

PALO ALTO COLLEGE
FACTBOOK
2019-2020

PALOMINO
CENTER

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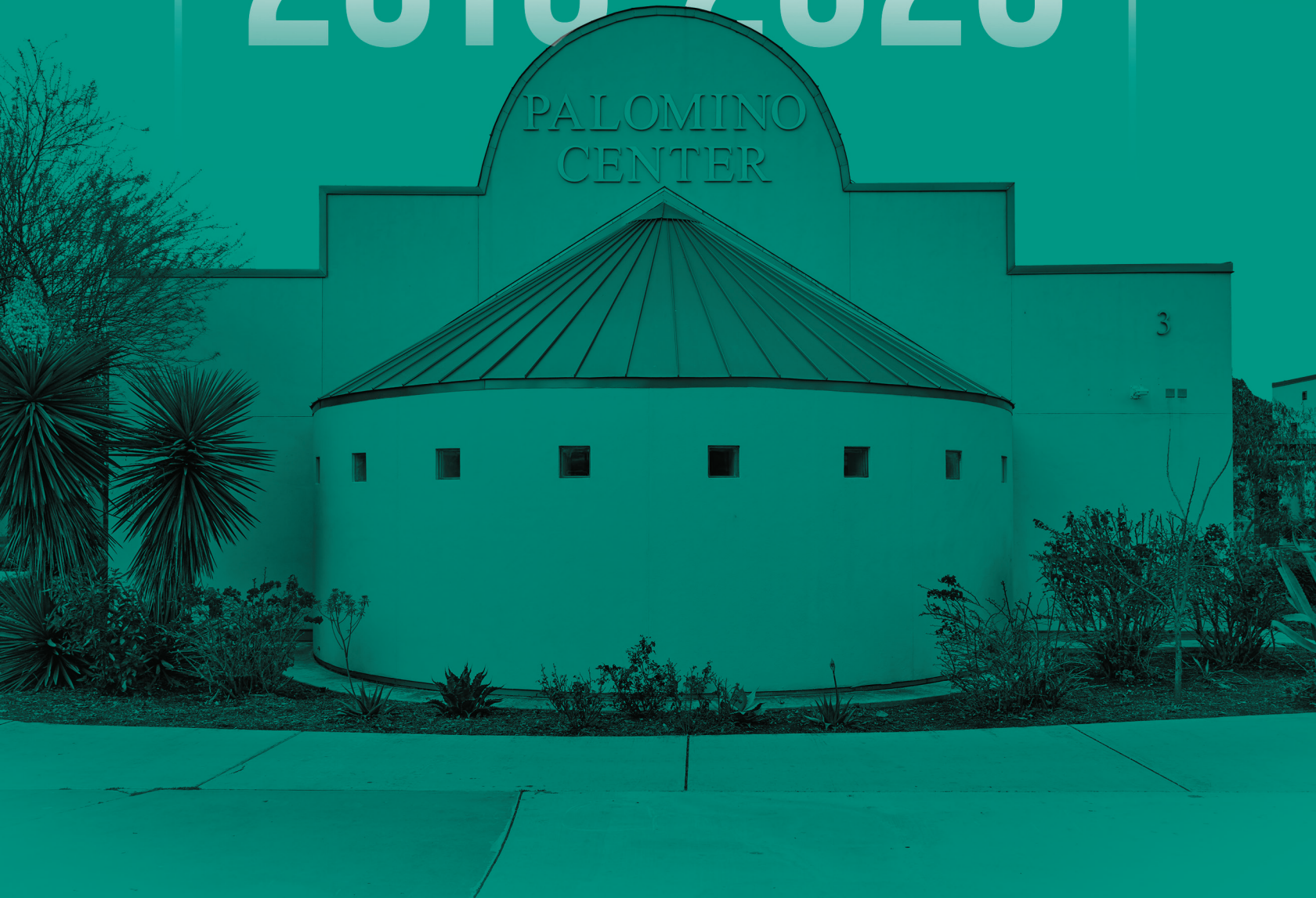


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INSTITUTIONAL PROFILE



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. In 2020, Palo Alto College celebrated its 35-year anniversary of providing a high-quality education accessible to all.

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.

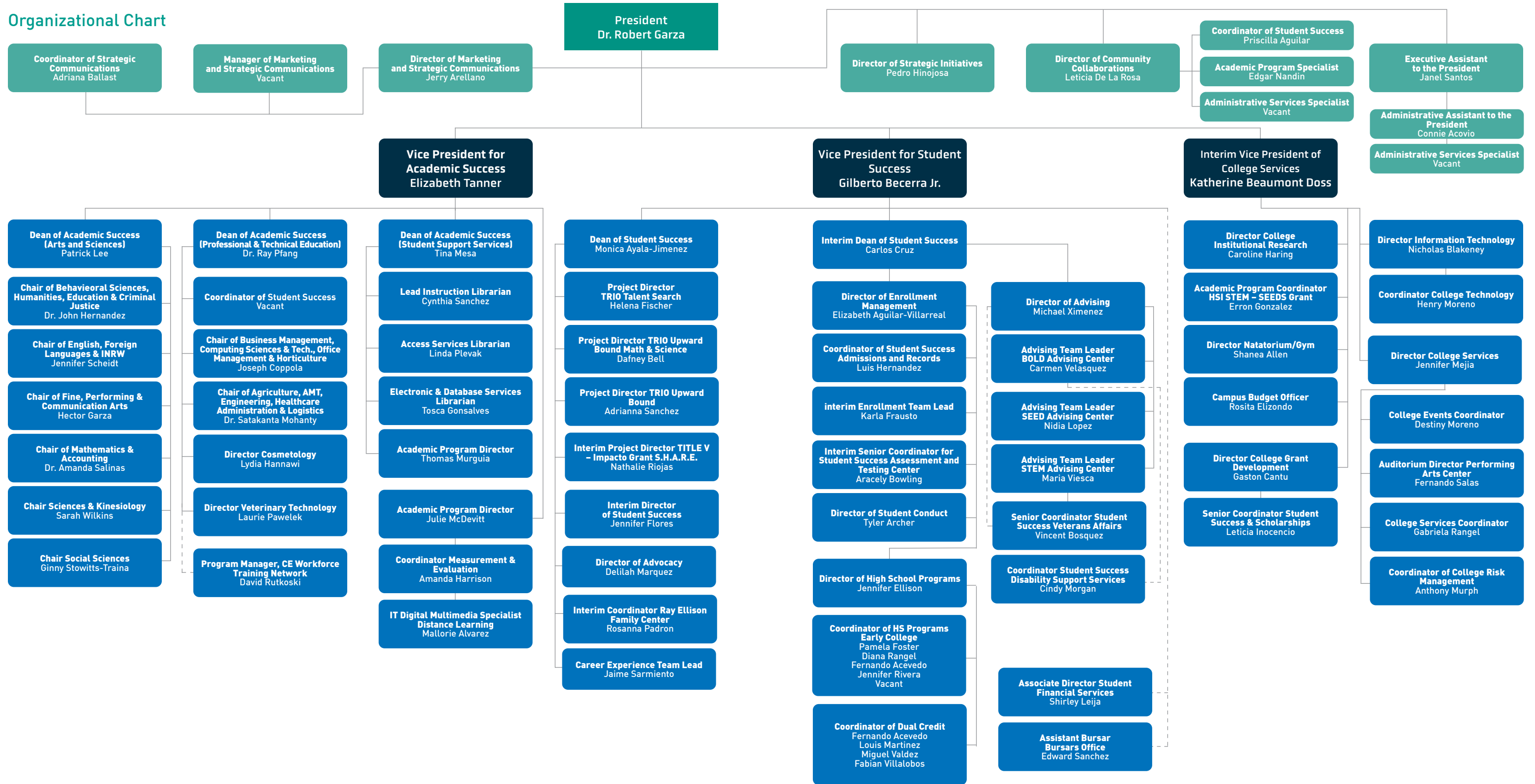
The Southern Association of Colleges and Schools awarded full accreditation to Palo Alto College in 1987. Accreditation was last reaffirmed in June 2012, effective until 2022.

Palo Alto College has been led by seven presidents during its more 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)

INSTITUTIONAL PROFILE

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

Community-engaged

Can Do Spirit

Respect for All

Collaboration

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



Palomino Park and Community Garden open

Palo Alto College believes that exposure to a college atmosphere can change lives and has maintained a long-standing practice of creating access points and opportunities for all. To engage future Palominos from a young age, Palomino Park opened to the community with a playground, picnic tables, and charcoal grills. In addition, the Palo Alto College Community Garden opened to provide students and community members with access to healthy food and nutrition education.



Creating new opportunities to build community

Palo Alto College aims to be a southside hub for building up the community through engaging with one another. During the Fall 2020 semester, the Palo Alto College Alumni & Friends Association hosted the inaugural Palomino Pumpkin Patch, which included a hay maze, fall crafts, face painting, and other fall fun activities for the whole family. To celebrate the end of the year, Palo Alto College also put on its first Winter Wonderland, a month-long outdoor holiday light display. The event kicked off with a lighting ceremony complete with free activities such as a snow slide, skating rink, pictures with Santa, and more.



PALO ALTO COLLEGE
BUSINESS PARTNER
of the
MONTH

Engaging community partners

In fall 2019, Palo Alto College launched its Business Partner of the Month recognition, which is awarded to local business based on their connection to the College and the ways in which they embody the College's mission, vision, and values. In addition, Dr. Robert Garza began hosting Community "Pláticas" – or conversations – with community leaders as a platform to foster meaningful conversation about uplifting our community.

2019-2020 Business Partners of the Month

October 2019 Don Pedro Mexican Restaurant
November 2019 North Park Toyota
December 2019 Willie's Grill and Icehouse
January 2020 Lowe's Home Improvement

April 2020 H-E-B
May 2020 San Antonio Food Bank
July 2020 Georgia's Mexican Restaurant

EMPLOYEE EMPOWERMENT



Performance excellence affirmed

Following the recognition as a "Rising Star" award winner of the 2019 Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance in America's community colleges, Palo Alto College was once again named to a list of the top 150 community college in the nation considered for the 2021 Aspen Prize for Community College Excellence.



PACE Survey

In Fall 2019, Palo Alto College and the Alamo Colleges District participated in the Personal Assessment of the College Environment (PACE), a national survey conducted by the National Initiative for Leadership and Institutional Effectiveness (NILIE), to get employee feedback about the organizational climate at Palo Alto College. Based on the results from participating employees, Palo Alto College received a score of 4.12 on a 1-5 scale, placing us as a Collaborative system, the highest of the four organizational systems identified by NILIE. Of all the Alamo Colleges, Palo Alto College has the highest ranking.

MAXIMIZE CAPACITY TO SERVE

Transition to remote teaching and learning

In light of the growing concerns related to COVID-19, Palo Alto College and the entire Alamo Colleges District made swift changes to how instruction and services were provided. As the situation escalated over Spring Break, administrators extended the break by one week for students while faculty and staff prepared to teach and work remotely. Even as the safety of the community depended on Palo Alto College delivering services outside the traditional campus setting, employees remained committed to delivering high-quality education and support services.



4,464

students transitioned from face-to-face only to remote learning in Spring 2020

90.8%

of students completed their courses*



In 2019-2020, over

1,900

degrees and certificates awarded – the highest number awarded in College history.

**Based on preliminary data*

Bridging the digital divide

197

laptops and hotspots loaned during spring and summer 2020 terms

100%

of eligible technology requests fulfilled

STUDENT EMPOWERMENT



Celebrating 35 years of difference makers

To help commemorate its 35th Anniversary, Palo Alto College initiated a Distinguished Alumni group, which is made up of 35 former students whose personal and professional accomplishments embody Palo Alto College's mission of empowering our community for success.

Opportunities for engagement

An important aspect of the college experience is the opportunity to engage with fellow students outside of the classroom. Palo Alto College Athletics ramped up in fall 2019 with men's baseball, basketball, and soccer, and women's basketball, softball, and volleyball. In addition, Palo Alto College launched a new musical group, the Marching Mariachis, which fuses traditional mariachi culture and marching band traditions.



New degree program supports wine industry

Due to the demand for educated workers in Texas' growing wine industry, the College expanded its Horticulture degree options to offer an Associate of Applied Science in Viticulture and Enology – the only program of its kind in South Texas. The program covers everything from the agricultural science of grape-growing to lab analysis of wine-making. Graduates of the program will also get hands-on experience needed for a successful career in the Texas wine industry.



STUDENT PROFILE

Fall 2019 Enrollment by Pre-Major

Pre-Major	Pre-Major Description	Cip Code	Enrollment
LBAT	Liberal Arts	240101	1087
BPNR	Biology/Pre-Nursing	260101	941
BUAD	Business Administration	520201	872
BIOL	Biology	260101	498
BIOP	Biology/Pre-Professional	260101	495
CRJT	Criminal Justice	430104	399
GENE	EC-6 Generalist	131210	343
BMGT	Business Management	520201	309
KINE	Kinesiology	131314	302
PSYC	Psychology	420101	293

Source: IRES_StudentCourse_DBK, Certified CBM001

Fall 2019 Top High School Feeders

High School	Enrollment
South San Antonio	467
Southwest	455
East Central	410
Harlandale Senior	352
Dillard McCollum	343
Southside	262
Somerset	184
Luther Burbank	171
Floresville	166
Highlands	129

Source: STU0071_HSInfoReg_DBK, Certified CBM001

Fall 2019 Top County Feeders

County	Enrollment
Bexar	9064
Atascosa	494
Wilson	203
Guadalupe	199
Medina	113
Comal	101
Kerr	69
Frio	26
Kendall	25
Karnes	10

SOURCE: CBM001

Fall 2019 Top Zip Code Feeders

Zip Code	Enrollment
78221	773
78211	692
78224	633
78242	633
78223	537
78245	409
78214	349
78237	272
78264	271
78227	218

Source: IRES_StudentContact_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	Kennedy High School Memorial High School Kennedy Early College High School Memorial Early College High School
Harlandale Independent School District	Harlandale High School McCollum High School Harlandale STEM Early College High School
Ingram Independent School District	Ingram Tom Moore High School
Jourdanton Independent School District	Jourdanton High School
Judson Independent School District	Judson High School
La Vernia Independent School District	La Vernia High School
Lytle Independent School District	Lytle High School
Marion Independent School District	Marion High School
Northeast Independent School District	Madison High School
Northside Independent School District	O'Connor High School
Poteet Independent School District	Poteet High School
Randolph Field Independent School District	Randolph High School
Somerset Independent School District	Somerset High School Zacharias Early College Leadership Academy
South San Antonio Independent School District	South San Antonio High School South San Antonio Early College Academy
Southside Independent School District	Southside High School Southside Early College High School
Southwest Independent School District	Southwest High School Southwest Legacy High School CAST STEM High School

STUDENT PROFILE

Financial Aid Awards 2019-2020

	Students	Paid
Federal And State Funded Programs		
Federal Pell Grant	3,773	\$15,521,144
Federal Supplemental Educational Opportunity Grant (FSEOG)	741	\$510,728
Texas Public Education Grant (TPEG)	905	\$627,928
Texas Educational Opportunity Grant (TEOG)	236	\$ 659,023
Federal Work Study	210	\$844,488
Texas College Work Study	23	\$35,447
Educational Aide Exemption	2	\$4,042
AmeriCorps	1	\$638
Federal & State Funded Program Subtotal		\$18,203,438
Federal Direct Loans		
Federal Subsidized Loans	326	\$972,487
Federal Unsubsidized Loans	286	\$1,052,003
Parent PLUS Loans	5	\$25,843
Federal Direct Loans Subtotal		\$ 2,050,333
Scholarships		
Scholarships	3,055	\$2,426,956
Scholarships Subtotal		\$2,426,956

Financial Resource Information

Federal And State Funded Programs	Students	Paid
Pell Grant	3706	\$13,880,592
SEOG Grant	738	\$509,229
Texas Public Education Grant	703	\$500,862
Texas - TEOG Grant	218	\$604,626
Federal Work Study	171	\$841,735
Texas College Work-Study	19	\$53,816
Americorps	1	\$638

Source: FADS

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.

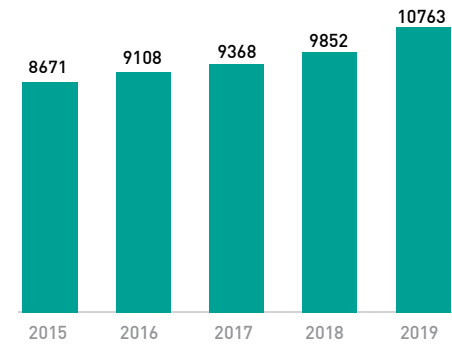
- **Unsubsidized loans** - Interest accumulates on the loan from the time it is disbursed. You have the option to pay on this interest while in school and during grace, deferment, and forbearance periods, but it is not required. Any unpaid interest that accumulates during one of these periods will be 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:

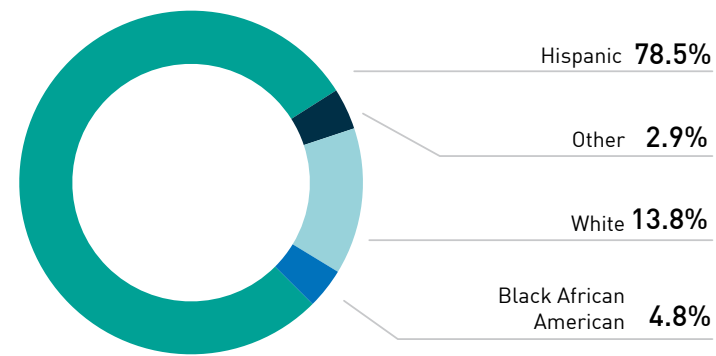
- Aid from the college. Students should contact the financial aid offices at the colleges they are considering for more information.
- Scholarships - Some local governments, colleges, community organizations, private employers, and other organizations award scholarships based on academic ability or other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

ENROLLMENT TRENDS

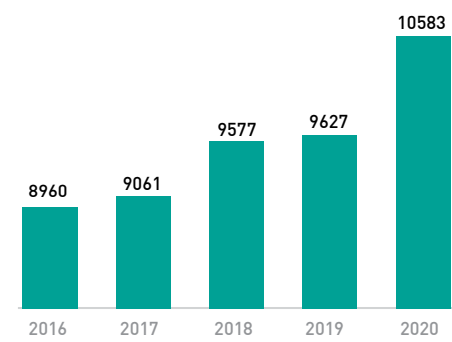
Fall Enrollment



Fall 2019 Enrollment by Ethnicity



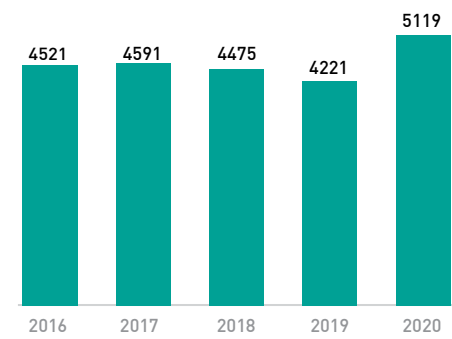
Spring Enrollment



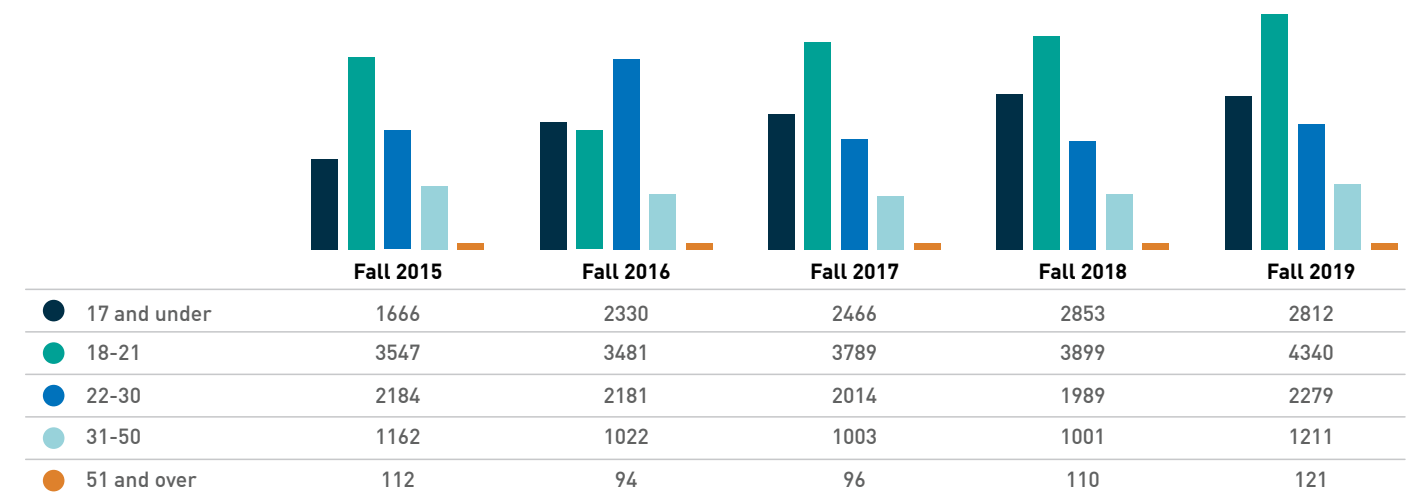
Fall 2019 Enrollment by Gender



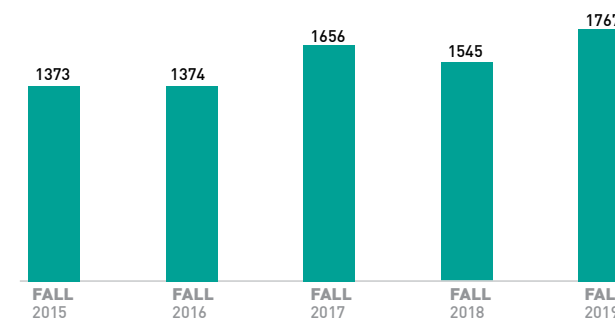
Summer Enrollment



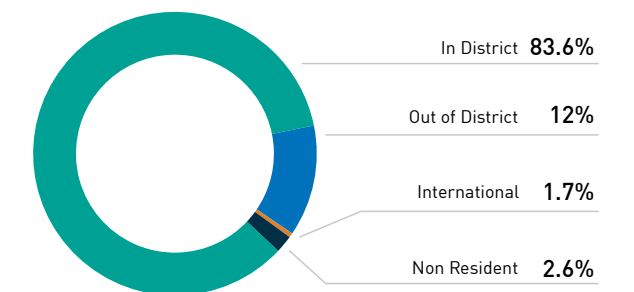
Enrollment by Age



First Time in College Student Enrollment

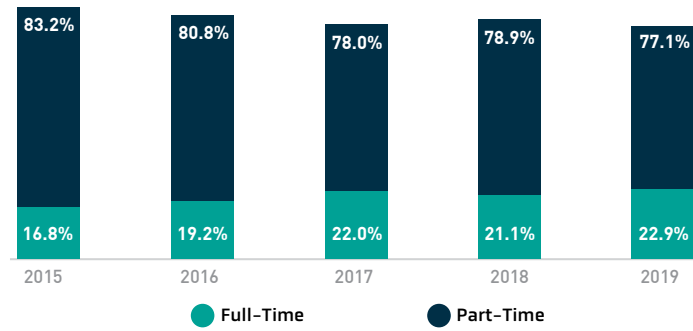


Fall 2019 Enrollment by Resident Status

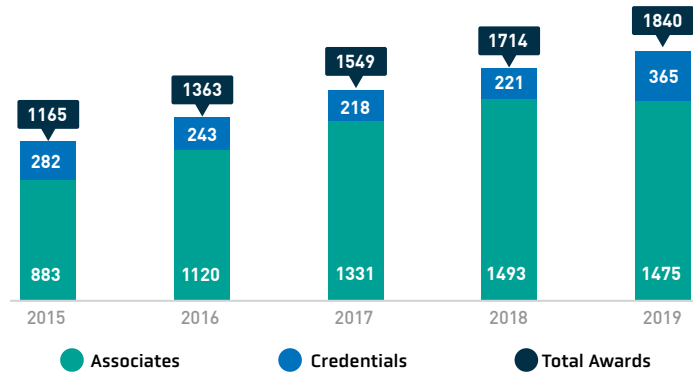


ENROLLMENT TRENDS

Fall Enrollment by Full-Time/Part-Time Status



Degrees and Certificates Awarded

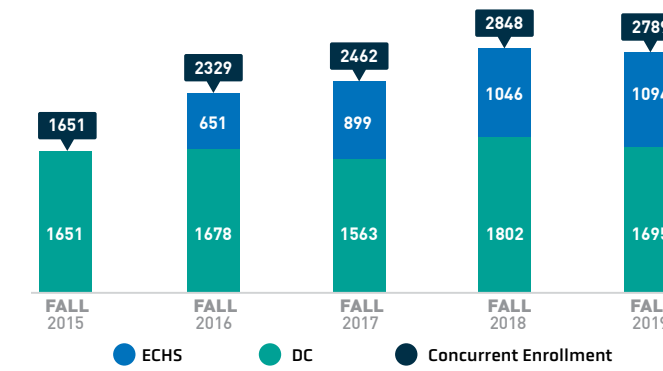


Contact Hour Data

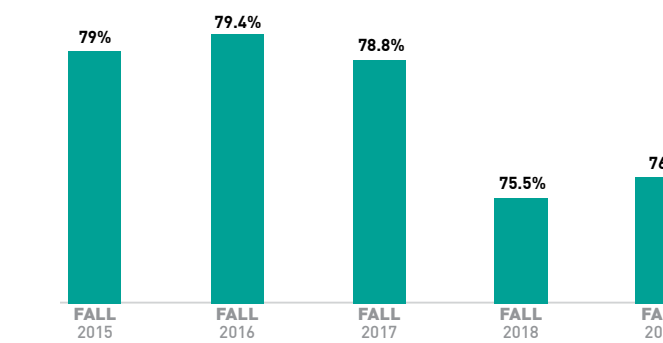
Semester	Academic	Technical	Excess Development
Fall 2015	928016	101344	4672
Fall 2016	1010440	104256	3088
Fall 2017	1088328	101376	2288
Fall 2018	1095896	110560	9184
Fall 2019	1187408	148624	5872



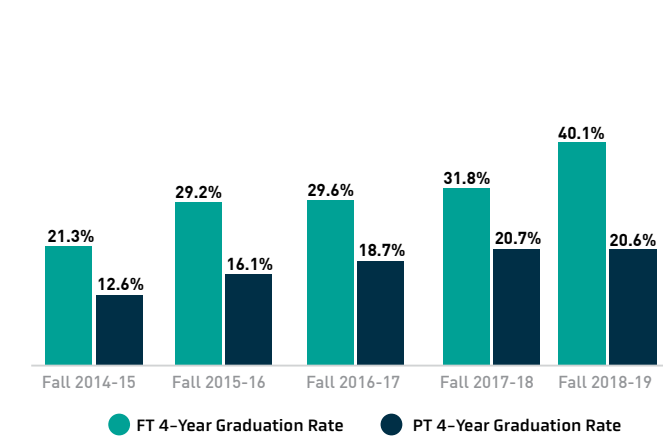
Pre-College Enrollment



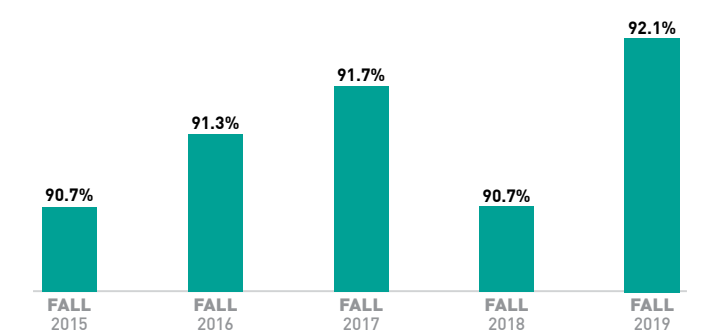
Productive Grade Rate



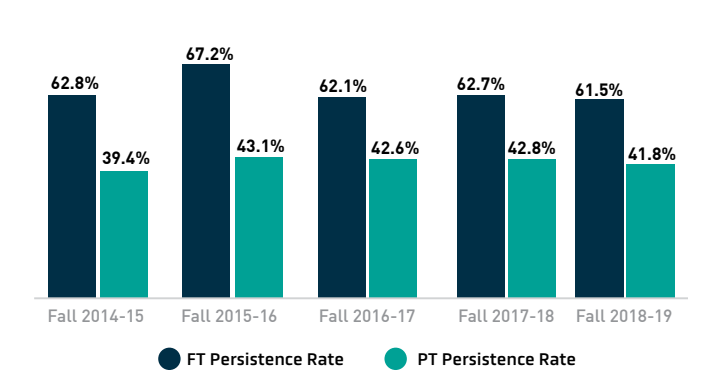
Graduation Rate by FTIC Cohort



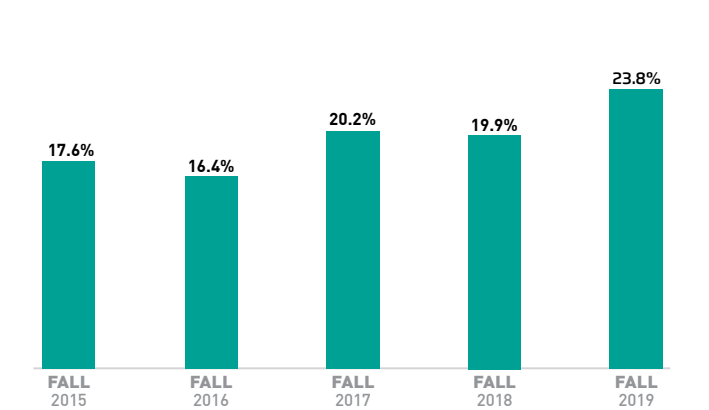
Course Completion Rate



Persistence Rate



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



BUDGET

Schedule Of Tuition And Fees

Semester Hours	Texas Residents		Non-Texas/International	
	In-District Total Tuition	Out of District Total Tuition	Non-Resident Total Tuition	
1	\$99	\$215	\$466	
2	\$198	\$430	\$932	
3	\$297	\$645	\$1,398	
4	\$396	\$860	\$1,864	
5	\$495	\$1,075	\$2,330	
6	\$594	\$1,290	\$2,796	
7	\$693	\$1,505	\$3,262	
8	\$792	\$1,720	\$3,728	
9	\$891	\$1,935	\$4,194	
10	\$990	\$2,150	\$4,660	
11	\$1,089	\$2,365	\$5,126	
12	\$1,188	\$2,580	\$5,592	
13	\$1,287	\$2,795	\$6,058	
14	\$1,386	\$3,010	\$6,524	
15	\$1,485	\$3,225	\$6,990	
16	\$1,584	\$3,440	\$7,456	
17	\$1,683	\$3,655	\$7,922	
18	\$1,782	\$3,870	\$8,388	
19	\$1,881	\$4,085	\$8,854	
20	\$1,980	\$4,300	\$9,320	
21	\$2,079	\$4,515	\$9,786	

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 \$466 per SCH for 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.

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

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

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

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

FY 2019 Allocations

	Amount	%
Education and General		
Instruction	15,106,372	45.82%
Academic Success	2,701,485	8.19%
Student Success	6,967,762	21.14%
Institutional Support	5,741,311	17.42%
Scholarships	102,000	0.31%
Operations & Maint. of Plant	29,000	0.09%
Auxiliary Enterprises	1,541,760	4.68%
Capital	777,902	2.36%
Grand Total	\$32,967,592	100.00%

FY 2019 Expenditures Budget

	Amount	%
Labor		
Instructional Salaries	10,995,806	44.56%
Non-Instructional Salaries	7,631,437	30.92%
Fringe Benefits	5,222,535	21.16%
Other Salaries and Wages	828,620	3.36%
Labor Subtotal	\$25,089,543	79.09%
Non-Labor		
Operating Expenses	5,042,050	60.83%
Equipment and Communications	2,155,292	26.00%
Capital	777,902	9.38%
Travel	211,950	2.56%
Scholarships	102,000	1.23%
Non-Labor Subtotal	8,289,194	25.14%
Grand Total	\$32,967,592	100.00%

FY 2019 Revenue Budget

FY2019 Revenue Breakdown	Amount	%
Formula Funding¹		
State Appropriations and Taxes	17,263,949	57.50%
Tuition and Fees	12,759,456	42.50%
Formula Revenue Subtotal	30,023,405	91.07%
Non-Formula Funding²		
Other Auxiliary Revenue	1,678,987	57.03%
Palo Alto College Aquatic Center	887,000	30.13%
Special Program Tuition	378,200	12.85%
Non-Formula Revenue Subtotal	2,944,187	8.93%
Grand Total	\$32,967,592	100.00%

FY 2019 Student Activities Fee

FY2019 Student Activities Fund Balance	FY2019 Actual \$	%
Revenues		
Student Activity Fee - Fall	166,082	46.00%
Student Activity Fee - Spring	141,853	39.29%
Student Activity Fee - Summer I	53,100	14.71%
Revenue Subtotal	361,035	100.00%
Expenses		
Student Travel	55,709	25.77%
Salaries and Wages	42,927	19.86%
Fringe Benefits	13,032	6.03%
Student Programing Expenses ³		
Refreshments for Student Life Events/Programs	37,057	17.14%
Contracted Performances/Lectures	15,030	6.95%
Supplies and Materials for Events	12,872	5.95%
Printing/Promotion	10,997	5.09%
Student Prizes, Awards, Recognition	10,091	4.67%
Other	9,718	4.50%
Expenses Subtotal	216,176	100.00%
Student Activities Fund Balance	\$144,859	
Prior Year Fund Balance Carryover (FY18)	2,619	
FY2019 Net Student Activities Fund Balance	147,478	

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

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 Grate Rate (PGR)

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