

PALO ALTO COLLEGE

FACTBOOK

2020-2021



ALAMO COLLEGES DISTRICT
Palo Alto College

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Institutional Profile

History

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

Palo Alto College's history began with the South San Antonio community leaders championing for more options

for higher learning serving the southern sector of Bexar County. In 1974, Fernando Rodriguez Jr. introduced a resolution to work toward obtaining a community college for the West Side or South Side of San Antonio at the Communities Organized for Public Service (COPS) annual convention.

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

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

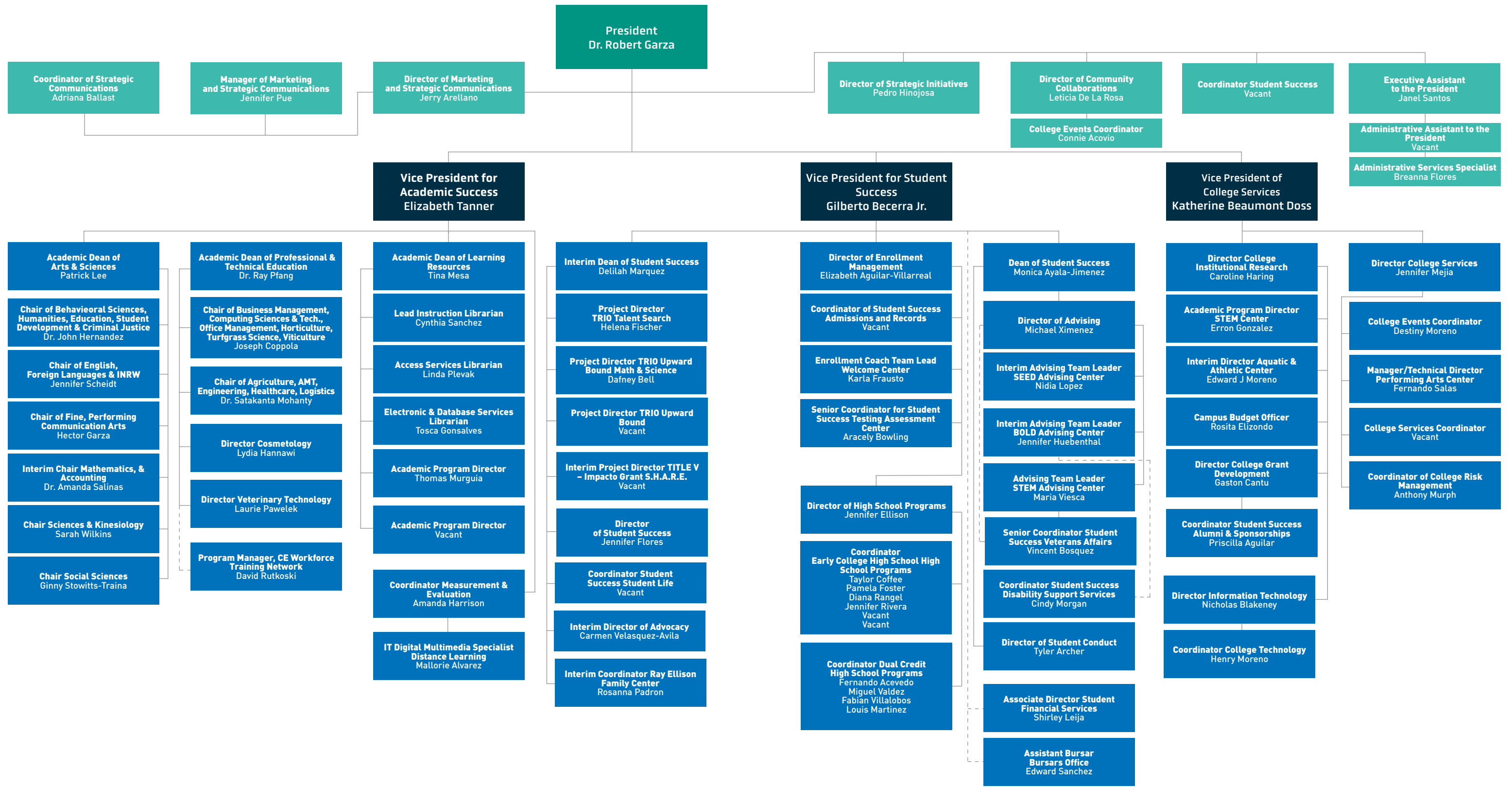
The Southern Association of Colleges and Schools awarded full accreditation to Palo Alto College in 1987. Accreditation was last reaffirmed in June 2012, effective until 2022.

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

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



Organizational Chart



2019-2024 Strategic Plan

Mission Statement

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

Vision

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

Values

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

Students First

Can Do Spirit

Collaboration

Community-engaged

Respect for All

Data-informed

Strategic Directions

Community Empowerment

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

- A. Increase success rates in existing community programs
- B. Increase access to teaching and learning resources for the community
- C. Promote the college-going culture in the community

Student Empowerment

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

- A. Increase student completion
- B. Increase opportunities for students to explore careers pathways
- C. Increase student transfer outcomes and improve workforce outcomes
- D. Close equity gaps across student sub-populations
- E. Increase student proficiency in learning outcomes

Employee Empowerment

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

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

Maximize Capacity to Serve

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

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



COMMUNITY EMPOWERMENT



Building new opportunities

Palo Alto College held groundbreaking ceremonies for new facilities aimed to improve access and future success of students. In Fall 2020, the college held a ceremony for the largest multipurpose building on campus, the Rio Grande. It will serve as the primary entry point to the college and will promote collaborative learning and interactive instruction with its specialized program spaces. It will be home to advanced manufacturing, artificial intelligence, robotics, cybersecurity, logistics, dental hygiene, science labs, criminal justice, and more. In Spring 2021, the college broke ground on the Southside Education and Training Center on land provided by Southside ISD. It will offer programs such as Adult Basic Education and Literacy, including High School Equivalency and English as a Second Language, and Allied Health and Nursing.



Generating unique opportunities to build community

Due to COVID-19 restrictions, Palo Alto College's annual Winter Wonderland holiday light display was merged with ¡Celebración! – the college's annual scholarship and program fundraiser – to celebrate and highlight student success while providing a bit of holiday cheer to our beloved South Side community. The event raised nearly \$57,000 in committed funds toward scholarships and programs. The month-long event kicked off with virtual holiday lighting that was live-streamed on the College's Facebook and YouTube channels. The live stream was viewable to the public and featured holiday fun and several celebrity guests. Following the virtual lighting ceremony, community members had the opportunity to enjoy hundreds of twinkling displays along a quarter-mile drive through on the Palo Alto College campus.



PAC receives largest one-time donation towards transformational change

In December 2020, Palo Alto College announced that it was the recipient of an eight-figure gift from author and philanthropist MacKenzie Scott. This marks the largest one-time donation in the college's history. Recognized for strong leadership and results, Palo Alto College stood out among 384 organizations across the country. This is a testament to the impact of Palo Alto College in the community and will allow us to enhance support for students in three different areas including scholarship assistance, student and community advocacy, and continued access to higher education.



Educate South, a College starts at birth movement

In March 2021, Palo Alto College announced a new community effort, Educate South. This new initiative focuses on beginning educational awareness at the earliest years of school by building public and private partnerships that create and sustain a college-going culture in south Bexar County.

Fostering professional growth

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

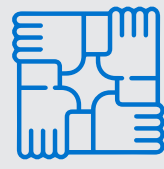
Based on data from the faculty and staff professional development needs/interest surveys administered in April 2020, the TLC has identified four (4) 'Organizational Pillars' to help guide its offerings:



Engaging learners



Working, teaching, and learning remotely



Equity and inclusion



Work-life balance

Remote teaching and learning

As the COVID-19 pandemic evolved in March 2020, Palo Alto College and the entire Alamo Colleges District made swift changes to the way we provided instruction and services to our students. This included equipping students for success by providing them with access to technology and internet service so that they can participate in remote instruction. As students completed the semester, the following academic year resumed with the same model of remote teaching, learning, and working.



91.7%

of students completed their courses*
an increase of 0.5% from Spring 2020



854

students graduated in Spring 2021*
**Based on certified data*



STUDENT EMPOWERMENT



PAC awarded grant for student support services

Palo Alto College was awarded a five-year, \$1.3 million grant from the U.S. Department of Education TRIO Student Support Services (SSS) program to offer academic, personal, and professional support to increase college retention and graduation rates of participants. Even as students may have faced higher financial risk as a result of the COVID-19 pandemic, the SSS program will annually provide intensive support services to eligible first-year students who are low-income, first-generation, and/or have a verified disability.



New Vineyard & Hops Yard plants the seed for experiential learning

In Summer 2020, Palo Alto College broke ground at the future site of its Vineyard and Hops Yard and unveiled plans for a new experiential learning opportunity for students enrolled in the growing Viticulture and Enology program. With a target completion of Spring 2022, the yard will allow students the opportunity for hands-on instruction to learn more about how the unique Texas climate impacts the harvest season in support of the high-demand industry.



Project “Listo” prepares students for the real world

An important aspect of college is to leave with the knowledge and experience to enter high-wage, high-demand careers that will lead to upward mobility. Funded by a five-year grant from the U.S. Department of Education’s Developing Hispanic-Serving Institutions Program, Project “Listo” – Spanish for “ready” – increases student support, provides internship and service-learning opportunities, and integrates career readiness and industry competency in the program curriculum.



STUDENT PROFILE

Fall 2020 Top 10 Enrollment by Pre-Major

Pre-Major	Pre-Major Description	CIP Code	Enrollment
LBAT	Liberal Arts	240101	1041
BPNR	Biology/Pre-Nursing	260101	1027
BUAD	Business Administration	520201	1015
BIOP	Biology/Pre-Professional	260101	502
BIOL	Biology	260101	444
CRJT	Criminal Justice	430104	375
GENE	EC-6 Generalist	131210	345
PSYC	Psychology	420101	303
KINE	Kinesiology	131314	288
ENGR	Engineering	140101	288

Source: IRES_StudentCourse_DBK, Certified CBM001

Fall 2020 Top County Feeders

County	Enrollment
Bexar	9252
Atascosa	538
Guadalupe	283
Wilson	163
Comal	125
Medina	122
Kerr	88
Kendall	33
Frio	18
Bandera	12

Source: Certified CBM001

Fall 2020 Top Zip Code Feeders

ZIP Code	Enrollment
78221	688
78242	633
78211	606
78224	516
78223	510
78245	492
78214	347
78237	314
78264	286
78222	247

Source: IRES_StudentContact_DBK, Certified CBM001

Fall 2020 Top High School Feeders

High School	Enrollment
South San Antonio	681
Southwest	643
Southside	405
East Central	378
Harlandale Senior	316
Southwest Legacy	312
Dillard McCollum	263
Somerset	209
John F Kennedy	185
Luther Burbank	173

Source: STU0071_HSInfoReg_DBK, Certified CBM001

Pre-College Programs at Palo Alto College

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

Financial Aid Awards 2019-2020

	Students	Paid
Federal and State Funded Programs		
Pell Grant	3,076	\$ 12,393,300.00
Federal Supplemental Educational Opportunity Grant (FSEOG)	1145	\$ 820,952.00
Texas Public Education Grant (TPEG)	439	\$ 539,303.00
Texas Educational Opportunity Grant (TEOG)	274	\$ 715,765.00
Federal Work Study	61	\$ 192,076.00
Texas College Work Study	<10	\$ 12,994.00
Educational Aide Exemption	<10	\$ 1,700.00
AmeriCorps	<10	\$ 2,775.00
Federal & State Funded Program Subtotal		\$ 14,678,865.00
Federal Direct Loans		
Federal Subsidized Loans	204	\$ 639,424.00
Federal Unsubsidized Loans	201	\$ 807,633.00
Parent PLUS Loans	<10	\$ 5,988.00
Federal Direct Loans Subtotal		\$ 1,453,045.00
Scholarships		
Scholarships	2551	\$ 2,093,246.00
Scholarships Subtotal		\$ 2,093,246.00



Financial Resource Information

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

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

Types of Grants

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

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

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

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

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

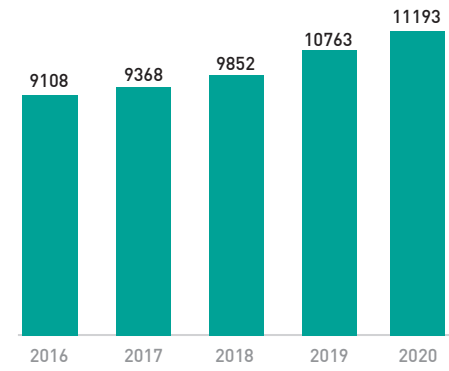
- **Subsidized loans** -Interest does not accrue while in school if enrolled half-time, grace, or deferment period. If at any point you do not meet one of these criteria, interest charges may be applied.
- **Unsubsidized loans** - Interest accumulates on the loan from the time it is disbursed. You have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

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

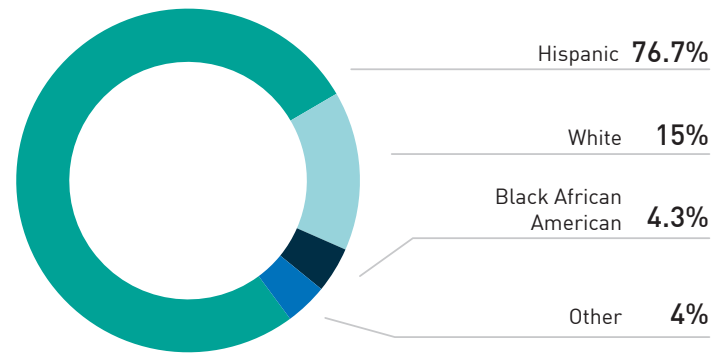
- Aid from the college. Students should contact the financial aid offices at the colleges they are considering for more information.
- Scholarships - Some local governments, colleges, community organizations, private employers, and other organizations award scholarships based on academic ability or other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

ENROLLMENT TRENDS

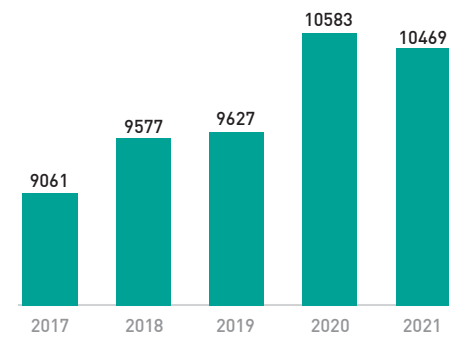
Overall Fall 2020 Enrollment



Fall 2020 Enrollment by Ethnicity



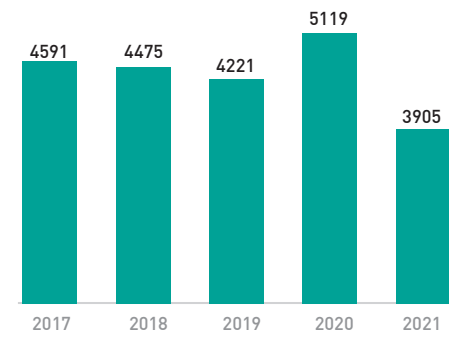
Overall Spring 2021 Enrollment



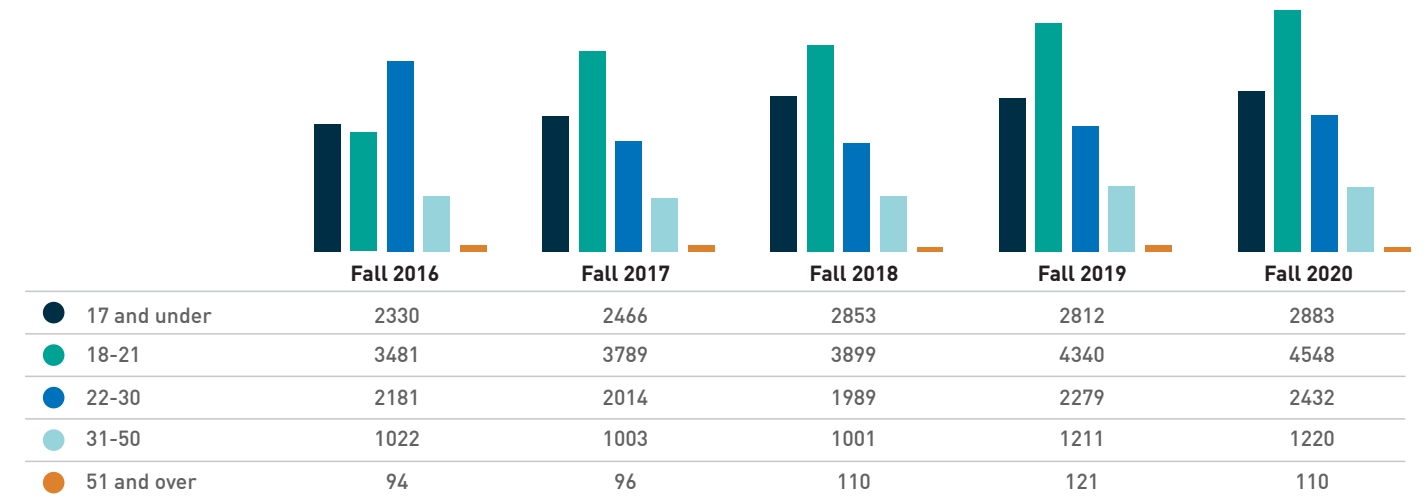
Fall 2020 Enrollment by Gender



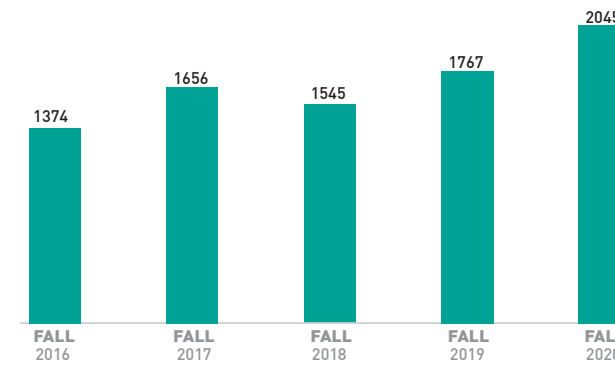
Overall Summer 2021 Enrollment



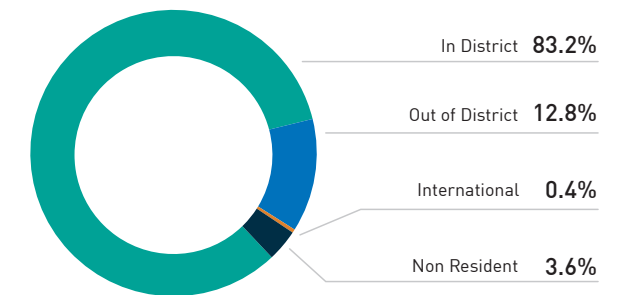
Enrollment by Age



First Time in College Student Enrollment

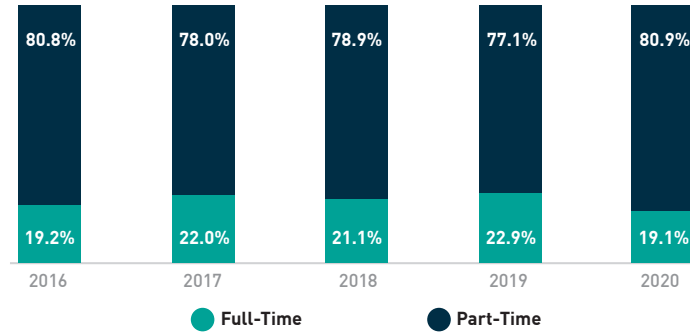


Fall 2020 Enrollment by Resident Status

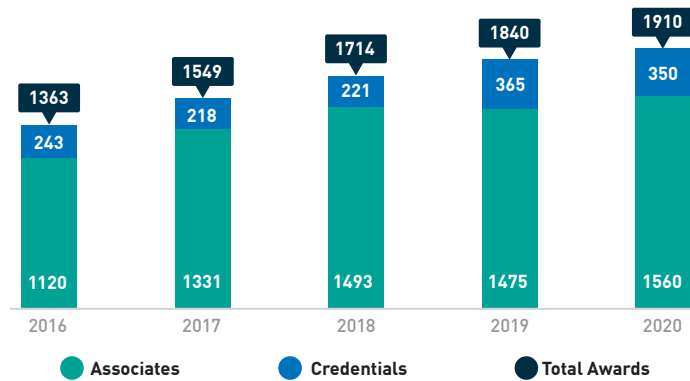


ENROLLMENT TRENDS

Fall 2020 Enrollment by Full-Time/Part-Time Status

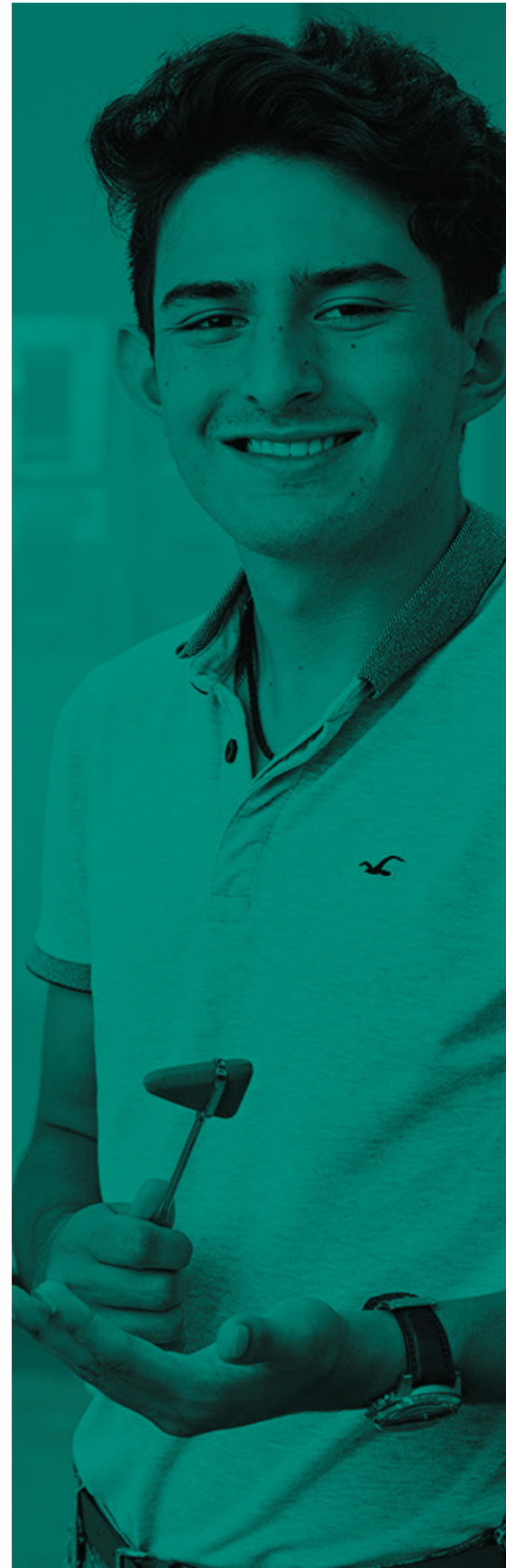


Degree and Certificates Awarded

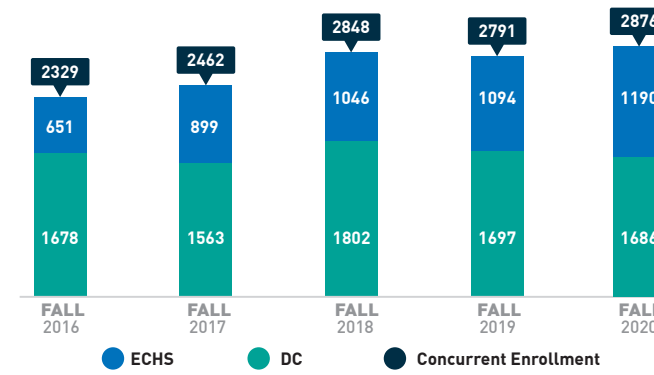


Contact Hour Data

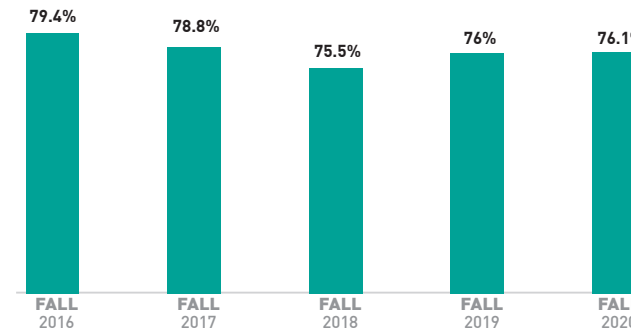
Semester	Academic	Technical	Excess Development
Fall 2016	1010440	104256	3088
Fall 2017	1088328	101376	2288
Fall 2018	1095896	110560	9184
Fall 2019	1187408	148624	5872
Fall 2020	1150784	147735	4960



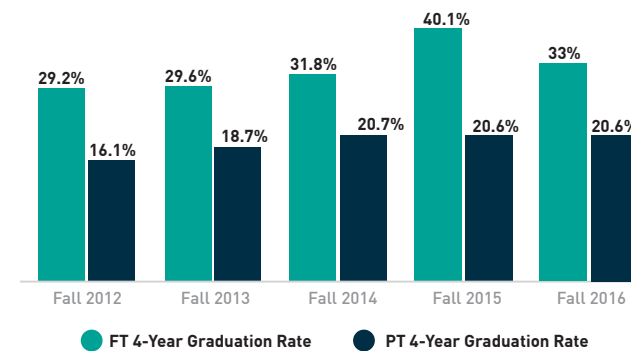
Dual Credit Enrollment



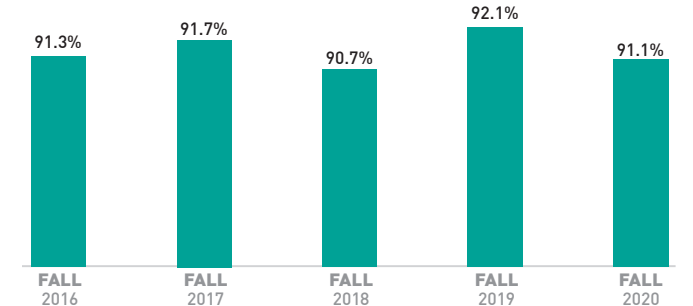
Productive Grade Rate



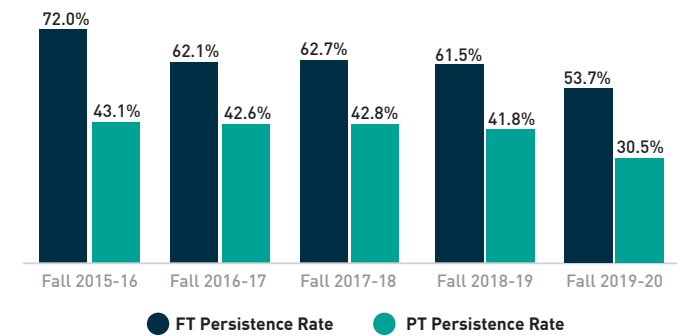
Graduation Rate by FTIC Cohort



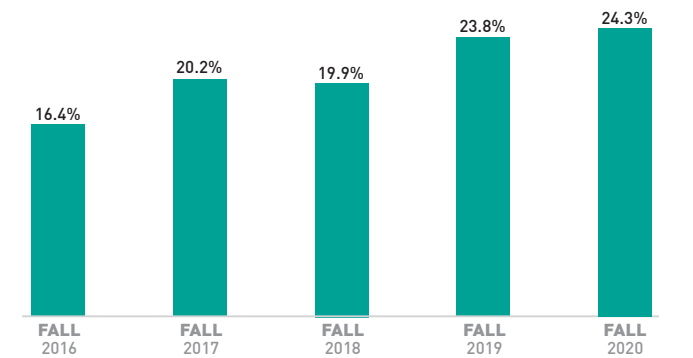
Course Completion Rate



Persistence Rate

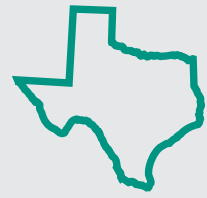


First Time in College Students who transfer to a Texas senior institution



BUDGET

FY 2020-2021 Schedule of Tuition and Fees



Texas Residents

In- District

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

Out of District

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



Non-Texas/International

Non- Resident

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

Tuition:

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

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

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

Summer Momentum Plan:

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

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

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

Student Activity Fee:

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

Student Support Service Fee:

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

27 Hour Rule - Special Tuition:

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

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

3-Peat:

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

International Education Fee:

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

FY 2020 Allocations

Allocation by Functional Category	Amount	%
Education and General		
Instruction	13,220,781	39.20%
Student Support	5,005,847	14.84%
Institutional Support	3,690,251	10.94%
Academic Support	2,028,235	6.01%
Scholarships	102,000	0.30%
Operations & Maint. Of Plant	29,000	0.09%
Fringe Benefits	6,154,477	18.25%
Revenue Centers	2,714,719	8.05%
Capital	777,902	2.31%
Grand Total	\$33,723,212	100.00%

FY 2020 Expenditures Budget

Expenditure Breakdown	Amount	%
Labor		
Instructional Salaries	11,326,102	39.69%
Non-Instructional Salaries	9,853,459	34.53%
Fringe Benefits	6,154,477	21.57%
Other Salaries & Wages	1,204,161	4.22%
Labor Subtotal	28,538,199	84.62%
Non-Labor		
Operating Expenses	3,638,711	70.18%
Capital	777,902	15.00%
Equipment & Furniture	454,950	8.77%
Travel	211,450	4.08%
Scholarships	102,000	1.97%
Non-Labor Subtotal	5,185,013	15.38%
Grand Total	\$33,723,212	100.00%



FY 2020 Revenue Budget

Revenue Breakdown	Amount	%
Formula Funding¹		
State Appropriations and Taxes	17,394,934	56.52%
Tuition and Fees	13,384,091	43.48%
Formula Revenue Subtotal	30,779,025	91.27%
Non-Formula Funding²		
Other Auxiliary Revenue	1,586,187	53.88%
Palo Alto College Aquatic Center	1,080,000	36.68%
Special Program Tuition	278,000	9.44%
Non-Formula Revenue Subtotal	2,944,187	8.73%
Grand Total	\$33,723,212	100.00%

FY 2020 Student Activities Fee

Student Activities Fund Balance	FY2020 Actual \$	%
Revenues		
Student Activity Fee - Fall	165,080	44.11%
Student Activity Fee - Spring	143,592	38.37%
Student Activity Fee - Summer I	65,580	17.52%
Revenue Subtotal	374,253	100.00%
Expenses		
Salaries and Wages	53,154	24.59%
Student Travel	28,264	13.08%
Fringe Benefits	14,239	6.59%
Student Programing Expenses ³		
Refreshments for Student Life Events/ Programs	35,448	16.40%
Contracted Performances/Lectures	20,324	9.40%
Printing/Promotion	19,492	9.02%
Other	17,019	7.87%
Student Prizes, Awards, Recognition	12,356	5.72%
Supplies and Materials for Events	11,500	5.32%
Student Registration and Memberships	4,350	2.01%
Expenses Subtotal	216,146	100.00%
Student Activities Fund Balance	\$158,106	51.74%
Prior Year Fund Balance Carryover (FY19)	147,478	48.26%
FY2020 Net Student Activities Fund Balance	305,584	100.00%

¹ **Formula Funding** - Revenue and expenses generated by contact hours, student headcount and student success. 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

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.