



PALO ALTO COLLEGE
FACTBOOK 2018-2019

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01 INSTITUTIONAL PROFILE



#PACproud



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. For nearly 35 years, Palo Alto College has been dedicated to providing a high-quality education accessible to all.

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

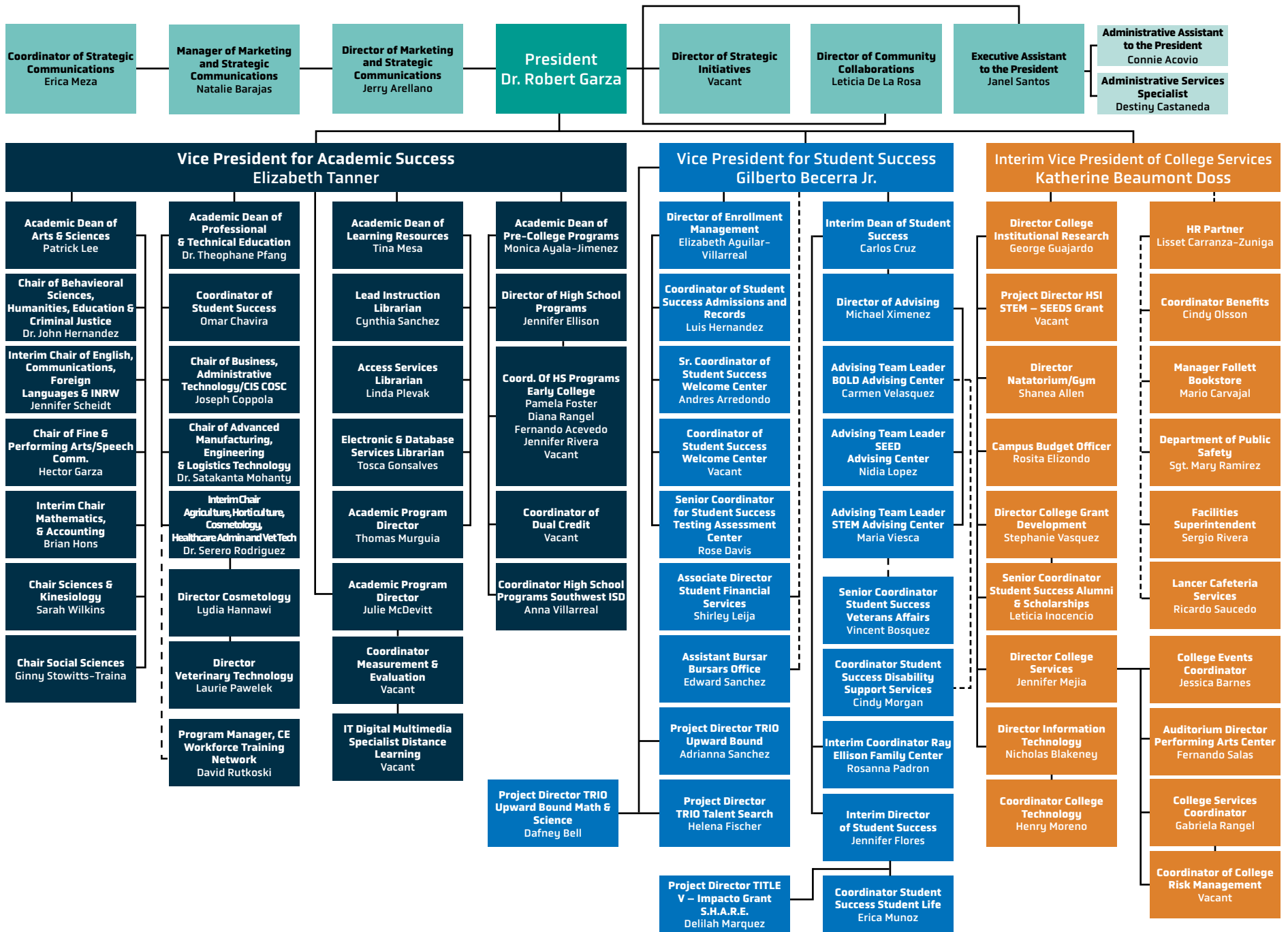
Nearly a decade later, the Alamo Community College District approved funds to plan and purchase land for the college on Feb. 21, 1983. The Texas Legislature officially approved a charter for Palo Alto College as the third college of the Alamo Community College District on March 19, 1983.

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 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)



2014-2019 STRATEGIC PLAN

MISSION STATEMENT

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

VISION

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

VALUES

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

- Students First
- Community-engaged
- Can Do Spirit
- Respect for All
- Collaboration
- Data-informed

Strategic Directions

Empowering Students for Success

Empowering students to explore educational opportunities, identify career pathways, and experience high impact educational practices. Address students' unique interests and needs using tools and strategies to help students succeed academically and professionally.

Goal A. Increase student retention, persistence, and completion

Goal B. Increase outreach to our community and provide greater access to our college

Goal C. Provide students with quality high impact instruction and support

Goal D. Align with K-12 partners and transfer institutions in career and academic pathways

Creating and Sustaining a Culture of Inclusiveness

PAC strives to maintain a culturally inclusive environment that embraces mutual respect, effective relationships, clear communication, understandings about expectations, and critical self-reflection.

Goal A. Include all PAC stakeholders in decision-making processes

Goal B. Foster a climate of mutual respect and concern for one another

Celebrate & Share PAC Excellence

Strengthen the identity of the institution by celebrating PAC successes and sharing with all stakeholders.

Goal A. Empower PAC stakeholders to create, identify, and promote PAC excellence both internally and externally

Goal B. Develop offline and online platforms for stakeholders to share PAC excellence

Targeting our Resources for Success

Involve stakeholders in the prioritization of initiatives and improving processes to support student success.

Goal A. Use cross-functional teams to engage internal and external resources to build institutional capacity and generate community advancement

2019-2024 STRATEGIC PLAN

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- Students First
- Community-engaged
- Can Do Spirit
- Respect for All
- Collaboration
- Data-informed

Strategic Directions

Innovative Performance Excellence

- A. Enhance ability to benchmark against high-performing organizations
- B. Full deployment of Radical Innovation Process (RIP)
- C. Foster cross-college collaboration

Maximize Capacity to Serve

- A. Generate financial resources to build internal capacity to serve our community
- B. Use data to gauge capacity to prioritize areas of need
- C. Strengthen and broaden internal and external partnerships
- D. Enhance physical and technological infrastructure

Student Empowerment

- A. Improve student proficiency of learning outcomes
- B. Develop institutional practices aimed at closing achievement gaps
- C. Align programming to local labor markets to achieve labor market success
- D. Enhance institutional practices that promote completion and transfer

Employee Empowerment

- A. Provide employees with learning and development opportunities to address their individual needs and to support the content of the strategic plan
- B. Develop approaches to further engage and invest in employees

02 COMMUNITY



LELAND COLLEGE DISTRICT
Palo Alto College





BEST IN THE NATION

Palo Alto College was named a Rising Star award winner of the 2019 Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in America's community colleges. Selected from an original pool of 1,000 public two-year colleges nationwide to compete for the Aspen Prize, Palo Alto College was honored for building clear pathways to degrees and transfer, exceptional student advising, and strong partnerships with K-12 systems, which have resulted in remarkable improvement in the graduation and transfer rate over four years, from 28 percent to 47 percent.

Additionally, the Alamo Colleges District became the first community college system to earn the Malcolm Baldrige National Quality Award, a presidential-level honor that recognizes sustainable excellence through visionary leadership, organizational alignment, systemic improvement, and innovation. The award is the most prestigious honor a higher education institution can achieve for performance excellence in innovation, efficiency, and leadership.



PROJECT ACCESS STAR AWARD

The Texas Higher Education Coordinating Board (THECB) named Project Access – a program for students with mild to moderate intellectual disabilities – as one of five state-wide finalists for the 2018 Texas Higher Education Star Award, which recognizes exceptional contributions toward meeting the THECB's 60x30TX education plan goals. Of 36 nominations and 26 applications for the 2018 Star Award, Palo Alto College was only institution of higher education in San Antonio to be a finalist this year.



FUTURE DENTAL HYGIENE PROGRAM GETS HEAD START WITH \$800,000

In partnership with the City of San Antonio and the Metropolitan Health District, District 4 City Councilman Rey Saldaña announced \$500,000 in dedicated funds toward the implementation of a dental hygiene program at Palo Alto College. Baptist Health Foundation also donated an additional \$300,000 to support the dental hygiene program, in which students will train in a state-of-the-art clinic and provide educational and clinical services to better the overall health of the south side community. Pending accreditation approval, the two-year program is expected to launch in Fall 2021 and will offer an Associate of Applied Science in Dental Hygiene.

03 PROGRAM HIGHLIGHTS





TEDXPALOALTO COLLEGE HELPS SHARE IDEAS WORTH SPREADING

On Saturday, Sept. 15, nearly 300 people came to Palo Alto College's inaugural TEDxPaloAltoCollege, an independently organized TED event featuring 12 live TED Talks and four performances centered on the theme "Breakthrough." The event furthered the College's mission to inspire, empower, and educate the community for leadership and success by showcasing Talks from a variety of disciplines with speakers from across the nation and as far as Brazil. The speakers were coached by faculty, and the committee was made up of 10 employees.



INAUGURAL EGGSTRAVAGANZA

To provide more opportunities for community engagement, Palo Alto College hosted its first-ever Eggstravaganza, a free egg hunt for children 12 and under. Thousands of children, families, and friends enjoyed a petting zoo, inflatable games, face painting, and lunch. Special guests included H-E-Buddy, San Antonio Missions Ballapeño, and Palo Alto College's own Primo the Palomino. Four Golden Egg winners received special prizes such as gift baskets, free swim lessons at the Palo Alto College Aquatic Center, and free week of camp tuition at Palo Alto College's Kids Summer Camp. Community partners joined the fun and hosted a community resource fair with representatives from AVANCE, CPS Energy, Eva's Heroes, Pre-K 4 SA, San Antonio Food Bank, San Antonio Public Library-Cortez Library, San Antonio Water System, University Health System, and Palo Alto College's Adult Learning Academy, S.H.A.R.E. Center, and Summer Programs.



ALTERNATIVE BREAKS FOR SERVICE-LEARNING

Students participated in unique service-learning opportunities through the S.H.A.R.E. Center's inaugural Alternative Winter Break and third annual Alternative Spring Break. During winter break in December, nine students visited Boston, MA, to learn more about civic engagement and becoming an active citizen. During Spring Break, a group of students traveled to New Orleans to help with ongoing recovery efforts from the aftermath of Hurricane Katrina. Meanwhile, a second group of students headed to central Los Angeles to support the city's homeless and limited-income population by working alongside partners like Midnight Mission and AIDS Project LA to serve meals, stock food pantries, and restore habitats for healthier living.

04 STUDENT INVOLVEMENT



140

STOR



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

Academic Pre-Professional

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

Honor Society

- Phi Theta Kappa
- Tri-Beta Biological

Leadership

- National Society of Leadership and Success
- PAC Mentorship
- PACMEN
- Student Government Association
- Student Leadership Institute

Common Interest

- Art Club
- Catch the Next
- Catholic Student Association
- Club Earth
- Delta Sigma Omicron
- Destino
- Drama Club
- Eleven Rivers Review
- Honors Legacy Club
- Interactive History Club
- Palomino Alliance Coalition
- Palomino Dance Team
- Palomino Public Radio
- Palomino Singers
- Student Veterans Organization
- Tabletop Commanders
- To Dye For Cosmetology Club



05 STUDENT PROFILE



FALL 2018 ENROLLMENT BY PRE-MAJOR

Pre-Major	Pre-Major Description	Cip Code	Enrollment
LBAT	Liberal Arts	240101	1274
BPNR	Biology/Pre-Nursing	260101	775
BUAD	Business Administration	520201	701
BIOP	Biology/Pre-Professional	260101	396
GENE	Ec-6 Generalist	131210	389
BIOL	Biology	260101	378
CRJT	Criminal Justice	430104	355
BMGT	Business Management	520201	267
KINE	Kinesiology	131314	252
PSYC	Psychology	420101	245

Source: Ires Student Course Datablock, Fall 2018, Cbm001

FALL 2018 TOP COUNTY FEEDERS

County	Enrollment
Bexar	8204
Atascosa	480
Wilson	356
Guadalupe	140
Medina	117
Kerr	80
Comal	50
Frio	18
Kendall	18
Karnes	8

SOURCE: CBM001



TOP ZIP CODE FEEDERS

Zip Code	Location	Enrollment
78221	South San Antonio, East of Palo Alto College	838
78211	South San Antonio, North of Palo Alto College	670
78242	South San Antonio, West of Palo Alto College	627
78224	South San Antonio, same zip code as Palo Alto College	622
78223	South San Antonio, East of Palo Alto College	545
78214	South San Antonio, East of Palo Alto College	363
78245	Northwest San Antonio, Northwest of Palo Alto College	353
78237	West San Antonio, Northwest of Palo Alto College	276
78114	Floresville, Southeast of Palo Alto College	271
78264	South San Antonio, South of Palo Alto College	263

SOURCE: IRES STUDENT CONTACT DATABLOCK, FALL 2018, 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
San Antonio Independent School District	Burbank High School
Charlotte Independent School District	Charlotte High School
Comfort Independent School District	Comfort High School
East Central Independent School District	East Central High School
Edgewood Independent School District	Kennedy High School
	Memorial High School
	Kennedy 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
Jourdanton Independent School District	Jourdanton High School
Judson Independent School District	Judson High School
La Vernia Independent School District	La Vernia High School
Lytle Independent School District	Lytle High School
Marion Independent School District	Marion High School
Northeast Independent School District	Madison High School
Northside Independent School District	O'Connor High School
Poteet Independent School District	Poteet High School
Randolph Field Independent School District	Randolph High School
Somerset Independent School District	Somerset High School
	Zacharias Early College Leadership Academy
South San Antonio Independent School District	South San Antonio High School
Southside Independent School District	South San Antonio Early College Academy
	Southside High School
Southwest Independent School District	Southside Early College High School
	Southwest High School
	Southwest Legacy High School



FALL 2018 TOP HIGH SCHOOL FEEDERS

High School	School District	Enrollment
South San Antonio	South San Antonio Independent School District	387
Southwest High School	Southwest Independent School District	370
McCollum High School	Harlandale Independent School District	316
East Central High School	East Central Independent School District	302
Harlandale Senior High School	Harlandale Independent School District	280
Southside High School	Southside Independent School District	215
Somerset High School	Somerset Independent School District	148
Floresville High School	Floresville Independent School District	120
Burbank High School	San Antonio Independent School District	116
Kennedy High School	Edgewood Independent School District	74

SOURCE: STU 71 HS INFO, FALL 2018, DUAL CREDIT STUDENTS EXCLUDED

FINANCIAL AID AWARDS 2018-2019

	STUDENTS	PAID
Federal And State Funded Programs		
Pell Grant	3,664	\$15,038,017
Supplemental Educational Opportunity Grant (SEOG)	337	\$495,631
Texas Public Education Grant (TPEG)	457	\$363,039
Texas Educational Opportunity Grant (TEOG)	242	\$617,635
Federal Work Study	210	\$586,838
Texas College Work Study	36	\$39,324
Educational Aide	2	\$3,433
AmeriCorps	2	\$2,289
Federal And State Funded Programs Subtotal		\$17,146,206
Federal Direct Loans		
Federal Subsidized Loans	355	\$1,042,710
Federal Unsubsidized Loans	323	\$1,078,139
Parent PLUS Loans	2	\$10,000
Federal Direct Loans Subtotal		\$2,130,849
Scholarships		
Scholarships		\$20,750,000
Scholarships Subtotal		\$20,750,000

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 to pay 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, and 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 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.

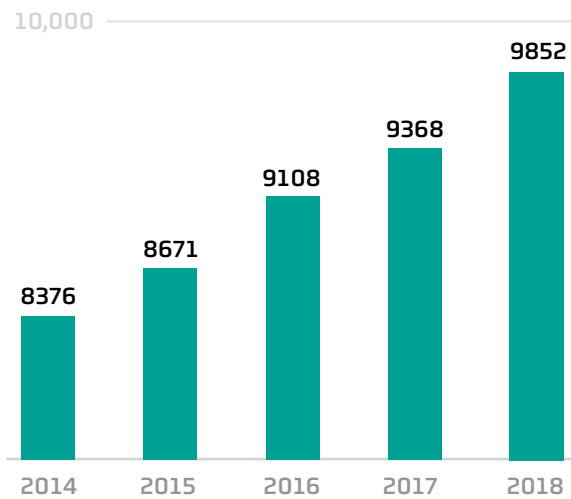
- **Subsidized loans** – Interest does not accrue while in school if enrolled half-time, grace, or deferment period. If at any point you do not meet one of these criteria, interest charges may be applied.
- **Unsubsidized loans** – Interest accumulates on the loan from the time it is disbursed. You have 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:

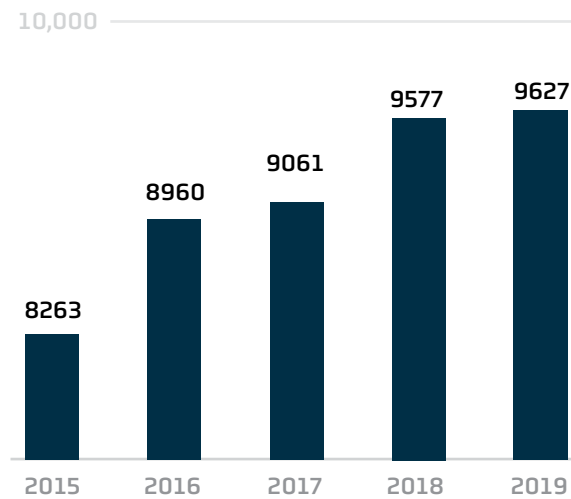
- Aid from the college. Students should contact the financial aid offices at the colleges they are considering for more information.
- Scholarships some local governments, colleges, community organizations, private employers, and other organizations award scholarships based on academic ability or other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

06 ENROLLMENT TRENDS

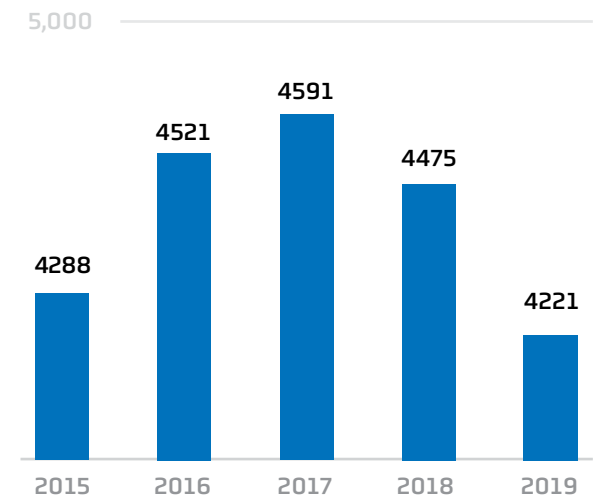
FALL ENROLLMENT



SPRING ENROLLMENT

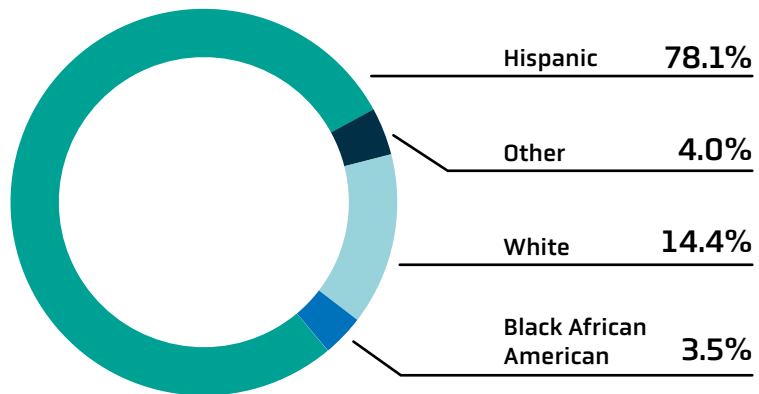


SUMMER ENROLLMENT

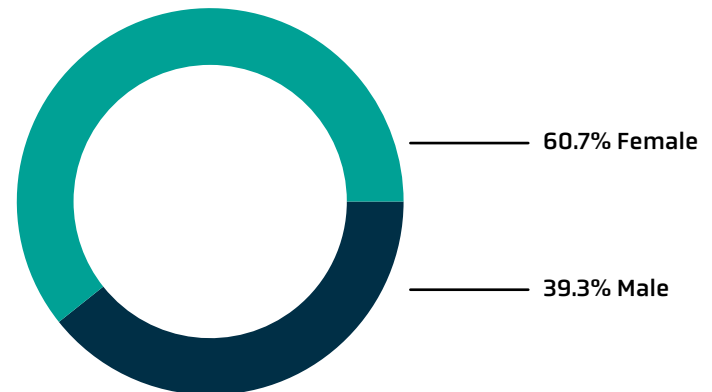




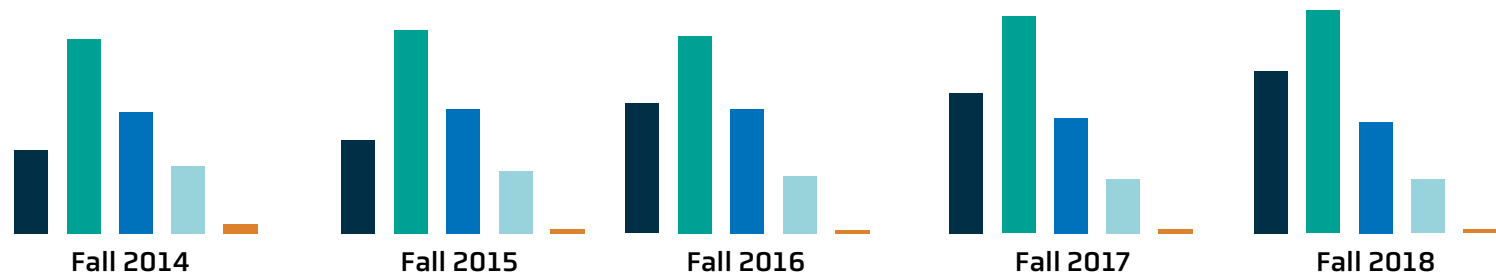
FALL 2018 ENROLLMENT BY ETHNICITY



FALL 2018 ENROLLMENT BY GENDER



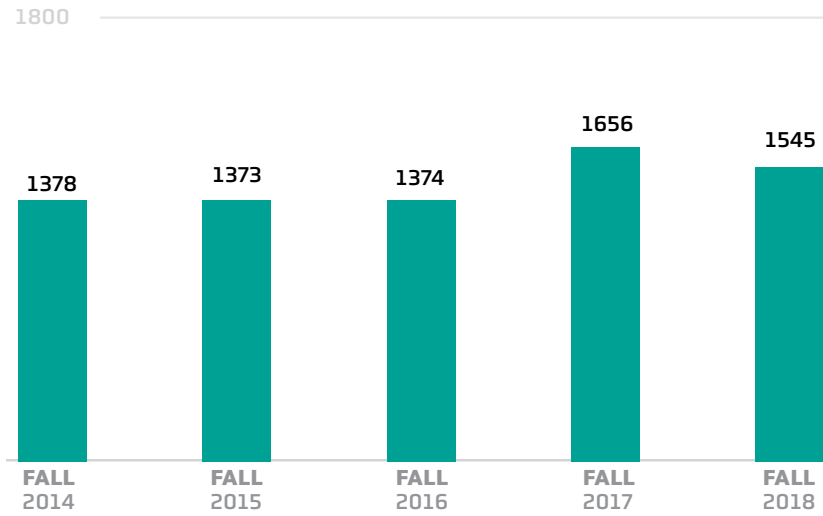
ENROLLMENT BY AGE



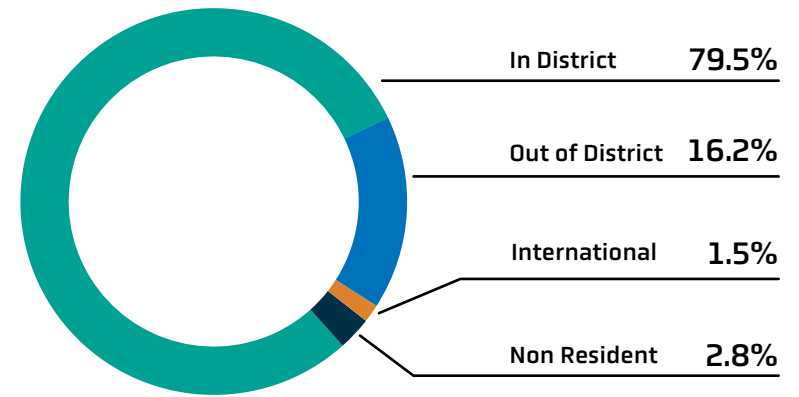
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
17 and under	1480	1666	2330	2466	2853
18-21	3403	3547	3481	3789	3899
22-30	2165	2184	2181	2014	1989
31-50	1196	1162	1022	1022	1001
51 and over	132	112	94	96	110



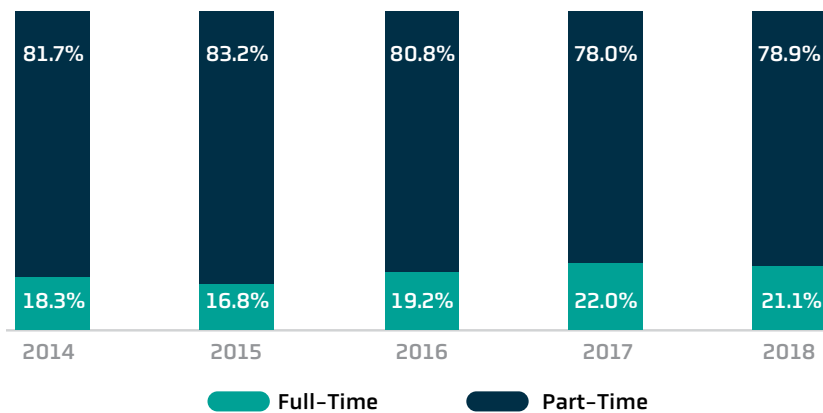
FIRST TIME IN COLLEGE STUDENT ENROLLMENT



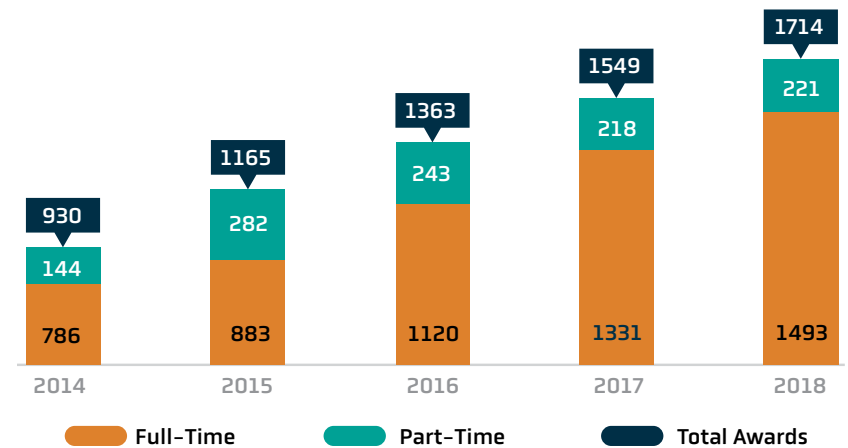
FALL 2018 ENROLLMENT BY RESIDENT STATUS



FALL ENROLLMENT BY FULL-TIME/PART-TIME STATUS



DEGREES AND CERTIFICATES AWARDED



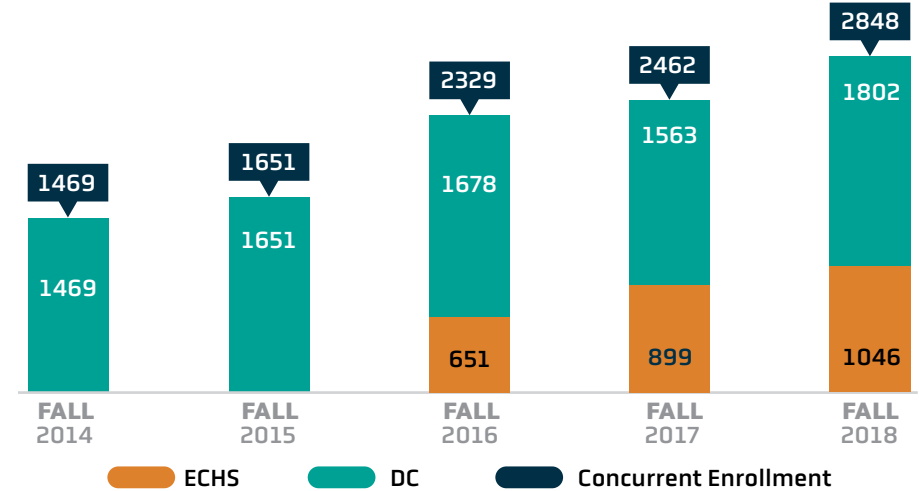
CONTACT HOUR DATA

Semester	Academic	Technical	Excess Developmental
FALL 2014	920,736	103,472	7,280
FALL 2015	928,016	101,344	4,672
FALL 2016	1,010,440	104,256	3,088
FALL 2017	1,088,328	101,376	2,288
FALL 2018	1,095,896	110,560	9,184

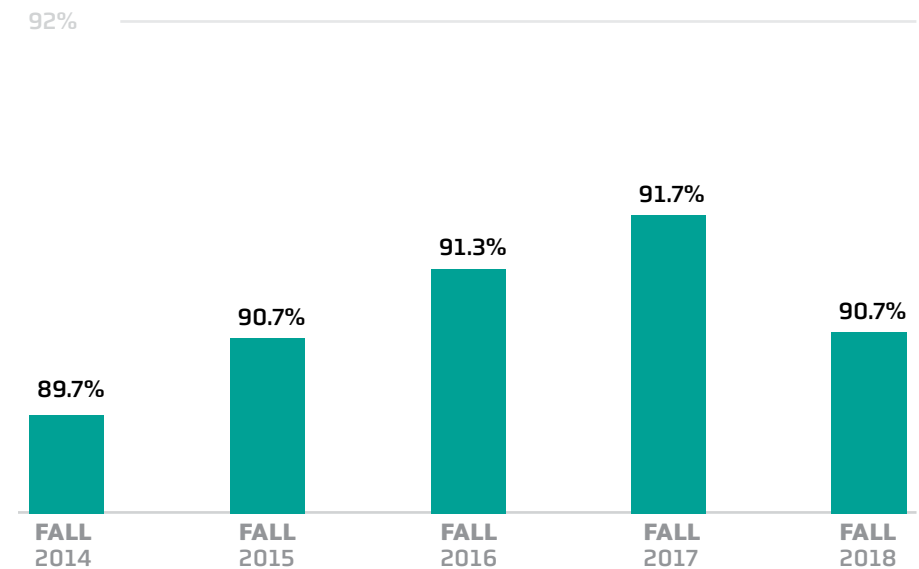
SOURCE: CBM004

Contact hours refers to the number of hours an instructor teaches each week, multiplied by the number of weeks that classes are held.

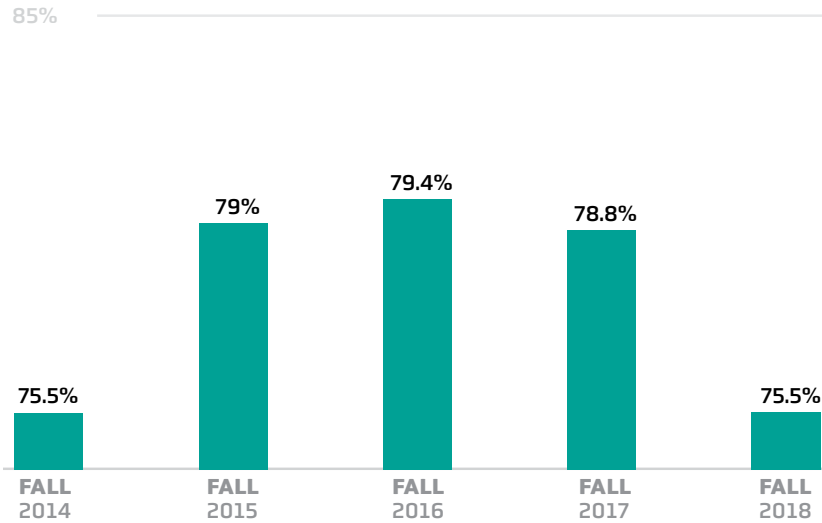
PRE-COLLEGE ENROLLMENT



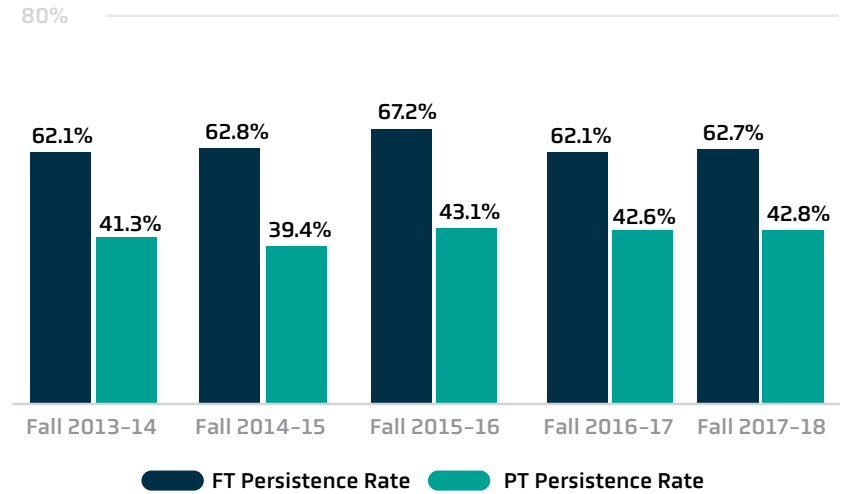
COURSE COMPLETION RATE



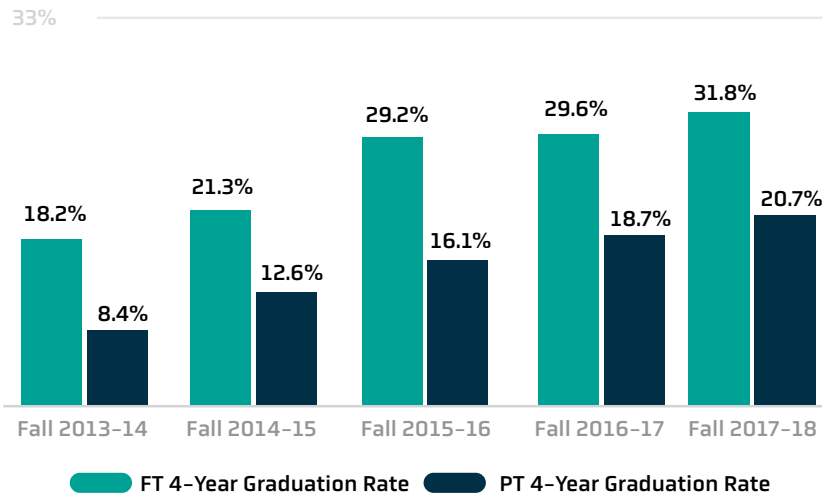
PRODUCTIVE GRADE RATE



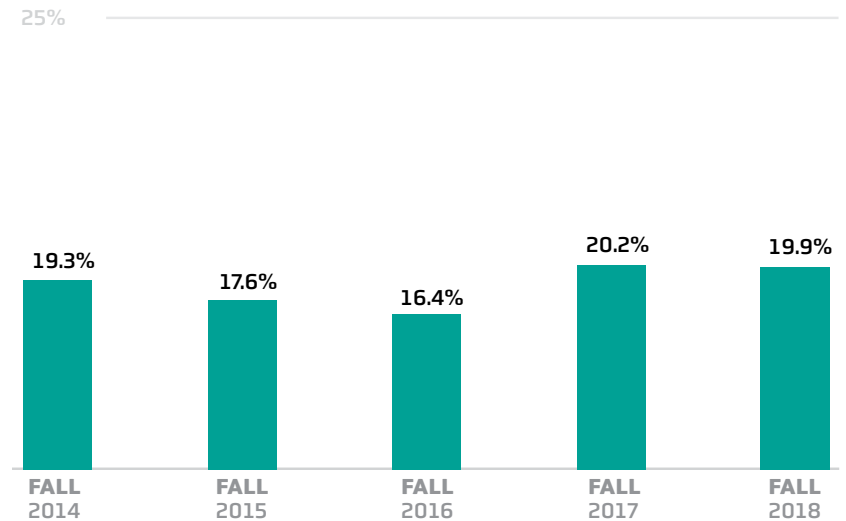
PERSISTENCE RATE



GRADUATION RATE BY FTIC COHORT



FIRST TIME IN COLLEGE STUDENTS WHO TRANSFER TO A TEXAS SENIOR INSTITUTION



07 BUDGET

SCHEDULE OF TUITION AND FEES

Semester Hours	Texas Residents		Non-Texas/International
	In-District Total Tuition	Out of District Total Tuition	Non-Resident Total Tuition
1	\$99.00	\$215.00	\$453.00
2	\$198.00	\$430.00	\$906.00
3	\$297.00	\$645.00	\$1,359.00
4	\$396.00	\$860.00	\$1,812.00
5	\$495.00	\$1,075.00	\$2,265.00
6	\$594.00	\$1,290.00	\$2,718.00
7	\$693.00	\$1,505.00	\$3,171.00
8	\$792.00	\$1,720.00	\$3,624.00
9	\$891.00	\$1,935.00	\$4,077.00
10	\$990.00	\$2,150.00	\$4,530.00
11	\$1,089.00	\$2,365.00	\$4,983.00
12	\$1,188.00	\$2,580.00	\$5,436.00
13	\$1,287.00	\$2,795.00	\$5,889.00
14	\$1,386.00	\$3,010.00	\$6,342.00
15	\$1,485.00	\$3,225.00	\$6,795.00
16	\$1,584.00	\$3,440.00	\$7,248.00
17	\$1,683.00	\$3,655.00	\$7,701.00
18	\$1,782.00	\$3,870.00	\$8,154.00
19	\$1,881.00	\$4,085.00	\$8,607.00
20	\$1,980.00	\$4,300.00	\$9,060.00
21	\$2,079.00	\$4,515.00	\$9,513.00

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

Tuition:

\$99 per semester credit hour for In-District,

\$215 per semester credit hour for Out of District and

\$466 per semester credit hour for Non-Resident

Change to tuition effective Spring 2019

Summer Momentum Plan:

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

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

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

Student Activity Fee:

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

Campus Access 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 2018 ALLOCATIONS

FY2018 Allocation by Functional Category	Amount	%
Education and General		
Instruction	\$16,153,054	50.92%
Student Success	\$6,677,350	21.05%
Institutional Support	\$3,972,814	12.52%
Academic Success	\$2,671,291	8.42%
Scholarships	\$102,000	0.32%
Auxiliary Enterprises	\$1,532,314	4.83%
Capital	\$612,007	1.93%
Grand Total	\$31,720,830	100.00%

FY 2018 EXPENDITURES BUDGET

FY2018 Expenditure Breakdown	Amount	%
Labor		
Instructional Salaries	\$11,033,960	43.98%
Non-Instructional Salaries	\$7,919,822	31.57%
Fringe Benefits	\$5,340,661	21.29%
Other Salaries and Wages	\$795,100	3.17%
Labor Subtotal	\$25,089,543	79.09%
Non-Labor		
Operating Expenses	\$5,241,120	79.04%
Capital	\$612,007	9.23%
Equipment and Communications	\$515,818	7.78%
Travel	\$160,342	2.42%
Scholarships	\$102,000	1.54%
Non-Labor Subtotal	\$6,631,287	20.91%
Grand Total	\$31,720,830	100.00%

FY 2018 REVENUE BUDGET

FY2018 Revenue Breakdown	Amount	%
Formula Funding¹		
State Appropriations and Taxes	\$16,435,580	57.12%
Tuition and Fees	\$12,338,596	42.88%
Formula Revenue Subtotal	\$28,774,176	90.71%
Non-Formula Funding²		
Other Auxiliary Revenue	\$1,382,954	46.93%
Palo Alto College Aquatic Center	\$842,000	28.57%
Special Program Tuition	\$721,700	24.49%
Non-Formula Revenue Subtotal	\$2,946,654	9.29%
Grand Total	\$31,720,830	100.00%

FY 2018 STUDENT ACTIVITIES FEE

FY2018 Student Activities Fund Balance	FY2018 Actual \$	%
Revenues		
Student Activity Fee – Fall	\$57,075	45.24%
Student Activity Fee – Spring	\$49,621	39.33%
Student Activity Fee – Summer I	\$19,460	15.43%
Revenue Subtotal	\$126,157	100.00%
Expenses		
Salaries and Wages	\$39,439	28.28%
Student Travel	\$39,669	28.44%
Fringe Benefits	\$11,850	8.50%
Student Programming Expenses ³		
Refreshments for Student Life Events/Programs	\$22,136	15.87%
Student Registration and Memberships	\$10,758	7.71%
Student Prizes, Awards, Recognition	\$6,578	4.72%
Supplies and Materials for Events	\$4,693	3.36%
Contracted Performances/Lectures	\$3,920	2.81%
Printing/Promotion	\$422	0.30%
Expenses Subtotal	\$139,464	100.00%
FY2018 Student Activities Fund Balance	\$13,307	
Prior Year Fund Balance Carryover	\$15,933	
FY2018 Net Student Activities Fund Balance	\$2,625	

¹ **Formula Funding** – Revenue and expenses generated by contact hours, student headcount and student success momentum funding. Contact hours are the hours students spend in the classroom.

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

³ Example of Events Covered:

- **Week of Welcome Palomino Round-Up**

- **Student Leadership Programming**

- **Cultural Programming**

- + Hispanic Heritage Month

- + Black History Month

- + Women's History Month

- **Student Events**

- + Constitution Day

- + National Voter Registration Day

- + Veterans Day

- + Paloween

- + Tree Lighting Ceremony

- + Little Palomino Tree

- + MLK March

- + PACfest

- **Alternative Breaks**

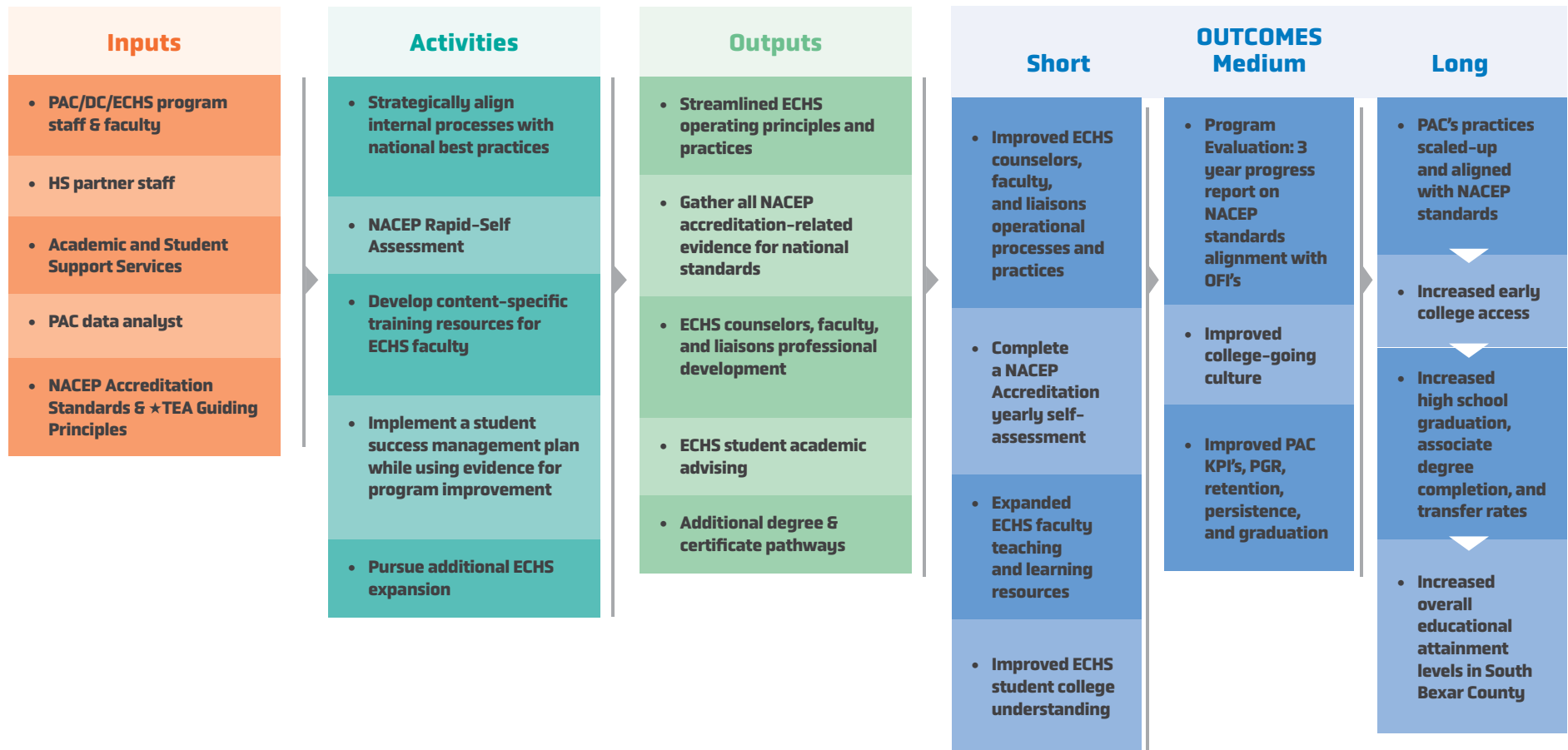
08 LOGIC MODELS



LOGIC MODEL: EARLY COLLEGE HIGH SCHOOL (ECHS)

Mission: Transform our community by providing access to higher education through collaborative partnerships that empower students to earn an associates degree while in high school

Priority: At Palo Alto College (PAC), we are aligning the ECHS initiative's principles and practices with the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards to increase college access, associate's degree completion, and transfer rates for South Bexar County.

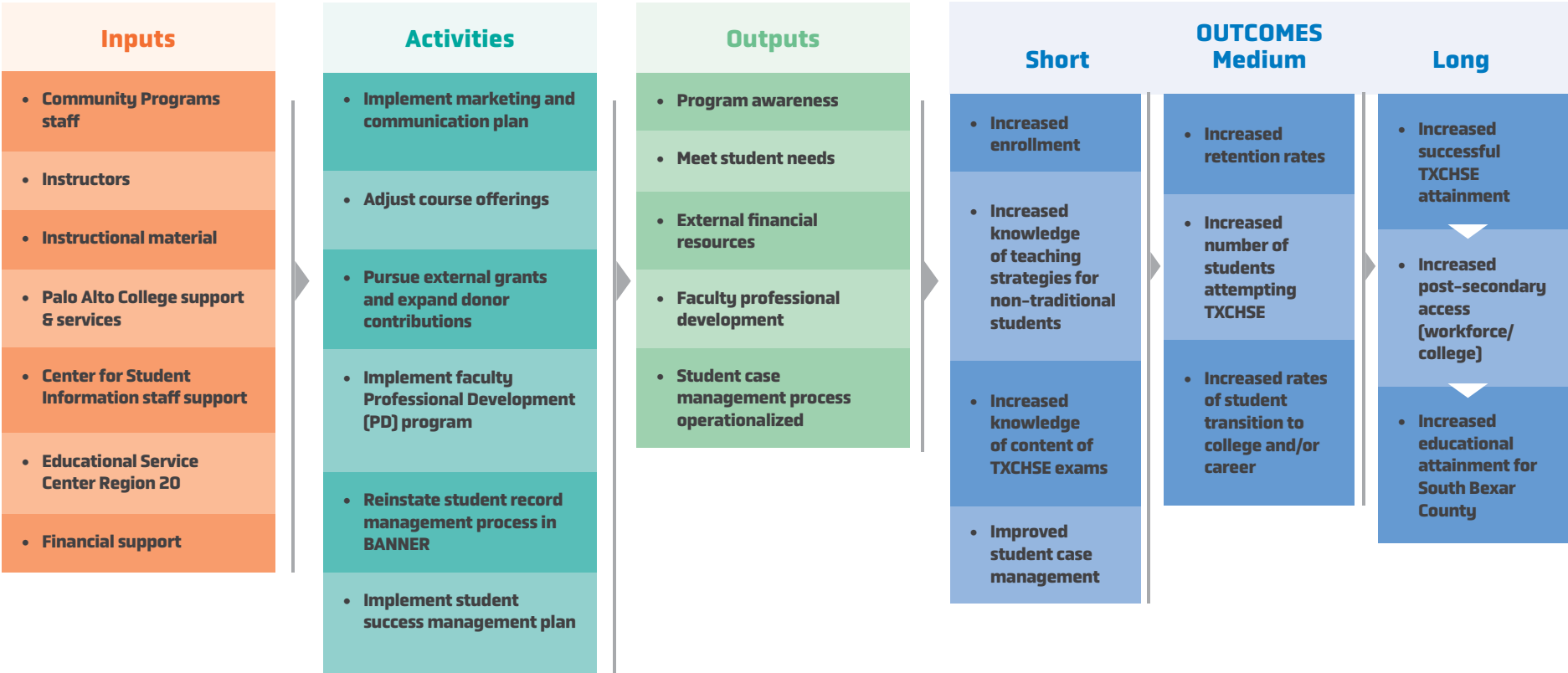


Assumptions: PAC will use the ★Texas Education Agency (TEA) Blueprint to measure student outcomes and the NACEP accreditation timeline to inform the execution of the ECHS initiative.

External Factors: PAC will lead cross-collaboration internally with faculty and staff and externally with K-12 partners and transfer institutions in career and academic pathways.

LOGIC MODEL: TEXAS CERTIFICATE OF HIGH SCHOOL EQUIVALENCY (TXCHSE)

Priority: At Palo Alto College (PAC), we seek to increase access to college and broaden employment opportunities through the attainment of the Texas Certificate of High School Equivalency (TXCHSE).



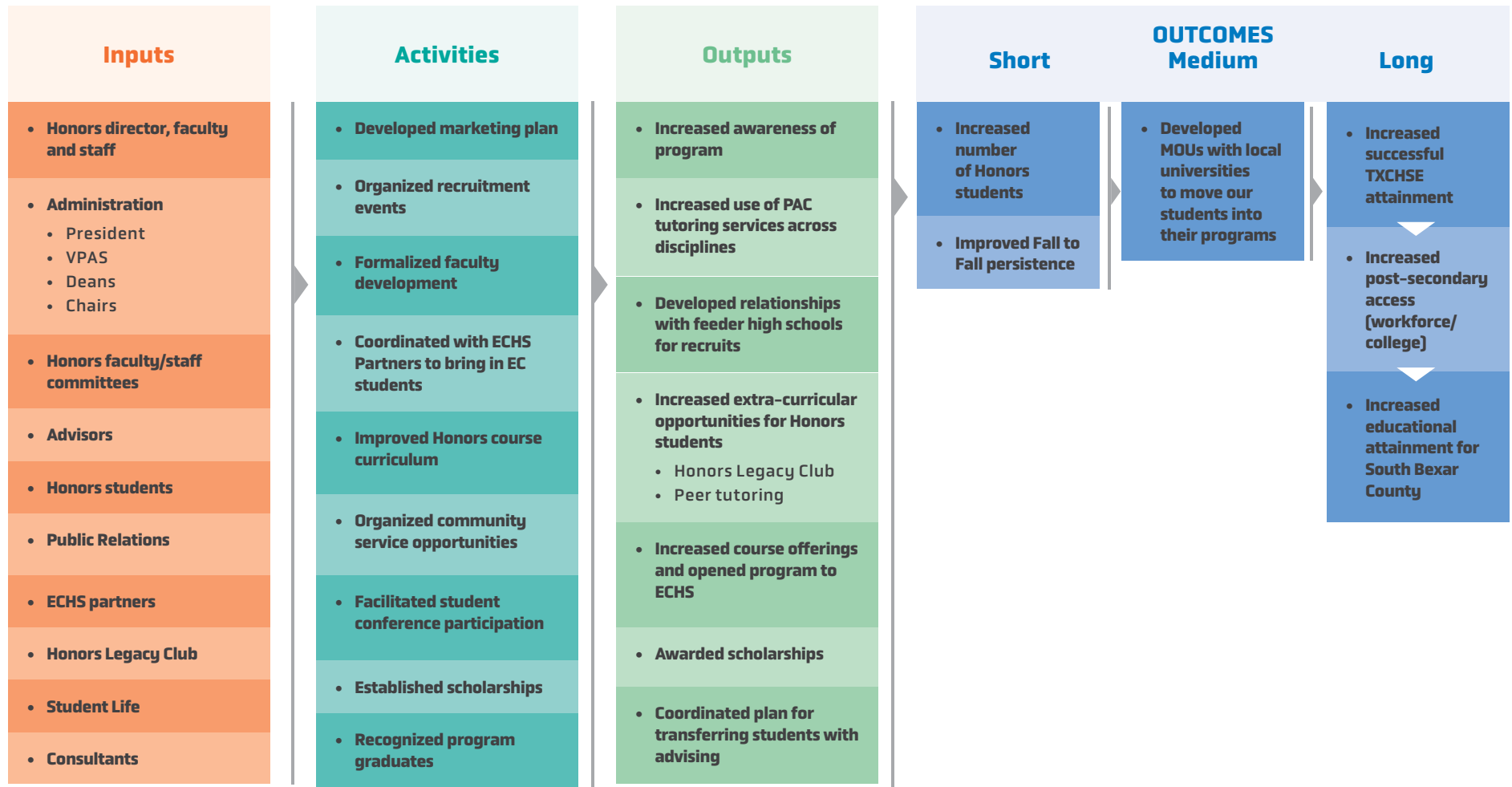
Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.

External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

LOGIC MODEL: HONORS PROGRAM

Situation: Palo Alto College Honors Program launched in Spring 2017

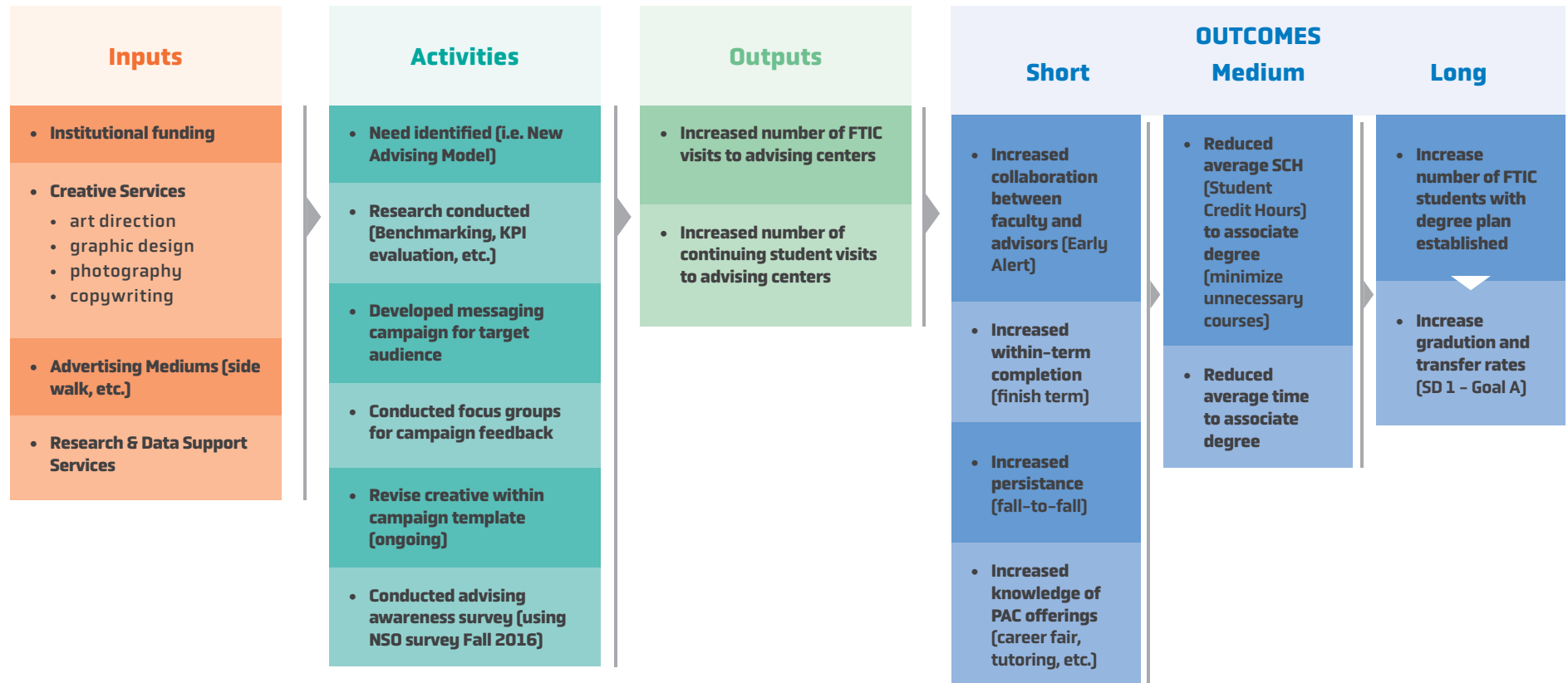
Priority: To refine and strengthen the program, creating a program recognized as among the best in Texas



LOGIC MODEL: INTERNAL COMMUNICATIONS

Situation: Palo Alto College launched a new advising model in Fall 2014.

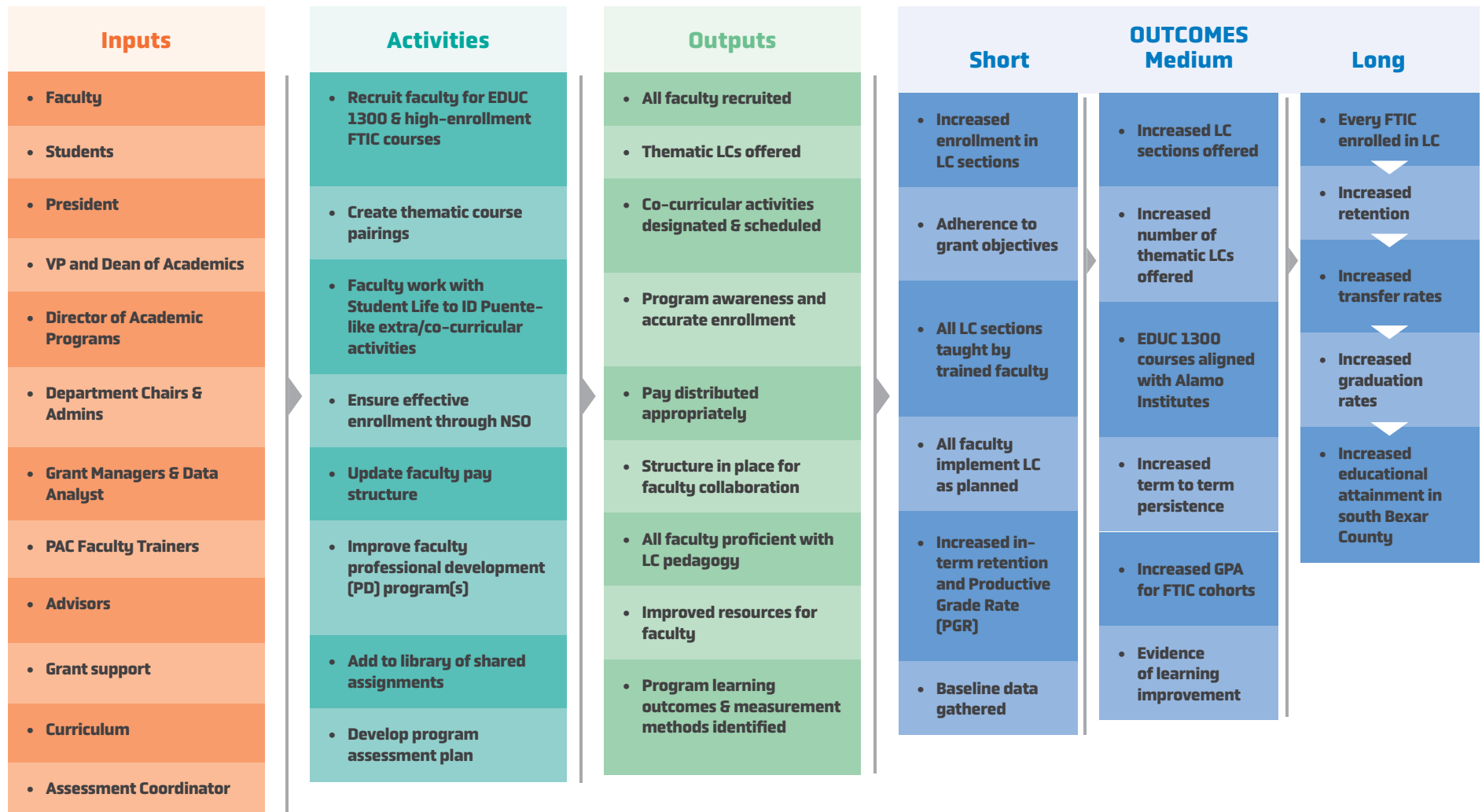
Priority: To increase number of FTIC visits to the Advising Center by 10% over 3 years.



Assumption: First time in college (FTIC) students are not familiar with the term “advisors” – they have previous used “counselors” in a high school setting to help provide academic guidance.

LOGIC MODEL: LEARNING COMMUNITIES (LC)

Priority: At Palo Alto College (PAC), we seek to increase student success by targeting first time in college (FTIC) students through the implementation of high impact instructional practices, such as Learning Communities (LC).

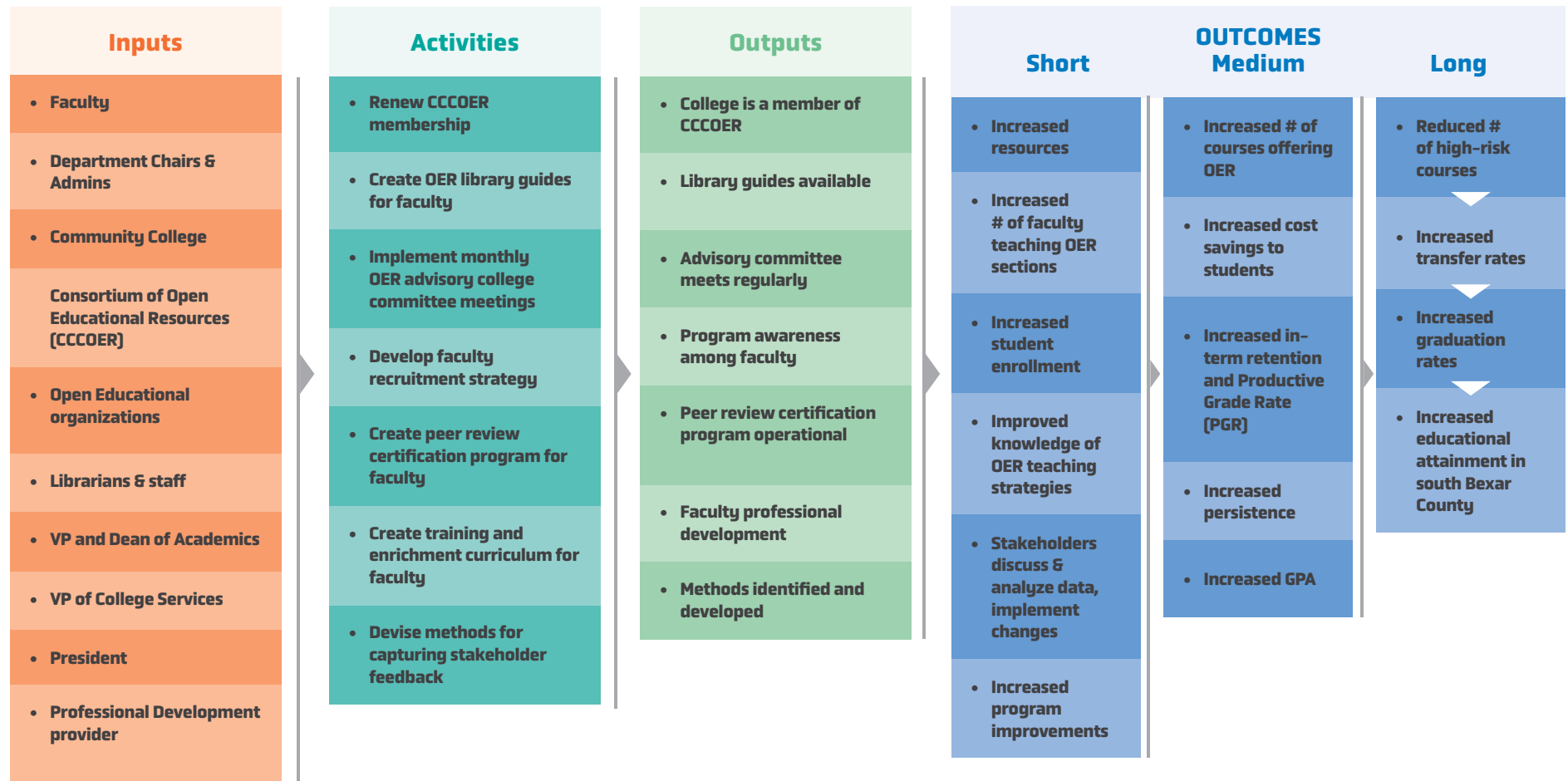


Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.

External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

LOGIC MODEL: OPEN EDUCATIONAL RESOURCES (OER)

Priority: At Palo Alto College (PAC), we seek to provide greater access to our college and empower students for success through the use of Open Educational Resources (OER).



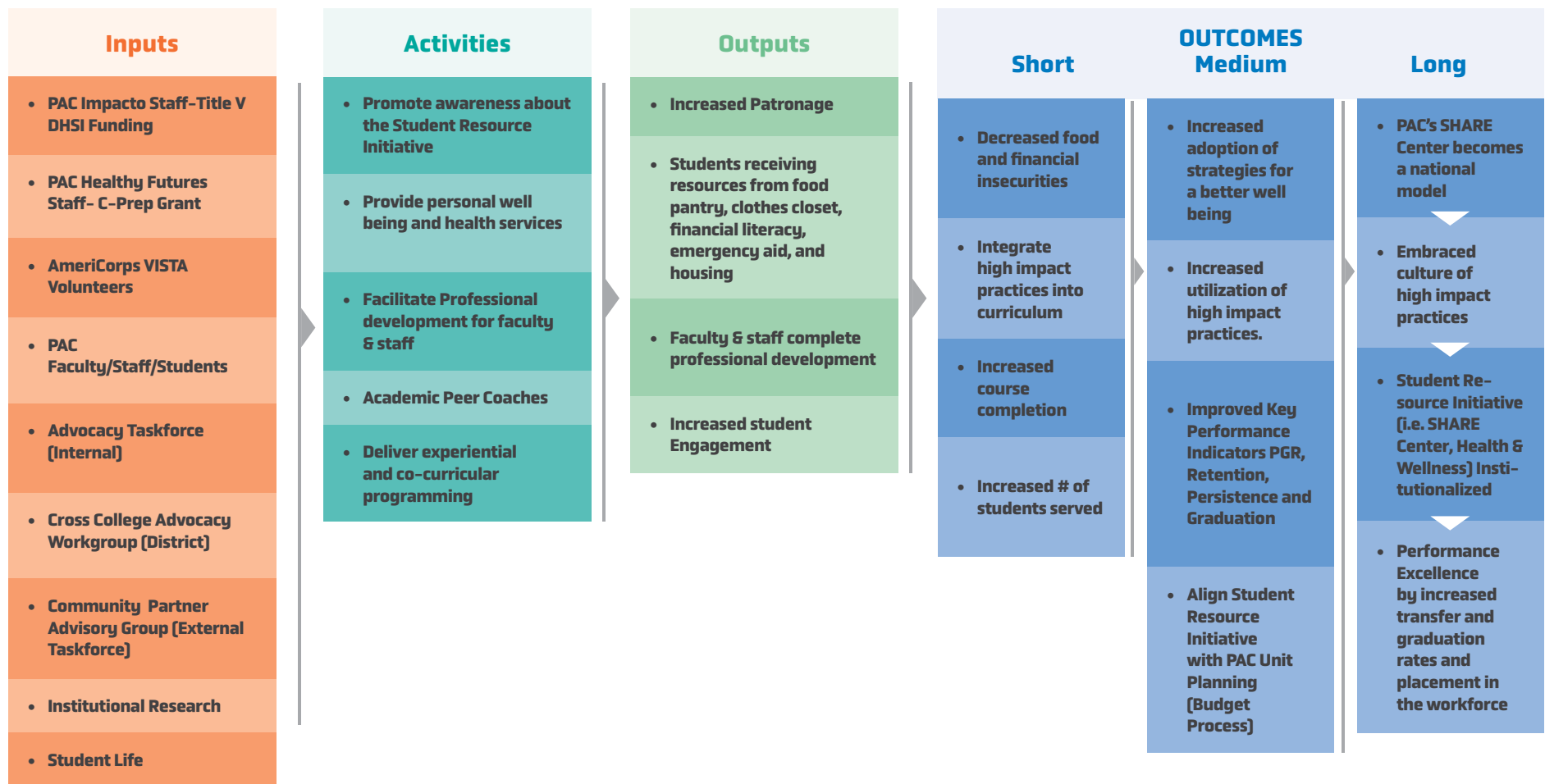
Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.

External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

LOGIC MODEL: STUDENT RESOURCE INITIATIVE

Situation: Palo Alto College's CCSSE's scores related to active and collaborative learning indicate the need to increase the utilization of high impact practices related to curricular and co-curricular programming. The results of the Advocacy Survey indicated the need for additional support systems outside the classroom.

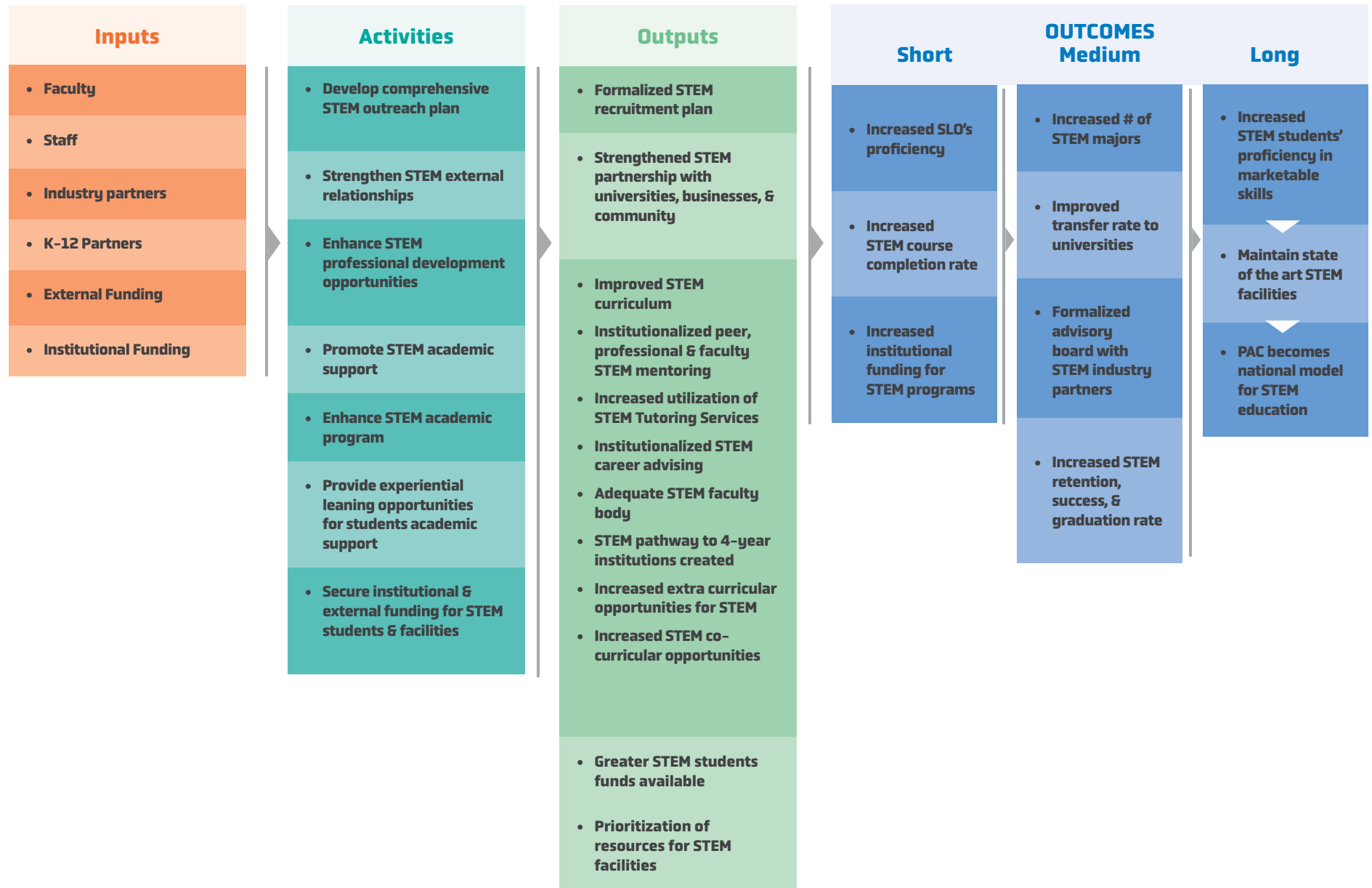
Priority: To ensure students have an academically meaningful experience and wrap around services that appropriately prepares them for transitions and pathways to graduation and/or transfer.



Assumptions: As part of Palo Alto College's Strategic Plan, the student resource initiative is being guided by an internal and external task force that will set strategic directions.

External Factors: The priority of these strategic directions are contingent upon the needs of the student population and the availability of internal and external funds.

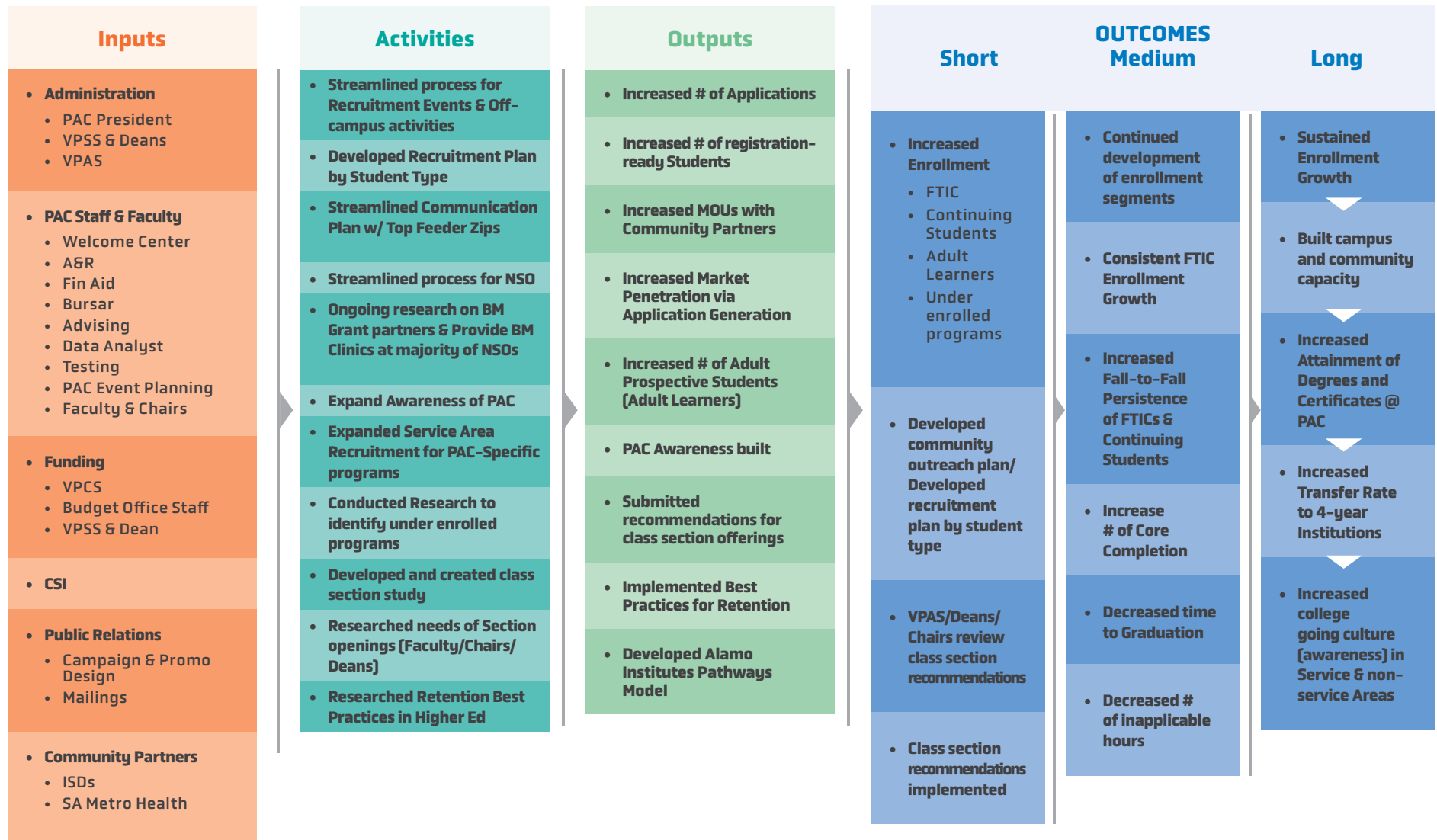
LOGIC MODEL: STEM



LOGIC MODEL: STRATEGIC ENROLLMENT MANAGEMENT (SEM)

Situation: We seek to create a college going culture within our community that will drive capacity building at Palo Alto College.

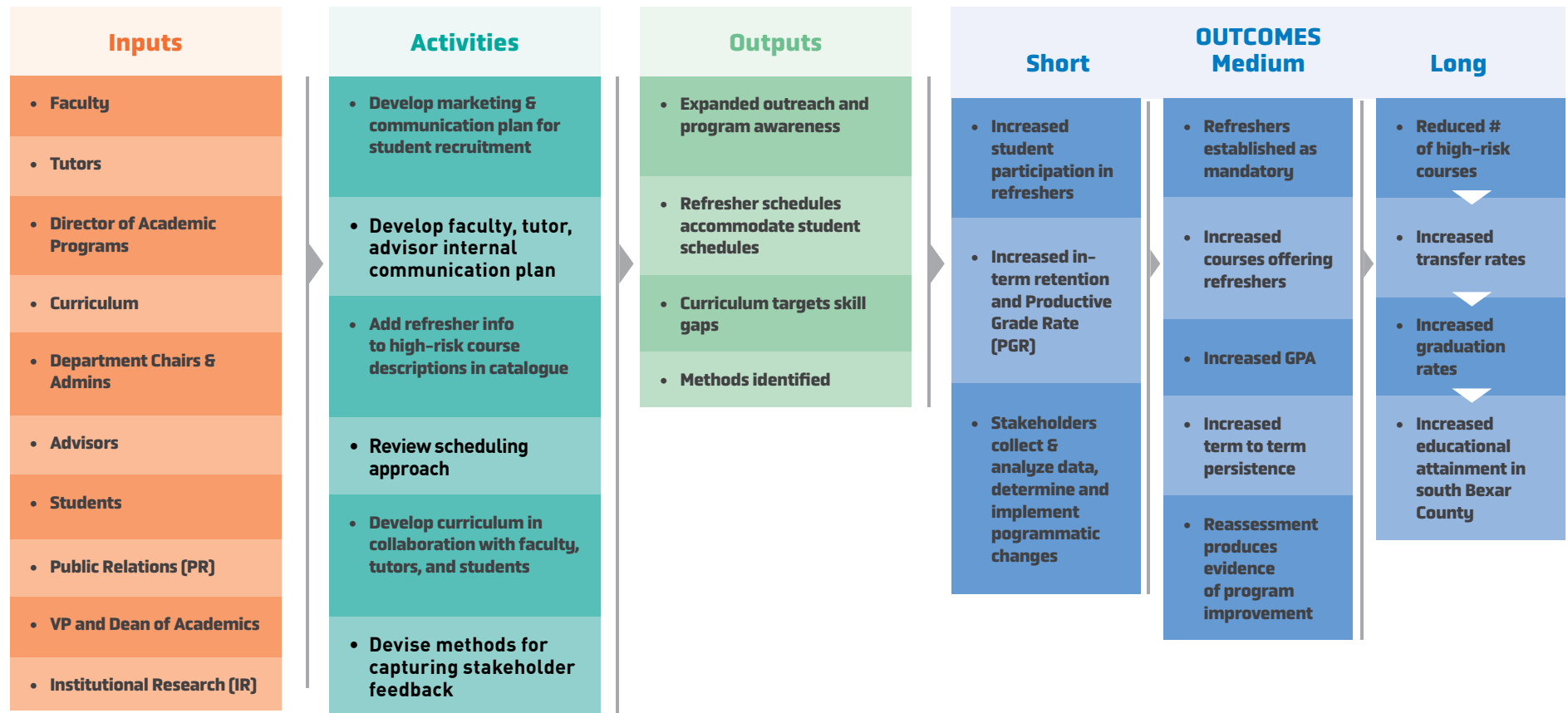
Priority: We will increase college access for our whole community while driving retention, success, and completion.



Assumptions: Planning and execution of the SEM CAP is contingent on all outside factors remaining constant (grad rates, partnerships, District policy, state mandates, etc.)

LOGIC MODEL: TUTORING—RECOMMENDED MATH AND SCIENCE REFRESHERS

Priority: At Palo Alto College (PAC), we seek to increase student success through the implementation of high-impact and targeted student academic support services, such as Tutoring.



Assumptions: PAC will increase outreach to our community and provide greater access to our college while providing students with quality high impact instruction and support.

External Factors: PAC will continue to work with the communities it serves to identify and celebrate student success and other significant accomplishments.

09 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.