



OBSERVATIONS 2010-2011



*A Compendium of Information for and about
Pasadena City College*



INSTITUTIONAL PLANNING AND RESEARCH OFFICE
PASADENA CITY COLLEGE
1570 E. Colorado Blvd.
Pasadena, CA 91106-2003
Voice: 626.585.7759
Fax: 626.585.3090

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PASADENA CITY COLLEGE
OCTOBER 2011

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FOREWORD

Welcome to the 2011-2012 edition of Pasadena City College's (PCC) *Observations*! Through tremendous teamwork, we in the Institutional Planning and Research Office wrote this book to answer many questions frequently asked about the College's programs and services, classes, students, student outcomes, and employees. We hope it will tell you some things about PCC you might not yet know, and have no doubt that it will raise further questions. Beyond that, we hope it will supply a common foundation of information on which the College community can base discussions and decisions about the future of PCC. We welcome any ideas you might have for additions to the next edition of *Observations* or other research projects.

Because different readers seek and digest information in different ways, in most sections, we have presented information in tabular, graphic, and narrative form. The tables typically contain the most detailed data, the graphs show some trends over time or a snapshot of a particular term, and the narrative calls your attention to just a few of the highlights that we have found noteworthy. If you are aware of an interpretation for a particular trend or pattern that is more elegant than ours, or can draw more meaningful implications, we would like to hear from you.

Please send comments and feedback to the Institutional Planning and Research Office.

CHAPTER 1

OUR COMMUNITY



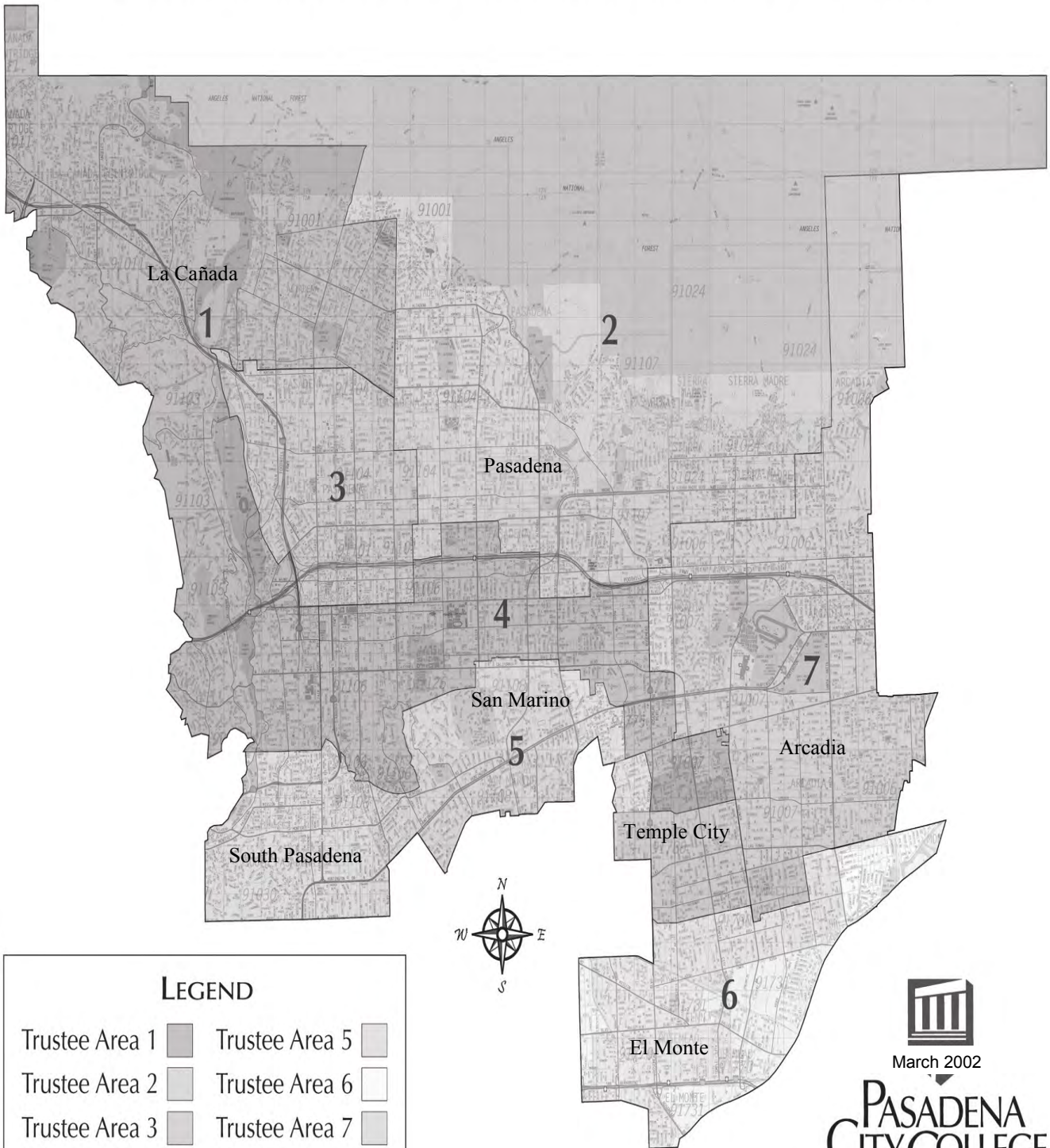
Service Area

Pasadena City College (PCC), established in 1924, is one of the largest community colleges in the nation in terms of enrollment. PCC is a one-college district, and its district is the Pasadena Area Community College District (PACCD). In addition to its main campus, PCC also has a Child Development Center and a Community Education Center (CEC). PCC's total enrollment for both credit and noncredit students in Fall 2010 was 30,370. As of the 2010 US Census, the population in PACCD's geographic area totaled 403,556.

PACCD is geographically located in the Western San Gabriel Valley of Los Angeles County and composed of several school districts including Arcadia, a portion of El Monte, La Cañada, Pasadena, Rosemead, San Marino, South Pasadena, and Temple City. As of the 2010 US Census, the population in PACCD's geographic areas totaled 403,556. The map on the right shows the communities of PACCD along with the seven trustee areas.



PASADENA AREA COMMUNITY COLLEGE DISTRICT



LEGEND

- | | | | |
|----------------|--|----------------|--|
| Trustee Area 1 | | Trustee Area 5 | |
| Trustee Area 2 | | Trustee Area 6 | |
| Trustee Area 3 | | Trustee Area 7 | |
| Trustee Area 4 | | | |

The northern regions of Trustee areas 1 and 2 are not shown due to the regions consisting of the Angeles National Forest.

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March 2002

PASADENA CITY COLLEGE

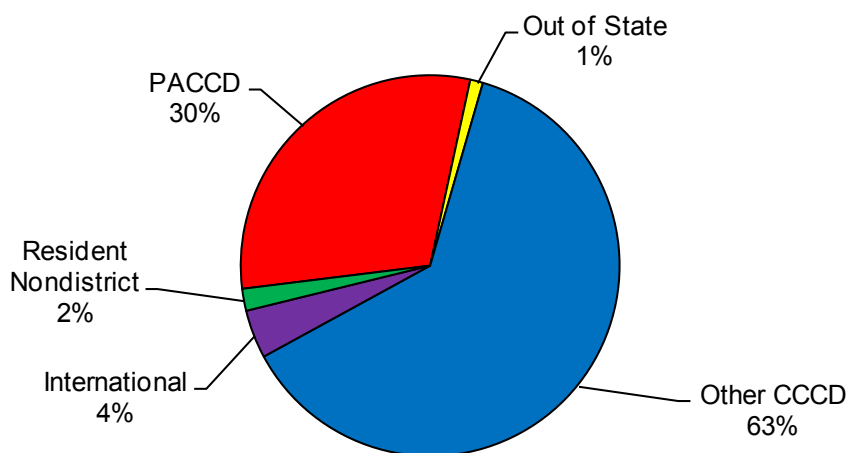
MARCH 2002
INSTITUTIONAL PLANNING & RESEARCH OFFICE

Residency and Cities

Figure 1-1 shows that the majority (63%) of PCC’s credit students reside in other California Community College Districts (CCCD). Less than one third (30%) of credit students reside within the PACCD area. The remainder of the students have out of state, international, or nondistrict residency. The resident nondistrict category consists of individuals who are not legal residents of California, but per AB-540 are counted as residents for apportionment purposes.

As Table 1-1 shows, the greatest proportion of PCC students come from the City of Los Angeles, followed closely by the City of Pasadena. Of the top 30 cities, San Gabriel has the highest participation rate (5%), followed by Pasadena (4%). The participation rate is the ratio between PCC credit students who reside in a specific city and the population of adults 18 years of age or older who reside within that city (based on the 2010 U.S. Census data).

**Figure 1-1
Fall 2010 Credit Students by
Residency Status**



**Table 1-1
Top 30 Cities for
Fall 2010 Credit Students**

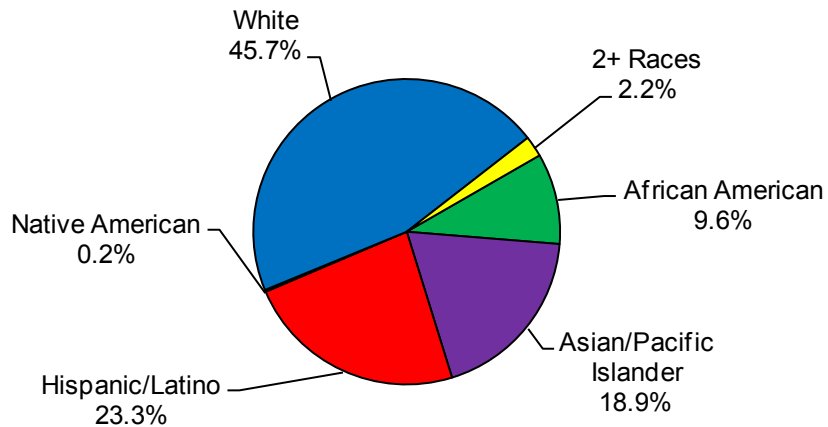
Students	Percent of PCC	City	District	Participation Rate
5026	18.5	LOS ANGELES	LA	0.2
4219	15.5	PASADENA	PCC	3.8
1612	5.9	ALHAMBRA	LA	2.4
1503	5.5	SAN GABRIEL	LA	4.7
1477	5.4	ARCADIA	PCC	3.4
1166	4.3	GLENDALE	Glendale	0.7
1033	3.8	ROSEMEAD	PCC/LA	2.5
935	3.4	EL MONTE	PCC/Rio Hondo	1.2
886	3.3	ALTADENA	PCC	2.7
842	3.1	TEMPLE CITY	PCC	3.0
664	2.4	SOUTH PASADENA	PCC	3.4
655	2.4	BURBANK	LA	0.8
597	2.2	MONROVIA	Citrus	2.1
557	2.1	MONTEREY PARK	LA	1.1
336	1.2	LA CRESCENTA	Glendale	2.2
326	1.2	BALDWIN PARK	Mt SAC	0.6
319	1.2	LA CAÑADA FLINTR	PCC	1.6
281	1.0	DUARTE	Citrus	1.7
230	0.8	SIERRA MADRE	PCC	2.6
227	0.8	MONTEBELLO	LA	0.5
231	0.8	TUJUNGA	LA	0.8
210	0.8	WEST COVINA	Mt SAC	0.3
202	0.7	SAN MARINO	PCC	2.1
164	0.6	COVINA	Mt SAC	0.5
158	0.6	NORTH HOLLYWOOD	LA	0.4
156	0.6	AZUSA	Citrus	1.8
150	0.6	SUNLAND	LA	0.8
133	0.5	LA PUENTE	PCC/Rio Hondo	0.5
103	0.4	SOUTH EL MONTE	PCC/Rio Hondo	0.7
100	0.4	PICO RIVERA	LA	0.2

Ethnicity

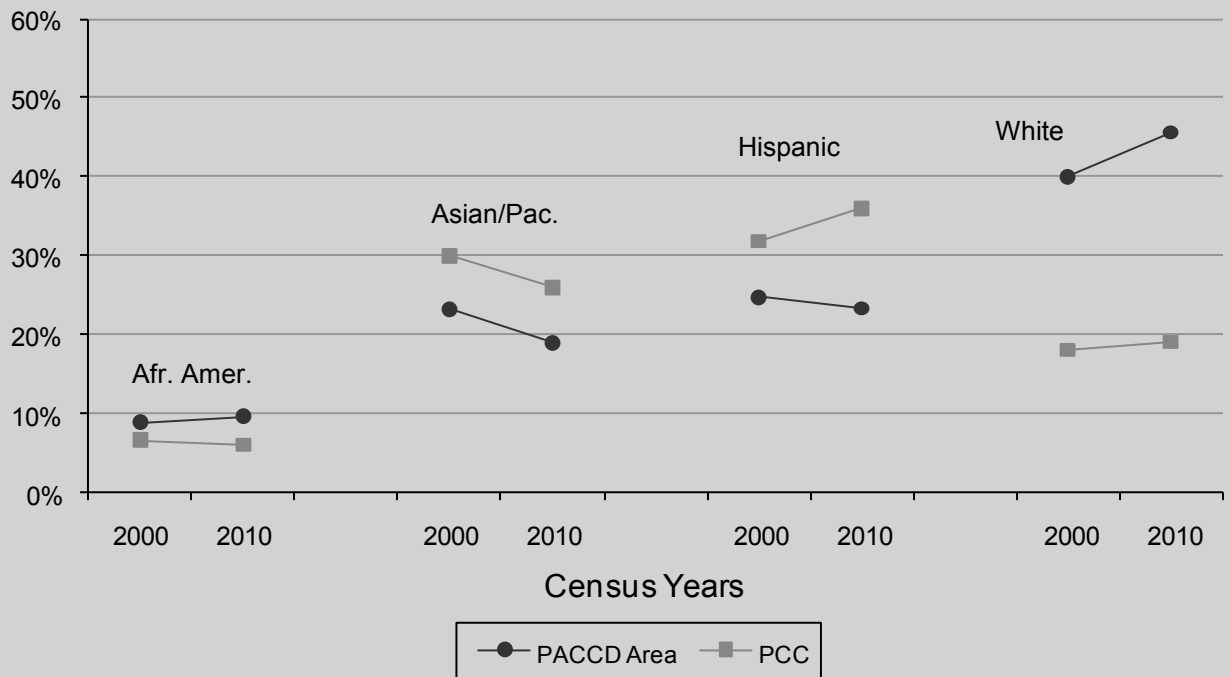
According to the 2010 U.S. Census data, the PACCD is an ethnically diverse area without a majority ethnic group. The largest ethnic group is White, accounting for approximately 46% of the PACCD area population. Hispanics/Latinos account for about 23% White and Asians/Pacific Islanders each account for about 20% of the population. African Americans represent about 10% of the area population and approximately 2% of all residents are of two or more races.

Figure 1-3 shows that the proportion Whites in the PACCD area and at PCC increased (though slightly), while the proportion of Asians/Pacific Islanders went down in the PACCD area and at PCC. The proportion of African Americans showed a slight increase. Proportionally there are more Hispanics/Latinos at PCC than in the PACCD area, while Whites are underrepresented in the college enrollment. African American enrollment most closely matches the proportion in the PACCD area pop

Figure 1-2
2010 Total PACCD Area Population by Ethnicity



**Figure 1-3
PACCD Area Population and PCC Credit Students by
Ethnicity**



Participation Rates by Ethnicity

The participation rate is the ratio between PCC credit students who reside within the PACCD and the population of adults 18 years of age or older who reside within PACCD. Overall, African Americans have the highest participation rate, followed by Hispanic/Latinos. Whites and Asian/Pacific Islanders are approximately the same. Participation rates for different ethnic groups vary significantly by zip code and city. Table 1-2 shows the participation rate of each ethnic group within each of the zip codes that comprise the PACCD for the Fall 2010 and Spring 2011 terms.

Figure 1-4
Fall 2010 and Spring 2011 PACCD Participation Rate by Ethnicity

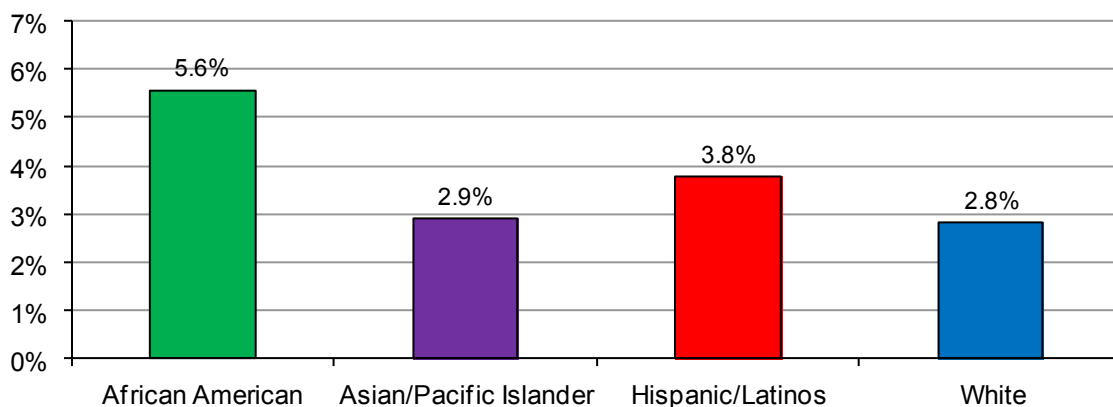


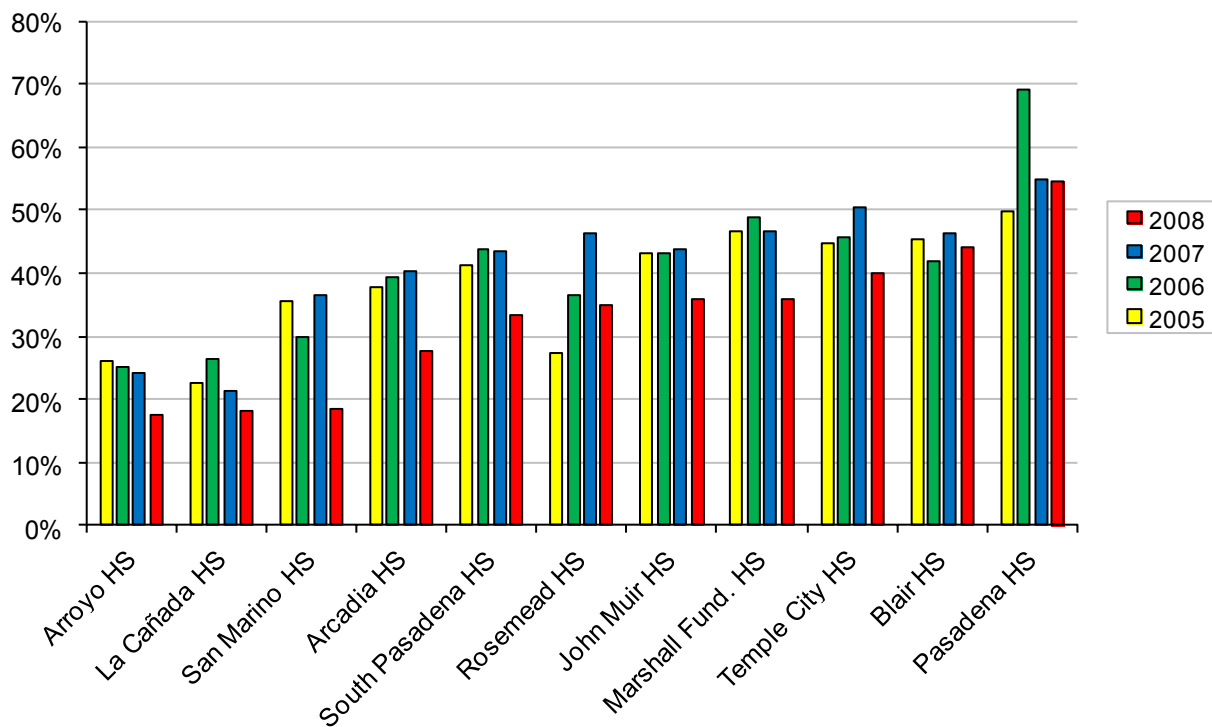
Table 1-2
Fall 2009 and Spring 2010 Participation Rates by PACCD Zip Code by Ethnicity

Zip Code	City	African American	Asian/Pac. Isldr.	Hispanic/Latino	White
91001	Altadena	4.8	2.9	4.8	2.5
91006	Arcadia	13.5	3.1	4.1	1.8
91007	Arcadia	5.5	3.2	4.1	1.8
91011	La Cañada-Flintridge	8.5	2.1	4.7	2.2
91024	Sierra Madre	5.1	2.7	4.2	2.3
91030	South Pasadena	5.6	3.2	6.5	3.1
91101	Pasadena	5.2	2.5	3.7	2.1
91103	Pasadena	5.4	1.9	4.6	1.3
91104	Pasadena	5.4	3.1	5.3	3.3
91105	Pasadena	6.1	1.7	2.8	1.3
91106	Pasadena	8.7	3.3	5.9	2.4
91107	Pasadena	7.0	3.1	6.3	2.8
91108	San Marino	5.0	2.8	3.5	1.1
91731	El Monte	5.1	2.5	1.1	1.2
91770	Rosemead	3.9	2.6	1.7	1.1
91780	Temple City	5.3	0.4	3.7	4.6

Participation Rates by High School

The high school participation rate is the ratio between the number of graduates from a specific high school who enroll at PCC within two years (including summers) and the total number of graduates from that same high school, therefore the most recent year for which data is available is 2008. Due to space limitations, Figure 1-5 only shows data for the past four years. The rate for Pasadena fell from 69% in 2006 to 55% in 2008. Marshall's participation rate also fell, from 47% in 2006 to 36% in 2008. Table 1-3 displays the participation rate for the last five years.

Figure 1-5
Participation Rates for
PACCD High Schools



**Table 1-3
Participation Rates by High School**

High School Name	High School District	2004	2005	2006	2007	2008
ALHAMBRA HS	Alhambra Unified	38.6	43.5	44.0	42.3	33.8
ARCADIA HS	Arcadia Unified	34.6	37.7	39.2	40.4	27.8
ARROYO HS	El Monte Union	21.6	26.2	25.1	24.3	17.6
BLAIR HS	Pasadena Unified	43.7	45.5	42.0	46.2	44.0
BURBANK HS	Burbank Unified	14.4	18.4	25.9	14.5	13.2
BURROUGHS HS	Burbank Unified	13.1	18.5	19.3	16.8	11.7
CRESCENTA VALLEY HS	Glendale Unified	18.7	18.0	23.2	27.0	12.3
DUARTE HS	Duarte Unified	22.0	15.0	14.1	11.8	8.2
EAGLE ROCK HS	Los Angeles Unified	33.0	35.4	33.8	37.7	27.0
EL MONTE HS	El Monte Union	11.8	23.9	23.9	15.0	13.5
FRANKLIN HS	Los Angeles Unified	40.4	29.9	34.4	42.3	24.7
GABRIELINO HS	San Gabriel Unified	37.6	37.2	50.8	47.5	29.2
GARFIELD HS	Los Angeles Unified	6.7	6.4	8.3	7.3	2.3
GLENDALE HS	Glendale Unified	13.6	14.8	16.5	15.8	10.5
HOOVER HS	Glendale Unified	14.6	10.9	13.5	14.4	8.9
JOHN MUIR HS	Pasadena Unified	49.0	43.1	43.2	43.9	35.8
LA CAÑADA HS	La Cañada Unified	22.7	22.6	26.3	21.2	18.1
LINCOLN HS	Los Angeles Unified	15.2	14.8	23.3	27.2	15.0
MARK KEPPEL HS	Alhambra Unified	23.1	34.2	33.9	32.4	23.5
MARSHALL FUNDAMENTAL	Pasadena Unified	42.4	46.6	48.8	46.5	36.0
MARSHALL HS	Los Angeles Unified	15.6	16.3	15.9	19.1	8.9
MONROVIA HS	Monrovia Unified	24.6	27.2	21.3	23.8	16.8
MONTEBELLO HS	Montebello Unified	4.2	8.9	4.8	6.5	2.2
MOUNTAIN VIEW HS	El Monte Union	5.9	7.0	6.5	5.2	3.3
PASADENA HS	Pasadena Unified	57.6	49.9	69.2	54.9	54.5
ROOSEVELT HS	Los Angeles Unified	4.7	5.4	1.7	3.2	2.1
ROSEMEAD HS	El Monte Union	36.1	27.4	36.7	46.2	35.1
SAN GABRIEL HS	Alhambra Unified	25.4	33.2	40.0	35.3	28.7
SAN MARINO HS	San Marino Unified	36.9	35.6	30.0	36.5	18.4
SCHURR HS	Montebello Unified	6.3	7.6	9.8	15.5	5.5
SOUTH PASADENA HS	South Pasadena Unified	46.7	41.2	43.9	43.4	33.5
TEMPLE CITY HS	Temple City Unified	33.1	44.9	45.8	50.5	40.0
VERDUGO HILLS HS	Los Angeles Unified	13.1	13.2	18.6	16.4	10.4
WOODROW WILSON HS	Los Angeles Unified	19.7	20.7	19.2	23.6	14.2



CHAPTER 2

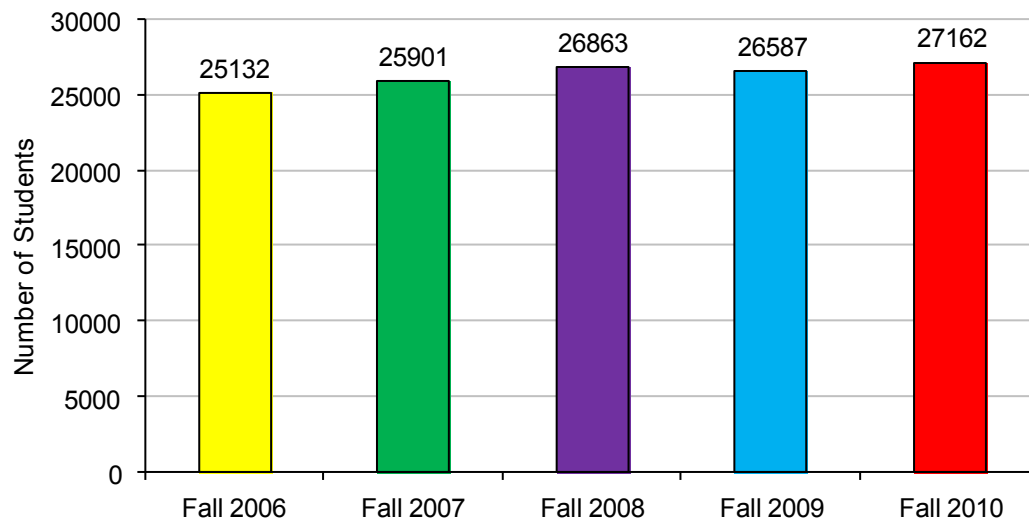
STUDENT & ENROLLMENT TRENDS



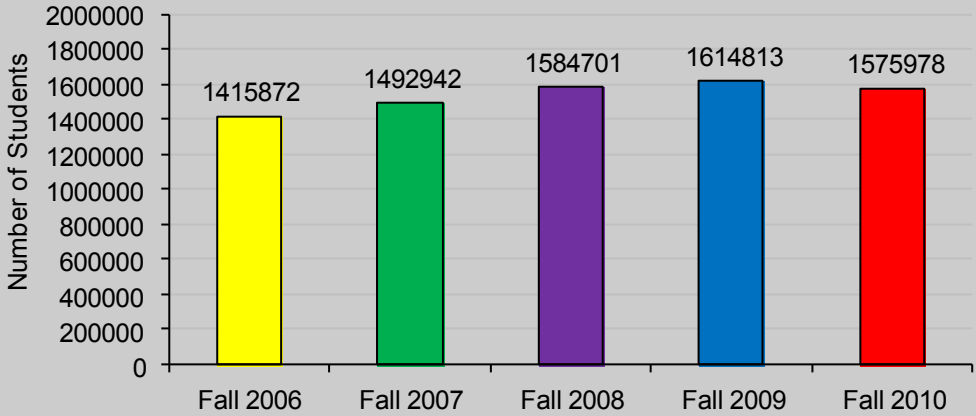
Credit Students

Fall 2010 credit student population rose by 574 students over that of Fall 2009. The total number of credit students for all CCCs declined by 2% in Fall 2010 (Table 2-1).

Figure 2-1
PCC Total Credit Students



**Figure 2-2
All CCCs Total Credit Students**



**Table 2-1
PCC Total Credit Students**

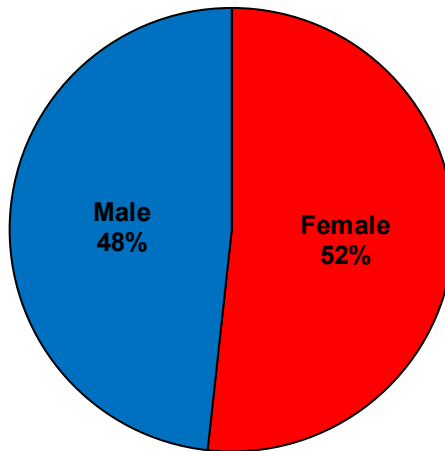
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
PCC	25132	25901	26863	26587	27162
% change	1.2%	3.1%	3.7%	-1.0%	2.2%
All CCCs	1415872	1492942	1584701	1614813	1576250
% change	1.9%	5.4%	6.1%	1.9%	-2.4%

The statewide data are from the California Community College Chancellor's Office Credit Students Only.

Gender 

Females continue to outnumber males at PCC. This is a pattern seen statewide and nationally. Female students have comprised a majority in higher education institutions for the past three decades. The percentage of male students has been steadily increasing for the past five years, narrowing the percentage difference between the two genders from 9% in Fall 2006 to 4% in Fall 2010.

Figure 2-3
Fall 2010 Credit Students by Gender



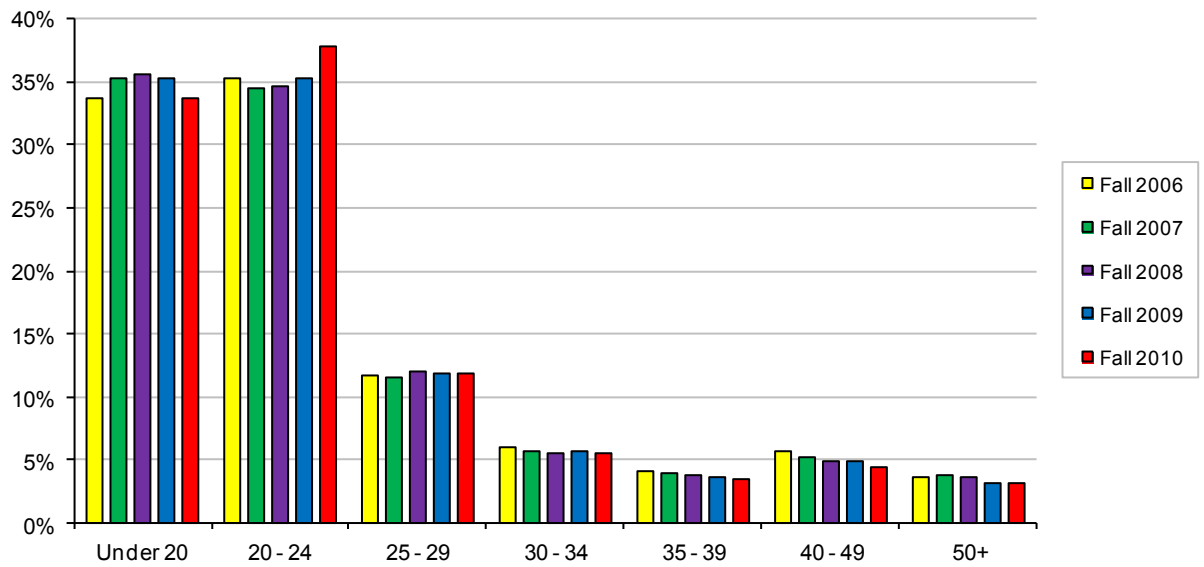
**Table 2-2
Credit Students by
Gender**

		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>						
	Female	13655	13871	14194	13930	13985
	Male	11417	11922	12528	12523	13047
	Unknown	60	108	141	134	130
	<i>Total</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>	<i>27162</i>
<i>Percent</i>						
	Female	54.5	53.8	53.1	52.7	51.7
	Male	45.5	46.2	46.9	47.3	48.3

Age

In Fall 2010, approximately 70% of PCC students were under the age of 25, the same as the previous year. The percent of students 30 years or older continues to decline.

Figure 2-4
Credit Students by
Age Group



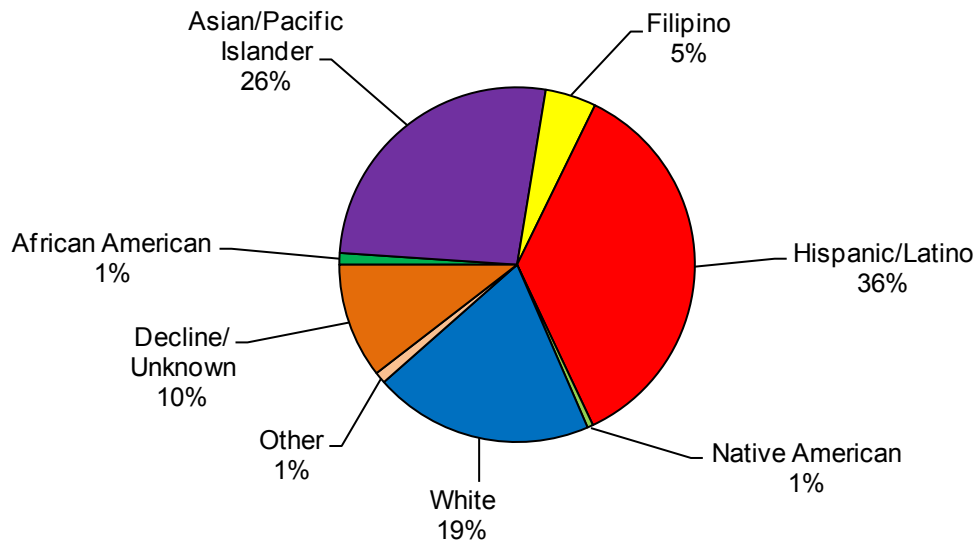
**Table 2-3
Credit Students by
Age Group**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Under 20	8456	9130	9549	9396	9161
20 - 24	8850	8929	9315	9360	10257
25 - 29	2962	2997	3221	3171	3227
30 - 34	1514	1491	1501	1516	1519
35 - 39	1026	1006	1006	968	928
40 - 49	1422	1358	1308	1312	1218
50+	902	990	960	863	848
Unknown	0	0	3	1	3
<i>Total</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>	<i>27161</i>
<i>Percent</i>					
Under 20	33.6	35.2	35.5	35.3	33.7
20 - 24	35.2	34.5	34.7	35.2	37.8
25 - 29	11.8	11.6	12.0	11.9	11.9
30 - 34	6.0	5.8	5.6	5.7	5.6
35 - 39	4.1	3.9	3.7	3.6	3.4
40 - 49	5.7	5.2	4.9	4.9	4.5
50+	3.6	3.8	3.6	3.2	3.1

Ethnicity

For Fall 2010, the largest ethnic groups at PCC were Hispanic/Latino and Asian/Pacific Islander, representing 35% and 26% of the total PCC student population, respectively. The third largest group was White at 19%. African Americans, Filipinos, Native Americans, and other ethnicities together represent 18% of the total PCC student population.

Figure 2-5
Fall 2010 Credit Students by
Ethnicity



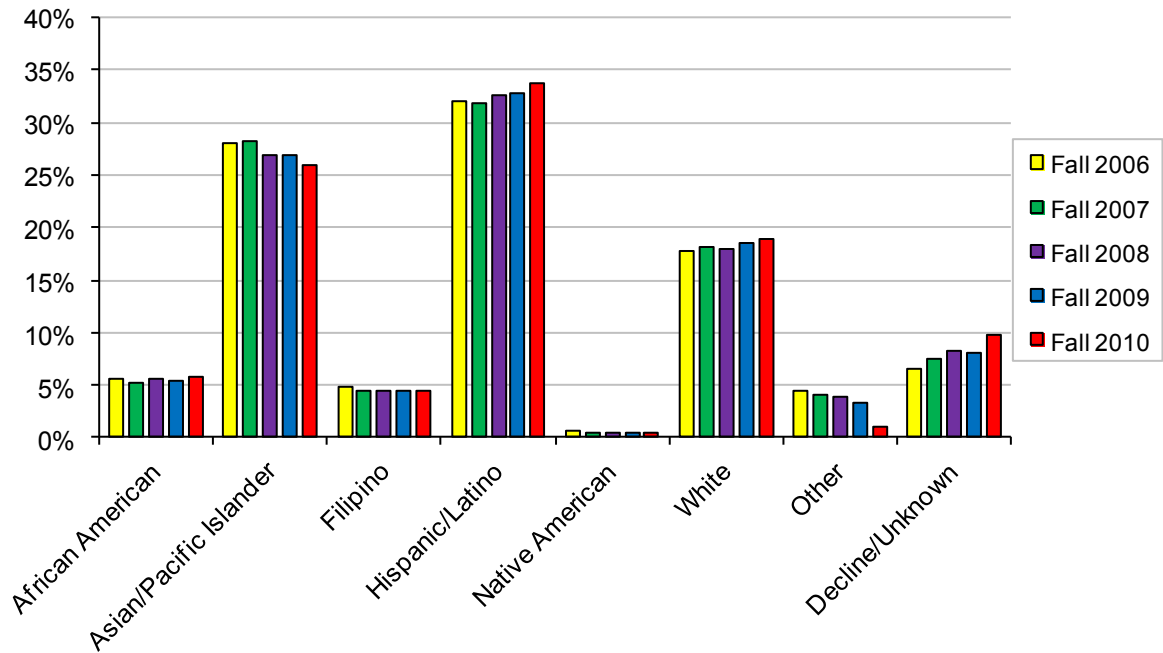
**Table 2-4
Credit Students by
Ethnicity**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
African American	1429	1365	1488	1459	1586
Asian/Pacific Islander	7067	7319	7209	7157	7039
Filipino	1221	1171	1194	1189	1187
Hispanic/Latino	8039	8247	8757	8706	9154
Native American	147	131	143	144	134
White	4469	4689	4836	4912	5113
Other	1097	1048	1021	861	267
Decline/Unknown	1663	1931	2215	2159	2682
<i>Total</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>	<i>27162</i>
<i>Percent</i>					
African American	5.7	5.3	5.5	5.5	5.8
Asian/Pacific Islander	28.1	28.3	26.8	26.9	25.9
Filipino	4.9	4.5	4.4	4.5	4.4
Hispanic/Latino	32.0	31.8	32.6	32.7	33.7
Native American	0.6	0.5	0.5	0.5	0.5
White	17.8	18.1	18.0	18.5	18.8
Other	4.4	4.0	3.8	3.2	1.0
Decline/Unknown	6.6	7.5	8.2	8.1	9.9

Ethnicity

Generally speaking, the ethnic make up of PCC credit students has remained relatively steady. There was a slight increase in Hispanic/Latino students and a slight decrease in Asian/Pacific Islander.

**Figure 2-6
Credit Students by
Ethnicity**





Citizenship

The percentage of PCC credit students that are U.S. citizens has remained relatively consistent for the past five years with only a modest percentage increase. Seventy-eight percent of the credit students are U.S. citizens while the percentage of permanent residents has been slowly decreasing since Fall 2006. The percentage of international students on F-1 visas attending PCC slightly decreased from Fall 2009 to Fall 2010.

Figure 2-7
Fall 2010 Credit Students by
Citizenship Status

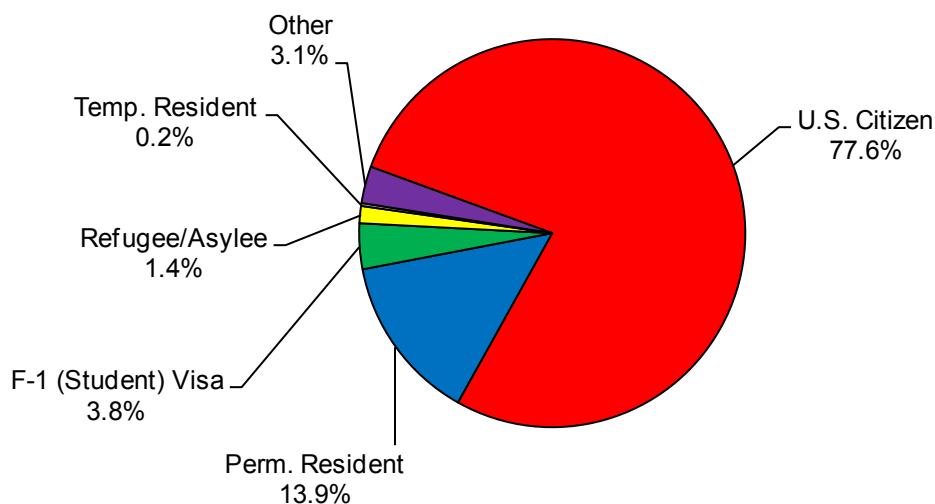


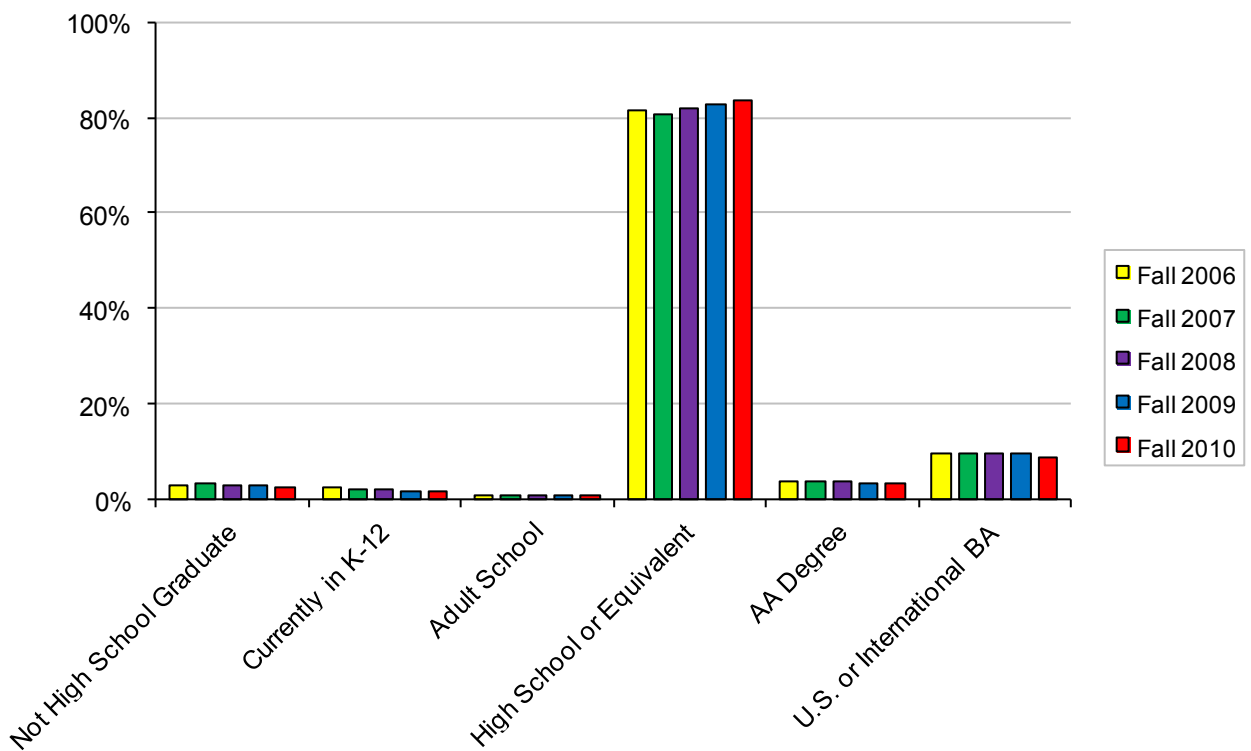
Table 2-5
Credit Students by
Citizenship Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
U.S. Citizen	18750	19426	20410	20351	21067
Perm. Resident	4156	4055	3949	3858	3775
F-1 (Student) Visa	863	976	1092	1074	1033
Refugee/Asylee	453	472	449	381	388
Temp. Resident	102	94	79	72	66
Other	808	878	884	851	833
<i>Total</i>	25132	25901	26863	26587	27162
<i>Percent</i>					
U.S. Citizen	74.6	75.0	76.0	76.5	77.6
Perm. Resident	16.5	15.7	14.7	14.5	13.9
F-1 (Student) Visa	3.4	3.8	4.1	4.0	3.8
Refugee/Asylee	1.8	1.8	1.7	1.4	1.4
Temp. Resident	0.4	0.4	0.3	0.3	0.2
Other	3.2	3.4	3.3	3.2	3.1

Education Level

Education level reflects a student's highest level of education upon admission to PCC. The vast majority of students have a high school diploma or its equivalent by the time they enroll in courses at PCC. The percentage of students with a high school diploma or its equivalent has not varied greatly over the last five years, ranging from approximately 82% in Fall 2006 to 84% in Fall 2010. Over the past five years there has been a steep decrease in the number of concurrently enrolled K-12 students.

**Figure 2-8
Credit Students by
Education Level**



**Table 2-6
Credit Students by
Education Level**

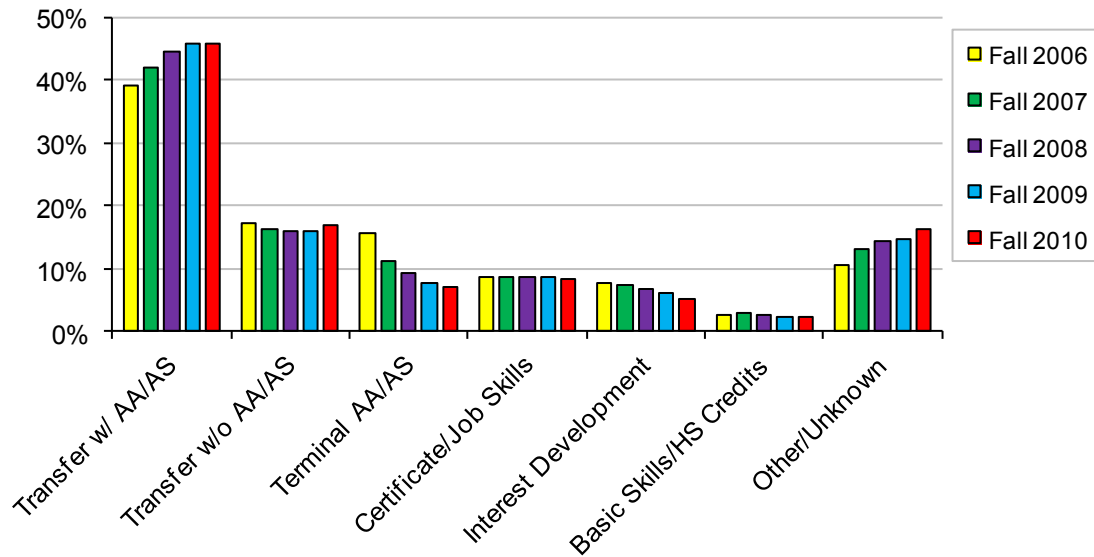
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Not High School Graduate	666	785	758	746	687
Currently in K-12	555	551	507	370	373
Adult School	154	166	167	169	163
U.S. High School Graduate	17119	17632	18541	18631	19526
GED	812	822	904	927	933
High School Proficiency	477	447	478	452	458
International High School	2077	2055	2069	1988	1812
AA Degree	876	931	923	814	875
BA Degree	1885	2042	2129	2118	2092
International University	483	459	380	363	239
Unknown	28	11	7	9	4
<i>Total</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>	<i>27162</i>
<i>Percent</i>					
Not High School Graduate	2.7	3.0	2.8	2.8	2.5
Currently in K-12	2.2	2.1	1.9	1.4	1.4
Adult School	0.6	0.6	0.6	0.6	0.6
U.S. High School Graduate	68.1	68.1	69.0	70.1	71.9
GED	3.2	3.2	3.4	3.5	3.4
High School Proficiency	1.9	1.7	1.8	1.7	1.7
International High School	8.3	7.9	7.7	7.5	6.7
AA Degree	3.5	3.6	3.4	3.1	3.2
BA Degree	7.5	7.9	7.9	8.0	7.7
International University	1.9	1.8	1.4	1.4	0.9
Unknown	0.1	0.0	0.0	0.0	0.0

Educational Goal

Educational goal represents a student's reason for enrolling in PCC and is collected at the time of admission. From Fall 2006 to Fall 2009, the percentage of those who wished to transfer with an AA/AS increased, but remained unchanged in Fall 2010 from Fall 2009. Those students who indicated that they wished to transfer without an AA/AS degree increased in Fall 2010. The percentage of those wishing to obtain a terminal AA/AS continued to decrease.

It is important to note that a student may change his/her educational goal at any time. The reported data reflect a student's educational goal at the time of admission, but it may have changed since then.

**Figure 2-9
Credit Students by
Educational Goal**



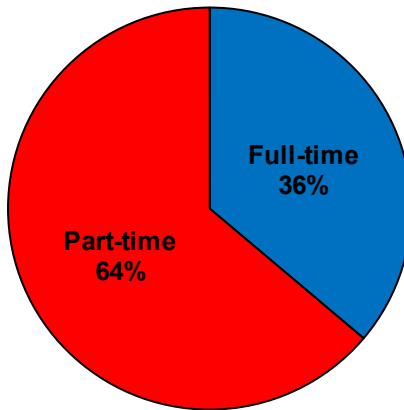
**Table 2-7
Credit Students by
Educational Goal**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Transfer w/ AA/AS	9809	10869	11913	12202	12418
Transfer w/o AA/AS	4318	4251	4287	4286	4625
Terminal AA Degree	3218	2299	1895	1516	1441
Terminal AS Degree	715	633	610	549	445
1-Yr. Voc. Certificate	326	405	486	491	468
Acquire Job Skills	1068	1072	1022	1096	1044
Update Current Job Skills	541	543	528	526	484
Maintain Cert./License	218	233	256	229	252
Formulate Career Plans	818	804	764	715	615
Personal Development	1092	1079	1035	932	803
Basic Skills	461	508	515	460	447
Complete HS Credits	235	242	186	182	170
Other/Unknown	2639	3368	3852	3894	4418
<i>Total</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>	<i>27162</i>
<i>Percent</i>					
Transfer w/ AA/AS	39.0	42.0	44.3	45.9	45.7
Transfer w/o AA/AS	17.2	16.4	16.0	16.1	17.0
Terminal AA Degree	12.8	8.9	7.1	5.7	5.3
Terminal AS Degree	2.8	2.4	2.3	2.1	1.6
1-Yr. Voc. Certificate	1.3	1.6	1.8	1.8	1.7
Acquire Job Skills	4.2	4.1	3.8	4.1	3.8
Update Current Job Skills	2.2	2.1	2.0	2.0	1.8
Maintain Cert./License	0.9	0.9	1.0	0.9	0.9
Formulate Career Plans	3.3	3.1	2.8	2.7	2.3
Personal Development	4.3	4.2	3.9	3.5	3.0
Basic Skills	1.8	2.0	1.9	1.7	1.6

Full-time/Part-time 

Students who enroll in 12 or more units per term are considered full-time, while those who take less than 12 units are considered part-time. Approximately two-thirds of PCC credit students were part-time in Fall 2010. From 2006 to 2010, the proportion of full-time students has increased.

Figure 2-10
Fall 2010 Credit Students by
Full-time/Part-time Status



**Table 2-8
Credit Students by
Full-time/Part-time Status**

		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>						
	Full-time	8344	8687	9240	9236	9816
	Part-time	16788	17214	17623	17351	17346
	<i>Total</i>	25132	25901	26863	26587	27162
<i>Percent</i>						
	Full-time	33.2	33.5	34.4	34.7	36.1
	Part-time	66.8	66.5	65.6	65.3	63.9

Enrollments in Day & Evening Classes

For the purposes of discussion on enrollment, one student who took two classes was counted as two enrollments. In Fall 2010, approximately 74% of enrollments were in day classes, defined as those that start before 4:30 PM. Students were grouped into one of three categories: those who took only day classes, those who took only evening classes, or those who took both. Compared to the previous four years, in 2010, a higher percentage of credit students took both day and evening classes.

Figure 2-11
Fall 2010 Day and Evening
Credit Enrollments

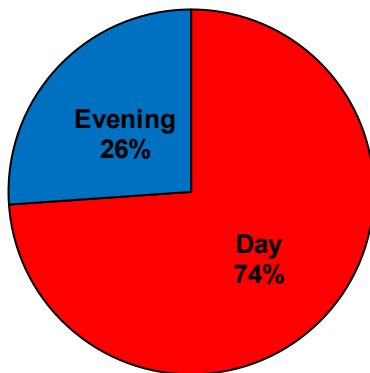
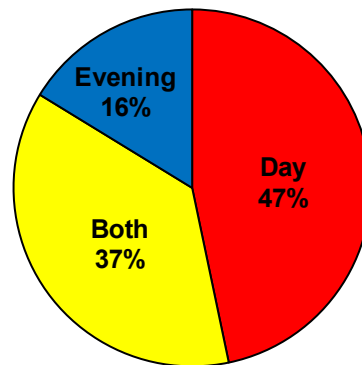


Figure 2-12
Fall 2010 Day and Evening
Credit Students



**Table 2-9
Day and Evening
Credit Enrollments**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Day	52897	54799	57640	57324	59426
Evening	19506	20506	20791	20394	20992
<i>Total</i>	72403	75305	78431	77718	80418
<i>Percent</i>					
Day	73.1	72.8	73.5	73.8	73.9
Evening	26.9	27.2	26.5	26.2	26.1

**Table 2-10
Day and Evening
Credit Students**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Day	11552	11652	12401	12431	12688
Evening	5329	5534	5403	4733	4415
Both	8251	8715	9059	9423	10059
<i>Total</i>	25132	25901	26863	26587	27162
<i>Percent</i>					
Day	46.0	45.0	46.2	46.8	46.7
Evening	21.2	21.4	20.1	17.8	16.3
Both	32.8	33.6	33.7	35.4	37.0



CHAPTER 3

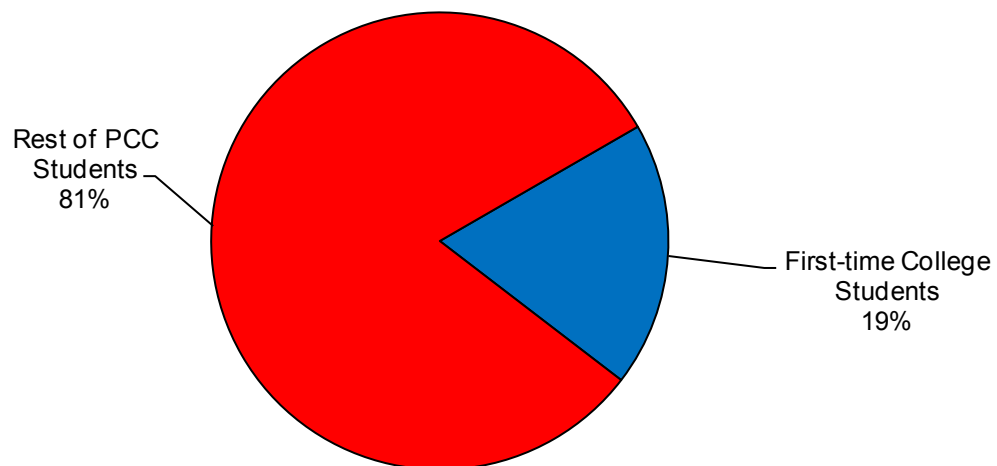
NEW PCC STUDENTS



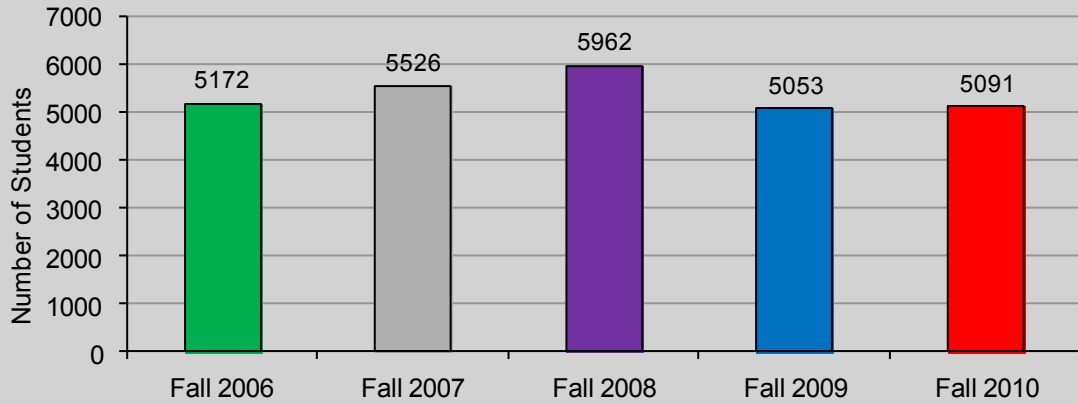
First-time College Students

This chapter presents data about students for whom PCC was their first college destination. These students are referred to as new or first-time college students. In Fall 2010, 5,091 new students enrolled in credit classes at PCC. This represents approximately 19% of the total PCC student body. The number of first-time college students increased from Fall 2007 to Fall 2008, declined significantly in Fall 2009 but increased slightly in 2010.

Figure 3-1
Fall 2010 First-time College Students



**Figure 3-2
Total First-time College Students**



**Table 3-1
Total First-time College Students**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number	5172	5526	5962	5053	5091
% change	5.0	6.8	7.9	-15.2	0.8

Residency Status

In Fall 2010, a little over two-thirds (68%) of first-time college students lived in another California Community College District (CCCD). About 27% of first-time college students came from within the Pasadena Area Community College District (PACCD). Approximately 2% came from outside California, and 4% came from outside the U.S.

Figure 3-3
Fall 2010 First-time College Students by
Residency Status

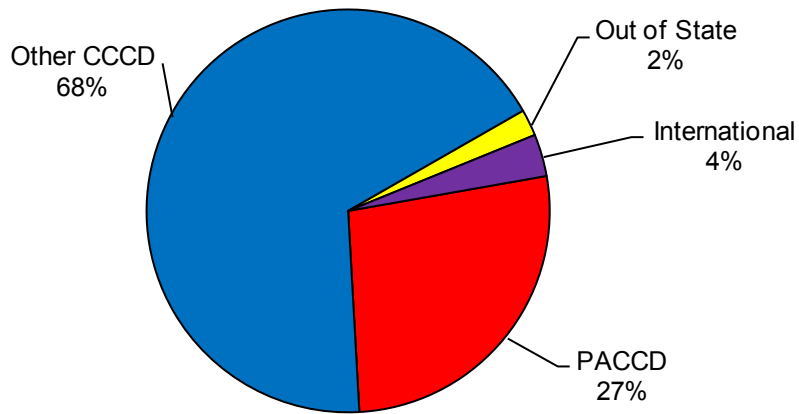


Table 3-2
First-time College Students by
Residency Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
PACCD	1540	1433	1591	1393	1369
Other CCCD	3374	3756	3960	3358	3442
Out of State	135	105	104	105	108
International	123	232	307	197	172
<i>Total</i>	<i>5172</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>	<i>5091</i>
<i>Percent</i>					
PACCD	29.8	25.9	26.7	27.6	26.9
Other CCCD	65.2	68.0	66.4	66.5	67.6
Out of State	2.6	1.9	1.7	2.1	2.1
International	2.4	4.2	5.1	3.9	3.4

Gender

Among first-time college students at PCC, 52% were male and 48% were female. However, females outnumber males in the student body as a whole by 6% (see Table 2-2 in Chapter 2). This difference in gender distribution most likely occurs because males drop out of college at a higher rate than females.

Figure 3-4
Fall 2010 First-time College Students by Gender

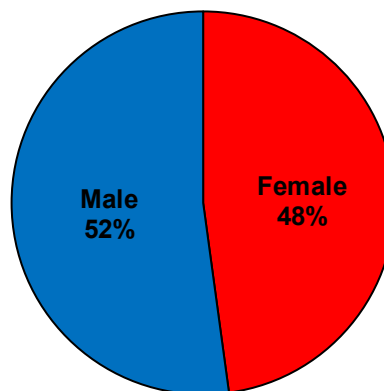


Table 3-3
First-time College Students by
Gender

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Female	2559	2701	2863	2446	2422
Male	2599	2805	3067	2594	2640
Unknown	14	20	32	13	29
<i>Total</i>	<i>5172</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>	<i>5091</i>
<i>Percent</i>					
Female	49.5	48.9	48.0	48.4	47.6
Male	50.3	50.8	51.4	51.3	51.9

Age

At PCC, first-time college students are younger than the overall student body. Eighty-five percent of first-time students in Fall 2010 were under 20. The percentage of students between the ages of 20 and 24 has remained roughly around 10% for between Fall 2006 and Fall 2010. Only 3% of first-time students were 30 years of age or older.

Figure 3-5
First-time College Students by
Age Group

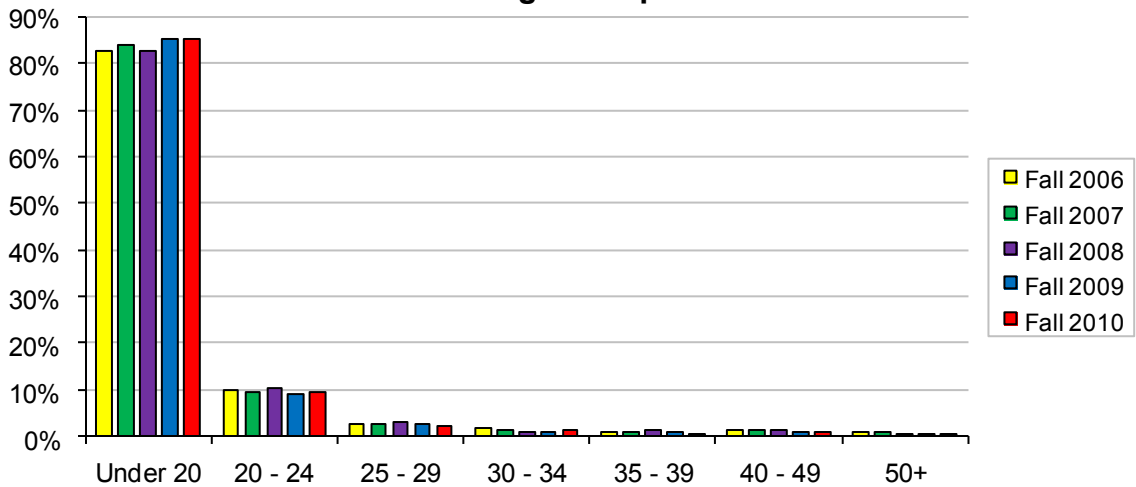


Table 3-4
First-time College Students by
Age Group

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Under 20	4273	4640	4924	4304	4334
20 - 24	510	521	605	464	493
25 - 29	143	150	193	127	113
30 - 34	81	63	65	45	62
35 - 39	54	50	70	43	27
40 - 49	58	62	69	49	37
50+	53	40	36	21	25
<i>Total</i>	<i>5172</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>	<i>5091</i>
<i>Percent</i>					
Under 20	82.6	84.0	82.6	85.2	85.1
20 - 24	9.9	9.4	10.1	9.2	9.7
25 - 29	2.8	2.7	3.2	2.5	2.2
30 - 34	1.6	1.1	1.1	0.9	1.2
35 - 39	1.0	0.9	1.2	0.9	0.5
40 - 49	1.1	1.1	1.2	1.0	0.7
50+	1.0	0.7	0.6	0.4	0.5

Ethnicity

Hispanic/Latino and Asian/Pacific Islander were the largest ethnic groups represented among first-time college students at PCC. Since Fall 2006, the proportions of most ethnic groups have been relatively stable. Hispanic/Latinos have shown the greatest increase from 34% in Fall 2006 to 44% in Fall 2010. The Asian/Pacific Islander group has shown the most fluctuation from year to year.

Figure 3-6
Fall 2010 First-time College Students by Ethnicity

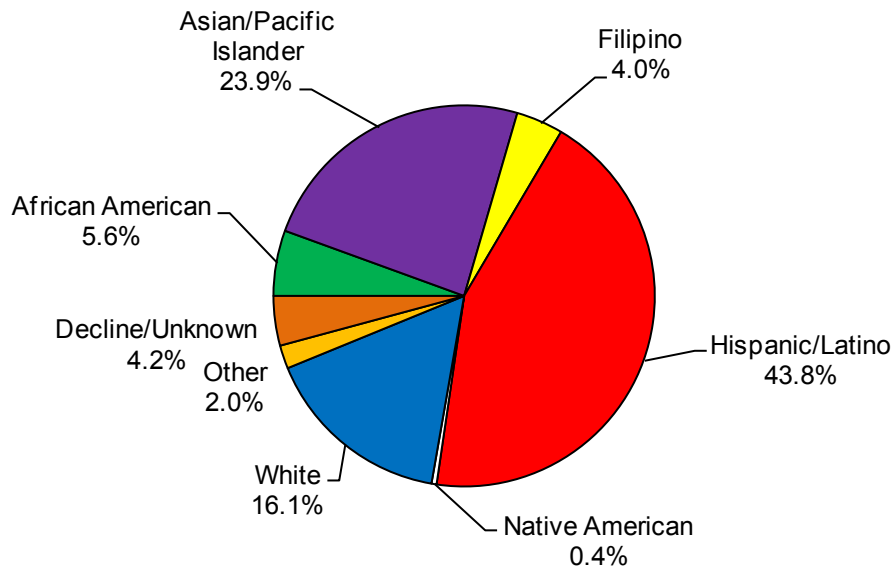
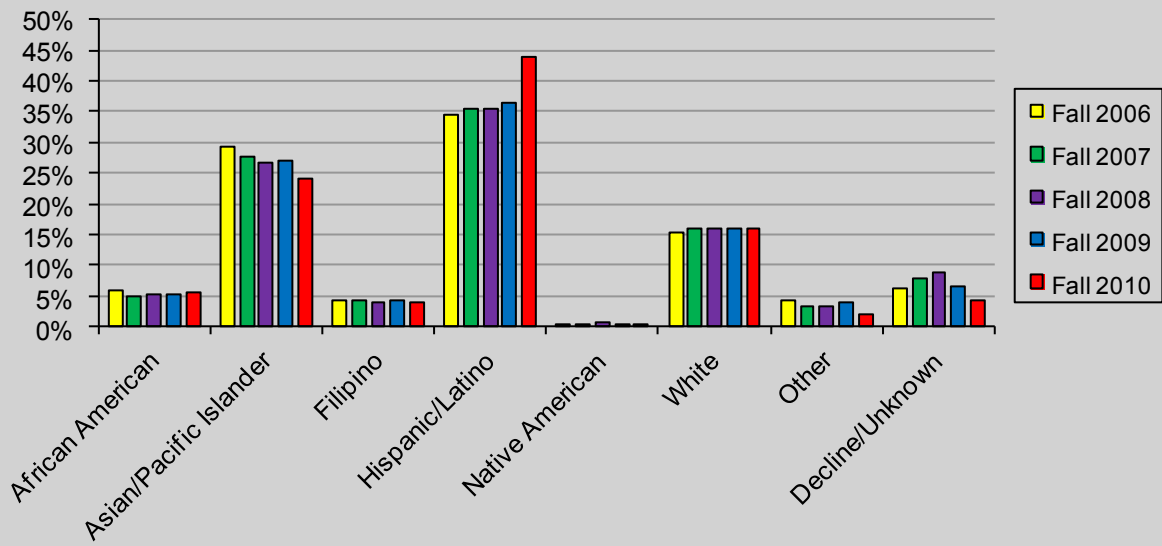


Figure 3-7
First-time College Students by
Ethnicity



Ethnicity 



Table 3-5
First-time College Students by
Ethnicity

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
African American	300	277	309	267	283
Asian/Pacific Islander	1508	1521	1592	1362	1219
Filipino	222	230	243	216	203
Hispanic/Latino	1779	1956	2112	1841	2231
Native American	22	30	43	27	22
White	800	891	945	807	818
Other	219	191	193	198	101
Decline/Unknown	322	430	525	335	214
<i>Total</i>	<i>5172</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>	<i>5091</i>
<i>Percent</i>					
African American	5.8	5.0	5.2	5.3	5.6
Asian/Pacific Islander	29.2	27.5	26.7	27.0	23.9
Filipino	4.3	4.2	4.1	4.3	4.0
Hispanic/Latino	34.4	35.4	35.4	36.4	43.8
Native American	0.4	0.5	0.7	0.5	0.4
White	15.5	16.1	15.9	16.0	16.1
Other	4.2	3.5	3.2	3.9	2.0
Decline/Unknown	6.2	7.8	8.8	6.6	4.2

Citizenship

In Fall 2010, 81% of PCC's first-time college students were U.S. citizens. Eleven percent of new students were permanent residents. Compared to the percentages for the entire college, proportionally more first-time students are U.S. citizens and fewer are permanent residents. Since Fall 2006, there has been a small increase in the percentage of U.S. citizens and a slight decrease in the percentage of permanent residents.

Figure 3-8
Fall 2010 First-time College Students by
Citizenship Status

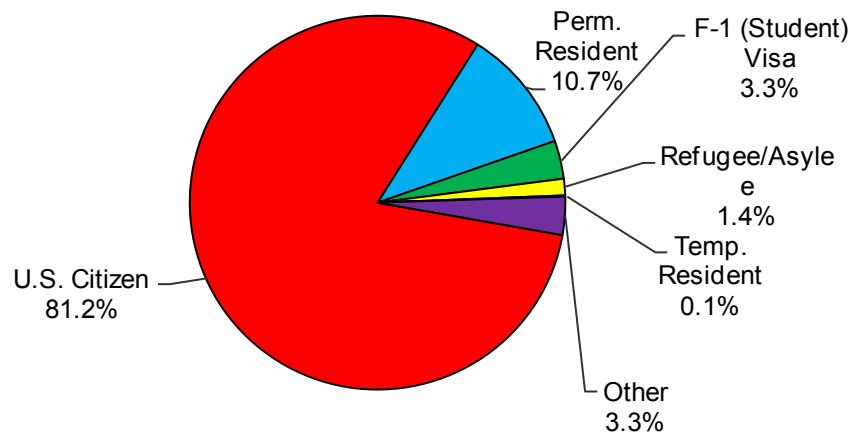


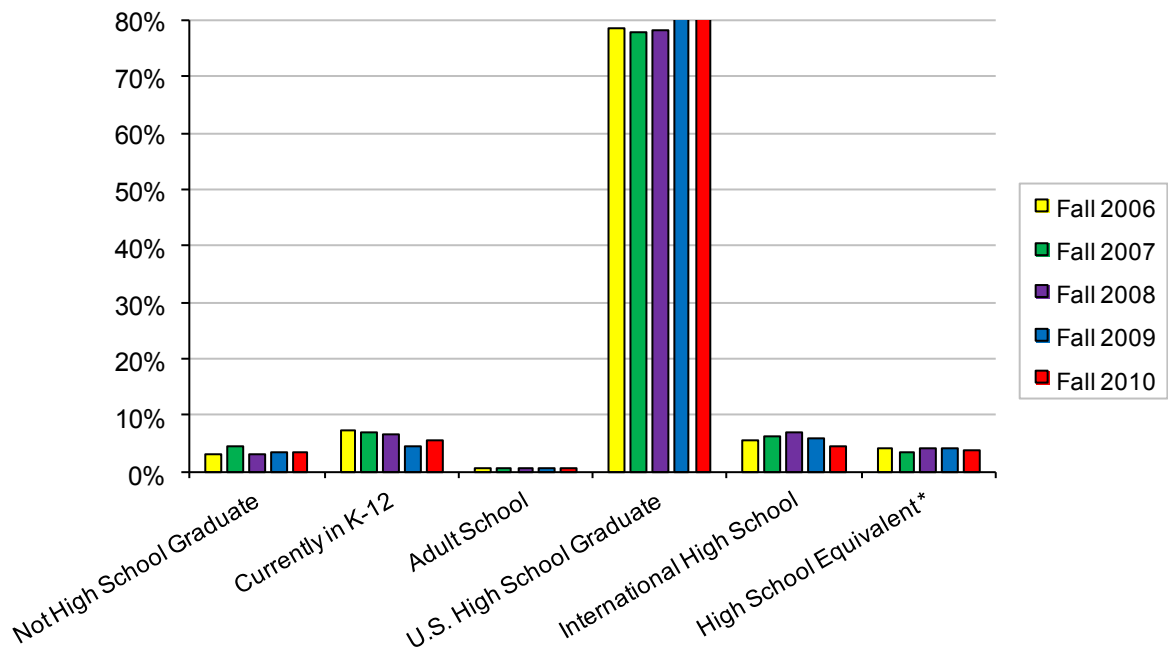
Table 3-6
First-time College Students by
Citizenship Status

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
US Citizen	3954	4232	4643	4033	4132
Perm. Resident	783	743	752	595	545
F-1 (Student) Visa	103	217	295	193	168
Refugee/Asylee	90	71	63	44	73
Temp. Resident	28	15	15	5	5
Other	214	248	194	183	168
<i>Total</i>	<i>5172</i>	<i>5526</i>	<i>5963</i>	<i>5053</i>	<i>5091</i>
<i>Percent</i>					
US Citizen	76.5	76.6	77.9	79.8	81.2
Perm. Resident	15.1	13.4	12.6	11.8	10.7
F-1 (Student) Visa	2.0	3.9	4.9	3.8	3.3
Refugee/Asylee	1.7	1.3	1.1	0.9	1.4
Temp. Resident	0.5	0.3	0.3	0.1	0.1
Other	4.1	4.5	3.3	3.6	3.3

Education Level

Education level reflects a student's highest level of education upon admission to PCC. In Fall 2010, close to 91% of first-time college students came to PCC having graduated from a U.S. or international high school, or having completed high school equivalent education (GED or high school proficiency exam). Over the past five years, the percentage of first-time college students who were U.S. high school graduates remained between 79% and 82%. The percentage of first-time college students who were international high school graduates decrease to 5% in Fall 2010 as compared to 6% in Fall 2009.

**Figure 3-9
First-time College Students by
Education Level**



* GED and High School Proficiency

Table 3-7
First-time College Students by
Education Level

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Not High School Graduate	167	249	185	176	168
Currently in K-12	385	394	401	229	290
Adult School	41	44	43	35	36
U.S. High School Graduate	4069	4303	4666	4110	4167
GED	135	141	168	136	129
High School Proficiency	77	58	74	72	68
International High School	290	337	425	295	233
Unknown	8	0	0	0	0
<i>Total</i>	<i>5172</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>	<i>5091</i>
<i>Percent</i>					
Not High School Graduate	3.2	4.5	3.1	3.5	3.3
Currently in K-12	7.4	7.1	6.7	4.5	5.7
Adult School	0.8	0.8	0.7	0.7	0.7
U.S. High School Graduate	78.7	77.9	78.3	81.3	81.9
GED	2.6	2.6	2.8	2.7	2.5
High School Proficiency	1.5	1.0	1.2	1.4	1.3
International High School	5.6	6.1	7.1	5.8	4.6
Unknown	0.2	0.0	0.0	0.0	0.0

Educational Goal

Educational goal represents a student’s reason for enrolling in PCC and is collected at the time of admission. The percentage of first-time college students working towards a terminal AA degree has rapidly declined since Fall 2006 (see Table 3-8). From Fall 2006 to Fall 2010 an approximate average of 52% of first-time college students indicated that their goal is to transfer with an AA/AS.

It is important to note that a student may change his/her educational goal at any time. The reported data reflect a student’s educational goal collected at the time of admission, but it may have been changed since then.

Figure 3-10
First-time College Students by Educational Goal

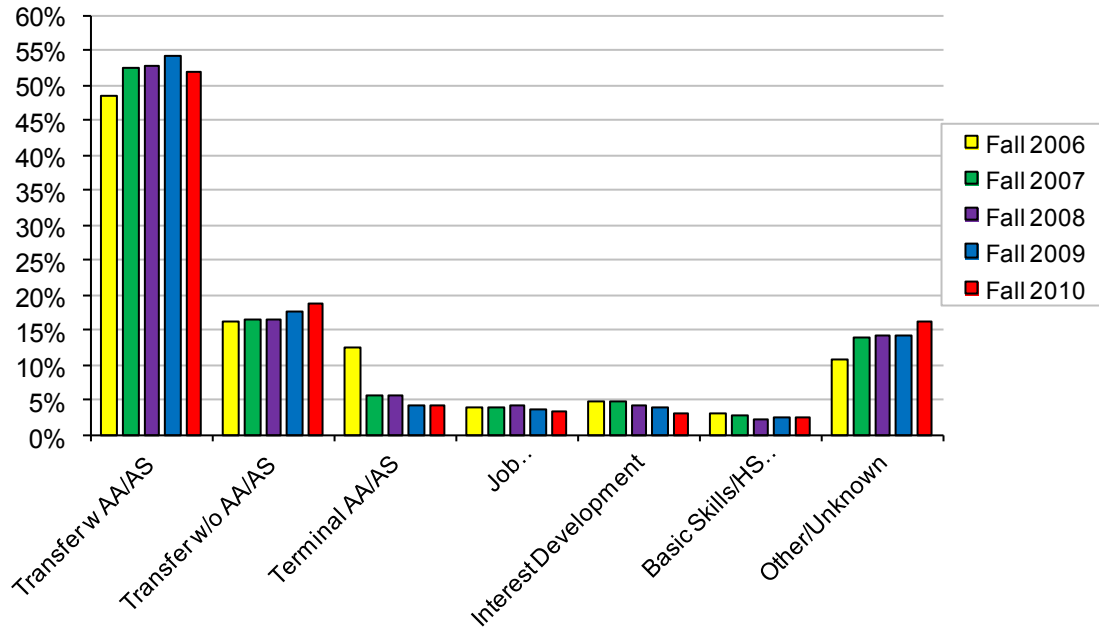


Table 3-8
First-time College Students by
Educational Goal

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Transfer w AA/AS	2511	2903	3150	2735	2639
Transfer w/o AA/AS	841	910	991	884	960
Terminal AA Degree	566	243	266	163	185
Terminal AS Degree	86	64	65	51	31
1-Yr. Voc. Certificate	41	56	58	44	29
Acquire Job Skills	117	101	126	88	99
Update Current Job Skills	24	41	34	21	16
Maintain Cert./License	22	26	35	29	29
Formulate Career Plans	125	140	155	117	85
Personal Development	122	118	98	80	76
Basic Skills	74	66	62	53	53
Complete HS Credits	82	94	77	68	68
Other/Unknown	561	764	845	720	821
<i>Total</i>	5172	5526	5962	5053	5091
<i>Percent</i>					
Transfer w AA/AS	48.5	52.5	52.8	54.1	51.8
Transfer w/o AA/AS	16.3	16.5	16.6	17.5	18.9
Terminal AA Degree	10.9	4.4	4.5	3.2	3.6
Terminal AS Degree	1.7	1.2	1.1	1.0	0.6
1-Yr. Voc. Certificate	0.8	1.0	1.0	0.9	0.6
Acquire Job Skills	2.3	1.8	2.1	1.7	1.9
Update Current Job Skills	0.5	0.7	0.6	0.4	0.3
Maintain Cert./License	0.4	0.5	0.6	0.6	0.6
Formulate Career Plans	2.4	2.5	2.6	2.3	1.7
Personal Development	2.4	2.1	1.6	1.6	1.5
Basic Skills	1.4	1.2	1.0	1.0	1.0
Complete HS Credits	1.6	1.7	1.3	1.3	1.3
Other/Unknown	10.8	13.8	14.2	14.2	16.1



CHAPTER 4

NONCREDIT STUDENTS



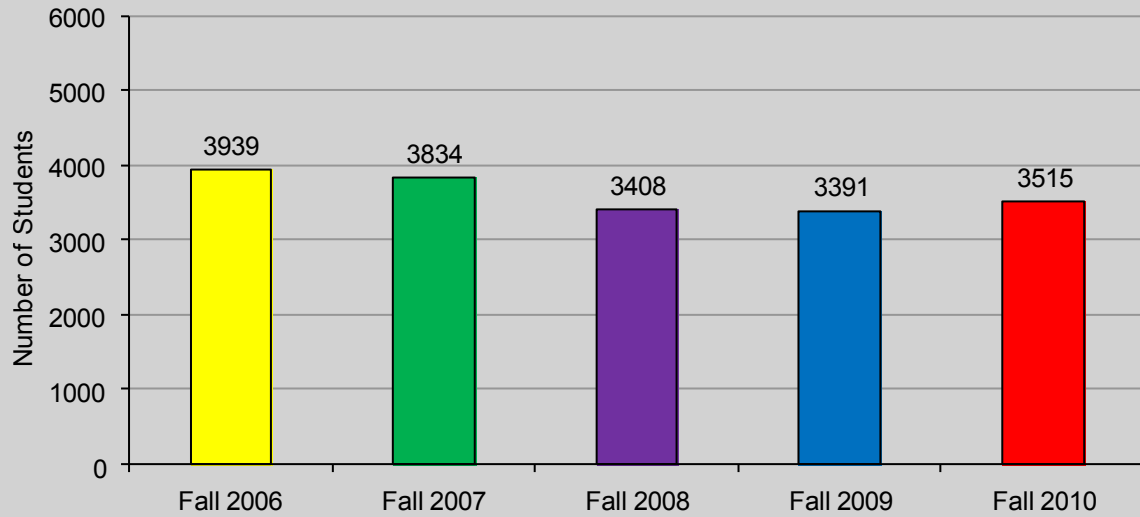
Noncredit Students



This chapter provides information on the characteristics of noncredit students. Data represent all students who took noncredit classes, including those also enrolled in credit courses. The total number of students in this chapter therefore exceeds the total of noncredit-only students. The data in this chapter are presented in accordance with the state of California's definition of noncredit students, which requires a student to have at least eight hours of attendance in non-credit classes.

The number of noncredit students in the past four years has steadily declined. However, in Fall 2010, the total number of noncredit students increased to 3,515 which is approximately 12% of the total student population of 30,370 (credit and noncredit combined).

**Figure 4-1
Total Noncredit Students**



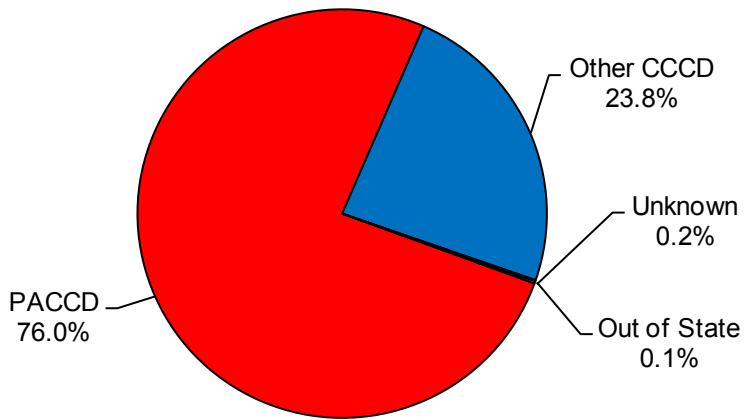
**Table 4-1
Total Noncredit Students**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number	3939	3834	3408	3391	3515
% change	1.7	-2.7	-11.1	-0.5	3.7

Mailing Address

The officially defined residency status is not collected for noncredit students. Looking instead at the ZIP code of their mailing address shows that in Fall 2010, approximately 76% of noncredit students lived in the Pasadena Area Community College District (PACCD). Twenty-four percent of noncredit students lived in another California Community College District (CCCD).

Figure 4-2
Fall 2010 Noncredit Students by
Mailing Address



**Table 4-2
Noncredit Students by
Mailing Address**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
PACCD	3124	3039	2748	2614	2672
Other CCCD	803	789	655	770	836
Out of State	8	4	1	2	1
Unknown	4	2	4	5	6
<i>Total</i>	3939	3834	3408	3391	3515
<i>Percent</i>					
PACCD	79.3	79.3	80.6	77.1	76.0
Other CCCD	20.4	20.6	19.2	22.7	23.8
Out of State	0.2	0.1	0.0	0.1	0.1
Unknown	0.1	0.1	0.1	0.1	0.2

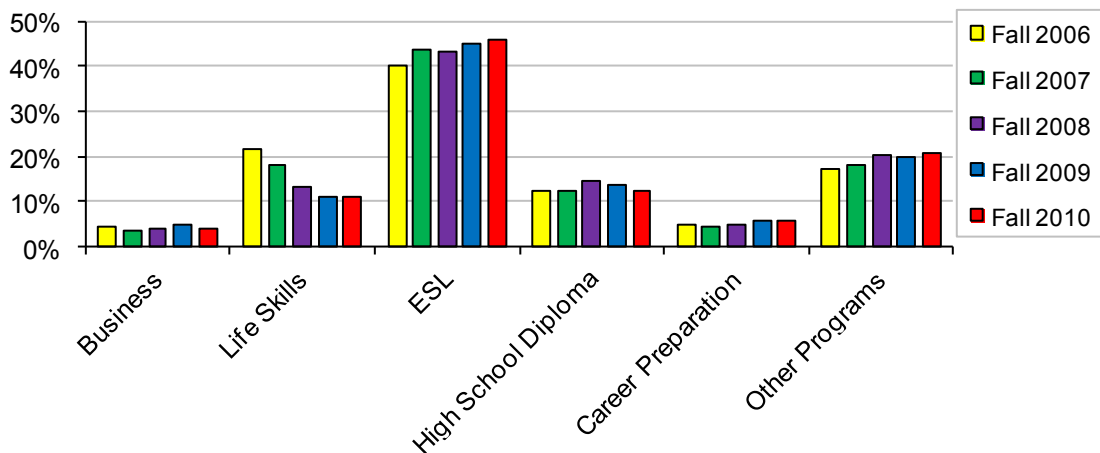
Programs

PCC has seven different types of state approved noncredit programs: Business Office Systems, ESL, High School Diploma (HSDP), Career Preparation, Apparel Skills and Drapery Construction, Fashion Retail Academy, and Printing Technology. PCC also offers several other noncredit community service programs (classified as “Other Programs”): Adult Basic Education, CAHSEE Preparation, GED preparation, Foster Care, Electronic Assembly and Wiring, Parent Education, and Life Skills.

The three most popular are ESL, HSDP, and Other Programs (Parent Education, Adult Basic Education, and CAHSEE Preparation). Enrollment in these three programs has remained higher than any of the other state approved or community service programs offered. ESL is by far the most popular program.

Note: The data in this chapter present a duplicated count of students. That means, if a student is in more than one program, the student is counted once for each program.

**Figure 4-3
Noncredit Students by
Programs**



**Table 4-3
Noncredit Students by
Programs**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Business	177	136	138	170	156
Life Skills	912	758	484	398	415
ESL	1702	1810	1576	1631	1745
High School Diploma	511	508	522	501	470
Career Preparation	195	183	174	201	215
Other Programs	719	759	732	727	784
Total	4216	4154	3626	3628	3785
<i>Percent</i>					
Business	4.2	3.3	3.8	4.7	4.1
Life Skills	21.6	18.2	13.3	11.0	11.0
ESL	40.4	43.6	43.5	45.0	46.1
High School Diploma	12.1	12.2	14.4	13.8	12.4
Career Preparation	4.6	4.4	4.8	5.5	5.7
Other Programs	17.1	18.3	20.2	20.0	20.7

Programs by Gender

In Fall 2010, there were more females than males in each of the noncredit programs, although the ratio varied substantially among programs. For example, 90% of the students in the Parent Education Program (PAR) were female. In contrast, only 60% of the students in the ESL program and 57% of the students in the High School Diploma Program (HSDP) were female.

Figure 4-4
Fall 2010 Noncredit Programs by Gender

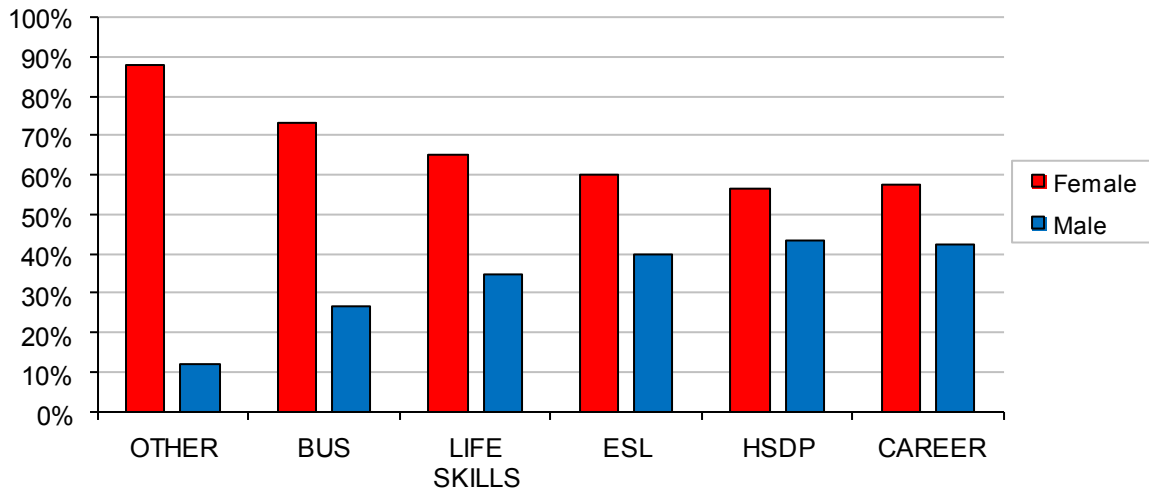


Table 4-4
Fall 2010 Noncredit Programs by
Gender

	OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>						
Female	690	114	271	1052	266	124
Male	94	42	144	693	204	91
<i>Total</i>	<i>784</i>	<i>156</i>	<i>415</i>	<i>1745</i>	<i>470</i>	<i>215</i>
<i>Percent of Program</i>						
Female	88.0%	73.1%	65.3%	60.3%	56.6%	57.7%
Male	12.0%	26.9%	34.7%	39.7%	43.4%	42.3%

Programs by Age

There is a large difference in the age of students within the various noncredit programs. This reflects differences in the nature of the program. For example, the High School Diploma Program (HSDP) has the youngest students, while the Life Skills Program, which holds many of its classes at retirement centers, has the oldest students. The Parent Education program (PAR), which is for parents with children up to the age of four, consists predominately of students in their thirties.

**Figure 4-5
Fall 2010 Noncredit Programs by Age**

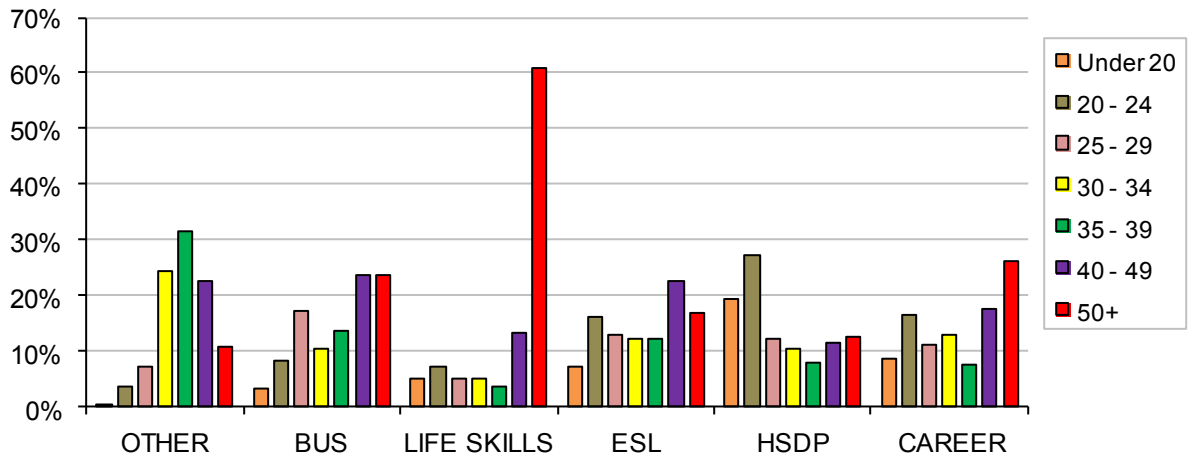


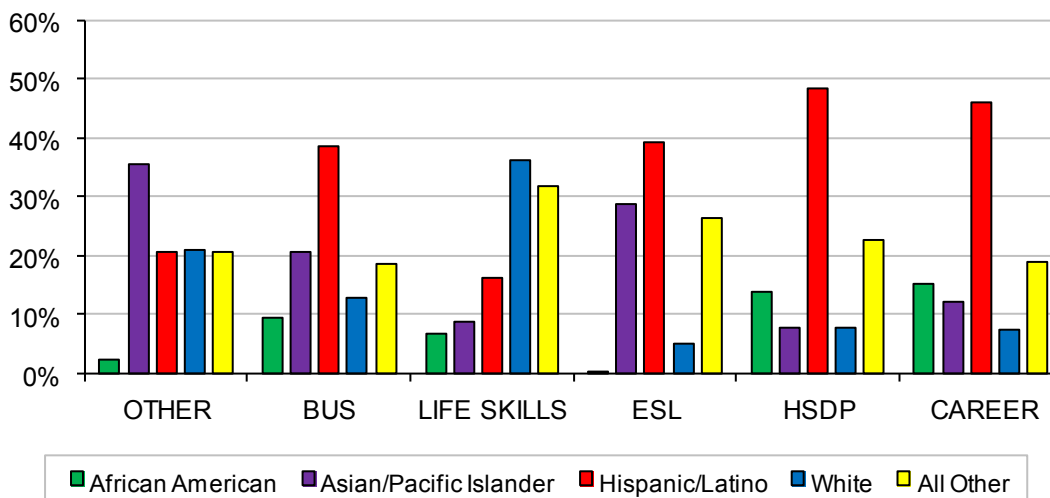
Table 4-5
Fall 2010 Noncredit Programs by
Age

	OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>						
Under 20	1	5	21	123	90	18
20 - 24	27	13	29	279	127	35
25 - 29	56	27	21	227	57	24
30 - 34	192	16	20	214	49	28
35 - 39	248	21	15	211	36	16
40 - 49	176	37	55	395	53	38
50+	84	37	252	296	58	56
	784	156	413	1745	470	215
<i>Percent of Program</i>						
Under 20	0.1	3.2	5.1	7.0	19.1	8.4
20 - 24	3.4	8.3	7.0	16.0	27.0	16.3
25 - 29	7.1	17.3	5.1	13.0	12.1	11.2
30 - 34	24.5	10.3	4.8	12.3	10.4	13.0
35 - 39	31.6	13.5	3.6	12.1	7.7	7.4
40 - 49	22.4	23.7	13.3	22.6	11.3	17.7
50+	10.7	23.7	61.0	17.0	12.3	26.0

Programs by Ethnicity

Hispanic/Latinos were the largest ethnic group in four of the six noncredit programs in Fall 2010, particularly in the HSDP program. .

Figure 4-6
Fall 2010 Noncredit Programs by Ethnicity



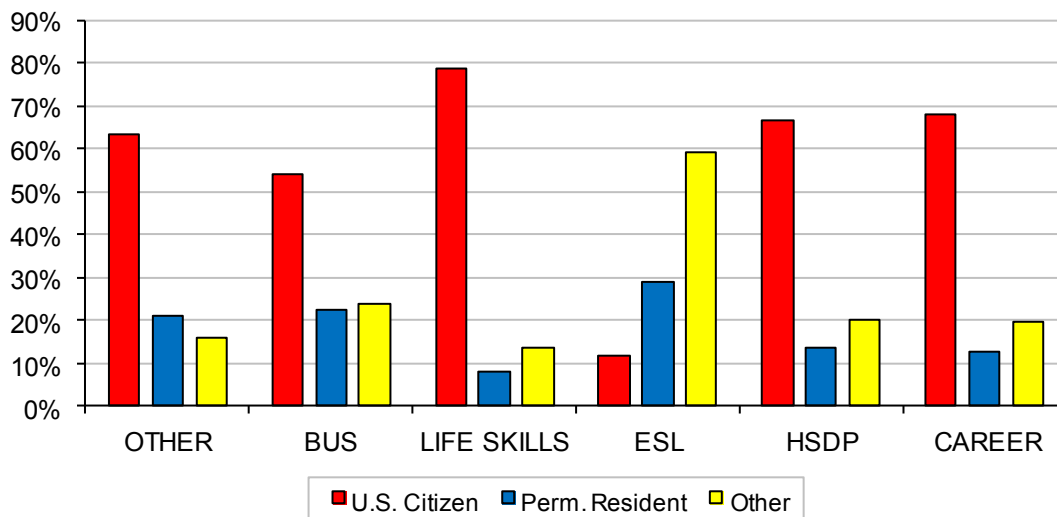
**Table 4-6
Fall 2010 Noncredit Programs by
Ethnicity**

	OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>						
African American	18	15	28	7	65	33
Asian/Pacific Islander	278	32	37	502	36	26
Hispanic/Latino	162	60	68	685	227	99
White	164	20	150	90	36	16
All Other	162	29	132	461	106	41
<i>Total</i>	<i>784</i>	<i>156</i>	<i>415</i>	<i>1745</i>	<i>470</i>	<i>215</i>
African American	2.3	9.6	6.7	0.4	13.8	15.3
Asian/Pacific Islander	35.5	20.5	8.9	28.8	7.7	12.1
Hispanic/Latino	20.7	38.5	16.4	39.3	48.3	46.0
White	20.9	12.8	36.1	5.2	7.7	7.4
All Other	20.7	18.6	31.8	26.4	22.6	19.1

Programs by Citizenship

The noncredit programs at PCC provide important services to both U.S. citizens and non-U.S. citizens. The Life Skills, Parent Education, High School Diploma, and Career Preparation programs have the highest proportions of U.S. citizens. The majority of the ESL population are non-U.S. citizens. The Business program also has a high percentage of non-U.S. citizens. It is designed to teach business-related skills, which, among other things, can help people establish themselves financially.

Figure 4-7
Fall 2010 Noncredit Programs by Citizenship



**Table 4-7
Fall 2010 Noncredit Programs by
Citizenship**

	OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>						
U.S. Citizen	496	84	326	204	312	146
Perm. Resident	164	35	33	506	64	27
Other	124	37	56	1035	94	42
<i>Total</i>	<i>784</i>	<i>156</i>	<i>415</i>	<i>1745</i>	<i>470</i>	<i>215</i>
<i>Percent of Program</i>						
U.S. Citizen	63.3	53.8	78.6	11.7	66.4	67.9
Perm. Resident	20.9	22.4	8.0	29.0	13.6	12.6
Other	15.8	23.7	13.5	59.3	20.0	19.5



CHAPTER 5

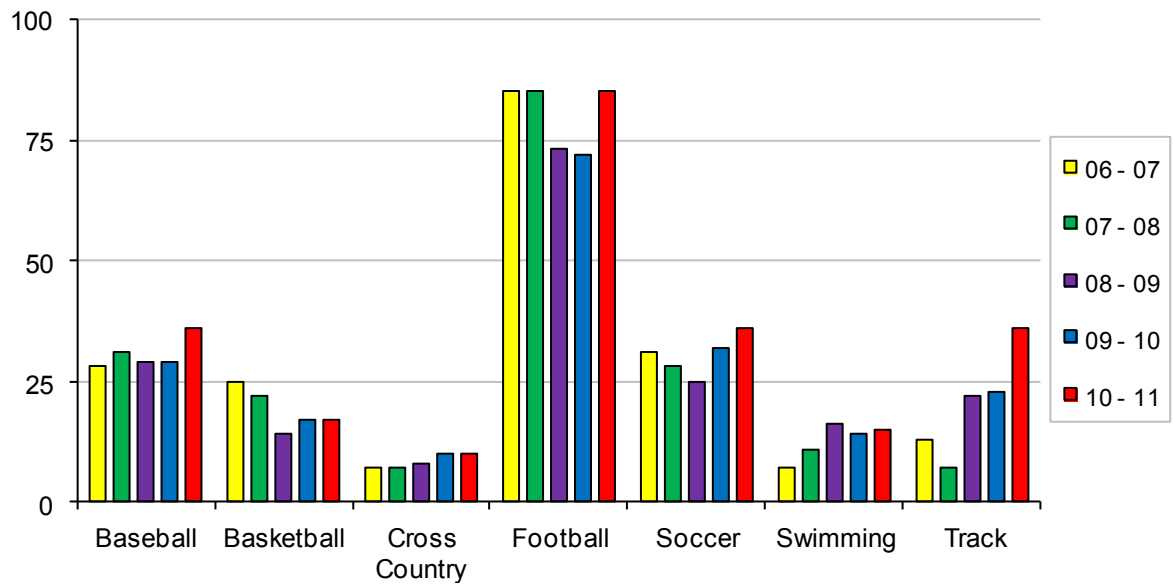
SPECIAL POPULATIONS



Athletes

PCC sponsors a number of intercollegiate teams. This section presents data for male and female athletes in each sport for the past five years. For 2010-11, the largest team sport for males remains football, with 85 athletes. For females it was soccer, with 21 athletes. An athlete is counted once for each sport in which he or she participates. In some cases this gives a duplicated count of athletes. The total number of male and female athletes for 2010-2011 was 355.

**Figure 5-1
Male Athletes by
Sport**

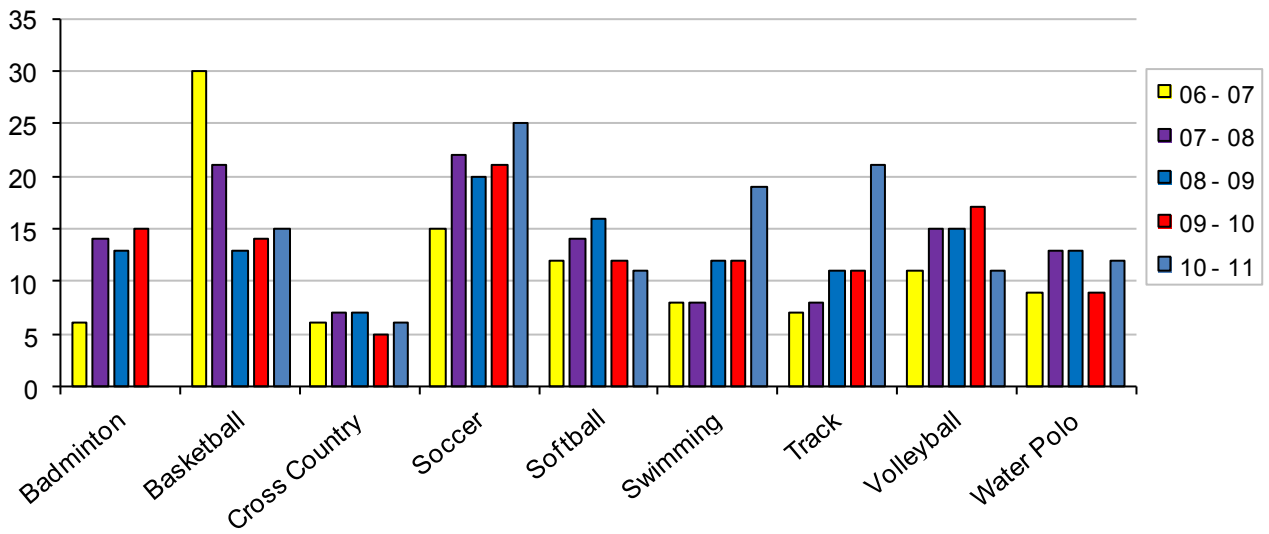


**Table 5-1
Male Athletes by
Sport**

	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11
<i>Number</i>					
Baseball	28	31	29	29	36
Basketball	25	22	14	17	17
Cross Country	7	7	8	10	10
Football	85	85	73	72	85
Soccer	31	28	25	32	36
Swimming	7	11	16	14	15
Track	13	7	22	23	36
<i>Total</i>	196	191	187	197	235

Athletes 

Figure 5-2
Female Athletes by
Sport



**Table 5-2
Female Athletes by
Sport**

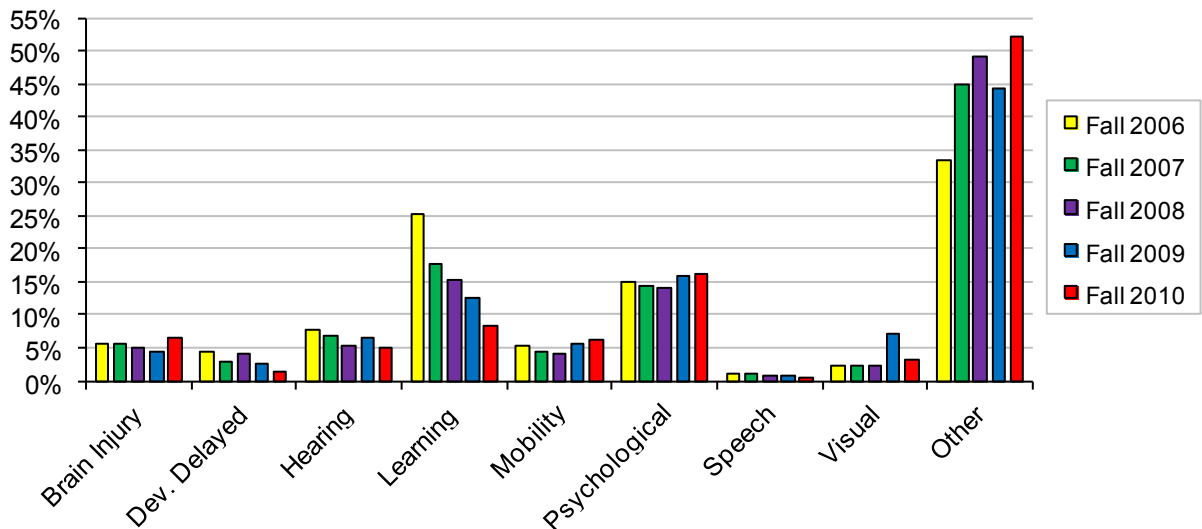
	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11
<i>Number</i>					
Badminton	6	14	13	15	0
Basketball	30	21	13	14	15
Cross Country	6	7	7	5	6
Soccer	15	22	20	21	25
Softball	12	14	16	12	19
Swimming	8	8	12	12	11
Track	7	8	11	11	21
Volleyball	11	15	15	17	11
Water Polo	9	13	13	9	12
<i>Total</i>	<i>104</i>	<i>122</i>	<i>120</i>	<i>116</i>	<i>120</i>

Disabled Student Programs and Services

The Disabled Student Programs and Services (DSP&S) Office was established in 1972 to enable eligible students with verified disabilities to participate fully in all of the College’s programs and activities. In Fall 2010, 604 students, or a little over 2% of the credit student population, were served by DSP&S.

The two largest categories of disability are “other” and “psychological”. In recent years, the proportion of students with “other” disabilities increased substantially. This is the result of changes in the coding of certain disabilities. For example, it was decided that Autism and Attention Deficit Hyperactivity Disorder were more properly coded as “other” instead of their previous coding as a learning or psychological disability. Additionally, students with a history of documented disabilities are automatically coded as “other” rather than having to go through the process of reevaluation at PCC.

**Figure 5-3
DSP&S Students by
Disability**



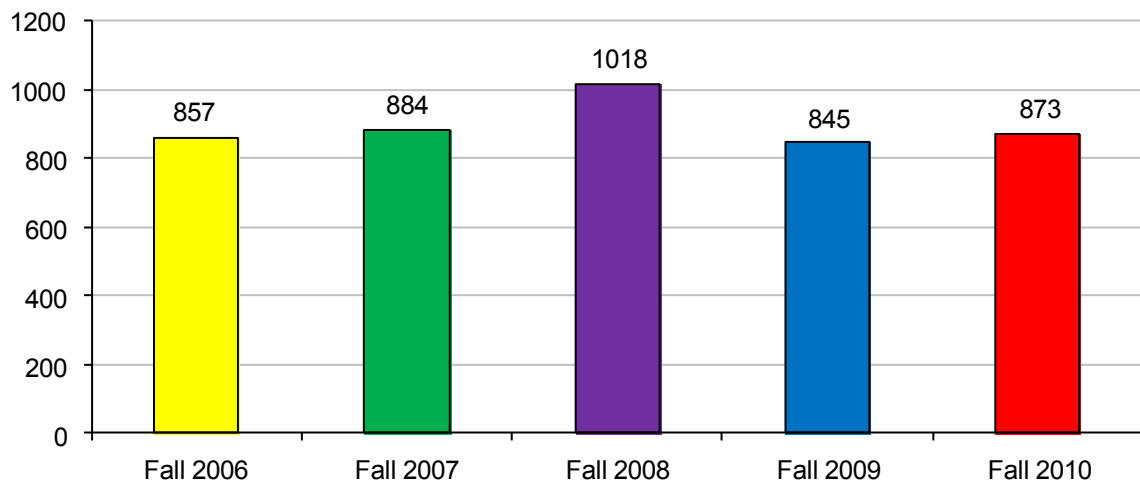
**Table 5-3
DSP&S Students by
Disability**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Brain Injury	32	31	28	29	40
Dev. Delayed	26	16	22	16	9
Hearing	45	38	29	42	31
Learning	148	100	86	81	50
Mobility	31	25	23	36	38
Psychological	87	81	78	102	98
Speech	6	6	4	4	3
Visual	13	13	13	46	19
Other	195	252	275	285	316
<i>Total DSP&S</i>	583	562	558	641	604
Total PCC	25132	25901	26863	26587	27162
<i>Percent of PCC</i>	2.3	2.2	2.1	2.4	2.2
<i>Percent of DSP&S</i>					
Brain Injury	5.5	5.5	5.0	4.5	6.6
Dev. Delayed	4.5	2.8	3.9	2.5	1.5
Hearing	7.7	6.8	5.2	6.6	5.1
Learning	25.4	17.8	15.4	12.6	8.3
Mobility	5.3	4.4	4.1	5.6	6.3
Psychological	14.9	14.4	14.0	15.9	16.2
Speech	1.0	1.1	0.7	0.6	0.5
Visual	2.2	2.3	2.3	7.2	3.1
Other	33.4	44.8	49.3	44.5	52.3

Extended Opportunity Programs and Services

The Extended Opportunity Programs and Services (EOP&S) serves students who are economically disadvantaged (a student who qualifies for a BOGG A or BOGG B type fee waiver) or educationally disadvantaged (no high school diploma or GED, high school GPA of less than 2.5, and/or taking a Basic Skills Math or English class). The mission of EOP&S is to encourage the enrollment and retention of those students, and to facilitate their successful participation in meaningful educational opportunities. EOP&S provides such services as recruitment, tutoring, counseling, and limited financial assistance.

Figure 5-4
EOP&S Students





Financial Aid

The data presented are only for students and aid amounts handled through the Financial Aid and Scholarship Office. Awards, grants, scholarships, and gifts handled through departments or the College Foundation are not included. Note that scholarship amounts represent only those amounts reported to the Chancellor's Office. The most recent year for which financial aid data are available is 2009-10.

Since some financial aid is given on an annual basis, it gives a more accurate picture to look at financial aid in a full academic year rather than just the Fall term. As seen in Figure 5-5, approximately 72% of the financial aid received by PCC students in 2009-10 was in the form of grants.

Table 5-4 shows that the academic year 2009-10 the total dollar amount of aid given increased dramatically. Table 5-5 shows that the number of students receiving financial aid has risen during the past five years.

Figure 5-5
2009-10 Financial Aid and Scholarship
Award Amounts

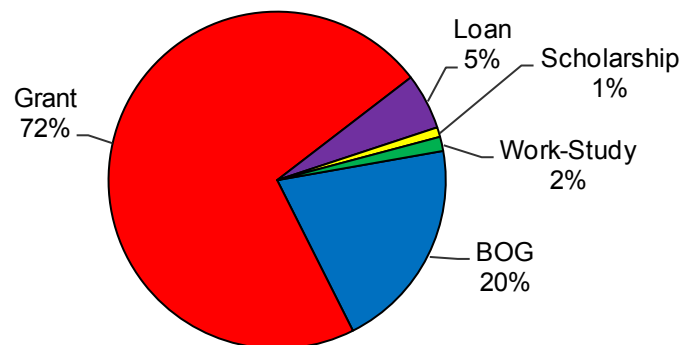


Table 5-4
Financial Aid and Scholarship Award Amounts

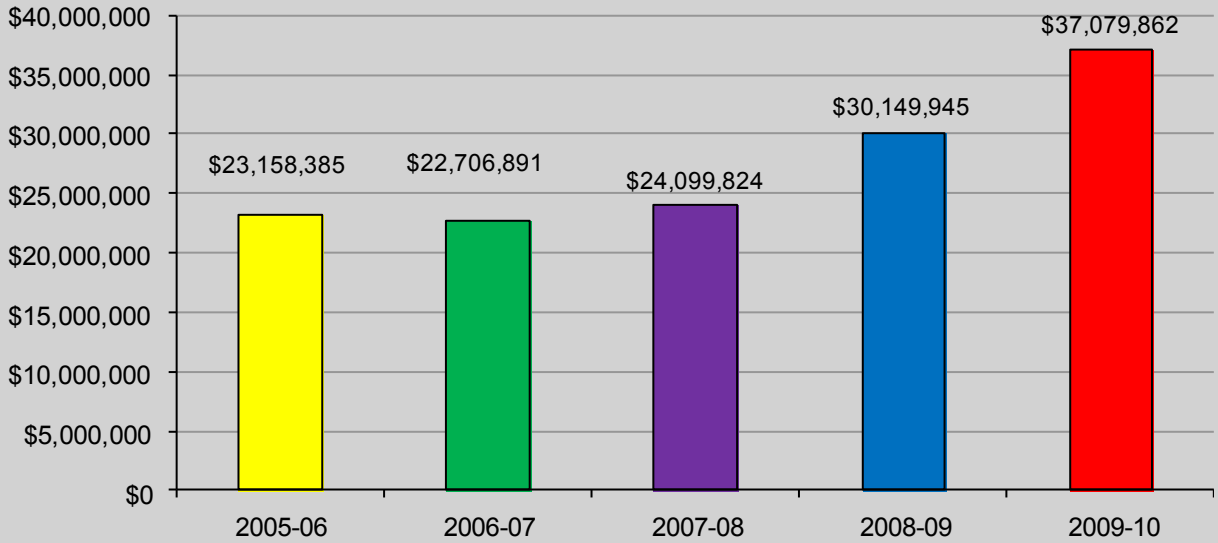
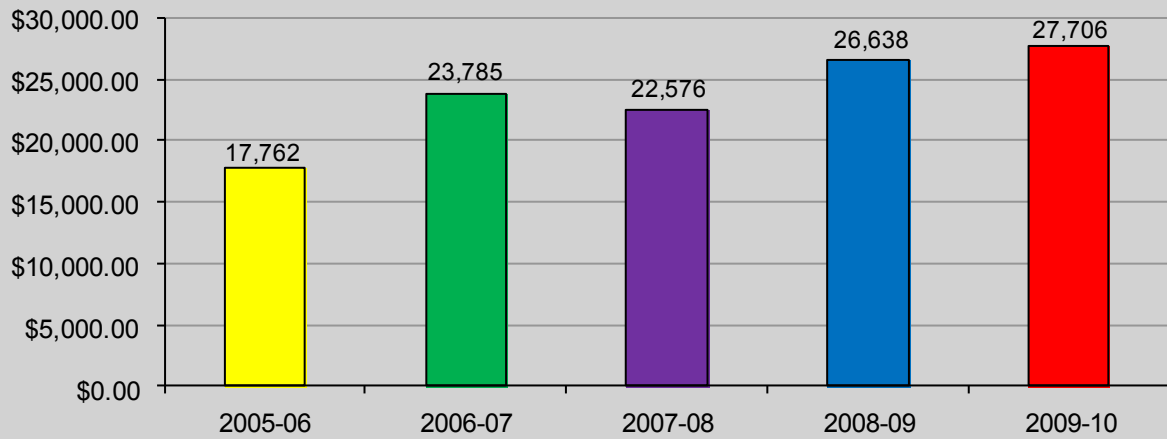


Table 5-5
Financial Aid Students

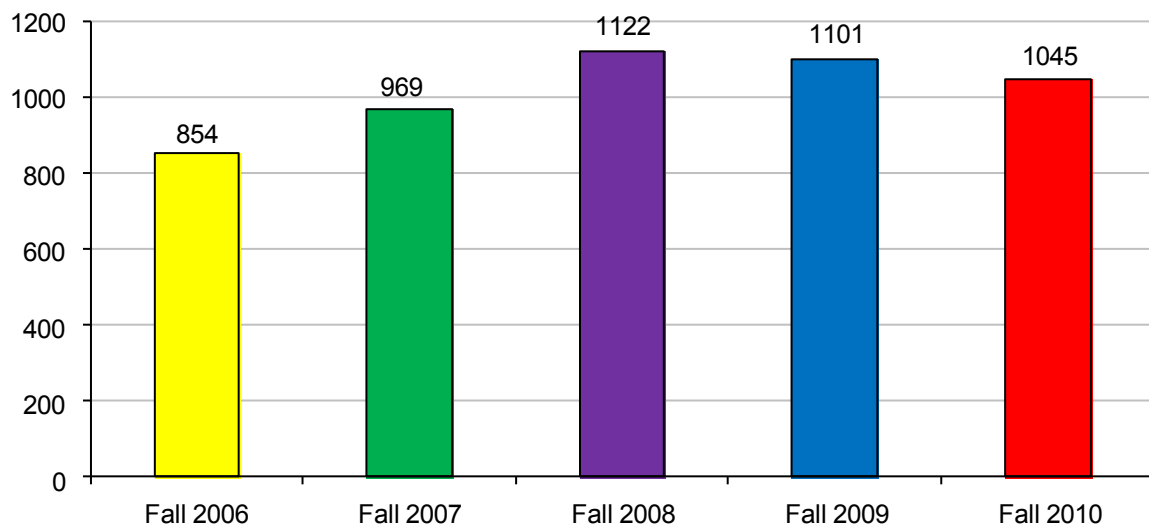


International Students

From 2006 to Fall 2008, the number of international students steadily increased. However, in Fall 2009 there was a slight decrease in the number of international students. Fall 2010 showed a further decrease.

Note: The reported number of international students is taken from the Student Characteristics Report, which was run at Census in each of the terms reported.

Figure 5-6
International Students



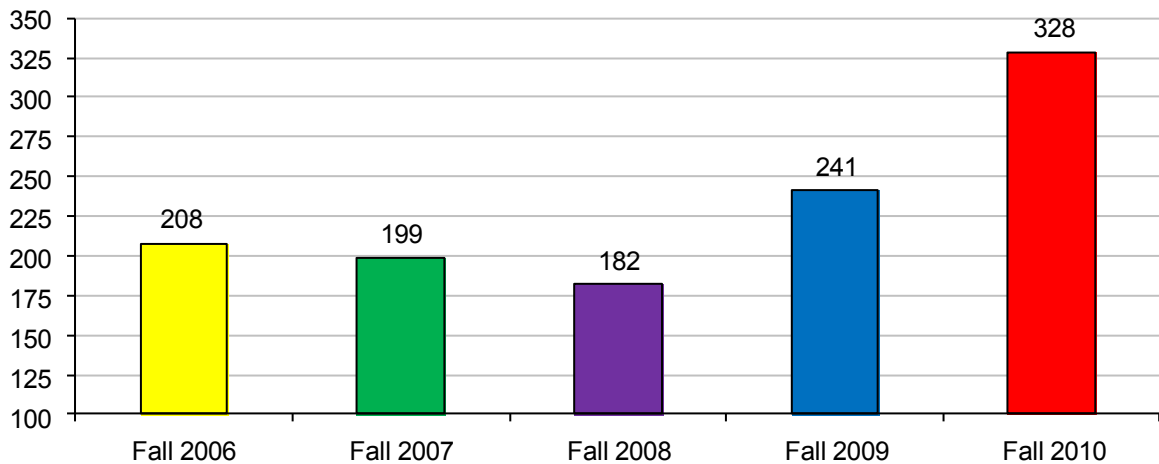


Veterans

The number of students that indicated they are veterans rose sharply in Fall 2010. It is anticipated that PCC may see an increase in students who identify themselves as veterans over the next few years.

Note: The reported number of veterans was taken from the Student Characteristics Report, which was run at Census in each of the terms reported.

Figure 5-7
Veterans







CHAPTER 6

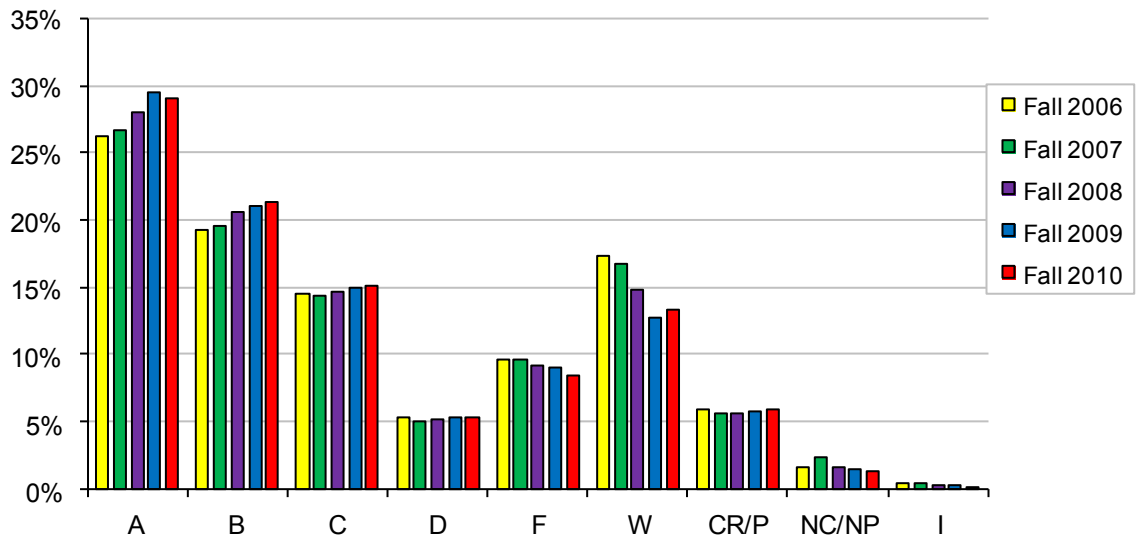
GRADES, SUCCESS, & RETENTION



Grade Distribution

For the past two Fall terms there has been a steady increase in the number of students receiving passing grades of A, B, C. This is up from a low in Fall 2006, where there was a substantial decline in the passing grades awarded. Additionally, over the past three Fall terms there has been a steady decline in the of number of F and W (withdraw) grades assigned to students.

**Figure 6-1
Grade Distribution**

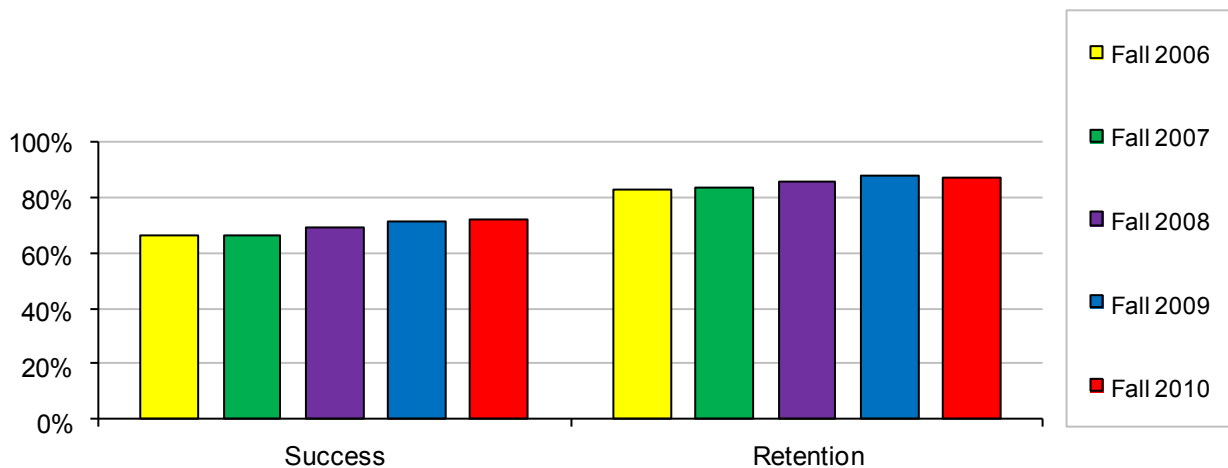


Two common indicators of student performance, which are used statewide, are success and retention rates. The success rate is the percentage of students who received an A, B, C, or CR/P upon completion of the term. The retention rate is the percentage of students who do not receive a W. Over the past four years, success rates have held fairly constant. Fall 2010 success rates remained at 71%, while retention rates for Fall 2010 slightly declined by almost 1% from Fall 2009.

$$\text{Success} = \frac{\text{Number of Enrollments at Census Resulting in A, B, C, or CR/P}}{\text{Total Number of Enrollments at Census Resulting in A, B, C, D, F, CR/P, NC, I, W, or}} \times 100\%$$

$$\text{Retention} = \frac{\text{Number of Enrollments at Census Resulting in Any Grade Other than W}}{\text{Total Number of Enrollments at Census Resulting in A, B, C, D, F, CR, NC/NP, I, W, or}} \times 100\%$$

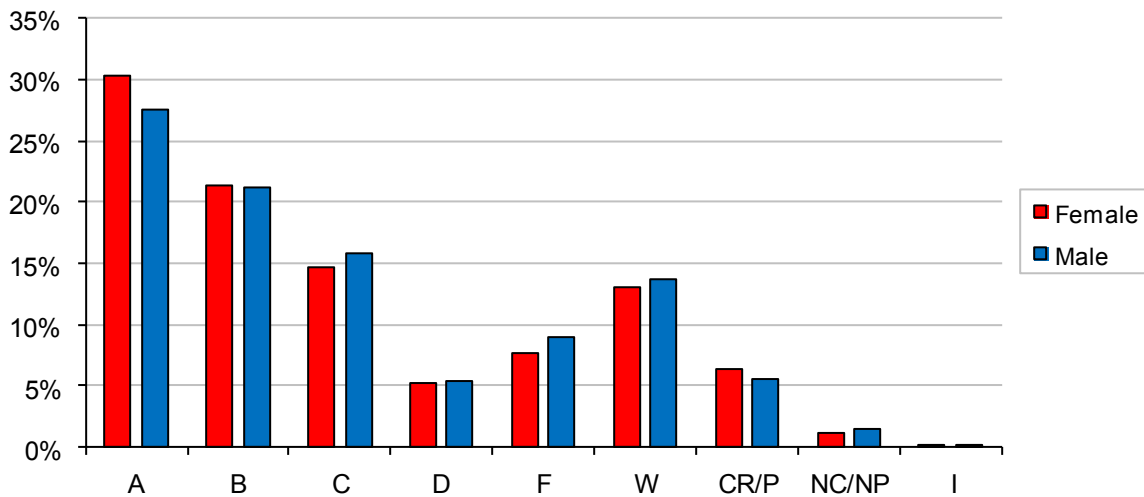
**Figure 6-2
Success and Retention Rates**



Gender

Female students receive proportionally more As, CR/Ps, and slightly more Bs than male students. Conversely, male students receive more Cs, Ds, Fs, and slightly more NC/NPs and Ws than female students. This has been a consistent pattern over the last few years at PCC and one that has been noted statewide in community colleges.

Figure 6-3
Fall 2010 Grade Distribution by Gender





Age

Older students tend to earn better grades. In Fall 2010, with each successive age group, proportionately more students earned A grades. Students under 20 years of age received proportionately more Cs, Ds, and Fs than any other age group. Figure 6-5 shows success and retention rates by age groups. Success rates were the lowest for students in the 20-24 age group and the highest for students aged 35 and older. Retention rates were the highest for those under 20 and were the lowest for students 30 to 34.

**Figure 6-4
Fall 2010 Grades by
Age Group**

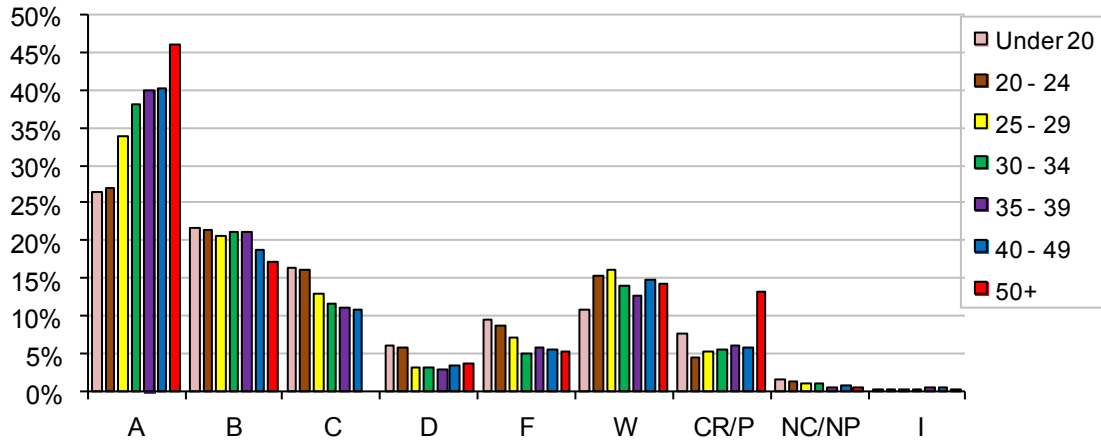
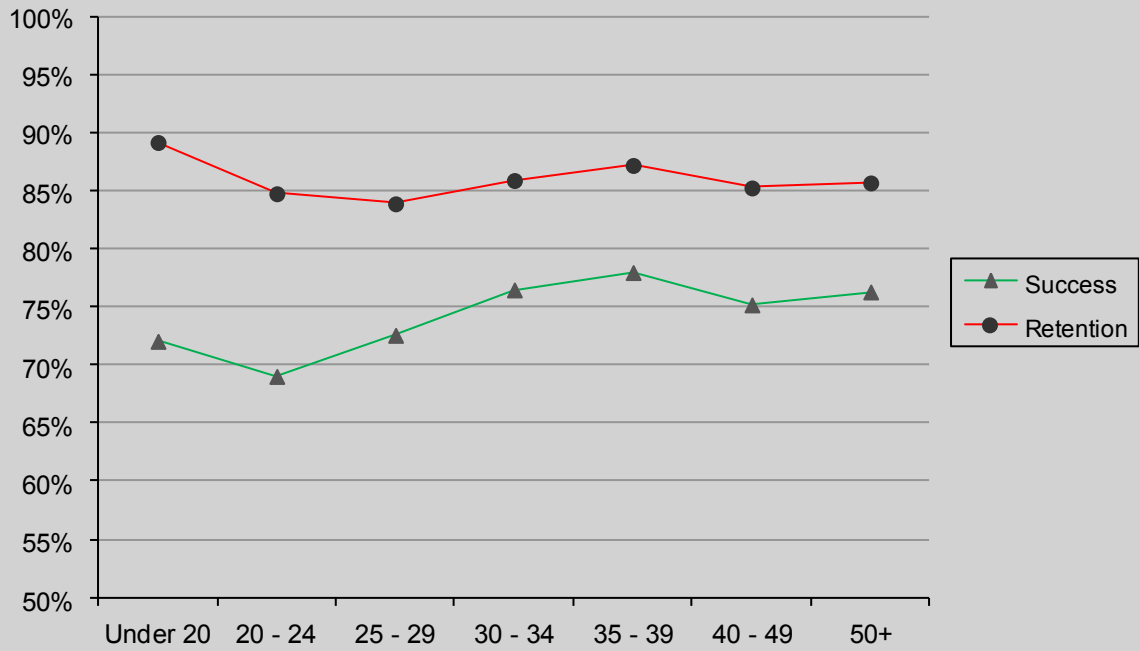


Figure 6-5
Fall 2010 Success and Retention by
Age Group



Ethnicity

In Fall 2010, as indicated in Figure 6-6, White students earned proportionally more As than any other group and African Americans earned proportionally less Bs than any other group. Asian/Pacific Islanders earn proportionally less Fs and Ws than all of the other groups.

While Asian/Pacific Islanders and Whites have similar retention rates over the past five years, Whites have a lower success rate, as illustrated in Figure 6-7. In Fall 2010 Hispanic/Latinos and African American students showed an increase in success and retention rates over the previous four Fall terms.

Figure 6-6
Fall 2010 Grade Distribution by
Ethnicity

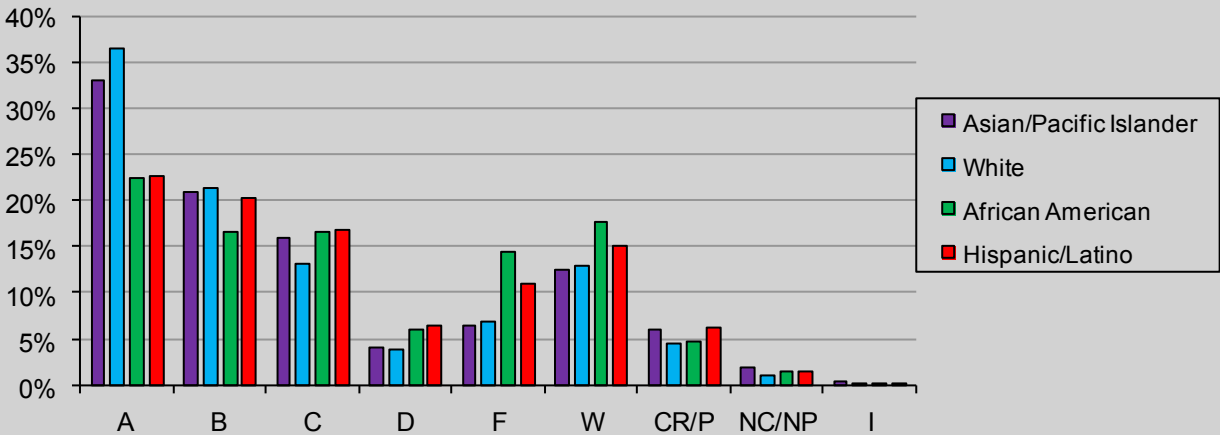
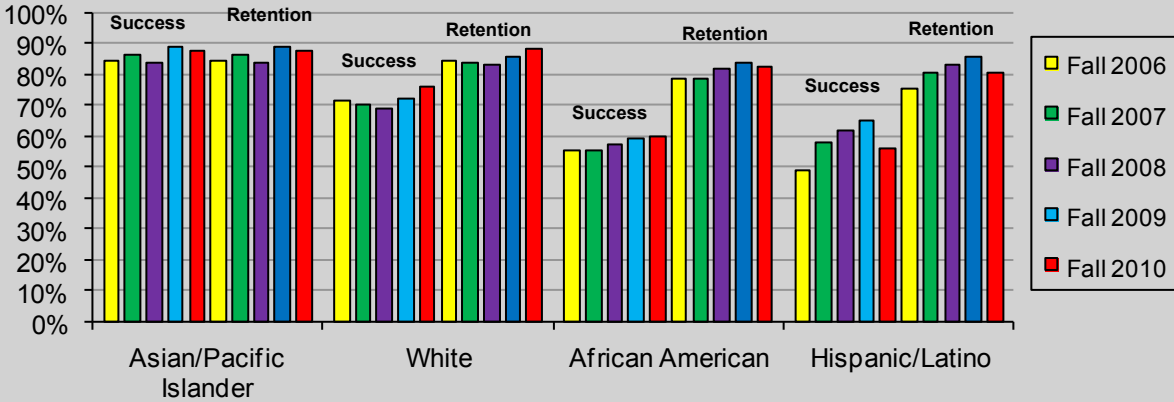


Figure 6-7
Success and Retention by
Ethnicity



Ethnicity

**Table 6-1
Grade Distribution as a Percentage of
Ethnicity (African American & Asian/Pacific Islander)**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
African American					
A	21.6	20.3	22.1	21.9	22.4
B	14.5	16.0	15.5	17.0	16.6
C	14.4	15.0	15.9	15.9	16.5
D	5.7	5.9	6.4	7.0	5.9
F	14.3	13.1	14.5	15.1	14.4
W	21.5	21.6	18.4	16.5	17.7
(F & W)	35.8	34.7	32.9	31.6	32.2
CR/P	1.0	0.8	1.0	0.6	0.3
NC/NP	4.6	3.8	3.8	4.1	4.6
I	2.3	3.6	2.5	1.9	1.6
Success	55.2	55.0	57.3	58.9	60.1
Retention	78.5	78.4	81.6	83.5	82.3
Asian/Pacific Islander					
A	26.5	30.6	27.1	32.4	32.9
B	19.9	17.6	21.6	18.9	20.9
C	15.1	15.1	14.4	15.7	16.0
D	4.7	5.4	4.0	5.5	4.1
F	10.3	9.1	8.2	9.5	6.3
W	15.8	13.7	16.6	11.0	12.6
(F & W)	26.2	22.9	24.8	20.5	18.9
CR/P	1.0	0.9	0.4	0.1	0.4
NC/NP	6.0	5.4	6.7	5.6	5.9
I	2.1	5.3	2.3	2.5	2.0
Success	67.5	68.7	69.9	72.7	75.8
Retention	84.2	86.3	83.4	89.0	87.4

Table 6-2
Grade Distribution as a Percentage of
Ethnicity (Hispanic/Latino & White)

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Hispanic/Latino					
A	18.5	19.0	21.1	22.7	22.6
B	17.7	18.1	19.1	20.1	20.3
C	16.2	15.4	16.2	16.9	16.8
D	6.4	5.7	6.4	6.2	6.4
F	13.1	13.4	12.3	11.8	11.0
W	20.1	19.2	17.2	14.7	15.1
(F & W)	33.2	32.6	29.6	26.5	26.1
CR/P	0.3	0.4	0.4	0.2	0.2
NC/NP	5.8	5.5	5.3	5.6	6.2
I	2.0	3.2	1.9	1.8	1.5
Success	58.1	58.0	61.7	65.3	65.8
Retention	79.9	80.8	82.8	85.3	84.9
White					
A	32.8	33.2	34.9	37.7	36.3
B	19.7	19.7	20.2	20.8	21.4
C	12.8	11.7	12.6	12.7	13.1
D	4.0	3.8	3.5	4.0	3.8
F	7.9	8.2	8.0	7.1	6.8
W	16.4	17.0	14.6	11.7	12.8
(F & W)	24.3	25.3	22.6	18.9	19.6
CR/P	0.5	0.5	0.3	0.4	0.2
NC/NP	4.6	4.5	4.6	4.6	4.6
I	1.4	1.6	1.4	1.0	1.0
Success	69.9	69.0	72.2	75.7	75.4
Retention	83.6	83.0	85.4	88.3	87.2

GPA

The Hispanic/Latino average GPA has increased from 2.19 in Fall 2006 to 2.62 in Fall 2010. For African American students, GPA has remained basically stable at 2.19 from Fall 2006 to Fall 2009 increasing slightly to 2.25 in Fall 2010. GPAs for Hispanic/Latino and White students, as well as the college, have been slowly increasing over those of the previous years. The overall GPA for all of PCC has been increasing since Fall 2006.

Figure 6-8
Average Student GPA by
Ethnicity

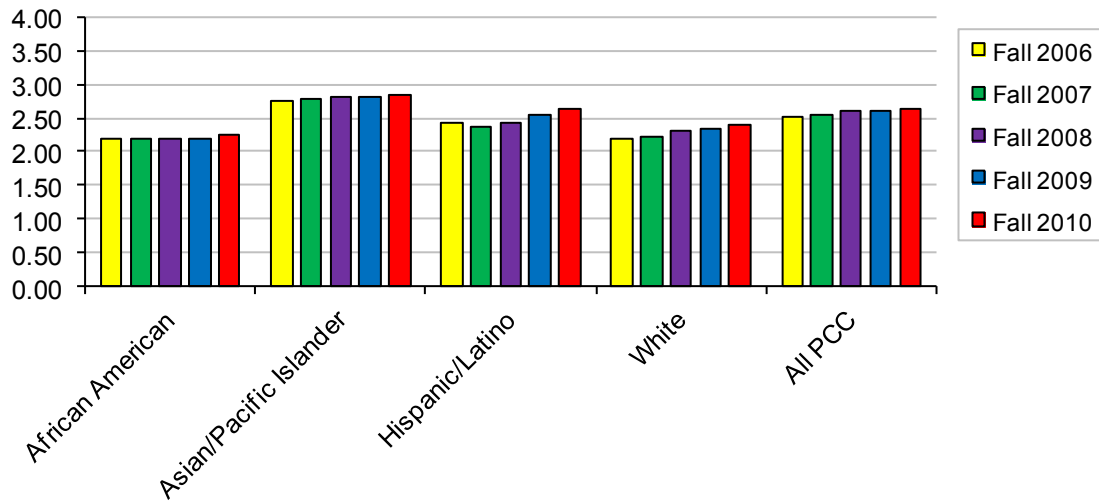


Table 6-3
Average Student GPA by
Ethnicity

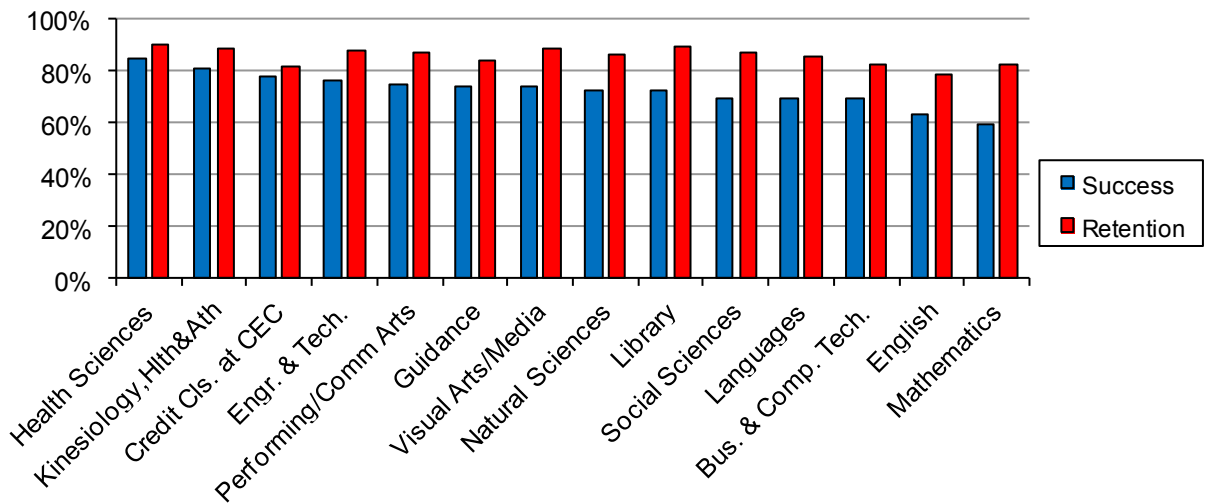
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Average</i>					
African American	2.19	2.19	2.19	2.19	2.25
Asian/Pacific Islander	2.76	2.77	2.82	2.82	2.85
Hispanic	2.42	2.37	2.42	2.53	2.62
White	2.19	2.22	2.32	2.35	2.40
All PCC	2.51	2.54	2.59	2.60	2.64

Division

The divisions in Figure 6-9 are sorted by descending success rate for Fall 2010. The Health Sciences division has the highest success rate at 85%, the highest its been since Fall 2005. Next was the Kinesiology division having a success rate at 81% and retention rate at 89%, while Mathematics had the lowest success rate at 59% and a retention rate of 83% for Fall 2010. Table 6-4 and Table 6-5 show the five-year success rates and retention rates, respectively, for all divisions. Success rate for Performing and Communication Arts, Engineering and Technology, Natural Sciences, Languages, and Visual Arts/Media have been increasing over the past three years.

Retention rates for Languages, Visual Arts/Media, Natural Science, Performing and Communication Arts have been increasing over the past three years. For all of PCC success and retention rates have increased over the past three years.

Figure 6-9
Fall 2010 Success and Retention by
Division





Division 

**Table 6-4
Success Rate by
Division**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Percent</i>					
Health Sciences	82.1	78.2	82.6	83.3	84.6
Kinesiology, Hlth&Ath	72.6	75.1	77.5	80.5	80.7
Credit Cls. at CEC	81.1	77.4	73.3	84.0	77.8
Engr. & Tech.	69.4	70.3	71.3	74.7	76.2
Performing/Comm Arts	68.4	70.9	72.3	74.8	75.3
Guidance	81.4	79.0	81.0	81.2	74.3
Visual Arts/Media	66.0	67.1	69.7	75.3	74.0
Natural Sciences	67.6	69.1	71.0	72.8	72.8
Library	71.5	67.1	73.8	77.2	72.8
Social Sciences	62.6	62.8	66.9	70.3	69.6
Languages	65.4	67.8	69.0	68.0	69.6
Bus. & Comp. Tech.	66.0	67.0	64.9	68.7	69.5
English	67.5	63.6	67.6	64.1	63.2
Mathematics	55.4	53.5	58.3	58.1	59.5
<i>All PCC</i>	65.9	66.1	68.8	71.3	71.5

**Table 6-5
Retention Rate by
Division**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Percent</i>					
Health Sciences	90.6	88.1	90.6	91.5	90.7
Library	82.3	85.1	87.5	91.7	89.3
Visual Arts/Media	83.6	83.9	86.6	88.7	88.9
Kinesiology, Hlth&Ath	82.3	84.2	87.6	88.7	88.8
Engr. & Tech.	83.8	85.0	85.7	89.2	87.9
Performing/Comm Arts	82.7	83.3	84.9	87.8	87.1
Social Sciences	81.8	81.8	85.3	88.0	86.9
Natural Sciences	82.1	82.8	84.9	86.1	86.4
Languages	81.3	83.5	84.6	85.0	85.4
Guidance	90.7	92.3	90.0	92.6	84.4
Mathematics	79.3	80.0	82.4	83.1	82.9
Bus. & Comp. Tech.	82.2	82.4	82.0	83.4	82.9
Credit Cls. at CEC	89.2	86.1	75.8	89.3	82.2
English	85.1	85.2	85.5	80.7	78.4
<i>All PCC</i>	82.7	83.3	85.1	87.2	86.6

Course Type

Credit courses can be divided into three mutually exclusive groups::

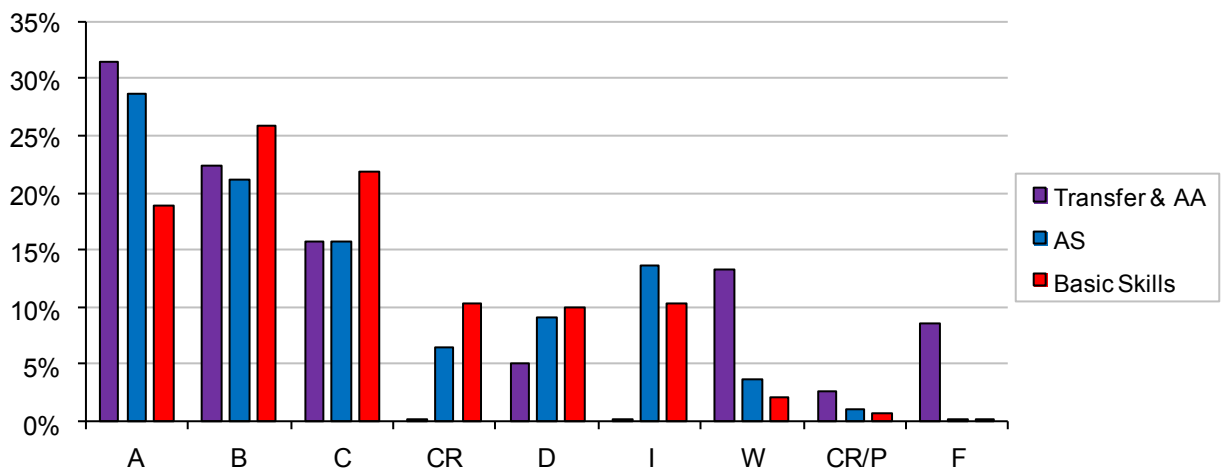
Classification I - Freshman and Sophomore level courses that generally correspond to university or senior college lower division courses. (Course digits: 1-99)

Classification II - Technical, semiprofessional or occupationally oriented or meet community college general education needs. (Course digits: 100-399)

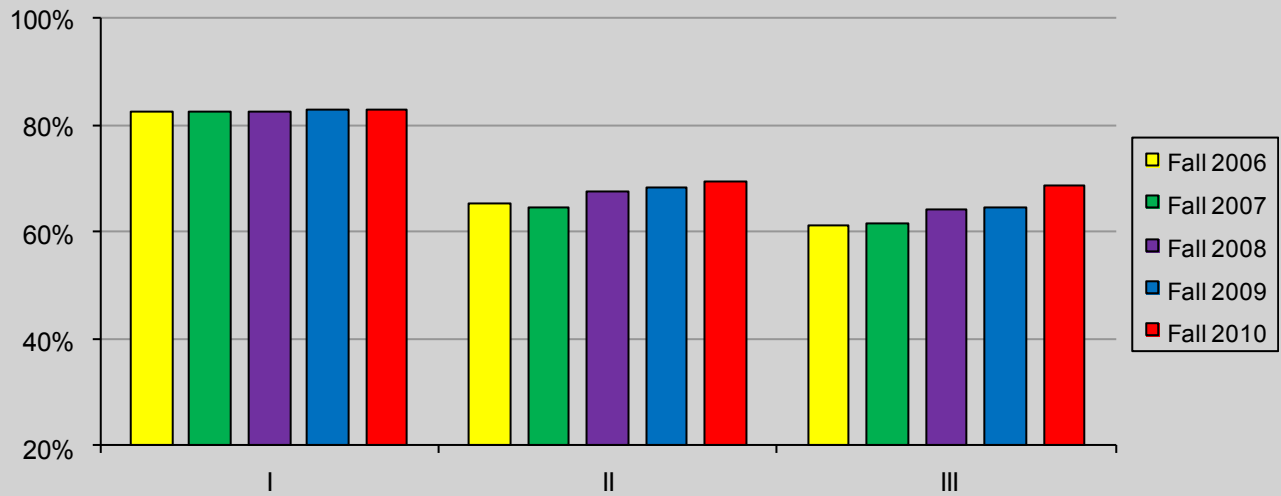
Classification III - Non-degree applicable courses. Considered foundation building courses or Basic Skills (Course digits: 400-499)

In Fall 2010, proportionally more As and Ws were assigned to students in classification I. Proportionally more Bs, Cs, Ds, and Fs were assigned to students in classification III. The overall success rate increased for students in classification I courses in Fall 2010. Success rates in classification III have been increasing for the last four Fall terms. In Fall 2010, retention rates for classification I, II, and III increased compared to the previous Fall term.

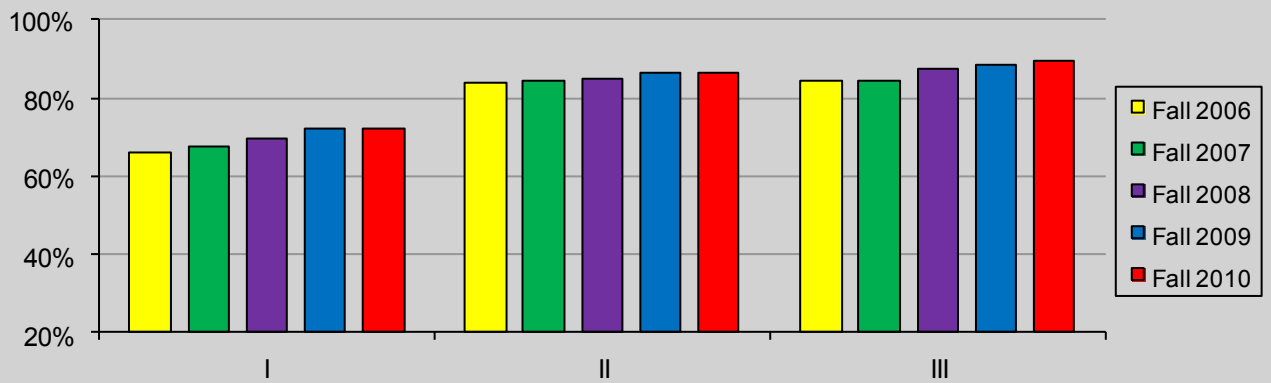
Figure 6-10
Fall 2010 Grade Distribution by
Course Type



**Figure 6-11
Success Rate by
Course Type**



**Figure 6-12
Retention Rate by
Course Type**



Course Type 

Tables 6-6, 6-7, and 6-8 show the grade distribution, success, and retention of course Classifications I, II, and II, respectively, for Fall 2006 to Fall 2010.

**Table 6-6
Percent of Grade Distribution**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Percent</i>					
A	28.4	29.2	30.2	32.2	31.5
B	20.5	21.0	22.0	22.3	22.4
C	15.3	15.0	15.3	15.7	15.7
D	0.0	0.0	0.0	0.0	0.2
F	5.3	4.9	5.0	5.1	5.1
W	18.0	17.3	15.1	12.7	13.4
CR/P	1.9	2.2	2.1	2.1	2.7
NC/NP	0.2	0.4	0.3	0.4	0.3
I	0.3	0.4	0.3	0.3	0.2
Success	66.2	67.4	69.6	72.3	72.2
Retention	82.0	82.7	84.9	87.3	86.6

Table 6-7
Percent of Grade Distribution for
Classification II

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Percent</i>					
A	27.5	26.8	28.8	28.2	28.7
B	19.3	19.1	20.2	20.5	21.2
C	15.2	15.3	15.2	15.9	15.8
D	6.2	6.6	6.6	6.6	6.6
F	10.5	11.1	9.2	9.9	9.2
CR/P	3.1	3.3	3.5	3.7	3.8
NC/NP	1.2	1.5	1.3	1.3	1.0
W	16.3	15.5	14.9	13.7	13.7
I	0.7	0.8	0.4	0.2	0.2
Success	65.2	64.5	67.7	68.3	69.3
Retention	83.7	84.5	85.1	86.3	86.3

Table 6-8
Percent of Grade Distribution for
Classification III

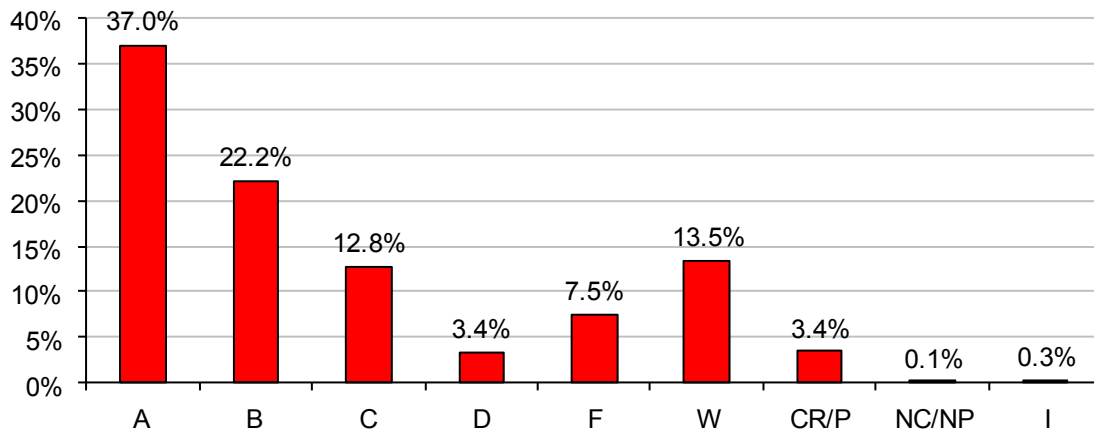
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Percent</i>					
A	17.1	18.9	19.3	19.8	18.9
B	21.4	21.2	21.3	23.6	25.8
C	18.1	18.8	20.4	17.6	21.8
D	9.2	8.2	9.3	10.3	10.3
F	11.6	13.2	12.5	12.4	9.9
CR/P	4.5	2.8	3.2	3.4	2.1
NC/NP	2.1	1.2	1.3	1.5	0.8
W	15.9	15.7	12.5	11.4	10.3
I	0.0	0.1	0.1	0.0	0.1
Success	61.1	61.6	64.3	64.4	68.6
Retention	84.1	84.3	87.5	88.6	89.7

Vocational Courses

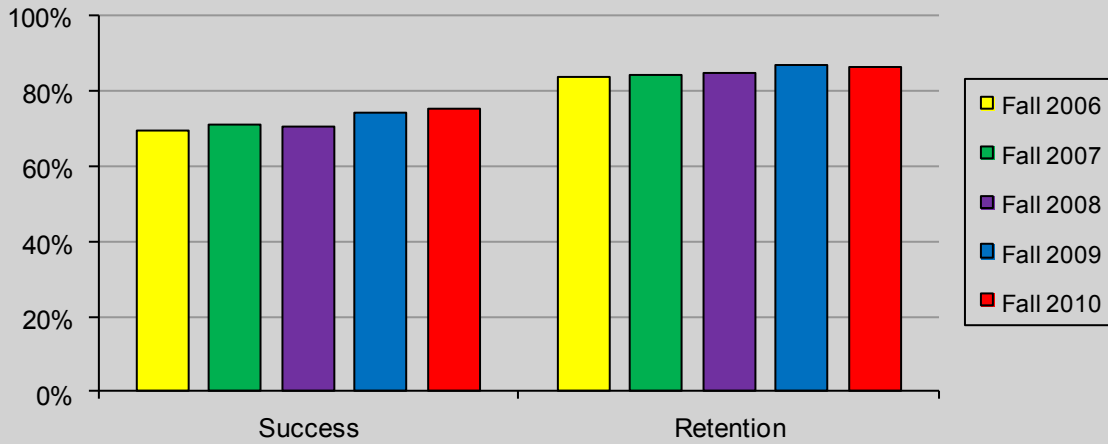
Vocational courses are presented separately because they overlap with the three course types listed previously. Vocational courses are flagged by the California Community Colleges Management Information System (MIS) to indicate the degree to which a course is occupational in nature. The Student Accountability Model (SAM) codes are A (apprenticeship), B (advanced occupational), C (clearly occupational), D (possibly occupational), E (non-occupational), I (skill development), and X (other). In accordance with the Chancellor’s Office definition, all courses with a SAM-code of A, B, or C are counted as vocational, although PCC does not offer any courses with a SAM-code of A.

In Fall 2010, students received proportionally more As and Bs than any other grade in vocational courses. Success rates increased slightly in Fall 2010 compared to those in the previous year. Retention rates were down slightly for Fall 2010.

Figure 6-13
Fall 2010 Grade Distribution of
Vocational Courses



**Figure 6-14
Success and Retention by
Vocational Courses**



**Table 6-9
Grade Distribution by
Vocational Courses**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Percent</i>					
A	34.1	33.9	34.3	36.3	37.0
B	19.8	21.1	20.7	21.1	22.2
C	12.2	12.4	12.4	13.7	12.8
D	3.9	3.7	4.2	3.9	3.4
F	8.8	8.7	9.0	8.4	7.5
W	16.5	15.5	15.1	12.8	13.5
CR/P	3.6	3.6	3.4	3.3	3.4
NC/NP	0.3	0.3	0.2	0.1	0.1
I	1.0	0.9	0.7	0.2	0.3
Success	69.6	71.0	70.7	74.5	75.3
Retention	83.5	84.5	84.9	87.2	86.5



CHAPTER 7

STUDENT OUTCOMES



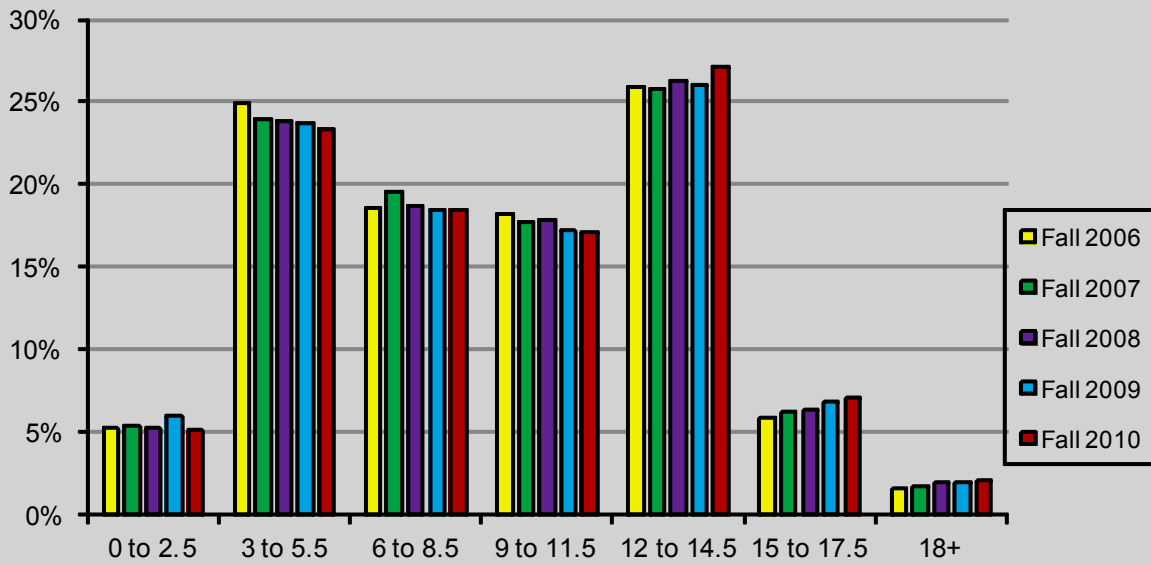
Units

Unit load is the total number of units in which a student is enrolled at Census. Unit load includes all credit units, regardless of whether a student finishes the class or whether those units are included in the end-of-term GPA or unit calculations. Twelve or more units comprise a full-time load. Conversely, units earned are the total number of units graded A, B, C, D, or CR/P.

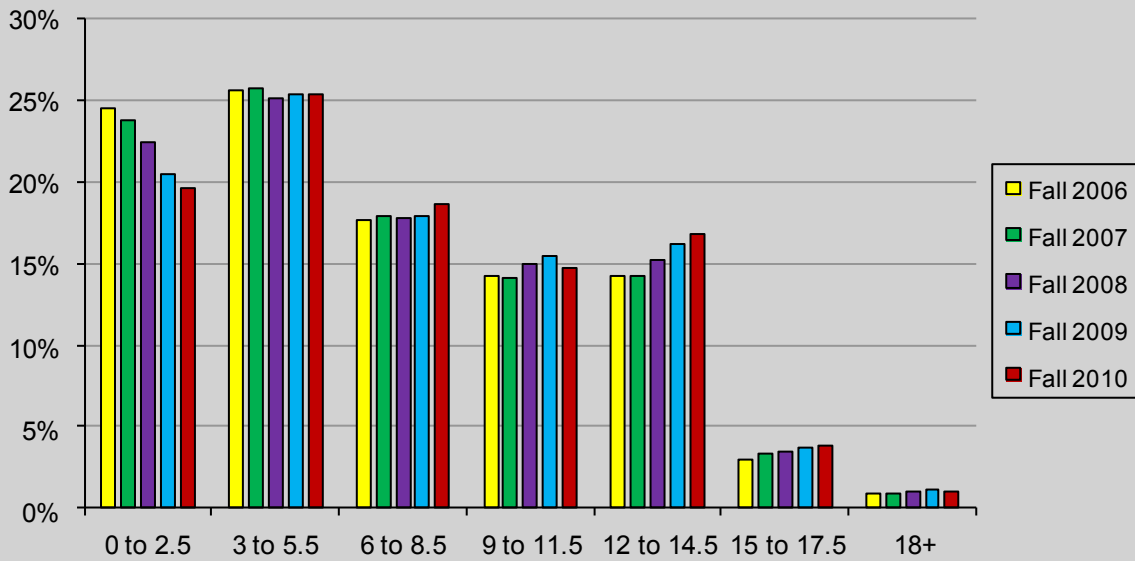
The number of units earned by students is usually less than the number of units in which they are enrolled (unit load) at Census due to students dropping or failing courses. For students initially enrolling in 12 to 14.5 units, this is especially true. In Fall 2010, 27% of credit students initially enrolled in 12 or more units, but only 17% actually earned that amount. At the other end of the spectrum, 5% of students initially signed up for 0 to 2.5 units, but 20% percent of them ended up receiving that amount.



**Figure 7-1
Unit Load Distribution**



**Figure 7-2
Units Earned Distribution**

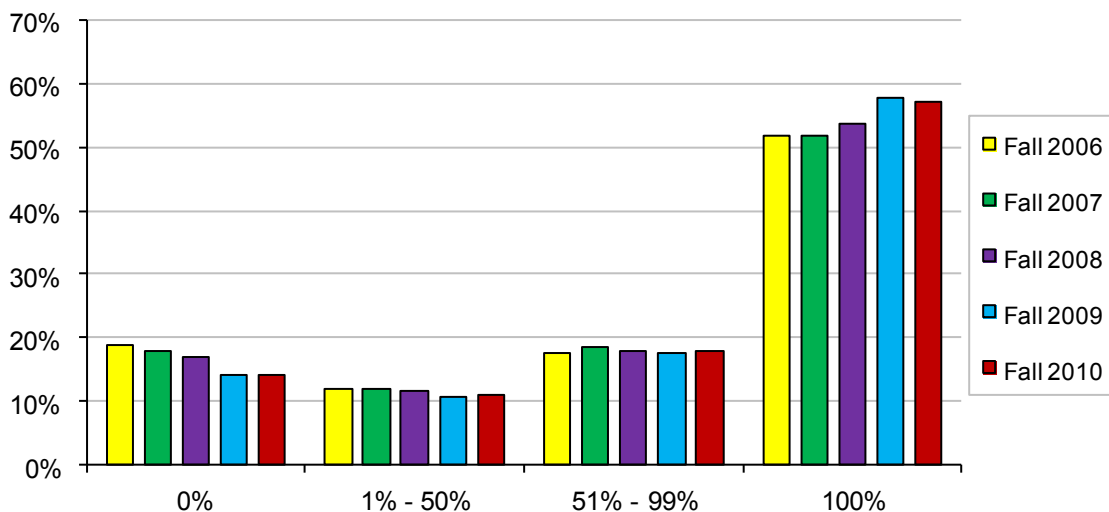


Credit Ratio

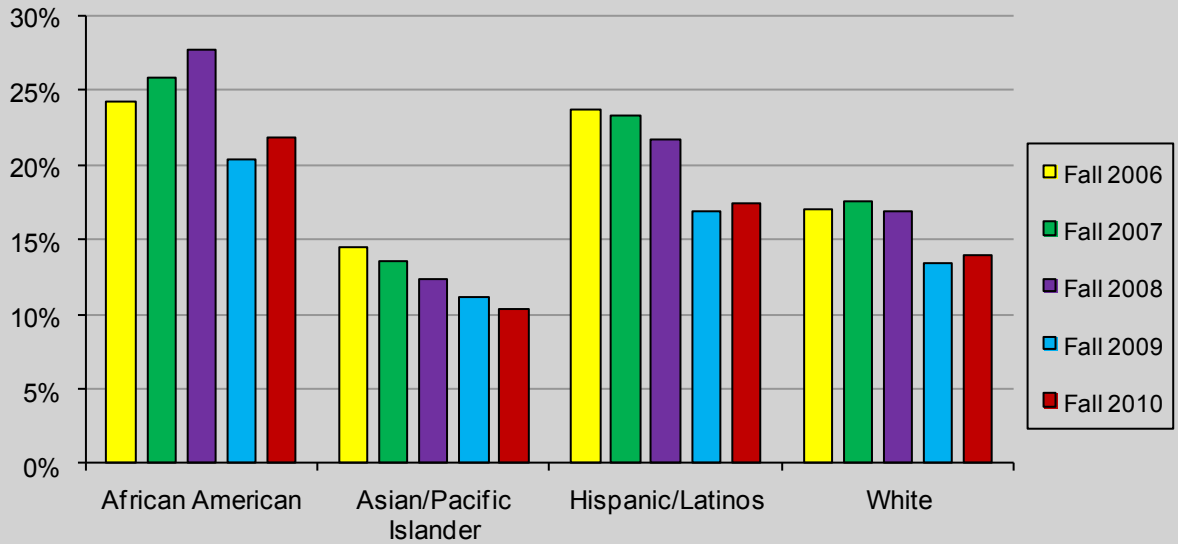
The credit ratio is the ratio between units earned and unit load. The credit ratio is a measure of the extent to which students actually earn credit (A, B, C, D, or CR/P) for the units they are enrolled in at Census. The credit ratio is similar to success rates except that the credit ratio includes “D” grades in the numerator. As indicated in Figure 7-3, in Fall 2010, 57% of all students received credit for all units they were enrolled in at Census (credit ratio = 100%). The remaining students either dropped at least one course, which resulted in a grade of W or MW (Military Withdrawal), or received at least one F, NC/NP, or I grade. In Fall 2010, 14% of students received no credit for any of the units in which they were enrolled at Fall 2010 Census (credit ratio = 0%).

Figure 7-3 illustrates that the percent of students in each of the four credit ratio categories. As shown in Figure 7-4, for the last five years, Asian/Pacific Islanders had the lowest percentage of students with a credit ratio of 0%, followed by Whites, Hispanics/Latinos and African Americans. Figure 7-5 shows that in Fall 2010, 65% of Whites had a credit ratio of 100%, followed closely by Asian/Pacific Islanders, and then by Hispanic/Latinos and African Americans.

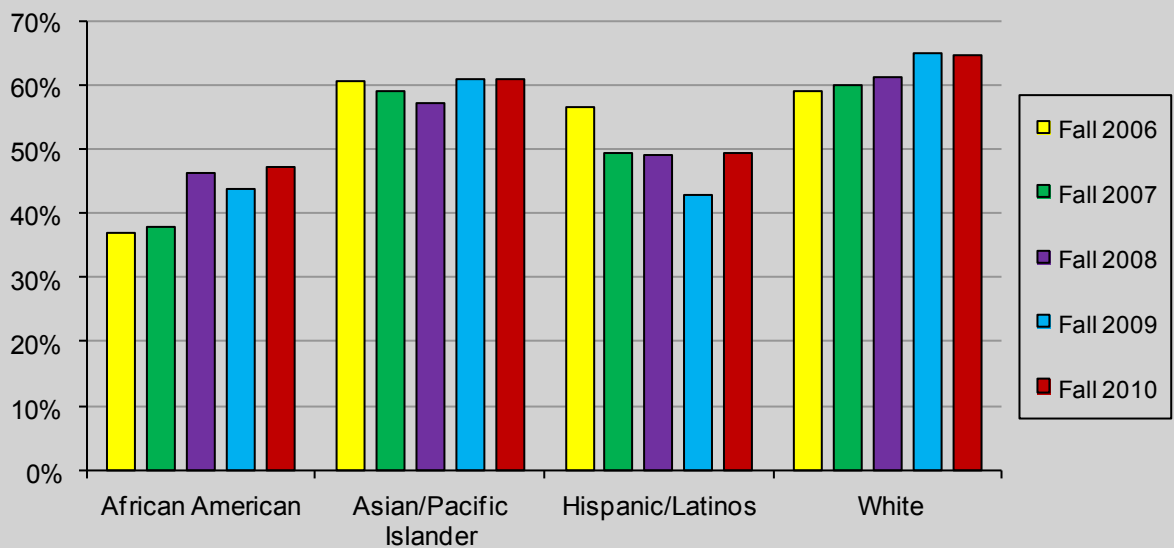
**Figure 7-3
Students by
Credit Ratio**



**Figure 7-4
Students with Credit Ratio of 0% by
Ethnicity**



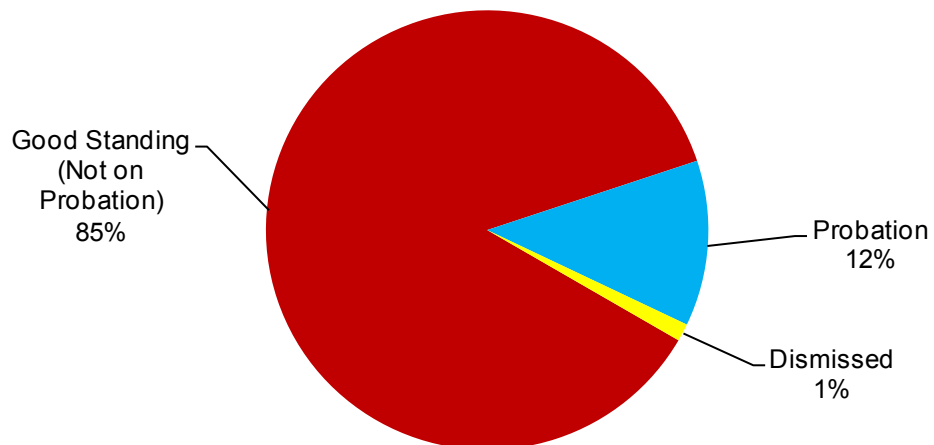
**Figure 7-5
Students with Credit Ratio of 100% by
Ethnicity**



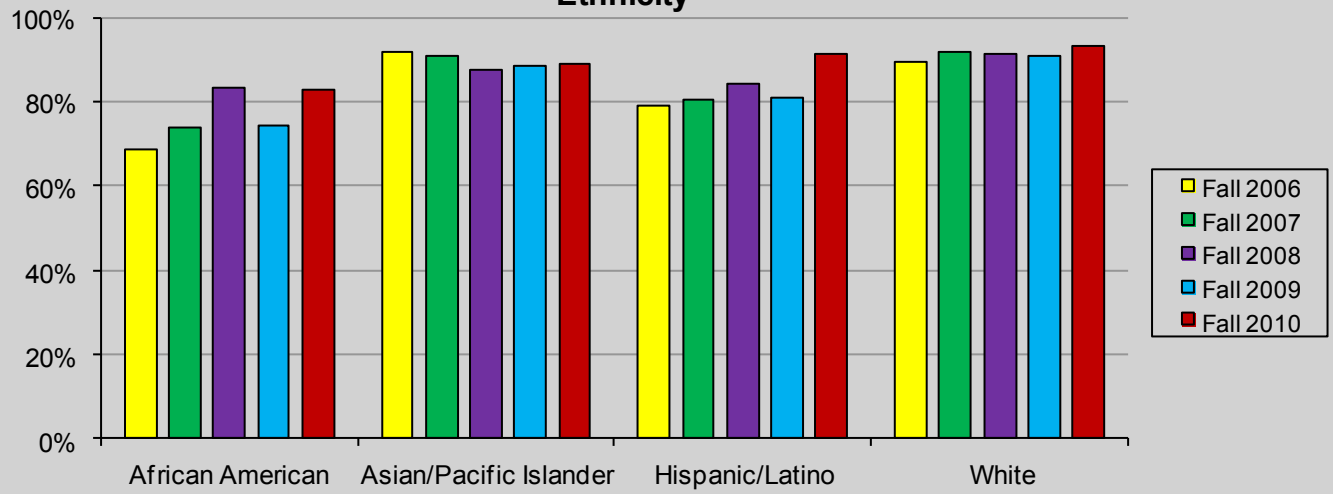
Probation Status

In Fall 2010, 12% of the PCC population was on either academic or progress probation. A discussion of probation types is on page 118. Figure 7-7 shows the percent of students within each ethnic group who were in good standing (i.e., not on probation). For Fall 2010, 82% of African Americans, 94% of Hispanic/Latinos, 89% of Asians/Pacific Islanders, and 93% of Whites were in good standing.

Figure 7-6
Fall 2010 Students by
Probation Status



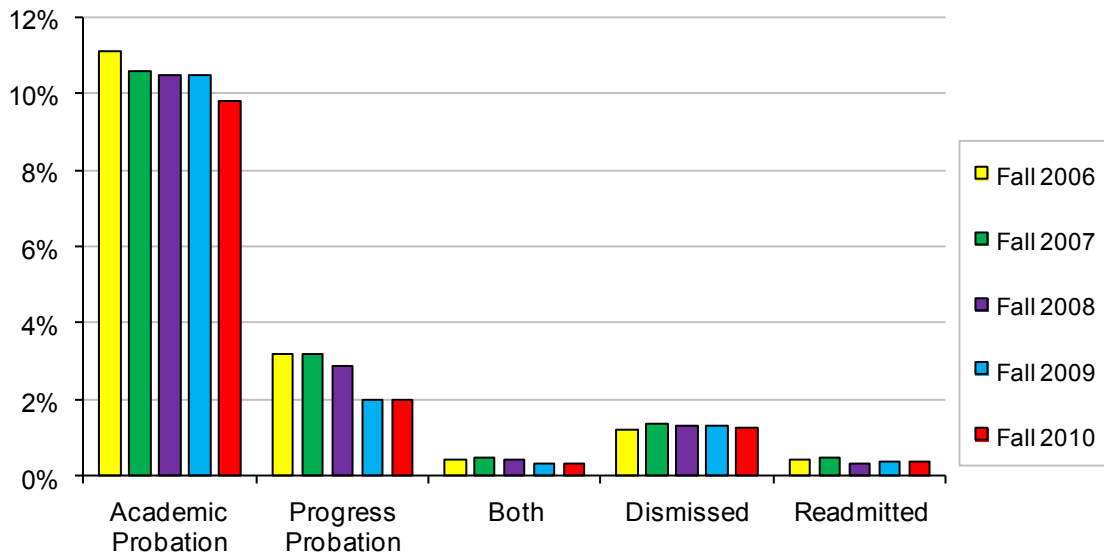
**Figure 7-7
Good Standing by
Ethnicity**



Probation Type

Students are placed on academic probation when they achieve less than a cumulative grade -point average of 2.00 after 12 or more units attempted at the College. They are placed on progress probation when 12 or more cumulative units are attempted and W, MW, I, and NC/ NP units reach or exceed half of the cumulative units attempted. The largest probation category has been academic probation. Overall, 10% of all students were on academic probation in Fall 2010, compared to approximately 2% on progress probation. As shown in Table 7-1, Fall 2010 had the lowest percentage of students on any type of probation (13%), when compared to the previous four years.

**Figure 7-8
Students by
Probation Type**



**Table 7-1
Students by
Probation Type**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Good Standing	21012	21730	22723	22751	23426
Academic Probation	2800	2751	2820	2785	2669
Progress Probation	799	828	770	532	535
Both	110	127	118	77	80
Dismissed	301	349	344	346	347
Readmitted	110	116	88	96	105
<i>Total</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>	<i>27162</i>
<i>Percent</i>					
Good Standing	83.6	83.9	84.6	85.6	86.2
Academic Probation	11.1	10.6	10.5	10.5	9.8
Progress Probation	3.2	3.2	2.9	2.0	2.0
Both	0.4	0.5	0.4	0.3	0.3
Dismissed	1.2	1.3	1.3	1.3	1.3
Readmitted	0.4	0.4	0.3	0.4	0.4

Persistence

Fall to Spring persistence refers to the percentage of students who were enrolled at Census in the Fall, and who subsequently returned and were enrolled at Census the next Spring. Figure 7-9 shows that in the Fall 2010 to Spring 2011 academic year, Asian/Pacific Islander students had the highest persistence rate at 74%, followed by White students at 72%.

Figure 7-9
Fall to Spring Persistence by
Ethnicity

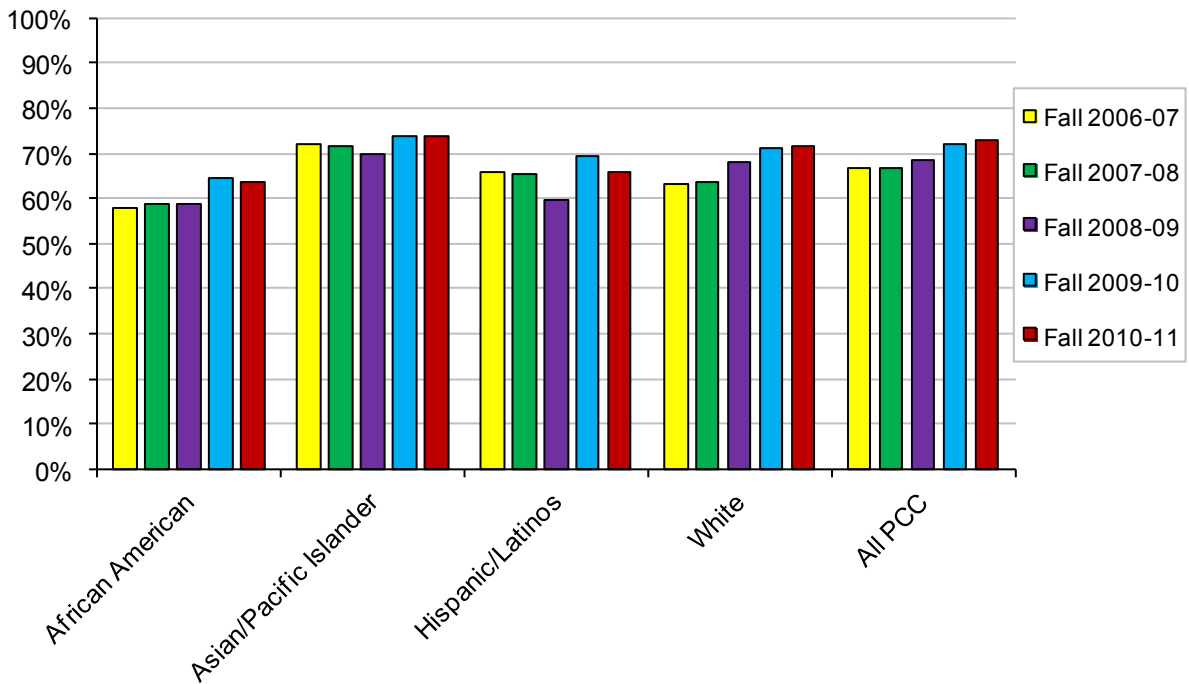


Table 7-2
Fall to Spring Persistence by
Ethnicity

	Fall 2006-07	Fall 2007-08	Fall 2008-09	Fall 2009-10	Fall 2010-11
<i>Percent</i>					
African American	57.9	58.8	58.7	64.4	63.6
Asian/Pacific Islander	72.2	71.6	69.6	73.7	74.0
Hispanic/Latino	65.9	65.2	59.4	69.4	65.7
White	63.3	63.8	68.2	71.3	71.8
All PCC	66.7	66.8	68.6	72.2	72.8

Basic Skills Improvement

Basic skills improvement rate measures the percentage of students who successfully completed coursework (defined by a grade of A, B, C, or CR/P) at least one level above their prior basic skills enrollment within a three-year period. Basic skills coursework falls predominately into two disciplines, English and Math. The data for this section is extracted from the Chancellor's Office Accountability Reporting for the Community Colleges (ARCC) report. Figure 7-10 and Table 7-3 shows the percent change in improvement rates for each of the cohorts.



Figure 7-10
Basic Skills Improvement Rate

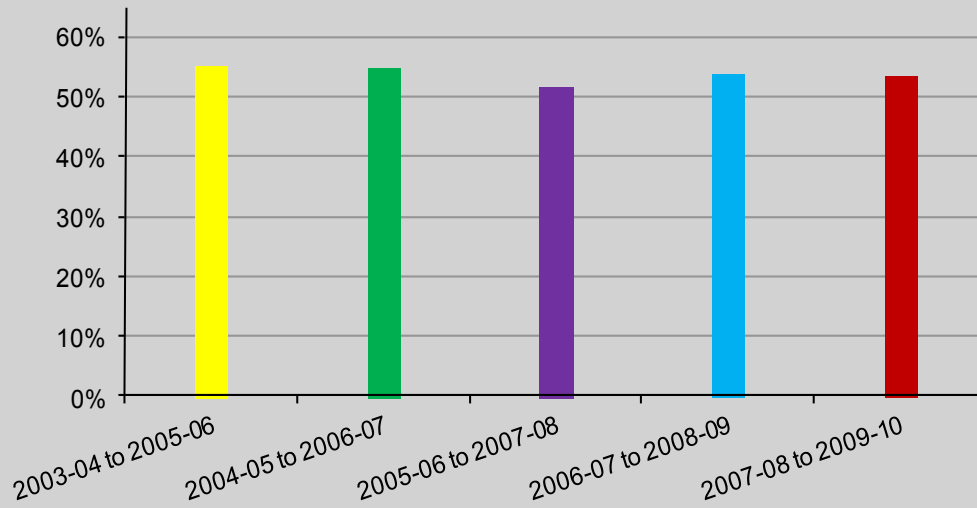


Table 7-3
Percent Change in
Basic Skills Improvement Rate

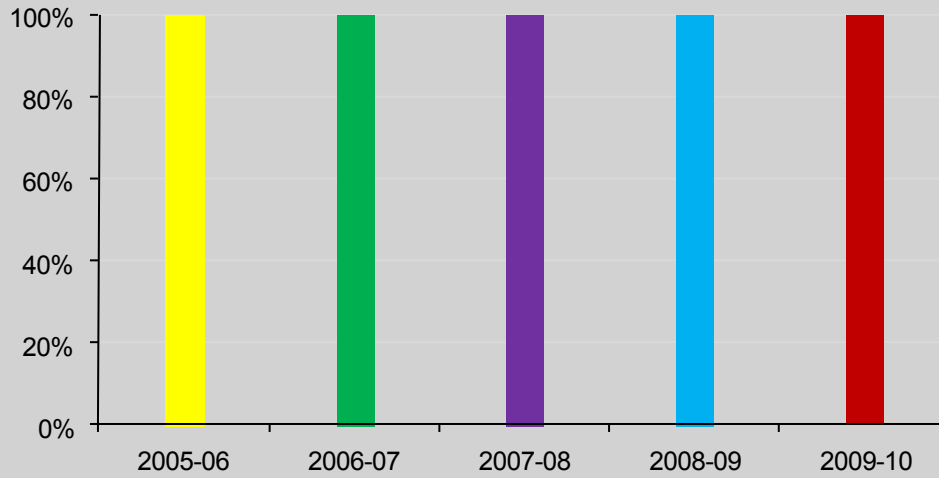
	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09	2007-08 to 2009-10
Number	54.7	51.7	53.6	53.2
% change	-0.55	-5.48	3.68	-0.75

Success in Vocational Courses

Success in vocational courses is measured by annual course completion rate, which is the ratio between the number of students who successfully complete vocational courses with a grade of A, B, C, or CR/P in courses with a SAM classification of A, B, or C and the total number of students enrolled and is shown in Figure 7-11. Advanced vocational courses are capstone courses, which tend to be the last or one of the last courses a student needs to complete prior to receiving a certificate (defined as SAM B). Beginning and intermediate vocational courses are all other vocational courses (defined as SAM C). The data for vocational courses is derived from the Chancellor's office Accountability Reporting for the Community Colleges (ARCC) report. Table 7-4 shows the percent change in successful completion rates for vocational courses over the last five years.



**Figure 7-11
Successful Completion Rate for
Vocational Courses**



**Table 7-4
Percent Change in Successful Completion Rate for
Vocational Courses**

	2005-06	2006-07	2007-08	2008-09	2009-10
Number	70.6	71.4	72.2	73.1	74.7
% change	-2.6	1.1	1.1	1.2	2.2



CHAPTER 8

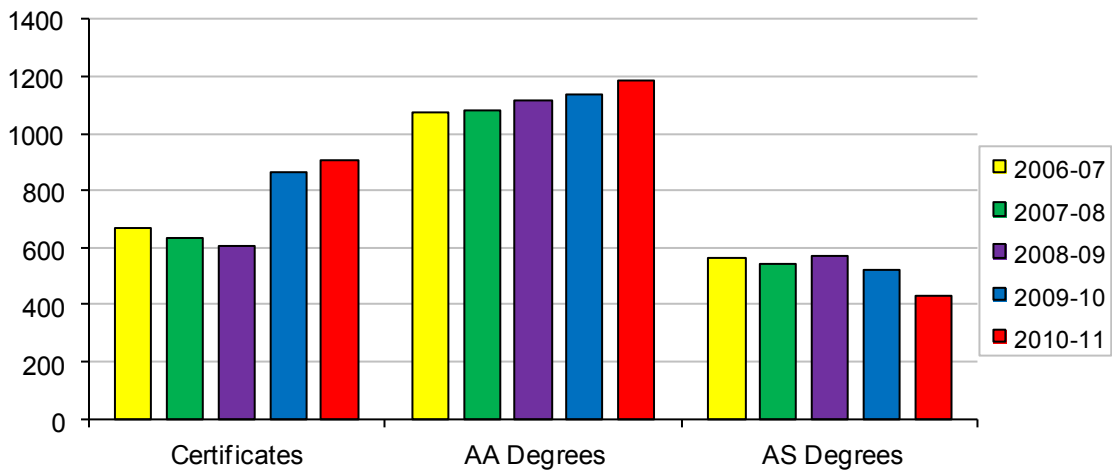
DEGREES, CERTIFICATES, & TRANSFERS



Degrees and Certificates

For the 2010-11 academic year, PCC awarded 1,652 degrees and 904 certificates. The total number of degree recipients was 1,441 and the total number of certificate recipients was 824. Degrees and certificates awarded are duplicated counts while degrees and certificate recipients are unduplicated counts.

**Figure 8-1
Degrees and Certificates Awarded**



**Table 8-1
Degrees and Certificates Awarded***

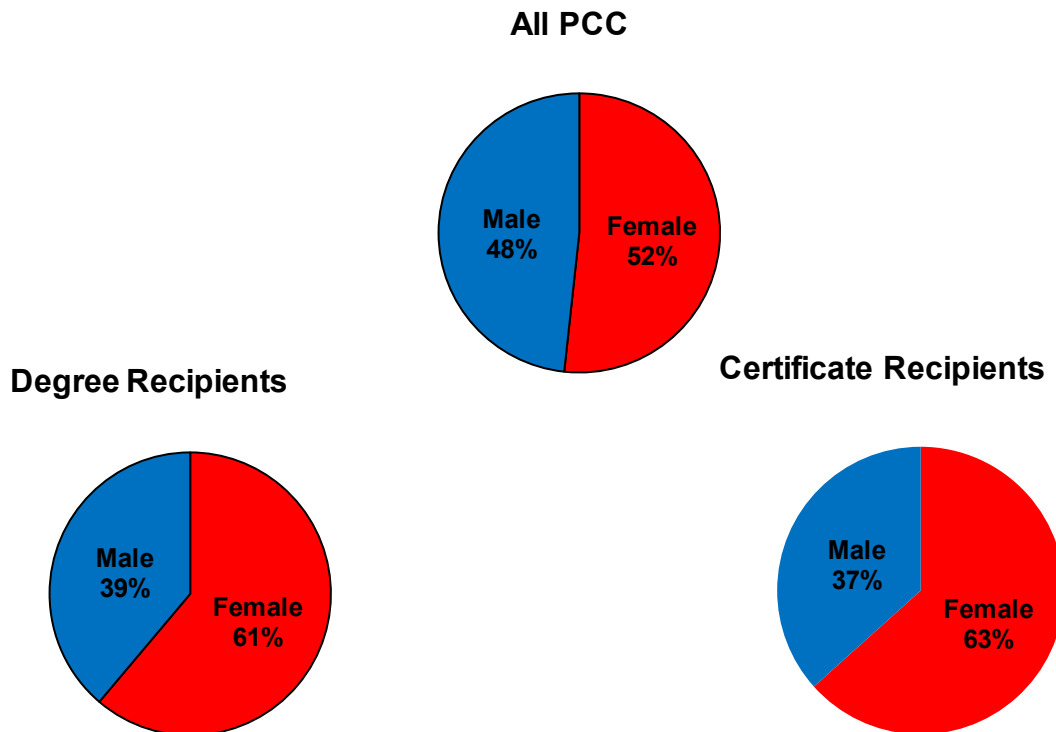
	2006-07	2007-08	2008-09	2009-10	2010-11
Degrees					
<i>Number</i>					
AA Degree	1074	1078	1116	1133	1133
AS Degree	560	544	571	521	519
Total Degrees Awarded	1634	1622	1687	1654	1652
<i>Percent</i>					
AA Degree	65.7	66.5	66.2	68.5	68.6
AS Degree	34.3	33.5	33.8	31.5	31.4
<i>Recipients</i>					
Total Degree Recipients	1387	1399	1468	1442	1441
Percent with Both Degrees	17.8	15.9	14.9	14.7	14.6
Certificates					
Total Certificates Awarded	665	635	606	863	904
Total Certificate Recipients	571	546	524	789	824
Percent with >1 Certificate	8.2	9.3	9.7	6.7	6.9

*Note: Degrees and certificates awarded are duplicated counts.
Degree and certificate recipients are unduplicated counts.

Gender 

In the 2010-11 academic year, the percentages of female degree and certificate recipients were higher than the percentage of female credit students. While 52% of the total credit population was female, 61% of degree recipients and 63% of certificate recipients were female. Note that Figure 8-2 represents number of degree and certificate recipients (unduplicated) and not the number of degrees and certificates awarded.

**Figure 8-2
Fall 2009 Student Body and 2010-11 Degree and
Certificate Recipients by Gender**



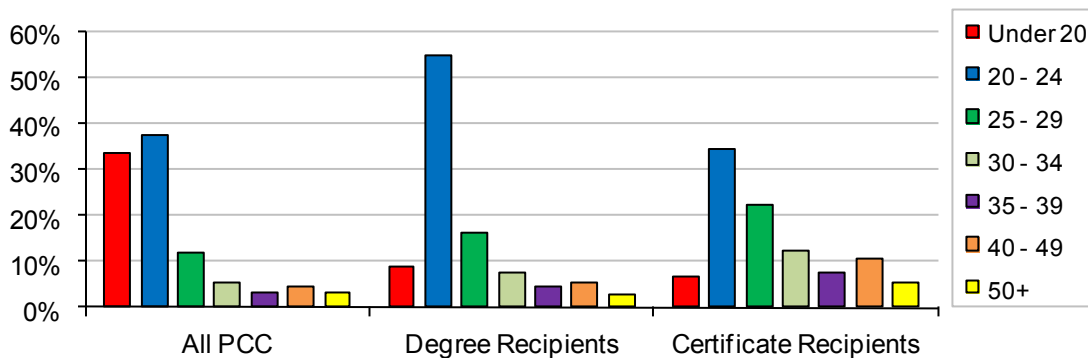
**Table 8-2
Degree and Certificate Recipients by
Gender***

	2006-07	2007-08	2008-09	2009-10	2010-11
Degrees					
<i>Number</i>					
Female	869	849	877	876	876
Male	517	550	588	559	557
<i>Total</i>	1386	1399	1465	1435	1433
<i>Percent</i>					
Female	62.7	60.7	59.9	61.0	61.1
Male	37.3	39.3	40.1	39.0	38.9
Certificates					
<i>Number</i>					
Female	384	380	354	494	510
Male	187	166	168	290	295
<i>Total</i>	571	546	522	784	805
<i>Percent</i>					
Female	67.3	69.6	67.8	63.0	63.4
Male	32.7	30.4	32.2	37.0	36.6
*Note: The "Unknown" category for the male/female total is not counted. Degree and certificate recipients are unduplicated counts.					

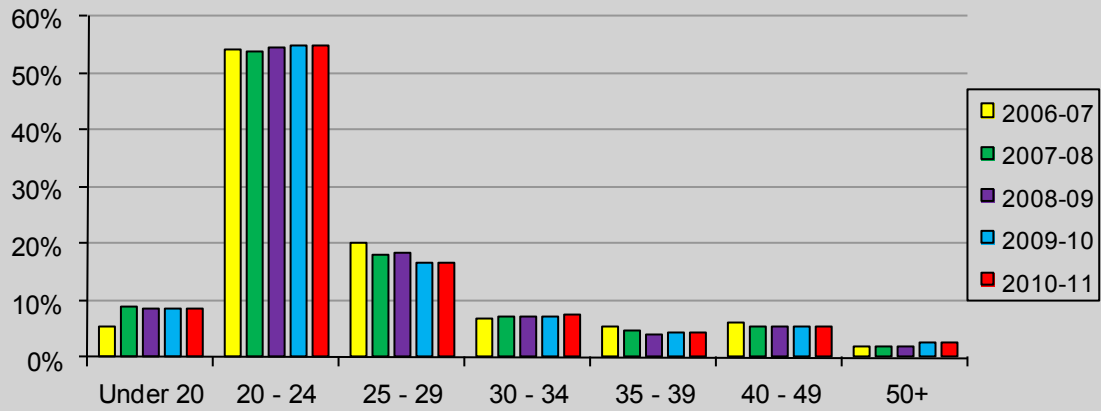
Age

As shown in Figure 8-3, the two largest groups receiving degrees and certificates are those 20-24 and 25-29 years of age. The smallest group receiving degrees are those over 50. The smallest group receiving certificates are those under 20. Starting from the 20-24 age group, with each increasing age group, the percentage decreases. The only exception are those 40-49 years of age, who represent a higher percentage of the total degree and certificate recipients than do those 35-39 years of age.

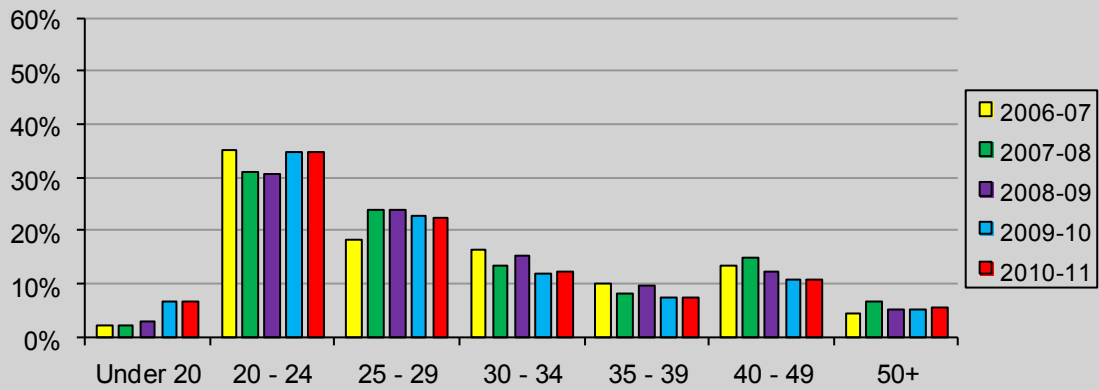
Figure 8-3
2010-11 Credit Students & Degree and Certificate Recipients by Age Group



**Figure 8-4
Degree Recipients by
Age Group**



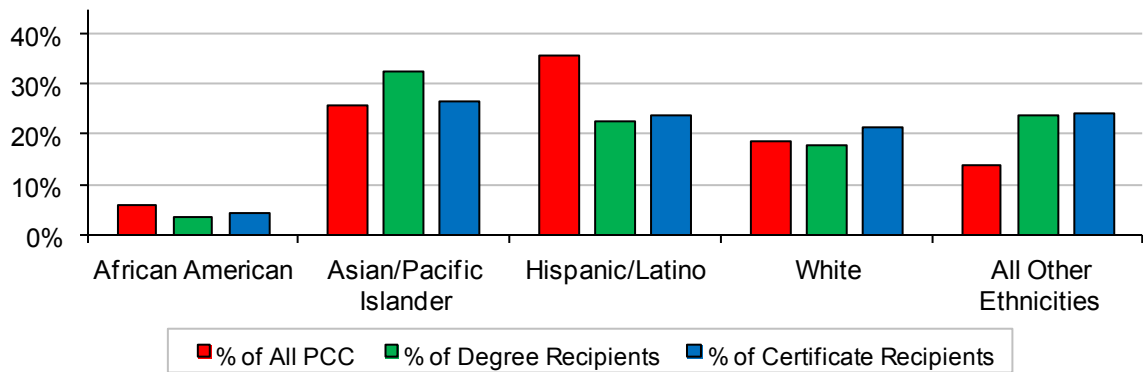
**Figure 8-5
Certificate Recipients by
Age Group**



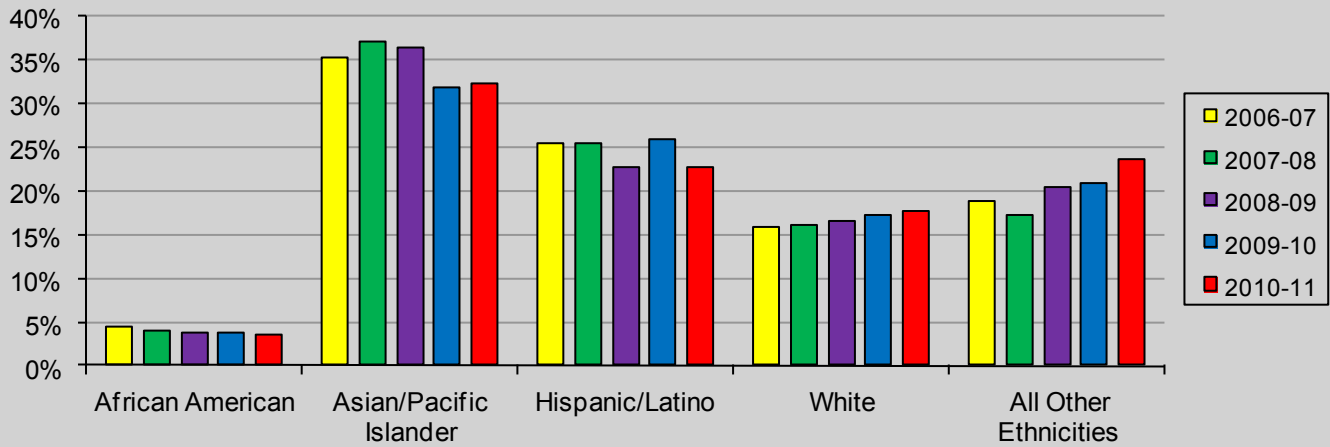
Ethnicity

Figure 8-6 below presents the percentages of each ethnic category in all of the PCC student population, degree recipients, and certificate recipients, respectively, in the 2010-11 academic year. The “All Other Ethnicities” category includes Native American, Filipino, other ethnicities, and those who declined to disclose their ethnicity. Figures 8-7 and 8-8 on the next page show the five-year trend for percentage of degree and certificate recipients by ethnicity.

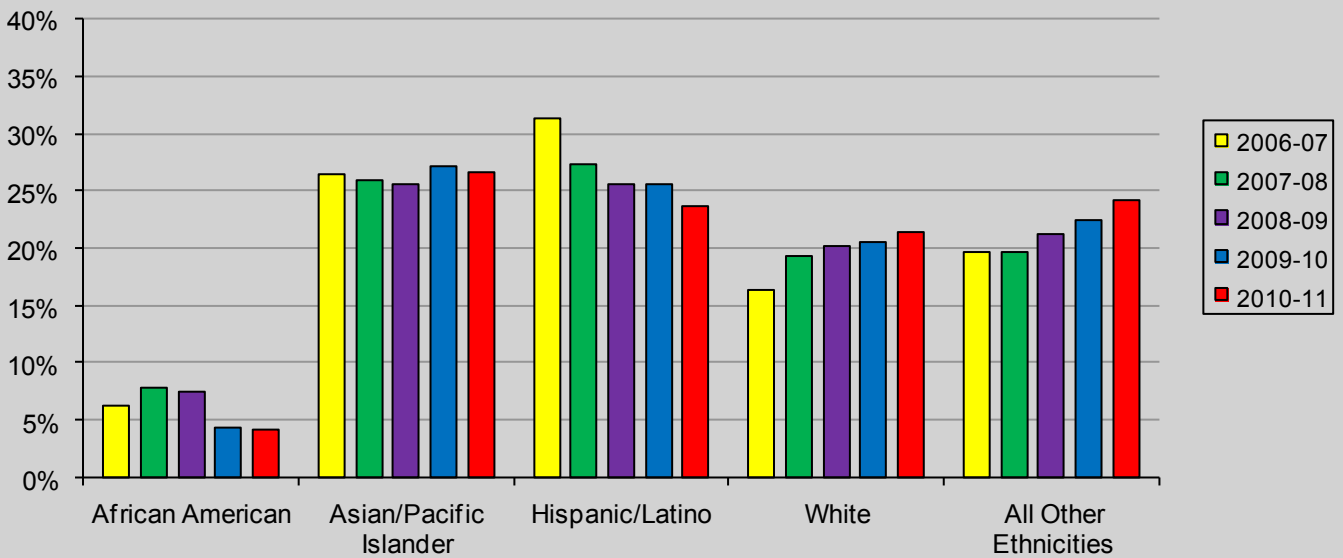
Figure 8-6
2010-11 Credit Students and Graduates by
Ethnicity



**Figure 8-7
Degree Recipients by
Ethnicity**



**Figure 8-8
Certificate Recipients by
Ethnicity**



Ethnicity 

**Table 8-3
Degree Recipients by
Ethnicity**

	2006-07	2007-08	2008-09	2009-10	2010-11
<i>Number</i>					
African American	61	55	54	55	50
Asian/Pacific Islander	489	520	536	460	467
Hispanic/Latino	355	357	334	375	328
White	221	226	244	250	255
All Other Ethnicities	261	241	300	302	341
<i>Total</i>	<i>1387</i>	<i>1399</i>	<i>1468</i>	<i>1442</i>	<i>1441</i>
<i>Percent</i>					
African American	4.4	3.9	3.7	3.8	3.5
Asian/Pacific Islander	35.3	37.2	36.5	31.9	32.4
Hispanic/Latino	25.6	25.5	22.8	26.0	22.8
White	15.9	16.2	16.6	17.3	17.7
All Other Ethnicities	18.8	17.2	20.4	20.9	23.7

**Table 8-4
Certificate Recipients by
Ethnicity**

	2006-07	2007-08	2008-09	2009-10	2010-11
<i>Number</i>					
African American	36	43	39	34	34
Asian/Pacific Islander	151	142	134	214	220
Hispanic/Latino	179	149	134	202	195
White	93	105	106	162	176
All Other Ethnicities	112	107	111	177	199
<i>Total</i>	<i>571</i>	<i>546</i>	<i>524</i>	<i>789</i>	<i>824</i>
<i>Percent</i>					
African American	6.3	7.9	7.4	4.3	4.1
Asian/Pacific Islander	26.4	26.0	25.6	27.1	26.7
Hispanic/Latino	31.3	27.3	25.6	25.6	23.7
White	16.3	19.2	20.2	20.5	21.4
All Other Ethnicities	19.6	19.6	21.2	22.4	24.2

Certificate Programs

PCC awarded 60 different types of certificates in 2010-11. The Registered Nursing program awarded by far the greatest number of certificates, followed by the Paralegal Studies and Cosmetology programs. The 20 largest certificate programs (see Table 8-5) account for 57% of the total certificates awarded (904—refer to Table 8-1) in Fall 2010.



**Table 8-5
Recipients by
Top 20 Certificate Programs**

	2006-07	2007-08	2008-09	2009-10	2010-11
<i>Number</i>					
Registered Nursing	117	97	121	125	125
Paralegal Studies	36	52	47	46	46
Cosmetology	50	36	45	45	45
Child Development	42	42	15	32	32
Library Technology	23	19	17	28	28
Construction Inspection	11	12	5	23	23
Accounting Clerk	21	19	16	20	20
Radiologic Technology	26	22	27	20	20
Vocational Nursing	21	22	18	20	20
Accounting-Bookkeeping	14	20	12	19	19
Dental Hygiene	15	14	14	19	19
Dental Assisting	13	14	16	17	17
Dental Laboratory Technology	8	14	15	17	17
Fashion Assistant	17	8	12	14	14
Digital Media-Graphic Design	4	4	4	12	13
BIT - Business Software Specialist	0	15	15	12	12
Accounting-Bookkeeping Assistant	20	13	12	12	12
Automotive Technology - Underhood Technic	19	8	11	11	11
Medical Assisting - Clinical/Administrative	0	0	0	0	9
Biological Technology - Stem Cell Culture	4	4	6	9	9
<i>Total</i>	461	435	428	501	511

Degrees and Certificates by Community College

The Chancellor's Office reports the number of degrees and certificates that community college students receive. According to the Chancellor's Office, PCC awarded 2,418 degrees and certificates for the 2010-11 term. Of the seven community colleges presented in Table 8-6, PCC awarded the second most number of degrees and certificates.

Note: Data presented in Tables 8-1 and 8-6 are different because numbers are extracted from different databases (PCC Student Records database for the former and Chancellor's Office MIS database for the latter), and the Chancellor's Office database is not updated as quickly as the PCC database.

Table 8-6
2010-11 Degrees and Certificates Awarded by
Community College

College	AA Degrees	AS Degrees	Certificates 18-29 Units	Certificates 30-59 Units	Certificates 60+ Units	2010-2011 Total
Cerritos	1173	0	182	280	112	1747
Citrus	596	551	232	278	53	1710
El Camino	878	496	200	235	4	1813
Long Beach	504	243	143	296	118	1304
Mt. SAC	1190	599	184	199	0	2172
Pasadena	1187	431	78	662	86	2444
Santa Monica	1243	0	0	1397	0	2640

Transfers

The California Postsecondary Education Commission (CPEC) reports the number of community college students who transfer to UC and CSU institutions. The latest data available for transfer counts from CPEC is for the 2009-2010 term. Overall, the total transfers to UC institutions has increased over the past five years. Transfers to CSUs has fluctuated over the previous four years, and showed a decrease in 2009-10 over that of 2008-09.

In 2009-10, 1,418 PCC students transferred to UC and CSU institutions. Of the seven community colleges presented in Table 8-7, PCC transferred the second highest number of students to CSUs and UCs.

Figure 8-9
Transfers to UCs and CSUs

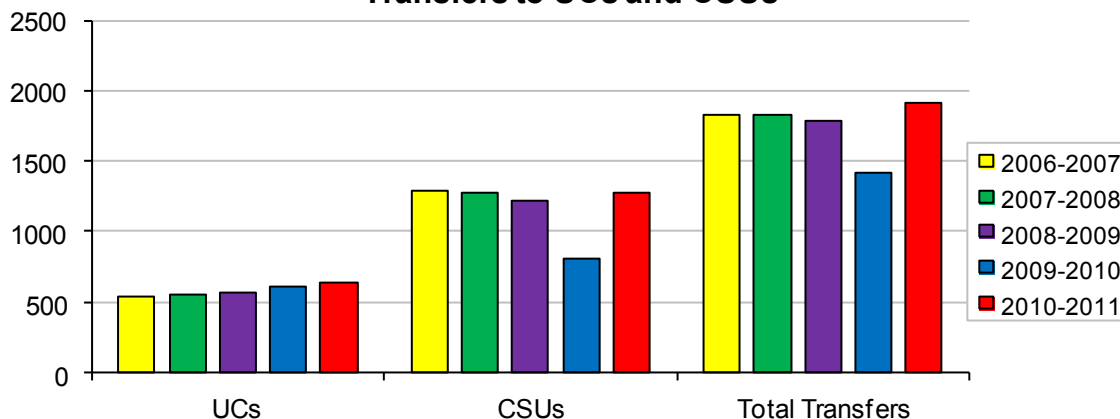


Table 8-7
2010-11 Transfers to UCs and CSUs from
PCC and Comparable Community Colleges

	UC	CSU	Total
Cerritos	138	851	989
Citrus	93	598	691
El Camino	377	1181	1558
Long Beach	81	1057	1138
Mt. San Antonio	396	1350	1746
Pasadena	642	1278	1920
Santa Monica	1009	1054	2063



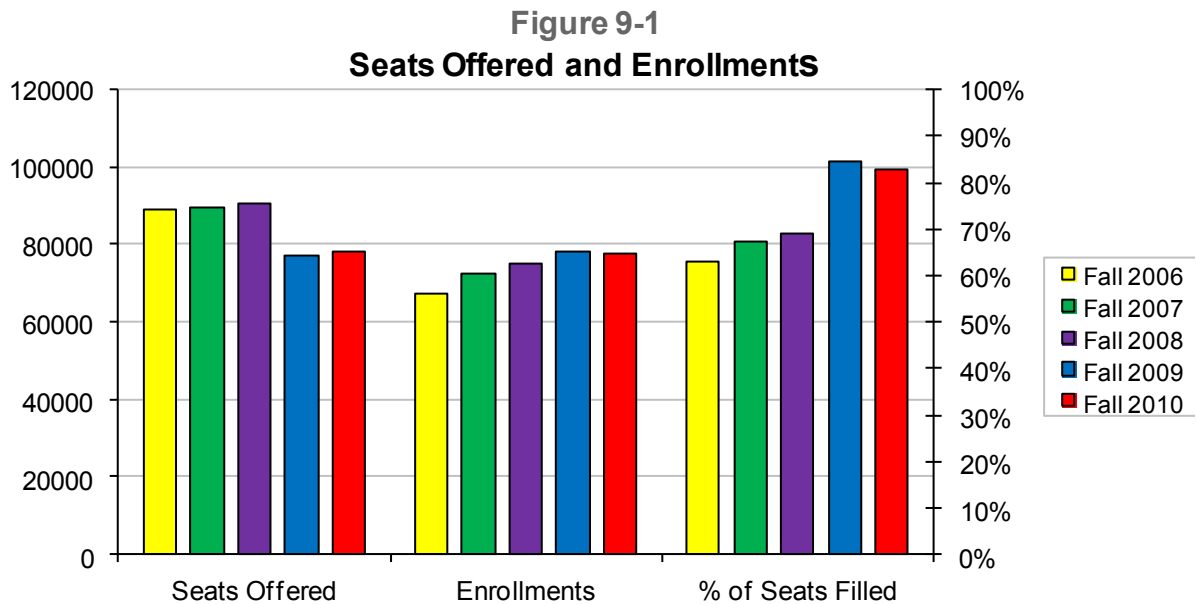
CHAPTER 9

COURSE OFFERINGS & ENROLLMENT



Sections, Seats, and Enrollments

Figure 9-1 below presents five-years of data on the number of seats available, enrollments, and percentage of seats filled. The number of seats available increased from Fall 2006 to Fall 2008. In Fall 2009, the number of sections offered dropped by almost 7% while the ratio of enrollments to students remained the same. The ratio of seats to sections was virtually unchanged form Fall 2009 to Fall 2010 (Table 9-1).



**Table 9-1
Sections, Seats, Students, and Enrollments**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Sections	2885	2950	2881	2682	2701
Seats	89014	89604	90762	77140	78280
Seats/Section	30.9	30.4	31.5	28.8	29.0
Students	24822	25132	25901	26863	26587
Enrollments	67460	72403	75305	78431	77718
Enrollments/Student	2.72	2.88	2.91	2.92	2.92
% of Seats Filled	75.8	80.8	83.0	101.7	99.3

**Table 9-2
Sections and Seats for
Day and Evening**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Number</i>					
Day					
Sections	2073	2108	2092	1971	2007
Seats	62963	62769	64867	55379	56665
Evening					
Sections	812	842	789	711	694
Seats	26051	26835	25895	21761	21615
<i>Percent</i>					
Day					
Sections	71.9	71.5	72.6	73.5	74.3
Seats	70.7	70.1	71.5	71.8	72.4
Evening					
Sections	28.1	28.5	27.4	26.5	25.7
Seats	29.3	29.9	28.5	28.2	27.6

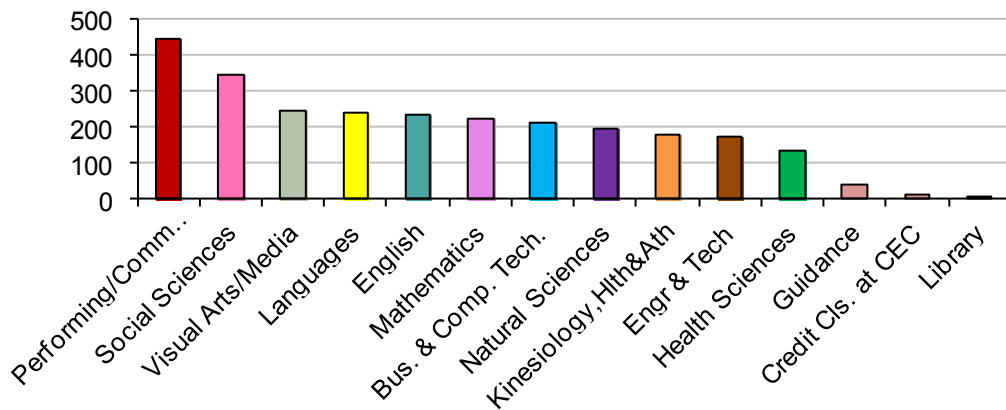
Course Sections

The number of sections provides a measure of class availability. Enrollment is the number of students who take certain courses.

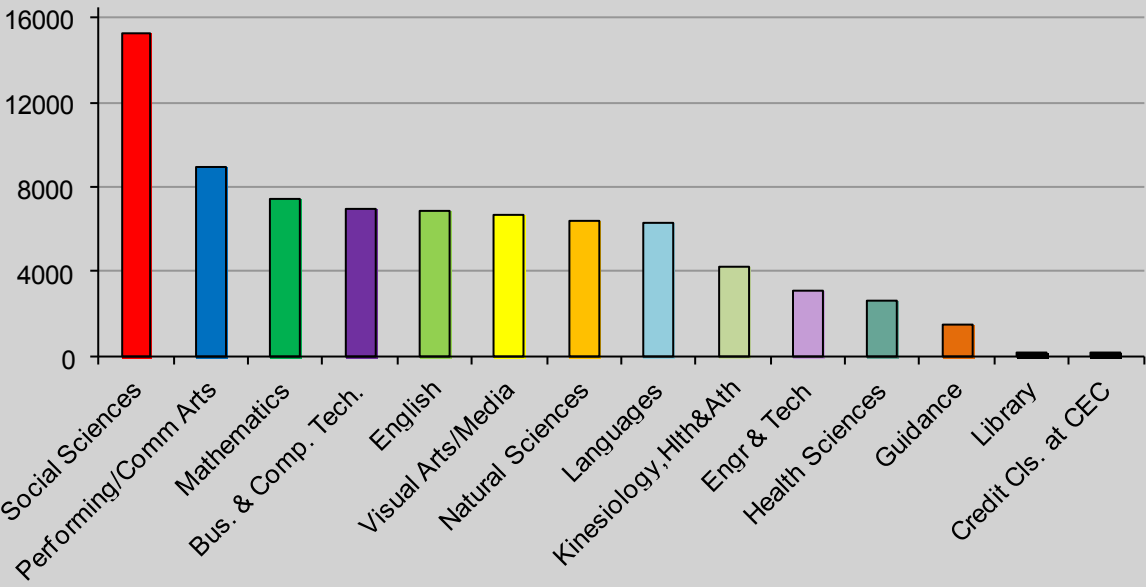
PCC offers a wide variety of courses each term. Figure 9-2 shows the number of sections offered by PCC’s 14 instructional divisions in Fall 2010. The Performing/Communication Arts Division offers the most sections, followed by the Social Science Division. Among the major instructional divisions, Health Sciences offers the fewest sections, with the Engineering and Technology Division just above it.

Although the Performing/Communication Arts Division offered the most sections in Fall 2010, the Social Sciences Division has the highest number of enrollments (as shown in Figure 9-3), followed by Performing/Communication Arts, Mathematics, and Business and Computer Technology.

Figure 9-2
Fall 2010 Sections Offered by
Division



**Figure 9-3
Fall 2010 Enrollments by
Division**



Basic Skills Enrollment

PCC offers basic skills classes in English, ESL, and Math. These courses are designed to assist students who need remedial help with arithmetic, reading, writing, and understanding the English language. In this section, we examine the number of credit students enrolled in basic skills classes in the Fall terms from 2006 to 2010. Because students can only enroll in classes that have seats available, and these classes tend to fill quickly, the enrollment trends closely match changes in the number of sections offered in basic skills.

The percent of credit students who enrolled in at least one basic skills class was a little over 8% in Fall 2010. Enrollment in basic skills Math was at 3% in Fall 2009, rising slightly in Fall 2010.

Figure 9-4
Basic Skills Enrollment in
Fall Terms

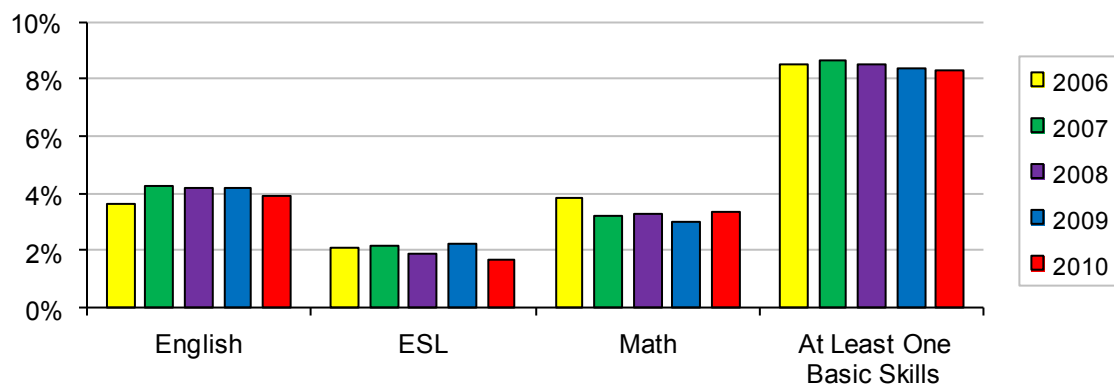


Table 9-3
Basic Skills Enrollment in
Fall Terms

	2006	2007	2008	2009	2010
<i>Number</i>					
English	915	1092	1076	1113	1066
ESL	518	551	486	591	455
Math	956	825	845	792	900
At Least One Basic Skills	2136	2235	2201	2227	2257
<i>Percent of All Students</i>					
English	3.6	4.2	4.2	4.2	3.9
ESL	2.1	2.1	1.9	2.2	1.7
Math	3.8	3.2	3.3	3.0	3.3
At Least One Basic Skills	8.5	8.6	8.5	8.4	8.3

Basic Skills Enrollment of First-time Students

Historically, information on the number of basic skills students was based on the number of students who enrolled in basic skills classes in any one semester. This tends to be 8% to 11% of the credit students. However, these classes often fill to capacity and concern arose as to whether more students were in need of basic skills classes. Thus, it was decided to track new first-time college students for two years and examine what proportion of the cohort took a basic skills class within two years. Using this type of cohort analysis, the proportion of students who took at least one basic skills class decreased from 28% in Fall 2005 to 31% in Fall 2009.

Enrollments in basic skills English for first time students have declined steadily from Fall 2005 to Fall 2008 but beginning in Fall 2009 there was a decline in enrollments. The Fall 2009 ESL basic skills cohort enrollments decreased compared to the previous two fall terms. However, Math basic skills decreased.

Figure 9-5
Basic Skills Enrollment of
First-time Students

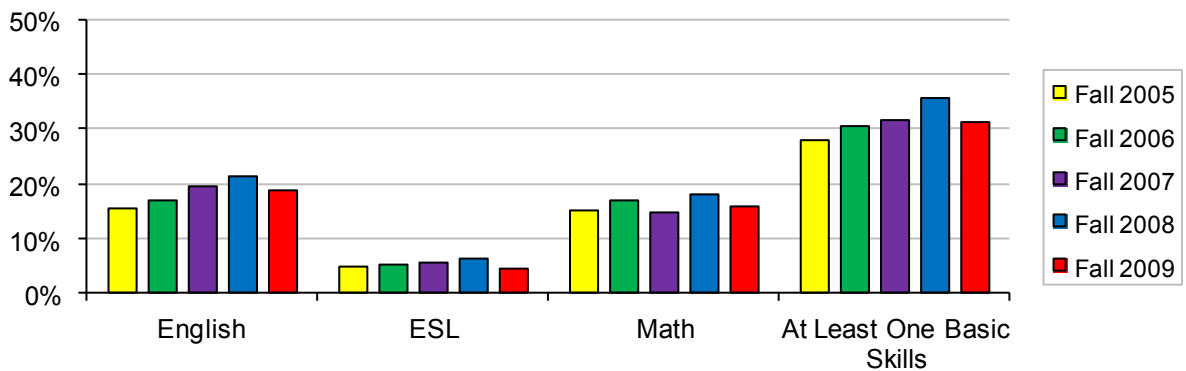


Table 9-5
Basic Skills Enrollment of
First-time Students

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
English	806	899	1034	1137	990
ESL	241	271	290	326	233
Math	782	889	771	959	845
At Least One Basic Skills	1444	1611	1683	1904	1654
<i>Percent of Cohort</i>					
English	15.5	17.0	19.5	21.4	18.6
ESL	4.6	5.1	5.5	6.1	4.4
Math	15.1	16.8	14.5	18.1	15.9
At Least One Basic Skills	27.8	30.4	31.7	35.8	31.1



CHAPTER 10

FALL STUDENT SURVEY



Methodology

In Fall 2010, the Institutional Planning and Research Office (IPRO) administered a 3-page survey to students in a random sample of classes. This was done in the 5th week of the 16-week semester. A total of 2,948 students in 144 class sections completed the survey. The survey respondents were then matched to the Student Records database to capture their ethnicity, gender, grades, and other information. This match occurred if either the student identification number or the last four digits of the social security number as well as the section number could uniquely identify that student. The total number of matched respondents was 2,204.

Compared to the population of PCC as a whole at Census for both credit and noncredit, this year's sample had a higher percentage of "Unknown/Decline" students and a lower percentage of Hispanic students.

**Table 10-1
Demographics of Survey Sample vs. Overall PCC**

	2009 Sample	2009 PCC	2010 Sample	2010 PCC
Gender				
<i>Percent</i>				
Female	51.7	54.0	50.3	53.3
Male	48.3	46.0	49.7	46.7
Ethnicity				
<i>Percent</i>				
African American	2.7	5.4	3.1	5.7
Asian/Pacific Islander	23.3	43.9	23.4	43.6
Filipino	3.6	4.0	3.3	4.0
Hispanic	21.2	0.5	24.1	0.5
Native American	0.3	1.9	0.4	1.0
White	10.6	34.2	13.5	33.7
Other	4.5	0.4	1.2	0.3
Unknown/Decline	33.8	9.6	31.0	11.3
Age				
<i>Percent</i>				
Under 20	32.8	32.4	28.5	30.7
20-24	26.6	32.8	29.8	35.0
25-29	5.8	11.9	7.1	11.8
30-34	2.4	6.6	3.6	6.5
35-39	1.4	5.0	2.0	4.7
40-49	1.6	6.4	3.0	6.2
50 or older	0.8	5.0	1.2	5.1
Unknown	28.5	0.0	24.8	0.0

Evaluation of PCC

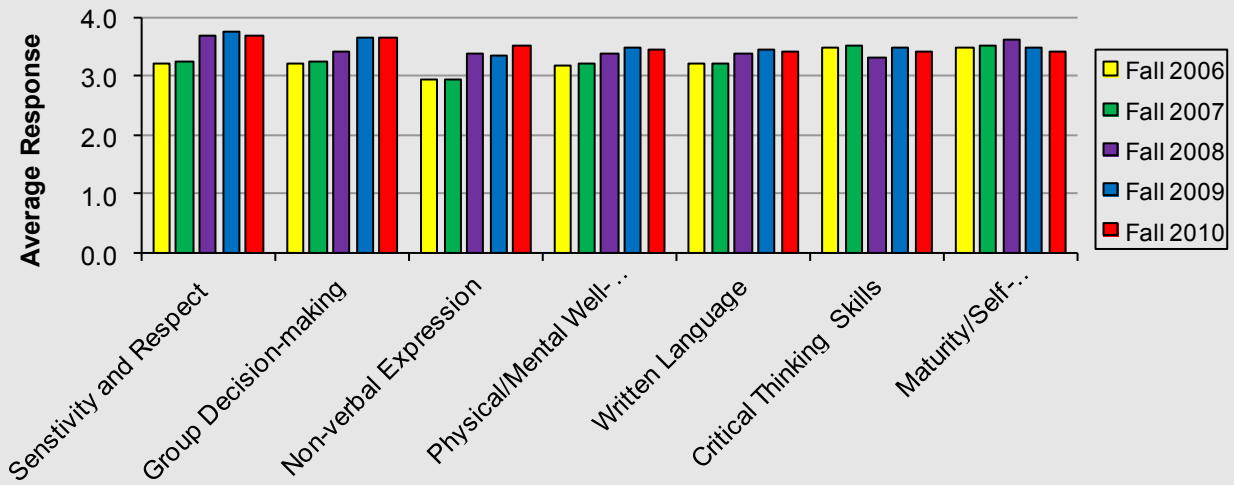
On the Fall Student Survey, students were asked to rate the overall effectiveness of the College in three different ways. Students were asked whether they would recommend PCC to others, how they would grade PCC on preparing them for meeting their educational goal, and whether their experience at PCC had improved their abilities listed on eight outcome measures.

The majority of students would recommend PCC to friends or family members. Over a third of the students (40%) said, “Definitely yes” to whether they would recommend PCC to friends or family. Another 47% answered “Yes.”

On average, 34% of the students gave PCC an A (4.0) on how well PCC had prepared them for meeting their educational goal on a scale of A (4) to F (0). Forty six percent of the students gave PCC a B and 13% gave PCC a C. Only a handful of students gave PCC a D or F.

Students were asked to rate how their academic experience at PCC improved their abilities on eight outcome measures. Using a scale of Not at All (1), A Little (2), Some (3), A Lot (4), and Very Much (5), most students answered “Some” or “A Lot”. Student’s “Sensitivity and Respect” had the highest mean (3.68) with “Improved Non-Verbal Expression” having the lowest mean (3.40).

**Figure 10-1
Improved by Academic Experience at PCC**



**Table 10-2
Improved by Academic Experience at PCC**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Average Response</i>					
Sensitivity and Respect	3.20	3.24	3.69	3.77	3.68
Group Decision-making	3.23	3.25	3.42	3.65	3.67
Non-verbal Expression	2.95	2.93	3.39	3.34	3.53
Physical/Mental Well-being	3.17	3.20	3.40	3.48	3.45
Written Language	3.23	3.21	3.39	3.45	3.42
Critical Thinking Skills	3.48	3.52	3.32	3.47	3.41
Maturity/Self-management	3.49	3.51	3.61	3.48	3.41
Research Skills	3.46	3.42	3.33	3.39	3.40

Instruction at the College

As in previous years, students were asked to rate different aspects of instruction on a scale of Very Dissatisfied (1) to Very Satisfied (5). Students reported that they were satisfied with most aspects of instruction. The items on Table 10-3 are arranged in descending order of means of the responses in Fall 2010. The results indicate similar response trends with the previous year when rating instruction at PCC.

Of the 12 items, students were most satisfied with the instructor's openness to diverse opinions followed by the instructor's encouragement to participate in class. Students were least satisfied with the availability of classes offered.

**Table 10-3
Instruction at the College**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Average Response</i>					
Instructors' openness to diverse opinions	3.81	3.85	3.81	3.85	3.87
Instructors encouraged you to participate in class	3.75	3.80	3.56	3.79	3.81
Instruction in your major area of study	3.75	3.77	3.76	3.73	3.76
Instructors motivated you to succeed	3.68	3.74	3.73	3.73	3.76
Instructors' testing/grading systems	3.65	3.66	3.64	3.63	3.63
Variety of courses offered	3.70	3.78	3.70	3.61	3.61
Instruction outside your major area of study	3.56	3.60	3.59	3.60	3.61
Availability of your instructors outside class	3.52	3.54	3.56	3.56	3.58
Classroom facilities and equipment	3.50	3.48	3.46	3.45	3.44
Class sizes	3.55	3.60	3.49	3.34	3.31
Availability of courses offered	3.17	3.24	3.07	2.79	2.67

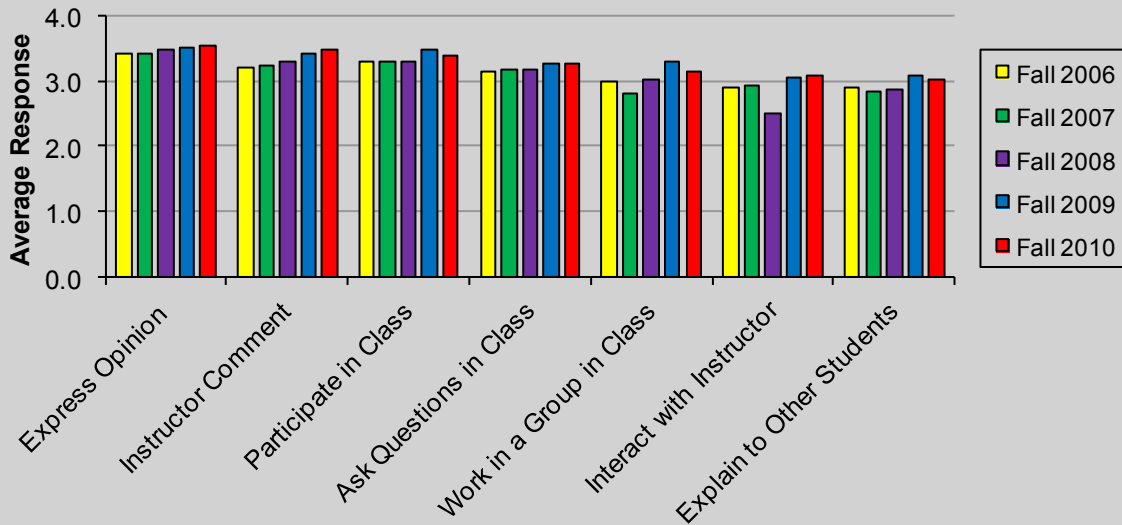
Engagement in the Classroom

Students were asked about seven items pertaining to their level of engagement in a specific class on a scale of Never (1), Rarely (2), Sometimes (3), Often (4), and Very Often (5). Figure 10-2 illustrates the average level of engagement, ranked in descending order of means for activities students experienced in the classroom. These activities include: feeling comfortable expressing opinions in class (with the highest mean), participating in class discussions, receiving comments from instructor, asking questions in class, interacting with the instructor, explaining the class material to another student, and working in a group in class (with the lowest mean).

Overall, students who received higher grades were more involved in their classes. Figure 10-3 shows the average grade for the students who selected each of the five possible responses. Average grade is calculated similarly to grade point average. The average grade for students who answered they Never (1) feel comfortable expressing opinions in class was 2.34. The average grade for students who answered they Very Often (5) feel comfortable expressing opinions in class was 2.61.

We also explored the relationship between engagement and success rates as shown in Figure 10-4 and found that students who reported that they were more involved generally had higher success rates in the class where the survey was conducted. The success rates of the students who chose each of the five responses are shown. Success rate is defined as the number of students who succeeded (received an A, B, C, or CR) divided by the total number of students enrolled. The success rate is based upon the grades received in the specific class for which the student described his/her engagement behaviors. For example, the success rate for students who answered they Never (1) feel comfortable expressing their opinion in the class was 73%. The success rate for students who answered they Very Often (5) feel comfortable expressing their opinion in the class was 82%.

**Figure 10-2
Engagement In/Outside of Class**



**Table 10-4
Engagement In/Outside of Class**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Average Response</i>					
Express Opinion	3.41	3.43	3.47	3.52	3.53
Instructor Comment	3.19	3.24	3.29	3.41	3.48
Participate in Class	3.29	3.29	3.30	3.49	3.40
Ask Questions in Class	3.13	3.18	3.16	3.28	3.26
Work in a Group in Class	3.00	2.81	3.02	3.31	3.14
Interact with Instructor	2.90	2.92	2.51	3.05	3.07
Explain to Other Students	2.89	2.83	2.88	3.08	3.01

Engagement in the Classroom

Figure 10-3
Fall 2010 Average Grade by
Level of Engagement
 (A= 4, B=3, C=2, D=1, F=0)

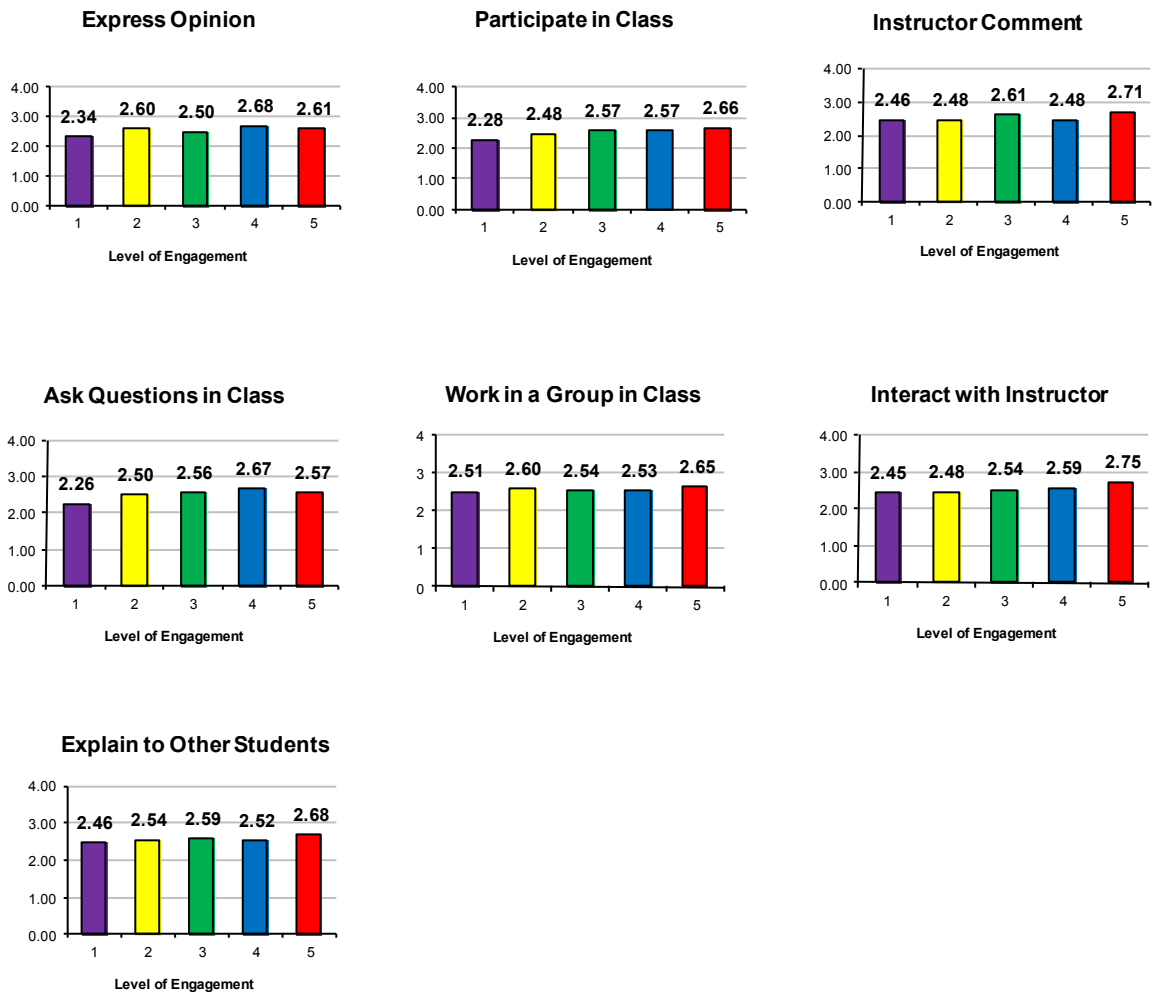
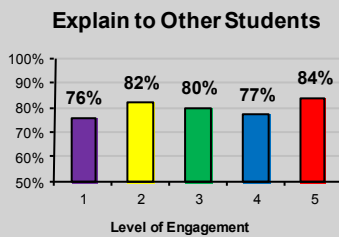
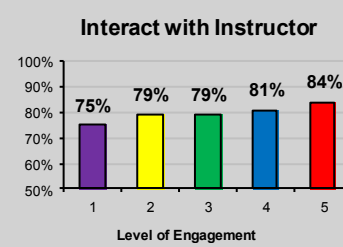
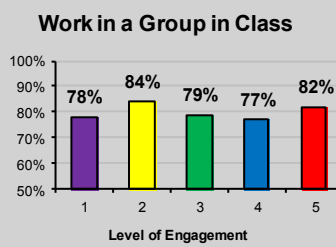
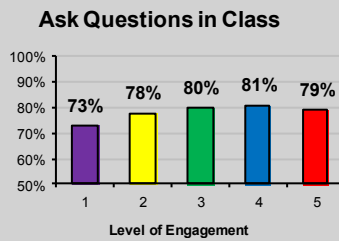
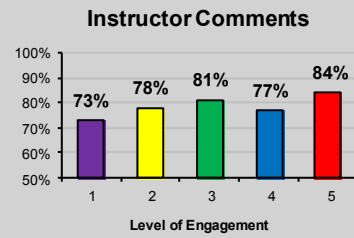
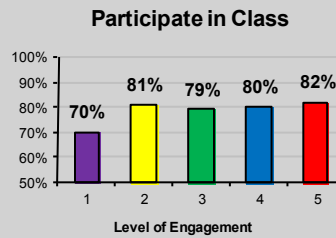
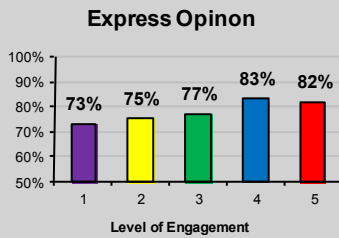


Figure 10-4
Fall 2010 Success Rate by
Level of Engagement



Usage of Support Services

Usage of PCC's support services varies greatly by the type of support service. The data in this section should be read with caution because the numbers are self-reported and are not necessarily reflective of actual usage. The error margin can be quite high.

Table 10-5 shows the percentage of students who used each of the 28 PCC's support services listed. The Bookstore was the support service students reported using most in Fall 2010. Online registration ranked 2nd in usage, Shatford Library (Overall) ranked third, and Student Business Services ranked fourth. Online registration showed a 1% increase over Fall 2009. The services students used the least were those that served select populations. Those services include Psychological Services, DSP&S, and the Child Development Center.

The question about parking usage was not included in the Fall 2010 survey.

**Table 10-5
Usage of Support Services**

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Percent</i>					
Bookstore	96.7	95.2	95.7	96.8	96.1
Online Registration Services	88.2	85.4	86.9	89.2	90.3
Shatford Library (Overall)	81.2	79.4	81.9	87.1	86.2
Online Admissions Application Process	81.1	80.2	81.4	83.7	84.4
Food Services	74.6	75.5	79.2	78.9	81.0
Shatford Library (Reference Desk)	76.5	74.5	77.8	81.2	79.1
Admissions Office	78.7	78.6	77.9	74.3	74.0
Testing Services/Assessment	71.2	71.2	70.0	72.2	72.4
Registration Office	75.9	71.3	68.5	70.0	72.4
Counseling Services	67.0	67.1	67.6	68.4	66.7
Orientation	58.8	60.1	62.8	62.1	64.7
Learning Assistance Center	51.5	56.2	58.8	61.8	61.3
Scholarships & Financial Aid Office	52.7	50.8	51.7	56.1	59.4
Instructional Computing Center	59.9	50.3	53.7	54.7	52.8
Student Affairs Office	31.0	29.0	31.5	42.8	47.9
Records Office (Transcripts)	44.1	39.0	40.9	41.1	45.0
Safety Office (Police)	50.1	47.2	52.3	45.9	44.8
Transfer Center	42.5	40.9	42.7	43.5	43.6
Student Business Services	41.9	39.0	42.0	44.2	38.5
Career/Job Placement Center	31.8	31.0	33.3	32.5	33.5
Student Health Center	25.5	23.7	30.0	29.7	31.6
EOP&S	26.3	23.3	25.8	27.1	26.7
Child Development Center	15.1	14.2	19.9	17.3	20.1
Psychological Services	18.7	16.3	20.1	18.8	19.9
DSP&S	16.8	15.5	18.5	16.1	16.9
Telephone Registration System	51.3	36.7	36.4	33.5	N/A
Telephone Access to Grades	34.2	24.9	27.4	24.1	N/A
Parking	83.1	81.3	81.4	N/A	N/A

Satisfaction with Support Services

Students were asked to rate their satisfaction with support services on a scale of Dissatisfied (1), Neutral (2), and Satisfied (3). In general, students rated PCC's support services quite well. Table 10-6 shows the average satisfaction level for each support service for the past five years ranked by the highest to lowest level of satisfaction for Fall 2010. The Shattford Library (Overall) and the Shattford Library (Reference Desk) are the highest respectively in terms of satisfaction.

Table 10-6
Satisfaction with Support Services

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Average Response</i>					
Shatford Library (Reference Desk)	2.74	2.75	2.76	2.79	3.01
Shatford Library (Overall)	2.80	2.80	2.81	2.83	2.81
Instructional Computing Center	2.64	2.65	2.61	2.64	2.66
Student Health Center	2.54	2.54	2.55	2.61	2.62
Learning Assistance Center	2.59	2.60	2.57	2.60	2.61
Online Admissions Application Process	2.61	2.59	2.86	2.61	2.58
Online Registration Services	2.67	2.43	2.67	2.62	2.58
Registration Office	2.58	2.60	2.58	2.57	2.55
Admissions Office	2.54	2.55	2.53	2.54	2.54
Records Office (Transcripts)	2.56	2.54	2.50	2.51	2.54
Student Business Services	2.51	2.50	2.50	2.53	2.54
Student Affairs Office	2.40	2.44	2.41	2.49	2.52
Bookstore	2.33	2.38	2.37	2.55	2.51
Scholarships & Financial Aid Office	2.47	2.42	2.48	2.51	2.47
Psychological Services	2.46	2.43	2.45	2.43	2.45
Transfer Center	2.42	2.46	2.42	2.42	2.43
Food Services	2.35	2.37	2.37	2.46	2.43
Testing Services/Assessment	2.44	2.41	2.40	2.41	2.43
EOP&S	2.48	2.38	2.45	2.43	2.42
Orientation	2.40	2.41	2.41	2.44	2.42
Safety Office (Police)	2.27	2.31	2.30	2.41	2.39
DSP&S	2.44	2.38	2.42	2.40	2.37
Career/Job Placement Center	2.40	2.36	2.38	2.36	2.36
Child Development Center	2.22	2.26	2.33	2.39	2.31
Counseling Services	2.36	2.34	2.30	2.32	2.27



CHAPTER 11

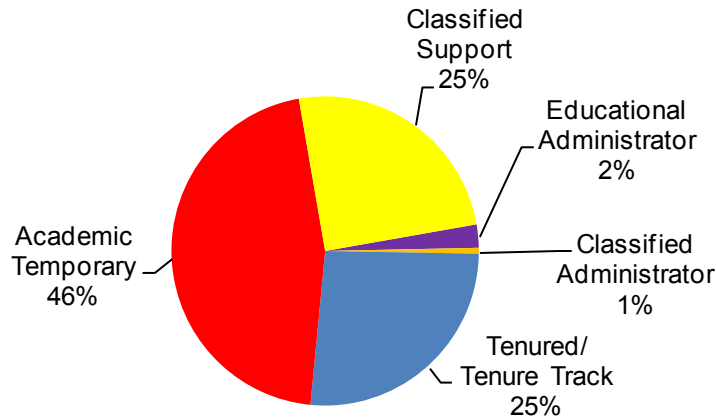
FACULTY/STAFF/ADMINISTRATION



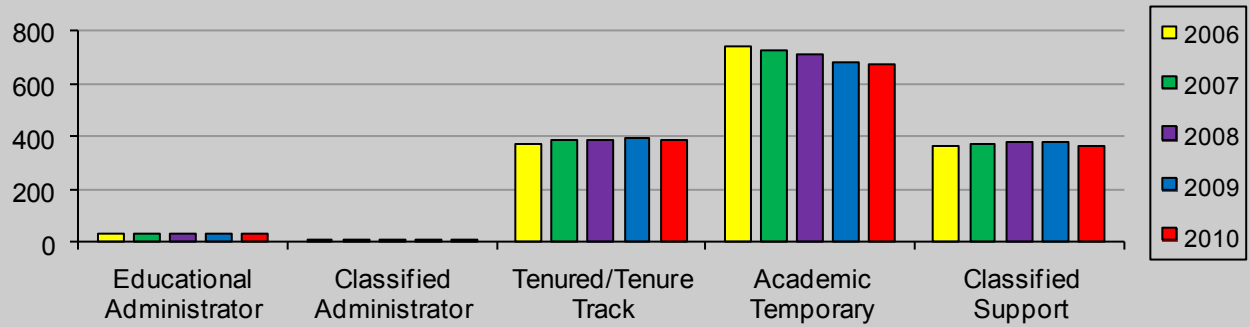
Employees

The data in this chapter are obtained from the California Community College Chancellor’s Office regarding PCC employees. The data include all employees except hourly unclassified employees and student workers. Academic temporary faculty, which are adjunct (hourly) instructors, represent nearly half (46%) of the employees in this data set. Tenured or tenure track faculty and classified support staff are approximately the same size, each representing about a quarter of all employees. Educational administrators account for 2% of employees, while classified administrators account for 1%. Data for the past five years are provided in most cases. The exception is data on ethnicity as presented on pages 178 and 179. In this case, only data for the past four years were presented, because of space limitation.

Figure 11-1
Fall 2010 Personnel by
Employment Classification



**Figure 11-2
Personnel by
Employment Classification**



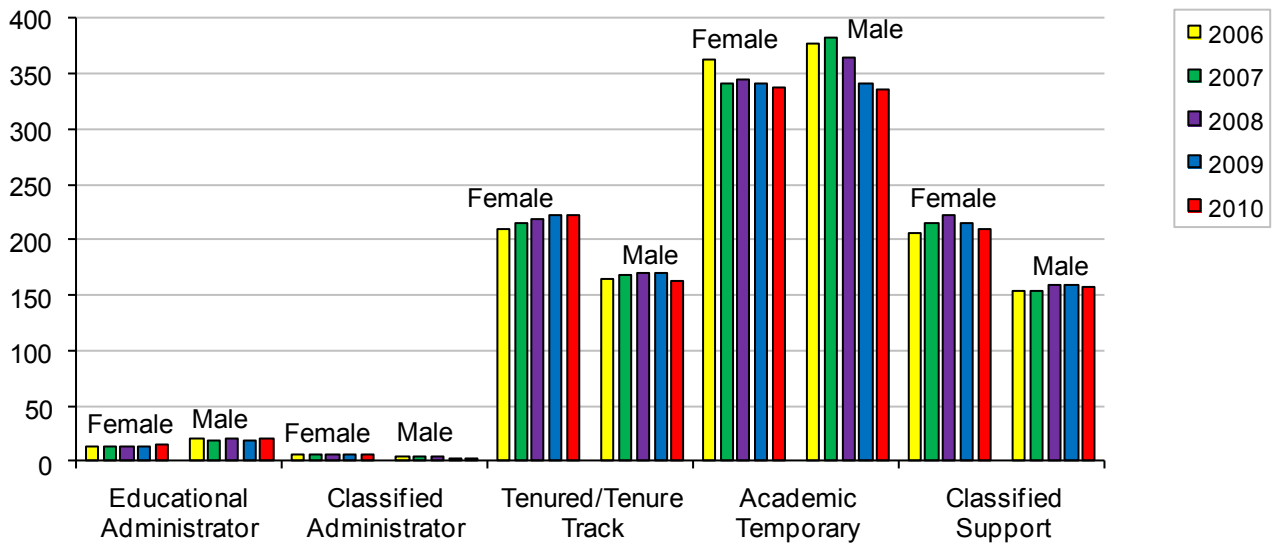
**Table 11-1
Personnel by
Employment Classification**

	2006	2007	2008	2009	2010
<i>Number</i>					
Educational Administrator	34	32	34	32	36
Classified Administrator	12	12	12	9	9
Tenured/Tenure Track	374	384	390	394	386
Academic Temporary	741	723	710	683	673
Classified Support	361	370	382	376	367
<i>Total</i>	1522	1521	1528	1494	1471
<i>Percent</i>					
Educational Administrator	2.2	2.1	2.2	2.1	2.4
Classified Administrator	0.8	0.8	0.8	0.6	0.6
Tenured/Tenure Track	24.6	25.2	25.5	26.4	26.2
Academic Temporary	48.7	47.5	46.5	45.7	45.8
Classified Support	23.7	24.3	25.0	25.2	24.9

Gender

In Fall 2010, female employees outnumbered male employees by seven percentage points. There were more female than male classified support employees and tenured/tenure track faculty. There were more male than female educational administrators and academic temporary employees (adjunct faculty).

**Figure 11-3
Employment Classifications by
Gender**



**Table 11-2
Employment Classifications by
Gender**

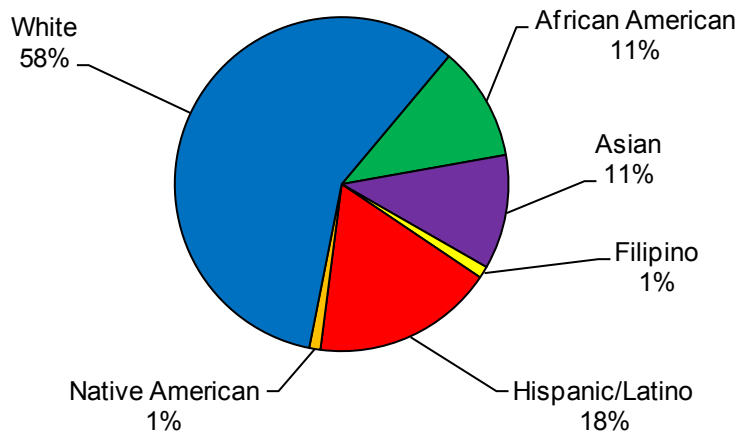
	Female					Male					
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	
<i>Number</i>											
Educational Administrator	13	14	14	14	16	21	18	20	18	20	
Classified Administrator	7	7	7	6	6	5	5	5	3	3	
Tenured/Tenure Track	209	216	219	223	223	165	168	171	171	163	
Academic Temporary	363	341	345	341	338	378	382	365	342	335	
Classified Support	207	216	222	216	210	154	154	160	160	157	
<i>Total</i>	799	794	807	800	793	723	727	721	694	678	
<i>Percent</i>											
Educational Administrator	38.2	43.8	41.2	43.8	44.4	61.8	56.3	58.8	56.3	55.6	
Classified Administrator	58.3	58.3	58.3	66.7	66.7	41.7	41.7	41.7	33.3	33.3	
Tenured/Tenure Track	55.9	56.3	56.2	56.6	57.8	44.1	43.8	43.8	43.4	42.2	
Academic Temporary	49.0	47.2	48.6	49.9	50.2	51.0	52.8	51.4	50.1	49.8	
Classified Support	57.3	58.4	58.1	57.4	57.2	42.7	41.6	41.9	42.6	42.8	
<i>Total</i>	52.5	52.2	52.8	53.5	53.9	47.5	47.8	47.2	46.5	46.1	

Ethnicity

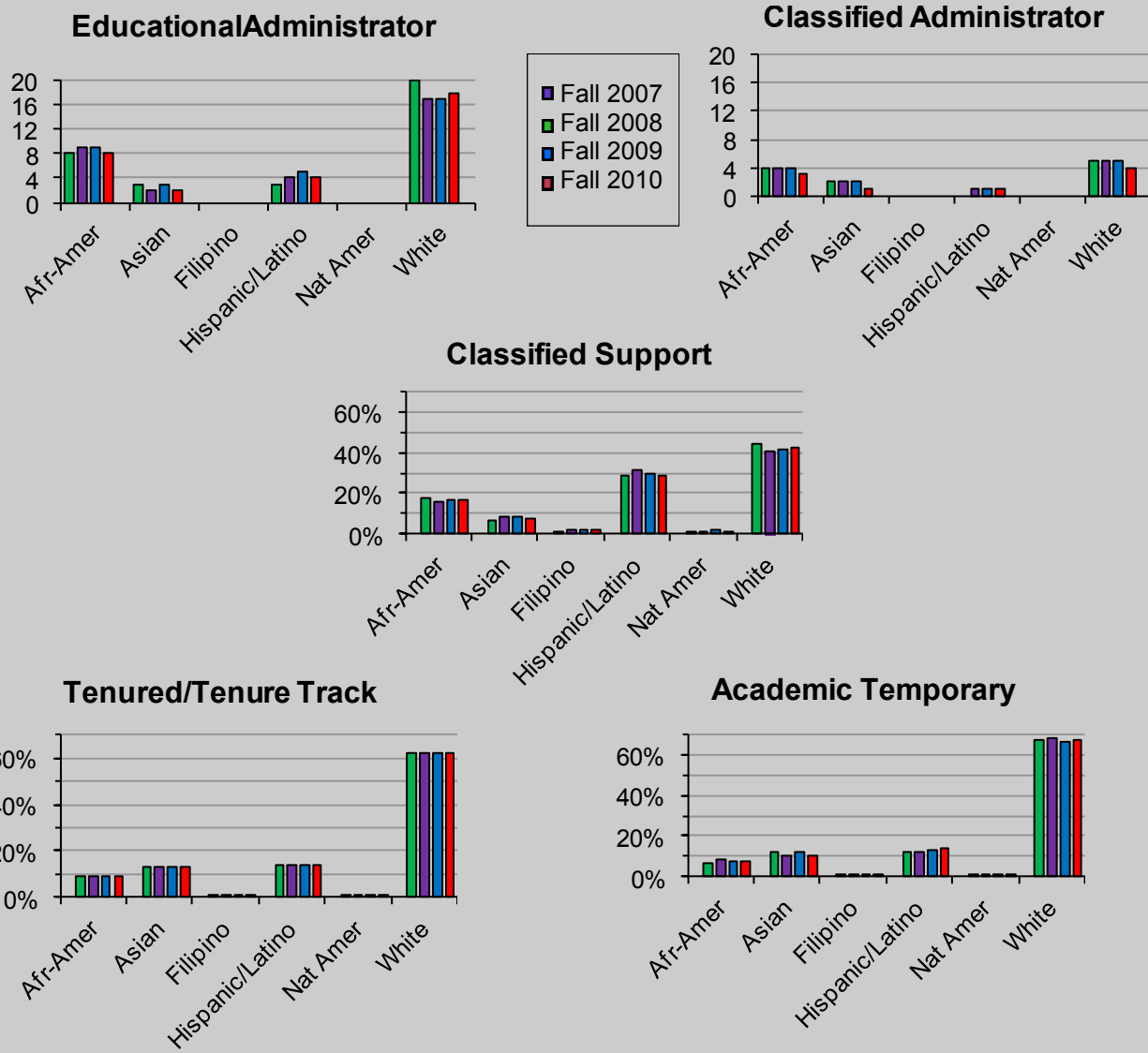
In Fall 2010, the majority (58%) of PCC’s employees were White, followed by Hispanic/Latino, Asian, and African American. As can be seen in Figure 11-5, of the different employee categories, classified support had the most even ethnic mix. The ethnic categories reported here are from the California Community College Chancellor’s Office and vary slightly from the categories used at PCC.

Figure 11-5 shows the ethnic composition in percentages of Classified Support, Tenured/Tenure Track, and Academic Temporary employees for the past four years. Due to the small count of Educational Administrators and Classified Administrators, these two categories are reported in numbers rather than percentages.

**Figure 11-4
Fall 2010 Personnel by
Ethnicity**



**Figure 11-5
Employment Classifications by
Ethnicity**



Ethnicity 

Table 11-3
**Percent of Employment Classifications by
 Ethnicity**

	Afr-Amer	Asian	Filipino	Hisp/Latino	Nat Amer	White	Unknown
<i>Fall 2010</i>							
Educational Administrator	19.4	5.6	0.0	16.7	0.0	58.3	0.0
Classified Administrator	33.3	11.1	0.0	11.1	0.0	44.4	0.0
Tenured/Tenure Track	8.8	13.7	0.8	14.0	1.6	61.1	0.0
Academic Temporary	8.5	11.4	0.7	13.7	0.7	64.9	0.0
Classified Support	16.9	8.2	2.5	28.9	1.4	42.2	0.0
<i>Fall 2009</i>							
Educational Administrator	25.0	6.3	0.0	12.5	0.0	56.3	0.0
Classified Administrator	33.3	11.1	0.0	11.1	0.0	44.4	0.0
Tenured/Tenure Track	8.9	12.9	0.8	13.7	1.5	62.2	0.0
Academic Temporary	7.5	10.5	0.6	13.8	0.4	67.2	0.0
Classified Support	17.0	8.0	2.4	29.0	1.3	42.3	0.0
<i>Fall 2008</i>							
Educational Administrator	26.5	8.8	0.0	14.7	0.0	50.0	0.0
Classified Administrator	33.3	16.7	0.0	8.3	0.0	41.7	0.0
Tenured/Tenure Track	9.0	13.1	0.8	13.6	1.5	62.1	0.0
Academic Temporary	7.6	11.7	0.6	13.2	0.6	66.2	0.1
Classified Support	16.8	8.1	1.8	29.8	1.6	41.9	0.0
<i>Fall 2007</i>							
Educational Administrator	28.1	6.3	0.0	12.5	0.0	53.1	0.0
Classified Administrator	33.3	16.7	0.0	8.3	0.0	41.7	0.0
Tenured/Tenure Track	9.4	13.0	0.8	13.8	1.3	61.7	0.0
Academic Temporary	8.2	10.7	0.7	11.8	0.8	67.9	0.0
Classified Support	16.2	8.4	1.9	31.1	1.4	40.5	0.5

Table 11-4
Number of Employment Classifications by
Ethnicity

	Afr-Amer	Asian	Filipino	Hisp/Latino	Nat Amer	White	Unknown	Total
<i>Fall 2010</i>								
Educational Administrator	7	2	0	6	0	21	0	36
Classified Administrator	3	1	0	1	0	4	0	9
Tenured/Tenure Track	34	53	3	54	6	236	0	386
Academic Temporary	57	77	5	92	5	437	0	673
Classified Support	62	30	9	106	5	155	0	367
<i>Total</i>	<i>163</i>	<i>163</i>	<i>17</i>	<i>259</i>	<i>16</i>	<i>853</i>	<i>0</i>	<i>1471</i>
<i>Fall 2009</i>								
Educational Administrator	8	2	0	4	0	18	0	32
Classified Administrator	3	1	0	1	0	4	0	9
Tenured/Tenure Track	35	51	3	54	6	245	0	394
Academic Temporary	51	72	4	94	3	459	0	683
Classified Support	64	30	9	109	5	159	0	376
<i>Total</i>	<i>161</i>	<i>156</i>	<i>16</i>	<i>262</i>	<i>14</i>	<i>885</i>	<i>0</i>	<i>1494</i>
<i>Fall 2008</i>								
Educational Administrator	9	3	0	5	0	17	0	34
Classified Administrator	4	2	0	1	0	5	0	12
Tenured/Tenure Track	35	51	3	53	6	242	0	390
Academic Temporary	54	83	4	94	4	470	1	710
Classified Support	64	31	7	114	6	160	0	382
<i>Total</i>	<i>166</i>	<i>170</i>	<i>14</i>	<i>267</i>	<i>16</i>	<i>894</i>	<i>1</i>	<i>1528</i>
<i>Fall 2007</i>								
Educational Administrator	9	2	0	4	0	17	0	32
Classified Administrator	4	2	0	1	0	5	0	12
Tenured/Tenure Track	36	50	3	53	5	237	0	384
Academic Temporary	59	77	5	85	6	491	0	723
Classified Support	60	31	7	115	5	150	2	370
<i>Total</i>	<i>168</i>	<i>162</i>	<i>15</i>	<i>258</i>	<i>16</i>	<i>900</i>	<i>2</i>	<i>1521</i>

ACKNOWLEDGMENTS

This book was produced through the creativity and hard work of everyone in the Institutional Planning and Research Office (IPRO). This edition would not have been possible without the diligence and expertise of John Prince, Information Technician, who completed most of the work for the chapters. Crystal Kollross, Interim Dean, of Institutional Planning and Research, guided the project. Gilbert Rivera, Publications Supervisor, was instrumental in formatting Observations for online publication.

Christopher Ross, former Research Assistant, wrote a concise and accurate procedures manual. John Barkman, Research and Planning Analyst, played an integral role in developing the original editions.

TECHNICAL NOTES

General

Students: Are those individuals enrolled in credit classes at Census (or the rough equivalent for positive-attendance classes) who receive one of the following marks for each class on their official transcript: A, B, C, D, F, CR/P (Credit, Pass), NC/NP (Non-Credit, No Pass), I (Incomplete), W (Withdrawal), or MW (Military Withdrawal). For this publication, the presence of such a mark for a given class or term in the enrollment history file of the Student Records database determines who is counted. Numbers for NC/NP and I grades may not be reported because so few students receive these. Except for the chapters on noncredit students and the Fall Student Survey, all students referred to in this book are credit students. They may or may not have also been enrolled in noncredit courses. Students referred to in the noncredit chapter are noncredit students who may have been enrolled in credit courses. All enrollment data used in this publication were from our PCC history database.

Percentages: The percentages in the tables and figures may not add up to 100%, due to rounding. The percentages in pie charts are given as integers. This can produce differences from the tables, which report the numbers to the tenth of a percent. Additionally, when the percent unknown is less than 0.5%, it is not reported.

Data Source: Most of the information about PCC students reported in this book has been obtained from the Student Records database. The data presented in *Observations* does not exactly match the California Community Colleges Chancellor's Office data due to differences in data extraction processes. If you find data that appear unreasonable or inconsistent with your own reliable information, please contact the Institutional Planning and Research Office immediately.

Time of Data: This book uses Fall Census as the defining statistical moment for each academic year because most State and federal authorities (e.g., California Community Colleges Chancellor's Office and the National Center for Education Statistics) use it, and because listing every statistic for four terms (Fall, Winter, Spring, and Summer) for every year soon wearies even the most interested reader. Note that some numbers do not match the numbers on the Enrollment Management report and other reports because those reports are run on the actual Census date. Data for this book, on the other hand, were run on later dates using the Fall Census date as a defining variable when pulling from the Student Records database. Some changes to historical data do occur over time in the Student Records database. For some data, such as a student's address, only the most recent value is kept. Thus, information about prior years becomes increasingly inaccurate as the data are overwritten with more recent data. Additionally, small changes occur throughout the Student Records database as inaccurate data is found and corrected. In order to provide consistent data, this edition of *Observations* froze prior year data to the value it had when first published in a previous edition of *Observations*.

Specific Data

Residence code/address: Analyses of where students come from may be based on either residence code or address, both of which suffer limitations. Residence code, assigned by the Admissions Office, indicates whether a student qualifies as a California resident for tuition purposes at the time of admission. For California residents, it indicates the community college district within which the student lives. For other students, it distinguishes only between out-of-state and foreign tuition payers, without regard to their physical address. Thus, the district within which California residents reside is known, but not the districts within which all tuition-paying students reside. Residence code is stored for each term, and is updated as students notify the college of a change in their residency status, or as California-resident students notify the college of a change in address. So residence code is a coarse indicator of where California-resident PCC students come from over time, but says nothing about nonresident students.

Using either city or ZIP code from a student's address is a much finer indicator of location, and applies to all students regardless of their tuition-paying status. However, it is overwritten upon each reapplication or official change of address, so the data on file reflect only the most recent address of each student, not necessarily his or her address during the term reported. On the other hand, there is no reason to believe that PCC students are moving systematically into or out of the district over time, so the picture portrayed by address is likely to be reasonably accurate. Residence code is reported in Chapters 1 and 3, address in Chapters 1 and 4.

Age: The age groups used here are those used by the Chancellor's Office Research and Analysis Unit. Age is computed using students' birthdates, and reflects each student's age as of the *beginning* of each reported term. The calculation rounded non-whole values down to the next whole value in accord with common usage; for example, any student who was 19.6 or even 19.9 years old at the start of the term was coded as 19.

High School Data Sources: In Chapter 1, the number of graduates from each high school is taken from the High School Performance Reports published by the California Department of Education, Evaluation and Technology Division (<http://www.ed-data.k12.ca.us/welcome.asp>). The number of graduates who enrolled at PCC is taken from Feeder High School Reports (Institutional Planning and Research Office). Since the data depend on students voluntarily providing information on their high school education, the accuracy and completeness of the data are uncertain. Thus, extreme changes from year to year may result from reporting errors rather than real differences.

New College Students: Chapter 3 reports on first-time college students.

Ethnicity: Data on ethnicity is based on students' self-report using the 23 ethnic categories present on the application. These are summarized into various levels of detail at different points in this issue of *Observations*. As many as eight categories are reported in some places, while other places describe only the largest four ethnic groupings. It is important to distinguish between the categories of "Other" and "All other." "Other" is used only for students who checked either "Other Non-White" or "Other" on their application. In contrast, "All Other" is used for all students who are not part of one of the specific groups included in that particular table or chart.

DSPS: The definition used to define DSPS students in *Observations* is different from that used by the Chancellor's Office. DSPS students have to be enrolled past Census to be counted in *Observations*, whereas the Chancellor's Office stipulates that DSPS students only need to be served by DSPS.

Non-Credit Students: Some students taking particular credit classes also register for non-credit labs and/or tutoring sessions. Students whose only non-credit enrollment is for these specific labs and tutoring sessions are not counted as non-credit students when we report on them in *Observations*.