Palomar College
Strategic Enrollment Management (SEM) Plan
2020-2022
Executive Summary

This three-year Strategic Enrollment Management (SEM) plan is designed to set a variety of goals, with equity as a consistent guiding component, to support students along a path that begins before initial enrollment and registration on through completion of their academic careers at Palomar College and beyond.

The SEM plan references numerous objectives and requirements put forth by the state (e.g., Vision for Success (V4S) and the Student Centered Funding Formula (SCFF)) as well as plans developed locally at Palomar College (e.g., Palomar's Strategic Plan and Guided Pathways). In order to ensure fiscal stability, the plan addresses budget limitations and includes budget goals.

Recognizing that the most challenging part of a student's academic journey should be their coursework, this SEM plan addresses change intended to improve our institutional processes and provide a considerably smoother student experience throughout the touchpoints of their journey by:

- o creating partnerships along the K-18+ continuum;
- o creating marketing and outreach that clarifies and informs potential students' understanding of next steps in setting and reaching their goals;
- o improving our enrollment and registration processes;
- o providing students with opportunities to complete their career exploration and math and English requirements early on;
- o creating a retention plan that encourages students to stay their course by providing personal and academic support;
- o providing opportunities for evaluation of learning; and
- o providing professional development for all employees to enhance the ways in which we support our students.

The plan's primary objectives are listed in the final page of the document.

Implementation of a number of action plans associated with the larger plan are underway. Monitoring and evaluation of progress of the overall plan and action plans will be ongoing with a regular, formal evaluation taking place annually as a part of the Enrollment Management Task Force timeline under development.

Sincerely,

Enrollment Management Task Force

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Table of Contents

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PART I. SEM Background at Palomar College

SEM Background

Guided by the California Community College system's Vision for Success, where significant targets for increasing student completions have been established, Palomar has adopted a holistic approach to SEM which seeks to optimize enrollments, facilitate success, and assure the fiscal viability of the college.

Palomar's approach is based on Dr. Bontrager's SEM model. In 2004, Bontrager proposed a model that focused less on the strategies and interventions tied to the organizational structure (e.g., recruitment and admissions) and more on the student milestones and success. This broader framework considers the diverse student populations that community colleges serve and their specific needs and goals. Moreover, this evolution of enrollment management incorporates strategic concepts of integrated planning, technology adoption, course scheduling, registration, and data-informed decision-making.

Bontrager's holistic framework for SEM incorporates additional foci including orientation and financial aid, while also suggesting tangible strategies and practices to further advance marketing, recruitment and matriculation that impact enrollment. In addition, Bontrager's framework expands the SEM focus to include the student experience, suggesting that there are multiple entry points where the college can influence enrollment. Within this structure student classroom experiences, instructional modalities, support services, co-curricular activities, and campus environment are factors that affect student success and retention.
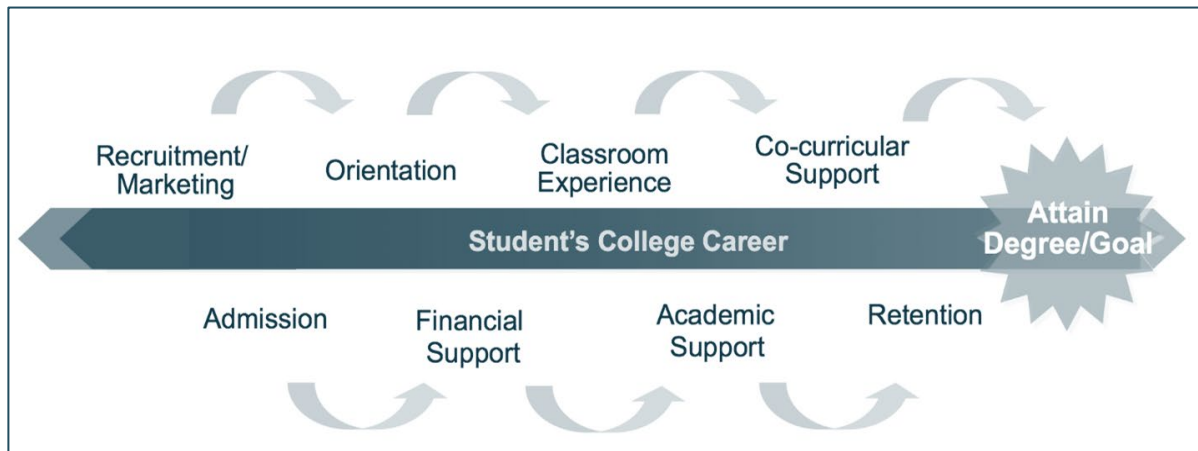
Bontrager (2008) -- Bontrager's SEM Model

The California Community College System is evolving with bold new ambitions for student completion, a move to providing students with clearly articulated paths to reach their educational goals, and a revised formula for funding to support this vision.

California Community College Vision for Success

The State Chancellor has adopted a strategic plan titled <u>Vision for Success</u>, which establishes five goals focused on:

- increasing student completion
- increasing student transfer
- decreasing the number of units accumulated by degree earners,
- increasing the number of career and technical education students who report they are working in their field of study, and
- reducing equity gaps with a ten-year goal of eliminating the equity gap altogether.

Palomar Locally Aligned Goals

In 2018-19, Palomar College established a set of goals aligned to the CCC Vision for Success goals. These goals drive Palomar's integrated planning efforts and represent the overarching outcomes the institution seeks to achieve in service to students. They are reflected in the

5

Strategic Plan 2022, where the College identifies its goals and priorities. Repeated below, these outcomes serve as an integration point across all of the college's planning initiatives.

Goal		Start Point 2016-17	End Point 2021-22
V4S Goal 1: Completion	PC will increase, among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year	1484 students	1806 students
	PC will increase, among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year	1463 students	1536 students
	PC will increase, among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate or associate degree and had an enrollment in the selected or previous year	1976 students	2118 students
V4S Goal 2: Transfer	Palomar College will increase, among all students the number who earned an associate degree for transfer in the selected or subsequent year	304 students	456 students (met)
	Palomar College will increase, among all students, the number who transferred to a four - year institution (UC or CSU)	1629 students	1872 students
V4S Goal 3: Unit Accumulation	Palomar College will decrease, among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in	88 students	82 students

	the California community college system among students who had completed at least 60 units at any community college		
V4S Goal 4: Workforce	Palomar College will increase, among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study	68%	72%
V4S Goal 5: Equity	Palomar will actively seek to decrease the equity gap for those designated student groups showing disproportionate impact across each Goal 1 through 4 above		40% decrease within 3 years & 100% elimination within 10 years

Equity

The California Community College's Vision for Success and Palomar's locally aligned V4S Goal 5 establish the charge to reduce equity gaps by 40% within three years (of when originally set) and eliminate them within ten years. If Palomar is to accomplish this goal, significant and intentional work must be done.

Through Strategic Plan 2022 Goals 1 and 2, the College prioritizes reducing existing equity gaps and increasing the number of students who complete their English and math requirements within one year of entry. At Palomar, completion of English and math within one year represents the momentum point associated with the highest number of student groups experiencing disproportionate outcomes. The SEM Plan with its focus on retention and completion must also intentionally address equity.

The chart below identifies disproportionately impacted student populations at Palomar College for the following metrics in 2018: Access, Retention, Transfer Level M/E, Transfer to 4-Year, and

Vision for Success. Nearly all goals identified in the SEM action plan will call out specific action items related to impacting the DI groups positively.

Table 1. Student Populations Identified as Disproportionately Impacted (DI) for Each Metric

Access	Retention	Transfer Level M/E	Transfer to 4 Year	Vision for Success
Hispanic/Latino (F)			Hispanic/Latino (M)	
Black/African American	Black/African American	Black/African American	Black/African American (M)	Black/African American (M)
		American Indian	American Indian (M)	American Indian
		Hawaiian/PI (M)		Hawaiian/PI
More than One Race (F)				
Other Race	Other Race (F)	Other Race (F)		Other Race
White (F)				
Foster Youth	Foster Youth	Foster Youth (F)	Foster Youth (F)	Foster Youth (M)
	Veteran (M)	Veteran		
		LGBT (M)	LGBT	LGBT (M)
		Disabled		

Palomar College Student Equity Plan 2019-22 Executive Summary

Guided Pathways

Palomar is working to implement Guided Pathways with its focus on establishing clear curricular pathways and then providing support to help students identify, enter, persist, and complete their chosen educational goal (see figure). Guided Pathways significantly impacts SEM planning and implementation.

In the Guided Pathways model, the integration of student and instructional support services within a student's pathway is critical. Our Guided Pathways plan provides for college-wide direction to address our locally established Vision for Success Goals. This SEM Plan must align and integrate with the Guided Pathways framework.

The Four Pillars

The Guided Pathways framework is routinely referred to as the 4 Pillars. The 4 Pillars support students' education path.

1: Clarify the Path — Create Clear Curricular Pathways to Employment and Further Education

2: Enter the Path — Help Students Choose and Enter their Pathway

3: Stay on the Path — Help Students Stay on Their Path

4: Ensure Learning — Follow Through, and Ensure that Better Practices are Providing Improved Student Results

The Student-Centered Funding Formula (SCFF)

In 2019, the California Community College Chancellor's Office introduced the Student-Centered Funding Formula (SCFF), which is centered on ensuring that community colleges are funded, at least in part, on how well their students are completing certificate and degree programs. The metrics within the SCFF are aligned with the goals and commitment set forth in the California Community College [Vision for Success](#) and are intended to have a profound impact on closing achievement gaps and boosting key student success outcomes.

Palomar College SEM Core Purpose Statement

For Palomar, a holistic approach to SEM that is focused on the student journey aligns well with its Strategic Plan, Vision for Success Goals, Guided Pathways implementation, and the SCFF funding formula. Such an approach optimizes student enrollment, facilitates student cuess, and assures the fiscal viability of the college. Thus, the college has adopted the following SEM Core Purpose Statement.

Palomar's Core Purpose Statement

As an open-entry institution, Palomar College serves a diverse student body with wide- ranging educational goals. We must regularly adapt our programs and services to meet the changing needs of our students and to facilitate the achievement of their educational goals.

Strategic Enrollment Management (SEM) is a holistic concept and process that enables the fulfillment of an institution's mission, ensures access of all students and is the foundation for student achievement. At the same time,

SEM serves to align enrollment goals and target audiences so that the College can benefit from the SCFF and improve our long-term fiscal health. At Palomar, SEM is a shared responsibility, and student success is central to all related planning practices and processes.

In practice, the core purposes of SEM and SEM planning are to:

- Establish comprehensive student *enrollment goals* aligned with the college's mission, strategic plan, the SCFF, and Guided Pathways.
- Promote *student success* by improving access, engagement, persistence, and completion.
- Ensure fiscal stability and viability by *optimizing* enrollments and integrating SEM into the college financial planning, budgeting, and allocation processes.
- Offer *quality* and *relevant* programs with clear educational pathways, course offerings, and appropriate student support.
- Implement strategies that lead to *equitable access and outcomes*.
- Create a *data-rich environment* to inform decisions, evaluate strategies, and adjust as needed.
- Design and implement *communications, outreach* and *marketing* strategies to support enrollment goals.
- Establish and activate a data-informed retention strategy to include student engagement activities to result in increased certificate and degree completions
- Increase *collaboration* among departments across the campus to support the strategic enrollment management plan. This includes improved collaboration not only between Student Services and Instruction but also among smaller units such as academic divisions and departments.

PART II: SEM Structure, Committee, and Resources

The SEM Advisory Committee and Enrollment Management Task Force

In Fall 2017, Palomar College established a Strategic Enrollment Management Advisory Committee. The Committee prepared the 2017-2020 Strategic Enrollment Management Plan with Action Plan. At the time, this committee reported to the Strategic Planning Council (SPC), the College's principal participatory governance group. The committee was constituent-based and included faculty, classified staff, administrators, and a student representative. In addition to plan development, the SPC charged the Committee oversight for plan implementation.

More recently, an Enrollment Management Task Force (EMTF) was identified in response to the Fiscal Health Risk Assessment report (FCMAT report), issued to the College by the Fiscal Crisis Management and Assessment Team (FCMAT) in November 2019 because the strategic enrollment management plan is a large contributor to budget development. The FCMAT Report posed eight recommendations to the College, including the following focused on enrollment management:

- *Optimizing offerings for students*
- *Establishing and following a college-wide comprehensive enrollment management plan that uses demographics, enrollment trends, program review and facility capacities as well as other relevant information.*

The EMTF, like the previous committee, is constituent-based and includes faculty, classified staff, and administrators. Student input is gained through the student ambassadors who regularly contribute to the Guided Pathways implementation plan discussions. This Strategic Enrollment Plan is aligned with the goals and objectives of Guided Pathways, which is built on four pillars inclusive of onboarding, degree planning, retention and completion.

Role of Campus Community

Input from all of our college groups is vital to a successful strategic enrollment plan. The student perspective is critical to developing and implementing strategies for SEM. Faculty, staff, and administrators sometimes get "stuck" in their own perspective and use of language. The student perspective reveals areas the college needs to address and provides for a reality check on identified plans and strategies. It was a student voice that said that our planning should result in making their coursework the hardest part of being at Palomar College.

Front line employees carry out a significant portion of the workflow necessary for the college to be successful. Staff provide expertise, particularly on the enactment of processes as they affect the student experience. Faculty play multiple roles in SEM as well. As discipline experts, they create and recommend curriculum, degrees, and certificates. They are consistently involved in establishing and evaluating standards, processes, and policies regarding instruction, counseling services, and student success. Faculty also have an integral role in identifying and working with students who are facing academic and non-academic obstacles that inhibit their success. Finally, SEM is an emphasis for college administrators. The way in which administrators carry out their SEM role is influenced by the division they represent (fiscal, student services, human resources, instruction). Administrators hold a bird's-eye view of the college and use a data-informed approach to assist others to work toward plans that meet that broader view.

Role of Technology

Palomar College has integrated a variety of technologies that inform scheduling, student achievement and engagement, degree planning and program mapping. That technology aids academic counselors in helping students plan their educational path and enables faculty to monitor in-class student engagement and progress. Through technology, we aim to provide for our students as seamless a student experience as can be provided while supporting them on each step of their journey: from before arriving at our college, to planning for and registering into their courses, to succeeding in their courses, to achieving their academic goals on their way back into the workforce, onto the next steps in higher education, and/or onto their career.

PART III. PALOMAR COLLEGE 2020-2022 PLANNING ASSUMPTIONS, TARGETED STUDENT GROUPS, FOCUS AREAS, GOALS AND OBJECTIVES

The Enrollment Management Task Force (EMTF) began the development of the 2020-2022 Strategic Enrollment Management (SEM) Plan in early February 2020. The Plan is heavily informed by previous and current enrollment data and the framework is based on enrollment projections and the SCFF. Our SEM core purpose defines SEM as we want it to be at Palomar College and guides the goals, objectives, and strategies of our plan. Equity is called out in discrete steps within individual action plans with outcomes re DI groups. Ultimately, each of these pieces drive the Action Plan associated with this document.

Assumptions

The 2017-2019 plan development began with an examination of external data (e.g., community population estimates and forecasts, labor market) and internal data (student demographics and enrollment, progress, and achievement). This examination culminated in a set of planning assumptions to guide the SEM plan's goals, objectives, and strategies. For this update, the EMTF updated that data and discussed planning assumptions that have changed as well.

Data Highlights

Appendix A (below) contains a summary of the data reviewed to develop this plan. The EMTF examined and discussed the following information as part of the plan's development:

- General community observations (community demographics/high school enrollments and projections/Job Outlook)
- Budget, FTES, WSCH/FTEF, and enrollment trends over time (FTES/headcount/Efficiency)
- Growth goals in alignment with the SCFF
- Student demographics and mix of course offerings
- Student outcomes (persistence and completion)
- Understanding why students drop and working to address the issues in order to inform retention tactics.

Planning Assumptions

A comprehensive SEM model includes the development of planning assumptions. Building from the SEM Plan 2016-2019, the current SEM Core Purpose statement, and the assessment of the internal and external data scans, the EMTF created the following planning assumptions. The list is loosely organized along the SEM student journey continuum (access, persistence, completion) followed by the college within the community and its fiscal health.

- Opportunity exists to implement and re-establish infrastructure to increase enrollments of recent high school graduates, noncredit student, and career and technical education students through outreach, dual enrollment, articulated programs, early college.
- SEM must be responsive to changing economic and legislative conditions that affect enrollment and thus provide a framework for growth and reduction in programs.
- Opportunity exists to improve/increase partnerships with K-12 school districts and four-year colleges/universities.

- SEM data highlights the impact that high school enrollments/graduation rates, other postsecondary options, and the economy has on enrollment stability. For example, over time, Palomar has lost significant enrollments to its surrounding community colleges.
- Opportunity exists for the college to improve its infrastructure and services to make college coursework the most challenging part of attending Palomar.
- Opportunity exists to improve/increase partnerships with local business and industry.
- Opportunity exists to integrate SEM enrollment goals and strategies across the college (e.g., marketing and outreach should focus on meeting FTES targets, enrollment goals for specific student groups, and new locations).
- SEM acknowledges that some disciplines, programs, or degrees have unique needs that may necessitate flexible and unique planning, implementation, enrollment, student support, and marketing strategies.
- Opportunity exists to implement strategies that increase the number of continuing students (e.g., persistence/retention/progress). Student progress and completion is a critical element of the SEM plan.
- Opportunity exists for stronger faculty engagement.
- Schedule development must link to and be supported by the SEM plan.
- A need exists for the college to develop and implement a model that integrates scheduling with budgeting and ensures a workload that supports a balanced budget.

Targeted Student Groups

One defining element of a SEM plan is the focus it places on establishing enrollment goals for specific student groups. As Palomar's enrollment is in decline, the Enrollment Management Task Force recognizes the need to optimize enrollment across all student groups. The plan places special attention to establishing an infrastructure and increasing student enrollment in the following student groups/programs.

Student Group	Target for 20-21
Current High School Students	Increase concurrent/dual enrolled student enrollment by 100%.
New Students (Direct Matriculants)	Increase high school capture rates from 21% to 33%.
Online Student Enrollment	Increase student completion of online programs.
Continuing students	Increase persistence by 7.3% Increase completions by 13.9%
Non-credit students	Increase the number of purely non-credit students transitioning into credit courses by 25 students to 200.

Schedule Building/Balanced Revenues & Expenditures

This comprehensive strategic enrollment management plan strives to provide background information as well as assumptions held as we move forward into action planning. Our action plans are structured around the focus areas, goals, and objectives provided below. In combination, the areas are intended to impact enrollment and student success in positive ways and to address changes to the funding formula.

The college's fiscal stability rests upon a well-planned schedule that accounts for a balance between expenditures (FTEF) and revenue (FTES). Thus, the action planning for Focus Area 4 (Improved Infrastructure and Fiscal Stability) includes strategies for building tools and processes to support the development and evaluation of the class schedule.

With the needs of our students at the center of all programming, we recognize the need to balance the depth and breadth of our curriculum to create a schedule that allows the college to sustain fiscally. Student-centered scheduling is driven by completion and job skill attainment, while optimizing available resources to provide for the right balance of expenditures and revenues.

While access drives 70% of our funding under the SCFF, our action planning also addresses the underlying support required for the most vulnerable of our student population with financial aid and paths that have been clarified, enabling timely completion of course work.

We recognize the need to align our expenditures with our revenue over the next 3 years to prepare for a smooth college-wide transition to our new FTES baseline, mitigating the need for a sudden shift in scheduling cuts or adds once we move out of hold harmless (2023-2024).

Focus Areas, Goals, and Objectives

Overview

To achieve the targets for the student groups listed above, promote student success and outcomes, and ensure the College maintains its fiscal viability, the EMTF has identified a set of objectives and corresponding strategies for each element in the SEM ARCC+ model: Access, Retention and Completion, Continued Community Involvement, and Improved Infrastructure and Fiscal Stability.

The SEM plan is aligned with the College's current Strategic Plan 2022. This alignment is shown by including the Strategic Plan's goal and corresponding objective in parenthesis by relevant objectives and strategies in the SEM plan.

For example, *Objective 2, Strategy 1* under *Focus Area Access: "Develop and implement integrated marketing, outreach, and communication plans connected to targeted student groups"* aligns with Strategic Plan Goals 1.1, 3.1, and 3.3 and with Guided Pathway Pillar "Stay on the Path."

Guided Pathways Pillars
1. Clarify the Path   2. Enter the Path   3. Stay on the Path   4. Ensure Learning

Focus Area: ACCESS	Strategic Plan & Guided Pathways Goal Alignment
Objective 1: Re-evaluate locations, partnership, and programs to increase completions and decrease equity gaps. • Maintain a stable increase of FTES college-wide. • Expand Concurrent/Dual Enrollment programs. • Expand Distance Education programs and offerings. • Partner with local and business and industry to provide service and internship opportunities for students. • Increase international student enrollment and education partnerships.	**1, 3, 4**
Objective 2: Raise the college profile through strategic marketing, outreach, and communications. • Develop and implement integrated marketing, outreach, and communication plans connected to targeted student groups. • Develop and implement integrated technology tools that support the marketing, outreach, and communication plans.	**3**
Objective 3: Simplify enrollment and registration processes. • Develop and implement technology-based solutions to simplify student application, registration, and enrollment for classes. • Examine and modify registration processes and timelines to accommodate student need more effectively.	**1**

	Strategic Plan & Guided Pathways Goal Alignment
• Streamline and improve financial aid services to ensure students receive timely access and support.	
Focus Area: RETENTION AND COMPLETION	**Strategic Plan & Guided Pathways Goal Alignment**
Objective 1: Improve student success, retention, and timely completion. • Create a retention and completion plan. • Establish Career Continuum. • Establish Credit for Prior Learning • Implement AB 705. • Utilize systems and/or technology tools to operationalize retention and completion plans.	**1, 2**
Focus Area: CONTINUED COMMUNITY INVOLVEMENT	**Strategic Plan & Guided Pathways Goal Alignment**
Objective 1: Strengthen Palomar's presence in the community. • Develop short-term and long-term community engagement activities to reinforce the presence of Palomar's campus and centers. • Develop a seamless pathway for K-16 partnerships to create an educational pathway for our community. • Develop structure to facilitate K-16 partnerships. • Strengthen job placements in our community.	*3*
Focus Area: IMPROVED INFRASTRUCTURE AND FISCAL STABILITY	**Strategic Plan & Guided Pathways Goal Alignment**
Objective 1: Ensure enrollment management plan that supports fiscal stability. • Implement models that integrate enrollment forecasting, scheduling, and budget. • Build a student-centered schedule that aligns expenditures with revenue projections. • Evaluate facilities utilization across the district to ensure efficient and effective use of classrooms.	5

Objective 2: Implement approaches that facilitate the use of data to make informed decisions.	
• Conduct Community College Survey of Student Engagement as part of the ongoing environmental scan of the college's community.	
• Develop report (scorecard) to track progress on enrollments/persistence/completion in a simple-to-use format.	
Objective 3: Develop and align facilities to meet the needs to students and our community.	
• Ensure new facilities provide for student needs.	
• Implement universal design principles in facilities projects.	

Monitoring and Evaluating Plan Progress

For each objective and strategy in the plan, the College has created a corresponding action plan identifying individuals responsible, project tasks and timelines, and specific outcomes. The action plan will be reviewed and updated throughout the SEM Plan timeframe.

At a minimum, progress will be assessed annually and reported to the appropriate planning councils. To support the evaluation of progress, a SEM Scorecard or dashboard will be established and organized within the appropriate focus area. Disproportionately impacted student data as it relates to the metrics discussed above will be the main driver of evaluation and progress.

APPENDIX A

Enrollment Management Planning Observations from the Data

General Community Observations (Community demographics/high school enrollments and projections/Job Outlook)

- The District's adult population (18 to 64) has increased 5.5% from 460,474 in 2010 to 485,690 in 2018.
- The majority of the District's adult population identify as male (51.5%), White or Hispanic (79.9%), and most are between the ages of 20 to 39 (47.5%). However, there is a higher concentration of Asian/Pacific Islanders in the Southern portion of the district.
- About 1/3 (32.1%) of adults in the District (Ages 25+) have a high school degree or less, while 31.2% have some college or an Associate's degree, and 36.8% have a Bachelor's degree or higher.
- Adults in the southern region of the district are more likely to have a Bachelor's degree or higher (54.1%) compared to the central (29.4%) and northern (28.6%) regions.
- The district population is projected to increase 22.5% by 2050, with increases in children 9 and under (27.2%), adults 30 to 39 (21.9%) and over 60 (68.3%). Significant increases are also expected in Asian (65.0%), Multiethnic (70.1%), Hispanic (82.7%), and Hawaiian/Pacific Islander (94.6%) populations.
- The number of high school graduates in San Diego County is projected to reach a high point in 2023-24 (38,194) before declining in 2025-26 (36,320). Still, the estimates suggest an increase of 0.6% in high school graduates over the next ten years.
- The number of jobs in San Diego County is expected to increase 7.8% between 2020 and 2030, with the largest increases (20.7%) in the Health Care and Social Assistance Industry (NAICS 62).

General Enrollment Observations

- The number of high school graduates in the District has increased 12.2% from 8,354 in 2014-15 to 9,374 in 2017-18. The percentage of new high school graduate attending

Palomar College (i.e., grad capture rate) has also increased from 21.4% in 2015-16 to 26.3% in 2018-19.

- Palomar students enrolled in Fall 2019 were more likely to reside within San Diego County (83.1%) and within the District (69.9%). However, 14.1% of students resided in Riverside County.
- A study conducted in 2016 showed that, while the majority of community college students in the District's central (74.3%) and northern (70.3%) regions attend Palomar, a much smaller percentage (30.4%) in the southern region attend Palomar.
- From 2002 to 2014, overall net enrollment flow trends have reversed. The student flow has gone from a gain of 492 students in Fall 2002 to a loss of 1,927 students in Fall 2014, with most of the losses to Mira Costa College (-883) and SDCCD (-4,834).
- In Fall 2019, most Palomar College students were male (49.7%), Hispanic (48.2%) or White (32.5%), and between the ages of 20 to 29 (47.2%). Just over 30% of students are full-time.
- The number of Continuing Students has declined 5.3% between Fall 2016 and Fall 2019. However, the number of Special Admit K-12 students has increased 63.2% during the same time period.
- Students at Palomar College are generally representative of the District. However, students ages 30 and over, Asian students, and White students are underrepresented compared to the population of these individuals in the District.

Enrollments (FTES/Headcount/Load)

- Annual student headcount has decreased 15.3% from 49,567 in 2010-11 to 36,057 in 2018-19. Figure 1 shows the decline in enrollment through 2018-19.

Figure 1. Palomar College Annual Student Headcount over time.
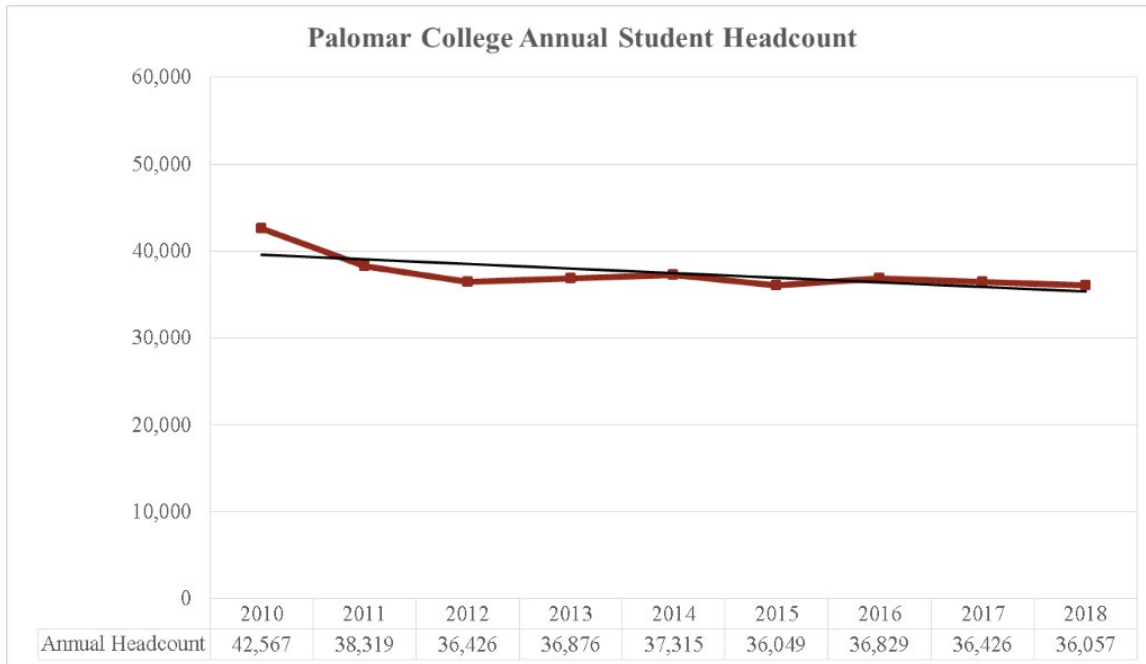
Source: CCCCO Datamart

- Between Fall 2014 and Fall 2019, FTES (including resident **and** nonresident) has decreased 4.0% from 8,885 (Fall only estimates) to 8,526 (Fall only estimates).
- Fill Rate (Census Load %) has increased from 82.0% in Fall 2014 to 87.0% in Fall 2019.
- WSCH/FTEF has increased 11.8% from 441 in Fall 2014 to 493 in Fall 2019.

Course Offerings

- The number of courses offered has decreased 9.0% from 3,193 in Fall 2014 to 2,904 in Fall 2019.
- In Fall 2019, the majority of courses were transfer level (93.5%) compared to AA level (4.6%) and basic skills level (1.9%).
- In Fall 2019, 59.9% of courses were non-vocational, while 40.1% were vocational.
- The majority of credit courses in Fall 2019 were offered during the day (66.0%), while there were fewer evening (18.1%) and distance education (15.9%) courses.

23

General Persistence and Completion Observations

Course Success

- Between 2014-15 and 2018-19, annual course success rates showed a slight increase from 71.1% (2014-15) to 71.4% (2018-19).
- In 2018-19, course success rates remain higher than Palomar's institutional-set standard of 70.0%. Within each term, these success rates followed a typical pattern of being highest during the summer (78.6%), compared to fall (68.9%) and spring (72.3%) terms.
- In 2018-19, the success rates for transfer level courses was higher (71.8%) compared to AA level (58.4%) and basic skills level (53.9%) courses.

Persistence

- Compared to last year, the 3-Term Persistence rates (Fall-Spring-Fall) for first-time have increased slightly from 49.8% to 51.6%.

Degrees/Certificates

- The overall number of awards (volume) has increased 26.3% from 3,785 in 2011-12 to 4,780 in 2018-19.
- The average years to completion for first-time students decreased between AY 2016 and AY 2018. In AY 2018, it took an average of 4.71 years to complete an AA/AS, 4.33 years to complete a 30 to 60 unit certificate, and 3.35 years to complete an 18 to 30 unit certificate compared to 5.40, 5.21, and 4.68 years, respectively in AY 2016.
- Table 1 shows the Top 15 Degrees/Certificates awarded in 2018-19:

Table 1. *Top 15 Degrees/Certificates by Award Type*

Rank	AA/AS	ADT	Cert 18+	Certs <18
1	Gen Stud: Social& Behavior	Business Administration	CSU GE Breadth	EMT Basic
2	Gen Stud: Science & Math	Psychology	IGETC CSU and UC	Bookkeeping/Accounting Clerk
3	Univ Stud: Social Sciences	Sociology	IGETC UC	Assistant Teacher

4	Gen Stud: Arts & Humanities	Mathematics	Fire Academy	Entry-Level Gas Metal/Flux Cor
5	Univ Stud: Math and Science	Administration of Justice	Apprentice-Inside Wireman	Entry-Level Gas Tungsten Arc
6	Nursing	Communication Studies	Accounting	Entry-Level Shielded Metal Arc
7	Univ Stud: Business	Biology	Fire Tech: Emergency Mgmt	Woodwork Fundamentals
8	Univ Stud: Education	Child & Adolescent Develop	IGETC CSU	Electronic Publisher
9	Univ Stud: Heatlh & Fitness	English	Registered Dental Assisting	Real Estate Sales License Prep
10	Univ Stud: World Languages	Spanish	Welding Technology	Unmanned Aircraft System
11	Fire Technology: General	Anthropology	Computer Science	School Age Assistant
12	Accounting	Economics	Apprentice-Drywall/Lather	Web Dev-Java/Open Source
13	Computer Science	History	Library and Inform Tech	Geographic Info Systems
14	Fire Tech: Emergency Mgmt	Kinesiology	Paramedic Training	Real Estate Appr License Prep
15	Mathematics	Journalism	Preschool Teacher	Broadcast Journalism

Transfers

- The overall number of students transferring to in-state public universities has increased 18.1% between 2011-12 (1,120 transfers) and 2015-16 (1,323 transfers) before decreasing 7.8% in 2018-19 (1,227 transfers). The majority of these transfers were to schools in the CSU system (82.4%) compared to schools in the UC system (17.6%).
- During this time period, the overall number of transfers to CSU schools increased 19.2% from 848 transfers in 2011-12 to 1,011 transfers in 2018-19.
- During this time period, the number of transfers to UC systems decreased by 25.9%.
- The top CSU transfer institutions were CSUSM and SDSU, while the top UC transfer institutions were UCSD and UC Riverside.
- Table 2 shows the Top 5 Transfer majors to CSU/UC schools in 2018-19:

Table 2. *Top 5 Transfer Majors by College System*

Rank	CSU	UC
1	Psychology	Political Science & Govt
2	Business Administration	Sociology
3	Sociology	Psychology, General
4	Communications	Computer Science
5	Liberal Studies	Economics