



PASADENA
CITY COLLEGE

OBSERVATIONS 2009-2010



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

OBSERVATIONS



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OCTOBER 2010

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FOREWORD

Welcome to the 2009-2010 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.

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. Samantha Langan, Research Assistant, edited the tables and figures. Crystal Kollross, Interim Dean, of Institutional Planning and Research, guided the project.

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*.

CHAPTER 1

OUR COMMUNITY



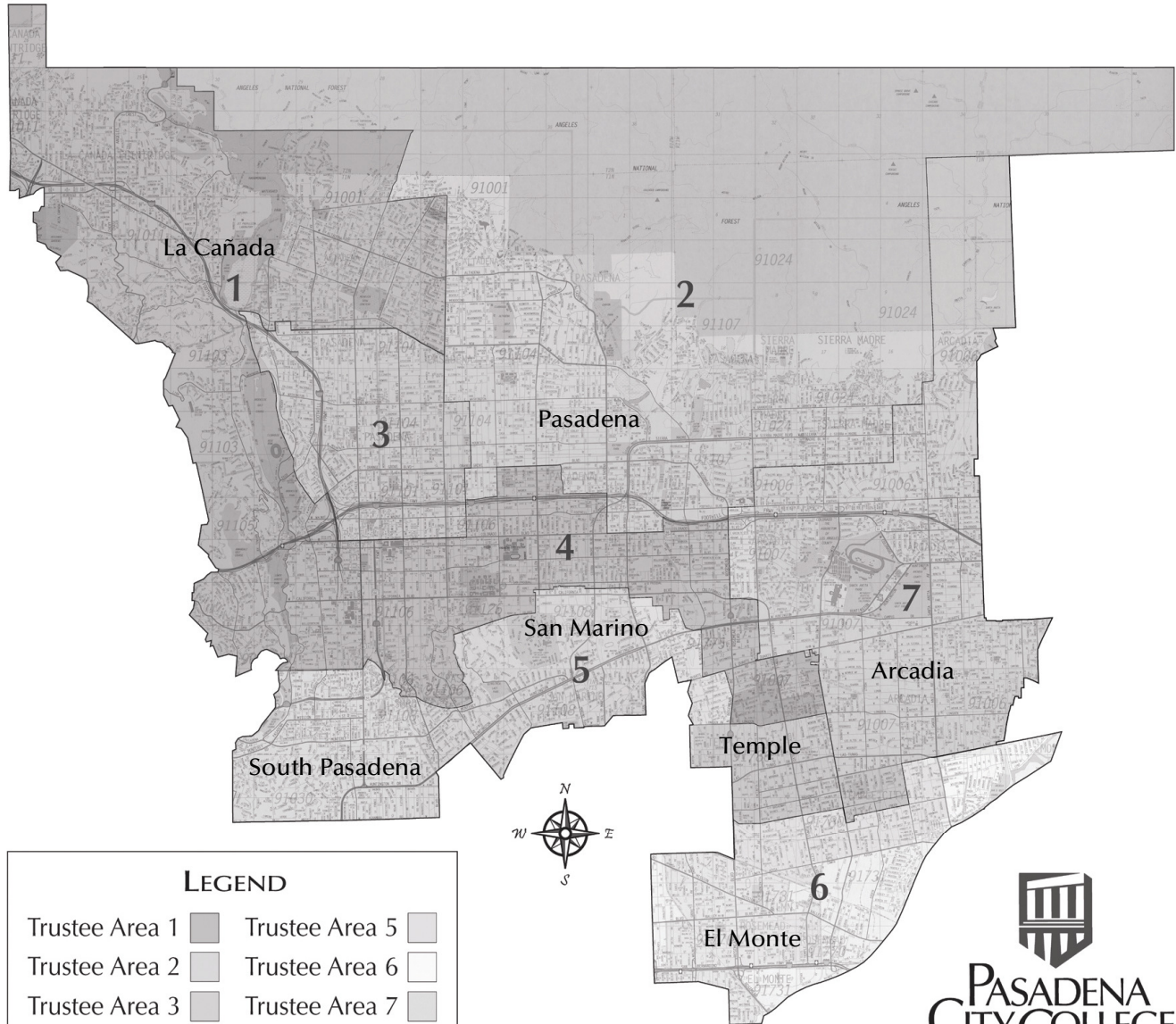
Service Area

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 2009 was 29,978.








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 2000 US Census, the population in PACCD's geographic area totaled 408,000. PACCD is governed by an elected seven-member Board of Trustees. The map on the right shows the communities of PACCD along with the seven trustee areas.



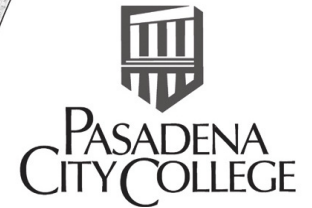
PASADENA AREA COMMUNITY COLLEGE DISTRICT



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.



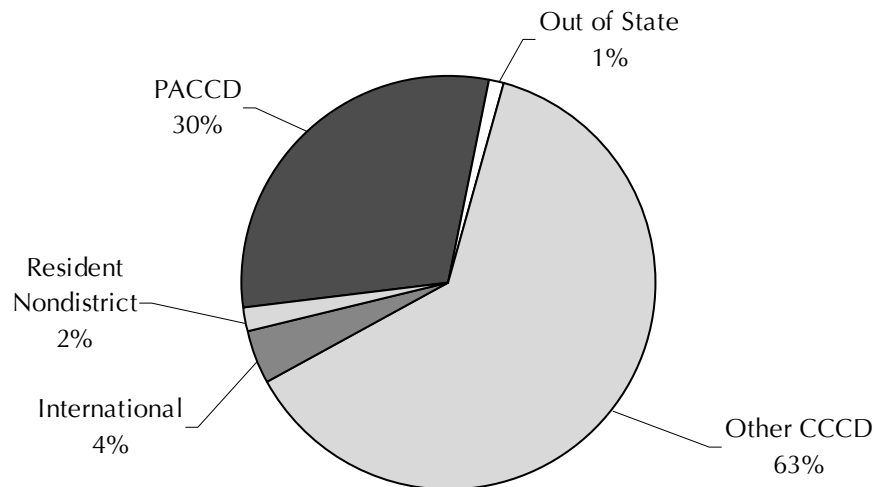
March 2002
INSTITUTIONAL PLANNING & RESEARCH OFFICE

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 2000 U.S. Census data).

Figure 1-1
Fall 2009 Credit Students by
Residency Status



**Table 1-1
Top 30 Cities for
Fall 2009 Credit Students**

Students	Percent of PCC	City	District	Participation Rate
4883	18.2	LOS ANGELES	LA	0.2
4289	16.0	PASADENA	PCC	3.9
1711	6.4	ALHAMBRA	LA	2.6
1532	5.7	SAN GABRIEL	LA	4.9
1485	5.5	ARCADIA	PCC	3.6
1156	4.3	GLENDALE	Glenadale	0.8
1035	3.8	ROSEMEAD	PCC/LA	2.6
910	3.4	ALTADENA	PCC	3.2
908	3.4	TEMPLE CITY	PCC	2.8
905	3.4	EL MONTE	PCC/Rio Hondo	1.1
710	2.6	SOUTH PASADENA	PCC	1.4
669	2.5	MONTEREY PARK	LA	0.8
653	2.4	BURBANK	LA	3.5
545	2.0	MONROVIA	Citrus	1.9
479	1.5	LA CRESCENTA	Glendale	3.5
305	0.7	LA CAÑADA FLINTR	PCC	2.1
261	1.0	DUARTE	Citrus	2.2
236	0.9	BALDWIN PARK	Mt SAC	1.7
231	0.9	SAN MARINO	PCC	0.5
224	0.8	TUJUNGA	LA	2.3
210	0.8	MONTEBELLO	LA	0.5
189	0.7	SIERRA MADRE	PCC	0.0
166	0.6	WEST COVINA	Mt SAC	0.0
159	0.7	NORTH HOLLYWOOD	LA	0.0
154	0.6	SUNLAND	LA	0.0
139	0.5	AZUSA	Citrus	1.8
135	0.5	COVINA	Mt SAC	0.2
112	0.4	LA PUENTE	PCC/Rio Hondo	0.2
103	0.4	GLENDORA	Citrus	0.4
101	0.4	WHITTIER	Rio Hondo	0.4

Ethnicity

According to the 2000 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 40% of the PACCD area population. Hispanics/Latinos and Asians/Pacific Islanders each account for about a quarter of the population. African Americans represent about 9% of the area population. For the first time, a multiple racial group was included in the 2000 Census. In the PACCD area, 3% of all residents are of two or more races.

From 1990 to 2000, the ethnic distribution of both the population within the District's geographic area and the student population at PCC has changed in similar ways. In both cases, as Figure 1-3 shows, the proportion of Whites in the PACCD area and at PCC decreased, while the proportions of Asians/Pacific Islanders and Hispanics/Latinos rose. The proportion of African Americans showed a slight decrease. It is also interesting to note that proportionally, there are more Asians/Pacific Islanders and 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 population of all ethnic groups.

Figure 1-2
2000 Total PACCD Area Population by Ethnicity

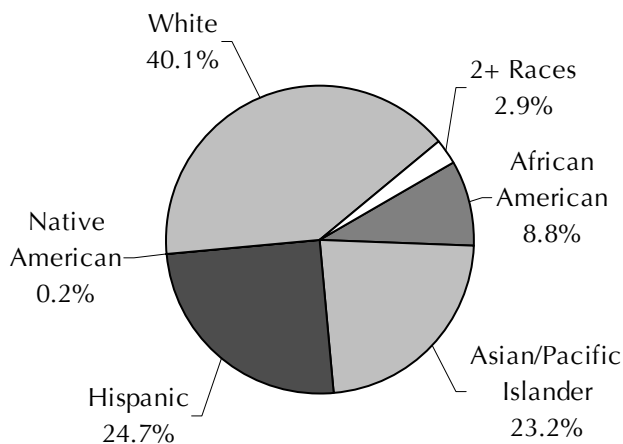
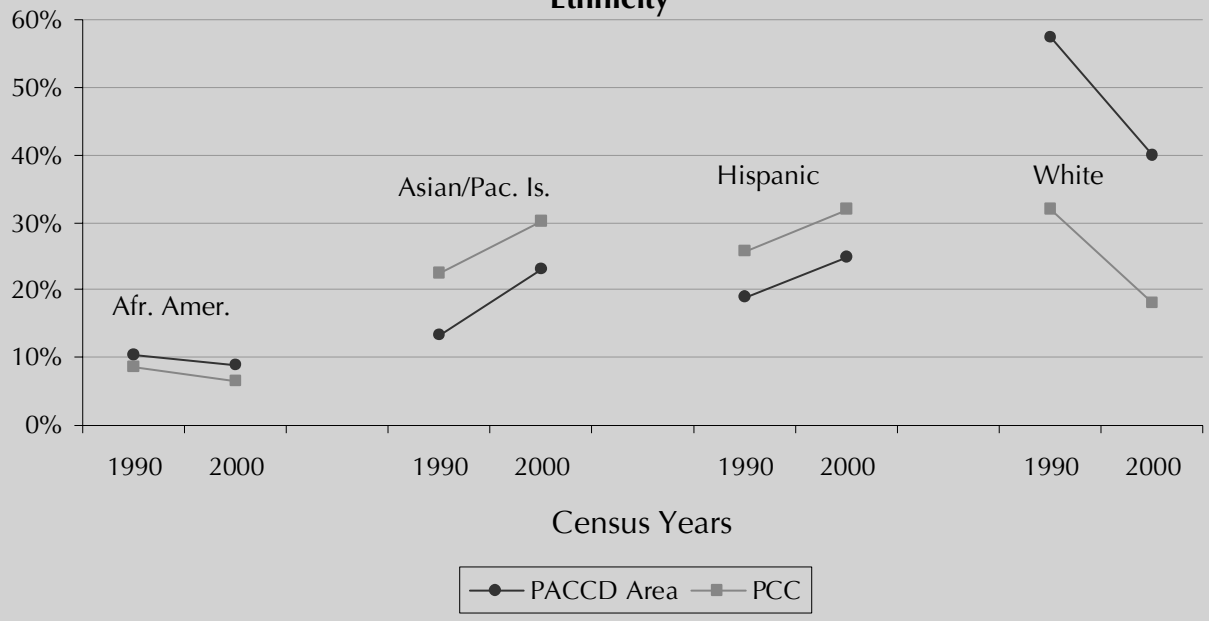


Figure 1-3
PACCD Area Population and PCC Credit Students by
Ethnicity



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 Asians/Pacific Islanders and Hispanic/Latinos. Whites have the lowest participation rate. 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 2009 and Spring 2010 terms.

Figure 1-4
Fall 2009 and Spring 2010 PACCD Participation Rate by Ethnicity

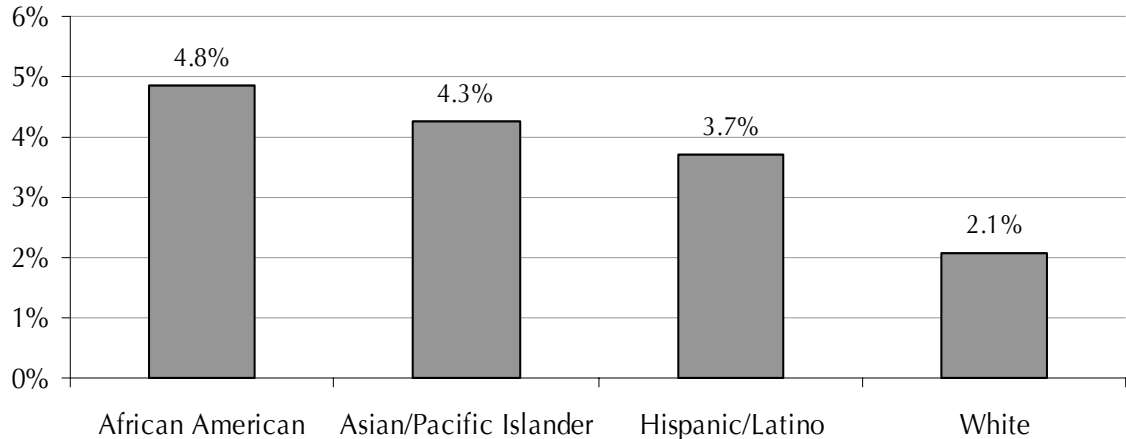


Table 1-2
Fall 2009 and Spring 2010 Participation Rates by PACCD Zip Code by
Ethnicity

Zip Code	City	African American	Asian/Pacific Islander	Hispanic	White
91001	Altadena	4.3	2.7	6.3	2.7
91006	Arcadia	11.1	4.8	5.2	1.4
91007	Arcadia	8.1	5.4	4.0	1.3
91011	La Cañada-Flintridge	7.1	3.2	6.8	2.0
91024	Sierra Madre	5.3	3.9	6.2	2.1
91030	South Pasadena	7.1	4.1	7.1	3.3
91101	Pasadena	5.1	4.0	4.1	2.7
91103	Pasadena	4.8	2.2	4.6	1.6
91104	Pasadena	4.6	3.5	5.2	2.9
91105	Pasadena	4.8	2.7	2.8	1.4
91106	Pasadena	6.2	5.2	5.8	2.4
91107	Pasadena	5.4	4.6	6.0	2.5
91108	San Marino	5.0	3.6	2.6	1.2
91731	El Monte	0.9	4.0	1.1	0.6
91770	Rosemead	2.5	3.5	1.4	0.8
91780	Temple City	2.1	5.5	3.8	2.2

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 2007. 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 2007. Marshall's participation rate also fell, from 49% in 2006 to 47% in 2007. Table 1-3 displays the participation rate for the last five years.

**Figure 1-5
Participation Rates for
PACCD High Schools**

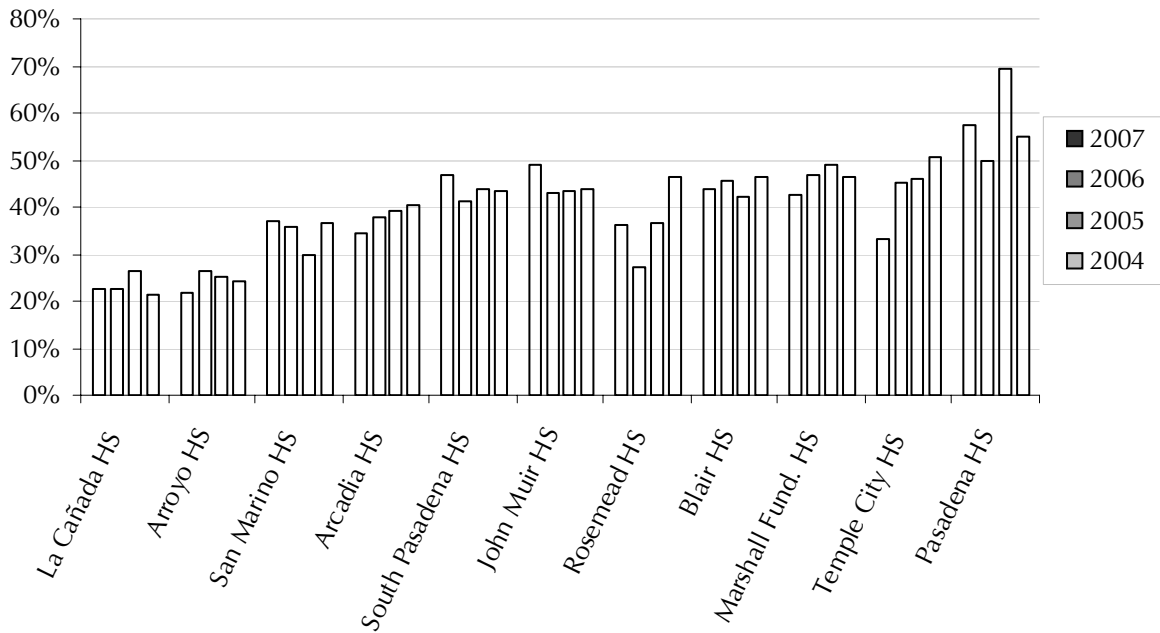


Table 1-3
Participation Rates by High School

High School Name	High School District	2003	2004	2005	2006	2007
ALHAMBRA HS	Alhambra Unified	36.7	38.6	43.5	44.0	42.3
ARCADIA HS	Arcadia Unified	30.3	34.6	37.7	39.2	40.4
ARROYO HS	El Monte Union	19.6	21.6	26.2	25.1	24.3
BLAIR HS	Pasadena Unified	54.5	43.7	45.5	42.0	46.2
BURBANK HS	Burbank Unified	14.0	14.4	18.4	25.9	14.5
BURROUGHS HS	Burbank Unified	14.5	13.1	18.5	19.3	16.8
CRESCENTA VALLEY HS	Glendale Unified	23.5	18.7	18.0	23.2	27.0
DUARTE HS	Duarte Unified	16.1	22.0	15.0	14.1	11.8
EAGLE ROCK HS	Los Angeles Unified	36.1	33.0	35.4	33.8	37.7
EL MONTE HS	El Monte Union	13.2	11.8	23.9	23.9	15.0
FRANKLIN HS	Los Angeles Unified	38.6	40.4	29.9	34.4	42.3
GABRIELINO HS	San Gabriel Unified	35.1	37.6	37.2	50.8	47.5
GARFIELD HS	Los Angeles Unified	6.9	6.7	6.4	8.3	7.3
GLENDALE HS	Glendale Unified	16.7	13.6	14.8	16.5	15.8
HOOVER HS	Glendale Unified	10.0	14.6	10.9	13.5	14.4
JOHN MUIR HS	Pasadena Unified	46.9	49.0	43.1	43.2	43.9
LA CAÑADA HS	La Cañada Unified	26.0	22.7	22.6	26.3	21.2
LINCOLN HS	Los Angeles Unified	21.3	15.2	14.8	23.3	27.2
MARK KEPPEL HS	Alhambra Unified	27.0	23.1	34.2	33.9	32.4
MARSHALL FUNDAMENTAL	Pasadena Unified	47.2	42.4	46.6	48.8	46.5
MARSHALL HS	Los Angeles Unified	15.2	15.6	16.3	15.9	19.1
MONROVIA HS	Monrovia Unified	21.9	24.6	27.2	21.3	23.8
MONTEBELLO HS	Montebello Unified	4.4	4.2	8.9	4.8	6.5
MOUNTAIN VIEW HS	El Monte Union	4.5	5.9	7.0	6.5	5.2
PASADENA HS	Pasadena Unified	64.3	57.6	49.9	69.2	54.9
ROOSEVELT HS	Los Angeles Unified	3.6	4.7	5.4	1.7	3.2
ROSEMEAD HS	El Monte Union	29.6	36.1	27.4	36.7	46.2
SAN GABRIEL HS	Alhambra Unified	33.5	25.4	33.2	40.0	35.3
SAN MARINO HS	San Marino Unified	39.9	36.9	35.6	30.0	36.5
SCHURR HS	Montebello Unified	9.6	6.3	7.6	9.8	15.5
SOUTH PASADENA HS	South Pasadena Unified	48.5	46.7	41.2	43.9	43.4
TEMPLE CITY HS	Temple City Unified	29.6	33.1	44.9	45.8	50.5
VERDUGO HILLS HS	Los Angeles Unified	12.1	13.1	13.2	18.6	16.4

CHAPTER 2

STUDENT & ENROLLMENT TRENDS



Credit Students

After three years of steady increases the Fall 2009 credit student population declined by 276 students from Fall 2008. The total number of credit students for all CCCs rose by 2% in Fall 2009 (Table 2-1).

Figure 2-1
PCC Total Credit Students

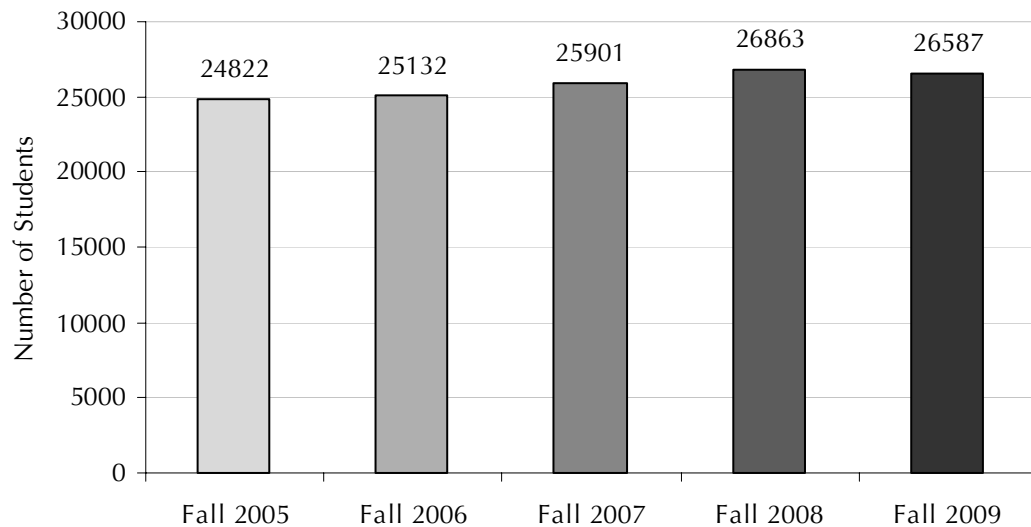


Figure 2-2
All CCCs Total Credit Students

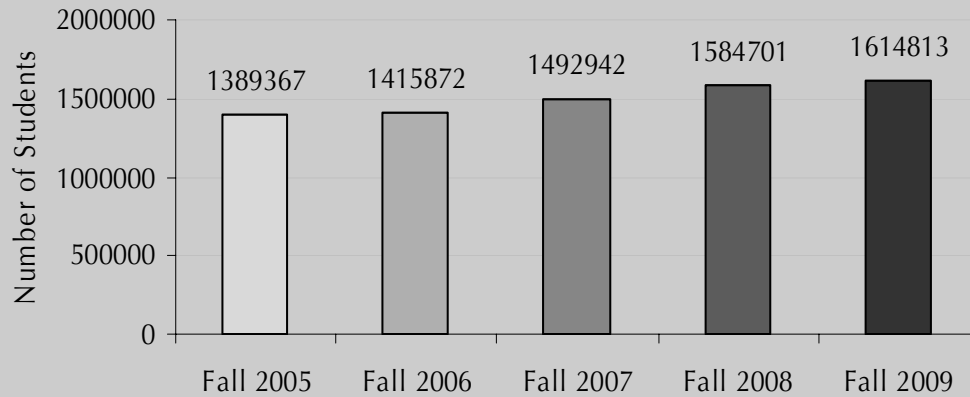


Table 2-1
PCC Total Credit Students

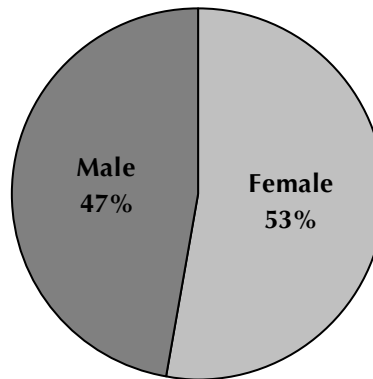
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
PCC	24822	25132	25901	26863	26587
% change	-1.4%	1.2%	3.1%	3.7%	-1.0%
All CCCs	1389367	1415872	1492942	1584701	1614813
% change	-0.7%	1.9%	5.4%	6.1%	1.9%

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. However, 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 2005 to 5% in Fall 2009.

Figure 2-3
Fall 2009 Credit Students by
Gender



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

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Female	13530	13655	13871	14194	13930
	Male	11256	11417	11922	12528	12523
	Unknown	36	60	108	141	134
	<i>Total</i>	<i>24822</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>
<i>Percent</i>						
	Female	54.6	54.5	53.8	53.1	52.7
	Male	45.4	45.5	46.2	46.9	47.3

Age 

In Fall 2009, approximately 70% of PCC students were under the age of 25, the same as the previous year. The percent of students under 20 has been increasing since Fall 2005, with the exception of Fall 2009 in which there was a slight decline. During the same time period, the percent of students 30 years or older has slightly decreased.

Figure 2-4
Credit Students by
Age Group

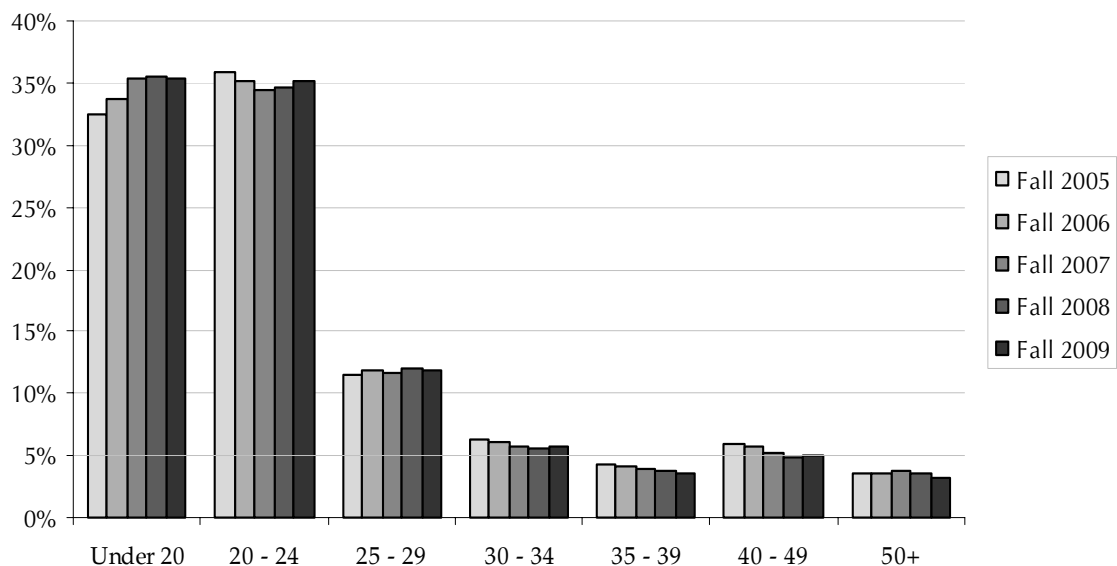


Table 2-3
Credit Students by
Age Group

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Under 20	8060	8456	9130	9549	9396
	20 - 24	8925	8850	8929	9315	9360
	25 - 29	2861	2962	2997	3221	3171
	30 - 34	1577	1514	1491	1501	1516
	35 - 39	1064	1026	1006	1006	968
	40 - 49	1455	1422	1358	1308	1312
	50+	880	902	990	960	863
	Unknown	0	0	0	3	1
	<i>Total</i>	24822	25132	25901	26863	26587
<i>Percent</i>						
	Under 20	32.5	33.6	35.2	35.5	35.3
	20 - 24	36.0	35.2	34.5	34.7	35.2
	25 - 29	11.5	11.8	11.6	12.0	11.9
	30 - 34	6.4	6.0	5.8	5.6	5.7
	35 - 39	4.3	4.1	3.9	3.7	3.6
	40 - 49	5.9	5.7	5.2	4.9	4.9
	50+	3.5	3.6	3.8	3.6	3.2

Ethnicity

For Fall 2009, the largest ethnic groups at PCC were Hispanic/Latino and Asian/Pacific Islander, representing 33% and 27% of the total PCC student population, respectively. The third largest group was White. African Americans, Filipinos, Native Americans, and other ethnicities together represent 22% of the total PCC student population.

Figure 2-5
Fall 2009 Credit Students by
Ethnicity

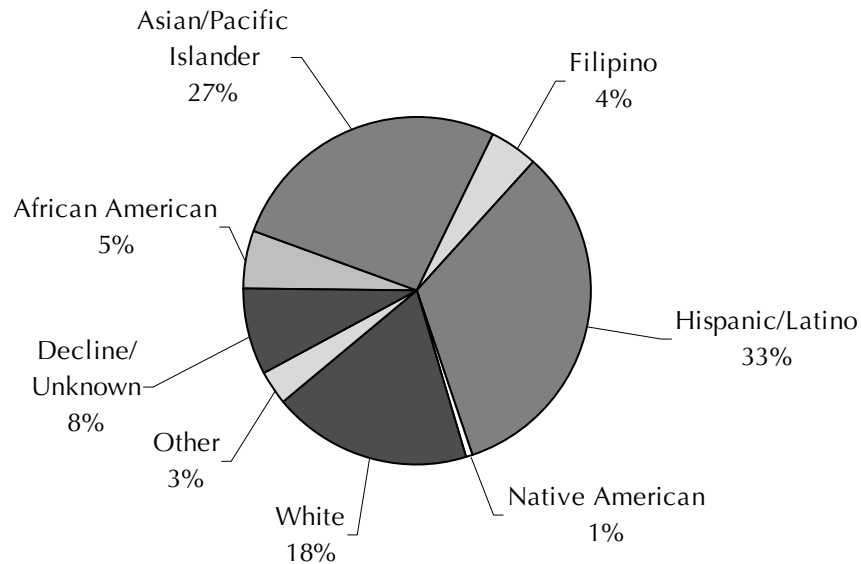


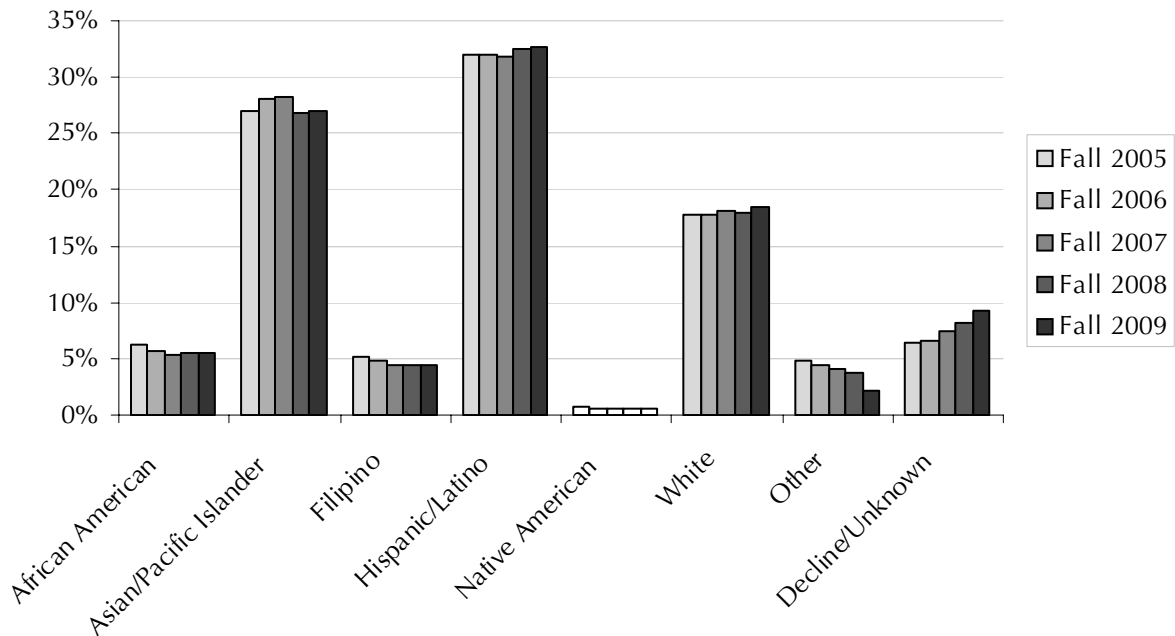
Table 2-4
Credit Students by
Ethnicity

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
African American	1546	1429	1365	1488	1459
Asian/Pacific Islander	6718	7067	7319	7209	7157
Filipino	1264	1221	1171	1194	1189
Hispanic/Latino	7945	8039	8247	8757	8706
Native American	164	147	131	143	144
White	4414	4469	4689	4836	4912
Other	1193	1097	1048	1021	861
Decline/Unknown	1578	1663	1931	2215	2159
<i>Total</i>	<i>24822</i>	<i>25132</i>	<i>25901</i>	<i>26863</i>	<i>26587</i>
<i>Percent</i>					
African American	6.2	5.7	5.3	5.5	5.5
Asian/Pacific Islander	27.1	28.1	28.3	26.8	26.9
Filipino	5.1	4.9	4.5	4.4	4.5
Hispanic/Latino	32.0	32.0	31.8	32.6	32.7
Native American	0.7	0.6	0.5	0.5	0.5
White	17.8	17.8	18.1	18.0	18.5
Other	4.8	4.4	4.0	3.8	3.2
Decline/Unknown	6.4	6.6	7.5	8.2	8.1

Ethnicity

Since Fall 2005, there has been fluctuations in some of the ethnic categories, such as African-American, Asian/Pacific Islander, and Filipino. The Decline/Unknown category continues to increase, while the percentage of students of other ethnicities continues to decline.

Figure 2-6
Credit Students by
Ethnicity

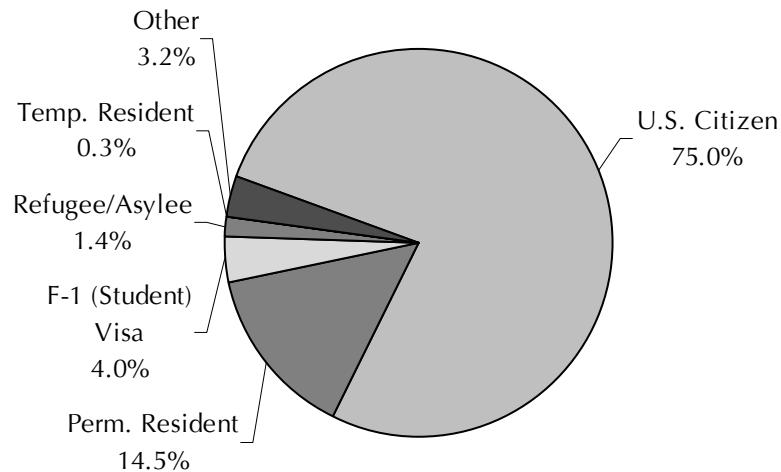




Citizenship

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-seven percent of the credit students are U.S. citizens while the percentage of permanent residents has been slowly decreasing since Fall 2005. Generally speaking, the percentage of international students on F-1 visas attending PCC has slowly increased from Fall 2005 to Fall 2008, but slightly decreased in Fall 2009.

Figure 2-7
Fall 2009 Credit Students by
Citizenship Status



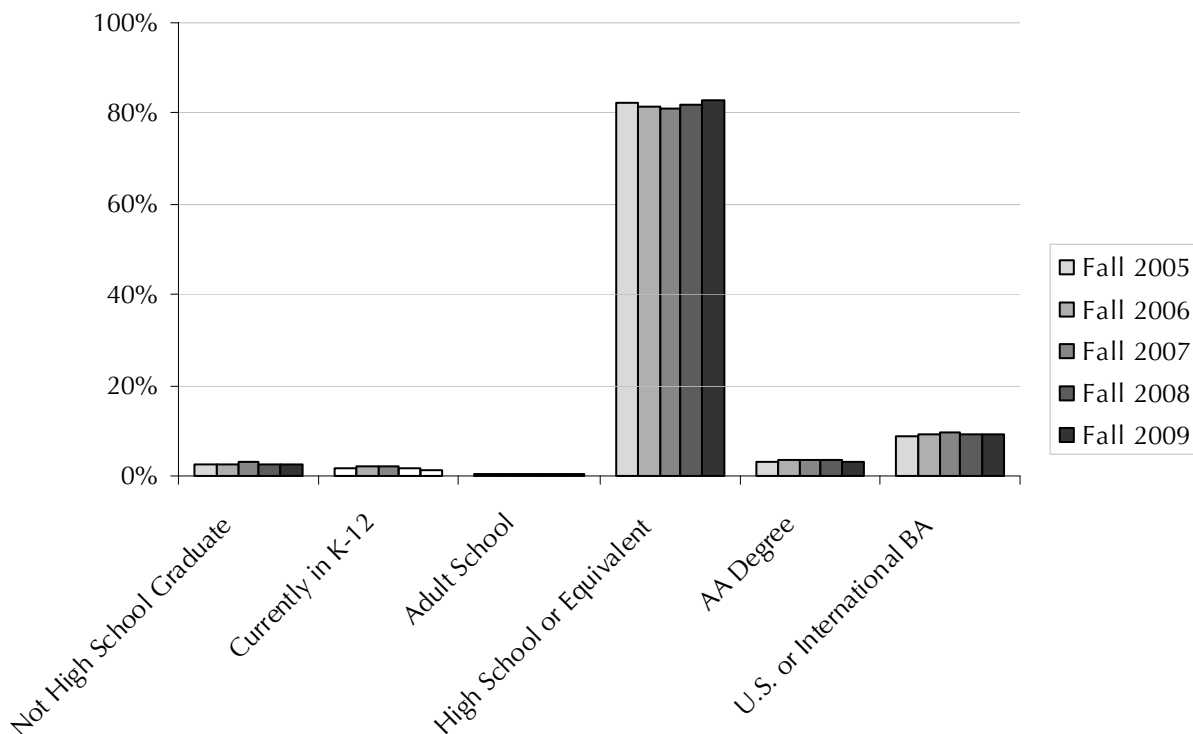
**Table 2-5
Credit Students by
Citizenship Status**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
U.S. Citizen	18580	18750	19426	20410	20351
Perm. Resident	4170	4156	4055	3949	3858
F-1 (Student) Visa	805	863	976	1092	1074
Refugee/Asylee	473	453	472	449	381
Temp. Resident	89	102	94	79	72
Other	705	808	878	884	851
<i>Total</i>	24822	25132	25901	26863	26587
<i>Percent</i>					
U.S. Citizen	74.9	74.6	75.0	76.0	76.5
Perm. Resident	16.8	16.5	15.7	14.7	14.5
F-1 (Student) Visa	3.2	3.4	3.8	4.1	4.0
Refugee/Asylee	1.9	1.8	1.8	1.7	1.4
Temp. Resident	0.4	0.4	0.4	0.3	0.3

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 2005 to 83% in Fall 2009. The number of students who were concurrently enrolled in K-12 dropped in Fall 2009.

Figure 2-8
Credit Students by
Education Level



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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
Not High School Graduate	679	666	785	758	746
Currently in K-12	478	555	551	507	370
Adult School	152	154	166	167	169
U.S. High School Graduate	17075	17119	17632	18541	18631
GED	761	812	822	904	927
High School Proficiency	490	477	447	478	452
International High School	2116	2077	2055	2069	1988
AA Degree	820	876	931	923	814
BA Degree	1678	1885	2042	2129	2118
International University	553	483	459	380	363
Unknown	20	28	11	7	9
<i>Total</i>	24822	25132	25901	26863	26587
<i>Percent</i>					
Not High School Graduate	2.7	2.7	3.0	2.8	2.8
Currently in K-12	1.9	2.2	2.1	1.9	1.4
Adult School	0.6	0.6	0.6	0.6	0.6
U.S. High School Graduate	68.8	68.1	68.1	69.0	70.1
GED	3.1	3.2	3.2	3.4	3.5
High School Proficiency	2.0	1.9	1.7	1.8	1.7
International High School	8.5	8.3	7.9	7.7	7.5
AA Degree	3.3	3.5	3.6	3.4	3.1
BA Degree	6.8	7.5	7.9	7.9	8.0
International University	2.2	1.9	1.8	1.4	1.4
Unknown	0.1	0.1	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. For the past four years, the percentage of those who wished to transfer with an AA/AS has increased, while the percentage of those wishing to obtain a terminal AA/AS has decreased.

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

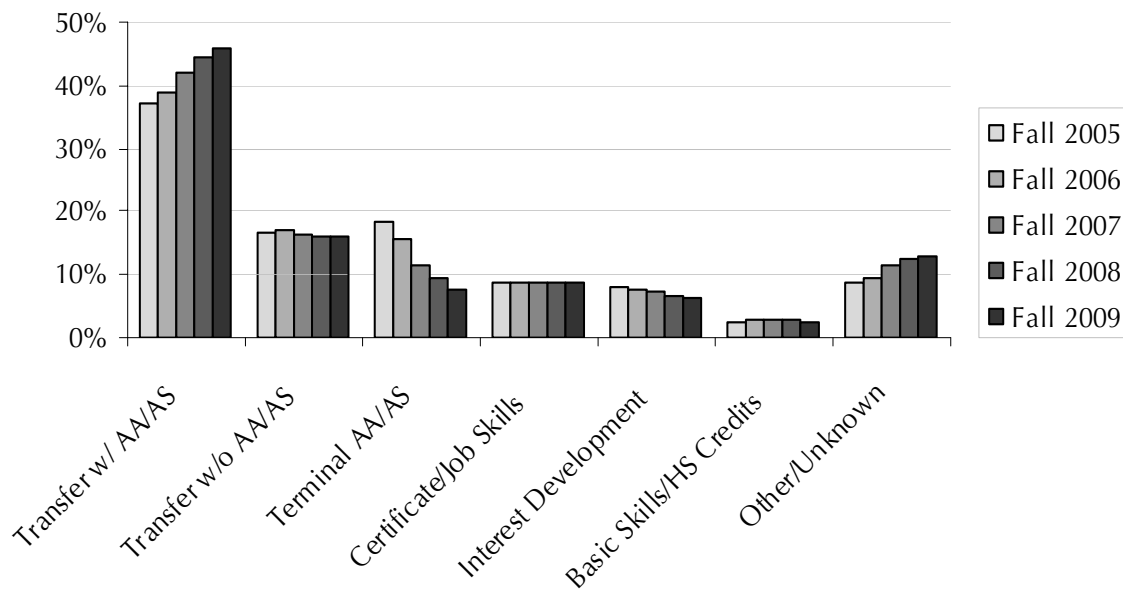


Table 2-7
Credit Students by
Educational Goal

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
Transfer w/ AA/AS	9195	9809	10869	11913	12202
Transfer w/o AA/AS	4150	4318	4251	4287	4286
Terminal AA Degree	3901	3218	2299	1895	1516
Terminal AS Degree	703	715	633	610	549
1-Yr. Voc. Certificate	256	326	405	486	491
Acquire Job Skills	1164	1068	1072	1022	1096
Update Current Job Skills	511	541	543	528	526
Maintain Cert./License	205	218	233	256	229
Formulate Career Plans	880	818	804	764	715
Personal Development	1082	1092	1079	1035	932
Basic Skills	373	461	508	515	460
Complete HS Credits	233	235	242	186	182
Other/Unknown	2169	2313	2963	3366	3403
<i>Total</i>	24822	25132	25901	26863	26587
<i>Percent</i>					
Transfer w/ AA/AS	37.0	39.0	42.0	44.3	45.9
Transfer w/o AA/AS	16.7	17.2	16.4	16.0	16.1
Terminal AA Degree	15.7	12.8	8.9	7.1	5.7
Terminal AS Degree	2.8	2.8	2.4	2.3	2.1
1-Yr. Voc. Certificate	1.0	1.3	1.6	1.8	1.8
Acquire Job Skills	4.7	4.2	4.1	3.8	4.1
Update Current Job Skills	2.1	2.2	2.1	2.0	2.0
Maintain Cert./License	0.8	0.9	0.9	1.0	0.9
Formulate Career Plans	3.5	3.3	3.1	2.8	2.7
Personal Development	4.4	4.3	4.2	3.9	3.5
Basic Skills	1.5	1.8	2.0	1.9	1.7
Complete HS Credits	0.9	0.9	0.9	0.7	0.7

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 2009. From 2005 to 2009, the proportion of full-time students has slightly increased.

Figure 2-10
Fall 2009 Credit Students by
Full-time/Part-time Status

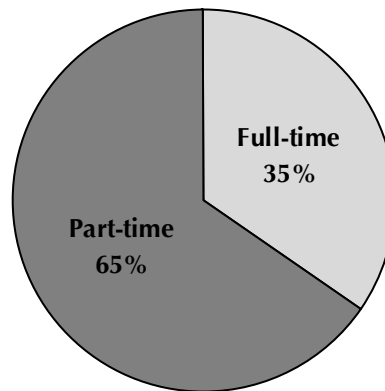


Table 2-8
Credit Students by
Full-time/Part-time Status

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Full-time	8005	8344	8687	9240	9236
	Part-time	16817	16788	17214	17623	17351
	<i>Total</i>	24822	25132	25901	26863	26587
<i>Percent</i>						
	Full-time	32.2	33.2	33.5	34.4	34.7
	Part-time	67.8	66.8	66.5	65.6	65.3

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 2009, 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 2009, a higher percentage of credit students took both day and evening classes.

Figure 2-11
Fall 2009 Day and Evening
Credit Enrollments

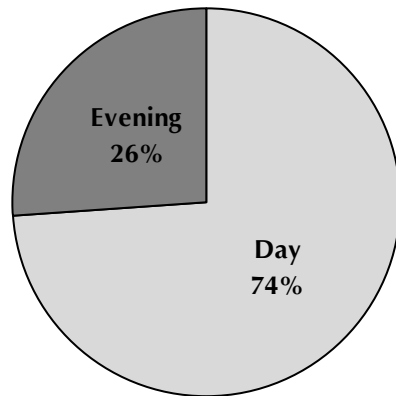
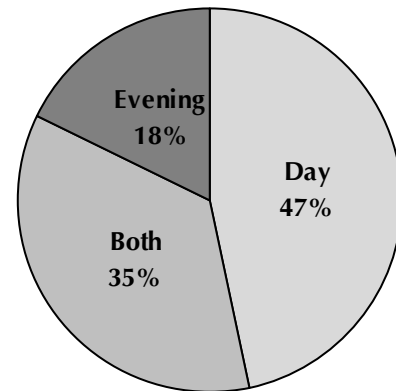


Figure 2-12
Fall 2009 Day and Evening
Credit Students



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

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Day	49849	52897	54799	57640	57324
	Evening	17611	19506	20506	20791	20394
	<i>Total</i>	67460	72403	75305	78431	77718
<i>Percent</i>						
	Day	73.9	73.1	72.8	73.5	73.8
	Evening	26.1	26.9	27.2	26.5	26.2

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

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Day	12088	11552	11652	12401	12431
	Evening	5249	5329	5534	5403	4733
	Both	7485	8251	8715	9059	9423
	<i>Total</i>	24822	25132	25901	26863	26587
<i>Percent</i>						
	Day	48.7	46.0	45.0	46.2	46.8
	Evening	21.1	21.2	21.4	20.1	17.8
	Both	30.2	32.8	33.6	33.7	35.4

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 2009, 5,053 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, but declined in Fall 2009.

Figure 3-1
Fall 2009 First-time College Students

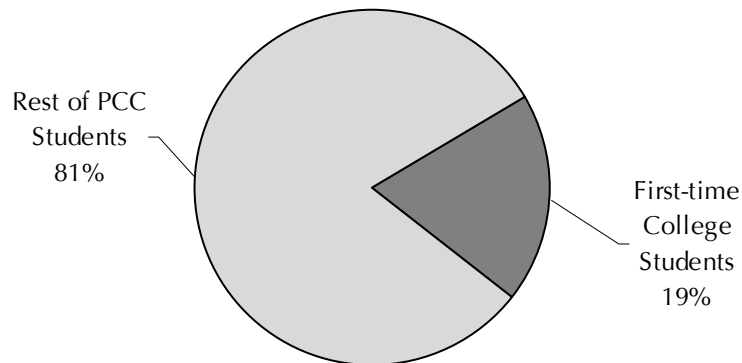


Figure 3-2
Total First-time College Students

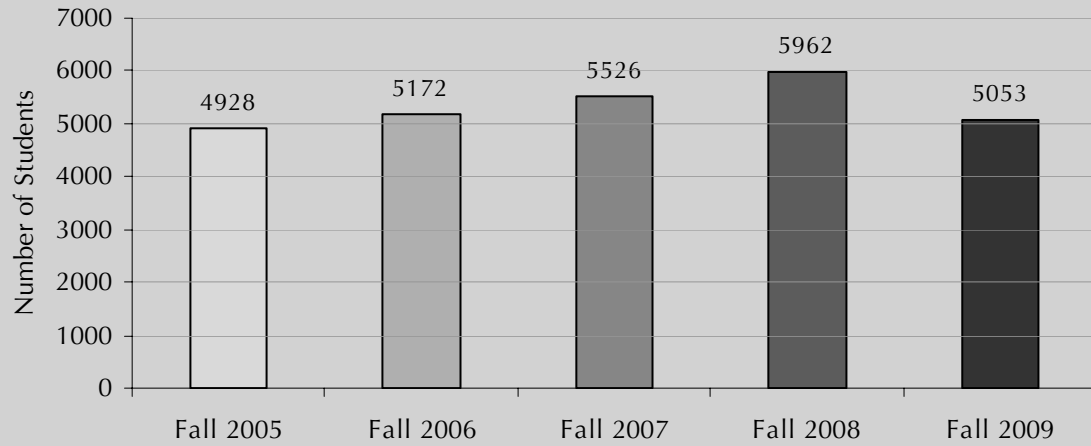


Table 3-1
Total First-time College Students

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Number	4928	5172	5526	5962	5053
% change	-7.2	5.0	6.8	7.9	-15.2

Residency Status

In Fall 2009, approximately two-thirds (66%) of first-time college students lived in another California Community College District (CCCD). About 28% 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 2009 First-time College Students by
Residency Status

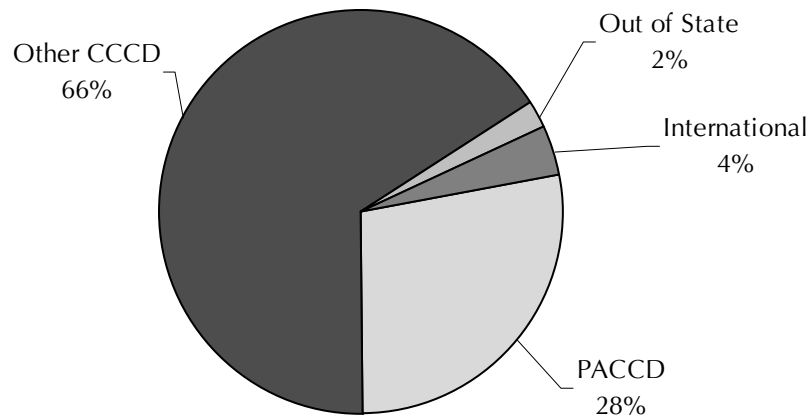


Table 3-2
First-time College Students by
Residency Status

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
PACCD	1353	1540	1433	1591	1393
Other CCCD	3304	3374	3756	3960	3358
Out of State	118	135	105	104	105
International	153	123	232	307	197
<i>Total</i>	4928	5172	5526	5962	5053
<i>Percent</i>					
PACCD	27.5	29.8	25.9	26.7	27.6
Other CCCD	67.0	65.2	68.0	66.4	66.5
Out of State	2.4	2.6	1.9	1.7	2.1
International	3.1	2.4	4.2	5.1	3.9

Gender

Among first-time college students at PCC, 51% were male and 49% 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 2009 First-time College Students by Gender

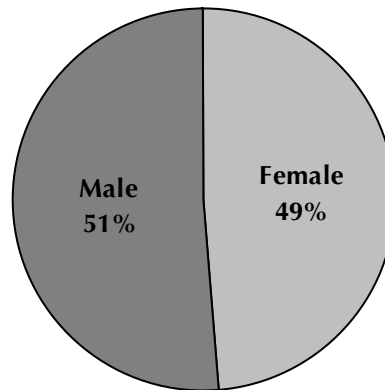


Table 3-3
First-time College Students by
Gender

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Female	2412	2559	2701	2863	2446
	Male	2505	2599	2805	3067	2594
	Unknown	1	14	20	32	13
	<i>Total</i>	<i>4918</i>	<i>5172</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>
<i>Percent</i>						
	Female	49.0	49.5	48.9	48.0	48.4
	Male	50.9	50.3	50.8	51.4	51.3

Age

At PCC, first-time college students are younger than the overall student body. Eighty-five percent of first-time students in Fall 2009 were under 20. From Fall 2005 to Fall 2007 there was a decline in the number of students between the ages of 20 and 24. Fall 2008 saw this age group increasing to 10% but in Fall 2009 this percentage declined to the Fall 2007 percentage. Overall, the percentage of PCC credit students 20 to 24 years of age decreased from 36% in Fall 2005 to 35% in Fall 2009 (see Table 2-3 in Chapter 2). Only 3% of first-time students were 30 years of age or older.

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

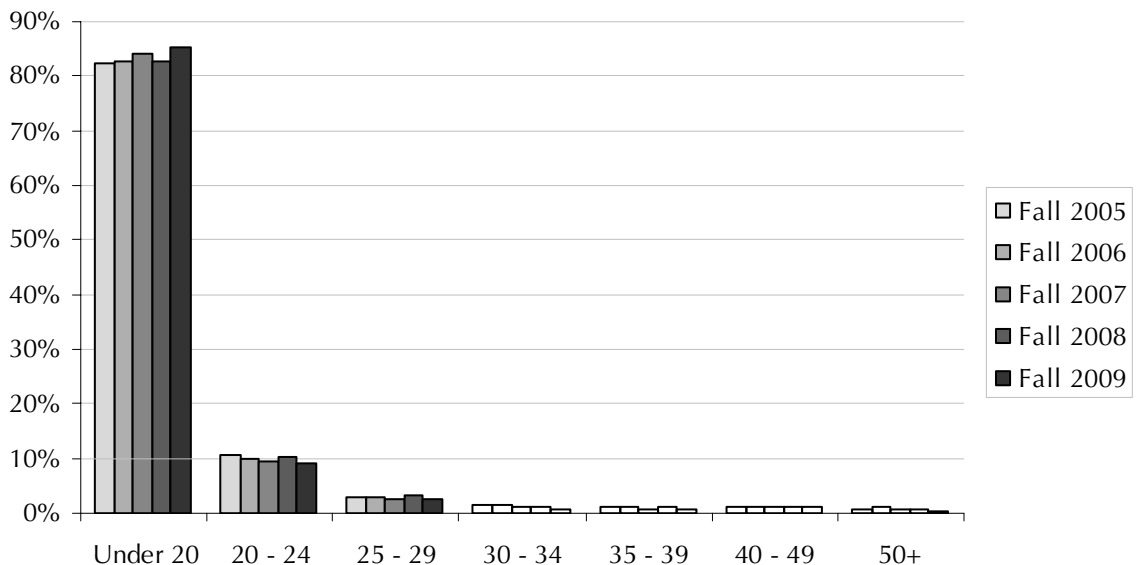


Table 3-4
First-time College Students by
Age Group

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Under 20	4052	4273	4640	4924	4304
	20 - 24	520	510	521	605	464
	25 - 29	139	143	150	193	127
	30 - 34	72	81	63	65	45
	35 - 39	52	54	50	70	43
	40 - 49	61	58	62	69	49
	50+	32	53	40	36	21
	<i>Total</i>	<i>4928</i>	<i>5172</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>
<i>Percent</i>						
	Under 20	82.2	82.6	84.0	82.6	85.2
	20 - 24	10.6	9.9	9.4	10.1	9.2
	25 - 29	2.8	2.8	2.7	3.2	2.5
	30 - 34	1.5	1.6	1.1	1.1	0.9
	35 - 39	1.1	1.0	0.9	1.2	0.9
	40 - 49	1.2	1.1	1.1	1.2	1.0
	50+	0.6	1.0	0.7	0.6	0.4

Ethnicity

Hispanic/Latino and Asian/Pacific Islander were the largest ethnic groups represented among first-time college students at PCC. Since Fall 2005, the proportions of most ethnic groups have been relatively stable. The Asian/Pacific Islander group has shown the most fluctuation from year to year. African-Americans continue their decline from a high of 7% in Fall 2005 to 5% in Fall 2009 and the decline/unknown category continues to increase.

Figure 3-6
Fall 2009 First-time College Students by Ethnicity

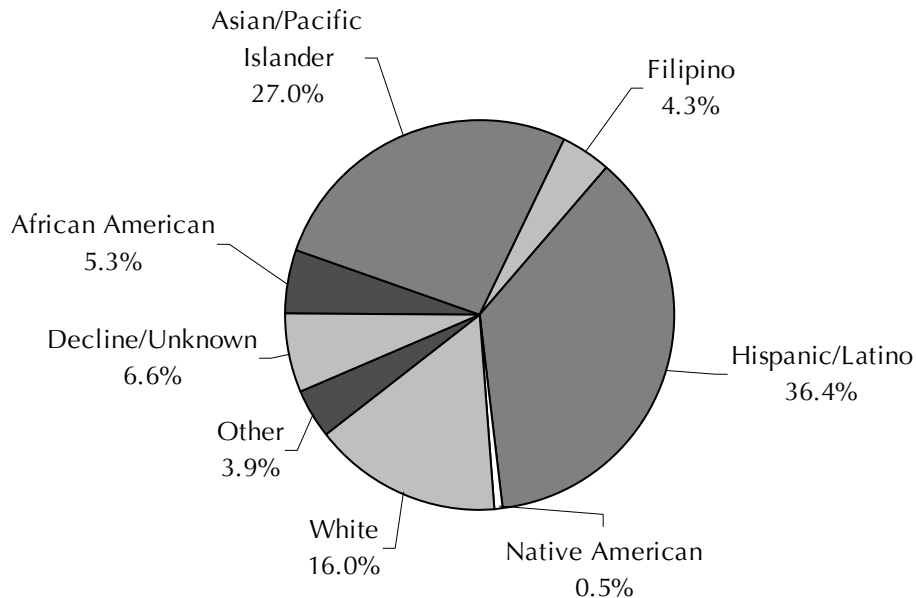
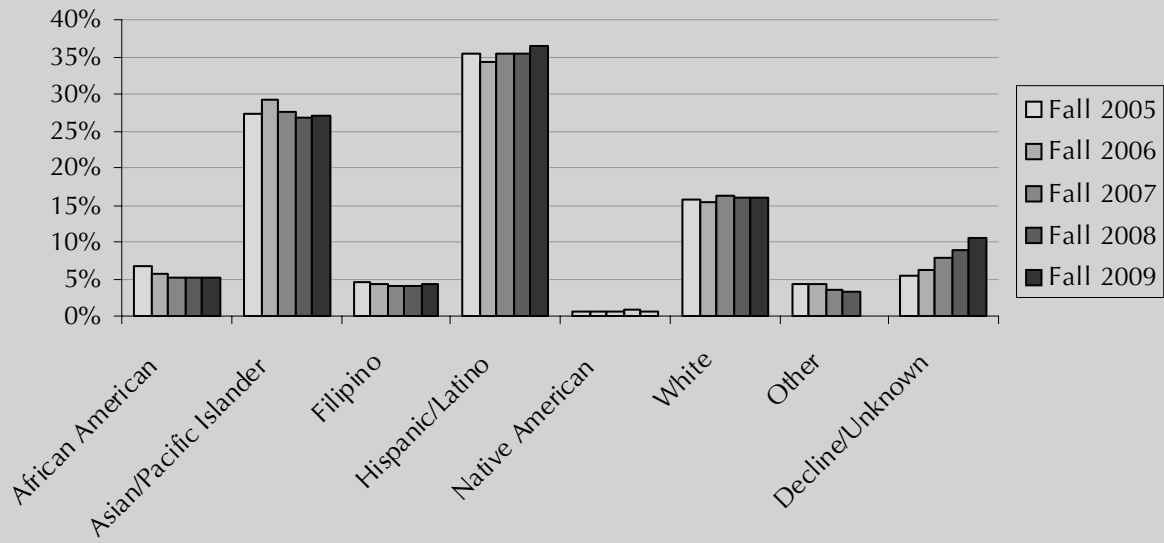


Figure 3-7
First-time College Students by
Ethnicity



Ethnicity



**Table 3-5
First-time College Students by
Ethnicity**

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
African American	329	300	277	309	267
Asian/Pacific Islander	1341	1508	1521	1592	1362
Filipino	229	222	230	243	216
Hispanic/Latino	1744	1779	1956	2112	1841
Native American	26	22	30	43	27
White	778	800	891	945	807
Other	211	219	191	193	198
Decline/Unknown	270	322	322	525	335
<i>Total</i>	4928	5172	5526	5962	5053
<i>Percent</i>					
African American	6.7	5.8	5.0	5.2	5.3
Asian/Pacific Islander	27.2	29.2	27.5	26.7	27.0
Filipino	4.6	4.3	4.2	4.1	4.3
Hispanic/Latino	35.4	34.4	35.4	35.4	36.4
Native American	0.5	0.4	0.5	0.7	0.5
White	15.8	15.5	16.1	15.9	16.0
Other	4.3	4.2	3.5	3.2	3.9
Decline/Unknown	5.5	6.2	7.8	8.8	6.6

Citizenship

In Fall 2009, 80% of PCC's first-time college students were U.S. citizens. Twelve 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 2005, 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 2009 First-time College Students by
Citizenship Status

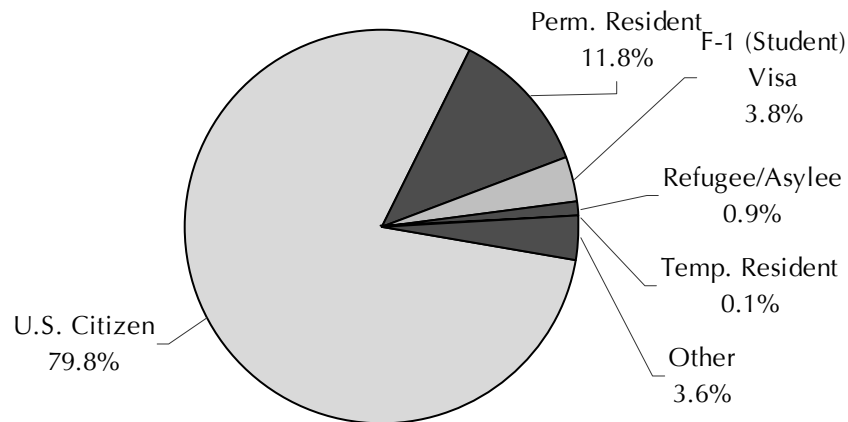


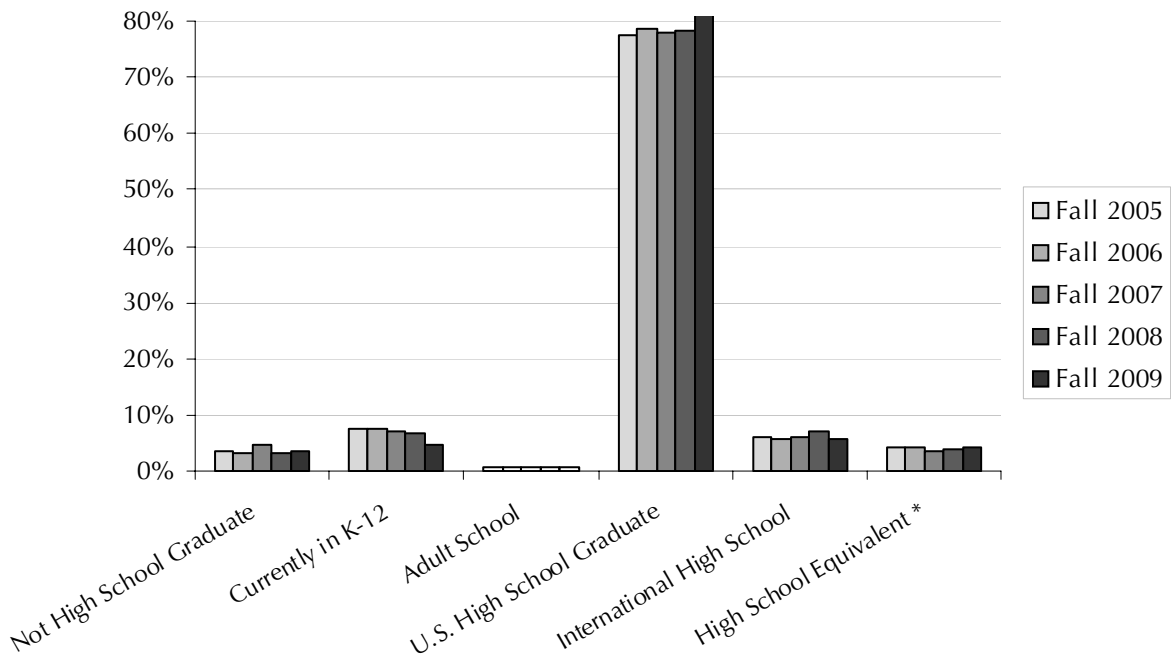
Table 3-6
First-time College Students by
Citizenship Status

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
US Citizen	3732	3954	4232	4643	4033
Perm. Resident	778	783	743	752	595
F-1 (Student) Visa	122	103	217	295	193
Refugee/Asylee	91	90	71	63	44
Temp. Resident	16	28	15	15	5
Other	189	213	248	194	183
<i>Total</i>	4928	5171	5527	5962	5053
<i>Percent</i>					
US Citizen	75.7	76.5	76.6	77.9	79.8
Perm. Resident	15.8	15.1	13.4	12.6	11.8
F-1 (Student) Visa	2.5	2.0	3.9	4.9	3.8
Refugee/Asylee	1.8	1.7	1.3	1.1	0.9
Temp. Resident	0.3	0.5	0.3	0.3	0.1
Other	3.8	4.1	4.5	3.3	3.6

Education Level

Education level reflects a student's highest level of education upon admission to PCC. In Fall 2009, 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 78% and 81%. The percentage of first-time college students who were international high school graduates decrease to 6% in Fall 2009 as compared to 7% in Fall 2008.

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 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
Not High School Graduate	181	167	249	185	176
Currently in K-12	368	385	394	401	229
Adult School	34	41	44	43	35
U.S. High School Graduate	3825	4069	4303	4666	4110
GED	138	135	141	168	136
High School Proficiency	76	77	58	74	72
International High School	303	290	337	425	295
Unknown	3	3	0	0	0
<i>Total</i>	4928	5172	5526	5962	5053
<i>Percent</i>					
Not High School Graduate	3.7	3.2	4.5	3.1	3.5
Currently in K-12	7.5	7.4	7.1	6.7	4.5
Adult School	0.7	0.8	0.8	0.7	0.7
U.S. High School Graduate	77.6	78.7	77.9	78.3	81.3
GED	2.8	2.6	2.6	2.8	2.7
High School Proficiency	1.5	1.5	1.0	1.2	1.4
International High School	6.1	5.6	6.1	7.1	5.8
Unknown	0.1	0.2	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 peaked in Fall 2005 and has rapidly declined since then (see Table 3-8). From Fall 2005 to Fall 2009, there has been an increase in the percentage of students indicating that their goal is to transfer with an AA/AS and as well as those who mark other/unknown educational goals.

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

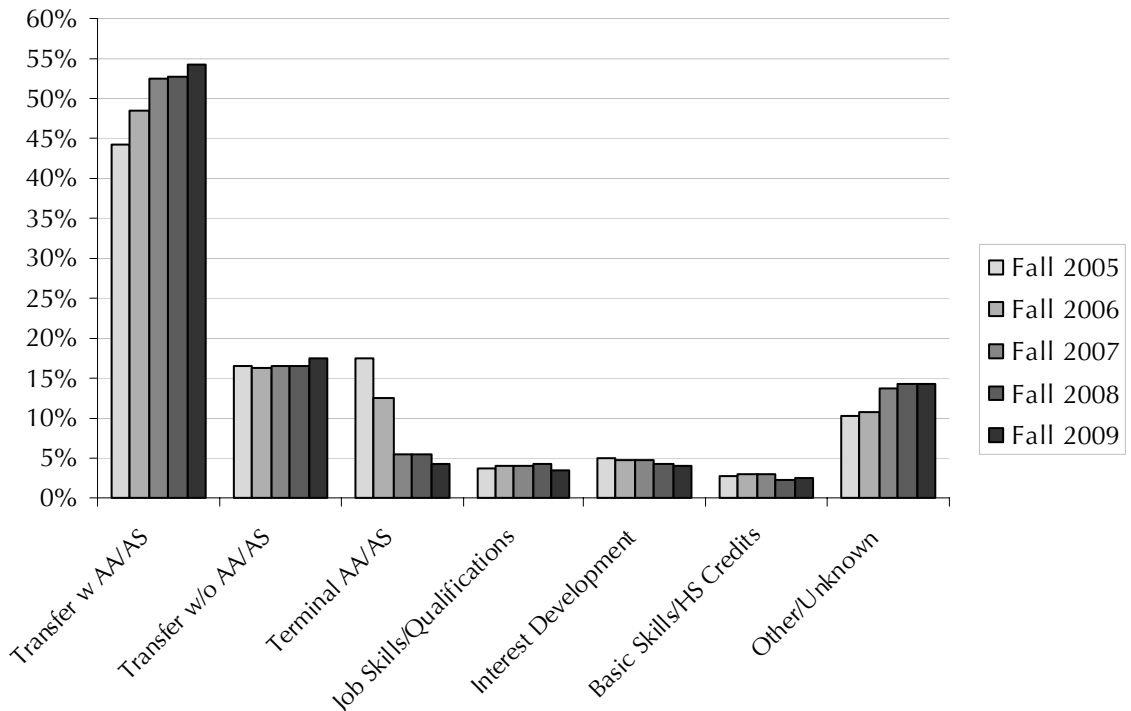
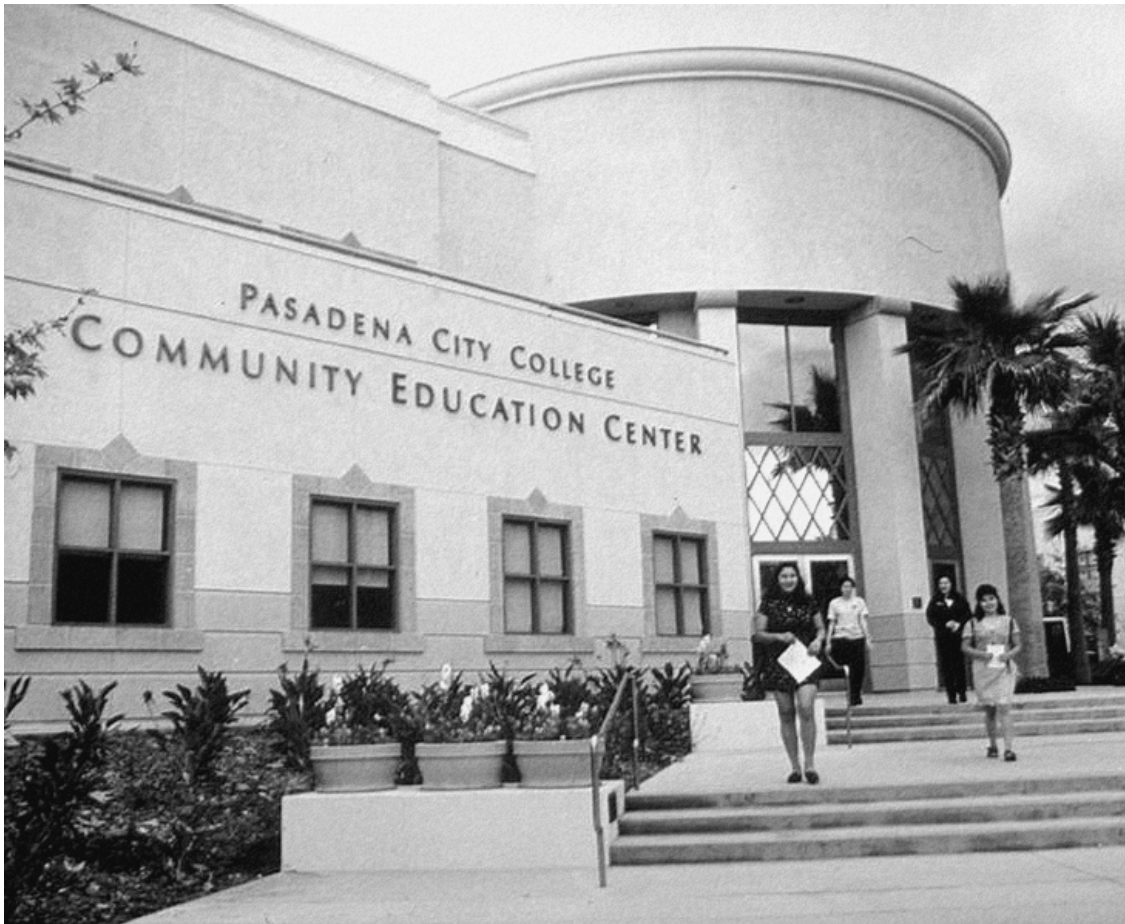


Table 3-8
First-time College Students by
Educational Goal

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
Transfer w AA/AS	2179	2511	2903	3150	2735
Transfer w/o AA/AS	811	841	910	991	884
Terminal AA Degree	780	566	243	266	163
Terminal AS Degree	88	86	64	65	51
1-Yr. Voc. Certificate	34	41	56	58	44
Acquire Job Skills	105	117	101	126	88
Update Current Job Skills	19	24	41	34	21
Maintain Cert./License	23	22	26	35	29
Formulate Career Plans	134	125	140	155	117
Personal Development	117	122	118	98	80
Basic Skills	49	74	66	62	53
Complete HS Credits	81	82	94	77	68
Other/Unknown	508	558	764	845	720
<i>Total</i>	<i>4928</i>	<i>5169</i>	<i>5526</i>	<i>5962</i>	<i>5053</i>
<i>Percent</i>					
Transfer w AA/AS	44.2	48.6	52.5	52.8	54.1
Transfer w/o AA/AS	16.5	16.3	16.5	16.6	17.5
Terminal AA Degree	15.8	10.9	4.4	4.5	3.2
Terminal AS Degree	1.8	1.7	1.2	1.1	1.0
1-Yr. Voc. Certificate	0.7	0.8	1.0	1.0	0.9
Acquire Job Skills	2.1	2.3	1.8	2.1	1.7
Update Current Job Skills	0.4	0.5	0.7	0.6	0.4
Maintain Cert./License	0.5	0.4	0.5	0.6	0.6
Formulate Career Plans	2.7	2.4	2.5	2.6	2.3
Personal Development	2.4	2.4	2.1	1.6	1.6
Basic Skills	1.0	1.4	1.2	1.0	1.0
Complete HS Credits	1.6	1.6	1.7	1.3	1.3
Other/Unknown	10.3	10.8	13.8	14.2	14.2

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. In Fall 2009, the total number of noncredit students was 3,391 which is approximately 11% of the total student population of 29,978 (credit and noncredit combined).

Figure 4-1
Total Noncredit Students

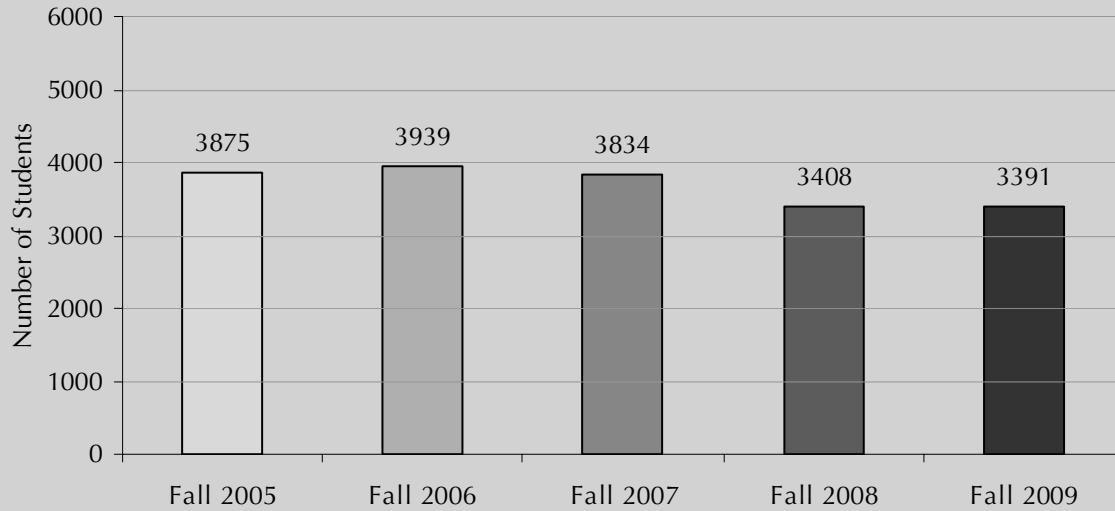


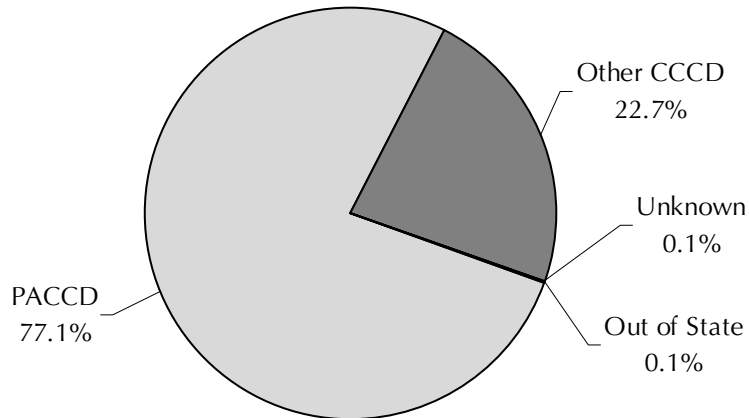
Table 4-1
Total Noncredit Students

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Number	3875	3939	3834	3408	3391
% change	-2.4	1.7	-2.7	-11.1	-0.5

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 2009, approximately 77% of noncredit students lived in the Pasadena Area Community College District (PACCD). Twenty-three percent of noncredit students lived in another California Community College District (CCCD).

Figure 4-2
Fall 2009 Noncredit Students by
Mailing Address



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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
PACCD	3064	3124	3039	2748	2614
Other CCCD	804	803	789	655	770
Out of State	5	8	4	1	2
Unknown	2	4	2	4	5
<i>Total</i>	<i>3875</i>	<i>3939</i>	<i>3834</i>	<i>3408</i>	<i>3391</i>
<i>Percent</i>					
PACCD	79.1	79.3	79.3	80.6	77.1
Other CCCD	20.7	20.4	20.6	19.2	22.7
Out of State	0.1	0.2	0.1	0.0	0.1
Unknown	0.1	0.1	0.1	0.1	0.1

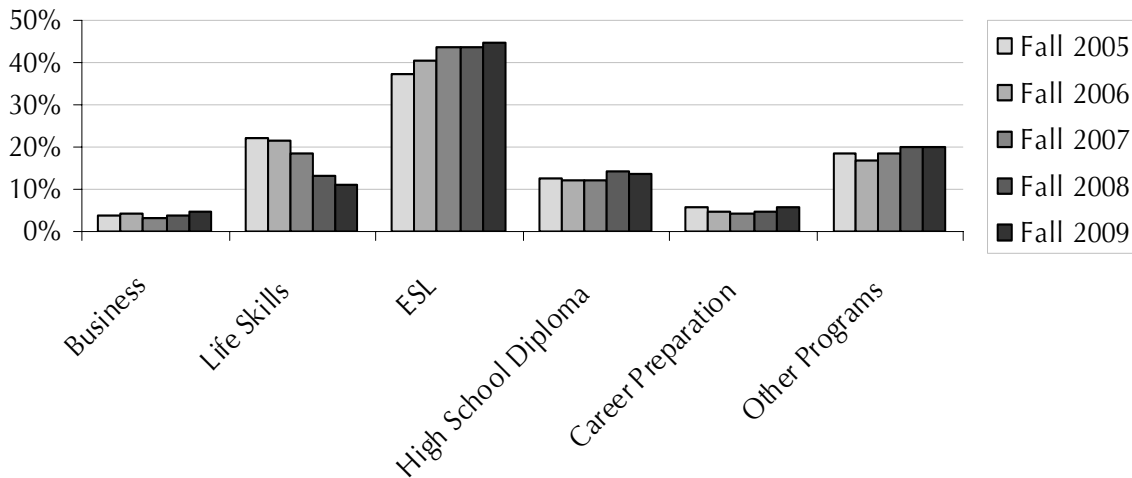
Programs

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.

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 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Business	164	177	136	138	170
	Life Skills	921	912	758	484	398
	ESL	1574	1702	1810	1576	1631
	High School Diploma	533	511	508	522	501
	Career Preparation	234	195	183	174	201
	Other Programs	763	719	759	732	727
	<i>Total</i>	4189	4216	4154	3626	3628
<i>Percent</i>						
	Business	3.9	4.2	3.3	3.8	4.7
	Life Skills	22.0	21.6	18.2	13.3	11.0
	ESL	37.6	40.4	43.6	43.5	45.0
	High School Diploma	12.7	12.1	12.2	14.4	13.8
	Career Preparation	5.6	4.6	4.4	4.8	5.5
	Other Programs	18.2	17.1	18.3	20.2	20.0

Programs by Gender

In Fall 2009, 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 48% of the students in the High School Diploma Program (HSDP) were female.

Figure 4-4
Fall 2009 Noncredit Programs by Gender

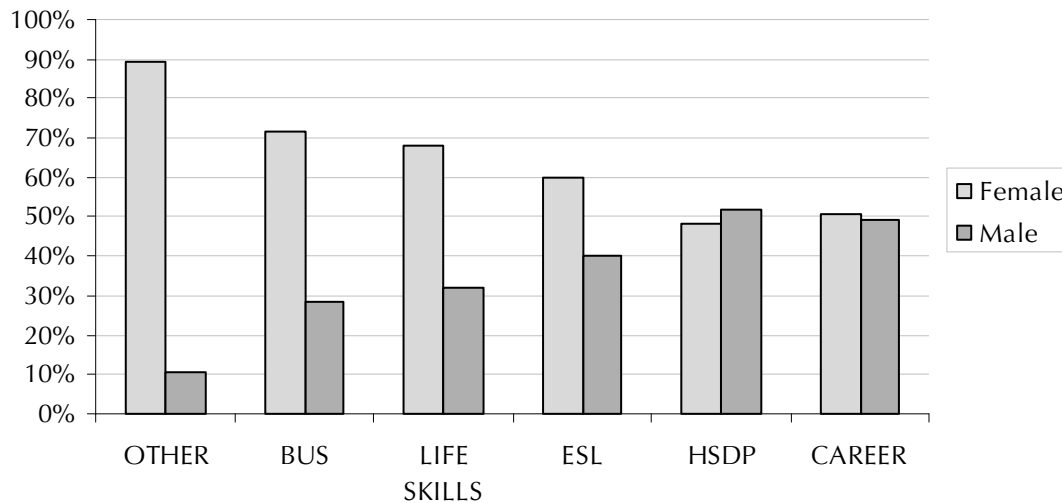


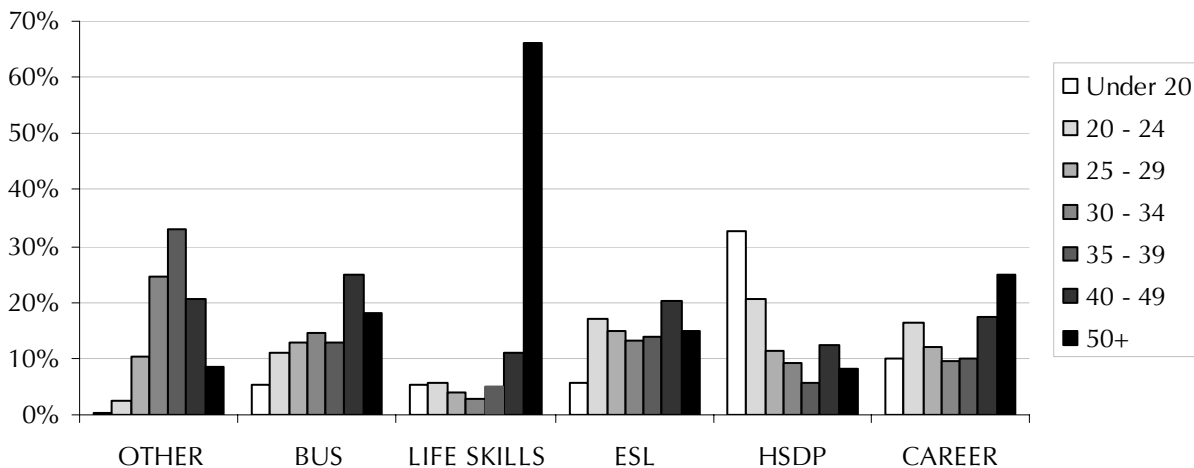
Table 4-4
Fall 2009 Noncredit Programs by
Gender

		OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>							
	Female	650	121	270	976	241	102
	Male	76	48	127	655	260	99
	<i>Total</i>	726	169	397	1631	501	201
<i>Percent of Program</i>							
	Female	89.5	71.6	68.0	59.8	48.1	50.7
	Male	10.5	28.4	32.0	40.2	51.9	49.3

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 2009 Noncredit Programs by Age



**Table 4-5
Fall 2009 Noncredit Programs by
Age**

		OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>							
	Under 20	2	9	21	95	164	20
	20 - 24	19	19	23	281	103	33
	25 - 29	75	22	15	244	57	24
	30 - 34	178	25	12	213	46	19
	35 - 39	240	22	20	225	28	20
	40 - 49	150	42	44	328	62	35
	50+	63	31	263	245	41	50
	<i>Total</i>	727	170	398	1631	501	201
<i>Percent of Program</i>							
	Under 20	0.3	5.3	5.3	5.8	32.7	10.0
	20 - 24	2.6	11.2	5.8	17.2	20.6	16.4
	25 - 29	10.3	12.9	3.8	15.0	11.4	11.9
	30 - 34	24.5	14.7	3.0	13.1	9.2	9.5
	35 - 39	33.0	12.9	5.0	13.8	5.6	10.0
	40 - 49	20.6	24.7	11.1	20.1	12.4	17.4
	50+	8.7	18.2	66.1	15.0	8.2	24.9

Programs by Ethnicity

Hispanic/Latinos were the largest ethnic group in five of the seven noncredit programs in Fall 2009, particularly in the ESL program. Whites and Asians/Pacific Islanders were the largest groups in the Parent Education (PAR) program. Whites constituted 47% of the Life Skills program. The "All Other" ethnic category includes all other ethnic groups as well as students for whom the ethnicity is not known. In the Life Skills Program, ethnicity was not known for nearly 21% of the students in 2009.

Figure 4-6
Fall 2009 Noncredit Programs by
Ethnicity

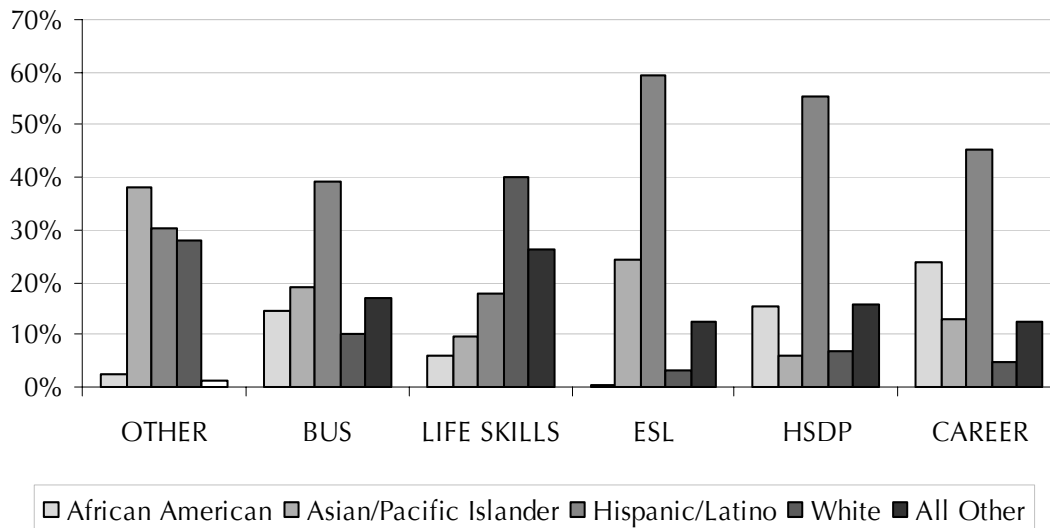


Table 4-6
Fall 2007 Noncredit Programs by
Ethnicity

	OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>						
African American	16	25	24	6	77	47
Asian/Pacific Islander	240	32	38	394	31	26
Hispanic/Latino	192	67	71	971	278	90
White	176	17	160	56	35	10
All Other	103	29	105	204	80	28
<i>Total</i>	727	170	398	1631	501	201
<i>Percent of Program</i>						
African American	2.2	14.7	6.0	0.4	15.4	23.4
Asian/Pacific Islander	33.0	18.8	9.5	24.2	6.2	12.9
Hispanic/Latino	26.4	39.4	17.8	59.5	55.5	44.8
White	24.2	10.0	40.2	3.4	7.0	5.0
All Other	14.2	17.1	26.4	12.5	16.0	13.9

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 2009 Noncredit Programs by
Citizenship

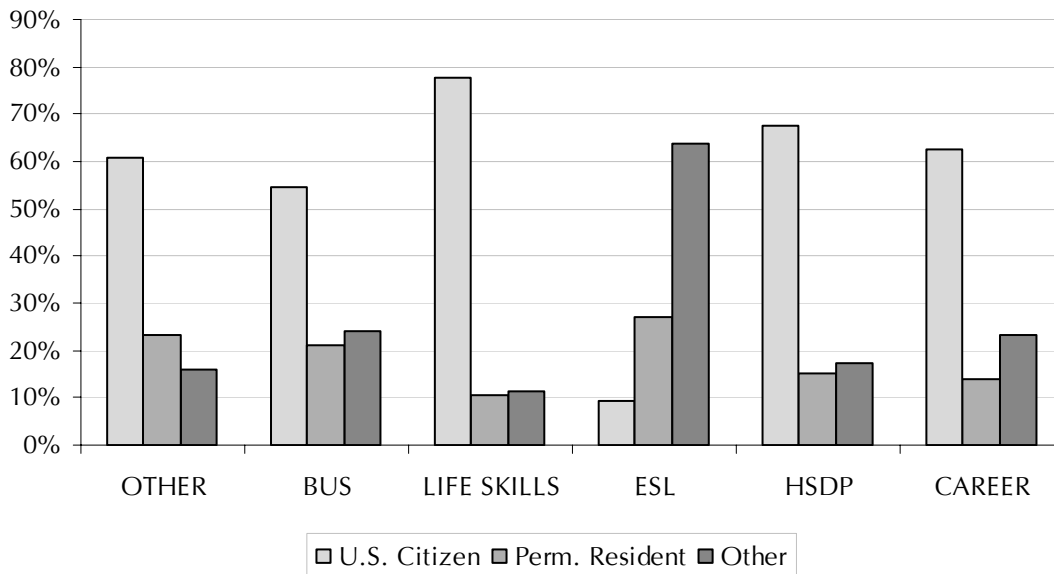


Table 4-7
Fall 2009 Noncredit Programs by
Citizenship

	OTHER	BUS	LIFE SKILLS	ESL	HSDP	CAREER
<i>Number</i>						
U.S. Citizen	441	93	311	153	338	126
Perm. Resident	169	36	42	439	77	28
Other	117	41	46	1039	86	47
<i>Total</i>	<i>727</i>	<i>170</i>	<i>399</i>	<i>1631</i>	<i>501</i>	<i>201</i>
<i>Percent of Program</i>						
U.S. Citizen	60.7	54.7	77.9	9.4	67.5	62.7
Perm. Resident	23.2	21.2	10.5	26.9	15.4	13.9
Other	16.1	24.1	11.5	63.7	17.2	23.4

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 2009-10, the largest team sport for males still remains football, with 72 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 2009-10 was 313.

Figure 5-1
Male Athletes by
Sport

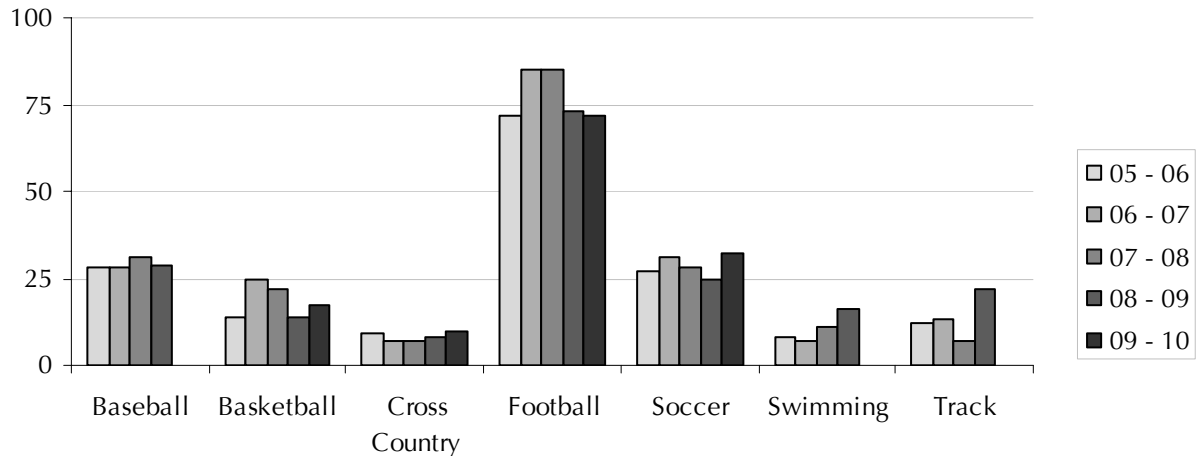
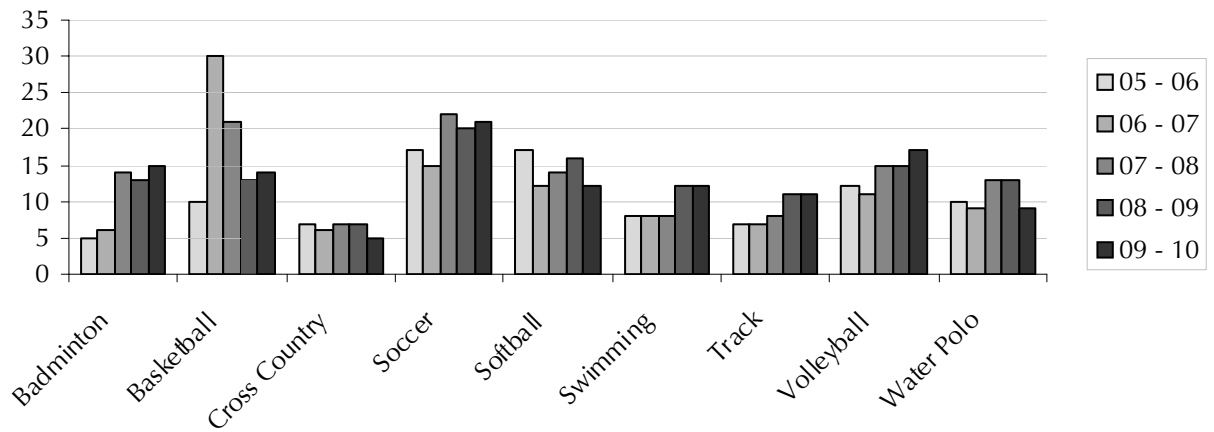


Table 5-1
Male Athletes by
Sport

		05 - 06	06 - 07	07 - 08	08 - 09	09 - 10
<i>Number</i>						
	Baseball	28	28	31	29	29
	Basketball	14	25	22	14	17
	Cross Country	9	7	7	8	10
	Football	72	85	85	73	72
	Soccer	27	31	28	25	32
	Swimming	8	7	11	16	14
	Track	12	13	7	22	23
	<i>Total</i>	<i>170</i>	<i>196</i>	<i>191</i>	<i>187</i>	<i>197</i>

Athletes

Figure 5-2
Female Athletes by
Sport



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

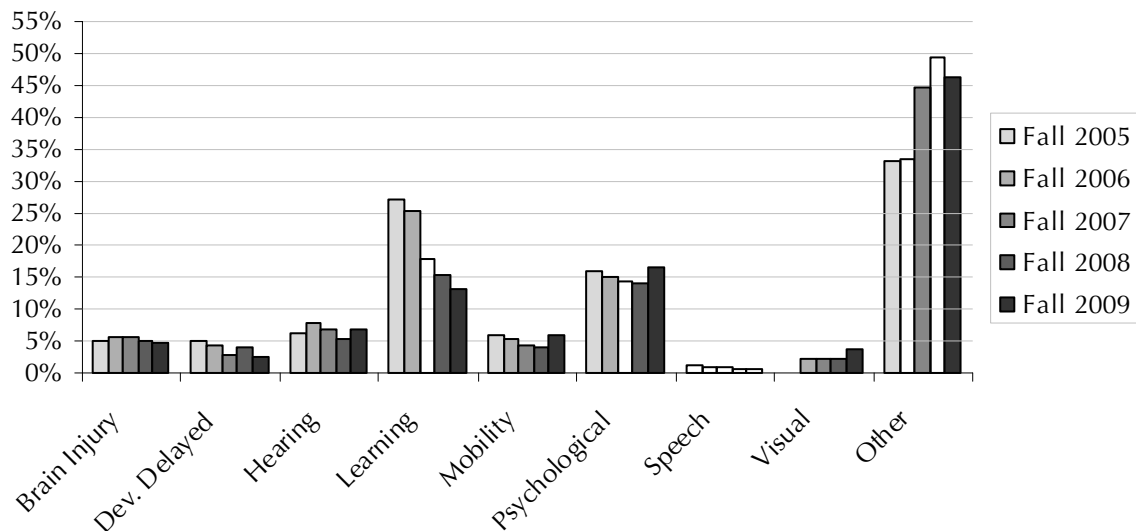
	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10
<i>Number</i>					
Badminton	5	6	14	13	15
Basketball	10	30	21	13	14
Cross Country	7	6	7	7	5
Soccer	17	15	22	20	21
Softball	17	12	14	16	12
Swimming	8	8	8	12	12
Track	7	7	8	11	11
Volleyball	12	11	15	15	17
Water Polo	10	9	13	13	9
<i>Total</i>	93	104	122	120	116

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 2009, 618 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



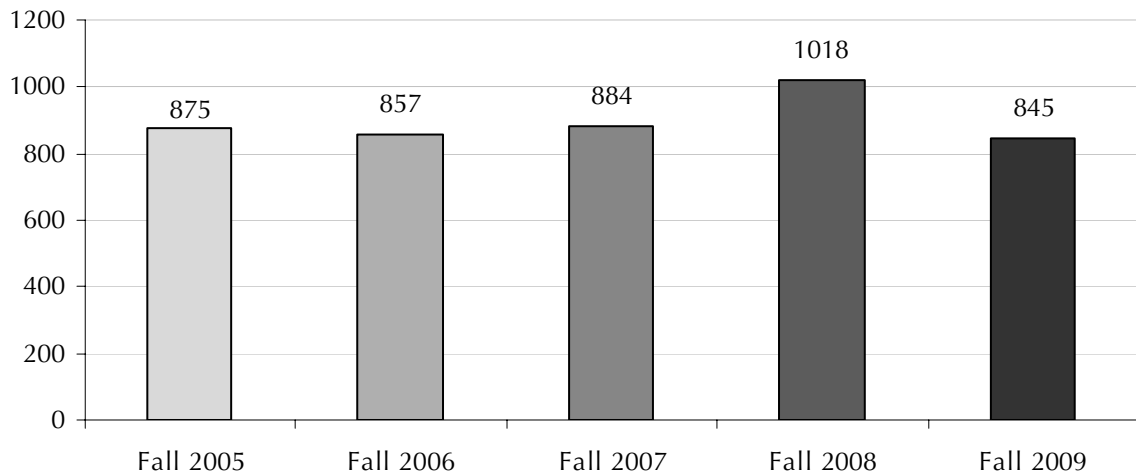
**Table 5-3
DSP&S Students by
Disability**

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
	Brain Injury	29	32	31	28	29
	Dev. Delayed	30	26	16	22	16
	Hearing	37	45	38	29	42
	Learning	159	148	100	86	81
	Mobility	35	31	25	23	36
	Psychological	93	87	81	78	102
	Speech	7	6	6	4	4
	Visual	0	13	13	13	23
	Other	193	195	252	275	285
	<i>Total DSP&S</i>	583	583	562	558	618
	Total PCC	25162	24822	25132	25901	26587
	<i>Percent of PCC</i>	2.3	2.3	2.2	2.2	2.3
<i>Percent of DSP&S</i>						
	Brain Injury	5.0	5.5	5.5	5.0	4.7
	Dev. Delayed	5.1	4.5	2.8	3.9	2.6
	Hearing	6.3	7.7	6.8	5.2	6.8
	Learning	27.3	25.4	17.8	15.4	13.1
	Mobility	6.0	5.3	4.4	4.1	5.8
	Psychological	16.0	14.9	14.4	14.0	16.5
	Speech	1.2	1.0	1.1	0.7	0.6
	Visual	0.0	2.2	2.3	2.3	3.7
	Other	33.1	33.4	44.8	49.3	46.1

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. Fall 2009 shows a decline from the previous high point in the number of EOP&S in Fall 2008.

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 2008-09.

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 2008-09 was in the form of grants.

Table 5-4 shows that the academic year 2008-09 saw a peak in the total dollar amount of aid given. Table 5-5 shows that the number of students receiving financial aid has risen during the past five years.

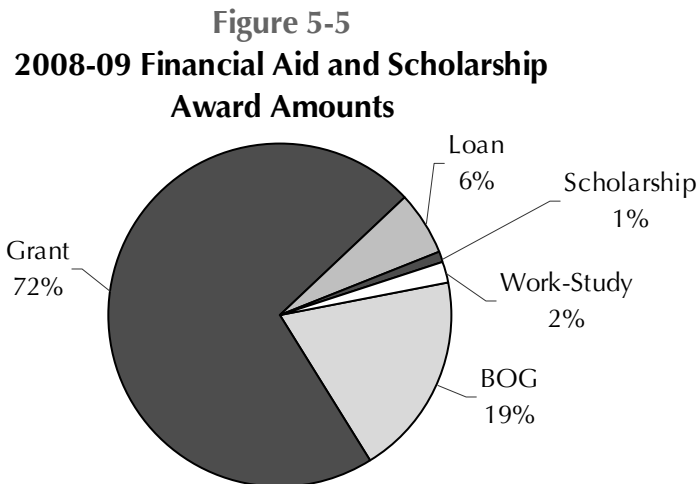


Table 5-4
Financial Aid and Scholarship Award Amounts

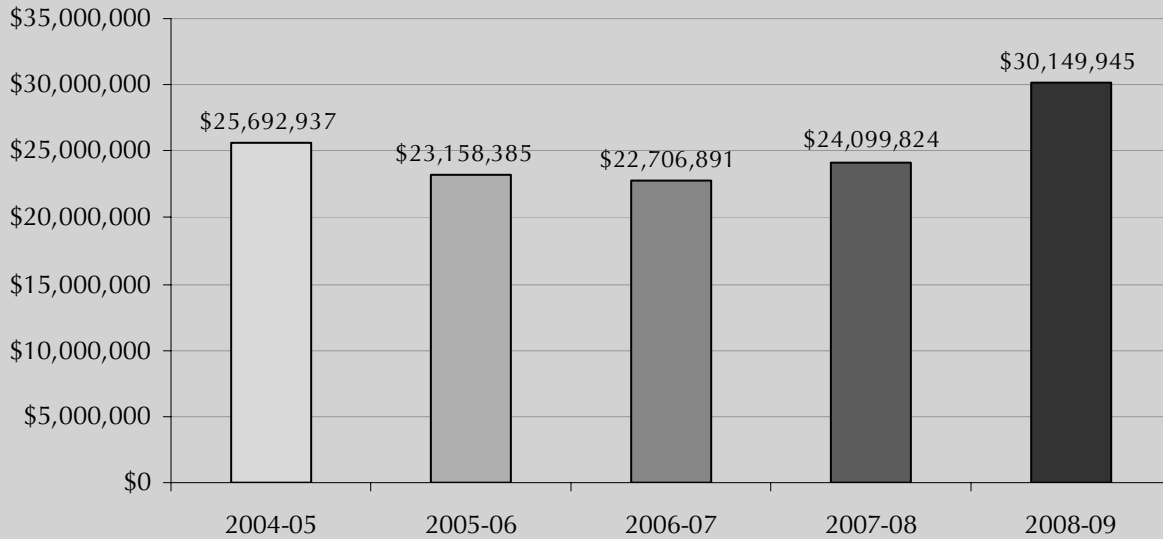
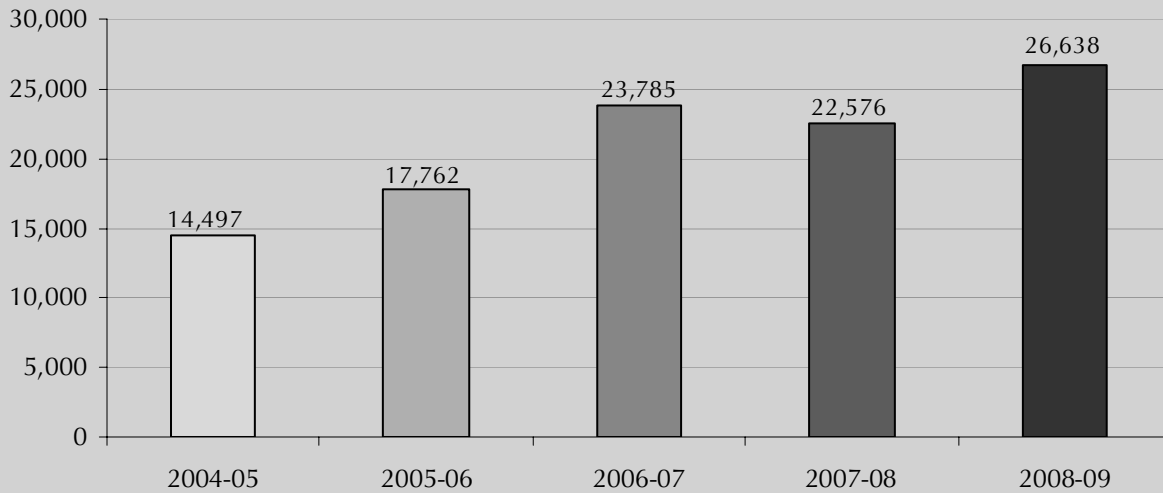


Table 5-5
Financial Aid Students

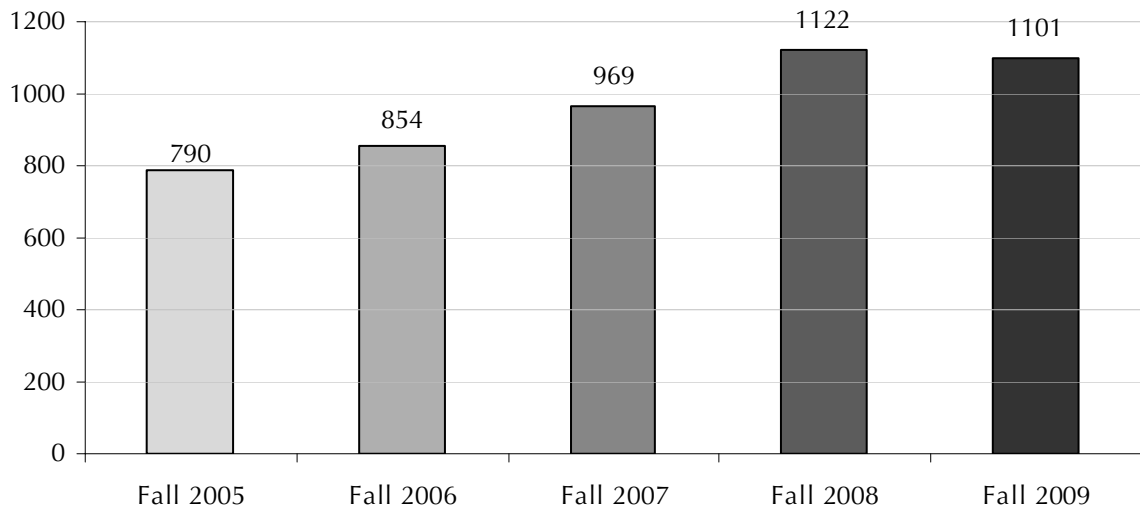


International Students

From 2005 to Fall 2008, the number of international students has steadily increased. However, in Fall 2009 there was a slight decrease in the number of international students.

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 2009. 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

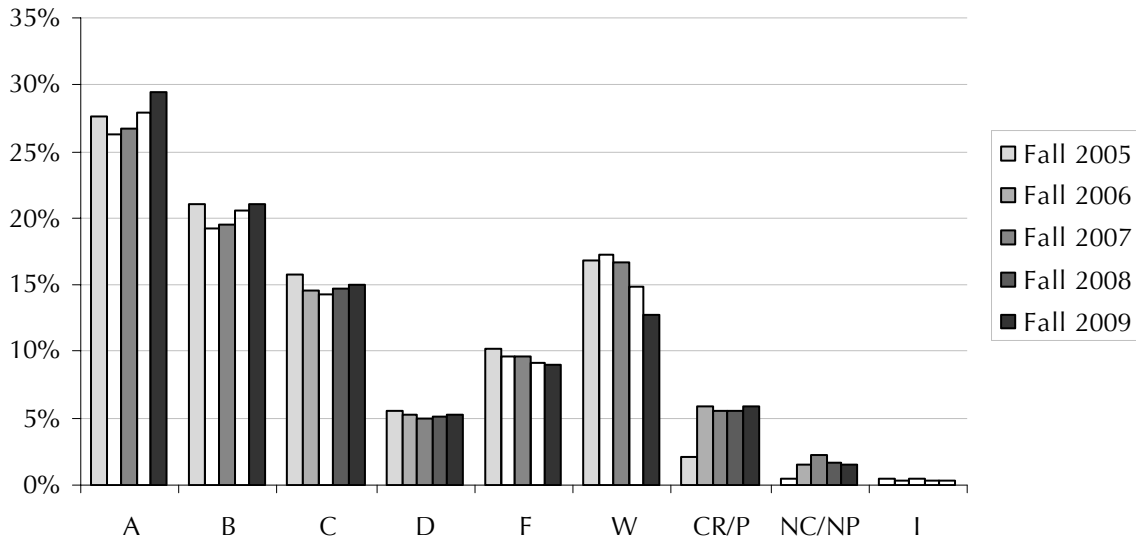
GRADES, SUCCESS, & RETENTION



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

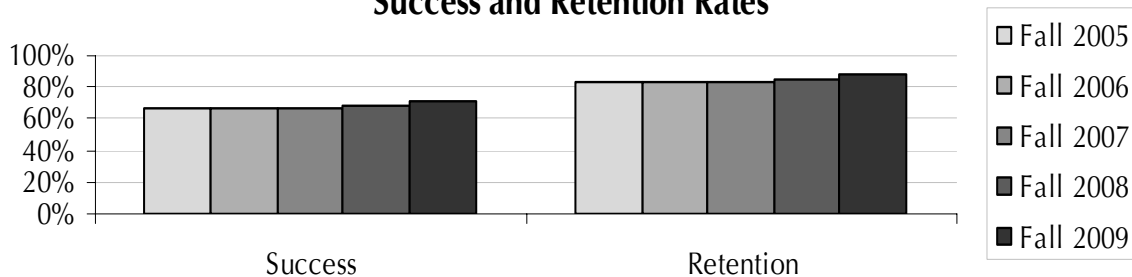


Two common indicators of student performance, which are used statewide, are success and retention rates. The success rate is the percentage of students who received an A, B, C, or CR/P upon completion of the term. The retention rate is the percentage of students who do not receive a W. Over the past four years, success rates have held fairly constant. Fall 2009 success rates have risen to just over 71%, while retention rates for Fall 2009 have risen to over 87%.

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

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

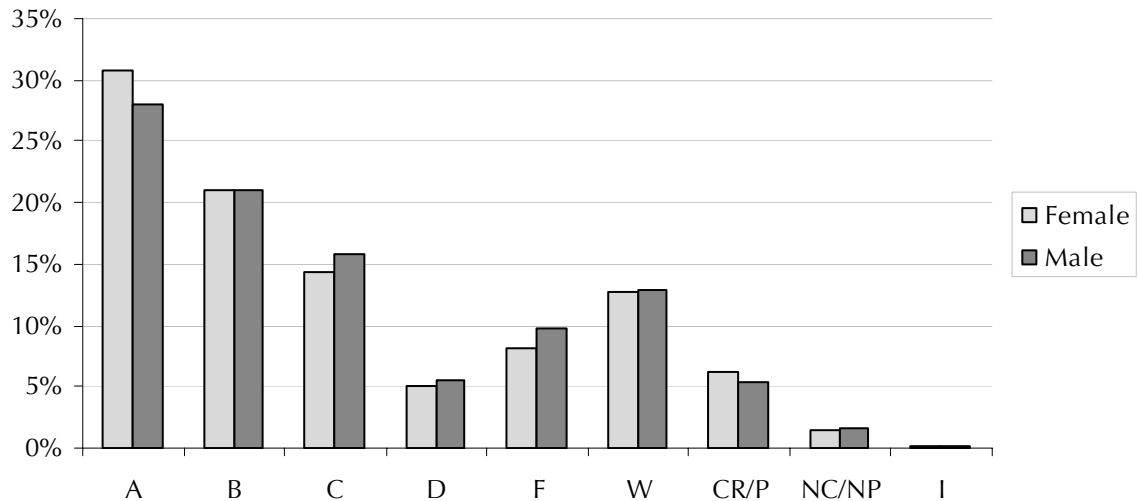
Figure 6-2
Success and Retention Rates



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 2009 Grade Distribution by Gender





Age

Older students tend to earn better grades. In Fall 2009, 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 2009 Grades by
Age Group

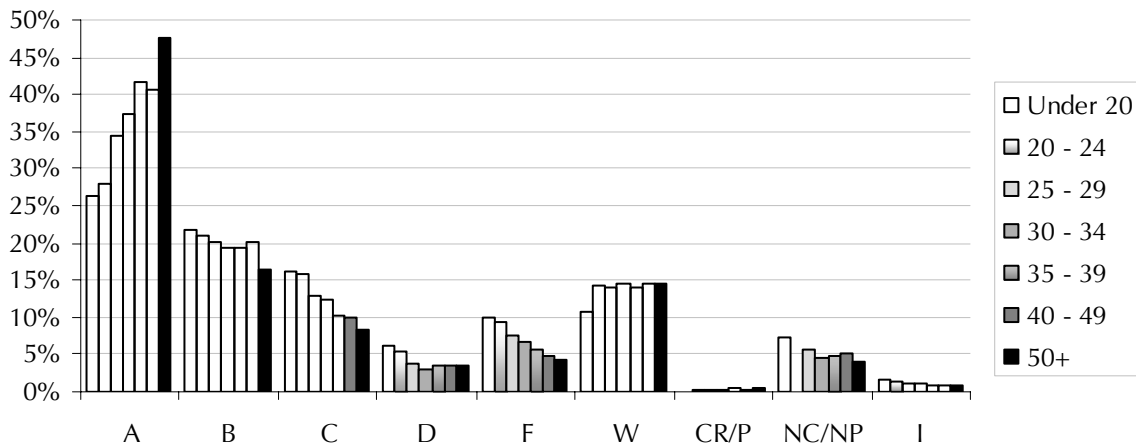
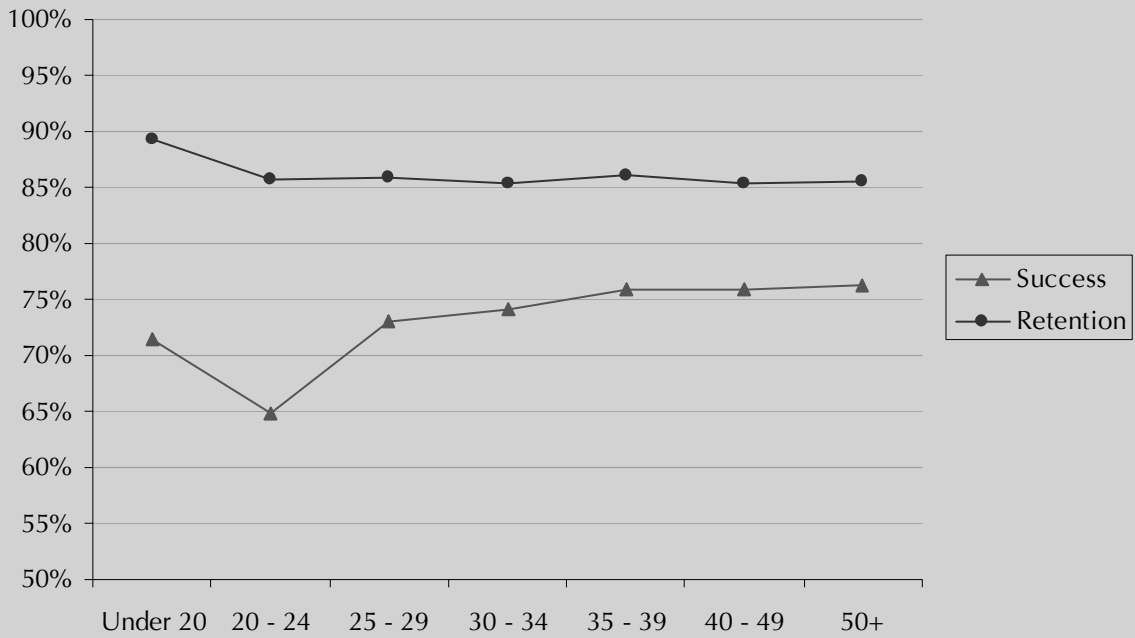


Figure 6-5
Fall 2009 Success and Retention by
Age Group



Ethnicity

In Fall 2009, 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 2009 Hispanic/Latinos and African American students showed an increase in success and retention rates over the previous four Fall terms.

Figure 6-6
Fall 2009 Grade Distribution by
Ethnicity

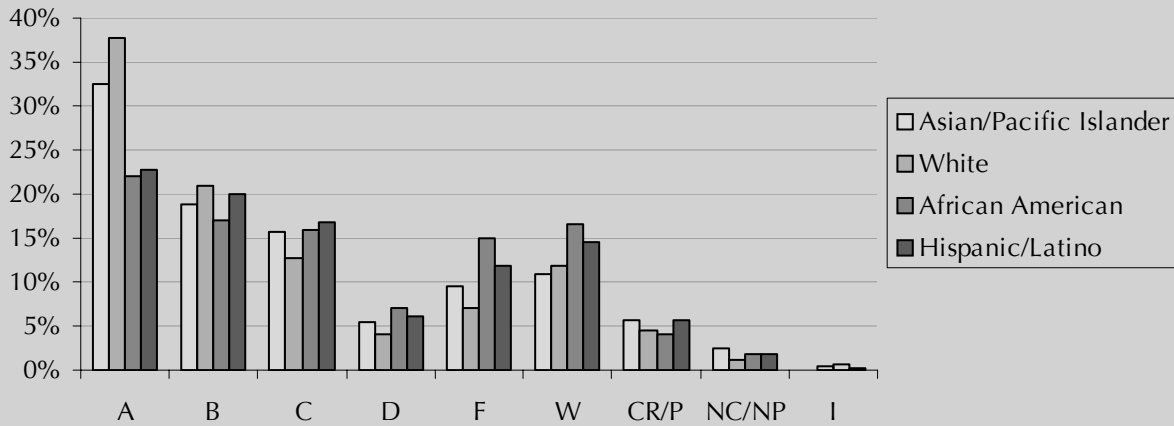
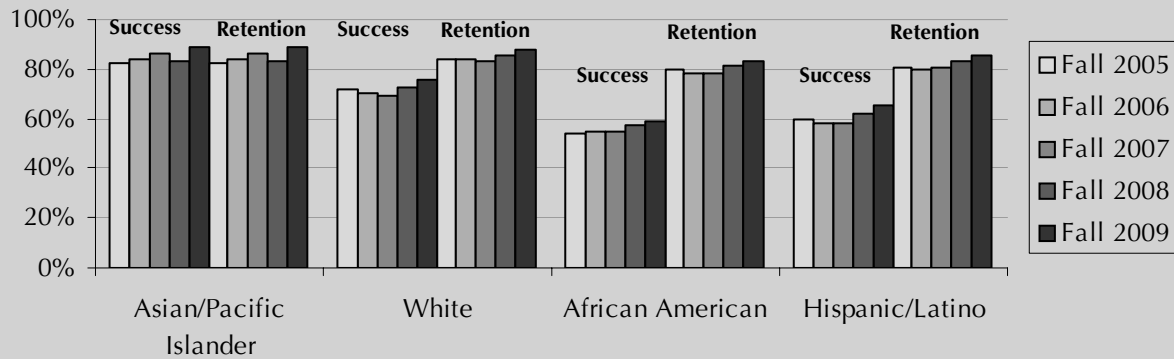


Figure 6-7
Success and Retention by
Ethnicity



Ethnicity

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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
African American					
A	20.9	21.6	20.3	22.1	21.9
B	16.1	14.5	16.0	15.5	17.0
C	15.5	14.4	15.0	15.9	15.9
D	6.6	5.7	5.9	6.4	7.0
F	17.6	14.3	13.1	14.5	15.1
W	20.4	21.5	21.6	18.4	16.5
(F & W)	38.0	35.8	34.7	32.9	31.6
CR/P	1.4	4.6	3.8	3.8	4.1
NC/NP	0.8	2.3	3.6	2.5	1.9
I	0.8	1.0	0.8	1.0	0.6
Success	53.9	55.2	55.0	57.3	58.9
Retention	79.6	78.5	78.4	81.6	83.5
Asian/Pacific Islander					
A	31.1	26.5	30.6	27.1	32.4
B	21.3	19.9	17.6	21.6	18.9
C	13.3	15.1	15.1	14.4	15.7
D	5.7	4.7	5.4	4.0	5.5
F	7.2	10.3	9.1	8.2	9.5
W	18.0	15.8	13.7	16.6	11.0
(F & W)	25.1	26.2	22.9	24.8	20.5
CR/P	2.2	6.0	5.4	6.7	5.6
NC/NP	1.8	2.1	5.3	2.3	2.5
I	0.6	1.0	0.9	0.4	0.1
Success	68.0	67.5	68.7	69.9	72.7
Retention	82.0	84.2	86.3	83.4	89.0

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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Hispanic/Latino					
A	20.1	18.5	19.0	21.1	22.7
B	19.7	17.7	18.1	19.1	20.1
C	17.7	16.2	15.4	16.2	16.9
D	6.7	6.4	5.7	6.4	6.2
F	13.4	13.1	13.4	12.3	11.8
W	19.6	20.1	19.2	17.2	14.7
(F & W)	33.0	33.2	32.6	29.6	26.5
CR/P	1.9	5.8	5.5	5.3	5.6
NC/NP	0.4	2.0	3.2	1.9	1.8
I	0.4	0.3	0.4	0.4	0.2
Success	59.4	58.1	58.0	61.7	65.3
Retention	80.4	79.9	80.8	82.8	85.3
White					
A	36.0	32.8	33.2	34.9	37.7
B	20.9	19.7	19.7	20.2	20.8
C	12.7	12.8	11.7	12.6	12.7
D	3.9	4.0	3.8	3.5	4.0
F	8.0	7.9	8.2	8.0	7.1
W	15.9	16.4	17.0	14.6	11.7
(F & W)	23.8	24.3	25.3	22.6	18.9
CR/P	1.7	4.6	4.5	4.6	4.6
NC/NP	0.4	1.4	1.6	1.4	1.0
I	0.5	0.5	0.5	0.3	0.4
Success	71.4	69.9	69.0	72.2	75.7
Retention	84.1	83.6	83.0	85.4	88.3

GPA

The Hispanic/Latino average GPA has increased from 2.19 in Fall 2006 to 2.35 in Fall 2009. For African American students, GPA has remained basically stable at 2.19 from Fall 2006 to Fall 2009. 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

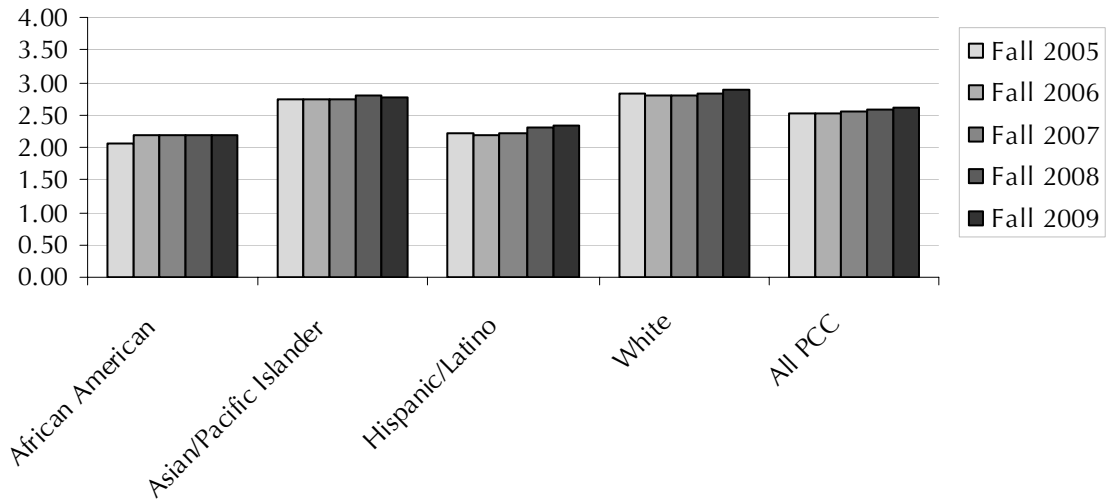


Table 6-3
Average Student GPA by
Ethnicity

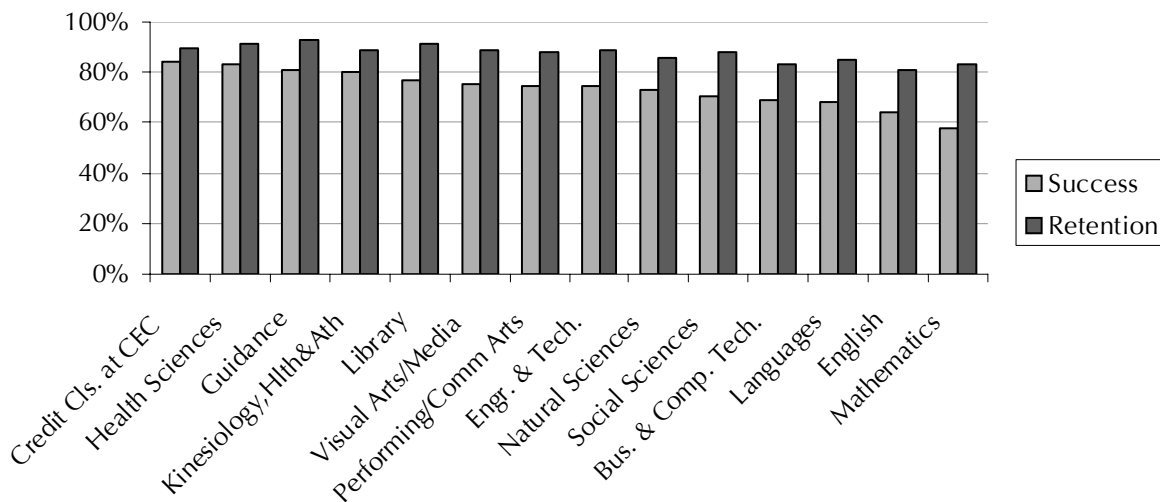
		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Average</i>						
	African American	2.07	2.19	2.19	2.19	2.19
	Asian/Pacific Islander	2.73	2.73	2.73	2.79	2.78
	Hispanic/Latino	2.23	2.19	2.22	2.32	2.35
	White	2.84	2.80	2.81	2.84	2.88
	All PCC	2.52	2.51	2.54	2.59	2.60

Division

The divisions in Figure 6-9 are sorted by descending success rate for Fall 2009. Credit classes taught at CEC (Community Education Center) have the highest success rate at 84%, the highest its been since Fall 2005. Next was Health Sciences having a success rate at 83% and retention rate at 91%, while Mathematics had the lowest success rate at 58% and a retention rate of 82% for Fall 2009. 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 Engineering and Technology, Languages, Library, 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 2009 Success and Retention by
Division





Division

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

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Percent</i>						
	Credit Cls. at CEC	82.0	81.1	77.4	73.3	84.0
	Health Sciences	83.5	82.1	78.2	82.6	83.3
	Guidance	80.9	81.4	79.0	81.0	81.2
	Kinesiology, Hlth&Ath	74.6	72.6	75.1	77.5	80.5
	Library	74.7	71.5	67.1	73.8	77.2
	Visual Arts/Media	66.8	66.0	67.1	69.7	75.3
	Performing/Comm Arts	70.9	68.4	70.9	72.3	74.8
	Engr. & Tech.	66.6	69.4	70.3	71.3	74.7
	Natural Sciences	66.8	67.6	69.1	71.0	72.8
	Social Sciences	64.7	62.6	62.8	66.9	70.3
	Bus. & Comp. Tech.	64.1	66.0	67.0	64.9	68.7
	Languages	68.0	65.4	67.8	69.0	68.0
	English	67.3	67.5	63.6	67.6	64.1
	Mathematics	54.4	55.4	53.5	58.3	58.1
	Grand Total	83.2	82.7	83.3	85.1	87.2

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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Percent</i>					
Guidance	91.4	90.7	92.3	90.0	92.6
Library	85.5	82.3	85.1	87.5	91.7
Health Sciences	90.6	90.6	88.1	90.6	91.5
Credit Cls. at CEC	92.8	89.2	86.1	75.8	89.3
Engr. & Tech.	84.4	83.8	85.0	85.7	89.2
Visual Arts/Media	85.1	83.6	83.9	86.6	88.7
Kinesiology, Hlth&Ath	85.7	82.3	84.2	87.6	88.7
Social Sciences	82.4	81.8	81.8	85.3	88.0
Performing/Comm Arts	84.0	82.7	83.3	84.9	87.8
Natural Sciences	81.7	82.1	82.8	84.9	86.1
Languages	84.2	81.3	83.5	84.6	85.0
Bus. & Comp. Tech.	81.7	82.2	82.4	82.0	83.4
Mathematics	79.0	79.3	80.0	82.4	83.1
English	83.8	85.1	85.2	85.5	80.7
<i>All PCC</i>	83.2	82.7	83.3	85.1	87.2

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 2009, 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 2009. Success rates in classification III have been increasing for the last four Fall terms. In Fall 2009, retention rates for classification I, II, and III increased compared to the previous Fall term.

Figure 6-10
Fall 2009 Grade Distribution by
Course Type

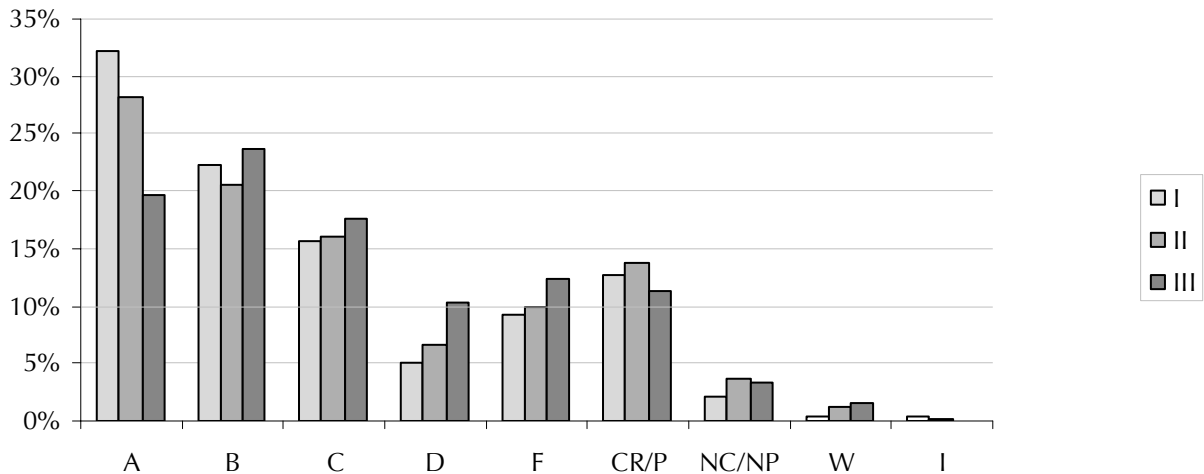


Figure 6-11
Success Rate by
Course Type

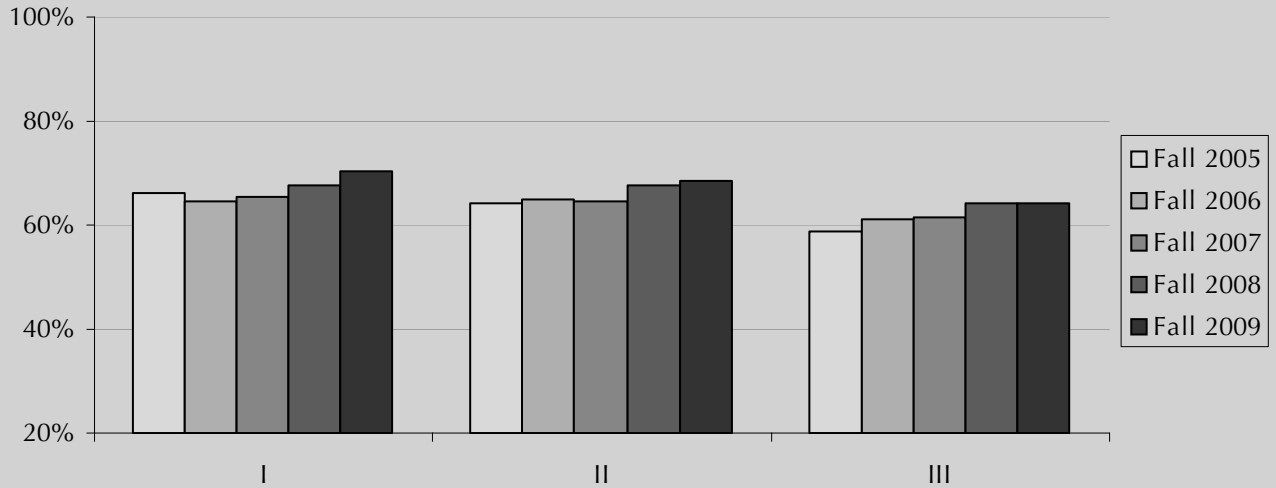
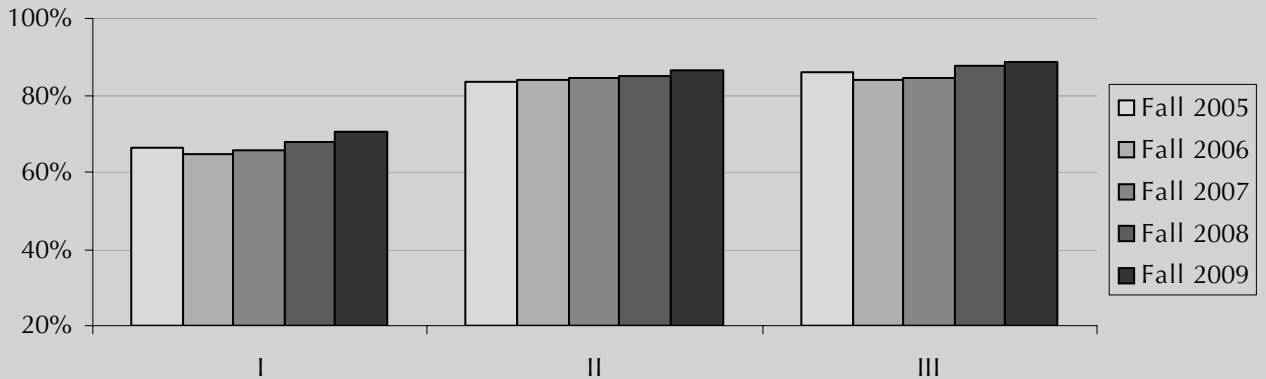


Figure 6-12
Retention Rate by
Course Type



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 2005 to Fall 2009.

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

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Percent</i>						
	A	28.5	28.4	29.2	30.2	32.2
	B	21.5	20.5	21.0	22.0	22.3
	C	15.7	15.3	15.0	15.3	15.7
	D	5.1	5.3	4.9	5.0	5.1
	F	9.8	10.0	9.8	9.7	9.2
	W	17.0	18.0	17.3	15.1	12.7
	CR/P	1.7	1.9	2.2	2.1	2.1
	NC/NP	0.2	0.2	0.4	0.3	0.4
	I	0.4	0.3	0.4	0.3	0.3
	Success	67.4	66.2	67.4	69.6	72.3
	Retention	83.0	82.0	82.7	84.9	87.3

Table 6-7
Percent of Grade Distribution for
Classification II

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Percent</i>						
	A	26.8	27.5	26.8	28.8	28.2
	B	19.5	19.3	19.1	20.2	20.5
	C	15.2	15.2	15.3	15.2	15.9
	D	6.1	6.2	6.6	6.6	6.6
	F	11.3	10.5	11.1	9.2	9.9
	CR/P	2.8	3.1	3.3	3.5	3.7
	NC/NP	1.3	1.2	1.5	1.3	1.3
	W	16.4	16.3	15.5	14.9	13.7
	I	0.6	0.7	0.8	0.4	0.2
	Success	64.3	65.2	64.5	67.7	68.3
	Retention	83.6	83.7	84.5	85.1	86.3

Table 6-8
Percent of Grade Distribution for
Classification III

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Percent</i>						
	A	15.7	17.1	18.9	19.3	19.8
	B	18.6	21.4	21.2	21.3	23.6
	C	18.9	18.1	18.8	20.4	17.6
	D	11.0	9.2	8.2	9.3	10.3
	F	13.2	11.6	13.2	12.5	12.4
	W	14.0	15.9	15.7	12.5	11.4
	CR/P	5.6	4.5	2.8	3.2	3.4
	NC/NP	3.0	2.1	1.2	1.3	1.5
	I	0.0	0.0	0.1	0.1	0.0
	Success	58.7	61.1	61.6	64.3	64.4
	Retention	86.0	84.1	84.3	87.5	88.6

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 2009, students received proportionally more As, Bs, and Ws than any other grade in vocational courses. Success and retention rates both increased slightly in Fall 2009 compared to those in the previous year.

Figure 6-13
Fall 2009 Grade Distribution of
Vocational Courses

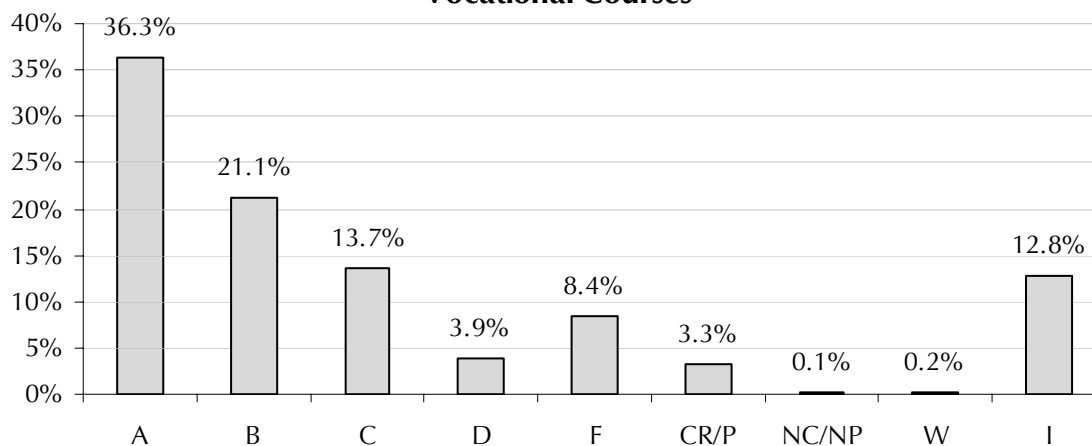


Figure 6-14
Success and Retention by
Vocational Courses

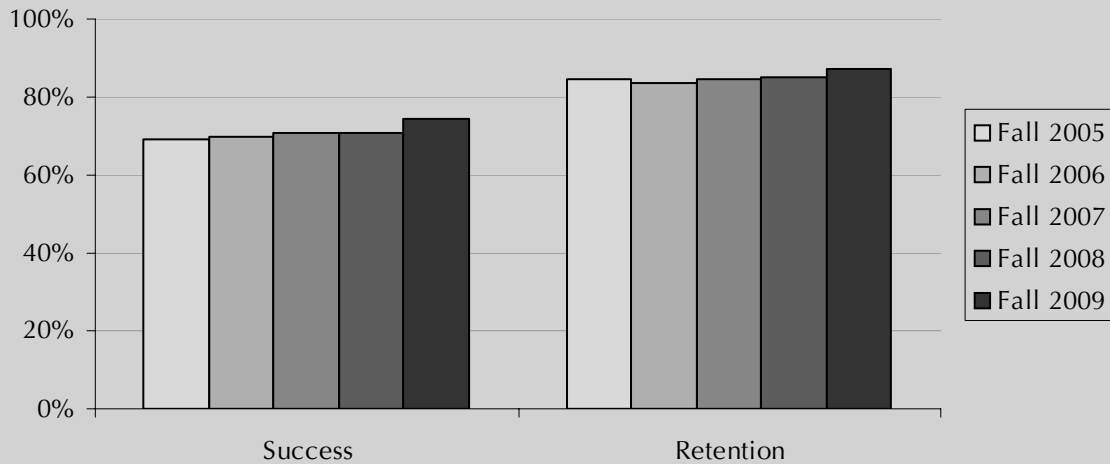


Table 6-9
Grade Distribution by
Vocational Courses

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
	<i>Percent</i>					
	A	33.5	34.1	33.9	34.3	36.3
	B	20.0	19.8	21.1	20.7	21.1
	C	12.3	12.2	12.4	12.4	13.7
	D	4.2	3.9	3.7	4.2	3.9
	F	10.1	8.8	8.7	9.0	8.4
	CR/P	3.4	3.6	3.6	3.4	3.3
	NC/NP	0.4	0.3	0.3	0.2	0.1
	W	0.7	1.0	0.9	0.7	0.2
	I	15.5	16.5	15.5	15.1	12.8
	Success	69.2	69.6	71.0	70.7	74.5
	Retention	84.5	83.5	84.5	84.9	87.2

CHAPTER 7

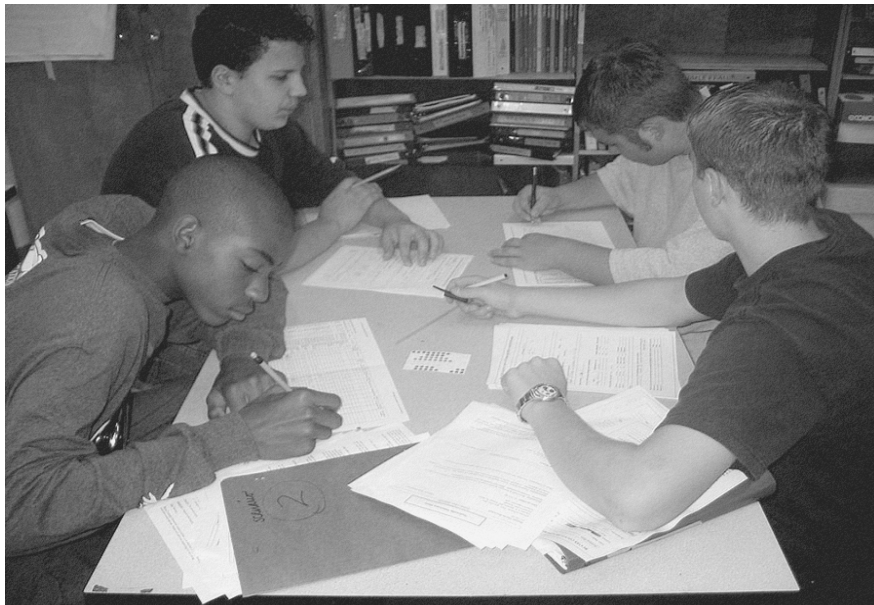
STUDENT OUTCOMES



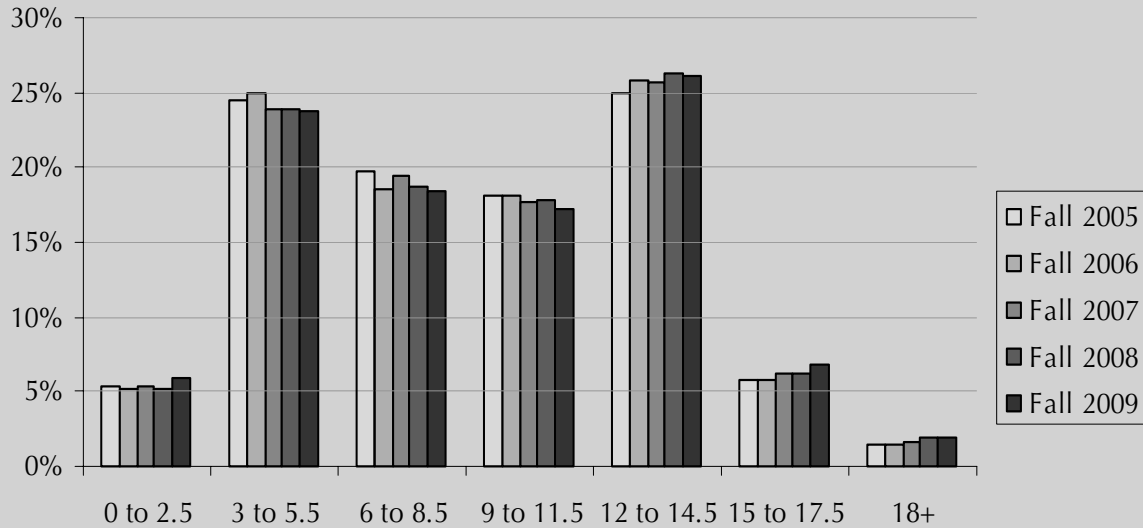
Units

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.

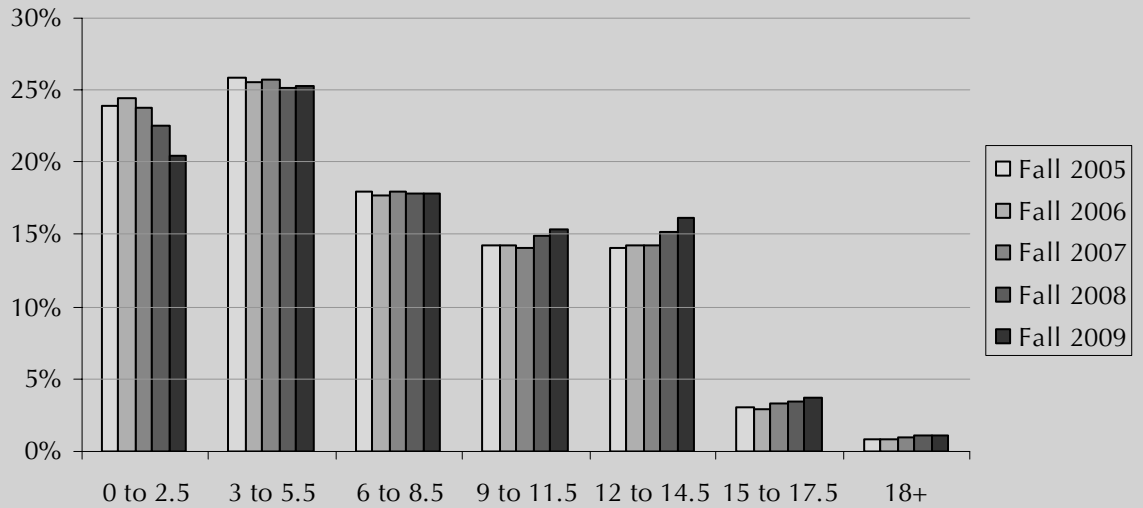
The number of units earned by students is usually less than the number of units in which they are enrolled (unit load) at Census due to students dropping or failing courses. For students initially enrolling in 12 to 14.5 units, this is especially true. In Fall 2009, 26% of credit students initially enrolled in 12 or more units, but only 16% actually earned that amount. At the other end of the spectrum, 6% 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 2009, 58% 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 Withdrawl), or received at least one F, NC/NP, or I grade. In Fall 2009, 14% of students received no credit for any of the units in which they were enrolled at Fall 2009 Census (credit ratio = 0%).

Figure 7-3 also illustrates that the percent of students in each of the four credit ratio categories. In Fall 2009 there was an increase by 3% in the percentage of students with a credit ratio of 100%. 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 2009, 64% 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

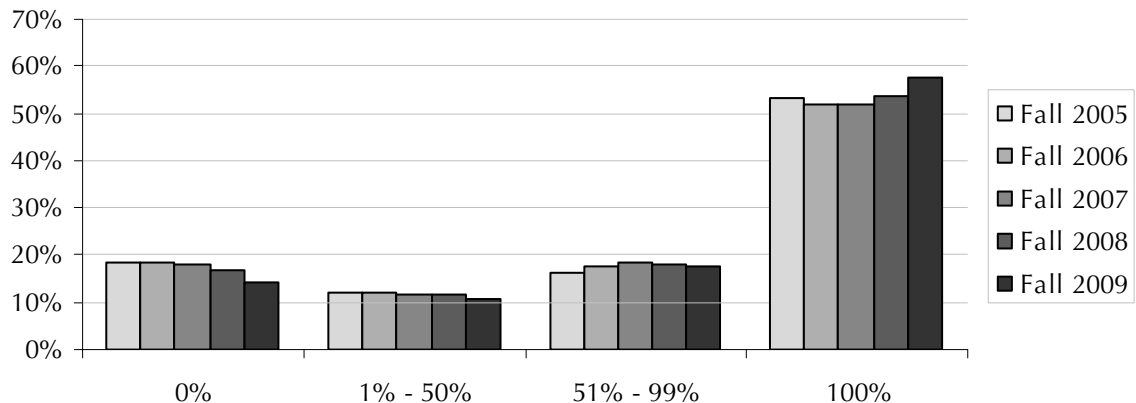


Figure 7-4
Students with Credit Ratio of 0% by
Ethnicity

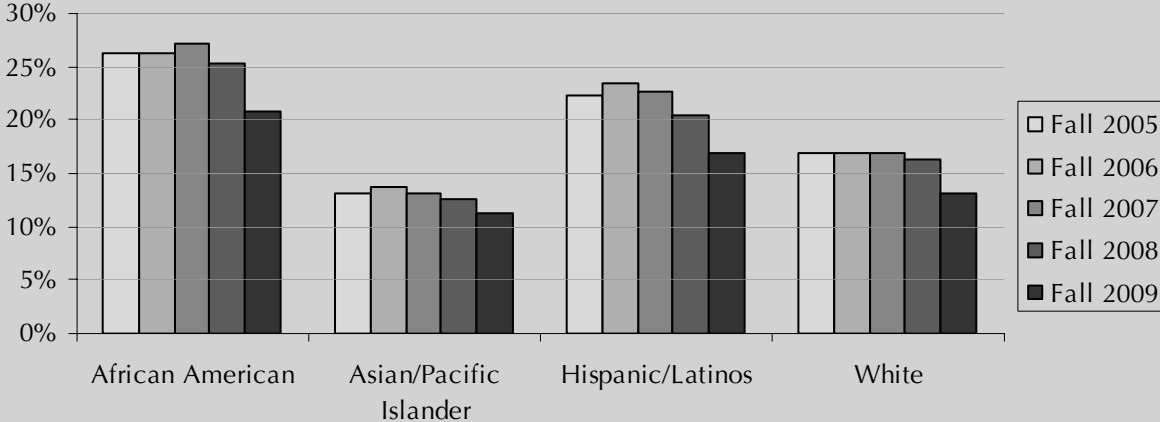
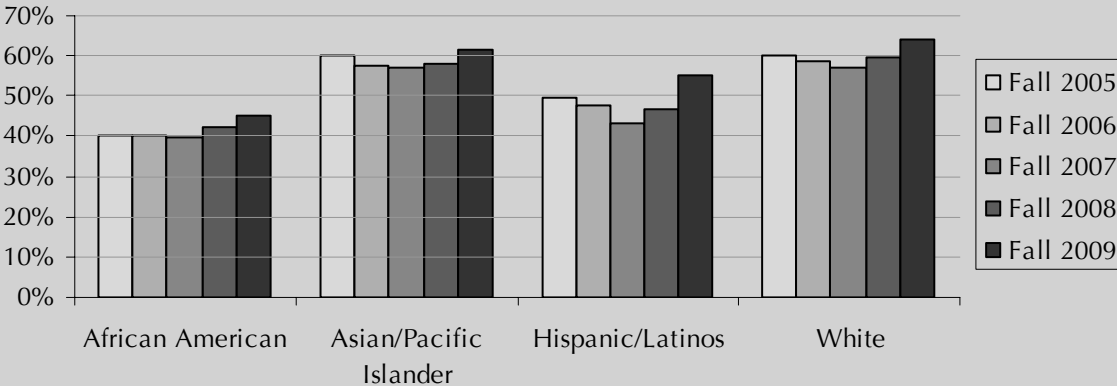


Figure 7-5
Students with Credit Ratio of 100% by
Ethnicity



Probation Status

In Fall 2009, 13% 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 2009, 76% of African Americans, 81% of Hispanic/Latinos, 89% of Asians/Pacific Islanders, and 89% of Whites were in good standing. The percent of students in good standing has remained relatively stable over the last five years.

Figure 7-6
Fall 2009 Students by
Probation Status

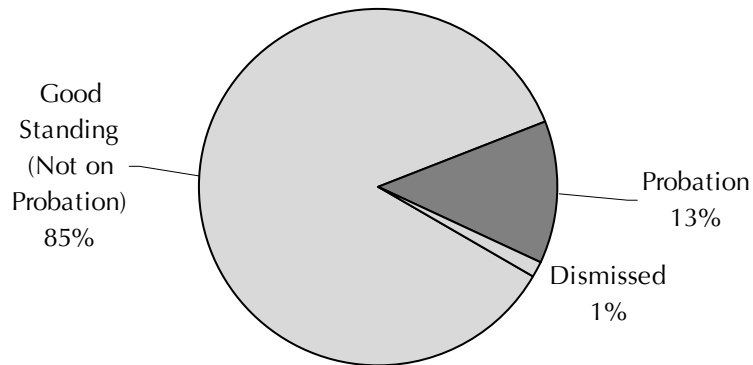
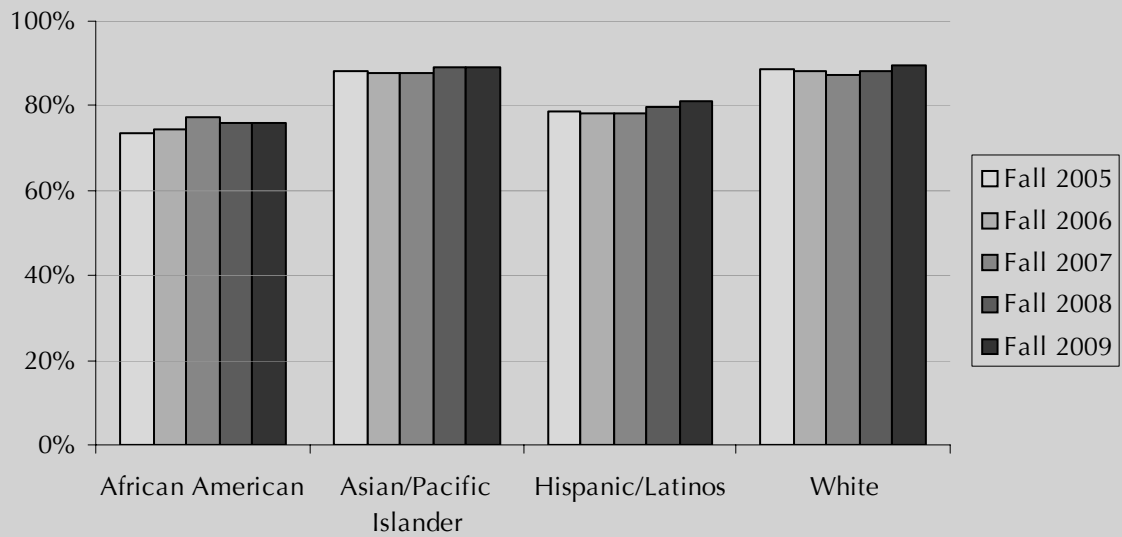


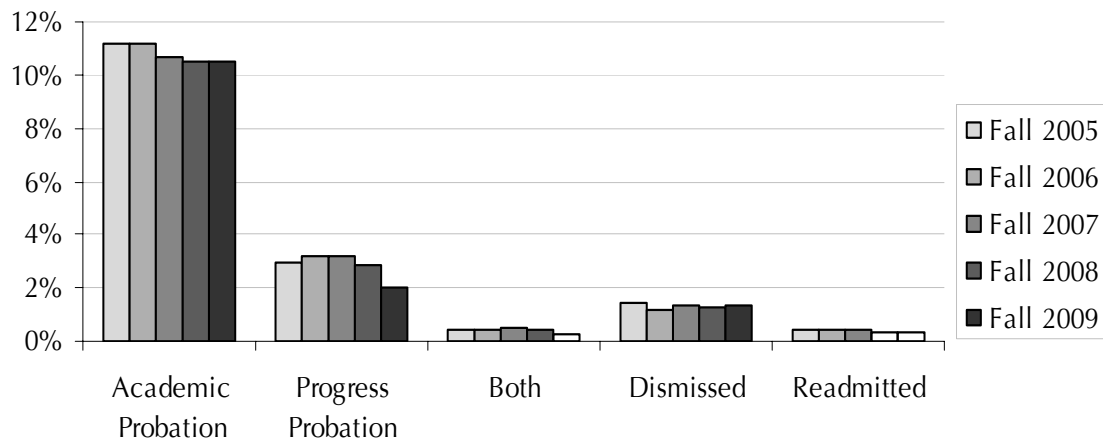
Figure 7-7
Good Standing by
Ethnicity



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, 11% of all students were on academic probation in Fall 2009, compared to approximately 2% on progress probation. As shown in Table 7-1, Fall 2009 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 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>					
Good Standing	20748	21012	21730	22723	22751
Academic Probation	2762	2800	2751	2820	2785
Progress Probation	732	799	828	770	532
Both	104	110	127	118	77
Dismissed	362	301	349	344	346
Readmitted	114	110	116	88	96
<i>Total</i>	24822	25132	25901	26863	26587
<i>Percent</i>					
Good Standing	83.6	83.6	83.9	84.6	85.6
Academic Probation	11.1	11.1	10.6	10.5	10.5
Progress Probation	2.9	3.2	3.2	2.9	2.0
Both	0.4	0.4	0.5	0.4	0.3
Dismissed	1.5	1.2	1.3	1.3	1.3
Readmitted	0.5	0.4	0.4	0.3	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 2009 to Spring 2010 academic year, Asian/Pacific Islander students had the highest persistence rate at 74%, followed by White students at 71%.

Figure 7-9
Fall to Spring Persistence by
Ethnicity

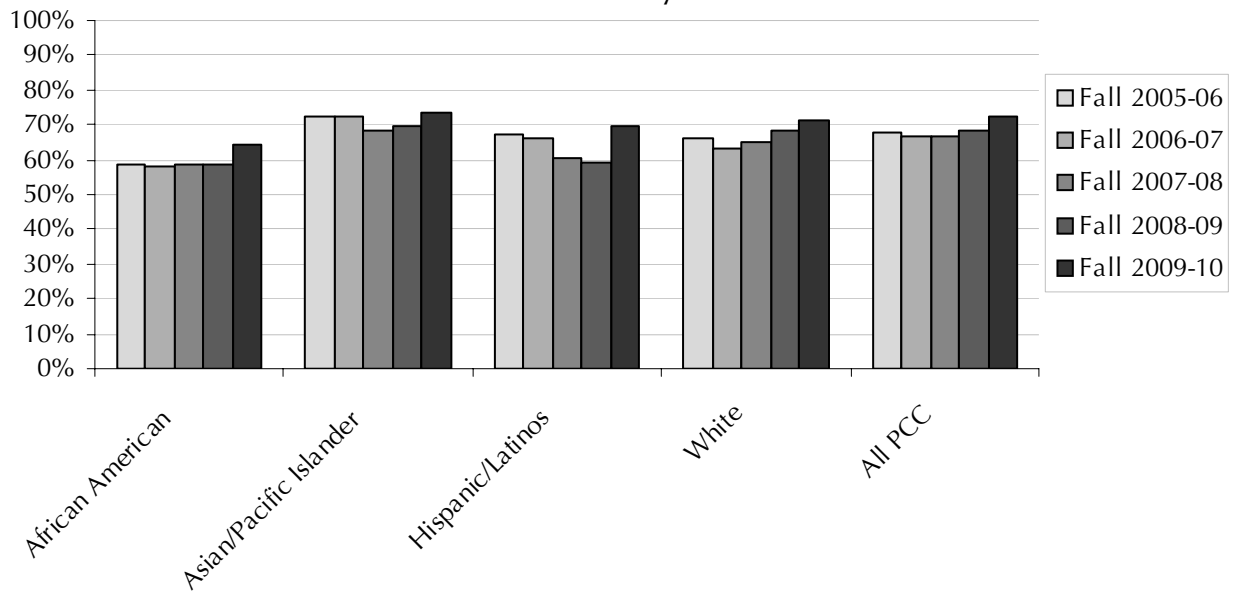


Table 7-2
Fall to Spring Persistence by
Ethnicity

	Fall 2005-06	Fall 2006-07	Fall 2007-08	Fall 2008-09	Fall 2009-10
<i>Percent</i>					
African American	58.5	57.9	58.8	58.7	64.4
Asian/Pacific Islander	72.2	72.2	68.2	69.6	73.7
Hispanic/Latino	67.1	65.9	60.3	59.4	69.4
White	65.9	63.3	65.2	68.2	71.3
All PCC	67.6	66.7	66.8	68.6	72.2

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 7-11 shows basic skills improvement rate for four cohorts of PCC students. Table 7-3 shows the percent change in improvement rates for each of the cohorts.

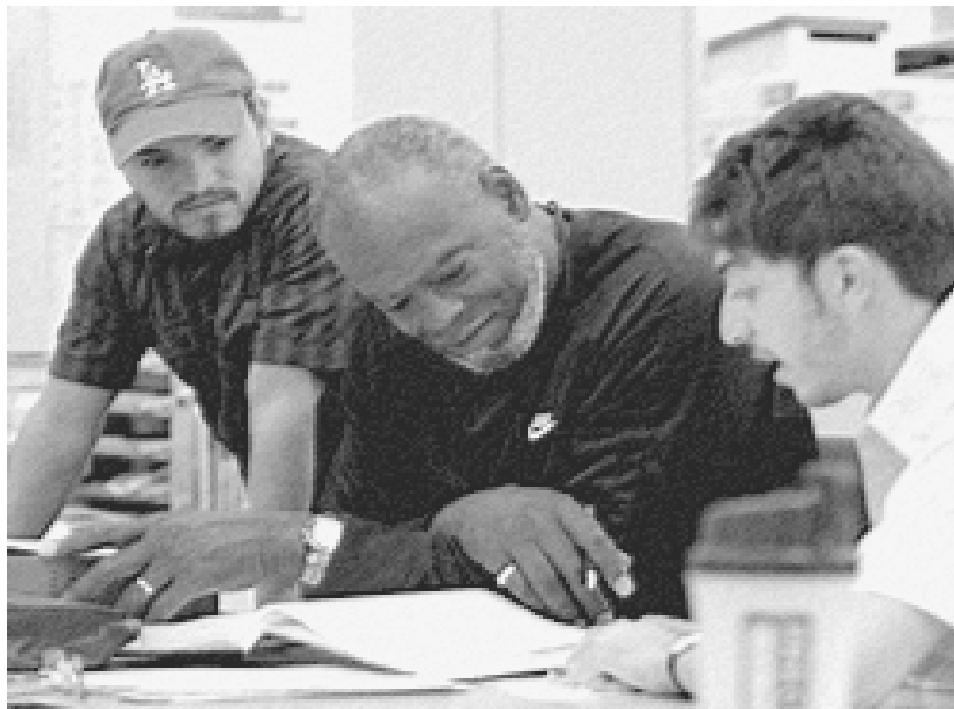


Figure 7-10
Basic Skills Improvement Rate

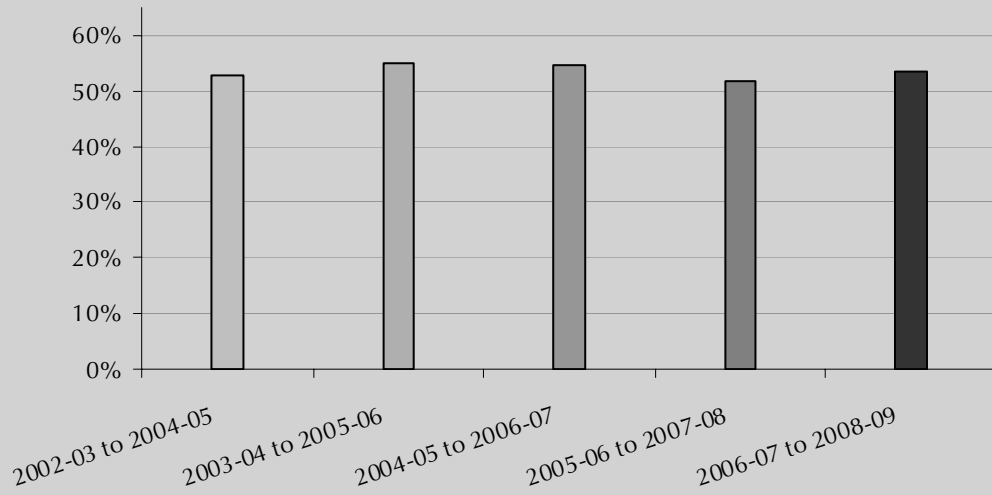


Table 7-3
Percent Change in
Basic Skills Improvement Rate

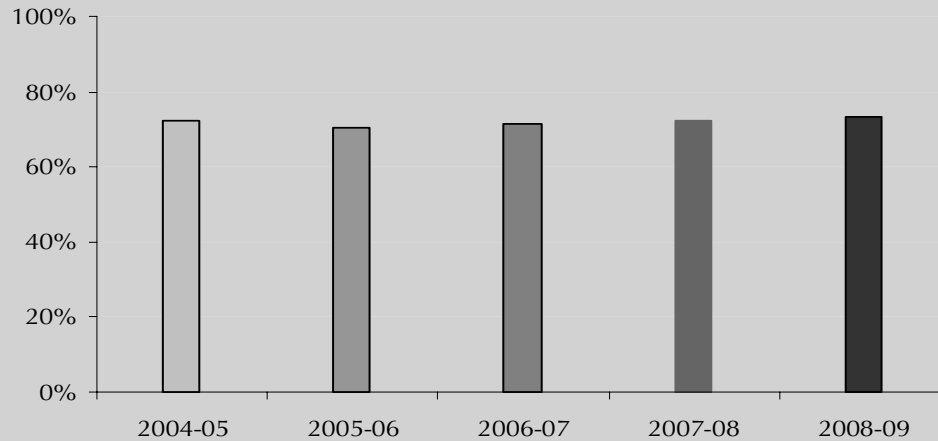
	2003-04 to 2005-06	2004-05 to 2006-07	2005-06 to 2007-08	2006-07 to 2008-09
Number	55.0	54.7	51.7	53.6
% change	3.97	-0.55	-5.48	3.68

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. 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. Figure 7-11 shows the success in vocational courses at PCC from 2004-2005 to 2008-2009 for both. 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**

	2004-05	2005-06	2006-07	2007-08	2008-09
Number	72.5	70.6	71.4	72.2	73.1
% change	-1.4	-2.6	1.1	1.1	1.2

CHAPTER 8

DEGREES, CERTIFICATES, & TRANSFERS

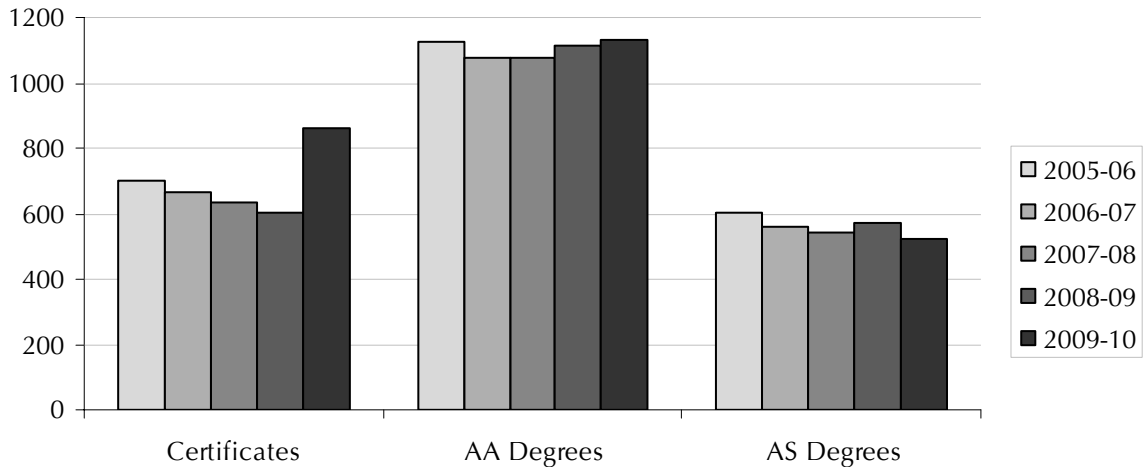


Degrees and Certificates

For the 2009-10 academic year, PCC awarded 1,654 degrees and 863 certificates. The total number of degree recipients was 1,442 and the total number of certificate recipients was 789. Degrees and certificates awarded are duplicated counts while degrees and certificate recipients are unduplicated counts.

Note: The time frame reported in this section on Degrees, Certificates, and Transfers is different from most data presented in this *Observations*. The previous five complete academic years are reported in this section, rather than only the Fall terms.

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



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

	2005-06	2006-07	2007-08	2008-09	2009-10
Degrees					
<i>Number</i>					
AA Degree	1129	1074	1078	1116	1133
AS Degree	603	560	544	571	521
Total Degrees Awarded	1732	1634	1622	1687	1654
<i>Percent</i>					
AA Degree	65.2	65.7	66.5	66.2	68.5
AS Degree	34.8	34.3	33.5	33.8	31.5
Recipients					
Total Degree Recipients	1456	1387	1399	1468	1442
Percent with Both Degrees	19.0	17.8	15.9	14.9	14.7
Certificates					
Total Certificates Awarded	699	665	635	606	863
Total Certificate Recipients	560	571	546	524	789
Percent with >1 Certificate	14.3	8.2	9.3	9.7	6.7

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

Gender 

In the 2009-10 academic year, the percentages of female degree and certificate recipients were higher than the percentage of female credit students. While 53% 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 2009-10 Degree and Certificate Recipients by Gender

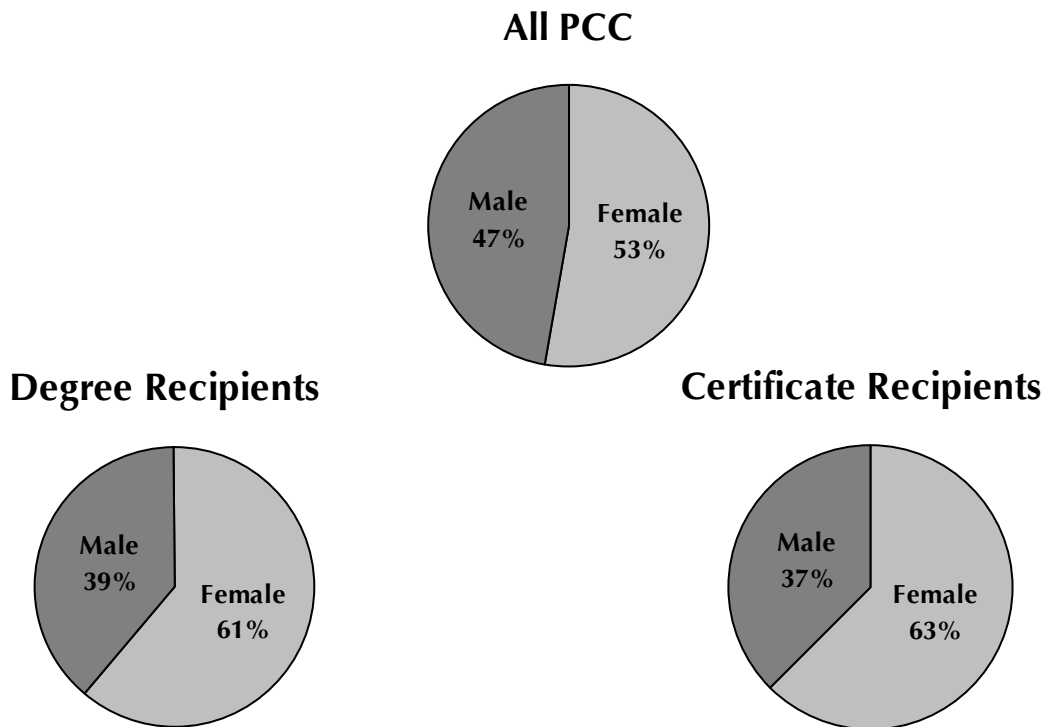


Table 8-2
Degree and Certificate Recipients* by
Gender

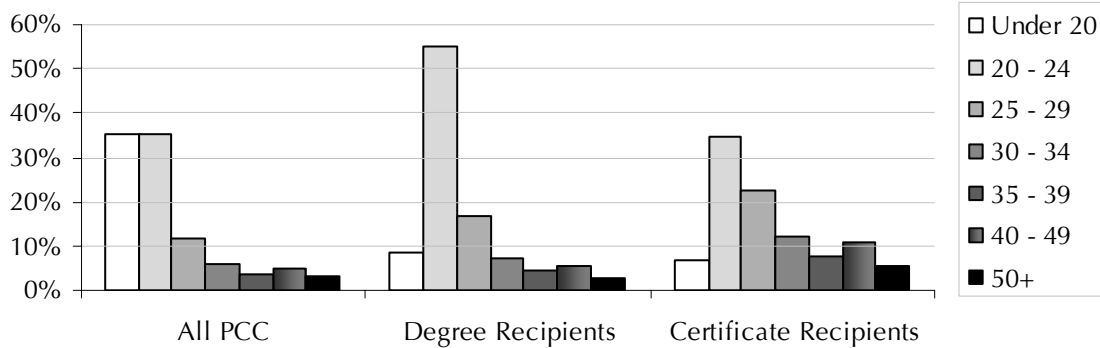
		2005-06	2006-07	2007-08	2008-09	2009-10
Degrees						
<i>Number</i>						
	Female	940	869	849	877	876
	Male	515	517	550	588	559
	<i>Total</i>	<i>1455</i>	<i>1386</i>	<i>1399</i>	<i>1465</i>	<i>1435</i>
<i>Percent</i>						
	Female	64.6	62.7	60.7	59.9	61.0
	Male	35.4	37.3	39.3	40.1	39.0
Certificates						
<i>Number</i>						
	Female	389	384	380	354	494
	Male	171	187	166	168	295
	<i>Total</i>	<i>560</i>	<i>571</i>	<i>546</i>	<i>522</i>	<i>789</i>
<i>Percent</i>						
	Female	69.5	67.3	69.6	67.8	62.6
	Male	30.5	32.7	30.4	32.2	37.4

*Note: Degrees and certificates awarded are duplicated counts.
Degree and certificate recipients are unduplicated counts.
The "Unknown" category for the male/female total is not counted.

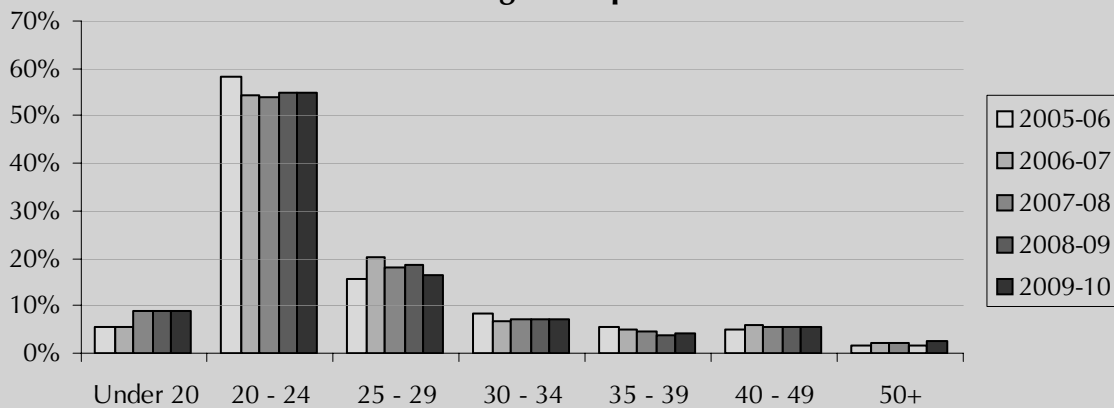
Age 

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.

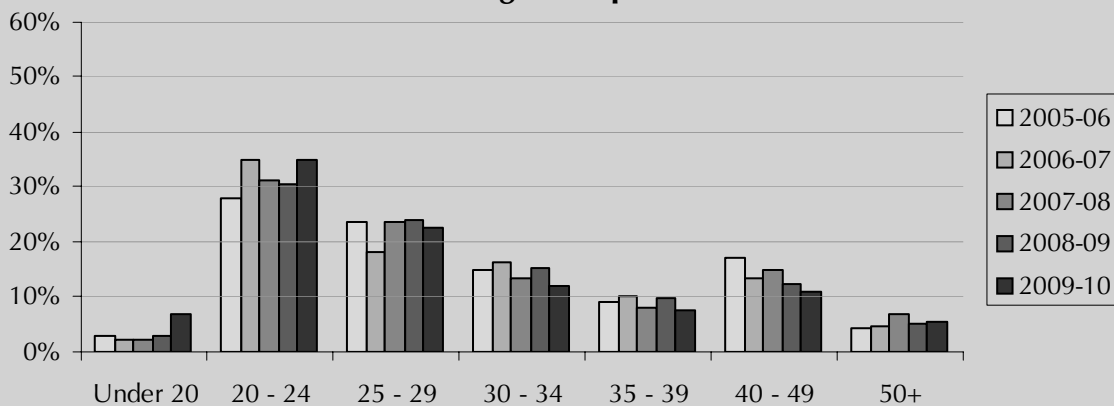
Figure 8-3
2009-10 Credit Students & Degree and Certificate Recipients
by Age Group



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



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

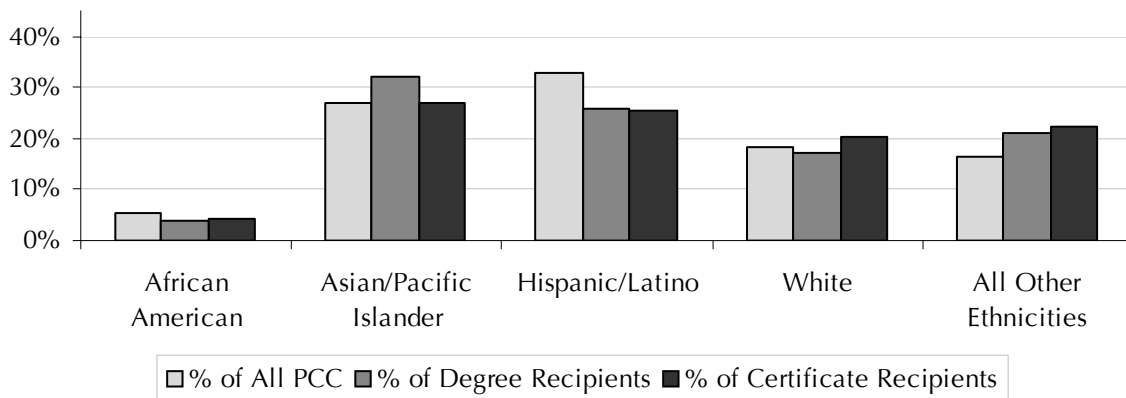


Ethnicity

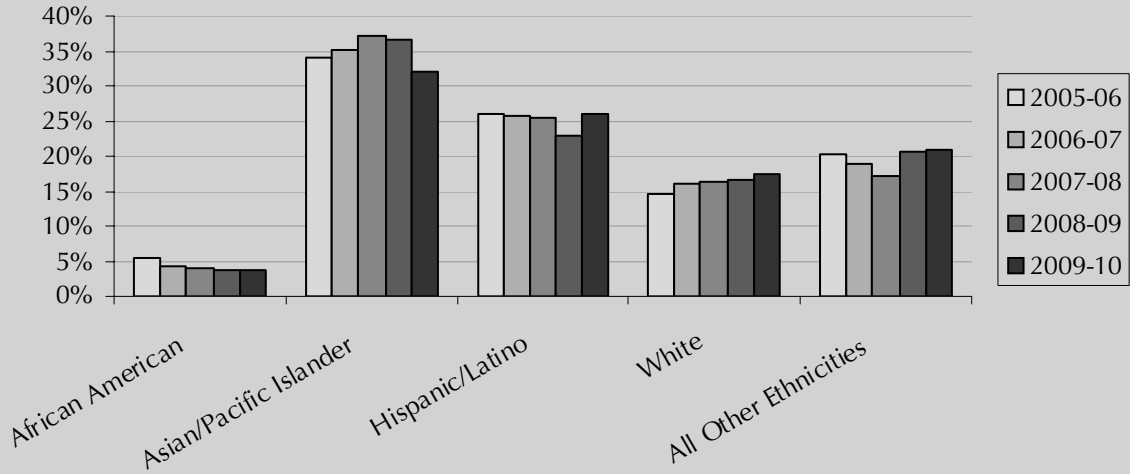
Figure 8-6 below presents the percentages of each ethnic category in all of the PCC student population, degree recipients, and certificate recipients, respectively, in the 2009-10 academic year. The “All Other Ethnicities” category includes Native American, Filipino, other ethnicities, and those who declined to disclose their ethnicity. As shown in this figure, African Americans, Hispanic/Latinos, and Whites are underrepresented in the degree recipient population compared to their proportions in the credit student population. African Americans and those in the “All Other Ethnicities” category are overrepresented in the certificate recipient population compared to their proportions in the overall credit student population.

Figures 8-7 and 8-8 on the next page show the five-year trend for percentage of degree and certificate recipients by ethnicity. As shown in Figure 8-7, the percentage of White degree recipients is up over that of the previous term, while the percentage of Asian/Pacific Islander degree recipients has dropped.

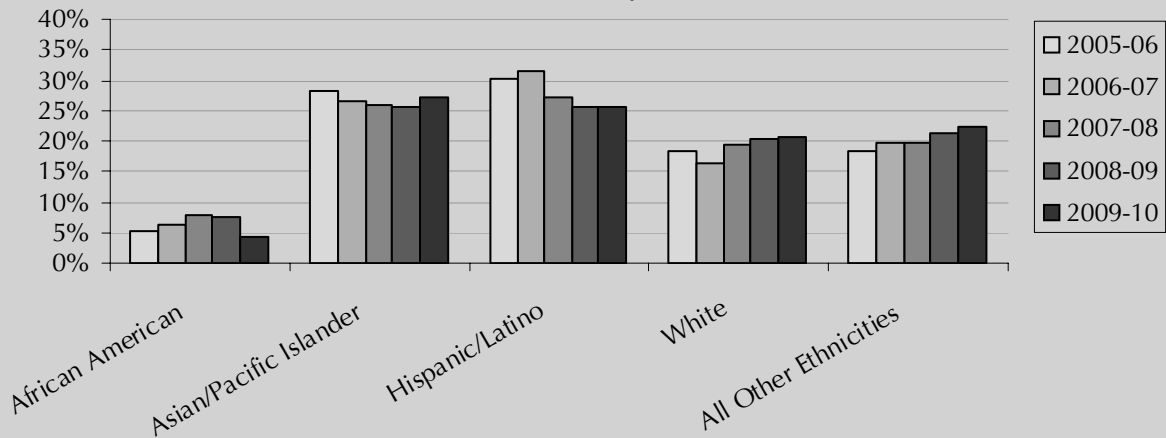
Figure 8-6
2009-10 Credit Students and Graduates by
Ethnicity



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



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



Ethnicity

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

	2005-06	2006-07	2007-08	2008-09	2009-10
<i>Number</i>					
African American	77	61	55	54	55
Asian/Pacific Islander	494	489	520	536	460
Hispanic/Latino	378	355	357	334	375
White	212	221	226	244	250
All Other Ethnicities	295	261	241	300	302
<i>Total</i>	<i>1456</i>	<i>1387</i>	<i>1399</i>	<i>1468</i>	<i>1442</i>
<i>Percent</i>					
African American	5.3	4.4	3.9	3.7	3.8
Asian/Pacific Islander	33.9	35.3	37.2	36.5	31.9
Hispanic/Latino	26.0	25.6	25.5	22.8	26.0
White	14.6	15.9	16.2	16.6	17.3
All Other Ethnicities	20.3	18.8	17.2	20.4	20.9

Table 8-4
Certificate Recipients by
Ethnicity

		2005-06	2006-07	2007-08	2008-09	2009-10
<i>Number</i>						
	African American	30	36	43	39	35
	Asian/Pacific Islander	157	151	142	134	214
	Hispanic	169	179	149	134	215
	White	102	93	105	106	171
	All Other Ethnicities	102	112	107	111	228
	<i>Total</i>	560	571	546	524	863
<i>Percent</i>						
	African American	5.4	6.3	7.9	7.4	4.1
	Asian/Pacific Islander	28.0	26.4	26.0	25.6	24.8
	Hispanic	30.2	31.3	27.3	25.6	24.9
	White	18.2	16.3	19.2	20.2	19.8

Certificate Programs

PCC awarded 60 different types of certificates in 2009-10. The Registered Nursing program awarded by far the greatest number of certificates, followed by the Paralegal Studies and Child Development programs. The 20 largest certificate programs (see Table 8-5) account for 74% of the total certificates awarded (863—refer to Table 8-1) in Fall 2009.



Table 8-5
Recipients by
Top 20 Certificate Programs

	2005-06	2006-07	2007-08	2008-09	2009-10
<i>Number</i>					
Registered Nursing	94	117	97	121	125
Paralegal Studies	0	0	0	0	93
Child Development	0	0	0	0	50
Cosmetology	53	36	52	43	45
Radiologic Technology	27	50	36	45	45
Vocational Nursing	0	0	0	0	39
Accounting-Bookkeeping	28	42	42	14	32
Library Technology	0	0	0	0	32
Accounting Clerk	17	23	19	17	28
BIT - Business Software Specialist	4	11	12	5	22
Dental Hygiene	24	26	22	27	20
Administration of Justice	18	21	22	18	20
Dental Assisting	55	21	19	16	19
Dental Laboratory Technology	15	15	14	14	19
Accounting-Bookkeeping Assistant	14	13	14	16	17
Building Construction	11	8	14	15	17
Electrical Technology	42	14	20	12	16
Construction Inspection	17	17	8	12	14
Biological Technology Laboratory Assistant	2	4	4	4	12
BIT - Administrative Assistant	44	20	13	12	11
<i>Total</i>	465	438	408	391	676

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 2,842 degrees and certificates for the 2009-10 term. Of the seven community colleges presented in Table 8-6, PCC awarded the most number of degrees and certificates. PCC also awarded the second most number of certificates that require students to complete 60 units or more.

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
2009-10 Degrees and Certificates Awarded by
Community College

College	AA Degrees	AS Degrees	Certificates 18-29 Units	Certificates 30-59 Units	Certificates 60+ Units	2009-2010 Total
Cerritos	1024	0	142	211	16	1393
Citrus	498	478	206	246	0	1428
El Camino	771	507	147	267	15	1707
Long Beach	649	257	133	298	131	1468
Mt. SAC	1294	613	163	136	0	2206
Pasadena	1134	521	318	779	90	2842
Santa Monica	1409	0	0	257	0	1666

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 2008-2009 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 slight decrease in 2008-09 over that of 2007-08.

In 2008-09, 1,787 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

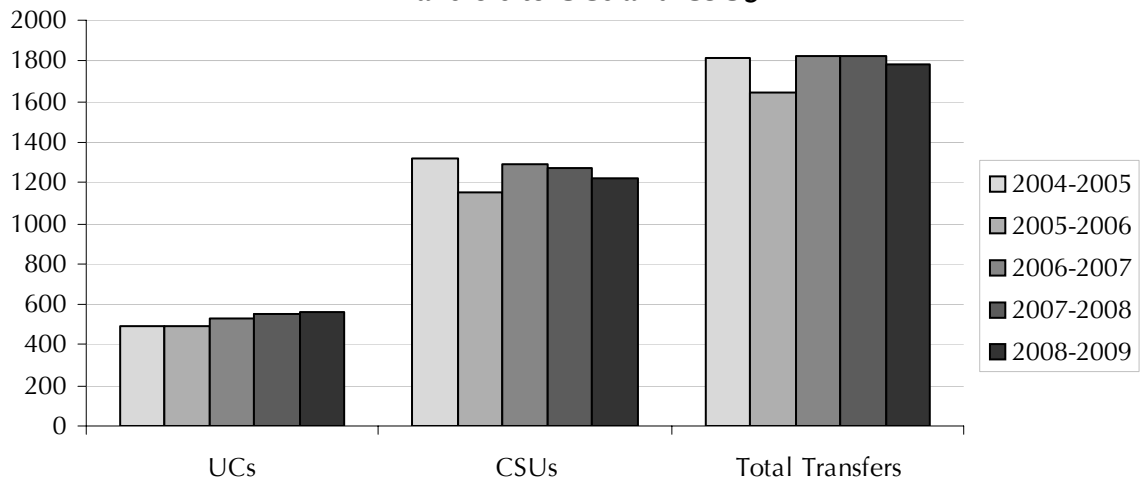


Table 8-7
2009-10 Transfers to UCs and CSUs from
PCC and Comparable Community Colleges

	UC	CSU	Total
Cerritos	158	807	965
Citrus	60	582	642
El Camino	296	1031	1327
Long Beach	74	790	864
Mt. San Antonio	332	1258	1590
Pasadena	565	1222	1787
Santa Monica	919	1011	1930

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 2005 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. Even though there was a decrease in enrollments and overall headcount as compared to Fall 2008, the percentage of seats filled rose dramatically in Fall 2009.

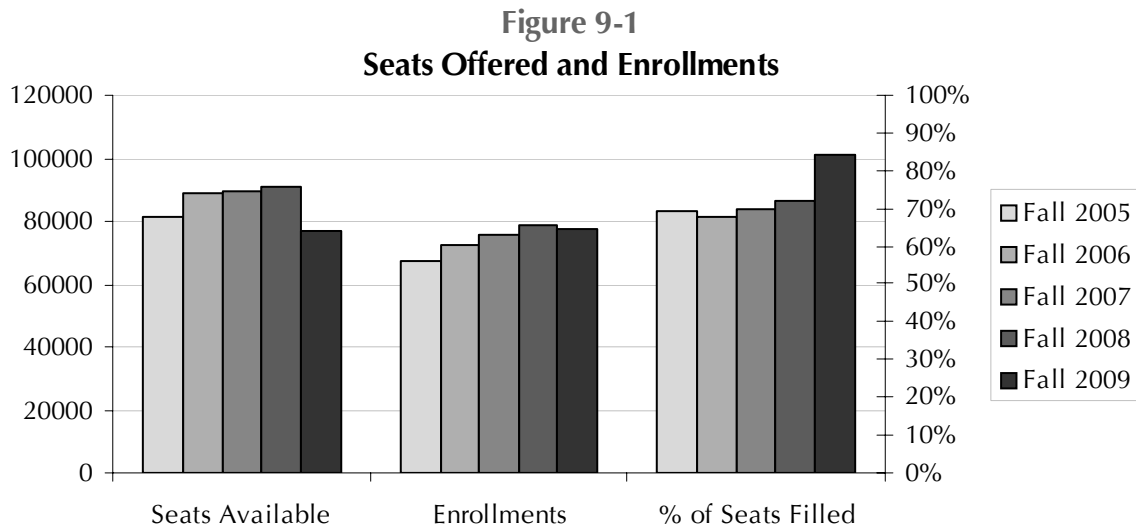


Table 9-1
Sections, Seats, Students, and Enrollments

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Sections	2649	2885	2950	2881	2682
Seats	80976	89014	89604	90762	77140
Seats/Section	30.6	30.9	30.4	31.5	28.8
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	83.3	81.3	84.0	86.4	100.7

Table 9-2
Sections and Seats for
Day and Evening

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Number</i>						
Day						
	Sections	Sections	1913	2073	2108	2092
	Seats	Seats	57749	62963	62769	64867
Evening						
	Sections	736	812	842	789	711
	Seats	23227	26051	26835	25895	21761
<i>Percent</i>						
Day						
	Sections	72.2	71.9	71.5	72.6	73.5
	Seats	71.3	70.7	70.1	71.5	71.8
Evening						
	Sections	27.8	28.1	28.5	27.4	26.5
	Seats	28.7	29.3	29.9	28.5	28.2

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 2009. 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 2009, the Social Sciences Division has the highest number of enrollments (as shown in Figure 9-3), followed by Performing/Communication Arts, Mathematics, and the Visual Arts and Media.

Figure 9-2
Fall 2009 Sections Offered by
Division

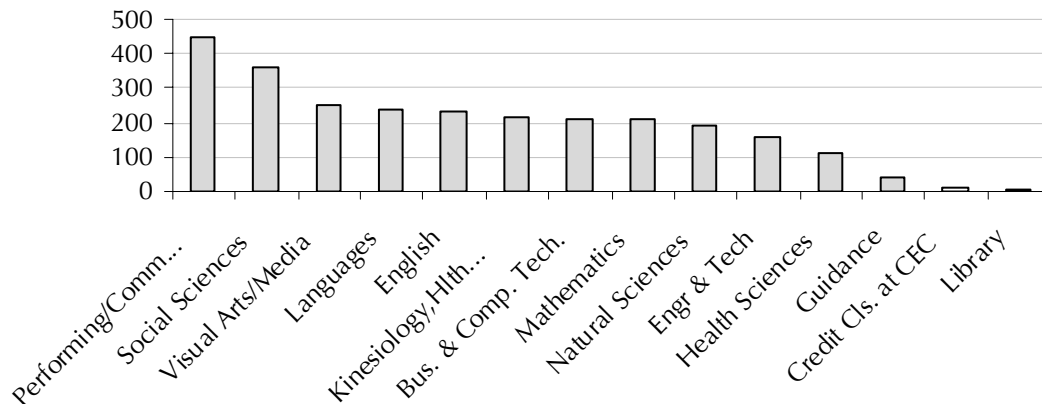
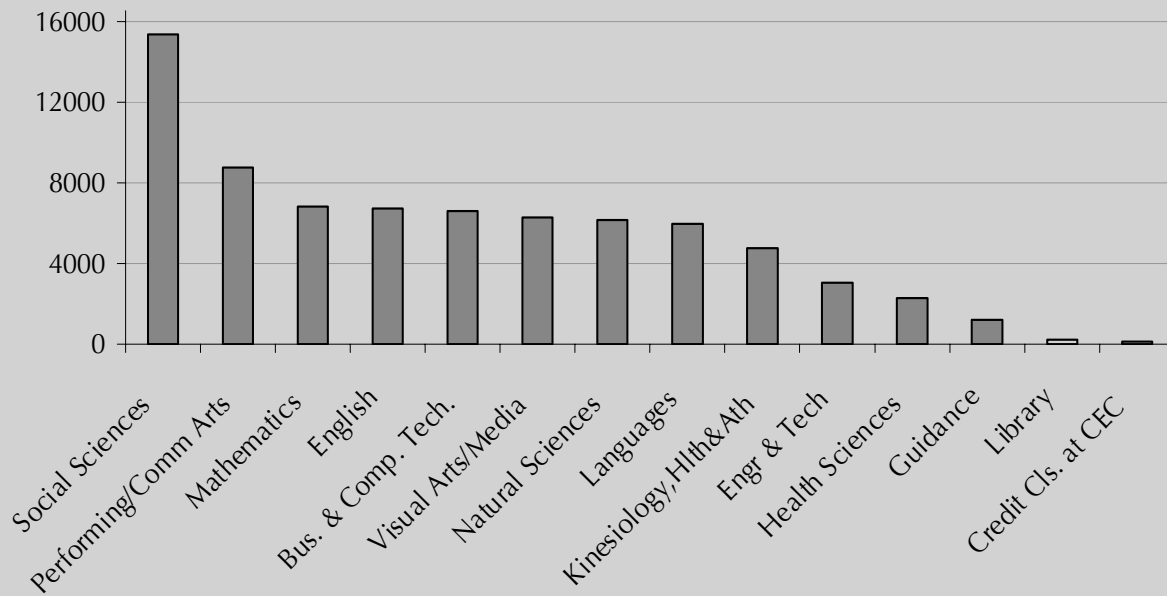


Figure 9-3
Fall 2009 Enrollments by
Division



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 2005 to 2009. 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 2009. Enrollment in basic skills Math was at 3% in Fall 2008, dropping slightly in Fall 2009. In Fall 2009, 2% of credit students enrolled in basic skills ESL classes.

Figure 9-4
Basic Skills Enrollment in
Fall Terms

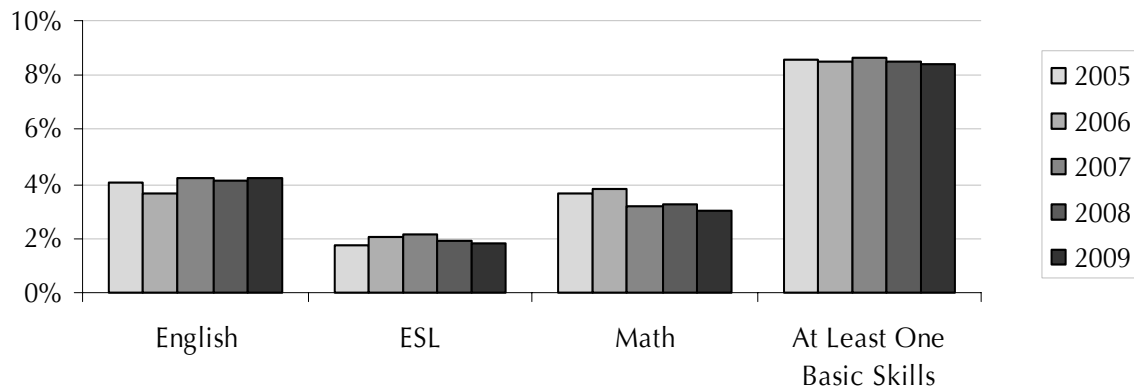


Table 9-3
Basic Skills Enrollment in
Fall Terms

		2005	2006	2007	2008	2009
<i>Number</i>						
	English	996	915	1092	1076	1113
	ESL	442	518	551	486	591
	Math	914	956	825	845	792
	At Least One Basic Skills	2126	2136	2235	2201	2227
<i>Percent of All Students</i>						
	English	4.0	3.6	4.2	4.2	4.2
	ESL	1.8	2.1	2.1	1.9	2.2
	Math	3.7	3.8	3.2	3.3	3.0
	At Least One Basic Skills	8.6	8.5	8.6	8.5	8.4

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 32% in Fall 2003 to 27% in Fall 2005. Fall 2007 shows a slight increase over Fall 2006.

Enrollments in basic skills English for first time students have declined steadily from Fall 2003 to Fall 2005 but beginning in Fall 2006 there was a noteworthy increase in enrollments that continued through Fall 2007. The Fall 2007 ESL basic skills cohort enrollments increased compared to the previous two fall terms. However, Math basic skills decreased.

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

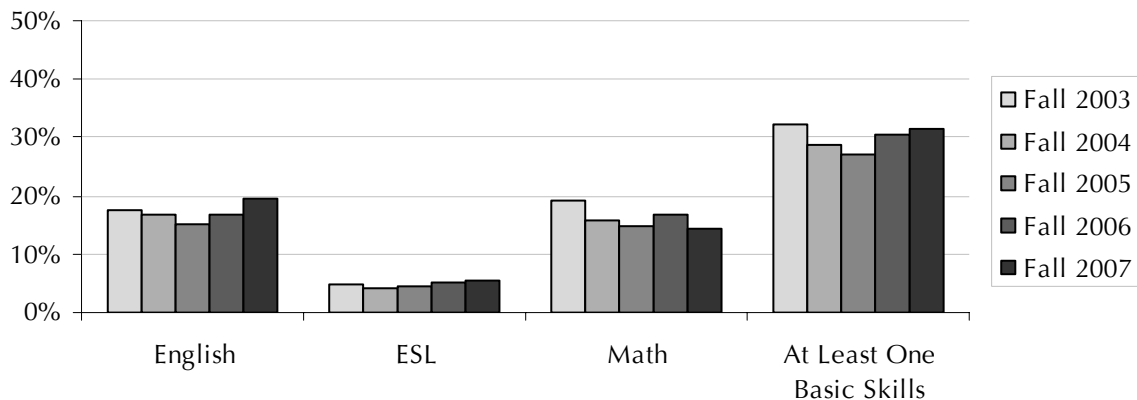


Table 9-4
Basic Skills Enrollment of
First-time Students

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
<i>Number</i>					
English	904	894	806	899	1034
ESL	240	222	241	271	290
Math	992	828	782	889	771
At Least One Basic Skills	1663	1525	1444	1611	1683
<i>Percent of Cohort</i>					
English	17.4	16.9	15.2	16.9	19.5
ESL	4.6	4.2	4.5	5.1	5.5
Math	19.1	15.6	14.7	16.7	14.5
At Least One Basic Skills	32.0	28.8	27.2	30.3	31.7

CHAPTER 10

FALL STUDENT SURVEY



Methodology

In Fall 2009, 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 2,737 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 2,470.

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

		2008 Sample	2008 PCC	2009 Sample	2009 PCC
Gender					
<i>Percent</i>					
	Female	52.5	53.2	51.7	54.0
	Male	47.5	46.8	48.3	46.0
Ethnicity					
<i>Percent</i>					
	African American	4.3	5.6	2.7	5.4
	Asian/Pacific Islander	31.1	26.8	23.3	26.3
	Filipino	4.4	4.4	3.6	4.0
	Hispanic	29.2	32.8	21.2	34.2
	Native American	0.2	0.5	0.3	0.5
	White	16.8	17.9	10.6	17.9
	Other	4.7	3.8	4.5	1.9
	Unknown/Decline	9.3	8.2	33.8	9.6
Age					
<i>Percent</i>					
	Under 20	45.1	35.4	32.8	32.4
	20-24	34.6	34.4	26.6	32.8
	25-29	9.8	12.0	5.8	11.9
	30-34	3.9	5.6	2.4	6.6
	35-39	1.8	3.8	1.4	5.0
	40-49	2.7	5.0	1.6	6.4
	50 or older	2.1	3.7	0.8	5.0
	Unknown	0.0	0.0	28.5	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.

In the Fall 2006 Student Survey, the questions evaluating a student's academic experience at PCC were substantially changed. Therefore, no comparable data is available prior to Fall 2006. 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 (3.77) with "Improved Non-Verbal Expression" having the lowest mean (3.34).

Figure 10-1
Improved by Academic Experience at PCC

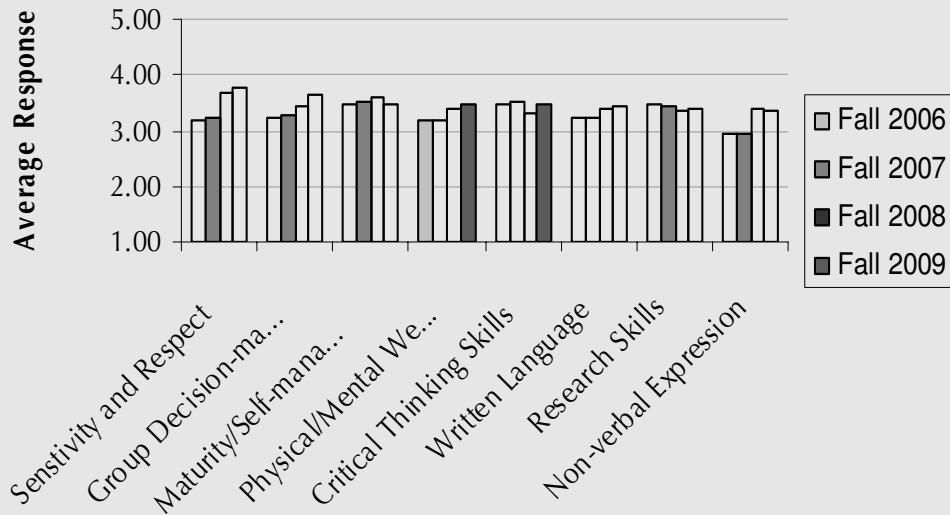


Table 10-2
Improved by Academic Experience at PCC

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

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 2009. 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. As noted in Chapter 9, the number of sections offered in Fall 2009 dropped by almost 7% while the ratio of enrollments to students remained the same.

Table 10-3
Instruction at the College

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Average Response</i>					
Instructors' openness to diverse opinions	3.82	3.81	3.85	3.81	3.85
Instructors encouraged you to participate in class	3.76	3.75	3.80	3.56	3.79
Instruction in your major area of study	3.77	3.75	3.77	3.76	3.73
Instructors motivated you to succeed	3.70	3.68	3.74	3.73	3.73
Instructors' testing/grading systems	3.63	3.65	3.66	3.64	3.63
Variety of courses offered	3.71	3.70	3.78	3.70	3.61
Instruction outside your major area of study	3.57	3.56	3.60	3.59	3.60
Availability of your instructors outside class	3.54	3.52	3.54	3.56	3.56
Classroom facilities and equipment	3.44	3.50	3.48	3.46	3.45
Class sizes	3.52	3.55	3.60	3.49	3.34
Availability of courses offered	3.13	3.17	3.24	3.07	2.79

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 2.46. The average grade for students who answered they Very Often (5) feel comfortable expressing opinions in class was 2.65.

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 84%.

Figure 10-2
Engagement In/Outside of Class

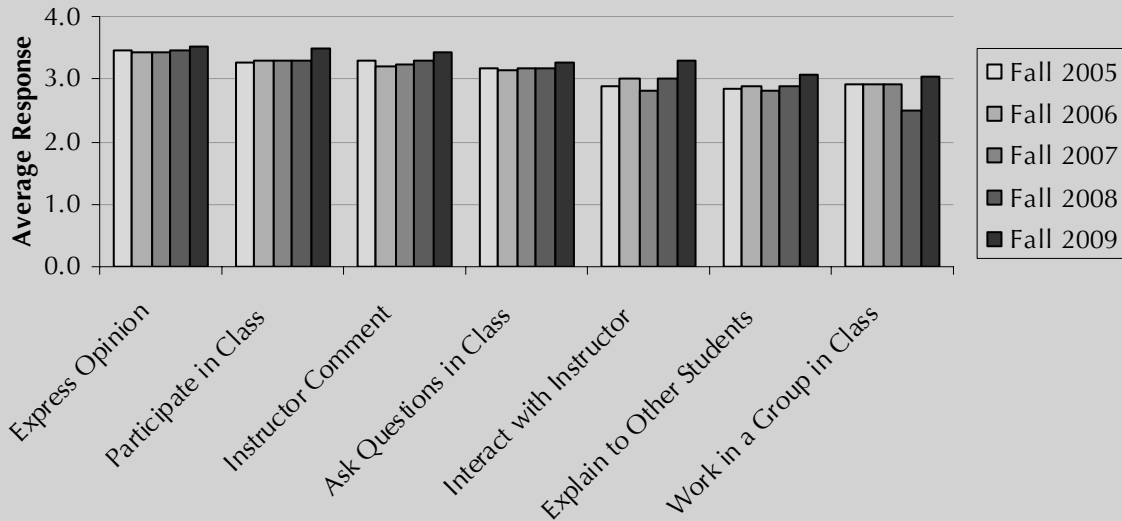


Table 10-4
Engagement In/Outside of Class

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Average Response</i>					
Express Opinion	3.46	3.41	3.43	3.47	3.52
Participate in Class	3.26	3.29	3.29	3.30	3.49
Instructor Comment	3.30	3.19	3.24	3.29	3.41
Ask Questions in Class	3.18	3.13	3.18	3.16	3.28
Interact with Instructor	2.89	3.00	2.81	3.02	3.31
Explain to Other Students	2.84	2.89	2.83	2.88	3.08
Work in a Group in Class	2.92	2.90	2.92	2.51	3.05

Engagement in the Classroom

Figure 10-3
Fall 2009 Average Grade by
Level of Engagement
 (A= 4, B=3, C=2, D=1, F=0)

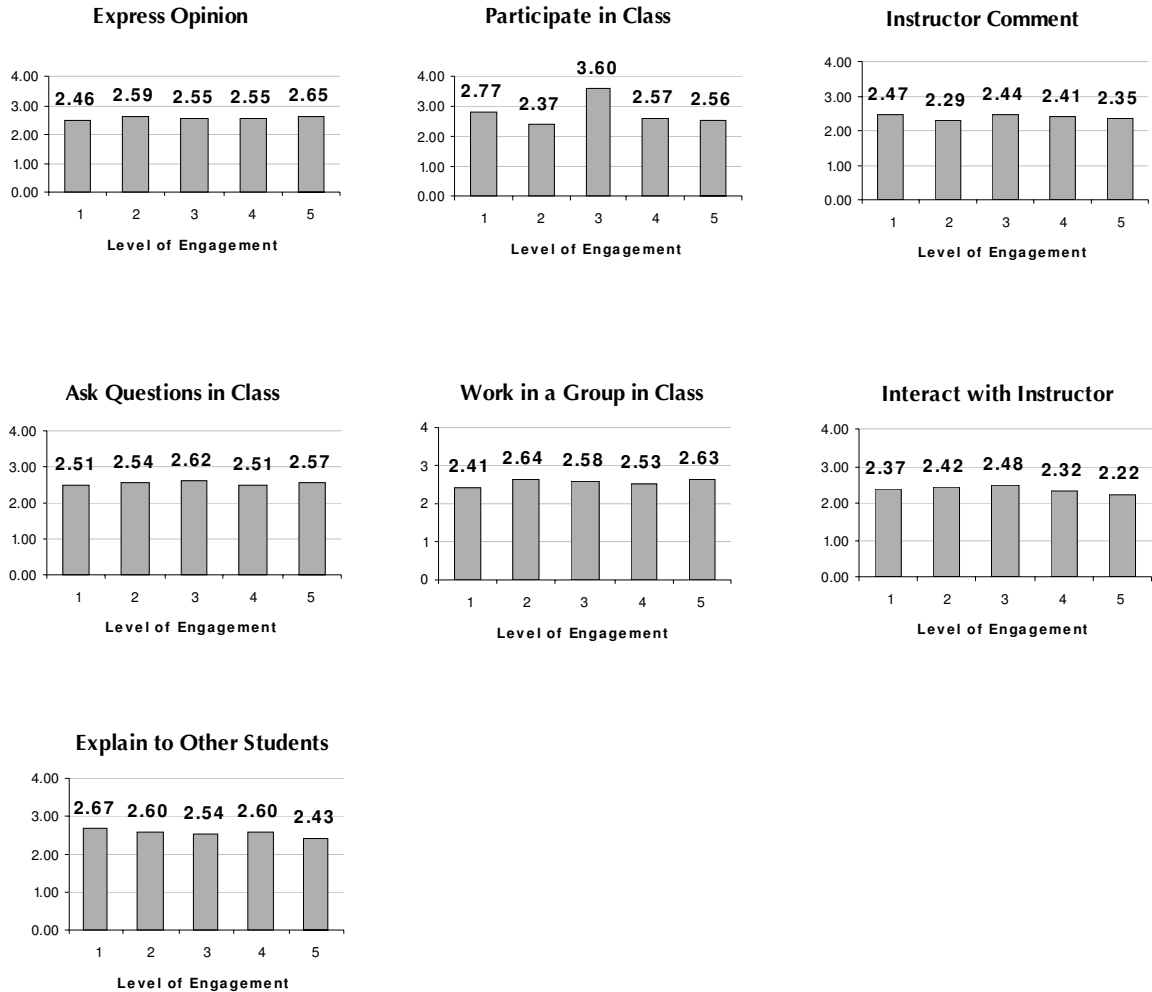
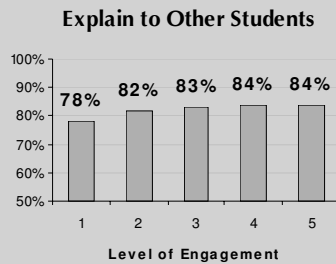
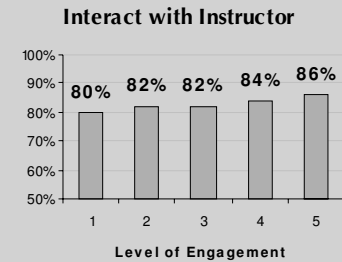
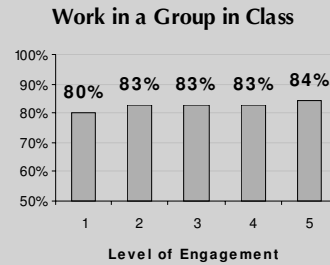
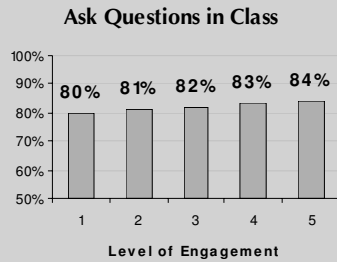
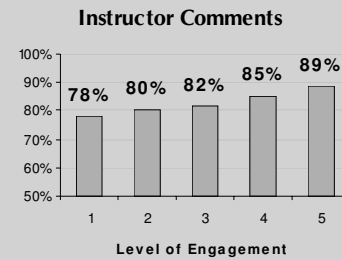
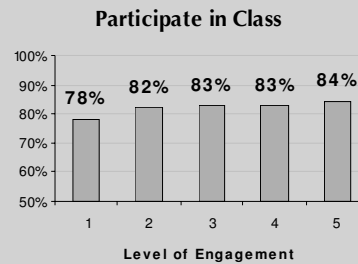
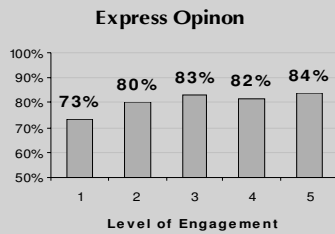


Figure 10-4
Fall 2009 Success Rate by
Level of Engagement



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 2009. Online registration ranked 2nd in usage, Shatford Library (Overall) ranked third, and Student Business Services ranked fourth. Online registration showed a 2% increase over Fall 2008. 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 2009 survey.

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

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Percent</i>					
Bookstore	96.0	96.7	95.2	95.7	96.8
Online Registration Services	85.6	88.2	85.4	86.9	89.2
Shatford Library (Overall)	80.3	81.2	79.4	81.9	87.1
Online Admissions Application Process	75.5	81.1	80.2	81.4	83.7
Shatford Library (Reference Desk)	76.0	76.5	74.5	77.8	81.2
Food Services	74.6	74.6	75.5	79.2	78.9
Admissions Office	82.1	78.7	78.6	77.9	74.3
Testing Services/Assessment	71.4	71.2	71.2	70.0	72.2
Registration Office	76.6	75.9	71.3	68.5	70.0
Counseling Services	68.5	67.0	67.1	67.6	68.4
Orientation	57.1	58.8	60.1	62.8	62.1
Learning Assistance Center	58.6	51.5	56.2	58.8	61.8
Scholarships & Financial Aid Office	56.3	52.7	50.8	51.7	56.1
Instructional Computing Center	51.2	59.9	50.3	53.7	54.7
Safety Office (Police)	53.2	50.1	47.2	52.3	45.9
Student Business Services	41.7	41.9	39.0	42.0	44.2
Transfer Center	44.6	42.5	40.9	42.7	43.5
Student Affairs Office	32.5	31.0	29.0	31.5	42.8
Records Office (Transcripts)	46.2	44.1	39.0	40.9	41.1
Telephone Registration System	65.1	51.3	36.7	36.4	33.5
Career/Job Placement Center	34.3	31.8	31.0	33.3	32.5
Student Health Center	28.4	25.5	23.7	30.0	29.7
EOP&S	25.9	26.3	23.3	25.8	27.1
Telephone Access to Grades	44.4	34.2	24.9	27.4	24.1
Psychological Services	20.4	18.7	16.3	20.1	18.8
Child Development Center	18.4	15.1	14.2	19.9	17.3
DSP&S	20.1	16.8	15.5	18.5	16.1
Parking	83.9	83.1	81.3	81.4	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 2009. The Shatford Library (Overall) and the Shatford Library (Reference Desk) are the highest respectively in terms of satisfaction. The Telephone Registration System ranked lowest in satisfaction.

The question about satisfaction with parking was not included in the Fall 2009 survey.

Table 10-6
Satisfaction with Support Services

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
<i>Average Response</i>					
Shatford Library (Overall)	2.78	2.80	2.80	2.81	2.83
Shatford Library (Reference Desk)	2.74	2.74	2.75	2.76	2.79
Instructional Computing Center	2.62	2.64	2.65	2.61	2.64
Online Registration Services	2.64	2.67	2.43	2.67	2.62
Online Admissions Application Process	2.61	2.61	2.59	2.86	2.61
Student Health Center	2.52	2.54	2.54	2.55	2.61
Learning Assistance Center	2.61	2.59	2.60	2.57	2.60
Registration Office	2.55	2.58	2.60	2.58	2.57
Bookstore	2.37	2.33	2.38	2.37	2.55
Admissions Office	2.54	2.54	2.55	2.53	2.54
Student Business Services	2.48	2.51	2.50	2.50	2.53
Records Office (Transcripts)	2.47	2.56	2.54	2.50	2.51
Scholarships & Financial Aid Office	2.45	2.47	2.42	2.48	2.51
Student Affairs Office	2.41	2.40	2.44	2.41	2.49
Food Services	2.38	2.35	2.37	2.37	2.46
Orientation	2.41	2.40	2.41	2.41	2.44
Psychological Services	2.39	2.46	2.43	2.45	2.43
EOP&S	2.42	2.48	2.38	2.45	2.43
Transfer Center	2.39	2.42	2.46	2.42	2.42
Testing Services/Assessment	2.42	2.44	2.41	2.40	2.41
Safety Office (Police)	2.31	2.27	2.31	2.30	2.41
DSP&S	2.39	2.44	2.38	2.42	2.40
Child Development Center	2.33	2.22	2.26	2.33	2.39
Career/Job Placement Center	2.36	2.40	2.36	2.38	2.36
Telephone Access to Grades	2.49	2.53	2.41	2.37	2.34
Counseling Services	2.39	2.36	2.34	2.30	2.32
Telephone Registration System	2.50	2.50	2.39	2.35	2.30
Parking	2.15	2.09	1.90	1.83	N/A

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 (49%) 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 2009 Personnel by
Employment Classification

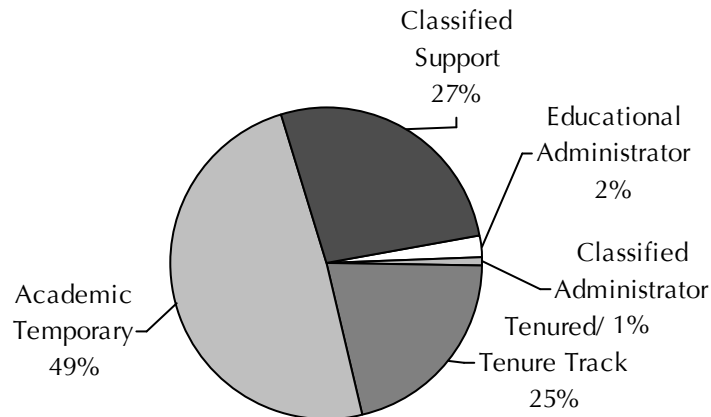


Figure 11-2
Personnel by
Employment Classification

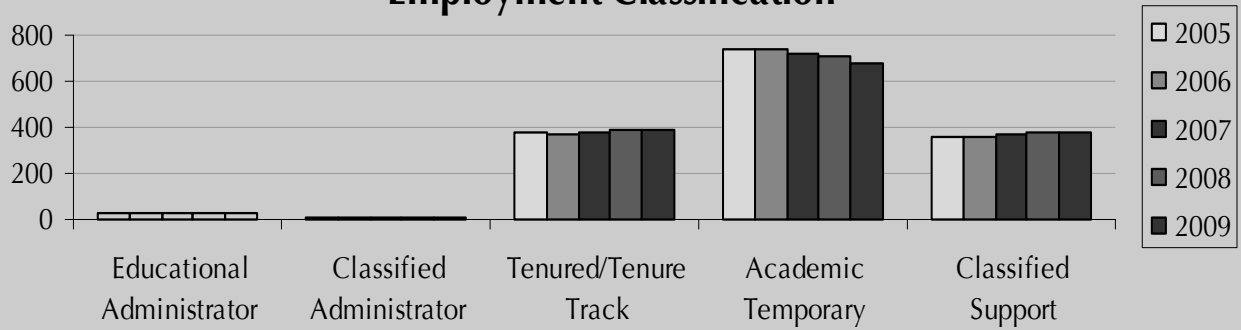


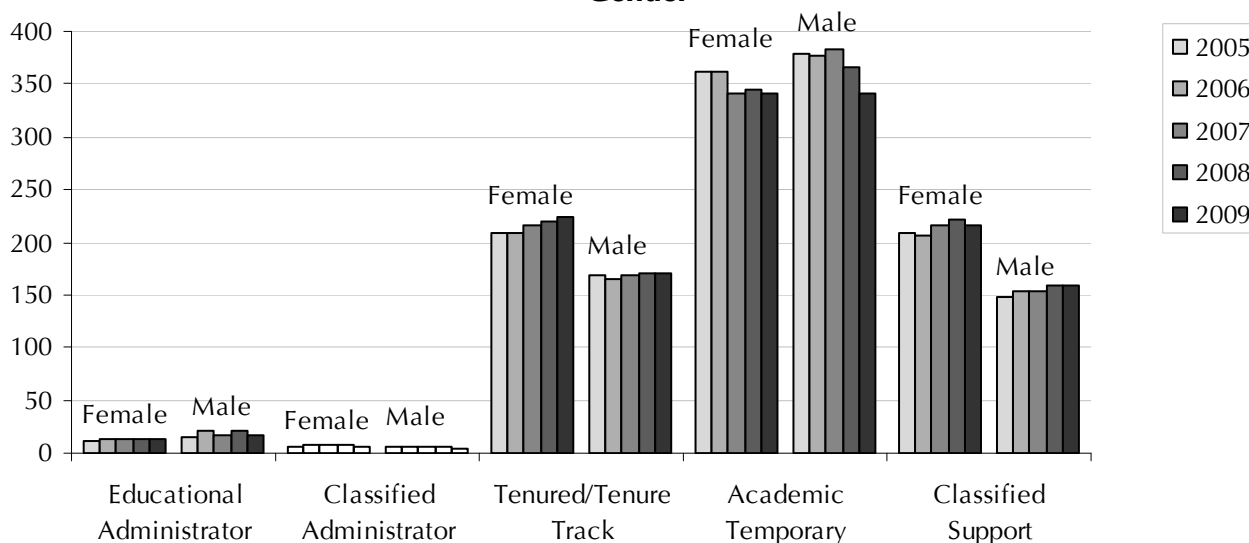
Table 11-1
Personnel by
Employment Classification

	2005	2006	2007	2008	2009
<i>Number</i>					
Educational Administrator	28	34	32	34	32
Classified Administrator	11	12	12	12	9
Tenured/Tenure Track	378	374	384	390	394
Academic Temporary	743	741	723	710	683
Classified Support	356	361	370	382	376
<i>Total</i>	1516	1522	1521	1528	1494
<i>Percent</i>					
Educational Administrator	1.8	2.2	2.1	2.2	2.1
Classified Administrator	0.7	0.8	0.8	0.8	0.6
Tenured/Tenure Track	24.9	24.6	25.2	25.5	26.4
Academic Temporary	49.0	48.7	47.5	46.5	45.7

Gender

In Fall 2009, 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**

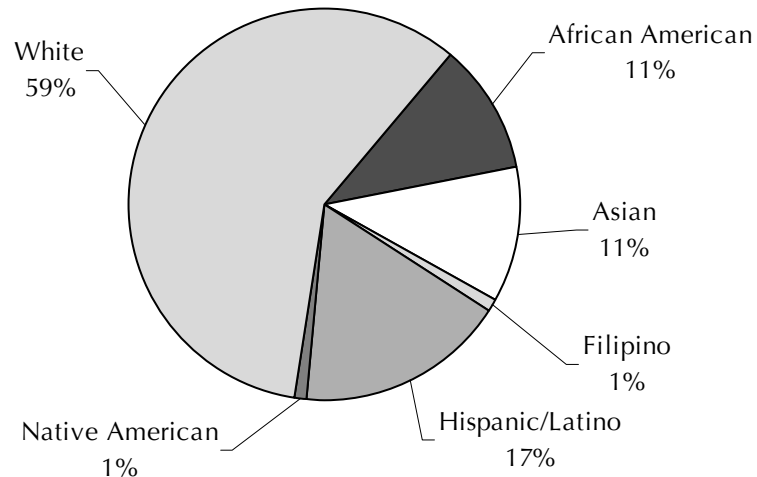
	Female					Male				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
<i>Number</i>										
Educational Administrator	12	13	14	14	14	16	21	18	20	18
Classified Administrator	6	7	7	7	6	5	5	5	5	3
Tenured/Tenure Track	209	209	216	219	223	169	165	168	171	171
Academic Temporary	363	363	341	345	341	380	378	382	365	342
Classified Support	209	207	216	222	216	147	154	154	160	160
<i>Total</i>	799	799	794	807	800	717	723	727	721	694
<i>Percent</i>										
Educational Administrator	42.9	38.2	43.8	41.2	43.8	57.1	61.8	56.3	58.8	56.3
Classified Administrator	54.5	58.3	58.3	58.3	66.7	45.5	41.7	41.7	41.7	33.3
Tenured/Tenure Track	55.3	55.9	56.3	56.2	56.6	44.7	44.1	43.8	43.8	43.4
Academic Temporary	48.9	49.0	47.2	48.6	49.9	51.1	51.0	52.8	51.4	50.1
Classified Support	58.7	57.3	58.4	58.1	57.4	41.3	42.7	41.6	41.9	42.6
<i>Total</i>	52.7	52.5	52.2	52.8	53.5	47.3	47.5	47.8	47.2	46.5

Ethnicity

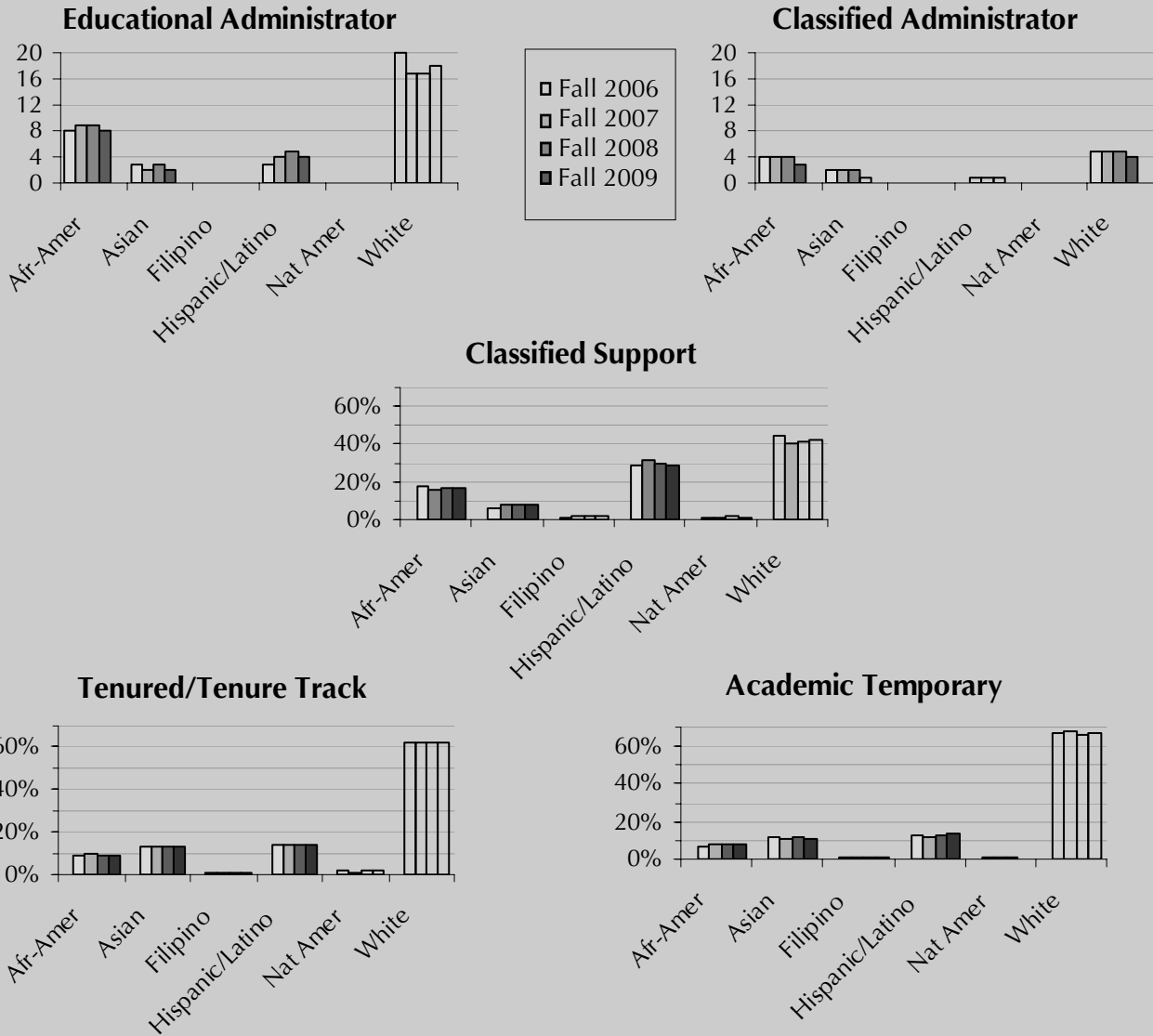
In Fall 2009, the majority (59%) of PCC's employees were White, followed by Hispanic/Latino, Asian, and African American. As can be seen in Figure 11-5, of the different employee categories, classified support had the most even ethnic mix. The ethnic categories reported here are from the California Community 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 2009 Personnel by
Ethnicity



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



Ethnicity

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

	Afr-Amer	Asian	Filipino	Hispanic	Nat Amer	White	Unknown
<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
<i>Fall 2006</i>							
Educational Administrator	23.5	8.8	0.0	8.8	0.0	58.8	0.0
Classified Administrator	33.3	16.7	0.0	0.0	0.0	50.0	0.0
Tenured/Tenure Track	9.1	13.4	0.8	13.6	1.3	61.8	0.0
Academic Temporary	6.9	11.7	0.8	12.4	0.9	67.2	0.0
Classified Support	17.5	6.4	1.4	28.8	1.1	44.6	0.3

**Table 11-4
Number of Employment Classifications by
Ethnicity**

	Afr-Amer	Asian	Filipino	Hisp/Latino	Nat Amer	White	Unknown	Total
<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>
<i>Fall 2006</i>								
Educational Administrator	8	3	0	3	0	20	0	34
Classified Administrator	4	2	0	0	0	6	0	12
Tenured/Tenure Track	34	50	3	51	5	231	0	374
Academic Temporary	51	87	6	92	7	498	0	741
Classified Support	63	23	5	104	4	161	1	361
<i>Total</i>	<i>160</i>	<i>165</i>	<i>14</i>	<i>250</i>	<i>16</i>	<i>916</i>	<i>1</i>	<i>1522</i>