



Internal Scan Report 2009

Institutional Research and Planning
Palomar College

November, 2009

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INTRODUCTION

In an effort to provide information useful to the formulation of a strategic plan for Palomar College, the Office of Institutional Research and Planning has produced two environmental scans: an internal scan and an external scan. These scans will serve as resources as the Strategic Planning Council develops the Strategic Plan 2013. The internal scan, which is the focus of the current report, entailed gathering and analyzing data from a broad range of sources. It addresses enrollment, student characteristics, student success, student satisfaction, the distribution of instruction, and staff demographics. This report describes the results in each of these areas, and provides a brief summary.

DATA

Data Sources

MIS Data. MIS submissions data were used for student demographics and other characteristics, student outcomes, course information, and staff information.

ARCC. The data compiled by the Chancellor's Office for Accountability Report for the Community Colleges was used to report on some student outcomes relating to transfers and awards.

CPEC. The California Postsecondary Education Commission (CPEC) provides data on transfers to California public four-year universities on their Transfer Pathways web page based on data they receive from the University of California and the California State University systems. The CPEC data was used to report the number of transfers to four-year institutions.

CCSSE. The Community College Survey of Student Engagement (CCSSE) provides survey data from participant schools on student attitudes and opinions, including engagement and satisfaction. The CCSSE data were used in this report for student engagement, focusing on the CCSSE benchmark scores, and satisfaction with student services. The data in this report are from the last administration of the survey at Palomar which occurred in 2007.

Vocational Education Survey. Former students in Palomar vocational education programs were surveyed in 2009. Data from this survey regarding satisfaction with their programs were analyzed for this report.

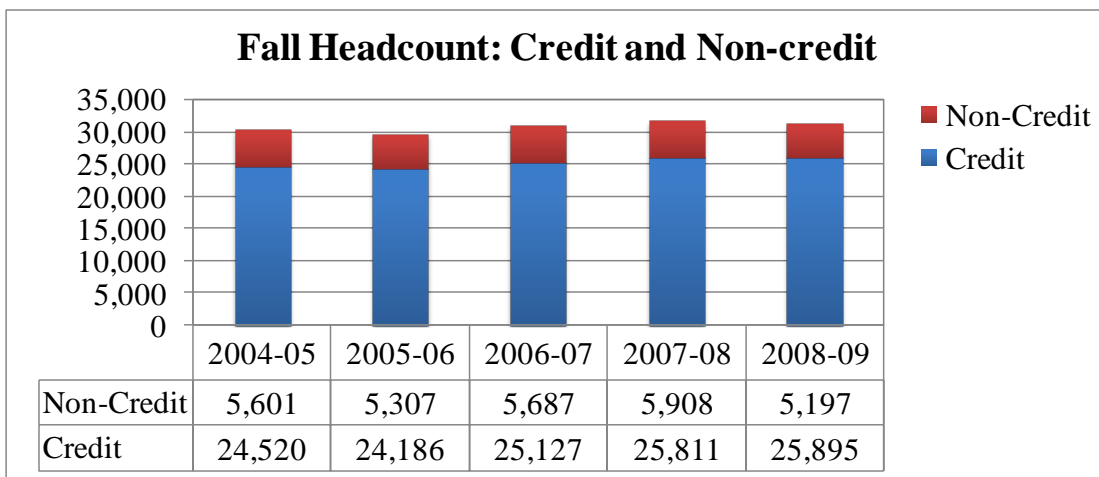
Analysis Approach

With few exceptions, the data are reported for the last three academic years. The data is generally reported for a full academic year, or for the fall of the academic year, depending on what is most appropriate. The survey data are from specific time points as indicated above.

RESULTS

Enrollment

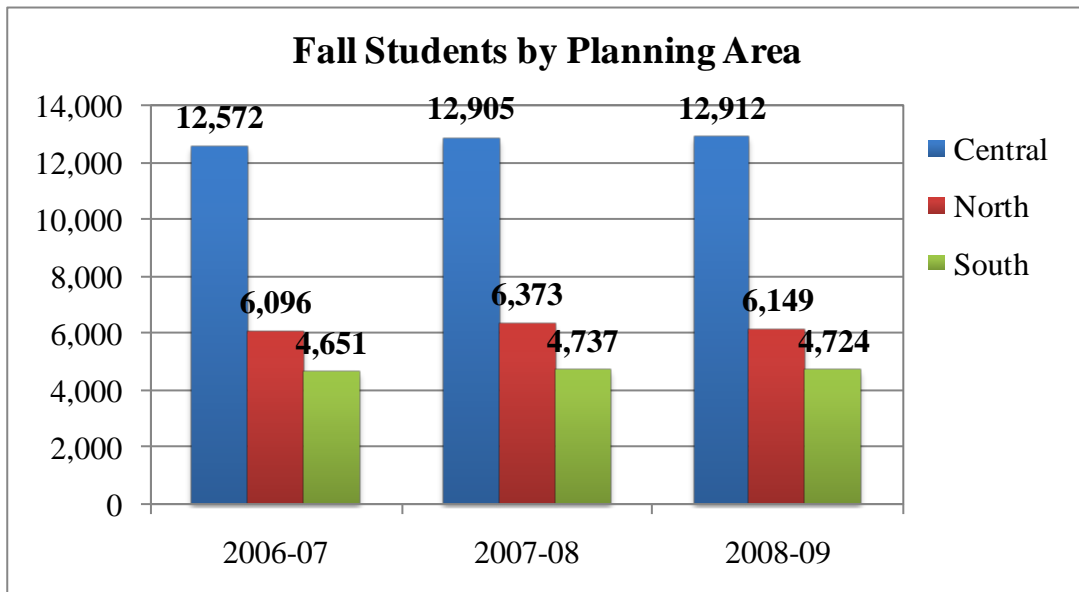
Student enrollment was examined by (a) center, (b) planning area, (c) community, and (d) community college district. The figure below shows that in recent years, credit enrollment has grown while non-credit enrollment has decreased.



Fall headcount by college center is shown in the table below. Since students may attend more than one center, the counts across centers are duplicated. The table reveals that the largest gains in enrollment have been at the San Marcos site and on the Internet.

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

From a planning area perspective, it is the Central planning area that has grown the most. The figure below shows growth from the 2006-07 academic year in all three areas, though the greatest growth was in the Central area.



The table below contains the fall headcount by community. The communities providing the most students were Escondido, San Marcos, and Vista. While Ramona had gained steadily, Mt. Carmel reversed its trend and saw an increase in enrollment with the closure of the Poway center.

Fall Headcount 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

Fall headcount by college district residence is presented below. Three quarters of the students reside within the Palomar College district, while one in twelve live in the MiraCosta College district and about 7% live in the Mt. San Jacinto district. The percentage from the MiraCosta College district has dropped slightly in both of the last two years.

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

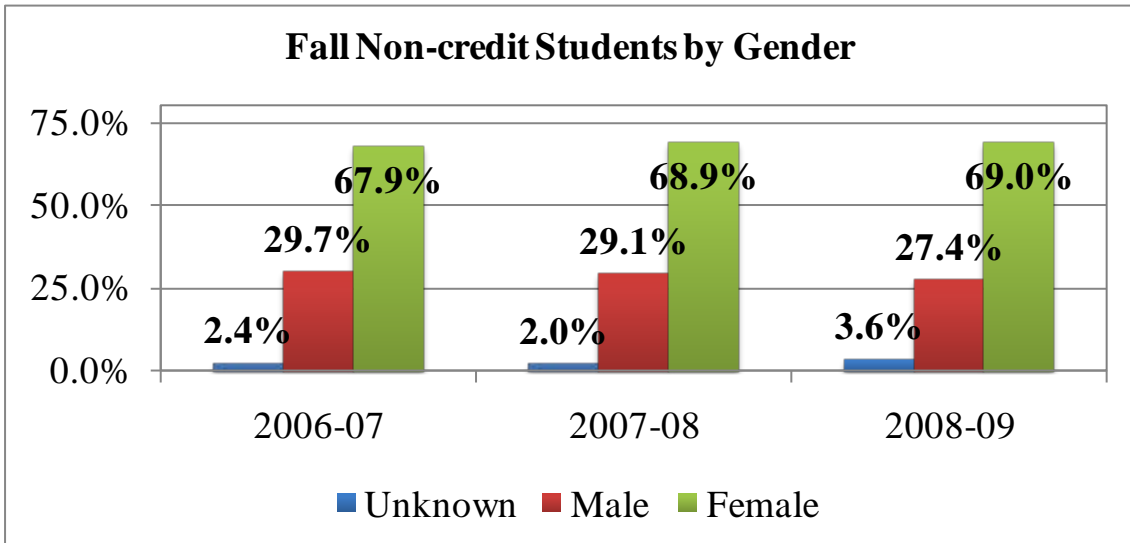
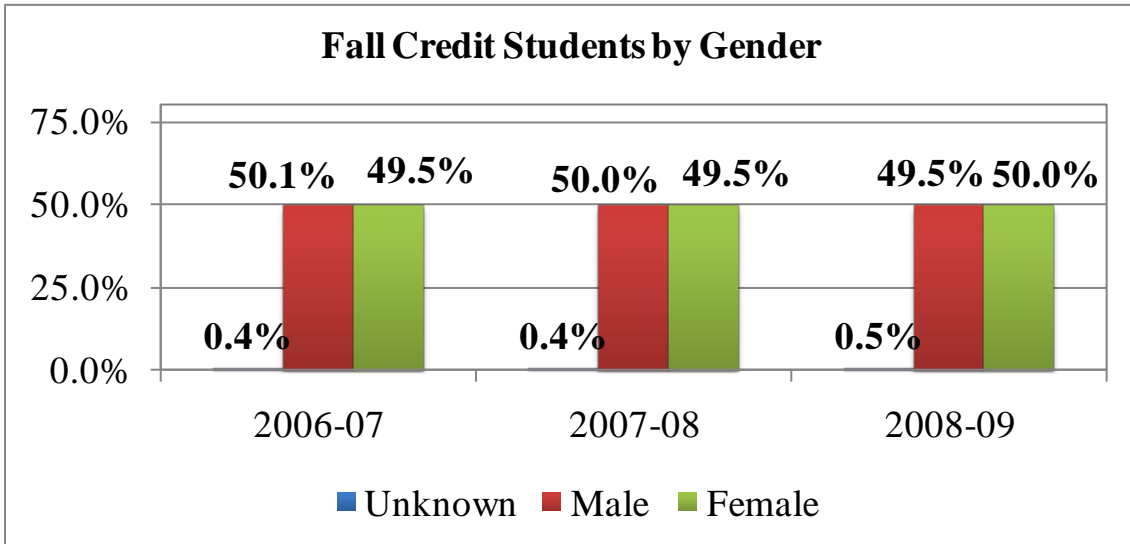
Student Characteristics

A number of characteristics of the students at Palomar College were examined. These include demographic characteristics as well as attendance characteristics and placements.

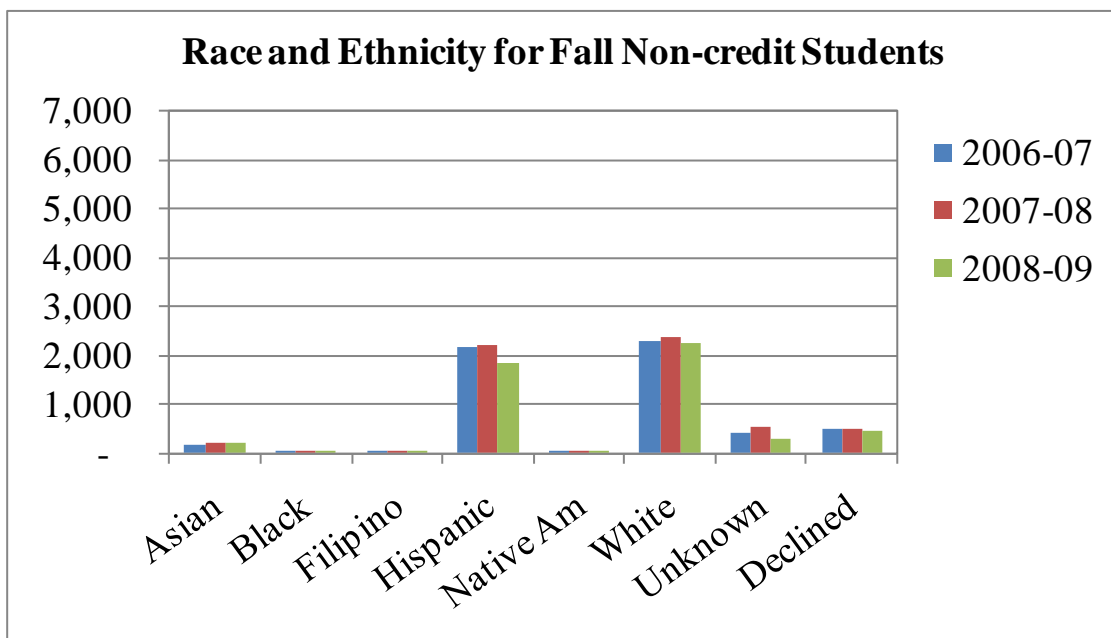
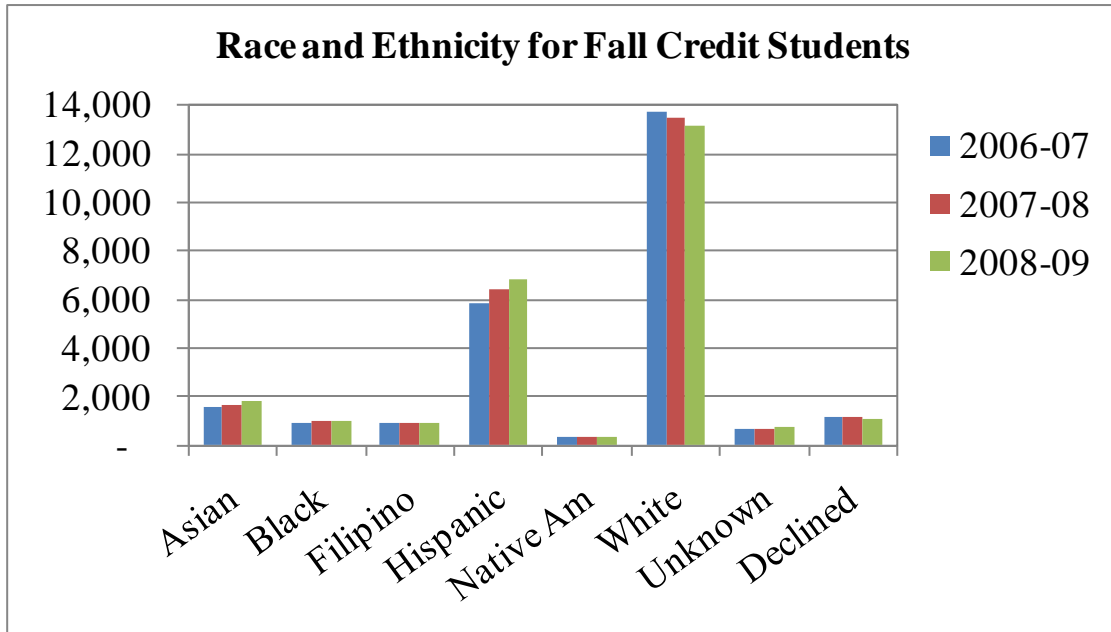
Demographics

The distributions of students by gender, race and ethnicity, and age were examined, and are displayed in the following pages.

The gender distribution of credit students shows an even split between males and females. However, over two-thirds of the non-credit students are female. These distributions have been stable over time.



For credit students, enrollment has increased for Hispanics and, to a lesser extent, for Asians, while decreasing for whites. However, this pattern does not hold for non-credit student enrollment.

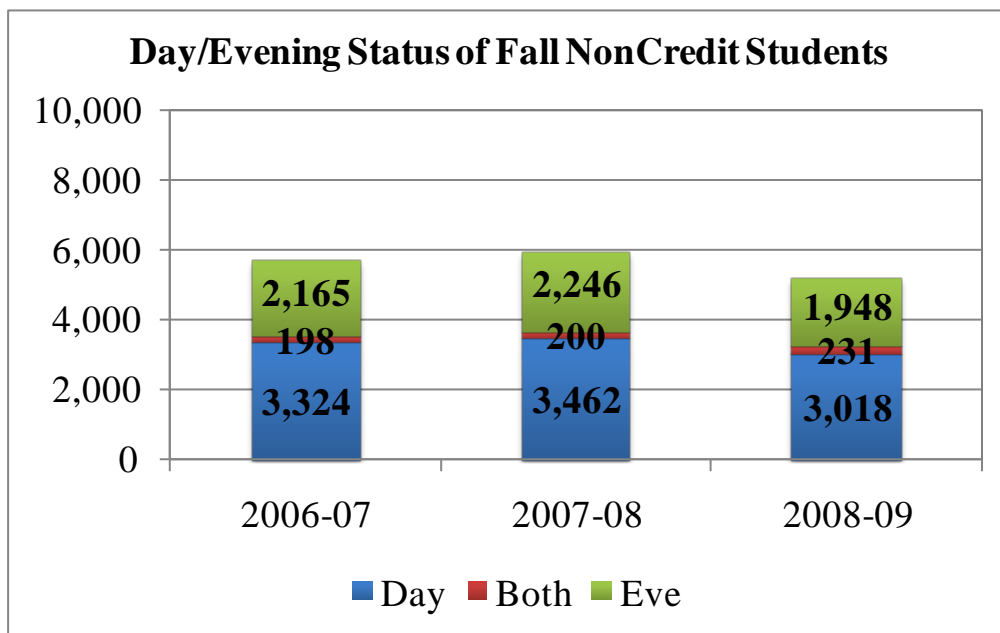
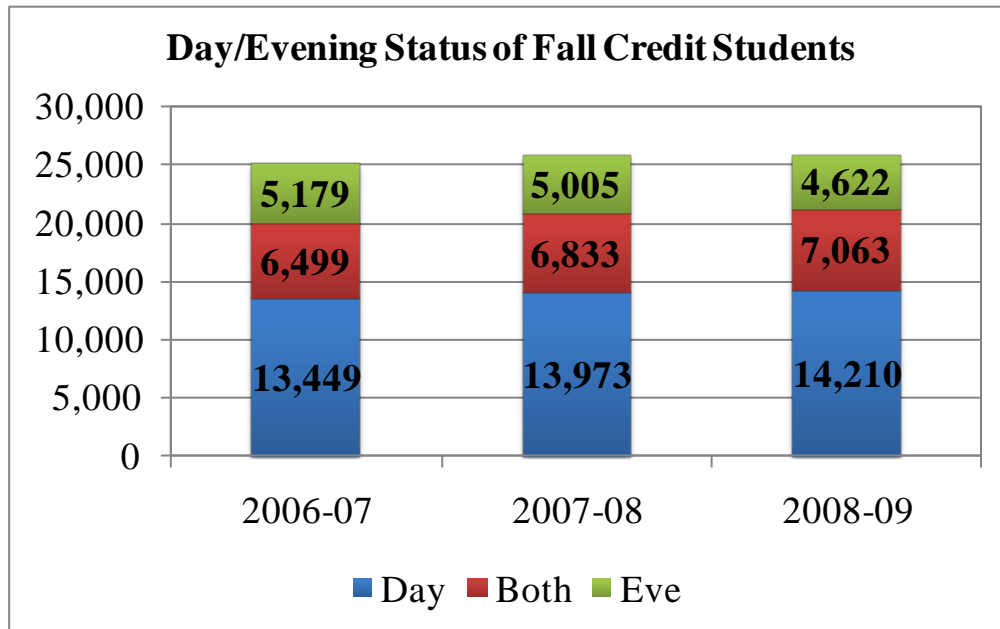


The distributions of age also differed between credit and non-credit students. For credit students, the percentage of 18-20 year olds has increased, while for non-credit students the increase has been in those 40 and over. About two thirds of the credit students are 24 or under.

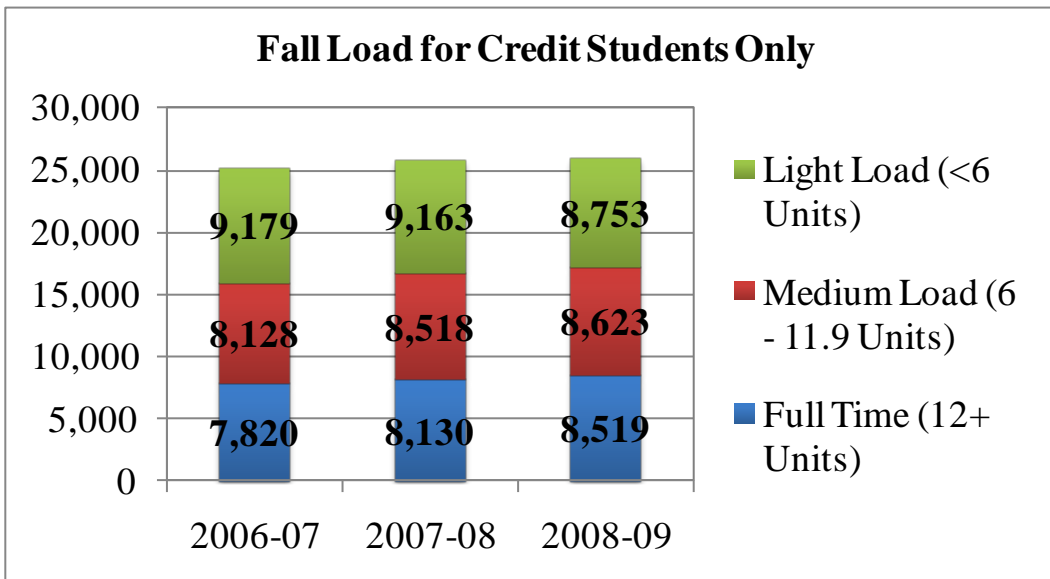
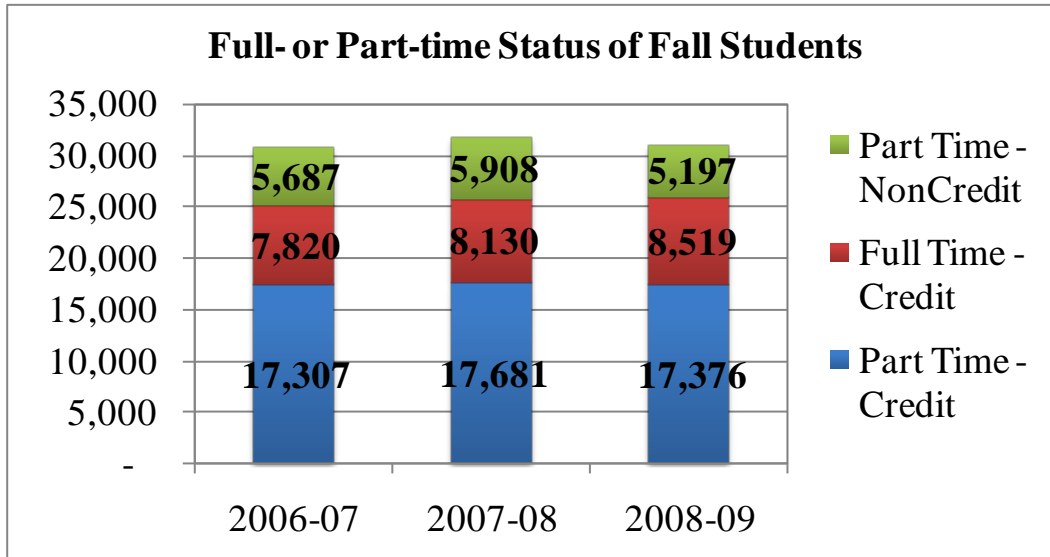
Students by Age Group						
	Credit Students			NonCredit Students		
Age Group	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
17 & Under	4.9%	4.9%	4.5%	1.2%	1.0%	1.5%
18-20	35.7%	36.5%	38.4%	5.0%	4.1%	3.5%
21-24	23.4%	23.1%	22.6%	8.3%	7.5%	6.9%
25-29	11.4%	11.7%	11.8%	7.8%	7.8%	7.7%
30-34	5.4%	5.4%	5.3%	6.4%	6.2%	5.8%
35-39	4.3%	4.2%	4.0%	6.0%	6.7%	5.4%
40-44	3.9%	3.7%	3.4%	4.4%	5.0%	6.1%
45-54	7.0%	6.7%	6.3%	10.6%	12.0%	13.4%
55-64	2.8%	2.8%	2.9%	12.6%	13.9%	16.8%
65 & Over	1.1%	1.0%	0.9%	37.2%	35.3%	32.2%
Unknown	0.0%	0.0%	0.0%	0.6%	0.5%	0.6%
Headcount	25,127	25,811	25,895	5,687	5,908	5,197

Attendance Characteristics

The day or evening status of students is displayed in the figures below. For credit students, the percentage taking classes in the evening only dropped from 20.6 percent in 2006-07 to 17.8 percent in 2008-09.

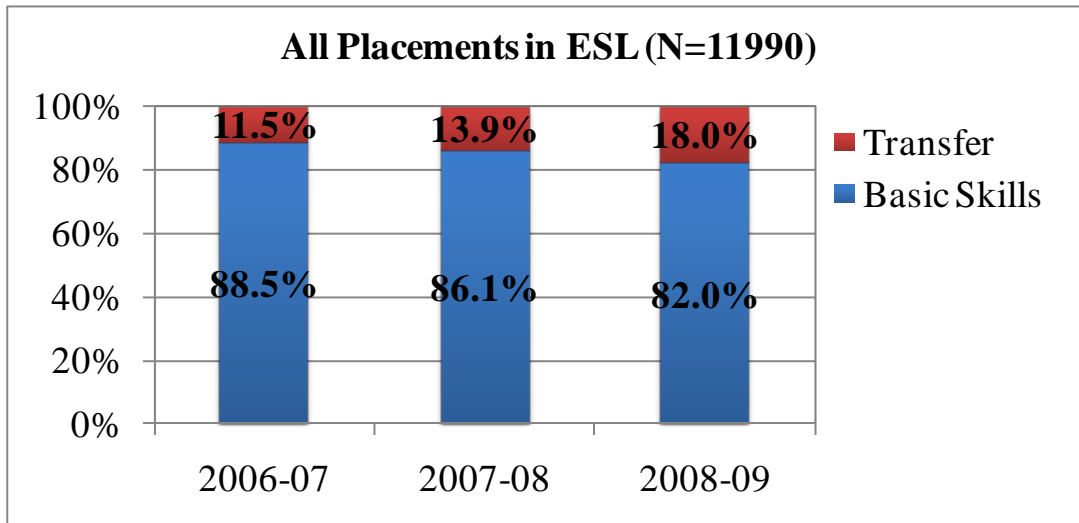
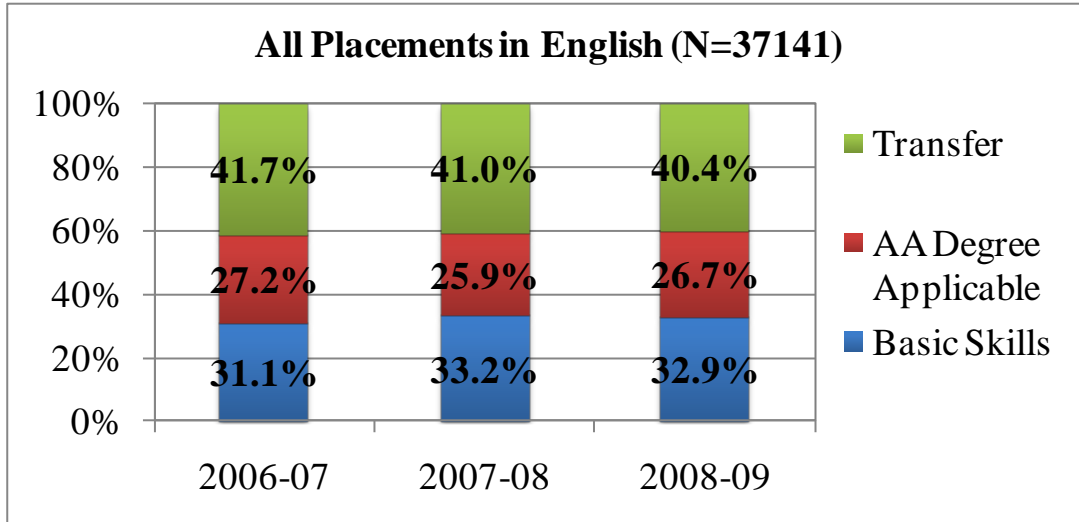


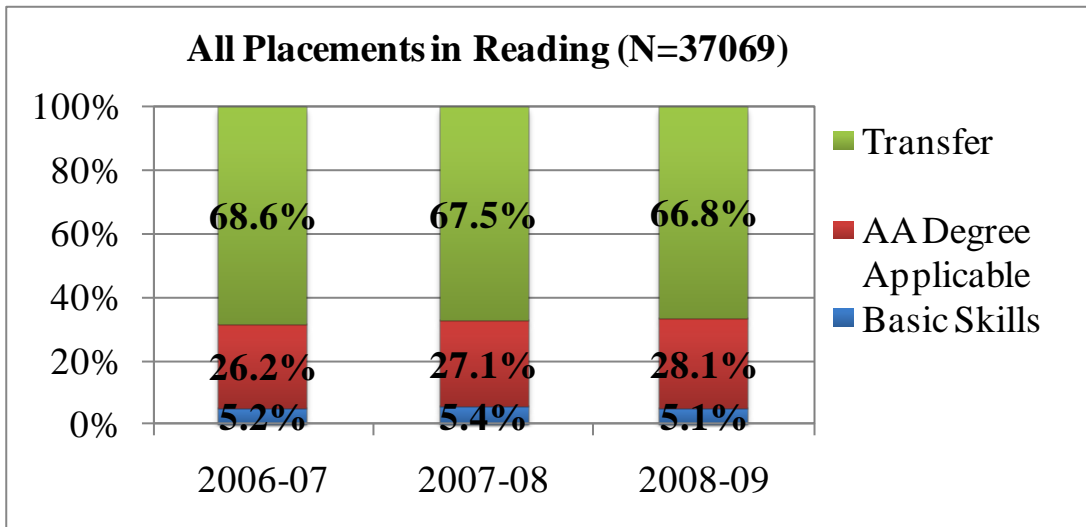
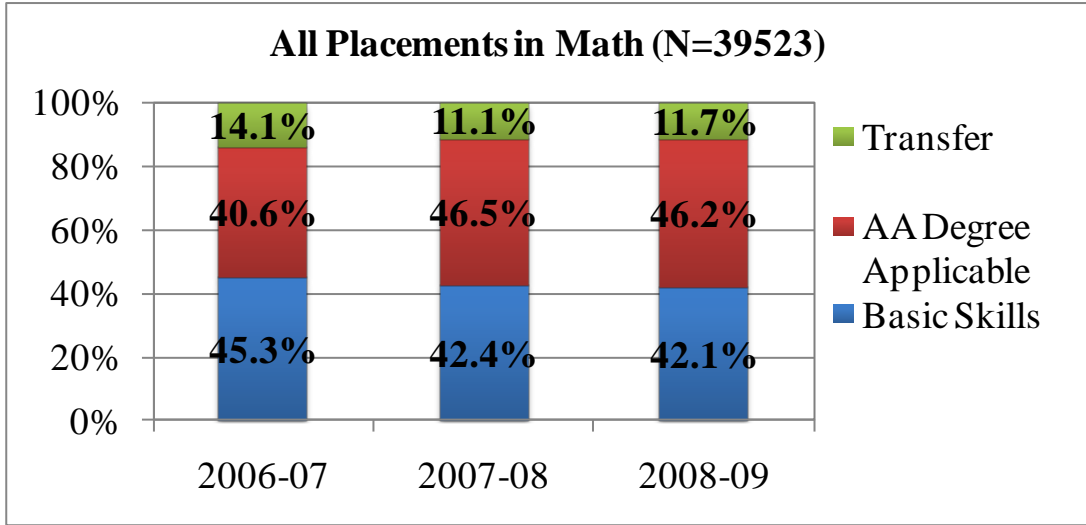
The figures that follow show the full-/part-time status of the students and the student load. For credit students, the number taking full and medium loads increased, while those with light loads decreased.



Placements

The placements summarized in the figure below include all placements generated by the Placement Office at Palomar. So, students who took multiple placement tests were counted for each placement test they took. Nearly a third of the English placements and more than two of five math placements were at the basic skills level.



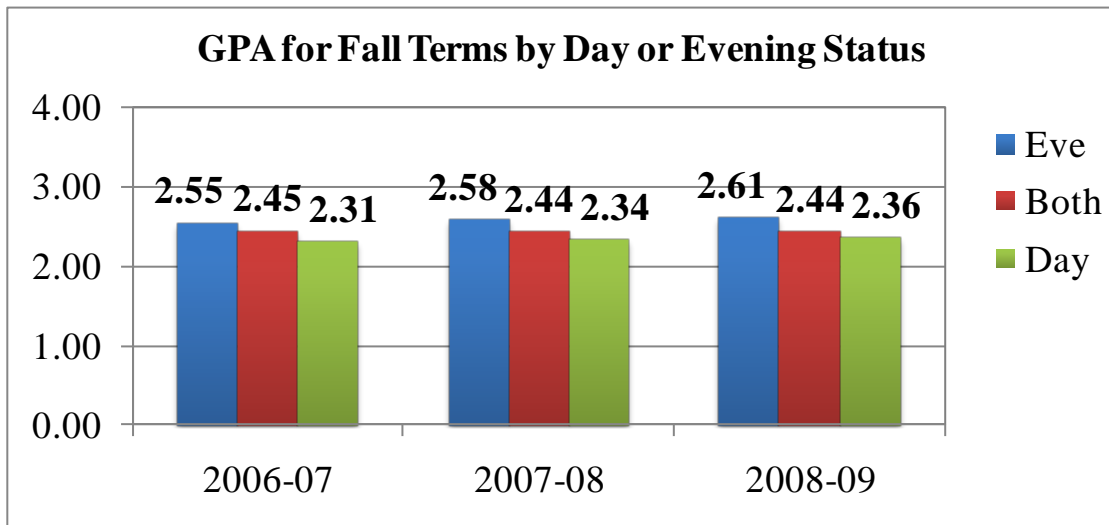


Student Success

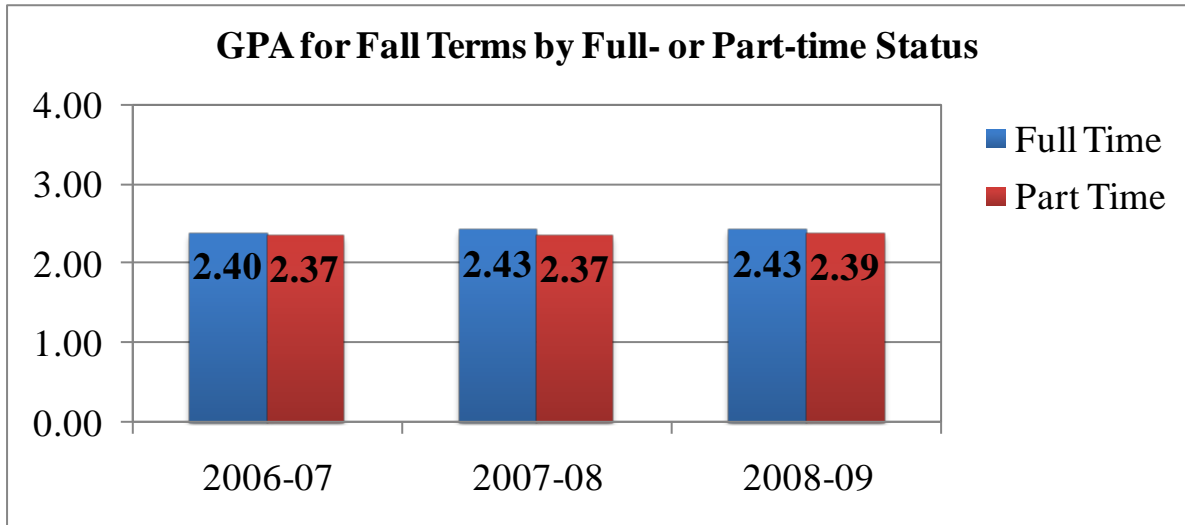
GPA and Success Rates

GPA

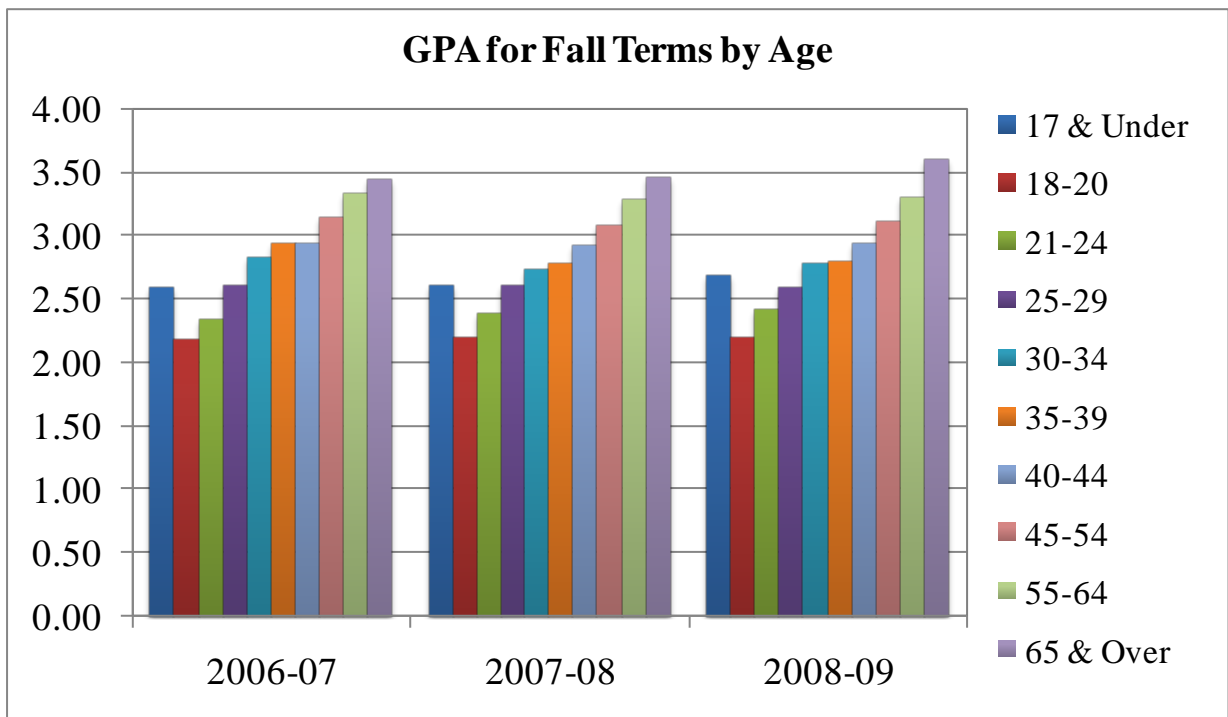
Student GPAs were examined broken down by day or evening status, full- or part-time status, and age. The figure below shows that GPAs for evening students were higher than for others, and GPAs for students attending during the day only were the lowest.



GPA's were consistent over time. The figure below reveals a slight advantage for full-time students.

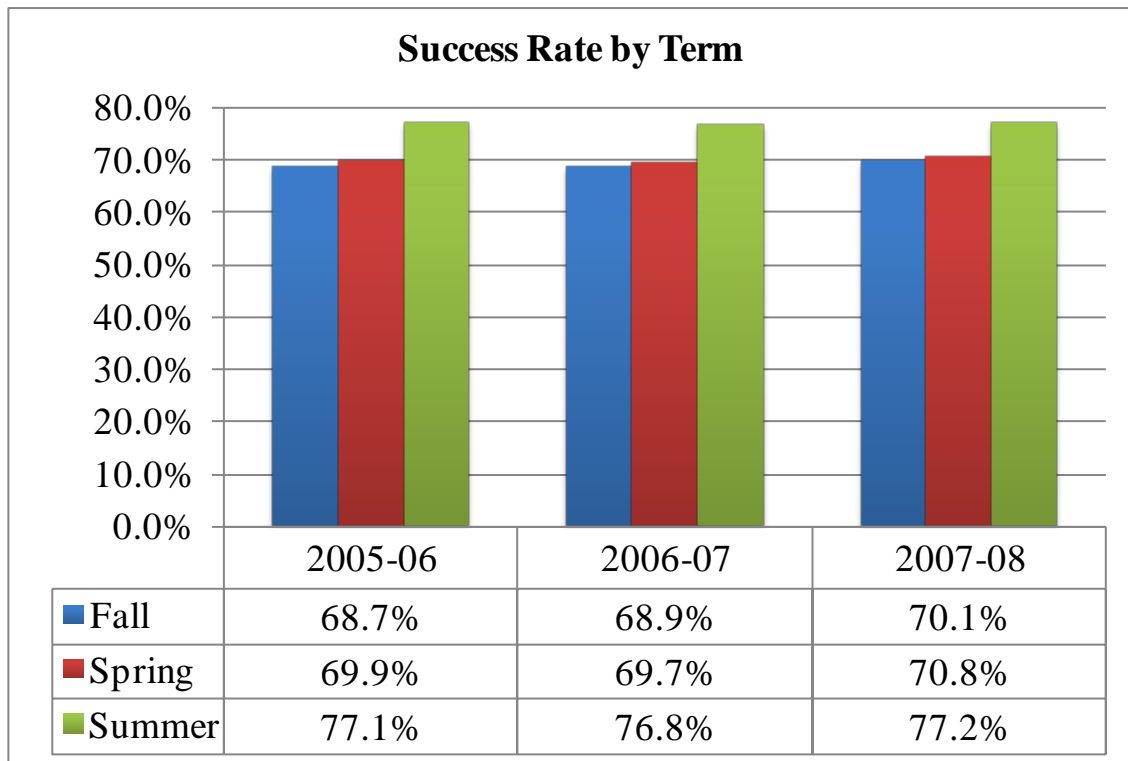


With the exception of the relatively small 17 and under category, the higher the age, the higher was the fall GPA for Palomar students. This is revealed in the figure below.

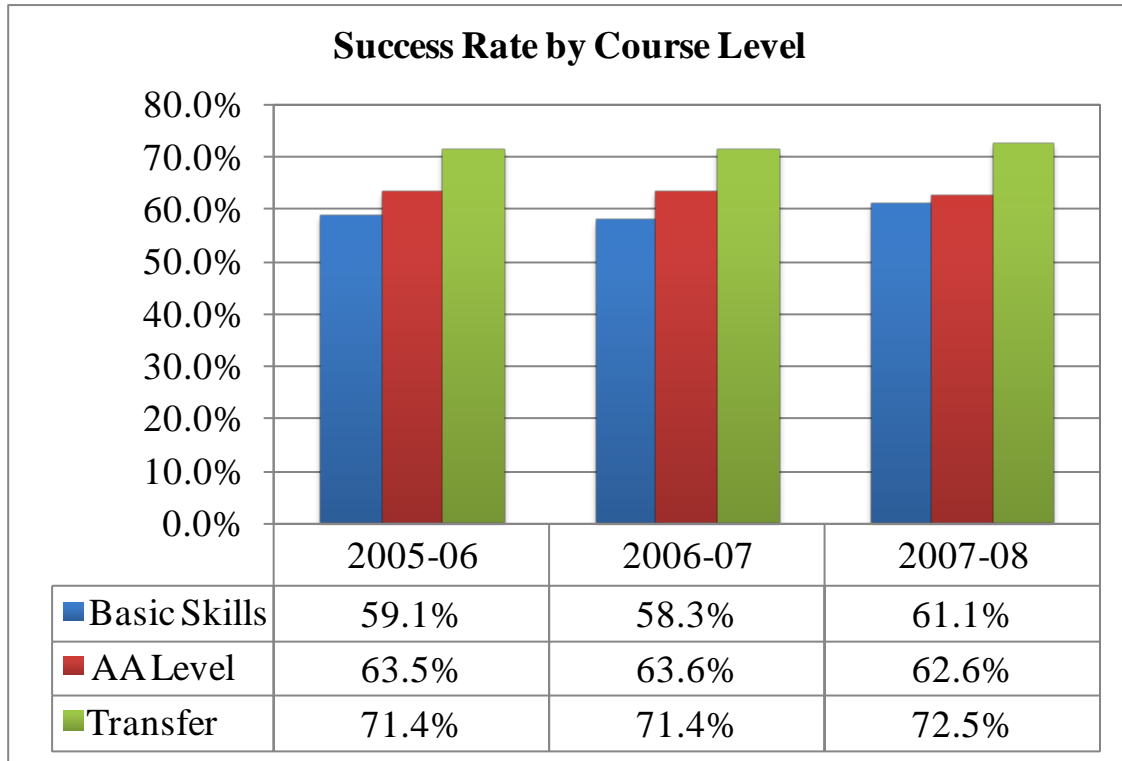


Success Rates

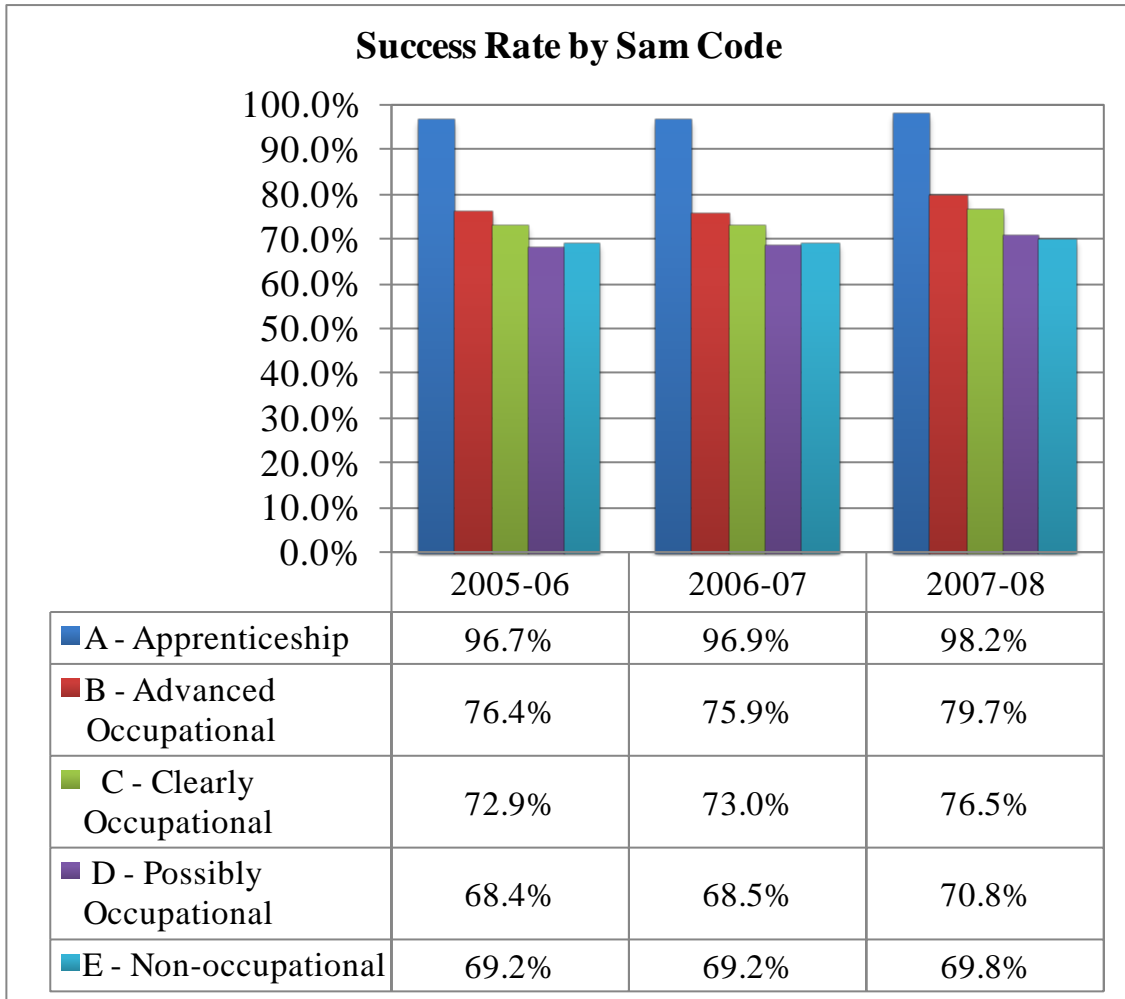
The figure below shows that the success rates for primary terms are around 70 percent, and higher for summer terms. A variety of factors may contribute to this GPA advantage for the summer term, including the courses offered, the motivation of students taking summer classes, and a population of students returning home for the summer from four-year programs that take summer classes at Palomar.



Success rates by course level are displayed in the figure below. The figure below shows that the higher the course level the higher was the success rate.



Success rates are displayed by vocational status in the figure below. Success rates tended to be higher for more occupational courses.



Persistence

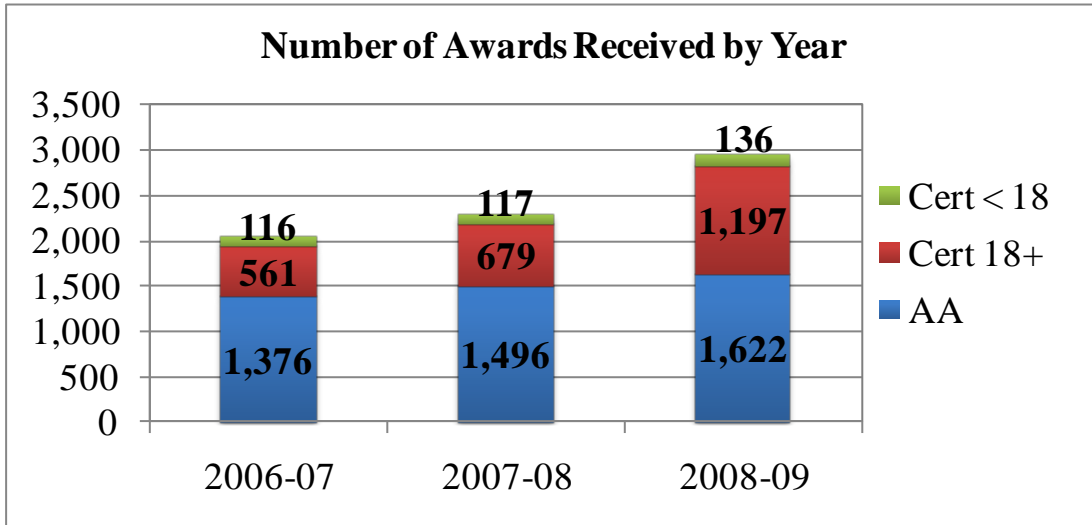
The table below reveals that persistence to the first spring is substantially higher for full-time versus part-time students. Students may have discontinued at Palomar for a variety of reasons, including completion of a degree or certificate.

Persistence by Full- or part-time status						
		Fall 1 Headcount	Spring 1 Persistence	Spring 2 Persistence	Spring 3 Persistence	Spring 4 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%

Persistence by Full- or part-time status						
		Fall 1 Headcount	Spring 1 Persistence	Spring 2 Persistence	Spring 3 Persistence	Spring 4 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

The awards received for the last three years are summarized in the figure below. The number of awards received has been climbing, but the large bump in certificates requiring 18 units or more is largely a function of the Chancellor's Office, beginning in 2008, defining completion of transfer studies program requirements as certification.



Transfer Rates

ARCC

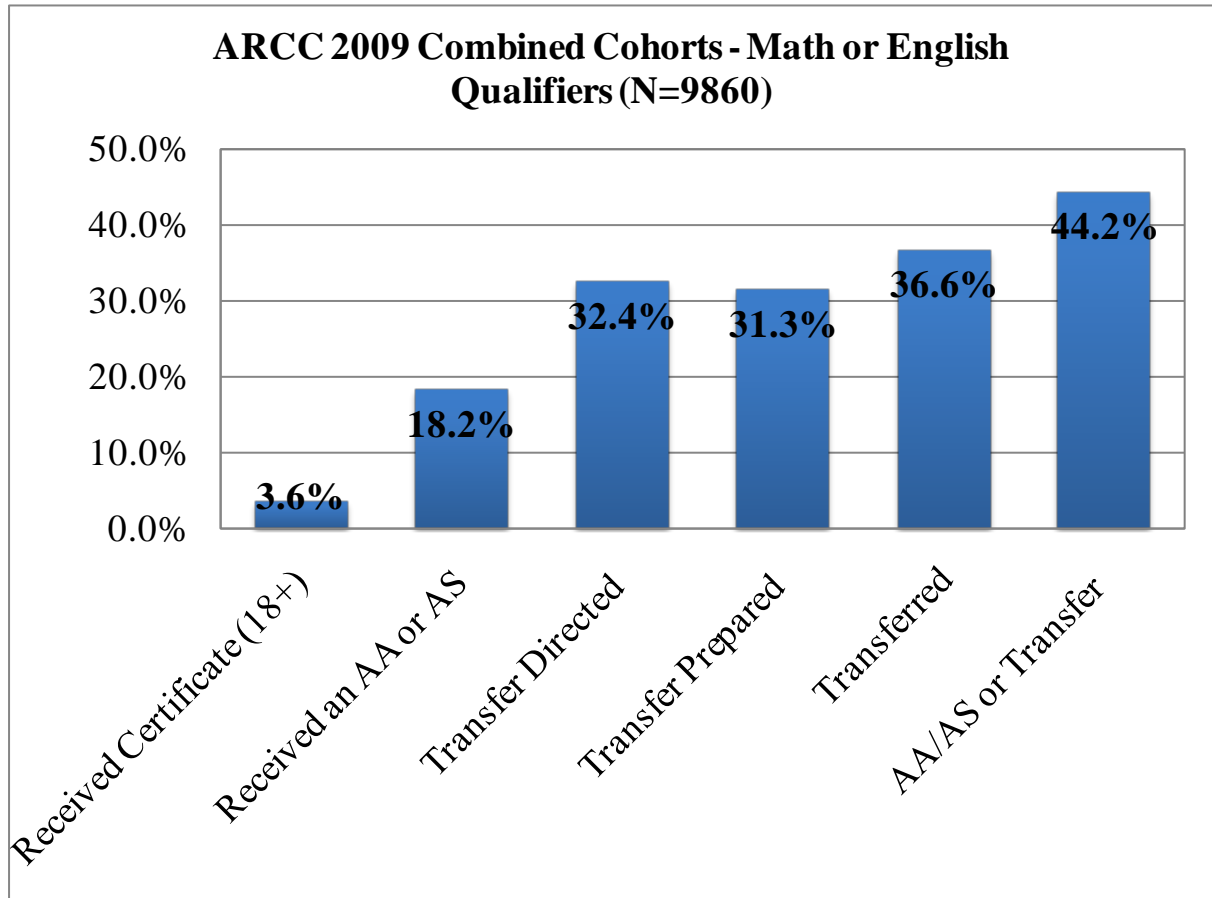
ARCC is an annual evaluation of community college performance conducted by the California Community Colleges Chancellor's Office. It gives an account of community college performance in terms of certain student outcomes and demographics. Each year, the ARCC reports on the three most recent cohorts of students over a six-year span. The most recent ARCC reports on students who started at Palomar in 00-01, 01-02, and 02-03 who qualified for inclusion. Students qualify for inclusion into a cohort if they (1) are first-time freshmen in the given cohort year, (2) have completed 12 units, and (3) either (a) attempted a transfer level math or English course, or (b) taken a vocational course with a SAM code of A or B.

SPAR. The primary metric for ARCC was the Student Progress and Achievement Rate (SPAR). The SPAR metric reflects progress in terms of awards, transfers, and transfer preparedness. The table below shows the Palomar's SPAR for the last three years. Palomar's SPAR was just above the state average of 51.8 for the 02-03 cohort.

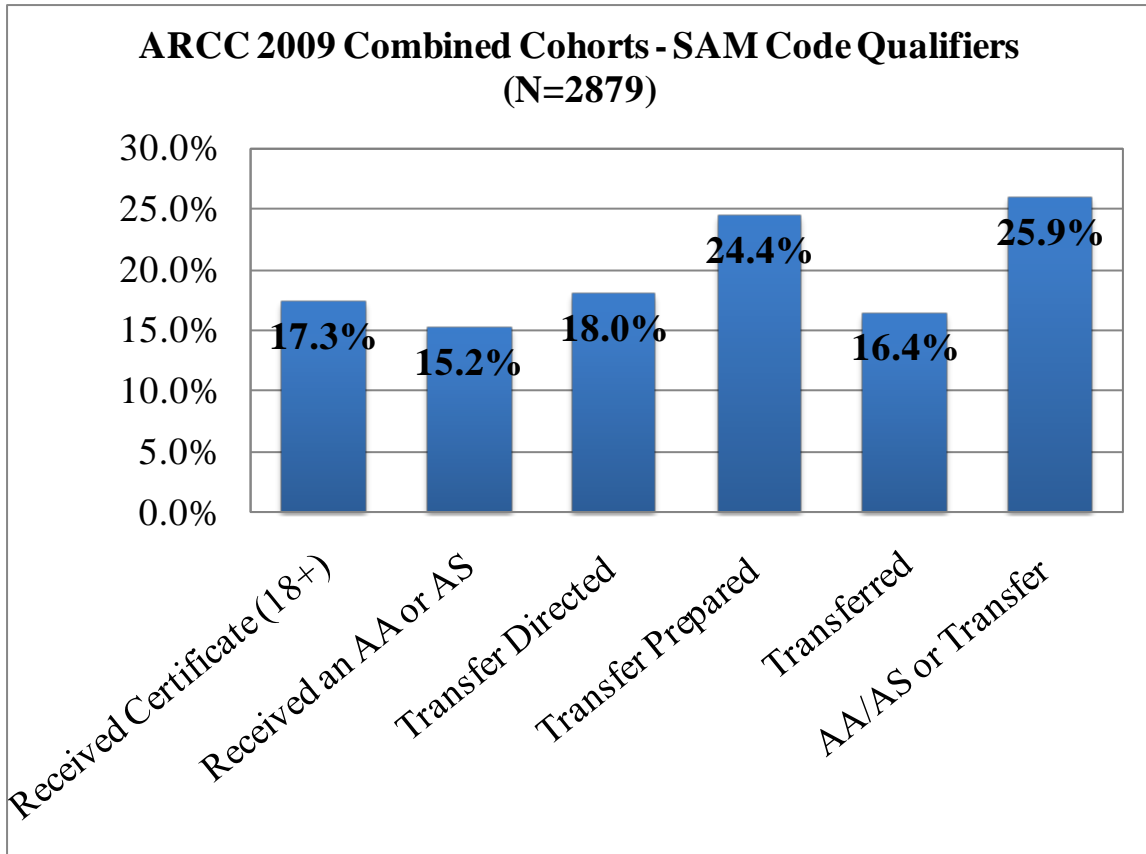
Student Progress and Achievement Rate		
2000-01/ 2005-06	2001-02/ 2006-07	2002-03/ 2007-08
55.5	51.4	52.9

Transfers and Awards

The figure below shows that for those who qualified into the ARCC cohorts for math or English, 36.6% transferred. Additionally, 44.2% either transferred or received an AA or AS degree.



As shown below, for those who qualified based on SAM codes, 17.3% received a certificate (in programs requiring 18 or more units).



Transfers

The table below shows the numbers of transfers to the California State University (CSU) system, the University of California (UC) system, in-state private institutions, and out of state institutions. Of the 963 transfers to the CSU system, 73.9% were to either CSU San Marcos or San Diego State University. Of the 210 transfers to the UC system, 58.6% were to UC San Diego. Of the 421 in-state private transfers, 42.3% were to the University of Phoenix.

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

The CSU system tracks transfers from the California Community College system. The table below shows the continuation rate of these students, and their GPA at the CSUs. Palomar transfer students continued at the same rate as other transfer students statewide, and had a higher GPA.

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 Satisfaction and Opinion

CCSSE

Community College Survey of Student Engagement (CCSSE) is a survey of community college students that addresses student attitudes and opinions, focusing on student engagement. The survey also addresses attitudes regarding student services.

Importance, Use, and Satisfaction with Student Services

Generally, the services assessed were regarded as important. Academic advising, transfer credit assistance, and career counseling were regarded as the most important.

CCSSE Importance Ratings of Student Services			
	Not at all	Somewhat	Very
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%

Students' use of the student services is summarized in the table below. The table shows that the computer labs and skills labs were used most often.

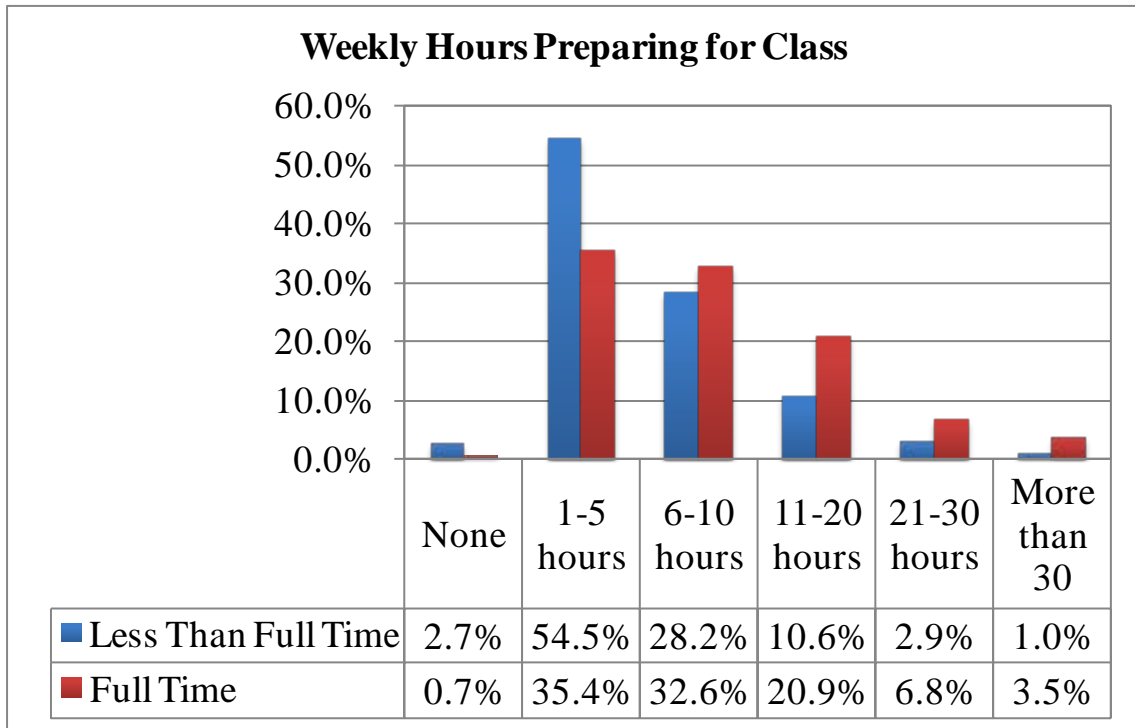
CCSSE Use of Student Services			
	Rarely/never	Sometimes	Often
Computer Lab	45.2%	30.4%	24.4%
Skill Labs (Writing, Math, Etc)	51.7%	28.7%	19.6%
Financial Aid Advising	66.6%	21.7%	11.8%
Academic Advising/Planning	49.4%	40.1%	10.5%
Transfer Credit Assistance	60.6%	30.2%	9.2%
Services To Student W Disabilities	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%

The table below reveals that in general, satisfaction was moderate, and highest for skills labs and computer labs.

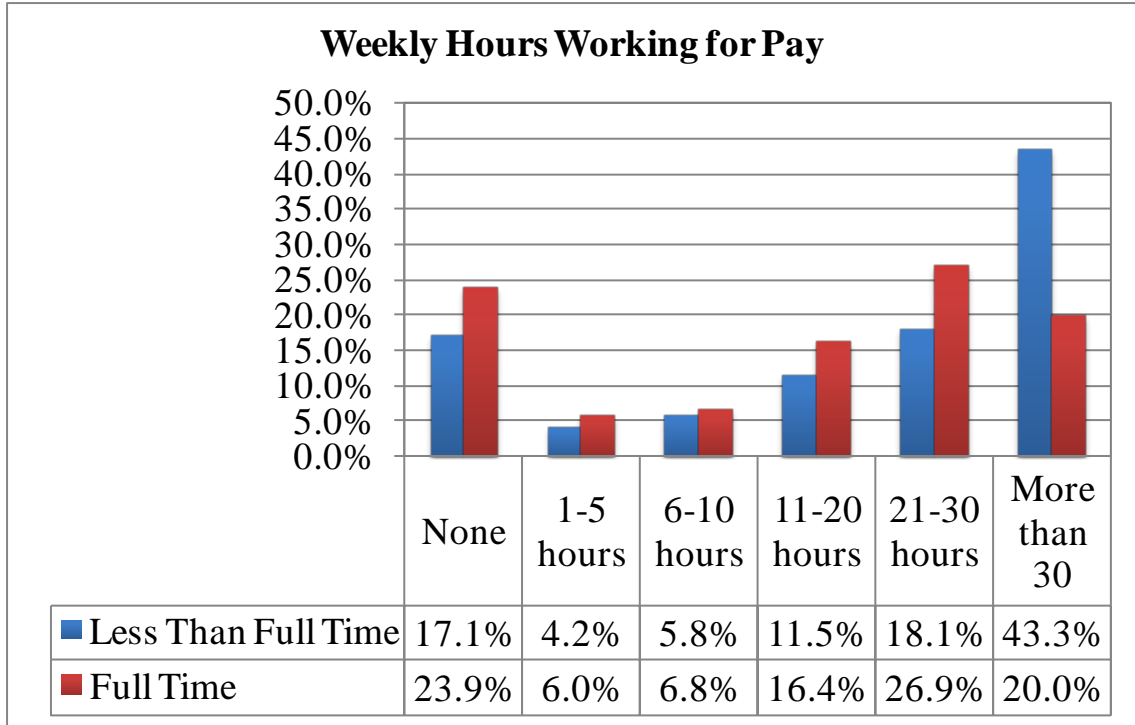
CCSSE Ratings of Satisfaction with Student Services			
	Not at all	Somewhat	Very
Computer Lab	10.5%	42.9%	46.6%
Skill Labs (Writing, Math, Etc)	15.1%	45.4%	39.6%
Services To Student W Disabilities	33.5%	33.1%	33.3%
Financial Aid Advising	32.5%	37.9%	29.6%
Peer Or Other Tutoring	23.0%	50.2%	26.8%
Academic 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%

Student Activities

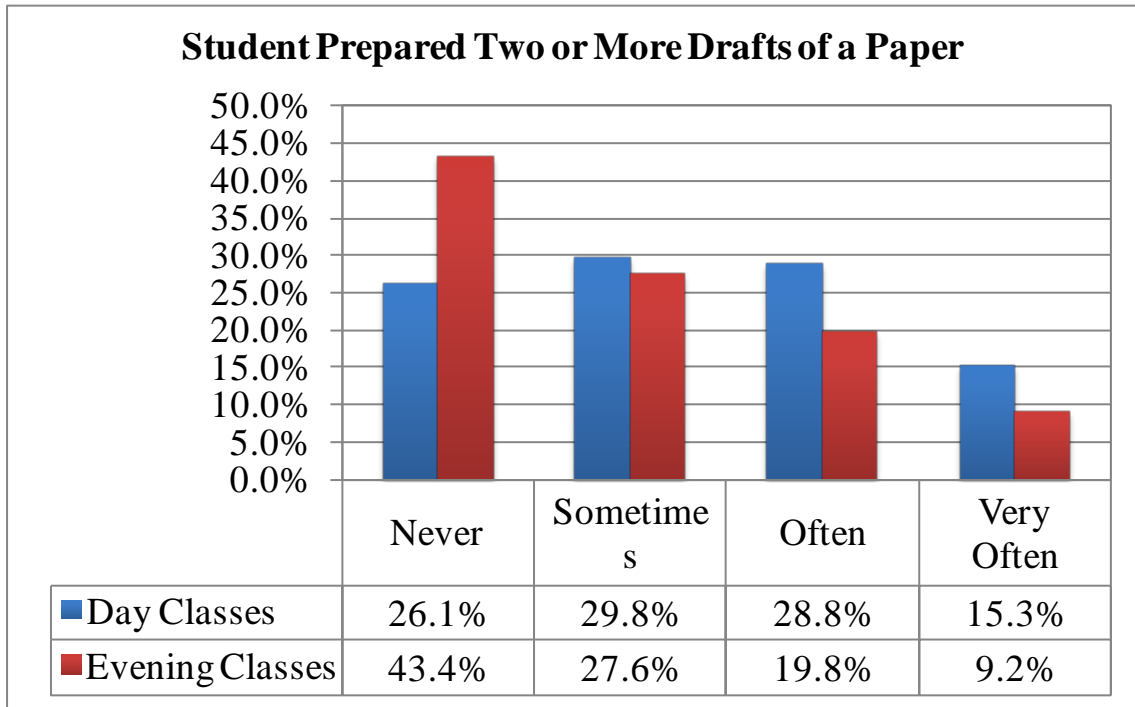
The following figure shows the number of hours per week part- and full-time students spent preparing for class. Over half (54.5%) of the part-time students spent 1 to 5 hours per week preparing for class, and two-thirds (68.8%) of the full-time students spent 10 or fewer hours per week preparing for class.



Overall, more than a third of students worked more than 30 hours per week. The figure below shows that part-time students were twice as likely to work more than 30 hours (43.3%) than were full-time students (20.0%).



The figure below shows that 44.1% of day students often or very often revised a paper two or more times, while 29.0% of evening students did so. Additionally, 43.4% of evening students reported that they never prepared two or more drafts of a paper compared to 26.1% for students in day classes.



Benchmarks

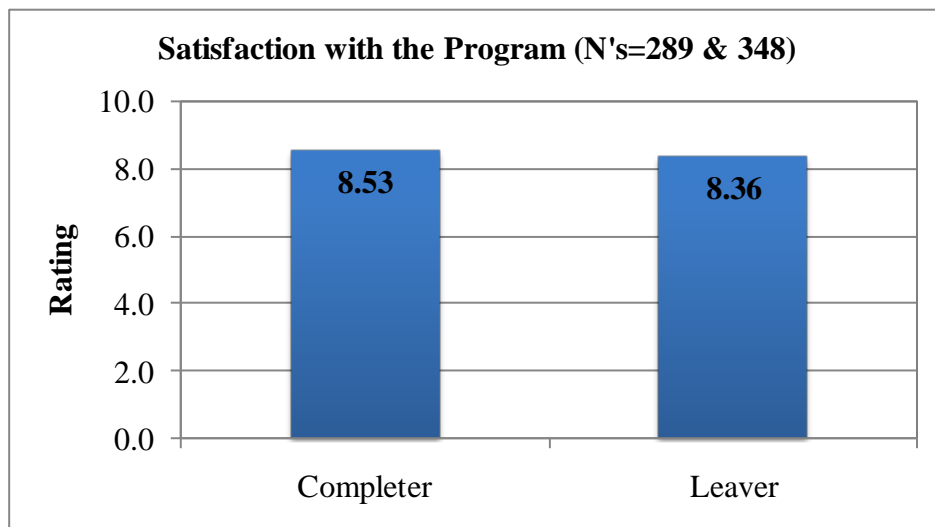
Benchmark Scores. Benchmark scores average the scores on component survey items. Means used in creating the benchmarks were weighted by full-/part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50. The 2007 benchmark scores for Palomar College, as well the average benchmark scores for extra large colleges, are shown in the table below. For all the benchmarks, Palomar's scores were lower than at comparison colleges.

CCSSE 2007 Benchmarks				
Benchmark	Palomar College	Comparison Group Statistics		
			Extra Large 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

Vocational Education Student Survey

A telephone survey of Palomar vocational education students who recently graduated or stopped attending was conducted in 2009. This study provides data about student satisfaction with Palomar's vocational education programs. The survey included both *completers* (those who had completed a certificate or degree program in Fall 2007, Spring 2008, or Summer 2008) and *leavers* (students who had taken more than 6 units in a vocational program since Fall 2005, but (a) had not received a degree or certificate, and (b) had not taken classes at Palomar in Fall 2008 or Spring 2009).

Completers and leavers were asked to rate their satisfaction with their program on a 0-to-10 scale with 0 meaning *not at all satisfied* and 10 meaning *completely satisfied*. The figure below shows that both completers and leavers were quite satisfied with their programs.

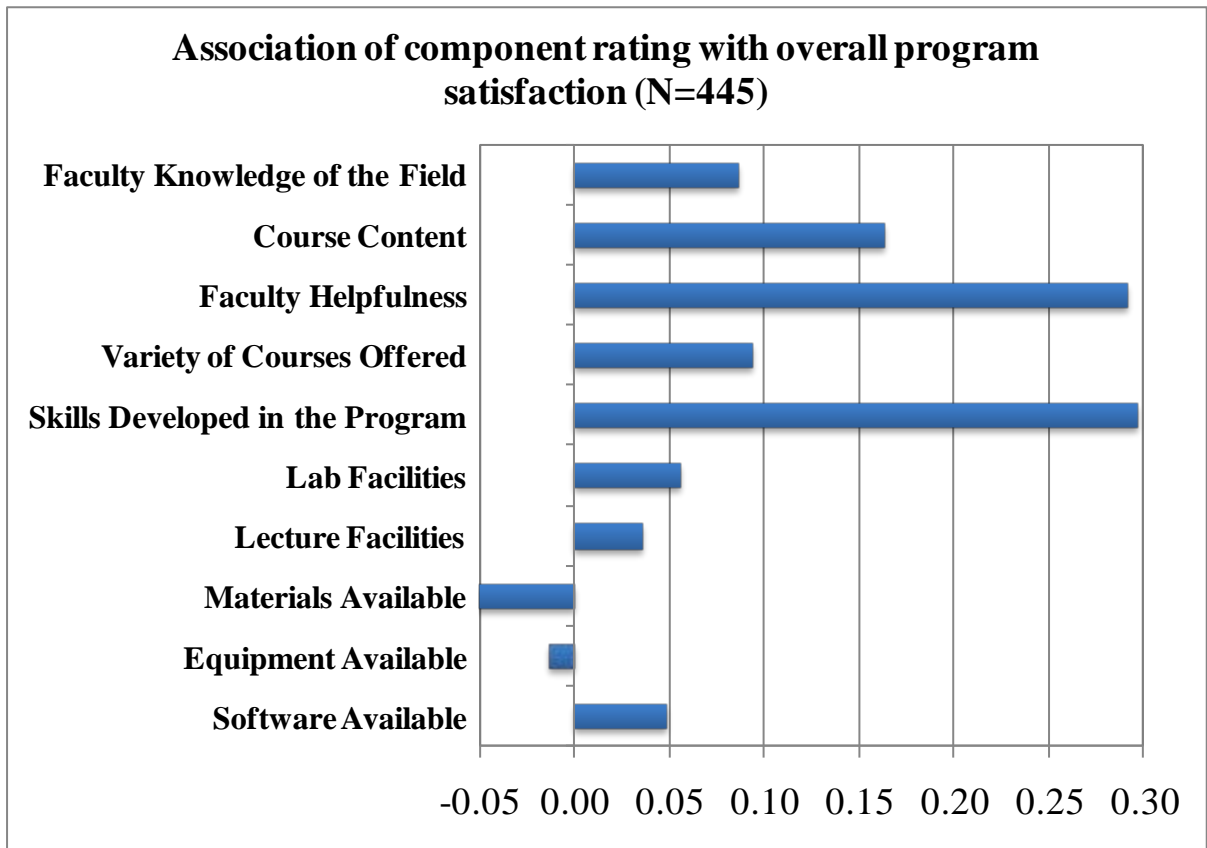


Respondents were also asked about their satisfaction with various program elements. These ratings are found in the table below. Satisfaction ratings for all the program elements were quite high.

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

Component Ratings and Overall Satisfaction

The figure below illustrates the relationships between the satisfaction ratings of the various program elements and the overall program satisfaction rating. The values (standardized regression weights) charted in the figure show the independent association of a given element with the overall program satisfaction. These values, in theory, range from -1.0 to 1.0, with the absolute value reflecting the strength of the relationship, with 0 indicating no relationship. The values could be interpreted as the importance of the element to the overall satisfaction rating. Thus, the figure suggests that (1) skills developed in the program and (2) faculty helpfulness are the most important to overall satisfaction.



Impact of Studies at Palomar

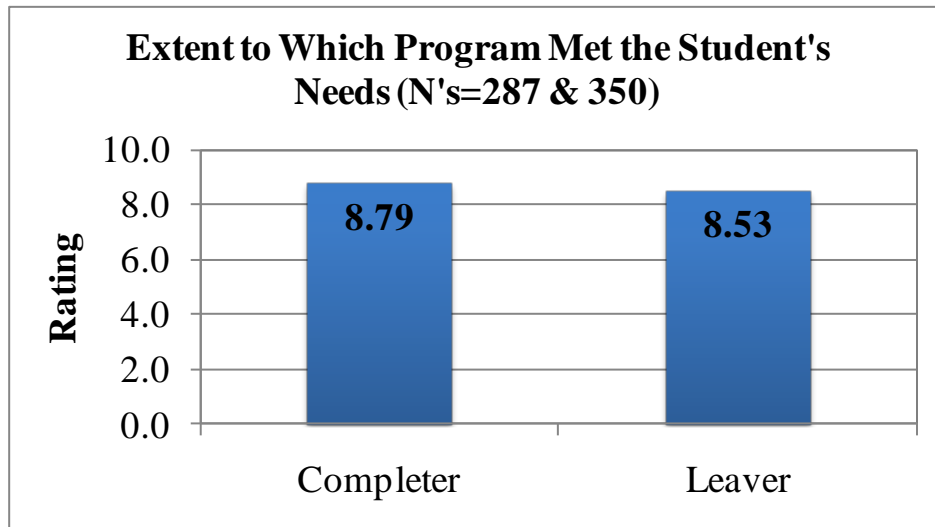
Respondents were asked about the impact that their studies had on their work situations, and their ability to perform their jobs. Responses for completers and leavers are summarized in the tables below. Vocational education students agreed that their studies at Palomar improved both their (a) work situation and (b) ability to perform their jobs.

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
	%	3.1	2.6	5.7	44.1	44.5
improved my ability to perform my job.	Count	4	14	11	105	92
	%	1.8	6.2	4.9	46.5	40.7

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
	%	4.5	14.2	19.9	37.0	24.4
improved my ability to perform my job.	Count	11	44	35	98	59
	%	4.5	17.8	14.2	39.7	23.9

Needs

Generally, both completers and leavers thought that Palomar College met their needs. This is seen in the figure below, which shows the average rating on a scale of 0-to-10 where 0 means *not at all*, and 10 means *completely*, when asked to what extent Palomar College met their needs.

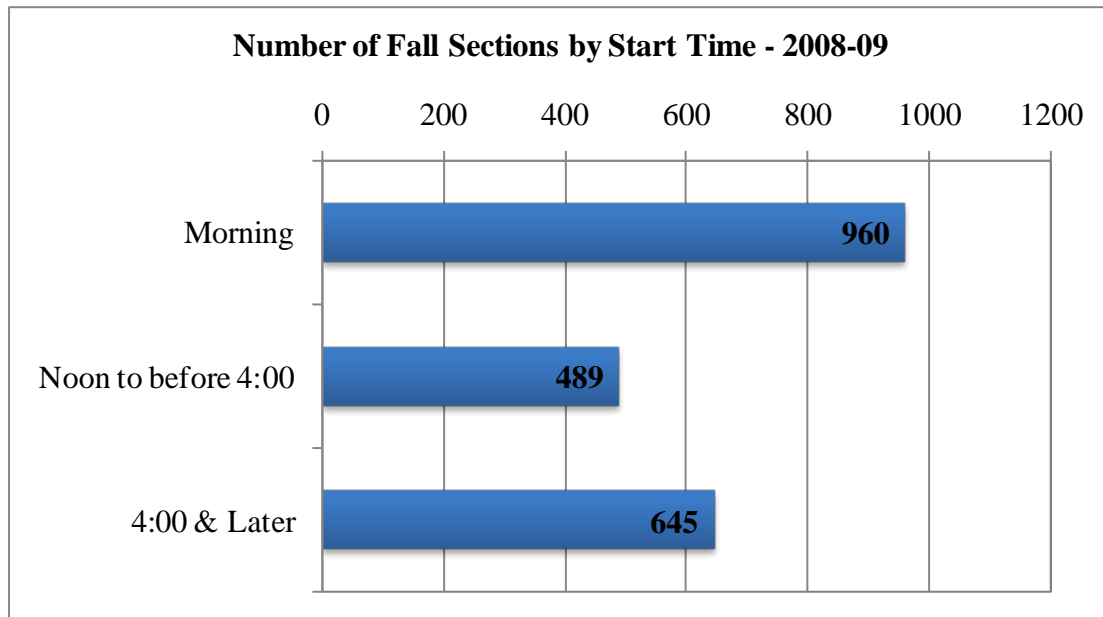


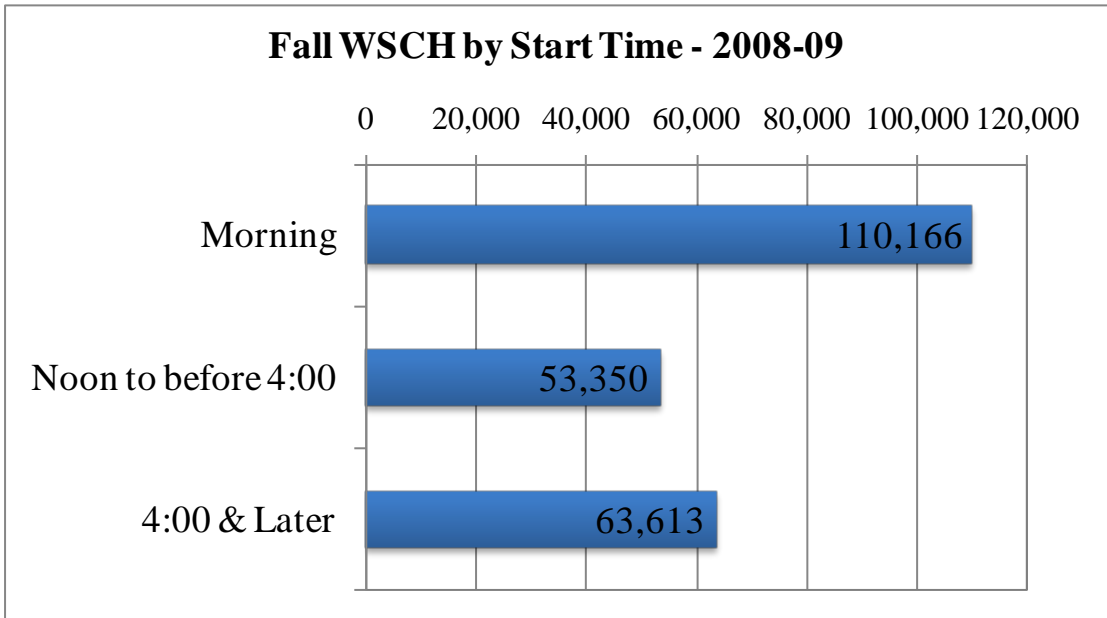
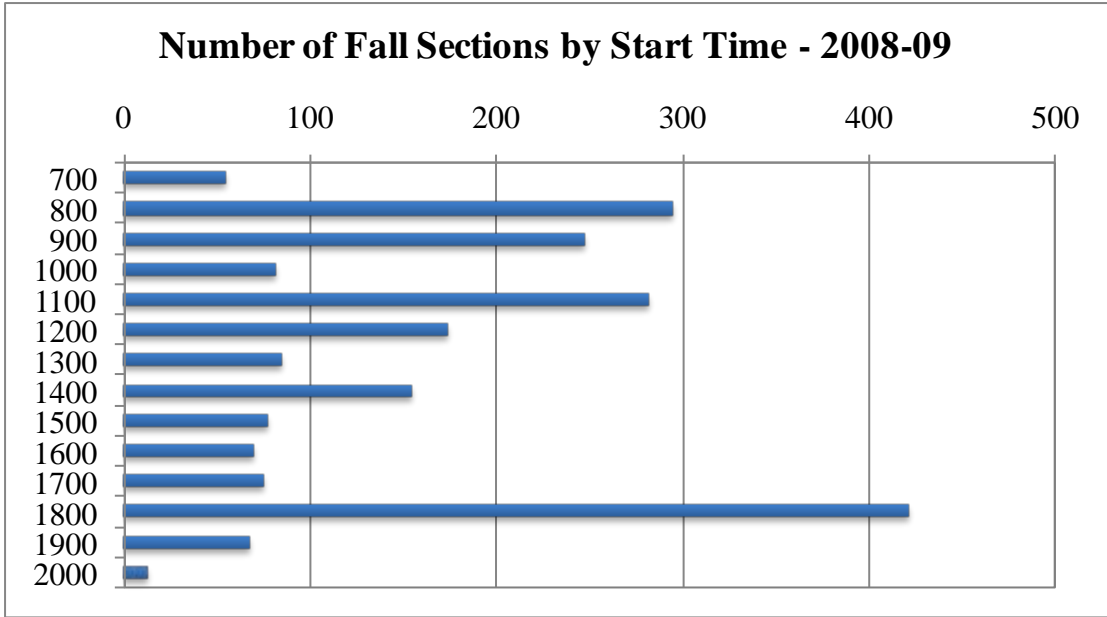
Distribution of Instruction

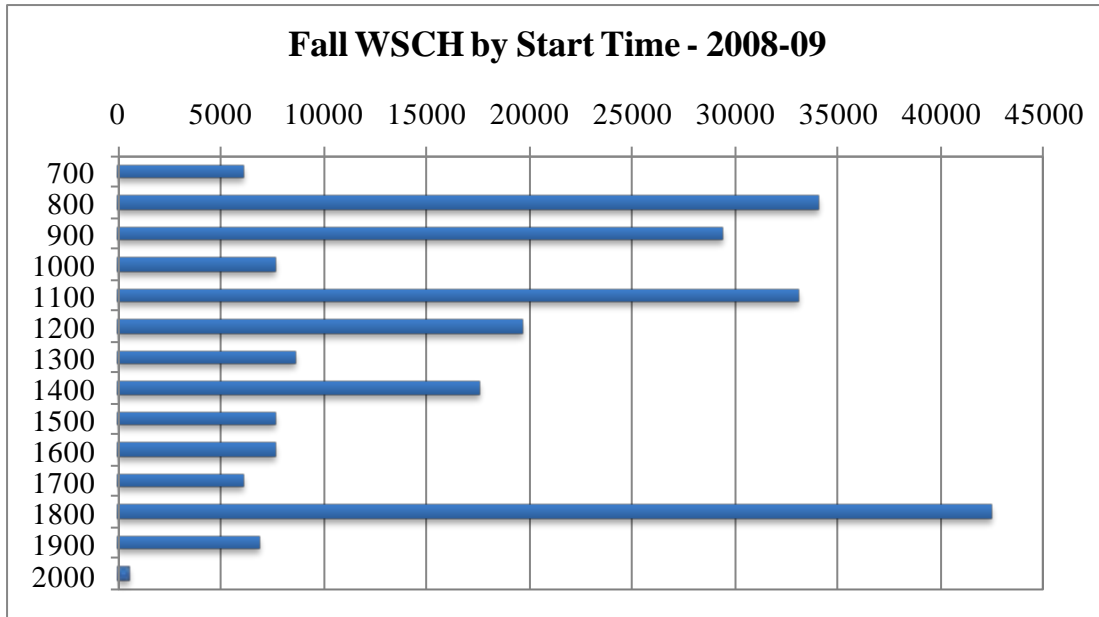
Delivery Times, Day, and Locations

Earliest Start Time

The earliest start times for all sections from fall 2008 (that are not listed as TBA) are summarized in the tables below. The time assigned to a section is the earliest time the class meets, regardless of the day of the week. The first table categorizes earliest start times into three categories, while the second table clusters the start times into one-hour blocks. Both views show that mornings are more densely populated than afternoons or evenings. The next two tables show the distribution of instruction by earliest start time in terms of WSCH. The WSCH figures cohere with the patterns of sections by earliest start time.







Meeting Days

The distribution of classes by meeting patterns was examined. The table below shows that, aside from TBA classes, the Tuesday-Thursday and Monday-Wednesday patterns are by far the most common meeting patterns both in terms of sections and WSCH.

Meeting Days	Percent of Sections	Percent of WSCH
TuTh	24.1%	27.5%
MW	21.7%	25.4%
TBA Only	20.2%	15.5%
Tu	6.0%	4.9%
W	5.8%	4.6%
M	5.5%	4.6%
Th	4.3%	3.5%
F	2.8%	3.3%
MWF	2.6%	2.8%
Other	7.1%	7.7%
Total	100.0%	100.0%

Class Locations

The tables below summarize the class sections and WSCH by center location. Three-quarters of the sections and WSCH come from the San Marcos campus. About one in twelve classes are taught through the Internet.

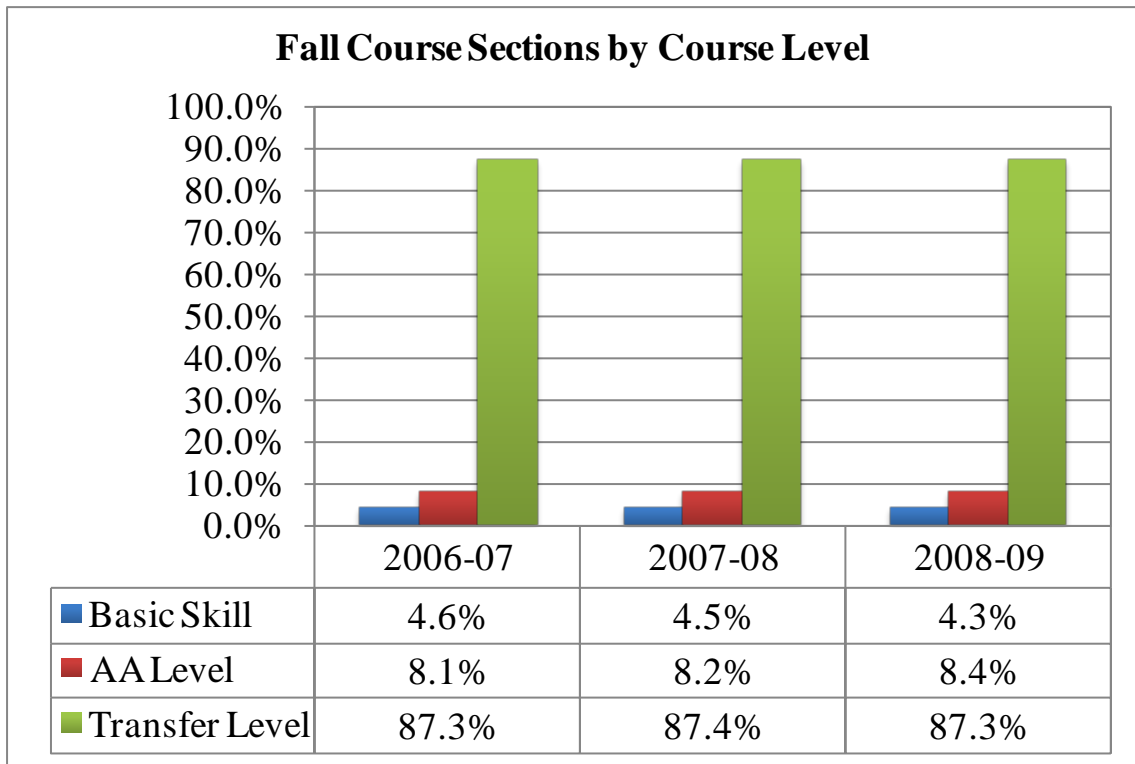
Percent of Fall Sections by Center Location			
	2006-07	2007-08	2008-09
Camp Pendleton	1.8%	1.7%	1.2%
CSUSM	0.4%	0.5%	0.5%
Escondido	11.7%	10.8%	9.9%
Fallbrook	0.9%	0.9%	0.6%
Internet	7.9%	8.7%	8.4%
Mt. Carmel	1.4%	1.2%	1.1%
Pauma	0.1%	0.3%	0.1%
Poway	0.7%	0.5%	0.0%
Ramona	0.7%	0.6%	0.4%
San Marcos	71.1%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

Percent of Fall WSCH by Center Location			
	2006-07	2007-08	2008-09
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%
Total WSCH	254,314	263,007	268,918

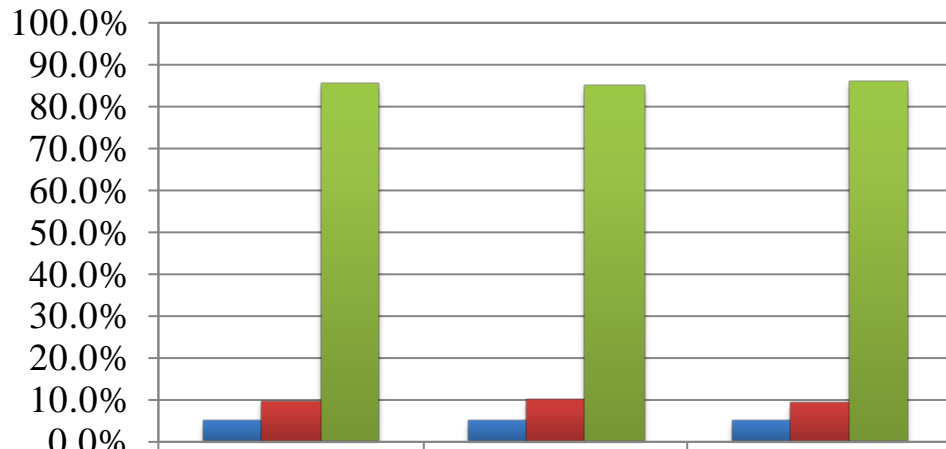
Course Level and Vocational Status

Course Level

The figures below show the proportion of classes taught at different course levels in terms of sections and WSCH. These figures include all sections from all subject areas. The distribution of sections and WSCH by course level has remained stable.



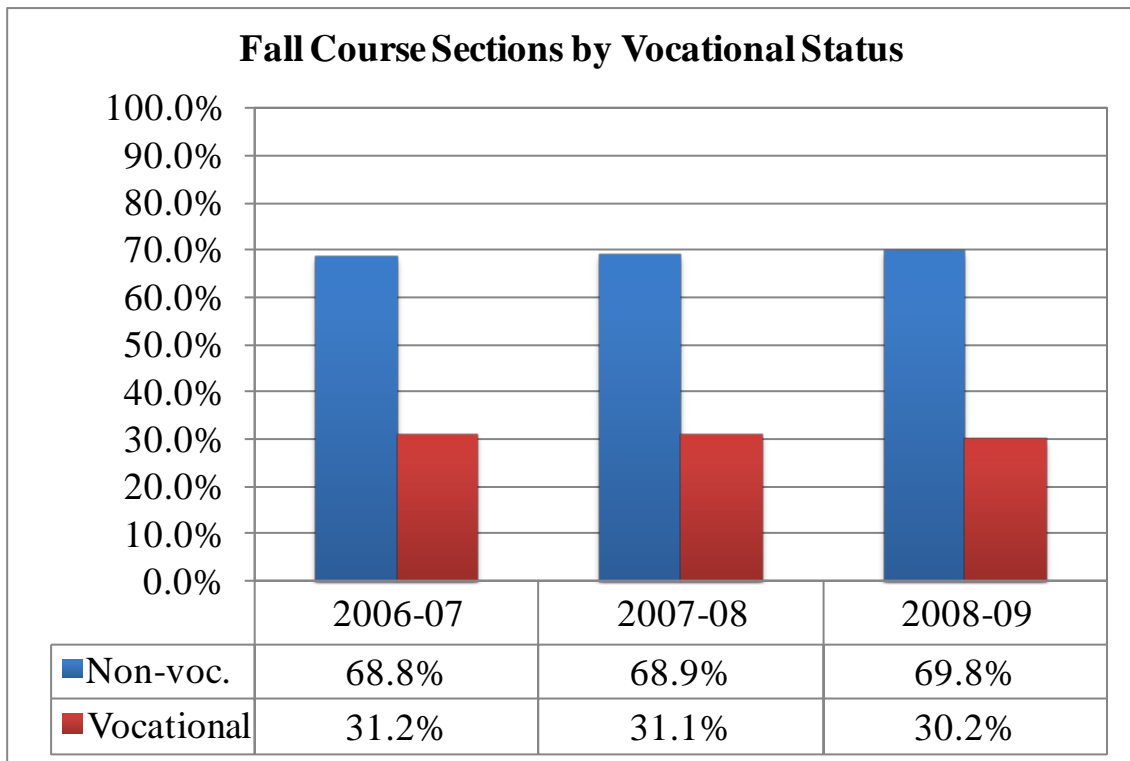
Fall WSCH by Course Level



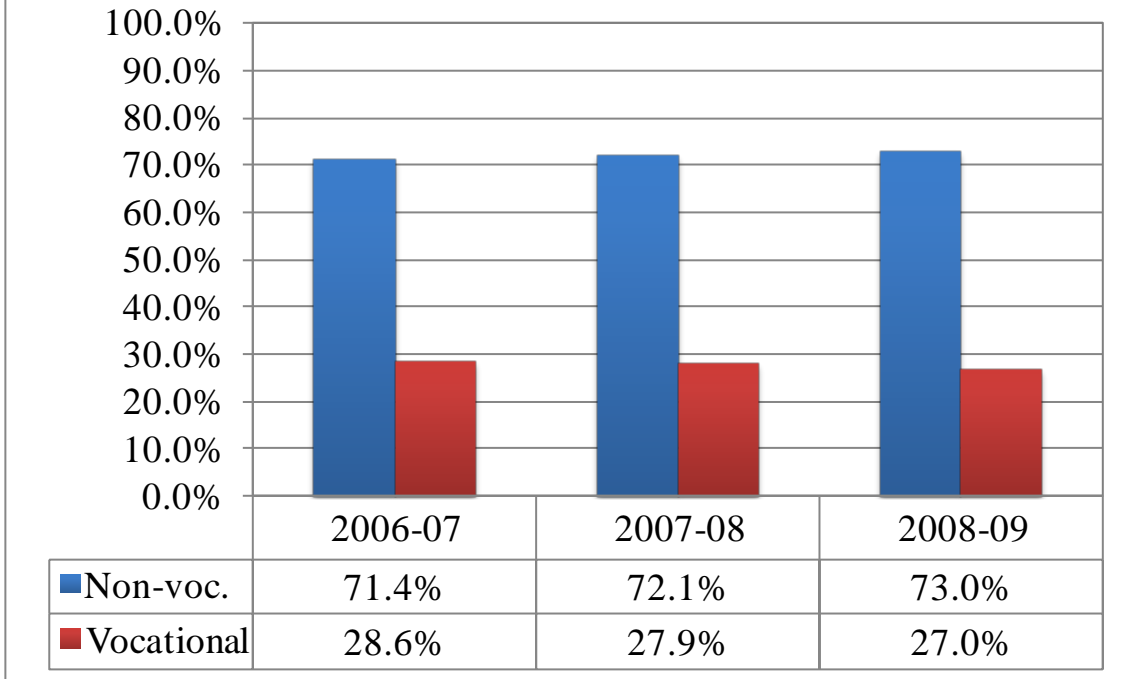
	2006-07	2007-08	2008-09
Basic Skill	4.8%	4.9%	4.8%
AA Level	9.8%	10.0%	9.4%
Transfer Level	85.4%	85.1%	85.9%

Vocational Status

Three out of ten class sections were classified by the Chancellor's Office as vocational, accounting for a similar proportion of WSCH. This is illustrated in the figures below.



Fall WSCH by Vocational Status



Staff Characteristics

Employee Classification

There has been some fluctuation in the number of part-time faculty employed at the college, as seen in the table below. However, the percentage of part-time faculty changed only slightly, from 53.3% in 2006-07 to 53.0% in 2008-09. The other classifications have been stable.

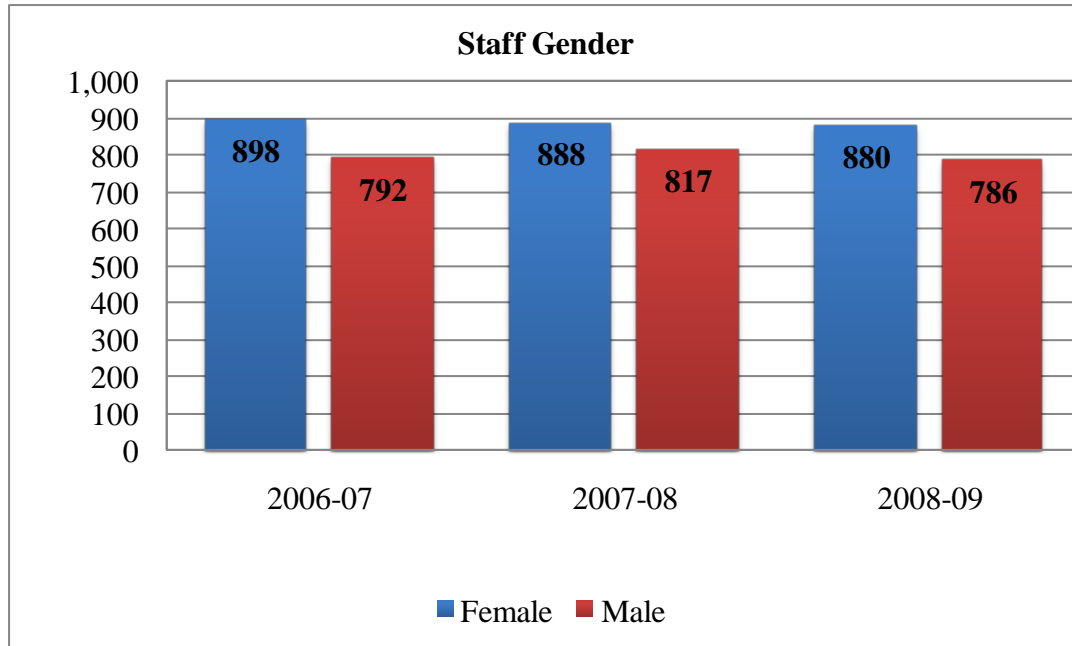
Employee Classification			
	2006-07	2007-08	2008-09
Full-Time Faculty	288	289	288
Part-Time Faculty	901	926	883
Classified Staff	463	456	456
Educational Administrator	26	23	25
Classified Administrator	12	11	14
<i>Total</i>	1,690	1,705	1,666

Staff Demographics

Staff age is summarized in the table below. The table shows that a third of the staff is 55 or older, and the 65 and older category has grown slightly over the three years included in the study.

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

The gender distribution of Palomar staff, displayed in the figure below, shows that about 53% of the staff is female.



The table below shows that three quarters of the staff members are white, and one in seven are Hispanic. The table also shows that the distribution of staff in terms of race and ethnicity has been stable in recent years.

Staff 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

SUMMARY

This report was produced in order to provide information useful to the formulation of a strategic plan for Palomar College, the Office of Institutional Research and Planning. Generally, the results convey a picture of a stable college with both strengths and room for improvement. Some of the key findings are noted below.

Enrollment

- Growth in credit enrollment has been partially countervailed by a decline in non-credit enrollment.

Student Characteristics

- Credit and non-credit students form two distinct populations, differing in terms of gender, race and ethnicity, and age.
- Of placements done through the placement office Nearly a third of the English placements and more than two of five math placements were at the basic skills level.

Student Success

- Success rates were higher for students who were:
 1. older
 2. taking higher level courses
 3. taking vocational courses
- Palomar's SPAR transfer rate was 36.6%.
- The top transfer destinations for Palomar students were
 1. CSUSM (533)
 2. SDSU (179)
 3. University of Phoenix (178)
 4. UCSD (123)

Student Satisfaction and Opinion

- The CCSSE student engagement scores for Palomar students were below average.

- Former students that were in vocational programs at Palomar were quite satisfied with their programs.

Distribution of Instruction

- Three out of ten course sections taught at Palomar were vocational.
- Class schedules have been weighted toward mornings.
- One in twelve classes was taught via the Internet.

Staff Characteristics

- Staff demographics have been stable over time.