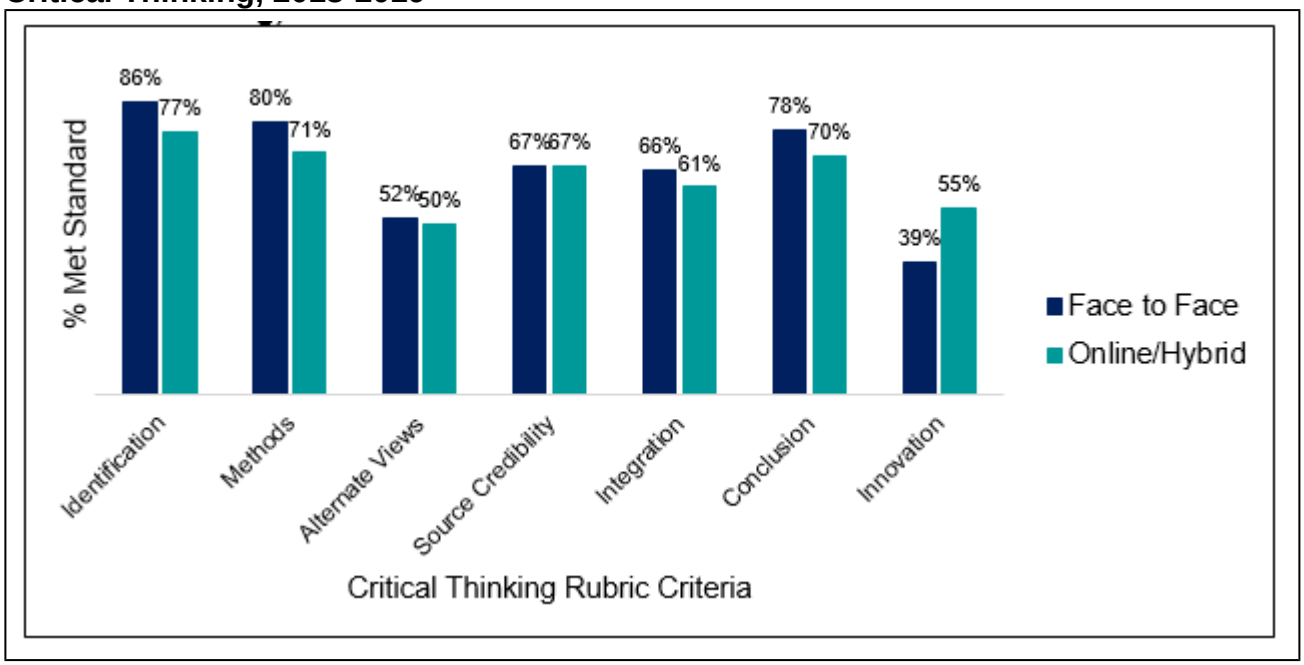


Figure 8.2.b.6: Face-to-Face and Online Student Performance by Rubric Criterion, Critical Thinking, 2018-2019



Empirical & Quantitative Skills (EQS), 2018-2019

Figures 8.2.b.7 and 8.2.b.8 display student performance by rubric criterion for the 2018-2019 assessment of Empirical & Quantitative Skills (EQS). The *EQS Rubric[52]* describes each rubric criterion and the corresponding performance levels in detail.

Target performance was achieved in all five rubric criteria for EQS. Again, the highest performance was in criterion one, “Identification of the components of the project,” for which 87% of artifacts met the standard. The performance in criteria two and three were also quite high at 83% and 77% meeting the standard, respectively. The lowest performing criteria, four and five, both met target performance at 74%. For these two criteria the “Marginal” designations were both high at 20%. This indicates that the raters disagreed on whether or not the artifact met the standard and could further indicate the need to review and perhaps revise, the EQS rubric.

The EQS rubric is unique among the ILO rubrics in that it has five performance level categories, rather than four. In 2018-2019, there was a tendency to rate toward the middle of the five-point scale, as evidenced in frequency distribution of the ratings for each rubric criterion. This could be another impetus for reviewing and revising the EQS rubric.

Online and face-to-face sections performed similarly, although artifacts from face-to-face sections slightly outperformed those from online sections in all criteria except criterion two, “Assimilation – the extent to which information required for analysis is identified.”

Figure 8.2.b.7: Student Performance by Rubric Criterion, EQS, 2018-2019

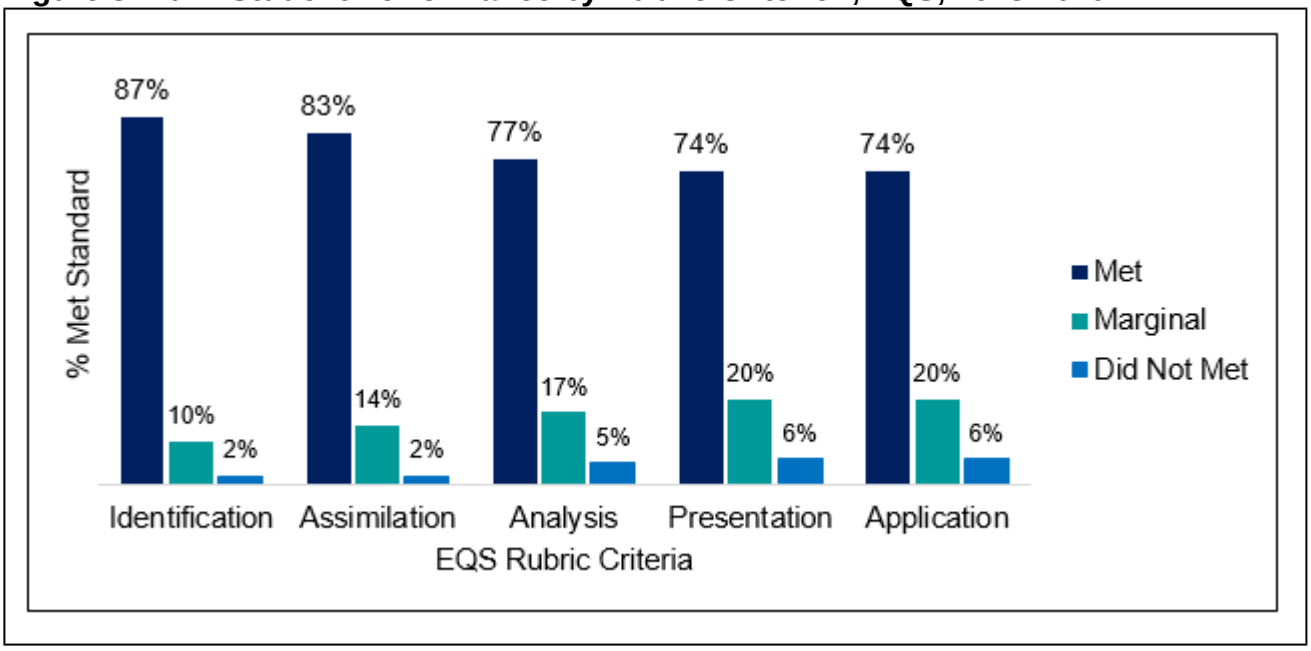
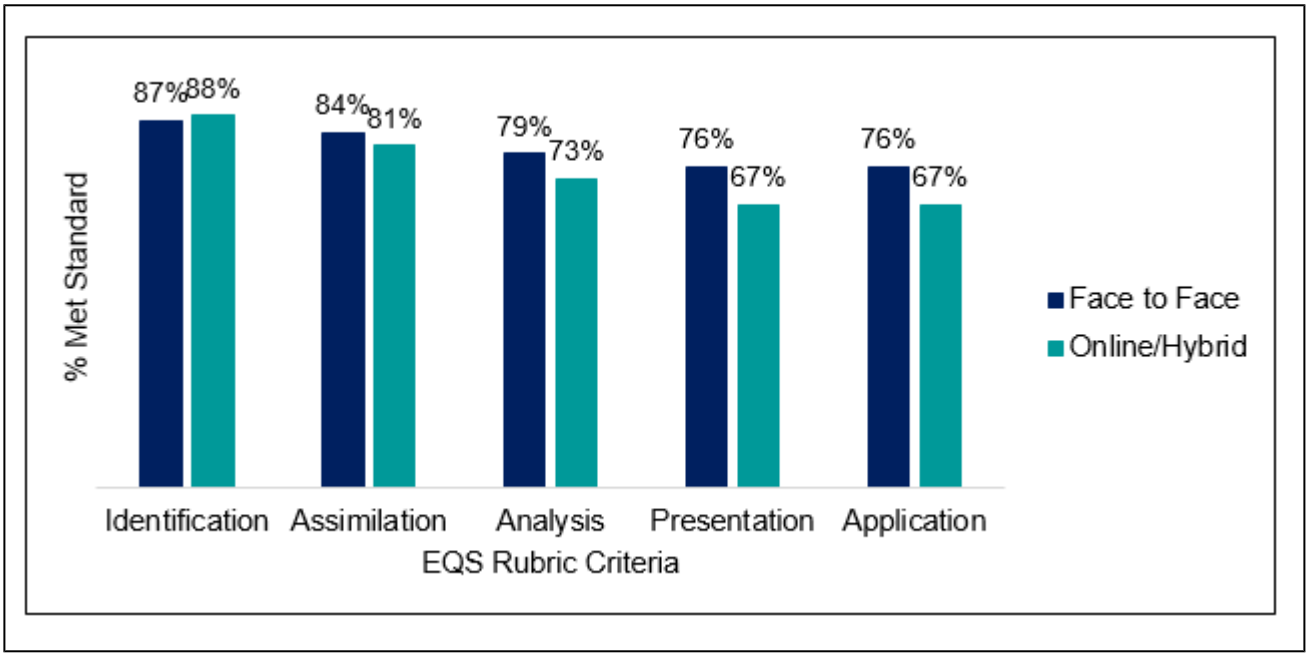


Figure 8.2.b.8: Face-to-Face and Online Student Performance by Rubric Criterion, EQS, 2018-2019



Social Responsibility, 2018-2019

Figures 8.2.b.9 and 8.2.b.10 display student performance by rubric criterion for the 2018-2019 assessment of Social Responsibility. The *Social Responsibility Rubric[53]* describes each rubric criterion and the corresponding performance levels in detail.

Eighty-seven percent of student artifacts met standard in criteria one, “Identification of an intercultural issue,” which is well above the target performance of 70%. Criterion three, “Students analyze the issue from their own cultural perspective,” also surpassed the performance target with 74% of artifacts meeting standard. The lowest performing criterion was number two, “Multiple Perspectives,” which parallels the lower performance in similar criteria related to multiple perspectives for the Critical Thinking and the Personal Responsibility rubrics.

The “Marginal” designation was highest for criterion two, “Multiple Perspectives,” at 19%. Not only is analyzing a cultural issue from multiple perspectives difficult for students to do, it is also difficult for raters to determine if students are doing it.

Artifacts sampled from online course sections received higher ratings than face-to-face sections in all criteria of the Social Responsibility rubric. The most notable difference was in criterion two, for which 73% of artifacts from online sections met standard and 64% from face-to-face sections met standard.

Figure 8.2.b.9: Student Performance by Rubric Criterion, Social Responsibility, 2018-2019

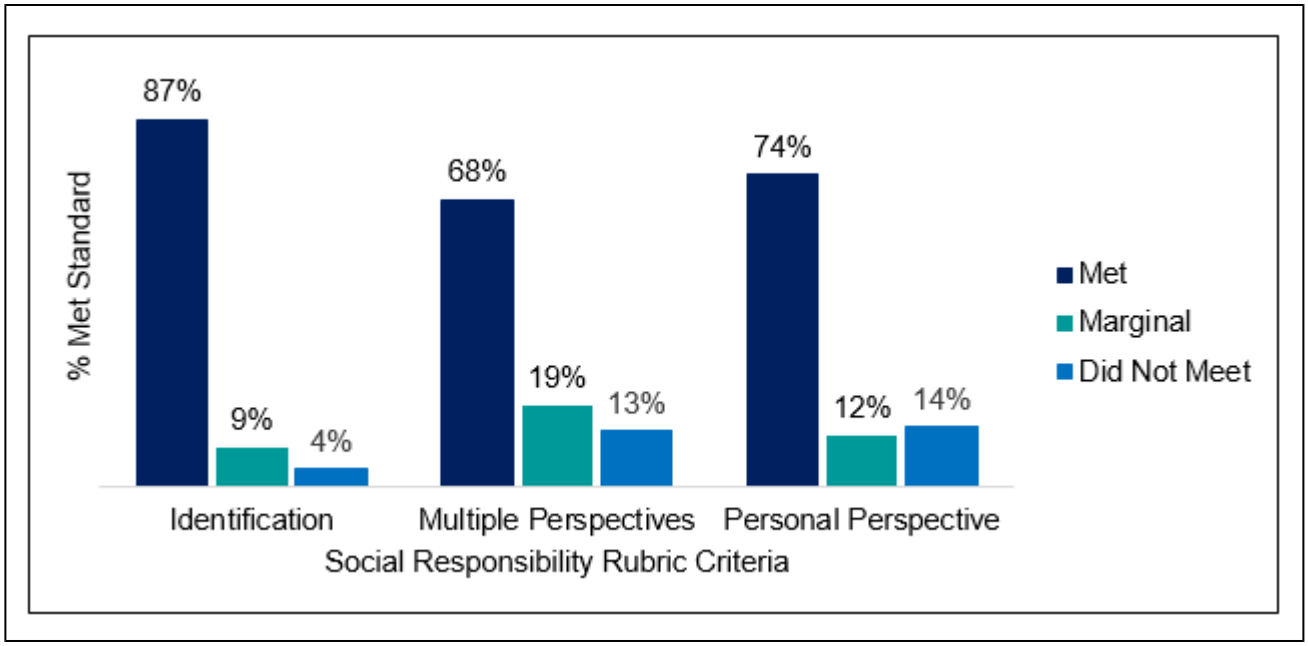
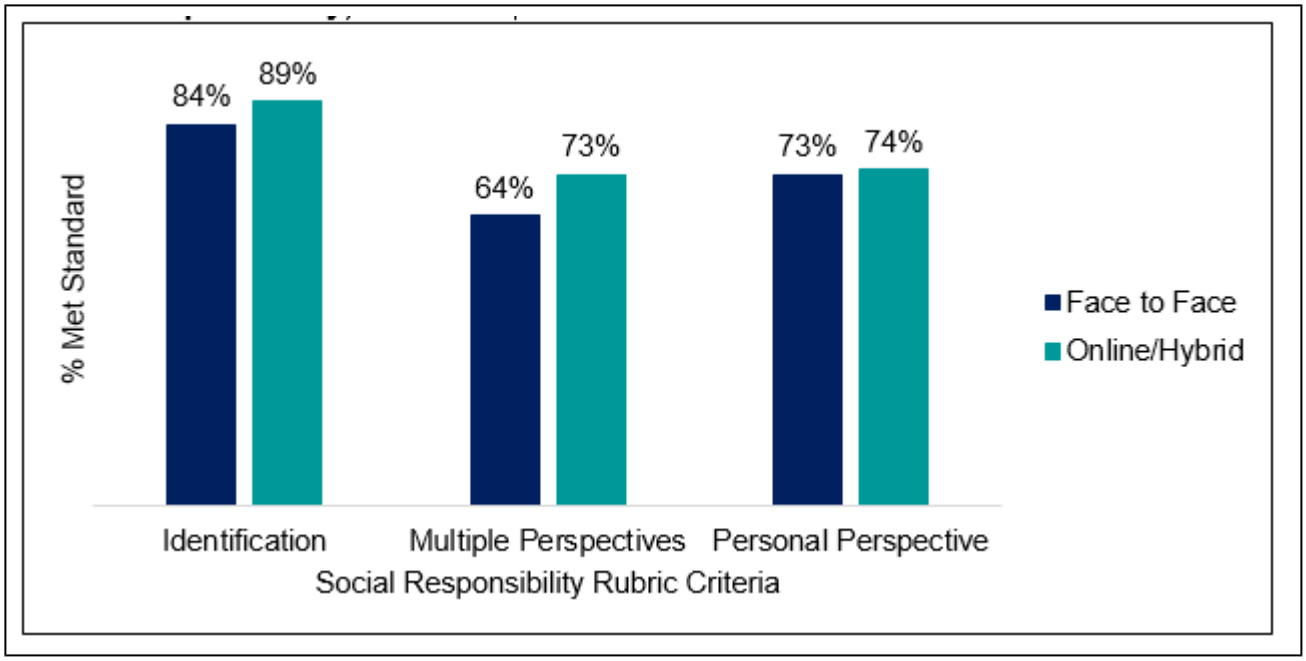


Figure 8.2.b.10:Face-to-Face and Online Student Performance by Rubric Criterion, Social Responsibility, 2018-2019



Personal Responsibility, 2019-2020

Figures 8.2.b.11 and 8.2.b.12 display student performance by rubric criterion for the 2019-2020 assessment of Personal Responsibility. The *Personal Responsibility Rubric[54]* describes each rubric criterion and the corresponding performance levels in detail.

Criterion one, “Identifying – Students identify a situation in which an ethical decision is or has been required,” received the highest ratings. Seventy-four percent of student artifacts met the standard. “Identification” of a problem or issue is a criterion in four of the six ILO analytic rubrics, Personal and Social Responsibility, Critical Thinking, and EQS. Students tend to perform well in this criterion in each ILO.

The most notable areas for improvement are in criteria two and three. The results for criterion two, “Multiple Perspectives - Students analyze the situation from more than one ethical perspective,” received the lowest ratings. Twenty-one percent of student work was rated a 1 or 2 by both raters. Criterion three, “Personal Perspective - Students analyze the situation from their own ethical perspective,” followed closely with 19% of artifacts not meeting the standard. The 2019-2020 Personal Responsibility rating results indicate that the ability of students to analyze ethical situations from others’ perspectives, as well their own, are areas for improvement.

Also of note is the “Marginal” designation for criteria two. For 27% of the artifacts, raters disagreed on whether the standard was met. This could indicate difficulties with understanding the language of this criterion of the rubric and with applying it consistently to the artifacts, which could be addressed by more attention paid to rubric norming.

Student artifacts from online course sections comprised approximately half of all artifacts collected. The student performance by criterion for online sections was very similar to that of face-to-face sections. For criteria two and three, considering personal and multiple perspectives, only 55% and 65% of student artifacts, respectively, met the standard.

Figure 8.2.b.11: Student Performance by Rubric Criterion, Personal Responsibility, 2019-2020

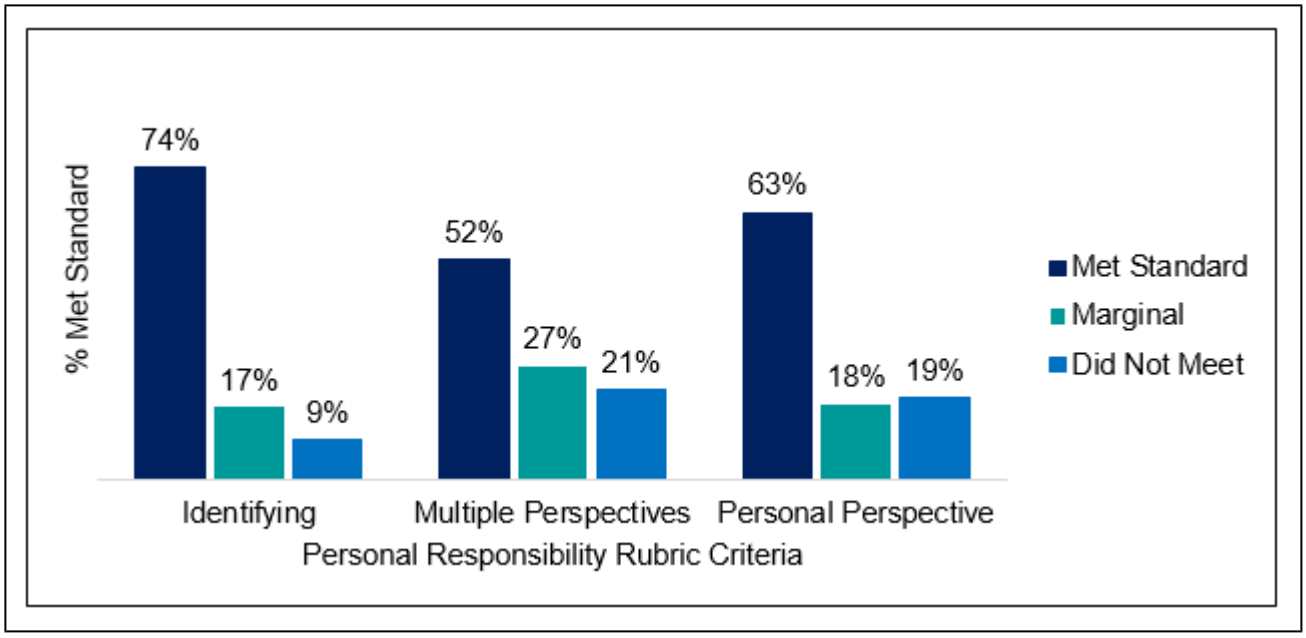
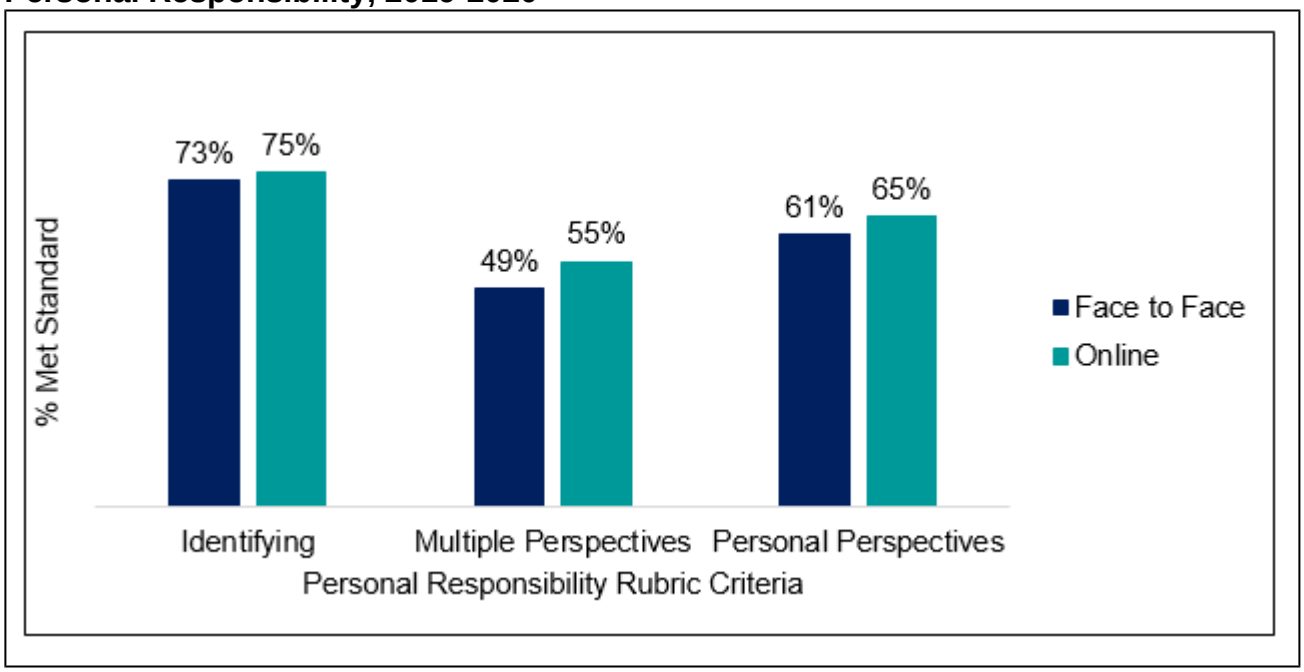


Figure 8.2.b.12: Face-to-Face and Online Student Performance by Rubric Criterion, Personal Responsibility, 2019-2020



Indirect Assessment Results

CCSSE

The revised 2017 CCSSE survey was administered at the College in Spring 2017 and Spring 2019. For each survey, the College reviews the mean scores of the CCSSE items that align with the ILOs as a means of triangulating data with the data collected through direct assessment. The *CCSSE Item Crosswalk and Results 2017 and 2019[55]* provides a spreadsheet of the 29 CCSSE items that the College identifies as aligning with the six ILOs. The spreadsheet also includes the College mean scores and the Cohort mean scores for those 29 items for the 2017 and 2019 survey administrations.

Each of the six ILOs is addressed in multiple CCSSE items. In its item analysis, the College identified two categories of items: practice items and knowledge items. The majority of CCSSE items (22) are practice items, which ask students to identify whether or not, or how often, the College provides opportunities to engage in activities or learning experiences that involve practicing the skills associated with the ILOs. Conversely, a smaller number of items (seven items) are knowledge items, particularly

Items 11a through 11g. Knowledge items ask students to express whether or not the experience at the College has contributed to their knowledge, skills, and personal development in areas that align with the ILOs.

Table 8.2.b.8 displays the number of CCSSE items for each ILO that the College categorizes as practice and knowledge items. Communication and Critical Thinking are addressed in more CCSSE items overall than Empirical & Quantitative Skills, Personal and Social Responsibility, and Teamwork.

Table 8.2.b.8: Number of Practice and Knowledge Contribution Items per ILO, CCSSE

Institutional Learning Outcome	Practice Item	Knowledge Item	Total Items
Communication	11	3	14
Critical Thinking	9	3	12
Social Responsibility	5	1	6
Teamwork	4	2	6
Personal Responsibility	3	1	4
EQS	2	3	5

The College noted the following points in its analysis of the College means compared with the Cohort means for the last two CCSSE administrations.
In 2017:

- For practice items, the College means for 14 of the 22 practice items was higher than the Cohort mean for those items. These 14 items represented all of the ILOs.
- For practice items, the highest positive differences were in items 4c and 4l, both referencing practice of Communication skills, in which the College outscored the Cohort by .22 and .28 points respectively.
- For knowledge items, the College means were higher than the Cohort means in all seven knowledge items.
- For knowledge items, the highest positive differences were in items 11b – writing clearly and effectively, and 11c – speaking clearly and effectively, both of which are also associated with Communication.

In 2019:

- For practice items, there were only five for which the College mean was higher than the Cohort mean. Four of the ILOs were represented in these items: Communication, Personal Responsibility, Social Responsibility, and Teamwork.
- For practice items, ten of the 14 College means that were higher than the Cohort in 2017 were lower than the 2019 Cohort, and one of the 14 decreased to a score equal to the 2019 Cohort. All six ILOs were represented in the ten items in which the means fell.
- For practice items, the College mean for two items that had been lower than the Cohort mean in 2017 increased to be higher than the Cohort mean. These items were 4i, which asked about service-learning activities, and 10c, which asked about participation in College-sponsored organizations including sports. The growth of the College's Experiential Learning initiative, as well as the addition of several club sports and other student engagement activities on campus, may account for this increase.

Although most of the means for the practice items fell below the Cohort in 2019, the College mean remained higher than the Cohort mean for six of the seven knowledge items. However, the margin of difference became smaller for five of these items.
As the College means of the practice items fell below the Cohort means from 2017 to 2019, the means of the knowledge items fell as well. It is essential for the College to keep in mind the importance of practicing the skills associated with the ILOs, so that students continue to associate their experiences at the College with contributing to their knowledge and skills in these outcomes.

Tables 8.2.b.9 and 8.2.b.10 display the practice items and knowledge items respectively, their 2017 and 2019 College and Cohort means, and the differences between the means for 2017 and 2019.

Table 8.2.b.9: Results for Practice Items, CCSSE, 2017 and 2019

Item No	Item Letter	CCSSE Item Language	2017 College	2017 Cohort	2017 Difference	2019 College	2019 Cohort	2019 Difference
4	a	Asked questions in class or contributed to class discussions	2.89	2.94	-0.05	2.8	2.93	-0.13
4	b	Made a class presentation	2.15	2.2	-0.05	2.18	2.2	-0.02
4	c	Prepared two or more drafts of a paper or assignment before turning it in	2.73	2.51	0.22	2.55	2.52	0.03
4	d	Worked on a paper or project that required integrating ideas or information from various sources	2.96	2.86	0.1	2.82	2.88	-0.06
4	f	Worked with other students on projects during class	2.5	2.59	-0.09	2.56	2.6	-0.04
4	g	Worked with classmates outside of class to prepare class assignments	2.08	1.98	0.1	2.07	2	0.07
4	h	Tutored or taught other students (paid or voluntary)	1.4	1.38	0.02	1.37	1.39	-0.02
4	i	Participated in a community-based project (service-learning activity) as part of a regular course	1.34	1.38	-0.04	1.39	1.38	0.01
4	j	Used e-mail to communicate with an instructor	2.89	2.95	-0.06	2.81	2.99	-0.18
4	k	Discussed grades or assignments with an instructor	2.75	2.64	0.11	2.59	2.65	-0.06
4	l	Talked about career plans with an instructor or advisor	2.49	2.21	0.28	2.24	2.24	0
4	m	Discussed ideas from your readings or classes with instructors outside of class	1.88	1.81	0.07	1.78	1.83	-0.05
4	q	Discussed ideas from your readings or classes with others	2.56	2.54	0.02	2.44	2.54	-0.1

		outside of class (students, family members, co-workers, etc.)						
4	r	Had serious conversations with students who differ from you	1.88	2.06	-0.18	1.86	2.03	-0.17
5	b	Analyzing the basic elements of an idea, experience, or theory	2.96	2.91	0.05	2.86	2.93	-0.07
5	c	Forming a new idea or understanding from various pieces of information	2.89	2.88	0.01	2.85	2.89	-0.04
5	d	Making judgments about the value or soundness of information, arguments, or methods	2.68	2.66	0.02	2.56	2.66	-0.1
5	e	Applying theories or concepts to practical problems or in new situations	2.73	2.75	-0.02	2.6	2.76	-0.16
5	f	Using information you have read or heard to perform a new skill	2.92	2.86	0.06	2.79	2.88	-0.09
6	c	Number of written papers or reports of any length	1.95	1.83	0.12	1.76	1.82	-0.06
9	c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.81	2.64	0.17	2.76	2.67	0.09
10	c	Participating in College-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)	0.31	0.33	-0.02	0.38	0.34	0.04

Table 8.2.b.10 Results for Knowledge Items, CCSSE, 2017 and 2019

Item No	Item Letter	CCSSE Item Language	2017 College	2017 Cohort	2017 Difference	2019 College	2019 Cohort	2019 Difference
11	a	Acquiring job- or work-	2.58	2.48	0.1	2.4	2.5	-0.1

		related knowledge and skills						
11	b	Writing clearly and effectively	2.96	2.71	0.25	2.91	2.73	0.18
11	c	Speaking clearly and effectively	2.83	2.64	0.19	2.79	2.67	0.12
11	d	Thinking critically and analytically	3.1	2.94	0.16	3.02	2.96	0.06
11	e	Solving numerical problems	2.66	2.61	0.05	2.73	2.63	0.1
11	f	Working effectively with others	2.95	2.78	0.17	2.94	2.81	0.13
11	g	Learning effectively on your own	3.06	2.94	0.12	3.03	2.96	0.07

Graduation Survey

The College's Graduation Survey was last administered in May 2019. The survey was not administered in Spring 2020 due to the challenges associated with remote teaching and learning during the COVID-19 pandemic. The following Table 8.2.b.11 displays the percentage of survey respondents that selected Agree or Strongly Agree with each of the ILO statements for every year that the survey has been administered.

The number of students surveyed has increased substantially from 2015 to 2019, and in that same time frame there has been a decline in the percentage of survey respondents that agreed or strongly agreed with the statements that align with the ILOs. This decline in perceived self-confidence or sense of the College's contribution toward each competency does not mirror the ILO assessment outcomes, so this is a point that merits continued monitoring.

The survey statements provide opportunities for analysis. For example, paying attention to the results for the Personal and Social Responsibility statements, in which students are questioned about their abilities to view issues from multiple perspectives, is warranted because the direct assessment results of this skill presented an opportunity for improvement. Also, the Communication and Teamwork statements received the highest percentage of agree or strongly agree, which mirror the direct assessment results, as well as several items on the CCSSE survey. Finally, on the Graduation Survey, Empirical and Quantitative Reasoning statements received the lowest percentage of agree or strongly agree responses. Although this does not align with the results of the direct assessment of EQS, it does match the fact that students struggle in many math and science courses.

Table 8.2.b.11: Graduation Survey, Percent "Agree" or "Strongly Agree"

		2015	2016	2017	2018	2019

ILO	Survey Item	(n = 342)	(n = 430)	(n = 479)	(n = 702)	(n = 1469)
Communication	My educational experience at Palo Alto College helped develop my ability to communicate.	96%	93%	94%	90%	90%
Critical Thinking	…helped develop my ability to integrate relevant resource materials to make sound arguments.	95%	92%	95%	87%	88%
Empirical Reasoning	…helped develop my ability to explore and investigate scientific problems.	91%	87%	87%	86%	85%
Personal Responsibility	…helped develop my ability to examine an issue from an ethical perspective other than my own.	94%	93%	92%	89%	88%
Quantitative Reasoning	I feel confident interpreting quantitative information (i.e. graphs, tables, and charts).	94%	88%	89%	85%	85%
Social Responsibility	My educational experience at Palo Alto College helped develop my ability to analyze a social issue from more than one cultural perspective.	93%	92%	93%	88%	87%
Teamwork	…helped develop my ability to work well with others.	92%	90%	94%	90%	90%

Efforts to Seek Improvement Based on an Analysis of the Results

The College identifies actions for improvement based on an analysis of the results from its general education (ILO) assessment processes. Engaging in both targeted and holistic reviews of the ILO assessment data in recent years, PAC has gained valuable information regarding areas of strength and areas of student learning requiring additional attention and deeper assessments. Examples are provided here to demonstrate these efforts. The following narratives describe how analysis of ILO assessment results is driving improvements in teaching and learning at the College.

Dissemination of Assessment Results

To promote transparency and use of ILO assessment results as data to inform improvement efforts, the results of ILO assessment are shared with stakeholders across the campus. The Assessment Coordinator creates presentations that tell the story of the assessment cycle and provide assessment outcomes to the various stakeholder audiences. In addition to the student results, the assessment presentations typically include descriptions of the assessment processes, submission rate of student work artifacts, inter-rater agreement statistics, information on the assessability of the faculty key assignments, and suggestions for areas on which to focus discussions about improvements to student learning and the assessment process.

The presentations are first shared with the *Assessment Committee, the academic Deans, and the Department Chairs*[56]. These groups provide feedback and suggestions for presentation edits, opportunities for improvement based on results, and guidance for the dissemination of results to faculty. The Assessment Coordinator then finalizes the presentations for distribution to the Department Chairs, who in turn share the results with their faculty members during one of the *final department meetings of the academic year*[57]. The Assessment Committee members within each department

assist the Department Chair in leading discussions. Results of these discussions form the basis of departmental *ILO Action Plans[58]* that are submitted to the Dean, the Assessment Coordinator, and the Vice President of Academic Success during the fall term.

The Assessment Coordinator also presents the ILO assessment results annually to the *College Leadership Team (CLT)[59].* The CLT is a cross-College committee that meets bi-weekly and consists of approximately 60 members that represent every unit on campus, including the President, the three Vice Presidents, Academic and Student Success Deans, academic Department Chairs, Faculty Senate and Staff Senate Presidents, and all campus Directors. The presentation of ILO results to the CLT typically occurs during the summer months.

Growing Institutional Support

Assessment Coordinator

In August 2016, the College hired its first full-time *Academic Assessment Coordinator[60]* dedicated solely to coordinating ILO assessment and academic program assessment. Hiring the Assessment Coordinator was a significant additional investment in the Institution's support for assessment activities. Since that time, the College has been able to dedicate more focused and intentional effort to building the value of assessment across the campus and improving the meaningful involvement of faculty in all aspects of the improvement processes.

Teaching & Learning Center

Additional Institutional support was provided in 2018 with the opening of the *Teaching & Learning Center (TLC)[61]* to serve the professional development needs of faculty and staff. The Assessment Coordinator was hired as the *Director of the new TLC[62],* and modeling best practices in the assessment and professional development fields, Academic Assessment was housed in this Center. In November 2019, a *new Assessment Coordinator[63]* was hired to work in tandem with the past coordinator. This collaboration ensured the continuity of efforts to strengthen engagement with assessment and, more importantly, tied the results of Institution-wide student learning outcomes assessment directly to professional development for faculty and staff.

The staff of the TLC also includes an *Instructional Technologist[64]*, and two Alamo Colleges District employees, the *Faculty Fellow for Faculty Development[65]*, and the *Instructional Designer for Online Courses[66]*.

The opportunity to integrate assessment into all of the activities of the TLC has provided the support of a larger, coordinated team, as assessment results move into action plans for improvement. Integrating assessment with professional development naturally aligns assessment outcomes with actions taken to improve teaching and learning.

Faculty Fellow for Assessment

In Spring 2019, the College supported full-time faculty member Dr. John LaPete as the first *Faculty Fellow for Assessment[67]* by granting him release time to assist the Assessment Coordinator with assessment responsibilities. As a full-time faculty member, Dr. LaPete promoted assessment among faculty colleagues and led additional assessment improvement efforts. His contributions were essential to the successful *revision of the Critical Thinking rubric[68]*, and his statistical acumen aided in the College's first review of inter-rater reliability data. The College supported Dr. LaPete's completion of the Weave "Introduction to Effective Assessment Practices" Certification Course. In collaboration with the College's IR Department, he laid the groundwork for additional *assessment research[69]*. Dr. LaPete continues his support of assessment as a member of the Academic Assessment Committee.

Key Assignment Design

Perhaps the most significant action taken to drive student learning improvement has been the focus on improving the design of faculty key assignments. Key assignment design is a professional development opportunity intended to assist faculty with improving the overall quality of their key assignment instructions, integrating the assignment fully into the curriculum, and aligning the assignment explicitly to the relevant ILO rubric(s).

Key assignments coupled with analytic rubrics for each ILO comprise the performance-based assessment method the College employs to directly assess student proficiency in the ILOs. Their proper design requires transparent and explicit alignment with all criteria of the corresponding ILO rubric to ensure that students may demonstrate their capabilities in all criteria. The key assignment both addresses the ILO and the curriculum in which the key assignment is embedded. Workshops addressing key assignment design have directly improved curriculum and assignment design in each discipline.

Several data points led to key assignment design as an improvement strategy. In the last three years of ILO assessment, outcomes indicated that a significant number of key assignments did not align with the corresponding ILO rubric criteria. The associated artifacts were deemed non-assessable, with a rating of “0,” and excluded from the student performance results. *Table 8.2.b.5 Assessable vs. Non-Assessable Artifacts and Table 8.2.b.6 Assessable vs. Non-Assessable Artifacts, 2018-2019 and 2019-2020[70]* summarize these results. Removing artifacts from the sample reduces the sample size and subsequently the ability to generalize the results to the population of students whose knowledge and skills the College intends to assess. The validity of the results, and therefore faculty trust in their value, are compromised. Also, evidence of poor assignment design suggested faculty faced some difficulty in either understanding the criteria of the rubric or integrating the learning outcome into the curriculum of the course. Both of these indicated that faculty may have difficulty understanding the learning outcomes themselves.

In summer of 2017, an eight-member team from the College took part in the weeklong AAC&U’s Institute on General Education and Assessment (IGEA) to address these concerns. The team’s *Institute Poster[71]* expresses the project goals, which included providing faculty the necessary support to design high-quality key assignments and restructuring ILO assessment so that faculty would begin to recognize the connection between assessment and their work in the classroom. The team constructed an *Action Plan[72]* that included focused attention on assignment design. The Key Assignment Design Workshops began just after the team returned from the Institute.

Assignment Design is a strategy promoted by the National Institute for Learning Outcomes Assessment (NILOA). The materials provided in the NILOA Assignment Charette Toolkit were used to design the Key Assignment Workshops. The workshops also incorporate the *research of Dr. Mary-Ann Winkelmes[73]* and the *Transparency in Learning and Teaching (TILT) framework[74]*. During the *Key Assignment Design Workshops[75]*, faculty participants bring a key assignment they have authored to the design table. The six- to ten-member design group engages in discussion about the assignments and provides focused feedback on improving the overall quality of the assignment and improving the assignment’s explicit alignment to the relevant ILO rubric(s). After the group concludes, the author uses the feedback to revise the assignment.

Staff members and students are invited to participate in the design groups as well. Both perspectives enrich the conversations and the feedback given to faculty. Staff members gain a deeper understanding of the curriculum of the courses, which in turn informs and enriches their own work with students. Students learn to self-advocate when an assignment is unclear; they become aware that it is their right to expect assignment instructions to make sense and for evaluation to be transparent.

Since June 2017, the College has hosted 17 *assignment design groups[76]*. Sixty-nine faculty members have participated, and 61 assignments have been reviewed. Twenty-eight staff members and one administrator have taken part in the discussions as well as 13 students. In Spring 2018, NILOA invited the College to contribute its adapted assignment design materials to their second version of the *Assignment Charette Toolkit[77]*. At the 2018 Indiana University-Purdue University at Indianapolis *(IUPUI) Assessment Institute (p. 55)[78]*, the Assessment Coordinator and two faculty members presented the College’s design group methods and led a mock design group of 50 participants. NILOA also asked the College to write a case study on its improvement journey with assignment design. The *case study[79]*, “Palo Alto College: Faculty and Student Engagement through Assignment Design,” was published in November 2019 and is available on the NILOA website.

Based on *feedback from design group participants[80]*, the Key Assignment Design initiative has led to direct curricular improvements that include:

- Improved clarity of the language of assignments,
- Improved alignment of course curriculum to the ILOs,
- Improved sense of the importance of the ILOs as a common connection across academic disciplines and other College units, and
- A deeper understanding of the importance of student proficiency in the associated skills.

The latter encompasses student awareness of the ILOs and student ability to articulate their own skills and achievements. The Key Assignment Design initiative has helped improve the validity of ILO assessment results and the perceived value of assessment across the College.

“Building Campuswide Awareness of the ILOs” Innovation Grant
Another action taken to enhance student learning improvement in the ILOs was the 2017-2018 Innovation Grant project, “Watch Out World! (WOW!) Building Campuswide Awareness of PAC’s Institutional Learning Outcomes.” This strategy was formulated on the belief that students should understand the learning outcomes they are strengthening and that recognizing and valuing the goals are necessary to their acquisition.

The Assessment Coordinator collaborated with the lead faculty member of the College’s EDUC 1300 Learning Framework course, Dr. Yolanda Reyna, and received a $2,500 grant from the District Faculty /Staff Innovation Grant program. The grant’s stated purpose, as indicated in the *Innovation Grant Application[81]* and the subsequent *Innovation Grant Interim Report[82],* was to directly engage students with the ILOs.

The grant funded four primary activities: 1) the installation of *Innovation Grant Posters[83]* of the six ILOs in every classroom on campus, as tracked on the *Innovation Grant Poster Installation Rooms[84]* spreadsheet; 2) the creation of an *ILO Mini-Unit[85]* for the EDUC 1300 curriculum that introduced students to the outcomes and the marketable skills associated with each; 3) a 3-hour *Innovation Grant Workshop[86]* to assist EDUC 1300 faculty with incorporating the ILO Mini-Unit into their courses; and 4) a series of five student “Food for Thought” conversations, each focusing on a different ILO. The “Food for Thought” conversations were advertised to students by the Student Government Association (SGA), the College Marketing and Communication channels, and via “*Food for Thought” Posters*[87]. The grant is summarized in the Innovation Grant Video Summary (video available upon request).

The Assessment Coordinator partnered with the SGA to co-sponsor the “Food for Thought” series. This allowed student leaders to share ownership of student learning, and the experience prompted SGA to become further involved in broadening student awareness of the ILOs. At one of the Spring 2018 New Student Orientation events, members of the SGA designed and piloted several hands-on ILO activities for incoming students. In addition, SGA members presented two sessions at the District’s inaugural Student Leadership Conference in September 2018. One of the student presentations was entitled *“We Knew You Were a Leader All Along”[88]* and featured the Personal Responsibility ILO.

The “Building Campuswide Awareness of the ILOs” Innovation Grant provides a model for other institutions and provides a prompt for collaborative brainstorming and sharing on the topic of student engagement in assessment efforts. Dr. Reyna and the Assessment Coordinator presented about the grant and its activities at the Liberal Education and America's Promise (LEAP) Texas *2018 Annual Conference (pg. 20)[89]* in Houston. The *LEAP Conference proposal and presentation[90]* further detail the message to participants. The Assessment Coordinator was also invited to present with Dr. Nick Curtis, presently the Director of Assessment at Marquette University, at the Association of the Assessment of Learning in Higher Education’s *(AALHE) 2018 Annual Conference[91]* in Salt Lake City, Utah. This Innovation Grant initiative serves as an Institutional example that supports Dr. Curtis’ doctoral research on the value of student involvement in assessment.

The work that the faculty, staff, students, and academic leaders have dedicated to building the value of assessment has had an impact on non-academic units and on the College. For example, co-curricular

events sponsored by Student Life and the S.H.A.R.E. Center use *Co-Curricular Student Feedback Surveys[92]* that align with the Critical Thinking and Social Responsibility ILOs, and the *assessment plans of the Student Success Division[93]* include an articulation of alignment to specific ILOs. Most notably, the *Student Empowerment Strategic Direction[94]* of the College's Strategic Plan now includes a goal "to increase student proficiency in student learning outcomes."

In addition to engaging students with the ILOs, the Innovation Grant supported improved faculty engagement with ILO assessment. The ILO posters were displayed prominently across campus, and faculty began using them as anchor charts in the classroom when explaining the real-world purpose of lessons. This project, in connection with the College's work on the design of key assignments, played a role in prompting participation in the *2018 AAC&U Institute on Integrative Learning and Signature Work[95].* Further, the resulting *action plan[96]* laid out the College's current *ePortfolio initiative[97]*. ePortfolio organizers are educating faculty on the significance of student reflection on the application of the skills associated with the ILOs.

Academic Assessment Committee
The Academic Assessment Committee entered a new level of engagement with assessment after the hire of the Assessment Coordinator. The committee meets on the first Friday of each month from September through May. The Assessment Coordinator serves as the committee Chair and members of the committee include faculty, staff, and administrators. Membership has been consistent, and many of the original 2017-2018 members remain on the *committee's roster[98]*. The committee members are strong supporters of assessment and serve as assessment experts within their respective departments. Many of the members have attended multiple assessment conferences, such as the IUPUI Assessment Institute, the LEAP Texas Annual Conference, the Texas Association of Higher Education Assessment Conference, and the SACSCOC Annual Meeting and Summer Institute. The committee follows an *agenda and generates minutes[99]*; these documents are posted on the *Assessment Committee site in AlamoShare[100]*, which is accessible by all faculty and staff. The committee established a new set of *Assessment Committee Charges[101]*, and its work and the work of its membership have been essential to building the value of assessment at the College.

Teaching and Learning ILO Action Plans
In an effort to improve assessment processes by formalizing plans for improvements in student learning, the College instituted departmental *ILO Action Plans[102]* in the fall of 2018, after the 2017-2018 assessments of Communication and Teamwork. As an introduction to the Action Plans, the Vice President of Academic Success, in her opening remarks during the August 2018 Convocation, outlined for the College community the College's goals for ILO Assessment, as listed in Table 8.2.b.12. Following that address, the Assessment Coordinator arranged *development activities[103]* for faculty that allowed departments time to analyze and discuss the 2017-2018 ILO assessment results.

Table 8.2.b.12: ILO Assessment Goals, Fall 2018

Assessment Component	Goals
Key Assignments (KAs)	1. Applicable ILOs listed on every syllabus. 2. All faculty have KAs for every applicable ILO. 3. All faculty administer KAs every class, every term, to every student. 4. KAs listed as graded assignment on syllabus; ILO rubric criteria part of that grade. 5. All full-time faculty participate in assignment design group. 6. Adjuncts use common KAs developed by discipline faculty. 7. Departments assemble library of KAs.
	1. Disciplines develop action plans for student learning improvement.

Use of Results for Improvement	2. Disciplines document implementation of action plan. 3. Disciplines follow-up on the implementation fidelity and effectiveness of action plan.

After Convocation, each of the six departments in the Arts and Sciences Division, as well as the Accounting discipline, composed *2018-2019 ILO Action Plans[104]*. Three themes arose in the department Action Plans: 1) changing key assignments; 2) improving the ratability of student work artifacts, which requires improving key assignment alignment to the ILO rubric; and 3) increasing the submission rates of student work artifacts, a process improvement. During the spring of 2019, the departments completed Item 7 of the Action Plan template, the "Check-in," which asks departments to consider the implementation fidelity of their proposed actions: Is the change being implemented with fidelity by those responsible? What adjustments need to be made?

After reviewing and analyzing the data from the 2018-2019 assessment of Critical Thinking, Empirical & Quantitative Skills, and Social Responsibility, departments completed *2019-2020 ILO Action Plans [105].* Changes to key assignments and improved ratability of student work artifacts continued as themes. Tables 8.2.b.13 and 8.2.b.14 summarize the departmental ILO Action Plans for the 2018-2019 and 2019-2020 academic years.

Table 8.2.b.13: ILO Action Plans for the 2018-2019 Academic Year

KA = Key Assignment, CM = Communication, CT = Critical Thinking, EQS = Empirical & Quantitative Skills, PR = Personal Responsibility, SR = Social Responsibility, TW = Teamwork

Department	Improvement Theme	Research Question / Goal	Baseline Data	Changes	Check-In
Accounting	Change made to KA /pedagogical change	More explicit directions in KA	2017-2018 CM Results	Change assignment to give more direction to students.	Change is being made based on Spring 2018 data; emphasis will be placed on analysis of problem & conclusion.
Behavioral Sciences	Change made to KA /pedagogical change	Creation of improved CM KAs to increase student success rate	2017-2018 CM Results	Make pedagogical improvements to KAs; have more in-depth inter /intra discipline dialogues.	Implemented with fidelity. Faculty are sharing KAs; faculty from dept are on assessment committee; faculty attended KA workshops.
English	Change made to KA /pedagogical change	Facilitate improvement of CM assessment outcomes across Gen. Ed courses	2017-2018 CM Results	Create a team to explore the needs of other disciplines to act as support for ongoing	Change implemented with fidelity. English leads conducted several teaching circles designed to

				professional development in the teaching of writing.	begin a discussion of writing pedagogy, both in composition courses and across the curriculum.
Fine Arts	Improving artifact ratability	Increase ratability of discipline's artifacts	2017-2018 Results	Leads ensure that all faculty have completed a KA design workshop. Leads present KAs to adjuncts.	No current check-in on file.
Mathematics	Change made to KA /pedagogical change	How can better assignment design improve artifact ratability?	2017-2018 Results	Improve assignment design through training of faculty via KA design groups.	No current check-in on file.
Science	Increasing submission rates	Increase submittal rate of artifacts by faculty	2017-2018 Results	Add ILO submittal reminders on all departmental meeting agenda handouts; discuss how to submit artifacts at dept. meetings; weekly reminders sent about submitting artifacts; remind faculty who to contact for assistance in submitting.	Change implemented with fidelity. Submittal rate increased to 82% for the entire department & 96% for core area 30. Overall non-submittal percentage for CT & EQS from the dept. was 18%.
Social Sciences	Increasing submission rates	Increase submission rates from 61% (Hist) & 64% (Govt) to at least 70-75% for each discipline	2017-2018 Results	Full time faculty members developed a list of KAs designed for each ILO associated with courses in the department (per the ILO crosswalk); materials were	Submission rate greatly improved for CT & SR (2018-2019 assessment); CT – 81% Hist & 100% Govt; SR – 82% Hist & 86% Govt; next goal – increasing the ratability of the artifacts.

				explicitly shared with adjuncts.	

Table 8.2.b.14: ILO Action Plans for the 2019-2020 Academic Year
KA = Key Assignment, CM = Communication, CT = Critical Thinking, EQS = Empirical & Quantitative Skills, PR = Personal Responsibility, SR = Social Responsibility, TW = Teamwork

Department	Improvement Theme	Research Question / Goal	Baseline Data	Changes	Check-In
Accounting	Change made to KA/pedagogical change	Increase student performance in CT - Methods, Analysis of Problem	2018-2019 CT Results	Instructors will spend more time on how to analyze a problem.	For ACCT 2302, change was made before the Pandemic. For ACCT 2301, change was not made before Pandemic.
Behavioral Sciences	Change made to KA/pedagogical change	Create new and improved GENERIC (CT) KA to increase student proficiency	2018-2019 CT Results	A new and improved CT KA will be created. Special attention will be given to the instructions embedded in this KA.	Change implemented with fidelity. Stay the course and provide additional support for faculty who still need assistance on crafting KAs.
English	Change made to KA/pedagogical change	Improve accuracy of ILO assessment; specifically, consistently assessing targeted ILOs across all ENGL courses and sections	2018-2019 Results	Focus on assignment design in order to fully address ILO rubrics. Professional development will focus on specific ILOs & the creation of a corresponding KA.	Conducted Fall 2019 PD on KA design. Spring 2020 PD put on hold due to COVID. Continue the focus on KA design. Model ENGL 1301 and 1302 courses will be created to provide additional support for adjunct faculty.
Fine Arts	Improving artifact ratability	Increase ratability of discipline's artifacts	2018-2019 Results	Leads will ensure that all faculty have completed a KA design workshop. Leads	No current check-in on file.

				present KAs to adjuncts.	
Mathematics	Change made to KA/pedagogical change	Will previous KAs still align with the new CT rubric?	2018-2019 CT Results	Faculty will review the new CT rubric and make changes and edits to the KAs, if necessary, to better align with the new CT rubric.	Due to move to remote teaching because of COVID-19, not all faculty were able to form design groups to work on modifying or creating new KAs.
Science	Change made to KA/pedagogical change	Will previous KAs still align with the new CT rubric?	2018-2019 CT Results	Faculty will review the new CT rubric and make changes and edits to the KAs, if necessary, to better align with the new CT rubric.	Changes to the CT KAs will begin to occur once the new CT scoring rubric has been finalized and a glossary of terms constructed and defined to assist faculty in creating appropriate assignments and instructions for students to follow and complete.
Social Sciences	Improving artifact ratability	Improve ratability by providing more detailed and leading instructions to students	2018-2019 Results	All members of the Social Sciences Department agreed to be more explicit in providing directions to students to successfully complete their KA.	More explicit instructions have been included in the syllabi.

After reviewing the results of the 2019-2020 assessment of Personal Responsibility, the Assessment Committee and the Arts and Sciences Department Chairs took note of a recurring area of weakness in student proficiency: the ability of students to analyze an issue from multiple perspectives. This prompted the suggestion that a common, cross-departmental ILO Action Plan be implemented to address this criterion. The initial *draft of the 2020-2021 ILO Action Plan[106]* has been reviewed and approved by the Academic Assessment Committee. It was reviewed by the Arts and Sciences Department Chairs in October 2020 and is scheduled to be reviewed by faculty during department meetings in January 2021.

The recognition of this recurring weakness represents a significant moment in the College's assessment journey. It is an indication of improved faculty engagement in the assessment processes and belief in the validity of the assessment results. Faculty are more intimately aware of the criteria of the ILO rubrics and, most interesting, they are making note of commonalities across multiple rubrics.

Faculty Engagement with the ILO Rubrics

Rubric Norming and Pre-Norming

The College increased its sample size of student work artifacts to a representative sample in the 2017-2018 assessment cycle to improve the validity of results, and in 2018-2019 the College assessed three ILOs rather than the usual two, in an attempt to shorten the time between assessment and re-assessment. The large number of student work artifacts, as well as the desire to involve all full-time faculty more regularly in the assessment processes, prompted the Vice President of Academic Success and the Dean of Arts and Sciences to request that all full-time faculty take part in the rubric norming and rating of artifacts in Spring 2019.

In February 2019, more than 80 faculty and several staff members from academics took part in a *day-long training[107]* during which a consultant led a discussion on the rationale and process of rubric norming for the entire group. Following the group session, faculty were divided into three smaller norming groups for each of the three ILO rubrics. The norming sessions were led by faculty members, several of whom are members of the Academic Assessment Committee.

This was the first time that such a large group of full-time faculty took part in rubric norming and rating. The experience allowed cross-disciplinary groups of faculty, each of whom are responsible for teaching and assessing common ILOs, to come together and discuss the language of the rubrics and analyze student work samples. The experience helped faculty gain a shared understanding of the rubric criteria and the differences between performance levels. This was evidenced by the large percentage of dual ratings that were within one point of each other, as indicated in *Table 8.2.b.4[108]* Percent of Dual Ratings within One Point of Each Other, 2018-2019 and 2019-2020 Assessment Cycles.

Another change in process to improve the validity of assessment results was undertaken in August 2019, when Dr. John LaPete, the Faculty Fellow for Assessment, hosted the first rubric *Pre-Norming session[109]*. All full-time faculty responsible for teaching and assessing the Personal Responsibility ILO were asked to attend the session. The purpose was to allow conversation and consensus building among faculty around the language of the Personal Responsibility rubric prior to the beginning of the semester.

The first hour of the two-hour session was focused on discussing rubric language, with special focus on the THECB's definition of personal responsibility as ethical decision making. The Philosophy instructors' contributions to the discussion proved especially insightful for the cross-disciplinary group. The second hour was dedicated to discipline discussions concerning the language, clarity, and rubric alignment of faculty members' Personal Responsibility key assignments. Feedback from the Pre-Norming session indicated faculty support of the effort, and the *Communication Pre-Norming Session [110]* was held via Zoom in August 2020, in preparation for Fall 2020 assessment of the Communication ILO. The pre-norming was co-led by the Assessment Coordinator and English faculty member Dr. Melissa Elston. One outcome of the session was a resource for faculty, *"Summary of Communication Rubric Terms[111],"* that explains in more detail the vocabulary of the Communication rubric.

Rubric Revision

The Critical Thinking rubric was revised during the 2019-2020 academic year. The *Critical Thinking Revision Report[112]* documents the process that the College faculty undertook that resulted in the *new Critical Thinking Rubric[113]*, which was released in Summer 2020. The Faculty Fellow for Assessment, Dr. John LaPete, was the key organizer in the revision, and he wrote the final report. In the summer of 2020, a group of STEM faculty met to begin the *EQS rubric revision[114]* process. The process will be similar to that of the Critical Thinking rubric revision.

Evidence

[1] 8.2b_1_Title 19 of the Texas Administrative Code_Rule 4.28_Core Curriculum

[2] 8.2b_2_THECB Guidelines for Instructional Programs in Workforce Education_Table 3.3_p 23 of pdf
[3] 8.2b_3_Student Success Assessment Reports
[4] 8.2b_4_2018-2020 Advising Assessment Plan
[5] 8.2b_5_2018-2020 Disability Support Services Assessment Plan
[6] 8.2b_6_Resume Writing Workshop Survey
[7] 8.2b_7_Survey for a Jazz Performance during Black History Month
[8] 8.2b_8_Roles and Responsibilities of Assessment
[9] 8.2b_9_Communication (CM) Rubric
[10] 8.2b_10_Critical Thinking (CT) Rubric
[11] 8.2b_11_Empirical & Quantitative Skills (EQS) Rubric
[12] 8.2b_12_Personal Responsibility (PR) Rubric
[13] 8.2b_13_Social Responsibility (SR) Rubric
[14] 8.2b_14_Teamwork (TW) Rubric
[15] 8.2b_15_THECB Foundational Component Area Mapping
[16] 8.2b_16_2020-21 Courses Crosswalk
[17] 8.2b_17_Sample Key Assignments
[18] 8.2b_18_Institutional Learning Outcomes (ILOs)
[19] 8.2b_19_ILO Assessment Calendar
[20] 8.2b_20_ILO Assessment Timeline
[21] 8.2b_21_Yearly Academic Assessment Calendar
[22] 8.2b_22_Sampling Methodology
[23] 8.2b_23_Artifact Submission Instructions
[24] 8.2b_24_Key Assignment Cover Sheet
[25] 8.2b_25_Rubric Norming Agenda
[26] 8.2b_26_Training Materials
[27] 8.2b_27_Roster of Participants
[28] 8.2b_28_Development of the Critical Thinking Rubric
[29] 8.2b_29_Previous Critical Thinking Rubric
[30] 8.2b_30_Presents the Assessment Results
[31] 8.2b_31_Department Chairs Share the Data
[32] 8.2b_32_ILO Action Plans
[33] 8.2b_33_ILO Action Plan Template
[34] 8.2b_34_Feedback Through Surveys
[35] 8.2b_35_CCSSE and ILO Crosswalk
[36] 8.2b_36_Graduation Survey
[37] 8.2b_37_Assessment Committee Minutes
[38] 8.2b_38_2017-18 ILO Assessment Report
[39] 8.2b_39_2018-19 ILO Assessment Report
[40] 8.2b_40_2019-20 ILO Assessment Report
[41] 8.2b_41_Rubric Pre-Norming Session
[42] 8.2b_42_EQS Norming Session
[43] 8.2b_43_Critical Thinking Norming Session

[44] 8.2b_44_Critical Thinking Rubric
[45] 8.2b_45_Assignment Design Workshops
[46] 8.2b_46_New Critical Thinking Rubric
[47] 8.2b_47_Communication Rubric
[48] 8.2b_48_Teamwork Rubric
[49] 8.2b_49_Teamwork Student Self and Peer Evaluation Rubric
[50] 8.2b_50_Teamwork Faculty Evaluation Rubric
[51] 8.2b_51_Critical Thinking Rubric
[52] 8.2b_52_EQS Rubric
[53] 8.2b_53_Social Responsibility Rubric
[54] 8.2b_54_Personal Responsibility Rubric
[55] 8.2b_55_CCSSE Item Crosswalk and Results 2017 and 2019
[56] 8.2b_56_Assessment Committee, the Academic Deans, and Department Chairs
[57] 8.2b_57_Final Department Meetings of the Academic Year
[58] 8.2b_58_ILO Action Plans
[59] 8.2b_59_College Leadership Team (CLT)
[60] 8.2b_60_Academic Assessment Coordinator
[61] 8.2b_61_Teaching & Learning Center (TLC)
[62] 8.2b_62_Director of the New TLC
[63] 8.2b_63_New Assessment Coordinator
[64] 8.2b_64_Instructional Technologist
[65] 8.2b_65_Faculty Fellow for Faculty Development
[66] 8.2b_66_Instructional Designer for Online Courses
[67] 8.2b_67_Faculty Fellow for Assessment
[68] 8.2b_68_Revision of the Critical Thinking Rubric
[69] 8.2b_69_Assessment Research
[70] 8.2b_70_Tables 8.2.b.5 and 8.2.b.6
[71] 8.2b_71_Institute Poster
[72] 8.2b_72_Action Plan
[73] 8.2b_73_Research of Dr. Mary-Ann Winkelmes
[74] 8.2b_74_Transparency in Learning and Teaching (TILT) Framework
[75] 8.2b_75_Key Assignment Design Workshops
[76] 8.2b_76_Assignment Design Groups
[77] 8.2b_77_Assignment Charette Toolkit
[78] 8.2b_78_IUPUI Assessment Institute (p. 55)
[79] 8.2b_79_Case Study
[80] 8.2b_80_Feedback from Design Group Participants
[81] 8.2b_81_Innovation Grant Application
[82] 8.2b_82_Innovation Grant Interim Report
[83] 8.2b_83_Innovation Grant Posters
[84] 8.2b_84_Innovation Grant Poster Installation Rooms
[85] 8.2b_85_ILO Mini-Unit

[86] 8.2b_86_Innovation Grant Workshop
[87] 8.2b_87_Food For Thought Posters
[88] 8.2b_88_We Knew You Were a Leader All Along
[89] 8.2b_89_2018 LEAP Texas Annual Conference (p. 20)
[90] 8.2b_90_LEAP Conference Proposal and Presentation
[91] 8.2b_91_AALHE 2018 Annual Conference
[92] 8.2b_92_Co-Curricular Student Feedback Surveys
[93] 8.2b_93_Assessment Plans of the Student Success Division
[94] 8.2b_94_Student Empowerment Strategic Direction
[95] 8.2b_95_2018 AAC&U Institute on Integrative Learning and Signature Work
[96] 8.2b_96_Action Plan
[97] 8.2b_97_ePortfolio Initiative
[98] 8.2b_98_Committe's Roster
[99] 8.2b_99_Agenda and Generates Minutes
[100] 8.2b_100_Assessment Committee Site on AlamoShare
[101] 8.2b_101_Assessment Committee Charges
[102] 8.2b_102_ILO Action Plans
[103] 8.2b_103_Development Activities
[104] 8.2b_104_2018-19 ILO Action Plans
[105] 8.2b_105_2019-20 ILO Action Plans
[106] 8.2b_106_Draft of the 2020-21 ILO Action Plan
[107] 8.2b_107_Day-Long Training
[108] 8.2b_108_Table 8.2.b.4
[109] 8.2b_109_Pre-Norming Session
[110] 8.2b_110_Communication Pre-Norming Session
[111] 8.2b_111_Summary of Communication Rubric Terms
[112] 8.2b_112_Critical Thinking Revision Report
[113] 8.2b_113_New Critical Thinking Rubric
[114] 8.2b_114_EQS Rubric Revision

Figure 8.2.b.1
Figure 8.2.b.10
Figure 8.2.b.11
Figure 8.2.b.12
Figure 8.2.b.2
Figure 8.2.b.3
Figure 8.2.b.4
Figure 8.2.b.5
Figure 8.2.b.6
Figure 8.2.b.7
Figure 8.2.b.8
Figure 8.2.b.9
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8.2.c The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Academic and student services that support student success. *(Student outcomes: academic and student services)*

Compliance Status: Compliance

Narrative

Palo Alto College identifies expected outcomes, assesses the outcomes, and makes appropriate improvements based on analysis of the results for academic and student services that support student success. Palo Alto College (PAC) is in compliance with Principle 8.2.c Student Outcomes: Academic and Student Support Services.

The case for compliance is structured as follows:

A. The College identifies expected outcomes for academic and student services that support student success.
B. The College assesses the extent to which it achieves these outcomes.
C. The College seeks improvement in these outcomes based upon analysis of assessment results.

Expected Outcomes for Student Services and Academic Support Services

Student Services

Student support services at Palo Alto College identify student outcomes by unit on a yearly basis. Each of the 17 functional student support units at PAC is required to complete yearly unit goal planning (*2018-2019[1], 2019-2020[2], 2020-2021[3]*) to identify expected outcomes for the unit which are then entered into the *assessment tracking software[4]*. This is an iterative process that takes place through a series of conversations. Unit leads discuss the primary outcomes for the unit with the Dean of Student Success who approves the outcomes. From there, they are approved by the Vice President of Student Success. Additional assessment tools such as point-of-service surveys (*Advising [5], Enrollment Services[6]*, and Student Financial Aid[7]) and performance scorecards (*Advising 2018 [8], 2019[9] and Advocacy 2018[10], 2019[11]*) are utilized as additional measures to further identify opportunities for improvement.

Aquatic and Athletic Center

The Aquatic and Athletic Center (AAC), is a revenue-generating student support unit that oversees the College's extramural and intramural sports programs, fitness center and gymnasium operations, summer camps, and the Aquatic Center programming, events, and operations. The AAC identifies expected outcomes by participating in the College's annual goal development through Unit Planning (*2018-2019[12], 2019-2020[13], 2020-2021[14]*), as well as the College's five-year Program Review audit outlining the department's ability to establish goals; assess its performance; and identify strengths, weaknesses, opportunities for growth, and threats in order to make improvements for upcoming services and programs. Goals are developed in the Unit Planning process prior to each fiscal year that focus primarily on increased engagement, student athlete and participant success, and community satisfaction. Finally, data from point of service surveys (*Aquatic[15]* and *Outdoor Recreation [16]*) as well as a *Student-Athelete Data Portal[17],* for students participating in extramural programming, are reviewed each semester in order to inform and identify expected outcomes.

Academic Support Services

Tutoring Services

The overarching expected outcome of the Tutoring Services Learning Centers is students' successful completion of their courses. Other outcomes include increasing student engagement with tutors and increasing student satisfaction with tutor helpfulness, promptness of service, and hours of operation. In Summer 2020, tutoring launched a *Post-Tutoring Session SLO Assessment[18]* (Table 8.2.c.1) that

measures how well the student is able to summarize the assistance they were just provided by the tutor, regardless of the number of tutoring visits. Previous versions of the SLO were limited to students who attended tutoring at least three times per semester.

Table 8.2.c.1: Post-Tutoring Session SLO Assessment

Post-Tutoring Session SLO Assessment
At the end of the tutoring session, the student was able to summarize the assistance given by the tutor. • Completely • Somewhat • Not at all Previous SLOs: CIS/COSC, Math, and Science Learning Centers • Students who attend three tutoring sessions should be able to identify the type of problem being discussed during the session. INRW and Writing Centers • Students who attend three or more tutoring sessions should be able to list weaknesses and/or strengths in their writing skills.

Additionally, all College departments must submit annual Unit Plans. Table 8.2.c.2 outlines the *Tutoring Services unit plan goals*[19].

Table 8.2.c.2: Tutoring Services Unit Plan Goals

Tutoring Services Unit Plan Goals	
AY 2017-2018	Goal 1: INRW 0420 students who receive an Improved Retention Intervention will have a 2% higher within-term retention than their peers Goal 2: Support ESOL INRW students to increase within-term retention by 3% Goal 3: Create six CIS/COSC online workshops Goal 4: In-person CIS/COSC workshops to increase PGR & within-term retention by 2% (PGR = Productive Grade Rate of A, B, or C for course) Goal 5: Refresher sessions for MATH 1314/MATH1414, MATH 1442 to increase PGR & within-term retention by 4% Goal 6: Refresher sessions for BIOL 2401 & CHEM 1405/1411 to increase PGR & within-term retention by 4% Goal 7: Writing Assistance Center to increase within-term retention by 2%
AY 2018-2019	Goal 1: INRW 0420 students to increase PGR, within-term retention, semester-to-semester persistence by 3% Goal 2: *Refresher sessions*[20] for MATH 1314/MATH1414, MATH 1442, MATH 2413 to increase PGR & within-term retention by 4% Goal 3: Math one-on-one tutoring sessions to increase PGR & within-term retention by 3%

	Goal 4: Refresher courses for BIOL 2401 & CHEM 1405/1411, BIOL 1406 to increase PGR & within-term retention by 4% Goal 5: One section of Speech 1315 required tutoring to increase PGR & within-term retention by 5% Goal 6: Enhance content of six CIS/COSC workshop videos Goal 7: 10% of *Eleven Rivers Review* art & literary journal will be submitted by Dual Credit students Goal 8: Embedded Math 0410 tutoring to increase PGR & within-term retention by 3%
AY 2019-2020	Goal 1: Student visits to CIS/COSC Learning Center will increase by 15% over prior year Goal 2: Create online refresher sessions for math courses to increase participation Goal 3: Math one-on-one tutoring sessions to increase PGR & within-term retention by 3% Goal 4: Implement SLOs for CIS/COSC, Math, & Science Learning Centers Goal 5: Implement SLOs for INRW & Writing Learning Centers

Library Instruction, Services, and Resources

The Ozuna Library strives to offer excellent Library instruction, Library services, and Library resources that will result in students being successful in all of their coursework. Other outcomes include increasing student satisfaction with staff helpfulness, promptness of service, the Library facilities, and hours of operation.

Also, as part of the College's continuous improvement process, the Library submits an annual Unit Plan that describes the Library's annual goals. The *Library's Unit Plan goals[21]* are outlined in the table below.

Table 8.2.c.3: Library Services Unit Plan Goals

Library Services Unit Plan Goals	
AY 2017-2018	Goal 1: Increase awareness of Library services, programs, and resources resulting in 15% increase in gate counts, service usage, & program attendance Goal 2: PAC community will be familiar with new integrated Library system thru online & in-person promotions Goal 3: Implement collaborative partnership with one non-library department
AY 2018-2019	Goal 1: Continue promoting awareness of Library services, programs, and resources resulting in 15% increase in gate counts, service usage, & program attendance Goal 2: Incorporate two new services or enhance two current services
AY 2019-2020	Goal 1: Promote awareness of Library services, programs, and resources resulting in 10% increase in gate counts, service usage, & program attendance Goal 2: Incorporate two new services or enhance two current services

Table 8.2.c.4 lists the Fall 2020 *Library Information Literacy Instruction Student Learning Outcomes*[22] (SLOs). The 2020 SLOs reflect slight revisions to the previous SLOs to more accurately gauge how well students are able to independently complete the research process from topic inception to writing the paper.

Table 8.2.c.4: Fall 2020 Information Literacy Instruction SLOs

Fall 2020 Information Literacy Instruction SLOs	
In-Person Information Literacy Instruction	In-person instruction is the condensed version of the concepts that are presented in more detail within the six separate online modules. At the end of the in-person instruction, students will be able to: • describe the research process • choose a topic and narrow the topic • recognize peer reviewed articles • choose and use keywords in performing research • perform a search using basic and advanced search techniques • evaluate and refine search results to yield the most relevant resources • use the Palomino Search tool to locate Library resources • evaluate resources • identify, evaluate, and select the best web sources • create in-text and Works Cited citations in MLA style, APA style, or citation style required by a class assignment • identify plagiarism and how to prevent it
Online Library Information Literacy Modules	The six separate online modules provide more in-depth detail of each of the research components that are presented during an in-person class. By the end of each module, students will be able to accomplish each of the outcomes listed in each separate module: **Module 1: The Research Process** The student will be able to: • describe the research process • choose a topic and narrow the topic • perform background research on a topic • define what a thesis statement is and compose a thesis statement **Module 2: Sources of Information** The student will be able to: • describe the concept that information has value • define the meaning of data, information, and knowledge and their context • identify primary and secondary sources • conduct primary and secondary research • identify and read scholarly materials • recognize peer reviewed articles **Module 3: Searching for Information** The student will be able to: • identify and select a database • choose and use keywords to perform a search • perform a search using basic and advanced search techniques • evaluate and refine search results to yield the most relevant resources • use the Palomino Search tool to locate Library resources **Module 4: Evaluating Information** The student will be able to: • define authority • evaluate resources

	• identify, evaluate, and select the best web sources • identify and debunk fake news • recognize objectivity in reporting **Module 5: Presenting Research** The student will be able to: • synthesize information • recognize the elements and composition of a research paper • identify the guidelines for writing in a clear and professional manner • create an annotated bibliography • apply digital privacy and safeguarding personal information practices **Module 6: Citation** The student will be able to: • describe the purpose of citing resources • create in-text and Works Cited citations in MLA style • create in-text and References citations in APA style • define academic integrity • identify plagiarism and how to prevent it • recognize general copyright principles

The Library also has faculty satisfaction outcomes. The *Library Instruction Survey of Faculty[23]* launched in Fall 2020 to gauge faculty satisfaction with the Library instruction content and their satisfaction with the librarian's presentation. Additionally, the Library conducted a *Faculty Library Satisfaction & Awareness Survey[24]* to gauge how aware faculty were of the Library's remote and curbside services during the COVID-19 pandemic. Results of these two surveys are shared in the Assessment of Outcomes section.

STEM Center

The STEM Center is a one-stop shop for students who have chosen to pursue a Science, Technology, Engineering, or Math (STEM) program. The STEM Center is an outcome of the funds from a Title III HSI STEM and Articulation grant that was awarded to Palo Alto College in October 2016. As part of the targeted annual goal established in the grant proposal, the expected outcomes for the Center include annual data that shows and compares the annual number of students participating in student support services that are offered in the STEM Center (*2016-2017[25], 2017-2018[26], 2018-2019[27]*). These services include STEM Advising, Math and Science Tutoring, Peer Mentoring, and opportunities for students to interact with various Universities and STEM Professionals. Additional outcomes for the STEM Center include determining the level of satisfaction with the services provided in the Center, as well as determining the level of student success for those students at the course level. This not only looks at survey data but also looks at the increasing productive grade rates (PGR) in the STEM courses these students are currently taking. In addition to the required Annual Performance Reports to Department of Education and in preparation for institutionalization of the grant, the STEM Center has identifed expected outcomes through the unit planning process (*2019-2020[28], 2020-2021[29]*).

An additional program that the grant provided for is the STEM Peer Mentor Program. In this program, Academic Peer Coaches are embedded in a high-challenge Math or Science course, in order to provide academic support as well as support to students to ensure that the students have all the resources they need in order to be successful in their courses. The data received from this Program looks at student satisfaction with the Peer Mentor Program as well as looking at persistence from first to second semester, PGR, course completion, and withdrawal rates in the short-term. The long-term outcomes of the Program would be to see increases in college-progression in STEM, persistence, college credit accrual, degree completion, and transfer rates to a four-year institution.

Assessment of Outcomes for Student Services and Academic Support Services

Student Services

The College's Unit Planning process includes a yearly *Unit Plan evaluation* (*2016-2017[30], 2017-2018[31], 2018-2019[32]*) which consists of a review of the previous year's outcomes. Each student service unit lead meets with both the Dean of Student Success and the Vice President of Student Success to review the outcomes and the extent to which each goal was achieved and if necessary determine a plan of corrective action.

The Office of the Vice President for Student Success also works with the Dean of Student Success and each unit to develop *Service Area Outcome and Student Learning Outcome assessment templates* (*Welcome Center 2016-2018[33]*; *Disability Support Services 2016-2018[34]*; *Veterans Affairs 2016-2018[35]*) for each student services unit. This is a data informed process that identifies gaps in services or areas determined to be needing improvement. Presentations on data captured through the assessment process are made at the Vice Presidents Strategic Planning Group at the end of each term and serve as checkpoints to identify larger concerns or adjustments to the assessment plan.

Student service units also utilize a robust administrative Program Review (*Admissions & Records[36], Disability Support Services[37], Ray Ellison Family Center[38]* 2012-2013 through 2016-2017) built around *CAS standards[39]* to review performance within the previous five years and begin planning an action plan for the development of new initiatives in alignment with the development of unit goals. In addition, Student Services has also developed a yearly executive summary template (*Counseling Services 2018-2019[40]* and *Student Conduct 2018-2019[41]*) that is completed each year to document and assess performance over the last year to support the development of program reviews and SACSCOC narratives. The College also utilizes the *Community College Survey of Student Engagement (CCSSE)[42]* and *Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI)[43]* data to gain additional insight on services provided to drive continuous improvement.

Aquatic and Athletic Center

The AAC completes an assessment of each year's goals in order to determine the extent to which expected outcomes were met (*2016-2017[44], 2017-2018[45], 2018-2019[46]*). Additionally, the AAC maintains annual goals of increasing engagement rates by 10% each year and tracks these rates using visitation and participation data. Both metrics are tracked via the department's program tracking software, RecTrac, by scanning student identification cards, point of sales, and/or front office registration. Through RecTrac, the AAC is able to pull reports showing daily visitors, participant registration, as well as point of sale reports. Annual visitation, event details, and revenue streams are then highlighted in the Community Impact Report which is dispersed to College and District leadership, as well as community partners. Regular programming surveys are provided year-round and can be completed by students, staff, and faculty to assess and provide feedback for various programming. Surveys can be submitted via the front desk drop box at the AAC. Feedback received through program surveys is used to make adjustments and improvements to current programming. For example, 41 outdoor recreation surveys were administered to Palo Alto College students in 2017 asking what type of activities were preferred by students. Fifty-eight responses listed water activities as the top choice, guiding the department to implement the Outdoor Recreation Program beginning with two kayaking, rafting, and paddle board recreation trips in the pilot year of 2017-2018. Finally, a *Student-Athelete Dashboard[47]* tracks the success of student-athletes participating in extramural programming. This dashboard asseses data on key performance indicators such as persistence, productive grade rate, competion, and grade point average.

Academic Support Services

Tutoring Services

One of the measures that Tutoring Services uses to gauge student success is to compare the PGR of those students in *high-challenge courses[48]* who visit the Learning Centers versus students in those same high challenge courses who do not use the tutoring services.

As previously mentioned, the Learning Centers launched a post-tutoring session SLO assessment in Summer 2020 to measure the extent to which students were able to summarize the assistance they had been given by their tutor. Table 8.2.c**.**5 below demonstrates that the *Post-Tutoring Session SLO Assessment Results[49]* have been positive.

Table 8.2.c.5: Post Tutoring Session SLO Assessment Results

Post Tutoring Session SLO Assessment Results (Ability of student to summarize assistance provided by tutor)				
	Completely	**Somewhat**	**Not at All**	**Other**
Summer 2020	85%	10%	5%	0%
Fall 2020	88%	11%	1%	0%

Tutoring assesses student satisfaction through the administration of the *Tutoring Student Satisfaction Survey[50]* which gauges student satisfaction with the friendliness of staff, helpfulness of staff, promptness of service, days and hours of operation, physical location of the center, overall experience visiting the center, and access to computers/software programs in the center. In addition, the survey asks how likely the student is to return to the center for assistance and how likely the student is to recommend the center to other students.

Table 8.2.c.6: Tutoring Student Satisfaction Survey

Tutoring Student Satisfaction Survey (1-5 scale, 5 being highest)					
Overall Average Score	**CIS/COSC Learning Center**	**INRW Learning Center**	**Math Learning Center**	**Science Learning Center**	**Writing Assistance Center**
Fall 2017	4.88	4.48	4.59	4.83	4.72
Spring 2018	4.91	4.63	4.87	4.87	4.78
Fall 2018	4.95	4.62	4.88	4.78	4.86
Spring 2019	4.99	4.58	4.91	4.91	4.94
Fall 2019	4.80	4.72	4.52	4.70	4.85

The College also subscribes to Brainfuse, a third-party vendor for online tutoring services. The vendor administers their own *Brainfuse student satisfaction survey[51]* in which some of the questions vary from year to year. Table 8.2.c.7 reflects the results of the two questions which have been consistently asked.

Table 8.2.c.7: Brainfuse Student Satisfaction Survey

Brainfuse Student Satisfaction Survey										
	Spring 2018		**Fall 2018**		**Spring 2019**		**Fall 2019**		**Spring 2020**	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Would you recommend this service to a friend?	100%	0%	93%	7%	95%	4%	98%	2%	100%	0%
Are you glad your organization offers this service?	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%
Is this service helping you improve your grades?	100%	0%	92%	8%	100%	0%	93%	7%	98%	2%
Is HelpNow [live, instant tutoring] helping you be more confident	98%	2%	93%	7%	98%	2%	91%	9%	98%	2%

about your school work?										

Other assessment methods include: reviewing the *Learning Centers' usage statistics*[52] to calculate the number of tutors needed per semester; the College's annual Unit Plan evaluation process through which the *Tutoring Unit Plan Evaluation*[53] measures how well tutoring achieved the previous year's goals (Table 8.2.c.8); and the College's administration of the Ruffalo Noel-Levitz student satisfaction survey. The *2018 Ruffalo Noel-Levitz*[54] survey identified the availability of tutoring services as one of the College's strengths (Table 8.2.c.9).

Table 8.2.c.8: Tutoring Plan Evaluation

Tutoring Unit Plan Evaluation		
	Goals	**Evaluations**
AY 2017-2018	Goal 1: Support INRW 0420 students with Improved Retention Intervention to increase retention by 2%	For Fall 2017: Sections receiving the intervention had 11% higher PGR (productive grade rate – A, B, or C) and 5% higher completion. The difference in PGR was statistically significant. For Spring 2018: Sections receiving the intervention had 7% lower PGR and .20% lower completion. The difference in PGR was not statistically significant.
	Goal 2: Support ESOL INRW students to increase within-term retention by 3%	It was determined by the Tutoring Services Department and the English Department Chair that a full-time specialist was not needed because there were very few ESOL students taking INRW classes.
	Goal 3: Create six CIS/COSC online workshops	Six pre-recorded workshops were created.
	Goal 4: In-person CIS/COSC workshops to increase PGR & within-term retention by 2%	Two of the workshops had 1 student attend. The third workshop had no attendees. PGR = A, B, or C for course grade.
	Goal 5: Refresher sessions for MATH 1314/MATH1414, MATH 1442 to increase PGR & within-term retention by 4%	Fall 2017 For MATH 1314, PGR was 42% higher and within-term retention was 21% higher for attendees than for non-attendees. (N=1) For MATH 1414, PGR was 42% higher and within-term retention was 17% higher for attendees than for non-attendees. (N=1) There were not attendees for MATH 1442. Spring 2018 For MATH 1314, PGR was 53% higher and within-term retention was 29% higher for attendees than for non-attendees. (N=2) There were no attendees for MATH 1414 or 1442.
	Goal 6: Refresher sessions for BIOL 2401 & CHEM 1405/1411 to increase PGR & within-term retention by 4%	Fall 2017 For BIOL 2401, PGR was .6% higher and within-term retention was 0.5% lower for attendees than for non-attendees. (N=10) For CHEM 1405, PGR was 32% lower and within-term retention was 19% lower for attendees than for non-attendees. (N=3)

		For CHEM 1411, PGR was 37% higher and within-term retention 10% higher for attendees when compared to non-attendees. (N=9) Spring 2018 For BIOL 2401, PGR was 19% higher and within-term retention was 5% higher for attendees than for non-attendees. (N=15) For CHEM 1405, PGR was .6% lower and within-term retention was 16% lower for attendees than for non-attendees. (N=2) For CHEM 1411, PGR was 35% higher and within-term retention was 15% higher for attendees when compared to non-attendees. (N=1) There were no attendees for BIOL 1406.
	Goal 7: Writing Assistance Center to increase within-term retention by 2%	For Fall 2017: ENGL 1301 attendees: PGR was 1.5% higher; completion was 4.3% lower. For Spring 2018: ENGL 1301 attendees: PGR was 15% higher; completion was 9.5% higher.
	Goal 8: The Tutoring Services Department will work with Early College High School personnel at PAC to identify math, science, English, and computer science courses that will be offered to students in Fall 2017 and Spring 2018, and the respective learning centers will create and present workshops during Fall 2017 and Spring 2018.	Tutoring Services and the Library worked with PAC's ECHS staff and IT to create an online registration system for schools to sign up students for Friday workshops. However, there were several technical issues that kept them from registering. Also, ECHS administrators stated that their students often have other obligations at their high schools, so few students attended. However, the workshops were made available to all PAC students.
AY 2018-2019	Goal 1: INRW 0420 students to increase PGR, within-term retention, semester-to-semester persistence by 3%	During Fall 2018, 5 students participated and their PGR was 16% lower than for non-participants. However, their retention rate was 13% higher. During Spring 2019, 5 students participated. Their PGR was 11% higher than for non-participants, and their retention rate was 22% higher. During both Fall 2018 and Spring 2019, a smaller number of students than expected from INRW 0420 classes participated in the Improved Retention Intervention (IRI). This intervention came in the form of weekly “Council” meetings that lasted approximately 50 minutes. The group had an embedded staff member who served as a facilitator. The IRI included: giving participants an opportunity to bond and form a “community” and thus feel a sense of belongingness; giving each participant an opportunity to tell his or her “story”; giving participants an opportunity to feel more connected to a “person of authority” and fellow students.
	Goal 2: Refresher sessions for MATH 1314/MATH1414, MATH 1442, MATH 2413 to increase PGR & within-term retention by 4%	Fall 2018 For MATH 1314, PGR was 49% higher and within-term retention was 25% higher for attendees than for non-attendees. (N=16)

		For MATH 1414, PGR was 4% lower and within-term retention was 4% lower for attendees than for non-attendees. (N=5) For MATH 1442, PGR was 34% higher and within-term retention was 13% higher for attendees than for non-attendees. (N=1) For MATH 2413, PGR was 20% lower and within-term retention was 1% lower for attendees than for non-attendees. (N=5) Spring 2019 For MATH 1314, PGR was 21% lower and within-term retention was 5% higher for attendees than for non-attendees. (N=4) For MATH 1414, PGR was 47% higher and within-term retention was 26% higher for attendees than for non-attendees. (N=1) For MATH 1442, PGR was 28% higher and within-term retention was 11% higher for attendees than for non-attendees. (N=1) There were no attendees for the new MATH 2413 refresher.
	Goal 3: Math one-on-one tutoring sessions to increase PGR & within-term retention by 3%	Even though individual tutoring was promoted to high-risk students, there were few attendees. The two additional tutors, funded by the SEEDS STEM Grant, ended up tutoring in the same manner as the others: "round robin"--assisting students for a few minutes, letting them work on the math problem for several minutes, and returning to the students to check on their progress.
	Goal 4: Refresher courses for BIOL 2401 & CHEM 1405/1411, BIOL 1406 to increase PGR & within-term retention by 4%	Fall 2018 For BIOL 1406, PGR was 27% higher and within-term retention was 8% higher for attendees than for non-attendees. (N=40) For BIOL 2401, PGR was 6% lower and within-term retention was 0.5% higher for attendees than for non-attendees. (N=8) For CHEM 1405, PGR was 11% lower and within-term retention was 22% higher for attendees than for non-attendees. (N=2) For CHEM 1411, PGR was 7% higher and within-term retention was unchanged for attendees when compared to non-attendees. (N=20) Spring 2019 There were no attendees For BIOL 1406. For BIOL 2401, PGR was 49% higher and within-term retention was 25% higher for attendees than for non-attendees. (N=1) For CHEM 1405, PGR was 51% higher and within-term retention was 31% higher for attendees than for non-attendees. (N=1) There were no attendees for CHEM 1411. Results were mixed, and a small number of students attended even though the Science Learning Center partnered with the Advising and ECHS Teams and science faculty to encourage participation. During spring and summer 2018, the Science Learning Center reviewed the content of three voluntary refresher

		sessions for CHEM 1405, CHEM 1411, and BIOL 2401. BIOL 1406 refreshers were added. The two-hour sessions were offered multiple times throughout the week to maximize the opportunity for students to attend.
	Goal 5: One section Speech 1315 required tutoring to increase PGR & within-term retention by 5%	Final student grades for those who participated in this intervention are as follows: SPCH 1315.024 21 Students; final grades: 3 A, 8 B, 4 C, 2 D, 4 F SPCH 1315.007 20 Students; final grades: 3 A, 5 B, 8 C, 0 D, 2 F, 1 W, 1 WX
	Goal 6: Enhance content of six CIS /COSC workshop videos	The six online workshops were revised and enhanced in consultation with the CIS/COSC faculty.
	Goal 7: 10% of *Eleven Rivers Review* art & literary journal will be submitted by Dual Credit students	The data for determining how many Dual Credit and ECHS students contributed to the journal was not collected. However, the journal's student editors and professional staff sponsor reached out to Dual Credit and ECHS instructors, advisors, and students to solicit more contributions for the art and literary journal. Also, the journal's staff worked with the publication's online web hosting service to include student's sound and video content. However, no student submitted these types of content.
	Goal 8: Embedded Math 0410 tutoring to increase PGR & within-term retention by 3%	The Math Department decided not to embed tutors into this course. Math instructors assisted students during the lab hour portion of the class.
AY 2019-2020	Goal 1: Student visits to CIS/COSC Learning Center will increase by 15% over prior year Goal 2: Create online refresher sessions for math courses to increase participation Goal 3: Increase student attendance in Math & Science Learning Centers refresher sessions by 15% over prior year Goal 4: Implement revised SLOs for CIS/COSC, Math, & Science Learning Centers Goal 5: Implement revised SLOs for INRW & Writing Learning Centers	PAC has not launched the AY 2019-2020 evaluation cycle

Table 8.2.c.9: Noel-Levitz Survey Questions

Noel-Levitz Survey Questions	**Spring 2018** (1-7 scale for Importance & Satisfaction)			
	Palo Alto College		**Nat'l Community Colleges**	
	Importance	Satisfaction	Importance	Satisfaction
Tutoring services are readily available.	6.32	5.94	6.21	5.79

Library Instruction, Services, and Resources

The Library assesses students' satisfaction with staff helpfulness, promptness of service, the Library facilities, Library resources, and hours of operation through the *Circulation Desk Survey[55]* (Table 8.2.c.10) and the *Reference Desk Survey[56]* (Table 8.2.c.11) which are administered in alternating fall and spring semesters. The full survey results are linked in the evidence documents and the tables below provide an excerpt of the positive responses which demonstrate that students are satisfied with librarians and staff helpfulness, promptness of service, the Library facilities, and the Library resources.

Table 8.2.c.10: Circulation Desk Survey

Circulation Desk Survey				
		Fall 2016	Fall 2017	Fall 2018
Circulation Staff helpful & courteous	Strongly Agree	81.72%	80.98%	87.59%
	Agree	16.13%	17.18%	11.03%
Wait at Circulation Desk was	No Wait	55.91%	54.27%	52.41%
	Short	43.01%	42.68%	47.59%

Table 8.2.c.11: Reference Desk Survey

Reference Desk Survey					
		Spring 2016	Spring 2017	Spring 2018	Spring 2019
Reference Librarian helpful in meeting info /research needs	Strongly Agree	78.26%	77.08%	80.00%	78.26%
	Agree	19.57%	16.67%	16.36%	17.36%
Print resources meet my academic needs	Strongly Agree	54.35%	56.52%	52.73%	73.91%
	Agree	36.96%	32.61%	36.36%	21.74%
E-resources meet my academic needs	Strongly Agree	60.87%	59.57%	52.73%	72.73%
	Agree	26.09%	29.79%	38.18%	22.73%
Physical space & equipment meet my academic needs	Strongly Agree	71.74%	70.21%	61.82%	73.92%
	Agree	21.74%	25.53%	32.73%	21.74%

The Unit Plan goals are assessed by following the College's annual Unit Plan process. Annual Unit Plan assessments occur during the year after the close of a Unit Plan academic year. Using the College's software for maintaining Unit Plans, each unit enters the extent to which they achieved or did not achieve their goals. The evaluation responses include quantitative data for each goal. The *Library Unit Plan Evaluations[57]* are outlined in the table below.

Table 8.2.c.12: Library Services Unit Plan Goals & Evaluations

Library Services Unit Plan Goals & Evaluations		
	Goals	Evaluations
AY 2017-2018	Goal 1: Increase awareness of Library services, programs, and resources resulting in 15% increase in gate counts, service usage, & program attendance	Accomplished most: • Gate Counts: 24% increase • PACreates Zone Door Counts: 8% increase • Study Room usage: 10.3% increase • Streaming Video usage: 175% increase • E-book usage: 77.6% increase Pen to Paper event: 28.5% increase
		Accomplished:

	Goal 2: PAC community will be familiar with new integrated Library system thru online & in-person promotions	Librarians conducted sessions during convocation week & revised all face-to-face & online instructional modules to incorporate new ILS
	Goal 3: Implement collaborative partnership with one non-library department	Accomplished: Collaborated with Student Life on Hispanic Heritage, Black History, & Women's History Month programming; collaborated with tutoring to offer services during libraries extended hours
AY 2018-2019	Goal 1: Continue promoting awareness of Library services, programs, and resources resulting in 15% increase in gate counts, service usage, & program attendance	Partially Accomplished: • Gate Counts: 8.43% increase • PACreates Zone Door Counts: 2.56% increase • Children's Library patron counts: 145% increase • Study Room usage: 0.97% decrease • Streaming Video usage: 175% increase Children's Library program attendance: 196% increase
	Goal 2: Incorporate two new services or enhance two current services	Accomplished: • Purchased 30 new laptops for students' use which resulted in a 199% increase in equipment loans • Created new Children's Library programming that resulted in 196% attendance increase
AY 2019-2020	Goal 1: Promote awareness of Library services, programs, and resources resulting in 10% increase in gate counts, service usage, & program attendance	PAC has not launched the AY 2019-2020 evaluation cycle
	Goal 2: Incorporate two new services or enhance two current services	PAC has not launched the AY 2019-2020 evaluation cycle

The Library's information literacy instruction is assessed through i*n-person class evaluations*[58] and *online information literacy module surveys[59]*. The first table (Table 8.2.c.13) below provides the average percentages for each complete semester in Fall 2019 and Spring 2020. The online modules survey results are separated into two tables. Table 8.2.c.14 provides an excerpt of the results for the 2018 and 2019 SLOs. Table 8.2.c.15 represents excerpts of the positive results from the newly launched 2020 SLOs. The full range of SLO survey responses which includes the "disagree" and "strongly disagree" responses are linked in the evidence documents.

Table 8.2.c.13: In-Person Class Evaluation Results

In-Person Class Evaluation Results				
Avg. of Total Semester Scores		*Excellent*	*Adequate*	*Poor*
Presentation was:	Fall 2019	91.2%	8.8%	0%
	Spring 2020	93.3%	6.7%	0%
		Really Useful	*Useful*	*Not Useful*
Usefulness of material covered:	Fall 2019	80.5%	19.5%	0%
	Spring 2020	86.0%	14.0%	0%

Table 8.2.c.14: Online Information Literacy Modules Survey Results Excerpts (2018, 2019 SLOs)

Online Information Literacy Modules Survey Result Excerpts (2018, 2019 SLOs)								
		Spring 2018	**Summer 2018**	**Fall 2018**	**Spring 2019**	**Summer 2019**	**Fall 2019**	**Spring 2020**
Material covered in module was	Very Useful	49.4%	33.3%	55.6%	48.3%	75.0%	56.0%	62.5%
	Useful	46.8%	66.7%	44.4%	51.7%	25.0%	40.0%	37.5%
Material covered will be useful in this/ other class(es)	Yes	89.8%	100%	85.2%	96.6%	100%	84.0%	95.8%
	No	3.8%	0%	11.1%	0%	0%	4.0%	0%

Table 8.2.c.15: Online Information Literacy Modules Survey Result Excerpts (new 2020 SLOs)

Online Information Literacy Modules Survey Result Excerpts (new 2020 SLOs)						
	Summer 2020			**Fall 2020**		
Module 1: Research Process	**Strongly Agree**	**Agree**	**Neutral**	**Strongly Agree**	**Agree**	**Neutral**
I can describe the research process	38.5%	61.5%	0%	37.5%	50.0%	10.4%
I can choose a topic & narrow the topic	58.3%	41.7%	0%	50.0%	35.4%	12.5%
I can define & compose a thesis statement	46.2%	46.2%	7.7%	43.8%	41.7%	12.5%
Module helpful for my class	46.2%	46.2%	7.7%	50.0%	37.5%	10.4%
Module 2: Sources of information						
I can describe “information has value” concept	33.3%	66.7%	0%	55.6%	22.2%	11.1%
I can define meaning of data, information, & knowledge	66.7%	33.3%	0%	66.7%	22.2%	0%
I can identify primary & secondary sources	100%	0%	0%	55.6%	33.3%	0%
I can conduct primary & secondary research	66.7%	33.3%	0%	44.4%	44.4%	0%

I can identify & read scholarly materials	66.7%	33.3%	0%	55.6%	22.2%	11.1%
I can recognize peer reviewed articles	100%	0%	0%	55.6%	33.3%	0%
Module helpful for my class	66.7%	33.3%	0%	66.7%	22.2%	0%
Module 3: Searching for Information						
I can identify & select databases	0%	100%	0%	31.4%	57.1%	11.4%
I can perform using basic & advance search techniques	100%	0%	0%	40.0%	48.6%	8.6%
I can evaluate & refine results for most relevant resources	100%	0%	0%	34.3%	51.4%	14.3%
I can use the Palomino Search tool	100%	0%	0%	25.7%	60.0%	14.3%
I can search & interpret online images	0%	100%	0%	34.3%	54.3%	11.4%
Module helpful for my class	0%	0%	100%	28.6%	57.1%	14.3%
Module 4: Evaluating Information						
I can define authority	66.7%	33.3%	0%	50.0%	50.0%	0%
I can evaluate resources	66.7%	33.3%	0%	50.0%	50.0%	0%
I can identify, evaluate, & select best web sources	66.7%	0%	33.3%	50.0%	33.3%	16.7%
I can identify fake news	66.7%	0%	33.3%	50.0%	41.7%	8.3%
I can recognize objectivity in reporting	66.7%	33.3%	0%	50.0%	41.7%	8.3%
I can define & use lateral reading techniques	66.7%	33.3%	0%	50.0%	50.0%	0%
Module helpful for my class	33.3%	66.7%	0%	50.0%	41.7%	8.3%

Module 5: Presenting Information						
I can synthesize information	NA	NA	NA	50.0%	50.0%	0%
I can recognize elements & composition of a research paper	NA	NA	NA	50.0%	50.0%	0%
I can identify guidelines for writing in a clear, professional manner	NA	NA	NA	50.0%	50.0%	0%
I can create an annotated bibliography	NA	NA	NA	50.0%	50.0%	0%
I can apply digital privacy & safeguarding personal information practices	NA	NA	NA	50.0%	50.0%	0%
I can quote, paraphrase, & summarize content	NA	NA	NA	50.0%	50.0%	0%
I can research, interpret, & present quantitative & statistical data	NA	NA	NA	50.0%	50.0%	0%
Module helpful for my class	NA	NA	NA	50.0%	50.0%	0%
Module 6: Citations – Academic Integrity						
I can describe the purpose of citing resources	83.3%	16.7%	0%	42.1%	57.9%	0%
I can create MLA style reference citations	50.0%	50.0%	0%	42.1%	42.1%	10.5%
I can create APA style reference citations	50.0%	16.7%	33.3%	26.3%	42.1%	26.3%
I can define academic integrity	50.0%	50.0%	0%	33.3%	44.4%	22.2%
I can identify & know how to prevent plagiarism	50.0%	50.0%	0%	36.8%	63.1%	15.8%
I recognize general copyright principles	50.0%	16.7%	33.3%	21.1%	63.2%	15.8%

Module helpful for my class	50.00%	50.00%	0%	42.1%	36.8%	15.8%

As previously mentioned, the Library launched the *Library Instruction Survey of Faculty[60]* in Fall 2020 to gauge faculty satisfaction with the Library instruction content and their satisfaction with the librarian's presentation. Additionally, the Library conducted a *Faculty Library Satisfaction & Awareness Survey[61]* in Fall 2020 to gauge how aware faculty were of the Library's remote and curbside services during the COVID-19 pandemic. Table 8.2.c.16 and Table 8.2.c.17 below provide excerpts of the results for the two surveys based on the responses collected from faculty in Fall 2020.

Table 8.2.c.16: Fall 2020 Library Instruction Survey for Faculty

Fall 2020 Library Instruction Survey for Faculty		
Question	**Strongly Agreed**	**Agreed**
The instruction was clear and organized	80%	20%
The instruction content addressed the course assignment/ instruction needs	90%	10%
Overall, the instruction met my expectations	90%	10%

Table 8.2.c.17: Fall 2020 Faculty Library Satisfaction and Awareness Survey

Fall 2020 Faculty Library Satisfaction and Awareness Survey					
		Aware	**Not Aware**	**N/A**	
Aware of these modifications during remote learning:	Library Hours: M-Th: 8:00 a.m.-8:00 p.m. F: 8:00 a.m.-5:00 p.m. Sat-Sun: closed	83%	17%	0%	
	Chat/email research assistance	78%	22%	0%	
	Library instruction via Zoom	78%	22%	0%	
	Temporary increase in electronic resources	61%	39%	0%	
	Curbside delivery service: M-Th: 10:00 a.m.-2:00 p.m. (excludes reserve items)	100%	0%	0%	
		Very Satisfied	**Satisfied**	**Neutral**	**N/A**
Satisfied with these modifications during remote learning:	Library Hours: M-Th: 8:00 a.m.-8:00 p.m. F: 8:00 a.m.-5:00 p.m. Sat-Sun: closed	44%	39%	6%	6%
	Chat/email research assistance	44%	39%	6%	11%
	Library instruction via Zoom	50%	22%	11%	11%
	Temporary increase in electronic resources	50%	33%	11%	6%
	Curbside delivery service: M-Th: 10:00 a.m.-2:00 p.m. (excludes reserve items)	44%	33%	6%	17%

The *Noel-Levitz student satisfaction inventory[62]* and the Community College Survey of Student Engagement *(CCSSE)[63]* are national surveys that the College administers on alternate years to assess various college functions. The Library is included in both surveys. Table 8.2.c.18 and Table 8.2.c.19 below demonstrate that the Library resources and services are important to students and that

students are satisfied with the adequacy of Library resources and services. Notably, the Library rated higher than the national community colleges on the Noel-Levitz survey.

Table 8.2.c.18: Noel-Levitz Survey Questions

Noel-Levitz Survey Questions	Spring 2018 (1-7 scale for Importance & Satisfaction)			
	Palo Alto College		Nat'l Community Colleges	
	Importance	Satisfaction	Importance	Satisfaction
Library resources and services are adequate.	6.37	6.10	6.24	5.91

Table 8.2.c.19: CCSSE Survey Questions

CCSSE Survey Questions	Spring 2017	Spring 2019
How often have you used Library resources and services during the current academic year?		
1 or more times	71%	74%
Never	29%	27%
How satisfied are you with the Library resources and services?		
Very	46%	52%
Somewhat	23%	20%
Not at all	4%	3%
N/A	27%	25%
How important are the Library resources and services to you at this college?		
Very	64%	66%
Somewhat	23%	21%
Not at all	12%	12%

STEM Center

Students who visit the STEM Center check in with their student ID via the Navigate system which produces information on usage statistics of the various programs that are offered in the STEM Center. This data is reviewed to assess student attendance and to determine which services are being the most utilized. This information is included in the Annual Progress Report (*2016-2017[25], 2017-2018 [26], 2018-2019[27]*) that is submitted to the Department of Education each year to show the progress in participation in the activities and objectives of the grant. A student satisfaction survey rates helpfulness of staff, promptness of service, and includes open ended questions that allow students to help determine what areas need improvement. These satisfaction surveys are administered each fall and spring semester.

The STEM Peer Mentors keep track of students within their courses who utilize them after class hours. They must log the student's first and last name, student's Banner ID and the purpose of their visit. This *data[64]* is used in the Annual Progress Report that is submitted to the Department of Education to show progress in participation in the activities and objectives of the grant. A student satisfaction survey is also administered to all the students within the course that the Peer Mentors are embedded in. This data is used to determine if additional training is needed to ensure that the Peer Mentors are providing adequate support to students academically or socially. The satisfaction surveys do have open ended questions that allow students to provide feedback on the Peer Mentor who was assigned to their

course. This feedback also provides additional information to determine if the Peer Mentor is being effective and how students view the help that the Peer Mentor provides. In Fall 2020, a Faculty Evaluation survey was also implemented to gain faculty feedback in order to assess the experience the instructor had working with their Peer Mentor. This also helps to solidify what type of additional training is needed and how Peer Mentors might benefit from this training.

Lastly, the Title III: HSI STEM grant participates in the Unit Planning process which includes an annual Unit Plan evaluation of the previous year's outcomes. Through this process, the STEM Center assesses the extent to which they met their previous year's Unit Plan goals, reviews and possibly revises their expected outcomes, and creates an action plan to address improvements. Since the STEM Center will submit Unit Evaluations in the next cycle as it transitions from the APR structure requried by Department of Education to the Unit Evaluation structure. The STEM Center and Peer Mentor Program also participate in Wildly Important Goals that help to increase the usage of all the services offered in the STEM Center and the Peer Mentoring program.

Improvements in Outcomes for Student Services and Academic Support Services

Student Services

Student Support Services utilizes the assessment findings from unit goal planning and evaluation, service area outcome assessment, point of service surveys and scorecards to work towards continuous improvement. This happens through the semesterly review of SLO/SAO templates and yearly Unit Evaluation reviews with the Dean and Vice President of Student Success.

The College has also gone through the additional measure of developing college action plans (CAP) to address areas where improvement is needed. CAPs are unique in that they work to address challenges that cross discipline boundaries such as student persistence, student advocacy, and increased access through enrollment initiatives. For example, in looking at improving access for the PAC community, the College has committed to developing a CAP around *Strategic Enrollment Management[65]* focused on improving enrollment. These plans include a baseline and target within a specified timeline and consider financial resources that may be required to accomplish the goal of each CAP. This has resulted in an increase in the size of the first-time-in-college (FTIC) class in partnership with high school partners through strengthened collaboration over the last five enrollment cycles. The College's *Advocacy CAP[66]* is focused on the outcomes for students who access advocacy services such as the food pantry, clothes closet, social services, and counseling services which then allows the College to better target advocacy efforts. Taken in conjunction with the point of service survey, the College learned students were struggling with housing insecurity which led to the development of the student housing voucher program. In reviewing persistence and completion data for students and seeking to improve the student experience, the College moved to develop an *Advising and FYE CAP[67]* to develop a continuum of services to support student success outcomes. This has resulted in year over year increases in the number of credentials awarded by the College.

Aquatic and Athletic Center

Student athletes participating in the College's extramural sports program must maintain a minimum GPA of 2.0. To emphasize GPAs, the department established its Wildly Important Goal to increase student athlete GPAs 10% each year. The AAC conducts regular grade reporting through the Student Athlete Monitoring System, which is a tool for faculty to report athlete progress and GPA statuses electronically throughout each semester. Banner identification numbers are also provided to the College's Department of Institutional Research to monitor within the Student Athlete Data Portal at the completion of each semester. The implementation of the data portal allowed the department and College leadership to analyze overall GPA trends within the student athlete cohort, including the observation of lower GPAs among male athletes versus female athletes. In this data portal, the department included several additional performance metrics, such as persistence, PGR, completion, and failure rates to determine the needs for student athletes at Palo Alto College. As of result of the metrics showing lower points than anticipated, the AAC developed the *Student Athlete Support Network[68]* to provide greater support and resources to the athletes. This network includes AAC professional staff, head coaches, certified advisors, tutors, and faculty mentors. In addition,

participation is required in various resources on campus such as tutoring, advising sessions, in-person grade reporting, mentor pairing, and volunteerism. A commitment to graduate as also listed in the Palo Alto College Student Athlete Handbook.

The AAC also monitors skill development within programming such as the Second Grade Learn to Swim Program. This program is a 10-day swim lesson session in partnership with South San and Southwest Independent School Districts with a goal to teach all second graders within each school district water safety skills using the SwimAmerica 10 level swimming curriculum. Each year, the AAC's goal is for at least 80% of participants to increase their swimming skill level by at least one level. The AAC assesses these skills with an initial assessment on day one, a skill assessment at the program mid-way point, and one final assessment on the last day of the program. For the program years of 2017, 2018, and 2019, skill level attainment of at least one skill level varied between 79-82%; however, 2020 showed a significant decrease in skill development among participants with only 55% of participants gaining at least one skill level throughout the program. The decrease can be attributed to the modification of the program from 10-days to 4-6 days in 2020 to accommodate various conflicting schedules, causing participants to have less time to practice skills needed for level progression. Using this analysis, the AAC will return back to full 10 day sessions for future Second Grade Learn to Swim programming schedules to maximize skill development results.

As a community-facing, service-providing department, the AAC strives to maintain high *customer satisfaction rates[15]* for all services and administers Customer Satisfaction surveys to participants regularly. Participants are provided surveys at the conclusion of events and are able to submit responses into drop boxes located at the AAC front desk. Among the 300 surveys that are conducted each year, the AAC has received an average satisfaction rate of 97.9% from fiscal years 2015 through 2019, indicating that participants are overall satisfied with the quality of AAC programming. In these surveys, participants are also able to provide qualitative feedback, which is analyzed at the end of each program period to determine any necessary improvements to future programming. Some of this feedback used as evidence to support changes implemented in following years included lesson-time-length, group sizes, and food options available to summer camp participants.

Academic Support Services

Tutoring Services

The Tutoring Services Learning Centers use the student satisfaction results to improve services. For instance, students who visited the Math Learning Center requested more in-depth tutoring, which resulted in the hiring of two additional tutors to allow for increased number of individual tutoring sessions. Brainfuse continues to receive positive survey responses which likely explains why *usage of the online service[69]* more than doubled between Spring 2019 and Spring 2020. Furthermore, the *Tutoring Unit Plan evaluation[70]* results indicated that students who attended refresher sessions were more successful than those who did not attend a refresher. Due to this promising data, the 2019-2020 goal focused on increasing the number of students who attend the refreshers so as to improve the PGR and within-term retention of a larger student population. The data also led the College to identify refreshers as a *College Action Plan[71]* (CAP). CAPs are high-visibility, promising activities that are regularly reviewed by the College's administration to assess progress. A *refresher logic model[72]* has also been created to assist in assessment. The logic model identifies activities that will lead to expected short, medium, and long-term outcomes, such as increases in participation, course grades, and retention. In addition, Learning Center attendance is regularly monitored and upon review has prompted a collaboration with the English Department Chair to improve participation. This resulted in a partnership with English instructors and the development of three options for incorporating tutoring services into their courses. To further increase students' utilization of tutors, *caseload management[73]* tutoring was implemented in high-challenge courses; this strategy was continued during the transition to fully remote learning in the Spring 2020 semester with all tutors assigned to at least ten high-challenge courses each. The next initiative was to fully *embed tutoring[74]* into several high-challenge courses in Fall 2020, which allowed tutors to review course materials, attend class lectures and labs, assist the instructor as needed, hold study sessions, and provide individual tutoring.

Library Instruction, Services, and Resources

The *Library Assessment Team[75]* was established in Spring 2020 to facilitate the assessment of Library instruction and services. This assessment team is responsible for creating, implementing, and revising the Library's various assessment tools, as well as regularly reviewing the assessment results and suggesting improvements based on the results. The team presents the results to the Dean, with whom they collaborate to develop possible improvements to address any issues identified.

Improvements to instruction, services, resources, or facilities have been made based on the survey results or on suggestions submitted via *Suggestion/Feedback form[76]*. Students can complete the suggestion form and drop it into the Suggestion Box located at the Circulation Desk at any time. Since the various assessment tools have produced mostly positive results, it is often through the suggestion form that the Library receives suggestions for new resources, services, or improvements. Such feedback led to improvements and acquisitions such as the addition of new charging stations in the Library, the purchase of six dry-erase boards, an increase in the number of leisure print books and e-books, and new items for the PACreates Zone such as the 360° 3-D scanner, virtual reality (VR) goggles, and the Nintendo Switch.

An example of how the information literacy online assessment results led to an improvement, is when the *Library Information Literacy Modules[77]* replaced the Library's previous online information literacy program, Library Research Certificates (LRC) which were created in summer 2016 using *Springshare LibWizard[78]*. Online survey results had indicated that students experienced difficulty with the original LRC program's certificates of completion and quizzes and that students desired improvement in these areas. This dissatisfaction prompted the search for options to improve the online information literacy instruction. Software options that addressed the area of weakness were tested, and in summer 2017 the *Credo Information Literacy Module[79]* was selected which eventually led to the implementation of the new Library Information Literacy Modules in Spring 2018. After the launch of the new modules, survey results indicated an increased satisfaction rating with the modules; however, analysis of the 2018-2019 *online information literacy modules survey[80]* results revealed that once again students noted a desire for improvements to the quiz completion display and the quiz re-take feature. Credo, the module vendor, was called upon to revamp these features, resulting in an improved *Proof of Completion notice and email[81]* message and *quiz retake[82]* feature.

As mentioned previously, the Circulation Desk (Table 8.2.c.10) and Reference Desk surveys (Table 8.2.c.11) typically indicate students' high satisfaction with Library services, staff, and resources and include overwhelmingly positive comments; however, on occasion a student will submit a comment that identifies an area for improvement. For example, a comment in Spring 2018 stating "color printer," prompted the Library to purchase a color printer that was installed in Fall 2018. Other comments in Spring 2018 focused on noise in the Library; these prompted the Library to request a sound absorption solution. However, due to budget constraints, the Library opted instead to purchase sound masking devices with headphones that students can borrow from the Circulation Desk.

STEM Center

The STEM Center uses the student satisfaction survey to adjust the procedures and operation of the Center. At this time, the Center has not received negative feedback, but the survey is being revised to include different questions to generate more useful information. The same tactic is used with the STEM Peer Mentor program. The student satisfaction survey feedback is used to help improve the way the Academic Peer Coaches interact with the students either in their classes or in the STEM Center. After reviewing the usage statistics from Navigate, the Center staff have been brainstorming ways to increase student usage. Since it's opening in Summer 2018 the usage of the STEM Center has increased each semester. This is the same for the STEM Peer Mentor program.

In addition, student outcome data have helped determine areas for improvement. Since the STEM Center and the STEM Peer Mentor program are grant funded, the data are extremely useful in assessing the efficacy of the services offered in the STEM Center and offered by the Academic Peer Coaches. The data help in the decision process as to whether the College should assume funding of these areas. For the STEM Peer Mentor program, the data are extremely helpful not just for funds but to also determine if this program should be introduced in more classes. At this point the STEM Peer Mentor program is only embedded into eight high-challenge courses. In Fall 2019, the data showed

that there was a significant increase in the *PGR[83]* of those students in a class with an Academic Peer Coach versus those students who were not in one of these courses. This was the same for *Spring of 2020[84]*. Even though the grant proposal outlines the outcomes of the Peer program, during Fall 2020, a formal logic model was created to identify short-, medium-, and long-term outcomes of the program.

Evidence

[1] Section 8.2c_1 Student Success Unit Goal Planning 2018-2019

[2] Section 8.2c_2 Student Success Unit Goal Planning 2019-2020

[3] Section 8.2c_3 Student Success Unit Goal Planning 2020-2021

[4] Section 8.2c_4 Assessment Tracking Software

[5] Section 8.2c_5 Point of Service Survey Example Advising 2019-2020

[6] Section 8.2c_6 Point of Service Survey Example Enrollment Services 2020

[7] Section 8.2c_7 Point of Service Survey Example SFA 2020

[8] Section 8.2c_8 Advising Performance Scorecard Example_Fall 2018

[9] Section 8.2c_9 Advising Performance Scorecard Example_Fall 2019

[10] Section 8.2c_10 Advocacy Performance Scorecard Example_Fall 2018

[11] Section 8.2c_11 Advocacy Performance Scorecard Example_Fall 2019

[12] FY19 Unit Plans

[13] FY20 Unit Plans

[14] FY21 Unit Plans

[15] Satisfaction Surveys FY15-19

[16] Outdoor Rec Survey 2017

[17] Fall 2020 Persistence

[18] Section 8.2c_12 Post-Tutoring Session SLO Assessment

[19] Section 8.2c_13 Tutoring Services Unit Plan Goals

[20] Section 8.2c_14 Refresher Sessions

[21] Section 8.2c_15 Library's Unit Plan Goals

[22] Section 8.2c_16 Library Information Literacy Instruction Student Learning Outcomes

[23] Section 8.2c_17 Library Instruction Survey of Faculty

[24] Section 8.2c_18 Faculty Library Satisfaction and Awareness Survey

[25] Year 1 APR 2016 - 2017 Submitted Version

[26] Year 2_ 2017 - 2018_Submitted_Report

[27] Year 3_2018-2019 APR Submitted

[28] STEM Center Unit Plans 2019-2020

[29] STEM Center Unit Plans 2020-2021

[30] Section 8.2c_19 Student Success Unit Plan Evaluations 2016_2017

[31] Section 8.2c_20 Student Success Unit Plan Evaluations 2017_2018

[32] Section 8.2c_21 Student Success Unit Plan Evaluations2018-2019

[33] Section 8.2c_22 Presentations Welcome Center_SLO_SAO_Final Report_2016_2018

[34] Section 8.2c_24 Presentations DSS_SLO_SAO_Final Report_2016_2018

[35] Section 8.2c_26 Presentations VA SLO SAO Outcomes 2016-2018

[36] Section 8.2c_27 Admissions & Records Program Review 2012-13 through 2016-17 (submitted 2016-17)

[37] Section 8.2c_28 DSS Program Review 2012-2013 through 2016-2017 (submitted 04.06.18)
[38] Section 8.2c_29 Ray Ellison Family Center Program Review 2012-13 through 2016-17 (submitted 2017-18)
[39] Section 8.2c_30 CAS Standards _ Council for the Advancement of Standards in Higher Education
[40] Section 8.2c_31 Executive Summary_2018-2019_Counseling Services
[41] Section 8.2c_32 Executive Summary 2018-2019_Student Conduct
[42] Section 8.2c_33 CCSSE_2019_5F441AF069_ExecSum
[43] Section 8.2c_34 Palo Alto College - SSI Year to Year - 06-2018
[44] FY17 UP Evals
[45] FY18 UP Evals
[46] FY19 UP Evals
[47] Fall 2019 PGR
[48] Section 8.2c_35 High Challenge Courses
[49] Section 8.2c_36_Post-Tutoring Session SLO Assessment Results
[50] Section 8.2c_37 Tutoring Student Satisfaction Survey
[51] Section 8.2c_38 Brainfuse Student Satisfaction Survey
[52] Section 8.2c_39 Learning Centers Usage Statistics
[53] Section 8.2c_40 Tutoring Unit Plan Evaluation
[54] Section 8.2c_41 2018 Ruffalo Noel Levitz
[55] Section 8.2c_42 Circulation Desk Survey
[56] Section 8.2c_43 Reference Desk Survey
[57] Section 8.2c_44 Library Unit Plan Evaluations
[58] Section 8.2c_45 In Person Class Evaluation - Library
[59] Section 8.2c_46 Library Information Literacy Modules
[60] Section 8.2c_47 Library Instruction Survey of Faculty
[61] Section 8.2c_48 Faculty Library Satisfaction and Awareness Survey
[62] Section 8.2c_49 Noel-Levitz Student Satisfaction Inventory - Library
[63] Section 8.2c_50 CCSSE - Library
[64] STEM Peer Mentor Post Survey Results - Fall 2020
[65] Section 8.2c_51 CAP_SEM
[66] Section 8.2c_52 CAP_Advocacy 3.0
[67] Section 8.2c_53 CAP_AlamoADVISE_FYE
[68] Student Athlete Orientation FY20
[69] Section 8.2c_54 Usage of the Online Service Tutoring
[70] Section 8.2c_55 Tutoring Unit Plan Evaluation
[71] Section 8.2c_56 College Action Plan Tutoring
[72] Section 8.2c_57 Refresher Logic Model
[73] Section 8.2c_58 Caseload Management Tutoring
[74] Section 8.2c_59 Embed Tutoring
[75] Section 8.2c_60 Library Assessment Team
[76] Section 8.2c_61 Suggestion.Feedback Form
[77] Section 8.2c_62 Library Information Literacy Modules
[78] Section 8.2c_63 Springshare LibWizard

[79] Section 8.2c_64 Credo Information Literacy Module

[80] Section 8.2c_65 Online Information Literacy Modules Surveys

[81] Section 8.2c_66 Proof of Completion Notice and Email

[82] Section 8.2c_67 Quiz Retake

[83] STEM_PeerMentor_PGR Fall 2019

[84] Spring 2020 STEM_PeerMentor_PGR

Section 9 Educational Program Structure and Content

9.1 Educational programs (a.) embody a coherent course of study, (b.) are compatible with the stated mission and goals of the institution, and (c.) are based upon fields of study appropriate to higher education. *(Program content)* [Off-Site/On-Site Review]

Compliance Status: Compliance

Narrative

All educational programs at Palo Alto College embody a coherent course of study; are compatible with the stated Mission and goals of the Institution; and are based on fields of study appropriate to higher education. Palo Alto College (PAC) is in compliance with CR 9.1 Compliance Response.

The case for compliance is structured as follows:

A. All educational programs at PAC embody a coherent course of study.
B. All educational programs at PAC are compatible with the stated Mission and goals of the Institution.
C. All educational programs at PAC are based on fields of study appropriate to higher education.

PAC offers *degree and certificate programs*[1] that embody a coherent course of study. All courses originate from the Texas Higher Education Coordinating Board (THECB) inventory of courses located in the Academic Course Guide Manual (ACGM) or the Workforce Education Course Manual (WECM). The THECB prescribes minimum requirements for each program which, in essence, requires that community colleges in the state of Texas have a coherent course of study. These educational programs are compatible with the stated *Mission, Vision, and Values*[2] of the Institution as the College aims to prepare students for transfer to four-year baccalaureate programs or to be workforce ready through workforce programs that prepare students for high-demand, high-wage jobs in the community. Lastly, educational programs are based on fields of study appropriate to higher education given that all courses come from the THECB course inventory and are reviewed by the THECB when new programs are established or revisions to programs occur. Additional details along with supporting documentation are provided below.

All Educational Programs at PAC Embody a Coherent Course of Study

All educational programs offered at PAC comply with the rules and regulations set forth by the THECB in the *Texas Administrative Code Title 19, Part 1, Chapter 9*[3] and are consistent with those offered at other institutions of higher education within Texas and the region accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For the academic year 2019-2020, PAC offered four types of associate degrees: *Associate of Arts (AA)*[4], *Associate of Science (AS)*[5], *Associate of Applied Science (AAS)*[6], and *Associate of Arts in Teaching (AAT)*[7].

The AA, AS, and AAT programs are each 60 credit hour programs that are intended to transfer to baccalaureate institutions as degree applicable. Accordingly, PAC complies with *Board of Trustees Policy E.1.3 Core Curriculum and Degrees*[8] to not offer majors at the two-year level. PAC's AA, AS, and AAT programs are designed as comprehensive liberal arts degree programs and comply with *Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter J Rule 9.183*[9], which defines degree titles, program length, and program content for an AA, AS, and AAT. The AA, AS, and AAT each consist of 42 hours of state mandated general education hours (core curriculum) which come from an inventory of courses listed within the *ACGM* [10]that are designed for transfer to any four-year public institution of higher education in Texas. The remaining 18 hours (for flexibility in transfer and applicability) within an AA or AS are elective hours of a student's choice in a pre-major. For the AAT, the remaining 18 additional hours are specific courses that meet the freshman and sophomore level requirements of a baccalaureate degree in education offered by public institutions of higher education

in Texas. The 18 hours for the AA and AS are guided by *Transfer Advising Guides[11]* which are developed by PAC faculty in collaboration with faculty at transfer institutions and identify degree applicable offerings to students.

Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.23[12] defines the core curriculum in accordance with *Texas Education Code 61.821 – 61.832[13]*, which states that "each institution of higher education that offers an undergraduate academic degree program shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours." The THECB, in accordance with Texas Administrative Code and Texas Education Code, defines the *Texas Core Curriculum (TCC)[14]* as 42 semester credit hours (SCH) for all undergraduate students in public higher educational institutions in Texas. When developing the TCC, the THECB "relied on advice and recommendations from faculty and administrators at Texas public colleges and universities regarding the content, component areas, and objections of the TCC" According to the THECB regarding the *TCC[15]*:

> Each institution selects the specific courses it will offer to fulfill that framework of the TCC in a way that reflects the individual role and mission of the institution. The TCC implementation at each institution must receive approval from the Coordinating Board and institutions must evaluate the effectiveness of their TCC at regular intervals.

PAC has received approval of its 42 SCH core curriculum in fulfillment of the TCC requirement from the THECB. Also, according to the THECB, the importance of the *core curriculum[16]* is that:

> It allows students who successfully complete a 42-semester credit hour (SCH) core curriculum at one institution to transfer the entire set of completed courses to another public Texas higher education institution without having to repeat any core courses. Students who transfer without completing the entire 42-SCH core curriculum also receive credit for each of the core courses they successfully complete (p.3).

The THECB *TCC[17],* in accordance with Texas Administrative Code and Education Code, stipulates that the core curriculum at each Texas higher education institution must include the following Foundational Component Areas and semester credit hours:

- Communication (6 SCH)
- Mathematics (3 SCH)
- Life and Physical Sciences (6 SCH)
- Language, Philosophy and Culture (3 SCH)
- Creative Arts (3 SCH)
- American History (6 SCH)
- Government/Political Science (6 SCH)
- Social and Behavioral Sciences (3 SCH)
- The Component Area Option (6 SCH)

The AA, AS, and AAT degrees embody a coherent course of study for transferability which include courses within the well-structured core curriculum through which students fulfill the College Institutional Learning Outcomes (ILOs) which align to the THECB core objectives. These include:

- Communication: PAC students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.
- Critical Thinking: PAC students exhibit habits of mind characterized by the comprehensive exploration of ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Empirical and Quantitative Skills: PAC students apply scientific and mathematical concepts to analyze and solve problems.
- Personal Responsibility: PAC students connect choices, actions, and consequences to ethical decision making.
- Social Responsibility: PAC students demonstrate intercultural competency, civic knowledge, and the ability to engage effectively in regional, national and global communities.

- Teamwork: PAC students consider different points of view and work effectively with others to support a shared purpose or goal.

In addition to the AA, AS, and AAT programs, PAC offers several AAS programs. As part of the *PAC degrees and certificates*[18], the College offers 21 AAS degrees and 39 academic certificates which are designed to prepare students for the workforce rather than transfer. The certificates are intended to be stackable within their corresponding AAS degree. All AAS degree programs and certificates offered at PAC comply with the rules and regulations set forth by the THECB in the *Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter J*[19] and are consistent with those offered at other institutions of higher education within Texas and the region accredited by the SACSCOC. The *Guidelines for Instructional Programs in Workforce Education (GIPWE)*[20] states that graduates of AAS programs “must be eligible to seek credentialing upon graduation without additional work experience or education, unless the additional work experience and/or education is commonly required for all applicants for the credential.”

The College follows all THECB guidelines in the development and implementation of all AAS degrees and certificates. The THECB publishes *GIPWE*[21] which “provides guidelines for the design, development, operation, and evaluation of credit and non-credit workforce education programs.” In addition, the GIPWE provides guidance for the general instructional requirement, workforce education program elements, new program approval process, and program revision process for all workforce education programs. The *GIPWE*[22] mandates that all AAS degrees should have:

A technical component composed of 50 to 75 percent of the course credits drawn from a common technical specialty identified by the Classification of Instructional Programs (CIP) program code. This ensures that each degree or certificate program has a clearly defined subject matter focus and provides students with opportunities for employment and career advancement. The curriculum may include both Workforce Education Course Manual (WECM) courses and Lower-Division ACGM courses that are directly related to the discipline.

Moreover, the *GIPWE*[23] specifies: "To meet SACSCOC guidelines, each degree must have a minimum of 15 semester hours of general education courses. Courses must be selected from the following areas and must include at least 3 SCH in each area: Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics."

PAC Procedure I 2.0 Establishing New AAS and/or Certificate Programs[24] provides guidelines for the development of new AAS degrees and certificate programs. This procedure adheres to guidelines stipulated in the THECB *GIPWE*[25] and aligns to *Board of Trustees Policy E.1.3 Core Curriculum and Degrees*[26].

The College adheres to all polices outlined by the THECB in the GIPWE. When developing AAS degrees and certificates, the College follows the new program approval process required by THECB and outlined in *GIPWE*. The College complies with the *GIPWE*[27] that:

> An AAS or AAA degree should have a technical component composed of 50 percent to 75 percent of the course credits drawn from a common technical specialty identified by the program CIP code. This ensures that each degree or certificate program has a clearly defined subject matter focus and provides students with opportunities for employment and career advancement. The curriculum may include both Workforce Education Course Manual (*WECM*)[28] courses and Lower-Division Academic Course Guide Manual (*ACGM*)[29] courses that are directly related to the discipline.

The WECM, published by the THECB, is the online inventory of current workforce and technical education courses for use in AAS degree programs. Additionally, all PAC AAS degrees have a minimum of 15 semester hours from the ACGM which include at least three SCH from the Humanities /Fine Arts, Social/Behavioral Science, and Natural Science/Mathematics.

When developing AAS degrees and certificates, the College also utilizes internal guidelines outlined in the *Workforce New Program Development, Revisions, Deactivation, and Reactivation*[30]

document. This document aligns to the THECB GIPWE. The College requires that all workforce programs maintain industry-based advisory committees. The *PAC Advisory Committee Handbook[31]* outlines how advisory committees support the program curriculum to embody a coherent course of study, compatible with the Mission and goals of the College to align to local industry needs. The *College Procedure on Program Advisory Committees[32]* identifies the membership, qualifications, and functions of advisory committee members particularly their role in being consulted in the design of the curriculum for AAS degrees and certificates, thus ensuring that the course competencies align with job skills vital to the business/industry in question and that required licensure or certification standards are incorporated into the curriculum. PAC faculty collaborate with Program Advisory Committees to select courses from the *WECM[33] and ACGM[34]* to fulfill the workforce component of the AAS degrees.

All PAC Educational Programs are Compatible with College Mission and Goals

*Texas Statutes Education Code Title 2, Subtitle G, Chapter 130, Section 130.0011 [35]*Public Junior College Role and Mission states that "Texas public junior colleges (community colleges) shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees." Furthermore, it states that "each institution shall insist on excellence in all academic areas." *Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter C, Rule 9.53[36]* states that "each public two-year college must develop a statement regarding the purpose, role, and mission of the institution reflecting the three missions of higher education: teaching, research, and public service." The *Mission, Vision, and Values and the Strategic Directions[37]* of Palo Alto College directly align with the role and mission of community colleges as defined by the state of Texas. The Mission of PAC is "To inspire, empower, and educate our community for leadership and success."

All education programs at PAC align to the role and mission for community colleges as defined by Texas statute and therefore are compatible with the stated mission and goals of the College. As outlined in part A, all education programs at PAC adhere to all policies defined with Texas Administrative Code and the THECB. PAC's AA, AS, and AAT degree programs are each 60 semester credit hour degrees consisting of a 42-hour state mandated core curriculum and 18 elective hours of student's choice in a pre-major. All courses come from the THECB inventory of courses within the *ACGM[38]* that are designed for transfer to any four-year public institution of higher education in Texas.

PAC follows all THECB guidelines in the development, implementation, and maintenance of all AAS degrees and certificates. When developing AAS degrees and certificates, the College follows the new program approval process required by THECB and outlined in *GIPWE*. PAC faculty collaborate with Program Advisory Committees to select courses from the *WECM[39]* and *ACGM[40]* to fulfill the workforce component of the AAS degrees. The *GIPWE[41]* states that "Workforce education programs offered by a Texas public community or technical college must be consistent with the institution's role and mission as established by the Texas Legislature and approved by the institution's governing board." Furthermore, it states that, "To receive Coordinating Board approval for a workforce education program, a public technical or community college must comply with the Principles of Accreditation adopted by the SACSCOC." All AAS and certificate programs at PAC have been approved by the THECB.

Fields of Study Appropriate to Higher Education

As detailed in parts A and B, all education programs at PAC adhere to Texas Statute Education Code and Texas Administrative Code for Higher Education. All courses within the AA, AS, and AAT degrees come from the THECB *ACGM[42]* and contain learning outcomes appropriate for Freshman and Sophomore level courses in higher education. PAC's *AA[43]*, *AS[44]*, and *AAT[45]* are each 60 credit hour programs that are intended to transfer as degree applicable to a Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Arts in Teaching, respectively, at baccalaureate institutions. *Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter J, 9.183[46]* states that:

The AA program may serve as a foundation for a Bachelor of Arts (BA) degree and the AS program for the Bachelor of Science (BS) degree. Each academic associate degree must provide a clearly-articulated curriculum that can be associated with a discipline or field of study leading to a baccalaureate degree, and must be identified as such in the institution's program inventory.

Furthermore, it states that “The AAT is a specialized academic associate degree program designed to transfer in its entirety to a baccalaureate program that leads to initial Texas teacher certification.”

The College follows all THECB guidelines in the development, implementation, and maintenance of all AAS degrees and certificates. College-level general education and technical requirements for the AAS and Certificate programs are detailed in the *GIPWE[47]*. PAC’s AAS degrees and certificates follow all guidelines provided within the GIPWE and all PAC AAS degrees and certificates have been approved by the THECB. In adherence with GIPWE guidelines, all PAC AAS degrees have a minimum of 15 semester hours from the ACGM which include at least three SCH from the Humanities/Fine Arts, Social /Behavioral Science, and Natural Science/Mathematics, and a technical component composed of 50 to 75 percent of course credit drawn from the WECM. The THECB inventory of courses within the *ACGM [48]* are designed for transfer to any four-year public institution of higher education in Texas and are therefore appropriate to higher education. The *Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter D Rule 9.73*[49] states that “State funding shall be provided for lower-division academic courses at public community colleges, public technical colleges, or public state colleges if such courses: (1) are approved for inclusion in the Lower-Division Academic Course Guide Manual (ACGM).” The *WECM[50]* is housed and maintained by the THECB and overseen by the WECM Advisory Committee which is comprised of representatives from Texas public community, technical, and state colleges. The THECB engages discipline teams comprised of faculty and administrators from Texas community and technical colleges to develop and maintain courses within the WECM.

The discipline faculty which oversee AAS degrees and certificates provide a systematic review of course offerings through a curriculum review process. This process provides another layer of quality control to ensure educational programs are appropriate to higher education. The College trains program coordinators to regularly review course curriculum to ensure the relevance of the curriculum, alignment to local industry needs, and appropriateness of the curriculum to higher education. For example, the Professional and Technical Education Division of the College provides division-wide training to ensure all program faculty are familiar with the *GIPWE’s[51]* Designing a Curriculum (DACUM) process. This training demonstrates how to use various sources of labor market reports to *identify industry-sought competencies[52]* in order to *update program-level competencies[53]*. Faculty are also provided *program curriculum mapping training[54]* which ensures that program-level competencies are translated to program learning outcomes which are appropriate for higher education. Degrees are arranged by the appropriate sequence building upon each other to include prerequisites as needed. Prerequisites include college remedial courses if any Texas Success Initiative (TSI) requirement are needed for entry into a program or a course.

Therefore, the case for compliance can be summarized as follows:

1. The AA, AS, AAT, and AAS educational programs at PAC embody a coherent course of study as each has been approved by the THECB and is annually reviewed through the college curriculum process. AAS programs are developed in consultation with industry-based advisory committees to reflect a coherent course of study to support student achievement of workplace competencies.
2. All educational programs at PAC are compatible with the stated Mission and goals of the Institution. The goals of transferability for AA, AS, and AAT programs to baccalaureate institutions and aligning AAS programs to local employers to prepare students for employability are exemplified through the College’s educational programs.
3. All educational programs at PAC are based on fields of study appropriate to higher education as approved by the THECB. The College annually assesses the quality of educational programs through program assessment and ILO assessment to determine the quality of the curriculum for student transfer and employability.

Evidence

[1] 9.1_1 - PAC Degrees and Certificates - by Degree Type - Palo Alto College
[2] 9.1_2-PAC Mission Vision Values
[3] 9.1_3 - 1TX Admin Code Title 19.1.9
[4] 9.1_4 - Program_ AA - PAC
[5] 9.1_5 - Program_ AS - PAC
[6] 9.1_6 - Program_AAS PAC
[7] 9.1_7 - Program AAT PAC
[8] 9.1_8 - e.1.3-policy-Core Curriculum and Degrees
[9] 9.1_9 - TX Admin Code Title 19.1.9.J, Rule 9.183
[10] 9.1_10 - ACGM
[11] 9.1_11 - TAGS by Degree
[12] 9.1_12 Texas Adm Code Title 19 Part 1 Ch 4 Subch B Rule 4.23
[13] 9.1_13 - TX Educ Code 61.821-61.832
[14] 9.1_14 - Texas Core Curriculum TCC
[15] 9.1_14a - Texas Core Curriculum TCC
[16] 9.1_14b - Texas Core Curriculum TCC
[17] 9.1_14c - Texas Core Curriculum TCC
[18] 9.1_1a - PAC Degrees and Certificates - by Degree Type - Palo Alto College - Copy
[19] 9.1_15 - Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter J
[20] 9.1_16 - GIPWE
[21] 9.1_16a - GIPWE - Copy
[22] 9.1_16b - GIPWE
[23] 9.1_16c - GIPWE
[24] 9.1_17 - Procedure for new AAS degree and certs
[25] 9.1_16d - GIPWE
[26] 9.1_8a- e.1.3-policy-Core Curriculum and Degrees - Copy
[27] 9.1_16e - GIPWE
[28] 9.1_18 - WECM
[29] 9.1_10a - ACGM - Copy
[30] 9.1_19 - Workforce Programs Development Revision
[31] 9.1_20 - Program Advisory Committee Handbook
[32] 9.1_21 - Procedure Advisory Committees
[33] 9.1_18a - WECM - Copy
[34] 9.1_10e - ACGM - Copy
[35] 9.1_22 - TX Educ Code Title 3.G.130
[36] 9.1_23 - Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter C, Rule §9.53
[37] 9.1_2a - PAC Mission Vision Values - Copy
[38] 9.1_10b - ACGM - Copy (2)
[39] 9.1_18b - WECM - Copy (2)
[40] 9.1_10f - ACGM - Copy
[41] 9.1_16f - GIPWE

[42] 9.1_10c - ACGM - Copy
[43] 9.1_4a - Program_ AA - PAC - Copy
[44] 9.1_5a - Program_ AS - PAC - Copy
[45] 9.1_7a - Program AAT PAC - Copy
[46] 9.1_24 - Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter J, §9.183
[47] 9.1_16g - GIPWE
[48] 9.1_10d - ACGM - Copy
[49] 9.1_29 - Texas Administrative Code Title 19, Part 1, Chapter 9, Subchapter D Rule §9.73
[50] 9.1_18c - WECM -
[51] 9.1_16h - GIPWE
[52] 9.1_26 - Identify industry sought competencies 101 Triangulation and Sources
[53] 9.1_27 - Update program-level competencies
[54] 9.1_28 - program curriculum mapping training

9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. *(Program Length)* **[CR; Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College offers one or more programs based on at least 60 semester credit hours at the associate level. The College does not offer degree programs at the baccalaureate, graduate, or professional level; does not use units other than semester credit hours; and does not offer programs at the associate level that require fewer than 60 semester credit hours. Palo Alto College (PAC) is in compliance with CR 9.2. Program Length.

The case for compliance is structured as follows:

A. The College offers degrees at the associate level and all associate degree programs require a minimum of 60 semester credit hours (SCH). The College does not offer degrees at the baccalaureate, graduate, or professional level.
B. The College has procedures that ensure each program meets the 60 SCH minimum, and the state also requires and monitors the 60 SCH minimum for programs at the associate level.
C. Students awarded two different associate degrees by the College are required to have a minimum of 15 distinct credit hours (one fourth of the total required credit hours) between the two degrees.

Degrees Offered by the College and the 60-Credit-Hour Minimum

During the 2020-2021 academic year, Palo Alto College offered the following associate degrees: Associate of Arts (AA), the Associate of Science (AS), Associate of Arts in Teaching (AAT), and 21 Associates of Applied Science (AAS). Table 9.2.1 below is extracted from the *2020-2021 Palo Alto College Catalog[1],* and lists all associate degrees offered by the College and the 60 semester credit hours (SCH) required for each of these.

Table 9.2.1: Associate Degree Programs and Required Hours

Associate Degree Plan	Semester Credit Hour Requirement
Associate of Arts/Associate of Arts in Teaching/ Associate of Science	
Associate of Arts	60
Associate of Arts in Teaching – EC6, 4-8, EC-12 Special Education FOS	60
Associate of Arts in Teaching 7-12 and Other EC-12 FOS	60
Associate of Science	60
Associate of Applied Science	
Administrative Assistant, A.A.S.	60
Brewing and Operations Management, A.A.S.	60
Business Management & Operations – Entrepreneurship, A.A.S. Specialization	60
Business Management & Operations – Management Specialization, A.A.S.	60
Business Management & Operations – Marketing, A.A.S. Specialization	60
Computer Programmer A.A.S.	60
Computer Support Specialists, A.A.S.	60
Cosmetology Esthetician, A.A.S.	60
Cosmetology Operator, A.A.S.	60
Cyber Defense and Operations, A.A.S.	60
Health Care Administrator, A.A.S.	60
Industrial Technology, A.A.S. – Instrumentation Specialization	60
Industrial Technology, A.A.S. – Manufacturing Specialization	60
Landscape and Horticultural Science, A.A.S.	60
Logistics and Supply Chain Management, A.A.S.	60
Network Administrator, A.A.S.	60
Process Technology Specialization, A.A.S.	60
Production Technician Specialization, A.A.S.	60
Turfgrass and Golf Course Management, A.A.S.	60
Veterinary Technology, A.A.S.	60
Viticulture and Enology Specializations, A.A.S.	60

The 60 SCH requirement for an associate degree, in addtion to the is also cited in the College's catalog under *AA, AS, AAT Transferability[2]*: "The intent of the AA, AS, and AAT degree is that 60 semester hours will transfer toward a baccalaureate.

State Requirements and Monitoring to Ensure 60 SCH Minimum

The state requires a 60 SCH minimum for associate degrees offered by public institutions of higher education in Texas. *Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183[3]* of the Texas Administrative Code, the Texas Higher Education Coordinating Board's (THECB) *Standards for Academic Associate Degree Programs[4]* and the THECB's AAS Degree and Certificate Program Information – *Certification Form[5]* define the state requirements for academic associate degrees (the

AA, AS, and AAT) and for the technical, workforce associate degrees (the AAS). These rules specifically address the minimum requirement of 60 semester credit hours for these programs. The required minimum program length for the AAS is also stated clearly in the THECB Guidelines for Instructional Programs in Workforce Education (*GIPWE*)[6].

The state monitors compliance with the rules governing associate degree programs. *Title 19, Chapter 9, Subchapter J, Rule 9.184 - Criteria for New Academic Associate Degree Programs and Steps for Implementation*[7] states that the THECB may audit programs offered by the College for adherence to all state requirements for associate programs: "The Coordinating Board reserves the right to audit a certificate or degree program at any time to ensure compliance with any of the requirements in this subchapter." The THECB processes for *program approval and revision*[8] ensure that all new and revised programs meet state requirements for associate degrees, and specifically address minimum SCH requirements.

College Procedure Ensuring Adherence to 60 Credit Hour Minimum

The College enforces policy and procedure that ensure the 60 SCH requirement is met for all associate programs. The College's Board of Trustees Procedure *F.6.1.3 Student Success: The Student Experience – Progress to and through Completion* states[9]: "The Associate of Arts, Associate of Science, Associate of Arts in Teaching, and the AAS Degree, require 60 semester hours." College *Procedure I 2.0 Establishing New Associate of Applied Science Degrees and Certificate Programs*[10] requires that all new AAS programs are submitted to the THECB for approval, ensuring that the minimum SCH requirement is met. The College's *Workforce New Program Development, Revisions, Deactivation, and Reactivation*[11] manual also includes the 60 SCH minimum, which is required of all AAS programs.

Every program revision and every proposed new program must also go through the College curriculum process, culminating in review by the College's Curriculum Committee. This committee review ensures adherence to all state requirements for associate degrees, including minimum requirements for SCH. Evidence of this review is provided through relevant *Curriculum Committee*[12] *minutes.*

Distinct Hours for the Award of Two Associate Degrees

If a student chooses to earn more than one associate degree form the College, the two degrees must have at minimum 15 distinct semester credit hours, one fourth of the 60 required SCH, in order to preserve the integrity of each program. This requirement is published in the *College Catalog*[13]: "In order to be eligible for multiple degrees, at least fifteen hours for any additional degree must be unique to that degree and not part of any degrees previously earned from the colleges of the Alamo Colleges District." The process of conducting degree audits *(*see *Degree Audit A*[14] and *Degree Audit B*[15]*)* ensures adherence to this requirement and all other requirements for the award of a degree or certificate.

Evidence

[1] 9.2 1 2020-2021 Palo Alto Catalog

[2] 9.2 2 AA, AS, AAT Transferability

[3] 9.2 3 Title 19, Part 1, Chapter 9, Subchapter J, Rule 9.183

[4] 9.2 4 Standards for Academic Associate Degree Programs

[5] 9.2 5 Certification Form

[6] 9.2 6 GIPWE

[7] 9.2 7 Title 19, Chapter 9, Subchapter J, Rule 9.184 - Criteria for New Academic Associate Degree Programs and Steps for Implementation

[8] 9.2 8 program approval and revision

[9] 9.2 9 F.6.1.3 Student Success The Student Experience Progress to and through Completion

[10] 9.2 10 Procedure I 2.0 Establishing New Associate of Applied Science Degrees and Certificate Programs

[11] 9.2 11 Workforce New Program Development, Revisions, Deactivation, and Reactivation

[12] 9.2 12 curriculum committee minutes

[13] 9.2 13 College Catalog

[14] 9.2 14 Degree Audit A

[15] 9.2 15 Degree Audit B

9.3 The institution requires the successful completion of a general education component at the undergraduate level that:

a. is based on a coherent rationale.

b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.

c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science /mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

*(General education requirements)***[CR; Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

General education is an integral component of every degree program offered at Palo Alto College. The following narrative establishes the fact that every degree awarded by the College is based on a coherent rationale, consists of a minimum of 15 semester hours or the equivalent, and is structured in such a way that it ensures breadth of knowledge. Palo Alto College (PAC) is in compliance with CR 9.3 a-c, General Education Requirements.

The case for compliance is structured as follows:

A. Palo Alto College requires the successful completion of a general education component that is based on a coherent rationale for every Associate degree it awards.

B. Palo Alto College requires the successful completion of a general education component that consists of a minimum of 15 semester hours or the equivalent for every Associate degree it awards.

C. Palo Alto College requires the successful completion of a general education component that ensures breadth of knowledge for every Associate degree it awards.

General Education at PAC is Based on a Coherent Rationale

PAC confers the following degrees: *Associate of Arts (AA)*[1], *Associate of Science (AS)*[2], *Associate of Arts in Teaching (AAT)*[3], and *Associate of Applied Science (AAS)*[4]. General education courses fall within the *College's Core Curriculum* and constitute an integral part of every one of these awards.

General education at the College is based on a coherent rationale. PAC's Core Curriculum is informed by and aligns with the *Texas Core Curriculum*[5], the *Texas General Education Core Curriculum WebCenter Guidelines*[6], and the *Texas Higher Education Coordinating Board's Education Code as detailed in Chapter 61*[7]. The primary rationale underlying general education at PAC is the aspiration to structure degree programs that result in students receiving the essential knowledge and skills they need in order to be successful in college, in a career, in the community, and in life. To advance this cause, every course in the PAC Core Curriculum and, by extension, every general education course addresses a number of the College's *Institutional Learning Outcomes (ILOs)*[8]:

- *Critical Thinking Skills*[9] – defined as the ability to analyze and evaluate an issue in order to form a judgement.

- *Communication Skills*[10] – defined as the ability to convey ideas through writing, speaking and visual representations. It also requires the ability to respond meaningfully to communication from others.
- *Empirical and Quantitative Skills*[11] – defined as the ability to make conclusions about observable facts and numerical data.
- *Teamwork*[12] – defined as the ability to work with others in a meaningful and productive way.
- *Social Responsibility*[13] – defined as the responsibility of everyone to engage in thought and actions that benefit society.
- *Personal Responsibility*[14] – defined as the idea that people choose their own actions based on a larger ethical framework, and therefore are accountable for those actions.

General Education at PAC as a Component of Each Associate's Degree Program

Courses from the College Core Curriculum form the basis of general education at PAC and comprise a substantial component of every Associate's degree conferred by the College - the AA, AS, AAT, and AAS degrees.

Core Curriculum for AA/AS/AAT [Transfer] Degrees

The AA, AS, and AAT degrees are all intended for transfer and include a *core curriculum consisting of 42-semester hours of general education courses*[15]. The core curriculum required for each of these transfer degrees represents a common experience in academic foundations and provides a basis for transferability within the Alamo Colleges District and among regionally accredited public and private Texas colleges and universities. *Texas Code (Title 19, Part 1, Ch 4, Subchapter B, Rule 4.28)*[16] mandates that the completed core at one institution will transfer and take the place of the core at a receiving Texas public senior institution. Consequently, students are encouraged to complete the core at PAC since the core will transfer as a block of credit and, assuming they complete it in total, they would not be required to take additional core curriculum courses at their senior higher education institution. At PAC, the core course of study consists of 42 Semester Credit Hours (SCH), thereby making it a substantial portion of the requirements for a transferassociate degree. In fact, with only 18 additional semester credit hours, approximately six courses beyond the core, students will have completed their respective associate's degree.

Students who transfer from PAC to another Texas public college or university without completing the PAC Core Curriculum receive academic credit in the receiving institution's core curriculum for each of the corresponding courses they have successfully completed in the foundational component areas at PAC. Once they have received credit for these courses, students may be required to satisfy the remaining core curriculum course requirements of the receiving institution.

Detailed information related to the College Core Curriculum is provided in the College catalog. With assistance from College *Advising Centers*[17], students use the Core Curriculum Selection List and *Transfer Advising Guides by University*[18], *Transfer Advising Guides by Alamo Institutes*[19], and/or *Transfer Advising Guides by Pre-Majors*[20] to select courses that align with the program requirements from their prospective receiving institution.

General Education for AAS Degrees

In addition to the opportunities for students to earn degrees intended for transfer (AA, AS, and AAT), the College also provides opportunities for students to pursue degrees which are not primarily intended for transfer. These are the College's Associate of Applied Science (AAS) degrees and are intended, instead, as direct onramps to employment. Still, each AAS degree is designed in such a way that general education constitutes a significant component of the degree program. In accordance with SACSCOC, PAC's AAS degree requires a minimum of 15 semester hours of general education courses from the Core Curriculum Selection List and includes at least 1 course in each of the following areas: Humanities/Fine Arts (Language, Philosophy & Culture, Creative Arts, etc.); Social/Behavioral Sciences (Government/Political Science, History, etc.); and Mathematics/Life and Physical Sciences (Biology, Chemistry, Physics, college-level Mathematics, etc.).

General Education at PAC Ensures Breadth of Knowledge

General education at Palo Alto College is designed to ensure exposure to knowledge spanning nine Foundational Component Areas (FCA), including a Component Area Option (CAO), i.e., an institutionally designated option(s).

General education at Palo Alto College comports with the *SACSCOC Interpretation of Core 9.3*[21]. As such, it neither includes courses like basic composition nor narrowly-focused skills courses such as introductions to foreign languages. Additionally, it should be emphasized that courses contained in the College Core Curriculum at PAC are not restricted to a single major or groups of majors and, therefore, do not center around advanced or specialized content that is inappropriate for a General Education. A review of randomized syllabi samples: *Introduction to Mexican American Studies*[22], *Introduction to Criminal Justice*[23], *Introduction to Philosophy*[24], *Introduction to Sociology*[25], and *General Psychology*[26] document that this is the case and that core courses for general education do not narrowly focus on skills. On the contrary, general education at PAC aims to ensure a breadth of knowledge by harmonizing courses that address foundational knowledge about human cultures, the physical and natural world, principles of personal and social responsibility for living in a diverse world, as well as courses that promote intellectual and practical competencies essential for all learning.

Each Foundational Component Area (FCA) in the College Core Curriculum has a component description, a set number of Semester Credit Hours (SCH) required for completion of a component, and specified core objective requirements. The nine FCA are:

1. Communication – Component Area 10 – 6 SCH
2. Mathematics - Component Area 20 – 3 SCH
3. Life and Physical Sciences - Component Area 30 – 6 SCH
4. Language, Philosophy & Culture - Component Area 40 – 3 SCH
5. Creative Arts - Component Area 50 – 3 SCH
6. American History - Component Area 60 – 6 SCH
7. Government/Political Science - Component Area 70 – 6 SCH
8. Social and Behavioral Sciences - Component Area 80 – 3 SCH
9. The Component Area Option - Component Area 90 – 6 SCH

(Additional Communication - 3 SCH; Additional Language, Philosophy, and Culture – 3 SCH)
A review of the College AA, AS, and AAT plans show how the PAC Core is included in each transfer Associate's degree. *Sample Plan of study for the AA*[27], *Sample Plan of study for the AS*[28], and *Sample Plan of study for the AAS*[29] show how the Core is included in each type. Courses may be used only once to fulfill the Core Curriculum requirements.

Per *Texas Administrative Code, title 19, Part 1, Chapter 4, Subchapter B, Rule 4.30*[30], Palo Alto College evaluates its Core Curriculum through its ongoing *Academic Assessment Process*[31]. Palo Alto College reports its results every ten years on the schedule that accords with the College's SACSCOC accreditation reaffirmation self-studies.

Evidence

[1] 9.3_1_ Associate of Arts - Palo Alto College

[2] 9.3_2_Associate of Science - Palo Alto College

[3] 9.3_3_ Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education FOS - Palo Alto College

[4] 9.3_4_Associate of Applied Science_Degree Information - Palo Alto College - Acalog ACMS™

[5] 9.3_6_Texas_Core_Curriculum

[6] 9.3_6b_Texas_General_Education_Core Curriculum_WebCenter

[7] 9.3_6c_THECB_Education_Code-Chapter_61

[8] 9.3_7_Institutional_Learning_Outcomes

[9] 9.3_8_Critical_Thinking-Institutional_Learning_Outcomes

[10] 9.3_9_Communication_Institutional_Learning_Outcomes-

[11] 9.3_10_Empirical_and_Quantitative_Skills_Institutional_Learning_Outcomes
[12] 9.3_11_Teamwork_Institutional_Learning_Outcomes
[13] 9.3_12_Social-Responsibility_Institutional_Learning_Outcomes
[14] 9.3_13_Personal_Responsibility_Institutional_Learning_Outcomes
[15] 9.3_14_42_Core Curriculum Consisting of 42 semester hours of general education courses
[16] 9.3_15_Texas_Code (Title 19, Part 1, Ch 4, Subchapter_B_Rule 4.28
[17] 9.3_16_Advising Centers
[18] 9.3_17_Transfer_Advising_Guides
[19] 9.3_17b_Transfer_Advising_Guides-by_Institutes
[20] 9.3_17c_Transfer_Advising_Guides-by_pre-major
[21] 9.3_18_SACSCOC_Interretation_of_Core_Requirement_9.3
[22] 9.3_19_Intro Mexican-Amer Studies _ Syllabus _ Concourse
[23] 9.3_19b_Intro to Criminal Justice _ Syllabus _ Concourse
[24] 9.3_19c_Introduction to Philosophy _ Syllabus _ Concourse
[25] 9.3_19d_Introductory Sociology _ Syllabus _ Concourse
[26] 9.3_19e_General Psychology _ Syllabus _ Concourse
[27] 9.3_20_Sample Plan of Study-AA
[28] 9.3_20b_Sample Plan of Study-AS
[29] 9.3_20c_Sample Plan of Study-AAS
[30] 9.3_21_Texas Administrative Code_title 19_Part 1_Chapter 4_ Subchapter B_ Rule 4.30
[31] 9.3_22_Academic_Assessment_Process

9.4 At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for an undergraduate degree)*

Compliance Status: Compliance

Narrative

At least 25 percent of the credit hours required for an undergraduate degree awarded by Palo Alto College are earned through instruction offered by Palo Alto College. Palo Alto College (PAC) is in compliance with Principle 9.4 Institutional Credits for an Undergraduate Degree.

The case for compliance is structured as follows:

A. PAC has and publishes procedures that ensure at least 25 percent of the required credit hours for any degree or certificate awarded by the College are earned through instruction offered by the College.
B. The procedures which ensure at least 25 percent of the required credit hours for any degree or certificate are earned through instruction offered by PAC are implemented and monitored for compliance.
C. PAC identifies on its transcripts the name of the institution or other source from which a course was taken or credit was awarded.

Publication of College Procedures for Required Credit Hours

PAC offers an Associate of Arts, an Associate of Science, an Associate of Applied Science, an Associate for Arts in Teaching with two specializations, and Certificates. The associate degrees

require 60 semester credit hours, and the certificates require between 10 and 42 semester credit hours. To be awarded a degree or certificate by Palo Alto College, the student must have earned at least 25 percent of the required hours though instruction offered by the College.

This residency requirement is clearly stated and published in the *Palo Alto College Catalog*:[1] "To be awarded an Associate Degree or Certificate students must earn at least 25% of degree hours required for graduation in residency at the college of the Alamo Colleges District granting the degree or certificate." This requirement is re-stated in Palo Alto College Procedure *S 10.0 Graduation Application [2]*. These policies and procedures are publicly available through the College's website, accessible to all affected students, advisors, faculty, and to the community at large.

Implementation and Monitoring of Procedures for Compliance

Monitoring the 25 percent residency requirement is accomplished through the Application for Graduation, which must be completed and submitted by the student, and through the process of degree audit. Both processes are identified for the student in the *College Catalog[3]*. The processes for the application for graduation and the degree audit are also outlined in College Procedure *S 10.0 Graduation Application[4]*. The *degree audit[5]* and application are completed by the student's advisor and both are reviewed by the Office of Admissions and Records to "verify all Palo Alto course work to confirm residency requirements…[providing]…confirmation that the student took at least 25% of courses at Palo Alto College."

The award of an associate degree or certificate may also be done automatically or through the process of reverse transfer. Both processes are established *in Board Policy F.6.4[6]*, which also notes the residency requirement. Every automatic award and award by reverse transfer go through the degree audit process outlined in Procedure S1.0 referenced above, confirming that the residency requirement is met.

Palo Alto College Transcripts

The College clearly identifies on its transcripts the source of all semester credit hours awarded by the College. The transcript identifies credits earned through courses taken at the College, credits accepted in transfer, and credits awarded by examination, through work experience, or through professional license or certification. Examples are provided in *transcript A (CLEP)[7], transcript B (CE to CTE credit)[8], transcript C (transfer military credit)[9]*, which identify credit by examination, credit through continuing education, and credit through military experience.

Evidence

[1] 9.4.1 Palo Alto College Catalog

[2] 9.4.2 S 10.0 Graduation Application and Awarding Process

[3] 9.4.3 College Catalog

[4] 9.4.4 S 10.0 Graduation Application

[5] 9.4.5 degree audit_Redacted

[6] 9.4.6 Board Policy F.6.4

[7] 9.4.7 transcript A (CLEP)

[8] 9.4.8 transcript B (CE to CTE credit)

[9] 9.4.9 transript C (transfer military credit)

9.5 At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for a graduate-professional degree)*

Compliance Status: Compliance

Narrative

This standard does not apply to Palo Alto College.

9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a.) to include knowledge of the literature of the discipline and (b.) to ensure engagement in research and/or appropriate professional practice and training. *(Post- baccalaureate rigor and curriculum)*

Compliance Status: Compliance

Narrative

This standard does not apply to Palo Alto College.

9.7 The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. *(Program requirements)*

Compliance Status: Compliance

Narrative

Palo Alto College publishes requirements for its undergraduate and professional programs as applicable. The requirements conform to commonly accepted standards and practices for degree programs. Palo Alto College (PAC) is in compliance with Principle 9.7 Program Requirements.

The case for compliance is structured as follows:

A. PAC publishes clear, complete, and specific requirements for its undergraduate transfer and workforce programs.
B. Program requirements conform to commonly accepted standards and practices for degree programs.

PAC Publishes Program Requirements

PAC offers three transfer associate degrees: the Associate of Arts (AA), the Associate of Science (AS), and the Associate of Arts in Teaching with two specializations. The College also offers 21 Associate of Applied Science (AAS) degrees, 28 Level 1 certificates, and six Level 2 certificates. Each of the AAS degrees and certificates is associated with a specific area of study and is designed for entry into the workforce. A complete list of the associate degrees and certificates offered by PAC is published in the *College Catalog[1]* and may also be found in the Institutional Summary.

PAC utilizes the publicly accessible College website to publish complete and clearly stated requirements regarding what is necessary to complete the College's programs and certificates. The information provided on the website allows prospective and current students, as well as faculty and staff, to fully understand both the programs offered by the College and the requirements for completion of each program. The College Catalog, available on the College website, provides a list of all programs offered by the College, as shown in the *2019-2020 program list[2]*, and each of these listed programs is linked to a program description.

The program description provides a complete list of the courses required by each program, which includes all prerequisite college-level courses and all associated semester credit hours. The program description also provides the recommended sequencing of the courses by semester and indicates milestone courses, which are courses faculty have designated as essential for success in the program. For the workforce programs, the areas of industry for which each program prepares its graduates are also provided, as detailed in these examples of program requirements as provided through the College

Catalog: *Business Management & Operations - Entrepreneurship Associate of Applied Science (AAS)[3], Computer Programmer Associate of Applied Science (AAS)[4]*, *Cosmetology Operator Associate of Applied Science (AAS[5])*, *Logistics and Supply Chain Management Associate of Applied Science (AAS)[6]*, *Entry Level Supervision Level 2 Certificate[7], Data Entry Technician Level 1 Certificate[8], Associate of Science (AS)[9]*, and the *Associate of Arts in Teaching 7-12 and Other Early Childhood (EC)-12[10]*.

Programs that have unusual requirements, such as admission conditions or specific grade requirements for successful course completion, provide this additional information both through the Catalog and through the program homepage, which is also available on the College's website. As an example, the AAS degree in Veterinary Technology has minimum grade requirements that are different from those required by workforce programs in general and requires tetanus and rabies prophylaxis inoculations, as well as experience working with a veterinarian. These program requirements are clearly detailed on the *Veterinary Technology homepage[11]*. Additional programs with special requirements include the *Healthcare Administration AAS[12]* and the *Cosmetology Operator AAS[13]*, both of which have homepages within the College website that clearly detail all additional requirements.

The Catalog also provides general College requirements for the successful completion of an associate degree or certificate, which include choosing or changing a catalog, College residence requirements, general education (Core Curriculum) requirements, and other information that supports the student's ability to choose and successfully complete a program. The documents *Catalog Requirements[14]*, *Degree and Certificate Requirements[15]*, and *Degree Information[16]* provide examples from the 2020-2021 PAC Catalog for general information regarding program completion. The credit hour requirements and course options for completion of the *Core Curriculum[17]*, which is the general education component of an associate degree, are also clearly provided in the College Catalog.

Advisors and program coordinators are available to provide additional information to students regarding the requirements of associate degrees and certificates offered by the College. Contact information for these academic support personnel is available to both prospective and current students on the College's website through the *PAC Catalog[18]* and the program homepages.

Personnel in the Disability Support Services (DSS) office can also provide a clear understanding of program requirements, as well as the accommodations that are available to support completion of those requirements. Contact information for this office is publicly available to all prospective and current students on the *Disability Support Services[19]* webpage.

Program Requirements Conform to Standards and Practices

PAC follows commonly accepted standards and practices for degree programs. All programs offered by the College follow the rules and guidelines established by the Texas Higher Education Coordinating Board (THECB), which is authorized by the State of Texas (*Title 19, Part 1, Chapter 9, Subchapter E, Rule 9.92[20]*) to "adopt policies, enact regulations, and establish rules for the coordination of postsecondary career technical/workforce certificate and associate degree programs eligible for state appropriations." These rules define the common standards for associate degrees and certificates offered by all Texas public institutions of higher education. The rules governing the design and requirements for the AA, AS, and AAT can be found in the THECB publication *Standards for Academic Associate Degree Programs[21]*. State requirements for AAS and certificate programs are provided in the THECB manual *Guidelines for Instructional Programs in Workforce Education (GIPWE)[22]*. Freshman and sophomore level courses that may be included in the curricula of the AA, AS, and AAT programs are provided in the THECB *Academic Course Guide Manual (ACGM)[23]*, and courses permitted for inclusion in workforce programs are provided in the *Workforce Education Course Manual (WECM)[24]*. Both manuals define credit and contact hour parameters for each course and requirements and guidelines for course content.

The curriculum review and approval process at PAC ensures that all associate degrees and certificates follow the requirements and guidelines established by the THECB. The College's

Curriculum Committee[25], which has a membership comprised of faculty along with a small minority representation from academic advisors, provides faculty oversight for all proposed curricular changes at the College. As can be seen from *Curriculum Committee minutes[26]*, new program approvals and program revisions, as well as course additions, course revisions, and the archiving of courses, are brought to the Curriculum Committee for review and approval. The relevant faculty program coordinators present to the Committee the rationale for the proposed change, provide any impact on state requirements for the program, and respond to Committee questions. The decisions made by the College's Curriculum Committee are forwarded to the Alamo Colleges Curriculum Committee (ACCC), which is composed of faculty members from across the five colleges in the Alamo Colleges District. This group reviews the curricular actions taken by each college and serves as a venue for sharing practices and curricular design that improve student success across the District.

After changes to program requirements have been approved by the College Curriculum Committee and those changes have been shared with the ACCC, the Chair of the ACCC then notifies all College entities affected by the change, which include the College's editors for the Catalog. For each of the colleges in the Alamo Colleges District, the chair of the ACCC maintains a record of the changes entered into the college's catalog. Evidence of this is provided in this excerpt from the spreadsheet for *academic year 2020-2021[27]*.

The THECB requires that all associate degrees and certificates offered by the College meet the State of Texas standards established for public institutions of higher education. The curriculum process in place at PAC has ensured that these common program requirements are met. Every AAS and certificate offered by PAC conforms to these standards, which can be verified through the THECB Workforce Education Course Manual. Examples of these records of approval are provided by the following: *Cyber Level 1 Certificate[28],* the *Veterinary Assistant Level 2 Certificate[29]* and the *Nail Technician Level I Certificate[30]*. Evidence that the AA, AS, and AAT programs meet the required THECB standards is provided by the program descriptions in the PAC Catalog for the *AA[31]*, *AS[32]*, and *AAT specialization[33]*, which confirm that the AA and AS programs meet the requirements outlined in the THECB document *Standards for Academic Associate Degree Programs[34]*. Specifically, each requires a complete 42 semester-credit-hour (SCH) Core Curriculum plus an additional 18 SCH of transferable credit. The program descriptions of the AAT specializations conform exactly to the THECB requirements as provided by the THECB document *Associate of Arts in Teaching [35]*. The Catalog indicates that both AAT specializations require a complete Core Curriculum plus 18 additional SCH of transferable courses, as noted in the Associate of Arts in Teaching document. The PAC requirements for the additional 18 SCH and their alignment with the corresponding THECB requirements are outlined in Table 9.7.1.

Table 9.7.1: Requirements and Alignment for Additional SCH

PAC AAT Specializations	PAC Catalog Requirements for Additional 18 SCH	THECB Requirements for Additional 18 SCH
Associate of Arts in Teaching - EC-6, 4-8, and EC-12 Special Education	• EDUC 1301 - Introduction to the Teaching Profession • EDUC 2301 - Special Populations • MATH 1350 - Mathematics for Teachers I • MATH 1351 - Mathematics for Teachers II • Science Electives: 6-8 Credit Hours from the Life and Physical Sciences (30) Core	• EDUC 1301, EDUC 2301 • MATH 1350, MATH 1351 • Additional science beyond the Core Curriculum (6 SCH)
Associate of Arts in Teaching 7-12 and Other EC-12	• EDUC 1301 - Introduction to the Teaching Profession • EDUC 2301 - Special Populations • Electives: Content Area Teaching Fields /Academic Disciplines - 12 Credit Hours	• EDUC 1301, EDUC 2301 (6 SCHs) • Content area teaching fields /academic disciplines (12 SCHs)

Evidence

[1] 9.7 1 College Catalog
[2] 9.7 2 2019-2020 program list
[3] 9.7 3 Business Management & Operations - Entrepreneurship Associate of Applied Science (AAS)
[4] 9.7 4 Computer Programmer Associate of Applied Science (AAS)
[5] 9.7 5 Cosmetology Operator Associate of Applied Science (AAS)
[6] 9.7 6 Logistics and Supply Chain Management Associate of Applied Science (AAS)
[7] 9.7 7 Entry Level Supervision Level 2 Certificate
[8] 9.7 8 Data Entry Technician Level 1 Certificate
[9] 9.7 9 Associate of Science (AS)
[10] 9.7 10 Associate of Arts in Teaching 7-12 and Other Early Childhood (EC)-12
[11] 9.7 11 Veterinary Technology homepage
[12] 9.7 12 Healthcare Administration AAS
[13] 9.7 13 Cosmetology Operator AAS
[14] 9.7 14 Catalog Requirements
[15] 9.7 15 Degree and Certificate Requirements
[16] 9.7 16 Degree Information
[17] 9.7 17 Core Curriculum
[18] 9.7 18 PAC Catalog
[19] 9.7 19 Disability Support Services
[20] 9.7 20 Title 19, Part 1, Chapter 9, Subchapter E, Rule 9.92
[21] 9.7 21 Standards for Academic Associate Degree Programs
[22] 9.7 22 Guidelines for Instructional Programs in Workforce Education (GIPWE)
[23] 9.7 23 Academic Course Guide Manual (ACGM)
[24] 9.7 24 Workforce Education Course Manual (WECM)
[25] 9.7 25 Curriculum Committee
[26] 9.7 26 Curriculum Committee minutes
[27] 9.7 27 academic year 2020-2021
[28] 9.7 28 Cyber Level 1 Certificate
[29] 9.7 29 Veterinary Assistant Level 2 Certificate
[30] 9.7 30 Nail Technician Level 1 Certificate
[31] 9.7 31 AA
[32] 9.7 32 AS
[33] 9.7 33 AAT Specialization
[34] 9.7 34 Standards for Academic Associate Degree Programs
[35] 9.7 35 Associate of Arts in Teaching

Section 10 Educational Policies, Procedures, and Practices

10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. *(Academic policies)*

Compliance Status: Compliance

Narrative

Palo Alto College publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the Institution. Palo Alto College (PAC) is in compliance with Principle 10.1 Academic Policies.

The case for compliance is structured as follows:

A. PAC publishes academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the Institution.
B. PAC implements academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the Institution.
C. PAC disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the Institution.

College Publication of Academic Policies

PAC publishes academic procedures, protocols, and policies that adhere to the principles of good educational practice. The Institution's Policies align with *Policy D.4.10 Faculty Code of Professional Ethics[1]* and *Procedure D.4.10.1 Faculty Code of Professional Ethics[2]*. Elements of the Code which affirm that the College publishes, implements, and disseminates such academic policies include the following statements:

- The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as ethnicity, creed, gender, disability, or age.
- The Professional Educator shall strive to help each student realize his or her full potential as a learner and as a human being.
- The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.
- The Professional Educator shall support the goals and ideals of the college and shall act in public and private affairs in such a manner as to bring credit to the college.
- The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The academic policies at the College are developed, codified, modified, published, implemented, disseminated, regularly reviewed, and updated in accordance with the parameters set forth in *College Procedure A 1.0 Development of College Procedures*[3]. The *College Procedures Manual[4]* contains College protocols that align with the Institution's *Board Policies and Procedures[5]*, addressing requirements of the *Texas Higher Education Coordinating Board (THECB)[6]* and/or the *Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)[7],* the *College's Accreditor[8]*. Academic processes or practices that do not serve any of these three functions directly but, nevertheless, adhere to the principles of good educational practice and advance the Institution's cause are communicated, codified, and recorded in various College assemblies, communiques, and process/training guides. In keeping with PAC's values like collaboration, faculty, staff, and administration work in tandem to advance the *College Mission[9]*: "To inspire, empower, and educate our community for leadership and success." With appropriate input, participation, and support from

staff, administrators, faculty, and students, the College develops and manages academic procedures, practices, and protocols that accurately represent the programs and services of the Institution as well as adhere to principles of good educational practice.

Publication of this information takes the form of online codification including the PAC Procedures Manual referenced above, the *2020-2021 College Schedule/Catalog[10]*, the PAC *Faculty Resource Guide[11]*, the *PAC Student Handbook[12]*, *Academic and Professional Technical Education publications[13]* and the Board Policies webpage also noted above.

College Implementation of Academic Policies

PAC implements academic procedures, protocols, and policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. The academic policies put into effect by the College create a teaching and learning environment that puts a premium on the achievement of student learning outcomes. The College's academic policies ensure sound educational practices for face-to-face instruction, fully online courses, and synchronous distance education as well as for instruction offered offsite to concurrent enrollment students (*High School Programs[14]*, *Early College High School[15],* and *Dual Credit[16]*). Procedures put in to practice at the Institution are enshrined most notably in the College's Procedures Manual, Schedule, Catalog, and Student Handbook referenced above. These documents are informed by the College's vision, values, and strategic directions and are intended to advance the PAC Mission. An example is the *Teaching and Learning Center (TLC) webpage[17]* which contains links to numerous pedagogical resources all aimed at advancing the Strategic Direction of Empowering Students.

To ensure that the College's Policies adhere to principles of good educational practice, they are regularly reviewed and updated through the *College's Councils and Committees[18]*. These Councils and Committees constitute the primary policy-making bodies of the College. A review of any number of membership registries, e.g., that of the *College's Curriculum Committee roster/description of responsibility[19]* and *Advising Committee roster/description of responsibility[20],* demonstrates that PAC is committed to shared governance, as all interested parties are involved in the development and review of academic practices and policies that impact students. *The 11-3-2020 College Leadership Meeting Agenda[21]* and [22]*Handout document Procedure I 4.0 (High-Challenge Course Evaluations and Improvement Strategy Implementations[22])* exemplify a College Procedure in the development stage.

College Dissemination of Academic Policies

In order to disseminate this information, the College utilizes its publicly-accessible, forward-facing website. PAC disseminates academic procedures, protocols, and policies that adhere to principles of good educational practice and that accurately represent the programs and services of the Institution in a variety of ways. In addition to the publications referenced above, academic policies, procedures, and practices are also communicated through a compendium of venues and platforms including:

- All-Faculty, Arts & Sciences Division Meetings
  Agenda, 8-18-2020[23]
  Agenda, 12-03-2020[24]

- Academic Department Meetings
  Behavioral Sciences Department, 10-16-2020 Agenda[25]
  English, Foreign Languages, & INRW Department, 11-20-2020 Agenda[26]
  Social Sciences Department, 12-04-2020 Agenda[27]
  Mathematics & Accounting Department, 11-20-2020 Agenda[28]
  Science & Kinesiology Department, 11-20-2020 Agenda[29]

- Biweekly (every other week) College Leadership Team (CLT) Meetings
  CLT Agenda, 9-1-2020[30]
  CLT Agenda, 10-6-2020[31]

CLT Agenda, 12-1-2020[32]

- Weekly Division Meetings: *10-7-2020[33]*, *8-5-2020[34]*

The conversations occurring in these meetings help ensure that the channels of communication remain open and that working relationships between faculty, chairs, and administration embody the Institution's Core Values:

- Students First
- Community Engaged
- Can Do Spirit
- Respect for All
- Collaboration
- Data-informed

Evidence

[1] 10.1_1_Faculty Code of Professional Ethics - POLICY

[2] 10.1_1b_Faculty Code of Professional Ethics - PROCEDURE

[3] 10.1_1c_pac-procedure-a1_0_Development_of_College_Procedures

[4] 10.1_2_College-procedures_manual

[5] 10.1_3_Board_Policies_and_Procedures

[6] 10.1_4_Texas Higher Education Coordinating Board

[7] 10.1_5_Southern_Association_of_Colleges_and_Schools_Commission_on_Colleges

[8] 10.1_5b_Palo Alto College's _ Accreditor

[9] 10.1_9_College Mission

[10] 10.1_8_College -schedule_catalog

[11] 10.1_9_Faculty_Resource_Guide

[12] 10.1_10_Palo Alto College-Student_Handbook

[13] 10.1_11_Academic & Professional Technical Publications

[14] 10.1_12_PAC _ High School Programs _Web_Page

[15] 10.1_12a_pac _ Early_College_High_School

[16] 10.1_12b_pac-Dual Credit

[17] 10.1_13_Teaching & Learning Center _ Alamo Colleges

[18] 10.1_14_College-Councils_and_Committees

[19] 10.1_15_CurriculumCommittee - roster_and_description of responsibility

[20] 10.1_16_AdvisingCommittee - roster_and_description of responsibility

[21] 10.1_17_College Leadership Agenda-Agenda_11032020_PROCEDURE I 4.0 HIGH CHALLENGE COURSE EVALUATIONS AND STRATEGY_highlighted

[22] 10.1_17b_CLT_11-3-2020_Handout - I 4.0 High Challenge Course Evaluations and Improment Stategy-CLT - Tanner

[23] 10.1_18_All-Faculty_Meeting_8-18-2020_ Agenda

[24] 10.1_18b_All-Faculty_Meeting _12-03-2020_Agenda

[25] 10.1_19_Behavioral_Sciences_agenda dept meeting -- 10.16.20

[26] 10.1_19b_English, Foreign Languages & INRW_agenda 11-20-2020

[27] 10.1_19c_Social Sciences Department Meeting agenda_12-04-2020

[28] 10.1_19d_Mathematics_and_Accounting_department_11-20-2020_agenda

[29] 10.1_19e_Science_and Kinesiology_Department_Meeting_11-20-2020_Agenda

[30] 10.1_20_CLT_agenda_9-01-2020

[31] 10.1_20b_CLT_agenda 10-6-2020

[32] 10.1_20c_CLT_agenda_12-01-2020

[33] 10.1_21_Division meeting items (10-7-20 meeting) (003)

[34] 10.1_21b_Division_meeting_items-(8-5-20 meeting)

10.2 The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. *(Public information)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College makes current academic calendars, grading policies, cost of attendance, and refund polices available to students and the public. Palo Alto College (PAC) is in compliance with Principle 10.2 Public Information.

The case for compliance is structured as follows:

A. As outlined in *Board Policy C.4.1 Communications[1]*, Palo Alto College makes current polices available to students and the public.
B. Palo Alto College Academic Calendar information is available online at the College's official website, in the *Student Handbook[2]*, and in the *Palo Alto College Catalog[3]*, all of which are available to the general public and to all students for all modes of instruction and for all delivery locations.
C. PAC Grading Policies are explained in detail on the College's official website, Student Handbook, and Palo Alto College Catalog, all of which are available to the general public and to all students for all modes of instruction and for all delivery locations.
D. PAC Cost of Attendance is detailed on the College's official website, in the Student Handbook, and in the Palo Alto College Catalog, all of which are available to the general public and to all students for all modes of instruction and for all delivery locations.
E. PAC Refund Policy information is available in the Student Handbook, Palo Alto College Catalog and on the Palo Alto College website available to the general public and which is available to all students across all modes of instructions and across all delivery locations.

Board Policy

As outlined in *Board Policy C.4.1 Communications[4]*, PAC makes current academic calendars, grading policies, cost of attendance, and refund polices available to students and the public.

Academic Calendars

As outlined in *Board Policy C.4.1 Communications[5]*, PAC's *Academic Calendar[6]* is available online through the Palo Alto College Catalog under the Academic Calendar section and includes information on term start and end dates, registration periods, holidays, and testing schedules.

Grading Policies

Within the Student Handbook under the section *"Making the Grade"[7]*, students and the general public may find the grading system, grade point average, grade changes, Honors designation, course withdrawal, final examinations, and course repeats. Grading policies are discussed in the Palo Alto College Catalog under the *Academic Standards[8]* in the section under "Grades" and includes a comprehensive explanation of the *grading system[9]* utilized at PAC.

Cost of Attendance

Within the Student Handbook under the section "Money Matters," students and the general public may find the tuition and fees information regarding the *Cost of Attendance[10]*. A *Tuition and Fees Schedule [11]* outlines cost.

Refund Policies

Refund polices[12] can be located in the Student Handbook under “My Money Matters,” which includes both an explanation on how a refund occurs and instructions for securing a student refund. Refund policies are further discussed in the Palo Alto College Catalog section under *Tuition and Refunds[13]*.

Evidence

[1] 10.2_1_Policy C.4.1 Communications

[2] 10.2_2_Student Handbook

[3] 10.2_3_Palo Alto College Catalog

[4] 10.2_4_Policy C.4.1 Communications - Copy

[5] 10.2_5_Policy C.4.1 Communications - Copy

[6] 10.2_6_Academic Calendar

[7] 10.2_7_Making the Grade

[8] 10.2_8_Academic Standards

[9] 10.2_9_ Grading System

[10] 10.2_10_Cost of Attendance

[11] 10.2_11_Tuition and Fess Schedule

[12] 10.2_12_ Refund Policies

[13] 10.2_13_Tuition and Refunds

10.3 The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. *(Archived information)*

Compliance Status: Compliance

Narrative

Palo Alto College ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students. Palo Alto College (PAC) is in compliance with Principle 10.3 Archived Information.

The case for compliance is structured as follows:

A. The College maintains both digital and print copies of official College catalogs which contain all relevant information for course and degree requirements.
B. Access and maintenance procedures will be outlined.

Digital and Print Catalogs

The Ozuna Library Archives Department, staffed by the College’s part-time archivist, is responsible for maintaining the course catalogs in both print and PDF formats. The print collection consists of catalogs from academic years 1985/1986 through 2009/2010, after which the College transitioned to digital catalogs.

Accessing Catalogs

Students can access *archived digital catalogs[1]* from the College’s online academic catalog by selecting the desired academic year from a dropdown menu on the public-facing PAC website. The Palo Alto College Librarian, who acts as an *archivist[2]*, is responsible for exporting a *PDF version[3]* of the digital catalog each academic year to maintain in the Archives collection. This process helps to ensure that the Archives has the full run of all of the College’s catalogs.

Former students or anyone from the general public who would like to view or receive a copy of any print catalog older than 2009/2010 can access these by following the procedures outlined on the *Archives at Ozuna Library: Overview[4]* library guide.

Catalog Maintenance

PAC adheres to SACSCOC *Institutional Obligations for Public Disclosure[5]* and updates to the course catalog are managed through the College's *Curriculum Committee[6]* (CC) which consists of thirty members and meets once a month to review and approve proposed curricular revisions, additions, and archiving of courses. Decisions made by the College's CC are then reviewed by the Alamo Colleges Curriculum Council (ACCC). Following the College's CC submission to the ACCC, curricular changes are submitted into the *CURRICULOG* [7]curriculum management system which is synced with the *ACALOG catalog management[8]* system. The *ACCC Manual[9]* (pgs.3, 7) describes the course catalog maintenance process from start to finish.

Updates to the *non-course related revisions[10]* of the catalog are maintained by the Student Success and Academic Success divisions. Each division has at least one person responsible for entering any necessary non-course related revisions into the ACALOG catalog management system.

Evidence

[1] 10.3_1_Archived Digital Catalogs

[2] 10.3_2_Archivist

[3] 10.3_3_PDF version

[4] 10.3_4_Archives at Ozuna Library Overview

[5] 10.3_5_Institutional Obligations for Public Disclosure

[6] 10.3_6_Curriculum_Committee

[7] 10.3_7_CURRICULOG

[8] 10.3_8_ACALOG Catalog Management

[9] 10.3_9_ACCC Manual

[10] 10.3_10_Non-course related revisions

10.4 The institution (a.) publishes and implements policies on the authority of faculty in academic and governance matters, (b.) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c.) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. *(Academic governance)*

Compliance Status: Compliance

Narrative

At Palo Alto College, effective academic policies, procedures and protocols related to the Institution's programs are developed in concert with appropriate faculty input and participation and are consistent with Institutional policy. The College publishes and implements policies on the authority of faculty in academic and governance matters. Palo Alto College (PAC) is in compliance with Principle 10.4. Academic Governance.

The case for compliance is structured as follows:

A. PAC publishes and implements policies on the authority of faculty in academic and governance matters.
B. PAC demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy.
C. PAC places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Authority of Faculty in Academic and Governance Matters

As a myriad of Institutional curriculum-related resources indicates, at PAC, the faculty are the principle conservators of the curriculum. Origination, content, quality, effectiveness, and ongoing oversight of the Institution's curriculum are, principally, faculty responsibilities as shown in *Academic Success Curriculum Processes*[1]. With respect to matters of governance, per *Faculty Code of Professional Ethics Policy D.4.10*[2] and *Faculty Code of Professional Ethics Procedure, D.4.10.1*[3], "faculty participate in the governance of the college by accepting a fair share of committee and institutional responsibilities."

PAC puts into effect policies on the authority of faculty in academic and governance matters in two general ways: a) through councils and committees and b) through procedures/processes.

Councils and Committees

The College's task forces and committees (*Councils and Committees*)[4] are the Institution's formalized advisory, deliberative, and decision-making bodies. In total, PAC has twenty-nine standing committees and seven standing councils. Committees fall under the auspices of a council:

1. **Academic Success Council**
   - Academic Integrity Committee
   - Academic Assessment Committee
   - Curriculum Committee
   - Distance Learning Committee
   - Honors Program Committee
   - International Education Committee
   - Library Advisory Committee
   - Wellness Committee
   - Advising Committee (Joint Committee with Student Success)

2. **Administrative & College Services Council**
   - Resource Development Committee
   - Citation Appeals Committee
   - College Safety Committee
   - Participatory Budgeting Committee
   - Spaces Committee
   - Technology Committee
   - Viva Verde Committee

3. **College Leadership Team**
   - Resource Allocation Committee
   - Executive Research Team
   - STEM Committee

4. **Institutional Effectiveness Council**
   - Accreditation Oversight Committee
   - Program Review
   - QEP Collaboration Central
   - Quality Enhancement Plan (QEP) Executive Oversight Committee
   - Quality Enhancement Plan–Implementation Oversight Committee

5. **Institutional Review Board**

6. **Marketing Council**

7. **Student Success Council**
   - First Year Experience Committee

- Financial Aid Appeals Committee
- Graduation Committee
- Student Success Fee Advisory Committee (SSFAC)
- Advising Committee

The PAC *Academic Success Council[5]* and its committees provide the best example of council /committee-driven implementation of College policies, especially as these policies relate to faculty. The College Academic Success Council provides leadership and oversight in academic planning, as well as establishing and reviewing academic standards and policies. The Academic Success Council functions as the penultimate hub for all curricular issues that impact instructional standards, structures, and parameters at the College. This Council makes recommendations to the President on matters related to the Academic Success functions of the College. Again, the College committees reporting to the Academic Success Council include:

- *Academic Integrity Committee[6]*: Responsibility – the review and adjudication of disputed charges of academic dishonesty.
- *Academic Assessment Committee[7]:* Responsibility – the oversight of all programmatic, institutional, and core curriculum assessment of student learning outcomes.
- *Curriculum Committee[8]*: Responsibility – the review and approval of all proposed curricular revisions, additions, and archives. Decisions made by this committee are submitted to the Academic Success Council and the Alamo College's Curriculum Council.
- *Distance Learning Committee[9]*: Responsibility - To support the instructional design, delivery, assessment, and course room management of faculty who are integrating an online component within their course.
- *Honors Program Committee[10]*: Responsibility – the oversight and direction of the Honors Program.
- *International Education Committee[11]*: Responsibility - the International Education Committee promotes the internationalization of the College culture and the College curriculum. The committee works closely with the District Office of International Programs.
- *Library Advisory Committee[12]*: Responsibility - the Library Advisory Committee convenes twice a semester to provide faculty, staff, and students with an avenue to express ideas, recommendations, and concerns regarding library services, programming, and access to resources.
- *Wellness Committee[13]*: Responsibility - the Wellness Committee plans, promotes, and implements wellness and health programs for college faculty, staff, and administrators.
- *Advising Committee (Joint Committee with Student Success)[14]*: Responsibility - the Advising Committee provides oversight and direction for advising at Palo Alto College. The committee ensures students have access to comprehensive and personalized academic advising.

A review of the membership rosters of these committees clearly indicates the principle role that faculty play in each and every one of them.

In addition, faculty share governance in a number of other initiatives and activities including substantive participation in standing committees that report to councils other than the Academic Success Council, such as the following:

- *Participatory Budgeting Committee[15]*
- *Resource Allocation Committee*[16]
- *STEM Committee[17]*
- *Accreditation Oversight Committee[18]*
- *Institutional Effectiveness Council (IEC)[19]*
- *First Year Experience Committee[20]*
- *Technology Committee[21]*
- *Program Review Committee[22]*

Procedures/Processes

The second way that the College puts into effect policies on the authority of faculty in academic and governance matters occurs through the implementation of PAC procedures and policies. Section I, the *Instruction Section of the PAC Procedure Manual*[23], includes protocols pertaining to:

- *Course Syllabi*[24]
- *Establishing of New Associates of Applied Science Degrees, Certificate Programs*[25]
- *Occupational & Technical Education Advisory Groups*[26]
- *PAC Faculty Resource Guide*[27]
- *Low-Enrollment Class Justifications*[28]
- *High-Risk Course Evaluations and Improvement Strategy*[29]
- *High Challenge Courses College Action Plan*[30]
- *Open Educational Resources*[31]
- *Academic Program Review Process Guide*[32]
- *Unit Planning Manual* and *PAC Unit Plans*[33] [34]
- *PAC Faculty Hiring Procedure*[35]
- *D.2.5 Policy – Hiring, Authority, Status, Assignments and Duties*[36]
- *Professional Development Teaching and Learning Center - November - 2020 webinars*[37]
- *Professional Development PAC Teaching & Learning Center YouTube Channel*[38]
- *IOCD - Online Instructor Certification Fall 2020 Schedule (Introduction to Online Course Design)*[39],
    - *Online Course Faculty Certification - Procedure I 21.0*[40],
    - *Introduction to Online Course Design Description – 2020*[41]
    - *Sample, Online Instructor Certificate of Completion*[42]
- *Classroom Observations*[43]
- *Academic Assessment*[44]
- *Faculty 180 peer-evaluation*[45]

Finally, by engaging in monthly crucial conversations with the College Administration, the Faculty Senate President and its officers champion a broad range of faculty concerns, perspectives, and interests and thereby, help carry on the tradition of shared governance at the College:

- *Faculty Senate Meeting with President, 7-16-2020*[46]
- *Faculty Senate Meeting with President, 8-20-2020*[47]
- *Faculty Senate Meeting with President, 9-16-2020*[48]
- *Faculty Senate Meeting with President, 10-17-2020*[49]

Educational Programs are Approved Consistent with Institutional Policy

For further exemplification of the authority faculty have in matters of governance, consider the *Palo Alto College Faculty Senate Constitution*[50]. This august body exists in order:

- To create an organizational structure to address the common issues and concerns of all members of the faculty at the College.
- To create a forum to facilitate communication between the faculty of the academic departments of Palo Alto College, for the exchange of ideas and information, to discuss problems and propose solutions.
- To encourage professional growth and competence.
- To participate and share in the planning, policymaking and decision-making processes of the institution and of the Alamo Community College District (here after referred to as “District”).
- To make constructive recommendations about matters of concern to the faculty.
- To make recommendations about faculty welfare, grievance review and professional ethics.
- To support students’ personal growth, higher academic achievement and personal integrity.
- To address issues concerning academics at both College and District levels.
- To help preserve and protect academic freedom.

Another clear example of the intentional alignment of educational programs to institutional policy occurs in the College’s Unit Planning process. The unit assessment, planning, and budgeting process is a critical component of institutional effectiveness at PAC. The assessment, planning, and budgeting

process allows Unit heads to assess what was done in the previous academic/fiscal year and determine reasonable aspirations for the upcoming academic/fiscal year. By design, the annual Unit Planning process is structured in such a way that Unit Plans advance the facilitation and accomplishment of unit goals while simultaneously promoting the *Institution's Strategic Directions*[51] . This is demonstrated in the *PAC Unit Plans, 2020-2021*[52] and the sample, *Behavioral Sciences Unit Plan in Xitracs*[53].

In terms of academic Unit Plans, it should be noted that at PAC, all educational programs are organized into units and live in academic departments. Each academic department is managed by a faculty chair whose primary responsibility is to serve as an administrative department head and work to ensure the attainment of educational and operational objectives of the department and, by extension, the Institution. These faculty members serve an essential leadership capacity in the chain-of-command between the faculty at large and the College's administration.

Faculty Responsibility: Content, Quality, and Effectiveness of the Curriculum

Content of the Curriculum

At the intersection of academics and governance is the College Curriculum Committee. The College Curriculum Committee is responsible for review and approval of all proposed curricular revisions, additions, and archives. Decisions made by this committee are submitted to the *Academic Success Council (ASC)*[54]. The *ACS 9/26/19 minutes*[55] as well as the *ACS 11/21/19 minutes*[56] exemplify the sort of issues that are taken up by the ACS for final approval and subsequently routed to the Alamo College's Curriculum Council for cross-college curriculum review, discussion, and coordination.

Through the Curriculum Committee, faculty have primary responsibility for discussing and approving curricular and programmatic issues and recommendations. Chairs and Lead Instructors ensure that all college-level courses and programs offered at the Institution align with and are informed by the parameters set forth by the appropriate authorities. The Curriculum Committee uses a number of guides and manuals to inform its deliberations and decisions pertaining to these matters including the *Texas Higher Education Coordinating Board's Lower-Division Academic Course Guide Manual (ACGM)*[57] which codifies the official list of lower-division approved courses the College is allowed to offer for general academic transfer to Texas public colleges and universities. *The Workforce Education Course Manual (WECM)*[58] is the statewide inventory of workforce education courses offered for semester credit hours and Continuing Education Units. In addition, the *Guidelines for Instructional Programs in Workforce Education (GIPWE)*[59] provides analogous direction for the design, development, operation, and evaluation of credit and non-credit workforce, professional, and technical education courses and programs. Finally, faculty in concert with staff and the administration ensure that curricular content and quality is copacetic with the standards set forth in the *2017 edition of SACSCOC Principles of Accreditation*[60].

As the Palo Alto College *Curriculum Committee Minutes for April 27, 2020*[61]*; May 14, 2020*[62]*; September 10, 2020*[63]*; and October 8, 2020*[64] illustrate, PAC curriculum modifications are typically initiated by individual faculty members and/or academic units. Proposed curricular changes are reviewed by the all relevant faculty, Chairs, Deans, and the College Vice President of Academic Success. Minutes of the College's Curriculum Committee meetings can be accessed on AlamoShare. To manage curricular modifications, PAC uses *Curriculog*[65]. As the *Curriculog Usage Manual*[66] explains, Curriculog is an online interface that allows courses to be proposed, created, assessed, revised, approved and implemented. This interface affords appropriate faculty and administrators the ability to view the progress of their proposals from start to finish.

Quality of the Curriculum

At PAC, curriculum quality is achieved in large measure through the College's systems of *Program Review*[67]. Program Review is a system of re-assessment, reflection and analysis of each academic discipline once every five years. Departmental Program Review Committee Rosters generally include the names of 3-5 full-time faculty members including a disciplinary expert who serves as the Departmental Program Review Chair. The *2020 Behavioral Sciences Departmental Program Review Committee roster*[68] is representative. Elements in every Program Review analysis include an examination of programmatic productivity, need, curriculum quality, faculty quality, student

achievement, program impact, results and follow-up action plans. Oversight of this process is managed through a collaboration between the College's Divisions of Academic Success and its Division of College Services. Departmental Program Review Committees forward their completed report to their respective Academic Department Chair who in turn submits it along with his/her executive summary to the appropriate Academic Success Dean.

From the Dean's office, the report goes to the Vice President for Academic Success and then to the College Program Review Committee which has the responsibility for assessing each Program Review Report and supporting documentation. Although to date, the need has not arisen, the College Program Review Committee would be responsible for arbitrating among possibly conflicting prior assessments before reaching a final recommendation for each program's status. Departments receive feedback from the Program Review Committee to incorporate in the report. At the final step of the process, Program Reviews are submitted to the College President for final approval. The loop is closed when Departmental Program Review Committees receive feedback from the Administration.

Effectiveness of the Curriculum
Three processes are foundational to the way in which the faculty take responsibility for the effectiveness of the curriculum: General Education Assessment, Program Assessment, and High-Challenge Courses.

General Education Assessment
At Palo Alto College, General Education is, essentially, the *Core Curriculum[69]* and is informed by guidelines set forth by the *Texas Higher Education Coordinating Board (THECB) for the Texas Core Curriculum[70]*. At PAC, *general education assessment[71]* is organized around six core *ILOs* or *Institutional Learning Objectives*[72]:

- *Communication[73]*
- *Critical Thinking[74]*
- *Empirical and Quantitative Skills[75]*
- *Personal Responsibility[76]*
- *Social Responsibility[77]*
- *Teamwork[78]*

These core objectives comprise skills and abilities that PAC believes all students need in order to succeed and thrive in life and in the work place. Faculty embed Key Assignments into every one of their general education courses. Key Assignments require students to demonstrate and apply their proficiency in one or more key learning outcomes. Here are some examples of College Key Assignments:

- *Ethics Personal Key Assignment[79]*
- *Philosophy Key Assignment[80]*
- *Sociology Key Assignment[81]*
- *College Algebra Key Assignment[82]*
- *Humanities Key Assignment[83]*
- *Accounting Key Assignment[84]*
- *Drama Key Assignment[85]*
- *Communication Key Assignment[86]*

The College has devised and refined processes for both directly and indirectly measuring students' proficiency in each of the core objectives through the scoring of student work using PAC faculty-designed evaluation instruments and rubrics.

Program Assessment
In Program Assessment, PAC's degree and certificate program learning outcomes are assessed each year. Faculty in the various programs identify the learning outcomes, assessment measures, and targets for student performance. The results prompt dialogue among program faculty and leads in order facilitate improvements in teaching and curriculum, which are reported annually in Program

Assessment Reports. Two examples include *Computer Programming[87]* and *Veterinary Technology [88]*.

High-Challenge Courses

Finally, courses that have an enrollment of more than 100 students and an average Productive Grade Rate (PGR) of less than 70 percent are designated High-Challenge Courses and are subject to an additional procedure for faculty oversight. Department Chairs in collaboration with Faculty and disciplinary Lead Instructors for High-Challenge courses create *High-Challenge Course Action Plans [89]* designed to promote student success and, by extension, improve average PGRs of High-Challenge Courses. Through collaboration, shared brainstorming, and research into best practices, strategies for improvement are written into these action plans. Prior to implementation, these plans are reviewed by both the Dean of Academic Success and the College's chief academic officer, the Vice President of Academic Success.

Evidence

[1] 10.4_1_Academic_Success_Curriculum_Process

[2] 10.4_1B_Faculty Code of Professional Ethics - POLICY D.4.10

[3] 10.4_1c_Faculty Code of Professional Ethics - PROCEDURE D.4.10.1

[4] 10.4_2_College_Councils and Committees

[5] 10.4_3_AcademicSuccessCouncil_Purpose-and-Roster

[6] 10.4_4_AcademicIntegrityCommittee- Academic-Integrity-Committee_Roster_and_Charge

[7] 10.4_5_Academic Assessment Committee - New_Roster_and_Charge

[8] 10.4_6_CurriculumCommittee - Curriculum-Committee_Roster_and_Charge

[9] 10.4_7_Distance_Learning_Committee

[10] 10.4_8_Honors_Program_Committee

[11] 10.4_9_International_Education_Committee

[12] 10.4_10_LibraryAdvisoryCommittee - Library-Advisory-Committee_Roster_and_Charge

[13] 10.4_11_Wellness Committee - Wellness-Committee_Roster_and_Charge

[14] 10.4_12_AdvisingCommittee - Academic-Success-Council_Roster_and_Charge

[15] 10.4_13_Participatory_Budgeting_Committee

[16] 10.4_14_ResourceAllocationCommittee - Resource-Allocation-Committee

[17] 10.4_15_STEM_Committee

[18] 10.4_16_Accreditation_Oversight_Committee

[19] 10.4_17_InstitutionalEffectiveness_Purpose_&_Roster

[20] 10.4_18_First_Year_Experience_Committee

[21] 10.4_19_Technology_Committee

[22] 10.4_19b_[College]_Program_Review_Committee

[23] 10.4_20_PAC _ Procedures Manual _Section I-INSTRUCTION_Contents

[24] 10.4_21_procedure_I_1.0 - Course Syllabi

[25] 10.4_22_pac-procedure-i2_0 - Establishing New AAS & Certificates

[26] 10.4_23_pac-procedure-i3_0 - Occupational & Technical_ Advisory Groups

[27] 10.4_24_PAC_Faculty_Resource_Guide_v1

[28] 10.4_25_Low-Enrolled_Class_Justification_Procedure_Number_ I_14.0

[29] 10.4_26_pac-procedure-i4_0_High_Risk_Course_Procedure

[30] 10.4_26b_High Challenge_Courses-College Action Plan.Implementation Form

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[32] 10.4_28_Academic Program Review-Process
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[36] 10.4_30b_D.2.5_Policy_Hiring_Authority_Status_Assignments_and_Duties
[37] 10.4_31_PROFESSIONAL_DEVELOPMENT-Teaching_and_Learning_Center-November2020_webinars
[38] 10.4_31b_PROFESSIONAL DEVELOPMENT_PAC_Teaching & Learning Center_YouTube_Channel
[39] 10.4_32_-IOCD-online_instructor_ceritfication fall 2020 schedule
[40] 10.4_32b_online_course_certification_procedure
[41] 10.4_32c_Introduction_to_Online_Course Design_Description_2020
[42] 10.4_32d_Sample_online_instructor_Certificate_ of_completion
[43] 10.4_34_Classroom_Observation_Form
[44] 10.4_35_Academic_Assessment
[45] 10.4_38_Faculty180-Peer-Review-Guide
[46] 10.4_40_Faculty Senate Meeting With President - Agenda - 7.16.2020
[47] 10.4_40b_Faculty Senate Meeting With President - Agenda - 8.20.2020
[48] 10.4_40c_Faculty Senate Meeting With President - Agenda - 9.16.2020
[49] 10.4_40d_Faculty-Senate_Meeting with the President-Agenda-10-17-2019
[50] 10.4_39_Faculty_Senate_Constitution
[51] 10.4_41_PAC _ Strategic Directions
[52] PAC Unit Plans 2020-2021
[53] 10.4_41c_SAMPLE_Xitracs_Unit-Plan_form
[54] 10.4_42_Academic_Success_Council
[55] 10.4_42b_ASC Minutes 26SEPT19
[56] 10.4_42c_ASC Minutes 21NOV19
[57] 10.4_43_Lower-Division_Academic_ Course_Guide_Manual_2020
[58] 10.4_44_Workforce_Education_Course_Manual
[59] 10.4_45_Guidelines_for_Instructional_Programs_in_Workforce_Education
[60] 10.4_46_SACSCOC-2018-Principles-Of-Acreditation
[61] 10.4_47c_PAC Curriculum Committee Minutes 27APRIL2020 Meeting
[62] 10.4_47b_PAC Curriculum Committee Minutes 14MAY2020MEETING-ENGL2311
[63] 10.4_47d_PAC Curriculum Committee Minutes10SEPT2020-ZoomMeeting
[64] 10.4_47_PAC Curriculum Committee Agenda8OCT2020-ZoomMeeting (003)
[65] 10.4_48_Curriculog
[66] 10.4_48b_Curriculog_Usage_Manual
[67] 10.4_49_2019-2020_Program_Review_template
[68] 10.4_50_Department of Behavioral Sciences_Program_Review_Rosters-Fall_2020
[69] 10.4_51_Core_Curriculum_Selection_List
[70] 10.4_52_Elements of the Texas Core Curriculum
[71] 10.4_52b_Academic Assessment
[72] 10.4_53_Institutional_Learning_Objectives

[73] 10.4_53b_Communication_ILO

[74] 10.4_53c_Critical_Thinking_ILO

[75] 10.4_53d_Empirical_and_Quantitative_Skils_ILO

[76] 10.4_53e_Personal_Responsibility_ILO

[77] 10.4_53f_Social_Responsibility_ILO

[78] 10.4_53g_Teamwork_ILO

[79] 10.4_54_Ethics_Key_Assignment

[80] 10.4_54b_Philosophy_Key_Assignment

[81] 10.4_54c_Sociology_Key_Assignment

[82] 10.4_54d_College Algebra_Key Assignment

[83] 10.4_54e_Humanities_Key_Assignment

[84] 10.4_54f_Accounting_Key_Assignment

[85] 10.4_54g_Drama_Key_Assignment

[86] 10.4_54h_Communication_Key_Assignment

[87] 10.4_55_Program_Assessment_Report_2018-19 Computer Programmer AAS

[88] 10.4_55b_Program_Assessment_Report_2018-19 Veterinary Tech AAS

[89] 10.4_56_High_Challenge_Course_Action_Plan_Template

10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. *(Admissions policies and practices)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College publishes admissions policies that are consistent with its Mission. Palo Alto College (PAC) is in compliance with Principle 10.5 Admissions Policies.

The case for compliance is structured as follows:

A. PAC publishes admissions policies in paper form, in the Catalog, and on the College website which align with its Mission as an open enrollment institution.
B. PAC provides recruitment materials and presentations that accurately represent the practices and policies and accreditation status of the Institution.
C. The College has three selective admissions programs with Veterinary Technology, Health Care Administration, and Cosmetology.
D. PAC only employs full time staff for recruiting purposes and does not hire any independent contractors or agents.

Open Enrollment Institution

PAC admissions policies are based upon *General Admissions Requirements[1]* approved by the President and Palo Alto College Board of Trustees. These admissions policies are published on the PAC website and College Catalog under Admissions. These requirements establish *Open Enrollment Admissions[2]* which align with the College's *Mission Statement[3]*, to "to inspire, empower, and educate our community for leadership and success." Instruction is provided for a broad range of students from diverse and varied backgrounds and educational preparation. PAC offers pre-requisite courses for degree programs that are available through open enrollment. The College also embraces its commitment to admit students without regard to race, religion, gender, national origin, race,

disability, veteran status, genetic information, or sexual orientation in alignment with *Board Policy H. 1.1 Equal Education and Employment Opportunities[4]*. This legislation is further delineated through the *Texas Education Code Sec. 51.803. AUTOMATIC ADMISSION: ALL INSTITUTIONS[5]*.

General Admission Requirements
The General Admissions Requirements outline criteria for a student to gain admission to the Institution and provide instruction on each requirement in relation to each category of student type. Additionally, *Board Policy F.2.1 Student Enrollment Requirements[6], Board Procedure F.2.1.1 State Residency[7], Board Procedure F.2.1.2 Early Admissions of High School Students[8], Board Procedure F.2.1.3 F-1 Visa Student Requirements[9]*, and *Palo Alto College Procedure S 4.0 College Admissions[10]* outline guidelines and requirements for admissions.

Students may complete the application online utilizing the statewide application, Apply Texas, or students may also visit the Palo Alto College Welcome Center in person for assistance in completing the application. In addition to the application, students must also submit an official transcript. Individuals enrolling at PAC must complete the application process prior to registration for the term desired. There are *Individual Approval Applicants Students[11]* who (1) are graduates of high school or the equivalent, but cannot obtain an official transcript due to the institution and/or academic records no longer existing, (2) cannot provide a transcript due to financial obligation at a previous institution, or (3) have other extenuating circumstances that may be admitted through an Individual Approval petition. These students can obtain Individual Approval request at the College's Enrollment Services /Admissions and Records office. Individual Approval requests and all required documentation must be submitted four weeks prior to the start of courses.

Dual Credit and Early College High School (ECHS) students will also meet the general admissions requirements with the exception of the final high school transcript that will be submitted upon their high school graduation as noted within the *Dual Credit Memorandum of Understanding (MOU)[12]* and *ECHS Memorandum of Understanding[13]* entered into with each high school partner. A high school program's *verification of eligibility form[14]* signed by the high school principal and high school registrar is included in the student's record until a final high school transcript is received. A *parent consent[15]* form is also included in the student's record.

International students must follow policies regarding international admissions in alignment with *Palo Alto College Procedure S 20.0 International Students[16]*. International students with transcripts from foreign institutions must submit the official transcript that includes a translation into English and interpretation of eligibility to be admitted as a high school graduate or transfer student. The *Texas Higher Education Coordinating Board (BM)[17]* as well as state legislation *Senate Bill 1107[18]* and *Senate Bill 62[19]* require that all entering students show evidence of an initial bacterial meningitis vaccine or a booster dose if they are under the age of 22.

In addition, students must meet the federal and state regulatory requirements as well as nationally accepted practices and standards. According to the *Texas Success Initiative (TSI)[20]*, admissions requirements for students must include a placement exam as well as a Pre-Assessment Activity. TSI is a state-mandated initiative developed to assess a student's college readiness in reading, writing, and math unless he or she qualifies for an exemption. Students assessed at a level below college-level must be provided with an academic success plan that may include developmental education. This legislation is further delineated through the *Texas Education Code 51.338[21]* as well as the *Texas Higher Education Coordinating Board (TSI)[22]*. Furthermore, international students must provide documentation of having English language proficiency by submitting TOEFL or IELTS scores.

Exemptions from the *TSI examination are outlined in the Palo Alto College Catalog[23]* and may include:

- Official scores from college entrance exams, e.g., ACT/SAT
- High school exit exams such as End of Course Examinations, e.g., STAAR
- Transfer grades for previous coursework completed
- Previously earned degree
- Level 1 certificate

- Military service
- College Prep

Students who place into developmental levels in reading, writing, and/or math are required to complete refresher coursework with a PAC faculty member. Refresher courses allow students the opportunity to ask questions about relevant course content and further build their skill level in the three content areas. Students then have an option of re-testing at the end of the course to validate correct course placement.

Publications of Admissions Policies and Requirements

All admission requirements are outlined in the Palo Alto College Catalog as well as online on the Palo Alto College Website. Additionally, students are provided with an *enrollment checklist[24]* listing each of the enrollment steps necessary to complete the admissions process. PAC follows *College Procedure A.9.0[25]* approval of publications, which mandates that all recruitment materials be approved by the College's Office of Marketing and Strategic Communication. Additionally, the College also follows *College Procedure A 11.0 Southern Association of Colleges and Schools Commission on Colleges Statement on Publications[26]*, which requires that all *recruitment materials[27]* include a statement regarding the College's accreditation status.

Selective Admissions Process

Veterinary Technology

The Veterinary Technology Program is a selective admission program accredited by the American Veterinary Medical Association (AVMA) and the Committee on Veterinary Technician Education and Activities (CVTEA). Students seeking entry into the Veterinary Technology Program must meet all of the general admission requirements for entry into the Institution and upon matriculation must meet additional criteria for entry into the program. The required credential is listed in the *Palo Alto College Catalog under Veterinary Technology[28]*, the *Palo Alto College website under Veterinary Technology [29]*, and in paper form on the *Veterinary Technology Program Flyer[30].* All completed applications are reviewed with the selected number of qualified candidates being admitted into the program and notified by June 15. Supplemental admission requirements for the Veterinary Technology Program include:

- College-level readiness on all parts of the TSI Examination
- Minimum 2.0 GPA in all required pre-requisite coursework
- Three letters of recommendation (one of which must be from a licensed veterinarian)
- 80 hours of work experience in a veterinary clinic
- Completed Veterinary Technology Application for Admission

Health Care Administration

The Health Care Administration (HCA) Program utilizes a selective admission process. Students seeking entry in the HCA Program must meet all of the general admissions requirements for entry into the Institution and upon matriculation must meet additional criteria for entry into the program. The required credentials are listed in the *Palo Alto College Catalog under Health Care Administration[31]*, the *Palo Alto College website under Health Care Administration[32]*, and in the *Health Care Administration Program brochure[33]*. Supplemental admission requirements for the Health Care Program include:

- College-level in reading, writing, and math
- Completed HITT 1305 Medical Terminology I
- Completed BIOL 2404 Human Anatomy and Physiology
- Completed ITSC 1309 Integrated Software Applications
- An overall college GPA of 2.5 on a 4.0 scale

Cosmetology

The Cosmetology Program is a selective admission cohort program. Students seeking entry into the Cosmetology Program must meet all of the general admission requirements for entry into the Institution and upon matriculation must meet additional criteria for entry into the program. The required credentials are listed in the *Palo Alto College Catalog under Cosmetology Program[34]* and the *Palo Alto College website under Cosmetology[35]*. The Cosmetology Program is regulated by the *Texas Department of Licensing and Regulations (TDLR)[36]* in Austin, Texas. Per TDLR student ratios, only

25 students are accepted per cohort class. Supplemental admission requirements for the Cosmetology Program include:
College Academic criteria:

- Associate of Applied Science & Level 2 Certificate: Cosmetology Operator must be at college-level English, Math 0320, 1314, or 1332;
- Associate of Applied Science & Level 1 Certificate – Cosmetology-Esthetician has no mandated course pre-requisites.

To be awarded an Associate of Applied Science or Certificate, students must earn a grade of “C” or better in all technical courses directly related to the Associate of Applied Science or Certificate Program.

Recruitment Staff
Palo Alto College Recruitment personnel undergo yearly training as part of the *Welcome Center Annual Retreat[37]*. PAC recruitment personnel also attend professional development conferences such as Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), *Ruffalo Noel Levitz[38]*, and the American Association of College Registrars and Admissions Officers (AACRAO). PAC does not hire any independent contractors or agents for recruitment purposes and utilizes only PAC employees as designated in the *department organizational chart[39]*.

Evidence

[1] 10.5_1__General Admissions Requirements
[2] 10.5_2_Open Enrollment Admissions
[3] 10.5_2A_Mission Statement
[4] 10.5_3_ Board Policy H.1.1 Equal Education and Employment Opportunities
[5] 10.5_4_ Texas Education Code Sec. 51.803. AUTOMATIC ADMISSION ALL INSTITUTIONS
[6] 10.5_5_Board Policy F.2.1 Student Enrollment Requirements
[7] 10.5_6_ Board Procedure F.2.1.1 State Residency
[8] 10.5_7_ Board Procedure F.2.1.2 Early Admissions of High School Students
[9] 10.5_8_ Board Procedure F.2.1.3F-1 Visa Student Requirements Board
[10] 10.5_9_ Palo Alto College Procedure S 4.0 College Admissions
[11] 10.5_10_Individual Approval Applicants Students
[12] 10.5_11_ Dual Credit Memorandum of Understanding (MOU)
[13] 10.5_12_ECHS Memorandum of Understanding
[14] 10.5_12A_Verfication of Eligibility Form
[15] 10.5_12B_Parent Consent Form
[16] 10.5_13_Palo Alto Collge Procedure S 20.0 International Students
[17] 10.5_14_Texas Higher Education Coordinating Board (BM)
[18] 10.5_15_Senate Bill 1107
[19] 10.5_16_Senate Bill 62
[20] 10.5_17_Texas Success Initiative (TSI)
[21] 10.5_18_Texas Education Code 51.338
[22] 10.5_19_Texas Higher Education Coordinating Board (TSI)
[23] 10.5_20_TSI examination are outlined in the Palo Alto College Catalog
[24] 10.5_21_Enrollment Checklist
[25] 10.5_22_College Procedure A.9.0
[26] 10.5_23_College Procedure A 11.0 Southern Association of Colleges and Schools Commission on Colleges

Statement on Publications,

[27] 10.5_24_Recruitment Materials

[28] 10.5_25_Palo Alto College Catalog under Veterinary Technology

[29] 10.5_26 Palo Alto College website under Veterinary Technology

[30] 10.5_27_Veterinary Technology Program Flyer

[31] 10.5_28_Palo Alto College Catalog under Health Care Administration

[32] 10.5_29_Palo Alto College website under Health Care Administration

[33] 10.5_30_Health Care Administration Brochure

[34] 10.5_31_Palo Alto College Catalog under Cosmetology Program

[35] 10.5_32_Palo Alto College website under Cosmetology

[36] 10.5_33_Texas Department of Licensing and Regulations (TDLR)

[37] 10.5_34_Welcome Center annual retreat

[38] 10.5_35_ Ruffalo Noel Levitz

[39] 10.5_36_ Department Organizational Chart (REVISED 02.22.21)

10.6 An institution that offers distance or correspondence education:

a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

(Distance and correspondence education) **[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College ensures that a student who registers in a distance education course is the same student who participates in, completes the course, and receives credit for the course. The College does not offer correspondence courses as defined in the *SACSCOC Distance and Correspondence Education Policy Statement[1].* The College is committed to protecting the identity of students enrolled in distance education courses in compliance with state and federal requirements. The College ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. Palo Alto College (PAC) is in compliance with Principle 10.6 a-c, Distance and Correspondence Education.

The case for compliance is structured as follows:

A. The College utilizes a biometric enabling system to verify a student's identification.
B. The College adheres to established policies and procedures protecting student privacy.
C. Students are informed of any additional charges associated with student verification at the time of registration.

Verifying Student Identification

PAC students engage in distance learning through internet-based online and hybrid courses. Each student is assigned a secure unique user ID and a default password at the time of registration. All students access online courses as well as electronic college services via Alamo Colleges Education Services (*ACES[2]*), the Alamo Colleges District secure portal. At initial login into ACES, students are prompted to change the password and then have the ability to update and/or change passwords at any time. Students are required to keep their password secure. The password follows complexity rules to

help prevent any unauthorized access. The system automatically requires students to create a new password every 180 days.

The ACES portal provides students with access to various applications using a single login. Through ACES, students have access to course registration, financial aid information, email, library resources, as well as their online courses via *Canvas[3]*, the secure Learning Management System. Once in Canvas, the College utilizes *BioSig-ID[4]*, which is a biometric signature gesture system to authenticate a student's identity. BioSig-ID is fully integrated into Canvas and requires only a mouse, stylus, or touchpad for students to create their own unique password. If a password reset becomes necessary, this is completed through a "secret question" protocol. As with the ACES password, students are required to keep their password secure and confidential.

The academic deans and chairs are responsible for informing faculty at *division/department meetings [5]* of the requirement to use BioSig-ID for online courses. *Instructors' syllabi[6]* inform students of the requirement to use the BioSig process prior to starting an online assignment, quiz, or an exam. Students receive BioSig instructions via their instructor's *Canvas modules[7]*. Challenge questions are presented to students at random and/or predetermined times to ensure that the students actually completing the coursework are the students who have registered for that course.

In keeping with the Texas Higher Education Coordinating Board's *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance (pgs. 1,5,6)[8]*, some College faculty may require students in online courses to come to campus for supervised proctored exams in the Testing Center in order to verify student identity and maintain the integrity of the exam. Instructors coordinate test proctoring services with the Testing Center staff. The Testing Center staff adheres to the College Procedure *S.7.2 Distance Education Exam and Make-up Testing[9]* to ensure that the registered student is the same student completing the exam. Students must present a valid photo ID before they are allowed to test. The staff maintain the integrity of the exam through the use of a monitoring software system and through line-of-sight. The requirement for *proctored exams [10]* is clearly stated on course syllabi.

Protecting Student Privacy

Along with the various software identity verification processes that protect students' privacy through the use of secure portals, PAC Procedure *S1.0 Affirmation of Confidentiality of Student Records[11]* further defines the process for protecting the privacy of student records and credentials. The College also adheres to the Alamo Colleges District Procedure *F.4.1.1 Access to Student Education Records [12]* that further strengthens the maintenance of student's confidentiality as prescribed by the Family Educational Rights and Privacy Act (FERPA) regulations. The College is committed to protecting the privacy of a student's educational record regardless of delivery method. Since an online environment creates a record of student activity, it is subject to FERPA privacy rights, unlike verbal exchanges in a physical classroom. Students can learn more about protecting their own identify by visiting the *Distance Learning[13]* website.

Faculty and staff understand and carry out a commitment to confidentiality, integrity, and security to protect the privacy of students in an online learning modality. Students' records are kept private by the instructor, except in cases where academic staff or administration access the course with legitimate educational interest under FERPA guidelines.

In order to maintain course security and protect student privacy, faculty do not access or attempt to access another employee's or student's account without authorization as described in Board Policy *C. 1.9 Appropriate Use of Information Technology Resources[14]* and *D.4.10.1 Faculty Code of Professional Ethics[15].*

Students also have a responsibility for protecting their own privacy by keeping their login credentials confidential as per the Student Code of Conduct Board Procedure *F.4.2.1 Non-Academic Misconduct Disciplinary and Appeal Process[16]* and Board Policy C.1.9 Appropriate Use of Information

Technology Resources. Only work submitted by students to open forums, like discussion boards, can be accessed by other students; other assignments, grades, and correspondence are not viewable by other students.

Student Notification of Verification Fees
Students are notified in writing of any anticipated fees or additional expenses associated with verifying a student's identity. The notification is provided at the time of registration through the online registration system. An example of this is the requirement for students to possess a *Webcam* [17]for use during exams or Zoom sessions.

Evidence

[1] Section 10.6_1_SACSCOC Distance and Correspondence Education Policy Statement
[2] Section 10.6_2_ACES
[3] Section 10.6_3_Canvas
[4] Section 10.6_4_BioSig-ID
[5] Section 10.6_5_Division.Department Meetings
[6] Section 10.6_6_Instructors Syllabi
[7] Section 10.6_7_Canvas Modules
[8] Section 10.6_8_Principles of Good Practice
[9] Section 10.6_9_S.7.2_Distance Education Exam and Make-up Testing
[10] Section 10.6_10_Proctored Exams
[11] Section 10.6_11_S1.0 Affirmation of Confidentiality of Student Records
[12] Section 10.6_12_F.4.1.1_Access_to_Student_Education_Records
[13] Section 10.6_13_Distance Learning
[14] Section 10.6_14_C.1.9 Appropriate Use of Information Technology Resources
[15] Section 10.6_15_D.4.10.1 Faculty Code of Professional Ethics
[16] Section 10.6_16_F.4.2.1 Non-Academic Misconduct Disciplinary and Appeal Process
[17] Section 10.6_17_Webcam

10.7 The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. *(Policies for awarding credit)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies are overseen by persons academically qualified to make the necessary judgements. All academic transfer and workforce programs offered by the College are based on credit hours. Palo Alto College (PAC) is in compliance with Principle 10.7 Awarding Credit.

The case for compliance is structured as follows:

A. Policy is in place requiring College adherence to all Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policies and all related state law.

B. Pertinent state law, as implemented by the Texas Higher Education Coordinating Board (THECB), aligns credit hour assignment with SACSCOC policy and defines common practice for all public institutions of higher education in Texas, regardless of format or mode of delivery.
C. THECB practices for credit hour assignment ensure oversight by persons academically qualified to make the necessary judgements.
D. College curricular procedures are in place which ensure adherence to THECB credit hour guidelines and ensure the oversight of credit hour assignment by persons academically qualified to make the necessary judgements.

College Policy Requiring Adherence to SACSCOC Policy and Related Law

Board Policy D.1.1, *Compliance with Policies and Procedures*[1], published on the Board of Trustees' webpage and publicly available, states that each of the Alamo Colleges shall abide by "the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policies [and] all applicable laws." In determining the credit hours awarded for courses and programs, PAC complies with this Policy through adherence to state guidelines for the award of credit hours as defined for Texas public institutions of higher education by THECB and through adherence to the *SACSCOC Policy Statement for Credit Hours*[2].

Pertinent State Law Aligns Credit Hour Assignment with SACSCOC Policy

Texas state law aligns credit hour assignment with SACSCOC policy and PAC follows state guidelines for the assignment of all course and program credit hours. These guidelines are provided by the THECB and apply to all courses and programs, regardless of format or mode of delivery.

Title 19, Part 1, Chapter 9, Subchapter D, rule 9.73[3] of the Texas Administrative Code establishes the Lower Division Academic Course Guide Manual (ACGM) as the compendium of lower division, academic courses for which Texas public institutions of higher education may receive state funding. Course descriptions and allowable credit hours, contact hours, and lecture and lab hours are defined for each course in the ACGM. All academic courses in the PAC inventory are taken from this manual. The *Course Compliance* document provides a sample of courses from the 2020-2021 PAC catalog listed against their corresponding ACGM descriptions and credit hour requirements.

Title 19, Part 1, Chapter 9, Subchapter A, rule 9.1 part 19[4] defines the Guidelines for Instructional Programs in Workforce Education (GIPWE) and, in *part 33*[5], the Workforce Education Course Manual (WECM) as the database providing the THECB's rules and regulations for workforce programs and, in the WECM, the inventory of career technical/workforce courses available for Texas two-year public colleges for use in certificate and applied associate degree programs. These two sources provide allowable credit hours and contact hours for each course. All technical and workforce courses in the PAC inventory are taken from the WECM. The *Course Compliance* document provides a sample of technical and workforce courses taken from the 2020-2021 Palo Alto College Catalog and listed against their corresponding WECM descriptions and credit hour requirements.

The ACGM and the GIPWE each define a semester credit hour in terms of contact hours (classroom or direct faculty instruction) over a 16-week term, and the two definitions are reasonably equivalent:

- *ACGM*[6]: "In general, one semester credit hour is awarded per 16 contact hours of lecture instruction and one semester credit hour is awarded per 32 to 48 contact hours of laboratory instruction."
- *GIPWE*[7]: "For lecture/classroom instruction per 16-week semester, a ratio of one SCH to one contact hour (1:1) must be used. If the instruction is compressed into less than a 16-week semester, the course must still require the same number of contact hours as it would in a long semester."

Texas Administrative Code, which is the basis for THECB rules and guidelines, explicitly defines both contact hours and credit hours. *Title 19, Part 1, Chapter 13, Subchapter A, rule 13.1, part five*[8] defines a contact hour as a "time unit of instruction used by community, technical, and state colleges consisting of 60 minutes, of which 50 minutes must be direct instruction" and *part 23*[9] of that rule

defines a semester credit hour as “a unit of measure of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction, over a 15-week period in a semester system or a 10-week period in a quarter system.”

Although the THECB defines a contact hour as a 50-minute interval of direct instruction, these contact hours reasonably approximate the federal requirement for classroom or direct faculty instruction per credit hour, according to the *SACSCOC Policy Statement for Credit Hours[10]*. Both the ACGM and the GIPWE provide additional specificity to their requirements, to include contact hour and credit assignment for lab and lecture courses, for practicums, and other workforce courses. These additional guidelines can be found in the *ACGM Appendix A, pp 257-258[11]*, Lecture/Lab Table and in both the *GIPWE* and the *WECM Protocol Manual, Protocols 1-10-01, -02, -03[12]*.

Adherence to Credit Hour Requirements by the THECB

Credit hour assignments, learning outcomes, and other essential course attributes for the courses in the ACGM and the WECM are made through the work of *committees of faculty[13]* in each respective discipline. These faculty represent both community colleges and senior academic institutions of higher education in the state of Texas. This oversight ensures that the discussions and decisions regarding credit hour assignment are conducted by persons academically qualified to make these necessary judgements.

Adherence to Credit Hour Requirements at the College

Full-time faculty qualified in the respective discipline create the syllabi that define the amount of student work required for successful attainment of the learning outcomes for that course. This work includes the additional “minimum of two hours out of class student work each week for approximately 15 weeks” required in the federal definition of credit hour, which is clarified in *SACSCOC Policy Statement for Credit Hours[14]*. This can be verified for PAC through inspection of the syllabus for each course. Course syllabi, as shown below, for all modes of delivery and type of course (lecture, lab, studio, or practicum), are required by Texas Administrative Code *Title 19, Part 1, Chapter 4, Subchapter E, Rule 4.104[15]* to list the measurable student learning outcomes for that course. The College syllabi also list the assignments required by each faculty member that, for each course, represent the amount of work needed to fulfill the student learning outcomes. These requirements fully meet the “student academic engagement” required by *SACSCOC policy[16]* for the credit hours assigned to that course.

For online courses both the contact hour or the “direct faculty instruction” federal requirement for credit hour and the additional requirement for outside work is met through the total work required of each student, as itemized in the course syllabus and accompanying online course documents. This totality of work provides the measure of engaged student learning that is required by the credit hours assigned to the course. The documents *online History[17], online Accounting[18],* and *online Chemistry [19]* provide syllabus examples that detail the work required by students in online courses.

The syllabi for both academic transfer and workforce courses, defining the student work required for each course such that course learning outcomes and semester credit hour requirements are met, are created by full-time faculty members qualified in the relevant discipline and therefore qualified to make the necessary judgements regarding course content. Adjunct faculty syllabi adhere to these guidelines. The documents *hybrid Biology History[20]*, *remote synchronous (Zoom) Arts[21]*, and *14-week evening Government[22]* provide syllabus examples for a variety of delivery modes, the name of the instructor for each course, and the academic qualifications of that faculty member. The faculty rosters (*Arts and Sciences Roster*, *Professional and Technical Roster*)[23] also provides a comprehensive summary of the academic and professional qualifications of faculty teaching at the College.

The College’s curricular procedures ensure discipline-specific faculty oversight for programs and courses, which includes oversight for credit hour requirements. Courses added to the College inventory and all revisions to existing courses follow a curriculum review process that ensures the course requirements as defined in the ACGM or the WECM are met. Course additions and course

revisions begin with proposals from full-time faculty in the respective discipline, which are then reviewed by the respective Department Chair, Curriculum Analyst, and Dean. These several reviews of each proposal ensure that all state requirements for the course are met and that any necessary administrative support will be provided. Following the Dean's review, the proposal then goes to the College Curriculum Committee.

The *Curriculum Committee[24]* has a cross-college membership, but is composed in the majority of full-time faculty representing a variety of disciplines. The Committee reviews each proposal for clarity, alignment with all state, SACSCOC, and College requirements. Based upon that review, the Committee approves the proposed change or returns the proposal to the originator for additional information, as exemplified in s*ample agendas and minutes*[25].

To create an opportunity for shared insights into curriculum design, all colleges in the Alamo Colleges District also submit curriculum changes to the Alamo Colleges Curriculum Council. The Curriculum Council, composed primarily of faculty representatives from each of the colleges in the Alamo College District, serves as a venue for faculty discussion in addition to academically qualified peer review for clarity and adherence to state and SACSCOC requirements, as shown in ACCC sample agendas *(A [26], B[27],* and *C[28]).*

Evidence

[1] 10.7.1 Compliance with Policies and Procedures

[2] 10.7.2 SACSCOC Policy Statement for Credit Hours

[3] 10.7.3 Title 19, Part 1, Chapter 9, Subchapter D, rule 9.73

[4] 10.7.4 Title 19, Part 1, Chapter 9, Subchapter A, rule 9.1 part 19

[5] 10.7.5 part 33

[6] 10.7.6 ACGM

[7] 10.7.7 GIPWE

[8] 10.7.8 Title 19, Part 1, Chapter 13, Subchapter A, rule 13.1, part five

[9] 10.7.9 part 23

[10] 10.7.10 SACSCOC Policy Statement for Credit Hours

[11] 10.7.11 ACGM Appendix A, pp 257-258

[12] 10.7.12 WECM Protocol Manual

[13] 10.7.14 advisory committees

[14] 10.7.15 SACSCOC Policy Statement for Credit Hours

[15] 10.7.16 Title 19, Part 1, Chapter 4, Subchapter E, Rule 4.104

[16] 10.7.17 SACSCOC policy

[17] 10.7.18 online History

[18] 10.7.19 online Accounting

[19] 10.7.20 online Chemistry

[20] 10.7.21 hybrid Biology

[21] 10.7.22 remote synchronous (Zoom) Arts

[22] 10.7.23 14-week, evening Government

[23] 10.7.24 Arts and Sciences Roster

[24] 10.7.26 Curriculum Committee

[25] 10.7.27 sample agendas and minutes

[26] 10.7.28 A

[27] 10.7.29 B

[28] 10.7.30 C

10.8 The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a.) the academic quality of any credit or coursework recorded on its transcript, (b.) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c.) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. *(Evaluating and awarding academic credit)*

Compliance Status: Compliance

Narrative

Palo Alto College has published policies for evaluating, awarding, and accepting credit not originating from the Institution. PAC ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the Institution's Mission. Palo Alto College (PAC) is in compliance with Principle 10.8 Evaluating and Awarding Academic Credit.

The case for compliance is structured as follows:

A. The College ensures the academic quality of any credit or coursework recorded on its transcripts.
B. The College ensures an approval process with oversight by persons academically qualified to make the necessary judgements.
C. The credit awarded is comparable to a designated credit experience and is consistent with the Institution's Mission.

In accordance with the Texas Higher Education Coordinating Board (THECB), PAC maintains published admissions policies that support its *Mission*[1] “to inspire, empower, and educate our community for leadership and success.” The policies that PAC uses to evaluate, award, and accept transfer credit are published in the *PAC Catalog*[2] and are available to all current and prospective students, staff, and faculty through the College webpage. All sources from which PAC accepts transfer credit or credit by alternative means are also described on the *Catalog Admissions webpage*[3] . The Office of Admissions and Records works closely with faculty, program leads, directors, chairs, deans, operational personnel and appropriate Alamo College District representatives to develop admissions policies, ascertain the quality and authenticity of transfer work, and to ensure that all credit approved is equivalent to course work at the College.

Academic Quality of Any Credit or Coursework Recorded on Transcripts

PAC publishes and implements policies and procedures that include criteria for evaluating and awarding (1) Transfer Credit; (2) Credit by Non-Traditional Means, Experiential Learning, and Prior Learning Assessment; (3) Credit by Examination and Advanced Placement (AP); and (4) Credit by Certificate/Diplomas in order to ensure the academic quality of any credit or coursework recorded on PAC transcripts.

(1) Transfer Credit

- **Transfer Credit Requirements**

PAC is subject to the *Texas Administrative Code Title 19, Part I, Chapter 4, Subchapter B, Rule 4.25*[4] via the Texas Higher Education Coordinating Board *(THECB) website, Transfer Resources*[5], when reviewing transfer coursework and assessing equivalencies that comply with the course requirements established by the THECB.

In evaluating, awarding, and accepting transfer credit, PAC relies upon the course inventory, course descriptions, student learning outcomes (SLOs), credit hour limits, and contact hour limits published in the *Academic Course Guide Manual (ACGM)*[6]. The ACGM is the academic course inventory for all community colleges in Texas. The College also utilizes the *Texas Common Course Numbering System (TCCNS)*[7], which provides a shared, uniform set of course designations to determine both course equivalency and degree applicability of transfer credit within Texas. In addition, the College relies upon the *Workforce Education Course Manual (WECM)[8],* the THECB online inventory of current workforce education and technical courses. The WECM provides credit hour and contact hour requirements, as well as skills and knowledge outcomes for technical courses offered by public institutions of higher education in Texas and is used by the College to evaluate and approve equivalent transfer credit.

Reliance upon common course information in the ACGM and WECM ensures that credit hours, contact hours, course work, and learning outcomes are comparable across public colleges and universities in Texas and that instruction is at the collegiate level. PAC is assured, through linking transfer credit directly to course requirements delineated in the ACGM and WECM, that the course for which transfer credit is awarded meets comparable, designated standards of academic quality.

The *College's Transfer Credit Policies*[9] are posted in the online College Catalog for students, staff, and faculty members, and provides the following basic requirements for awarding transfer credit.

To meet the requirements for an Associate of Arts (AA), and Associate of Science (AS), or an Associate of Arts in Teaching (AAT) degree, only those courses in which a "D" or better has been earned may be applied. To meet the requirements of an Associate of Applied Science (AAS) degree or certificate, only those technical courses in which a "C" or better has been earned may be applied to meet the requirements in the academic plan.

Credit may be considered for transfer to PAC from institutions of higher education accredited by one of the following associations:

- Accrediting Commission for Community and Junior Colleges, Western Association of Colleges and Schools
- Accrediting Commission for Senior Colleges and Universities, Western Association of Colleges and Schools
- Commission on Higher Education, Middle States Association of Colleges and Schools
- Commission on Institutions of Higher Education, New England Association of Colleges and Schools
- Higher Learning Commission
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges

Courses from institutions accredited by the following agencies recognized by the Texas Higher Education Coordinating Board (*THECB Board Recognized Accreditors*[10]) may be considered for transfer credit and application by the College toward a certificate or degree only after being reviewed on a case-by-case basis.

- Accrediting Bureau of Health Education Schools (ABHES)
- Accrediting Commission of Career Schools and Colleges (ACCSC)
- Accrediting Council for Continuing Education & Training (ACCET)
- Accrediting Council for Independent Colleges and Schools (ACICS)
- Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
- American Board of Funeral Service Education (ABFSE)
- Association of Biblical Higher Education (ABHE) (undergraduate only)
- Commission on Accrediting of the Association of Theological Schools (ATS)
- Council on Occupational Education (COE)
- Distance Education and Training Council (DETC)
- National Association of Schools of Theatre (NAST)
- Transnational Association of Christian Colleges and Schools (TRACS)

The Alamo Colleges District Center for Student Information (CSI) works with the College to both verify the transfer institution's accreditation status and the grade awarded for the proposed transfer course. This is articulated in the *PAC Transcript Standards Agreement[11]*. CSI also works with the College to process existing course equivalencies as articulated in the *PAC and CSI Service Agreement [12]*. If a transfer course is not included in the CSI compiled list of course equivalencies for transfer institutions, the transfer course is evaluated by a discipline expert at PAC. If deemed equivalent, the College will have the course included in the list of approved equivalencies and the transfer credit is awarded. The PAC Catalog states that a minimum of 25% of the required semester credit hours (*Catalog Admissions Webpage Residency Requirement*[13]) toward a degree or certificate must be completed at PAC in order to grant the degree or certificate. *PAC Procedure S 10.0 Graduation Application and Awarding Process*[14] articulates this 25% residency requirement.

- **Transfer Transcript Evaluation**

The *Transfer Transcript Evaluation Process*[15] is available to students through the publicly available admissions page of the online College Catalog. An official evaluation of college transfer coursework is processed during a student's first semester of enrollment at PAC.

- **Military Transfer**

Information regarding *Military Transfer*[16] is available to students through the admissions page of the College Catalog. Transfer work from military education is recorded on the student's official copy of their Joint Services Transcript (JST). The JST also includes the assessment of equivalent credit as evaluated by the *American Council on Education Guide*[17]. PAC uses this assessment in the awarding of military transfer credit. This is demonstrated in the *Transcript with Military Transfer Credit Example*[18] and *Joint Services Transcript Example*[19].

- **Transfer Credit Evaluation for Students Submitting Transcripts from Foreign Institutions**

Information regarding transfer credit evaluation for students submitting *Transcripts from Foreign Institutions*[20] is available to students through the admission page of the College Catalog. Students seeking transfer credit from foreign institutions must submit the official transcript that has been evaluated by a member of the *National Association of Credential Evaluation Services*[21] (NACES). Students are informed that some evaluation services require translation from a translation service. PAC uses the assessment by members of NACES in the awarding of transfer credit from foreign institutions. This is demonstrated in the *Transcript with Foreign Transfer Credit Example*[22].

- **Transfer Dispute Resolution**

Information regarding *Transfer Dispute Resolution*[23] is available to students through the admission page of the College Catalog. Transfer disputes may arise when students are transferring courses to PAC from other institutions and/or when PAC courses are not accepted for credit by another Texas public institution of higher education. Both institutions involved in the transfer issue will attempt to resolve the transfer dispute in accordance with the THECB rules and/or guidelines. The purpose of the THECB's transfer rules is to facilitate the transfer of lower-division course and to clarify students' rights and responsibilities as potential transfer students. The procedure for the resolution of transfer disputes is codified in *Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.27* [24] as found on the THECB website. The College Catalog describes the process to clarify students' rights and responsibilities as potential transfer students for lower division courses, and the *PAC webpage publicizes this*[25].

- **Transfer Rules Noncompliance Policy**

Information regarding the *Transfer Rules Noncompliance Policy*[26] is available to students through the admission page of the College Catalog. The procedure for the penalty for noncompliance with transfer rules is codified in *Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.27*[27]. If it is determined by the THECB that an institution of higher education inappropriately or unnecessarily has required a student to retake a course that is substantially equivalent to a course already taken at another institution, formula funding for credit hours in the repeated course will be deducted from the institution's appropriations.

(2) Credit by Non-Traditional Means, Experiential Learning, and Prior Learning Assessment

The process for the evaluation of credit by non-traditional means at PAC is based upon the *SACSCOC Transfer of Academic Credit*[28] position statement which advises institutions to "ease the acceptance of transfer credit while maintaining an acceptable level of academic quality." PAC recognizes that many students have acquired prior knowledge of course competencies through non-traditional means. The process through which PAC students receive equivalent college semester credit hours through non-traditional means incorporates oversight by appropriately qualified faculty and is described within the current PAC Catalog online under *Credit by Non-Traditional Means*[29].

- **Work Experience and Prior Learning Credit**

The College Catalog specifies the standards and process for faculty evaluation of a student's *prior learning life experience*[30]. This process ensures that PAC faculty are responsible for evaluating and petitioning a student's documentation or assessing a student's knowledge to determine whether the student's work experience/prior learning are equivalent to academic courses within a corresponding area of study. Students may be awarded credit by evaluation of credentials when the student's learning outcomes achieved through work experience/prior learning can be documented as equivalent to academic courses by the appropriate faculty within the discipline that is being petitioned for course credit. Students may be awarded credit for work experience/prior learning when the learning outcomes can be documented as equivalent to an academic course.

A prior learning assessment option offered to PAC students is to enroll in a course that helps the student prepare a portfolio that aligns experience and skills with the learning outcomes of specific courses. The fee for the course includes instruction and feedback on developing the portfolio and assessment directly through *LearningCounts.org*[31], an online resource. The requirement to earn six college semester credit hours at PAC, or any of the colleges in the Alamo Colleges District, before the credits earned through this option are awarded is waived.

The assessment of work experience and/or prior learning may be requested for specific technical programs by individuals seeking to obtain college-level credit for experience and/or training received at a technical institution or in a work environment. The Application for Work Experience Credit may be obtained from the department in which the student is majoring or from the corresponding dean. Sources of prior learning may include:

- Prior employment
- Extensive technical training in high school
- Trade or proprietary school equivalence
- Certification/licensure/credentials equivalents
- National ACE guides
- Military service
- Special agreements

After admission to PAC, students are advised to consult with the appropriate academic department to determine whether work experience/prior learning may be applicable for college credit. Students must be enrolled in the semester for which they are applying for such credit.

A technical program advisor or other representative will guide students in the process of identifying the college courses that clearly match work experience/prior learning as evidenced by documentation, verification of experience, and sufficient justification. Before work experience/prior learning credit can be awarded and posted on a student's official college transcript, faculty with the appropriate discipline expertise review the proposed credit equivalencies for prior learning. Final approval must be obtained from the appropriate dean or designee.

A maximum of forty-five semester credit hours may be earned through the assessment of work experience/prior learning and applied toward graduation. Credits earned by non-traditional methods are posted on the transcript as equivalency credit (non-graded). PAC retains a copy of the documentation with the student's permanent file.

An example of prior learning credit awarded by PAC can be found in the College's Cosmetology program. The PAC Cosmetology faculty have determined that any entering student who holds a

Cosmetology license from the Texas Commission of Licensing and Regulation (TDLR) shall be awarded 45 hours of credit for all Cosmetology (CSME) courses in the Cosmetology AAS degree plan. The College has codified this prior learning credit through a standardized *course substitution /waiver form*[32] which can be applied for any student admitted to PAC who holds a TDLR cosmetology license. The use of this course substitution/waiver is demonstrated in the *appended example of the cosmetology substitution/waiver form*[33] and in the *appended student transcript*[34] which contains prior learning credit awarded to a student who obtained a TDLR cosmetology license prior to attending PAC.

- **Continuing Education Units Conversion to Career and Technical Courses**

The College Catalog specifies the standards and process for *Continuing Education Unit's Conversion to Career and Technical Courses*[35]. To provide an entry for students wishing to transition from the continuing education portion of their education to the academic credit continuation of their education, students may request a conversion of Continuing Education Units (CEUs) to college credit for specific career and technical courses. Faculty qualified in the appropriate disciplines assess the competencies for the continuing education courses against those required of courses in the course inventory. This assessment is conducted under the direction of the college's Dean of Professional and Technical Education and final approval, where warranted, provided by the academic Vice President.

Up to the 45-hour maximum may be awarded once the student has earned six college semester credit hours at the College. Under special circumstances the six hours may be waived, such as where students are taking a complete course of study in a given contract period with Continuing Education. Conversions of CEUs to academic credit must be requested within three years of completing the continuing education course. This is demonstrated in the *Transcript with CE to CTE Credit Example* [36].

(3) Credit by Examination and Advanced Placement (AP)

PAC offers further options to earn academic credit through internal examinations, the College Level Examination Program (CLEP), and Advanced Placement (AP). The PAC Catalog and webpage publish the College's standards and equivalencies for *Credit by Examination, CLEP, and AP*[37]. In accordance with established and accepted practice at institutions of higher education nationally, PAC accepts CLEP scores as acceptable evidence of prior learning documented through external examination. The PAC Catalog and *PAC Procedure S 7.4, College Credit Obtained by CLEP*[38] specify the standard and equivalencies for CLEP. PAC also provides an opportunity for students to obtain college credit in areas that they have attained college-level proficiency through AP courses in high school or other prior learning opportunities. Credit is earned by scores on the AP test. The PAC Catalog and *PAC Procedure S 7.3, College Credit Obtained by Advanced Placement[39]* specify the standard and equivalencies for AP. This is confirmed through the following appended student transcripts: *student transcript with CLEP credit awarded*[40] and *student transcript with AP credit awarded[41].* PAC students may take the CLEP exam and/or AP courses and, with the designated scores, receive credit for that particular class.

PAC provides students the opportunity to receive equivalent college semester credit hours earned through CLEP, AP, and by non-traditional means. PAC, with appropriate departmental guidelines, reserves the right to determine the acceptable transfer credit to a maximum of forty-five semester credit hours once the student has earned six college semester credit hours at PAC, or any of the colleges in the Alamo Colleges District.

Credit hours earned by examination and/or awarded through non-traditional means will be posted as CR and will not be included in a student's GPA computation; however, the semester credit hours are counted for graduation. Credit by non-traditional means may not be awarded once a grade has been earned in the same course.

- **Internal Examination for Credit Hours**

Students enrolled for a particular semester, with paid tuition for that semester, may satisfy the requirement of certain courses by passing proficiency examinations provided the following criteria are met:

- Seek appropriate departmental requirements in order to take internal proficiency exams and receive written departmental approval (see math departmental final example below).
- Register in a course for which an internal proficiency exam is being sought.
- Obtain information or approval form from Enrollment Services/Admissions and Records. Upon approval students must pay the appropriate costs as defined in the fee schedule published in the *Tuition and Refunds[42]* section of the PAC Catalog.
- Take a comprehensive written examination that may include prescribed performance tests prior to the Census Date for the semester (see math departmental final example below).
- Receive a performance grade of "C" or better to receive credit.

Examinations for credit hours are not administered in all departments. An example of an opportunity that students have to obtain credit through an internal proficiency exam, or comprehensive written examination, can be found in the PAC Mathematics Department. The Mathematics Department will provide approval of course proficiency in College Algebra if a student successfully passes the *departmental final exam*[43] that is administered in all College Algebra courses. A student will receive a refund for the course if a passing grade is achieved for an internal proficiency exam. No more than sixteen semester credit hours earned by internal proficiency examinations may apply toward graduation.

- **External Standardized Examinations**

Minimum scores are defined in the CLEP and AP sections below. Applicants to PAC must submit:

- Official test score reports from testing agencies: College Entrance Examination Board Advanced Placement Program, College-Level Equivalency Program, etc.
- Official transcripts if credit by examinations was earned at other accredited institutions.

- **College Level Examination Program (CLEP)**

The College Catalog specifies the standards and process for receiving *CLEP credit*[44]. PAC recognizes the credit-granting scores recommended by the American Council on Education (ACE). Students can be granted a maximum of forty-five hours of non-course based credit. No credit will be awarded until the student has successfully completed as least six hours of course credit from PAC, or any of the colleges in the Alamo Colleges District. Specific information regarding the *CLEP Credit-Granting Scores and Semester Hour Recommendations*[45] is published within the PAC Catalog. Students taking the CLEP exam will earn equivalent credit from PAC when attaining the scores published within the PAC Catalog, and the credit is treated as equal to a grade of CR in the corresponding course but is not included in GPA calculations.

PAC Procedure S 7.4, College Credit Obtained by CLEP[46]**,** ensures faculty oversight of the awarding of college credits for students successfully passing the CLEP. This procedure specifies that during each spring term, or more often if deemed necessary, respective discipline faculty will review and make recommendations regarding CLEP cut-off scores and the courses for which credit is to be awarded.

- **Advanced Placement (AP)**

PAC also offers students the option of earning credit through the *Advanced Placement Program*[47] . Credit by Advanced Placement (AP) is earned by scores achieved on the AP test, not through the completion of an AP course taken in high school. Specific information regarding the *AP Credit-Granting Scores and Semester Hour Recommendations*[48] is published within the PAC Catalog. Students taking the AP test will earn equivalent college credit from PAC when attaining the minimum score indicated in the PAC Catalog. The credit earned is treated as equal to a grade of CR in the corresponding course but is not included in GPA calculations. AP credit is not recorded on the transcript until the student has successfully completed six college credits at PAC or any of the colleges in the Alamo Colleges District and students may not earn more than forty-five total hours from any testing equivalency source.

PAC Procedure S 7.3, College Credit Obtained by Advanced Placement (AP)[49] ensures faculty oversight of the college credits awarded for students successfully passing the Advanced Placement Exam. This procedure specifies that during each spring term, or more often if deemed necessary,

respective discipline faculty will review and make recommendations regarding AP credit-granting scores and semester hours.

(4) Credit by Certificate/Diplomas

- **International Baccalaureate Diploma Program**

PAC offers students one further option that is established nationally: credit through the *International Baccalaureate (IB) Diploma Program*[50]. PAC will grant at least twenty-four semester credit hours or equivalent course credit for approved courses in appropriate subject areas to an entering freshman student for successful completion of the International Baccalaureate Diploma Program. For examined subjects, a grade of CR will be posted and not included in the GPA. Fewer than twenty-four semester credit hours will be awarded if the student received a score of less than four on an examination administered as part of the diploma program. A minimum of six hours of college-level credits must be earned at PAC, or any of the colleges in the Alamo Colleges District, before the International Baccalaureate credits are awarded. *PAC Procedure S 7.5, College Credit Obtained through the International Baccalaureate (IB) Degree Program*[51] is utilized to ensure faculty oversight in awarding college credits for students successfully completing the International Baccalaureate Diploma Program. Specific information regarding credits awarded can be found in the College Catalog on the *IB Diploma Credit Matrix*[52].

Approval Process and Oversight by Persons Academically Qualified

Faculty and Department Chairs who are academically qualified to review and approve transfer credit are responsible for working with their division Dean, the Vice President of Academic Success, and the appropriate operational personnel and district representatives to provide academic oversight and approval of transfer credit. Specifically, Faculty Leads or Department Chairs who hold the appropriate academic qualifications are responsible for verifying and approving transfer course equivalencies.

The Alamo Colleges District Center for Student Information (CSI) works with PAC to verify the accreditation status of institutions of higher education from which the College receives transfer requests. CSI also processes student transcripts and processes transfer course equivalencies. Transfer course equivalencies are assigned and credit is awarded only for those courses that have been reviewed and approved by discipline faculty at PAC who are academically qualified to verify equivalencies. These processes are articulated in the *PAC and CSI Service Agreement*.[12] When receiving a course equivalency request from a student, the PAC Admissions and Records Department first determines if there is an established transfer course equivalency previously approved by a PAC Faculty Lead. If an equivalency exists, then the students is awarded transfer credit for the course equivalency. The following are examples of student transcripts with awarded transfer credit: *Student Transcript with Awarded Transfer Credit Example 1*[53]*; Student Transcript with Awarded Transfer Credit Example 2*[54]; *Student Transcript with Awarded Transfer Credit Example 3*[55]. If an equivalency has not previously been established for a particular course being requested for transfer, a transfer course equivalency request is submitted via e-mail to the PAC Faculty Lead or Chair with the appropriate academic qualifications for review (*Course Equivalency E-mail Request Example 1*[56]; *Course Equivalency E-mail Request Example 2*[57]). After the Faculty Lead or Chair receives the request, they access the Transfer Equivalency Decision Form, review the course information to determine whether equivalency can be established, and then record their decision (approve/reject) electronically. The following are examples of the Transfer Equivlancy Decision Forms used by Faculty Leads at PAC to review equivalency requests originating from PAC or equivalency requests originaiting from other Alamo Colleges:*Transfer Equivalency Decision Form Example 1 (Originating from PAC);*[58]*Transfer Equivalency Decision Form Example 2 (Originating from PAC)*[59]*;Transfer Equivalency Decision Form Example 3 (Originating from St. Phillips College)* [60]*;Transfer Equivalency Decision Form Example 4 (Originating from San Antonio College)*[61]. Course equivalencies that are approved by the academically qualified Faculty Leads and/or Chairs at PAC are recorded as an approved transfer course equivalency within the Banner system and are also recorded on the CSI master list of transfer course equivalencies for students transferring that course to PAC.

To further ensure that course equivalencies approved by an academically qualified Lead and/or Chair at PAC are documented and applied to a student's PAC transcript, the College utilizes a college-

specific *Transfer Course Equivalency Form*[62] (Example of form being utilized: *Transfer Course Equivalency Form Student Example*[63]). This form is used by faculty to review a potential transfer course and to determine if a potential transfer course is equivalent to a course at PAC. When receiving a course equivalency request for a course that does not already have a previously established equivalency, the PAC Admissions and Records Department submits this *Transfer Course Equivalency Form*[64] to the appropriate Lead Faculty or Chair to determine whether an equivalency can be established. After reviewing the attributes of the course, assessing against designated College credit experiences, the Faculty Lead or Chair records their decision through the submission of this form. Course equivalencies that are approved by the academically qualified Faculty Leads and/or Chairs at PAC are recorded as an approved transfer course equivalency within the Banner system. This process, coupled with the CSI course equivalency process, ensures that transfer course equivalencies are reviewed and approved by persons academically qualified to make the necessary judgement and ensure that the appropriate transfer credit equivalencies are applied to a student's record at PAC.

PAC has entered into a *Collaborative/Consortial Agreement[65]* for the acceptance and transcripting of semester credits hours among all of the Colleges within the Alamo Colleges. This agreement outlines the process through which CSI works with PAC to perform transcript evaluations services. Specifically, the agreement states that PAC authorizes CSI to transcribe courses from external higher education institutions that are listed in the CSI master list of transfer course equivalencies. As previously mentioned, the transfer course equivalencies on this master list have been evaluated and approved by a Faculty Lead and/or Department Chair at PAC who holds the appropriate academic qualifications necessary to verify and approve these transfer course equivalencies.

Credit Awarded is Comparable to a Designated Credit Experience and is Consistent with the Institution's Mission

Faculty Leads or Department Chairs who hold the appropriate academic qualifications are responsible for working with the appropriate PAC operational personnel and District representatives to ensure that all transfer credit awarded by PAC is comparable to a designated credit experience and is consistent with the Institution's *Mission[1]*.

All credit awarded at PAC is consistent with the College's Mission "to inspire, empower, and educate our community for leadership and success." Credit is awarded at the lower-division (freshman and sophomore) level, only, which is consistent with the College's course inventory and associate degree and certificate programs. As confirmed by appended student transcripts, *Student Transcript with Awarded Transfer Credit Example 1*[66], *Student Transcript with Awarded Transfer Credit Example 2 [67]*, and *Student Transcript with Awarded Transfer Credit Example 3*[68], students transferring to PAC are awarded transfer credit at the freshman and sophomore level after Faculty Leads with the appropriate academic qualifications confirm course equivalencies and determine that the transfer credit being awarded is comparable to a designated credit experience at PAC.

To ensure that the credit awarded is comparable to a designated credit experience and is consistent with the Institution's Mission, the College has specific policies regarding the evaluation and acceptance of credit for transferred courses, experiential learning, advanced placement, and professional certificates. The previously outlined policies that PAC uses to evaluate, award, and accept transfer credit are published in its catalog and are available to all students through the PAC webpage. The Office of Admissions and Records works closely with faculty, program leads, advisors, directors, chairs, deans, operational personnel and appropriate district representatives to develop admissions policies and ascertain the quality and authenticity of transfer work to ensure that all credit approved is equivalent to course work at the College.

As previously outlined, in seeking to evaluate, award, and accept transfer credit, PAC relies upon course inventory, course descriptions, student learning outcomes (SLOs), credit hour limits, and contact hour limits published in the *Academic Course Guide Manual (ACGM)*[69]. The ACGM is the academic course inventory for all community colleges in Texas. The College also utilizes the *Texas Common Course Numbering System (TCCNS)*[70], which provides a shared, uniform set of course

designations to determine both course equivalency and degree applicability of transfer credit within Texas. In addition, the College relies upon the *Workforce Education Course Manual (WECM)[71],* an online inventory of current workforce education and technical courses recognized for transfer to approved programs offered by community colleges throughout Texas. The alignment of credit hours and contact hours for courses in the ACGM and WECM is consistent with *SACSCOC Policy on Credit Hours*[72]. The assessment of academic work done and learning outcomes met by faculty qualified in the respective discipline, is made against the requirements identified in the ACGM and WECM course inventories. This process ensures that credit awarded for exam scores, prior non-credit experiences, and similar learning outcomes not originating at the College are consistent with a designated learning experience.

PAC uses the *Texas Administrative Code Title 19, Part I, Chapter 4, Subchapter B, Rule 4.25*[73] via the Texas Higher Education Coordinating Board *(THECB) website, Transfer Resources*[74], when reviewing transfer coursework and considering equivalencies which comply with the THECB. *Rule 4.* 25[75] states each institution of higher education in Texas must offer academic courses that are "substantially equivalent" to courses listed in the ACGM including those that fulfill the "lower-division portion of the institution's core curriculum." Furthermore, *Rule 4.*25[76] states that all institutions of higher education in the state of Texas "must accept transfer of credit for successfully completed courses" deemed equivalent to courses listed in the ACGM, thus ensuring that the transfer credit awarded is comparable to a designated credit experience.

Evidence

[1] Palo Alto Colleges 2020-2024 Strategic Plan EDITED

[2] 10.8_2_Catalog Front Page

[3] 10.8_3_Catalog Admissions Webpage

[4] 10.8_4_TX Admin Code Title 19.1.4.B.425

[5] 10.8_5_THECB Website Transfer Resources

[6] 10.8_6_Academic Course Guide Manual Spring 2020

[7] 10.8_7_TX Common Coure Number System ('20-'21 TCCNS)

[8] 10.8_8_Workforce Education Course Manual (WECM)

[9] 10.8_8a_Catalog Admissions Webpage Transfer Policies

[10] 10.8_8b_THECB Recognized Accreditors OCT2020

[11] SACSCOC PAC Transcript Standards Agreement revised 02.25.21

[12] SACSCOC PAC -Transcript Posting Processing

[13] 10.8_9a_Catalog Admissions Webpage Residency Requirement

[14] 10.8_10_pac-procedure-s10_0 (Graduation Application and Awarding Process)

[15] 10.8_10a_Transfer Transcript Evaluation Process

[16] 10.8_10b_Military Transfer

[17] 10.8_11_American Council on Education Guide

[18] 10.8_11a_Transcript with Military Transfer Credit Example

[19] 10.8_11b_Joint Services Transcript Example

[20] 10.8_11c_Transcript from Foreign Institution

[21] 10.8_12_National Association of Credential Evaluation Services

[22] 10.8_12a_Transcript with Foreign Transfer Credit Example

[23] 10.8_12b_Transfer Dispute Resolution

[24] 10.8_13_TX Admin Code Title 19.1.4.B.427

[25] 10.8_13a_PAC Webpage Publicizes This

[26] 10.8_13b_Transfer Rules Noncompliance Policy
[27] 10.8_13c_TX Admin Code Title 19.1.4.B.427
[28] 10.8_14_SACSCOC Transfer of Academic Credit
[29] 10.8_14a_Credit by Non-Traditional Means
[30] 10.8_14b_Prior Learning Life Experience
[31] 10.8_15_LearningCounts.org
[32] 10.8_16_Course substituion-waiver form (Cosmo)
[33] 10.8_16a_a_a_Example of Course Sub Waiver Form (Cosmo)
[34] 10.8_16a_a_Appended Student Transcript (Prior Learning Credit Cosmo Transcript Example
[35] 10.8_16a_CEU conversion to CTE Courses
[36] 10.8_16aa_Transcript with CE to CTE Credit Example
[37] 10.8_16b_Credit by Examination, CLEP, and AP
[38] 10.8_16c_pac-procedure-S 7.4 (College Credit Obtained by CLEP)
[39] 10.8_16d_pac-procedure-S 7.3 (College Credit Obtained by Advanced Placement (AP)) - Copy
[40] 10.8_16e_Student Transcript with CLEP awarded
[41] 10.8_16f_Student Transcript with AP Credit Awarded
[42] 10.8_17_Tuition and Refunds
[43] 10.8_18_Depatmental Final Exam (Math)
[44] 10.8_19_CLEP Credit
[45] 10.8_20_CLEP Credit-Granting Scores and Semester Hour Rec
[46] 10.8_20a_pac-procedure-S 7.4 (College Credit Obtained by CLEP)
[47] 10.8_20b_Advanced Placement Program
[48] 10.8_21_AP Credit-Granting Scores and Semester Hour Rec
[49] 10.8_22_pac-procedure-S 7.3 (College Credit Obtained by Advanced Placement (AP))
[50] 10.8_22b_IB Diploma Program
[51] 10.8_22c_pac-procedure-S 7.5 (College Credit Obtained through the International Baccalaureate (IB Degree Program)
[52] 10.8_23_IB Diploma Credit Matrix
[53] 10.8_23b_Transfer Transcript Example1
[54] 10.8_23c_Transfer Transcript Example2
[55] 10.8_23d_Transfer Transcript Example3
[56] 10.8_24_Course Equivalency E-mail Request_Example1
[57] 10.8_25_Course Equivalency E-mail Request_Example2
[58] 10.8_25a_Transfer_Equivalency_Decision_Form_Example1
[59] 10.8_25b_Transfer_Equivalency_Decision_Form_Example2
[60] 10.8_26_Transfer_Equivalency_Decision_Form_Example3
[61] 10.8_27_Transfer_Equivalency_Decision_Form_Example4
[62] 10.8_28_Transfer Course Equivalency Form
[63] 10.8_29_Transfer Course Equivalency Form Student Example
[64] 10.8_29b_Transfer Course Equivalency Form
[65] 2.-3-2021 Memorandum of Understanding - All Colleges
[66] 10.8_30b_Transfer Transcript Example1

[67] 10.8_30c_Transfer Transcript Example2

[68] 10.8_30d_Transfer Transcript Example3

[69] 10.8_30e_Academic Course Guide Manual Spring 2020

[70] 10.8_30f_TX Common Coure Number System ('20-'21 TCCNS)

[71] 10.8_30g_Workforce Education Course Manual (WECM)

[72] 10.8_30h_SACSCOC Policy on Credit Hours

[73] 10.8_31_TX Admin Code Title 19.1.4.B.425

[74] 10.8_32_THECB Website Transfer Resources

[75] 10.8_33_Rule 4.25

[76] 10.8_34_Rule 4.25

10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. **(Cooperative academic arrangements)**

Compliance Status: Compliance

Narrative

N/A: Palo Alto College offers no courses through a cooperative academic arrangement.

Section 11 Library and Learning/Information Resources

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and learning/information resources)***[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College provides adequate and appropriate library and learning/information resources, services, Mission. Palo Alto College (PAC) is in compliance with CR 11.1 Library and Learning/Information Resource

The case for compliance is structured as follows:

A. The PAC Ozuna Library provides adequate learning resources in all formats to support the full range s educational programs and the College's Mission.
B. The Ozuna Library provides appropriate library services and support to meet the varying needs of th community as addressed in the College's Mission.

Library Provides Adequate Learning Resources

The process for acquiring adequate physical and electronic learning resources to meet the academic need community is described in *PAC Procedure L1.0 Library Collection Development-Selection*[1], which was de more extensive *Ozuna Library Collection Development Guidelines*[2] and the *Guidelines for the Selection o Resources by Faculty[3]*. All of the full-time and some of the part-time librarians are assigned as *library liais* academic departments. The liaison maintains contact with the Department Chair, or Lead Instructor, and w attending department meetings and communicating via email. The *Veterinary Technology (pg.18-20)*[5] wo one example of this collaboration; in this case, the library liaison works closely with a Lead Instructor to ma appropriate collection of library resources to meet the requirements of the Veterinary Technology Program' body and to help their students achieve success. This continuous reciprocal communication between the li academic departments is one method implemented to help ensure that the library maintains adequate and resources to support the College's educational programs and, by extension, the College's Mission.

The College's *Curriculum Committee[6]* provides another avenue for ensuring that the library resources are College's educational programs. Members of the Committee include a librarian and the Dean for Academic oversees the library; at the Curriculum Committee meetings, the library learns of any new programs or cou new resources might need to be acquired. As described in *PAC Procedure L 1.0 Library Collection Develop* , the library liaison collaborates with the relevant Chair or Lead Instructor to determine if any new resources acquired by the library to support the new curriculum.

The library's current learning resources include:

- 74,760 print titles;
- 209,616 e-book titles;
- 129,439 e-journal titles;
- 52 print journal subscriptions;
- 1,474 DVDs; and
- 89,349 streaming video titles.

Below is a comparison of the physical resources of the Alamo Colleges libraries for the Academic Year (AY PAC's resources are approximately the same size as its sister college, St. Philip's College, which has a rel student Full-Time Equivalent (FTE).

Table 11.1.1: Physical Resources of the Alamo Colleges Libraries, 2019-2020

Alamo Colleges Library	Fall 2019 Student FTE	AY 2019-2020 Physical Resources
Northeast Lakeview College	4,349	24,300

Northwest Vista College	11,579	28,284
Palo Alto College	6,323	74,760
St. Philip's College	7,027	75,059
San Antonio College	11,896	158,301

A comparison of the College's physical library resources to the resources at peer Texas community college sized student FTE, demonstrates that, with two exceptions, the College's physical resources are comparab peer institutions.

Table 11.1.2: Physical Resources of Palo Alto College and Peer Texas Community Colleges

Peer Community Colleges	12-mo. Student FTE	AY 2016-2017 Physical Resources	AY 2017-2018 Physical Resources
Amarillo College	5,780	41,232	44,696
Del Mar College	5,213	163,189	163,288
Lee College	5,052	76,232	76,098
McLennan Community College	6,090	70,012	59,537
Palo Alto College	5,430	76,080	76,598
South Plains College	5,131	77,902	89,855
St. Philip's College	6,429	66,130	64,900

Over the past few years, the library has gradually shifted its acquisitions from physical resources to e-resou provide a wider range of subject coverage and access to all students, faculty, and staff. A review of *PAC L by Alamo Institutes*[8] reveals that the majority of resources are either e-books or streaming videos, as indi graphs in Figure 11.1.1 below.

Figure 11.1.1: Palo Alto College Acquisitions by Alamo Institutes

Students, faculty, and staff can learn about the library's resources on the *Ozuna Library homepage[9]* or th
Ozuna Library and Learning Center flyer[10] available at all service desks. The flyer provides additional de
library's resources and services, while the handout provides a general overview of the resources and servi
instructors also have the option of adding the *PAC Library Information link[11]* to their Canvas course navig
allows students direct access to the library.

Library Services and Support

The Ozuna Library services range from the traditional two-year community college library services to more
leading-edge services, some of which are not typically found in academic libraries. All of these services are

adequately support the needs of students, faculty, and staff, as well as the surrounding community, as add
Library's Mission and Vision[12] and in the College's Mission, "To inspire, empower, and educate our comr
leadership and success."

Traditional Academic Library Services
At the Reference Desk, librarians provide general information as well as in-depth research assistance to al
and staff, either in-person or remotely by chat, phone, or email. Information about contacting a librarian rer
on the *Ozuna Library homepage[13]*. To empower students to successfully complete research assignments
homepage also provides access to many e-resources.

One or two librarians are scheduled at the Reference Desk during all of the *library's operating hours[14]* to
visitors in the use of the library and to guide students through the research process, which includes how to
using the online *Palomino Search toolbox[15]* and how to identify and conduct research in one of the librar
journal databases. After hours, library users can leave a phone message or submit a message via email, a
provides a response at the start of the next business day.

The library conducts recurring *Reference Desk surveys[16]* to gauge users' satisfaction with the library's re
technology, facility, and research assistance and to identify opportunities for improvement. Table 11.1.3 thr
11.1.6 represent just the Strongly Agree and Agree responses as to whether the library meets the students
e-resources, information/research, and physical space/equipment needs.

Table 11.1.3: Reference Desk Survey - Library's Print Resources

Library's Print Resources Meet Academic Need				
Rating Scale	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Strongly Agree	54.35%	56.52%	52.73%	73.91%
Agree	36.96%	32.61%	36.36%	21.74%

Table 11.1.4: Reference Desk Survey - Library's Electronic Resources

Library's Electronic Resources Meet Academic Need				
Rating Scale	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Strongly Agree	60.87%	59.57%	52.73%	72.73%
Agree	26.09%	29.79%	38.18%	22.73%

Table 11.1.5: Reference Desk Survey - Librarians' Help with Research

Librarians Helpful in Meeting Information/Research Need				
Rating Scale	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Strongly Agree	78.26%	77.08%	80%	78.26%
Agree	19.57%	16.67%	16.36%	17.36%

Table 11.1.6: Reference Desk Survey - Library's Physical Space and Equipment

Library's Physical Space and Equipment Meet Needs				
Rating Scale	**Spring 2016**	**Spring 2017**	**Spring 2018**	**Spring 2019**
Strongly Agree	71.74%	70.21%	61.82%	73.92%
Agree	21.74%	25.53%	32.73%	21.74%

Although student comments are overwhelmingly positive, some respondents occasionally submit comment
into consideration for improving the service and support provided by the library. For example, one survey r
indicated that more space was needed around the public computers, so in Fall 2016, two more tables were
computers were moved over onto those tables, which opened up additional space around the remaining co
survey respondent asked for color printing, so in Fall 2019, the library worked with the College's Informatio

Services (ITS) to acquire a color printer. Some respondents also expressed concern regarding noise in the library has acquired portable sound-masking units with headphones for individuals to borrow for use while These relatively small improvements help to increase students' ability to comfortably and adequately comp the library.

Beginning in Fall 2016, the library began offering fall and spring *finals week extended hours[17]* and remai midnight a few days to allow students additional time to work on final assignments and to study for final exa printing, scantrons, and pencils are provided during this period, and light refreshments are available to stud m. and midnight. An *Extended Hours survey[18]* was conducted during some of the extended hours' period students' satisfaction with the final's week services.

Table 11.1.7: Extended Hours Survey

Library Extended Hours Are Convenient		
Rating Scale	**Spring 2018**	**Spring 2019**
Strongly Agree	63.64%	76.47%
Agree	31.82%	23.53%

The library offers year-round face-to-face and online information literacy instruction. Librarian-led informati instruction sessions are offered face-to-face in a classroom setting or remotely via Zoom through Canvas. including those teaching at off-site locations, can request librarian-led instruction by completing the online *Request Form[19]*, which can be accessed on the library's homepage. Information literacy instruction is cus meet the faculty member's need, which could be a basic library introduction session or a session tailored to research assignment. Librarians can also create a *library guide[20]* for use during the information literacy in guides students to resources relevant to their class assignment. A *Library Instruction Survey of Faculty[21]* Fall 2020 to gauge faculty satisfaction with the instruction content and the librarian's presentation. The earl survey demonstrate that faculty are satisfied with the librarians' information literacy instruction.

Table 11.1.8: Library Instruction Survey of Faculty

Fall 2020 Library Instruction Survey for Faculty		
Question	**Strongly Agreed**	**Agree**
The instruction was clear and organized	80%	20%
The instruction content addressed the course assignment/ instruction needs	90%	10%
Overall, the instruction met my expectations	90%	10%

Faculty also have the option of referring face-to-face and distance learning students to the online *Informati Instruction Modules[22]*, which consist of six online modules containing tutorials, videos, and end-of-modul modules are aligned to the Association of College and Research Libraries (ACRL) *Framework for Informat Higher Education[23]*. A *Library Instruction eblast[24]* is sent to all faculty at the start of each semester to r book a library instruction session or to request students to complete some or all of the Information Literacy Modules.

A *class evaluation[25]* is administered to students attending in-person information literacy sessions to help determine if the session met the students' needs and if the librarian effectively conveyed the subject matte completing the online Information Literacy Modules are asked to complete an *online survey[26]* which mea satisfaction with the material covered in the modules.

Table 11.1.9: Satisfaction with Online Information Literacy Modules

Online Survey Results	**Spring 2018**	**Spring**
The material covered in the modules was:		
Very Useful	49.37%	48.2

Useful	46.84%	51.7
Not Useful	3.8%	-
The activities/exercises provided in the modules were:		
Very Useful	41.77%	39.2
Useful	50.63%	57.1
Not Useful	7.59%	3.5
Will the material covered in the modules be useful to you in this class or your other classes?		
Yes	89.87%	96.5
No	3.8%	-
Don't Know	6.33%	3.4

The Circulation Desk is a major hub of library activity. At this desk, students complete borrowing transactio books and DVDs, as well as for items placed on *Course Reserves[27]* by faculty and for items requested th *Interlibrary Loan[28]* service (ILL). All PAC students, faculty, and staff can also borrow headphones, laptop library use only. Additionally, PAC students can borrow calculators, Xbox games, and board games; they c for study rooms and the extruder for the 3D printer. A *Check Out the Tech at the Ozuna Library flyer[29]* in about the various devices available for their use. Furthermore, at the Circulation Desk, students, faculty, ar request a *TexShare Card[30]*, which allows them to visit other TexShare participating libraries and borrow directly from that facility. All PAC students, faculty, and staff have remote access to the *online ILL form[31] Registration form[32]*, and *Curbside Service Request Form[33]*. The curbside delivery service was initiated the COVID-19 pandemic remote learning.

The library periodically conducts a *Circulation Desk Survey[34]* to identify any opportunities for improveme determine the adequacy of services provided from that desk. The open-ended comments submitted by sur between Fall 2016 – Fall 2018 were overwhelmingly positive.

Table 11.1.10: Circulation Desk Survey

Circulation Desk Staff Are Helpful and Courteous			
Rating Scale	**Fall 2016**	**Fall 2017**	**Fall 2018**
Strongly Agree	81.72%	80.98%	87.59%
Agree	16.13%	17.18%	11.03%

Students also have the option of completing an *Ozuna Library Suggestion Form[35]* at any time to submit r for the purchase of resources or to suggest improvements to library services. Completed forms are droppe Suggestion Box located at the Circulation Desk. The Suggestion Box is regularly checked, and forms are d appropriate librarian or staff who handles the request/suggestion.

Another standard library service is the availability of *study rooms[36]*. The individual and group study room used service in the library and regularly have waiting lists. All of the study rooms are equipped with whiteb medium (4-person rooms) and large study rooms (8-person rooms) are also equipped with digital monitors cast their documents for sharing with the whole group or to jointly view an assigned video. Students also u monitors to cast their PowerPoint slides to practice their presentations.

Table 11.1.11: Study Rooms

	AY 2017-2018	**AY 2018-2019**	**AY 2019-2020***
Study Rooms Usage	7,225	7,155	4,375

*Usage represents Sept 2019 – Mid-Feb 2020 due to College going remote in Mar 2020

Outside of the study rooms, the library is divided into two separate Quiet Study Zones and one relatively la
Study Zone, all of which are identified by signage. In addition, a map identifying these locations is printed c
Ozuna Library and Learning Center flyer[37]. These zones allow students to select the area that best fits th
group studying needs. Also, mobile dry-erase whiteboards are available throughout the library for students
study area and use for tasks such as writing out math or scientific equations or drafting an outline.

Library visitors have access to 20 open-access computers primarily for coursework usage; however, visitor
surrounding neighborhood can also use these computers to search for employment opportunities, complet
and print documents, all of which directly support the College's Mission "to inspire, empower, and educate
leadership and success."

Printing documents requires that individuals create an online *GoPrint[38]* account onto which funds are loa
credit/debit card or with cash via a cash-to-account machine. Funds are deducted from the GoPrint accour
released to print. The librarian on duty assists users with the GoPrint process. Also available is a large *KIC*
allows users to scan documents or pages from books, journals, etc., and then print the pages or save scan
flash drive.

The library is equipped with height-adjustable tables to accommodate individuals with wheelchairs, a print
machine, and a computer workstation that includes ADA software that reads documents for the visually imp
scanner is connected to the computer designated for use by individuals with disabilities.

Leading-Edge and Nontraditional Community College Library Services
The *PACreates Zone[40]* features advanced technological equipment for learning and leisure, such as a 3-
computer workstation, a 360° 3-D scanner, virtual reality (VR) goggles, five mounted iPads, and a digital T
with local/national news and for playing games on the Xbox. Furthermore, in the PACreates Zone, students
putting together one of the multi-piece puzzles, or they can borrow Uno cards, checker/chess game pieces
gaming tables, and dry-erase markers to create works of art on the floor-to-ceiling whiteboard wall.

Directly outside of the PACreates Zone doors is a wallpaper that replicates a bookshelf filled with books. Th
installation[41] serves as a mechanism by which students can access the library's *leisure e-books[42]* colle
featured on the wallpaper contains a QR code that, when scanned, takes the user directly to that e-book, a
can also browse the many other e-books available for free download onto their device. A second e-book w
different e-book titles is installed near the Reference Desk.

In 2011, the Ozuna Library was the first among the Alamo Colleges libraries to initiate an innovative outrea
would allow the librarians to provide research assistance to students outside of the library at locations acro
The library purchased a utility cart, custom-wrapped the cart with a *Library a la Carte[43]* graphic design, a
it with a small table and chairs, containers to carry library literature, a laptop, and a tablet. The Library a la
a librarian to the College's main courtyard or other locations where the librarian sets up the table and chair
him or her to sit with a student and demonstrate how to use the library's many e-resources on the laptop ar
Library a la Carte is also set up to promote the library's services during several College events including PA
Discover PAC. For its Library a la Carte outreach program, the Ozuna Library was recognized with awards
associations: Council of Research and Academic Libraries, Texas Library Association, and Association of
Research Libraries.

The Ozuna Library was named after education activist George Ozuna, Jr., whose vision matched the Colle
inspire, empower, and educate our community." Since Mr. Ozuna's vision focused on very young students,
Ozuna Library included a self-contained *Children's Library[44]* within the facility. With the 2012 renovation
building, the Children's Library was reconstructed as a stand-alone facility on the first floor of the Ozuna Lil
Learning Center. The Children's Library contains a variety of printed children's literature, as well as Nooks
children's e-books, public use computers, a print station, a whiteboard, child-appropriate seating and tables
for viewing children's programming, and wall-mounted activity centers. Further, the juvenile literature collec
curriculum of PAC's Teacher Education Program. A colorful *Children's Library Bookmark[45]* that lists serv
operation is available at the service desk. *Youth programming[46]* is provided year-round to the children at
Ellison Family Center during the morning and to the youth in the surrounding community in the evening. *Yo*
summer camps[47] are also offered annually to the surrounding community. The youth programs successfu
virtual Zoom sessions in response to the COVID-19 pandemic.

The *Archives at Ozuna Library[48]* consist of two separate collections. The larger archives collection consis documents, publications, photographs, videos, and artifacts such as the retired Palomino mascot suit and r PACfest Fiesta medals. The second collection is the *San Antonio Poetry Archive[49]*, which was initiated ir former Texas Poet Laureate, Laurie Ann Guerrero. Ms. Guerrero's wish was to capture and preserve San A voice as manifested through the local poetry community. The San Antonio Poetry Archive continues to pres of local poets and poetry organizations in their original formats, including manuscripts, archives, artifacts, a Since the initial grand opening reception of the San Antonio Poetry Archive, the library has hosted an annu Month event entitled *Pen to Paper[50]*, focusing on a different theme each year, which is free and open to further promote local poets, the library installed a sound dome with a digital monitor and an exhibit case tha feature a different poet every month. The featured poet's artifacts are displayed in the exhibit case while th performance videos are shown on the digital monitor and can only be heard by standing under the sound d

To enhance the students' learning experience, the library regularly hosts traveling *library exhibits[51]* that c topic being celebrated that month (e.g., Hispanic Heritage Month, Black History Month, and Women's Histo

In Fall 2017, the library introduced a new nontraditional library service that involved installing six *FitDesks[5* separate areas of the library. A FitDesk is a stationary bike with a desk surface attached to it. Various studi that as brief as a 15-minute workout session helps improve memory and thinking ability, so these FitDesks simultaneously work their bodies and minds without leaving the library. Some visitors use the FitDesks to e moments while they enjoy the beautiful views from the floor to ceiling windows.

Also, in alignment with the College's Mission to empower the community, in Spring 2019, the library installe *Library[53]* (LFL) sheds across the campus. The LFL project is a book sharing program with an aim to incre books for readers of all ages and backgrounds. The LFL sheds have been placed near high traffic zones o campus. These zones include the Ray Ellison Family Center, the Alamo Street bus stop, the open courtyar Gutierrez Learning Labs and Medina Hall, the Aquatic and Athletic Center, and the school bus drop off are Ozuna Library and Learning Center. The LFL project quickly became a popular attraction with individuals r books and bringing books to share with others.

A *Library Update eblast template[54]* is regularly used to periodically send messages to targeted audience the library's resources, services, and scheduled events.

Lastly, another method for determining that the library's resources and library support services are adequa *Noel-Levitz Student Satisfaction Inventory (SSI)[55]* and the Community College Survey of Student Engag *)* that the College administers on alternate years. Table 11.1.12 and Table 11.1.13 below demonstrate that resources and services are important to students and that students are satisfied with the adequacy of libra services. Notably, the library rated higher than the national community colleges on the Noel-Levitz SSI.

Table 11.1.12: Noel-Levitz Survey

Noel-Levitz Survey Questions	Spring 2018 (1-7 scale for Importance & Satisfaction)			
	Palo Alto College		Nat'l Community Colleges	
	Importance	Satisfaction	Importance	Satisfaction
Library resources and services are adequate.	6.37	6.10	6.24	5.91

Table 11.1.13: CCSSE Survey

CCSSE Survey Questions	Spring 2017	Sprin
How often have you used library resources and services during the current academic year?		
1 or more times	71%	7
Never	29%	2

How satisfied are you with the library resources and services?		
Very	46%	5
Somewhat	23%	2
Not at all	4%	
N/A	27%	2
How important are the library resources and services to you at this college?		
Very	64%	6
Somewhat	23%	2
Not at all	12%	1

Evidence

[1] Section 11.1_1_PAC Procedure L1.0 Library Collection Development-Selection
[2] Section 11.1_2_Ozuna Library Collection Development Guidelines
[3] Section 11.1_3_Guidelines_for_the_Section_of_Library_Resources_by_Faculty
[4] Section 11.1_4_Library_Liaisons
[5] Section 11.1_5_Veterinary Technology
[6] Section 11.1_6_Curriculum Committee
[7] Section 11.1_7_PAC Procedure L1.0 Library Collection Development-Selection
[8] Section 11.1_8_PAC library resources by Alamo Institutes
[9] Section 11.1_9_Ozuna Library Homepage
[10] Section 11.1_10_Ozuna Library and Learning Center flyer
[11] Section 11.1_11_PAC Library Information Link
[12] Section 11.1_12_Library's_Mission Vision
[13] Section 11.1_13_Ozuna Library Homepage
[14] Section 11.1_14_Library's Operating Hours
[15] Section 11.1_15_Palomino Search Toolbox
[16] Section 11.1_16_Reference Desk Surveys
[17] Section 11.1_17_Finals_Week_Extended_Hours
[18] Section 11.1_18_Extended Hours Survey
[19] Section 11.1_19_Library Instruction Request Form
[20] Section 11.1_20_Library Guide
[21] Section 11.1_21_Library Instruction Survey of Faculty
[22] Section 11.1_22_Information Literacy Instruction Modules
[23] Section 11.1_23_Framework for Information Literacy for Higher Education
[24] Section 11.1_24_Library Instruction eblast
[25] Section 11.1_25_Class Evaluation
[26] Section 11.1_26_Online Survey
[27] Section 11.1_27_Course Reserves
[28] Section 11.1_28_Interlibrary_Loan
[29] Section 11.1_29_Check Out the Tech at the Ozuna Library flyer
[30] Section 11.1_30_TexShare_Card

[31] Section 11.1_31_Online ILL Form
[32] Section 11.1_32_TexShare Registration Form
[33] Section 11.1_33_Curbside Service Request Form
[34] Section 11.1_34_Circulation Desk Survey
[35] Section 11.1_35_Ozuna Library Suggestion Form
[36] Section 11.1_36_Study Rooms
[37] Section 11.1_37_Ozuna Library and Learning Center flyer
[38] Section 11.1_38_GoPrint
[39] Section 11.1_39_KIC Scanner
[40] Section 11.1_40_PACreates Zone
[41] Section 11.1_41_Wallpaper Installation
[42] Section 11.1_42_Leisure e-Books
[43] Section 11.1_43_Library a la Carte
[44] Section 11.1_44_Childrens Library
[45] Section 11.1_45_Childrens Library bookmark
[46] Section 11.1_46_Youth Programming
[47] Section 11.1_47_Youth STEM Summer Camps
[48] Section 11.1_48_Archives at Ozuna Library
[49] Section 11.1_49_San Antonio Poetry Archive
[50] Section 11.1_50_Pen to Paper
[51] Section 11.1_51_Library Exhibits
[52] Section 11.1_52_FitDesks
[53] Section 11.1_53_Little Free Library
[54] Section 11.1_54_Library Update eblast template
[55] Section 11.1_55_Noel-Levitz Student Satisfaction Inventory
[56] Section 11.1_56_CCSSE Survey

11.1 Figure 1

11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. *(Library and learning/information staff)*

Compliance Status: Compliance

Narrative

Palo Alto College employs a sufficient number of qualified library staff to adequately deliver services to students, faculty, and staff in support of its Mission. Palo Alto College (PAC) is in compliance with Principle 11.2 Library and Learning/Information Staff.

The case for compliance is structured as follows:

A. The Palo Alto College Ozuna Library employs a sufficient number of library personnel to effectively deliver its library services in support of the Mission of the College.
B. Faculty/staff librarians and support staff meet the academic credentials and other qualifications necessary to deliver library services in support of the Mission of the College.
C. All library personnel are provided with ample professional development opportunities which allow them to maintain their qualifications and keep them current.

Sufficient Number of Library Personnel

The *Ozuna Library's organizational chart[1]* delineates all of the library personnel who work seamlessly together to support the *Library's mission and vision[2]* as well as the College's Mission "To inspire, empower, and educate our community."

Under the leadership of the Vice President of Academic Success, the Dean for Academic Success, *Ernestina Mesa[3]*, has a Masters of Library Science and over 40 years of library experience, making her well-qualified to oversee the Library. The Dean is directly supported by an Administrative Services Specialist who also provides support services for the whole Library, as needed.

Three full-time librarians each serve as the lead for the three library departments: Reference /Instruction Services, Access Services (includes the Circulation Desk and Children's Library), and Technical Services. Five part-time librarians provide services primarily at the Reference Desk and the Library a la Carte; however, some may also conduct information literacy instruction and all are cross-trained to work at the Circulation Desk and Children's Library, as needed.

There is a sufficient number of qualified librarians to effectively collaborate with academic departments to help maintain appropriate services and resources in support of the College's Mission to educate the community as demonstrated in Principle 11.1. Unlike university libraries, librarians at community college libraries are not required to have a second master's degree in the discipline to which they are assigned as liaison. Table 11.2.1 lists the librarians and the departments with which they liaison.

Table 11.2.1: Librarian Liaison List

Librarian	Liaison to:
Tosca Gonsalves	Career and Technical, English/Foreign Languages, Professional and Technical Programs
Linda Plevak	Science and Kinesiology Programs, Children's Literature
Susan Puccio	Mathematics, Accounting, Engineering
Cynthia Sanchez	Behavioral Sciences, Mexican-American Studies, Fine and Performing Arts/Speech and Communication, Social Sciences, EDUC, Community Programs

Three full-time and one part-time Library Assistant III (LA III) provide Access Services at the Circulation Desk and the Children's Library. A fourth full-time LA III, who is supervised by a lead librarian, works in the Technical Services department in which acquisitions and processing of library resources are managed. One of the part-time librarians also assists Technical Services by processing the library's print periodical collection. Archival services for the College are provided by a highly qualified part-time archivist, *Sara Schmidt[4]*.

The Children's Library operates fewer hours than the general Ozuna Library, ranging from 24 hours per week during intersessions to 48 hours per week during the fall and spring semesters. One full-time LA III serves as the Children's Library Events Coordinator, which is an appropriate staffing level to adequately schedule, organize, and present an average of 20 community events throughout the fall and spring, as well as approximately 20 programs for the Ray Ellison Family Center (REFC) children during that same time period. Another LA III or librarian is scheduled to work the Children's Library service desk while the Children's Library Coordinator is conducting an event. These events are offered to support the College's Mission to inspire and educate the younger community members.

Table 11.2.2: Children's Library Events Chart

Children's Library Events		
Semester/Year	**Community Events**	**REFC Events**
Fall 2017	8	8
Spring 2018	8	9

Fall 2018	9	12
Spring 2019	9	11
Fall 2019	11	11
Spring 2020	12	11

Hourly patron counts[5] are taken throughout the day and are used to identify the peak hours requiring an increased level of staffing at the service desks. These hourly patron counts along with the operating hours are used to create the *weekly schedule[6]*, which fluctuates from week to week to accommodate library patron and staff requirements.

An *Ozuna Library Staffing Level[7]* spreadsheet is used to help guide decisions regarding staffing levels. The first calculation is the sum of all of the operating hours scheduled per week for each public service point (i.e., Reference Desk, Circulation Desk, Children's Library, Library a la Carte). This sum of the hours is divided by the average number of desk duty hours scheduled per week (i.e.,15 hrs/wk), which then results in the proposed staffing level. The number of desk duty hours is increased when necessary to provide adequate public service desk coverage. Tables 11.2.3 and 11.2.4 provide a general overview of the staffing levels scheduled at each service point during the library's operating schedules for the fall/spring and summer. Three full-time LA IIIs and one part-time LA III rotate among the various shifts at the Circulation Desk and the Children's Library.

Table 11.2.3: Service Points & Staffing Levels: Fall & Spring Semesters

Service Points & Staffing Levels -- Fall & Spring Semesters Library Hours: Sun 1-9pm; Mon-Thurs 8am-9pm; Fri 8am-5pm; Sat closed Children's Library Hours: Sun 1-5pm; Mon-Thurs 9am-8pm; Fri-Sat closed										
Operating Hours	**Sun**			**Mon - Thurs**				**Fri**		**Sat**
	Circ	**Ref**	**ChL**	**Circ**	**Ref**	**ChL**	**Carte**	**Circ**	**Ref**	
8:00-9:00 a.m.				1 LA III+CWS	1 Lib			1 LA III+CWS	1 Lib	
9:00-10:00 a.m.				1 LA III+CWS	1 Lib	1 LA III		1 LA III+CWS	1 Lib	
10:00-11:00 a.m.				1 LA III+CWS	2 Libs	1 LA III	1 Lib	1 LA III+CWS	1 Lib	
11:00 a.m.-12:00 p.m.				1 LA III+CWS	2 Libs	1 LA III	1 Lib	1 LA III+CWS	1 Lib	
12:00-1:00 p.m.				1 LA III+CWS	2 Libs	1 LA III		1 LA III+CWS	1 Lib	
1:00-2:00 p.m.	1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	2 Libs	1 LA III		1 LA III+CWS	1 Lib	
2:00-3:00 p.m.	1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	1 Lib	1 LA III		1 LA III+CWS	1 Lib	
3:00-4:00 p.m.	1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	1 Lib	1 LA III		1 LA III+CWS	1 Lib	
4:00-5:00 p.m.	1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	1 Lib	1 LA III		1 LA III+CWS	1 Lib	
5:00-6:00 p.m.	1 LA III+CWS	1 Lib		1 LA III+CWS	1 Lib	1 LA III				
6:00-7:00 p.m.	1 LA III+CWS	1 Lib		1 LA III+CWS	1 Lib	1 LA III				
		1 Lib			1 Lib	1 LA III				

7:00-8:00 p.m.	1 LA III+CWS			1 LA III+CWS						
8:00-9:00 p.m.	1 LA III+CWS	1 Lib		1 LA III+CWS	1 Lib					
Circ=Circulation Desk; Ref=Reference Desk; ChL=Children's Library; Carte=Library a la Carte										
LA III=Library Assistant III; CWS=College Workstudy Student; Lib=Librarian										

Table 11.2.4: Service Points & Staffing Levels - Summer Semesters

Service Points & Staffing Levels - Summer Semesters **Library Hours: Sun closed; Mon-Thurs 8am-7pm; Fri 8am-5pm; Sat closed** **Children's Library Hours: Sun closed; Mon-Thurs 9am-6pm; Fri-Sat closed**							
Operating Hours	**Sun**	**Mon - Thurs**			**Fri**		**Sat**
		Circ	**Ref**	**ChL**	**Circ**	**Ref**	
8:00-9:00 a.m.		1 LA III+CWS	1 Lib		1 LA III+CWS	1 Lib	
9:00-10:00 a.m.		1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	1 Lib	
10:00-11:00 a.m.		1 LA III+CWS	2 Libs	1 LA III	1 LA III+CWS	1 Lib	
11:00 a.m. -12:00 p.m.		1 LA III+CWS	2 Libs	1 LA III	1 LA III+CWS	1 Lib	
12:00-1:00 p.m.		1 LA III+CWS	2 Libs	1 LA III	1 LA III+CWS	1 Lib	
1:00-2:00 p.m.		1 LA III+CWS	2 Libs	1 LA III	1 LA III+CWS	1 Lib	
2:00-3:00 p.m.		1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	1 Lib	
3:00-4:00 p.m.		1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	1 Lib	
4:00-5:00 p.m.		1 LA III+CWS	1 Lib	1 LA III	1 LA III+CWS	1 Lib	
5:00-6:00 p.m.		1 LA III+CWS	1 Lib	1 LA III			
6:00-7:00 p.m.		1 LA III+CWS	1 Lib				
7:00-8:00 p.m.							
8:00-9:00 p.m.							
Circ=Circulation Desk; Ref=Reference Desk; ChL=Children's Library; Carte=Library a la Carte							
LA III=Library Assistant III; CWS=College Workstudy Student; Lib=Librarian							

Table 11.2.5 below represents the responses to the Circulation Desk "wait time" question asked in the *Circulation Desk Survey[8]*. The results support that the Library has a sufficient number of personnel to effectively address students' needs at the Circulation Desk resulting in minimal wait times for service during the Library's operating hours. The "wait time" question was added to the *Reference Desk Survey [9]* in Spring 2019 and results indicate that 88% had "No Wait" and 12% experienced a "Short Wait." The Reference Desk Survey, which is administered in the spring semesters, was not administered in spring 2020 due to the College going fully remote in March 2020.

Table 11.2.5: Circulation Desk Survey

Circulation Desk Survey: Wait Time Results	
Survey Time Frame	**Circulation Desk Wait Time**
Fall 2016	55.91% No Wait 43.01% Short Wait
Fall 2017	54.27% No Wait 42.68% Short Wait

Fall 2018	52.41% No Wait 47.59% Short Wait
Spring 2019	NA*

* Circulation Desk Survey not administered in Fall 2019 due to supervisor on FMLA; Fall 2020 survey not administered due to pandemic closure

Another method for determining that the Library has sufficient staffing is through the *Noel-Levitz Student Survey[10]* that the College administers on alternate years and was last administered in 2018. Table 11.2.6 below demonstrates that students believe that Library staff approachability is important and that they are satisfied with staff helpfulness. It is also important to note that the Library's Importance and Satisfaction ratings are both higher than the national community colleges ratings.

Table 11.2.6: Noel-Levitz Survey

Noel-Levitz Survey Questions	Spring 2018 (1-7 scale for Importance & Satisfaction)			
	Palo Alto College		Nat'l Community Colleges	
	Importance	Satisfaction	Importance	Satisfaction
Library staff are helpful and approachable.	6.21	5.96	6.11	5.87

Library Personnel Credentials

All of the Library's faculty and staff librarians and LA IIIs meet the academic credentials and qualifications that are outlined in the College's job descriptions, which are based on American Library Association (ALA) requirements and Association of College and Research Libraries (ACRL) guidelines.

Two of the three full-time librarians were hired as faculty and meet the qualifications outlined in the *Faculty Librarian Job Description[11]*, which is guided by the *ACRL Standards for Faculty Status for Academic Librarians[12]*. The third full-time librarian and all of the part-time librarians, including the Archivist, were hired based on the credentials and work experience outlined in the *Librarian Job Description[13]*, which incorporates the *ACRL Guidelines for Academic Librarians Without Faculty Status[14]*. All librarians must have a library related master's degree from an *ALA-Accredited Master's Program[15]*.

All of the full-time and part-time LA IIIs meet the qualifications described in the *Library Assistant III job description[16]* based on the *ALA Overview of Library Support Staff[17]*. The Library's administrative support staff also meets all of the requirements listed in the *Administrative Services Specialist job description[18]*.

Table 11.2.7 below outlines all of the library personnel's titles, educational credentials, years of related work experience, and other qualifications, if appropriate.

Table 11.2.7: Library Personnel Qualifications

Name	Title/Dept.	Education Credentials	Work Experience	Other Qualifications
Administration Office				
Ernestina Mesa [19]	Dean for Academic Success / Library Administration	Master of Library & Information Science, University of Texas, Austin	42 years of library experience [Library Assistant; Librarian; Director of Technical Services; Associate Director of Library Services;	2 years of experience working with a library book vendor

		Bachelor of Business Administration, University of Texas, San Antonio Twenty-one graduate hours in library science doctoral program, Texas Woman's University, Denton	Dean of Learning Resources; Dean for Academic Success]	
Katherine Salas [20]	Administrative Services Specialist / Library Administration	Some college – San Antonio College	22 years 4 months Administrative Assistant [Economic & Workforce Development; GED /ESL Dept. at SAC, Project Phoenix Youth Opportunities, Health Professions Opportunities, Grants Educator Preparation Program; Admin. Assistant to Dean of Library at Palo Alto College]	
Full-Time Librarians				
Tosca O. Gonsalves[21]	E-resources and Database Services Librarian / Reference; Instruction; Technical Services	Master of Library & Information Science, Louisiana State University, Baton Rouge, LA Master of Arts in Spanish, Louisiana State University, Baton Rouge, LA Bachelor of Arts in Journalism, Louisiana State University, Baton Rouge, LA	11 years of professional library experience [Public Services Librarian; Librarian, E-resources and Database Services Librarian]	
Linda Plevak[22]	Faculty Librarian / Access Services; Reference; Instruction	Masters of Library & Information Science, University of Texas at Austin Bachelor of Arts, Drake University, Des Moines, Iowa	32 years of library experience [Faculty Librarian; Public Library Director; School Librarian; Library Consultant; Library Assistant]	
Cynthia Sanchez [23]	Faculty Librarian / Reference; Instruction	Master of Library Science, Texas Woman's University, Denton, TX Bachelor of Arts in American Studies, Our Lady of the Lake	13 years of library experience [Library Assistant Special and Public Library; Faculty Librarian]	

		University, San Antonio, TX Associate of Arts in Foreign Language, Palo Alto College, San Antonio, TX		
Part-Time Librarians				
Judy Gallien[24]	Part-time Librarian / Reference	BA Northwestern State University, Natchitoches, La. English Major/Library Science Minor 1969 MLIS Our Lady of the Lake University, San Antonio, TX 1983	10 years English teacher 42 years Public School librarian and PT librarian for Alamo Colleges	
Sara Diana Guthrie[25]	Part-time Librarian / Reference	Master of Library & Information Science, University of Texas, Austin Bachelor of Arts, Tarleton State University	33 years of library experience (volunteer, 23 years Library Director, Pleasanton, TX, Reference Librarian)	
Susan Puccio[26]	Part-time Librarian / Reference; Instruction	Master of Library Science, University of North Texas Mater of Arts, Our Lady of the Lake University Bachelor of Science, Our Lady of the Lake University Associate of Applied Science; San Antonio College	13 years of library experience. Five year as an academic reference librarian at Palo Alto College; Three years as a reference assistant at Our Lady of the Lake University; Five years as a library work study at Our Lady of the Lake University	
Barbara Schanzer [27]	Part-time Librarian / Reference	Master of Library & Information Science, Drexel University, Philadelphia, PA. Bachelor of Fine Arts, University of Texas, Austin, TX.	45 years of library experience in academic libraries, school libraries, public libraries, and special libraries.	
Part-Time Archivist				
Sara Schmidt[28]	Archivist / Archives	Master of Library Science, University of Maryland, College Park Bachelor of Arts in History and German, Texas Tech University	21 years of experience [Graduate Library Assistant; Reference Librarian; Special Collections	

			Librarian; Associate Professor of Library Science; Archivist]	
Full-Time Library Assistant III				
Elise Garcia[29]	Library Assistant III / Access Services	Bachelor of Arts in Psychology, University of Texas at San Antonio Associates Degree in Science, Northwest Vista College, San Antonio Three graduate hours in Library Science master's program, University of North Texas, Denton	7 years of library experience [Access Services Circulation Desk Supervisor; Library Assistant]	
Robert Jakubowski [30]	Library Assistant III / Technical Services	Bachelor of Arts, Oriental & African Languages and Literatures, University of Texas, Austin	29 years of academic library experience; Ordering, cataloging, & processing of all library materials, as well as office supplies and equipment; Dealing with vendors, publishers, and Purchasing Department; knowledge of Banner accounting & invoicing	
Shelby Rogers II [31]	Library Assistant III / Access Services	Bachelor of Business in Management, Texas State (Southwest Texas State) University, San Marcos	22 years of library experience [Library Assistant; Access Services Circulation Desk Supervisor]	4 years of retail management experience for high volume retail athletic business
Part-Time Library Assistant III				
Blanca Hurley[32]	Part-time Library Assistant III / Access Services	Bachelor of Arts & Science Latina/o/x and Latin American Studies Northeastern Illinois University, Chicago, IL MFA Candidate (pending admission), Miami University, Oxford, Ohio MLS Candidate University of North Texas Denton, TX	3 years of public library experience: Library Aide, Library Assistant 2 years academic library experience: Library Assistant III, Children's Library, Circulation Supervisor	Experience working with first-generation college students and HSI.

		Fifty credit hours in Creative Writing: Poetry Columbia College, Chicago, IL Sixty credit hours 2 + 2 Transfer Program, Palo Alto College, San Antonio, TX		

Professional Development of Library Personnel

The College offers many professional development opportunities accessible through *AlamoTalent[33]* and all Library personnel are strongly encouraged to participate. Professional development is incorporated in the evaluation process through ongoing *SMART Goals[34]* and *Competency Assessment[35]* conversations.

There are also professional associations through which staff can participate in professional and personal growth opportunities. These associations include: *American Library Association[36]*, *Association of College & Research Libraries[37]*, *Texas Library Association[38]*, *Council of Research & Academic Libraries[39]*, *Amigos Library Services[40]*, and the *Internet Librarian[41]*.

Also, during the College's convocation week, all of the Alamo Colleges' Libraries collaborate to offer a fall and spring *Cross-College Library Retreat (CCLR)[42]*. All five libraries are closed the day of CCLR to allow all library personnel to attend. The CCLR takes place at each library on a rotating basis. Organization of the event and design of the agenda is accomplished by a committee comprised of at least one person from each library. The CCLR transitioned to a virtual event in Fall 2020 in response to the COVID-19 pandemic.

All employees have access to their *AlamoTalent transcript[43]*, which documents their participation in AlamoTalent training. The AlamoTalent transcript also provides a mechanism that allows individuals to add professional development offered by entities outside of AlamoTalent. Table 11.2.8 below lists each of the librarians' library-related professional development and any offices held in professional organizations.

Table 11.2.8: Librarians' Library-Related Professional Development

Librarians' Library-Related Professional Development 2017- 2020			
Name	**Professional Organizations**	**Office Held**	**Professional Development**
Judy Gallien	Texas Library Association		Power Up TexQuest ESC Region 20 2/15/17
	Education Service Center, Region 20		What's New in Young Adult Literature Bureau of Education and Research 2017, 2018, 2019, 2020
	Southwest ISD Library Services		Using Culturally Relevant Text for Librarians) Oct. 9, 2017
			TexQuest Digital Resources ESC Region 20 Oct., 2018
			Region 20 Library Resources Roundup, September, 2017-September 2019
			Digital Resources Training, SWISD, January, 2017

			TexQuest Learning Conference Region 20, Nov. 8, 2019
			Digital Badging of Literary Genres, SWISD, Mar., 2019
			New State Library Standards, SWISD, Jan, 2019 and Feb. 2019
Tosca O. Gonsalves	American Library Association		TLA Annual Conference: April 3 - 6, 2018; April 15 - 18, 2019
	Association of College & Research Libraries		Electronic Resources & Libraries: March 4-7, 2018; March 3-6, 2019; March 8-11, 2020
	CORE (ALA Division encompassing Technical Svcs, Technology, and Leadership	District 10 (division) Councilor (2019 – 2022).	Social Media Policies (Amigos) April 2, 2019
	Texas Library Association	Board Member at Large (2018 – 2020)	Faculty Collaboration (Amigos) July 19, 2019
	CORAL (Council of Research and Academic Libraries)		The Library's Role in Supporting Open Educational Resources (Amigos): Dec 4, 2019
			Work Smarter, Not Harder: Innovating Technical Services Workflows (Amigos): Feb 13, 2020
			Step Away from the Desk: Embedded and Roving Reference Services (Amigos): Aug 26, 2020
			Like the Ceiling Can't Hold Us: Sharing Innovations in Libraries (Amigos): Sep 23, 2020
			CORAL\D10 Conferences:5/18/2018; 10/27/2018;10/18/2019;5/15/2020;10/23/2020
			NISOD 5/27-5/29/2018
			Open Education Texas Conference 8/7 - 8/8/2019
			Professional Presentations: 6/2/18 - Alamo Colleges Adjunct Conference; 6/8/2018 Alamo Colleges Dual Credit Conference; CORAL 5/18/2018
Sara Diana Guthrie	Texas Library Association		Embedding Videos in Your LibGuides 10/04/20
			Tidying up: tips for managing your guides, assets, databases, and images 09/28/20
			Assets: edit, delete, and export the assets in your system 09/28/20
			Best Practices for Images & Gallery Boxes in Lib Guides 09/24/20

			What's Cooking: Fall 2020 09/22/20
			LibGuide Assets Tutorial 9/21/20
			Tutorial on LibGuide Assets 9/14/20
			Cross-Library Exchange Annual Retreat 8/20/200
			A Novel Form: Graphic Novels 7/13 /20
			WorldCat Navigator Training Fall 2017
			WorldShare Circulation Training Fall 2017
			FirstSearch Training Fall 2017
			WorldCat Discovery configuration: Content and Staff features
			WorldCat Discovery configuration: Paton-facing features
Linda L. Plevak	American Library Association		Adjunct Professional Enrichment eXperience (APEX) Summit on Information Literacy - June 2018: Presenter: "Escape from the Library of Congress"Escape Room to teach ACRL Framework
	Association of College & Research Libraries		ALA Annual Conference New Orleans: June 21-26, 2018
	Association for Library Service to Children		"Our Library of the Future" Workshop - Hunt Library, Raleigh, NC: October 4-5, 2018
	Texas Library Association		Alamo Colleges - Library of the Future Charrette January 30, 2019
	United States Board on Books for Youth (USBBY)		13th IBBY (International Board on Books for Youth) Regional Conference - Austin, TX: October 25-30, 2019
	Society of Children's Book Writers and Illustrators		ALA Annual Conference Washington, DC: June 20-25, 2019
			CORAL (Council of Research and Academic Libraries) Spring Conf. - May 15, 2020
			School Library Journal Day of Dialog - May 27, 2020
			Documenting Library Work: Lessons We Can Learn from Technical Writers webinar - June 15, 2020
			Springshare SpringyCamp Online Workshops - August 5, 2020
	Texas Library Association		Open Science: Beyond Open Access. 2/22/2017

Susan M. Puccio			Open Access: Advocating for Change. 4/26/2017
			How to Drive Success in Research. 5/26/2017
			Smoothing the Path of the Research Journey: UX in Libraries 9/27/2017
			Building and Teaching the Internet of Things (IoT) in Libraries. 10/18/2017
			Meet Education Hurdles Head On: Tips and Tools for Success. 10/25/2017
			How to Win the Research Obstacle Course.11/10/2017
			How Collection Weeding Makes a Better World.12/8/2017
			The Gaining Popularity and Use of Digital Magazines in Academic Libraries 1/31/2018
			Empower Your Students with The Wall Street Journal. 3/27/2018
			Libraries and Research Services – Finding a Way Forward to Increase Impact, Productivity, and Collaboration. 5/25/2018
			Creating the Future: How a historic Library System used design to establish a new way forward for all libraries. 6/7/2018
			Transforming Learning in Your Community: Educational eResources for Patrons of All Ages. 8/23/2018
			Paths to Reference: How Today's Students Find and Use Reference Resources. 10/19/2018
			LibraryCon Live! Virtual Conference. 11/14/2018
			Harness the Power of DRM-Free eBooks in Your Library: Tips to Eliminate Access Barriers, Enhance Usability and Simplify Workflow. 12/14/2018
			Moving Beyond the Traditional Repository to a Next-Gen Research Repository. 2/14/2019
			How Digital Reading Lists Support Student Engagement and Reserve Management. 3/1/2019
			DRM-Free One Year Later: How Libraries Can Transform Data into

			Actionable Acquisition Methods. 3/22/2019
			Game-Based Learning: Ideas for the Classroom & Library. 4/4/2019
			Get Started with AR/VR/Mixed Reality. 4/24/2019
			Finding Your Niche: Positioning Your Library in the Entrepreneurial Ecosystem. 5/14/2019
			The Library's New Place in a Digital World. 5/21/2019
			The 2019 State of Academic Libraries Benchmark Survey. 9/24/2019
			Lessons from Model Makerspaces. 10/9/2019
			Bringing Play to Adult Services Programming: It's Not Just for Kids. 10/15/2019
			Designing with Natural Elements: 14 Ways to Enhance Library Spaces. 11/13/2019
			Unlimited Digital Content: Trends in Higher Education Curriculum. 12/3/2019
			OER & the Library: The Good, the Bad and the Ugly. 2/7/2020
			Hey Siri, What Does the Future of Public Libraries Look Like? 3/11/2020
			It's About Equity! Let's Tackle Information Poverty. 4/3/2020
			Preparing Community College Students with Research Skills for a Lifetime. 4/10/2020
			Level Up: Prep Your Literacy Toolkit. 5/8/2020
			3 Ways to Look at the Global Engineering Research Landscape. 5/11/2020
			Designing Libraries for Safety in the Age of COVID-19. 6/17/2020
			Reaching Out: Engaging with Psychology Faculty. 6/30/2020
			The Grand Reopening. 7/31/2020
			Challenges Facing Resource Limited Small Academic Libraries in 2020: Focus on Small and Medium-Sized Universities and Community Colleges. 9/17/2020

			What's Next? Library Adapt to the new Abnormal "How to Fact Check..." 10/6/2020
			What's Next? Library Adapt to the new Abnormal "Safely First" 10/6 /2020
			What's Next? Library Adapt to the new Abnormal "Practical Alternatives to ..." 10/6/2020
			What's Next? Library Adapt to the new Abnormal "Strategies to Narrow the Digital Divide" 10/6/2020
			What's Next? Library Adapt to the new Abnormal "Birds of a Feather: Academic Libraries" 10/6/2020
			What's Next? Library Adapt to the new Abnormal "Antiracism in Libraries" 10/6/2020
Cynthia Sanchez	Texas Library Association		TLA Annual Conference 4/19-22/17
	REFORMA		Credo Module Onboarding Training 6 /6/17
			Credo Studio Training 8/4/17
			Libraries of the Future Charrette 1/15 /19
			Library Assessment Training 7/12/18
			In a Perfect World: Successful Outreach to Faculty 9/20/18
			CORAL Fall 2018 Meeting 11/9/18
			Libraries of the Future Charrette 1/30 /19
			Credo Science IL: A Case Study of a Long-term Library/Science Faculty Collaboration 2/2/19
			Cross Library Meeting 1/17/20
			Step Away from the Desk: Embedded and Roving Reference Services (Amigos): 8/26/20
			Cross Library Exchange Annual Retreat 8/21/20
			LibGuide Assets Tutorial 9/21/20
			LibCal Appointments Training 10/29 /20
			Professional Presentations:
			21st Century Library Services and Instruction 8/24/18
			Is it Fake News? Am I Plagiarizing? Help Your Students Answer These Questions 1/16/19

			Pursing a Degree? Librarians Can Help Strengthen Your Research Skills 8/21/19
Barbara J Schanzer	Texas Library Association		Cross-Library Exchange Annual Retreat 8/21/20
			Cultivating Protective Factors for Safe Libraries and Resilient Communities 5/14/20
			Tutorial about book selection carts 10/26/20
			Expanded version of the Newsbank database 10/19/20
			Zoom instruction regarding 4 DX LibGuide
			Zoom session on LibGuides 9/28/20
			Tutorial on Adding an Image Slide to a Gallery Box for Library Guides 9/21/20
			Tutorial on Uploading an Image to the Personal Image Manager for LibGuides 9/21/20.
			LibGuide Assets Tutorial 9/21/20
			Tutorial on LibGuide Assets 9/14/20
			Five X Five Features You Might Not Be Using in LibGuides But You Should 9/7/20
			Tutorial on Displaying an Image on the Main Slide Content for LibGuides 8/31/20
			Tidying Up: Tips for Managing Your Guides, Assets, Databases and Images 8/24/20
			Tutorial on Adding Gallery Boxes to LibGuides 8/3/20
			Grants and Exhibitions Webinar 8/3/20
			Best Practices for Images & Gallery Boxes for LibGuides 7/27/20
			Embedding Videos in Your LibGuides 7/27/20
			Making Your Guide Pop 7/20/20
			A Novel Form: Graphic Novels 7/13/20
			YouTube tutorials on Management System for Digital Exhibits 7/6/20
			Training Tidbits: Time saving with Macros in LibAnswer & Canned Messages in LibChat 6/29/20

			Tutorial Organizing Calendars and Promoting Events 6/22/20
			Tutorial Build-a-LibGuide – Local History 6/15/20
			Screen share tutorial 6/1/20
			ZOOM Webinar: Getting Started with ZOOM 5/25/20
			Online instruction about incorporating ZOOM in Reference Chat 5/18/20
			Cultivating Protective Factors for Safe Libraries and Resilient Communities 5/11/20
			Alert Boxes for LibGuides homepages 4/27/20
			Training Session Recordings: Best Practices for Using Widgets. 4/20/20
			The Importance of the Library Website in Remote Learning. 4/6/20
			Homeschooling with Credo 3/23/20
Sara P. Schmidt	Texas Library Association		Preserving Digital Archives, May 2018
	Texas Library Association - District 10	Chair, 2016-2017	Managing Digital Records in Archives, August 2019
	Amigos Library Services		Teaching Outside the Box: The Future of Interdisciplinary Approaches to Archival Instruction, August 2020
			Archivist with Disabilities, August 2020
			Plenary II, August 2020
			A Treasure Map or a Hedge Maze?: An Honest Discussion of the Traditional Finding Aid, August 2020
			Whose History?: Teaching with Archival Materials through Place Based Education Initiatives, August 2020
			Library Exhibits and Displays Workshop, October 2019
			Holocaust History & Resources for Librarians, October 2020
			Engaging International Students in Higher Ed, October 2020
			Know & Go: The Accidental Cataloger: Tips and Tools to Help You Use the Rules, September 2020

			Know & Go: Collaborating with Faculty, July 2020
			Know & Go: Imposter Syndrome: Facing Fears and Support Others Through Mentoring, June 2020

Evidence

[1] Section 11.2_1_Ozuna Library Organizational Chart
[2] Section 11.2_2_Library's_Mission Vision
[3] Section 11.2_3_Ernestina Mesa Resume
[4] Section 11.2_4_Sara Schmidt_Resume
[5] Section 11.2_5_Hourly Patron Counts
[6] Section 11.2_6_Weekly Schedule
[7] Section 11.2_7_Ozuna Library Staffing Level
[8] Section 11.2_8_Circulation Desk Survey
[9] Section 11.2_9_Reference Desk Survey
[10] Section 11.2_10_Noel-Levitz Student Survey
[11] Section 11.2_11_Faculty_Librarian_Job_Description
[12] Section 11.2_12_ACRL Standards for Faculty Status for Academic Librarians
[13] Section 11.2_13_Librarian_job_description
[14] Section 11.2_14_ACRL Guidelines for Academic Librarians Without Faculty Status
[15] Section 11.2_15_ALA Accredited Masters Program
[16] Section 11.2_16_Library_Assistant_III_job_descripton
[17] Section 11.2_17_ALA Overview of Library Support Staff
[18] Section 11.2_18_Administrative Services Specialist Job Description
[19] Section 11.2_19_Ernestina Mesa Resume
[20] Section 11.2_20_Katherine Salas resume
[21] Section 11.2_21_ToscaGonsalvesCV
[22] Section 11.2_22_Linda_Plevak_Resume
[23] Section 11.2_23_CynthiaSanchezResume
[24] Section 11.2_24_Judy Gallien resume
[25] Section 11.2_25_Sara Diana Guthrie resume
[26] Section 11.2_26_Susan Puccio resume
[27] Section 11.2_27_Barbara Schanzer resume
[28] Section 11.2_28_Sara Schmidt_Resume
[29] Section 11.2_29_Elise Garcia resume
[30] Section 11.2_30_Robert Jakubowski resume
[31] Section 11.2_31_Shelby Rogers II resume
[32] Section 11.2_32_Blanca Hurley Resume
[33] Section 11.2_33_AlamoTalent
[34] Section 11.2_34_SMART Goals

[35] Section 11.2_35_Competency Assessment

[36] Section 11.2_36_American Library Association

[37] Section 11.2_37_Association of College & Research Libraries

[38] Section 11.2_38_Texas Library Association

[39] Section 11.2_39_Council of Research & Academic Libraries

[40] Section 11.2_40_Amigos Library Services

[41] Section 11.2_41_Internet Librarian

[42] Section 11.2_42_Cross College Library Retreat CCLR

[43] Section 11.2_43_AlamoTalent Transcripts

11.3 The institution provides (a.) student and faculty access and user privileges to its library services and (b.) access to regular and timely instruction in the use of the library and other learning/information resources. *(Library and learning/information access)*

Compliance Status: Compliance

Narrative

Palo Alto College provides students, faculty, and staff access and user privileges to library services as well as access to instruction in the use of the library and learning/information resources in all formats. Palo Alto College (PAC) is in compliance with Principle 11.3 Library and Learning/Information Access.

The case for compliance is structured as follows:

A. Access to library resources and services is provided to all students, faculty, and staff, including students enrolled in online courses, evening courses, and concurrently enrolled students at off-site locations.
B. Access to information literacy and library instruction is available in all formats to all students, faculty, and staff both on-site and off-site.

Access to Library Resources and Services

All students, faculty, and staff can take advantage of the library's resources and services during the 69 hours per week that the library is physically open in the fall and spring semesters (Table 11.3.1). The library offers reduced hours during Maymester and summer semesters (Table 11.3.2).

Table 11.3.1: Fall – Spring Semesters Hours of Operation

Sunday	1:00 – 9:00 p.m.
Monday – Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	Closed

Table 11.3.2: Maymester – Summer Semesters Hours of Operation

Sunday	Closed
Monday – Thursday	8:00 a.m. – 7:00 p.m.
Friday (except closed during 4-day workweek)	8:00 a.m. – 5:00 p.m.
Saturday	Closed

The Ozuna Library homepage is regularly updated to reflect the library's operating schedule. Library users can also pick up an *Ozuna Library Bookmark[1]*, which lists the library's regular operating schedule and phone numbers.

All current PAC students, faculty, and staff have the same privileges for 24/7 access of the library's *licensed electronic resources[2]*, which include e-books (academic and leisure), e-journals, e-article databases, and streaming videos. Off-campus access requires users to enter their Alamo Colleges Education Services (ACES) ID and User ID number for *authentication through EZProxy[3]*. User authentication is not required to access e-resources while on campus. Concurrently enrolled students also have electronic access to the College's library services through their high school library.

Librarians are available to assist with informational and research queries during all of the library's operating hours. Librarians scheduled at the Reference Desk assist and respond to in-person, telephone, and/or chat (Ask a Librarian) queries (Table 11.3.3). All library users can email informational and research requests to the librarians 24/7, and responses to messages received after hours are sent the next business day. The various options for *contacting the library[4]* for assistance are listed on the library's homepage. The library responded to the COVID-19 pandemic by providing 100% virtual services while the College campus was physically closed to the public.

Table 11.3.3: Instruction Through Reference Questions

	Fall	Spring	Summer	Total
2016 – 2017	2,572	2,604	1,142	6,318
2017 – 2018	2,490	2,233	872	5,595
2018 – 2019	2,145	1,637	547	4,329

All students, faculty, and staff can access in-person services at the Circulation Desk during all of the library's physical operating hours. Beginning Fall 2020, in response to the COVID-19 pandemic, students, faculty, and staff could request physical resources from the library's general collection via an online *Curbside Service Request Form[5]*. Library staff then retrieved the requested books/DVDs and delivered the item(s) curbside by appointment. Borrowed items were returned by dropping the item(s) into the curbside Book Return at any time.

Distance learners who are unable to come on campus to borrow physical resources have the option of requesting a *TexShare Card[6]*, which provides users with borrowing privileges from other participating libraries across Texas, thereby offering students the option of visiting the library nearest them. The online *TexShare Registration[7]* form available through the library's webpage provides distance students with the mechanism to request the TexShare Card, which is then mailed to their residence.

Resources that are not readily available at the Ozuna Library can be requested from another library through the library's *Interlibrary Loan[8]* (ILL) service. Current PAC students, faculty, and staff may request ILL items by completing an *online ILL form[9]*. Once the items are received by the library, borrowers have the option of picking up the items in person or requesting that the items be mailed to their residence.

All PAC students, faculty, and staff may borrow physical resources from the Ozuna Library. Users not affiliated with one of the Alamo Colleges may borrow resources from the library by presenting a TexShare Card that they can acquire from their home institution or participating public libraries. Library lending privileges are outlined in the *Library Lending Procedure[10]*, which is posted at the Circulation Desk and can be accessed through the library's homepage.

Access to Information Literacy and Library Instruction

All PAC faculty can request librarian-led instruction each semester by completing the online *Library Instruction Request Form[11],* which is accessible on the library's homepage. Librarians are available to provide information literacy instruction in the library (which includes a tour), at the instructor's on-campus or off-campus classroom, or live via Zoom, a meeting method implemented as a response to the COVID-19 pandemic in March 2020. Also, while all students were learning remotely during the pandemic, the *Information Literacy Instruction Modules[12]* offered another option for learning research concepts.

Regardless of the teaching mode, the *instruction is customized*[13] to meet the faculty member's need, which could be a *basic library introduction class*[14] or instruction tailored to a *specific course assignment*[15]. Librarians can also create a *library guide*[16] for the course for use during the information literacy instruction, which guides students to resources relevant to their class assignment. At the start of each semester, a *Library Instruction eBlast*[17] is sent to all faculty reminding them to schedule their library instruction or to refer students to the online Information Literacy modules.

All students have 24/7 access to the online *Information Literacy Instruction Modules*[18] via the library's homepage. This Information Literacy Instruction series consists of six online modules each containing tutorials, videos, and a five-question quiz. Quiz scores are collected via the module software, and students may repeat the quiz twice and select the highest quiz score. A *proof of completion email*[19] is generated automatically after successful quiz completion for any of the six modules. Students may complete these modules in any order, and faculty may require students to complete as many or as few modules as are needed to meet the needs of the course.

The Lead Instruction Librarian maintains a *Library Instruction Roster*[20] in which scheduled instruction is recorded, along with general library tours and instruction for concurrently enrolled students at off-site locations. Table 11.3.4 provides an overview of the number of tours, in-person instruction sessions, and online instruction sessions that have occurred since the Academic Year 2017. These figures include dual-enrolled high school students.

Table 11.3.4: Library Instruction

All Students*						
Year	**In-Person Classes**	**Number of Students**	**Online Library Module Sessions**	**Number of Students**	**Library Tours**	**Number of Students**
2016 – 2017	81	1,638	2,086	601	42	1,008
2017 – 2018	119	1,621	2,357	489	21	426
2018 – 2019	112	2,046	3,565	855	23	501
2019 – 20**	89	1,690	4,079	1,033	5	96
Total	401	6,995	12,087	2,978	91	2,031
*Includes ECHS/DC **Closed due to COVID-19 pandemic in Spring 2020						

Information about the library's services and library instruction is made available to the College community throughout the academic year via emails using the *Library Update eBlast template*[21] and at events, such as the library's fall *Open House*[22], *Escape Room Scavenger Hunt*[23], *Convocation Week presentations*[24], New Student Orientations, Early College High School/Dual Credit (ECHS/DC) Consortiums, ECHS/DC Faculty Convocation, and the annual Discover PAC, *PACfest*[25], and *CORE4STEM*[26] events. A record of tour and library events is maintained by the Lead Instruction Librarian within the *Library Instruction Roster*[27] spreadsheet.

Evidence

[1] Section 11.3_1_Ozuna Library Bookmark

[2] Section 11.3_2_Licensed Electronic Resources

[3] Section 11.3_3_Authentication_through_EZProxy

[4] Section 11.3_4_Contacting the Library

[5] Section 11.3_5_Curbside Service Request Form

[6] Section 11.3_6_TexShare Card

[7] Section 11.3_7_TexShare Registration
[8] Section 11.3_8_Interlibrary_Loan
[9] Section 11.3_9_Online ILL Form
[10] Section 11.3_10_Library Lending Procedure
[11] Section 11.3_11_Library Instruction Request Form
[12] Section 11.3_12_Information Literacy Instruction Modules
[13] Section 11.3_13_Instruction is Customized
[14] Section 11.3_14_Basic Library Introduction Class
[15] Section 11.3_15_Specific Course Assignment
[16] Section 11.3_16_Library Guide
[17] Section 11.3_17_Library Instruction Eblast
[18] Section 11.3_18_Information Literacy Instruction Modules
[19] Section 11.3_19_Proof of Completion Email
[20] Section 11.3_20_Library Instruction Roster
[21] Section 11.3_21_Library Update eblast template
[22] Section 11.3_22_Open House
[23] Section 11.3_23_Escape Room Scavenger Hunt
[24] Section 11.3_24_Convocation Week Presentations
[25] Section 11.3_25_PACfest
[26] Section 11.3_26_CORE4STEM
[27] Section 11.3_27_Library Instruction Roster

Section 12 Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. *(Student support services)* [CR Off-Site/On-Site Review]

Compliance Status: Compliance

Narrative

Palo Alto College provides student support programs, services, and activities that promote student learning and enhance the development of its students in alignment with the College Mission. Palo Alto College (PAC) is in compliance with Principle 12.1 Academic and Student Support Services.

The case for compliance is as follows:

A. PAC provides students with access to the appropriate academic and student support programs, services, and activities consistent with the College Mission.
B. The academic and student support programs, services, and activities consistent with the College Mission are spread out across three divisions: the Division of Student Success, the Division of Academic Success, and the Division of College Services.

Overview: Student Access to Programs, Services, and Activities

PAC is committed to helping students achieve their academic goals and reach their leadership potential. The variety and quality of services available embody the College's respect for each student's unique strengths, abilities, and potential, and exemplify the College's Mission to "inspire, empower, and educate our community for leadership and success." Because the Institution serves a student population of diverse ages, economic and cultural backgrounds, and abilities, the responsibility of providing student services is shared between the *College's Division of Academic Success*, *Division of College Services*, and *Division of Student Success*[1]. The majority of the student support services are overseen by the *Vice President of Student Success*[2]; however, the services provided by the Library, and the Tutoring Services department fall under the direction of the Division of Academic Success. Services provided in Campus Recreation fall under the direction of the Division of College Services. Services provided by Community Programs fall under the direction of the President's Office. Continuous assessment by the College community ensures that programs and services meet student needs.

The College provides support services to all students: traditional, nontraditional, developmental, college-ready, dual-enrolled, international and distance education. PAC participates in a national survey focusing on teaching, learning, and retention in community colleges. The *Community College Survey of Student Engagement (CCSSE)*[3] indicates that students perform better and are more satisfied at colleges that are committed to their success and that cultivate positive working and social relationships among different groups on campus.

In addition, according to the results of the *2018 Ruffalo Noel Levitz*[4] Student Satisfaction Survey administered at PAC, students are satisfied with their educational experience with 68% of those surveyed responding "Satisfied" or "Very satisfied." Further, when students were asked if they had to do it over, would they enroll again at PAC, 73% of students responded "Definitely yes" or "Probably yes."

Within the Division of Student Success, each department has developed *Student Learning and Service Area Outcomes*[5] in order to ensure the best possible support and service are provided to each student as they relate to the College Mission. These outcomes are assessed using multiple measures to include point-of-service surveys, persistence, retention, graduation, and qualitative reflection assignments. Each outcome is developed on a two-year cycle and a report of results is provided at the end of each semester and academic year. Outcomes and assessment methods, are available on the

Palo Alto College Website[6]. Student support services, programs, and activities are also detailed in the *Palo Alto College Catalog[7]* and *Palo Alto College Student Handbook[8]*. The Division of Student Success is dedicated to continuous quality improvement which is aligned to the College Mission.

Student Success: Facilities

The Division of Student Success is housed within six buildings on the *Palo Alto College campus[9]*. The majority of support services are centrally located in the Palomino Center (PC) and Palomino Center Annex (PCA) buildings, including the Welcome Center, Veterans Affairs, Advising Centers, Student Financial Aid, Disability Support Services, Admissions and Records, International Student Services, and the Business Office. In addition, the Office of the Vice President of Student Success, the Dean of Student Success, and two Smart classrooms can be found in the Palomino Center.
The College decided to group these services and offices within one area to streamline and simplify student access to and use of these services thus demonstrating its commitment to providing effective and efficient support to the College community. If students need assistance from any of the areas, they are able to easily access the specific department that is needed. The Student Health Advocacy Resource and Engagement (SHARE) Center, Testing Center, Student Life, and Child Care Center are centrally located in other buildings on campus. Each department has access to state-of-the-art facilities, computer equipment, and resources that support quality service to students that fall in line with Palo Alto College's Mission "to inspire, empower and educate our community for leadership and success."

Student Support: Division of Student Success

Admissions

The Admissions and Records Office[10] serves as the official custodian of PAC student records. Admissions and Records assists students with managing their official student records to include enrollment verification, editing of student records, as well as record requests. The office is a member of the *Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)[11]*. As of Fall 2014, the office also certifies student eligibility for graduation, processes applications for graduation with honors, coordinates commencement exercises, and provides information about diplomas. Also housed in Admissions and Records is the Graduation Certification Team that works collaboratively with certified advisors to review, confer, and post all certificates and degrees. This information is available to all students, faculty, staff, and community members via the PAC website.

Advising Center

Advising services are offered by the Advising Center which is divided into three areas of study (Institutes) as outlined on the *Palo Alto College Advising Center's Website[12]*. In addition, Veterans Affairs and Disability Support Services also provide academic and career advising to their respective populations. PAC utilizes a proactive case management advising structure called *AlamoADVISE[13].* AlamoADVISE provides every student with an assigned certified advisor from entry to completion. The certified advisor creates an exemplary personalized pathway to success through academic and career advising in alignment with *College Procedure S 12.1 Student Success Management[14]*.

Academic and career advising at PAC fosters a culture of integrated practices and shared responsibilities between students and advisors. Through collaborative teaching and learning, the advising process empowers its diverse student populations to explore and navigate their academic and career pathways. Academic and Career Advising is a series of ongoing and intentional conversations among students, faculty, and staff that establishes a pathway to the realization of educational, career, and life goals. Certified Academic Advisors receive specialized career training in order to incorporate into academic advising conversations via a *Career Aligned Advising Training developed by the Council for Adult and Experiential Learning (CAEL)[15]*. Faculty mentors are also available to help support students with questions regarding major requirements, transfer opportunities, and career exploration.

To continue professional and personal development of the staff within the advising centers, PAC has made a concerted effort to research local, regional, and national organizations focused on academic advising such as the *National Academic Advising Association (NACADA)[16], National Association of*

Student Personnel Administrators (NASPA)[17], Texas Academic Advising Network (TEXAAN)[18], and *Ruffalo Noel Levitz[19]*. As part of the AlamoADVISE model, every certified advisor has undergone approximately 40 hours of training through the *Council for Adult and Experiential Learning (CAEL)[20]* training.

Annually, Academic advising at Palo Alto College serves approximately 10,500 unduplicated students. For additional information on student visits, see *Table Advising Center Visit History[21]*. These services may be delivered in-person, on-line (email/zoom), through classroom visits, or by telephone when requested. The services include but are not limited to the following:

- Creating an *Individual Success Plan (ISP)[22];*
- Registration Assistance;
- Academic Standards
  - *Academic Probation Procedure[23]* and
  - *Academic Dismissal Procedure[24];*
- Adding/Withdrawing a Course – *Drop Advising Guide[25]*;
- *Financial Aid Appeals – Satisfactory Academic Progress[26];*
- *Graduation Application[27]* Submissions, *College Procedure S 10.0 Graduation Application and Awarding[28];*
- Scholarship Applications;
- Early Alert Referrals;
- *Advising PIN Registration[29]*;
- Career Exploration and Advising;
- Transfer Advising;
- Academic Support Referrals (i.e., Tutoring, Library, Student Life);
- Community Support Referrals (i.e., Housing, Food Pantry, Clothing Closet);
- *Academic Advising Syllabus Session[30]*; and
- New Student Orientation Advising.

Academic Advising assists students with planning and implementing their educational and career goals, whether the goals are to continue their education at a four-year institution or to transition to the workforce. Academic Advising supports student transition by hosting semi-annual *Transfer Fairs[31]* with typically 35-40 colleges and universities participating and with 450-500 students in attendance annually. *Career Fairs[32]* are hosted semi-annually with typically 30-35 employers participating with 100-150 students attending annually. This information is available to all students, faculty, staff, and community members via the PAC website.

Assessment and Testing Center

The Assessment and Testing Center[33] serves approximately 3,000 students a year by providing the *College Level Examination Program (CLEP)[34]* and *Texas Success Initiative Assessment (TSIA)[35]* placement examinations in addition to proctoring make-up and distance exams for all academic classes. The Assessment and Testing Center provides prospective and current students with testing services, assessment of educational skills, and information about Texas Success Initiative requirements. Additionally, post-assessment advising is also administered to help students interpret testing outcomes and placement levels. The Center is a member of the *Texas Association of Collegiate Testing Personnel (TACTP)[36]* and College Board (TSIA & CLEP) professional organizations. Students benefit from a range of placement and academic tests. In accordance with College *Procedures S 7.1 Assessment and Placement Testing[37]* and *S 7.2 Distance Education Exam and Make-up Testing[38]*, the College utilizes the most current directives, programs, and software, to facilitate students' success through accurate assessment and placement. Testing accommodations are provided by Disability Support Services. General office services provided by the department include pre-assessment advising, post-assessment advising, clearance/waiver holds, and appointment scheduling. The Testing Center also provides professional development presentations to external counselor partners, internal staff, and faculty related to best practices and updates of services provided. As of Fall 2019, the Testing Center has begun administering the General Education Diploma exam (GED) as a community service. This information is available to all students, faculty, staff, and community members via the PAC website.

Bursars Office

The *Palo Alto College Bursars Office[39]* manages the College's system of charges, collections, refunds and deposits of cash effectively and efficiently. The Business Office, located in the Palomino Center adjacent to the Welcome Center, Admissions & Records, Student Financial Services and Advising, provides counter services to students who choose to visit the office instead of using the online environment. The office is also committed to supporting the *Virtual Business Office[40]*, an online hub where students and non-students can pay for college-related products, services, tuition, and fees or enroll in an installment plan. The Business Office is responsible for the administration of the Refund Select program used to facilitate student refunds. The office also works closely with Financial Aid and Admissions to ensure accounts are accurate. The Business Office works with various departments in setting up *Market Place[41]* stores which provide the community an online payment option. The Business Office serves the College by receiving and depositing departmental funds, processing travel for faculty/staff and clubs, and issuing petty cash. The Business Office strives to find innovative solutions to assist students with paying off previous balances via payment plan opportunities which is in alignment with PAC's Mission to serve the community.
Furthermore, the Business Office provides the following support to students:

- Accepting tuition payments;
- Assistance with online payments;
- Processing of waivers, exemptions, contracts and third-party payments;
- Providing payment plan options;
- Collection of receivables; and
- Issuance of refunds with the student's method of choice.

This information is available to all students, faculty, staff, and community members via the PAC website.

Counseling Services

As described on the *Counseling Services' website[42]*, the Mission of *Counseling Services[43]* is to promote wellness, academic success, and retention in the PAC community by providing mental health counseling, resources, consultation, and outreach. Prior to Fall 2015, faculty counselors provided personal, academic, and career counseling to students, and taught various student development courses to new and/or probationary students.

In *2015, an Advocacy Center Survey[44]* was completed by over two thousand students at PAC. Within the survey, students identified mental health counseling as a top priority. This local data combined with national data led to the development of a center devoted primarily to personal counseling and crisis intervention.

In Fall 2015, a Licensed Professional Counselor-Supervisor was hired as part of a strategic plan to create an industry standard mental health counseling center using guidelines from the *Council for the Advancement of Standards in Higher Education (CAS)[45]* and the *International Association of Counseling Services, Inc. (IACS, Inc.)[46].* Building awareness of counseling and consulting services has been a primary and ongoing focus throughout each semester. Counseling Services and programming for students includes: initial consultation; personal counseling; crisis intervention; referrals to campus and community resources; skills coaching, workshops, presentations, and *groups [47]* on mental health topics. Programming for faculty and staff includes *individual consultations and presentations[48]* within department meetings and classrooms.

In April 2018, the *Healthy Minds Survey (HMS)[49]* was administered to PAC students to provide further insight into the challenges they face in terms of mental health. It allowed for the College to have access to national data for comparison. Results from the HMS indicated PAC students were experiencing mental health and financial concerns at a higher rate and had less access to mental health care than their counterparts across the nation. Using these and other data, a strong case was made for hiring additional staff, and a second personal counselor was hired for the Fall 2018 semester. Each year in Counseling Services, programming is focused on prevention by raising awareness of mental health issues and the availability of support services, while responding to the needs of students

in immediate distress. Counselors strive to cultivate well-being throughout the PAC community, using evidence-based methods and programs such as solution focused brief therapy for individual sessions and strategies from the field of positive psychology for mental wellness.

During 2018-2019, Counseling Services continued to experience significant increases in student traffic and expanded outreach by 72% in comparison to the previous year, providing creative programming to over 3000 students. Counselors worked with colleagues at events across campus on various topics such as healthy relationships, LGBTQ matters, and reproductive health. Counselors also facilitated training events such as *Supporting Students with Autism[50]* and *Mental Health First Aid[51]*, and they also presented the results from the Healthy Minds Study to various organizations.

In Fall 2019, counselors were actively involved in the Fall Advocacy Summit, in which a new program, *PAC Acknowledge, Consult, Take Action, and Student Success (ACTS) training[52]* was introduced. PAC ACTS is a 3-hour training for students, staff, and faculty with guidelines for fostering an environment of wellness across the Institution, as well as how to appropriately respond to students in distress. The training in which participants earn a certificate, has been repeated during Spring 2020 Convocation and for Certified Advisors training.

In addition, personal counselors work with students in small groups focusing on topics such as *social skills[53]*, managing anxiety, positive strategies for mental health, and cultivating friendships.

Counseling Services promotes mental health awareness through campus events such as *New Student Orientation[54]* and in classrooms to students every semester. In addition, Counseling Services partners with various departments within the PAC community to provide programming. Information about Counseling Services is widely distributed through *flyers[55]*, on the PAC website, and by conducting free mental health screening events. This information is available to all students, faculty, staff and community members via the PAC website.

Over the past five years, Counseling Services has seen a steady increase in the unduplicated number of students served, as well as in the services provided to students, staff, and faculty as shown in Table 12.1.1.

Table 12.1.1: Counseling Services

SERVICES PROVIDED	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	% Change
Unduplicated # of Students Served	79	111	120	127	134	69.6%
Individual Counseling Sessions	255	351	407	404	468	83.5%
Presentations/Groups	71	114	79	136	89	25.3%
Consultations with Faculty/Staff	158	222	229	241	263	66.5%

Disability Support Services

The College promotes equitable access to programs, resources, activities, and events for all students in accordance with state and federal regulations. Students with disabilities who submit the appropriate documentation by an outside, independent, professional evaluator are provided reasonable accommodations to help them be successful at the College. This information is available to all students, faculty, staff, and community members via the PAC website. *The Faculty and Staff Resource Manual[56]* provides members of the College community with an outline of procedures, processes, and federal guidelines. *Disability Support Services (DSS)[57]* include:

- Certified sign language/oral interpreters;
- Readers and scribes for in class and out of class;
- Registration guidance;
- Tutoring assistance;
- Testing accommodations;
- Tape recorders;

- Adaptive furniture;
- Adaptive electronic hardware equipment and software programs; and
- Alternate format for handouts and tests.

From 2017-2020, the Disability Support Services (DSS) office generated *Letters of Accommodation (LOA)*[58] in support of *College Procedure S.16.1 Request for ADA Accommodations*[59] for approximately 1,400 students, with an average of 235 students per spring/fall semesters. Faculty members provide accommodations as outlined in the LOA that coincide with *College Procedure S.16.2 Faculty Response to ADA Student Accommodations*[60]. Priority scheduling allows the DSS office to register students with disabilities prior to the start of the general registration period. DSS continues recruiting students and staff to join the student organization, *Delta Sigma Omicron (DSO)*[61]*.* This student organization is open for anyone who is an advocate of disabled people in the community, and one of its goals is to fundraise for student scholarships. The College also offers a specialized academic program for students with documented intellectual disabilities called *Project Access*[62] and has continued enrolling students with intellectual disabilities each fall and spring semester with a new cohort of 10 students. A total of 47 students have graduated with a General Office Level 1 Certificate. Many of those initial graduates have continued and earned an additional 104 stackable certificates.

Early Alert Program
In Fall 2014, the College adopted Early Alert as an intervention system designed to identify, reach out to, and provide support to students experiencing challenges or having difficulty with their coursework. The *Early Alert Program*[63] is a collaborative effort among faculty, certified advisors, and tutoring lab program specialists with the goal of increasing student retention and success within the first two to eight weeks of a semester. This student-centered, proactive approach is driven by faculty who want to provide their students with every opportunity to succeed. To begin the Early Alert process, an instructor completes a progress report through the *Navigate FS system*[64] and indicates if the student needs additional support. Once the report is received, the Advising Center gathers additional information about the student and distributes the Early Alert referral to the appropriate certified advisor, who then contacts the student directly via email and/or telephone. After the appropriate consultation, the certified advisor will document results through the Navigate FS system where the instructor can review the outcome of the Early Alert intervention. Increased outreach has occurred within the program to include 2,486 Early Alerts submitted as of Fall 2019.

High School Programs
PAC offers two programs designed to help high school students earn college credit: Dual Credit and Early College High School. The College also offers support for students to enroll in college through the TRIO Upward Bound and Talent Search Programs. The Office of High School Programs is a member of the *National Alliance of Concurrent Enrollment Partnerships (NACEP)*[65]*.*

Dual Credit
The *Dual Credit Program*[66] allows eligible high school students to earn college credit for certain high school courses in which they are currently enrolled while completing their high school requirements. The High School Programs Office follows *College Procedure S 32.1 Dual Credit Process and Procedures*[67] in the commitment to the success of the Dual Credit Program and the students who participate. In order for students to participate in the program, the high schools must be approved to offer Dual Credit courses through a *Dual Credit Memorandum of Understanding*[68]. Courses are generally taught face-to-face at Palo Alto College or their respective high school. These courses are aligned through the *College Procedure S 32.2 Dual Credit Articulation Agreement*[69] and *Course Agreement Form*[70]. In addition, the College provides a distance education option for Dual Credit students via Internet, tele-course, and interactive video conferencing or blended classes. Typically, the Dual Credit Program is open to high school freshman-level students from public, charter, private, or home schools within the service area. The College's Dual Credit initiative began in Fall 1995 with 82 students and has grown to over 2,925 students in Fall 2020. Dual Credit students receive academic advising in alignment with the *Dual Credit Academic Advising Syllabus*[71]. Additionally, students are required to complete a New Student Orientation prior to beginning coursework. Finally, both Palo Alto

College and high school representatives meet monthly during *Dual Credit Consortium meetings[72]* to receive important updates and ensure both the social and academic needs of Dual Credit students are met.

Early Admission Program
High school students can earn college credit only through the Early Admissions Program. High school students may be admitted for credit work at the College according to the following guidelines:

- Complete and submit the admission application through ApplyTexas. An active application is required to move forward with the enrollment process.
- Complete the sophomore year of high school or the home school equivalent by the start of the academic year enrolled.
- Complete and submit the *Early Admit form[73]* to the Admissions and Records Office.
- Submit a letter of recommendation from a counselor or designee and parental approval addressing the applicant's maturity and ability to function well in a college environment.
- Submit the official high school transcript of coursework completed prior to registration at a college in the Alamo Colleges District.
- Demonstrate college-level ability in the subject area(s) requested.

Early College High School
Early College High Schools (ECHS)[74] are partnerships between school districts and colleges that are innovatively designed to blend high school and college education using a Dual Credit framework as outlined in an *ECHS Memorandum of Understanding[75]*. The schools are designed for youth to simultaneously earn a high school diploma and an associate's degree (or up to 60 college credit hours towards a bachelor's degree). Beginning in Fall 2014, PAC partnered with four public school districts and one charter school to begin enrolling freshman-level students in Early College High Schools. Partners included South San Antonio Independent School District (ISD), Somerset ISD, Harlandale ISD, Southside ISD, and Frank Madla High School. In Fall 2015, the partnership expanded to an additional school district, Edgewood ISD, with two high schools. Students participating in the program can complete their high school diploma while simultaneously earning up to 60 semester credit hours toward an Associate of Arts or an Associate of Science degree. All high school initiatives have been approved and designated by the Texas Education Agency, and there are no costs to students enrolled in the program.

In Fall 2020, there were 1,218 students enrolled in accordance with departmental *High School Programs Process and Procedures for Registration[76]* among the College's seven partner schools. The seven include: Frank L Madla ECHS, John F. Kennedy ECHS, Memorial ECHS, Somerset Early College Leadership Academy, South San Antonio ECHS, Southside ECHS, and Harlandale STEM ECHS.

The College established the *ECHS Consortium[77]*, a leadership team designed to address the academic and social needs of students, with all seven high school partners. High school administrators, College administrators, staff, and faculty meet on a monthly basis with high school administrators, principals, and counselors to communicate best practices, identify and address challenges and concerns, discuss responsibility and accountability, align curriculum pathways, share resources, work toward continuous improvement, and plan activities that lead to student success. Additionally, students in the ECHS Program receive academic advising support in alignment with the *ECHS Academic Advising Syllabus[78]*. Updates are also communicated via regular *parent meetings [79]* and an *ECHS Newsletter[80]* that is sent to students, faculty, staff, and administrators.

International Student Services
This support program assists prospective international students with the admissions application, advisement, registration, medical insurance, and USCIS (formerly INS) compliance. International students receive counseling and guidance while enrolled in classes, and they are assisted with transfer to other institutions or return to their home countries. *International Student Services[81]* is dedicated to supporting students' educational goals and enhancing students' lives through activities that further cultural awareness, cultural exchange, and interaction within the PAC community. Additionally, International Student Services works with Admissions to serve as a liaison between

Department of Homeland Security and F-1 Visa holders by creating and certifying *I-20 Certificate of Eligibility for Nonimmigrant Student Status forms[82]* in accordance to *Student and Exchange Visitor Program (SEVP) regulations[83]*. These are handled by the Principal Designated School Official and Designated School Official in the office following the *Palo Alto College Procedure S 20.0[84]*. This information is available to all students, faculty, staff, and community members via the PAC website.

Office Of Student Life

The *Office of Student Life[85]* is dedicated to creating a holistic and supportive educational experience for PAC students. The staff, programs, and services are designed to link the out-of-class experience to the academic Mission of the College and incorporate students' interests with their future aspirations. The Office of Student Life collaborates with PAC students, faculty, staff, and external community organizations to create a supportive environment. The Office of Student Life provides over 100 co-curricular *experiences[86]* each academic year and supports approximately 30 registered student organizations in order to create opportunities for students to learn through active participation and reflection where they can develop as active citizens, engaged learners, and responsible leaders. This information is available to all students, faculty, staff, and community members via the PAC website. The Office of Student Life provides the following services and programs:

- Advisement on starting new clubs/student organizations, in accordance with *College Procedure S 19.0 Starting a Registered Student Organization[87]*;
- Promotion of student involvement on campus, in accordance with *College Procedure S 17.0 Student Government Association Elections[88]*;
- Development of interpersonal and *leadership skills[89]*;
- Advisement for off-campus and on-campus resources;
- Coordination of Student Travel, in accordance with *College Procedure S 15.2 Student Travel[90]* and *College Procedure S 15.1 Vehicle Driving Procedure[91]*;
- Coordination and planning of special and *cultural events[92]* on campus;
- Budget advisement for student club/organization funding;
- Assistance in event planning;
- Review and approval of on-campus posted announcements;
- Coordination of the Student Services Fee, in accordance with *College Procedure S 18.0 Student Activity Fee: Request for Funding[93]*;
- Management of the school mascots, Primo and Prima the Palominos;
- Development of *service learning[94]* opportunities through programs such as the Alternative Winter and Spring Break Programs;
- Experiential Learning;
- Coordination of *community service projects[95]* such as the MLK March, PAC Community Garden, and PAC Gives Back;
- Health referrals;
- Sexual and reproductive health education through the *Bae B Safe program[96]*

Ray Ellison Family Center

The *Ray Ellison Family Center[97]* (REFC), located on the PAC campus, seeks to provide a high-quality early childhood program that supports the growth, development, and education of children and their families. The REFC creates a model of quality early childhood education and serves as a Center for training early childhood professionals within the broader San Antonio community. The Center is licensed by the *Texas Department of Family and Protective Services[98]* to provide education to 66 children between the ages of 18 months to five years of age. The children of PAC students are given priority for enrollment as stated in *College Procedure S 33.0 Ray Ellison Family Center Enrollment*[99]; members of the community may enroll their children as space permits. The Center offers flexible schedules and fees, and parent scholarships are available to eligible PAC students. This information is available to all students, faculty, staff, and community members via the PAC website. The REFC is accredited through the *National Association for the Education of Young Children (NAEYC)[100]* and has a *4-star Texas Rising Star certification[101]*. In addition, REFC provides nutritious meals for children through the *Child and Adult Care Program (CACFP)[102]*.

Student, Health, Advocacy, Resource, And Engagement (SHARE) Center

The *Student, Health, Advocacy, Resource and Engagement (SHARE) Center at Palo Alto College[103]* builds a foundation for student success through engagement, advocacy, co-curricular experiences, health programs, and student resources. The SHARE Center provides a welcoming environment both in and outside the classroom that is inclusive to the needs and diversity of the PAC community. This information is available to all students, faculty, staff, and community members via the PAC website. The SHARE Center offers the following services and programs;

- *Food pantry[104]*, food distribution and food security programs;
- *Financial Literacy Services[105]* and *Financial Literacy Syllabus[106]* to include one-on-one advising, virtual coaching, emergency aid and campus workshops;
- *Career Services[107]* and *Career Services Syllabus[108]* to include resume writing, cover letters, mock interviews, career exploration, and a clothing closet;
- Onsite Benefits Coordinator through the San Antonio Food Bank; *Don't Cancel That Class program[109]*; and
- Emergency Housing Voucher Program.

The Office Of Student Conduct

The Mission of the Palo Alto College Office of Student Conduct[110] is to protect and foster the learning environment through meetings with students both in and out of the classroom, to reach the College's goal of student success by upholding the Student Code of Conduct. *The Alamo Colleges District Board Policy F.4.2 Non-Academic Misconduct, Academic Integrity[111], Procedure F.4.2.1 Non-Academic Misconduct Disciplinary and Appeal Processes[112]*, and *F.4.2.2 Academic Integrity Disciplinary and Appeal Process[113],* govern the student conduct process. As a part of these Procedures, the College tries to resolve all conduct issues at the lowest possible level first with informal conferences and meetings. If resolution is not possible, the College follows the steps outlined in the procedures. The College's disciplinary process is not intended to punish but to help challenge a student's moral and ethical decision-making. When a student has been found responsible for a Student Code of Conduct violation, the College has adopted a *Restorative Justice process[114]* for supporting the Educational Enrichment Sanction when appropriate. Two additional methods for addressing inappropriate behaviors in the classroom that do not rise to the standard of Non-Academic or Academic Misconduct laid out in the Board Policy are the *Classroom Civility Guide[115]* and *Student Behavior Response Charts[116]*. These were created to address behavior that disrupts and disturbs other students' educational experiences in the classroom, and the foundation for these guides came out of the *Strategies of Behavioral Intervention Employee and Student Guide[117].* This information is available to all students, faculty, staff, and community members via the PAC website.

Student Financial Aid

PAC has a comprehensive array of financial aid resources available to help eligible students pay for their education. Many such students would be unable to attend college without aid. The purpose of the financial aid program - institutional, governmental, or private – should be to provide monetary assistance or work to students who can benefit from further education but who cannot do so without such assistance.

Types of Student Financial Aid offered[118]:

- Federal Pell Grants
- Supplemental Educational Opportunity Grants (SEOG)
- Texas Public Educational Grants (TPEG)
- Texas Public Educational Grant – Continuing Education (TPEG-CE)
- Texas Educational Opportunity Grants (TEOG)
- Federal Work-Study – on campus or off campus
- Texas College Work – Study
- Federal Direct Loans – Subsidized, Unsubsidized, and Parent PLUS
- Educational Aid Exemption

This information is available to all students, faculty, staff, and community members via the PAC website.

TRIO Talent Search

TRIO Talent Search[119] (Educational Talent Search or ETS) is funded by the U.S. Department of Education as a five-year renewable grant to PAC. The Palo Alto College TS Program specifically serves students in the Southwest Independent School District (SWISD) area in grades 9-12, who meet the standards of need as defined by the grant. PAC is funded to serve 500 participants per year, two-thirds of whom must qualify as low-income and potential first-generation college graduates.

The TRIO Educational Talent Search Program at PAC actively offers students at Southwest High School the opportunity and privilege of enrolling and gaining knowledge of post-secondary attainment which is in line with PAC's Mission. From academic and career counseling to providing tutorial support, Talent Search strives to ensure the highest quality assistance in education by providing unique services available only to students participating in the program. Annually, the program exits an entire cohort of seniors, and recruits a new freshman class to serve.

Data from the *TRIO Talent Search 2018-2019 Final Annual Performance Report[120]* shows that the Program has been successful in 5/6 metrics. During year 3, 500/500 participants were served. Of those, 336/500 participants served were low-income and first-generation students. In addition, 97.82% or 359/367completed the current academic year and continued in school for the next academic year, at the next grade level. The 133 participants of the Senior Class in grant year 3 (2018-2019), have graduated from high school at 98.5%. Additionally, 99 out of the 133 seniors, or 73.88%, were recorded by the National Student Clearing House as having enrolled in an institution of higher education in Fall 2018. The TRIO Team is currently meeting all metrics for the current grant year, and applied for a 5-year renewal in August of 2020.This information is available to all students, faculty, staff, and community members via the PAC website.

Upward Bound Math And Science

TRIO Upward Bound Math-Science[121] is one of several federally funded programs out of the U.S. Department of Education (DOE). It is a five-year renewable grant awarded to PAC from 2017-2022. The Palo Alto College Trio UBMS Program (TRIO UBMS) serves 60 students who attend East Central High School, which is located in a rural community outside of San Antonio, Texas. Students are in grades 9-12 and meet the standards of need as defined by the grant. DOE and grant standards include:

- specific yearly income guidelines,
- the student's status as first-generation in college, and
- the student's interest in majoring in a STEM program in order to pursue a career in the math and science professions.

Throughout the *2018-2019 Academic Year TRIO UBMS[122]* provided services on Saturdays and during the summer to enrich students with valuable opportunities to enhance their core academic areas, including literature, composition, math, lab science, and foreign languages. TRIO UBMS students receive tutoring assistance and individualized appointments to help improve their academic skills, financial literacy, career awareness, and to help them prepare for college. TRIO UBMS students and their parents are aided in completing college applications, financial aid forms, and scholarship applications. Fieldtrips to private and public universities are provided so students can have insight to various college campuses to guide them in selecting an institution that will fit their academic needs to ensure college completion.

During the Six-week Summer Research Program, students conduct hands-on scientific research labs and projects under the guidance of faculty members or graduate students. Our TRIO UBMS students gain experience with research procedures, preparation, writing, and data analysis. In addition, they formally present their projects to their peers, family, professionals in STEM fields, and College faculty. TRIO UBMS strives to ensure the highest quality of assistance in education by providing test preparation, and providing unique services to expose students to cultural events, career readiness, and financial literacy to assist students transitioning into college. The objective is to promote self-advocacy to obtain a post-secondary degree, and enter into a STEM profession.

Data from the *TRIO UBMS 2018-2019 Annual Performance Report[123]* shows success in meeting and exceeding the program objectives. Academically, 100% of TRIO UBMS students achieved high

academic performance rates (above 2.5 GPA); 100% of TRIO UBMS students achieved a proficient level on state assessments in Reading/Language Arts and Math; and 100% of them were retained from each year through graduation and graduated with a rigorous program of study. All 2019 Seniors (10/10) 100% enrolled into college the fall semester after high school graduation. The data demonstrated the program's ability to prepare 100% TRIO UBMS students for the transition from high school to college. TRIO UBMS staff monitor and report on students' progress in college for six (6) years to record college persistence and completion through the National Student Clearinghouse. Since TRIO UBMS is a new grant, college completion data will be available in 2024. This information is available to all students, faculty, staff, and community members via the PAC website.

Upward Bound Program

TRIO Upward Bound[124] is one of several federally funded programs out of the Department of Education. It is a five-year renewable grant that has been awarded to PAC from 2017-2022. The Palo Alto College UB Program (PAC-TRIO UB) serves 77 students who are low-income and first-generation high school students per year in four (4) rural towns across Atascosa County: Jourdanton, Lytle, Pleasanton, and Poteet. PAC [125]*Procedure S 24.0 TRIO Upward Bound[125]* outlines the recruitment and enrollment of students in the program in alignment with federal regulations. In addition, each year the program uses the *Annual Performance Report[126]* to evaluate meeting objectives outlined in the grant. Students receive tutoring assistance and individualized appointments to help improve their academic skills and prepare for college. Assistance is provided for students and their parents in completing college applications, financial aid forms, and scholarship applications. The program is comprised of three (3) components: Academic, Summer, and Summer Bridge. These components enrich students in valuable opportunities to advance their core academic areas, including literature, composition, math, lab science, and foreign languages. Since 2000, PAC's Upward Bound Program has helped students prepare themselves for a successful college experience after their high school graduation.

Data from the *PAC Upward Bound 2018-2019 Annual Performance Report[126]* shows that the PAC Upward Bound Program has proven to be successful by meeting and exceeding the program objectives. The Upward Bound Program serves a total of 78 students in the program. At the high school level, 97% of Upward Bound high school students achieved high academic performance rates (above 2.5 GPA); 100% of students achieved a proficient level on state assessments in Reading /Language Arts and Math; and 100% of students were retained from each year through graduation and graduated with a rigorous program of study. This shows the program's ability to prepare Upward Bound students for the transition from high school to college. At the college-level, the National Student Clearinghouse found that 78% of 2018 high school Upward Bound graduates enrolled in post-secondary education and had post-secondary completion rates of 53%. These rates are 18% above the objective goal. This indicates the PAC TRIO Upward Bound Program is instrumental in providing access to college for underserved populations not only in this past year, but during the last 20 years at Palo Alto College, thereby demonstrating the College Mission. This information is available to all students, faculty, staff, and community members via the PAC website.

Veterans Affairs

The *Veterans Affairs (VA) Office[127]* at PAC serves as the central point on campus for veterans and their family members to receive up-to-date information on their Veterans Affairs educational benefits and the *Texas Hazlewood Exemption[128]*. The VA Office provides a one-stop shop where students can file their VA and/or Texas Hazlewood claims, receive academic advising, and receive information on other VA benefits and programs in accordance with *College Procedure S 12.2 Veterans Affairs[129]* . The VA Office has employed the AlamoADVISE model that provides every student with an assigned certified advisor from entry to completion. The certified advisor creates an exemplary personalized pathway to success through academic and career advising in alignment with *College Procedure S 12.1 Student Success Management[130]*.

Since the passage of the GI Bill, known originally as the Serviceman's Readjustment Act of 1944, the GI Bill has evolved and new programs have emerged as a result. Each program or Chapter affords benefits for a specific population and carries with it set requirements of eligibility. The VA Office certifies enrollments and updates to the different federal and state agencies so that eligible veterans

may have their tuition and fees paid and their monthly stipend issued. The following VA programs relate to current benefits for higher education at PAC:

- Chapter 30: Montgomery GI Bill
- Chapter 31: Vocational Rehabilitation and Employment Program
- Chapter 33: Post 9/11 GI Bill
- Chapter 35: Survivors' and Dependents' Educational Assistance Program
- Chapter 1606: Montgomery GI Selected Reserves
- Chapter 1607: Reserve Educational Assistance Program

The following State of Texas programs relate to current exemptions for higher education: Hazlewood Exemption Requirement – Hazlewood Legacy Act.

PAC has served student veterans since it opened its doors in 1985 and prides itself in providing quality service to its students who are veterans, active duty, military family members and survivors. The College is committed to providing the best academic experience and service to its students who have worn this nation's uniform in peace time and in war. This information is available to all students, faculty, staff, and community members via the PAC website. The Veterans Affairs Office approximately *serves 900 veterans[131]* and their family members every semester.

Welcome Center

The Welcome Center[132] at PAC serves as an initial point of contact for onboarding new and returning students. Information is provided about programs, enrollment steps, assessment, and financial aid via recruitment events and one-on-one interaction. Students are assigned a Certified Enrollment Coach via a territory management system, and students receives phone calls, direct mail, and individualized communication, both in person and virtually, to support them throughout the enrollment process. Additionally, the Welcome Center also supports current students by directing students to the appropriate resources on-campus as well as online. The Welcome Center endeavors to deliver the best service to the College's students and continually researches best practices from professional organizations such as the National Academic Advising Association (NACADA), Texas Association of Collegiate Registrars and Admissions Officers (TACRAO), Ruffalo Noel Levitz, and the *American Association of Collegiate Registrars and Admissions Officers (AACRAO)[133].* Services offered by the Welcome Center include:

- Online access to the ApplyTexas admissions form;
- Online access for all students to College programs and services via the website;
- Guidance and assistance through the enrollment process, including New Student Orientation sessions for first time in college (FTIC), transfer, and returning (readmissions) students;
- Guidance and assistance with completing the Free Application for Federal Student Aid (FAFSA) application online;
- Access to a computer lab to view or print unofficial transcripts, class schedules, and tuition bills;
- Scholarship information;
- Campus Tours; and
- Student record information.

Distance education, off-site, and on-campus students are assisted via email, the College website, direct mail and/or telephone communication. In alignment with various means of communicating and offering services, the Mission of the Palo Alto College recruitment and outreach initiative is to reinforce the image of the College as a valuable community resource and vital institution of higher learning by developing a line of communication and community network in order to recruit prospective students. Recruitment and outreach efforts target potential students from the local community and surrounding areas. The College staff supports this effort by attending college fairs; visiting high schools; conducting campus tours, presentations, workshops, and information sessions; and programming special events.

In addition to broad recruitment and outreach efforts, the College Connection program is a specific partnership between PAC and area independent school districts (ISDs) including charter schools. This partnership is formalized through a *Memorandum of Understanding (MOU)[134]* with each ISD or charter school. The purpose of this program is to assist high school seniors in their transition to college. Certified Enrollment Coaches from the College visit designated partner high schools to assist

prospective students at their respective high schools with the enrollment steps for PAC. Participating seniors receive assistance to ensure completion of the application, AlamoENROLL modules, assessment, financial aid, advising, and registration before they graduate from high school. These services are provided in accordance with *College Procedure S 25.2 New Student Intake-College Connection[135]*. This information is available to all students, faculty, staff, and community members via the PAC website.

Student Support: Division Of Academic Success

Tutoring

The Tutoring Services Department is housed within the Academic Success Division of the College to support all academic departments. The department adequately provides academic assistance to all student populations, including developmental and college-level, and including on-campus, distance education, Early College High School, Dual Credit, and offsite locations. All students may use on-campus and online tutoring. They are informed of services through email, social media, on-campus digital signage, presentations at new student orientations, *tutoring flyers[136]*, and *tutoring bookmarks [137]*. The *Tutoring Department[138]* has a comprehensive *website[139]* detailing the services of the five learning centers located on campus. In fact, the *2018 Ruffalo Noel-Levitz (Tutoring)[140]* survey identified the availability of tutoring services as one of the College's strengths.

To help ensure that adequate and appropriate tutoring is provided, the learning centers administer the *Tutoring Student Satisfaction Surveys[141]* each semester that rate helpfulness of staff, promptness of service, and hours of operation. The department uses the results to improve services. For instance, students who visit the Math Learning Center requested more in-depth tutoring, so two additional tutors were hired to provide thirty-minute sessions. Satisfaction ratings have been consistently high for all centers.

The Tutoring Services Department consists of five learning centers: Computer Information Systems /Computer Science Learning Center, Integrated Reading and Writing Learning Center, Math Learning Center, Science Learning Center, and Writing Assistance Center. Math and science tutors are also available at the College's STEM Center. The centers are available to all student populations on a drop-in basis. Descriptions of their services are provided below. This information is available to all students, faculty, staff, and community members via the PAC website.

INRW Learning Center

The Integrated Reading and Writing (INRW) Learning Center supports students enrolled in INRW and in co-requisite English 1301 courses. INRW students attend the center for one hour per week as a course requirement. Co-requisite English students attend the center at least five times per semester.

Math Learning Center

The Math Learning Center provides tutoring on a walk-in basis and by appointment. It is equipped with six study rooms and enough computers to accommodate two math classes. Students may access online assignments, practice exercises, and study materials. Tutors are qualified to assist students in all math classes ranging from developmental coursework through Calculus III. Graphing calculators are loaned to students for use throughout the semester. A satellite location is housed within the College's STEM Center.

Science Learning Center

The Science Learning Center supports student success in all science courses offered by the College on a walk-in basis. The center offers microscopes, rock and mineral specimens, and numerous anatomical models to assist students. A satellite location is housed within the College's STEM Center.

Writing Assistance Center

The Writing Assistance Center provides tutoring assistance to all students, regardless of discipline, for any writing assignment. Walk-ins and appointments are accepted. To assist students with their

writing, the center's tutors have access to a variety of reference materials, including center-created handouts. The adjacent computer lab allows students to work on writing assignments and receive assistance from a tutor.

Staff provide workshops and individual and small-group tutoring to address challenging topics and concepts. Reviews for *final exams[142]* are also provided. *Pre-recorded online workshops[143]* are created by staff for access by all student populations on the department's website. Online tutoring, through the vendor *Brainfuse[144]*, is provided to all students, including on-campus, distance education, Early College High School, Dual Credit, and offsite locations. Brainfuse supports *sixteen subjects[145]*, and most are available seven days per week. Students may work with a tutor in a real-time session, or they may submit questions and papers for review and receive feedback within twenty-four hours. Access is provided through the course section of the *Canvas Learning Management system[146]*. *Usage of the online service[147]* more than doubled between Spring 2019 and Spring 2020. All student populations are allotted the same number of *hours of Brainfuse tutoring[148]* each semester. *Brainfuse Student Satisfaction[149]* results have been consistently positive. There are no hourly limits to online and in-person tutoring provided by the College's tutors.

As described in Principle 8.2.c, *Learning Center attendance[150]* is regularly monitored and analyzed; in Fall 2018 such a review revealed that attendance had dropped, which prompted a collaboration with English Department instructors to provide three options for incorporating tutoring services into their courses. In response to the pandemic and the closure of the College campus learning centers, tutors began to provide instant assistance through the *Zoom application[151]*.
During Spring 2020, in response to the pandemic and in order to provide further support for students, tutors were *caseload managed[152]* into most sections of co-requisite courses, as well as into other high-challenge classes. In cooperation with faculty, tutors reviewed course assignments, communicated with students on a weekly basis to promote tutoring, and worked with faculty to encourage high-risk students to attend tutoring. In Fall 2020, additional support was added to high-challenge courses with *embedded tutoring[153]*. Tutors were assigned to specific course sections, attended online class lectures and labs, helped students directly referred by faculty, led group tutoring sessions outside of class, and provided individual tutoring sessions to students.

Library
To aid in ensuring that students successfully meet the goals of the College's educational programs, the *Ozuna Library[154]* provides both on-campus and off-campus students access to an extensive collection of physical library resources as well as 24/7 access to electronic resources, such as e-books, e-journals, e-articles, and streaming videos. The Library also offers in-person and online instruction on library use and information literacy. Faculty and staff seeking support for course development or self-enrichment also have access to all of the Library's services and resources. This information is available to all students, faculty, staff, and community members via the PAC website. An in-depth review of the Library's resources and services are outlined in Standard 11.2.

Faculty Student Mentoring
Since its inception in Fall 2018, the *Faculty Student Mentoring Program[155]* has strived to assist students in attaining academic success. The purpose of the program is to connect students with faculty members who can guide them throughout the college experience. The PAC student population consists of many first-generation students, so it is imperative that they have someone to turn to for guidance with registration, course selection, access to student support services, and assistance with acclimation to college-life. Faculty mentors are not substitutes for academic advisors; instead, they work in conjunction with advisors to provide the additional support that many students so desperately need. Studies have consistently shown that students who make and maintain connections with their instructors are more likely to continue to matriculate and flourish academically. This program not only allows students to receive guidance from an experienced faculty member but also assist in student retention. The value that the program provides is immeasurable. This information is available to all students, faculty, staff, and community members via the PAC website.

Student Support: Division of College Services
Recreational Activities and Sports

The Mission of *Campus Recreation[156]* is to empower the College community by providing quality inclusive recreational activities that promote a healthy lifestyle. The College offers a variety of free recreation opportunities for its students at the *Aquatic and Athletic Center[157]*, including access to an 11,000 square foot fitness center, six extramural club sports, several intramural and wellness activities, an outdoor recreation program, and a 76-stretch meter competitive swimming pool for open and lap swimming. This information is available to all students, faculty, staff, and community members via the PAC website.

One-Stop Stem Center and Maker's Space

The *One-Stop STEM Center[158]* is a dedicated, multipurpose space which serves as the hub of all STEM activity and programming on campus. STEM students, faculty and staff gather in this collaborative, interdisciplinary environment which fosters excitement in STEM and support for student success. Students can study, attend workshops or special activities, and seek information on STEM careers, scholarships, transfer options, and job opportunities. Faculty members hold office hours in the center, student organizations can meet there, and speakers can present on STEM fields, industry needs, and four-year programs. All STEM requests and information submitted to the College is to the STEM center, and all recruiting, advertising, and dissemination of STEM programming flows from the center.

Student Support: President's Office

Community Programs

High School Equivalency Certificate/GED Preparation Program

Approximately 25 percent of the College's surrounding population are between the ages of 18 – 24 years and have less than a high school diploma. In an effort to improve the educational attainment of its service area, the *Community Programs[159]* area at PAC aims to bridge the gap for the College's constituents who need the education to accomplish personal goals, acquire better job opportunities, and improve their quality of life. The Community Programs office offers eight weeks of coursework meeting twice a week to help individuals prepare for the GED exam, which qualifies them for the Texas State High School Equivalency Certificate (TxCHSE) as outlined in the College's *GED Student Handbook[160]*. This certificate is equivalent to a high school diploma and allows students to meet most employment criteria and educational eligibility requirements. In each session, the program offers Spanish, English, and Pre-GED Preparation classes. To enroll in the classes, students must attend an orientation, take a placement test given by Region 20 (TABE Test) and register for the class on the online community registration system. Once enrolled, each student is assigned to an instructor who understands the adult learner and the requirements needed to be successful on the High School Equivalency Exams (GED). The program furnishes the textbook and assists students with practicing on the official GED Calculator. Once students have passed the practice tests, they are then able to register through the *GED website[161]* for the specific exam of readiness and schedule it onsite through the College's official Pearson campus testing center on Monday or Tuesday.

Evidence

[1] 12.1_1_College's Division of Academic Success, Division of College Services, and Division of Student Success

[2] 12.1_2_Vice President of Student Success

[3] 12.1_3_Community College Survey on Student Engagement CCSSE

[4] 12.1_4_2018 Ruffalo Noel Levitz

[5] 12.1_5_Student Learning and Service Area Outcomes

[6] 12.1_6_Palo Alto College Website

[7] 12.1_7_Palo Alto College Catalog

[8] 12.1_8_Palo Alto College Student Handbook

[9] 12.1_9_Palo Alto College Campus

[10] 12.1_10_Admissions and Records Office

[11] 12.1_11_Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)

[12] 12.1_12_Palo Alto College Advising Center's Website

[13] 12.1_13_AlamoADVISE

[14] 12.1_14_College Procedure S 12.1 Student Success Management

[15] 12.1_15_Career Aligned Advising Training developed by the Council for Adult and Experiential Learning (CAEL) training

[16] 12.1_16_National Academic Advising Association

[17] 12.1_17_National Association of Student Personnel Administrators (NASPA)

[18] 12.1_18_Texas Academic Advising Network (TEXAAN)

[19] 12.1_19_Ruffalo Noel Levitz

[20] 12.1_20_Council for Adult and Experiential Learning (CAEL)

[21] 12.1_21_Table Advising Center Visit History

[22] 12.1_22_Individual Success Plan (ISP)

[23] 12.1_23_Academic Probation Procedure

[24] 12.1_24_Academic Dismissal Procedure

[25] 12.1_25_Drop Advising Guide

[26] 12.1_26_Financial Aid Appeals (Satisfactory Academic Progress)

[27] 12.1_27_Graduation Applicaiton

[28] 12.1_28_College Procedure S 10.0 Graduation Application and Awarding

[29] 12.1_29_Advising PIN Registration

[30] 12.1_30_Academic Advising Syllabus Session

[31] 12.1_31_Transfer Fair

[32] 12.1_32_Career Fair

[33] 12.1_33_ Assessment and Testing Center

[34] 12.1_34_College Level Examination Program (CLEP)

[35] 12.1_35_Texas Success Initiative Assessment (TSIA)

[36] 12.1_36_Texas Association of Collegiate Testing Personnel (TACTP)

[37] 12.1_37_Procedures S 7.1 Assessment and Placement Testing

[38] 12.1_38_S 7.2 Distance Education Exam and Make-up Testing

[39] 12.1_39_Palo Alto College Business Office

[40] 12.1_40_Virtual Business Office

[41] 12.1_41_Market Place

[42] 12.1_42_Counseling Services' website

[43] 12.1_43_Counseling Services

[44] 12.1_44_2015 Advocacy Center Survey

[45] 12.1_44A_Council for the Advancement of Standards in Higher Education (CAS)

[46] 12.1_44B_International Association of Counseling Services, Inc. (IACS, Inc.)

[47] 12.1_45_groups

[48] 12.1_46_Individual consultations and presentations

[49] 12.1_47_Healthy Minds Survey

[50] 12.1_48_Supporting Students with Autism

[51] 12.1_49_Mental Health First Aid Training

[52] 12.1_50_PAC Acknowledge, Consult, Take Action, and Student Success (ACTS) training
[53] 12.1_51_Social Skills
[54] 12.1_51A_New Student Orientation
[55] 12.1_52_Flyers
[56] 12.1_53_Faculty & Staff Resource Manual
[57] 12.1_54_Disability Support Services (DSS)
[58] 12.1_55_Letters of Accommodation (LOA)
[59] 12.1_56_College Procedure S.16.1 Request for ADA Accommodations
[60] 12.1_57_College Procedure S.16.2 Faculty Response to ADA Student Accommodations
[61] 12.1_58_Delta Sigma Omicron (DSO)
[62] 12.1_59_Project Access
[63] 12.1_60_Early Alert
[64] 12.1_61_Navigate FS System
[65] 12.1_65_ National Alliance of Concurrent Enrollment Partnerships (NACEP)
[66] 12.1_66_Dual Credit Program
[67] 12.1_67_College Procedure S 32.1 Dual Credit Process and
[68] 12.1_68_ Dual Credit Memorandum of Understanding
[69] 12.1_69_College Procedure S 32.2 Dual Credit Articulation Agreement
[70] 12.1_70_Course Agreement Form
[71] 12.1_71_Dual Credit Academic Advising Syllabus
[72] 12.1_72_Dual Credit Consortium Meetings
[73] 12.1_72A_Early Admit Form
[74] 12.1_73_ Early College High Schoo (ECHS)
[75] 12.1_74_ECHS Memorandum of Understanding
[76] 12.1_75_High School Programs Process and Procedures for Registration
[77] 12.1_76_ECHS Consortium
[78] 12.1_77_ECHS Advising Syllabus
[79] 12.1_79_Parent Meetings
[80] 12.1_78_ECHS Newsletter
[81] 12.1_80_International Student Services
[82] 12.1_81_I-20 Certificate of Eligibility for Nonimmigrant Student Status forms
[83] 12.1_82_Student and Exchange Visitor Program (SEVP) regulations
[84] 12.1_83_Palo Alto College Procedure S 20.0.
[85] 12.1_84_The Office of Student Life
[86] 12.1_85_Experiences
[87] 12.1_86_College Procedure S 19.0 Starting a Registered Student Organization
[88] 12.1_87_College Procedure S 17.0 Student Government Association Elections
[89] 12.1_88_Leadership Skills
[90] 12.1_89_College Procedure S 15.2 Student Travel
[91] 12.1_90_College Procedure S 15.1 Vehicle Driving Procedure
[92] 12.1_91_Cultural Events
[93] 12.1_92_College Procedure S 18.0 Student Activity Fee Request for Funding

[94] 12.1_93_ Service Learning
[95] 12.1_94_Community Service Projects
[96] 12.1_95_Bae B Safe Program
[97] 12.1_96_Ray Ellison Family Center
[98] 12.1_97_Texas Department of Family and Proctective Services
[99] 12.1_98_College Procedure S 33.0 Ray Ellison Family Center Enrollment
[100] 12.1_99_Natinal Association for the Eductaion of Young Children (NAEYC)
[101] 12.1_100_Texas Rising Star
[102] 12.1_101_Child and Adult Care Program (CACFP)
[103] 12.1_102_Student, Health, Advocacy, Resource and Engagement (SHARE) Center at Palo Alto College
[104] 12.1_103_Food Pantry
[105] 12.1_104_Financial Literacy Services
[106] 12.1_105_Financial Literacy Syllabus
[107] 12.1_106_Career Services
[108] 12.1_107_Career Service Syllabus
[109] 12.1_108_Don't Cancel That Class Program
[110] 12.1_109_The mission of the Palo Alto College Office of Student Conduct
[111] 12.1_110_The Alamo Colleges District Board Policy F.4.2 Non-Academic Misconduct, Academic Integrity
[112] 12.1_111_Procedure F.4.2.1 Non-Academic Misconduct Disciplinary and Appeal Processes
[113] 12.1_112_F.4.2.2 Academic Integrity Disciplinary and Appeal Process
[114] 12.1_113_Restorative Justice process
[115] 12.1_114_Classroom Civility Guide
[116] 12.1_115_Student Behavior Response Charts
[117] 12.1_116_Strategies of Behavioral Intervention Employee and Student Guide
[118] 12.1_117_Types of Student Financial Aid offered
[119] 12.1_118_Trio Talent Search
[120] 12.1_119_TRIO Talent Search 2018-2019 Final Annual Performance Report
[121] 12.1_120_PAC TRIO Upward Bound Math-Science
[122] 12.1_121_2018-2019 Academic Year TRIO UBMS
[123] 12.1_122_PAC-TRIO UBMS 2018-2019 Annual Performance Report
[124] 12.1_123_TRIO Upward Bound
[125] 12.1_124_Palo Alto College Procedure S 24.0 TRIO Upward Bound
[126] 12.1_125_ Annual Performance Report
[127] 12.1_126_Veterans Affairs (VA) Office
[128] 12.1_127_Texas Hazelwood Exemption
[129] 12.1_128_College Procedure 12.2 Veterans Affairs
[130] 12.1_129_College Procedure S.12.1 Student Success Managment
[131] 12.1_130_Serves 900 veterans
[132] 12.1_131_ Welcome Center
[133] 12.1_132_Associationa of Collegiate Registrars and Admissions Officers (AACRAO)
[134] 12.1_133_Memorandum of Understanding (MOU)
[135] 12.1_134_ College Procedure S 25 2 New Student Intake_College Connection

[136] 12.1_135_Tutoring Flyers
[137] 12.1_136_ Tutoring Bookmarks
[138] 12.1_137_Tutoring Department
[139] 12.1_137A_Website
[140] 12.1_138_2018 Ruffalo Noel Levitz (Tutoring)
[141] 12.1_139_Tutoring student satisfaction surveys
[142] 12.1_140_Final Exams Tutoring
[143] 12.1_141_Pre Recorded Online Workshops Tutoring
[144] 12.1_142_Brainfuse Tutoring
[145] 12.1_143_Sixteen Subjects Tutoring
[146] 12.1_144_Canvas Learning Management System Tutoring
[147] 12.1_145_Usage of the Online Service Tutoring
[148] 12.1_146_Hours of Brainfuse Tutoring Tutoring
[149] 12.1_147_Brainfuse Student Satisfaction Tutoring
[150] 12.1_148_Learning Center Attendance Tutoring
[151] 12.1_149_Zoom Application Tutoring
[152] 12.1_150_Caseload Managed Tutoring
[153] 12.1_151_Embedded Tutoring
[154] 12.1_152_Ozuna Library
[155] 12.1_154_Faculty Student Mentoring
[156] 12.1_153_Campus Recreation
[157] 12.1_155_Aquatic and Atheletic Center
[158] 12.1_155A_One-Stop Shop STEM Center
[159] 12.1_156_Community Programs
[160] 12.1_157_GED Student Handbook
[161] 12.1_158_GED website

12.2 The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. *(Student support services staff)*

Compliance Status: Compliance

Narrative

Palo Alto College provides a sufficient number of qualified staff with appropriate education or experience in Student Success, Academic Success, and College Services to accomplish the Mission of the Institution. Palo Alto College (PAC) is in compliance with Principle 12.2 Student Support Services Staff.

The case for compliance is structured as follows:

A. PAC ensures adequate academic and student support services staff with appropriate education or experience.

Academic and Student Support Services Staff

Positions are reviewed bi-weekly with college leadership in order to meet the needs of the College. The College follows *College Procedure P 6.0 Request to Post Vacant Positions[1]* and *College Procedure P 5.0 Requesting New Positions and Position Adjustments[2]* when reviewing the needs of a particular department at the College. PAC's Student Success is administered by the *Vice President for Student Success[3]*, Tutoring and Library staff is administered by the *Vice President of Academic Success[4]*, and Recreation and Intramural Sports is administered by the *Vice President of College Services[5]*.

The structure of PAC's Student Success area is illustrated in the *Student Success Organizational Chart [6]*. Additionally, staffing for Academic Success is included in the *Organizational Chart for Tutoring and Library[7]* as they reside in Academic Success. The staffing for Recreation and Intramural Sports is illustrated in the *College Services Organizational Chart[8]*.

The Student Success Organizational Chart includes the following units:

- Enrollment Services
- Welcome Center
- Admissions and Records
- Assessment and Testing
- Academic Advising
- Advocacy
- Personal Counseling
- Disability Services
- Veteran's Services
- Student Conduct
- Student Life
- TRIO Upward Bound
- TRIO Upward Bound Math and Science
- TRIO Talent Search
- High School Programs
- Student Financial Services
- Bursar

The Academic Success Organizational Chart includes the following units:

- Tutoring Services Department
- Library

The College Services Organizational Chart includes the following units:

- Recreation and Intramural Sports
- STEM Center

Student Success Personnel Qualifications, Training, and Professional Development
As demonstrated by the *Staff Roster[9]*, Student Success personnel have the educational and professional qualifications and experience necessary to provide appropriate and effective student affairs programs and services. The roster lists the staff member's name, main responsibility, title, job description, years of fulltime experience, education attainment, and other qualifications.

The Student Success Organizational Chart conveys, at a glance, the line of decision-making authority from the top management of Student Success to its unit leaders. Student Success team members are afforded numerous professional development opportunities throughout the year to ensure they remain highly qualified and up to date on higher education trends and changes. *Student Success Professional Development 2018[10] & 2019[11]* provides a glimpse of Student Success staff participation in professional development over the past two years.

The Student Success leaders take great pride in the professional development for the Student Success team as they recognize the importance this has in accomplishing the College Mission. Leaders know it contributes to having the best qualified staff for students and aligns with the College Mission of creating opportunities for success for both students and staff.

Additionally, Human Resources offers *regular training on compliance issues[12]*, such as training on how to comply with the Family Education Rights and Privacy Act (FERPA), safety, sexual harassment prevention, and ethics.

In addition, Human Resources provides professional development, such as:

- Leadership Development
- Project Management
- The 4 Disciplines of Execution (Creating a Cadence of Accountability and Use of Leading Measures)
- The 7 Habits of Highly Effective People
- Process Improvement and Evaluation (Plan, Do, Check, Act)
- Systems Thinking
- Whale Done (The Power of Positive Reinforcement)
- Crucial Conversations (Conducting Meaningful Feedback Sessions)

PAC's Information Technology team provides training in the use of technology to enhance effectiveness, efficiency, and service to students. The Student Success team members are affiliated with various *professional organizations[13]*. Evidence of adequate staffing is affirmed by *point of service surveys[14]*, which indicate that the College is meeting the needs of students through the positive feedback collected.

Academic Success Personnel Qualifications, Training, and Professional Development
As shown in the *Staff Roster[15],* Academic Success personnel provide appropriate and effective academic services and have the educational and professional qualifications and experience necessary to serve students, faculty, and staff.

The Tutoring Services Department is part of the Academic Support Services division as shown in the *Organizational Chart for Tutoring and Library[16]*. Tutoring is headed by an academic program director who oversees each of the learning centers' academic program specialists. They, in turn, directly manage tutors. As explained in *Tutoring Services Professional Development[17]*, tutoring personnel are provided with yearly professional development opportunities to stay current with the best practices of higher education. The Tutoring Services Department has also received Level I International Tutor Training Program Certification from the *College Reading and Learning Association[18]* to help ensure that quality tutoring is provided to all students.

Library personnel's qualifications are detailed in Principle 11.2 Library and Learning/Information Staff.

Evidence

[1] 12.2_1_College Procedure P 6.0 Request to Post Vacant Positions

[2] 12.2_2_College Procedure P 5.0 Requesting New Positions and Position Adjustments

[3] 12.2_3_Vice President for Student Success

[4] 12.2_4_Vice President for Academic Success

[5] 12.2_5_Vice President for College Services

[6] 12.2_6_Student Success Organizational Chart

[7] 12.2_7_Organizational Chart for Tutoring and Library

[8] 12.2_8_College Services Organizational Chart

[9] 12.2_9_ Staff Roster

[10] 12.2_10_Professional Development Request_2018

[11] 12.2_11_Professional Development Request_2019

[12] 12.2_12_Regular training on compliance issues

[13] 12.2_13_Professional Organization

[14] 12.2_14_Point of Service Surveys

[15] 12.2_15_ Staff Roster - Copy

[16] 12.2_16_Organizational Chart for Tutoring and Library - Copy

[17] 12.2_17_Tutoring Professional Development

[18] 12.2_18_College Reading and Learning Association

12.3 The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s(to the campus community. *(Student rights)*

Compliance Status: Compliance

Narrative

Palo Alto College has adequate procedures for publishing clear and appropriate statements of student rights and responsibilities and disseminates the statements to the campus community. Palo Alto College (PAC) is in compliance with Principle 12.3 Student Rights.

The case for compliance is structured as follows:

A. PAC publishes and outlines student rights and responsibilities in the Student Handbook and on the PAC Cares website. These rights and responsibilities include the Student Responsibility for Success, Student Code of Conduct, Family Education Rights and Privacy Act, and Academic and Non-Academic Grievances, among others.
B. Policies and procedures for student rights and responsibilities are disseminated to the PAC community.

Student Handbook

The *Student Handbook[1]* is an online student resource designed to answer student questions about services, programs, expectations, and procedures. The Student Handbook specifically addresses student rights and responsibilities in the section titled My Rights and Responsibilities. This portion of the Handbook contains additional information regarding Board Policies on Students; Student Responsibility for Success; Student Code of Conduct; Copyright and Intellectual Property; Children on Campus Policy; Electronic Devices in the Classroom; Family Education Rights and Privacy Act (FERPA); Firearms; Parking/Campus Access; Parking/Traffic Appeal Procedures; Religious Holy Days; Satisfactory Academic Progress (SAP); Smart Start; Smoking/Tobacco Policy; Solicitation; and Student Email.

Information about the Student Handbook is disseminated to students during *New Student Orientation-Conduct[2], the Learning Frameworks course[3], Academic Advising[4],* and *Student Conduct Presentations[5]*.

Student Responsibility for Success

PAC provides institutional policies, procedures, and opportunities to facilitate student learning that encourage interaction, involvement, and responsible participation. Inherent in the academic climate is the expectation that students will assume responsibility for contributing to their own development and learning. The four major expectations and student responsibilities are engagement, communication, academic success and self-responsibility, and responsibility to others. The Student Responsibility for Success applies to all students regardless of teaching modality and includes Early College High School and Dual Credit students. PAC follows and is in compliance with the *Texas Association of School Boards (TASB) Community College Policy Reference Manual Section F*: *Students*[6]. Procedures are aligned with the TASB educational practices and meet the needs of all students.

These Student Rights and Responsibilities are disseminated to students via the *Alamo Colleges District Board Policy F.6.2[7],* and the above-referenced Student Handbook, New Student Orientation, Learning Frameworks course, and Student Conduct Presentations.

Student Code of Conduct

The Student Code of Conduct is a part of the *Alamo Colleges Board Policy F.4.2[8] and Procedure F. 4.2.1[9]*. A student's application to the Alamo Colleges is an explicit acceptance of the Alamo Colleges' policies, procedures, regulations, and administrative rules. The Student Code of Conduct applies to all students regardless of teaching modality and includes Early College High School and Dual Credit students. The Student Code of Conduct describes expectations of students as members of the PAC community. PAC's Board reviews and approves this Policy, and the District Ethics and Compliance Officer or designee is responsible for the accuracy and integrity of the Policy manual. At the College, the Vice-President for Student Success has tasked the Director of Student Conduct with upholding the Student Code of Conduct Policy and Procedure. *Policy F.4.2[10]* and *Procedure F.4.2.1[11]*, referenced above, define a student as a person who:

a. is accepted for admission or readmission to one of the Alamo Colleges;
b. is currently enrolled at one of the Alamo Colleges;
c. has been enrolled at one of the Alamo Colleges in a prior term;
d. is attending an additional program sponsored by one of the Alamo Colleges; or
e. has engaged in prohibited conduct at a time when he or she met the criteria of (a), (b), (c) or (d).

The Student Code of Conduct addresses both Non-Academic Misconduct and *Academic Integrity Disciplinary and Appeal Processes[12]*. The Student Code of Conduct demonstrates the College's commitment to maintaining an environment that recognizes and supports the rights of its students and that provides clear guidelines regarding appropriate and inappropriate behavior. The *PAC Procedure A. 24[13]* defines the process the College follows with each student conduct case and ensures alignment between the Board Policy and Procedure and the campus process.

The Student Code of Conduct is shared with students through the *PAC Cares Website[14], My Rights and Responsibility Flyers[15]*, and the above-referenced Student Handbook, Alamo Colleges Board Policy and Procedure, New Student Orientation, Learning Frameworks course, and Student Conduct Presentations.

Evidence of the College's dissemination of this information is provided by the *Summer Bridge Summer 2020 Presentation[16]*.

Family Educational Rights and Privacy Act

The *Family Educational Rights and Privacy Act (FERPA*)[17] is a federal law protecting the privacy of student educational records. FERPA requires any school that receives federal funds to release or withhold a student's educational records in accordance with its rules. Students receive information about FERPA during New Student Orientation, academic advising sessions, and through the Admissions and Records department. FERPA applies to all students regardless of teaching modality and includes Early College High School and Dual Credit students.

Information about FERPA is also available to all students through the Student Handbook. Faculty and staff are made aware of FERPA requirements through mandatory training through Alamo Talent.

Academic Grievances

If students feel they have been treated unfairly by a faculty member, then they can file an Academic Grievance. Academic Grievances apply to all students regardless of teaching modality and include Early College High School and Dual Credit students. The Academic Grievance procedure allows for unresolved complaints to be expedited from student, to instructor, to Department Chair, to Dean until

consensus is reached or a final decision affirming or denying the grievance is made by the appropriate Dean. PAC follows *Board Policy F.4.6 Academic Grievances[18]* when addressing student academic grievances, and the information is located on the College's website.

The process is outlined and disseminated through *College Procedure S.27.0 Student Academic Grievance Procedure[19]* and the *Student Academic Grievance Form[20]*.

Non-Academic Grievances

To address student complaints that are outside the purview of academics, PAC follows *Board Policy F. 4.7 Non-Academic Grievance[21]*, *Board Procedure F.4.7.1 Non-Academic Grievance and Form[22]*, and *PAC Procedure S.28.0 Non-Academic Grievance Procedure[23]*, which are aligned with the relevant sections of the *Texas Association of Community Colleges (TACC) Policy Reference Manual [24]*. Non-Academic Grievances apply to all students regardless of teaching modality and include Early College High School and Dual Credit students. If students believe they have been unjustly or improperly treated by a College employee, they should complete the *Student Non-Academic Grievance Form[25]* and submit it to the immediate supervisor for the person or program against which the complaint is being made. If the student believes the supervisor has not provided a reasonable and fair response, then the student may appeal to the second level supervisor. The appropriate Vice-President is the highest-level administrator to whom a grievance may be referred. The decision of the Vice-President is final.

This information is outlined and disseminated through the Board Policies and *PAC Procedure S.28.0 Non-Academic Grievance Procedure[26]* referenced above.

Evidence

[1] 12.3_1 Student Handbook

[2] 12.3_2 New_Student_Orientation_Conduct

[3] 12.3_3 Learning_Frameworks_Syllabus

[4] 12.3_4 Academic Advising

[5] 12.3_5 Student Conduct Presentations

[6] 12.3_6 Texas Association of School Board's Community College Policy Reference Manual Section F

[7] 12.3_7 Alamo Colleges District Board Policy F.6.2

[8] 12.3_8 Alamo Colleges District Board Policy F.4.2

[9] 12.3_8a Procedure F.4.2.1

[10] 12.3_9 Alamo Colleges District Board Policy F.4.2 - Copy

[11] 12.3_9a Procedure F.4.2.1 - Copy

[12] 12.3_10 Academic Integrity Disciplinary and Appeal Processes F.4.2.2

[13] 12.3_11 Palo Alto College Procedure A.24

[14] 12.3_12 PAC Cares Website

[15] 12.3_13 My Rights and Responsibility Flyer

[16] 12.3_14 Summer Bridge Summer 2020 Presentation

[17] 12.3_15 Family Educational Rights and Privacy Act FERPA (Page 3)

[18] 12.3_16 Board Policy F.4.6 Academic Grievances

[19] 12.3_17 College Procedure S.27.0 Student Academic Grievance Procedure

[20] 12.3_18 Student Academic Grievance Form

[21] 12.3_19 Board Policy F.4.7 Non-Academic Grievance

[22] 12.3_20 Board Procedure F.4.7.1 Non-Academic Grievance Form

[23] 12.3_21 Palo Alto College Procedure S.28.0 Non-Academic Grievance Procedure

[24] 12.3_22 TACC Policy Reference Manual - Copy

[25] 12.3_23 Student Non-Academic Grievance Form (Page 5)

[26] 12.3_24 Palo Alto College Procedure S.28.0 Non-Academic Grievance Procedure - Copy

12.4 The institution (a.) publishes appropriate and clear procedures for addressing written student complaints, (b.) demonstrates that it follows the procedures when resolving them, and (c.) maintains a record of student complaints that can be accessed upon request by SACSCOC. *(Student complaints)* **[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College has adequate procedures for addressing written student complaints and is able to demonstrate that those procedures for resolving student complaints are followed. Palo Alto College (PAC) is in compliance with Principle 12.4 Student Complaints.

The case for compliance is structured as follows:

A. PAC publishes appropriate and clear procedures for addressing written student complaints and recognizes five categories of complaints from all student groups.
B. Policies and procedures for each of the categories are outlined and published.
C. PAC demonstrates it follows procedures, resolves complaints, and keeps records, demonstrated through evidence in the form of a student academic grievance and general/other complaint types.

Five Categories of Student Complaints

PAC recognizes five categories of student complaints from all student groups, including those who are enrolled in distance education and dual enrollment programs: grade appeal; academic grievances; non-academic grievances; civil rights, gender discrimination, and harassment complaints; and general /other. The *2020-2021 College Catalog[1]* and *Student Handbook[2]* outline procedures for addressing grade appeal, academic grievance, non-academic grievance, and discrimination/harassment written student complaints. General/other complaints, which are not classified into the other four categories are typically captured by the Continuous Feedback Model (CFM). All five categories of student complaints are additionally shared through *New Student Orientation[3]* and *Learning Frameworks classes[4]*.

Grade Appeals/Changes

PAC students have the right to request a review of a course grade and petition for a grade change up to one year after the course has ended. Grade Appeals/Changes applies to all students regardless of teaching modality and includes Early College High School students and Dual Credit students. Grade changes require the approval of the instructor and the department chair. It is the instructor's responsibility to determine grades and judge the quality of a student's academic performance. If a student believes their final grade is incorrect, they can initiate the Grade Appeal process by first attempting to resolve the issues with the instructor directly before escalating the appeal to the Department Chair. As with other procedures affecting students, the process for a grade appeal is outlined in the *Student Handbook: Making the Grade[5]* and *College Catalog: Academic Standards[6]*.

Academic Grievances

If a student feels they have been treated unfairly by a faculty member, they can file an Academic Grievance. Academic Grievances apply to all students regardless of teaching modality and includes Early College High School students and Dual Credit students. The Academic Grievance procedure

allows for unresolved complaints to continue moving from student, to instructor, to Department Chair, to Dean until consensus is reached, or a final decision affirming or denying the grievance is made by the appropriate dean. PAC follows *Board Policy F.4.6 Academic Grievances[7]* when addressing student academic grievances and the information is located on the PAC website. The process is outlined within *College Procedure S.27.0 Student Academic Grievance Procedure[8]* and *Student Academic Grievance Form[9]*. *An example of an Academic Grievance illustrates the process[10]*.

Non-Academic Grievances

To address student complaints that are outside the purview of academics, PAC follows *Board Policy F. 4.7 Non-Academic Grievance[11]*, *Board Procedure F.4.7.1 Non-Academic Grievance and Form[12],* and *Palo Alto College Procedure S.28.0 Non-Academic Grievance Procedure[13]*, which are aligned with the relevant sections of *Texas Association of Community Colleges (TACC) Policy Reference Manual[14]*. Non-Academic Grievances apply to all students regardless of teaching modality and includes Early College High School students and Dual Credit students. If a student believes they have been unjustly or improperly treated by a College employee, the student should complete the *Student Non-Academic Grievance Form[15]* and submit it to the immediate supervisor for the person or program against whom the complaint is being made. If the student believes they have not received a reasonable and fair response from the supervisor, then the student may appeal to the second level supervisor. The appropriate Vice President is the highest-level administrator to whom a grievance may be referred. The decision of the Vice President is final.

Civil Rights Discrimination, Gender Discrimination, Harassment, and Retaliation (Title IX)

PAC complies with *Title IX of the Education Amendments of 1972[16] and HB 1735, codified as Texas Education Code, Sub-Chapter E-3, Section 51.281-51.295[17]* in addressing complaints of sexual harassment, sexual assault, dating violence, and stalking complaints. The Title IX/VII/ADA/504 Deputy Coordinator at PAC is the Vice President of Student Success. Both the Deputy Coordinator and the Director of Student Conduct are certified through the *Association for Title IX Administrators (ATIXA)[18]* and *Academic Impressions[19]* as Title IX Coordinators and Investigators. The College follows Alamo Colleges District Board policies and procedures when handling discrimination, sexual harassment and /or harassment allegations; these policies and procedures are included in *Section H of the Board Policies[20]*. Students who wish to complain of harassment or discrimination, by students, or employees—as well as employees or other students who are aware of an alleged harassment incident—*may report it to any of the following[21]*:

- The Associate Vice Chancellor for Human Resources or designee;
- The employee's supervisor or an Alamo Colleges administrator;
- A College official;
- The Alamo Colleges Title IX Coordinator or Palo Alto College Title IX Deputy Coordinator;
- The Alamo Colleges Ethics and Compliance Officer;
- The District Ethics Hotline or the Internet reporting site 13; or
- Submit a PAC Cares Incident reporting form.

When an individual receives a report of alleged harassment or discrimination, they must notify the PAC Title IX Deputy Coordinator who will then notify the Alamo Colleges District Title IX Coordinator. Once a report of sexual harassment, sexual assault, dating violence, or stalking is received and interim measures are provided by the College, the protocols and disciplinary process applicable to students will be followed. The report must be reduced to a written signed complaint so that an investigation may commence. The Human Resources Department will also coordinate the investigation, which will be conducted by a team appointed by appropriate College and District officials and trained by the Alamo Colleges District Office of Legal Affairs who are employed at another College in the Alamo Colleges District. At the conclusion of the investigation, the team will submit a written report to the Title IX Deputy Coordinator, who will review the report and determine what policies and procedures have been violated and ascertain the appropriate resolution. Depending on the finding of responsibility, the Title IX Deputy Coordinator can refer the case to the Dean of Student Success or Director of Student Conduct to impose sanctions.

PAC makes the sexual harassment, sexual assault, dating violence, and stalking policy available to students, faculty, and staff members by including the policy in *Board Policies[22]*, the *Student Handbook[23]*, and creating and maintaining a *web page dedicated solely to the policy[24]*. PAC requires each entering freshman or undergraduate transfer student to attend an *online orientation[25]* on the sexual harassment, sexual assault, dating violence, and stalking policy before or during the first semester or term in which the student is enrolled at the institution.

General or Other Complaints

Written student complaints can also be processed through the *Continuous Feedback Model (CFM)[26],* which is a response management and improvement system whereby students can make suggestions about College processes, facilities, and activities. These written complaints can be submitted online, in person, through phone, or via email. Online complaints are submitted through the comment form on the *PAC Cares[27]* website. The online *Continuous Feedback Model Form[28]* outlines the Continuous Feedback Model and allows students to submit information about their complaint. The online comment form is routed to the Director of Student Conduct who receives and compiles the suggestions /complaints into a log. If a suggestion/complaint requires an immediate response, it is forwarded to the appropriate Vice President or Dean. PAC follows the same process when addressing walk-in, phone, and email complaints. These comments are recorded by the individual who received the complaint in the same log that is maintained by the Director of Student Conduct.

The Continuous Model Feedback log[29] follows the suggestion/complaint and tracks date received, name and ID of submitter, contact information, intake method, office visited, description of complaint, referral, responsible department, resolution date, who saw the student, and additional comments. A summary of all complaints and suggestions are compiled by the Director of Student Conduct and reported annually at a regular meeting of the College Leadership Team. A *Continuous Feedback Model Form Example[30]* of a general student complaint demonstrates how complaints are addressed.

Evidence

[1] 12.4_1 2020-2021 College Catalog

[2] 12.4_2 Student Handbook

[3] 12.4_3 New_Student_Orientation_Conduct

[4] 12.4_4 Learning_Frameworks_Syllabus

[5] 12.4_5 Student Handbook_Making_the_Grade

[6] 12.4_6 College Catalog Academic Standards

[7] 12.4_7 Board Policy F.4.6 Academic Grievances

[8] 12.4_8 College Procedure S.27.0 Student Academic Grievance Procedure

[9] 12.4_9 Student Academic Grievance Form

[10] 12.4_10 Academic Grievance Example FINAL

[11] 12.4_11 Board Policy F.4.7 Non-Academic Grievance

[12] 12.4_12 Board Procedure F.4.7.1 Non-Academic Grievance and Form

[13] 12.4_13 Palo Alto College Procedure S.28.0 Non-Academic Grievance Procedure

[14] 12.4_14 TACC Policy Reference Manual

[15] 12.4_15 Student Non-Academic Grievance Form

[16] 12.4_16 Title IX of the Education Amendments

[17] 12.4_17 HB 1735

[18] 12.4_18 Association for TItle IX Administrators

[19] 12.4_19 Academic Inpressions

[20] 12.4_20 Section H of the Board Policies

[21] 12.4_21 May Report it to any of the following

[22] 12.4_22 Board Policies Copy

[23] 12.4_23 Student Handbook

[24] 12.4_24 Web Page Dedicated Solely to the Policy

[25] 12.4_25 Online Orientation

[26] 12.4_26 Continuous Feedback Model

[27] 12.4_27 PAC Cares Website

[28] 12.4_28 Continuous Feedback Model Form

[29] 12.4_29 Continuous Feedback Model Log

[30] 12.4_30 Continuous Feedback Model Form Example

12.5 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. *(Student records)*

Compliance Status: Compliance

Narrative

The Institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. Palo Alto College (PAC) is in compliance with Principle 12.5 Student Records.

The case for compliance is structured as follows:

A. PAC protects the security, confidentiality, and integrity of its student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).
B. The College uses Banner, a secure student information system, to secure and protect data.
C. All student data are secured and backed up.

PAC Protects Student Records

PAC protects the privacy of all students through strict adherence to the rules of *FERPA[1]*. The *FERPA statement[2]* is available for student and public view through the PAC Catalog. PAC's Board of Trustees has put policies and procedures in place to protect the privacy of all students. These policies and procedures define appropriate standards for access and use of student data. *Policy F.4.1[3]*, *Procedure F.4.1.1[4]*, *Procedure F.4.1.2[5]*, *Board Policy C.1.9[6]*, and *Procedure C.1.9.1[7]* outline these standards. PAC also provides FERPA training for faculty and staff via Alamo Talent, which is the institutional online training portal.

Physical storage of student records is managed by the Admissions and Records office and is also maintained through a secured file cabinet system that has been scanned into the student management system and follows policies and procedures as defined in *Board Policy C.2.4[8]*, *Procedure C.2.4.1[9]*, *Procedure F.4.1[10]*, and *Procedure F.4.1.1[11]*. The steps are as follows:

1. All appropriate records are confirmed for authenticity.
2. All appropriate records are documented and matched with the student's Banner ID number.
3. All appropriate records are scanned into Banner Document Management (BDM)/ Application Xtender individually for each student.
4. Digital permanent records are then created for each student.

The *Retention Schedule for Records of Public Junior Colleges[12]* that Palo Alto College Admissions and Records office follows describes how long records need to be stored.

Banner: The Student Information System

PAC uses Banner, a secure student information management system, to view, store, secure, and manage critical student and employee information, such as personal identifiable information, academic records, and financial aid information.

All student grade records from current classes are also stored in the Learning Management System, Canvas, which is password protected through a secured login and accessed via the *Alamo Colleges Education Services* (*ACES)*[13]. ACES is PAC's secure online portal for all employees and students at Palo Alto College. Banner access is restricted to employees who have direct job responsibilities that necessitate access to student information, ranging from human resources to student registration and financial aid processes.

Employees in these positions gain protected and secure login access only after the employee has received the appropriate *Standard Banner Training[14]* required per their position and role, which is done at the time of hire. The supervisor must also complete the *Enterprise Banner Access Request Form[15]* submitted to Information Technology Services (ITS) Security. Access to student records is granted once approved by the supervisor, ITS, and the data owner, as shown in the *Banner Student Security-Process Flow[16]*.

Security Measures to Protect and Back Up Data

PAC's Information Technology Services (ITS) safeguards and stores critical electronic student records through a protected zone behind an enterprise firewall. ITS also manages various security software tools, such as Symantec, Solarwinds, and Rapid7, to monitor and mitigate unwanted behavior or potential threats to the Alamo Colleges District networks and critical business data systems. In addition, ITS provides security for electronic data storage systems by backing up data, patching and updating vulnerabilities, and limiting access to those with official business requirements based on supervisor and data owner approval. Employees are also required to complete *Alamo Information Security Awareness training[17]* via Alamo Talent on an annual basis. These requirements are further explained in the *Texas Administrative Code 202.74 Institution Information Security Program[18]*, *Texas Administrative Code 202.75 Managing Security Risks[19]*, and *Texas Administrative Code 202.76 Security Control Standards Catalog[20]*.

In collaboration with the Alamo Colleges District, PAC ensures the integrity of information and data through the implementation of a *Disaster Recovery Plan[21]* that is reviewed annually. The Disaster Recovery Plan assigns the responsibility of data backups and data retrieval to the Information Technology Services Networking Team. The plan outlines the process for both on-site and off-site storage of data backups and retrieval in the event of a disaster. All data, whether part of the formal database or individual user data, are routinely and systematically backed up. All data backups are also redundantly mirrored between two off-campus data centers.

Evidence

[1] 12.5_1_Family Educational Rights and Privacy Act of 1974 (FERPA).

[2] 12.5_2_Catalog FERPA statement

[3] 12.5_3_ Policy F.4.1

[4] 12.5_4_Procedure F.4.1.1

[5] 12.5_5_Procedure F.4.1.2

[6] 12.5_6_Board Policy C.1.9

[7] 12.5_7_Procedure C.1.9.1

[8] 12.5_8_Board Policy C.2.4

[9] 12.5_9_Procedures C.2.4.1

[10] 12.5_10_ Policy F.4.1

[11] 12.5_11_Procedure F.4.1.1

[12] 12.5_10_Retention Schedule for Records of Public Junior Colleges

[13] 12.5_11_ACES

[14] 12.5_12_ Standard Banner Training

[15] 12.5_13_ Enterprise Banner Access Request Form

[16] 12.5_14_See Banner Student Security-Process Flow

[17] 12.5_15_ Alamo Information Security Awareness Training

[18] 12.5_16_ Texas Administrative Code. 202.74 Institution Information Security Program

[19] 12.5_17_Texas Administrative Code. 202.75 Managing Security Risks

[20] 12.5_18_Texas Administrative Code. 202.76 Security Control Standards Catalog

[21] 12.5_19_Disaster Recovery Plan

12.6 The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. *(Student debt)*

Compliance Status: Compliance

Narrative

Palo Alto College provides information and guidance to help student borrowers understand how to manage debt and repay student loans. Palo Alto College (PAC) is in compliance with Principle 12.6 Student Debt.

The case for compliance is structured as follows:

A. PAC offers information and guidance to help student borrowers understand how to manage their debt and repay their student loans. All students have access to a Financial Wellness Program.
B. Frequent debt letters are sent to student borrowers.
C. Students are required to complete online counseling both before receiving and before entering repayment of loan funds.
D. PAC works with a third party for default aversion as outlined.

Information and Guidance on How to Manage Debt

PAC offers all students access to a *Financial Wellness Program[1]* that includes one-on-one virtual coaching sessions, access to an interactive online money management tool called *iGrad[2]*, emergency aid, and numerous financial literacy activities. The program follows a two-year Financial Wellness Syllabus to keep students on track via multiple *touchpoints[3]* in their educational journey. The Student Learning Outcome (SLO) targeted by the Financial Wellness Syllabus is for students to demonstrate knowledge of money management within three main areas: responsible borrowing, budgeting, and credit.

Debt Letters

PAC, in collaboration with the Alamo Colleges District Support Office and *Inceptia[4]*, a contracted company specializing in borrower awareness tools, sends student borrowers a personalized summary of all outstanding debt once a semester via the following schedule:

- Fall: mid-September
- Spring: mid-February
- Summer: mid-June
- Graduating Student Borrowers: 30 days prior to anticipated graduation date
- Withdrawing Student Borrowers: 30 days after reported withdrawal date

The letter includes current borrowing history, estimated repayment, available repayment options, loan limit information, and helpful resources. Students also have free access to *Inceptia's Student Loan Knowledge HQ website[5]*. The website is available 24/7 and provides student borrowers easy-to-understand answers designed to get them on the right track to repayment.

Online Counseling

All first-time borrowers of the Direct Loan programs are notified and must complete *Entrance Counseling[6]* and a *Master Promissory Note[7]* to ensure they understand the responsibilities and obligations they are assuming by borrowing a student loan.
PAC also notifies borrowers of the need to complete *Exit Counseling[8]* any time they drop below half-time status, graduate, or leave school. This counseling provides important information to help prepare students to repay their federal student loan(s).

Default Aversion And Rate History

PAC joins efforts with the Alamo Colleges District Support Office and the *i3-Group[9]* to help students avoid defaulting on their loans. The i3-Group is a contracted company specializing in student loan default management. For student borrowers entering their grace period, i3-Group reaches out via phone and email to remind of upcoming repayment obligations, counsel on repayment/deferment /forbearance options, and answer questions. For students who have defaulted on a student loan, i3-Group reaches out via phone and email to counsel on remedies, set-up 3-way calls with loan servicers to facilitate the remedy, and maintain contact to assist the borrower in staying current. All students have access to the *Ion Tuition[10]* website provided by the i3-Group. The site is a free, self-help web tool that allows students to review their loan status, payment amount, due date, and services in one location. It also includes budgeting tools and repayment calculators to assist with repayment options.

Since the Department of Education implemented the 3-year cohort default rate in 2011, Palo Alto College's rate has declined from the 18.5% of FY11. *PAC's Official Cohort Default Rates[11]* (FY14, FY15 and FY16) were 10.6%, 10.9%, and 10.7%, respectively.

Evidence

[1] 12.6_1_Financial Wellness Program
[2] 12.6_2_iGrad
[3] 12.6_3_Touchpoints
[4] 12.6_4_Inceptia
[5] 12.6_5_ Inceptias Student Knowledge HQ website
[6] 12.6_6_Entrance Counseling
[7] 12.6_7_Master Promissory Note
[8] 12.6_8_Exit Counseling
[9] 12.6_9 _ i3-Group
[10] 12.6_10_Ion Tuition
[11] 12.6_11_PAC's Official Cohort Default Rates

Section 13 Financial and Physical Resources

13.1 The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. *(Financial resources)***[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College has sound financial resources and a stable financial base to support the College's Missio programs and services. Palo Alto College (PAC) is in compliance with CR 13.1 Financial Resources.

The case for compliance is structured as follows:

A. Unrestricted net position exclusive of plant and plant-related debt available to the College is ample a
B. The College has a history of independent audits with unmodified opinions and no audit findings on its statement audits.
C. The College has a history of independent auditor's reports on internal control over financial reporting with no material weaknesses and no findings.
D. The College has a history of independent single audits for major federal and state programs with unr and no material weaknesses, significant deficiencies, or other findings requiring disclosure.
E. The College has an annual budget that is prepared and preceded by sound planning and approved b Trustees.
F. The College has best in class bond ratings on General Obligation and Maintenance Tax Notes debt.

Net Position Exclusive of Plant and Plant-related Debt

Presented in Table 13.1.1 is the *Statement of Unrestricted Net Position Exclusive of Plant Assets and Plan* *[2]* *[3]*. As a member of the Alamo Colleges District system, the College does not carry separate assets an unrestricted net position of the District is available to support PAC, and this balance is healthy and increasi discussed in the following paragraphs.

These statements represent the changes in unrestricted net position attributable to operations for each res College maintains a positive unrestricted net position, which has continually increased over each of the las when ignoring the effects of the implementations of the Governmental Accounting Standards Board (GASE and 75. The increases demonstrate a pattern of financial stability, which allows the College to make delibe invest in ways to expand and enhance the scope of its programs and services.

Table 13.1.1: Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related De

Palo Alto College
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related De

	2018	2019
Total net position - from audited financial statements	$ 136,862,901	$ 183,032,495
Less net investment in capital assets	(275,576,770)	(318,709,512)
Less restricted net position	(19,840,134)	(20,297,694)
Unrestricted net position available to PAC	(158,554,003)	(155,974,711)
Adjustments related to compensable absences, pensions and OPEB:		
Add back compensable absences	6,912,155	6,974,873
Add back net OPEB liability	158,357,860	162,799,490
Add back net pension liability	54,672,665	83,283,387
Add back deferred inflows of resources related to OPEB	35,013,682	63,013,840
Add back deferred inflows of resources related to pensions	12,581,733	13,635,366
Less deferred outflows of resources related to OPEB	(4,512,450)	(32,840,837)
Less deferred outflows of resources related to pensions	(11,882,141)	(38,566,458)
Unrestricted net position exclusive of plant and plant-related debt (adjusted for liabilites related to pensions and OPEB) - Available to PAC	$ 92,589,501	$ 102,324,950
Change in unrestricted net position		$ 9,735,449

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determin assets available to meet day-to-day obligations of the Institution. As shown in Table 13.1.1, unrestricted ne exclusive of plant assets and plant-related debt increased $9,735,449 between fiscal years 2018 and 2019 $21,041,302 between fiscal years 2019 and 2020 when ignoring the effects of GASB Statements 68 and 7 described in the following paragraph. These increases demonstrate that the College has a strengthening fi the financial stability to support its Mission and the scope of its programs and services.

Adjustments related to the implementations of GASB Statement No. 68, Accounting and Financial Reportir and GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other than presented in the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt (T

Statement No. 68 requires the District to record its proportionate share of the plan-level net pension liability sharing multiple-employer defined benefit pension plan administered by the Teacher's Retirement System on its Statement of Net Position, as well as deferred inflows of resources and deferred outflows of resource District's pension plan. Similarly, Statement No. 75 requires the recording of the District's proportionate sha level net other post-employment benefits (OPEB) liability of the cost-sharing multiple-employer defined ben administered by the Employees Retirement System of Texas (ERS), as well as the recording of the deferre resources and deferred outflows of resources related to the District's OPEB plan.

The recording of the long-term liabilities, related deferred inflows of resources, and related deferred outflow required by these accounting standards does not affect the amounts the College must contribute to its pen plans each year, and thus, the recording has no effect on the level of resources available to support day-to

In addition, the fluctuations in these liabilities from year to year may be affected by factors that are out of th College, such as changes in actuarial assumptions made at the plan level or changes to the discount rates the liabilities at the plan level. As such, the accounting effects of the implementation of these standards sh when assessing the trend of unrestricted net position exclusive of plant and plant-related debt. As illustrate

unrestricted net position exclusive of plant and plant-related debt has consistently increased when ignoring GASB Statements 68 and 75. This indicates that the College has a stable and positively trending financial fund the strategic investments to support its Mission.

Independent Audits

The College is audited annually by its external independent auditors as part of a system-wide audit of the A District. Grant Thornton, LLP, was the auditor for the fiscal years that ended August 31, 2018, and August Weaver & Tidwell, LLP, was the auditor for the fiscal year that ended August 31, 2020. All audited financial prepared in accordance with accounting principles generally accepted in the United States, including the d implementation, and maintenance of internal controls relevant to the preparation and fair presentation of fir that are free from material misstatement, whether due to fraud or error.

For the most recent fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020; the *Ir Auditor's Report*[4] [5] [6](also known as the Report of Independent Certified Public Accountants) has incl unmodified opinion on the annual financial statements. The unmodified opinions reflect the quality and stre financial records, as well as the existence of proper internal controls. In addition, the financial statements h *Certificate of Achievement for Excellence in Financial Reporting*[7] from the Government Finance Officers A (GFOA) for 11 consecutive years, through the fiscal year that ended August 31, 2019. The fiscal year 2020 statements have been submitted for the award, which is presented to organizations that go beyond the mir requirements of generally accepted accounting principles to prepare comprehensive annual financial repor the spirit of transparency and full disclosure.

Independent Auditor's Report on Internal Control

Also included in the audited financial statements is the auditor's Report on Internal Control over Financial R Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with G Auditing Standards. This auditor report is issued in conjunction with the annual audit and covers all of the r of the District, including PAC. The auditors assess the internal controls over financial reporting for the purp and performing their annual audit, and they did not identify any deficiencies considered to be material weal fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020.

In addition, the auditors did not identify any instances of noncompliance or other matters while performing t obtain reasonable assurance that the financial statements were free from material misstatement for the fisc ended August 31, 2018; August 31, 2019; and August 31, 2020. *The Report on Internal Control over Finan on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance wi Auditing Standards*[8] [9] [10] for the fiscal years that ended August 31, 2018; August 31, 2019; and Augu included in the audited financial statements attached as evidence to this narrative.

Single Audits for Federal and State Programs

In addition to the annual financial statement audits, the external independent auditors perform the required federal and state programs each year. For each of the most recent fiscal years that ended August 31, 2018 2019; and August 31, 2020; the auditors concluded that the College complied with all of the compliance re each of its major federal and state programs. *The Independent Auditor's Report on Compliance for Each M Program and on Internal Control over Compliance, with accompanying Federal Schedule of Findings and G along with the Independent Auditor's Report on Compliance for Each Major State Program and on Internal Compliance, with accompanying State Schedule of Findings and Questioned Costs*[11] [12] [13], are inclu audited financial statements provided as supporting documentation to this narrative.

The federal and state Schedules of Findings and Questioned Costs reports state that an unmodified opinio compliance for all major federal and state programs, that there were no findings related to internal control o all major federal and state programs, and that there were no material weaknesses or significant deficiencie the single audits over federal and state programs.

An Annual Budget Is Prepared That Is Preceded by Sound Planning

The College prepares an annual budget document that provides a global view of the financial activity for PA both unrestricted and restricted activity. Preparation of the annual budget is preceded by strategic planning sound fiscal procedures, and is approved by the Board on an annual basis. On August 20, 2019, the Board fiscal year 2019-2020 All Funds Budget for PAC in the amount of $123,963,455. The *August 2017, 2018, a*

Minutes[14] [15] [16] and *Minute Orders*[17] [18] [19] to approve the *All Funds Budget by College (Exhib* for the fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020; are provided as e accompany this narrative. A detailed budget process description is included in the narrative for Core Requi Financial Documents.

Bond Ratings

For the fiscal years 2018, 2019, and 2020, the general obligation debt and maintenance tax notes of the Di Aaa and AAA by Moody's Investors Service and S&P Global Ratings, respectively. The *most recent bond r* from Moody's Investors Service and the *most recent bond rating letter*[24] from S&P Global Ratings have b supporting documentation to this narrative. These are the highest ratings available from these rating agenc District is one of only three community colleges or community college systems in Texas and one of only 11 colleges or community college systems in the United States to receive the highest ratings from both agenc

These bond ratings are indicative of the financial strength and stability of the District and the economic env PAC operates, and they allow the District to issue debt with low interest rates to fund capital projects to sup Institutional Mission. The availability of bond funds is critical to fund renovations and other capital projects t strategic objectives of the College and to provide faculty and students with adequate facilities to facilitate te learning.

PAC was approved for construction and renovation projects totaling over $80 million under the $450 millior bond issuance in 2017 and $50 million under the Maintenance Tax Notes issuance in January 2020. These used to construct the $59.7 million Rio Grande Building, which will house the Advanced Manufacturing and Center of Excellence, the Healthcare Technology Center of Excellence, and a Student Engagement & Wel Renovations to the PAC Natatorium and Gymnasium totaling an estimated $20 million will also be funded v funds, in addition to other projects.

Evidence

[1] Principle 13.1_1_UNAEP from Audited Financial Statements FYE 8.31.18

[2] Principle 13.1_1_UNAEP from Audited Financial Statements FYE 8.31.19

[3] Principle 13.1_1_UNAEP from Audited Financial Statements FYE 8.31.20

[4] Principle 13.1_2_Independent Auditor's Report FYE 8.31.18

[5] Principle 13.1_2_Independent Auditor's Report FYE 8.31.19

[6] Principle 13.1_2_Independent Auditor's Report FYE 8.31.20

[7] Principle 13.1_3_GFOA Certificate of Achievement - FY19 Financial Statements

[8] Principle 13.1_4_Independent Auditor's Report on Internal Control FYE 8.31.18

[9] Principle 13.1_4_Independent Auditor's Report on Internal Control FYE 8.31.19

[10] Principle 13.1_4_Independent Auditor's Report on Internal Control FYE 8.31.20

[11] Principle 13.1_5_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.18

[12] Principle 13.1_5_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.19

[13] Principle 13.1_5_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.20

[14] Principle 13.1_6_Board Minutes - Approval of FY17-18 All Funds Budget - August 2017

[15] Principle 13.1_6_Board Minutes - Approval of FY18-19 All Funds Budget - August 2018

[16] Principle 13.1_6_Board Minutes - Approval of FY19-20 All Funds Budget - August 2019

[17] Principle 13.1_7_Board Minute Order - Approval of FY17-18 All Funds Budget - August 2017

[18] Principle 13.1_7_Board Minute Order - Approval of FY18-19 All Funds Budget - August 2018

[19] Principle 13.1_7_Board Minute Order - Approval of FY19-20 All Funds Budget - August 2019

[20] Principle 13.1_8_Exhibit III - All Funds Budget by Location - FY17-18

[21] Principle 13.1_8_Exhibit III - All Funds Budget by Location - FY18-19

[22] Principle 13.1_8_Exhibit III - All Funds Budget by Location - FY19-20

[23] Principle 13.1_9_Moody's Investor Service Bond Ratings Letter - January 2020

[24] Principle 13.1_10_S&P Global Bond Ratings Letter - January 2020

13.1 Table 13.1.1

13.2 The member institution provides the following financial statements:

a. an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.

b. a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.

c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial documents) **[CR]**

Compliance Status: Compliance

Narrative

Palo Alto College provides the required financial statements and is audited as part of a system-wide audit o Colleges District. Palo Alto College (PAC) is in compliance with CR 13.2 a-c, Financial Statements.

The case for compliance is structured as follows:

A. The College received an unmodified opinion on the Audited Financial Statements for the fiscal years August 31, 2018; August 31, 2019; and August 31, 2020.
B. There were no material weaknesses and no issues of noncompliance or other matters in the Indepen Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on Financial Statements Performed in Accordance with Government Auditing Standards for the fiscal ye August 31, 2018; August 31, 2019; and August 31, 2020.
C. A Statement of Financial Position of Unrestricted Net Position, exclusive of plant assets and plant-re fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020; are presented and increasing unrestricted net position for each year.
D. The College prepares an annual balanced budget preceded by sound planning and fiscal procedures by the Board of Trustees.

Audited Financial Statements and Auditor's Reports

Financial statements for PAC are prepared in accordance with generally accepted accounting principles as financial statements of the Alamo Colleges District. These financial statements are audited annually by an independent certified public accounting firm as part of a system-wide audit of the District performed in acco auditing standards generally accepted in the United States of America and the standards applicable to fina contained in Government Auditing Standards issued by the Comptroller General of the United States. Grar was the auditor for the fiscal years that ended August 31, 2018, and August 31, 2019, and Weaver & Tidw auditor for the fiscal year that ended August 31, 2020. Over the three most recent fiscal years, an unmodifi received on the annual financial statements as shown in the *Independent Auditor's Reports[1]* for 2018[1], [3] (also known as Reports of Independent Certified Public Accountants) included in the audited financial s attached as evidence to this narrative.

The unmodified opinions reflect the quality and strength of the financial records, as well as the existence o controls. In addition, the financial statements have earned the *Certificate of Achievement for Excellence in Reporting[4]* from the Government Finance Officers Association (GFOA) for 11 consecutive years, through that ended August 31, 2019. The Certificate of Achievement is awarded to organizations that go beyond th

requirements of generally accepted accounting principles to prepare comprehensive annual financial repor
the spirit of transparency and full disclosure and are included in the financial section of the audited financia
the highlighted sections within the independent auditor's opinions/reports in the audited financial statement
years that ended August 31, 2018; August 31, 2019; and August 31, 2020.

Independent Auditor's Report on Internal Control

The external independent auditors also provide a Report on Internal Control over Financial Reporting and
and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government
Standards. The auditors assess the internal controls over financial reporting for the purpose of planning an
annual audit and did not identify any deficiencies considered to be material weaknesses for the fiscal years
August 31, 2018; August 31, 2019; and August 31, 2020.

In addition, the auditors did not identify any instances of noncompliance or other matters while performing
obtain reasonable assurance that the financial statements were free from material misstatement for the fisc
ended August 31, 2018; August 31, 2019; and August 31, 2020. The *Independent Auditor's Report on Inte*
Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Per
Accordance with Government Auditing Standards[5] [6] [7] *documents for the fiscal years that ended Aug*
August 31, 2019; and August 31, 2020; are included in the audited financial statements attached as evider
narrative.

In addition to the annual financial statement audits, the external independent auditors perform the required
over federal and state programs each year. For each of the most recent fiscal years that ended August 31,
2019; and August 31, 2020; the auditors concluded that the College complied with all of the compliance re
each of its major federal and state programs. *The Independent Auditor's Report on Compliance for Each M*
Program and on Internal Control over Compliance, with accompanying Federal Schedule of Findings and C
along with the Independent Auditor's Report on Compliance for Each Major State Program and on Internal
Compliance, *with the accompanying State Schedule of Findings and Questioned Costs*[8] [9] [10], are inc
audited financial statements provided as supporting documentation to this narrative.

The federal and state Schedules of Findings and Questioned Costs report that an unmodified opinion was
compliance for all major federal and state programs, that there were no findings related to internal control
all major federal and state programs, and that there were no material weaknesses or significant deficiencie
the Single Audits over federal and state programs.

Statement of Financial Position of Unrestricted Net Position

Presented in Table 13.2.1 is the *Statement of Unrestricted Net Position Exclusive of Plant Assets and Plan*
[12] [13]. The unrestricted net position of the District is available to support PAC, and this balance is healt
as further discussed in the following paragraphs.

These statements represent the changes in unrestricted net position attributable to operations for each res
College maintains a positive unrestricted net position, which has continually increased over each of the las
when ignoring the effects of the implementations of the Governmental Accounting Standards Board (GASE
and 75. The increases demonstrate a pattern of financial stability, which allows the College to make delibe
invest in ways to expand and enhance the scope of its programs and services.

Table 13.2.1: Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related De

Palo Alto College
Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related De

	2018	2019
Total net position - from audited financial statements	$ 136,862,901	$ 183,032,495
Less net investment in capital assets	(275,576,770)	(318,709,512)
Less restricted net position	(19,840,134)	(20,297,694)
Unrestricted net position available to PAC	(158,554,003)	(155,974,711)
Adjustments related to compensable absences, pensions and OPEB:		
Add back compensable absences	6,912,155	6,974,873
Add back net OPEB liability	158,357,860	162,799,490
Add back net pension liability	54,672,665	83,283,387
Add back deferred inflows of resources related to OPEB	35,013,682	63,013,840
Add back deferred inflows of resources related to pensions	12,581,733	13,635,366
Less deferred outflows of resources related to OPEB	(4,512,450)	(32,840,837)
Less deferred outflows of resources related to pensions	(11,882,141)	(38,566,458)
Unrestricted net position exclusive of plant and plant-related debt (adjusted for liabilites related to pensions and OPEB) - Available to PAC	$ 92,589,501	$ 102,324,950
Change in unrestricted net position		$ 9,735,449

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determin assets available to meet day-to-day obligations of the Institution. Unrestricted net position exclusive of plan related debt increased $9,735,449 between the fiscal years 2018 and 2019, and it increased $21,041,302 years 2019 and 2020 when ignoring the effects of GASB Statements 68 and 75, as further described in the paragraph. These increases demonstrate that the College has a strengthening financial base and the finan support its Mission and the scope of its programs and services. It also indicates that there are financial ass available to meet the day-to-day operational needs of the College.

Adjustments related to the implementations of GASB Statement No. 68, Accounting and Financial Reportin and GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other than presented in the Statement of Unrestricted Net Position Exclusive of Plant Assets and Plant-related Debt (Statement No. 68 requires the District to record its proportionate share of the plan-level net pension liability sharing multiple-employer defined benefit pension plan administered by the Teacher's Retirement System on its Statement of Net Position, as well as deferred inflows of resources and deferred outflows of resource District's pension plan. Similarly, Statement No. 75 requires the recording of the District's proportionate sha level net other post-employment benefits (OPEB) liability of the cost-sharing multiple-employer defined ben administered by the Employees Retirement System of Texas (ERS), as well as deferred inflows of resourc outflows of resources related to the District's OPEB plan.

The recording of the long-term liabilities, related deferred inflows of resources, and related deferred outflow required by these accounting standards does not affect the amounts the College and the District must cont and OPEB plans each year, and thus, the recording has no effect on the level of resources available to sup operations.

In addition, the fluctuations in these liabilities from year to year may be affected by factors that are out of th College and the District, such as changes in actuarial assumptions made at the plan level or changes to th used to measure the liabilities at the plan level, which are governed by the Texas State Legislature. As suc effects of the implementation of these standards should be ignored when assessing the trend of unrestricte exclusive of plant and plant-related debt. As illustrated in Table 13.2.1, unrestricted net position exclusive o

related debt has consistently increased when ignoring the effects of GASB Statements 68 and 75. This ind
College has a stable and positively trending financial base adequate to fund the strategic investments to su

Annual Budget

PAC prepares an annual budget document that provides a global view of the financial activity for the Colleg
both unrestricted and restricted activity (FY 19-20 Budget Book[14], FY 18-19 Budget Book[15], FY 17-18 B
Preparation of the annual budget is preceded by strategic planning, is subject to sound fiscal procedures, a
by the College's Board on an annual basis in accordance with *Board Policy C.1.4[17]*. The operating budge
based on a funding model that aligns the strategic plan with available resources, and it is driven by key stu
such as student headcount and contact hours.

The fiscal year 2020 budget supports the District's vision and positions the College for "Smart Growth," ma
effective use of every dollar to support the goal of ending poverty in San Antonio through education by adv
economic and social mobility of the community and success of students. On August 20, 2019, the Board ap
year 2019-2020 All Funds Budget for Palo Alto College in the amount of $123,963,455. The *August 2017, A*
Board Minutes[18] [19] [20] and *Minute Orders[21] [22]* [23]to approve the *All Funds Budgets[24] [25] [2*
Exhibit III to the Board minutes, are provided as evidence to accompany this narrative.

As described on page 17 of the *FY19-20 Budget Book[14]* provided as evidence to this narrative, budget p
an annual process. This process includes the development of budget allocations using a formal Funding M
followed by a budget distribution, which is a detailed organizational account distribution process undertake
and District Support Operations (DSO) levels.

The College and District Budget Office (DBO) coordinate preliminary projections for revenues, and a speci
is held in January for the purpose of reviewing the current legislative agenda and providing a preliminary lo
year's operating budget. The *minutes for the special Board meeting[27]* have been provided as evidence to
March, PAC provides contact hour, enrollment, and non-formula revenue projections, and the DBO coordin
for enrollment, revenue, and other key data elements in collaboration with leadership at PAC and the Colle
Officer. At the March Board meeting, tuition and fee rates are set for the fall term, as highlighted in the *Mar*
Minutes[28] provided as evidence.

In the April/May timeframe, the College finalizes employee position listings and begins preliminary work on
of detailed budgets based on strategic objectives, organizational unit needs, educational needs, and the PA
DBO and PAC then prepare initial operating expense budget allocations generated by the Funding Model,
distributed to the College. In July, the Board Budget Retreat is held for presentation, review, and approval
the upcoming year. *Minutes from the July 2019 Board Budget Retreat[29]* have been provided as documen
accompany this narrative. Subsequently, allocations are made to PAC, which then applies its individual pro
the College Action Plans and organizational priorities.

Significant steps in the annual budget process leading up to the presentation of the final budget to the Boa
each year are summarized in Table 13.2.2, as excerpted from the fiscal year 2020 published budget book.

Table 13.2.2: Significant Steps in the Annual Budget Process

September	October	November	December
• New Fiscal Year begins • After final prior year payroll run – position are "active" in Banner HR and feed labor budget to Finance production budgets • Budget Book planning and build	• Budget Book planning and build continues • Year-end review and December budget amendments preparation	• Budget Book build finalized • In accordance with the state statutes in General Appropriations Act a)Submit adopted budget to State of Texas and b) Budget Book posted to AlamoShare • The Alamo Colleges' District Budget Office coordinates preliminary projections for revenues • Budget versus actual spend reported and reviewed with College Presidents and District Vice Chancellors	• Amendments including multi-y funds, are pres approval
January	**February**	**March**	**April**
• Board Budget Retreat (dates vary) • Budget "kickoff" of next Fiscal Year with Colleges and DSO	•Next Fiscal Year preliminary Formula and non-formula revenues are projected • Budget versus actual spend reported and reviewed with College Presidents and District Vice Chancellors	• In March, The District Budget Office coordinates projections for enrollment, revenue and other key data elements, in collaboration with the campus budget officers • Colleges provide Contact Hour, Enrollment, and non-formula revenue projections. • Board approves T & F schedule for Fall Term • Operating expense budget allocations distributed	• Colleges and verified positio year • Board of Trus annual compen faculty, staff ar (as applicable) • Colleges and non-labor infor detailed depar budgets
May	**June**	**July**	**August**
• Colleges and Departments finalize load of labor and non-labor information into detailed department level budgets • Budget versus actual spend reported and reviewed with College Presidents and District Vice Chancellors • By end of May, Chancellor approval of phase 1 "critical hires" by stakeholders and finalizes budget	• DBO balances the Working Operating Budget to allocations • Staffing Management Plan	• Board of Trustees Budget Retreat: Presentation and review of Fiscal Year Operating Budget • Board Approval of Fiscal Year Operating Budget	• Finalize Banne department bu labor to "prod early purchase preparation fo • Board Appro All Funds Budg • District Budge planning retrea

Conclusion

PAC provides all of the required financial statements, including:

- An institutional audit that has resulted in unmodified opinions and no material weaknesses in interna most recent three fiscal years;
- Statements of financial position of unrestricted net position, exclusive of plant assets and plant-relate a positive and increasing unrestricted net position available to the College over the three most recen
- An annual balanced budget preceded by sound planning and subject to sound financial procedures t annually by the Board.

As such, Palo Alto College is in compliance with CR 13.2 a-c, Financial Statements.

Evidence

[1] Principle 13.2_1_Independent Auditor's Report FYE 8.31.18
[2] Principle 13.2_1_Independent Auditor's Report FYE 8.31.19
[3] Principle 13.2_1_Independent Auditor's Report FYE 8.31.20
[4] Principle 13.2_2_GFOA Certificate of Achievement - FY19 Financial Statements
[5] Principle 13.2_3_Independent Auditor's Report on Internal Control FYE 8.31.18
[6] Principle 13.2_3_Independent Auditor's Report on Internal Control FYE 8.31.19
[7] Principle 13.2_3_Independent Auditor's Report on Internal Control FYE 8.31.20
[8] Principle 13.2_4_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.18
[9] Principle 13.2_4_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.19
[10] Principle 13.2_4_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.20
[11] Principle 13.2_5_UNAEP from Audited Financial Statements FYE 8.31.18
[12] Principle 13.2_5_UNAEP from Audited Financial Statements FYE 8.31.19
[13] Principle 13.2_5_UNAEP from Audited Financial Statements FYE 8.31.20
[14] FY20 budget book
[15] FY2018-2019 Budget Book
[16] FY2017 - 2018 Budget Book
[17] Principle 13.2_6_Board Policy C.1.4 - Budget
[18] Principle 13.2_7_Board Minutes - Approval of FY17-18 All Funds Budget - August 2017
[19] Principle 13.2_7_Board Minutes - Approval of FY18-19 All Funds Budget - August 2018
[20] Principle 13.2_7_Board Minutes - Approval of FY19-20 All Funds Budget - August 2019
[21] Principle 13.2_8_Board Minute Order - Approval of FY17-18 All Funds Budget - August 2017
[22] Principle 13.2_8_Board Minute Order - Approval of FY18-19 All Funds Budget - August 2018
[23] Principle 13.2_8_Board Minute Order - Approval of FY19-20 All Funds Budget - August 2019
[24] Principle 13.2_9_Exhibit III - All Funds Budget by Location - FY17-18
[25] Principle 13.2_9_Exhibit III - All Funds Budget by Location - FY18-19
[26] Principle 13.2_9_Exhibit III - All Funds Budget by Location - FY19-20
[27] Principle 13.2_11_Board Minutes - Special Board Meeting - FY19-20 Budget - January 2019
[28] Principle 13.2_12_Board Minutes - Approval of FY19-20 Tuition Rates - March 2019
[29] Principle 13.2_13_Board Minutes - FY19-20 Budget Retreat - July 2019
13.2 Table 13.2.1
13.2 Table 13.2.2

13.3 The institution manages its financial resources in a responsible manner. *(Financial responsibility)*

Compliance Status: Compliance

Narrative

Palo Alto College manages its financial resources in a responsible manner. Palo Alto College (PAC) is in c

The case for compliance is structured as follows:

A. Revenue streams for the College have a favorable and steady trend.
B. Expenses for the College have been managed responsibly. The College is operating within its financ expenses for each of the most recent fiscal years that ended August 31, 2018; August 31, 2019; and

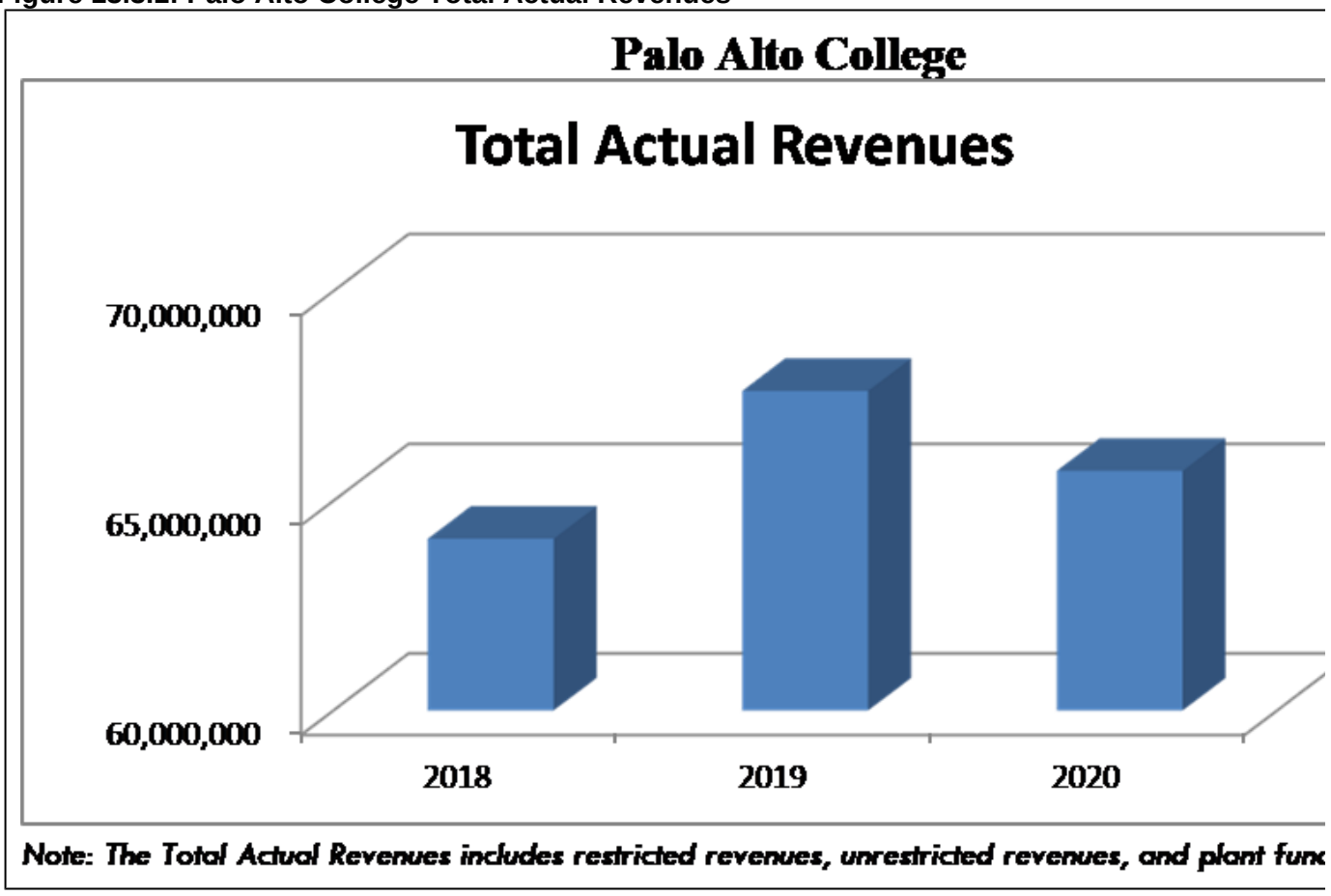
C. There is an increasing trend of unrestricted net position, as shown in the Schedule of Unrestricted N
Debt, for each of the most recent fiscal years that ended August 31, 2018; August 31, 2019; and Aug
D. The College has received unmodified opinions on its audited financial statements for the most recen
2019; and August 31, 2020.

Favorable and Steady Revenue Stream Trend

PAC distinguishes between operating and non-operating revenues in conformance with the financial stand
the Government Accounting Standards Board (GASB). Operating revenues are generated from the service
College. Non-operating revenues include ad valorem property taxes, state appropriations, and all federal fi

Like all other community colleges in Texas, PAC relies heavily on nonoperating revenue streams, including
federal grants, to fund its Institutional Mission and provide services to its students. As such, total revenues
stability and health of the College. As depicted in Figure 13.3.1, total revenues for the College have been s
$65.8 million, which provides stability for its operations. In addition, total revenues are in excess of total ex
indicating that the College is operating within its financial means in a responsible manner.

Figure 13.3.1: Palo Alto College Total Actual Revenues



The sources of revenue for the last three years are displayed in Table 13.3.1, as obtained from the *Schedu*
Location[1] [2] [3], included in the audited financial statements. Operating revenues have been steady, ave
August 31, 2018; August 31, 2019; and August 31, 2020. Operating revenues represented 17% of total rev
in 2020. During the same period, net tuition and fees, the largest component of operating revenues, has in
$5.9 million in the fiscal year 2020. The slight decrease to operating revenues in fiscal year 2020 was prim
as bookstore commissions, day care revenues, and revenues from the PAC Natatorium, which were all ne
COVID-19 pandemic. These revenues are expected to normalize when the campus re-opens and returns t

Non-operating revenues increased by $2.7 million in fiscal year 2019 and decreased by approximately $95
increase to nonoperating revenues was primarily the result of an increase in ad valorem tax collections due

property valuations in Bexar County. The slight downtick in the fiscal year 2020 was the result of fewer ad
with a reduction in gift revenue received. Despite the slight reductions in nonoperating revenues and total r
exceeded total expenses by over $3.2 million, indicating that revenues continue to be ample to fund the or
its programs and services.

Table 13.3.1: Palo Alto College Revenues by Source

Source	2018		2019		2020	
Tuition and fees, net of discounts	$ 5,566,830	9%	$ 5,791,152	9%	$ 5,920,183	9%
Grants and contracts	2,737,060	4%	3,086,123	5%	2,730,850	4%
Non-governmental grants and contracts	24,897	0%	24,585	0%	35,511	0%
Auxiliary enterprises	1,328,366	2%	1,469,721	2%	789,387	1%
Other operating revenues	945,174	2%	1,054,586	2%	1,003,395	2%
Total operating revenues	10,602,327	17%	11,426,167	17%	10,479,326	16%
State appropriations	10,955,340	17%	11,150,558	17%	11,613,951	18%
Ad valorem taxes	25,361,140	40%	27,484,137	41%	26,153,614	40%
Gifts	62,453	0%	183,079	0%	15,105	0%
Investment income	4,250	0%	13,357	0%	17,514	0%
Other non-operating revenues	17,107,619	27%	17,362,45	26%	17,434,503	27%
Total non-operating revenues	53,490,802	84%	56,193,581	83%	55,234,687	84%
Total revenues	$ 64,093,129	100%	$ 67,619,748	100%	$ 65,714,013	100%

Reponsibly Managed Expenses

PAC ensures that expenses are managed responsibly against its annual revenue allocation. A *Schedule o*
presented in Table 13.3.2, as obtained from the audited financial statements. Total expenses remained rel
increasing by approximately $139,000 or 0.2%. Expenses for instruction appropriately comprise the larges
31%, and 32% of total expenses for the fiscal years 2018, 2019, and 2020. The percentage relationship of
remains consistent over the three-year period, demonstrating the strong management and budget process
August 31, 2018; August 31, 2019; and August 31, 2020; total expenditures for the College were less than
responsibly managing its expenses, financial activities are sustainable, and the College is operating within

Table 13.3.2: Palo Alto College Expenses by Functional Classification

Functional Classification	2018		2019		2020	
Instruction	$ 18,580,229	30%	$ 18,942,004	31%	$ 19,885,401	32
Public service	-	0%	12,684	0%	25,230	0
Academic support	2,432,417	4%	2,867,656	5%	2,919,724	5
Student services	8,686,872	14%	9,854,430	16%	9,695,870	16
Institutional support	5,111,300	8%	5,028,097	8%	5,213,527	8
Operation and maintenance of plant	5,702,021	9%	5,386,879	9%	4,760,414	8
Scholarships and fellowships	10,908,205	18%	10,224,587	17%	10,136,493	16
Auxiliary enterprises	1,600,005	3%	1,202,425	2%	1,206,719	2
Depreciation	5,260,640	9%	5,189,054	8%	5,092,979	8
Total operating expenses	58,281,689	95%	58,707,816	95%	58,936,357	94
Interest on capital related debt, and other	3,308,480	5%	2,941,810	5%	3,570,855	6
Total Expenses	$ 61,590,169	100%	$ 61,649,626	100%	$ 62,507,212	100

Sources: Comprehensive Annual Financial Reports
Note: Includes unrestricted expenses, restricted expenses and plant funds. Due to rounding, certain percer constituent amounts.

Increasing Unrestricted Net Position

Presented in Table 13.3.3 is the *Statement of Unrestricted Net Position Exclusive of Plant Assets and Plan* August 31, 2018; August 31, 2019; and August 31, 2020. The unrestricted net position of the District is ava increasing as further discussed in the following paragraphs.

These statements represent the changes in unrestricted net position attributable to operations for each res unrestricted net position, which has continually increased over each of the last three fiscal years when ignc Statements 68 and 75. The increases demonstrate a pattern of financial stability, which allows the College expand and enhance the scope of its programs and services.

Table 13.3.3: Palo Alto College Statement of Unrestricted Net Position Exclusive of Plant Assets an

Total net position - from audited financial statements
Less net investment in capital assets
Less restricted net position
Unrestricted net position available to PAC Adjustments related to compensable absences, pensions and OPEB:
Add back compensable absences
Add back net OPEB liability
Add back net pension liability
Add back deferred inflows of resources related to OPEB

Add back deferred inflows of resources related to pensions
Less deferred outflows of resources related to OPEB
Less deferred outflows of resources related to pensions
Unrestricted net position exclusive of plant and plant-related debt (adjusted for liabilites related to pensions and OPEB) - Available to PAC
Change in unrestricted net position

The purpose of calculating unrestricted net position exclusive of plant and plant-related debt is to determin obligations of the Institution. Unrestricted net position exclusive of plant assets and plant-related debt incre and $21,041,302 between fiscal years 2019 and 2020 when ignoring the effects of GASB Statements 68 a These increases demonstrate that the College has a strengthening financial base and the financial stability and services.

Adjustments related to the implementations of GASB Statement No. 68, Accounting and Financial Reportir Accounting and Financial Reporting for Postemployment Benefits Other than Pensions, are presented in th Plant Assets and Plant-related Debt (Table 13.3.3). Statement No. 68 requires the District to record its pro of the cost-sharing multiple-employer defined benefit pension plan administered by the Teacher's Retireme Position, as well as deferred inflows of resources and deferred outflows of resources related to the District' the recording of the District's proportionate share of the plan-level net other post-employment benefits (OP defined benefit OPEB plan administered by the Employees Retirement System of Texas (ERS), as well as resources related to the District's OPEB plan.

The recording of the long-term liabilities, related deferred inflows of resources, and related deferred outflov standards does not affect the amounts the District must contribute to its pension and OPEB plans each yea resources available to support day-to-day operations. In addition, the fluctuations in these liabilities from ye the control of the District, such as changes in actuarial assumptions made at the plan level or changes to t plan level. As such, the accounting effects of the implementation of these standards should be ignored whe exclusive of plant and plant-related debt. As illustrated in Table 13.3.3, unrestricted net position exclusive o increased when ignoring the effects of GASB Statements 68 and 75. This indicates the College's fiscal acti operating within its financial means.

Unmodified Opinions on Audited Financial Statements

Financial statements for PAC are prepared in accordance with generally accepted accounting principles as Colleges District. These financial statements are audited annually by an external independent certified pub the District performed in accordance with auditing standards generally accepted in the United States of Am contained in Government Auditing Standards issued by the Comptroller General of the United States. Gran that ended August 31, 2018, and August 31, 2019, and Weaver & Tidwell, LLP, was the auditor for the fisc most recent fiscal years, an unmodified opinion was received on the annual financial statements as shown (also known as the Reports of Independent Certified Public Accountants) included in the audited financial s

The unmodified opinions reflect the quality and strength of the financial records, as well as the existence o auditors also provide a Report on Internal Control over Financial Reporting and on Compliance and Other The auditors assess the internal controls over financial reporting for the purpose of planning and performin deficiencies considered to be material weaknesses for the fiscal years that ended August 31, 2018; Augus

In addition, the auditors did not identify any instances of noncompliance or other matters while performing financial statements were free from material misstatement for the years that ended August 31, 2018; Augu *Internal Control over Financial Reporting and on Compliance and Other Matters Required by Government* ended August 31, 2018; August 31, 2019; and August 31, 2020; are included in the audited financial stater

Conclusion
Based on the evidence presented, PAC manages its financial resources in a responsible manner. The tren increasing unrestricted net position exclusive of plant and plant-related debt for the most recent fiscal years August 31, 2020; demonstrate that the College's fiscal activities are sustainable and that the College is ope planned budgeting process and careful monitoring of revenues.

Evidence

[1] Principle 13.3_1_Schedules of Operating and Nonoperating Revenues FYE 8.31.18
[2] Principle 13.3_1_Schedules of Operating and Nonoperating Revenues FYE 8.31.19
[3] Principle 13.3_1_Schedules of Operating and Nonoperating Revenues FYE 8.31.20
[4] Principle 13.3_2_Schedule of Functional Expenses FYE 8.31.18
[5] Principle 13.3_2_Schedule of Functional Expenses FYE 8.31.19
[6] Principle 13.3_2_Schedule of Functional Expenses FYE 8.31.20
[7] Principle 13.3_3_UNAEP from Audited Financial Statements FYE 8.31.18
[8] Principle 13.3_3_UNAEP from Audited Financial Statements FYE 8.31.19
[9] Principle 13.3_3_UNAEP from Audited Financial Statements FYE 8.31.20
[10] Principle 13.3_4_Independent Auditor's Report FYE 8.31.18
[11] Principle 13.3_4_Independent Auditor's Report FYE 8.31.19
[12] Principle 13.3_4_Independent Auditor's Report FYE 8.31.20
[13] Principle 13.3_5_Independent Auditor's Report on Internal Control FYE 8.31.18
[14] Principle 13.3_5_Independent Auditor's Report on Internal Control FYE 8.31.19
[15] Principle 13.3_5_Independent Auditor's Report on Internal Control FYE 8.31.20
13.3 Table 13.3.1

13.4 The institution exercises appropriate control over all its financial resources. *(Control of finances)*

Compliance Status: Compliance

Narrative

Palo Alto College exercises appropriate control over all its financial resources. Palo Alto College (PAC) is in compliance with Principle 13.4 Control of Finances.

The case for compliance is structured as follows:

A. External independent audits of financial statements and federal and state awards have resulted in unmodified opinions with no findings or reported issues in internal controls.
B. The Internal Audit Department performs annual risk assessments to select audits designed to examine the proper functioning of internal controls and to independently and objectively assess operational efficiency and adherence to policies and procedures of the Board of Trustees.
C. Written policies and procedures adopted by the Board establish a comprehensive system of internal controls designed to sustain, maintain, and safeguard all financial assets.
D. Support from the Enterprise Risk Management Department facilitates the protection and sustainment of financial resources and the assessment and mitigation of risk over financial assets.
E. The control of finances is guided by qualified, experienced staff.

External Audits

PAC is audited annually by an independent certified public accounting firm as part of a system-wide audit of the Alamo Colleges District and has consistently received unmodified audit opinions and no audit findings related to the financial statement audit or the audits of federal or state awards. Grant Thornton, LLP, was the auditor for the fiscal years that ended August 31, 2018, and August 31, 2019, and Weaver & Tidwell, LLP, was the auditor for the fiscal year that ended August 31, 2020.

The audited financial statements, which include the *Independent Auditor's Report*[1] [2] [3] (also known as the Report of Certified Public Accountants), the *Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control over Compliance in Accordance with the Uniform Guidance with the accompanying Federal Schedule of Findings and Questioned Costs, and the Independent Auditor's Report on Compliance For Each Major State Program on Internal Control over Compliance Required by UGMS Single Audit Circular with the accompanying State Findings and Questioned Costs*[4] [5] [6] for the fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020, have been provided as documentary evidence to this narrative.

The external independent auditors also provide a Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards. The auditors assess the internal controls over financial reporting for the purpose of planning and performing their annual audit and did not identify any deficiencies considered to be material weaknesses for the fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020.

In addition, the auditors did not identify any instances of noncompliance or other matters while performing procedures to obtain reasonable assurance that the financial statements were free from material misstatement for the fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020. The *Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards*[7] [8] [9] for the fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020, are included in the audited financial statements attached as evidence to this narrative**.**

Board Policy C.1.2 Audit Services requires all funds to be audited annually by an independent audit firm to determine the adequacy of the Board's fiscal policies, to determine the execution of those policies, and to attest for the financial information included in the financial statements. The issued audit reports are submitted to and approved by the Board and then made available to the public on *the Financial Information webpage*[10] on the College's website. The *minutes*[11] [12] [13]and *minute orders*[14] [15] [16] from the December 2018, December 2019, and December 2020 Board meetings have been provided as evidence of the Board's approval of the annual audit and financial statements with auditor's opinions.

For the fiscal years that ended August 31, 2018; August 31, 2019; and August 31, 2020, the audit results of the financial statements and federal and state awards found no deficiencies in internal control considered to be material weaknesses, significant deficiencies, or findings of any kind. This is noted in the Independent Auditor's Reports (also known as the Report of Independent Certified Public Accountants) and the Independent Auditor's Report on Compliance for Each Major Federal and State Program with the accompanying Federal and State Schedules of Findings and Questioned Costs, which are included in the audited financial statements provided as documentary evidence in support of this narrative.

Internal Audits

Board Policy C.1.2 Audit Services[17] addresses internal audits and establishes the purpose and scope of the Internal Audit Department to provide independent and objective internal appraisals to examine and evaluate the activities of the member colleges. *Board Procedure C.1.2.1 Internal Audit Protocol*[18] delineates the function of the Internal Audit Department, establishes guidelines for the annual planning and selection of audit projects, and establishes reporting requirements for the audit projects selected. Per Board Procedure C.1.2.1, the Internal Audit Department must conduct an organization-wide risk assessment each year and develop an audit plan based on the risk

assessment. The results of the risk assessment and the accompanying audit plan are presented and approved by the Board each year in August, and the *August 2017[19], August 2018[20], and August 2019[21]* Board minutes showing the Board approval of the risk assessment and audit plan have been provided as documentary evidence to accompany this narrative.

The *Internal Audit Department Charter[22]* defines the purpose and mission of the Internal Audit Department, establishes its authority, and establishes independence and objectivity requirements, as well as adherence to standards of practice. The District Director of Internal Audit is the Chief Audit Executive and, to provide for the independence of the Internal Audit Department, reports functionally to the Board and administratively to the Chancellor, as noted in the Internal Audit Department Charter document provided as accompanying evidence to this narrative. Internal auditors have unrestricted access to all functions, records, property, and personnel relevant to carrying out their reviews. Internal audit engagements may include an assessment of the existence, functioning, and adherence to internal controls, as applicable. Recommendations for improvements are communicated to relevant management for corrective action as necessary. Internal audit reports are issued to the Board, with management reporting any necessary corrective action. A sample *internal audit report[23],* conducted in fiscal year 2020 that includes PAC within its scope of work, has been provided as documentary evidence. The full audit report was provided to the Board in conjunction with the *Quarterly Internal Audit Update[24]* presentation on May 19, 2020. The *minutes from the May 19, 2020, Board meeting [25]* and Internal Audit Quarterly Update presentation made to the Board have also been provided.

Written Policies and Procedures

The Board has adopted a multitude of policies and procedures designed to establish key internal controls to maintain and sustain the College's financial assets. *Board Policy C.1.1 Financial Ethics and Accountability[26]* is the overarching financial policy and requires that all parties involved in College financial transactions maintain the highest ethical standards. It also specifies that all funds and resources of the College shall be used only for authorized Institutional purposes. *Board Policy C.1.2 Audit Services[27]* requires an annual audit by an external independent certified public accounting firm that includes an assessment of the fair presentation of the College's financial statements, a compliance audit over federal and state awards, and a review and assessment of the College's internal controls. *Board Policy C.1.4 Budget[28]* requires the preparation and adoption of an annual budget that supports the goals of the approved Strategic Plan and that identifies sufficient sources of funds to ensure a fiscally balanced budget and to reasonably provide for contingencies to meet unforeseen demands. In addition, the policy establishes a Savings Incentive Program designed to incent a culture of savings that allows net savings to be carried forward to the subsequent budget year to fund the College President's priority initiatives.

Board Policy C.1.5 Purchasing and Acquisitions[29] and *Board Procedure C.1.5.1 Purchasing Authority [30]* establish requirements to ensure that quality goods and services are obtained in a manner that provides for the best value to the College while complying with all applicable laws, rules, and regulations. In addition, the Policy and accompanying Procedure establish the authority required to approve procurement of goods and services at different dollar thresholds. Within the College's organizational hierarchy, Directors and Department Chairs are limited to approving purchases up to $5,000. Purchases between $5,001 - $50,000 require approval from the Vice President of College Services, and purchases over $50,000 must be approved by the College President, as depicted in the Approval Authority Schedule included in Procedure C.1.5.1. These predetermined approval authority limits are programmed into the Banner Enterprise Resource Planning (ERP) system, which also prohibits a single person from initiating and approving any financial transactions.

Board Policy C.1.7 Investments[31] establishes the authority, scope, and objectives for investments, which emphasize the safety of principal and liquidity as part of a comprehensive investment strategy. The policy specifies eligible investments that adhere to the requirements of the Public Funds Investment Act (PFIA) of the Texas Government Code. Excess cash is invested either overnight or longer based on cash needs, and all deposits in excess of the $250,000 Federal Insurance Deposit Corporation (FDIC) insurance limit are collateralized at a level between 105% and 115% in U.S. Treasuries and Government Securities and in high-grade municipal bonds.

Adherence to the Investment Policy and the underlying controls ensures that financial assets for the College are protected and always available to carry out the College's Institutional Mission. *Board Policy C.3.1 Debt Management[32]* establishes conditions for the use of debt and creates procedures and policies designed to minimize debt service and issuance costs, maintain high credit ratings, and provide for complete and accurate financial disclosure and reporting while complying with all applicable state and federal laws. While no debt is specifically allocated to the College, availability of bond funds is critical to fund renovations and other capital projects to carry out the strategic objectives of the College and to provide faculty and students with adequate facilities to facilitate teaching and learning.

All of the above-referenced policies and procedures serve to establish a comprehensive system of internal controls to protect and sustain the College's financial resources. Through these policies and procedures, internal controls are integrated into daily business practices, and the proper tone is set at the top for ethical business dealings, as well as a commitment to maintaining internal controls for all key transaction cycles. To prevent errors in the recording of financial transactions and to ensure complete, accurate, and timely financial reports, standard internal financial reporting controls are in place, such as assigning clear lines of authority and responsibility, maintaining adequate segregation of duties, enforcing proper procedures for transaction authorization, requiring and maintaining adequate documents and records, reconciling accounting records, enforcing physical control over assets and records, and enforcing sound information technology controls. These controls exist through all transaction cycles—tuition and accounts receivable, acquisition and payment, human resources and payroll, cash and investments, as well as the federal, state, and local grants and contracts cycle.

Risk Management

The College also sustains and maintains its financial assets by receiving support services from the Enterprise Risk Management Department. Additionally, PAC has a Risk Management Coordinator assigned to the College who reports to the Vice President of College Services. *Board Policy C.1.6 Enterprise Risk Management[33]* establishes the Enterprise Risk Management Department, which is responsible for identifying and evaluating potential risk situations and procuring adequate insurance to decrease financial exposure. Insurance coverage includes property and casualty, flood, general liability, educator's legal liability, errors and omissions, and workers' compensation. *Sample insurance policies[34] [35] [36] [37]*, along with a *Commercial Property Schedule[38]* and *Named Insured Schedule[39]*, have been provided as supporting documentation. The department also provides guidance in the areas of environmental health and safety. The College is cognizant of exposure involving students and provides required coverage in areas such as student activities, student counseling, and other situations.

Qualifications and Experience of Staff

The College's organizational structure provides competent, trustworthy personnel for resource management. The President serves as the Chief Executive Officer of the College and is responsible for the overall operation of the College, including strategic focus, academic standards, and student success. The Vice President of College Services provides management of the College's financial, human, planning, and physical resources to contribute towards the achievement of student success and the operational goals of the College. *Job descriptions[40] [41]*for these administrators have been provided as documentary evidence. The College is supported by strong financial management at the District level that coordinates with the College to provide services related to budget, accounting and auditing, finance, public safety, facilities, and human resources services. The *qualifications of staff[42]* responsible for financial stability and control of the Institution have been included as additional documentary evidence.

Conclusion

Based on the evidence presented, the College exercises appropriate control over all its financial resources. Financial resources are sustained and maintained through the leadership of competent and qualified staff operating within a comprehensive system of internal controls established and supported by effective Board policies and procedures.

Independent Auditor's Report on Compliance for Each Major State Program on Internal Control over Compliance Required by UGMS Single Audit Circular with the accompanying State Schedule of Findings and Questioned Costs

Evidence

[1] Principle 13.4_1_Independent Auditor's Report FYE 8.31.18

[2] Principle 13.4_1_Independent Auditor's Report FYE 8.31.19

[3] Principle 13.4_1_Independent Auditor's Report FYE 8.31.20

[4] Principle 13.4_2_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.18

[5] Principle 13.4_2_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.19

[6] Principle 13.4_2_Federal and State Single Audit Reports & Sch of Questioned Costs FYE 8.31.20

[7] Principle 13.4_3_Independent Auditor's Report on Internal Control FYE 8.31.18

[8] Principle 13.4_3_Independent Auditor's Report on Internal Control FYE 8.31.19

[9] Principle 13.4_3_Independent Auditor's Report on Internal Control FYE 8.31.20

[10] Principle 13.4 5 Transparency Webpage - Audited Financial Statements

[11] Principle 13.4_4_Board Minutes - Approval of FY18 CAFR and Auditor's Reports - December 2018

[12] Principle 13.4_4_Board Minutes - Approval of FY19 CAFR and Auditor's Reports - December 2019

[13] Principle 13.4_4_Board Minutes - Approval of FY20 CAFR and Auditor's Reports - December 2020

[14] Principle 13.4_5_Board Minute Order - Approval of FY18 CAFR and Auditor's Reports - December 2018

[15] Principle 13.4_5_Board Minute Order - Approval of FY19 CAFR and Auditor's Reports - December 2019

[16] Principle 13.4_5_Board Minute Order - Approval of FY20 CAFR and Auditor's Reports - December 2020

[17] Principle 13.4_6_C.1.2-Policy-Audit Services

[18] Principle 13.4_7_C.1.2.1-Procedure-Internal Audit Protocol

[19] Principle 13.4_8_Board Minutes - Approval of FY17 Internal Audit Risk Assessment and FY18 Internal Audit Plan - August 2017

[20] Principle 13.4_8_Board Minutes - Approval of FY18 Internal Audit Risk Assessment and FY19 Internal Audit Plan - August 2018

[21] Principle 13.4_8_Board Minutes - Approval of FY19 Internal Audit Risk Assessment and FY20 Internal Audit Plan - August 2019

[22] Principle 13.4_9_Internal Audit Department Charter

[23] Principle 13.4_10_Sample Internal Audit Report - FY20

[24] Principle 13.4_11_Internal Audit Quarterly Update to Board Presentation - May 19, 2020

[25] Principle 13.4_12_Board Minutes - Quarterly Internal Audit Update - May 19, 2020

[26] Principle 13.4_13_C.1.1-Policy-Financial Ethics and Accountability

[27] Principle 13.4_14_C.1.2-Policy-Audit Services

[28] Principle 13.4_15_C.1.4-Policy-Budget

[29] Principle 13.4_16_C.1.5-Policy-Purchasing and Acquisitions

[30] Principle 13.4_17_C.1.5.1-Procedure-Purchasing Authority

[31] Principle 13.4_18_C.1.7-Policy-Investments

[32] Principle 13.4_19_C.3.1-Policy-Debt Management

[33] Principle 13.4_20_C.1.6-Policy-Enterprise Risk Management

[34] Principle 13.4_21A_General Liability Policy 19-20

[35] Principle 13.4_21B_Excess General Liability Policy 19-20

[36] Principle 13.4_21C_Educators Legal Liability Policy

[37] Principle 13.4_21D_Commercial Property Policy 19-20

[38] Principle 13.4_22_Commercial Property Schedule - 2020

[39] Principle 13.4_23_Named Insured Schedule 2020-21

[40] Principle 13.4_24_Job Description for President

[41] Principle 13.4_25_Job Description - Vice President of College Services

[42] Principle 13.4_26_ Duties_Qualifications_Experience of Staff with Bios

13.5 The institution maintains financial control over externally funded or sponsored research and programs. *(Control of sponsored research/external funds)*

Compliance Status: Compliance

Narrative

Palo Alto College maintains financial control over externally funded or sponsored research and programs. The College has oversight over the solicitation and management of awarded external funds. Palo Alto College (PAC) is in compliance with Principle 13.5 Control of Sponsored Research/External Funds.

The case for compliance is structured as follows:

A. The College has established processes and procedures to ensure it controls the management of external funds, beginning with the Pre-Award Process.
B. The College's grant development process assures the Institution has control over the solicitation and management of awarded external funds.
C. The College has policies and procedures in place to manage and oversee the post-award set-up and administration of awarded funds.
D. PAC controls and supervises the administration and management of grant funds.
E. The College's management and oversight of external funds are the responsibility of a qualified Grant Program Manager.
F. The annual audit of grant programs ensures accountability for fiscal compliance.

Process and Procedures in the Pre-Award Process

The President of PAC has established procedures, for example *College Procedure A 4.0 Development of Grant Proposals[1]* and *College Procedure A 18.0 Grants Implementations[2]*, to ensure accountability and coordination in securing and administering external funds.

Institutional control over externally funded programs is maintained by the Office of the President in conjunction with the Office of Resource Development, the College Budget Office, and the Alamo Colleges District Grants Accounting Department. As a result, strong controls are in place to ensure accountability for fiscal and programmatic compliance.

Grant notifications and requests for proposals from public and private sources are coordinated through, and processed by, the Office of Resource Development in conjunction with various departments throughout PAC. According to *College Procedure A 4.0 Development of Grant Proposals [3],* the Office of Resource Development ensures the progress of the grant development and provides assistance to faculty and staff in developing grant narratives, budgets, and submissions. All proposals are reviewed and approved for submission by the originating department Director, respective Dean, the appropriate Vice President, and the College President.

Grant Development Process

The Office of Resource Development reviews *external funding opportunities[4]* from both private and public sources to identify those which meet College needs; the Office then forwards the information to the appropriate Vice President and Deans who oversee faculty and programs that align to the scope of

funding opportunities. Once determination has been made to apply for a specific grant, the Vice President or Dean identifies the Grant Lead. The Grant Lead and a representative from the Office of Resource Development meet to determine the focus and timeline for grant submission. It is at this point that the Grant Lead sets out to develop the focused grant activities and narrative for each grant section and budget, ensuring compliance with the Request for Proposal and the *Indirect Cost Policy[5]* of the District. All written grant content is then sent to the Office of Resource Development for review, revision, and final editing. Once the grant has been reviewed and approved by the appropriate Vice President and College President, the *grant proposal[6]* is submitted to the funding agency by the Office of Resource Development.

Post-Award Set-Up and Administration

The President of PAC has the authority to accept awarded external funds. Once the College receives notification of a grant award, as illustrated in the *sample award notification letter[7],* the Grant Program Manager follows *College Procedure A 20.0 Processing of Agreements, Contracts and MOUS*[8] and submits the grant agreement and/or award letter to the College President for review and signature. The grant agreement and/or award letter specifies the total award amount, the funding amounts per year, and the contract period. After approval by the President, the Office of the Vice President of College Services records this documentation and provides copies of the fully executed grant agreement to the Office of Resource Development, the College's Budget Officer, the Grant Program Manager, and Grants Accounting.

The Grant Program Manager initiates the process of setting up approved grant accounts by working in coordination with the District Grants Office and by following *College Procedure A 18.0 Grants Implementation[9]*. The Grant Program Manager submits a grant packet containing a completed *Grants and Contracts Approval Form[10]*, the *Grants Operational Budget[11]*, and the *Effort Certification Data Collection Form[12]*. After the District Legal Services Department reviews and approves any associated *grant agreement[13]*, the Grant Program Manager secures signatures from the appropriate Vice President and the College President on these documents. The Grant Program Manager is then responsible for submitting all institutionally approved forms to the District Director of Grants and Contracts for District approval and account setup. For added oversight for multi-year grants, the Grant Program Manager must route a *memo and grant packet[14],* in accordance with *College Procedure A 18.0 Grants Implementation[15],* to set up the grant budget each year.

As mentioned in Principle 13.4, all employees who manage financial reports and transactions relating to grants adhere to all District Board policies and College procedures. All purchasing and human resources transactions related to grants comply with stipulations specified by the funding agency as well as policies set forth by the College and the District, including *Alamo Colleges Board Policy D.2.2 Hiring Practices[16], College Procedure B1.0 Approval of Online Banner Transactions[17], College Procedure B 2.0 Cash and Check Handling[18]*, and *Alamo Colleges Board Policy C.1.1.1 Financial Ethics and Accountability[19]*.

Administration and Management of Grant Funds

Most federal grants include an external evaluator during the program period to evaluate the progress of grant activities and outcomes. After a site visit, the Grant Program Manager is provided with an *External Evaluator Site Visit Report[20]* that details the findings. In addition, most federal grants also require an *Annual Performance Report (APR)[21]* to be submitted that reports on the annual activities and results of the grant program. Prior to submission, the Grant Program Manager meets with the College President to review the report. Once the College President approves, the report is submitted to the agency.

For all federal and non-federal grants, a separate grant account is maintained for each externally funded program. This facilitates fiscal and programmatic compliance. The District Grants Accounting Department and the College Grant Program Manager provide oversight over the fiscal requirements of each program. This includes continued maintenance of the grant accounts and associated *budget revisions[22]*.

Programs are conducted in accordance with the terms of the written agreement or contract between the College and the external funding agency. The College Vice President of the area related to the grant funding provides programmatic oversight with support from the College Grant Program Manager.

To ensure transparency, the Office of Resource Development maintains the *grants webpage[23]* that lists the current grant awards and the College Grant Program Managers responsible at the Institution. In addition, as noted earlier, most federal grants include an external evaluator during the program period to evaluate the progress of grant activities and outcomes.

Qualifications and Duties of the Grant Program Manager

The Grant Program Manager is identified by the appropriate Vice President and Dean who oversee that division/department. Grant Program Managers hold various titles, and the duties of grant management are in addition to their regular duties. Grant Program Managers hold a minimum of a bachelor's degree or a combination of relevant experience, education, and training that equates to the required degree. The *Grant Program Director Qualifications List[24]* details the 2020 PAC Grant Program Directors, their respective levels of education, and the grants managed. In addition, the *resume[25]* of the 2019 Grant Program Manager for a Department of Education TRiO grant is also included for additional detail.

The Grant Program Manager oversees the implementation of the grant. Duties of this individual, as specified in *College Procedure A 18.0 Grants Implementation[26]*, include:

- Coordinating with the College President and respective Vice President to begin the hiring of any program staff;
- Maintaining monthly and semiannual Time and Effort reports as appropriate;
- Maintaining records of all grant activities to include purchasing and personnel hiring; and
- Submitting reports, including performance reporting, in a timely manner as required by the funding agencies. Electronic copies of the reports are submitted to the Vice President overseeing the grant, the Director of Resource Development, and the College President.

The *sample reports[27]* from the TRiO Grant Program Director, funded by the Department of Education, and the National Science Foundation Advanced Technological Education (NSF ATE) Grant Program Director illustrate the duty of the Grant Program Manager to maintain Time and Effort reports.

Annual Audit of Grant Programs

The College's financial statements, including those pertinent to major federally-sponsored and state-sponsored programs, are reviewed by an external auditor in compliance with the U.S. Office of Budget Management (OMB) Uniform Guidance, for federal programs, and the State of Texas Single Audit Circular, for state programs. Audit findings are included in the *Alamo Colleges District Comprehensive Annual Financial Report 2019 (pp. 160-161)[28].* The findings summarized the auditor's results that rated the Financial Statements section and the State Awards section of the report as "unmodified." The audit disclosed no findings required to be reported.

Evidence

[1] CP 13.5.1 College Procedure A 4.0 Development of Grant Proposals

[2] CP 13.5.2 College Procedure A 18.0 Grants Implementation

[3] CP 13.5.3 College Procedure A 4.0 Development of Grant Proposals

[4] CP 13.5.4 External Funding Opportunity

[5] CP 13.5.5 Indirect Cost Policy

[6] CP 13.5.6 Grant Proposal

[7] CP 13.5.7 Sample Grant Award Notification

[8] CP 13.5.8 College Procedure A 20.0 Processing of Agreements, Contracts, and MOUs

[9] CP 13.5.9 College Procedure A 18.0 Grants Implementation

[10] CP 13.5.10 Grants and Contracts Approval Form

[11] CP 13.5.11 Grants Operational Budget
[12] CP 13.5.12 Effort Certification Data Collection Form
[13] CP 13.5.13 Grant Agreement
[14] CP 13.5.14 Memo and Grant Packet
[15] CP 13.5.15 College Procedure A 18.0 Grants Implementation
[16] CP 13.5.16 Alamo Colleges Board Policy D.2.2 Hiring Practices
[17] CP 13.5.17 College Procedure B1.0 Approval of Online Banner Transactions
[18] CP 13.5.18 College Procedure B 2.0 Cash and Check Handling
[19] CP 13.5.19 Alamo Colleges Board Policy C.1.1.1 Financial Ethics and Accountability
[20] CP 13.5.20 External Evaluator Site Visit Report
[21] CP 13.5.21 Annual Performance Report (APR)
[22] CP 13.5.22 Budget Revisions
[23] CP 13.5.23 Grants Webpage
[24] CP 13.5.24 Grant Program Director Qualifications List
[25] CP 13.5.25 Resume
[26] CP 13.5.26 College Procedure A 18.0 Grants Implementation
[27] CP 13.5.27 Sample Reports
[28] CP 13.5.28 Alamo Community College District Comprehensive Annual Financial Report 2019

13.6 The institution (a.) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b.) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. *(Federal and state responsibilities)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College follows Title IV responsibilities of the most recent Higher Education Act and annually audits financial aid programs as required by federal and state guidelines. Palo Alto College (PAC) is in compliance with Principle 13.6 Federal and State Responsibilities.

The case for compliance is structured as follows:

A. PAC follows all program responsibilities under Title IV of the most recent Higher Education Act.
B. PAC audits financial aid programs as required by federal and state regulations.

PAC Follows Title IV Program Responsibilities

The College meets eligibility standards to participate in Title IV financial aid programs and offers academic programs eligible for such funding. To retain its eligibility, PAC maintains its accreditation status as required by *34 CFR Part 600: Institutional Eligibility under the Higher Education Act of 1965, as Amended[1]*. The Student Financial Aid Office administers all sources of financial aid at PAC and maintains an updated online listing of financial aid sources on its *website[2]*.

No other issues exist with Title IV programs for the Institution. The College does not participate in the reimbursement method for funding; further, PAC has not been required to

obtain a letter of credit in favor of the Department of Education, or any other regulatory agency, and has not been informed of any unresolved complaints from the Department of Education. There are no impending litigation issues with respect to financial aid activities and no significant unpaid dollar amounts due back to the Department of Education. The Institution is not aware of any infractions to regulations that would jeopardize Title IV funding.

Prior to awarding aid, PAC verifies student eligibility by using the standards established by the Title IV programs including cost of attendance, satisfactory academic progress, selective service registration or exemption, eligible academic program, financial need, citizenship or eligible non-citizen status, default or overpayment status, drug conviction, and enrollment status. Verification of student eligibility is an automated process within the College's student information system, and eligibility is confirmed by a series of checks and balances performed by the Student Financial Aid Office staff. Satisfactory academic progress standards and eligibility requirements are published on the Student Financial Aid Office's *website[3], Maintaining Your Eligibility[4]*. In addition, the Office monitors *satisfactory academic progress [5]* at the end of each spring term by reviewing cumulative grade point averages and course completion rates of financial aid recipients.

The Student Financial Aid Office District Director[6] and senior staff are thoroughly familiar with Title IV regulations, state regulations, and Institutional policies. All students, regardless of location or mode of delivery, can access financial aid assistance in person, by phone, via video conference, or by email.

PAC Audits Financial Aid Programs as Required

PAC regularly audits its financial aid programs and is in compliance with its program responsibilities as required by Section 487(c) of the Higher Education Act of 1965, as amended; the *Higher Education Opportunity Act of 2008, Section 668.23 of Title 34 of the Code of Federal Regulations[7]; Chapter 321 of the Texas Government Code[8]*; and the Office of Management and Budget's *OMB Uniform Guidance (2 CFR 200)[9]*. The audits include tests to evaluate the effectiveness of the design and operation of internal controls relevant to preventing or detecting material noncompliance with laws, regulations, contracts, and grants.

In Fiscal Year (FY)2017 through FY2020, PAC contracted with Grant Thornton to perform the annual compliance audits required by the A-133 Circular Section .510(a). This included the State of Texas single audit for FY2019 and the audit under the Uniform Guidance, which replaced A-133 for FY2019. *Palo Alto College's A-133 Single Audit/Uniform Guidance findings for FY17, FY18, FY19 and FY20[10]* are provided as evidence. For the most recent audits for the fiscal years ending August 31, 2018, 2019, and 2020, there were no material weaknesses or significant deficiencies identified related to PAC. The College had zero *Student Financial Aid findings in FY17, FY18, FY19, and FY20[11]*.

Annually, PAC submits to the federal *Department of Education a Fiscal Operations Report and Application to Participate (FISAP) FY17[12], FY18[13], FY19[14]*, detailing Title IV expenditures for the previous year and requesting Title IV funds for the next unfunded fiscal year.

The 2016 cohort default rates for the Federal Family Education Loan Program at PAC are included in the data published for the payment history of the 2013 cohort of loans. *The 3 Year School Cohort Default Rate[15]* was 10.7% for FY2016, 10.9% for FY2015, and 10.6% for FY2014. To assist in default prevention, the College joins efforts with the Alamo Colleges

District Support Office and the *i3-Group[16]*, a professional default aversion company that works with former students who have fallen behind on loan payments, informing them of options for preventing default. For student borrowers entering their grace period, the i3-Group reaches out via phone and email to remind borrowers of upcoming repayment obligations, to counsel on repayment/deferment/forbearance options, and to answer questions.

Evidence

[1] 13.6_1_ 34 CFR Part 600 Institutional Eligibility under the Higher Education Act of 1965, as Amended
[2] 13.6_2_website
[3] 13.6_3_website
[4] 13.6_3_Website Maintaining Your Eligibility
[5] 13.6_4_Student Academic Progress
[6] 13.6_5_The Student Financial Aid Office District Director
[7] 13.6_6_Higher Education Opportunity Act of 2008, Section 668.23 of Title 34 of the Code of Federal Regulations
[8] 13.6_7_Chapter 321 of the Texas Government Code
[9] 13.6_8_OMB Uniform Guidance (2 CFR §200)
[10] 13.6_9_Palo Alto College s A-133 Single Audit Uniform Guidance findings for FY17, FY18, FY19, FY 20
[11] 13.6_10_Student Financial Aid findings in FY17, FY18, FY19, and FY 20
[12] 13.6_11_Department of Education a Fiscal Operations Report and Application to Participate (FISAP) FY17
[13] 13.6_12_Department of Education a Fiscal Operations Report and Application to Participate (FISAP) FY18
[14] 13.6_13_Department of Education a Fiscal Operations Report and Application to Participate (FISAP) FY19
[15] 13.6_14_ The 3 year School Cohort Default Rates (FY16,17,18)
[16] 13.6_15_i3 Group

13.7 The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Physical resources)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College operates and maintains physical facilities and resources, both on and off campus, that are adequate to serve the needs of the Institution's educational programs, support services, and Mission-related activities. Palo Alto College (PAC) is in compliance with Principle 13.7 Physical Resources.

The case for compliance is structured as follows:

A. The College's physical facilities and resources serve the needs of the Institution's educational programs, support services, and other Mission-related activities. The Master Plan, Technology Infrastructure, Facilities Maintenance, Preventative/Deferred Maintenance, and Physical Inventory illustrate the adequacy of these resources.
B. PAC, in partnership with the Alamo Colleges District Risk Management Department, is responsible for identifying and evaluating potential risk situations and procuring adequate insurance.
C. Satisfaction with facilities and resources is assessed to ensure they appropriately serve the needs of the Institution.

Facilities Serve the Needs of the College

The buildings and facilities are adequate to support all Mission-related activities, including instruction and educational support, student activities, and administration. The College owns and maintains 48 buildings on 199 acres with a gross building square footage of 561,090 square feet of instructional space and 285,782 square feet of administrative, support service, and athletic usage space. The gross square footage of all the facilities, by type of space, is enumerated in Table 13.7.1. The Table also provides the Facility Condition Index (FCI), sorted from highest to lowest, and associated metrics.

Table 13.7.1: PAC Square Footage

Campus	Building	Building Number	Replacement Value	FCI	FCI Costs	Total Requirements Costs	Building Size
PAC	Chiller Building	0018	$ 8,753,215	70.5%	$ 6,167,373	$ 6,197,798.46	2,905
PAC	Central Plant - Building M	0017	$ 17,999,796	67.6%	$ 12,161,621	$ 12,292,509.88	6,584
PAC	Concho Hall & Gallery	0013	$ 2,496,250	46.0%	$ 1,147,426	$ 1,279,915.82	10,800
PAC	Executive Offices - Building H	0015	$ 2,891,012	39.6%	$ 1,144,466	$ 1,270,533.63	12,242
PAC	San Marcos Hall	0001	$ 2,709,543	37.3%	$ 1,010,735	$ 1,086,363.39	12,609
PAC	Natatorium	0024	$ 21,411,206	35.7%	$ 7,642,649	$ 11,811,566.73	75,941
PAC	Student Center - Building G	0016	$ 6,143,590	33.2%	$ 2,036,674	$ 2,948,325.50	22,243
PAC	Gymnasium	0024	$ 5,288,352	29.9%	$ 1,580,132	$ 2,646,588.43	15,217
PAC	Guadalupe Hall	0002	$ 2,945,513	22.3%	$ 656,860	$ 806,953.33	12,863
PAC	Frio Hall	0004	$ 3,711,751	22.3%	$ 826,103	$ 1,024,445.27	14,357
PAC	San Jacinto Hall - Building R	0008	$ 8,175,301	20.0%	$ 1,635,942	$ 2,292,980.27	36,117
PAC	Pedernales Hall - Building K	0014	$ 4,121,758	19.3%	$ 796,314	$ 1,064,277.85	17,112
PAC	Palomino Center - Building C	0003	$ 4,303,339	15.8%	$ 677,792	$ 878,741.72	17,925
PAC	Portable Building 09	0046	$ 140,767	15.3%	$ 21,539	$ 52,470.68	1,440
PAC	Portable Building 10	0047	$ 140,767	15.3%	$ 21,539	$ 52,470.68	1,440
PAC	Portable Building 103	0030	$ 124,783	13.1%	$ 16,385	$ 16,384.62	1,440
PAC	Portable Building 110	0038	$ 124,783	13.1%	$ 16,385	$ 16,384.62	1,440
PAC	Portable Building 108	0035	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440
PAC	Portable Building 109	0037	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440
PAC	Portable Building 107	0034	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440

PAC	Portable Building 101	0028	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440
PAC	Portable Building 106	0033	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440
PAC	Portable Building 102	0029	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440
PAC	Portable Building 104	0031	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440
PAC	Portable Building 105	0032	$ 119,342	13.1%	$ 15,629	$ 15,629.20	1,440
PAC	Portable Building 04	0040	$ 145,672	11.2%	$ 16,268	$ 53,541.65	1,440
PAC	Portable Building 01	0043	$ 145,672	11.2%	$ 16,268	$ 53,541.65	1,440
PAC	Portable Building 06	0042	$ 148,381	11.0%	$ 16,268	$ 53,541.65	1,440
PAC	Portable Building 02	0044	$ 143,271	9.7%	$ 13,941	$ 51,214.45	1,440
PAC	Portable Building 08	0045	$ 131,645	9.0%	$ 11,907	$ 49,180.45	1,440
PAC	Portable Building 03	0041	$ 141,171	8.4%	$ 11,907	$ 49,180.45	1,440
PAC	Ray Ellison Family Center - Building T	0021	$ 1,418,003	7.9%	$ 112,524	$ 401,569.28	6,700
PAC	Counseling Services - Building D	0003	$ 825,346	7.4%	$ 61,146	$ 72,412.85	3,087
PAC	Nueces Hall	0005	$ 2,930,228	6.0%	$ 177,183	$ 510,213.60	14,375
PAC	Restroom at Portables	0036	$ 263,570	4.7%	$ 12,338	$ 30,373.93	1,280
PAC	Veterinary Technology	0027	$ 4,573,572	4.5%	$ 205,750	$ 377,820.23	15,920
PAC	Brazos Hall	0019	$ 13,172,971	4.4%	$ 575,473	$ 1,010,621.96	54,064
PAC	Performing Arts Center (Convocation)	0023	$ 16,467,791	4.2%	$ 695,323	$ 1,204,121.14	46,549
PAC	Sabine Hall	0020	$ 9,932,792	4.1%	$ 411,602	$ 1,329,897.07	29,583
PAC	Gutierrez Learning Labs - Building P	0006	$ 1,616,979	1.1%	$ 17,288	$ 179,148.06	7,562
PAC	Soccer Field Concession Stand/Restroom Building	0026	$ 318,243	0.9%	$ 2,756	$ 11,156.49	1,209
PAC	Medina Hall - Building Q	0007	$ 1,672,271	0.7%	$ 10,892	$ 122,772.88	6,228
	Ozuna Learning Resources and						

PAC	Computing Center - Building O	0022	$ 22,426,842	0.1%	$ 22,676	$ 1,774,094.74	75,830
PAC	Gymnasium-2013 Addition	0024	$ 988,674	0.1%	$ 544	$ 20,669.05	5,120
PAC	Physical Plant Satellite Fuel Storage	0010	$ 35,001	0.0%	$ -	$ 1,691.26	484
PAC	Physical Plant Satellite Facilities Ground Storage	0009	$ 329,621	0.0%	$ -	$ 9,504.58	2,720
PAC	Physical Plant Satellite Facilities	0011	$ 1,865,587	0.0%	$ -	$ 101,281.49	9,915
PAC	Physical Plant Satellite Vehicle	N/A	$ 52,720	0.0%	$ -	$ -	1,700
			$ 172,182,482			**$**	
			53,331,293.39		**561,090**		

The gross square footage per student also demonstrates the adequacy of the physical resources of the College. PAC gross square footage (GSF) per the total enrolled number of students and gross square footage per full-time student equivalent (FTSE) are outlined in Table 13.7.2.

Table 13.7.2: PAC GSF per Number of Students

Semester	Unduplicated Student Enrollment	Full-Time Student Enrollment	GSF per Enrolled Student	GSF per Full-Time Student
Fall 2016	9108	1746	62.05	323.69
Spring 2017	9061	1594	62.37	354.56
Fall 2017	9368	2059	60.33	274.48
Spring 2018	9577	1789	59.01	315.91
Fall 2018	9852	2075	57.37	272.37
Spring 2019	9627	1603	58.71	352.56
Fall 2019	10762	2466	52.51	229.18
Spring 2020*	10582	1852	53.41	305.16

***Spring 2020 data is preliminary**

Campus Master Plan

The *campus map*[1] displays the comprehensive facilities provided to PAC faculty, students, and staff. A campus of this size requires periodic investment in the improvement of its facilities to expand available resources. PAC's *Master Plan*[2] of January 2019 reflects the College's vision for the future and commitment to creating an environment conducive to successful higher education. The most recent expansion project was approved in May 2017 by Bexar County citizens as a $450 million *bond package*[3] to construct new Alamo Colleges facilities and to renovate existing buildings to accommodate student growth. Of this $450 million, $66 million was dedicated to PAC for a multi-purpose building that includes Public Services, Student Engagement, Healthcare Technology, Science Labs, a Manufacturing Center, and a Welcome Center. Natatorium and Gymnasium improvements and utilities infrastructure improvement projects are also funded from this budget. The multi-purpose building is approximately 128,000 GSF and is currently under design with a projected opening in Fall 2022. An additional $9,800,000 budget has been approved for furniture, fixtures, and equipment for the new building. Additional real estate was purchased for PAC using a separate $6 million from the

bond. The *building renovations[4]*, as well as special projects, such as information technology improvements, were funded by this bond package for PAC. The bond issue is overseen by a *Citizens Bond Oversight Committee[5]*, which was established to ensure that planned bond expenditures were approved and carried out in accordance with the recommendations of the Board of Trustees and taxpayer intent.

Technology Infrastructure
Each year, PAC *allocates funds[6]* to acquire, maintain, and upgrade the technology infrastructure that supports the programs, services, and activities of the College. Technology needs are identified through strategic scanning and initiatives, an established hardware replacement plan, and student, faculty, and staff feedback. The physical growth of the PAC campus parallels the student growth and reflects the ever-increasing programs. The last 35 years reflect a growing campus population supported by the addition of buildings and special purpose facilities that are serving the higher education needs of the community. The College has not only kept pace with construction needs but also with equipping these buildings with the technology needed. The College's technical infrastructure includes servers, storage area networks, cabling systems, network routers, and switches. There are over *1,600 computers in 200 instructional spaces[7]* available at PAC for student use or loan. All classroom technologies have been standardized to include a data projector, an all-in-one touchscreen desktop computer, ceiling mounted speakers, a control panel, and a laptop cable connection.

The Technology Plan is reviewed by the College's *Technology Committee[8]*. This plan details the *hardware replacement process[9]* that requires that a minimum of one-fifth of the total campus computer fleet be replaced annually. This allows for changes in the number and configuration of systems based on feedback from faculty, staff, and students to meet the needs of the Institution, and it includes specialized work systems for certain programs and services.

A fiber optic network is available throughout the campus, providing a standard network connection to all on campus workstations and other network devices. Additionally, PAC has high speed Wi-Fi coverage in all campus buildings and exterior Wi-Fi coverage in high traffic areas available for all employees, students, and community members.

Technical infrastructure that supports PAC's distance education programs include: enterprise-grade Internet, fiber optic intra-connectivity, enterprise storage, network maintenance and support, learning management software, enterprise resource planning software, a student portal system, helpdesk services, staff, security, and backup.

In addition to technical support, the Information Technology Services (ITS) staff provide consultative services and review/approve all technology purchases on campus. Their guidance and collaboration with the Technology Committee have produced the *Technology Standard Guidelines[10]* to ensure all requested technology purchases can be supported. To stay current on technology advancement, these guidelines are updated, reviewed, and approved by the Technology Committee on an annual basis. Additionally, ITS has a *Disaster Recovery Plan[11]*, which is reviewed annually to ensure the continuity of critical operations. ITS also works to minimize the risk and reduce the impact of security-related incidents, as well as to promote information security awareness throughout PAC.

Facilities Maintenance
PAC provides *physical facilities[12]* that allow faculty, students, and staff to consistently have access to on-site and off-site facilities as necessary. The College makes periodic investments in the improvement of its on-site and off-site facilities in order to expand available resources exceeding the *C. 2.3 Facilities and Ground Management Policy[13]* for minimum facilities maintenance expenditures. The College's policy is to ensure that its facilities are consistently safe, comfortable, and hygienic for students, faculty, employees, and the general public. All maintenance and repair services are performed to the highest standard of service and in accordance with all federal, state, and local laws.

The PAC *Facilities Services Department[14]* provides general maintenance, custodial services, and grounds maintenance. This department has evolved in recent years to maximize efficiency by identifying and maintaining an effective balance between in-house and out-sourced personnel. In-

house staff, the College's general maintenance personnel, are responsible for the operation and maintenance of building systems, which include heating, ventilation, air conditioning, electrical, plumbing, painting, blacksmithing, and carpentry services. They are also responsible for the repair of the structural components of buildings, such as walls, floors, and roofs. PAC uses the *MAXIMO[15]* computerized maintenance management system to manage online *work order requests[16]*. Work orders may be submitted through a call to the Facilities Department or through an online request for maintenance.

PAC has found success in out-sourcing housekeeping and grounds-keeping staff. Recent contracts with a service provider have provided roughly 40 full-time employees across the College who provide housekeeping, grounds-keeping, and recycling services.

The campus facilities and grounds are well-maintained. Custodial Services provides general housekeeping and cleaning for common areas, interior spaces, classrooms, offices, and departmental spaces. This includes trash removal, floor cleaning, and dusting, as well as special services, such as carpet shampooing, floor stripping and waxing, interior window cleaning, and venetian blind cleaning. Custodial Services also coordinates pest control services. Grounds Maintenance maintains the campus grounds, lawns, shrubs, and other plants and trees, as well as providing outside trash removal, some outside pest control, and litter and leaf removal.

The *Board's policy*[17] is to follow a *preventative maintenance program[18]* to ensure a continuous high level of care that protects taxpayer investments in facilities. The preventative maintenance program includes the recurrent, day-to-day, periodic, or scheduled work required to preserve the physical integrity or usefulness of a real property facility. It includes work required to maintain, repair, restore, replace in kind, or alter facilities or components that have deteriorated or that require upgrading or modernization to a condition that the facility or component may be used effectively for its designated or intended purpose. Regular *maintenance schedules[19]* are kept current for the air conditioning units, furnaces, safety systems, water coolers, restroom fixtures, blackboards affixed to the walls, installed light fixtures, cafeteria equipment, and general equipment affixed to the building. *Compliance[20]* with building codes, fire extinguisher permits, gas permits, elevator permits, grease traps, alarm permits, and other regulatory requirements are kept current. All maintenance and repair services are performed to the highest standard of service and in accordance with all federal, state, and local laws.

The in-house and out-sourced staff work closely to maintain assets and facility systems, primarily referencing a preventive maintenance strategy maintained across the District as a whole. This strategy works to identity aging systems that have a greater likelihood of failure in the coming years with the goal to address these items prior to failure.

Each *off-site location[21]* has *physical facilities[22]* that meet the *Texas Administrative Code Title 19, Part 2, 61.1036[23]*, which provides minimum standards for construction of high school classroom facilities. All off-site locations are part of the Texas Public Independent School Districts or charter schools and are therefore required to follow the Texas Administrative Code. This code also ensures that these *classroom facilities[24]* meet requirements for the delivery of college lecture courses. All off-site locations have met the requirements of this code for current enrollment, as addressed in the *Substantive Change prospectus[25]* for each off-site campus, which includes all students enrolled in courses offered via dual enrollment.

The approximate square footage of general classrooms must meet the state *Texas Education Code requirements[26]* for square feet per room. The off-site location is also reviewed for computer lab space, especially if distance learning classes are offered, to ensure they are equipped with the necessary amenities and connectivity for online access. In addition, off-site locations must also share their inventory of the number of computer lab classrooms available and the number of computers available for students to work off-site. Science labs are reviewed by Science Department Chairs and approved only after an on-site visit has been conducted to ensure all requirements are met for delivery of instruction.

For students and faculty visiting the campus, the 20,800 square-foot library, located in the Ozuna building, provides quiet, comfortable areas for study and reflection; enclosed spaces for individual and group study; and wide-open spaces for gathering with friends. South San Antonio High School Dual Credit students may use any of the 20 computers available in the Library and borrow any of the 17 portable devices for in-library use. The Academic Learning Studio, located in the same building as the Library, provides an additional 175 computers to students and community members. Free wireless access is available throughout the Ozuna building.

Each off-site location must also house a library. An inventory of the physical space and the learning resources is obtained and reviewed to ensure the library has the adequate space and sufficient resources needed for students to achieve academic success. Each off-site location is responsible for providing adequate facilities for the delivery of off-site courses.

Routine, Preventive, and Deferred Maintenance
The *Vice President of College Services and Associate Vice Chancellor for Facilities and Construction Management* [27]are responsible for overseeing PAC Facilities Operations and Construction Management. The *Facilities Superintendent and his staff[28]* are responsible for managing the operation and maintenance of the buildings, grounds, and related support services for PAC, as well as the daily maintenance and custodial support services, some of which are outsourced. The Facilities Department routinely inspects the condition of the buildings and uses a work-order system to effectively manage the maintenance tasks. Also, in 2017, a *task force[29]* was developed to include that the Facilities Superintendent, Information Technology Services Director, Director of College Services, and Enterprise Risk Management Coordinator conduct monthly building *walk-throughs[30]* in an effort to address any concerns and provide feedback to Department Chairs, Deans, and Vice Presidents.

The prioritization and planning of maintenance, expansion, and upgrade projects are determined by the Vice President of College Services, the College President, and the District Facilities Management Department with the support of internal and external engineers and experts. PAC adheres to the District's preventive maintenance program outlined in *C.2.3.1 Preventative Maintenance (Procedure) [31].* This program helps the College to meet its Mission to provide a quality educational environment and to meet the strategic direction "Maximize Capacity to Serve," the fourth goal of the *College's Strategic Plan[32]*, through developing an infrastructure and opportunities for innovative methods and processes and by providing resources to enhance student success.

In support of student success, PAC, in coordination with the District's Associate Vice Chancellor of Facilities, ensures a high level of continuous care for facilities and installed equipment through the *Annual Preventive Maintenance (PM) program[33].* Preventive maintenance is defined as the recurrent, day-to-day, periodic, or scheduled work required to preserve the physical integrity or usefulness of a real property facility.

To ensure that facilities are utilized and maintained appropriately, PAC abides by the following District Board policies and procedures:

- *C.2.3 Facilities and Ground Management Policy[34]* provides authoritative guidance to PAC related to maintenance standards that are critical for responsibly managing the College's assets. The Policy states that consistent maintenance standards shall be employed and requires College administrators to prepare, budget, and execute an annual preventive maintenance program. It also requires that funds be set aside each year to fund preventive maintenance projects to be determined by the Board.
- *Board Procedure C.2.3.1. Preventive Maintenance[35]* requires an annual preventive maintenance program be prepared, budgeted, and executed "in order to ensure a continuous high level of care that protects taxpayer investments in facilities and installed equipment."

PAC utilized services from Lockwood, Andrews, & Newman, Inc., (LAN) to develop a *three-year detailed project plan[36]* on the priority repairs/renewals of building elements to be addressed by the *Preventative Maintenance (PM) Budget[37]*. Funds are set aside annually for these preventive maintenance programs. The Chancellor or designee develops, publishes, and disseminates specific

instructions and procedures necessary to implement the preventive maintenance program. Unspent funds may be carried over and included in the subsequent annual budget. The *Board[38]* determines the amount to be carried forward.

To support the College Mission focused on student success, routine *capital expenditures[39]* to update or replace obsolete and worn-out equipment and furniture for both capitalized and non-capitalized items are also funded from the operating budget. Unused allocations to the capital budget from an annual budget for routine capital expenditures are made available for use. The allocation is determined by estimating the asset life and assets that need replacement based on capital depreciation expenses in the prior year, as well as historical trends of $0.25 per contact hour spent on non-capitalized items.

Physical Inventory
The Board, through *C.2.7 Equipment/Property Management[40]*, directs the Vice Chancellor for Finance and Administration “to ensure management controls are placed on all property, as appropriate, based on its value and nature.” A physical inventory is an integral tool in safeguarding and demonstrating accountability for equipment and other assets.

C.2.7 Equipment/Property Management is supplemented with detailed College and District procedures for property inventory control and for the disposal of surplus property. *C.2.7.4 Property Management: Inventory Control (Procedure)[41]* addresses accounting for property (including disposals), property thresholds that dictate purchasing and tagging requirements, responsibility and accountability for property, rules for acquiring and tagging inventory, physical inventory requirements, and reconciliation of the physical inventory to the financial records.

The disposal process of PAC property is specifically detailed in *C.2.7.3 Disposal of Alamo Colleges District Property (Procedure)[42]* and *College Procedure B.5.0[43]*. For all property requests for reallocation or disposal, PAC utilizes the District’s *Property Transfer Form[44]* to obtain administrative approvals prior to submission to Inventory Control or Purchasing Contract Administration. For disposal of property, a Property Transfer Form with photographs, a department WiseTrack report, and a memorandum justifying the transfer or disposal must be submitted to the Vice President of College Services for approval.

The *District Inventory Control Team[45]*, in coordination with PAC, conducts an inventory every fiscal year for each department to ensure the existence of equipment and other assets; to identify missing, excess, defective, or obsolete equipment; to comply with contracting/granting agency requirements; and to confirm amounts represented on financial statements. The Vice President of College Services and the College President receive and review the *PAC Inventory Report[46]* of the inventory and the accounting for missing inventory items. The District Inventory Control Team has developed *inventory control guidelines, training, and procedures[47]* using state mandates and reference material from the Texas State Property Accounting Manual, District Board approved policy, and generally accepted accounting practices.

The College designates *property stewards and assistants[48]* who are responsible for safeguarding all controlled items/fixed assets and other items of value owned by PAC; these items are officially assigned and entrusted into their care. Budget managers at each department are required to know the general location of their controlled items and fixed assets, to have appropriate personnel accessible during inventories, and to have documentation available on file to support any transfers that have taken place since the last physical inventory. They follow the policies, procedures, and guidelines provided by inventory control in accomplishing this task.

PAC utilizes the Controlled Items/Fixed Asset reporting software WiseTrack and the administrative software Banner to help financial managers fulfill their responsibility to administer, account for, and preserve the Institution’s investment in property, plants, and equipment. PAC utilizes the *Inventory Control Loaned Property Request Form[49]* to track controlled items that have been assigned and transferred to and from PAC faculty and staff. Department property stewards and assistants upload them into WiseTrack annually to properly track all the assigned items.

The Annual Inventory Control report is used to keep College administration informed about transferred, retired, lost/stolen, and/or obsolete property. Acquisitions, PAC's procured physical resources, are recorded by the Fixed Assets Department at the time construction or renovation is completed or property is purchased. All items are accounted for using the Banner Finance and WiseTrack software. Procured property is provided a permanent tag for identification as College-owned property. The District has a $400 loss limit on its property policy that covers the total loss of any single campus in the District.

Risk Management/Insurance

PAC, in partnership with the *District's Risk Management Department[50]*, is responsible for identifying and evaluating potential risk situations and procuring adequate insurance to decrease the financial exposure to a reasonable level. Insurance coverage includes property and casualty, flood, general liability, errors and omissions, and workers' compensation, as detailed in *Board Policy C.1.6.1 Liability Insurance: Employees[51]*.

Satisfaction with Facilities

In 2018, the College conducted the Student Satisfaction Inventory. The survey evaluated the importance of campus facilities to students, as well as their satisfaction with campus facilities. Overall, PAC students considered campus facilities very important as compared to the National Group Means. The results also demonstrated that students were generally satisfied with the facilities.

Every other year, the College administers the *Student Satisfaction Inventory from Ruffalo Noel Levitz [52]*.The instrument includes items relating to the adequacy of campus services and overall campus facilities. The 2018 results indicate that students perceived the following areas as strengths of the College:

- *On the whole, the campus is well-maintained[53].*
- *Computer labs are adequate and accessible[54].*

These areas were identified as strengths because they ranked high in priority and high in satisfaction. PAC students ranked the statement, "On the whole, the campus is well-maintained" as the sixth most important out of 70 items and were overall very satisfied (with a satisfaction score of 6.17 out of 6.45). PAC students were more satisfied with the maintenance of the campus than the comparison peer group (6.17 compared to 5.95), as well as with the adequacy and acceptability of computer labs (6.10 compared to 5.81).

Conclusion

PAC provides, operates, and maintains physical facilities and resources that are adequate to serve the needs, both on campus and off campus, of the Institution's educational programs, support services, and Mission-related activities.

Evidence

[1] CR 13.7_1_Campus Map

[2] CR 13.7_2_Masterplan

[3] CR 13.7_3_Bond Package

[4] CR 13.7_4_Building Renovations

[5] CR 13.7_5_Citizens Bond Oversight Committee

[6] CR 13.7_6_allocates funds

[7] CR 13.7_7_1,600 computers in 200 classrooms and labs

[8] CR 13.7_8_ Technology Committee

[9] CR 13.7_9_ hardware placement process

[10] CR 13.7_10_Technology Standard Guidelines

[11] CR 13.7_11_ Disaster Recovery Plan
[12] CR 13.7_12_ Physical Facilities
[13] CR 13.7_13_ C.2.3 Facilities and Ground Management Policy
[14] CR 13.7_14_ Facilities Services Department
[15] CR 13.7_15_ Maximo
[16] CR 13.7_16_work order request
[17] CR 13.7_17_Board's Policy
[18] CR 13.7_18_Preventative Maintenance Program
[19] CR 13.7_19_ maintenance schedules
[20] CR 13.7_20_ Compliance
[21] CR 13.7_21_off-site locations
[22] CR 13.7_22_physical facilities
[23] CR 13.7_23_ Texas Administrative Code Title 19, part 2, 61 1036
[24] CR 13.7_24_Classroom Facilities
[25] CR 13.7_25_Substantive Change prospectus
[26] CR 13.7_26_Texas education Code requirements
[27] CR 13.7_27_Vice President of College Services and Associate Vice Chancellor for Facilities and Construction Management
[28] CR 13.7_28_Facilities Superintendent and his staff
[29] CR 13.7_29_ Task Force
[30] CR 13.7_30_ walk- throughs
[31] CR 13.7_31_ C.2.3.1 Preventative Maintenance
[32] CR 13.7_32_ College's Strategic Plan
[33] CR 13.7_33_ Annual Preventive Maintenance (PM) program
[34] CR 13.7_34_C.2.3 Facilities and Ground Management Policy
[35] CR 13.7_35_ Board Procedure C 2.3.1. Preventive Maintenance
[36] CR 13.7_36_three-year detailed project plan
[37] CR 13.7_37_ Preventative Maintenance (PM) Budget
[38] CR 13.7_38_ Board
[39] CR 13.7_39_ Capital Expenditures
[40] CR 13.7_40_ C.2.7 Equipment Property Management
[41] CR 13.7_41_C.2.7.4 Property Management Inventory Control Procedure
[42] CR 13.7_42_ C.2.7.3 Disposal of Alamo Colleges District Property (Procedure)
[43] CR 13.7_43_College Procedure B 5.0
[44] CR 13.7_44_Property Transfer Form
[45] CR 13.7_45_District Inventory Control Team
[46] CR 13.7_46_PAC Inventory Report
[47] CR 13.7_47_inventory control guidelines, training, and procedures
[48] CR 13.7_48_ property steward and assistants
[49] CR 13.7_49_Inventory Control Loaned Property Request Form
[50] CR 13.7_50_District's Risk Management Department
[51] CR 13.7_51_ Board Policy C.1.6.1 Liability Insurance Employees

[52] CR 13.7_52_Student Satisfaction Inventory from Ruffalo Noel Levitz

[53] CR 13.7_53_ On the whole, the campus is well maintained

[54] CR 13.7_54_ Computer labs are adequate and accessible

13.8 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. *(Institutional environment)*

Compliance Status: Compliance

Narrative

Palo Alto College provides a healthy, safe, and secure environment for learning for all students, faculty, and staff. Palo Alto College (PAC) is in compliance with Principle 13.8 Institutional Environment.

The case for compliance is structured as follows:

A. Policies and procedures have been developed and implemented to create a safe and secure environment.
B. PAC adheres to health, safety, and security functions which also includes risk management, environmental science, and chemistry labs.
C. PAC adheres to all security needs in partnership with the District Police Department.
D. PAC complies with all Civil Rights discrimination, gender discrimination, harassment, and retaliation (TITLE IX) requirements.

Adhering to State Policy, MOUs, and Specific Plans

The Dual Credit Program and Early College High Schools (ECHS) enable eligible students to enroll in college-level courses and earn college credits while completing their high school requirements. A *Dual Credit or Early College High School Memorandum of Understanding (MOU)[1]* is the legal document that defines the parameters of the partnership. The MOU includes information on, but is not limited to, student safety, academics, student eligibility, cost share plan, instructional materials, school district responsibility, and College responsibility. Established through partnerships between local school districts and PAC, the off- campus instructional sites are innovatively designed to blend high school and college education using a dual credit framework as seen in the attached *MOU examples[2] [3] [4] [5] [6] [7] [8] [9] [10] [11] [12]* . The MOU addresses prevention, mitigation, preparedness, response, and recovery as defined by the Texas School Safety Center (TxSSC) and in conjunction with the Governor's Office of Homeland Security. The authorization for the Texas School Safety Center is located in the *Texas Education Code - Chapter 37.201[13]*. The definitions laid out by the TxSSC ensure all offsite locations take reasonable steps to provide a healthy, safe, and secure environment for all students enrolled in courses through the dual enrollment programs. All off-site locations are Texas Public Independent School Districts or Charter Schools and are therefore required to follow Texas Administrative Code. Finally, included as evidence is *Southwest Independent School District Safety Program/Risk Management Emergency Plans[14]*.

PAC strives to provide a safe learning environment for all students. Within the ECHS Program, when students come to PAC to take classes, additional planning is required to integrate this unique population into the College Emergency Operation Plan (EOP). The *Early College High School Annex [15]* to the Alamo Colleges District EOP is a guide for coordinating the preparedness efforts and response of PAC personnel and ECHS partners for incidents that involve the ECHS programs and students.

Safety (Emergency Management)

While the District has developed *environmental health and safety policies*[16] and *evacuation plans[17]* , PAC has implemented those policies and procedures and installed facilities for creating a safe and

secure environment for the College community. PAC works to promote safety through the *Safety Committee[18]* and the implementation of recommendations submitted during *Safety Committee Meetings[19].*

The District adapted a comprehensive *Emergency Operations Plan[20]* that complies with the National Incident Management System. This plan allows flexibility to train for, respond to, and recover from any emergency incident. In addition to this plan, PAC created additional safety resources such as the *Building Action Team Guide[21], Early College High School Emergency Management Plan[22], Ray Ellison Family Center Parent Handbook[23],* and the *Palo Alto College Veterinary Technology Program Disaster Plan[24].* These regulations are relevant and compliant with current laws and regulations, as well as best practices.

PAC has a *crisis communication plan[25],* and it has been very effective when used in conjunction with the *campus safety plan[26]* and deployed through the Alamo Alert System. The safety plan is tested and validated through *drills and exercises[27]* that simulate real world scenarios, such as fire evacuations, severe weather and active shooter scenarios.

The *Alamo Alert System[28]* is comprised of the *RAVE Alert and Rave Guardian[29]* mass notification system which sends instant messages across voice, text, email, digital signage, website, social media, and desktops. To register for emergency communications, users must visit the *login page[30]* by Rave Mobile Safety and enter their full Alamo email address and temporary password that is sent in the welcome email.

The effectiveness of the *notification system is tested quarterly[31]* and was last tested on January 1, 2020 to provide *a Level 5 Stay Home Work Safe[32]* update for faculty, staff, and students.

When an emergency occurs in the classroom or office, Alertus Unified Mass Notification System serves as a desktop panic button. The Alertus Desktop Activator uses computers for instant communication to the Alamo Colleges Police Department (ACPD). The button uses settings defined by the user for room, building, name, and phone number. It sends the predefined setting to the emergency response center of the organization.

Health (Risk management, Environmental Science, Chemistry Labs)

The College Leadership Team (CLT), led by the President, is responsible for the *reporting structure[33]* of health, safety, and security functions, with support from the Vice President of College Services. The CLT conducts regular *meetings[34]* that review and approve all *policies and procedures[35]* to include emergency and health and safety related procedures. To ensure the validity of the policies and procedures, the Coordinator of *College Risk Management*[36], along with Enterprise Risk Management' s (ERM) Environmental Health and Safety Coordinator, conduct *environmental health and safety inspections[37]* at PAC.

In partnership with the ERM, PAC is responsible for identifying and evaluating potential risk situations and procuring adequate insurance to decrease the financial exposure to a reasonable level. Insurance coverage includes property and casualty, flood, general liability, errors and omissions, and workers' compensation as stated in *Board Policy C.1.6[38].*

It is the practice of ERM and PAC to identify safety issues and recommend appropriate corrective measures by utilizing all available references and guidelines. This is exercised by conducting routine *Environmental Health & Safety Inspections[37]* to provide PAC employees and students with a safe and healthy working and learning environment. If any deficiencies are found, the building coordinator will be given 60 days to make corrections with help from the Coordinator of College Risk Management and the Environmental Health and Safety Officer.

In accordance with National Fire Protection Association (NFPA) 1 Fire Code, all facilities are equipped with safety devices such as smoke detectors, fire alarms, sprinkler systems, fire extinguishers, and emergency phones. Pursuant to state and local statutes, the devices are inspected via the *fire alarm report[39]*, *sprinkler system report[40]* and *other reports[41]* on a regular basis.

The *Chemical Hygiene Plan[42]* (CHP) is the written set of policies and *procedures[43]*, standards, responsibilities, and equipment that protect laboratory personnel from hazards associated with chemicals. This plan provides specific emergency procedures in case of chemical spills or exposure to chemicals. It also specifies the chemical procurement, storage and disposal processes, and more. All departments on campus that house hazardous chemicals abide by this plan.

Secure

The ACPD is recognized by the Texas Police Chief's Association Foundation and provides law enforcement and security services to all components of the District and a variety of satellite facilities in its service region, including Bexar and Comal Counties. Pursuant to *Section 51.203 of the Texas Education Code[44]*, the primary jurisdiction of Alamo Colleges Police Officers includes all counties in which property is owned, leased, rented, or otherwise under the control of the District. As peace officers, the Department's police officers have the same authority to detain and arrest as municipal police officers.

The *Alamo Colleges District Police Department[45]* has 106 authorized positions: 88 state certified Peace Officers, 11 Communications Officers, and 7 Administrative Support Personnel. The Department maintains a fully staffed Criminal Investigations Division and a 24/7/365 Emergency Communications Center with full interoperability capabilities. To provide a safe environment for PAC students, staff, faculty, and visitors, the Department has uniformed state certified peace officers on patrol 24 hours a day, year-round. PAC is assigned a Police Sergeant who oversees daily operations of their assigned patrol shift, and exercises authority over the police officers. To provide this continuous coverage, the officers work in three shifts.

Patrol is the core of the ACPD. These officers are the ones to answer calls for service, respond to alarms, and enforce state criminal and traffic laws, in addition to the rules of the District. The Department also has police officers responsible for *specialized assignments[46]* including Criminal Investigation, Crime Prevention, and Bicycle Patrol.

The ACPD regularly presents *programs covering crime prevention and security[47]* information to students, staff, and faculty. They participate in and provide information during *new student orientation [48]* annually with student, staff, and faculty organizations. The ACPD maintains an active *Facebook page[49]* and a *Twitter account[50]* dedicated to providing current crime prevention and safety information and tips to the community. Other duties include disseminating the *Campus Coordinator's Daily Report of Activity[51]* and the *Weekly Crime Report[52]* of all campus buildings and property to create and maintain safe and secure environments conducive to learning.

The ACPD maintains working relationships with all area law enforcement agencies including the San Antonio Police Department, the Live Oak Police Department, the New Braunfels Police Department, the Bexar County Sheriff's Office, the Texas Department of Public Safety, and the local field office of the Federal Bureau of Investigation. These working relationships are maintained through regular communication among agency administrators and by frequent contact between line officers and investigators cooperating on specific cases.

The District maintains a video management system which includes video cameras strategically placed throughout the campus for *video monitoring[53]*. The cameras are placed in high pedestrian, as well as vehicle traffic, areas. Activities are monitored by personnel in the ACPD Communications office and can be recorded and maintained as an investigative tool. The College employs additional *security measures[54]*, such as well-lit parking lots and pathways.

Access to all buildings[55] is controlled and monitored utilizing an *access control list[56]*, combination key locks, and *card reader door access technology[57]*. The door lock technology also allows immediate campus lockdown from a centralized location at the push of a button. The College utilizes access-controlled entry points, such as biometric readers for sensitive, controlled information technology areas that house vital electronic equipment and computing resources. These areas are accessed by a limited number of staff, and the staff has been adequately trained in security protocols

such as the utilization of fire suppression systems and emergency procedures. Classrooms and learning labs are equipped with the *Lock-Block[58]* device, which allows classroom doors to remain locked while still offering access. Critical information technology areas are equipped with additional environmental controls such as temperature, humidity, and motion sensors to ensure that the physical space is adequately controlled and secured. Moreover, the College adopts additional security measures, such as combination key locks in order to restrict access to network equipment and wiring closets.

Civil Rights Discrimination, Gender Discrimination, Harassment, and Retaliation (TITLE IX)
PAC also complies with all reporting requirements specified by the Jeanne Clery Act. The *Annual Security & Fire Safety Report[59]* submitted by the ACPD includes PAC's crime statistics.

Title IX/VII/ADA/504 stipulates that the *Deputy Coordinator is the Vice President of Student Success [60]*. Both the Deputy Coordinator and the *Director of Student Conduct[61]* are certified through the *Association for Title IX Administrators (ATIXA) as Title IX Coordinators*[62]. The College follows Board Policies and procedures when handling discrimination, sexual harassment and/or harassment allegations; these policies and procedures are included in *Section H.2.1[63]* and *H.2.1.1[64]* of the Board Policies. Students who wish to complain of harassment or discrimination, by students, or employees—as well as employees or other students who are aware of an alleged harassment incident—may report it to any of the following:

- The *Associate Vice Chancellor for Human Resources[65]* or designee;
- The employee's supervisor or an Alamo Colleges administrator;
- A College official;
- The Alamo Colleges Title IX Coordinator or Palo Alto College Title IX Deputy Coordinator;
- The Alamo Colleges Ethics and Compliance Officer;
- The District Ethics Hotline or the Internet reporting site; and
- The PAC Cares Incident Reporting Form.

Since the last decennial, no cases have been filed with the Office of Civil Rights in relation to possible violations alleging sexual violence.

Evidence

[1] CR 13.8_0_PAC_Dual Credit_Program_MOU

[2] CR 13.8_1_MOU examples_PAC_Dual Credit_Program_MOU_2020-2021_MOU_PAC_Southside ECHS

[3] CR 13.8_2_MOU examples_PAC_Dual Credit_Program_MOU_2020-2021_MOU_PAC_Memorial ECHS

[4] CR 13.8_3_MOU examples_PAC_Dual Credit_Program_MOU_2020-2021_MOU_PAC_Kennedy ECHS

[5] CR 13.8_4_MOU examples_PAC_PAC_Dual Credit_Program_MOU_2020-2023 DC MOU NORTHSIDE - PAC

[6] CR 13.8_5_MOU examples_PAC_PAC_Dual Credit_Program_MOU_2020-2023 DC MOU NORTHSIDE ADDENDUM - PAC

[7] CR 13.8_6_MOU examples_PAC_PAC_Dual Credit_Program_MOU_2020-2023 DC MOU BROOKS ACADEMY - PAC

[8] CR 13.8_7_MOU examples_PAC_PAC_Dual Credit_Program_MOU_Addendum to 2020-2023 Dual Credit MOU - BROOKS ACADEMY - PALO ALTO COLLEGE

[9] CR 13.8_8_MOU examples_PAC_PAC_Dual Credit_Program_MOU_Somerset ZECLA ECHS MOU - Fully executed

[10] CR 13.8_9_MOU examples_PAC_PAC_Dual Credit_Program_MOU_2020-2021 Madla ECHS MOU - Fully executed--Diana

[11] CR 13.8_10_MOU examples_PAC_Dual Credit_Program_MOU_2020-2021_MOU_PAC_Harlandale STEM ECHS Fully Executed

[12] CR 13.8_11_MOU examples_PAC_PAC_Dual Credit_Program_MOU_Addendum to 2020-2023 Dual Credit MOU - SAN ANTONIO ISD - PALO ALTO COLLEGE (1) (1)

[13] CR 13.8_12_a_Texas Education Code - Chapter 37.201

[14] CR 13.8_12_b_Southwest Independent School District Safety Program_Risk Management Emergency Plan
[15] CR 13.8_13_ECHS Emergency Management Plan Annex 2020
[16] CR 13.8_14_Environmental_Health_Safety_Policy
[17] CR 13.8_15_Evacuation_Plans
[18] CR 13.8_16_Safety Committee
[19] CR 13.8_17_Safety Committee Meeting Minutes_28JAN2020
[20] CR 13.8_18_Emergency Operations Plan
[21] CR 13.8_19_Building Action Team Guide
[22] CR 13.8_20_ECHS Emergency Management Plan Annex 2020
[23] CR 13.8_21_Ray Ellison Family Center Parent Handbook
[24] CR 13.8_22_PAC Vet TEch Program Disaster Plan
[25] CR 13.8_23_Crisis Communication plan
[26] CR 13.8_24_Campus safety plan
[27] CR 13.8_25_Drills and exercises
[28] CR 13.8_26_Alamo Alert System
[29] CR 13.8_27_a_Rave Alert and Rave Guardian
[30] CR 13.8_27_b_login Rave Alert and Rave Guardian
[31] CR 13.8_28_March 12, 2020 notification system quartely test
[32] CR 13.8_29_March 12, 2020 2019 Novel Coronavirus (COVID-19) Update
[33] CR 13.8_30_CLT Reporting Structure
[34] CR 13.8_31_CLT_Meetings
[35] CR 13.8_32_ Policy & procedures PAC Cleaning_Disinfecting Resources Plan and Checklists
[36] CR 13.8_33_Coordinator of College Risk Management Job Description
[37] CR 13.8_36_Environmental Health & Safety Inspections
[38] CR 13.8_35_Board Policy C.1.6
[39] CR 13.8_37_fire alarm report
[40] CR 13.8_38_sprinkler system report
[41] CR 13.8_39_Other reports
[42] CR 13.8_40_Chemical Hygiene Plan
[43] CR 13.8_41_Procedures
[44] CR 13.8_42_Section 51.203 of the Texas Education Code
[45] CR 13.8_43_Alamo Colleges District Police Department
[46] CR 13.8_44_Specialized assignments
[47] CR 13.8_45_Programs covering crime prevention and security National Night Out
[48] CR 13.8_46_New Student Orientation
[49] CR 13.8_46_a_ACPD Facebook
[50] CR 13.8_46_b_ACPD Twitter
[51] CR 13.8_47_Campus Coordinator's Daily Report of Activity
[52] CR 13.8_48_Weekly Crime Report
[53] CR 13.8_49_Video monitoring
[54] CR 13.8_50_security measures
[55] CR 13.8_51_Access to buildings

[56] CR 13.8_52_Access Control List

[57] CR 13.8_53_Card reader door access technology

[58] CR 13.8_54_Lock_Blok

[59] CR 13.8_55_Annual Security & Fire Safety Report

[60] CR 13.8_56_Deputy Coordinator_Vice President of Student Success Job Description

[61] CR 13.8_57_Director of Student Conduct_Title IX Job Description

[62] CR 13.8_58_Association for Title IX Administrators (ATIXA) as Title IX Coordinators

[63] CR 13.8_59_Section H.2.1

[64] CR 13.8_60_Section H.2.1.1

[65] CR 13.8_61_Associate Vice Chancellor for Human Resources and Organizational Development

Section 14 Transparency and Institutional Representation

14.1 The institution (a.) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b.) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus. *(Publication of accreditation status)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College accurately represents its accreditation status and publishes the necessary contact information for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) according to SACSCOC requirements and federal policy. Palo Alto College (PAC) is in compliance with Principle 14.1 Publication of Accreditation Status.

The case for compliance is structured as follows:

A. PAC accurately represents its accreditation status and publishes the necessary contact information for SACSCOC as outlined in College procedure.
B. PAC does not have any branch campuses.

Accurate Representation of Accreditation Status

PAC accurately and consistently communicates its accreditation status using the following statement and in accordance with *College Procedure A.11.0 Southern Association of Colleges and Schools Commission on Colleges: Statement on Publications[1]*:

> Palo Alto College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate level degrees. Questions about the accreditation of Palo Alto College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The statement is publicized in the following venues:

- The online *Palo Alto College Academic Catalog[2]*
- The *Palo Alto College website[3]*

PAC uses the approved SACSCOC logo on the College *website[4]*.

No Branch Campuses

PAC does not have any branch campuses.

Evidence

[1] PAC Procedure A.11.0

[2] 2020-2021 CATALOG - Palo Alto College - Acalog ACMS™

[3] PAC About PAC Accreditation Alamo Colleges

[4] PAC About PAC Accreditation Alamo Colleges - Copy

14.2 The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy. *(Substantive change)*

Compliance Status: Compliance

Narrative

Palo Alto College has a policy and procedure to ensure that all substantive changes are reported in accordance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy. Palo Alto College (PAC) is in compliance with Principle 14.2 Substantive Change.

The case for compliance is structured as follows:

A. PAC's Board of Trustees has a published, publicly available policy and procedure requiring the College to report all substantive changes in accordance with SACSCOC policy.
B. The College has a published, publicly available procedure which ensures that all substantive changes are reported. This procedure has the following attributes:
- It was approved through appropriate channels.
- It covers all types of substantive change.
- It is published where all those affected by the procedure can view the procedure.
- It clearly designates responsibility for substantive change reporting and involves all appropriate persons at the Institution.

C. PAC has a means for updating the College's substantive change procedure.
D. The College's substantive change procedure is in effect.

Board of Trustees Policy and Procedure on Reporting Substantive Change

The College's Board of Trustees Policy *E.2.1. Accreditation and Substantive Change[1]* is publicly available on the Board's website and was approved on October 22, 2013, and last amended on January 26, 2021. The stated purpose of Policy E.2.1 is "to establish institutional procedures for recognizing and approving substantive change and ensuring timely notification to SACSCOC." The Board procedure aligned with that policy, *E.2.1.1 Substantive Change[2],* is also publicly available on the Board's website. This procedure places approval authority for substantive change notifications and requests in the hands of the President of the College. It also requires that the College's accreditation liaison share biannually the current SACSCOC substantive change policy and the Institution's policy for substantive change with the Vice Presidents, Deans, Directors, and Chairs. In addition, the Board procedure requires at each biannual meeting that the accreditation liaison request to review substantive change policies and provide "notification of substantive changes in planning for the next 12-month period" to ensure that notifications of and requests for approval from SACSCOC can be carried out in a timely manner.

College Procedure for Substantive Change

As required by the College's Board Policy E.2.1, PAC has a College procedure for reporting substantive change: *A 14.0 Reporting Substantive Change*[3]. The PAC procedure fully aligns with the requirements of Board Policy E.2.1 and Board Procedure E.2.1.1. The College procedure provides current SACSCOC substantive change policy and clearly assigns responsibilities for compliance to relevant Vice Presidents and Deans at the College.

Procedure is Approved through Appropriate Channels

PAC Procedure *A 1.0 [4]Development of College Procedures[4]* defines the process for approval of College Procedures and ensures that all affected and appropriate persons contribute to the design of College Procedures. In brief, College Procedure A 1.0 includes the following steps:

1. The originating unit in the College brings the draft procedure to all affected parties for review, in this case the *Substantive Change Committee[5]*, and the procedure, with these recommendations, goes before the *College Council[6]* appropriate to the originating unit for review and recommendations.
2. The College Council reviews the procedure, allows ten days for Council review and feedback, and determines which recommendations are to be incorporated into the draft procedure; any significant differences of opinion are documented.

3. The draft procedure goes to the *College Leadership Team[7]* for discussion, ten-day review, and subsequent decision to approve or return to the Council. If approved, the draft procedure goes to the President for approval and signature.
4. The President reviews the procedure, and if additional edits are necessary, these are made after a shared review by the President, Vice Presidents, and SACSCOC liaison, and the procedure is then signed into effect by the President.

The College's procedure for reporting substantive change, *A 14.0 Reporting Substantive Change*[8], went through these steps before being approved and added to the PAC Procedures Manual.

Procedure Covers all Types of Substantive Change
The College's procedure for reporting substantive change, *A 14.0[9]*, aligns with *Board Policy E 2.1 Accreditation and Substantive Change*[10] and *Board Procedure E 2.1.1 Substantive Change*[11] and covers all types of substantive change, as defined by current SACSCOC policy. The procedure ensures accuracy by linking directly to the SACSCOC policy provided on the SACSCOC website. As a second guarantee that all forms of substantive change are addressed by this procedure, the College has assigned an academic *Department Chair[12]* to monitor all new or changing SACSCOC policies. This Department Chair attends the biannual convening of the College's Substantive Change Review Committee (SCRC), which consists of the SACSCOC liaison, Vice Presidents, Deans, Chairs, and Directors, as required by the substantive change procedure. The Department Chair *reports to this group* [13]all relevant updates for SACSCOC policies, ensuring currency with those policies. These updates reach a larger College audience through the *Institutional Effectiveness Council[14]* and as a standing *agenda item[15]* for each bi-monthly College Leadership Team meeting.

Procedure is Published and Accessible to all College Staff and Faculty
The College procedure for reporting substantive change is published on the College website within the *PAC Procedures Manual[16]*, which is readily accessible to every College faculty and staff member without password requirements.

Procedure Designates Responsibility for Reporting Substantive Change
The *College Procedure A 14.0[17]* for substantive change clearly identifies the persons responsible for initiating substantive change reporting for the College, ensuring no ambiguity as to who is responsible for providing SACSCOC with required notification or requests for approval. The biannual meetings of the SCRC, required by the procedure, address review of the procedure itself, review of pending substantive change reports, and review of current substantive change documents under preparation. During each meeting, for each pending substantive change action, the relevant Vice President or Dean identifies the person responsible for acting on the pending substantive change. Additional support personnel are identified during these discussions, as well as the timeline required for the substantive change response.

Procedure has a Means for Updating
The College recognizes the value of and need for continuous improvement. The procedure for reporting substantive change has a means for updating that is available to all College procedures. Procedure *A 1.0 Development of College Procedures*[18] provides the steps to be followed for development, revision, and deletion of College procedures. The biannual meetings of the SCRC required by the substantive change procedure include a *review of the substantive change procedure [19]* in light of the College's ongoing responses to substantive change and in response to changes in SACSCOC policy. The most recent revisions to Procedure A 14.0 addressed improvements for identifying substantive change at the College and maintaining currency with substantive change policy.

Procedure Is in Effect
The College's substantive change procedure has been in effect since its initial approval on February 15, 2018. Meetings required by the procedure have been ongoing each semester and have addressed the topics pertinent to substantive change oversight as evidenced in the *Agenda and Minutes[20]*. As further evidence of the oversight provided by this procedure since its approval, the College has successfully submitted the following SACSCOC requests for approval for *closure of program[21]*, *offering 50% or more of a program at an off-campus instructional site[22],* and *offering 25-49% of a*

*program at an off-campus instructional site[23] [23]*of proposed substantive changes in a timely manner.

Evidence

[1] 14.2_1_E.2.1 Policy Substantive Change
[2] 14.2_2_E.2.1.1 Procedure Substantive Change
[3] 14.2_3_A 14.0_Reporting Substantive Change_FEB2021
[4] 14.2_4_A 1.0 Development of College Procedures
[5] 14.2_5_PROCEDURE REVIEW SUB COMM 08OCT2020
[6] 14.2_6_PROCEDURE REVIEW IEC
[7] 14.2_7_CLT 10 Day and Approval
[8] 14.2_8_A 14.0_Reporting Substantive Change_FEB2021
[9] 14.2_9_A 14.0_Reporting Substantive Change_FEB2021
[10] 14.2_10_E.2.1 Policy Substantive Change
[11] 14.2_11_E.2.1.1 Procedure Substantive Change
[12] 14.2_12_pac-procedure-a25_0_CHAIR
[13] 14.2_13_Sub Change Committee SACS Updates
[14] 14.2_14_IEC Standing Agenda Item SACS Updates
[15] 14.2_15_CLT STANDING AGENDA ITEM SACS POLICY
[16] 14.2_16_Procedures Manual Website
[17] 14.2_17_A 14.0_Reporting Substantive Change_FEB2021
[18] 14.2_18_A 1.0 Development of College Procedures
[19] 14.2_19_Sub Committee Review Sub Procedure
[20] 14.2_20_Substantive Change COMMITTEE_Combined Minutes
[21] 14.2_22_Closing Program_Admin Assist
[22] 14.2_21_Prospectus Approved
[23] 14.2_23_LON

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.*(Comprehensive institutional reviews)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College has policies and procedures to ensure that the Institution applies all appropriate standard to its distance learning programs and off-campus instructional sites. Additionally, the College does not hav campuses. Palo Alto College (PAC) is in compliance with Principle 14.3 Comprehensive Institutional Revie

The case for compliance is structured as follows:

A. PAC courses and programs offered at off-campus sites and through distance or correspondence edu given the same attention in terms of the quality and integrity of the offerings as is given to other cour programs, including dual enrollment.

B. PAC offers academic and student support services and activities to distance learning students and s campus sites.
C. PAC conducts oversight for off-campus and distance learning offerings, and these are included wher data for assessing expected student learning outcomes.
D. The roles of full-time faculty relative to these sites and all modes of delivery are clearly defined.
E. PAC ensures that adequate and appropriate physical resources and safe instructional environments at off-campus instructional sites.

Quality and Integrity of Courses and Programs for Off-Site and Distance Learning

PAC has policies and procedures to ensure that the Institution applies all appropriate standards and policie distance learning programs and off-campus instructional sites. Provided as cross references are the follow and Core Requirements in Table 14.3.1.

Table 14.3.1: Applicable Principles and Core Requirements

Applicable Principle or Core Requirement	Item Addressed for Off-Site Locations and Distance Education
Principle 6.2.a Faculty Qualifications	Faculty rosters
Principle 6.2.c Program Coordination	Faculty responsibility
Principle 6.3 Faculty Appointment and Evaluation	Oversight of faculty teaching
Principle 6.5 Faculty Development	Preparing faculty for teaching off-site/distance educ
Core Requirement 8.1 Student Achievement	Incorporating Institutional statistics
Principle 8.2.a Student Outcomes: Educational Programs	Assessing student learning outcomes and incorpora assessment measures
Principle 10.4 Academic Governance	Faculty responsibility for content, quality, and effect curricula
Principle 10.6, a-c Distance and Correspondence Education	All distance education
Principle 10.7 Policies for Awarding Credit	Quality of academic programs
Core Requirement 11.1 Library and Learning/Information Resources Principle 11.2 Library and Learning/Information Staff Principle 11.3 Library and Learning/Information Access	Access to an adequate and appropriate library or re and services
Core Requirement 12.1 Student Support Services	Academic and support services, regardless of mode including learning management systems
Principle 12.4 Student Complaints	Rights of all students to file complaints
Principle 13.7 Physical Resources	Adequacy and appropriateness of physical facilities technological infrastructure
Principle 13.8 Institutional Environment	The Institution's responsibility for the health and saf institutional environment at off-campus instructional

PAC treats all distance learning and off-site instruction in the same manner as courses offered on the Colle PAC has no branch campuses.

Distance Education is outlined in *Principle 10.6, a-c Distance and Correspondence Education*[1]. PAC adh District Procedure *E.1.9.1 Online Learning*[2] for distance learning and is committed to quality teaching and critical component of maintaining quality online programs is the evaluation process. All faculty teaching onl web enhanced courses, including off-site faculty, follow best practices based on the Quality Matters™ (QM All faculty teaching courses offered via distance or correspondence must adhere to PAC Procedure *I:21.0 Faculty Certification*[3].

PAC has established policies and procedures, as outlined in *Principle 6.3 Faculty Appointment and Evalua* *Principle 10.6, a-c Distance and Correspondence Education[5]*, and *Principle 10.7 Policies for Awarding Cr* ensure the quality of its academic programs, starting with the quality of its instructors. All PAC instructors, r status or rank, and including distance learning and off-site instructors, are evaluated regularly. The evaluat faculty is outlined in the *Procedure I:12.0 Faculty Performance Evaluation[7]* guidelines and applies to all fa (tenured, tenure-track, and adjunct), regardless of the mode of delivery of instruction.

The dual enrollment courses offered at off-campus instructional sites consist of courses currently in PAC's inventory of approved courses. As outlined in *Principle 6.2.a Faculty Qualifications[8]*, each discipline in wh enrollment courses are offered has a minimum of one full-time faculty member at PAC. As outlined in *Core* *6.1 Full-Time Faculty[9]*, there is a sufficient presence of full-time faculty at the College for each discipline, distance learning and off-site dual enrollment sections, which are fully integrated into the assessment of su faculty support. Training is provided at the beginning of each semester for all off-site instructors, to include *Enrollment Faculty Training Agenda[10],* the *Early College High School Faculty FAQ Form[11]*, the *Adjunct Semester Checklist[12]*, and the *New Adjunct Onboarding Checklist[13].*

Core Requirement 12.1 Student Support Services details how the High School Programs Office follows Co *Procedure 32.1 High School Programs Process and Procedures Registration and Enrollment[14]* in the cor success of the Dual Credit program and the students who participate. In order for students to participate in the high schools must be approved to offer Dual Credit courses through a *Dual Credit Memorandum of Un* . Courses are generally taught face-to-face at PAC or their respective high school. These courses are aligr College *Procedure 32.2 High School Programs Course Agreement[16]* and the *Course Agreement Form[1* the College provides a distance education option for Dual Credit students via internet, interactive video cor hybrid classes.

Academic and Student Support for Off-Site and Distance Education

PAC does not currently have any branch campuses.

The College adheres to PAC Procedure *A:14.0 Reporting Substantive Change[18]* for off-campus instructio gives the same attention in terms of quality and integrity as given to other courses. An approved *Letter of N* is received from SACSCOC for all off-site locations with 25 to 49 percent of the courses taught off-site, and *Approved Prospectus[20]* for off-site locations with 50 percent or more of the courses taught off-site. Appro instructional courses must adhere to the approved courses in the *PAC College Catalog[21]* and are aligned College *Procedure 32.2 High School Programs Course Agreement[22]* and *Course Agreement Form[23]*.

For distance learning students and students at off-campus sites, both academic and student support servic activities are provided via web access and through the online student portal and Canvas, the learning man system, to ensure support for academic success. These services are supported through the Institution's te infrastructure, which is outlined in *Principle 13.7 Physical Resources[24]*. Advising is provided to students e distance learning and off-site instruction, as outlined in *Core Requirement 12.1 Academic and Support Ser* Advising for dual enrollment students is delineated in the *Dual Credit Advising Syllabus[26].* The Tutoring S Department is housed within the Academic Success Division of the College to support all academic depart department adequately provides academic assistance to all student populations, including on-campus and education, Early College High School, Dual Credit, and off-site locations. All students may use on-campus tutoring. These services are further outlined in *Core Requirement 12.1 Academic and Support Services[27* are at off-campus locations or are taking courses via distance learning have rights to file written complaints Institution as is further outlined in *Principle 12.4 Student Complaints*[28].

An in-depth review of the library's resources and services is outlined in *Core Requirement 11.1 Library and /Information Resources[29], Principle 11.2 Library and Learning/Information Staff[30]*, and *Principle 11.3 Li* *Learning/Information Access[31].* The College's library resources and services are available to all students distance learning and off-site instruction. To aid in ensuring that students successfully meet the goals of th educational programs, the Ozuna Library provides both on-campus and off-campus students access to an collection of physical library resources, as well as 24/7 access to electronic resources (e.g., e-books, e-jou

articles, and video streaming). The Library also offers in-person and online instruction on library use and in literacy. Faculty and staff seeking support for course development or self-enrichment also have access to a s services and resources.

All PAC students at off-site locations are enrolled in Dual Credit programs. For these students at off-site lo Director of High School Programs conducts monthly *Early College High School and Dual Credit Consortiur* and meets with all Dual Credit Liaisons and High School Administrators to share important resources avail students, including access to library resources. The Dean of Library Resources provides updates on resou training on accessing library tools to the Dual Credit Liaisons at the meeting. Students also learn about spe resources at the *Early College High School New Student Convocation[33]* and *Dual Credit New Student O*

The Ozuna Library offers an *Open House for High School Programs[35]* in the fall and spring of each year Dual Credit Liaisons and the high school librarians to the College campus to learn more about resources a Credit students. Also, each year, the Dean of Library Resources or College Librarian *schedules a visit[36]* Credit high school to review the high school library and provide additional training for the high school librari Credit student access and use of PAC library resources.

Oversight of Off-Site and Distance Learning

The oversight of student achievement and assessment for distance learning and off-site instruction follows policies and procedures as outlined in *Core Requirement 8.1 Student Achievement[37]*, *Principle 8.2.a Stu Outcomes: Educational Programs*, and *Principle 8.2.b Student Outcomes: General Education[38].* The ass undergo annual program assessment of student learning outcomes, and the Core Curriculum component i associate degree is assessed through the College's general education and Core Curriculum assessment s

The *Roles and Responsibilities of General Education Assessment[39]* are shared by faculty, staff, and aca administrators. The Coordinator of Measurement & Evaluation (hereinafter referred to as the Assessment C a full-time staff member charged with coordinating the assessment processes. The College's faculty plays the assessment of the general education outcomes. The Vice President of Academic Success, the Acaden Department Chairs, and the Academic Assessment Committee members all play important parts in assess competencies. The staff of the new Teaching & Learning Center also contribute.

PAC assesses students who are nearing graduation and who have completed, or nearly completed, the ge requirements. Every section, which encompasses all course modalities, of every course that is responsible and assessing each *Institutional Learning Outcome (ILO)[40]* is considered as part of the "total universe" o sections from which the College selects a random sample of students who meet the following criteria:

1. PAC students with 45 or more semester credit hours,
2. Current PAC home students in a relevant course for ILOs being assessed, and
3. PAC students in the semester prior to the semester in which the sample is being taken.

The Office of Institutional Research, Planning, and Effectiveness (IR) generates a random, representative s student work artifacts for each competency being assessed, as described in the annual the *Sampling Meth* the 2019-2020 cycle. Also attached is the *Core Courses – ILO Crosswalk[42]*. The core courses have rema since 2016-2017.

The Institutional Learning Outcomes (ILO) assessment results are disaggregated by course modality (face online/hybrid) in order to monitor students' achievement of the outcomes across modalities. These results the narratives of *Principle 8.2.a Student Outcomes: Educational Programs* and *8.2.b Student Outcomes: G Education[43]*.

Role of the Faculty in Off-Site and Distance Learning

PAC faculty who teach off-site or through distance learning must follow all the same policies and procedure in *Principle 6.2.a Faculty Qualifications[44]*, *Principle 6.2.c Program Coordination[45], Principle 6.3 Faculty and Evaluation[46]*, *Principle 6.5 Faculty Development[47]*, *Principle 10.4 Academic Governance[48]*, and *Policies for Awarding Credit[49]*.

At PAC, faculty, through the *Curriculum Committee[50]*, have primary responsibility for the curriculum cont descriptions and learning outcomes), regardless of the format or mode of delivery. *Principle 10.4 Academic*

[51] outlines the responsibility of faculty for content, quality, and effectiveness of curricula, including those campus sites and via distance learning. Curriculum quality at PAC is achieved and maintained through the systems of *Program Review[52]* and *Academic Assessment[53]*. In addition, the *Distance Learning Commi* monthly to support the instructional design, delivery, assessment, and course room management of faculty integrating an online component within their course.

Physical Resources at Off-Site Locations

For each off-site location, the College ensures the physical facilities meet the *Texas Administrative Code T 61.1036[55]*, which provides minimum standards for construction of high school classroom facilities. This c ensures that these classroom facilities meet college requirements for the delivery of college lecture course locations have met the requirements of this code for their current enrollment, which includes all students en courses offered via Dual Credit. Attached is *School District's Facility Standards[56]* as an example. These standards for off-site instruction are further outlined in *Principle 13.7 Physical Resources[57]*. In addition, a locations provide a healthy, safe, and secure environment as outlined in *Principle 13.8 Institutional Environ Dual Credit Memorandum of Understanding (MOU)[59]* addresses prevention, mitigation, preparedness, re recovery as defined by the Texas School Safety Center (TxSSC) and in conjunction with the governor's off homeland security. The authorization for the Texas School Safety Center is located in the *Texas Educatior 37.201[60]*. The definitions laid out by the Texas School Safety Center ensure all off-site locations take rea to provide a healthy, safe, and secure environment for all students enrolled in courses through the dual en programs.

In reviewing physical facilities, the College seeks details for a *Prospectus[61]* of each off-site location befor site that offers 50% or more of an academic program. The approximate square footage of general classroo the Texas Education Code requirements for square feet per room. The off-site location is also reviewed for space, especially if distance learning classes are offered, to ensure they are equipped with the necessary connectivity for online instruction. In addition, off-site locations must also share their inventory of the numb lab classrooms available and the number of computers available for students to work off-site. *Science labs [62]* by Science Department Chairs and approved only after an on-site visit has been conducted to ensure requirements are met for the delivery of instruction. Any approved off-site science lab must adhere to safet standards outlined in *Principle 13.8 Institutional Environment[58]*.

Each off-site location must also house a library. An inventory of the physical space is requested to ensure has the resources needed for students to achieve academic success. Each off-site location is responsible adequate facilities for the delivery of off-site courses. Because all facilities, laboratories, and physical resou provided by the off-site location, in accordance to the Texas Education Code, the addition of these off-site not impact existing PAC programs and services.

Evidence

[1] 14.3_0_Principle 10.6_Distance and correspondence education.final draft.TMesa012221_EDITED

[2] 14.3_1_Procedure E.1.9.1 Online Learning

[3] 14.3_2a_Procedure I.21_0 Online Course Faculty Certification

[4] 14.3_3a_Principle 6.3_Faculty Appointment and Evaluation_PLee (Final Draft)_EDITED

[5] 14.3_3b_Principle 10.6_Distance and correspondence education.final draft.TMesa012221_EDITED

[6] 14.3_3c_Principle 10.7 Policies for Awarding Credit Feb 1 2021_EDITED

[7] 14.3_4a_Procedure I.12 Faculty Performance Evaluation

[8] 14.3_4b_Principle 6.2.a Faculty Qualifications narrative_EDITED

[9] 14.3_4c_Principle 6.1 Sufficient FT Faculty by Program Jan 21 2021.docx

[10] 14.3_5_Dual Enrollment Faculty Training Agenda

[11] 14.3_6_Early College High School Faculty FAQ Form

[12] 14.3_7_Adjunct Faculty Semester Checklist

[13] 14.3_8_New Adjunct Onboarding Checklist

[14] 14.3_9_Procedure S 32.1 High School Programs Process and Procedures Registration and Enrollment
[15] 14.3_10_Dual Credit Memorandum of Understanding
[16] 14.3_11_Procedure S 32.2 High School Programs Course Agreement
[17] 14.3_12_Course Agreement Form
[18] 14.3_13_Procedure A14.0 Reporting Substantive Change
[19] 14.3_14_Letter of Notification
[20] 14.3_15_Letter of Approved Prospectus
[21] 14.3_16a_PAC College Catalog
[22] 14.3_16b_Procedure S 32.2 High School Programs Course Agreement
[23] 14.3_16c_Course Agreement Form
[24] 14.3_17a_Principle 13.7_Physical Resources_JMejiaFinal 2.8.20_EDITED
[25] 14.3_17b_Principle 12.1 Academic and Student Support Services_Final_EDITED
[26] 14.3_17c_Dual Credit Advising Syllabus
[27] 14.3_17d_Principle 12.1 Academic and Student Support Services_Final_EDITED
[28] 14.3_17e_Principle 12.4 Student_Complaints_Final for Review_EDITED
[29] 14.3_17f_Core Requirement 11.1_Library.final draft.TMesa 012221_EDITED
[30] 14.3_17g_Principle 11.2 Library Staff.final draft.Tmesa 012221_EDITED
[31] 14.3_17h_Principle 11.3 Library and Learning.Information Access.final draft.TMesa012221_EDITED
[32] 14.3_18_Early College High School and Dual Credit Consortium
[33] 14.3_19_Early College High School New Student Convocation
[34] 14.3_20_Dual Credit New Student Orientation
[35] 14.3_21a_Open House for High School Programs
[36] 14.3_21b_Schedule a Visit
[37] 14.3_21c_Core Requirement 8.1_Student Achievement_CHaring_1 amp 10.2.2020_edits made_2_EDITED
[38] 14.3_21e_Principle 8.2b Student Outcomes General Education
[39] 14.3_22_Roles and Responsibilities of General Education Assessment
[40] 14.3_23_ Institutional Learning Outcome (ILO)
[41] 14.3_24_Sampling Methodology
[42] 14.3_25a_Core Courses-ILO Crosswalk
[43] 14.3_25c_Principle 8.2b Student Outcomes General Education
[44] 14.3_25d_Principle 6.2.a Faculty Qualifications narrative_EDITED
[45] 14.3_25e_Principle 6.2.c Program Coordination-Jan 21 2021_EDITED
[46] 14.3_25e2_Principle 6.3_Faculty Appointment and Evaluation_PLee (Final Draft)_EDITED
[47] 14.3_25f_Principle 6.5 Professional Development_KBD_Final Version_EDITED
[48] 14.3_25g_Principle 10.4_ Academic governance_JHernandez_EDITED
[49] 14.3_25h_Principle 10.7 Policies for Awarding Credit Feb 1 2021_EDITED
[50] 14.3_26a_Curriculum Committee
[51] 14.3_26b_Principle 10.4_ Academic governance_JHernandez_EDITED
[52] 14.3_26c_Program Review
[53] 14.3_26d_Academic Assessment
[54] 14.3_27_Distance Learning Committee
[55] 14.3_28_Texas Administrative Code Title 19, Part 2, 61.1036

[56] 14.3_29a_School District's Facility Standards

[57] 14.3_29b_Principle 13.7_Physical Resources_JMejiaFinal 2.8.20_EDITED

[58] 14.3_34_Principle 13.8_Institutional_Environment_Murph_EDITED

[59] 14.3_30_Dual Credit Memorandum of Understanding

[60] 14.3_31_Texas Education Code - Chapter 37.201

[61] 14.3_32_Prospectus

[62] 14.3_33_Science labs are reviewed

14.4 The institution (a.) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies".) *(Representation to other agencies)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Narrative

Palo Alto College represents itself accurately to all accrediting agencies recognized by the U.S. Department of Education with which it holds accreditation and notifies these agencies of any changes to its accreditation status, including the imposition of public sanctions. Palo Alto College (PAC) is in compliance with Principle 14.4 Representation to Other Agencies.

The case for compliance is structured as follows:

A. PAC represents itself accurately to all accrediting agencies recognized by the U.S. Department of Education with which it holds accreditation.
B. PAC informs its accrediting agencies of any changes to its accreditation status, including the imposition of public sanctions.

Accurate Representation to Accrediting Agencies

PAC holds accreditation with the following U.S. Department of Education recognized accrediting agencies: the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and, for the College's Veterinary Technology (AAS) program, the American Veterinary Medical Association (AVMA). The *SACSCOC website[1]* confirms PAC's current status as an accredited institution of higher education, and the *AVMA website[2]* confirms the accredited status of the Veterinary Technology AAS program. Additional confirmation of accredited status can be reviewed in letters providing the most recent re-affirmation from the *AVMA[3]* and from *SACSCOC[4]*.

PAC represents itself accurately to these accrediting agencies and to the public with respect to these accreditations, as can be seen on *PAC's public-facing website[5]* and the *Veterinary Technology AAS homepage[6]* housed within the College's public-facing website. Additional evidence that the College describes itself in identical terms with respect to purpose, governance, programs, degrees, certificates, personnel, finances, and constituents is provided in the most recent *report submitted to the AVMA[7]*.

Notification of Any Changes to Accreditation Status

At PAC, the position of SACSCOC liaison is held by the Vice President for College Services (VPCS). In the role of SACSCOC liaison, as outlined in the *SACSCOC Accreditation Liaison Guidelines[8]*, the VPCS ensures clear channels of communication exist between the College and SACSCOC. Specifically, as outlined in *College Procedure A[9].30.0[9],* the VPCS is responsible for informing each of the Department of Education recognized accrediting agencies with which the College holds accreditation of any change in accreditation status.

There is no current evidence of providing either SACSCOC or the AVMA with notification of an altered accreditation status; no change in status has occurred since the last re-affirmation.

Evidence

[1] 14.4_1_SACSCOC Website Confirming PAC's current Status

[2] 14.4_2_AVMA website

[3] 14.4_3_AVMA letter

[4] SACS_POr20190115_Corresp_Referral Report to Fifth Yr Report

[5] 14.4_5_PAC's public facing website

[6] 14.4_6_Veterinary Technology AAS homepage

[7] SELF-STUDY CVTEA 2021 Final

[8] 14.4_7_SACSCOC Accreditation Liaison Guidelines

[9] A 30.0 Notification of Accreditors

14.5 The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current Principles of Accreditation. **(Policy compliance)**
(Note: For applicable policies, institutions should refer to SACSCOC website http:/www.sacscoc.org)

Compliance Status: Compliance

Narrative

Palo Alto College follows the policy statements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) that pertain to new or additional institutional obligations that are not part of the standards in the current Principles of Accreditation. Palo Alto College (PAC) is in compliance with Principle 14.5 Policy Compliance.

The case for compliance is structured as follows:

A. PAC acknowledges its responsibility to address potential new SACSCOC policies.
B. PAC has put mechanisms into place to ensure that it is in compliance with any and all new pertinent SACSCOC obligations.

Responsibility to Address Potential New SACSCOC Policies

The College complies with new or additional institutional SACSCOC obligations that may arise that are not part of the standards in the current Principles of Accreditation. According to *College Procedure A 25.0[1]* Tracking/Identifying/Addressing New or Additional SACSCOC Obligations, the College is aware that "from time to time, SACSCOC develops new policies in response to a federal mandate or because of a major change in the higher education landscape." To address these possibilities, a number of measures have been implemented to make certain the College "is aware of and complies with new institutional responsibilities promulgated since the publication of the current Principles of Accreditation."

Further, as explained in College Procedure A.25.0, the College understands that

> Not all new policies pertain directly to the College's SACSCOC obligations; many new policies pertain to obligations for SACSCOC itself and incur no obligations on the part of the College. However, when a policy requires actions or compliance by the College, SACSCOC Comprehensive Standard 14.5 makes clear that noncompliance with said policy has the same implications as noncompliance with a standard of the Principles of Accreditation.

Mechanisms to Ensure Compliance with New Pertinent SACSCOC Obligations

PAC implements mechanisms to make certain that the College meets all pertinent SACSCOC obligations, including new applicable policies. Measures the College has taken to ensure it is in compliance include:

1. PAC developed a new College Procedure, *A 25.0[1],* for the express purpose of tracking, identifying, and addressing new or additional SACSCOC institutional obligations.

2. The College Leadership Team (CLT) added SACSCOC Updates on Policy and Position Statements as a new standing item on all of its meeting agendas.

- *CLT agenda_6-9-2020[2]*
- *CLT agenda_6-16-2020[3]*
- *CLT agenda_6-23-2020[4]*
- *CLT agenda_6-30-2020[5]*
- *CLT agenda_7-06-2020[6]*
- *CLT agenda_7-21-2020[7]*
- *CLT agenda_8-04-2020[8]*
- *CLT agenda_8-11-2020[9]*
- *CLT agenda_9-01-2020[10]*

3. The College's Vice President of College Services (VPCS), who serves as the SACSCOC Liaison, is the individual responsible for checking the SACSCOC website for changes. Additionally, one of the Arts and Sciences Department Chairs has been charged with the task of assisting the VPCS in monitoring the SACSCOC site for new or additional institutional SACSCOC obligations. The office of the VPCS keeps all emails from SACSCOC, and the College uses the most current Compliance Certification report template from the SACSCOC website.

4. The College's Institutional Effectiveness Council (IEC)[11] meetings function as venues in which new SACSCOC policies, which are not part of the standards in the current Principles, are examined, discussed, and appropriately acted upon.

- *IEC agenda_9-16-2020[12]*
- *IEC agenda_10-19-2020[13]*
- *IEC agenda_11-16-2020[14]*
- *IEC minutes_9-16-2020[15]*
- *IEC minutes_10-19-2020[16]*

College Procedure A.25.0[1] also specifies that

> At least once every Fall and Spring semester, the College's Accreditation Oversight Committee[17] will review both the SACSCOC emails collected and catalogued on the College's SACSCOC Share drive (Share for SACSCOC (M:) > SACS _Email Communication) and the changes published on the SACSCOC.org Document webpage, (https://sacscoc.org/documents/?type=policies) to determine whether any policies implemented since the publication of the current iteration of the Principles of Accreditation require an Institutional response.

In the event that a review reveals that a novel SACSCOC policy requires an Institutional response, the measures detailed in the College Procedure A 25.0[1] will be implemented. A prime example of revision to a College Procedure stemming from a SACSCOC Policy Change is the revision of *College Procedure A 14.0 reflecting the November 2020 SACSCOC modifications to its Substantive Change Policy[18].*

Evidence

[1] 14.5_1_pac-procedure-a25_0

[2] 14.5_2_College_Leadership_Team_Agenda_6-9-2020

[3] 14.5_3_College_Leadership_Team_Agenda_6-16-2020

[4] 14.5_4_College_Leadership_Team_Agenda_6-23-2020

[5] 14.5_5_College_Leadership_Team_Agenda_6-30-2020

[6] 14.5_6_College_Leadership_Team_Agenda_7-6-2020

[7] 14.5_7_College_Leadership_Team_Agenda_7-21-2020

[8] 14.5_8_College_Leadership_Team_Agenda_8-4-2020

[9] 14.5_9_College_Leadership_Team_Agenda_8-11-2020

[10] 14.5_10_College_Leadership_Team_Agenda_9-1-2020

[11] 14.5_11_Institutional_Effectiveness_Council

[12] 14.5_12_IEC-AGENDA-16SEPT2020

[13] 14.5_13_IEC-AGENDA-19OCT2020

[14] 14.5_13b_IEC-AGENDA-NOV2020

[15] 14.5_14_IEC-Minutes-16SEPT2020

[16] 14.5_15_IEC-MINUTES-19OCT2020_Final

[17] 14.5_#_Accreditation_Oversight_Committee

[18] 14.2_3_A 14.0_Reporting Substantive Change_FEB2021

14.5.a "Reaffirmation of Accreditation and Subsequent Reports"

Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution's role with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance Status: Compliance

Narrative

Palo Alto College is part of a state system and has a structure of governance that makes clear the Institution's role in that system. Palo Alto College (PAC) is in compliance with Principle 14.5.a Reaffirmation of Accreditation and Subsequent Reports.

The case for compliance is structured as follows:

A. PAC is part of a state system and is governed by an independent board of trustees that supports the College in its Mission.

PAC as Part of State System and Governed by an Independent Board of Trustees

The legal status of junior college districts in Texas is derived from the Constitution of the State of Texas and from the Texas Education Code, as passed and amended by the Texas Legislature and described in the *Texas Constitution, Art. VII[1]*. The *Texas Education Code specifies in Chapter 130, Section 1[2]* that the "Coordinating Board, Texas College and University System, referred to as the coordinating board, shall exercise general control of the public junior colleges of Texas." The section further stipulates that the Coordinating Board has general authority over junior colleges in Texas and specifically has the authority to create junior college districts. *Section 162[3]* of this code establishes the formation of the Alamo Community College District and its service areas.

The official governing board of the District is the Board of Trustees in accordance with the *Texas Education Code Chapter 130, Section 082[4].* The Board has the exclusive power to manage and govern the District, as indicated in the *Texas Education Code 130.002[5]* and *130.082(d*). [6]The Board acts as the legal authority for PAC and serves as an independent governing body. This authority is further expanded upon in *Board Policy A.1.1: Legal Name and College Organizational Units[7],* which designates PAC as an organizational unit within the Alamo Community College District.

Evidence

[1] 14.5a_1_ THE TEXAS CONSTITUTION ARTICLE 7. EDUCATION

[2] 14.5a_2_Texas Education Code Section 130.001

[3] 14.5a_3_Texas Education Code Section 130.162

[4] 14.5a_4_Texas Education Code Section 130.082

[5] 14.5a_5a_Texas Education Code Section 130.002

[6] 14.5a_5_Texas Education Code Section 130.082

[7] 14.5a_6_Board_Policy_A1.1

14.5.b "Separate Accreditation for Units of a Member Institution"

Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.

Compliance Status: Compliance

Narrative

If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. No response is required by the institution.