





Palomar College Internal Scan

2009

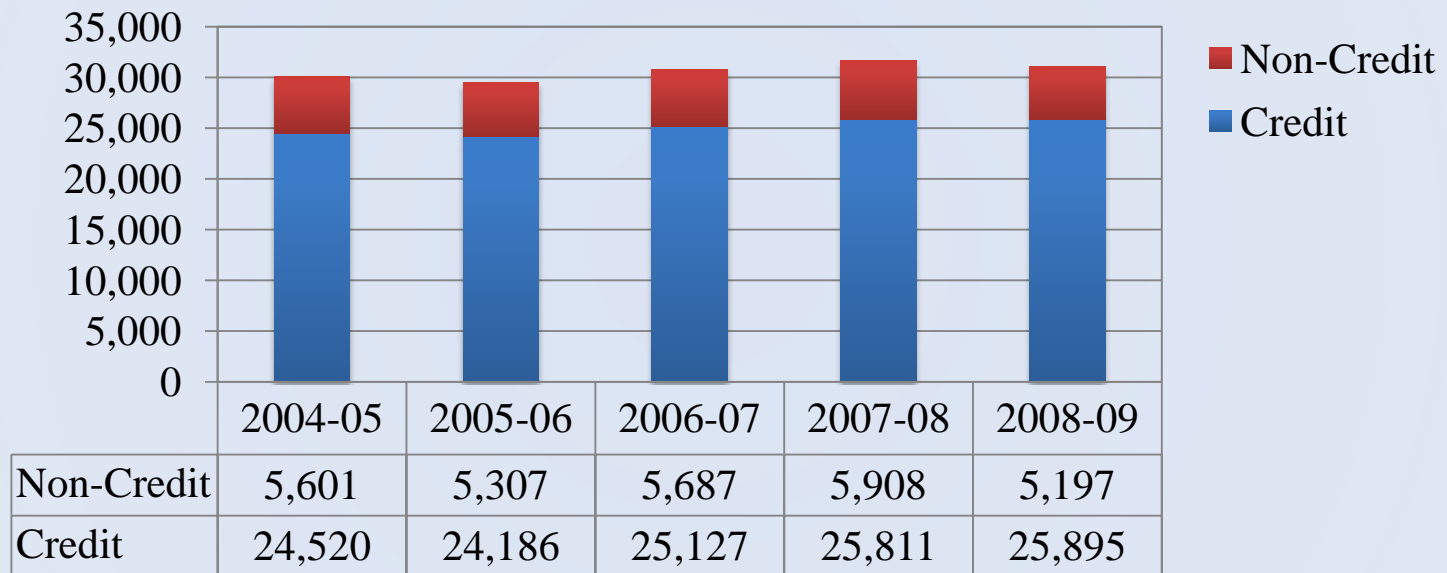
Internal Scan Topics

- Enrollment
- Student Characteristics 
- Student Success 
- Student Satisfaction and Opinion 
- Staff Demographics
- Distribution of Instruction 

Enrollment

Headcount

Fall Headcount: Credit and Non-credit



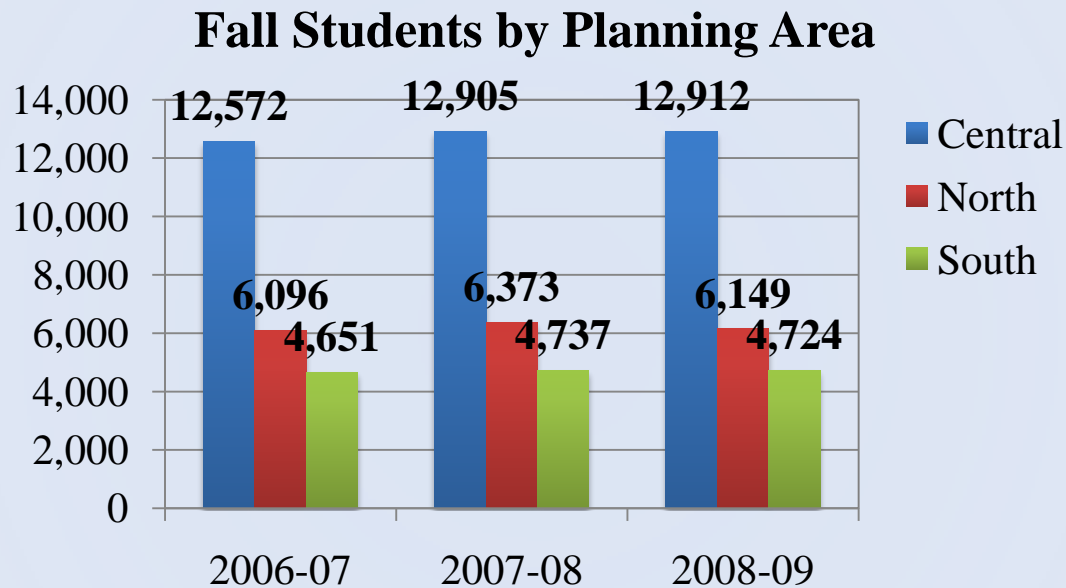
College Centers Fall Headcount

	2006-07	2007-08	2008-09
Borrego Springs	52	54	35
CSUSM	349	425	363
Camp Pendleton	820	869	671
Escondido	5,134	5,056	4,954
Fallbrook	674	788	703
Internet	3,548	3,968	4,149
Mt. Carmel	788	718	776
Pauma	19	70	43
Poway	450	356	0
Ramona	563	605	641
San Marcos	19,955	20,575	21,210
Other Locations	4,983	5,056	4,505

Note: Students may attend more than one center.



Student Residence by Planning Area



- Central – San Marcos, Oceanside, and most of Escondido and Vista
- North – primarily Fallbrook, Valley Center, & parts of Escondido and Vista
- South – primarily Poway, San Diego, and Ramona



In-district Student Residence by Community

Community	2006-07	2007-08	2008-09
Bonsall	148	160	135
Camp Pendleton	153	158	112
Escondido	6,677	6,887	6,776
Fallbrook	1,630	1,760	1,634
Oceanside	1,832	1,785	1,784
Pauma Valley	80	84	75
Poway	1,131	1,150	1,129
Ramona	1,117	1,158	1,223
San Diego	2,242	2,291	2,232
San Marcos	4,107	4,310	4,500
Valley Center	753	718	717
Vista	3,228	3,346	3,277
Other	237	205	204
Total	23,319	24,015	23,785



Student Residence by College District

Fall Student Residence by College District

	2006-07	2007-08	2008-09
Grossmont-Cuyamaca	0.9%	0.9%	0.8%
MiraCosta	9.2%	8.3%	7.7%
Mt San Jacinto	7.1%	6.9%	6.9%
Palomar	75.7%	75.7%	76.5%
San Diego	2.4%	2.5%	2.2%
Southwestern	0.8%	0.8%	0.6%
Other	3.9%	5.0%	5.3%
Total Headcount	30,814	31,719	31,092

Enrollment Summary

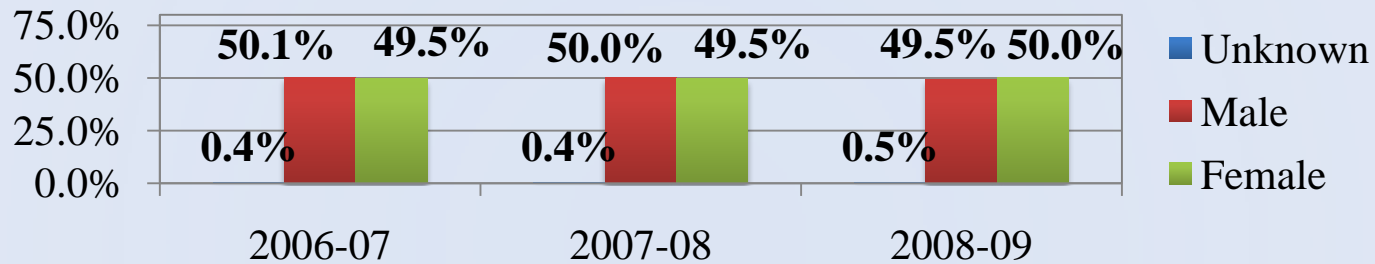
- Growth – Over the last 3 years, credit enrollment has grown while non-credit has decreased.
- Though growth has slowed in recent years, the largest gains have been:
 - ◆ Sites
 - San Marcos
 - Internet
 - ◆ Planning Areas
 - Central
- Communities – While Ramona had gained steadily, Mt. Carmel reversed its trend and saw an increase with the closure of the Poway center.

Student Characteristics

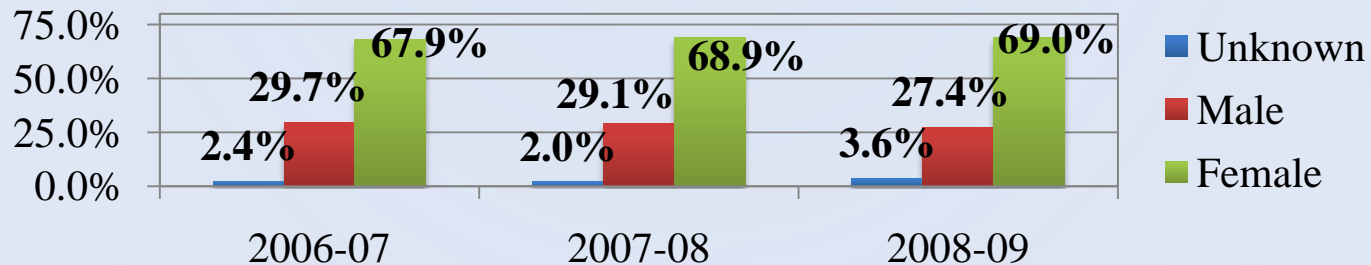
Demographics

Student Gender

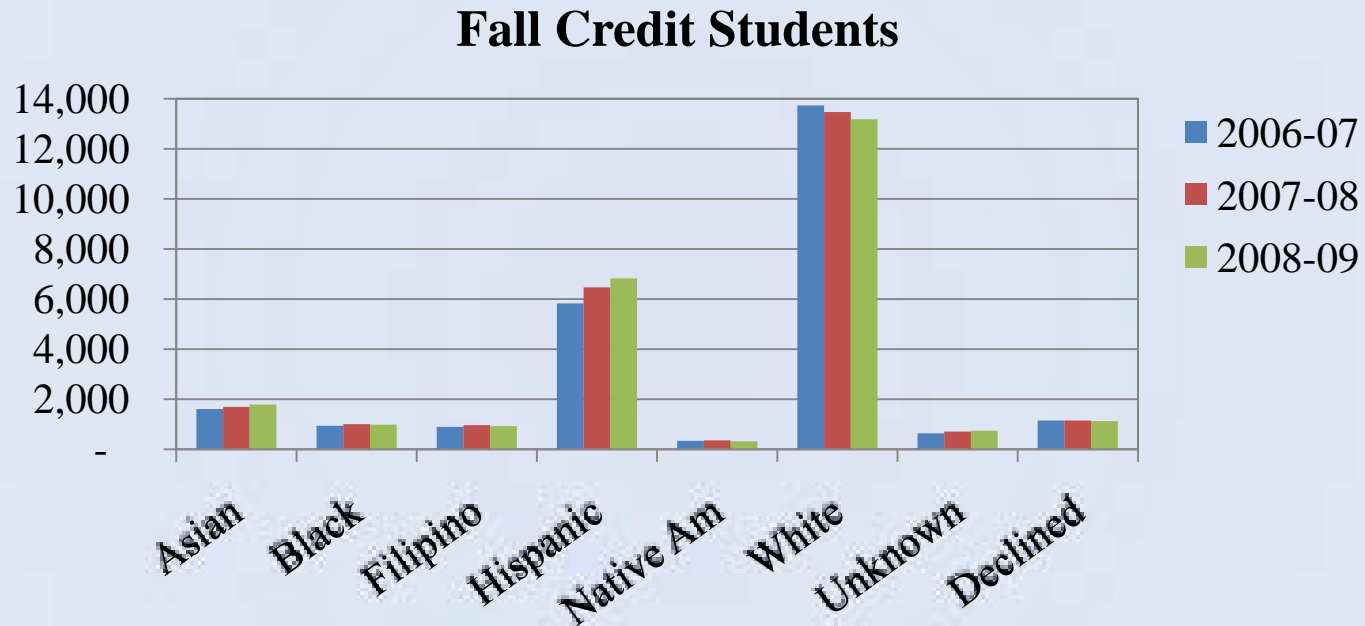
Fall Credit Students



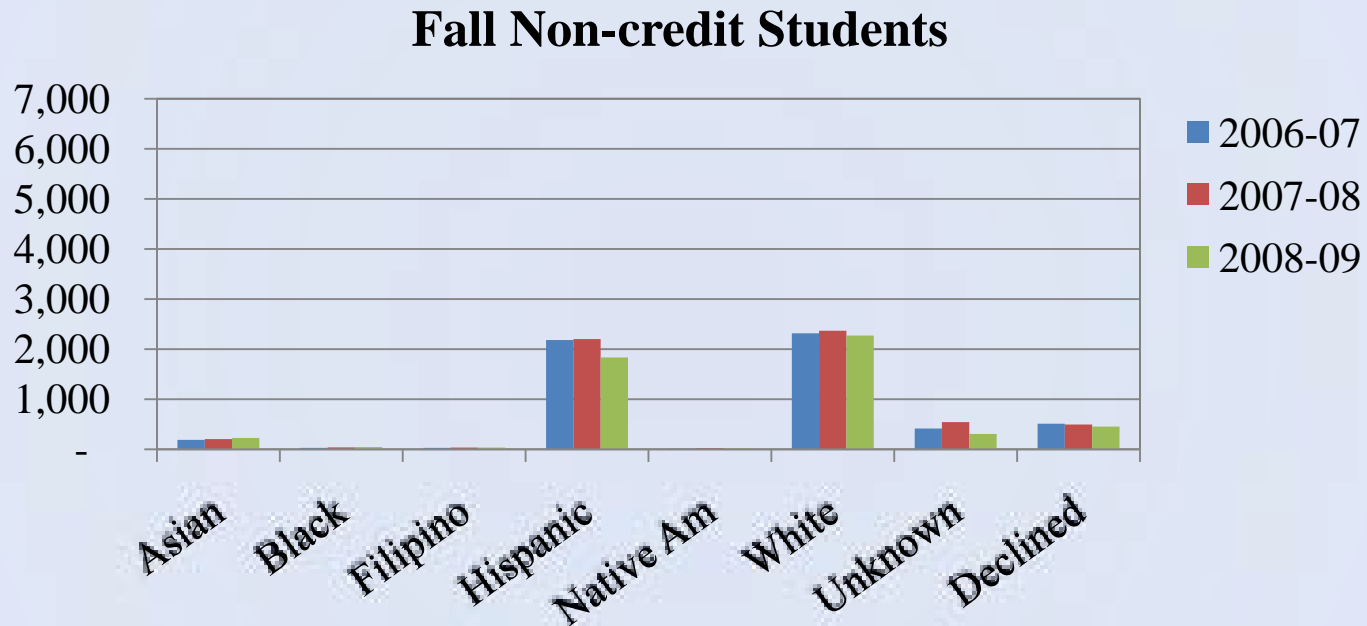
Fall Non-credit Students



Ethnicity for Last Three Fall Terms



Ethnicity for Last Three Fall Terms



Student Age

Credit			
Age Group	2006-07	2007-08	2008-09
17 & Under	4.9%	4.9%	4.5%
18-20	35.7%	36.5%	38.4%
21-24	23.4%	23.1%	22.6%
25-29	11.4%	11.7%	11.8%
30-34	5.4%	5.4%	5.3%
35-39	4.3%	4.2%	4.0%
40-44	3.9%	3.7%	3.4%
45-54	7.0%	6.7%	6.3%
55-64	2.8%	2.8%	2.9%
65 & Over	1.1%	1.0%	0.9%
Unknown	0.0%	0.0%	0.0%
Credit Headcount	25,127	25,811	25,895

NonCredit			
Age Group	2006-07	2007-08	2008-09
17 & Under	1.2%	1.0%	1.5%
18-20	5.0%	4.1%	3.5%
21-24	8.3%	7.5%	6.9%
25-29	7.8%	7.8%	7.7%
30-34	6.4%	6.2%	5.8%
35-39	6.0%	6.7%	5.4%
40-44	4.4%	5.0%	6.1%
45-54	10.6%	12.0%	13.4%
55-64	12.6%	13.9%	16.8%
65 & Over	37.2%	35.3%	32.2%
Unknown	0.6%	0.5%	0.6%
NonCredit Headcount	5,687	5,908	5,197



Demographics Summary

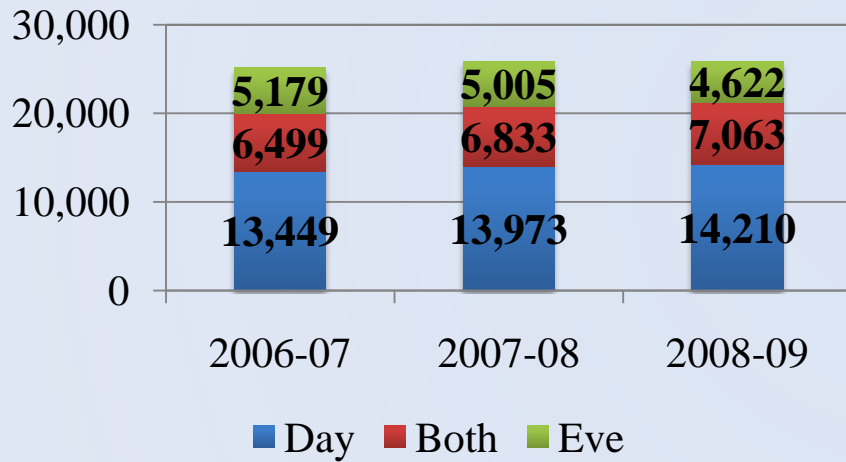
- Gender composition differs between credit and non-credit, but has been stable over time.
- Race/Ethnicity – For credit students, enrollment has increased for Hispanics and Asians, while decreasing for whites.
- Age
 - ◆ For credit students, the percentage of 18-20 year olds has increased, while for non-credit students the increase has been in those 40 and over.
 - ◆ $\frac{2}{3}$ are 24 or under
- Credit & Non-credit form 2 distinct populations.

Student Characteristics

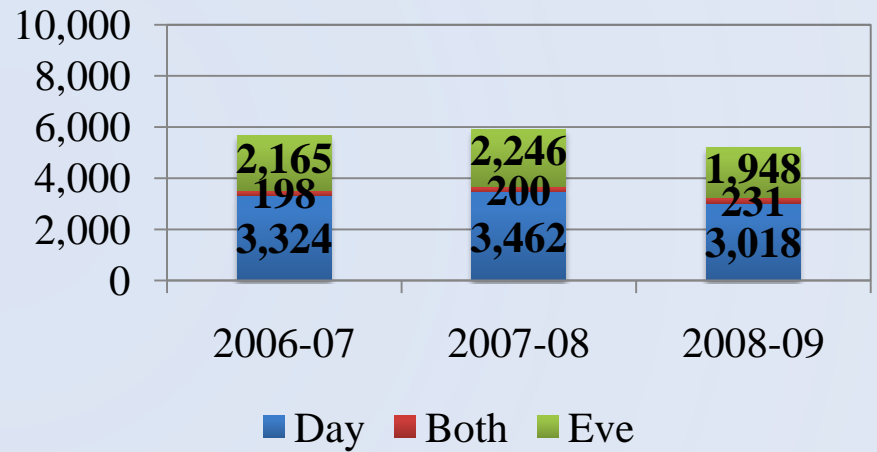
Attendance Characteristics and Placement

Day or Evening Status

Fall Credit Students



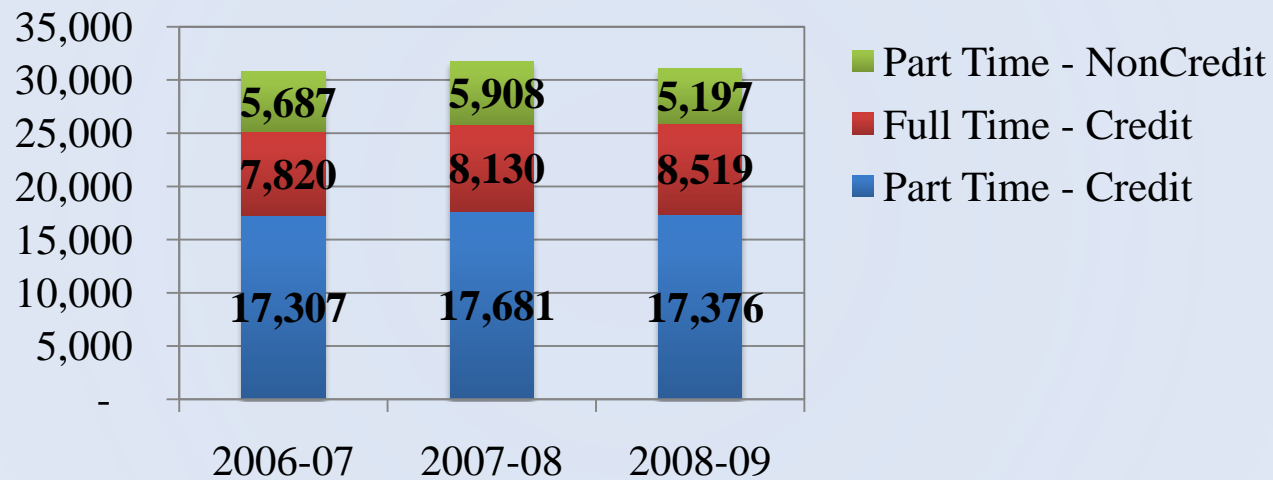
Fall NonCredit Students



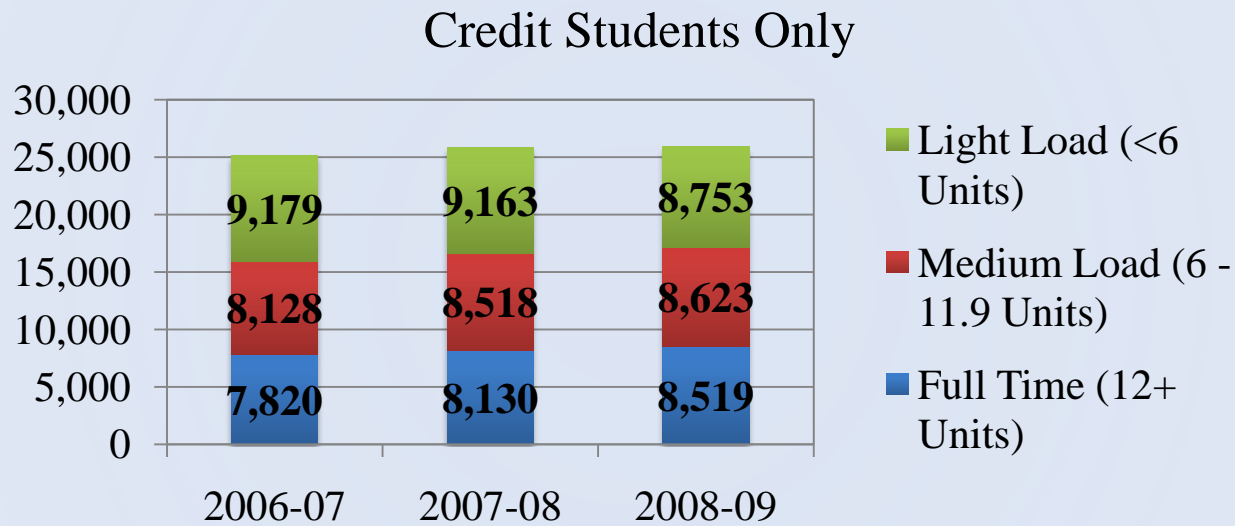
Note: Day students take classes start before 4:30 exclusively.

Full- or Part-time Status

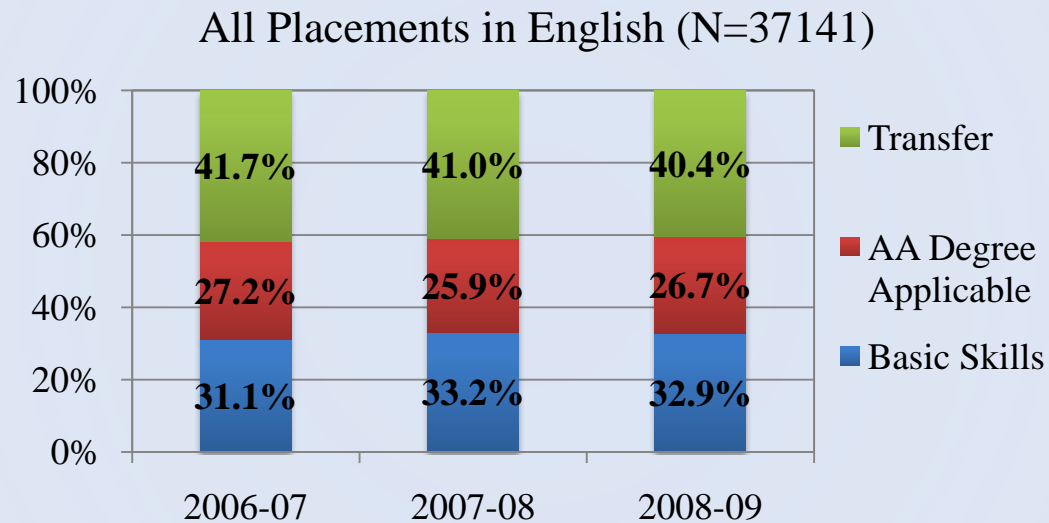
Full- or Part-time Fall Students



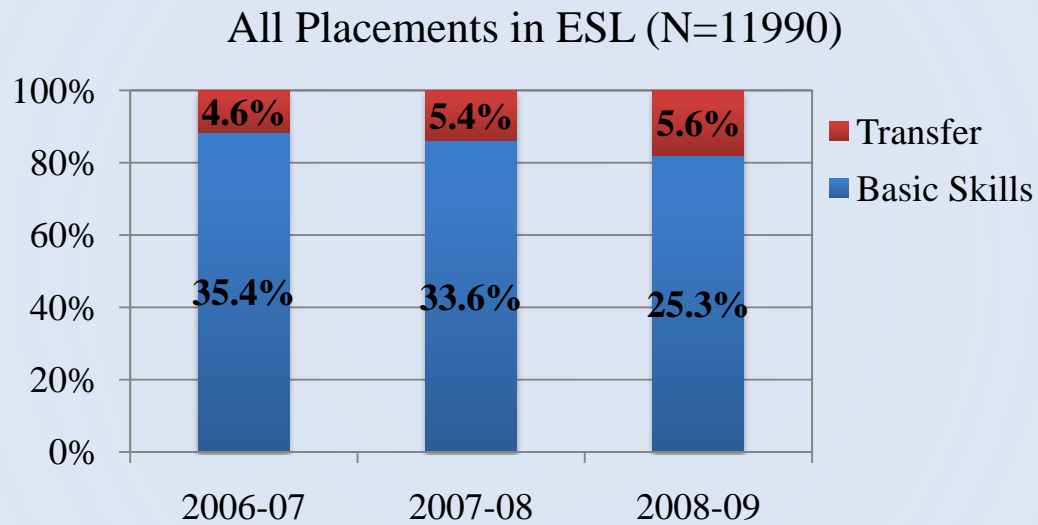
Credit Student Load



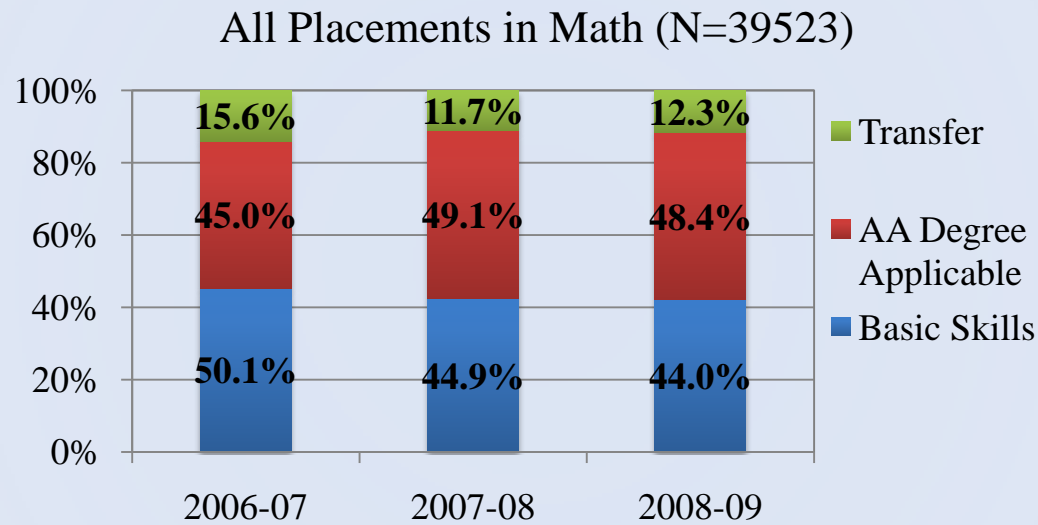
Student Placement Level



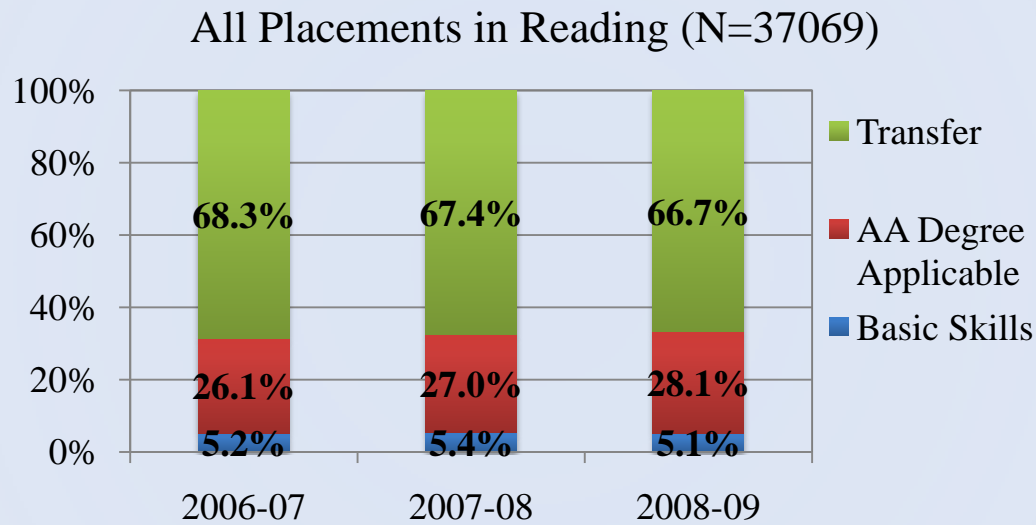
Student Placement Level



Student Placement Level



Student Placement Level



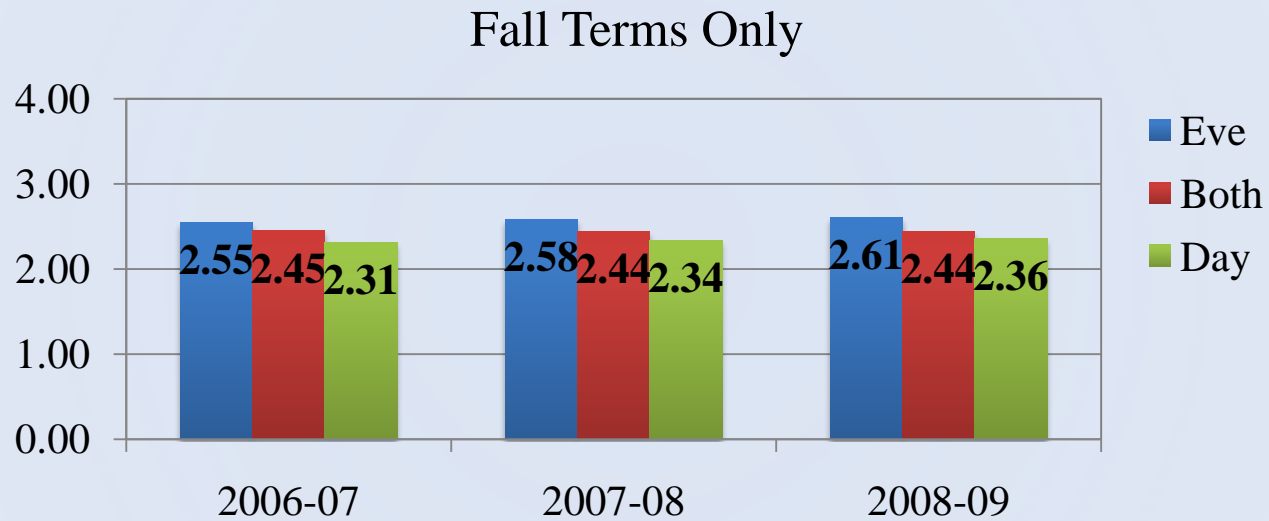
Attendance Characteristics and Placement Summary

- Load – For credit students, the number taking full and medium loads increased, while those with light loads decreased.
- Placements – Nearly a third of placements are at the Basic Skills level.

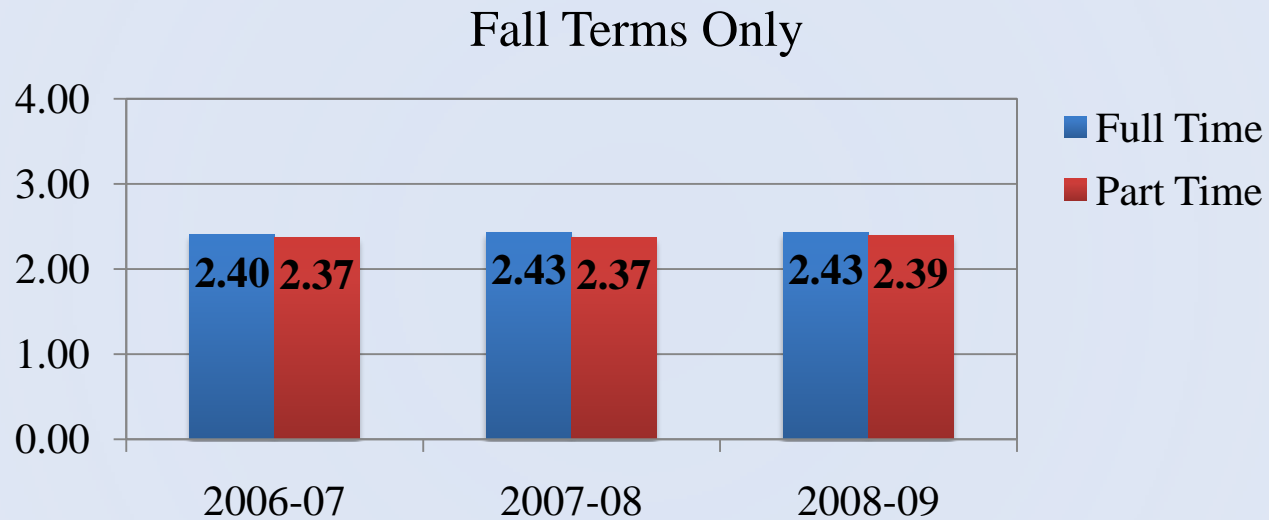
Student Success

GPA and Success Rates

Student GPA by Day or Evening Status

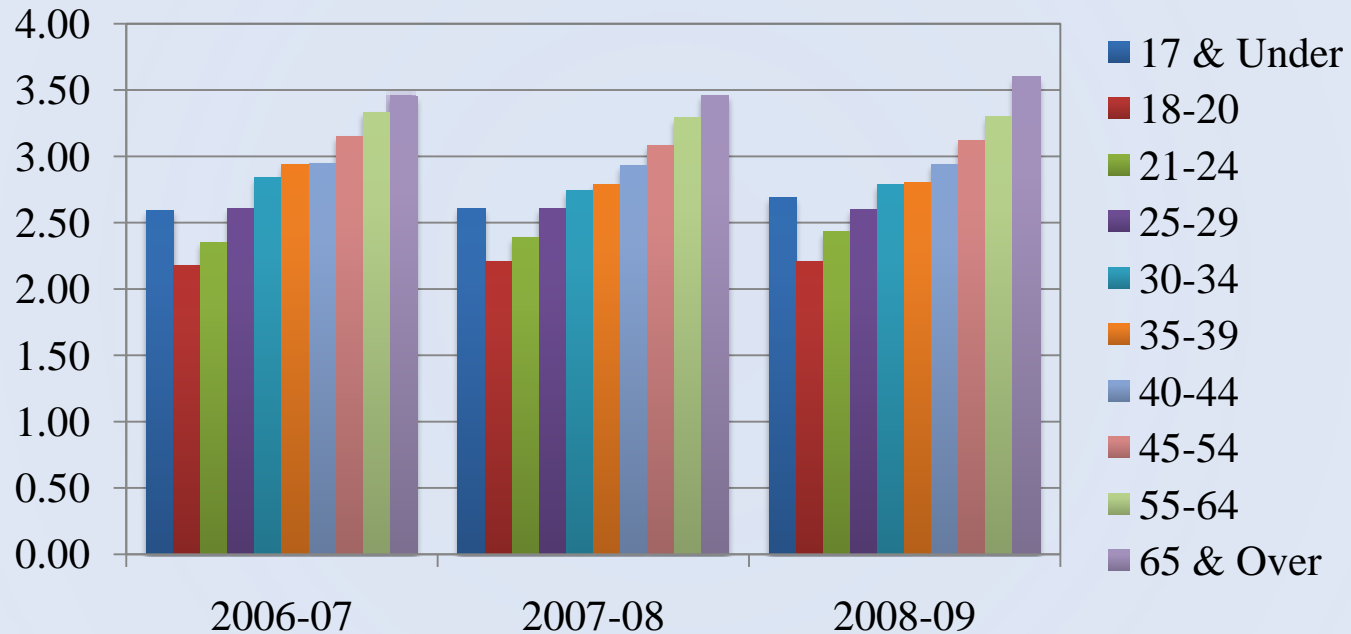


Student GPA by Full- or Part-time Status

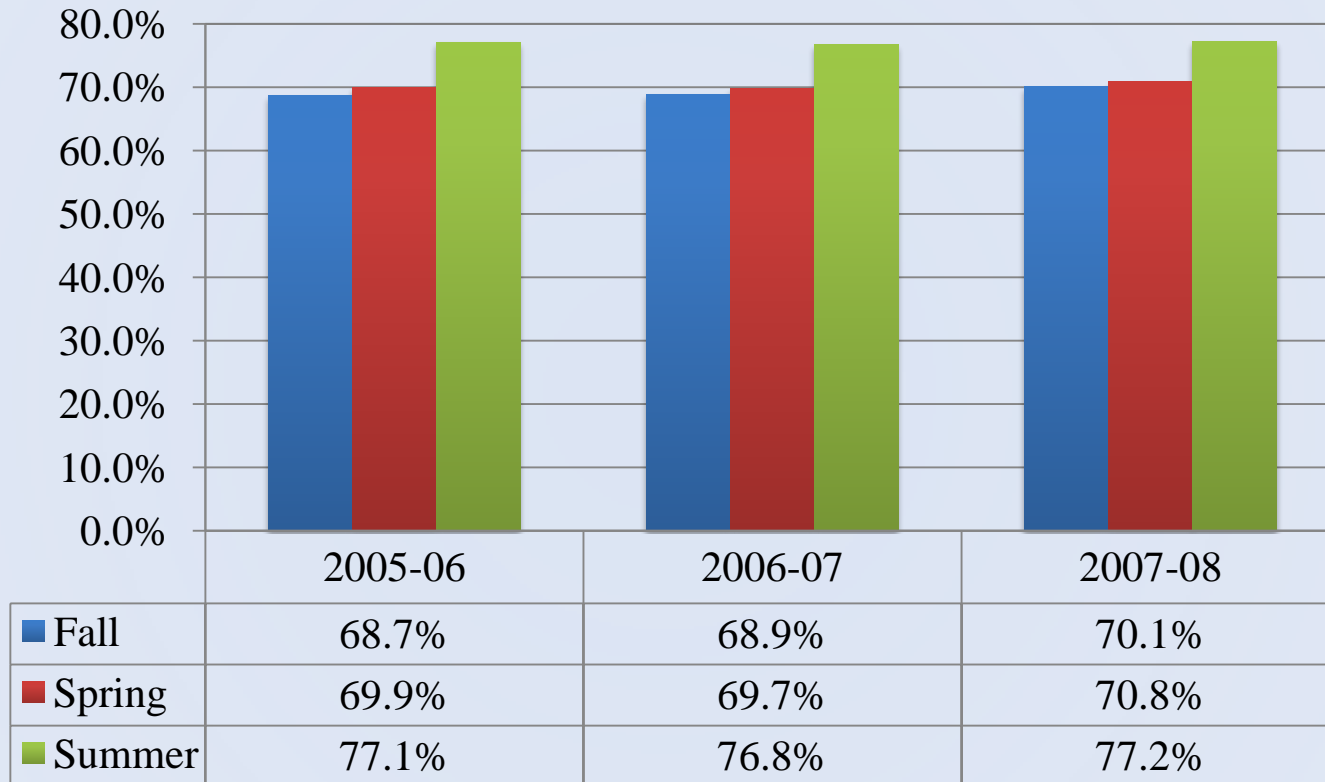


Student GPA by Age

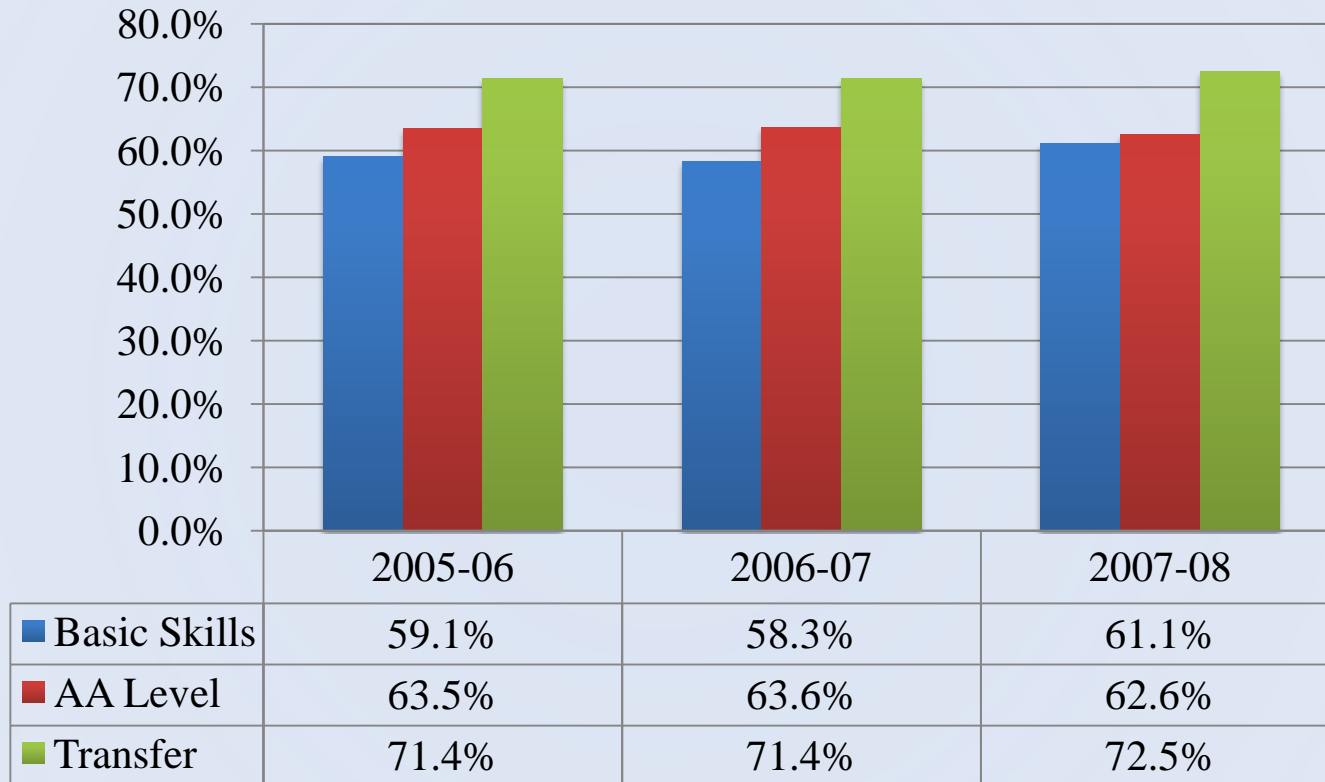
Fall Terms Only



Success Rate by Term



Success Rate by Course Level



Success Rate by SAM Code



■ A - Apprenticeship	96.7%	96.9%	98.2%
■ B - Advanced Occupational	76.4%	75.9%	79.7%
■ C - Clearly Occupational	72.9%	73.0%	76.5%
■ D - Possibly Occupational	68.4%	68.5%	70.8%
■ E - Non-occupational	69.2%	69.2%	69.8%



Student Success Summary – GPA & Success Rates

- GPA – GPA was higher for evening students and older students. It was also slightly higher for full-time students.
- Success by Term – Success rates are around 70%, and higher in the summer.
- Success by Course Level – The higher the course level, the higher the success rate.
- Success by Vocational – Success rates tend to be higher for more occupational courses.

Student Success

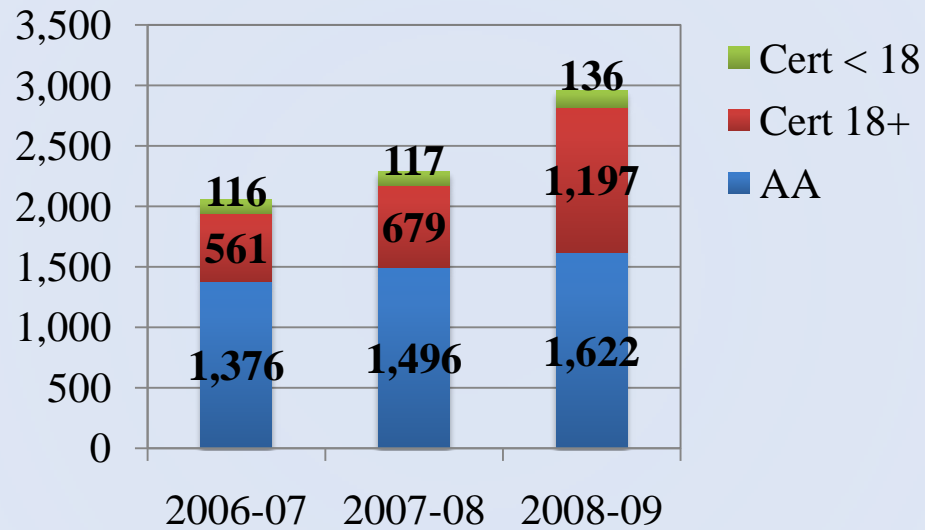
Persistence, Awards, and Transfer Rates

Persistence by Full- or Part-time Status

		Fall 1	Spring 1	Spring 2	Spring 3	Spring 4
		Headcount	Persistence	Persistence	Persistence	Persistence
Full- Time	2003-04	6,213	85.2%	48.8%	28.5%	17.3%
	2004-05	6,447	82.1%	49.0%	28.8%	18.4%
	2005-06	6,016	83.5%	49.9%	30.5%	18.6%
	SubTotal	18,676	83.6%	49.2%	29.2%	18.1%
Part- Time	2003-04	10,748	59.9%	34.4%	22.9%	16.8%
	2004-05	11,109	59.3%	34.7%	24.0%	17.6%
	2005-06	10,727	59.6%	36.0%	24.7%	18.0%
	SubTotal	32,584	59.6%	35.0%	23.9%	17.5%



Awards



Student Progress and Achievement Rate

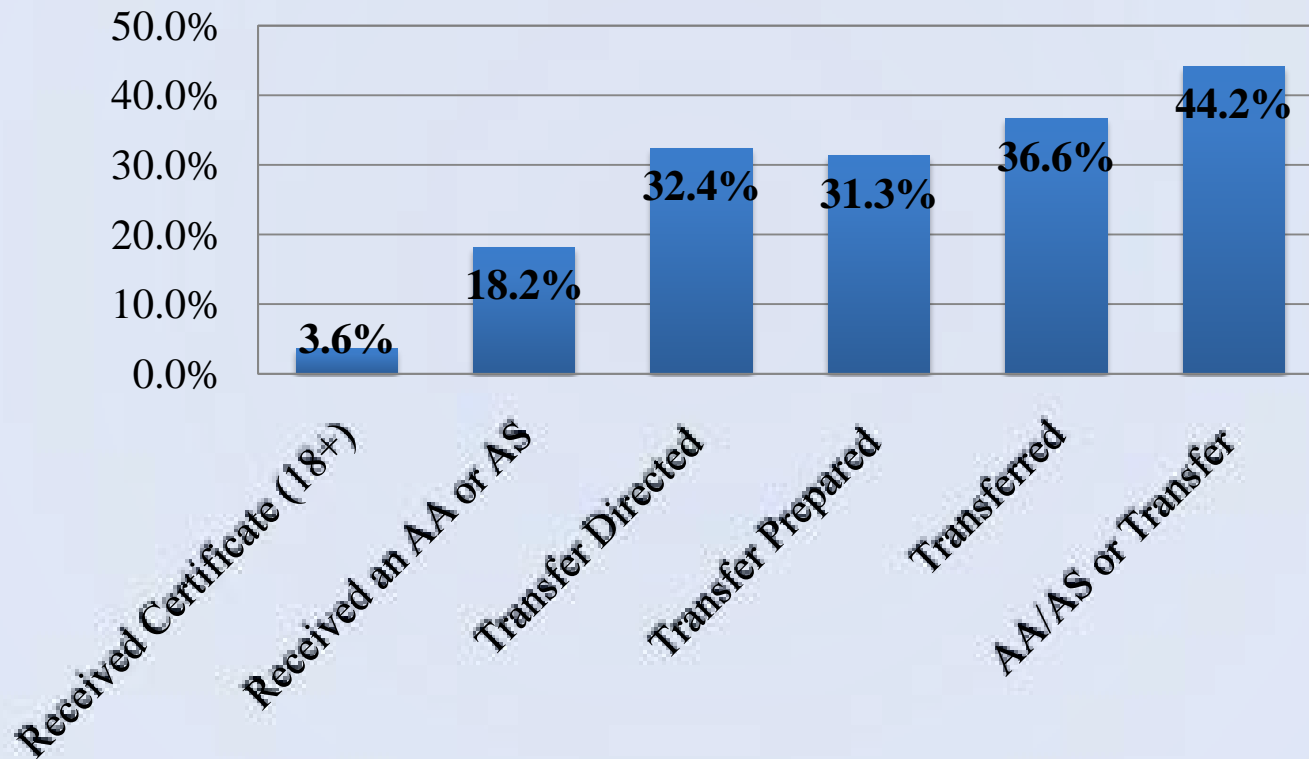
<u>Student Progress and Achievement Rate</u>		
<u>2000-01/ 2005-06</u>	<u>2001-02/ 2006-07</u>	<u>2002-03/ 2007-08</u>
55.5	51.4	52.9

- SPAR for the last three cohorts
- For the 2002-03 cohorts, the SPARs within Palomar's Peer Group ranged from 42.6 to 68.0, and averaged 55.4.
- The average SPAR statewide was 51.8.



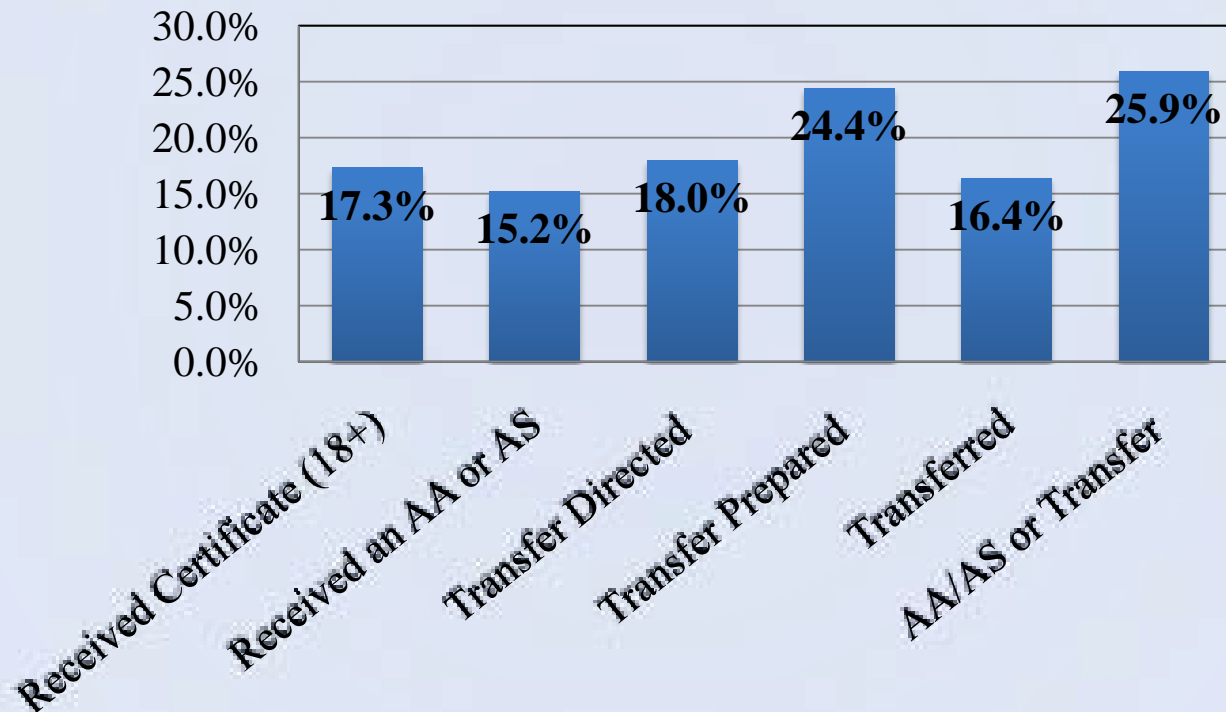
ARCC SPAR Transfers & Awards

ARCC 2009 Combined Cohorts - Math or English Qualifiers (N=9860)



ARCC SPAR Transfers & Awards

**ARCC 2009 Cohorts - SAM Code Qualifiers
(N=2879)**



Student Success Summary – Persistence, Awards, & Transfer Rates

- Persistence to the first spring is substantially higher for full-time versus part-time students.
- Palomar's SPAR was just above the state average.
- For those who qualified into the ARCC cohorts for math or English, 36.6% transferred.
- For those who qualified based on SAM codes, 17.3% received a certificate (in programs requiring 18 or more units)

Student Success

Transfers

Student Transfers – 2007/08

Transfers

California State University System - 2007/2008

CSUSM	533
SDSU	179
All Other CSU's	251
Total Transfers to CSU System	963

University of California System - 2007/2008

UCSD	123
All Other UC's	87
Total Transfers to UC System	210

Other In-state Privates or Out-of-state Transfers - 2007/2008

In-state Privates	421
Out-of-state	431
Total Estimated "Other" Transfers	852



Continuation Rate & GPA of CSU Transfer Students

One-Year Continuation Rate and Grade Point Average at the CSU for Palomar College and Statewide CC Upper Division Transfers

	Enrolled Fall 2007	Continued Next Fall		CSU Grade Point Average	
	Number	Number	Rate	Number	Average
Palomar	725	609	84	594	3.12
Systemwide	33,689	28,659	85	27,265	2.94



Student Success Summary –Transfers

- Three quarters (73.9%) of transfers to the CSU system in 07/08 were to CSUSM or SDSU.
- Over half (58.6%) of the UC transfers were to UCSD.
- Palomar transfer students continued at the same rate as other transfer students statewide, and had a higher GPA.
- 42.3% of ISP transfers are to University of Phoenix.

Student Satisfaction and Opinion

CCSSE

CCSSE – Student Service Importance

<u>Importance of Student Services</u>			
	<u>Not at all</u>	<u>Somewhat</u>	<u>Very</u>
Academic Advising/Planning	17.5%	25.6%	56.9%
Transfer Credit Assistance	30.5%	20.8%	48.7%
Career Counseling	24.5%	28.4%	47.1%
Computer Lab	29.5%	25.2%	45.3%
Financial Aid Advising	37.6%	19.4%	43.0%
Skill Labs (Writing, Math, Etc)	31.4%	27.0%	41.6%
Services To Student W Disabilities	47.3%	16.3%	36.4%
Peer Or Other Tutoring	37.6%	28.6%	33.7%
Job Placement Assistance	45.6%	28.9%	25.5%
Child Care	59.8%	16.9%	23.3%
Student Organizations	51.9%	30.3%	17.7%

CCSSE – Student Service Use

Use of Student Services

	Rarely/never	Sometimes	Often
Computer Lab	45.2%	30.4%	24.4%
Skill Labs (Writing, Math, Etc)	51.7%	28.7%	19.6%
Financial Aid Advising	66.6%	21.7%	11.8%
Academic Advising/Planning	49.4%	40.1%	10.5%
Transfer Credit Assistance	60.6%	30.2%	9.2%
Services To Student W Disabilities	81.9%	9.8%	8.3%
Peer Or Other Tutoring	73.7%	18.9%	7.5%
Career Counseling	65.2%	28.4%	6.3%
Student Organizations	82.4%	12.5%	5.1%
Job Placement Assistance	87.4%	9.1%	3.4%
Child Care	92.5%	4.3%	3.2%

CCSSE – Student Service Satisfaction

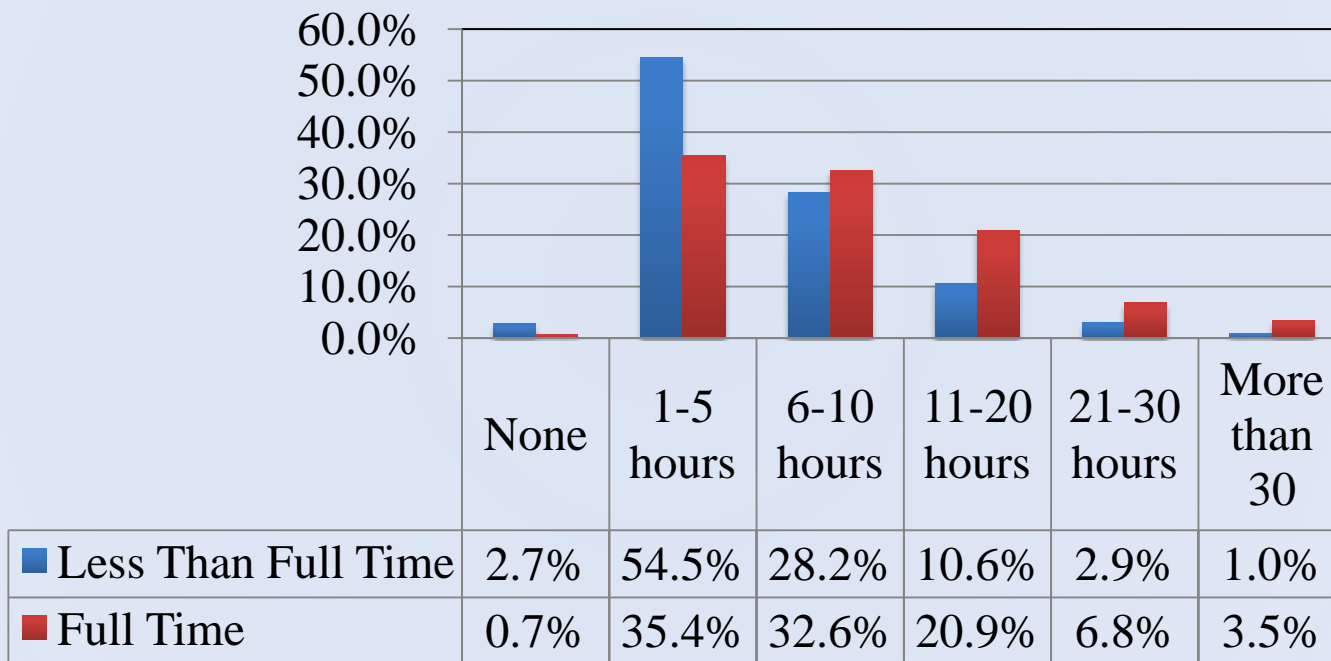
Satisfaction with Student Services

	Not at all	Somewhat	Very
Computer Lab	10.5%	42.9%	46.6%
Skill Labs (Writing, Math, Etc)	15.1%	45.4%	39.6%
Services To Student W Disabilities	33.5%	33.1%	33.3%
Financial Aid Advising	32.5%	37.9%	29.6%
Peer Or Other Tutoring	23.0%	50.2%	26.8%
Academic Advising/Planning	17.5%	56.6%	25.9%
Career Counseling	24.9%	50.4%	24.7%
Transfer Credit Assistance	25.3%	51.2%	23.4%
Child Care	52.9%	29.1%	18.1%
Job Placement Assistance	45.4%	39.8%	14.8%
Student Organizations	33.5%	51.8%	14.7%



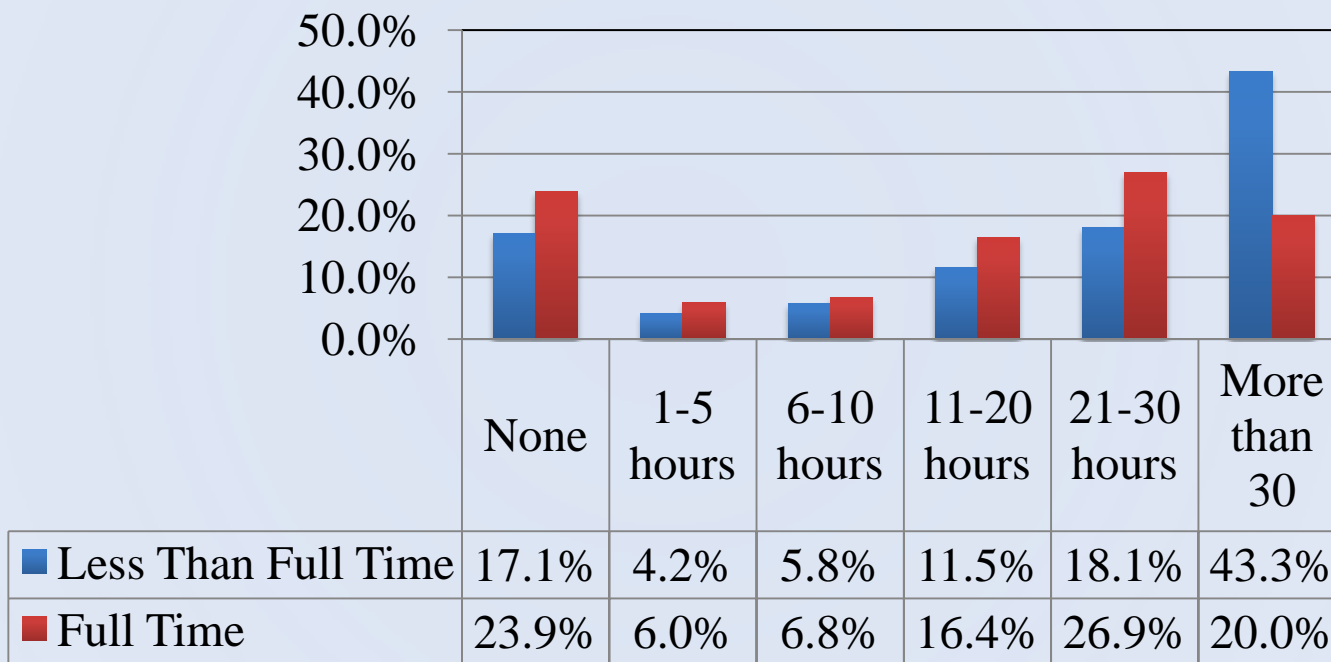
CCSSE – Student Weekly Class Preparation Hours by Enrollment Status

Weekly Hours Preparing for Class



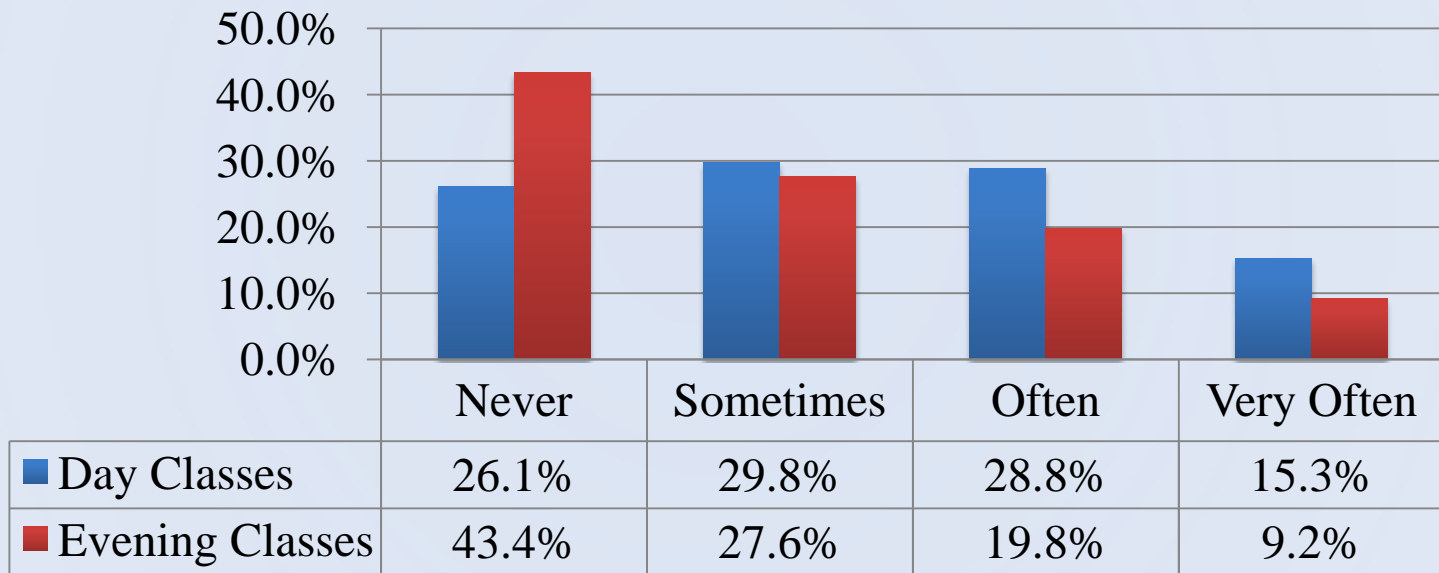
CCSSE – Student Weekly Work Hours by Enrollment Status

Weekly Hours Working for Pay








CCSSE – Paper Revision

Student Prepared Two or More Drafts of a Paper



CCSSE – Benchmarks

Benchmark	Palomar College	Comparison Group Statistics		
			ExLarge Colleges	2007 Colleges
 Active and Collaborative Learning	45.5	Benchmark Score	49.2	50.0
		Score Difference	-3.7	-4.5
 Student Effort	43.0	Benchmark Score	49.2	50.0
		Score Difference	-6.2	-7.0
 Academic Challenge	44.4	Benchmark Score	49.5	50.0
		Score Difference	-5.1	-5.6
 Student-Faculty Interaction	44.4	Benchmark Score	48.3	50.0
		Score Difference	-3.9	-5.6
 Support for Learners	45.3	Benchmark Score	48.9	50.0
		Score Difference	-3.6	-4.7
Number of Colleges			46	525

Benchmark Score: Benchmark scores average the scores on component survey items.

Means used in creating the benchmarks are weighted by full-/part-time status.

Benchmark scores are standardized so that the weighted mean across all students is 50.



Student Satisfaction & Opinion

Summary – CCSSE

- Many of the services addressed were regarded as important, though use was not high.
- Satisfaction was moderate, and highest for skills labs and computer labs.
- Over a third of students worked more than 30 hours per week.
- Paper Revisions – 44.1% of day students often or very often revised a paper 2 or more times, while 29.0% of evening students did so.
- Engagement was lower than at comparison colleges.

Student Satisfaction and Opinion

Vocational Education Student Survey

Vocational Education Student Survey

Impact of Study at Palomar on Completers

My studies at Palomar College ...		Strongly disagree	Disagree	Neither	Agree	Strongly agree
improved my work situation.	Count	7	6	13	100	101
	<i>Percent</i>	<i>3.1</i>	<i>2.6</i>	<i>5.7</i>	<i>44.1</i>	<i>44.5</i>
improved my ability to perform my job.	Count	4	14	11	105	92
	<i>Percent</i>	<i>1.8</i>	<i>6.2</i>	<i>4.9</i>	<i>46.5</i>	<i>40.7</i>



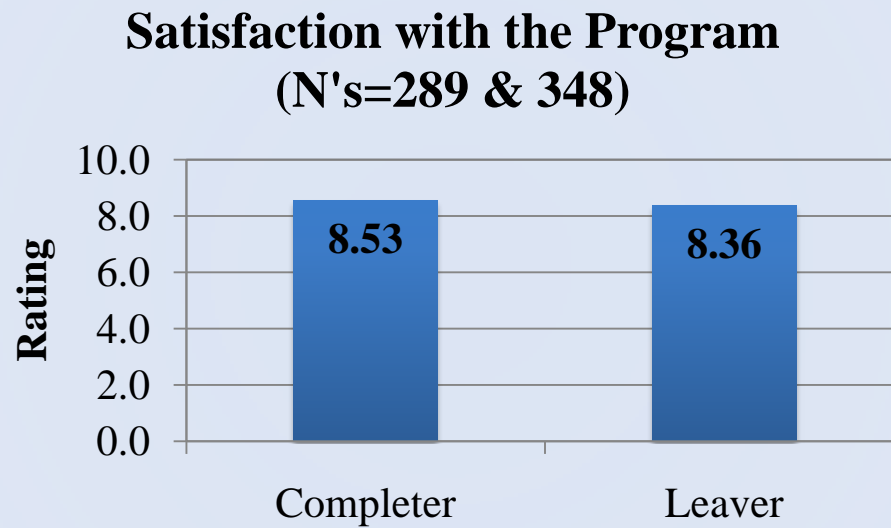
Vocational Education Student Survey

Impact of Study at Palomar on Leavers

My studies at Palomar College ...		Strongly disagree	Disagree	Neither	Agree	Strongly agree
improved my work situation.	Count	11	35	49	91	60
	<i>Percent</i>	4.5	14.2	19.9	37.0	24.4
improved my ability to perform my job.	Count	11	44	35	98	59
	<i>Percent</i>	4.5	17.8	14.2	39.7	23.9



Vocational Education Program Satisfaction

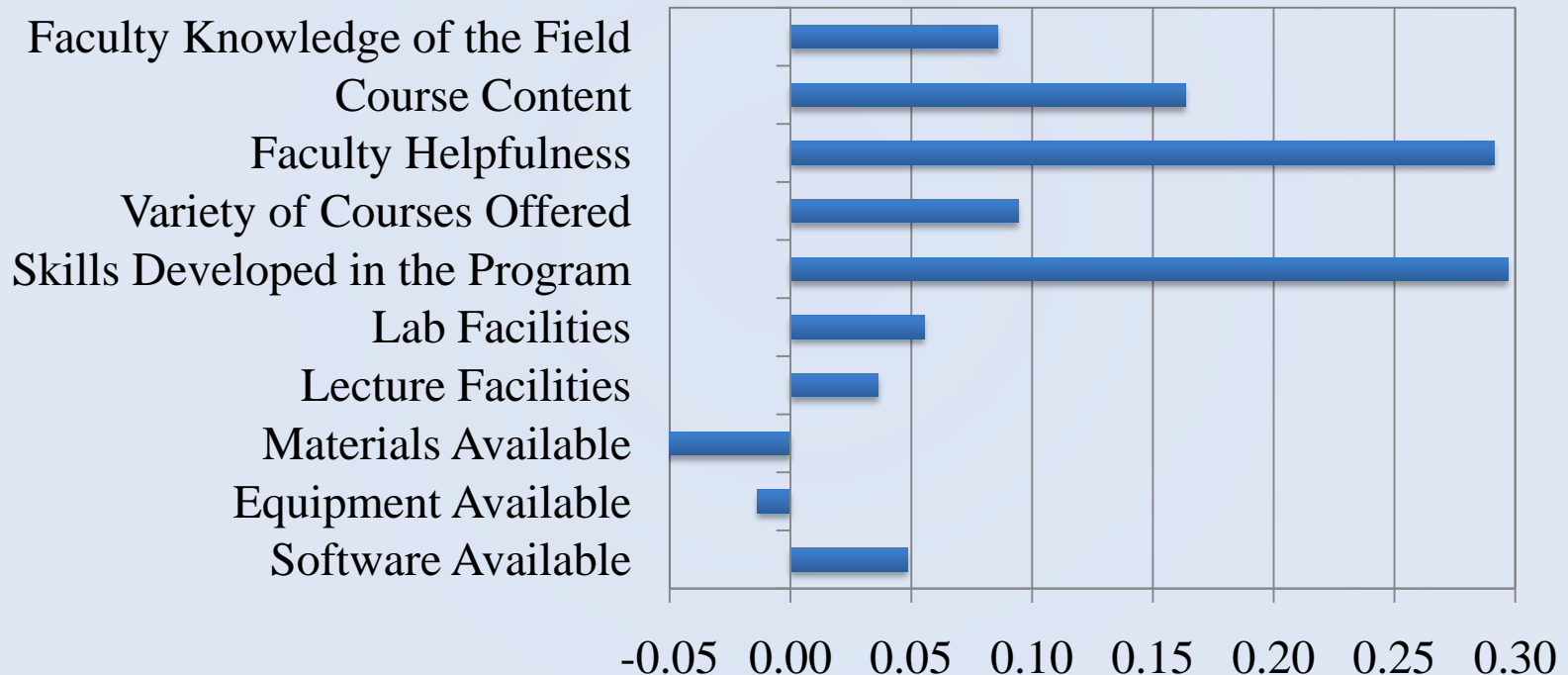


Program Component Satisfaction

Satisfaction with program elements		
<i>Satisfaction with:</i>	Mean	N
Software Available for Completing Class or Lab Assignments	8.08	504
Equipment Available for Completing Class or Lab Assignments	8.28	592
Materials Available for Completing Class or Lab Assignments	8.43	621
Lecture Facilities	7.95	616
Lab Facilities	8.11	584
Skills Developed in the Program	8.49	633
Variety of Courses Offered	8.09	625
Faculty Helpfulness	8.76	636
Course Content	8.55	634
Faculty Members' Knowledge of the Field	9.11	637

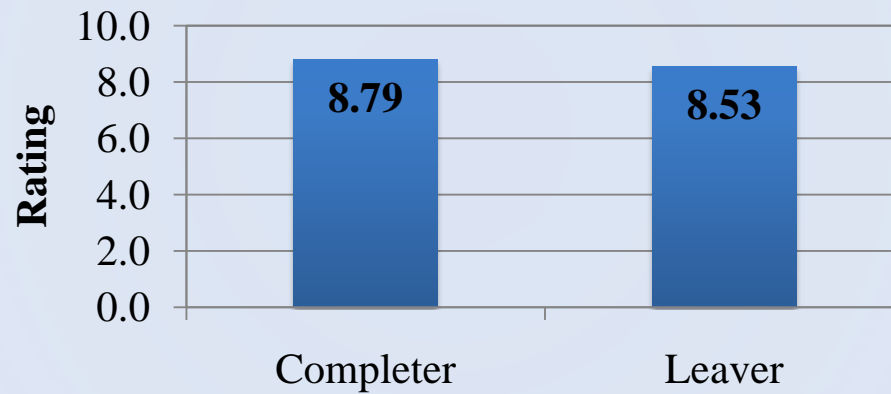
Factors Affecting Overall Satisfaction

Association of component rating with overall program satisfaction (N=445)



Programs Met Student Needs

Extent to Which Program Met the Student's Needs (N's=287 & 350)



Student Satisfaction & Opinion

Summary – Voc. Ed. Student Survey

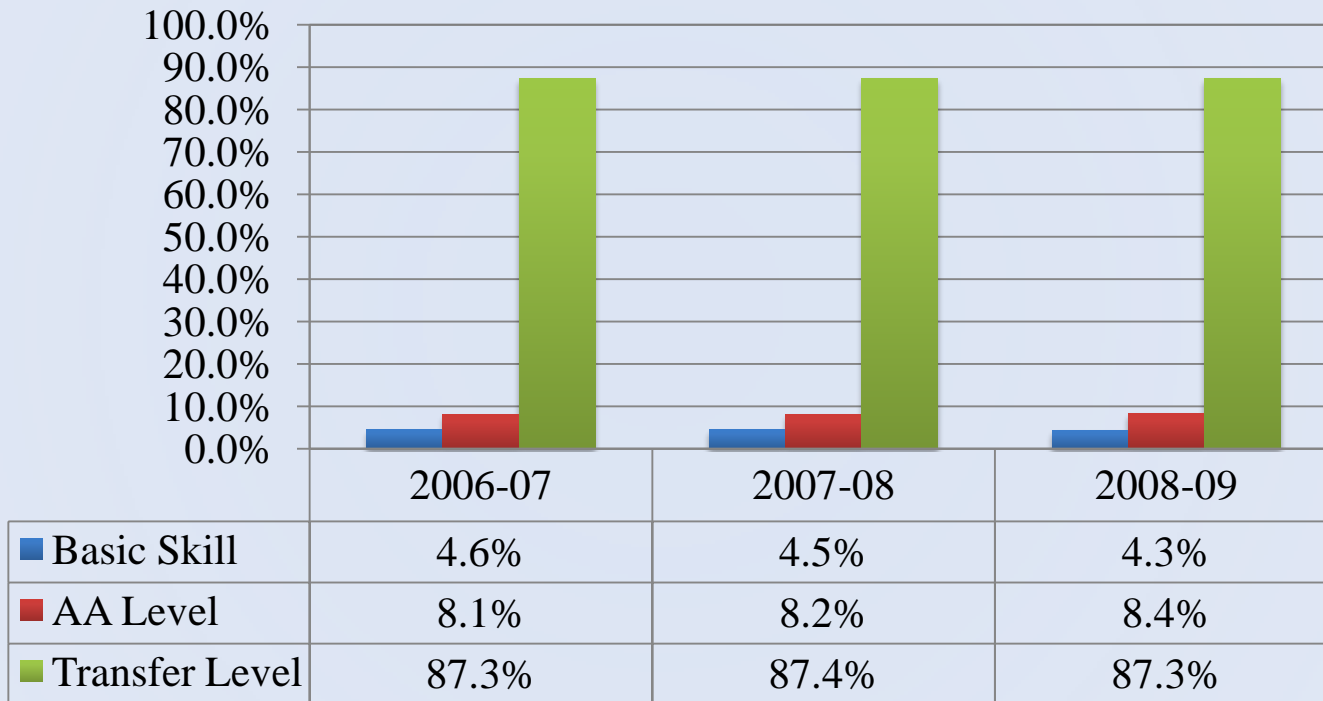
- Vocational education students agreed that their studies at Palomar improved their (a) work situation and (b) ability to perform their jobs.
- Program satisfaction ratings were quite high.
- Skills developed in the program, and faculty helpfulness were most closely associated with overall satisfaction.
- Generally, students thought the college met their needs.

Distribution of Instruction

Course Level and Vocation Status

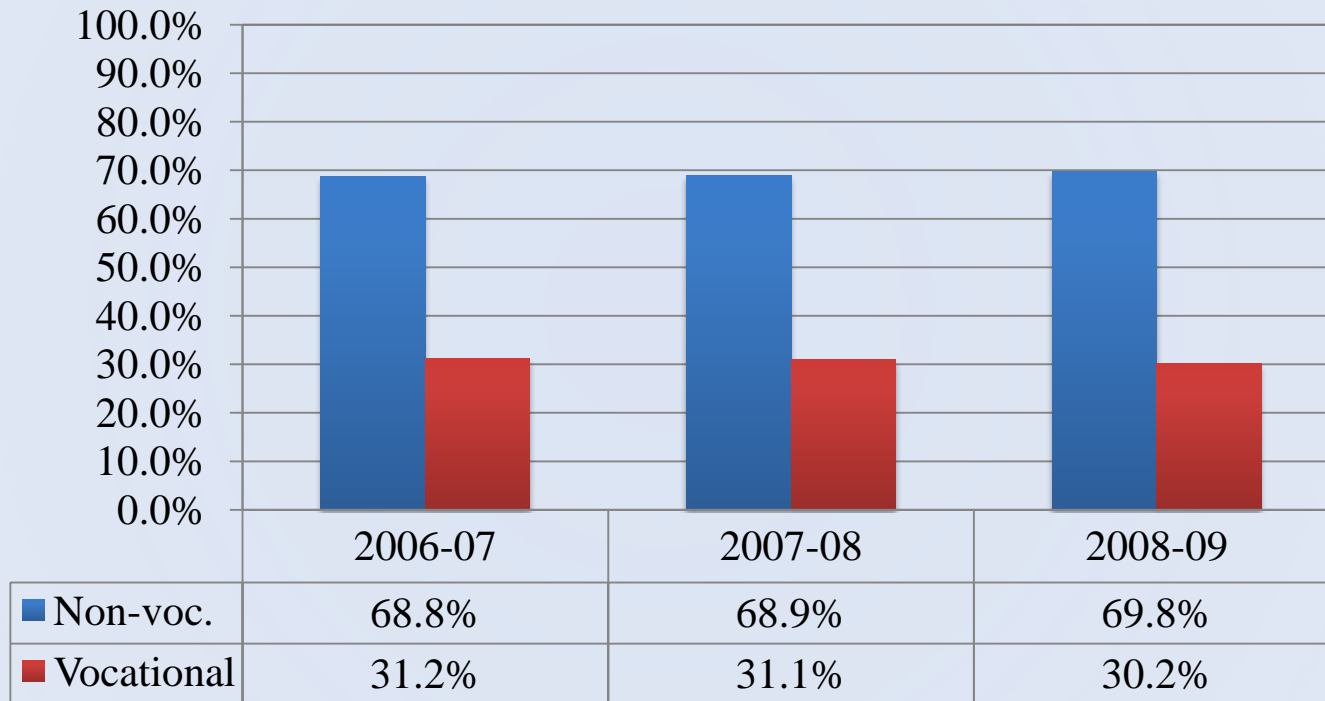
Sections by Course Level

Fall Course Sections



Sections by Vocational Education Status

Fall Course Sections



Distribution of Instruction Summary – Course Level & Vocation Status

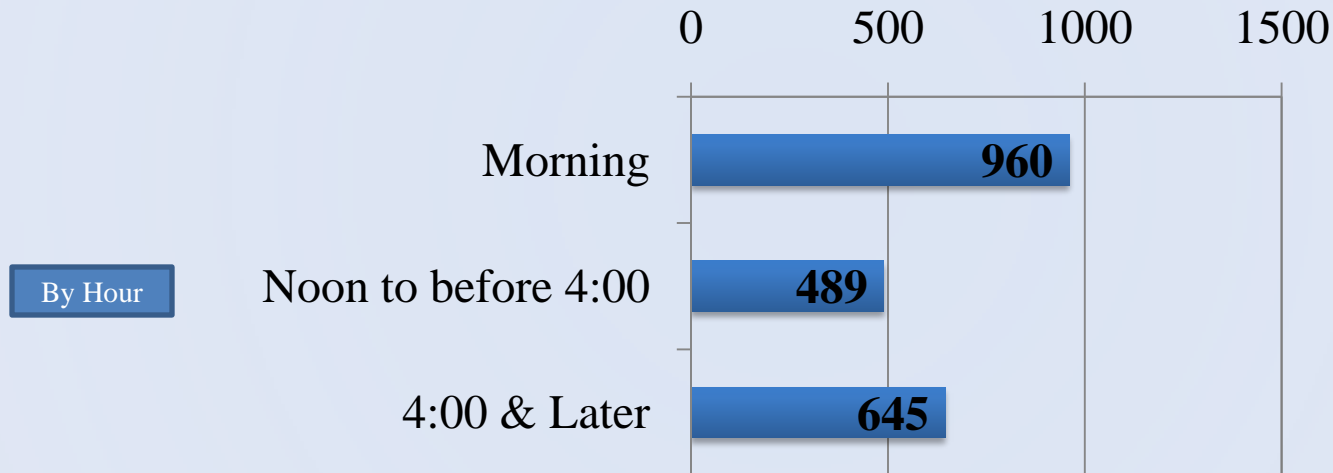
- The distribution of sections and WSCH by course level has remained stable.
- Three out of ten sections are classified by the Chancellor's Office as vocational.

Distribution of Instruction

Delivery Times, Days, & Location

Sections by Class Start Times

**Number of Fall Sections by Start Time -
2008-09**



Sections by Meeting Days

Fall Sections by Meeting Days - 2008-09

Meeting Days	Percent of Sections
TuTh	24.1%
MW	21.7%
TBA Only	20.2%
Tu	6.0%
W	5.8%
M	5.5%
Th	4.3%
F	2.8%
MWF	2.6%
Other	7.1%
Total	100.0%



Sections by Location

Percent of Fall Sections by Center Location

	2006-07	2007-08	2008-09
Camp Pendleton	1.8%	1.7%	1.2%
CSUSM	0.4%	0.5%	0.5%
Escondido	11.7%	10.8%	9.9%
Fallbrook	0.9%	0.9%	0.6%
Internet	7.9%	8.7%	8.4%
Mt. Carmel	1.4%	1.2%	1.1%
Pauma	0.1%	0.3%	0.1%
Poway	0.7%	0.5%	0.0%
Ramona	0.7%	0.6%	0.4%
San Marcos	71.1%	72.2%	74.8%
Other Location	3.3%	2.7%	2.9%
Total Sections	2,784	2,803	2,623



Distribution of Instruction Summary – Delivery Times, Days, & Location

- Class Times – Afternoons are less dense than are mornings.
- Meeting Patterns – About half of the sections are in the MW or TuTh meeting patterns.
- Location – More than two-thirds of the sections are located at San Marcos, and about one in twelve are Internet classes.

Staff Demographics

Employee Classification

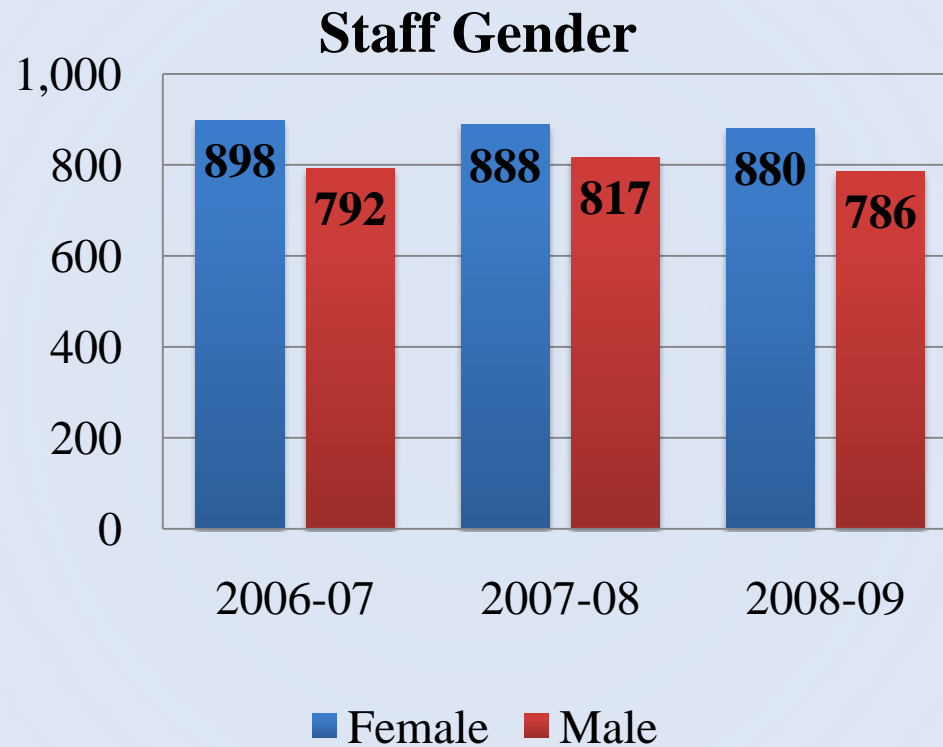
	2006-07	2007-08	2008-09
Full-Time Faculty	288	289	288
Part-Time Faculty	901	926	883
Classified Staff	463	456	456
Educational Administrator	26	23	25
Classified Administrator	12	11	14
<i>Total</i>	1,690	1,705	1,666



Employee Age

Staff Age	2006-07	2007-08	2008-09
*Under 25	17	16	12
25-29	75	77	69
30-34	139	154	138
35-39	155	146	162
40-44	195	190	171
45-54	531	526	509
55-64	467	470	465
65 & Over	111	126	140
<i>Total</i>	1,690	1,705	1,666

Employee Gender



Employee Race and Ethnicity

Employee Ethnicity

	2006-07	2007-08	2008-09
Asian/Pac Isl	72	79	76
Black, Non-Hispanic	46	44	42
Filipino	20	25	21
Hispanic	229	246	239
Native American	24	23	22
White, Non-Hispanic	1,288	1,270	1,248
Unknown	11	18	18
<i>Total</i>	1,690	1,705	1,666

Staff Demographics Summary

- Employee Classification – There has been some fluctuation in the number of part-time faculty employed at the college.
- Staff age, gender, and race and ethnicity have all been stable in recent years.

Internal Scan Summary

- Growth in credit enrollment is masked by decline in non-credit enrollment.
- Credit & non-credit populations are distinct.
- Nearly a third of placements are at the Basic Skills level.
- Success rates were higher for students who were older, taking higher level courses, taking vocational courses.
- SPAR transfer rate was 36.6%.
- Top transfer destinations were 1. CSUSM (533), 2. SDSU (179), 3. University of Phoenix (178), and 4. UCSD (123).

Internal Scan Summary – Continued

- Student engagement is below average.
- Vocational students are quite satisfied with their programs.
- Three out of ten sections are classified by the Chancellor's Office as vocational.
- Class schedules are weighted toward mornings.
- One in twelve classes are taught via the Internet.
- Staff demographics have been stable.

Thank You



Internal Scan Topics

- Enrollment
- Student Characteristics
 - ◆ Demographics
 - ◆ Attendance Characteristics
 - ◆ Placement
- Student Success
- Student Satisfaction and Opinion
- Staff Demographics
- Distribution of Instruction



Internal Scan Topics

- Enrollment
- Student Characteristics
- Student Success
 - ◆ GPA & Success Rates
 - ◆ Persistence
 - ◆ Awards & Transfer
- Student Satisfaction and Opinion
- Staff Demographics
- Distribution of Instruction



Internal Scan Topics

- Enrollment
- Student Characteristics
- Student Success
- Student Satisfaction and Opinion
 - ◆ CCSSE
 - ◆ Voc Ed Student Survey
- Staff Demographics
- Distribution of Instruction



Internal Scan Topics

- Enrollment
- Student Characteristics
- Student Success
- Student Satisfaction and Opinion
- Staff Demographics
- Distribution of Instruction
 - ◆ Class Times, Days, & Locations
 - ◆ Course Level & Vocation Status



CCSSE Sample Questions

● Active & Collaborative Learning

- ◆ How often have you worked with other students on projects during class?
- ◆ How often have you made a class presentation?

● Student Effort

- ◆ How often have you come to class without completing readings or assignments?
- ◆ How often have you used skill labs?

● Academic Challenge

- ◆ To what extent have your examinations challenged you to do your best work?
- ◆ How many papers or reports of any length did you write?



CCSSE Sample Questions

● Student-Faculty Interaction

- ◆ How often have you discussed grades or assignments with an instructor?
- ◆ How often have you received prompt feedback (written or oral) from instructors on your performance?

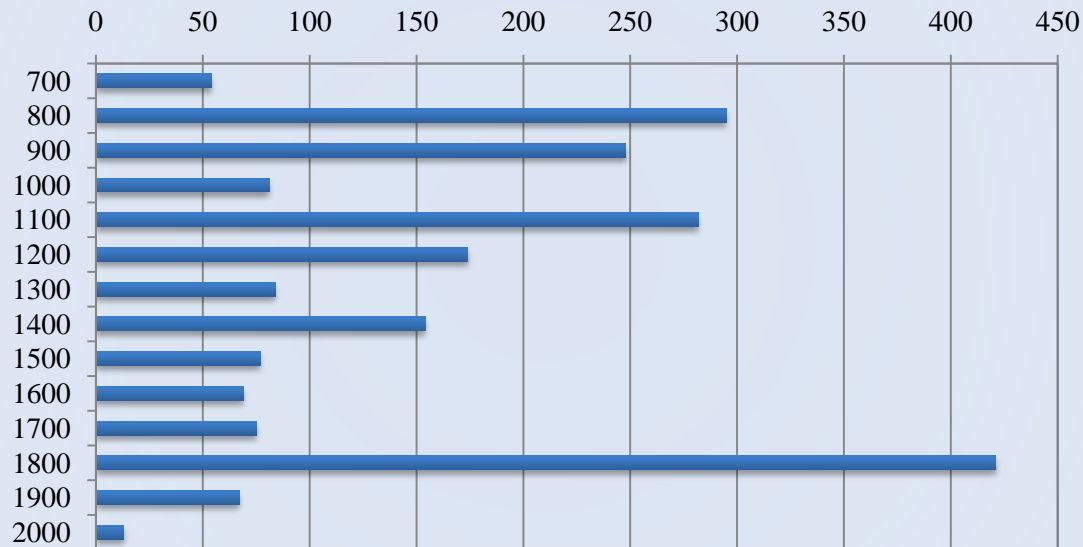
● Support for Learners

- ◆ How much does this college emphasize providing the support you need to help you succeed at this college?
- ◆ How often have you used career counseling services?



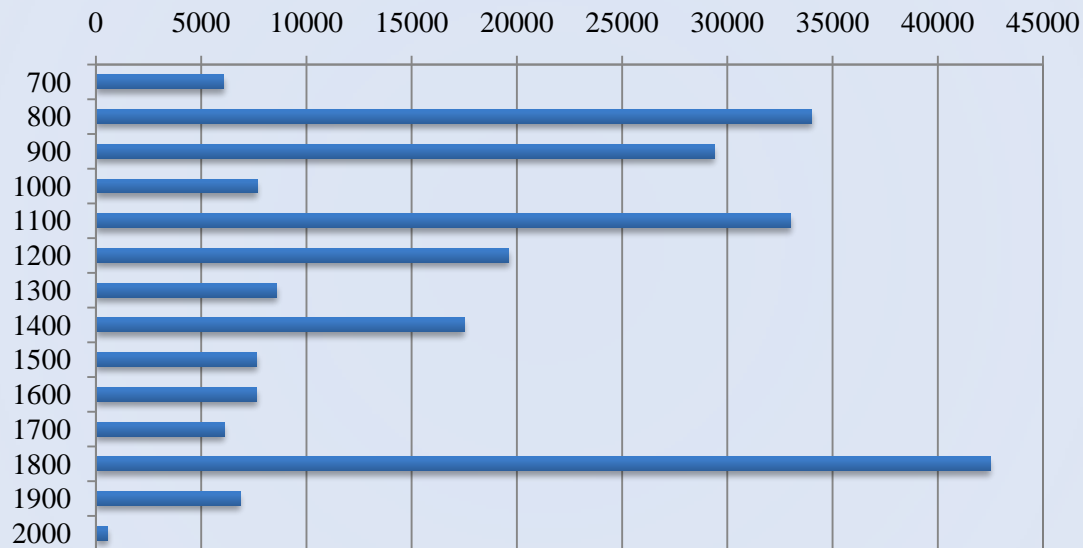
Sections by Class Start Times

Number of Fall Sections by Start Time - 2008-09



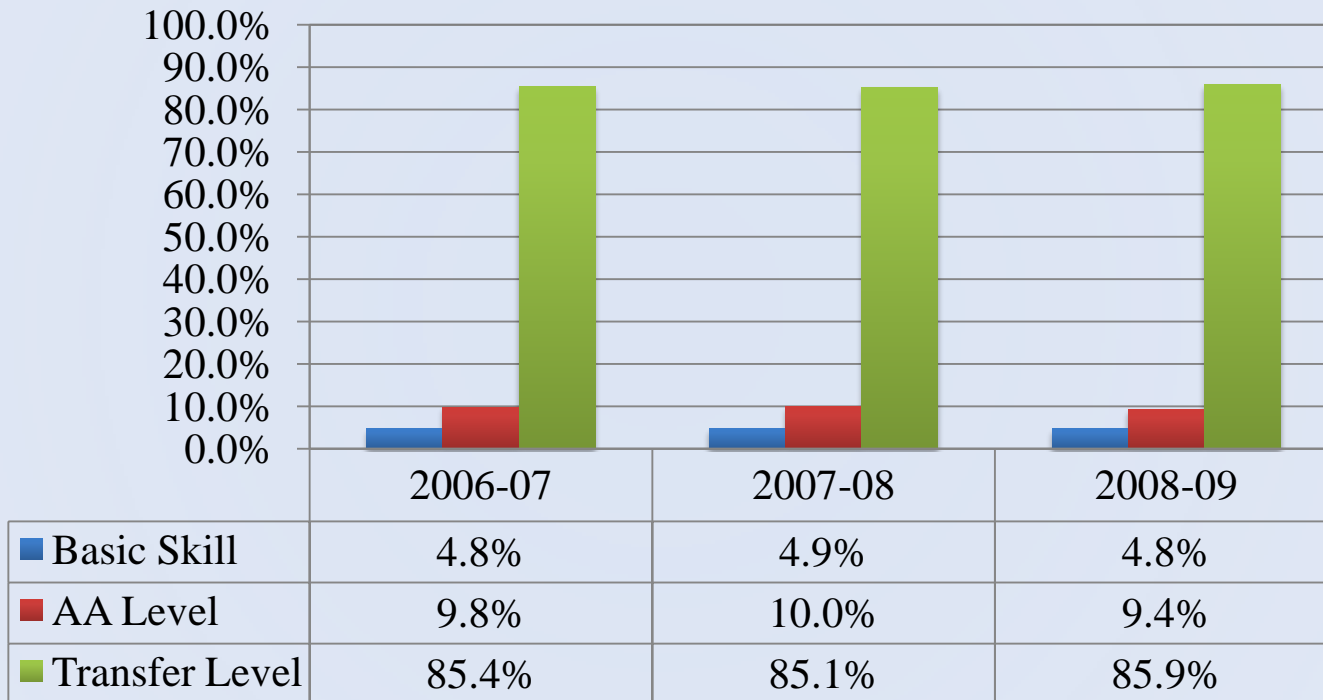
WSCH by Class Start Times

Fall WSCH by Start Time - 2008-09



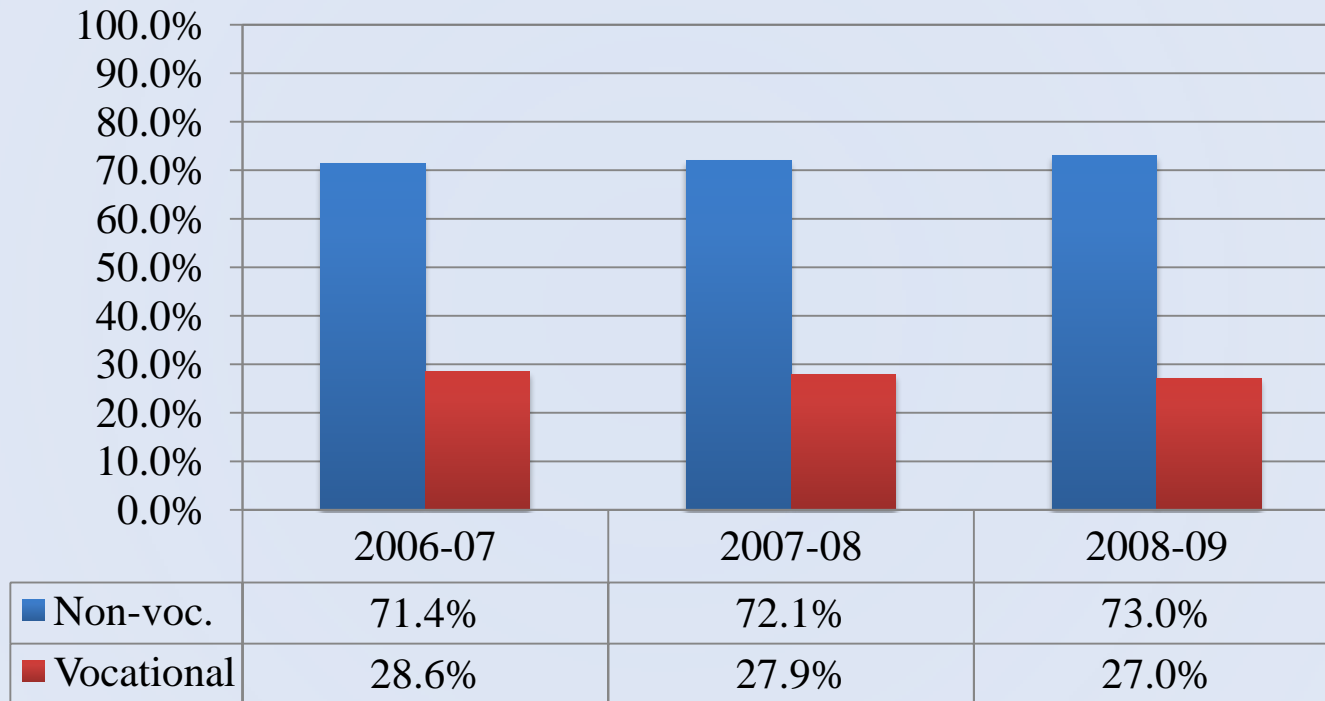
WSCH by Course Level

Fall WSCH



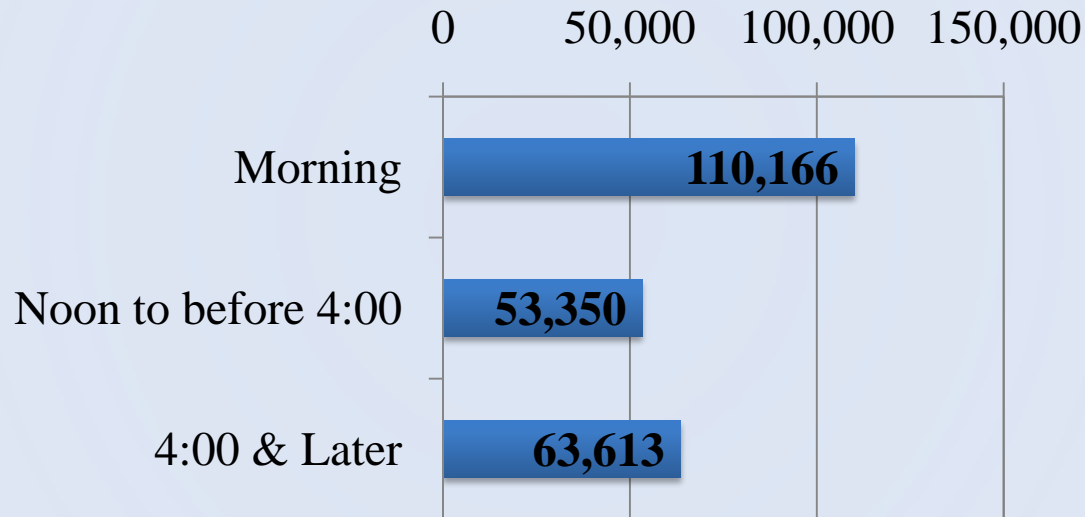
WSCH by Vocational Education Status

Fall WSCH



WSCH by Class Start Times

Fall WSCH by Start Time - 2008-09



WSCH by Meeting Days

Fall WSCH by Meeting Days - 2008-09

Meeting Days	Percent of WSCH
TuTh	27.5%
MW	25.4%
TBA Only	15.5%
Tu	4.9%
M	4.6%
W	4.6%
Th	3.5%
MWF	3.3%
MTuWTh	2.8%
Other	7.7%
Total	100.0%



WSCH by Location

Percent of Fall WSCH by Center Location

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
Camp Pendleton	1.4%	1.3%	0.9%
CSUSM	0.5%	0.7%	0.6%
Escondido	10.0%	9.5%	9.1%
Fallbrook	0.6%	0.7%	0.7%
Internet	6.5%	6.9%	7.1%
Mt. Carmel	1.0%	0.9%	1.0%
Pauma	0.0%	0.1%	0.1%
Poway	0.5%	0.4%	0.0%
Ramona	0.4%	0.4%	0.3%
San Marcos	75.3%	75.9%	77.6%
Other Location	3.7%	3.2%	2.7%
<u>Total WSCH</u>	<u>254,314</u>	<u>263,007</u>	<u>268,918</u>

