





Palomar College Internal Scan

2013

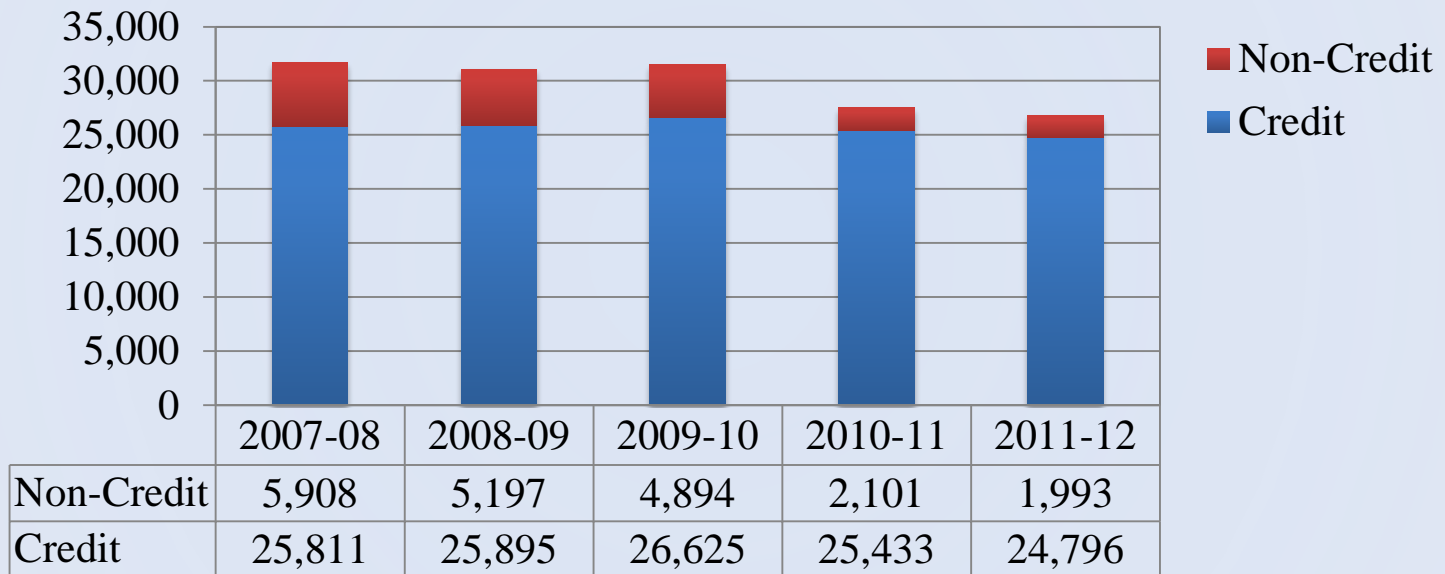
Internal Scan Topics

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

Enrollment

Headcount

Fall Headcount: Credit and Non-credit

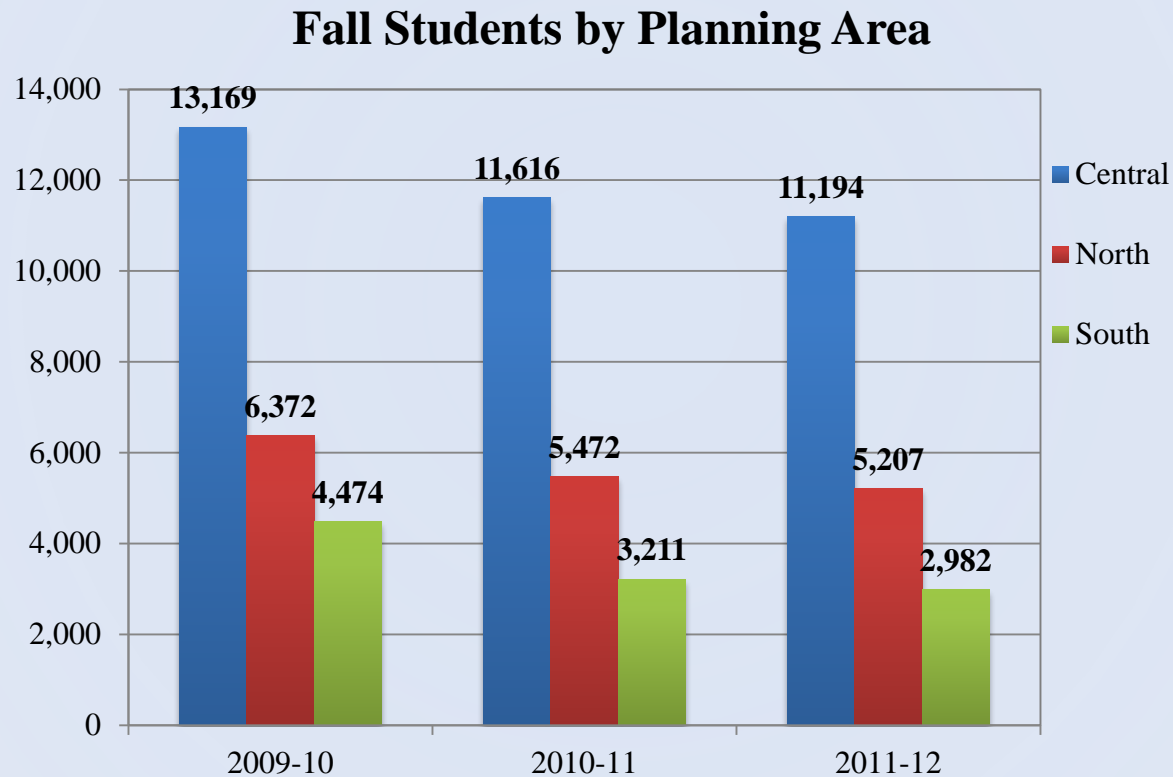


College Centers Fall Headcount

Fall Headcount by Ed Centers			
Centers	Fall 2010	Fall 2011	Fall 2012
Camp Pendleton	505	486	508
Escondido	3,958	3,746	3,526
Fallbrook	310	215	209
Internet	4,235	4,085	4,493
Mt. Carmel	482	370	237
Other Location	2,352	2,069	2,112
Pauma	13	28	11
Ramona	140	0	0
San Marcos	20,237	19,834	19,655

Note: Students may attend more than one center.

Student Residence by Planning Area



In-district Student Residence by Community

Fall Headcount by Community			
Community	2009-10	2010-11	2011-12
Bonsall	152	133	97
Camp Pendleton	117	99	97
Escondido	6,989	6,195	6,014
Fallbrook	1,666	1,325	1,247
Oceanside	1,880	1,661	1,525
Pauma Valley	89	96	94
Poway	1,108	814	681
Ramona	1,148	834	792
San Diego	2,070	1,493	1,447
San Marcos	4,400	3,787	3,668
Valley Center	744	705	660
Vista	3,430	3,019	2,934
Other	224	131	157
Total	24,015	20,299	19,383

Student Residence by College District

Fall Student Residence by College District			
	2009-10	2010-11	2011-12
Grossmont-Cuyamaca	0.7%	0.7%	0.8%
MiraCosta	7.5%	7.5%	7.1%
Mt San Jacinto	7.9%	10.3%	11.8%
Palomar	76.2%	73.7%	72.4%
San Diego	2.1%	2.3%	2.3%
Southwestern	0.5%	0.4%	0.3%
Other	5.1%	5.1%	5.4%
Total Headcount	31,519	27,534	26,789

Enrollment Summary

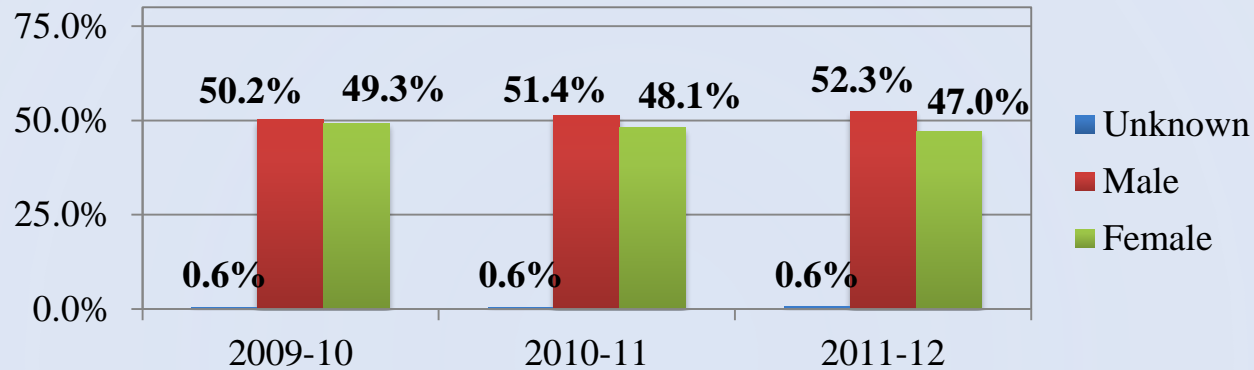
- [Growth & Decline](#) – While credit enrollment had been growing, the last couple years have shown decreases in credit and non-credit enrollment.
- [Internet](#) – The Internet was the only location to show growth in recent years.
- [Communities](#) – Enrollment has declined throughout the in-district communities, driven in part by center closures & class offering reductions.

Student Characteristics

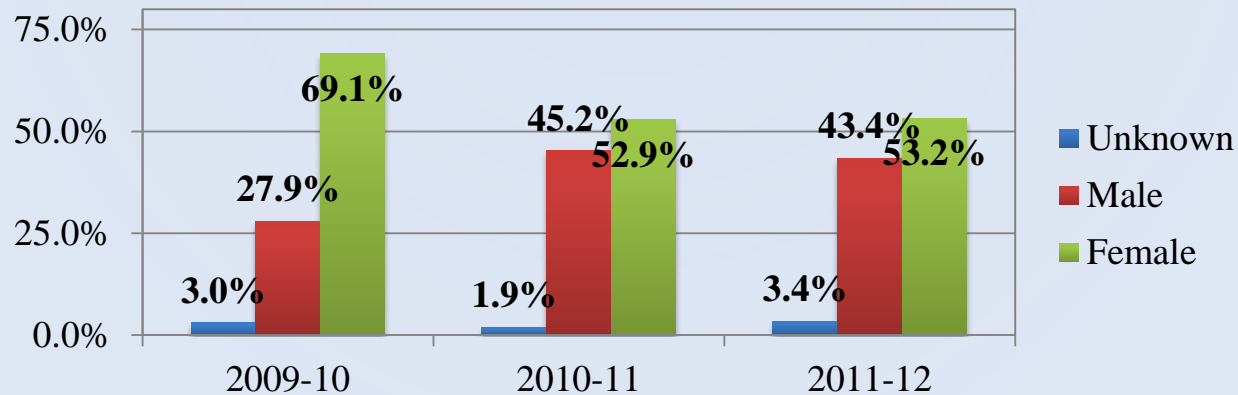
Demographics

Student Gender

Fall Credit Students by Gender

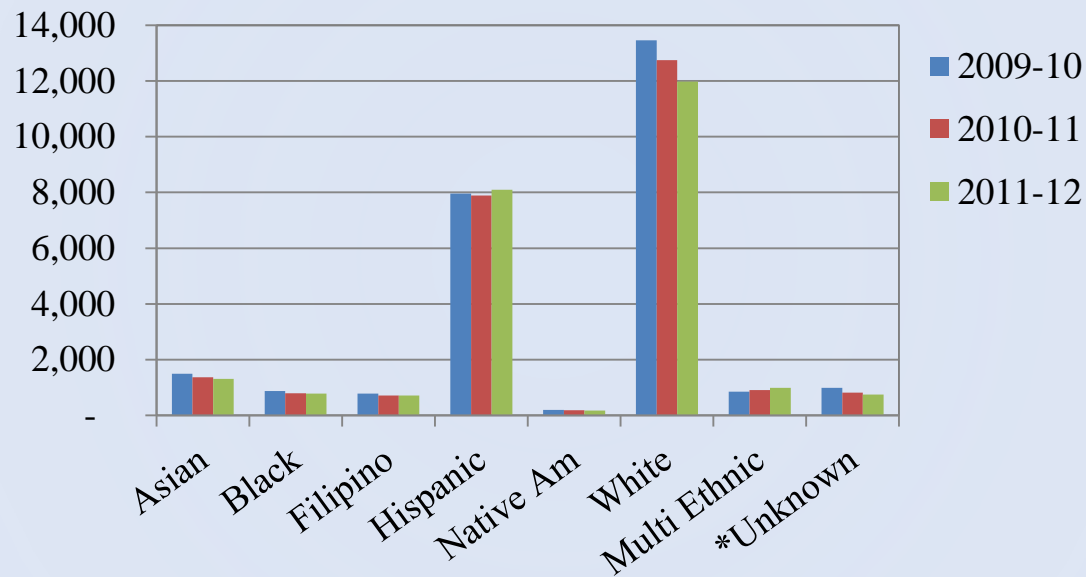


Fall Non-credit Students by Gender



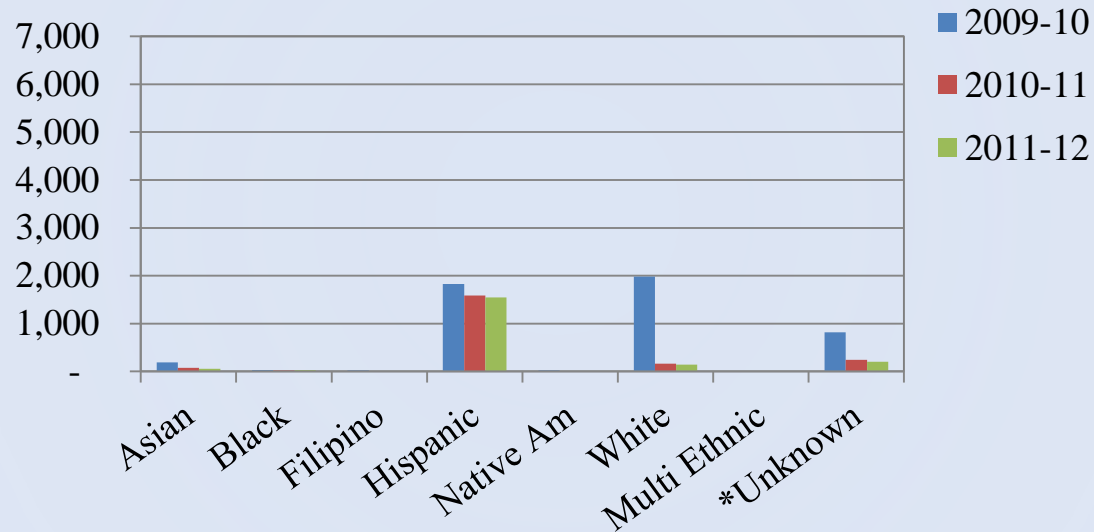
Race & Ethnicity for Last Three Fall Terms

Race and Ethnicity for Fall Credit Students



Race & Ethnicity for Last Three Fall Terms

Race and Ethnicity for Fall Non-credit Students



Student Age

Students by Age Group						
	Credit Students			NonCredit Students		
Age Group	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
17 & Under	3.6%	3.3%	3.0%	0.8%	0.8%	1.3%
18-20	38.4%	37.2%	37.1%	3.1%	7.1%	5.9%
21-24	22.7%	23.5%	25.2%	6.4%	13.1%	12.4%
25-29	12.1%	12.1%	12.6%	7.4%	14.6%	18.0%
30-34	5.6%	6.0%	6.1%	6.2%	12.0%	11.7%
35-39	3.8%	3.8%	3.6%	6.4%	12.4%	11.8%
40-44	3.2%	3.2%	3.1%	5.7%	10.4%	9.4%
45-54	6.3%	6.5%	5.5%	12.4%	16.0%	17.0%
55-64	3.1%	3.1%	2.8%	17.6%	7.5%	7.0%
65 & Over	1.1%	1.2%	1.1%	33.6%	5.6%	5.4%
Unknown	0.0%	0.0%	0.0%	0.5%	0.5%	0.2%
Headcount	26,625	25,433	24,796	4,894	2,101	1,993

Demographics Summary

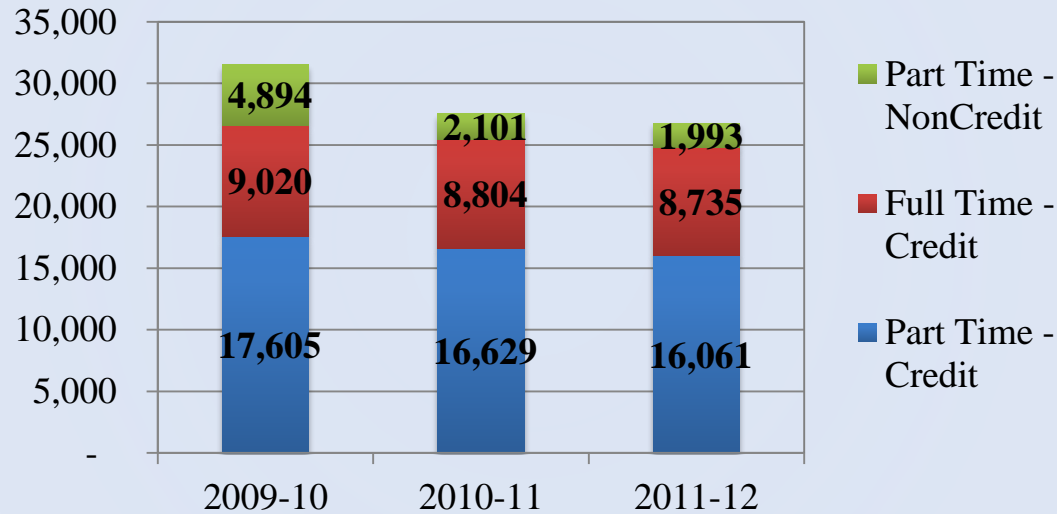
- Gender – the proportion of males has increased slightly for credit students, but for non-credit students the composition changed significantly with the drop in sections, with males approaching half the non-credit population.
- Race/Ethnicity – For credit students, enrollment has increased only for Hispanics. Among non-credit students, enrollment plunged for whites.
- Age
 - ◆ For credit students, the percentage of 21-24 year olds has increased, while for non-credit students those 65 and over decreased significantly.
 - ◆ $\frac{2}{3}$ of credit students are 24 or under.
- Credit & Non-credit form two distinct populations.

Student Characteristics

Attendance Characteristics and Placement

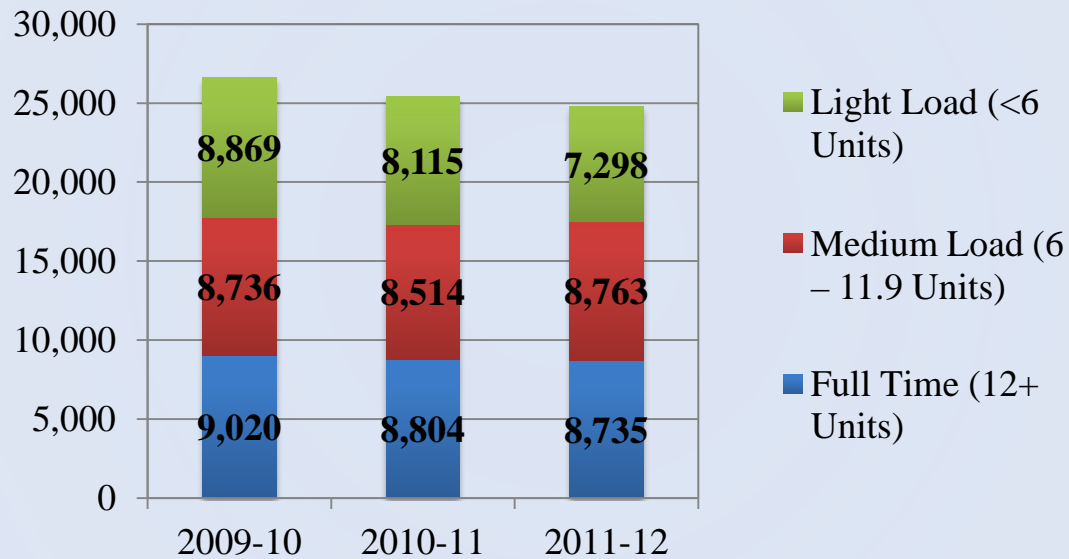
Full- or Part-time Status

Full- or Part-time Status of Fall Students



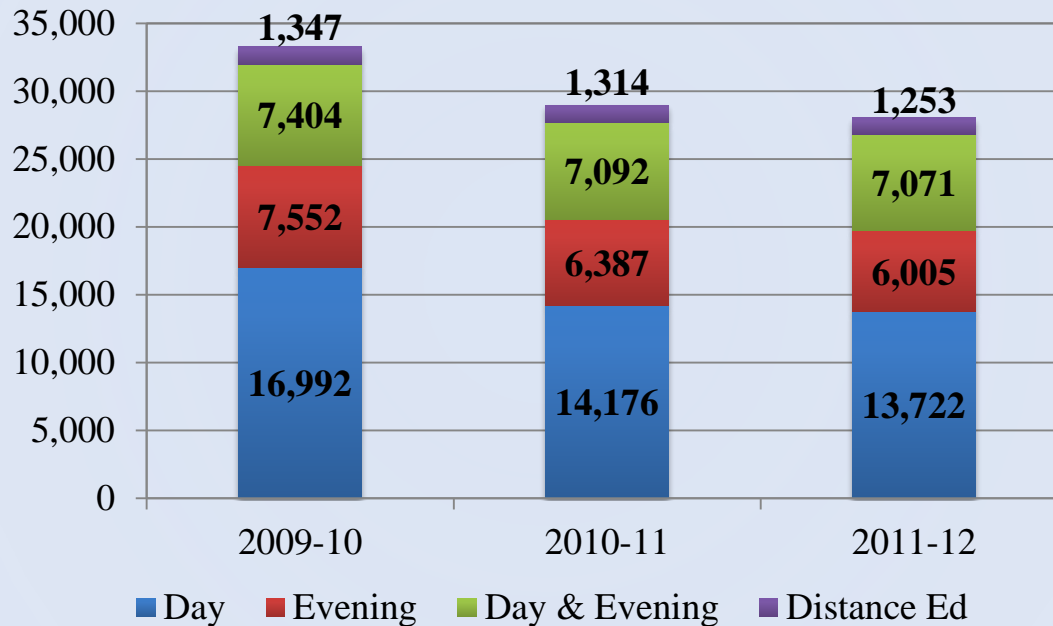
Credit Student Load

Fall Load for Credit Students Only



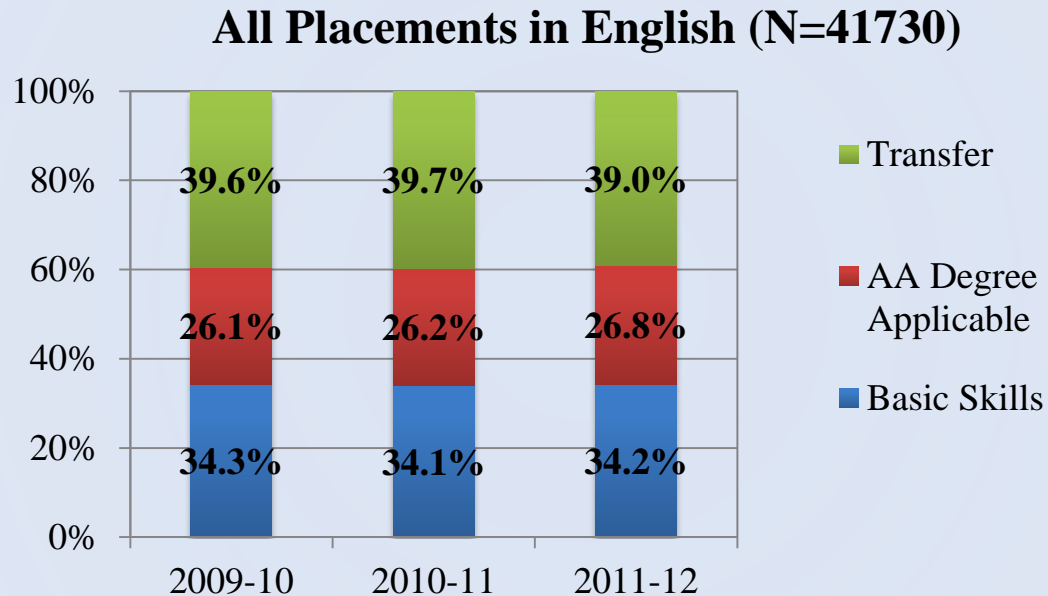
Attendance Time

Student Attendance Time of Fall Students

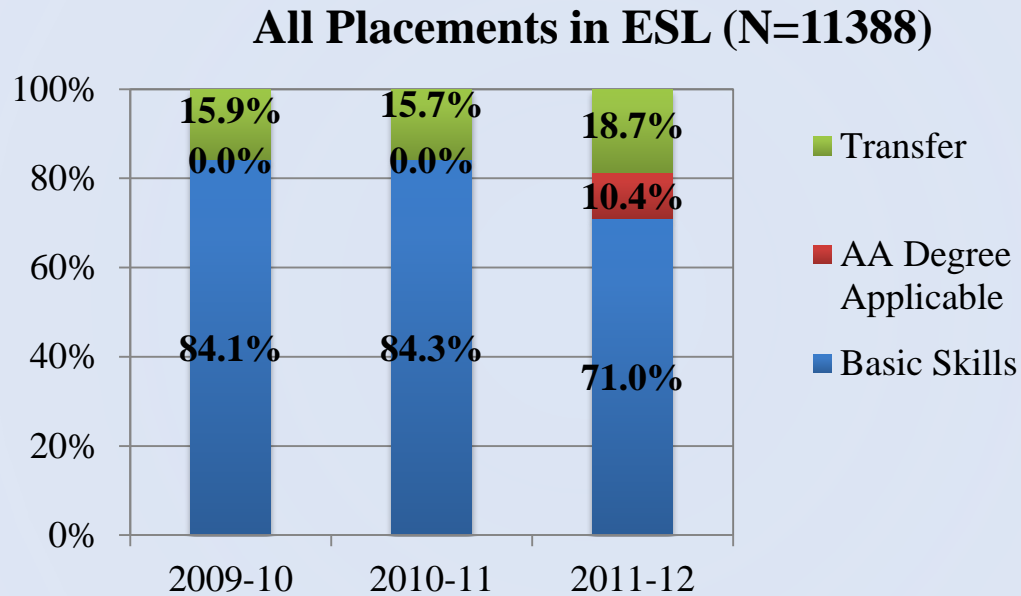


Notes: Day students take classes starting before 4:30 exclusively.
Distance Ed. students take Distance Ed. classes exclusively.

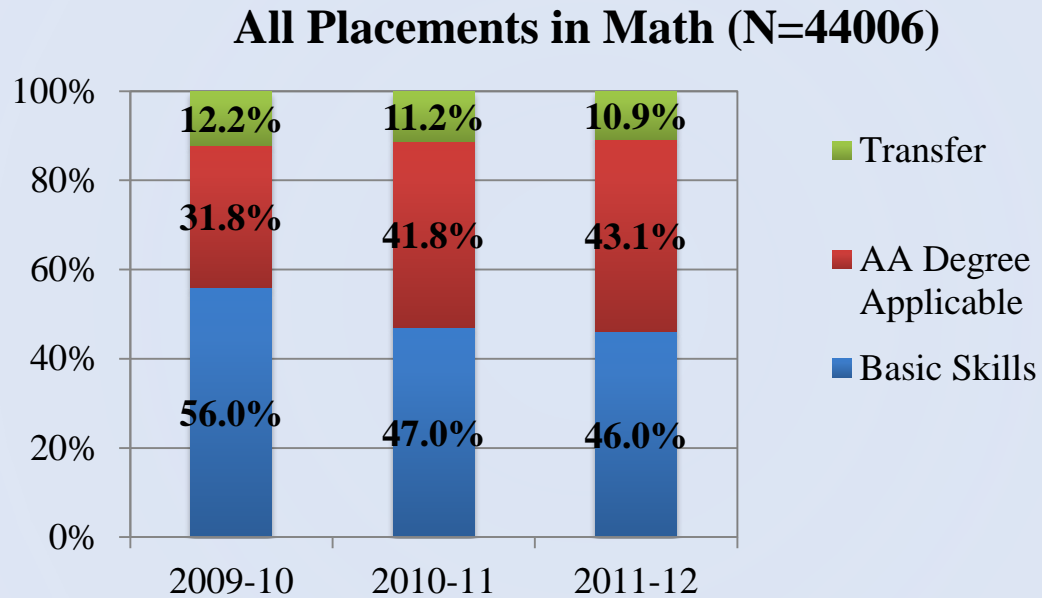
Student Placement Level



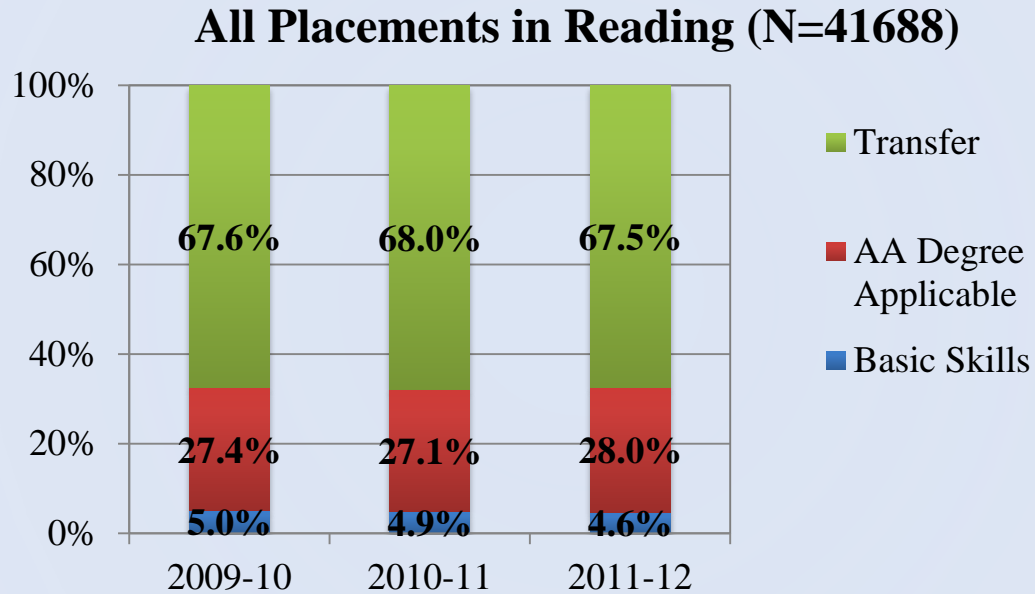
Student Placement Level



Student Placement Level



Student Placement Level



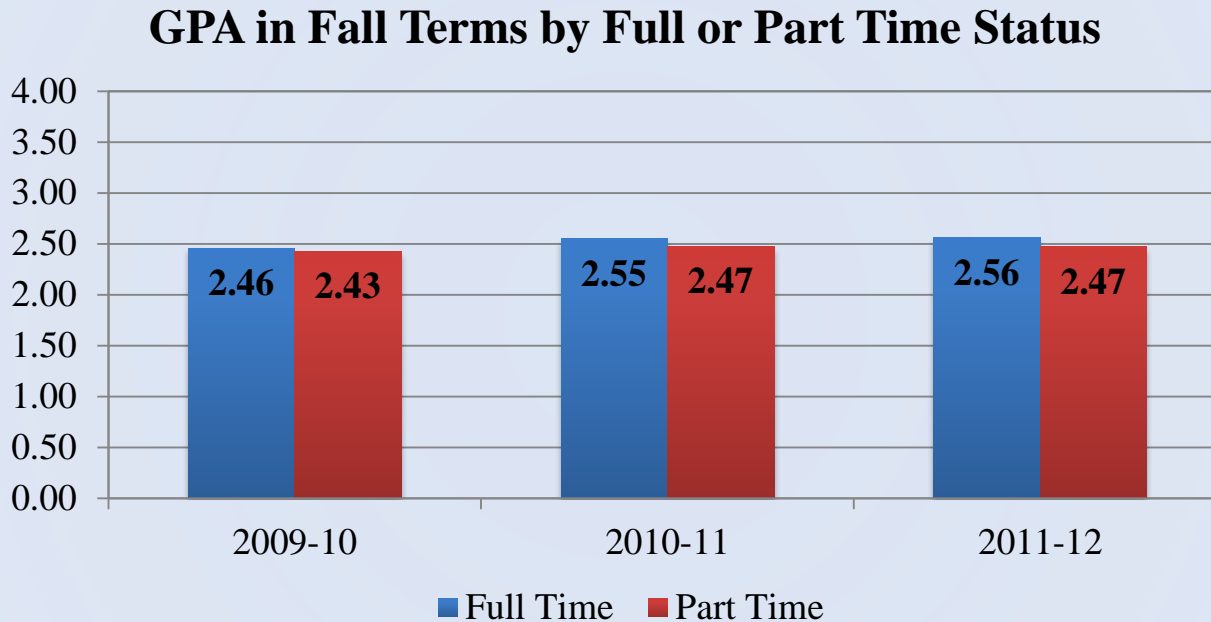
Attendance Characteristics and Placement Summary

- Load – For credit students, the number taking medium loads increased slightly.
- Placements
 - ◆ Nearly a third (31.4%) of placements are at the Basic Skills level.
 - ◆ Placement variations in 2009-10 reflect a cut-score adjustment.

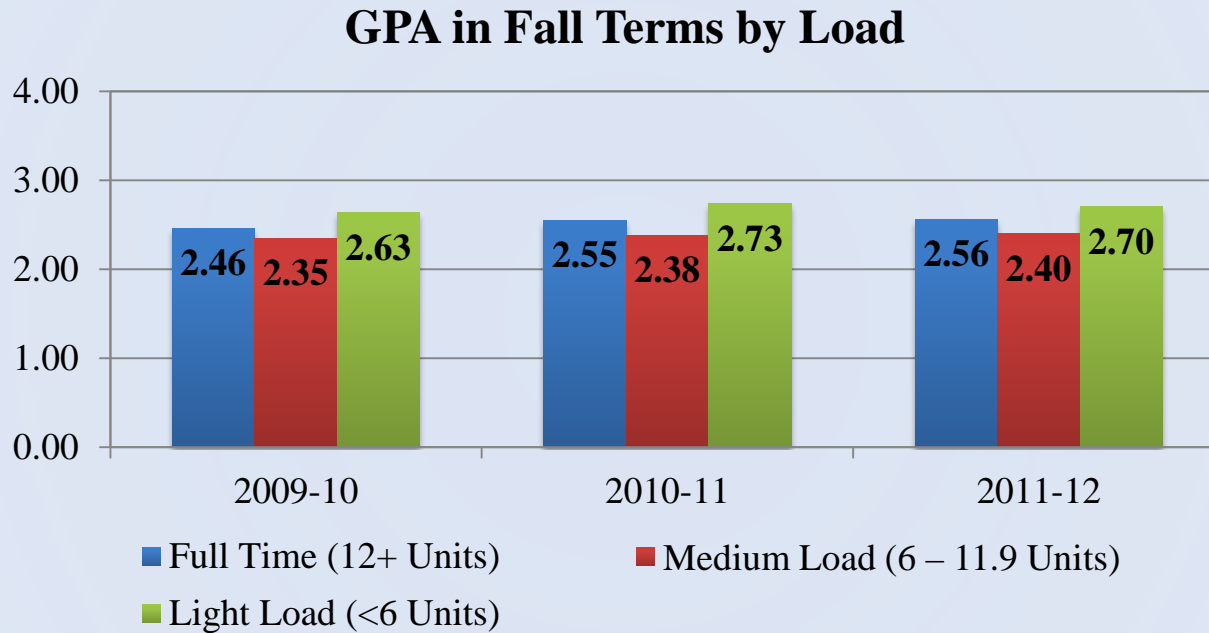
Student Success

GPA and Success Rates

Student GPA by Full- or Part-time Status

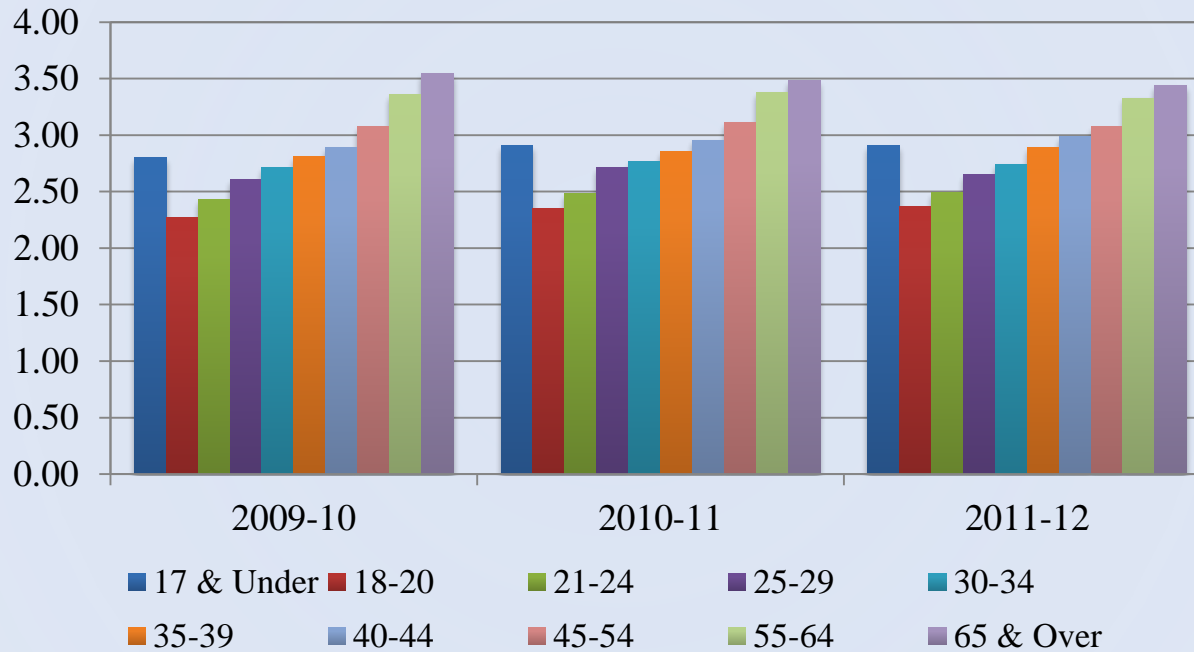


Student GPA by Full- or Part-time Status



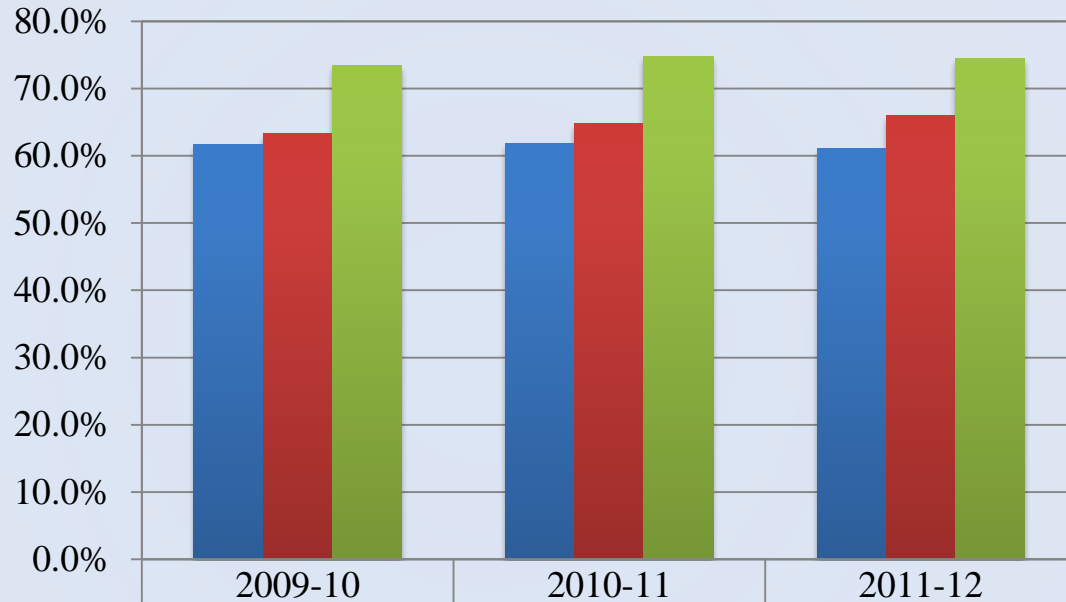
Student GPA by Age

GPA in Fall Terms by Age Group



Success by Course Level

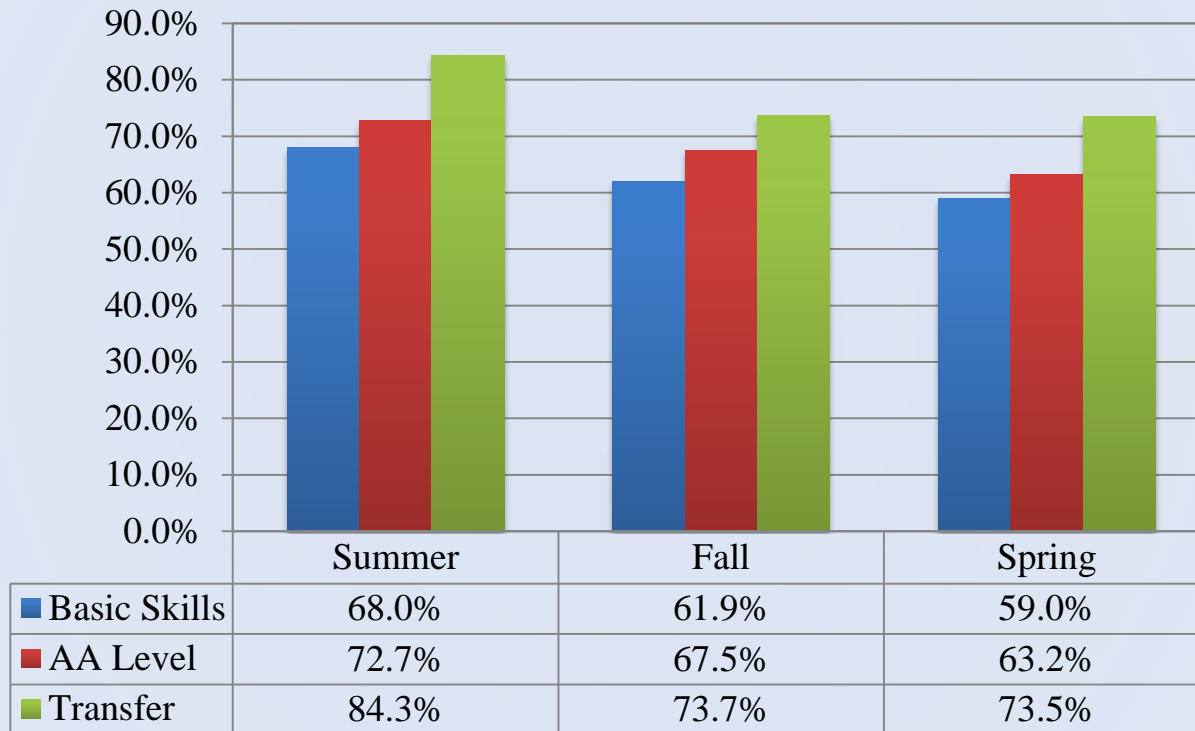
Success Rate by Course Level



■ Basic Skills	61.7%	61.8%	61.1%
■ AA Level	63.3%	64.8%	65.9%
■ Transfer	73.4%	74.7%	74.4%

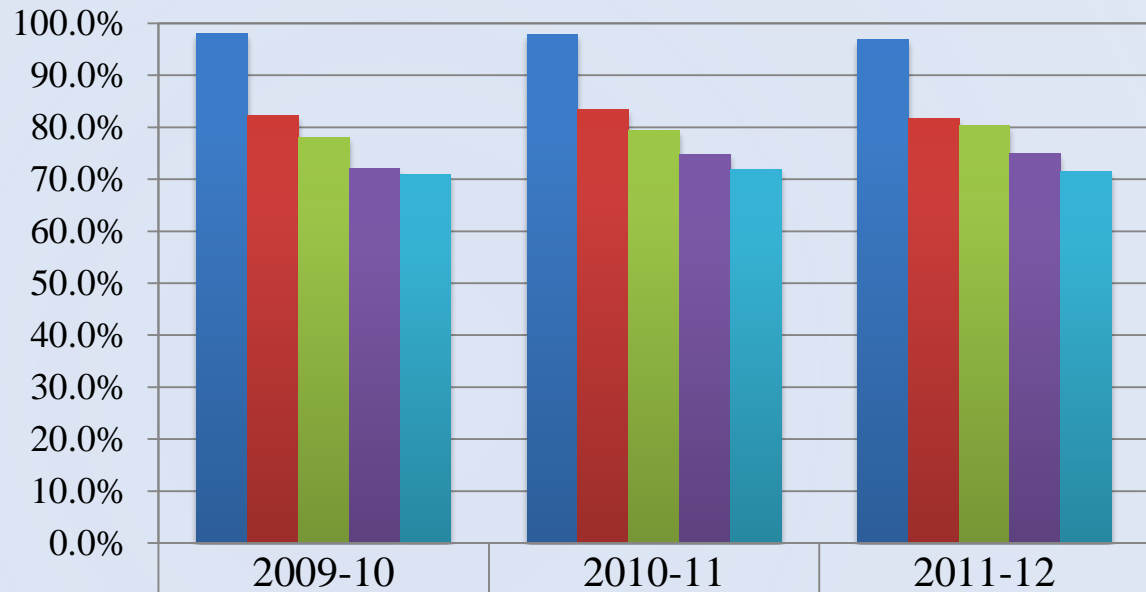
Success by Level & Term

Success Rate in 2011-12 by Course Level & Term



Success by SAM Code

Success Rate by SAM Code



	2009-10	2010-11	2011-12
■ A-Apprenticeship	98.0%	97.8%	96.9%
■ B-Advanced Occupational	82.2%	83.3%	81.6%
■ C-Clearly Occupational	78.1%	79.3%	80.3%
■ D-Possibly Occupational	72.1%	74.8%	75.0%
■ E-Non-occupational	70.9%	72.0%	71.5%

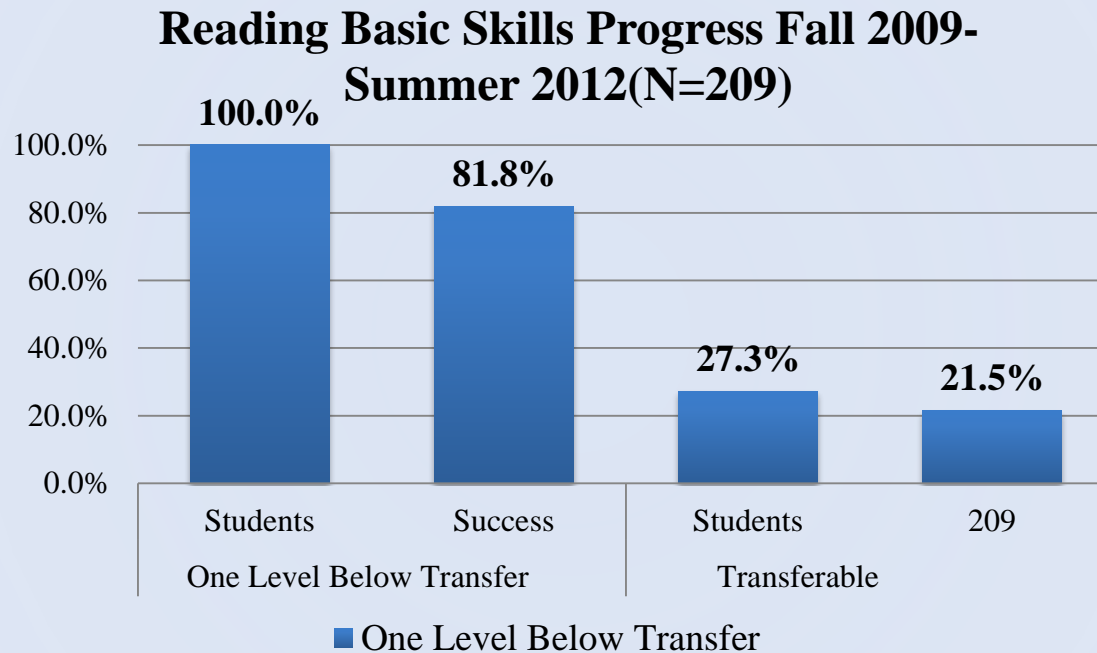
Student Success Summary – GPA & Success Rates

- GPA – GPA was slightly higher for full-time students, and generally, the older the student the higher the GPA.
- Success by Course Level – The higher the course level, the higher the success rate.
- Success by Term – Success rates are highest in the summer, and slightly lower in spring.
- Success by Vocational – Success rates tend to be higher for more occupational courses.

Student Success

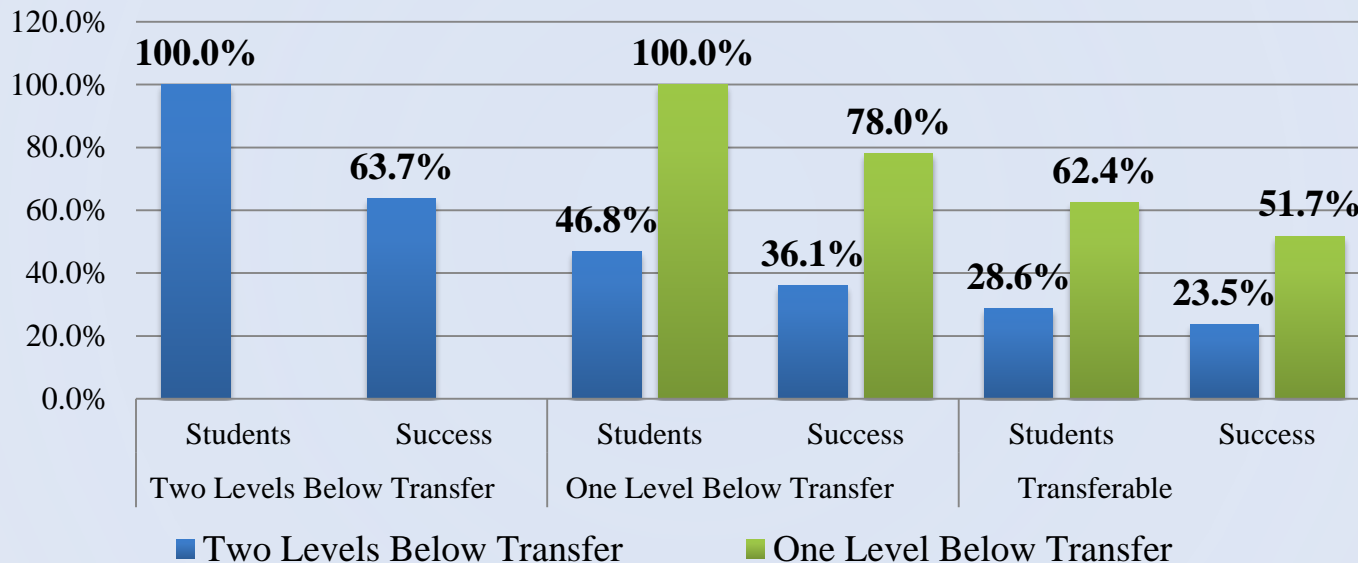
Basic Skills Cohort Progress 3-Year Time Span

Basic Skills Cohort Progress: Reading



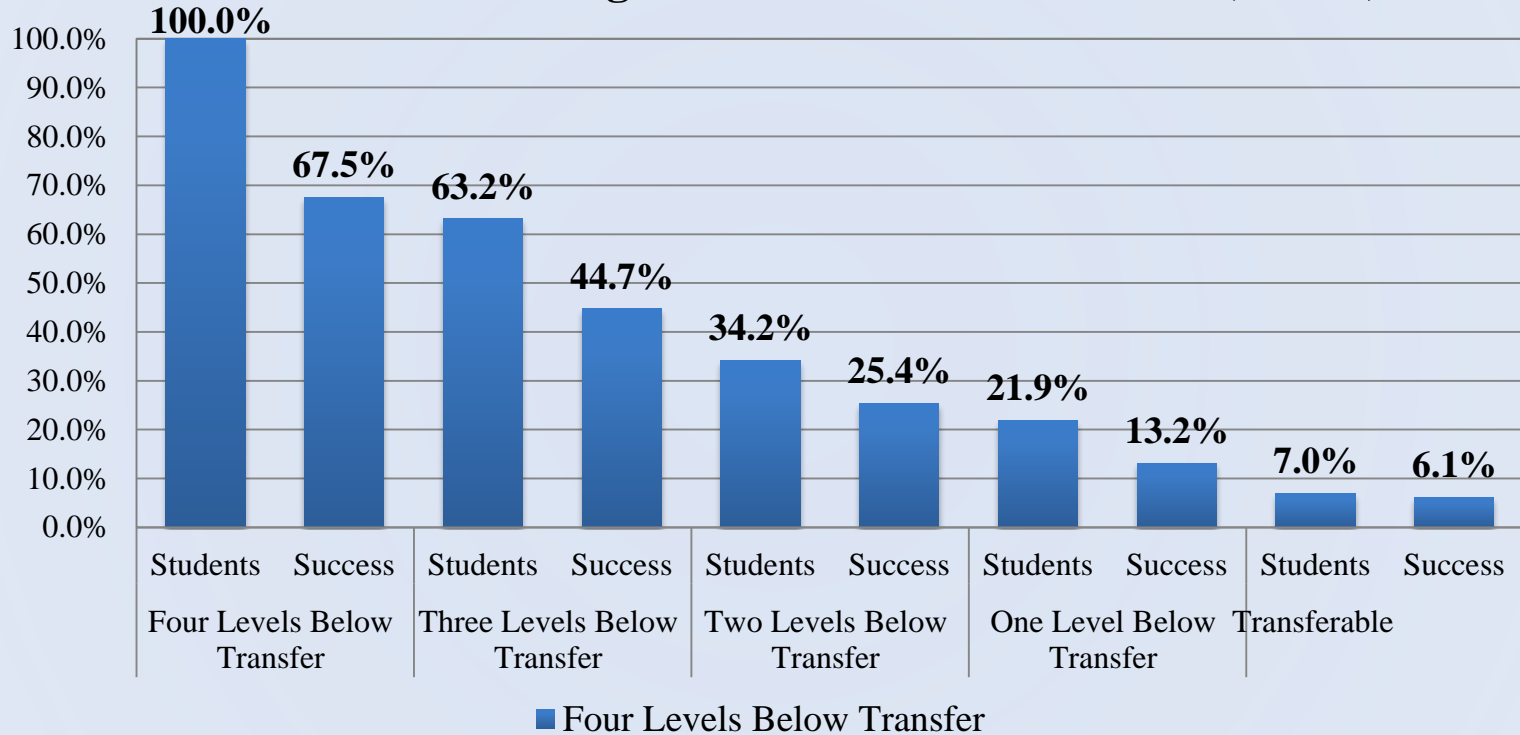
Basic Skills Cohort Progress: English

English Basic Skills Progress Fall 2009-Summer 2012(Ns=790, 659)



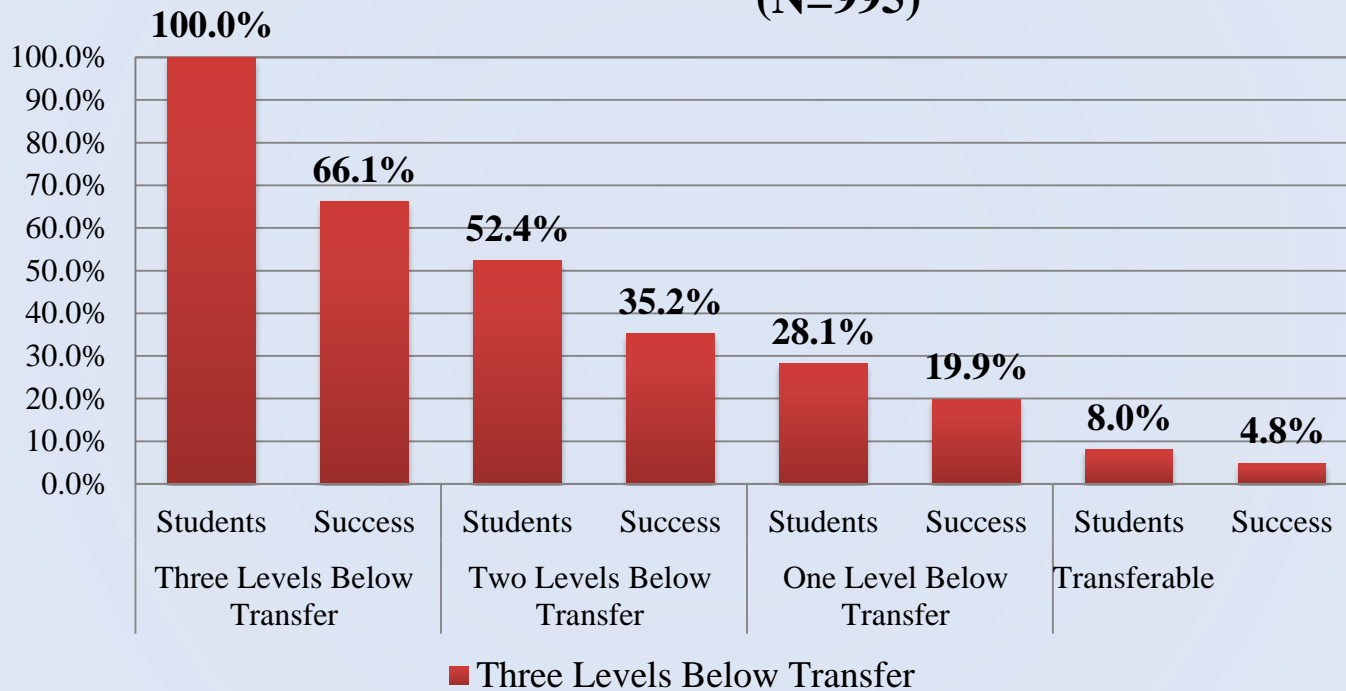
Basic Skills Cohort Progress: Math-4 Levels Below Transfer

Math Basic Skills Progress Fall 2009-Summer 2012 (N=114)



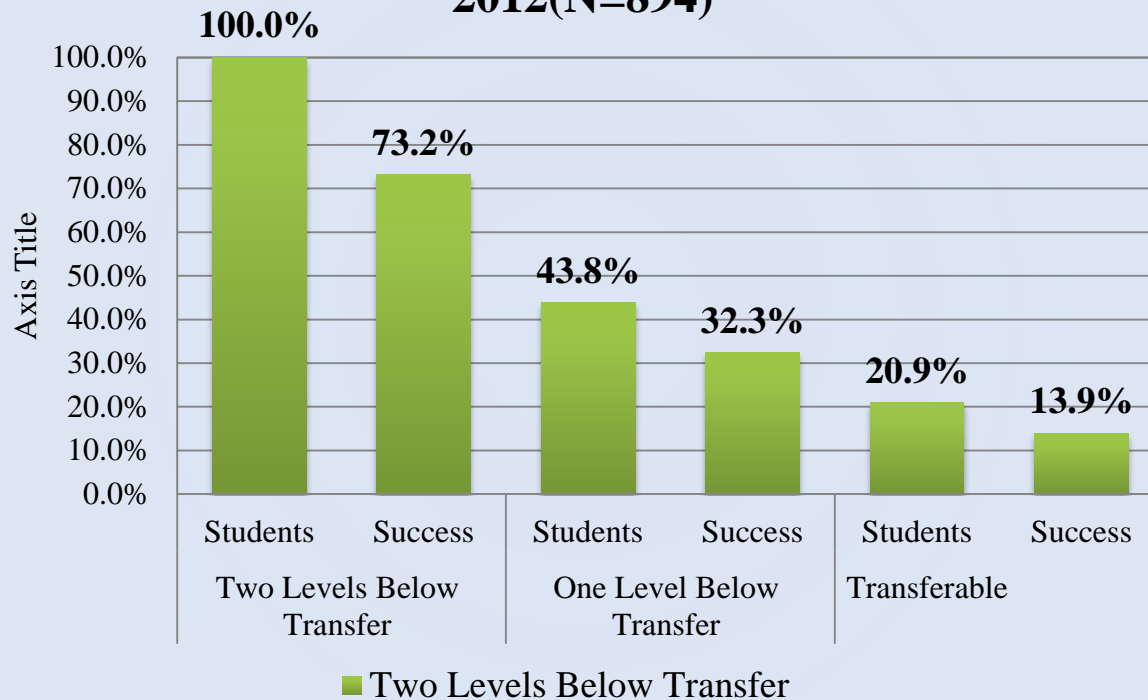
Basic Skills Cohort Progress: Math-3 Levels Below Transfer

**Math Basic Skills Progress Fall 2009-Summer 2012
(N=995)**

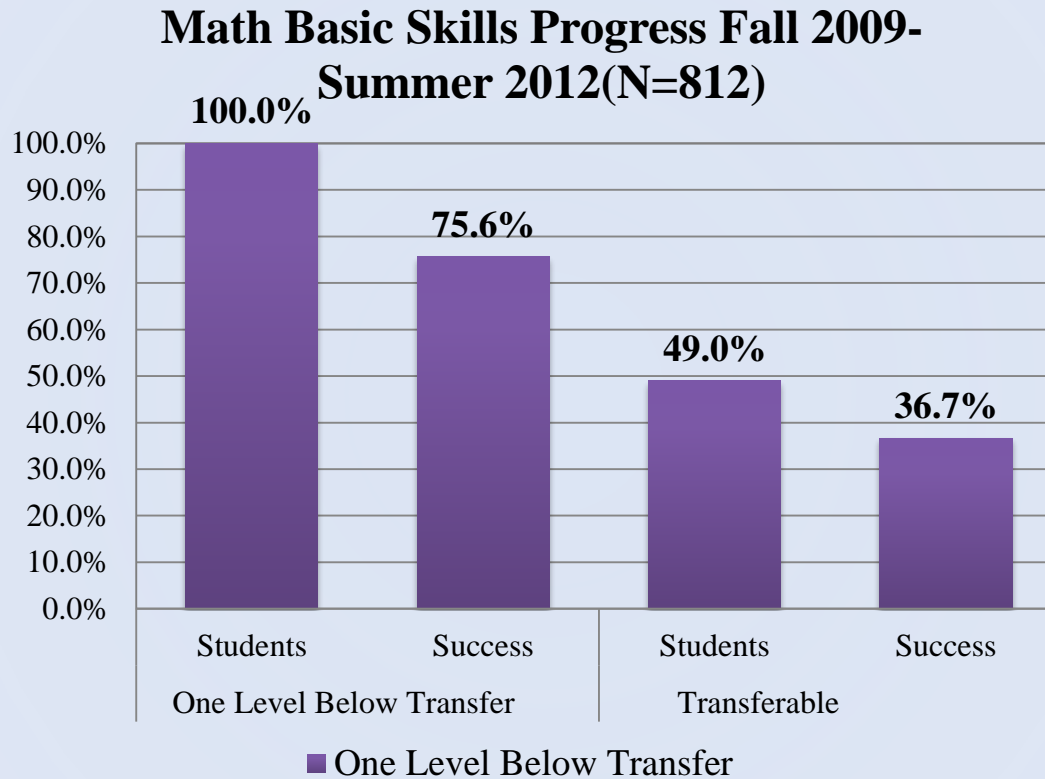


Basic Skills Cohort Progress: Math-2 Levels Below Transfer

Math Basic Skills Progress Fall 2009-Summer 2012(N=894)



Basic Skills Cohort Progress: Math-1 Levels Below Transfer



Student Success Summary – Basic Skills Cohort Progress: 3-Year Span

- Reading – Only a quarter (27.3%) of those starting one level below attempted transfer level reading.
- English – Of those starting two levels below transfer less than half (46.8%) made it to one level below.
- Math – On average, just over a third (35.8%) of BS math students successfully completed a course one level above where they started.

Student Success

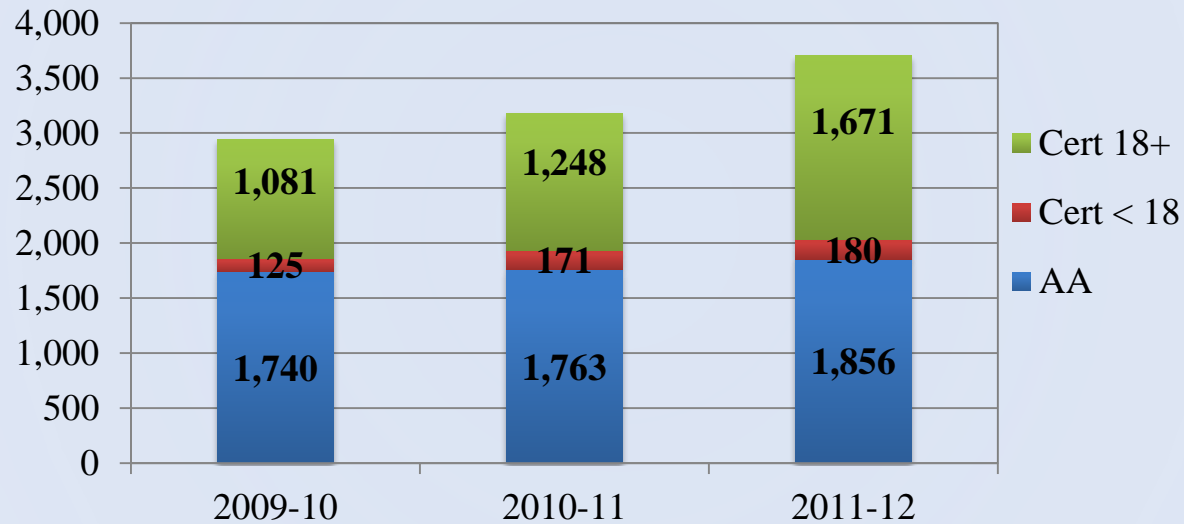
Persistence, Awards, and Transfers

Persistence by Student Type

Persistence by Credit Student Type					
Student Type	Cohort	Fall 1 Headcount	Spring 1 Persistence	Spring 2 Persistence	Spring 3 Persistence
First-Time	2007-08	5,127	64.8%	41.8%	27.7%
	2008-09	5,776	66.2%	43.6%	29.0%
	2009-10	5,985	67.2%	44.2%	28.3%
	2010-11	5,157	70.2%	46.7%	-
	2011-12	4,565	73.1%	-	-
Continuing	2007-08	12,389	69.8%	40.9%	26.2%
	2008-09	12,593	69.7%	39.9%	24.2%
	2009-10	13,449	71.9%	41.7%	25.2%
	2010-11	13,421	73.5%	42.0%	-
	2011-12	13,780	72.9%	-	-

Awards

Number of Awards Received by Year



Student Transfers

Transfers		
California State University System - 2011-2012		
CSUSM		526
SDSU		61
All Other CSU's		261
Total Transfers to CSU System		848
University of California System - 2011-2012		
UCSD		145
All Other UC's		127
Total Transfers to UC System		272
Other In-state Privates or Out-of-state Transfers - 2009-2010		
In-state Privates		519
Out-of-state		558
Total Estimated "Other" Transfers		1,077

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 2011	Continued Next Fall		CSU Grade Point Average	
	Number	Number	Rate	Number	Average
Palomar	763	679	89	672	3.11
Systemwide	37,172	32,384	87	32,030	3.03

Student Success Summary – Persistence, Awards, & Transfers

- [Persistence](#) – Persistence for first-time students caught continuing students in 2011-12.
- [Awards](#) – AA degrees climbed in 2011-12, and certificates jumped (transfer certificates).
- [Transfers to CSU](#) – Two thirds (69.2%) of transfers to the CSU system in 11/12 were to CSUSM or SDSU.
- [Transfers to UC](#) – Over half (53.3%) of the UC transfers were to UCSD.
- [Continuation & GPA](#) – Palomar transfer students continued at the same rate as other transfer students statewide, and had a higher GPA.

Student Satisfaction and Opinion

CCSSE

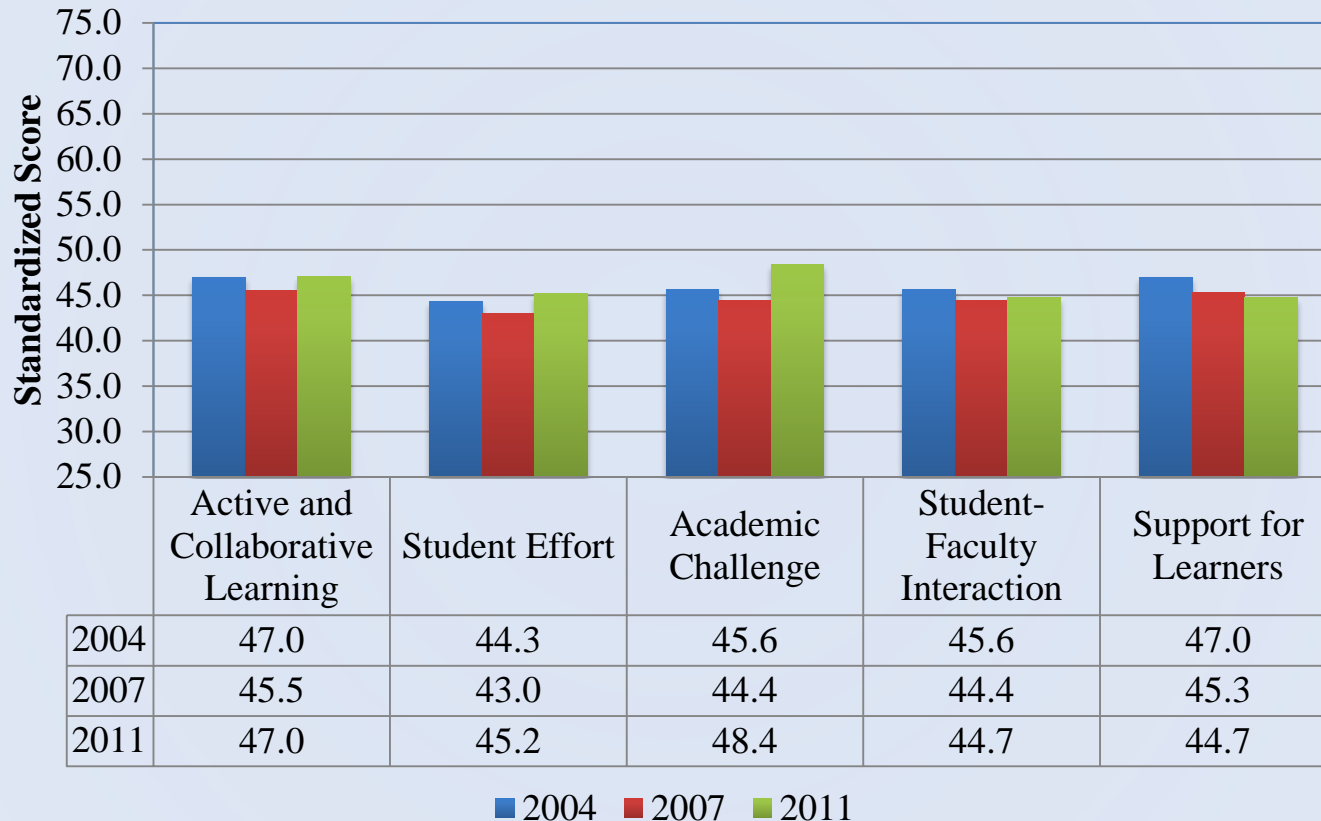
CCSSE – Benchmarks

Standardized Benchmark Scores

Benchmark	Mean
⑥ Active And Collaborative Learning	47.0
⑥ Student Effort	45.2
⑥ Academic Challenge	48.4
⑥ Student-Faculty Interaction	44.7
⑥ Support For Learners	44.7

CCSSE – Benchmarks by Year

CCSSE Benchmarks at 2004, 2007, and 2011



CCSSE – Benchmarks & Student Success Courses

Benchmark Scores and Enrollment in a Student Success Course		
Benchmark	Enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course)	
	Yes	No
Active And Collaborative Learning	54.03	45.70
Student Effort	51.42	44.01
Academic Challenge	52.92	47.79
Student-Faculty Interaction	50.73	44.11
Support For Learners	51.64	42.66

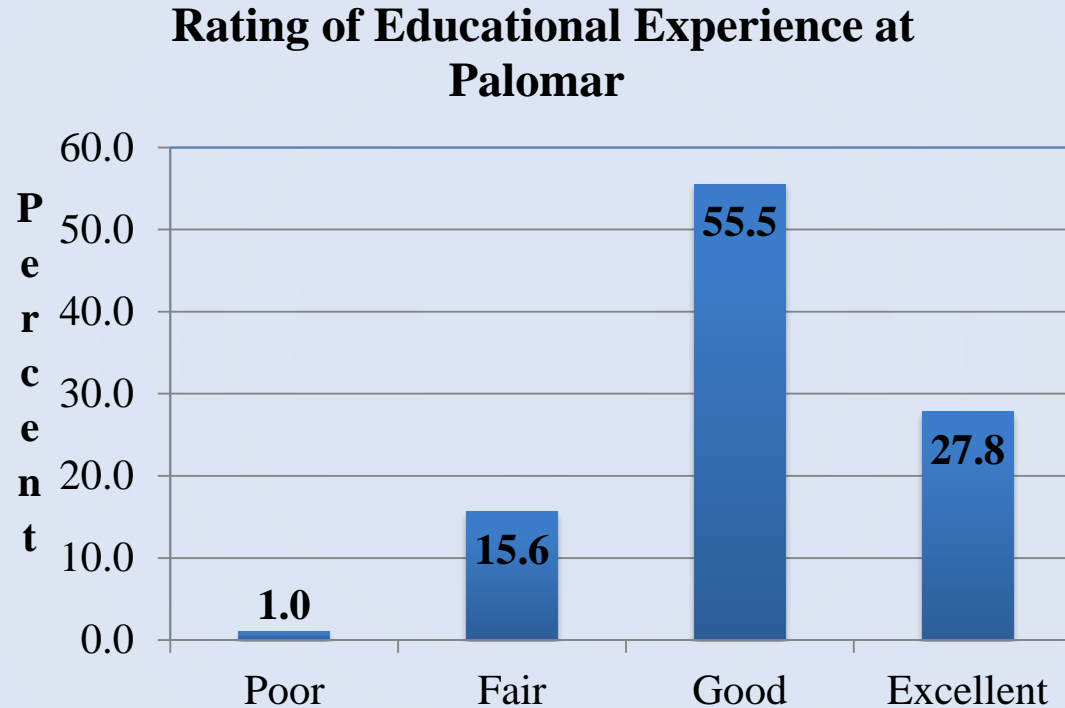
CCSSE – Benchmarks & Learning Communities

Benchmark Scores and Participation in a Learning Community		
Benchmark	Participated in a Learning Community	
	Yes	No
Active And Collaborative Learning	53.35	46.58
Student Effort	55.34	44.26
Academic Challenge	51.91	48.34
Student-Faculty Interaction	49.87	44.78
Support For Learners	52.47	43.29

CCSSE – Benchmarks & Orientation

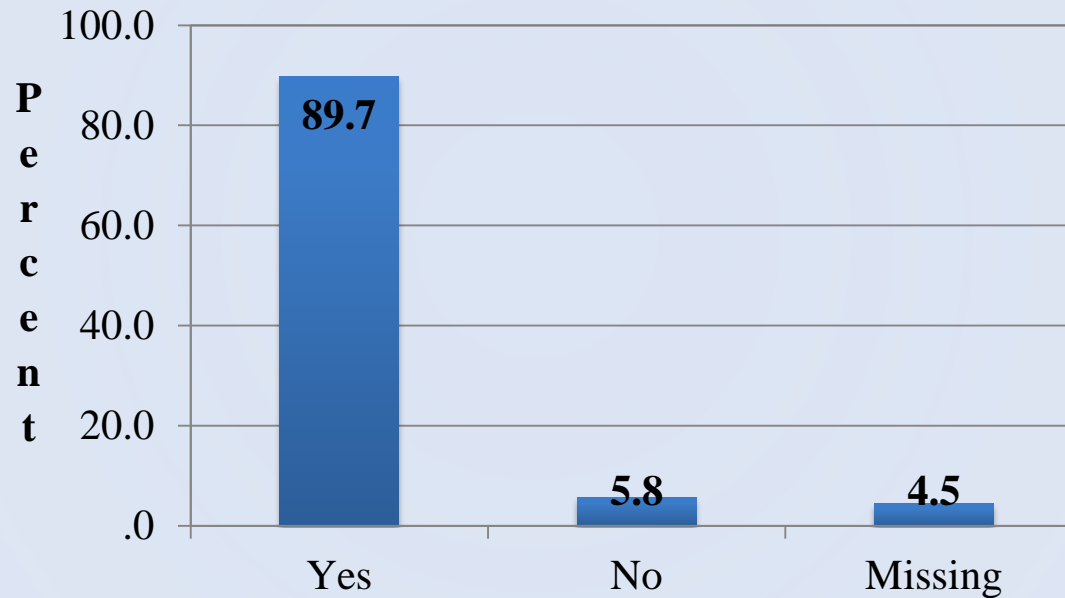
Benchmark Scores and Participation in an Orientation		
Benchmark	Attended an Orientation	
	Yes	No
Active And Collaborative Learning	51.41	43.81
Student Effort	49.79	41.47
Academic Challenge	52.88	45.06
Student-Faculty Interaction	49.36	42.02
Support For Learners	49.57	39.99

CCSSE – Evaluation of Palomar



CCSSE – Recommend Palomar

**Student Would Recommend This College to
a Friend or Family Member**



Student Satisfaction & Opinion Summary – CCSSE

● Benchmarks

- ◆ Overall, Benchmark scores were below average.
- ◆ The Academic Challenge score has increased, while Support for Learners has decreased.

● Support Activities – Support activities were associated with higher Benchmark scores.

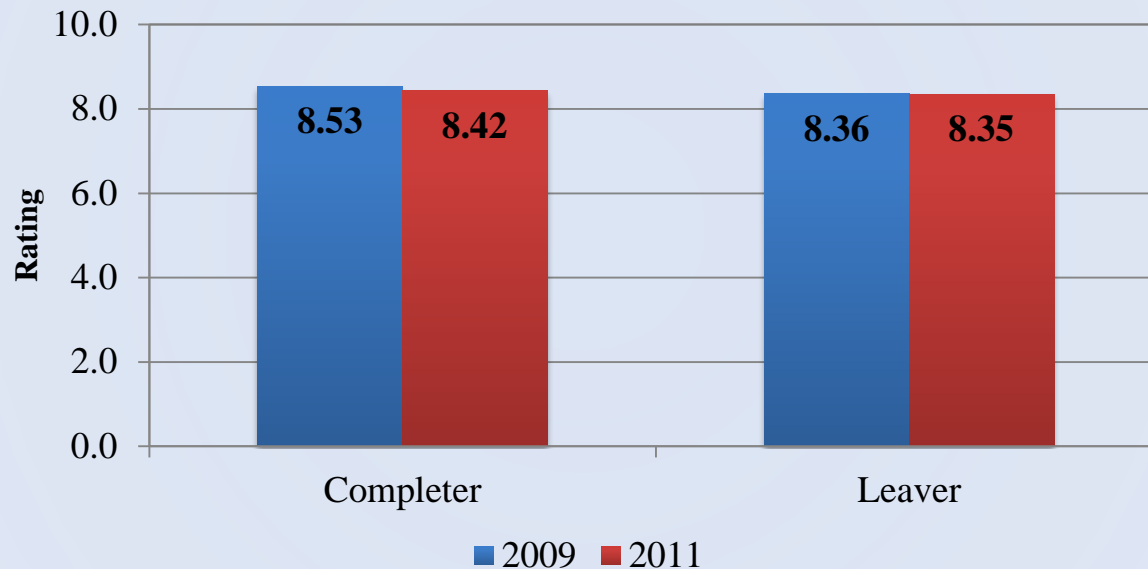
● Evaluation of Palomar – Students were very positive about Palomar.

Student Satisfaction and Opinion

CTE Student Survey

CTE Program Satisfaction

CTE Student Satisfaction with the Program
(N's=289, 285, 348, & 366)

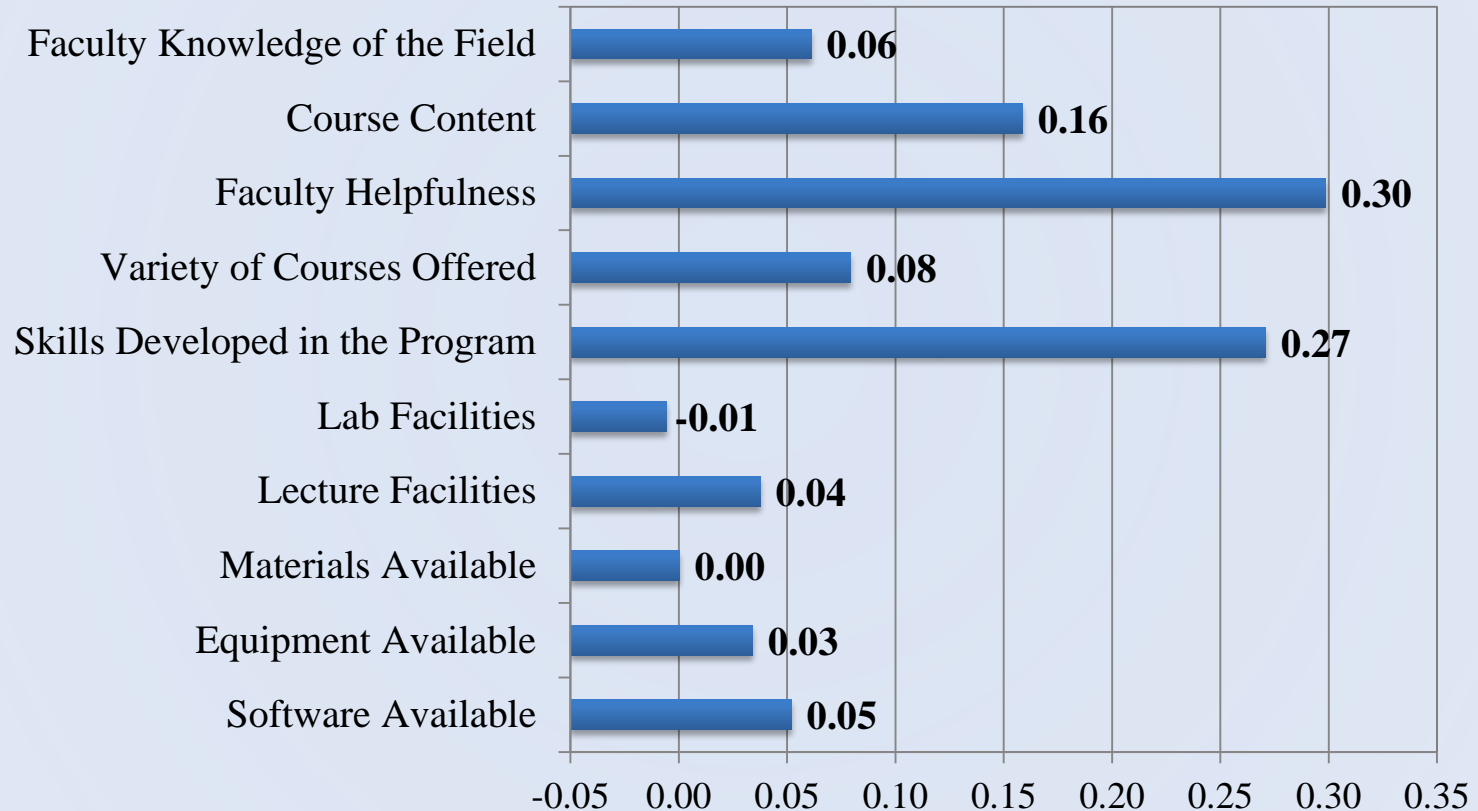


Program Component Satisfaction

Satisfaction with Program Components				
<i>Satisfaction with:</i>	2009		2011	
	Mean	N	Mean	N
Software Available for Completing Class or Lab Assignments	8.08	639	8.11	654
Equipment Available for Completing Class or Lab Assignments	8.28	639	8.32	654
Materials Available for Completing Class or Lab Assignments	8.43	639	8.35	654
Lecture Facilities	7.95	639	7.86	654
Lab Facilities	8.11	639	8.07	654
Skills Developed in the Program	8.49	639	8.46	654
Variety of Courses Offered	8.09	639	8.10	654
Faculty Helpfulness	8.76	639	8.72	654
Course Content	8.55	639	8.49	654
Faculty Members' Knowledge of the Field	9.11	639	9.12	654

Factors Affecting Overall Satisfaction

Association of Component Ratings with Overall Satisfaction Rating (N=867)



Impact on Completers

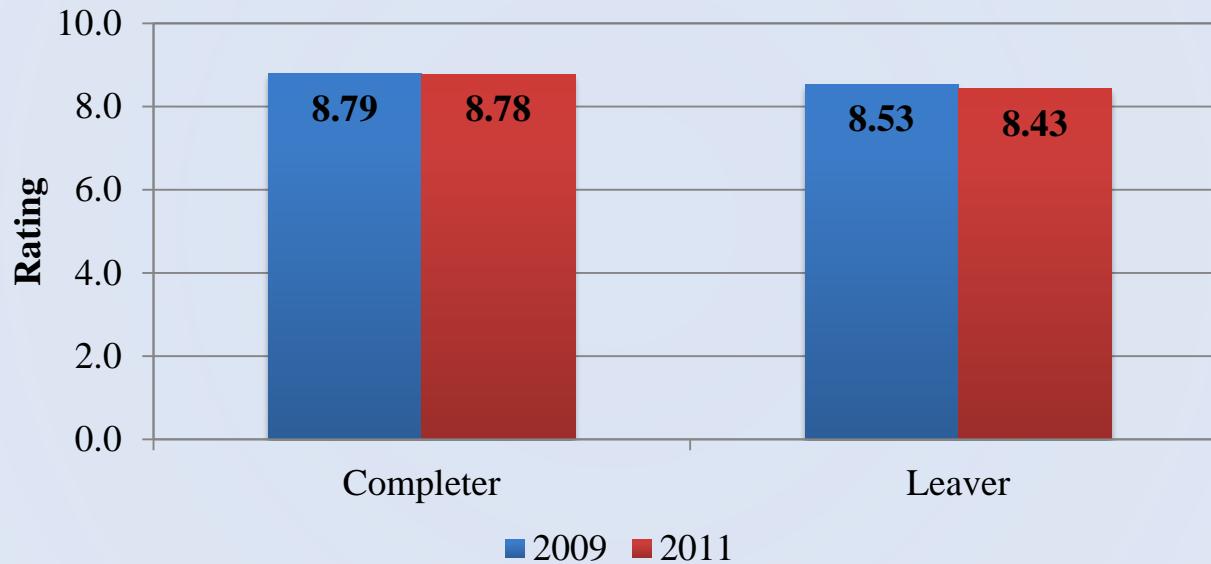
Impact of Study at Palomar on Completers							
Year	My studies at Palomar College ...		Strongly disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly agree
2009	improved my work situation.	Count	7	6	13	100	101
		%	3.1%	2.6%	5.7%	44.1%	44.5%
	improved my ability to perform my job.	Count	4	14	11	105	92
		%	1.8%	6.2%	4.9%	46.5%	40.7%
2011	improved my work situation.	Count	4	17	8	96	82
		%	1.9%	8.2%	3.9%	46.4%	39.6%
	improved my ability to perform my job.	Count	4	14	6	101	82
		%	1.9%	6.8%	2.9%	48.8%	39.6%

Impact on Leavers

Impact of Study at Palomar on Leavers							
Year	My studies at Palomar College ...		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
2009	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%
2011	improved my work situation.	Count	13	42	25	114	57
		%	5.2%	16.7%	10.0%	45.4%	22.7%
	improved my ability to perform my job.	Count	12	48	24	118	49
		%	4.8%	19.1%	9.6%	47.0%	19.5%

Programs Met Student Needs

Extent to Which Program Met the Student's Needs (N=287, 285, 350, 365)



Student Satisfaction & Opinion Summary – CTE Student Survey

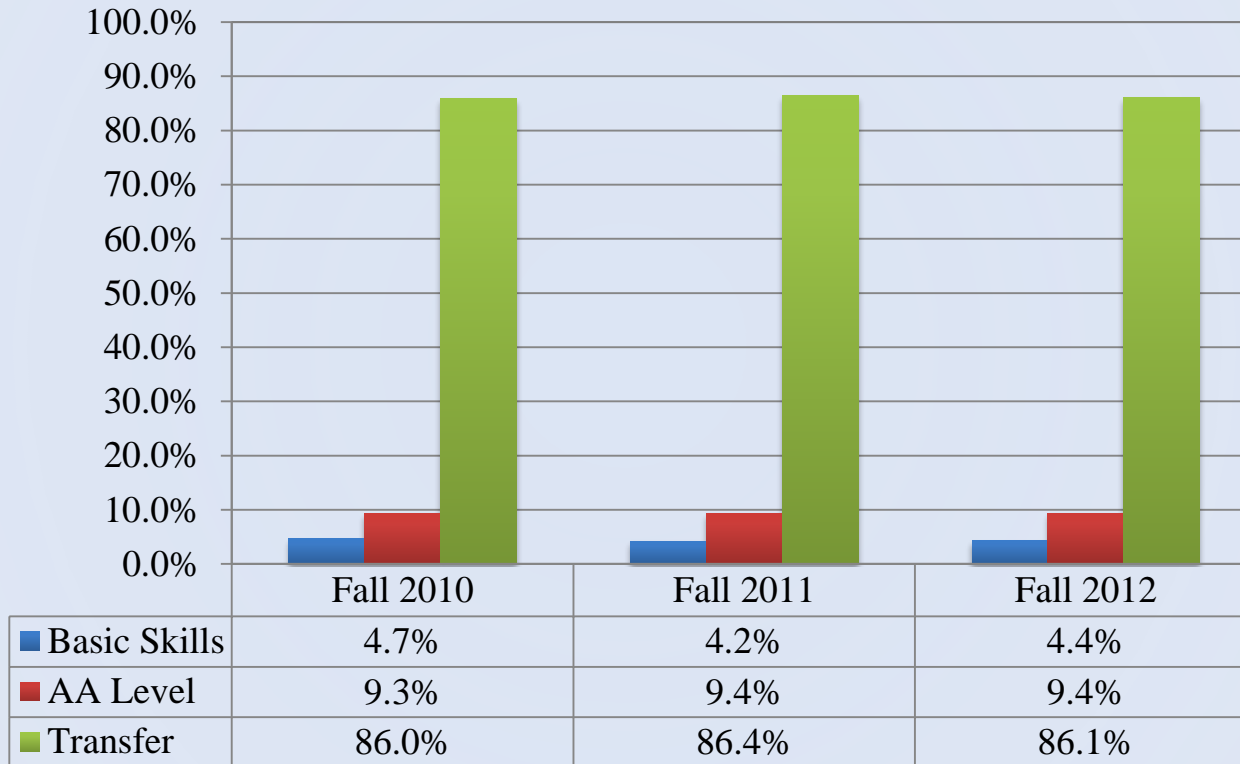
- Program satisfaction ratings were quite high.
- Skills developed in the program, and faculty helpfulness were most closely associated with overall satisfaction.
- Impact – Students agreed that their studies at Palomar improved their (a) work situation and (b) ability to perform their jobs.
- Met Needs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

Distribution of Instruction

Course Level and Vocation Status

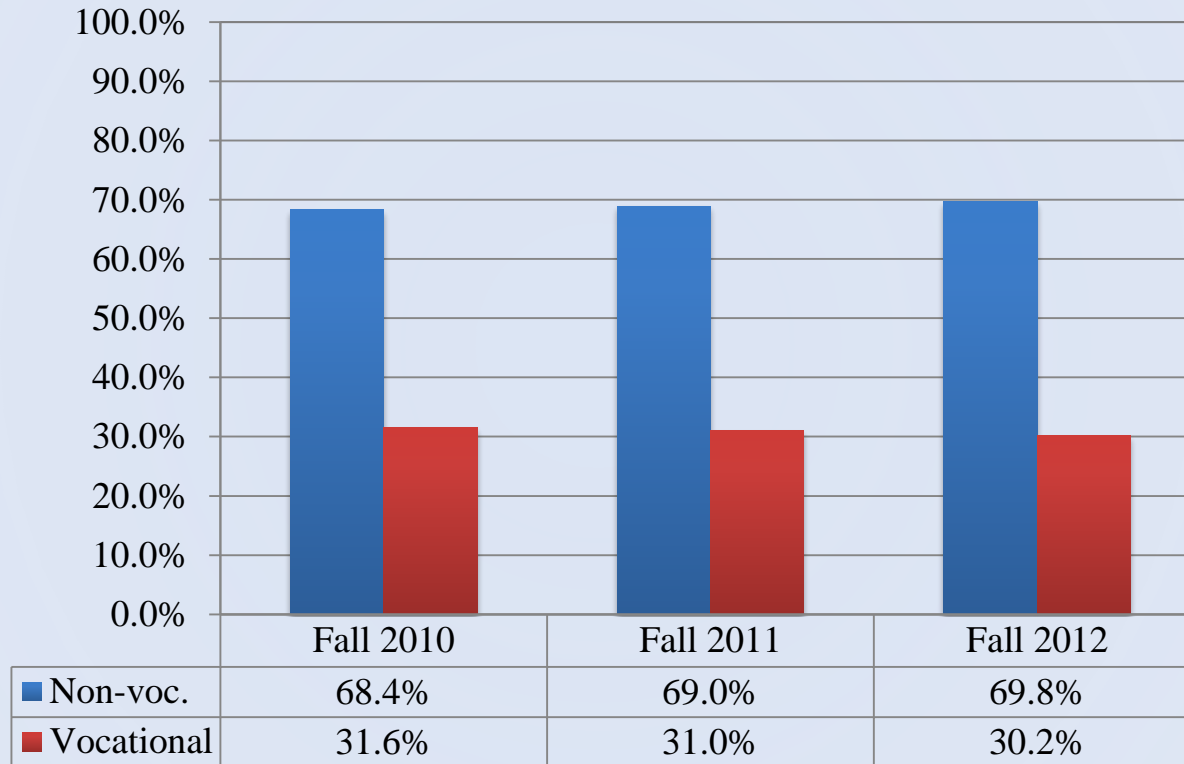
Offerings by Course Level

Fall Course Offerings by Course Level



Offerings by Vocational Status

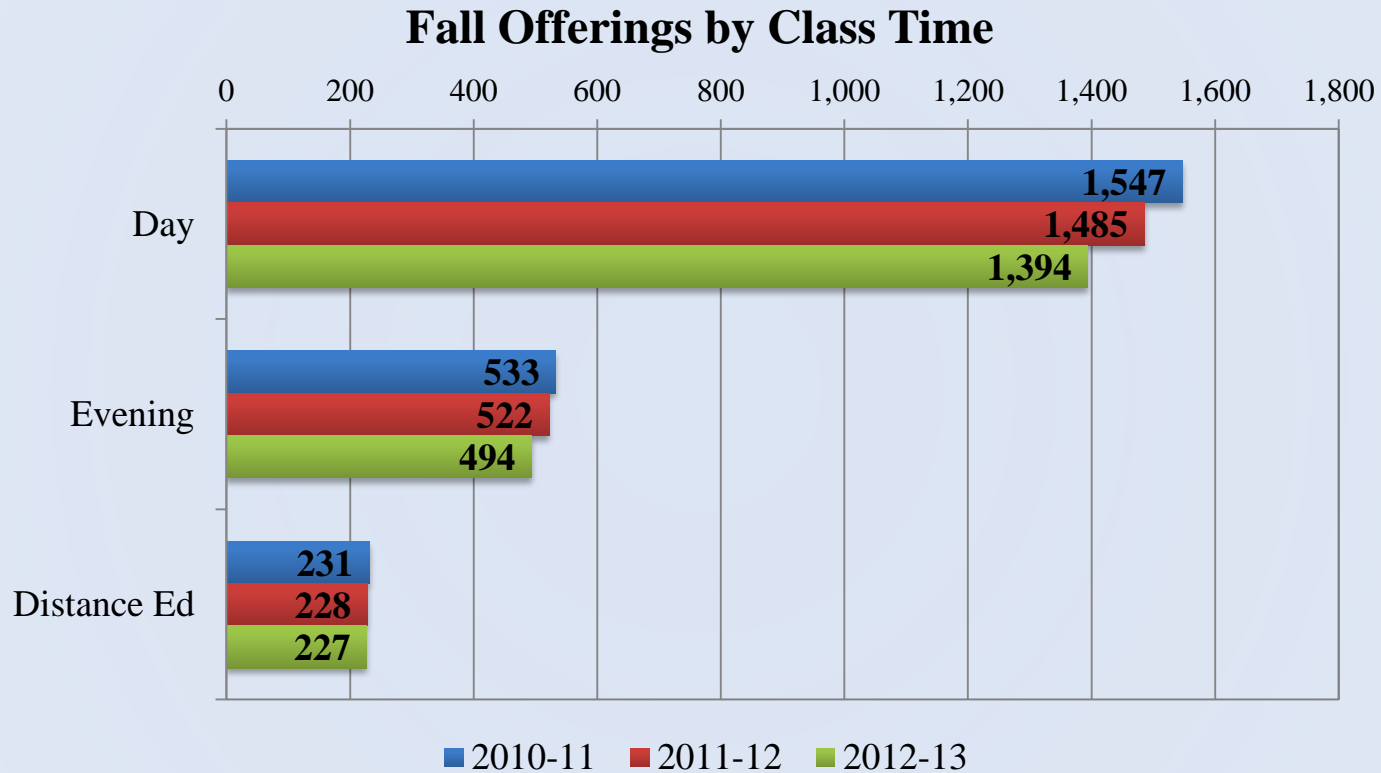
Fall Offerings by Vocational Status



Distribution of Instruction

Delivery Times & Location

Offerings by Class Times



Offerings by Location

Percent of Fall Offerings by Location			
Location	Fall 2010	Fall 2011	Fall 2012
Camp Pendleton	1.6%	1.6%	1.7%
Escondido	10.2%	10.1%	9.9%
Fallbrook	0.9%	0.7%	0.7%
Internet	9.6%	9.8%	10.3%
Mt. Carmel	0.9%	0.6%	0.4%
Pauma	0.0%	0.1%	0.0%
Ramona	0.4%	0.2%	0.2%
San Marcos	73.3%	74.2%	74.2%
Other Location	3.1%	2.7%	2.6%
Total Sections	2,311	2,235	2,115

Distribution of Instruction Summary

- Stable – The proportion of offerings by level, vocational status, & time have remained stable.
- Level – 89% of offerings are at transfer level.
- 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

Employee Classification					
	2007-08	2008-09	2009-10	2010-11	2011-12
Full-Time Faculty	17.0%	17.3%	17.4%	17.1%	17.7%
Part-Time Faculty	54.3%	53.0%	53.0%	53.2%	54.8%
Classified Staff	26.7%	27.4%	27.5%	27.5%	25.4%
Educational Administrator	1.3%	1.5%	1.4%	1.4%	1.3%
Classified Administrator	0.6%	0.8%	0.7%	0.8%	0.9%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%

Employee Age

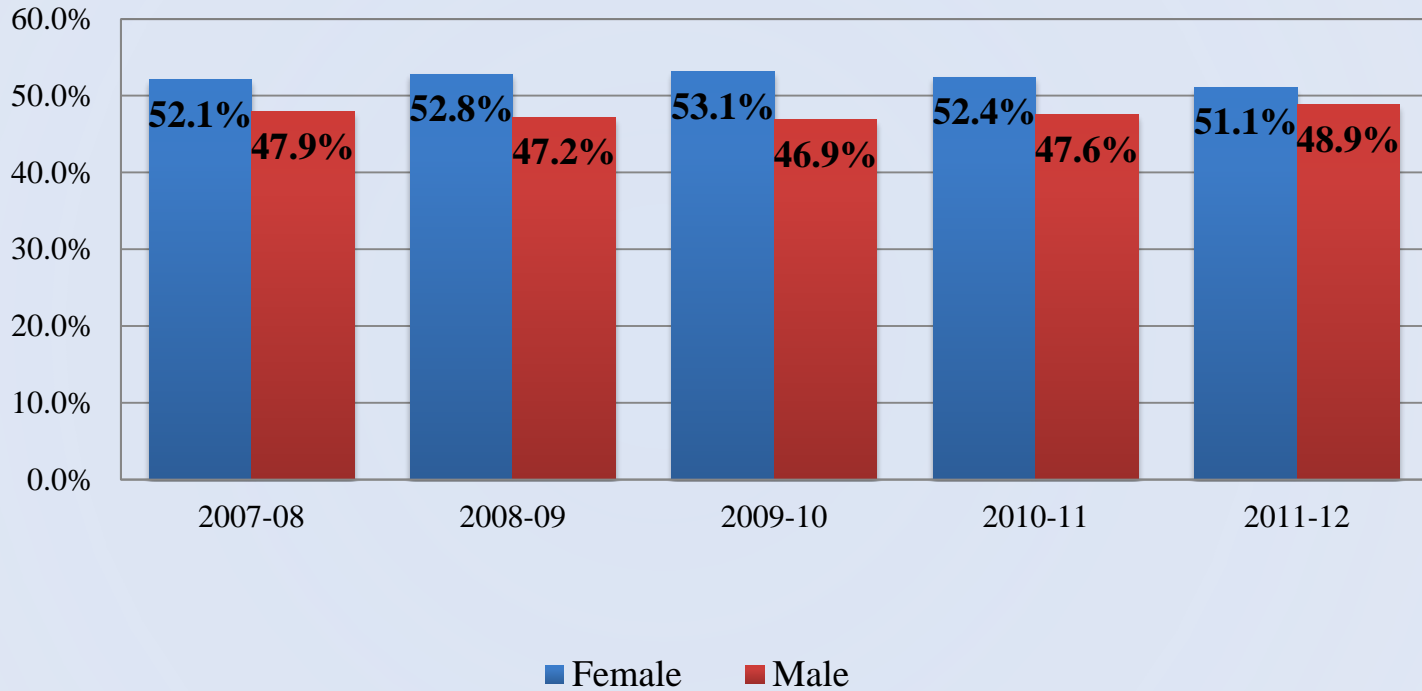
Staff Age					
	2007-08	2008-09	2009-10	2010-11	2011-12
*Under 25	0.9%	0.7%	0.4%	0.3%	0.2%
25-29	4.5%	4.1%	3.9%	3.9%	3.0%
30-34	9.1%	8.3%	8.5%	8.5%	7.7%
35-39	8.5%	9.7%	9.1%	10.4%	9.8%
40-44	11.1%	10.3%	9.3%	9.7%	10.0%
45-54	30.9%	30.6%	30.2%	29.5%	29.5%
55-64	27.6%	27.9%	29.2%	28.9%	29.4%
65 & Over	7.4%	8.4%	9.4%	9.0%	10.4%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%

Employee Age

Staff Age by Employment Classification					
	Full-Time Faculty	Part-Time Faculty	Classified Staff	Educational Administrator	Classified Administrator
*Under 25	0.0%	0.2%	0.3%	0.0%	0.0%
25-29	1.1%	3.3%	3.7%	0.0%	0.0%
30-34	4.2%	9.3%	7.2%	0.0%	0.0%
35-39	5.0%	11.3%	10.3%	0.0%	7.7%
40-44	13.0%	9.8%	8.8%	5.3%	0.0%
45-54	36.3%	26.9%	31.3%	21.1%	15.4%
55-64	32.4%	24.8%	33.7%	73.7%	69.2%
65 & Over	8.0%	14.1%	4.8%	0.0%	7.7%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Employee Gender

Staff Gender



Employee Race and Ethnicity

Staff Ethnicity					
	2007-08	2008-09	2009-10	2010-11	2011-12
Asian/Pac Isl	4.6%	4.6%	4.3%	3.8%	3.6%
Black, Non-Hispanic	2.6%	2.5%	2.4%	1.9%	1.8%
Filipino	1.5%	1.3%	1.2%	0.6%	0.7%
Hispanic	14.4%	14.3%	14.9%	17.1%	14.4%
Native American	1.3%	1.3%	1.4%	1.4%	1.5%
White, Non-Hispanic	74.5%	74.9%	74.8%	73.7%	76.3%
Unknown	1.1%	1.1%	1.0%	1.6%	1.5%
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%

Staff Demographics Summary

- Employee classification, age, gender, and race and ethnicity have all been stable in recent years.

Internal Scan Summary

- Palomar has seen recent declines in course offerings and enrollment (especially non-credit).
- Credit & non-credit populations are distinct.
- Nearly a third (31.4%) of placements are at the Basic Skills level.
- Success rates were higher for students who were older, taking higher level courses, & taking vocational courses.
- First-time students generally persist at lower rates than do continuing students.

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
- Distribution of Instruction
- Staff Demographics

Internal Scan Topics

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

Internal Scan Topics

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

Internal Scan Topics

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

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?