Palo Alto College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Palo Alto College.

Palo Alto College’s Veterinary Technology Program is accredited by the Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association (AVMA).

The Alamo Colleges is an equal opportunity organization committed to success and excellence through diversity in every aspect of our Colleges, including enrollment, education and employment. We seek applications from all qualified persons who share this goal. The Alamo Colleges does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, veteran status, genetic information or sexual orientation.

Inquiries or complaints regarding equal opportunity should be directed to EEO/Title IX Coordinator, Linda Boyer Owens, Associate Vice Chancellor of Human Resources, (210) 485-0200. Address: Human Resources Department, 201 W. Sheridan, Building A, San Antonio, Texas 78204. For student accommodation or alternate format requests, contact Disabled Support Services, (210) 486-0200.
The Palo Alto College 2010-2011 Fact Book provides general statistics about the institution. It is important for the reader to be aware that the data presented in this publication may differ slightly from other District and College reports. Such variances are due to differences in the sources of information used, differences in reporting dates, or in report periods (semester and annual academic years). For this reason, the sources of information cited in each chart, graph, table, and trends are tracked using identical sources each semester.

**ACKNOWLEDGEMENTS**

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Photos courtesy of Instructional Innovation Center and PAC Public Relations

Maps courtesy of Instructional Innovation Center

Appreciation is also extended to the Staff of the Office of Institutional Research, Planning and Effectiveness for assistance in the successful production of the Fact Book 2010–2011.
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PALO ALTO COLLEGE: A PLACE OF INNOVATION

Palo Alto College was founded March 19, 1983. Classes began in September 1985 with an attendance of 231 students dispersed in high schools and military installations. The administrative offices were located at Billy Mitchell Village, outside Kelly Air Force Base. Palo Alto’s priority has always been the students, never its buildings. Palo Alto’s educational outreach extends beyond the campus with many courses offered in off-campus locations. In 1994, Palo Alto College stated clearly its commitment to the community by establishing “the heart of the community” as its official slogan.

Following Palo Alto’s humble beginning, Bexar County voters — through a bond issue — made possible the construction of a $13 million campus for 2,500 students. The original complex consisted of 26 classrooms in 11 buildings, including a 15,000-square-foot library. The mission-style campus opened its doors in January 1987 in southern Bexar County. Its physical outline is inspired by 18th century Spanish mission architecture, principally by Mission San José’s cupola, façade, and its granary’s distinctive cylindrical shape. Adorned tiles embedded in buildings throughout the campus convey and reaffirm the spirit of Spanish Colonial architecture. In 1987, the college achieved full accreditation from the Southern Association of Colleges and Schools.

Founded on the belief that education is the central element of improving lives, Palo Alto College continues to be an institution of high academic standards. It serves a growing student body with an increasingly diverse curriculum that features two-year course plans in the arts and sciences as well as many technical occupational and workforce programs. Through Palo Alto, students can earn certificates or complete the first two years of a four-year degree plan for transfer to a university.

The college is continually receiving accolades from four-year universities commenting on the high caliber of preparation the students who transfer have attained. It was the home of the first Transfer Center, which was implemented by the Hispanic Association of Colleges and Universities as a national model in 1992. Palo Alto was among eight colleges in the nation selected in 1994 for the Cultures of Success study funded by the Ford Foundation in an effort to determine why the College successfully transferred minority and low-income students.
Growth is reflected daily in the construction of new facilities for classrooms, sports and recreation. Today, the college encompasses more than 465,750 square feet on 126 acres. San Jacinto Hall opened in January 1991, doubling the original classroom space on campus. A Natatorium/Gymnasium Complex opened in January 1992 in partnership with the City of San Antonio. The George Ozuna Jr. Library & Academic Center opened in August 1997, adding one-third to the existing square footage of the college.

In October 2001 the Ray Ellison Family Center opened, offering childcare to students and the community at large, and in 2005 Sabine Hall, funded in part by the U.S. Commerce Department’s Economic Development Administration, opened.

Since 2002, PACfest has been open to the community on the day before the Battle of Flowers Parade, and became an official Fiesta San Antonio event in 2003.

A new chapter in the College’s history began when it opened a high school on campus. The Gateway to College Program, a national model developed by Portland Community College, opened its doors in August 2005 to 36 students. Youth who left school without earning a high school diploma now have the opportunity to gain a high school diploma while earning college credit at Palo Alto College free of charge. The Gateway to College program currently serves over 170 students from 11 school districts.

With Bexar County’s passage of the November 2005 ACCD Capital Improvement Bond, Palo Alto College has experienced unparalleled physical growth. In January 2008, the college opened its $5.2 million Veterinary Technology Building to serve the only program of its kind in the region. The bond also provided a $14.7 million Performing Arts Center, a cultural gem on the Southside. The building houses a 400-seat theater, speech and drama classrooms, dance and recording studios, a recital hall, and a scene shop.

Other construction projects included a $13.9 million Brazos Hall, which houses biology, physics, geology, government and history classrooms; computer labs; Allied Health and EMT classrooms. It opened in Fall 2009.

Palo Alto College was the incubator for Texas A&M University-San Antonio, which started offering classes on the campus in Fall 2000 before moving to a renovated elementary school.

Today, Palo Alto College strives to take into account cultural differences as well as contemporary academic needs. After 25 years, Palo Alto College continues to make a difference, always moving forward and always sharing its campus and its resources to improve San Antonio’s growing community.
Palo Alto College, a public two-year comprehensive community college, was established by the Alamo Community College District Board of Trustees on February 21, 1983 and chartered by the Texas Legislature on March 19, 1983.

Palo Alto College served 8,965 credit students in Fall 2010.

The average student age is 24. Over one-half (56 percent) of all Palo Alto College students are 21 years of age or younger.

Women make up over three-fifths (62 percent) of Palo Alto College students.

Sixty-seven percent of Palo Alto College students in Fall 2010 were Hispanic.

In 2009-10, the College awarded 1,713 degrees and certificates. This is an increase (83%) from the 934 degrees and certificates awarded in 2008-09.

Less than a fourth (24 percent) of College students attended class full-time in the Fall 2010.

Less than a sixth (16 percent) of all Palo Alto College students were First Time-In-College students. These individuals had never attended college previously at this or any other institution.

Dual Credit enrollment decreased 4 percent from the 2009-2010 Fall /Spring terms (3,165) to the 2010-2011 Fall/Spring terms (3,037).

<table>
<thead>
<tr>
<th></th>
<th>Palo Alto College</th>
<th>US Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Gender Distribution: Male/Female</td>
<td>38 / 62 %</td>
<td>42 / 58%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>67% Hispanic</td>
<td>16% Hispanic</td>
</tr>
<tr>
<td>Full-Time / Part-Time Status</td>
<td>24 / 76%</td>
<td>40 /60%</td>
</tr>
</tbody>
</table>
ALAMO COLLEGES STRATEGIC PLAN

VISION
The Alamo Colleges will be the best in the nation.

MISSION
Empowering our diverse communities for success.

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

INTEGRITY: We have the courage to act ethically, building a culture of trust and respect.

COMMUNICATION: We engage in open and transparent communication, information sharing, and collaboration.

COMMUNITY: We commit to a joyful culture of learning and service where unity in diversity occurs through mutual respect, cooperation, and accessibility.

ACADEMIC FREEDOM: We value creativity, growth, and transformation through vigorous inquiry and a free exchange of ideas for all.

ACCOUNTABILITY: We take responsibility for our actions and strive for continuous learning and improvement.

BALDRIGE CRITERIA, STRATEGIC GOALS AND FOUR DRIVERS

Source: Board Approved Strategic Plan Revisions, 5/21/08 | alamo.edu/planning стратегический.html
ALAMO COLLEGES STRATEGIC PLAN (Continued)

Goal I. Access to Higher Education
Maintain and extend an open door and affordable access to quality higher education for citizens of Bexar County and surrounding service area.
A. Recruit/Enroll to Reflect the Diversity of Our Communities
B. Recruit/Enroll from Low Educational Participation Areas

Goal II. Student Support
Increase academic support of all students.
A. Achieve High Completion Rates
B. Maximize P-16 Partnerships
C. Achieve the Dream
D. Measure and Increase Student Success
E. Maximize Employee Accountability for Student Success
F. Enable Students to Become Responsible Local and Global Citizens
G. Achieve Outstanding Student Learning and Support Programs

Goal III. Workforce Development
Build a world-class workforce education and training capacity in partnership with businesses and community-based organizations.
A. Assert Regional Workforce Leadership
B. Offer Excellent Programs that Meet Employer Needs

Goal IV. Capacity to Serve
Develop the human capital and strengthen the financial, technological, and physical capacities of the Alamo Colleges for first-rate student and community services.
A. Attract, Develop, and Retain Employee Talent
B. Ensure Sound Financial Management
C. Utilize Technology for Success
D. Maximize Facilities Stewardship

Goal V. Organizational Communication
Foster integrated organizational communication to consistently promote the positive impact and value of the Alamo Colleges to the community of Bexar County and surrounding service area.
A. Cultivate Alamo Colleges Support and Loyalty
B. Ensure Effective Internal Communication

Source: Board Approved Strategic Plan Revisions, 5/21/08 | alamo.edu/planning/strategic.html
PALO ALTO COLLEGE
2006-2011 INTEGRATED CORE VALUES AND STRATEGIC GOALS

Mission Statement adopted by the Alamo Community College District Board of Trustees on April 17, 2001.

**Mission Statement**
As a public comprehensive community college, Palo Alto college provides exemplary, accessible education and training to a diverse and aspiring community. The College educates, nurtures, and inspires students through a dynamic and supportive learning environment, which promotes the intellectual, cultural, economic, and social life of the community.

**PAC Strategic Goal 1**
An Appreciation for Diversity
Integrate Closing the Gaps initiatives in a coordinated effort that will provide exemplary, accessible education and training to a diverse and aspiring community.

1. Increase Palo Alto College’s enrollment from the Top Ten feeder high schools.
2. Create opportunities for adult learners through Continuing Education, ESL and GED.
3. Increase the number of male students who enroll and graduate from Palo Alto College.

**PAC Strategic Goal 2**
A Dedication to Student Success and Quality Instruction
Increase academic success of students, with emphasis on low-income students and students of color.

1. Create programs and services for our students to increase learning, persistence, goal completion, and satisfaction.
2. Increase the number of students who successfully complete development and gatekeeper courses, are retained from semester to semester, graduate and transfer to four year universities.
3. Promote partnerships with ISDs and four-year institutions to ensure seamless student transitions.
4. Adapt curricula to advance knowledge/skills, foster civic responsibility, and provide global citizenship.
5. Advance capacities for tracking, monitoring, and reporting student academic performance and success.
6. Utilize feedback from the assessment of student learning outcomes to promote continuous improvement.

Source: alamo.edu/pac/htm/new/facultystaff/ieffectiveness/pdfs/PAC_Strategic_Plan.pdf
PAC Strategic Goal 3
An Investment in Workforce Development and Mutually Beneficial Partnerships
Explore, develop, and promote partnership initiatives and programs to support the workforce needs of the local economy.

1. Continually identify the current and future needs of the workforce with an emphasis on high demand occupations.
2. Develop programs and partnerships to meet workforce and future needs of the community.
3. Develop and strengthen partnerships with industry, economic development agencies, ISDs, higher education institutions, professional associations and the community.

PAC Strategic Goal 4
A Strong Commitment to Community
Fulfill the college’s commitment to community by increasing its capacity to serve.

1. Ensure that PAC maintains state of the art, eco-friendly structures to accommodate present and future needs.
2. Increase opportunities for employee professional development to help ensure student success.
3. Increase capacity to serve students through utilization and enhancement of state-of-the-art technology and alternative modes of delivery 24/7.
4. Create opportunities for additional involvement through volunteer programs and internships, as well as strengthening community advisory boards.
5. Increase college wide recruitment efforts through the development of new community partnerships while strengthening existing alliances.

PAC Strategic Goal 5
Broadening the Definition of Success
Broaden our community’s perspective of success to empower students to achieve and be recognized for their accomplishments.

1. Develop promotional materials, including Alumni initiatives, to highlight and publicize experiences and testimonials of student success.
2. Collaborate with the business community to give workforce occupations a higher level of acceptability.
3. Establish “Many Roads to Success” campaign incorporating short biographies of local, successful entrepreneurs in businesses seldom given appropriate recognition (i.e. plumbing, welding, machine works, printing).

Source: alamo.edu/pac/htm/new/facultystaff/ieffectiveness/pdfs/PAC_Strategic_Plan.pdf
DEGREE PLANS AND CERTIFICATES

ASSOCIATE OF APPLIED SCIENCE (A.A.S.)

Administrative Computer Technology, A.A.S.
Aviation Technology: Air Traffic Control, A.A.S.
Aviation Technology: Aircraft Dispatcher A.A.S.
Aviation Technology: Aviation Management, A.A.S.
Aviation Technology: Aviation Security, A.A.S.
Aviation Technology: Professional Pilot, A.A.S.
Business Management, A.A.S.
Computer Information Systems: Computer Support Specialist, A.A.S.
Computer Information Systems: Information Technology & Security, A.A.S.
Computer Information Systems: Network Administration (Cisco Network Associate), A.A.S.
Education Aide, A.A.S.
Landscape and Horticultural Science, A.A.S.
Logistics and Supply Chain Management, A.A.S.
Turfgrass and Golf Course Management, A.A.S.
Veterinary Technology, A.A.S.

ASSOCIATE OF ARTS (A.A.)

Advertising/Public Relations: Associate of Arts, concentration in Communications: Advertising/Public Relations
Art: Associate of Arts, concentration in Art
Criminal Justice: Associate of Arts, concentration in Criminal Justice
Dance: Associate of Arts, concentration in Dance
Digital Art: Associate of Arts, concentration in Digital Art
Drama: Associate of Arts, concentration in Drama
Economics: Associate of Arts, concentration in Economics
English: Associate of Arts, concentration in English
Forensic Science: Associate of Arts, concentration in Criminal Justice with a Concentration in Forensic Science
Government: Associate of Arts, concentration in Government
History: Associate of Arts, concentration in History
Humanities: Associate of Arts, concentration in Humanities
International Relations: Associate of Arts, concentration in International Relations
Journalism/Mass Communication: Associate of Arts, concentration in Communications: Journalism/Mass Communication
Kinesiology: Associate of Arts, concentration in Kinesiology
Legal Studies: Associate of Arts, concentration in Criminal Justice with a Concentration in Legal Studies
Liberal Arts: Associate of Arts, concentration in Liberal Arts
Mexican-American Studies: Associate of Arts, concentration in Mexican-American Studies
Music: Associate of Arts, concentration in Instrument Emphasis
Music: Associate of Arts, concentration in Music
Music: Associate of Arts, concentration in Voice Emphasis
Philosophy: Associate of Arts, concentration in Philosophy
Psychology: Associate of Arts, concentration in Psychology
Radio & TV Broadcast Journalism: Associate of Arts, concentration in Communications: Radio & TV Broadcasting
Social Work: Associate of Arts, concentration in Social Work
Sociology: Associate of Arts, concentration in Sociology
Spanish: Associate of Arts, concentration in Spanish
Speech Communication: Associate of Arts, concentration in Speech Communication

ASSOCIATE OF ARTS IN TEACHING (A.A.T.)

Education: Associate of Arts in Teaching, concentration in 8-12 Specialization
Education: Associate of Arts in Teaching, concentration in EC-6 Generalist
(Bilingual, ESL, Generalist, 4-8 Generalist, EC-12 Special Education)
ASSOCIATE OF SCIENCE (A.S.)
Accounting: Associate of Science, concentration in Accounting
Agriculture: Associate of Science, concentration in Agriculture
Biology: Associate of Science, concentration in Biology
Business: Associate of Science, concentration in General Business – Business Administration
Chemistry: Associate of Science, concentration in Chemistry
Computer Information Systems: Associate of Science, concentration in Computer Information Systems
Computer Science: Associate of Science, concentration in Computer Science
Engineering: Associate of Science, concentration in Civil and Construction Engineering Technology
Engineering: Associate of Science, concentration in Civil Engineering
Engineering: Associate of Science, concentration in Electrical and Electronics Engineering Technology
Engineering: Associate of Science, concentration in Manufacturing and Mechanical Engineering Technology
Engineering: Associate of Science, concentration in Mechanical Engineering
Environmental Studies: Associate of Science, concentration in Environmental Studies
Geology: Associate of Science, concentration in Geology
Health: Associate of Science, concentration in Health
Library Technology: Associate of Science, concentration in Library Technology
Management: Associate of Science, concentration in Management – Business Administration
Marketing: Associate of Science, concentration in Marketing – Business Administration
Mathematics: Associate of Science, concentration in Mathematics
Physics: Associate of Science, concentration in Physics
Pre-Dentistry: Associate in Science, concentration in Pre-Dentistry
Pre-Medicine: Associate of Science, concentration in Pre-Medicine
Pre-Nursing: Associate of Science, concentration in Pre-Nursing
Pre-Pharmacy: Associate of Science, concentration in Pre-Pharmacy

AAS CERTIFICATE
Administrative Computer Technology: Administrative Assistant Level II Certificate
Administrative Computer Technology: Bill and Account Collector Level I Certificate
Administrative Computer Technology: Business Communications Level I Certificate
Administrative Computer Technology: Customer Services Representative Level I Certificate
Administrative Computer Technology: Data Entry Technician Level I Certificate
Administrative Computer Technology: General Office Level I Certificate
Administrative Computer Technology: Secretarial Assistant Level I Certificate
Administrative Computer Technology: Skills Upgrade Level I Certificate
Aviation Technology: Certified Flight Instructor Level I Preparation Certificate
Aviation Technology: Commercial Pilot Level I Certificate
Aviation Technology: Instrument Pilot Level I Certificate
Industrial Automation Technology: Industrial Automation Helper Level I Certificate
Landscape & Horticultural Science: Basic Nursery and Landscape Operations Level I Certificate
Landscape & Horticultural Science: Floral Design Technician Level I Certificate
Landscape & Horticultural Science: Small/Organic Farmer Level I Certificate
Landscape & Horticultural Science: Turf and Landscape Irrigation Level I Certificate
Landscape and Horticultural Science Level I Certificate
Logistics Management: Logistics Management Level I Certificate
Logistics Management: International Logistics Management Level I Certificate
Logistics Management: Manufacturing Management Level I Certificate
Logistics Management: Transportation Management Level I Certificate
Logistics Management: Warehouse Management Level I Certificate
Turfgrass & Golf Course Management: Landscape & Turfgrass Equipment Technician Level II Certificate
Turfgrass & Golf Course Management: Turfgrass & Golf Course Management Level I Certificate
Veterinary Technology: Veterinary Assistant Level II Certificate
Aviation Technology: Multi-Engine Pilot Level I Certificate
AAS CERTIFICATE (Continued)

Aviation Technology: Private Pilot Level I Certificate
Business Management: Administration Level I Certificate
Business Management: Entrepreneurship Level I Certificate
Business Management: Entry-Level Supervision Level 2 Certificate
Business Management: International Business Level I Certificate
Business Management: Leadership Level I Certificate
Business Management: Marketing Level I Certificate
Computer Information Systems: Cisco Certification Preparation Level I Certificate
Computer Information Systems: Computer Programming Level 1 Certificate
Computer Information Systems: Help Desk Support Specialist Level I Certificate
Computer Information Systems: Information Technology Security Level I Certificate
Computer Information Systems: Personal Computer Skills Level I Certificate
Computer Information Systems: Search Engine Optimization (SEO) Specialist Level I Certificate
Education Aide Level I Certificate
Education Aide Level II Certificate
Industrial Automation Technology: Career Foundations Level I Certificate
Industrial Automation Technology: Industrial Automation Assistant Level II Certificate
Industrial Automation Technology: Industrial Automation Associate Level I Certificate

LOCAL CERTIFICATE

Administrative Computer Technology: Customer Service Clerk Local Certificate
Administrative Computer Technology: Data Entry Clerk Local Certificate
Administrative Computer Technology: Office Clerk Local Certificate
Digital Art Local Certificate
Digital Photography Local Certificate
International Studies Local Certificate
Kinesiology: Physical Fitness Specialist I Local Certificate
Kinesiology: Physical Fitness Specialist II Local Certificate
Landscape & Horticultural Science: Basic Landscape Management Local Certificate
Library Technician Local Certificate
Music: Conjunto Performance Local Certificate
Music: Jazz Performance Local Certificate
Music: Mariachi Performance Local Certificate
Music: Music Business Local Certificate
Turfgrass & Golf Course Management: Basic Turfgrass Operations Local Certificate

Source: http://mypaccatalog.alamo.edu/content.php?catoid=69&navoid=1792
TRANSFER ARTICULATION AGREEMENTS AND 2+2 PROGRAMS

Palo Alto College and universities work closely to ensure a smooth transition. Articulation agreements and 2+2 Programs guarantee that students can transfer their first two years of college work from Palo Alto College.

Articulation agreements do not exist for all majors. In these cases, Palo Alto College students need to check with the Welcome Advising Center for copies of the existing agreements or course transfer equivalency tables. Some of the institutions with which Palo Alto College has articulation agreements or 2+2 programs are:

- Angelo State University
- Baylor University
- Baptist School of Professions
- Midwestern State University
- Our Lady of the Lake University
- St. Mary’s University
- Sam Houston University
- Stephen F. Austin University
- Sul Ross State University
- Tarleton State University
- Texas A&M University - College Station
- Texas A&M University - College Station Biomedical Sciences
- Texas A&M University - Commerce
- Texas A&M University - Corpus Christi
- Texas A&M University - Kingsville /Engineering Programs
- Texas A&M University - San Antonio
- Texas Lutheran University
- Texas State University - San Marcos
- Texas Tech University
- Texas Woman’s University
- University of Houston
- University of Houston - Clear Lake
- University of Houston - Victoria
- University of the Incarnate Word
- University of North Texas
- University of Northern Iowa
- University of Texas - Austin
- University of Texas - Brownsville
- University of Texas - Dallas
- University of Texas - El Paso
- University of Texas - Pan American
- University of Texas - San Antonio
- University of Texas - Tyler
- University of TX Health Science Center at San Antonio - Dental School
- University of TX Health Science Center at San Antonio - Medical School
- University of TX Health Science Center at San Antonio - Nursing Program
- University of TX Health Science Center at San Antonio - School of Allied Health Sciences Programs
- Upper Iowa University
- Wayland Baptist University

Source: Center for Academic Transitions
PAC STUDENT ACTIVITIES

Registered Student Organizations 2010-2011

Palo Alto College recognizes the importance of organized student activities as an integral component of the total educational experience of the student. Therefore, students have the opportunity for membership in cultural, recreational, religious, governance, honor, social, and political organizations. Recruitment activities are held at the beginning of each semester to acquaint new and interested students to the organizations. The following is a list of registered student organizations facilitated through the Office of Student Engagement and Retention.

- Baptist Student Ministry (BSM)
- Beta Beta Beta Biological Honor Society (Delta Pi)
- Catholic Campus Ministry
- Criminal Justice Club
- Chi Alpha Epsilon
- Lone Star Agriculture Club
- PAC Dance Club
- PAC Horticulture Club
- Palo Alto Sports Organization (PASO)
- Phi Theta Kappa (Alpha Pi Iota)
- Skills USA
- Spanish Club/Club De Español
- Student Government Association
- Student Leadership Institute
- Veterinary Tech Association

Source: Office of the Director of Student Engagement and Retention
Student Affairs

Vice President of Student Affairs
Dr. Mike Flores

Dean of Student Affairs
Dr. Robert Garza

Vice President of Student Affairs
Dr. Mike Flores

Executive Secretary
Connie Martinez

Dean of Student Affairs
Dr. Robert Garza

Administrative Secretary
Mary Jane Guzman

Veterans Affairs Coordinator
Vincent Bosquez

Welcome Center Coordinator
Sonia Jasso

Counseling Chair
Dr. Yolanda Reyna

Student Engagement & Retention Director
Carmen Velasquez

Gateway to College Director
Abel González

Student Financial Services Director
Lamar Durán

Enrollment Center Director
Elizabeth Aguilar-Villarreal

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Sonia Jasso

Counseling Chair
Dr. Yolanda Reyna

Student Engagement & Retention Director
Carmen Velasquez

Gateway to College Director
Abel González

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Vincent Bosqv
## Fall 2010 Top Ten

<table>
<thead>
<tr>
<th>Major</th>
<th>Major Code</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td>LIBS</td>
<td>1,068</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>CRJT</td>
<td>422</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC</td>
<td>225</td>
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<tr>
<td>Education-General</td>
<td>EDUC</td>
<td>139</td>
</tr>
<tr>
<td>Accounting</td>
<td>ACCT</td>
<td>120</td>
</tr>
<tr>
<td>Social Work</td>
<td>SOCW</td>
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<tr>
<td>Liberal Arts</td>
<td>LBAT</td>
<td>113</td>
</tr>
<tr>
<td>Fine Arts-Music</td>
<td>FAMU</td>
<td>74</td>
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<td>Communications</td>
<td>CMMS</td>
<td>71</td>
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<tr>
<td>Fine Arts-Arts</td>
<td>FAAT</td>
<td>67</td>
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<table>
<thead>
<tr>
<th>Science and Technology Majors</th>
<th>Major Code</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing-General</td>
<td>GNUR</td>
<td>509</td>
</tr>
<tr>
<td>Business and Management, General</td>
<td>GBMT</td>
<td>202</td>
</tr>
<tr>
<td>Pre-Medicine</td>
<td>PMED</td>
<td>201</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>CPIS</td>
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<tr>
<td>Business Administration</td>
<td>BUAD</td>
<td>120</td>
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<tr>
<td>Physical Education</td>
<td>PHED</td>
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<tr>
<td>Pre-Pharmacy</td>
<td>PPHM</td>
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<tr>
<td>Pre-Nursing</td>
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<tr>
<td>Pre-Veterinary Medicine</td>
<td>PVET</td>
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<tr>
<td>Natural Sciences-Biology</td>
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</table>

<table>
<thead>
<tr>
<th>Vocational Majors</th>
<th>Major Code</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>A A-Teaching: Early Childhood Specialization</td>
<td>ECSP</td>
<td>252</td>
</tr>
<tr>
<td>A A-Teaching: Generalist</td>
<td>GENE</td>
<td>236</td>
</tr>
<tr>
<td>A A-Teaching: 8-12 Specialization</td>
<td>ETSP</td>
<td>202</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>VETT</td>
<td>160</td>
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<tr>
<td>General Management</td>
<td>GMGT</td>
<td>118</td>
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<tr>
<td>ADCT Tech Prep ESC</td>
<td>ADCT</td>
<td>90</td>
</tr>
<tr>
<td>Teacher Assistant /Aide</td>
<td>TAAD</td>
<td>55</td>
</tr>
<tr>
<td>Business Management</td>
<td>BMGT</td>
<td>45</td>
</tr>
<tr>
<td>A A-Teaching: Teacher Education, EC-4, Early Childhood Specialization</td>
<td>TEEC</td>
<td>31</td>
</tr>
<tr>
<td>Landscape and Horticultural Science</td>
<td>LSHS</td>
<td>28</td>
</tr>
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</table>

Source: IRES Course Datablock Fall 2010 (08/10/11)
## Fall 2010 Top Ten

<table>
<thead>
<tr>
<th>TOP HIGH SCHOOL FEEDERS</th>
<th>TOTAL</th>
<th>SCHOOL DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>South San Antonio High School</td>
<td>132</td>
<td>South San Antonio ISD</td>
</tr>
<tr>
<td>Southwest High School</td>
<td>120</td>
<td>Southwest ISD</td>
</tr>
<tr>
<td>McCallum High School</td>
<td>99</td>
<td>Harlandale ISD</td>
</tr>
<tr>
<td>Southside High School</td>
<td>93</td>
<td>Southside ISD</td>
</tr>
<tr>
<td>Harlandale High School</td>
<td>77</td>
<td>Harlandale ISD</td>
</tr>
<tr>
<td>East Central High School</td>
<td>54</td>
<td>East Central ISD</td>
</tr>
<tr>
<td>Somerset High School</td>
<td>47</td>
<td>Somerset ISD</td>
</tr>
<tr>
<td>Floresville High School</td>
<td>44</td>
<td>Floresville ISD</td>
</tr>
<tr>
<td>Burbank High School</td>
<td>43</td>
<td>San Antonio ISD</td>
</tr>
<tr>
<td>Brackenridge High School</td>
<td>26</td>
<td>San Antonio ISD</td>
</tr>
</tbody>
</table>

Source: Stu 71 HS Info, Fall 2010 (8/10/11), CBM001. Dual Credit students excluded.

<table>
<thead>
<tr>
<th>TOP COUNTY FEEDERS</th>
<th>TOTAL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bexar</td>
<td>7,052</td>
<td>Same county as Palo Alto College</td>
</tr>
<tr>
<td>Atascosa</td>
<td>581</td>
<td>South of Palo Alto College</td>
</tr>
<tr>
<td>Wilson</td>
<td>402</td>
<td>Southeast of Palo Alto College</td>
</tr>
<tr>
<td>Medina</td>
<td>155</td>
<td>West of Palo Alto College</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>143</td>
<td>Northeast of Palo Alto College</td>
</tr>
</tbody>
</table>

Source: IRES Contact Datablock Fall 2010 (08/10/11), CBM001. Dual Credit students included.

<table>
<thead>
<tr>
<th>TOP ZIP CODE FEEDERS</th>
<th>TOTAL</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>78221</td>
<td>817</td>
<td>South San Antonio, East of Palo Alto College</td>
</tr>
<tr>
<td>78211</td>
<td>602</td>
<td>South San Antonio, North of Palo Alto College</td>
</tr>
<tr>
<td>78224</td>
<td>493</td>
<td>South San Antonio, same zip code as Palo Alto College</td>
</tr>
<tr>
<td>78242</td>
<td>487</td>
<td>South San Antonio, West of Palo Alto College</td>
</tr>
<tr>
<td>78223</td>
<td>459</td>
<td>South San Antonio, East of Palo Alto College</td>
</tr>
<tr>
<td>78214</td>
<td>348</td>
<td>South San Antonio, East of Palo Alto College</td>
</tr>
<tr>
<td>78114</td>
<td>278</td>
<td>Floresville, Southeast of San Antonio</td>
</tr>
<tr>
<td>78245</td>
<td>268</td>
<td>Northwest San Antonio, Northwest of Palo Alto College</td>
</tr>
<tr>
<td>78264</td>
<td>261</td>
<td>South San Antonio, South of Palo Alto College</td>
</tr>
<tr>
<td>78227</td>
<td>259</td>
<td>West San Antonio, Northwest of Palo Alto College</td>
</tr>
</tbody>
</table>

Source: IRES Contact Datablock Fall 2010 (08/10/11), CBM001. Dual Credit students included.
Top Service Area Enrollments
Fall 2010

Source: IRES Contact Datablock Fall 2010 (08/10/11), CBM001.
Dual Credit students included.
### Financial Aid Awards 2010-2011

<table>
<thead>
<tr>
<th>Funded Programs</th>
<th>Students Receiving Aid*</th>
<th>Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>5,251</td>
<td>$18,622,449.00</td>
</tr>
<tr>
<td>Academic Competitiveness Grant (ACG)</td>
<td>491</td>
<td>$323,556.00</td>
</tr>
<tr>
<td>Supplemental Educational Opportunity Grant (SEOG)</td>
<td>956</td>
<td>$483,912.00</td>
</tr>
<tr>
<td>TPEG-LEAP-SLEAP</td>
<td>882</td>
<td>$521,221.00</td>
</tr>
<tr>
<td>Texas-TEOG Grants</td>
<td>644</td>
<td>$1,098,260.00</td>
</tr>
<tr>
<td>Total*</td>
<td>6,826</td>
<td>$21,049,398.00</td>
</tr>
<tr>
<td>Federal Work Study</td>
<td>268</td>
<td>$350,531.00</td>
</tr>
<tr>
<td>Federal Stafford Loans</td>
<td>892</td>
<td>$2,888,635.00</td>
</tr>
<tr>
<td>PLUS</td>
<td>2</td>
<td>$5,500.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$2,894,135.00</td>
</tr>
<tr>
<td>Waivers</td>
<td>115</td>
<td>$120,520.00</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>152</td>
<td>$120,010.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$240,530.00</td>
</tr>
<tr>
<td>Scholarships</td>
<td>845</td>
<td>$527,360.00</td>
</tr>
<tr>
<td>Internal</td>
<td>210</td>
<td>$178,755.00</td>
</tr>
<tr>
<td>External</td>
<td>635</td>
<td>$348,605.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$24,540,733.00</td>
</tr>
</tbody>
</table>

* Numbers for students awarded funds includes some duplicated numbers

Source: Office of Student Financial Services

**Federal Pell Grants** – A Federal Pell Grant does not have to be repaid. Awarded only to undergraduate students who have not earned a bachelor’s or professional degree. Pell Grants provide a foundation of financial aid to which other aid may be added.

**Federal Supplemental Educational Opportunity Grant (SEOG)** – A Federal Supplemental Education Opportunity Grant is for undergraduates with exceptional financial need – that is, students with the lowest Expected Family Contribution (EFCs) – and gives priority to students who receive Federal Pell Grants. An SEOG does not have to be repaid.

**Texas State Grants (TPEG-SSIG-TTAG)** – Texas residency is required and the awards depend upon the availability of funding.

**Federal Work Study** – Employment opportunities are available for both on-campus and off-campus locations. Approval is required by the Student Financial Service Office.

**Federal Stafford Loans** – Students and parents may borrow money from banks or credit unions. Federal regulations determine the eligibility criteria. A separate loan application is required. These are loans and must be repaid.

**Scholarships** – A variety of scholarships are available from both institutional and private sources. Scholarships selection criteria may be based on demonstrated need, academic merit or other specific qualification depending on the funding source. The funding source also determines the amount of the scholarship amount.
### Enrollment Trends

#### Fall

- **2006:** 8,036
- **2007:** 8,021
- **2008:** 7,829
- **2009:** 8,335
- **2010:** 8,965

% Change:
- **2007:** -0.2%
- **2008:** -2.4%
- **2009:** 6.5%
- **2010:** 7.6%

#### Spring

- **2006:** 7,331
- **2007:** 7,434
- **2008:** 7,580
- **2009:** 7,952
- **2010:** 9,413

% Change:
- **2007:** 1.4%
- **2008:** 2.0%
- **2009:** 4.9%
- **2010:** 18.4%

#### Summer I

- **2006:** 2,386
- **2007:** 2,605
- **2008:** 2,787
- **2009:** 2,868
- **2010:** 3,544

% Change:
- **2007:** 9.2%
- **2008:** 7.0%
- **2009:** 2.9%

#### Summer II

- **2006:** 1,170
- **2007:** 1,269
- **2008:** 1,399
- **2009:** 1,755
- **2010:** 1,818

% Change:
- **2007:** 8.5%
- **2008:** 10.2%
- **2009:** 25.4%
- **2010:** 3.6%

#### Total Enrollment

- **2006-07:** 18,923
- **2007-08:** 19,329
- **2008-09:** 19,595
- **2009-10:** 20,910
- **2010-11:** 23,740

% Change:
- **2007-08:** 2.1%
- **2008-09:** 1.4%
- **2009-10:** 6.7%
- **2010-11:** 13.5%

Source: Certified CBM001, *Preliminary Summer I and II 2011 data from IRES Course Datablock (6/20/11).*
FALL ENROLLMENT BY GENDER

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>% Change</th>
<th>Female</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>2,943</td>
<td>3.9%</td>
<td>5,093</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>3,058</td>
<td>3.9%</td>
<td>4,963</td>
<td>-2.5%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2,989</td>
<td>-2.3%</td>
<td>4,840</td>
<td>5.4%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3,235</td>
<td>8.2%</td>
<td>5,100</td>
<td>8.4%</td>
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<tr>
<td>Fall 2010</td>
<td>3,435</td>
<td>6.2%</td>
<td>5,530</td>
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</table>

Source: Certified CBM001

SPRING ENROLLMENT BY GENDER

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>% Change</th>
<th>Female</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>2,708</td>
<td>4.4%</td>
<td>4,623</td>
<td>-0.3%</td>
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<td>2,930</td>
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<td>4,650</td>
<td>5.1%</td>
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<tr>
<td>Spring 2010</td>
<td>3,064</td>
<td>4.6%</td>
<td>4,888</td>
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<tr>
<td>Spring 2011</td>
<td>3,609</td>
<td>17.8%</td>
<td>5,804</td>
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</tbody>
</table>

Source: Certified CBM001
Source: Certified CBM001 / *Unknown/Not Reported is new category as of Fall 2010.

FALL ENROLLMENT BY ETHNICITY

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<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
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<tbody>
<tr>
<td>White</td>
<td>2,552</td>
<td>2,513</td>
<td>2,424</td>
<td>2,521</td>
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<td>-1.7%</td>
<td>-1.5%</td>
<td>-3.5%</td>
<td>4.0%</td>
<td>-6.6%</td>
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<td>Black</td>
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<td>169</td>
<td>139</td>
<td>178</td>
<td>207</td>
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<tr>
<td>% Change</td>
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<td>-8.2%</td>
<td>-17.8%</td>
<td>28.1%</td>
<td>16.3%</td>
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<tr>
<td>Hispanic</td>
<td>5,160</td>
<td>5,232</td>
<td>5,157</td>
<td>5,524</td>
<td>5,997</td>
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<tr>
<td>% Change</td>
<td>0.0%</td>
<td>1.4%</td>
<td>-1.4%</td>
<td>7.1%</td>
<td>8.6%</td>
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<tr>
<td>Other</td>
<td>140</td>
<td>107</td>
<td>109</td>
<td>112</td>
<td>114</td>
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<tr>
<td>% Change</td>
<td>7.7%</td>
<td>-23.6%</td>
<td>1.9%</td>
<td>2.8%</td>
<td>1.8%</td>
</tr>
<tr>
<td>*Unknown/Not Reported</td>
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<td>0</td>
<td>0</td>
<td>292</td>
</tr>
</tbody>
</table>

Source: Certified CBM001 / *Unknown/Not Reported is new category as of Fall 2010.

SPRING ENROLLMENT BY ETHNICITY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>2,478</td>
<td>2,365</td>
<td>2,418</td>
<td>2,500</td>
<td>2,496</td>
</tr>
<tr>
<td>% Change</td>
<td>-4.6%</td>
<td>-2.2%</td>
<td>-4.7%</td>
<td>-1.3%</td>
<td>-0.2%</td>
</tr>
<tr>
<td>Black</td>
<td>144</td>
<td>148</td>
<td>142</td>
<td>140</td>
<td>207</td>
</tr>
<tr>
<td>% Change</td>
<td>2.8%</td>
<td>-4.1%</td>
<td>-1.4%</td>
<td>106.4%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4,591</td>
<td>4,818</td>
<td>4,930</td>
<td>5,204</td>
<td>6,280</td>
</tr>
<tr>
<td>% Change</td>
<td>4.9%</td>
<td>2.3%</td>
<td>5.6%</td>
<td>20.7%</td>
<td>75.9%</td>
</tr>
<tr>
<td>Other</td>
<td>118</td>
<td>103</td>
<td>90</td>
<td>108</td>
<td>190</td>
</tr>
<tr>
<td>% Change</td>
<td>-12.7%</td>
<td>-12.6%</td>
<td>20.0%</td>
<td>75.9%</td>
<td></td>
</tr>
<tr>
<td>*Unknown/Not Reported</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>158</td>
</tr>
</tbody>
</table>

Source: Certified CBM001 / *Unknown/Not Reported is new category as of Fall 2010.
Fall Enrollment by Age 2006 - 2010

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 17</td>
<td>1380</td>
<td>1586</td>
<td>1551</td>
<td>1597</td>
<td>1907</td>
</tr>
<tr>
<td>% Change</td>
<td>14.9%</td>
<td>-2.2%</td>
<td>3.0%</td>
<td>19.4%</td>
<td></td>
</tr>
<tr>
<td>18-21</td>
<td>3102</td>
<td>3040</td>
<td>2944</td>
<td>3067</td>
<td>3142</td>
</tr>
<tr>
<td>% Change</td>
<td>-2.0%</td>
<td>-3.2%</td>
<td>4.2%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>22-30</td>
<td>2063</td>
<td>2021</td>
<td>1972</td>
<td>2204</td>
<td>2273</td>
</tr>
<tr>
<td>% Change</td>
<td>-2.0%</td>
<td>-2.4%</td>
<td>11.8%</td>
<td>3.1%</td>
<td></td>
</tr>
<tr>
<td>31-50</td>
<td>1353</td>
<td>1245</td>
<td>1235</td>
<td>1334</td>
<td>1482</td>
</tr>
<tr>
<td>% Change</td>
<td>-8.0%</td>
<td>-0.8%</td>
<td>8.0%</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td>51 and over</td>
<td>138</td>
<td>129</td>
<td>127</td>
<td>133</td>
<td>161</td>
</tr>
<tr>
<td>% Change</td>
<td>-6.5%</td>
<td>-1.6%</td>
<td>4.7%</td>
<td>21.1%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Certified CBM001 from ACCDIR.
The fall majors by division chart shows the number of students enrolled in academic and technical programs from Fall 2006 to Fall 2010. The academic programs include majors like business, communications, and sciences, while the technical programs include fields such as engineering, computer science, and technology. The chart indicates a consistent increase in enrollment across both divisions, with some minor fluctuations each year.

The fall enrollment chart focuses on first-time transfers and first-time in college students. The data is presented for the years 2006 to 2010, with a decline in first-time transfers in 2009 and a significant increase in first-time in college students in 2010.

Source: Certified CBM001 and IRES Course Datablock Fall 2010 (08/10/11)
Fall Enrollment by Classification

<table>
<thead>
<tr>
<th>Classification</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>4,775</td>
<td>4,871</td>
<td>4,815</td>
<td>5,212</td>
<td>5,578</td>
</tr>
<tr>
<td>% Change</td>
<td>2.0%</td>
<td>-1.1%</td>
<td>8.2%</td>
<td>7.0%</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>2,297</td>
<td>2,154</td>
<td>2,080</td>
<td>2,165</td>
<td>3,037</td>
</tr>
<tr>
<td>% Change</td>
<td>-6.2%</td>
<td>-3.4%</td>
<td>4.1%</td>
<td>40.3%</td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>964</td>
<td>996</td>
<td>934</td>
<td>958</td>
<td>0</td>
</tr>
<tr>
<td>% Change</td>
<td>3.3%</td>
<td>-6.2%</td>
<td>2.6%</td>
<td>-100.0%</td>
<td></td>
</tr>
<tr>
<td>Associates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>350</td>
</tr>
<tr>
<td>% Change</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Source: Certified CBM001 from ACCDIR.

Fall Enrollment by Residency

<table>
<thead>
<tr>
<th>Residency Type</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Resident, In District</td>
<td>6,472</td>
<td>6,347</td>
<td>6,147</td>
<td>6,642</td>
<td>7,170</td>
</tr>
<tr>
<td>% Change</td>
<td>-1.9%</td>
<td>-3.2%</td>
<td>8.1%</td>
<td>7.9%</td>
<td></td>
</tr>
<tr>
<td>Texas Resident, Out of District</td>
<td>1,427</td>
<td>1,460</td>
<td>1,481</td>
<td>1,494</td>
<td>1,596</td>
</tr>
<tr>
<td>% Change</td>
<td>2.3%</td>
<td>1.4%</td>
<td>0.9%</td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>Non Residents</td>
<td>25</td>
<td>31</td>
<td>44</td>
<td>55</td>
<td>74</td>
</tr>
<tr>
<td>% Change</td>
<td>24.0%</td>
<td>41.9%</td>
<td>25.0%</td>
<td>34.5%</td>
<td></td>
</tr>
<tr>
<td>Foreign Residents &amp; Visa</td>
<td>64</td>
<td>97</td>
<td>69</td>
<td>113</td>
<td>120</td>
</tr>
<tr>
<td>% Change</td>
<td>51.6%</td>
<td>-28.9%</td>
<td>63.8%</td>
<td>6.2%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>48</td>
<td>86</td>
<td>88</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>% Change</td>
<td>79.2%</td>
<td>2.3%</td>
<td>-64.8%</td>
<td>-83.9%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Certified CBM001 from ACCDIR.
### Fall Enrollment by Attendance (Day/Evening/Weekend)*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day</strong></td>
<td>5,857</td>
<td>5,584</td>
<td>5,397</td>
<td>5,824</td>
<td>2,157</td>
</tr>
<tr>
<td>% Change</td>
<td>-4.7%</td>
<td>-3.3%</td>
<td>-2.5%</td>
<td>-0.5%</td>
<td>-22.5%</td>
</tr>
<tr>
<td><strong>Evening</strong></td>
<td>2,302</td>
<td>2,170</td>
<td>1,932</td>
<td>2,092</td>
<td>1,841</td>
</tr>
<tr>
<td>% Change</td>
<td>-5.7%</td>
<td>-11.0%</td>
<td>8.3%</td>
<td>-12.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Weekend</strong></td>
<td>372</td>
<td>321</td>
<td>220</td>
<td>330</td>
<td>78</td>
</tr>
<tr>
<td>% Change</td>
<td>-13.7%</td>
<td>-31.5%</td>
<td>50.0%</td>
<td>-76.4%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Certified CBM001 & EXTENROLLMENT file from ACCDIR.

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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td>3,013</td>
<td>2,869</td>
<td>2,797</td>
<td>2,782</td>
<td>2,157</td>
</tr>
<tr>
<td>% Change</td>
<td>-4.8%</td>
<td>-3.3%</td>
<td>7.9%</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td><strong>Part-Time</strong></td>
<td>5,023</td>
<td>5,152</td>
<td>5,032</td>
<td>5,553</td>
<td>6,808</td>
</tr>
<tr>
<td>% Change</td>
<td>2.6%</td>
<td>-2.3%</td>
<td>10.4%</td>
<td>22.6%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Certified CBM001 from ACCDIR.
### Contact Hours 2006-2011

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Major Type</th>
<th>Fall</th>
<th>Spring</th>
<th>Sum I</th>
<th>Sum II</th>
<th>Total</th>
<th>% of Total</th>
<th>% Change from Previous Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>Academic</td>
<td>1,237,408</td>
<td>1,155,936</td>
<td>266,336</td>
<td>92,848</td>
<td>2,752,528</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occ-Tech</td>
<td>102,992</td>
<td>97,072</td>
<td>18,752</td>
<td>1,664</td>
<td>220,480</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excess Dev</td>
<td>9,440</td>
<td>7,200</td>
<td>0</td>
<td>416</td>
<td>17,056</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,349,840</td>
<td>1,260,208</td>
<td>285,088</td>
<td>94,928</td>
<td>2,990,064</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>Academic</td>
<td>1,215,904</td>
<td>1,136,947</td>
<td>285,120</td>
<td>96,752</td>
<td>2,734,723</td>
<td>93%</td>
<td>-1%</td>
</tr>
<tr>
<td></td>
<td>Occ-Tech</td>
<td>87,120</td>
<td>94,224</td>
<td>17,744</td>
<td>3,616</td>
<td>202,704</td>
<td>7%</td>
<td>-8%</td>
</tr>
<tr>
<td></td>
<td>Excess Dev</td>
<td>8,368</td>
<td>7,008</td>
<td>576</td>
<td>368</td>
<td>16,320</td>
<td>1%</td>
<td>-4%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,311,392</td>
<td>1,238,179</td>
<td>303,440</td>
<td>100,736</td>
<td>2,953,747</td>
<td>100%</td>
<td>-1%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Academic</td>
<td>1,187,312</td>
<td>1,176,064</td>
<td>310,848</td>
<td>112,128</td>
<td>2,786,352</td>
<td>93%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Occ-Tech</td>
<td>82,784</td>
<td>82,048</td>
<td>14,080</td>
<td>11,568</td>
<td>190,480</td>
<td>6%</td>
<td>-6%</td>
</tr>
<tr>
<td></td>
<td>Excess Dev</td>
<td>7,328</td>
<td>8,016</td>
<td>1,888</td>
<td>368</td>
<td>17,600</td>
<td>1%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,277,424</td>
<td>1,266,128</td>
<td>326,816</td>
<td>124,064</td>
<td>2,994,432</td>
<td>100%</td>
<td>1%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Academic</td>
<td>1,241,224</td>
<td>1,233,812</td>
<td>361,120</td>
<td>125,936</td>
<td>2,962,092</td>
<td>93%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Occ-Tech</td>
<td>82,000</td>
<td>97,296</td>
<td>20,176</td>
<td>11,248</td>
<td>210,720</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Excess Dev</td>
<td>8,864</td>
<td>8,048</td>
<td>1,584</td>
<td>912</td>
<td>19,408</td>
<td>1%</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,332,088</td>
<td>1,339,156</td>
<td>382,880</td>
<td>138,096</td>
<td>3,192,220</td>
<td>100%</td>
<td>7%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Academic</td>
<td>1,168,272</td>
<td>1,259,072</td>
<td>2,427,344</td>
<td>91%</td>
<td>-18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occ-Tech</td>
<td>89,088</td>
<td>107,664</td>
<td>196,752</td>
<td>7%</td>
<td>-7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excess Dev</td>
<td>19,712</td>
<td>29,840</td>
<td>49,552</td>
<td>2%</td>
<td>155%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,277,072</td>
<td>1,396,576</td>
<td>0</td>
<td>0</td>
<td>2,673,648</td>
<td>100%</td>
<td>-16%</td>
</tr>
</tbody>
</table>

Contact Hours = refers to the number of hours an instructor is teaching each week, multiplied by the number of weeks classes are held.

Source: CBM 004 Certified Edit Summary Reports from ACCDIR.

*Certified Fall 2010 & Spring 2011 from CBM004, Preliminary Summer I & 11 2011 are pending.
<table>
<thead>
<tr>
<th>AREA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENROLLMENT</td>
<td>6,078</td>
</tr>
<tr>
<td>TUITION/FEES REVENUE*</td>
<td>$1,891,871.42</td>
</tr>
<tr>
<td>GED/ESL/Literacy Department</td>
<td>$123,647.32</td>
</tr>
<tr>
<td>General Office Education Department</td>
<td>$591,432.27</td>
</tr>
<tr>
<td>Information Technology Department</td>
<td>$77,866.00</td>
</tr>
<tr>
<td>Medical Health Department</td>
<td>$451,203.57</td>
</tr>
<tr>
<td>Industrial/Manufacturing Department</td>
<td>$442,620.29</td>
</tr>
<tr>
<td>Green Initiatives</td>
<td>$21,400.92</td>
</tr>
<tr>
<td>Toyota</td>
<td>$161,201.00</td>
</tr>
<tr>
<td>Summer Children's Leadership Program</td>
<td>$22,500.00</td>
</tr>
<tr>
<td>SEMESTER CREDIT HOUR (SCH) ESTIMATED REVENUE**</td>
<td>$637,850.23</td>
</tr>
<tr>
<td>TOTAL ESTIMATED REVENUE</td>
<td>$2,529,721.65</td>
</tr>
<tr>
<td>TOTAL OPERATING COSTS *</td>
<td>$1,526,243.86</td>
</tr>
<tr>
<td>NET MARGIN</td>
<td>$1,003,477.79</td>
</tr>
<tr>
<td>CONTRACT TRAINING CLIENTS</td>
<td>13 Contracts</td>
</tr>
<tr>
<td></td>
<td>2,366 Students Served</td>
</tr>
<tr>
<td>STAFF</td>
<td>15</td>
</tr>
</tbody>
</table>

*Data is subject to change. Data reflects revenue and expenditures thru August 24, 2011.

**THECB State Formula Funding (Remimbursable Contact Hrs. X Course Rate X .699597614) thru 4th Qtr projections.

<table>
<thead>
<tr>
<th>School Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollments</td>
<td>4,568</td>
<td>10,708</td>
<td>6,870</td>
<td>7,237</td>
<td>6,078</td>
</tr>
<tr>
<td>Total Contact Hours</td>
<td>237,065</td>
<td>277,973</td>
<td>263,238</td>
<td>311,051</td>
<td>221,683</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$926,472</td>
<td>$1,109,392</td>
<td>$1,114,818</td>
<td>$1,695,283</td>
<td>$1,891,871</td>
</tr>
</tbody>
</table>

Corporate and Community Education Training Contracts & MOUs FY 2010 - 2011

- ACCD Economic & Workforce Development
- Acadian Ambulance Service, Inc
- Air Education & Training Command (AETC) Randolph AFB
- Alamo College Floresville Center
- Atascosa County EMS
- Avance
- Baptist Health System
- Ben E. Keith
- Blessed Sacrament Academy
- Caterpillar Corporation
- Central Texas Technology Center
- Christus Santa Rosa Health Care
- City of Converse Fire & EMS
- City of Helotes Fire Department
- City of San Antonio
- City Public Service
- Clinical Pathology Laboratories
- CMC Steel Texas
- Connally Memorial Medical
- Cooperative Association of States for Scholarships (CASS)
- Devine ISD
- Documation Corporation
- Education Service Center Region 20
- Family Service Association
- Frank M. Tejeda Texas State Veterans Home
- Goodwill Industries
- Greater Kerrville Alamo College Central
- Grey Forest Volunteer Fire Department
- Hispanic Chamber of Commerce
- Hispanic Contractors Association
- Huey Creek Health & Rehabilitation
- Indigenous & Afro Latino Scholars (IALS)
- International Academy of Emergency Medical Technology LLC
- Kerrville State Hospital
- Parent Child Inc.
- RackSpace
- Rising Stars Learning Center
- San Antonio Barlite Kidney Center
- San Antonio Independent School District
- San Antonio Water Systems
- Schertz EMS
- SER Jobs for Progress
- Sid Peterson Memorial Hospital
- Solaris Health Care
- South Texas Blood and Tissue Center
- Southwest General Hospital
- Southwest ISD
- State Farm
- Texas Center for Infectious Diseases
- Texas Department of Transportation
- Texas Workforce Commission for Toyota
- Trisun Care Center
- Time Warner Cable
- Toyota Corporation
- University Hospital
- Voices for Children
- Weatherford LLD
- Workforce Solutions Alamo

Source: Office of Continuing Education (8/25/11)
### Dual Credit Data*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1,384</td>
<td>1,507</td>
<td>1,509</td>
<td>1,632</td>
<td>1,233</td>
</tr>
<tr>
<td>Spring</td>
<td>1,106</td>
<td>1,391</td>
<td>1,452</td>
<td>1,533</td>
<td>1,804</td>
</tr>
<tr>
<td>Total</td>
<td>2,490</td>
<td>2,898</td>
<td>2,961</td>
<td>3,165</td>
<td>3,037</td>
</tr>
<tr>
<td>% Change</td>
<td>16.4%</td>
<td>2.2%</td>
<td>6.9%</td>
<td>-4.0%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Certified CBM001 from ACCDIR; Office of Distance Education

*Enrollment reflects dual credit students enrolled in off-campus, on-campus, and distance education courses

---

<table>
<thead>
<tr>
<th>School District (A-N)</th>
<th>Participating High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlotte ISD</td>
<td>Charlotte High School</td>
</tr>
<tr>
<td>Comfort ISD</td>
<td>Comfort High School</td>
</tr>
<tr>
<td>East Central ISD</td>
<td>East Central High School</td>
</tr>
<tr>
<td>Edgewood ISD</td>
<td>Kennedy High School</td>
</tr>
<tr>
<td>Falls City ISD</td>
<td>Falls City High School</td>
</tr>
<tr>
<td>Floresville ISD</td>
<td>Floresville High School</td>
</tr>
<tr>
<td>Harlandale ISD</td>
<td>Harlandale High School</td>
</tr>
<tr>
<td>Home Schooled</td>
<td>Home Schooled</td>
</tr>
<tr>
<td>Ingram Moore ISD</td>
<td>Thomas Moore High School</td>
</tr>
<tr>
<td>Jourdanton ISD</td>
<td>Jourdanton High School</td>
</tr>
<tr>
<td>Lytle ISD</td>
<td>Lytle High School</td>
</tr>
<tr>
<td>Marion ISD</td>
<td>Marion High School</td>
</tr>
<tr>
<td>*McMullen County ISD</td>
<td>*McMullen High School</td>
</tr>
<tr>
<td>Off Campus Dual Credit Sites</td>
<td>Blue Star Art</td>
</tr>
<tr>
<td></td>
<td>Say Si</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School District (P-Z)</th>
<th>Participating High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poteet ISD</td>
<td>Poteet High School</td>
</tr>
<tr>
<td>Poth ISD</td>
<td>Poth High School</td>
</tr>
<tr>
<td>Private/Charter</td>
<td>Brooks Academy of Science &amp; Engineering</td>
</tr>
<tr>
<td></td>
<td>Henry Ford Academy: Alameda School for Art and Design</td>
</tr>
<tr>
<td></td>
<td>Jubilee Academic Center</td>
</tr>
<tr>
<td>Falls City ISD</td>
<td>New Life Christian Academy</td>
</tr>
<tr>
<td>Floresville ISD</td>
<td>Omega Academic Center</td>
</tr>
<tr>
<td>Harlandale ISD</td>
<td>Por Vida Academy</td>
</tr>
<tr>
<td>Randolph ISD</td>
<td>Randolph High School</td>
</tr>
<tr>
<td>San Antonio Archdiocese</td>
<td>Antonian College Preparatory School</td>
</tr>
<tr>
<td></td>
<td>Holy Cross</td>
</tr>
<tr>
<td>San Antonio ISD</td>
<td>Burbank High School</td>
</tr>
<tr>
<td>Somerset ISD</td>
<td>Somerset High School</td>
</tr>
<tr>
<td>South San Antonio ISD</td>
<td>South San Antonio High School</td>
</tr>
<tr>
<td>Southside ISD</td>
<td>Southside High School</td>
</tr>
<tr>
<td>Southwest ISD</td>
<td>Southwest High School</td>
</tr>
</tbody>
</table>

*Out-of-Service Area
Telecourses

### Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>640</td>
<td>396</td>
<td>592</td>
<td>392</td>
<td>289</td>
</tr>
<tr>
<td>Spring</td>
<td>355</td>
<td>465</td>
<td>630</td>
<td>690</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>995</td>
<td>861</td>
<td>1,222</td>
<td>1,082</td>
<td>330</td>
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</table>

Note: Duplicated Count
Source: Certified CBM004 (Instructor Mode 3/4) from ACCDIR.

### Contact Hours

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>30,720</td>
<td>19,008</td>
<td>28,416</td>
<td>18,816</td>
<td>13,872</td>
</tr>
<tr>
<td>Spring</td>
<td>17,040</td>
<td>22,320</td>
<td>30,240</td>
<td>33,120</td>
<td>2,176</td>
</tr>
<tr>
<td>Total</td>
<td>47,760</td>
<td>41,328</td>
<td>58,656</td>
<td>51,936</td>
<td>16,048</td>
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</table>

Source: Certified CBM004 (Instructor Mode 3/4) from ACCDIR.
Internet Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>3,659</td>
<td>4,040</td>
<td>4,239</td>
<td>4,160</td>
<td>3,833</td>
</tr>
<tr>
<td>Spring</td>
<td>4,187</td>
<td>4,005</td>
<td>3,853</td>
<td>3,552</td>
<td>4,017</td>
</tr>
<tr>
<td>Total</td>
<td>7,846</td>
<td>8,045</td>
<td>8,092</td>
<td>7,712</td>
<td>7,850</td>
</tr>
</tbody>
</table>

Contact Hours

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>159,328</td>
<td>173,616</td>
<td>185,824</td>
<td>182,064</td>
</tr>
<tr>
<td>Spring</td>
<td>182,992</td>
<td>174,672</td>
<td>165,360</td>
<td>158,000</td>
</tr>
<tr>
<td>Total</td>
<td>342,320</td>
<td>348,288</td>
<td>351,184</td>
<td>340,064</td>
</tr>
</tbody>
</table>

Note: Duplicated Count
Source: Certified CBM004 (Instructor Mode 2) from ACCDIR.
Developmental Education Enrollment

![Bar chart showing developmental education enrollment trends from Fall 2007 to Fall 2010 for Math, English, and Reading disciplines.]  

Developmental Education Enrollment and Section Totals

<table>
<thead>
<tr>
<th>DISCIPLINE</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Sections</td>
<td>Enrolled</td>
<td>Sections</td>
</tr>
<tr>
<td>READING</td>
<td>506</td>
<td>30</td>
<td>497</td>
<td>26</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>668</td>
<td>37</td>
<td>613</td>
<td>32</td>
</tr>
<tr>
<td>MATH</td>
<td>2,096</td>
<td>31</td>
<td>2,146</td>
<td>88</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,270</td>
<td>98</td>
<td>3,256</td>
<td>146</td>
</tr>
</tbody>
</table>

Source: Certified CBM004 from ACCDIR.
## Math Developmental Education Enrollment and Sections

<table>
<thead>
<tr>
<th>SECTION</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Sections</td>
<td>Enrolled</td>
<td>Sections</td>
</tr>
<tr>
<td>300</td>
<td>4</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>301</td>
<td>834</td>
<td>33</td>
<td>874</td>
<td>33</td>
</tr>
<tr>
<td>302</td>
<td>727</td>
<td>29</td>
<td>738</td>
<td>32</td>
</tr>
<tr>
<td>303</td>
<td>531</td>
<td>24</td>
<td>534</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,096</td>
<td>87</td>
<td>2,146</td>
<td>88</td>
</tr>
<tr>
<td>College Level</td>
<td>747</td>
<td>31</td>
<td>743</td>
<td>30</td>
</tr>
</tbody>
</table>

Source: Certified CBM004 from ACCDIR.

## English Developmental Education Enrollment and Sections

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Sections</td>
<td>Enrolled</td>
<td>Sections</td>
</tr>
<tr>
<td>220</td>
<td>9</td>
<td>1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>300</td>
<td>139</td>
<td>8</td>
<td>137</td>
<td>8</td>
</tr>
<tr>
<td>301</td>
<td>520</td>
<td>28</td>
<td>476</td>
<td>24</td>
</tr>
<tr>
<td>TOTAL</td>
<td>668</td>
<td>37</td>
<td>613</td>
<td>32</td>
</tr>
<tr>
<td>College Level</td>
<td>1,490</td>
<td>71</td>
<td>1,501</td>
<td>67</td>
</tr>
</tbody>
</table>

Source: Certified CBM004 from ACCDIR.

## Reading Education Enrollment and Sections

<table>
<thead>
<tr>
<th>READING</th>
<th>Fall 07</th>
<th>Fall 08</th>
<th>Fall 09</th>
<th>Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrolled</td>
<td>Sections</td>
<td>Enrolled</td>
<td>Sections</td>
</tr>
<tr>
<td>220</td>
<td>14</td>
<td>1</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>300</td>
<td>133</td>
<td>8</td>
<td>156</td>
<td>8</td>
</tr>
<tr>
<td>301</td>
<td>359</td>
<td>21</td>
<td>324</td>
<td>17</td>
</tr>
<tr>
<td>302</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>303</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>TOTAL</td>
<td>506</td>
<td>30</td>
<td>497</td>
<td>26</td>
</tr>
<tr>
<td>College Level</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Certified CBM004 from ACCDIR.
# Fall Grade Distribution 2006 - 2010

| Term | A | B | C | D | F | I | IP | NC | W | Total | Retention Rate | Productive Grade Rate | Withdrawal Rate | Failure Rate | Non Completion Rate |
|------|---|---|---|---|---|---|----|----|----|-------|------------------|--------------------|-------------------|---------------|---------------|------------------|
| Fall 2006 | 6,873 | 5,613 | 3,719 | 783 | 1,820 | 0 | 585 | 0 | 5,187 | 19,393 | 16,205 | 5,187 | 1,820 | 8,375 |
| Fall 2007 | 6,856 | 5,581 | 3,811 | 841 | 1,904 | 0 | 714 | 0 | 4,439 | 24,146 | 19,707 | 16,248 | 4,439 | 1,904 | 7,898 |
| Fall 2008 | 6,680 | 5,471 | 3,508 | 902 | 1,982 | 0 | 745 | 0 | 4,048 | 23,336 | 19,288 | 15,659 | 4,048 | 1,982 | 7,677 |
| Fall 2009 | 7,286 | 5,956 | 3,897 | 1,041 | 2,783 | 0 | 736 | 0 | 2,860 | 24,559 | 21,699 | 17,139 | 2,860 | 2,783 | 7,420 |
| Fall 2010 | 7,617 | 5,801 | 3,748 | 926 | 1,651 | 219 | 543 | 0 | 3,151 | 23,656 | 20,505 | 17,166 | 3,151 | 1,651 | 6,490 |

**Definitions:**
- Retention Rate is defined as all students who attain a grade of A, B, C, D, F, I, IP, or NC;
- Productive Grade Rate is defined as all students who attain a grade of A, B, or C;
- Withdrawal Rate is defined as all students who attain a grade of W;
- Failure Rate is defined as all students who attain a grade of F;
- Non-Completion Rate is defined as (Retention Rate - Productive Grade Rate) + Withdrawal Rate.

Source: IRES PAC Grade Distribution: CBM001, ACCDIR.ExtendedEnrollment, IRES Student Course Datablock, CBM004.
Degrees and Certificates Awarded
Five Year Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White 262</td>
<td>333</td>
<td>360</td>
<td>323</td>
<td>598</td>
</tr>
<tr>
<td>Hisp 415</td>
<td>620</td>
<td>596</td>
<td>583</td>
<td>1,046</td>
</tr>
<tr>
<td>Other 89</td>
<td>69</td>
<td>68</td>
<td>28</td>
<td>69</td>
</tr>
<tr>
<td>Total 766</td>
<td>1,022</td>
<td>1,024</td>
<td>934</td>
<td>1,713</td>
</tr>
</tbody>
</table>

Source: Certified CBM009 Edit Summary Reports
## Tuition Schedule*

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Texas Residents</th>
<th>Non-Residents</th>
<th>International**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In-District</td>
<td>Out of District</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tuition</td>
<td>General Fee</td>
<td>Tuition</td>
</tr>
<tr>
<td>1</td>
<td>$336.00</td>
<td>$130.00</td>
<td>$672.00</td>
</tr>
<tr>
<td>2</td>
<td>$336.00</td>
<td>$130.00</td>
<td>$672.00</td>
</tr>
<tr>
<td>3</td>
<td>$336.00</td>
<td>$130.00</td>
<td>$672.00</td>
</tr>
<tr>
<td>4</td>
<td>$336.00</td>
<td>$130.00</td>
<td>$672.00</td>
</tr>
<tr>
<td>5</td>
<td>$336.00</td>
<td>$130.00</td>
<td>$672.00</td>
</tr>
<tr>
<td>6</td>
<td>$336.00</td>
<td>$130.00</td>
<td>$672.00</td>
</tr>
<tr>
<td>7</td>
<td>$392.00</td>
<td>$135.00</td>
<td>$784.00</td>
</tr>
<tr>
<td>8</td>
<td>$448.00</td>
<td>$135.00</td>
<td>$896.00</td>
</tr>
<tr>
<td>9</td>
<td>$504.00</td>
<td>$135.00</td>
<td>$1,008.00</td>
</tr>
<tr>
<td>10</td>
<td>$560.00</td>
<td>$135.00</td>
<td>$1,120.00</td>
</tr>
<tr>
<td>11</td>
<td>$616.00</td>
<td>$135.00</td>
<td>$1,232.00</td>
</tr>
<tr>
<td>12</td>
<td>$672.00</td>
<td>$135.00</td>
<td>$1,344.00</td>
</tr>
<tr>
<td>13</td>
<td>$728.00</td>
<td>$135.00</td>
<td>$1,456.00</td>
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<tr>
<td>14</td>
<td>$784.00</td>
<td>$135.00</td>
<td>$1,568.00</td>
</tr>
<tr>
<td>15</td>
<td>$840.00</td>
<td>$135.00</td>
<td>$1,680.00</td>
</tr>
<tr>
<td>16</td>
<td>$896.00</td>
<td>$135.00</td>
<td>$1,792.00</td>
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<tr>
<td>17</td>
<td>$952.00</td>
<td>$135.00</td>
<td>$1,904.00</td>
</tr>
<tr>
<td>18</td>
<td>$1,008.00</td>
<td>$135.00</td>
<td>$2,016.00</td>
</tr>
<tr>
<td>19</td>
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<td>$135.00</td>
<td>$2,128.00</td>
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<tr>
<td>20</td>
<td>$1,120.00</td>
<td>$135.00</td>
<td>$2,240.00</td>
</tr>
<tr>
<td>21</td>
<td>$1,176.00</td>
<td>$135.00</td>
<td>$2,352.00</td>
</tr>
</tbody>
</table>

Source: PAC Online Catalog, http://mypaccatalog.alamo.edu/content.php?catoid=69&navoid=1731#Tuition_Schedule

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

Additionally, a Student Activity Fee of $1.00 per credit hour is assessed to all students.

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 and fees as though another class were being added to the student's current load.

**International Student**

International students enrolled prior to Fall 2009 are assessed at the current Non-Resident tuition and general fee rates, plus the Student Activity Fee.

All other International students are assessed at a rate of $315.00 per semester credit hour and general fee rates, plus the Student Activity Fee.
**FY 2011 Expenditures Budget**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel and Benefits Total</strong></td>
<td>$19,621,725.00</td>
<td>77.0%</td>
</tr>
<tr>
<td>Non Instructional Salaries</td>
<td>$5,689,892.00</td>
<td></td>
</tr>
<tr>
<td>Instructional Salaries</td>
<td>$7,853,338.00</td>
<td></td>
</tr>
<tr>
<td>Other Salaries and Wages</td>
<td>$4,421,856.00</td>
<td></td>
</tr>
<tr>
<td>Student Workstudy Salaries</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$1,656,639.00</td>
<td></td>
</tr>
<tr>
<td><strong>General Expenses Total</strong></td>
<td>$5,170,760.00</td>
<td>20.3%</td>
</tr>
<tr>
<td>General Pooled Expenses</td>
<td>$5,170,760.00</td>
<td></td>
</tr>
<tr>
<td>Employee Travel</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>Refreshments, Tables, Booths</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td><strong>Scholarships and Fellowships Total</strong></td>
<td>$133,219.00</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Instructional Equipment Total</strong></td>
<td>$0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Computer Services Total</strong></td>
<td>$0.00</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Transfers (Mandatory and Non-Mandatory) Total</strong></td>
<td>$561,693.00</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$25,487,397.00</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: FY 2010 - 2011 Operating Budget Book; FY 2011 Budget Overview as of June 30, 2011 (District)
Campus Budget Officer
# FY 2011 Revenue Budget

<table>
<thead>
<tr>
<th>Formula E&amp;G Revenue Total</th>
<th>Total $22,302,354</th>
<th>91.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>$9,982,945</td>
<td>40.7%</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>$12,203,496</td>
<td>49.8%</td>
</tr>
<tr>
<td>Non Designated Auxiliary</td>
<td>$115,913</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Auxiliary &amp; Non Formula Revenue Total</th>
<th>Total $2,208,679</th>
<th>9.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxes</td>
<td>$0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Auxiliary Sources</td>
<td>$869,822</td>
<td>3.5%</td>
</tr>
<tr>
<td>Non Formula</td>
<td>$1,338,857</td>
<td>5.5%</td>
</tr>
<tr>
<td>Palo Alto Natatorium</td>
<td>$0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revenues Total</th>
<th>Total $24,511,033</th>
<th>100%</th>
</tr>
</thead>
</table>

Source: FY 2010 - 2011 Operating Budget Book; FY 2011 Budget Overview as of June 30, 2011 (District)
Campus Budget Officer
## FY 2011 Allocations

<table>
<thead>
<tr>
<th>Category</th>
<th>Allocation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and General</td>
<td>$24,058,227</td>
<td>94.4%</td>
</tr>
<tr>
<td>Instruction</td>
<td>$15,098,841</td>
<td>59.2%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$3,270,109</td>
<td>12.8%</td>
</tr>
<tr>
<td>Student Services</td>
<td>$3,078,066</td>
<td>12.1%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$2,477,992</td>
<td>9.7%</td>
</tr>
<tr>
<td>Scholarships and Exempts</td>
<td>$133,219</td>
<td>0.5%</td>
</tr>
<tr>
<td>Operation &amp; Maintenance of Plant</td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Allocations</strong></td>
<td><strong>$25,487,397</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Auxiliary Enterprises**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$867,477</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

**Mandatory Transfers**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>$561,693</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

Source: FY 2010 - 2011 Operating Budget Book; FY 2011 Budget Overview as of June 30, 2011 (District)
Campus Budget Officer
GLOSSARY

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

Concurrent Enrollment
Enrollment in both academic as well as occupational and technical courses simultaneously or both during day and evening courses.

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. In CBM001, Dual Credit Status is indicated by C_FTICDCFlag = 4.

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. Coded ‘1’ on FTICDC_Flag.

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. Coded ‘2’ on FTICDC_Flag.

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

Full-Time Equivalent (FTE)
Full-Time Equivalent students or FTE students equates student activity (course taking, etc.) as if all of the activity were being generated by full-time students. FTE is calculated as the total number of semester credit hours generated by full-time and part-time students divided by 12.
GLOSSARY (Continued)

Internet Courses
An Internet Course is taught primarily or exclusively through the Internet. In CBM004, Internet Courses are determined by variable, C_InstrtnMode, where 50% or more of the instruction are delivered via a single mode. In CBM004, Internet Courses are indicated by C_InstrtnMode = 2, Internet.

Part-Time
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 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.

Telecourses
In distance learning, a course that consists of a radio, video, or television broadcast. In CBM004, telecourses are determined by variable, C_InstrtnMode, where 50% or more of the instruction are delivered via a single mode. In CBM004, Telecourses are indicated by C_InstrtnMode = 3, Video Tape/DVD and/or Broadcast TV, and 4, Two-way Interactive Video.