



ALAMO COLLEGES DISTRICT  
Palo Alto College



# FACTBOOK

2021-2022

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# INSTITUTIONAL PROFILE

## History

Palo Alto College, part of the Alamo Colleges District, has been a pillar of the south San Antonio community since it began offering classes in 1985. At the time, Palo Alto College was the only public higher education option available south of Highway 90. Opening our doors marked the culmination of decades-long advocacy for expanding educational access to our community. Over 100,000 students later, it's clear that our students continue to make their mark in San Antonio with thriving careers in business, education, technology, and more.

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

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

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

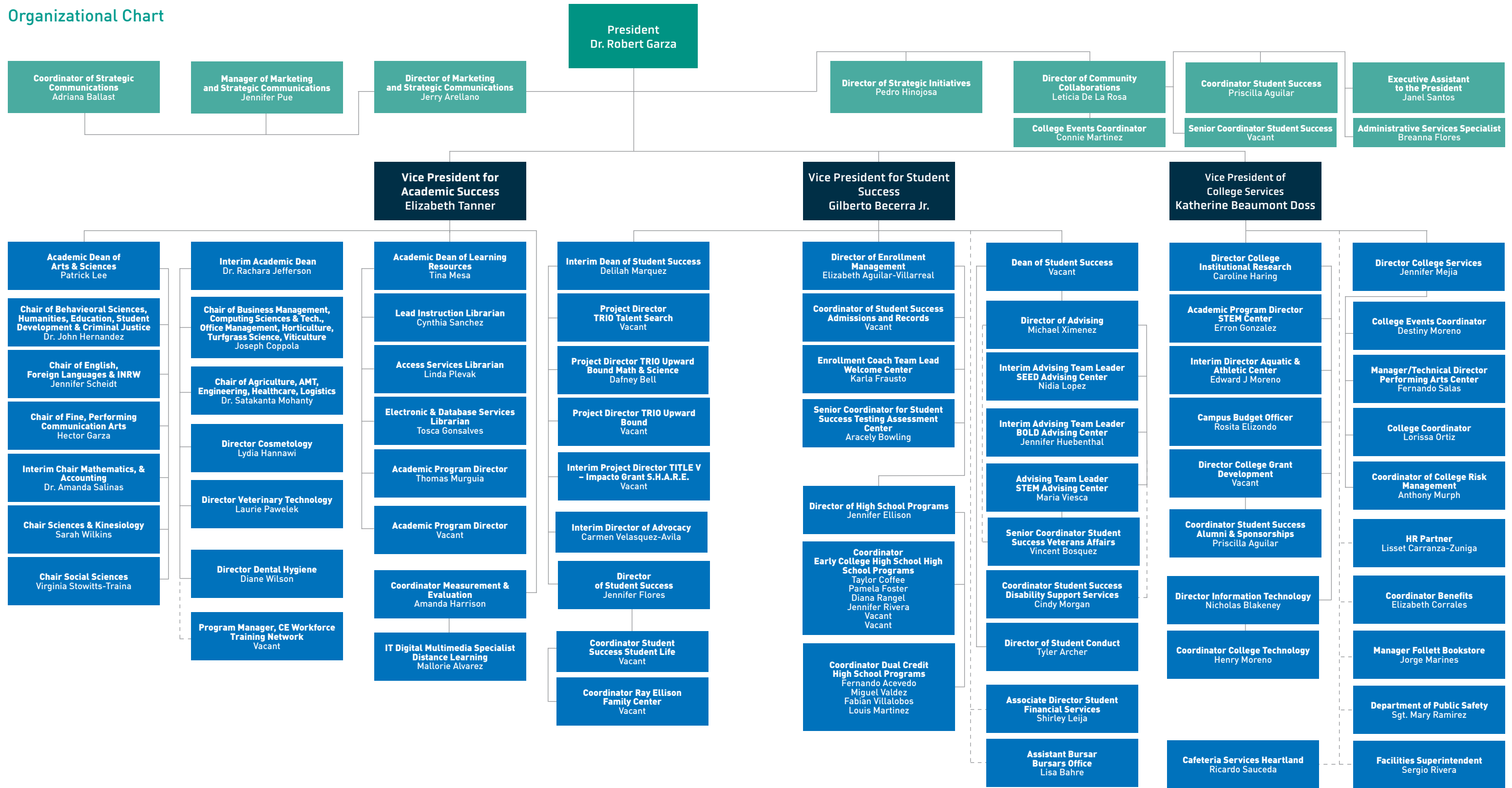
The Southern Association of Colleges and Schools awarded full accreditation to Palo Alto College in 1987. Accreditation was last reaffirmed in June 2012, effective until 2022.

Palo Alto College has been led by seven presidents during its more than 35-year history:

Dr. Terry Dicianna (1985-1989)  
Dr. Byron Skinner (1990-1992)  
Dr. Joel Vela (1993-1996)  
Dr. Enrique Solis (1998-2001)  
Dr. Ana M. "Cha" Guzmán (2001-2012)  
Dr. Mike Flores (2012-2018)  
Dr. Robert Garza (2018-present)



# Organizational Chart



# 2019-2024 Strategic Plan

## Mission Statement

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

## Vision

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

## Values

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

Students First

Can Do Spirit

Collaboration

Community-engaged

Respect for All

Data-informed

## Strategic Directions

### Community Empowerment

Palo Alto College is dedicated to promoting a college-going culture for the community it serves by engaging and educating community members and creating access to teaching and learning resources.

#### Goals

1. Increase success rates in existing community programs
2. Increase access to teaching and learning resources for the community
3. Promote the college-going culture in the community

### Maximize Capacity to Serve

Palo Alto College is dedicated to maximizing existing resources, diversifying funding streams, establishing new partnerships, and enhancing our infrastructure to support the community.

#### Goals

1. Develop a Palo Alto College budget model that is driven by a measurable, multi-year, planning process that includes a focus on enrollment, contact hours, and strategic fiscal stewardship
2. Secure alternative funding sources to aid in supplementing institutional activities and supporting growth
3. Develop and sustain mutually beneficial partnerships with industry, government, and non-profit sectors
4. Strengthen infrastructure by applying strategic budgeting principles to fund technology priorities and innovations, and minimize facilities' deferred maintenance costs

### Employee Empowerment

Palo Alto College strives to maintain a culture that promotes professional growth, clear and transparent communication, and cross-college collaboration.

#### Goals

1. Sustain an organizational culture that supports and encourages equitable professional growth in alignment with the College's mission
2. Nourish and strengthen a culture of inclusiveness through clear and efficient communication
3. Foster an environment of shared contribution and collaborative effort in which innovation is encouraged

### Student Empowerment

Palo Alto College is committed to empowering students to explore educational opportunities, identify career and transfer pathways, and discover high-wage, high-demand careers. Palo Alto College meets students where they are by providing tools and strategies to address students' unique interests and to help them succeed academically and professionally.

#### Goals

1. Increase student completion
2. Increase opportunities for students to explore careers 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

# COMMUNITY EMPOWERMENT

## PAC awarded for excellence in veteran education

Palo Alto College was honored with the Veteran Education Excellence Recognition Gold Award from the Texas Veterans Commission's Veterans Education Program and is among 14 institutions of higher learning from Texas to be honored in its inaugural year. The award recognizes universities and colleges that provide excellence in education and related services that significantly contribute to the academic success of student veterans and military-connected students. PAC's Veterans Affairs program serves approximately 800 students each fall and spring semester with a dedicated office providing services to student veterans and collaborating with other departments to maximize student veteran success.



## New, first-of-its-kind Re-Engagement Partnership with Communities In Schools – San Antonio

In Spring 2022, Palo Alto College announced a new partnership with Communities In Schools – San Antonio, the nation's largest and most effective dropout prevention organization dedicated to keeping students in school and helping them succeed in life. The new, first-of-its-kind Re-Engagement Partnership connects with college students on a one-to-one basis both virtually and via home visits. Out of 949 students Communities In Schools has contacted, more than 33% of those students have enrolled back into college. The innovative agreement allows staff from Communities In Schools to be housed at Palo Alto College in order to have efficient access to student data and support services.



## PAC reaffirmed for SACSCOC accreditation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Board of Trustees reaffirmed Palo Alto College's accreditation. This is the third consecutive time that PAC has earned this accreditation and it is a recognition of the college's commitment to integrity and the offering of effective programs.

## Hispanic Outlook named PAC top 25 community colleges in country

In Spring 2022, Hispanic Outlook on Education Magazine ranked Palo Alto College in two categories in the Top 25 Community Colleges for Hispanics. The list recognizes community colleges across the country that serve the highest number of Hispanic/Latino students. A Hispanic-Serving Institution with a current Hispanic enrollment of 77%, PAC placed #25 on the list of the Top 25 Community Colleges in the nation for Hispanic/Latino students (using data from Fall 2020) and ranked #6 for associate degrees granted to Hispanic/Latino students in the southern region (using data from 2019-2020).

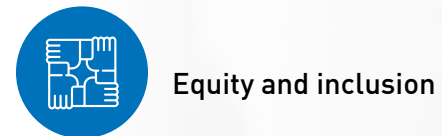
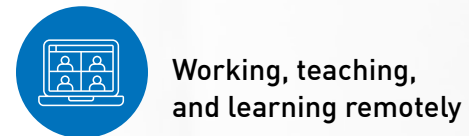


# EMPLOYEE EMPOWERMENT

## Fostering professional growth

The Teaching and Learning Center (TLC) provides Palo Alto College faculty and staff a centrally located, one-stop location for support and resources. Professional staff are housed in the Center and collaboratively manage its current primary functions: instructional and staff professional development, online course design, program and institutional-level academic assessment, and instructional technology.

Based on data from the faculty and staff professional development needs/interest surveys administered in April 2020, the TLC has identified four (4) 'Organizational Pillars' to help guide its offerings:



# STUDENT INVOLVEMENT

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

### Academic Pre-Professional

- Future Educators of America
- Horticulture Club
- Logistics Club
- Lonestar Agriculture
- Palo Alto Robotics Team
- Psychology Club
- Society of Future Engineers
- Somos MAS (Mexican American Studies)
- Veterinary Technology

### Common Interest

- Athletics
- Catch the Next
- Club Earth
- Drama Club
- E-Sports
- Eleven Rivers Review
- Student Veterans Organization
- To Dye For Cosmetology Club

### Honor Society

- Phi Theta Kappa
- Tri-Beta Biological

### Leadership

- National Society of Leadership and Success
- PAC Honors Legacy Club
- PAC LeadHERs
- PAC Mentorship
- PACMEN
- Student Government Association
- Student Leadership Institute

# STUDENT EMPOWERMENT



## PAC breaks ground on new outdoor classroom, amphitheater

Palo Alto College hosted a ceremonial groundbreaking in May 2022 at the future site of its outdoor classroom and amphitheater, a first-of-its-kind space for the campus and the southside community. The new development will be funded by the Higher Education Emergency Relief Fund (HEERF) and will serve as a small outdoor classroom and theater while providing an inclusive space where students can meet, relax, and learn. The innovative space will add over an acre of outdoor creativity and will be utilized to host choir, jazz concerts, and theater performances. Additionally, the outdoor classroom and amphitheater will have five sculptural pads where students will have the opportunity to have their art on display.



## PAC awarded grant for Grow with Google HSI Career Readiness Program

In January 2022, Palo Alto College announced its participation in the Grow with Google HSI Career Readiness Program. The initiative helps Latino students at over 20 Hispanic Serving Institutions (HSIs) prepare for the workforce through digital skills training and career workshops. As part of this initiative, the College received a micro-grant of \$25,000. In partnership with HACU, the Grow with Google HSI Career Readiness Program will provide HSI career centers with funding and a semester-long in-person and online digital skills program. The initiative will combine career workshops, career counseling, and programming on design thinking, project management, and professional brand building. PAC was among over 20 HSIs from around the country to join the program this spring.

## Women's Basketball wins TCAC Championship

The Palo Alto College Women's Basketball Team won the Texas Collegiate Athletic Conference (TCAC) Championship. This is PAC's first conference win in eight years. After a 58 to 45 game with Northeast Lakeview College, the team walked away with the title. The TCAC consists of teams from Alamo Colleges District sister colleges and two- and four-year colleges not associated with any other athletic leagues.



## Engineering students take win at toy design contest

Palo Alto College students in the Introduction to Engineering courses participated in a Spring class project. Four teams created fun and educational toys for a competition hosted by the DoSeum, San Antonio's museum for kids. PAC teams won in three categories: Durability, Kid's Choice, and Best of Show. The friendly match challenged students to demonstrate various soft skills engineers need, including teamwork, critical thinking, creative problem solving, and communication. K-12 students and DoSeum employees provided customer feedback and voted to select the winners in six categories: Durability, Educational Value, Playfulness, Design/Innovation, Kids Choice, and Best of Show.





# STUDENT PROFILE

## Fall 2021 Top 10 Enrollment by Pre-Major

Pre-Major	Pre-Major Description	CIP Code	Enrollment
BUAD	Business Administration	52.0201	981
BPNR	Biology/Pre-Nursing	26.0101	967
LBAT	Liberal Arts	24.0101	938
BIOP	Biology/Pre-Professional	26.0101	481
BIOL	Biology	26.0101	452
CRJT	Criminal Justice	43.0104	324
PSYC	Psychology	42.0101	295
KINE	Kinesiology	13.1314	287
GENE	EC-6 Generalist	13.1210	279
CMPS	Computer Science	11.0101	266

Source: IRES\_StudentCourse\_DBK, Certified CBM001

## Fall 2021 Top County Feeders

County	Enrollment
Bexar	8643
Atascosa	529
Guadalupe	284
Wilson	171
Comal	152
Medina	129
Kerr	56
Kendall	38
Frio	18
Bandera	16

Source: Certified CBM001

## Fall 2021 Top Zip Code Feeders

ZIP Code	Enrollment
78221	612
78211	543
78245	505
78242	492
78223	475
78224	435
78214	281
78264	270
78227	229
78237	228

Source: IRES\_StudentContact\_DBK, Certified CBM001

## Fall 2021 Top High School Feeders

High School	Enrollment
South San	535
Southwest	532
Southside	398
East Central	346
Legacy	283
Somerset	225
Harlandale	214
McCollum	200
Madison	165
Burbank	151

Source: STU0071\_HSInfoReg\_DBK, Certified CBM001

## Pre-College Programs at Palo Alto College

School District	Participating High Schools
Charter/ Private School	Brooks Academy of Science and Engineering KIPP University Preparatory High School Athlos Leadership Academy Frank L. Madla Early College High School
Charlotte Independent School District	Charlotte High School
Comfort Independent School District	Comfort High School
Devine Independent School District	Devine High School
East Central Independent School District	East Central High School
Edgewood Independent School District	John F. Kennedy High School Memorial High School John F. Kennedy Early College High School John F. Kennedy P-TRECH Early College High School Memorial Early College High School
Harlandale Independent School District	Harlandale High School McCollum High School Harlandale STEM Early College High School
Ingram Independent School District	Ingram Tom Moore High School Ingram Pathways in Technology ECHS
Jourdanton Independent School District	Jourdanton High School
Judson Independent School District	Judson High School
Lytle Independent School District	Lytle High School
Marion Independent School District	Marion High School
Northeast Independent School District	Madison High School
Northside Independent School District	O'Connor High School
Poteet Independent School District	Poteet Early College High School Poteet High School
San Antonio Independent School District	Burbank High School Highlands High School
Somerset Independent School District	Somerset High School Zacharias Early College Leadership Academy
South San Antonio Independent School District	South San Antonio High School South San Antonio Early College Academy West Campus High School West Campus Early College High School West Campus P-TECH Academy
South Side Independent School District	Southside High School Southside Early College High School
Southwest Independent School District	Southwest High School Southwest Early College High School Southwest Legacy High School Southwest Legacy Early College High School CAST STEM High School
Texans Can Academies	Texans Can Academy - San Antonio

## Financial Aid Awards 2021-2022

	Students	Paid
<b>Federal and State Funded Programs</b>		
Pell Grant	3,043	\$ 12,053,583.00
Federal Supplemental Educational Opportunity Grant (FSEOG)	1,018	\$ 751,515.00
Texas Public Education Grant (TPEG)	818	\$ 1,107,713.00
Texas Educational Opportunity Grant (TEOG)	244	\$ 747,593.00
Federal Work Study	100	\$ 313,881.00
Texas College Work Study	<10	\$ 17,715.00
Educational Aide Exemption	0	\$ -
AmeriCorps	<10	\$ 350.00
<b>Federal &amp; State Funded Program Subtotal</b>		<b>\$ 14,992,350.00</b>
<b>Federal Direct Loans</b>		
Federal Subsidized Loans	220	\$ 667,971.00
Federal Unsubsidized Loans	205	\$ 759,873.00
Parent PLUS Loans	0	\$ -
<b>Federal Direct Loans Subtotal</b>		<b>\$ 1,427,844.00</b>
<b>Scholarships</b>		
Scholarships	1,660	\$ 1,885,761.00
<b>Scholarships Subtotal</b>		<b>\$ 1,885,761.00</b>

## Financial Resource Information

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

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

### Types of Grants

- Federal Pell Grant awarded to undergraduate students with financial need who have not yet earned a bachelor's degree.
- Federal Supplemental Educational Opportunity Grant (FSEOG) awarded to undergraduate students with exceptional financial need. Funding is limited and on a first-come, first-served basis.
- Texas Educational Opportunity Grants (TEOG) (must be a Texas Resident) awarded to financial need students enrolled at Texas public two-year college. Students who are eligible to participate may continue to receive funds for up to four years from the first award, for up to 75 attempted hours while receiving the grant, or until completion of an associate degree, whichever occurs first.

**College Work-Study (CWS)** - Need-based, part-time employment for students to earn money to pay for educational expenses. Work-study jobs are located on- or off-campus.

- **Federal and Texas Work-Study** jobs are located on- or off-campus.

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

William D. Ford Federal Direct Loan Program allows students to borrow money at low interest rates directly from the federal government.

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

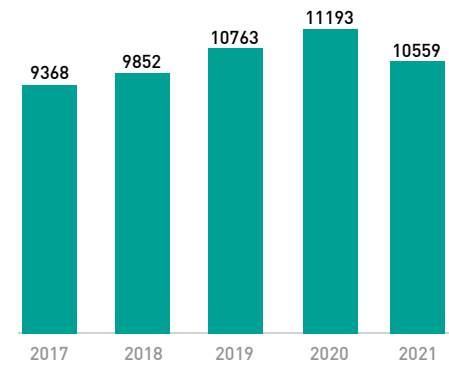
Other forms of financial aid that might be available to students include:

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

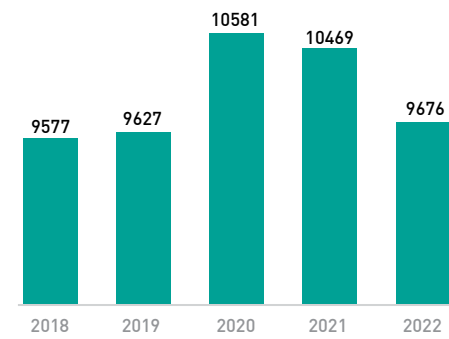


# ENROLLMENT TRENDS

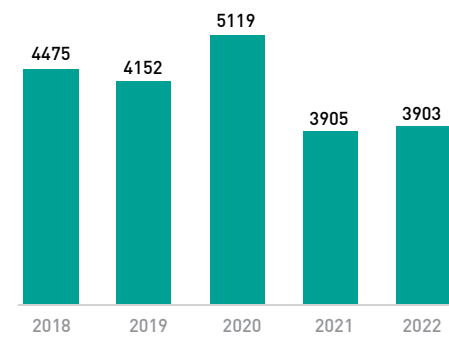
Overall Fall Enrollment



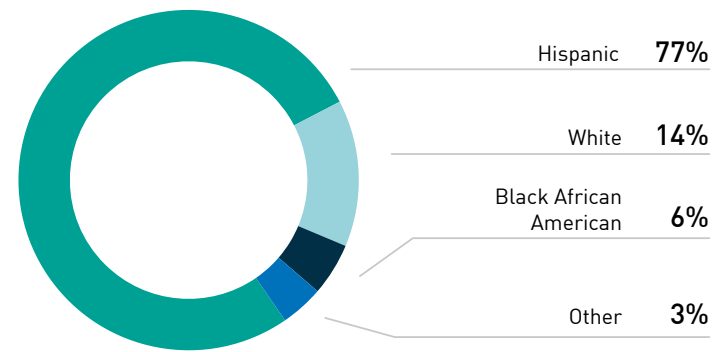
Overall Spring Enrollment



Overall Summer Enrollment



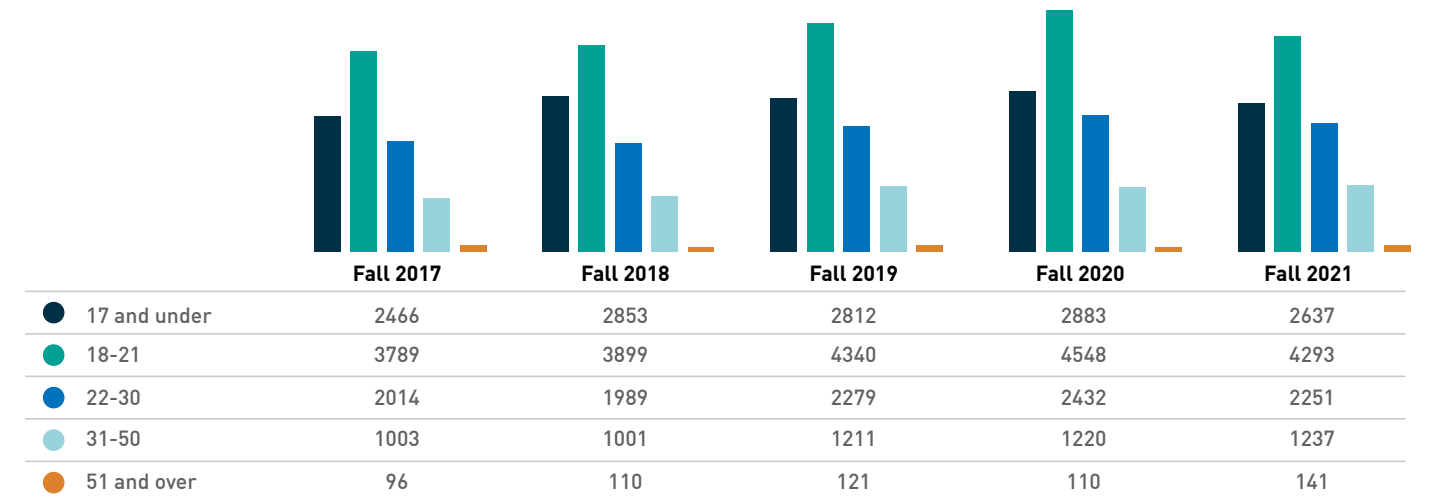
Fall 2021 Enrollment by Ethnicity



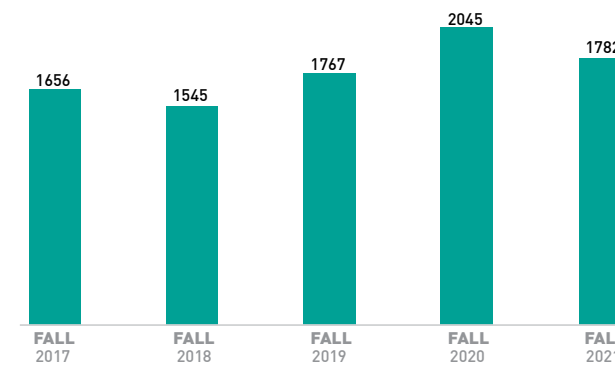
Fall 2021 Enrollment by Gender



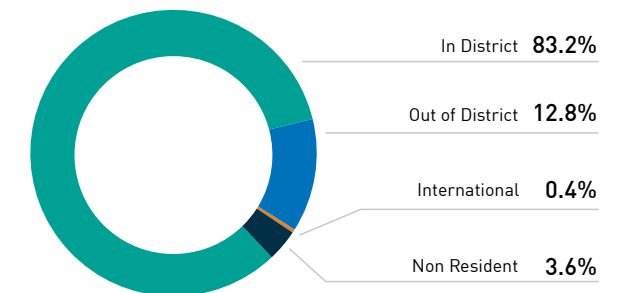
Enrollment by Age

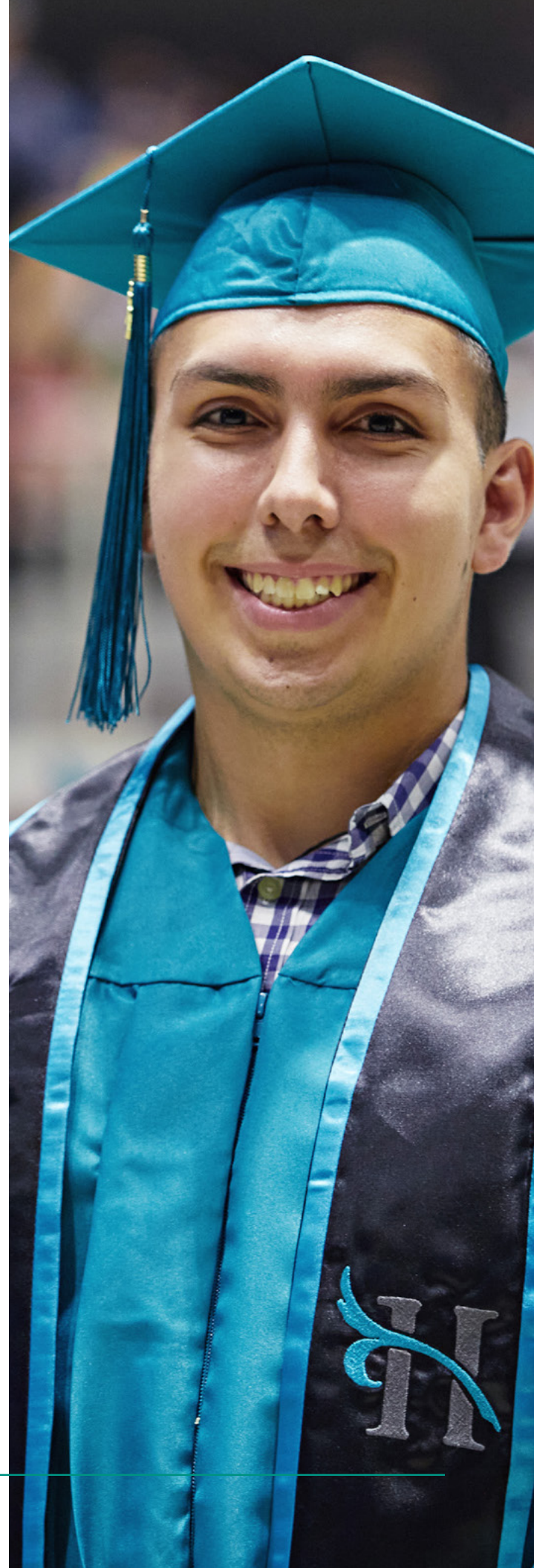


First Time in College Student Enrollment

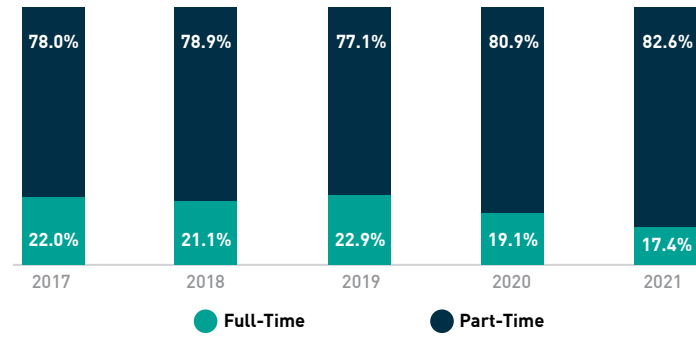


Fall 2021 Enrollment by Resident Status

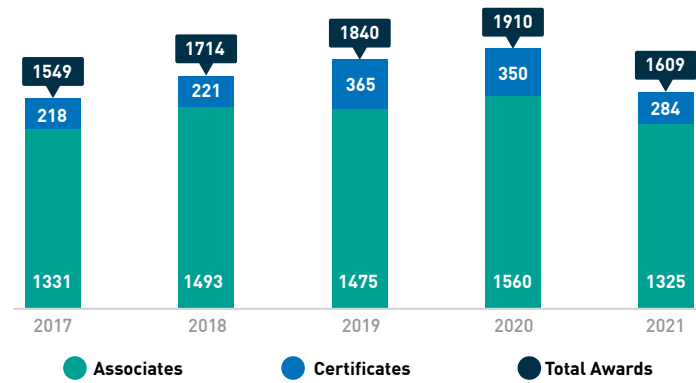




### Fall 2021 Enrollment by Full-Time/Part-Time Status



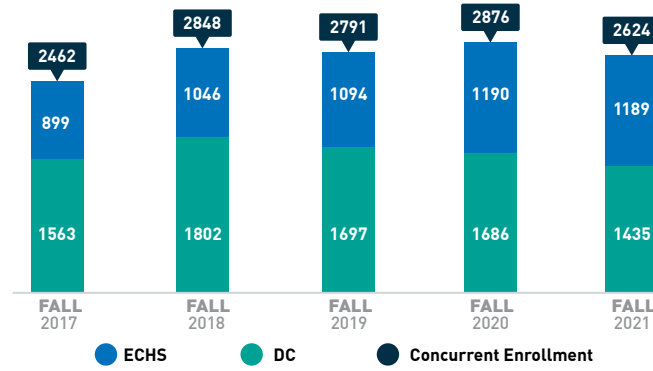
### Degree and Certificates Awarded



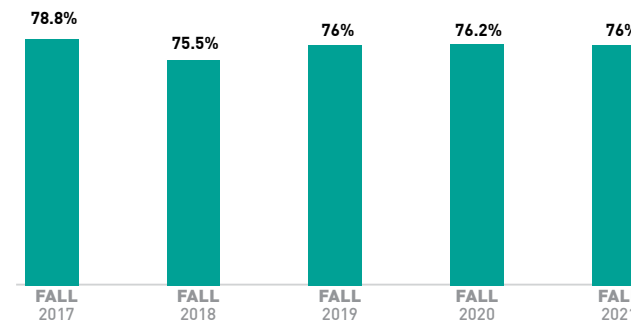
### Contact Hour Data

Semester	Academic	Technical	Excess Development
Fall 2017	1,088,328	101,376	2,288
Fall 2018	1,095,896	110,560	9,184
Fall 2019	1,187,408	148,624	5,872
Fall 2020	1,150,784	147,735	4,960
Fall 2021	1,043,928	139,050	10,512

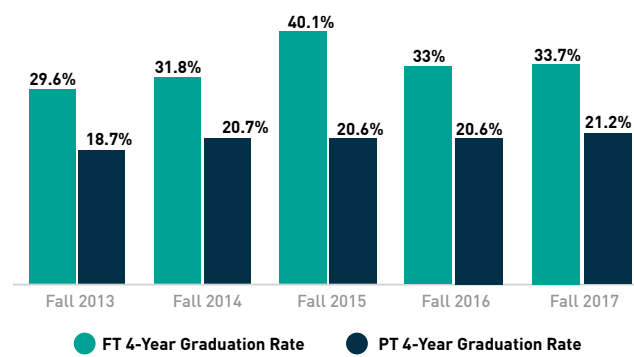
### Concurrent Enrollment



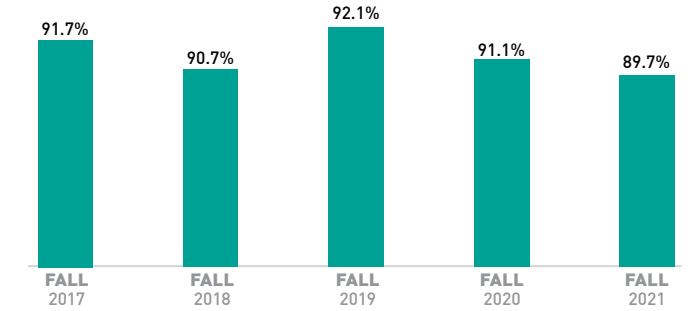
### Productive Grade Rate



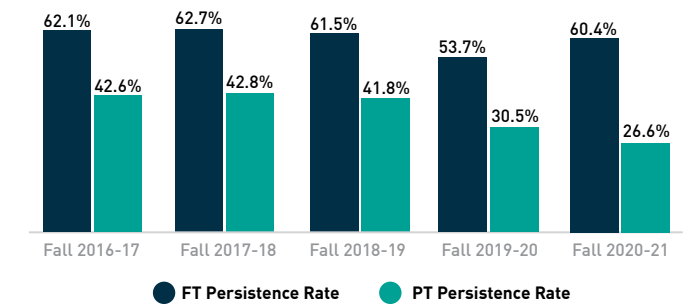
### Graduation Rate by FTIC Cohort



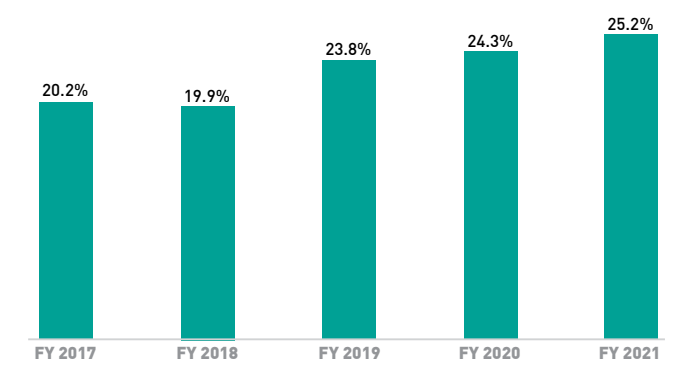
### Course Completion Rate



### FTIC Fall-to-Fall Persistence Rate

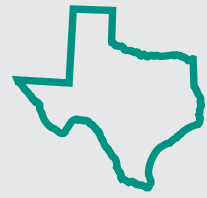


### First Time in College Students Who Transfer to a Texas Senior Institution



# BUDGET

## FY 2021-2022 Schedule of Tuition and Fees



### Texas Residents

#### In- District

Per Semester Credit Hour (SCH) **\$99**

#### Out of District

Per Semester Credit Hour (SCH) **\$215**



### Non-Texas/International

#### Non- Resident

Per Semester Credit Hour (SCH) **\$466**

#### Tuition:

\$99 per SCH for In- District,  
\$215 per SCH for Out of District and  
\$466 per SCH for Non- Resident

#### Online eRate Tuition (Students taking courses in a 100% online program with no classes on-campus):

\$99 per SCH for In- District,  
\$170 per SCH for Out of District or  
\$170 per SCH for Non-Texas Non- Resident  
\$466 per SCH for International Non- Resident

#### Summer Momentum Plan:

2 year completion: Up to 6 credit hours in Summer FREE, if earned 24 SCH combined Fall and Spring.

3 year completion: 3 credit hours in Summer FREE, if earned 18 SCH combined Fall and Spring.

Free hours must be taken in the Summer term immediately following the Fall and Spring terms, which qualified student for this Summer Momentum Plan.

#### Student Activity Fee:

Student Activity Fee, of \$3 per credit hour, will be assessed to all students.

#### Student Support Service Fee:

\$25 per semester, with a maximum of \$50 per Academic Year, which is non-refundable.

#### 27 Hour Rule - Special Tuition:

Students taking in excess of 27 hours of Developmental Education courses will be charged an additional rate of \$118 per hour for In-District and \$176 per hour for Out-of-District.

Any student, currently enrolled as of the official census date, who subsequently enrolls in a Flexible Entry class, within the same semester, will be assessed tuition as though another class was being added to the student's current load.

#### 3-Peat:

Students registering, for a course for the third time, will be charged the rate of \$384 per hour.

#### International Education Fee:

International Education Fee, of \$1 per semester, will be assessed to all students.

## FY 2021 Allocations

Allocation by Functional Category	Amount	%
<b>Education and General</b>		
Instruction	13,450,660	41.45%
Student Support	5,534,385	17.05%
Institutional Support	3,613,715	11.14%
Academic Support	1,819,089	5.61%
Scholarships	122,000	0.38%
Operations & Maint. Of Plant	-	0.00%
<b>Fringe Benefits</b>	<b>5,957,208</b>	<b>18.36%</b>
<b>Revenue Centers</b>	<b>1,178,403</b>	<b>3.63%</b>
<b>Capital</b>	<b>777,902</b>	<b>2.40%</b>
<b>Grand Total</b>	<b>\$32,453,362</b>	<b>100.00%</b>

## FY 2021 Expenditures Budget

Expenditure Breakdown	Amount	%
<b>Labor</b>		
Instructional Salaries	11,134,276	40.69%
Non-Instructional Salaries	9,162,516	33.48%
Fringe Benefits	5,957,208	21.77%
Other Salaries & Wages	1,112,720	4.07%
<b>Labor Subtotal</b>	<b>27,366,720</b>	<b>84.33%</b>
<b>Non-Labor</b>		
Operating Expenses	3,741,740	73.56%
Capital	777,902	15.29%
Equipment and Capital	313,500	6.16%
Travel	131,500	2.59%
Scholarships	122,000	2.40%
<b>Non-Labor Subtotal</b>	<b>5,086,362</b>	<b>15.67%</b>
<b>Grand Total</b>	<b>\$32,453,362</b>	<b>100.00%</b>

## FY 2021 Revenue Budget

Revenue Breakdown	Amount	%
<b>Formula Funding<sup>1</sup></b>		
State Appropriations and Taxes	15,999,774	53.84%
Tuition and Fees	13,716,350	46.16%
<b>Formula Revenue Subtotal</b>	<b>29,716,124</b>	<b>91.57%</b>
<b>Non-Formula Funding<sup>2</sup></b>		
Other Auxiliary Revenue	1,764,232	64.45%
Palo Alto College Aquatic Center	835,006	30.51%
Special Program Tuition	138,000	5.04%
<b>Non-Formula Revenue Subtotal</b>	<b>2,737,238</b>	<b>8.43%</b>
<b>Grand Total</b>	<b>\$32,453,362</b>	<b>100.00%</b>

## FY 2021 Student Activities Fee

Student Activities Fund Balance	FY2020 Actual \$	%
<b>Revenues</b>		
Student Activity Fee - Fall	159,130	47.79%
Student Activity Fee - Spring	125,765	37.77%
Student Activity Fee - Summer I	48,074	14.44%
<b>Revenue Subtotal</b>	<b>333,969</b>	<b>100.00%</b>
<b>Expenses</b>		
Salaries and Wages	31,567	20.91%
Student Travel	-	0.00%
Fringe Benefits	12,640	8.37%
Student Programming Expenses <sup>3</sup>		
Student Prizes, Awards, Recognition	33,229	22.01%
Supplies and Materials for Events	26,922	17.83%
Contracted Performances/Lectures	18,680	12.37%
Refreshments for Student Life Events/Programs	13,331	8.83%
Printing/Postage/Promotion	12,658	8.38%
Student Registration and Memberships	1,575	1.04%
Other	394	0.26%
<b>Expenses Subtotal</b>	<b>150,996</b>	<b>100.00%</b>
<b>Student Activities Fund Balance</b>	<b>181,973</b>	<b>37.32%</b>
Prior Year Fund Balance Carryover (FY20)	305,584	62.68%
<b>FY2020 Net Student Activities Fund Balance</b>	<b>487,557</b>	<b>100.00%</b>

<sup>1</sup> **Formula Funding** - Revenue and expenses generated by contact hours, student headcount and student success. Contact hours are the hours students spend in the classroom.

<sup>2</sup> **Non-Formula Funding** - Revenue and off-setting expenses generated by activities, fees and non-credit instruction that are outside the formula-funding stream.

### <sup>3</sup> Example of Events Covered:

- **AAC**
  - + PAC Mileage Challenges
  - + Letterman Jacket Ceremony
- **Family Friendly Events**
  - + New Palomino Family Day (partial)
  - + Little Palomino Tree
- **Student Events**
  - + Club Rush
  - + Social Circles/Food Demos
  - + PaloWeen
  - + Week of Welcome Palomino Round-Up
  - + Finals Week
  - + Summer events
- **Cultural Programming**
  - + LatinX Heritage Month
  - + PRIDE Month
  - + Dia De Los Muertos (partial)
  - + International Education Week (Partial)
  - + Black History month
  - + Women's History Month
  - + AIDE Programming
- **Leadership Events**
  - + EMBODI Conference (partial)
  - + JCPenny Suit Up Event (Partial)
  - + Student Leadership Banquet
  - + Experiential Learning
  - + NSLS Induction Ceremony

# COLLEGE ACTION PLAN

College Action Plans (CAPs) capture those cross-college initiatives that have an impact on our strategic plan. This methodology of tracking represents a unified way of capturing the effectiveness of these initiatives, and documents our efforts to address the goals laid out in our strategic plan. For Fall 2022, two CAPs were identified to address the college's strategic enrollment goals: Increasing High School Programs Enrollment and Increasing Continuing Student Enrollment.

## Increasing Continuing Student Enrollment

STRATEGIC FOCUS AREA	GOALS AND TACTICS	RESULTS
Course-taking Intensity	Inform all PAC homeschool students via advising sessions of the benefits of "Give yourself Credit" for Fall 2022 from 0% to 80% by 8/20/22.	<p>From 2/1/2022 to 8/20/2022 PAC advising had 9,113 advising appointments with 5,382 unique student appointments. Of the 5,382 student appointments, 3,074 students were informed of "Give yourself Credit" (GYC), resulting in a 57% informing rate (80% not met)</p> <p>Contact Hours- Preliminary data indicate the FTIC student contact hours increased by 16% from 7.81 to 9.08 contact hours. Continuing student contact hours increased by 3% from 5.84 to 6.04 contact hours per student.</p> <p>Pre/Post-Survey data showed that students knowledge of full and part time statuses increased from 69% to 94% across the semester</p> <p>Preliminary results indicate that Fall 2022 PAC homeschool full-time FTIC enrollment returned to 61% F/T and 39% P/T. Compared to 52% F/T and 48% P/T in Fall 2021.</p>
Strategic Schedule Build	<p>Maximize classroom space (explore off-line rooms). Also review all classroom assignments.</p> <p>Create student survey, to be administered in all sections, asking about modality preferences.</p> <p>Schedule student-faculty advising sessions to supplement certified advisor conversations (train faculty on use of EAB).</p> <p>Hold schedule strategies meeting with CTE chairs, leads, and directors, and with A&amp;S chairs before the fall schedule is put together.</p>	<p>Complete - Classrooms that were previously off-line were prepared to be used again as classrooms, but not needed for the fall term.</p> <p>Complete - In the Spring 2022 term, a survey was administered to both Continuing students and incoming FTIC students. FTIC students expressed a strong preference for on-campus sectioning. The results of this survey were used to help inform decision making in the construction of the Fall 2022 schedule.</p> <p>Complete for Spring 2022 and Summer 2022 and Ongoing for Fall 2022- The divisions put a strong emphasis on working with faculty to communicate registration opportunities to currently enrolled students.</p> <p>Complete - Strategic scheduling meetings were held in both the CTE and PTE divisions prior to the Fall 2022 schedule being built. Both divisions compared Fall 2022 sectioning to Fall 2021 and Fall 2019 (the last pre-pandemic fall term) semesters to ensure that we offered as many on-campus sections in Fall 2022 as were offered in Fall 2019.</p>

## Increasing Continuing Student Enrollment Continued

STRATEGIC FOCUS AREA	GOALS AND TACTICS	RESULTS
Strategic Schedule Build	Maximize prime-time (8-2pm M.T.W.R) scheduling; add Friday classes (on-campus and ZOOM)	Complete - The departments actively looked to maximize sectioning between 8:00 am and 2:00 pm relative to classroom availability.
	Schedule sufficient numbers of sections for high-demand courses;	Complete - PAC offered an equivalent number of on-campus sections in Fall 2022 to the number of on-campus sections in Fall 2019 which was our last pre-pandemic fall term. In addition to this, we offered a large number of Zoom sections and a healthy number of fully online sections (a total similar to previous fall terms).
	Design scheduling for evening/ weekend ZOOM College	Partially Complete - Increased Zoom sectioning was offered in the evening and Friday sectioning. There are total of 10 evening Zoom sections which made in the Fall semester with a starting average class size of 24.5. A total of 5 Friday sections made in the Fall semester with a starting average class size of 24.8.
	Classroom capacity will define section max (double sectioning)	Complete - Double sections were offered where possible for sections of ARTS 1301, GOVT 2305, GOVT 2306, HIST 1301, and HIST 1302.
Faculty Coverage	Hire faculty to ensure ability to add more sections where student demand is indicated	Complete - 10 new FT faculty were hired (2 MATH, 4 ENGL, 1 SDEV/PSYC, 1 CSME, 1 HIST, 1 SPCH); several new adjuncts were hired
	Reduce release time and assign to new staff	Partially Complete - Release time assigned in Fall 2021, Spring 2022, and Fall 2022 was reduced by approximately 40% relative to pre-pandemic amounts (Fall 2019 and Spring 2020). No additional staff was hired to supplement the reduction in release time.
	Review staff qualifications for possible EDUC 1300 coverage, as well as other disciplines.	Ongoing - The Student Development Faculty are working on an alternative qualification model to qualify faculty to teach EDUC 1300. They are reviewing a model currently used by NVC (which has gone through SACS review) and reviewing specific graduate coursework needed to teach EDUC 1300.

## Increasing High School Programs Enrollment

STRATEGIC FOCUS AREA	GOALS AND TACTICS	RESULTS
Reprioritize the advising syllabus and recruitment to PAC as an FTIC for the completion of their degree.	Increase contact rate of all junior and seniors as calculated by assessments over the spring semester to 60%	Complete- 63% of the target population was contacted as part of this CAP
	Increase overall matriculation rate of DC seniors to PC FTICs by 3% from 6% to 9% for Fall 2022	Complete - We achieved the projected 3% increase in matriculation rate for the population of DC/ECHS students who decided to enroll at PAC with prior credit with a preliminary matriculation rate of 9% for fall 2022.
Expand Market Depth and Penetration with ISD Partners	2 ISD CTE Director Presentations a week through Spring 2022 to create awareness of PAC programs and offerings.	Complete -Conducted 9 road show visits to ISD partners across the Spring Semester and met with 14 of 22 ISD partners to promote CTE programs
	Develop 6 new programs with a projected impact of 150 new students. Targeted programs will include: Cyber Defense, Agriculture, Logistics, Cosmetology, Business Management, Software Applications Development, Computer Support Specialists, and CICSOC Certification	Partially Complete - For fall 2022, 2 new schools joined as partners for Dual Credit, and 5 new programs were developed with existing partners in Agriculture, Cyber Defense, Welding, and Business Management. The total new student impact of the new programs was 130

# GLOSSARY

**CIP Code**

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

**Cohort**

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

**Completion Rate**

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

**Contact Hours**

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

**Dual Credit**

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

**Flexible Entry**

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

**First-Time in College (FTIC)**

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

**First-Time Transfer (FTT)**

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

**Full-Time (FT)**

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

**Part-Time (PT)**

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

**Persistence**

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

**Productive Grade Rate (PGR)**

Proportion of students earning a course grade of A, B, or C.