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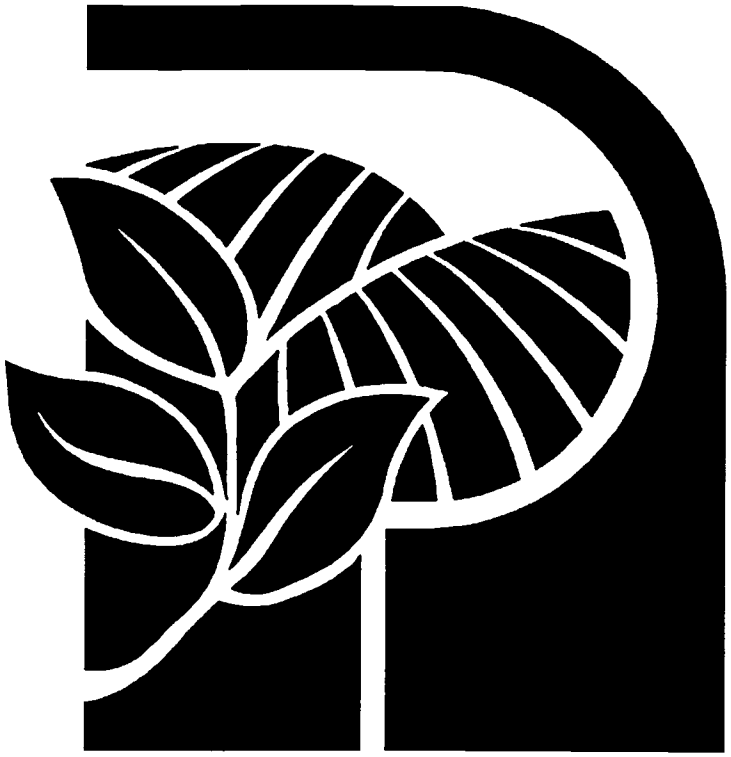
ABSTRACT

This report is designed to help college planners and decision-makers examine trends of the past and concerns of the present. Sections 1 through 5 contain information organized according to gender, ethnicity, age, language, previous degrees, and vocational/educational goals. Section 1 contains a profile of students enrolled for the fall 1996 semester. Sections 2 and 3 present five-year and long-term enrollment trends. Section 4 shows five-year weekly student contact hours (WSCH) and WSCH/full-time equivalent trends by discipline and for the college as a whole. Section 5 provides transfer data from 1978 to 1995 and demographic data about the communities served by Pierce College, and assessment trends for the distribution of fall 1997 placements in ENL (English as a Native Language), ESL (English as a Second Language), and mathematics. Grade distributions and comparisons also are given for fall semesters in 1981 and 1996. Section 6 presents job trends and projects the growth or decrease of job availability in L.A. County, with resulting implications for the curriculum. Section 7 examines population trends and projects future enrollment trends. The report points out that since its inception more than fifty years ago, the college has grown in relation to the surrounding San Fernando Valley, and its curriculum continues to be shaped largely in response to the educational goals of those who attend during periods of expansion, both in the city and the school. (AS)



LA PIERCE COLLEGE PLANNING GUIDE 1998-1999

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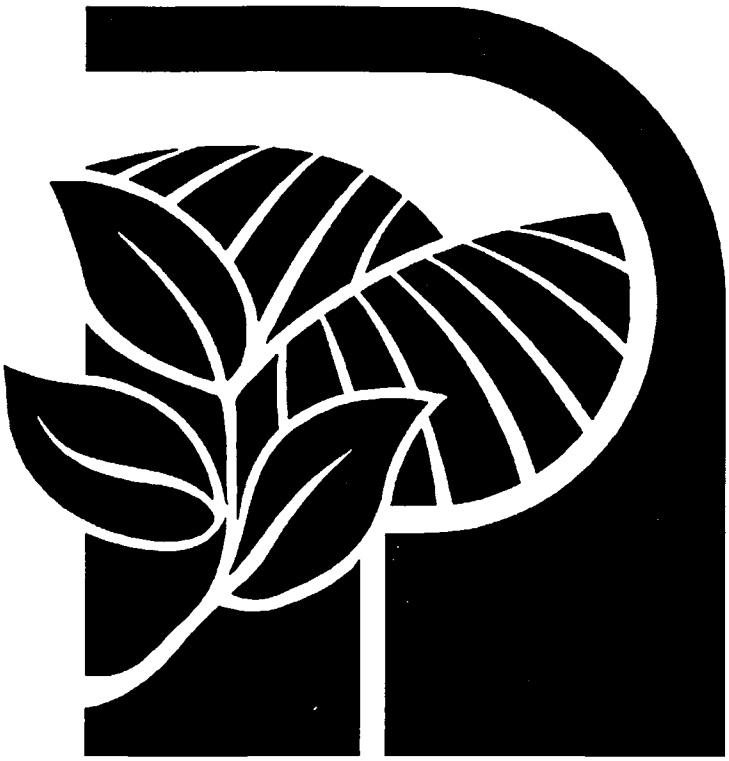
Research Office



LA PIERCE COLLEGE PLANNING GUIDE 1998-1999

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Table of Contents

LOS ANGELES PIERCE COLLEGE
PLANNING GUIDE

INTRODUCTION

Los Angeles Pierce College has served and responded to the educational needs of the West San Fernando Valley community for over fifty years. The curriculum has changed over the years to offer more transfer courses or new technologies or basic skills, to adjust to the evolving educational requirements of our students, of their educational goals, and of the jobs they seek. The expanding enrollment of the 1970's allowed the College the flexibility to add new courses and programs in response to demand. The decline in enrollment in the 1980's and 1990's, changing community demographics and changing student goals, has required that the college re-examine its programs, curriculum and community mission.

The Research Office prepared this report to help Pierce College planners and decision-makers examine the trends of the past and where we are in the present in order to make good decisions for the future. We are at a critical moment in our College's history, one that requires careful consideration of our mission and one that demands vision for what the College is to be.

Section I is a Student Profile of students enrolled for the Fall 1996 semester. This section is followed by Five Year Enrollment Trends (Section II) and then by Long Term Enrollment Trends (Section III). Section IV shows Five Year WSCH and WSCH/FTE Trends by Discipline and for the College as a whole. The last Section (V) provides some demographic data about the communities we serve.

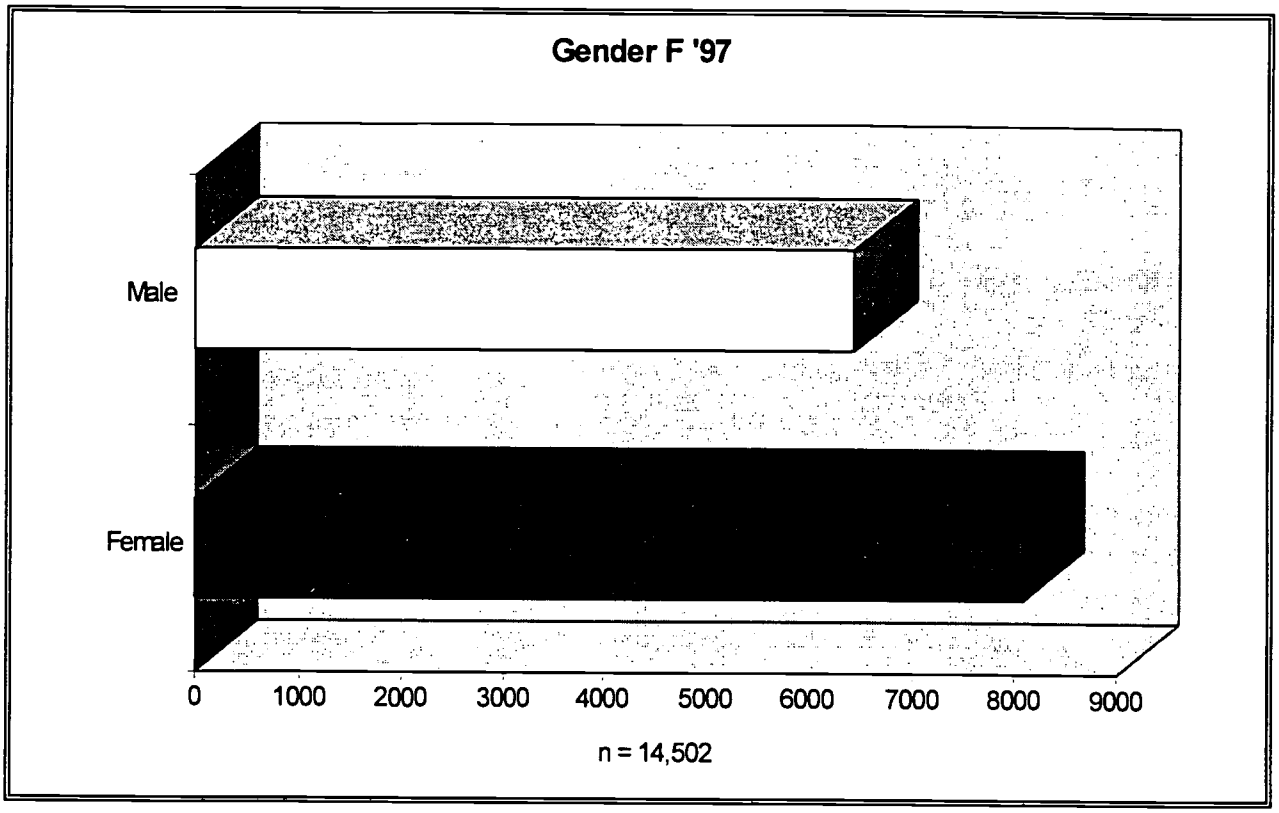
Profiles and trends can give us some measure of who our students are, of their goals and how they are using the curriculum. We can also look at productivity measures for disciplines. But we must keep in mind that the College cannot be reduced to numbers and charts. Students are more than their enrollment patterns and the College is more than its WSCH figures. We have a delicate balancing act between offering a curriculum that means something and having the means to offer a curriculum.

I. Fall 1997 Student Profile

This section utilizes District census data from Fall 1997 District census to provide a recent "snapshot" of the student population at LA Pierce College. The areas profiled are:

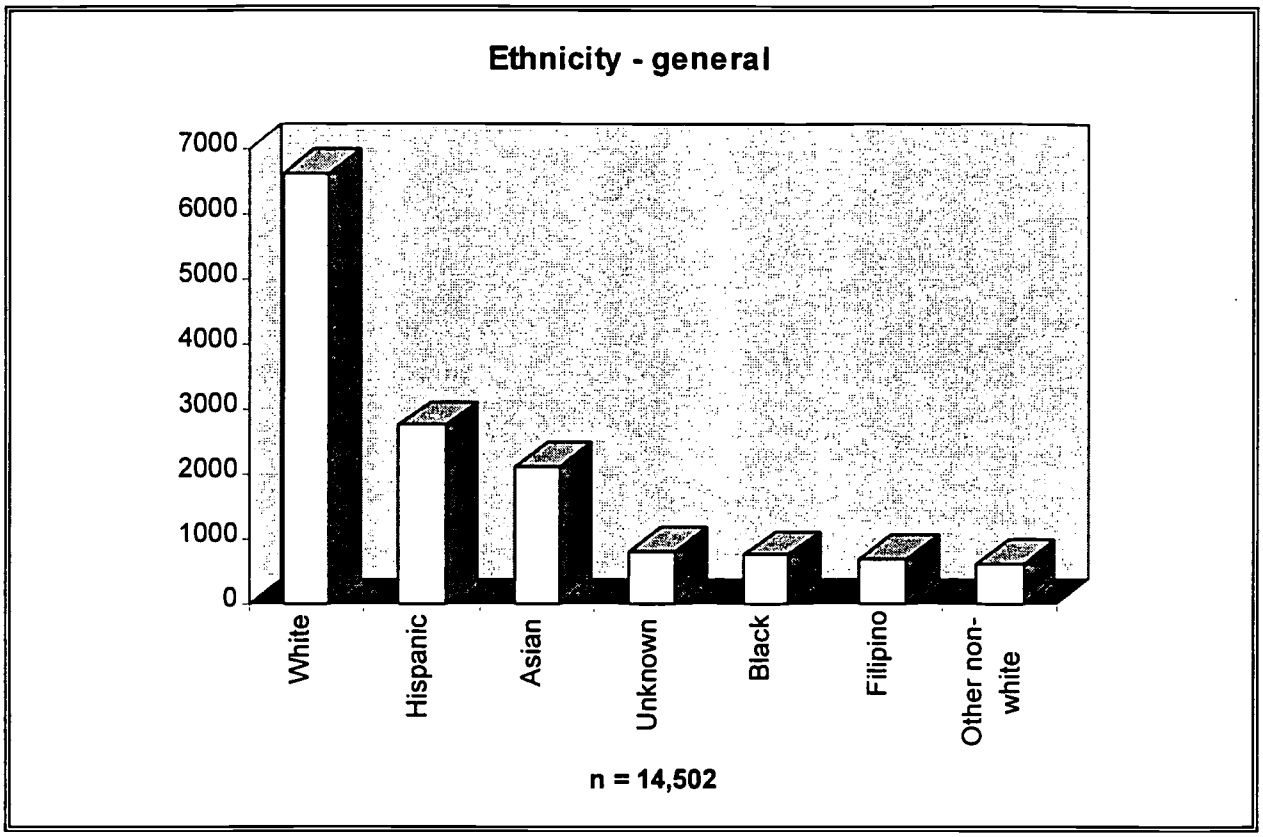
- Gender distribution
- Ethnic distribution
  - general
  - detailed
- Age distribution
- Primary language spoken by students
- Citizenship status
- Educational goal
- Level of prior education
- Unit load
- Top Feeder High Schools

Gender Fall 1997



Female	8079	56%
Male	6423	44%

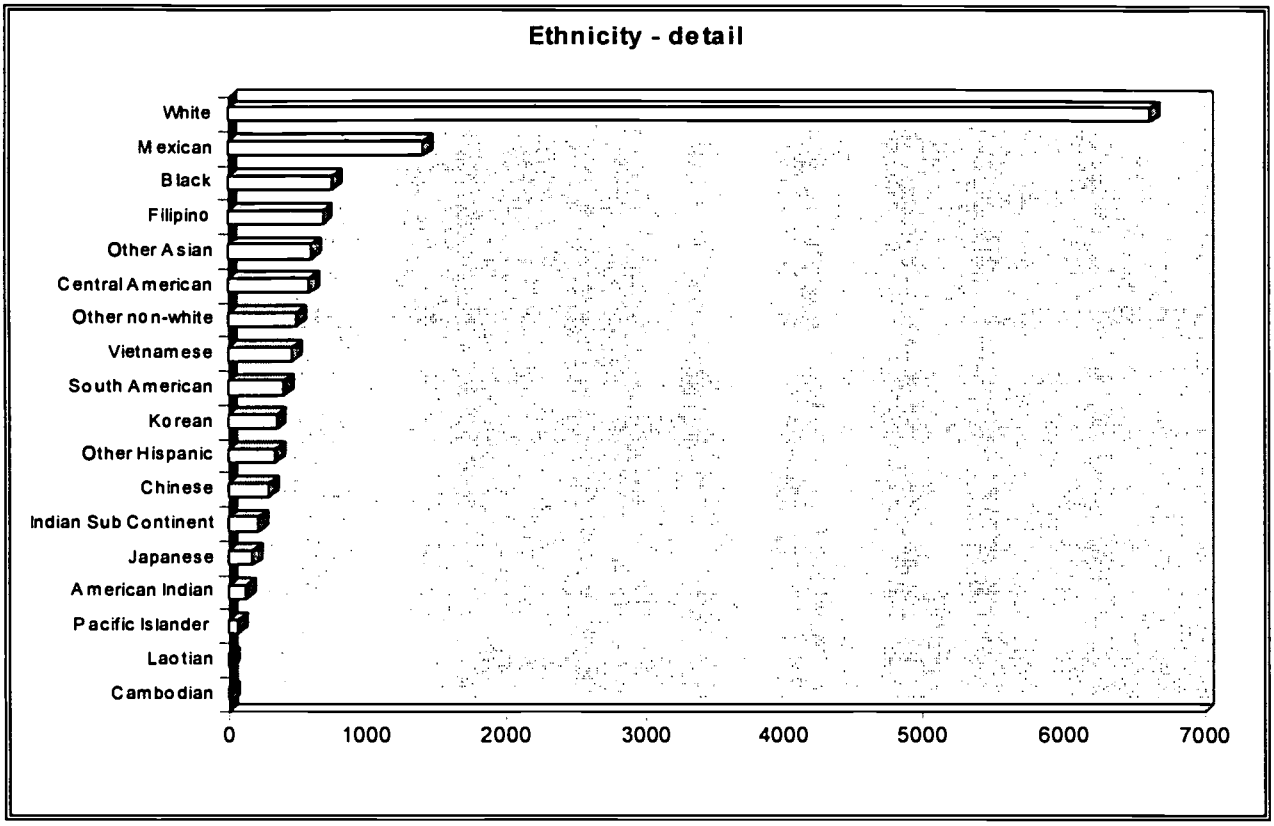
Ethnicity - general Fall 1997



White	6607	46%
Hispanic	2755	19%
Asian	2127	15%
Unknown	820	6%
Black	757	5%
Filipino	686	5%
Other non-white	627	4%

This graph shows a general ethnic distribution of the students for Fall 1997. Almost half of the students were white (46%). Asian (including Filipino) and Hispanic students were the next largest ethnic groups, with 20% and 19% respectively. Five percent of the students were Black. Six percent of the students declined to state their ethnicity. Four percent were in the category Other non-white.

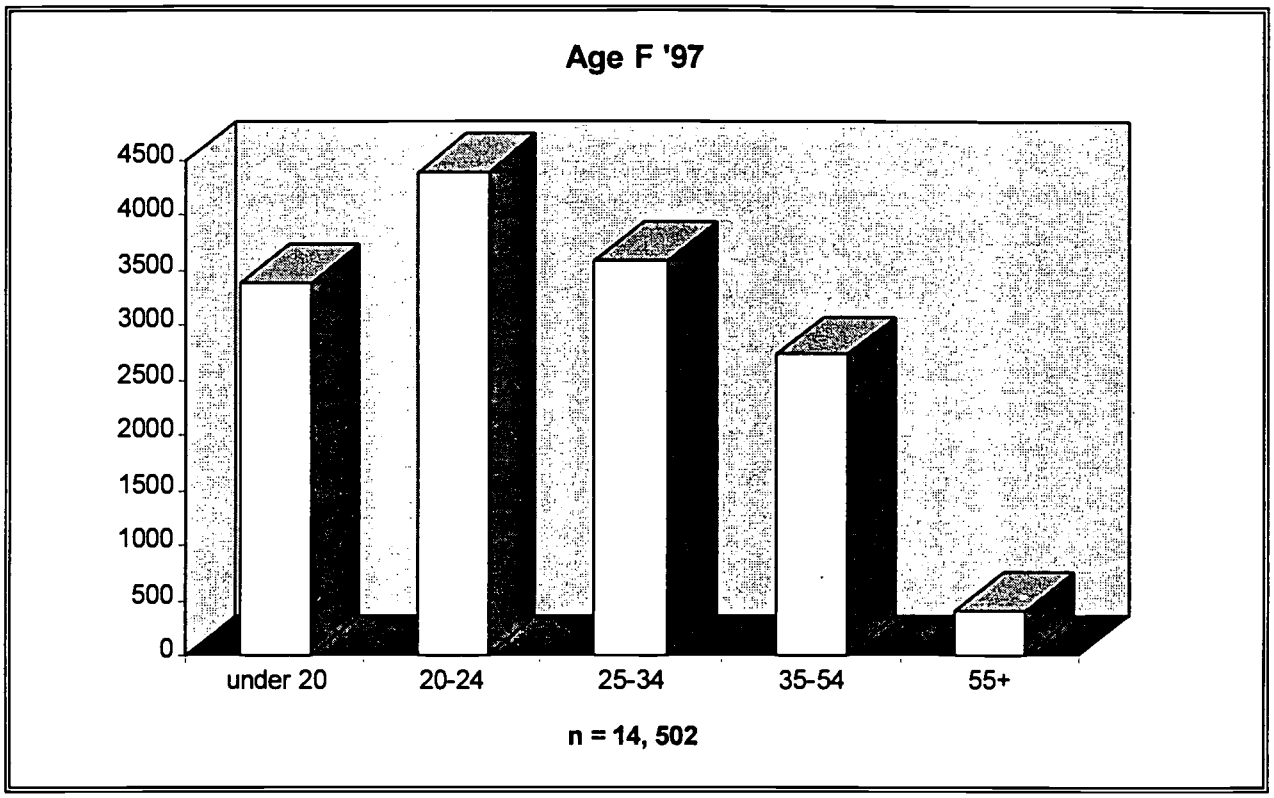
Ethnicity - detail Fall 1997



White	6607	46%
Mexican	1409	10%
Black	757	5%
Filipino	686	5%
Other Asian	596	4%
Central American	589	4%
Vietnamese	468	3%
South American	400	3%
Other non-white	496	3%
Chinese	298	2%
Korean	350	2%
Indian Sub Continent	218	2%
Other Hispanic	347	2%
Japanese	179	1%
Laotian	9	<1%
Cambodian	9	<1%
American Indian	129	<1%
Pacific Islander	66	<1%

This graph shows a detailed ethnic distribution of the students for Fall 1997. Almost one half (46%) of the students were white. Ten percent of the students were Mexican; 4% were Central American; 3% were South American, and 2% were other Hispanic students. Three percent of the students were Vietnamese; 2% were Korean; 2% were Chinese; 1% were Japanese, and 4% were other Asian students. Five percent of the students were Black, and 5% were Filipino. Two percent of the students were Indian sub-continent; and less than 1% of the students were American Indian and Pacific Islander. Three percent of the students were from other non-white ethnic groups.

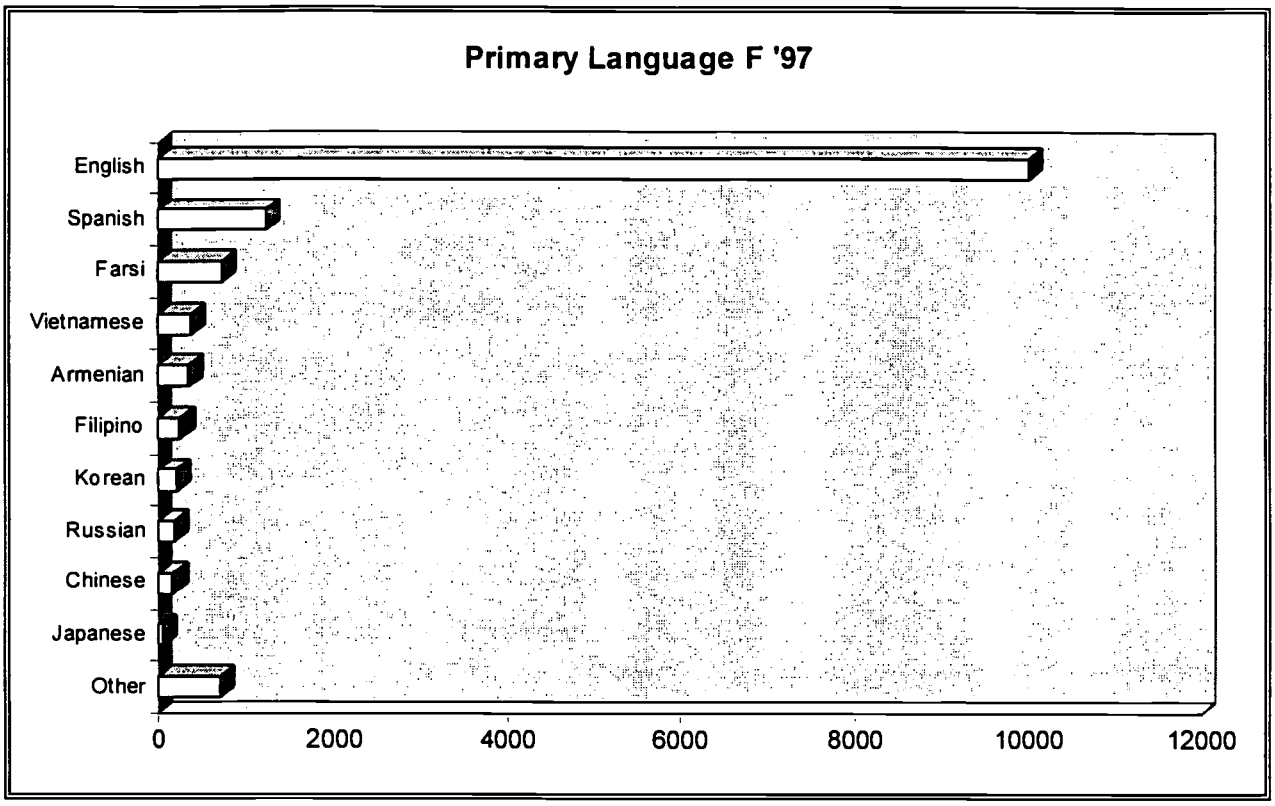
Age Fall 1997



under 20	3382	23%
20-24	4395	30%
25-34	3592	25%
35-54	2729	19%
55+	404	3%

This graph shows the student age distribution for Fall 1997. The largest group is students 20-24 years of age, representing almost one third of the student population. Almost one quarter of the students are under 20, and another one quarter of the students are 25-34. Nineteen percent of the students are 35-54 years of age, and only 3% are 55 or older.

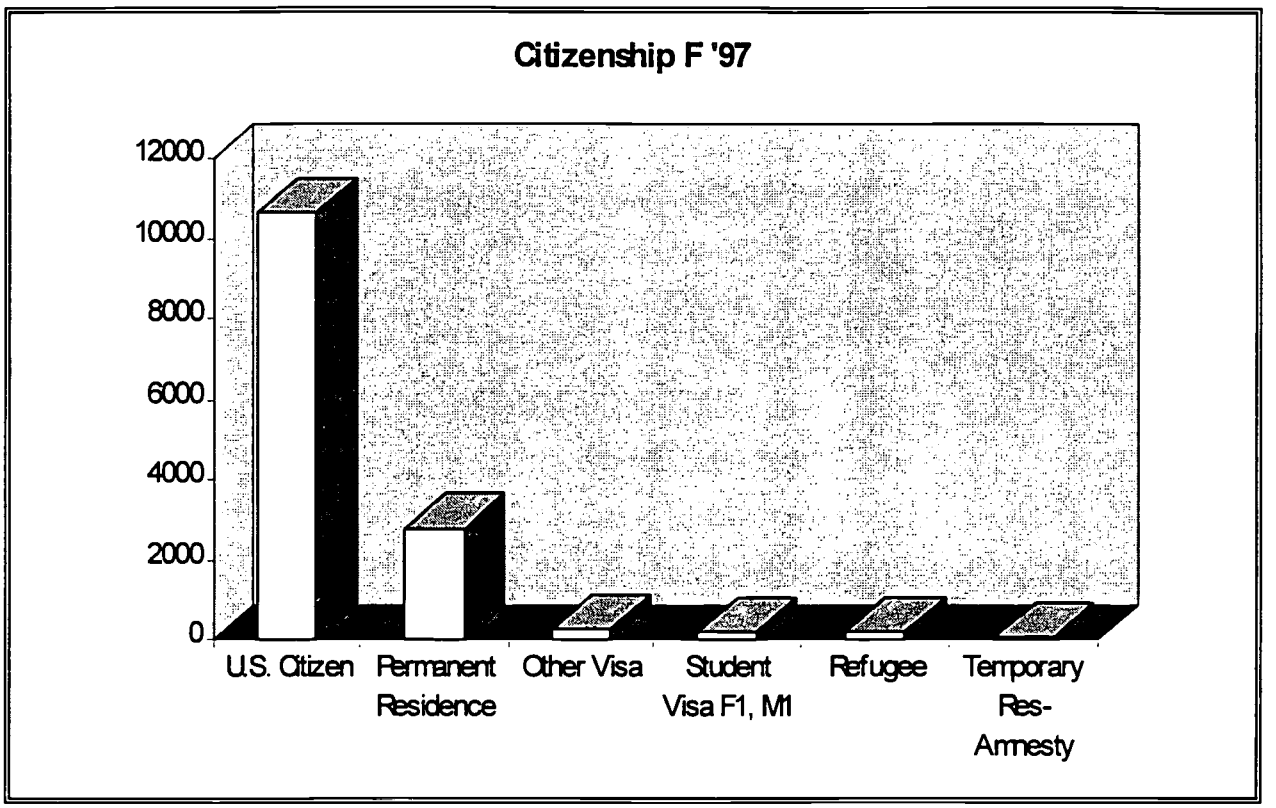
Primary Language Fall 1997



English	10002	69%
Spanish	1226	9%
Other	705	5%
Farsi	730	5%
Armenian	359	3%
Vietnamese	391	3%
Korean	226	2%
Filipino	261	2%
Chinese	183	1%
Russian	192	1%
Japanese	72	<1%

More than two thirds (69%) of the students cited English as their primary language in Fall 1997. The other main languages were Spanish (9%) and Farsi (5%).

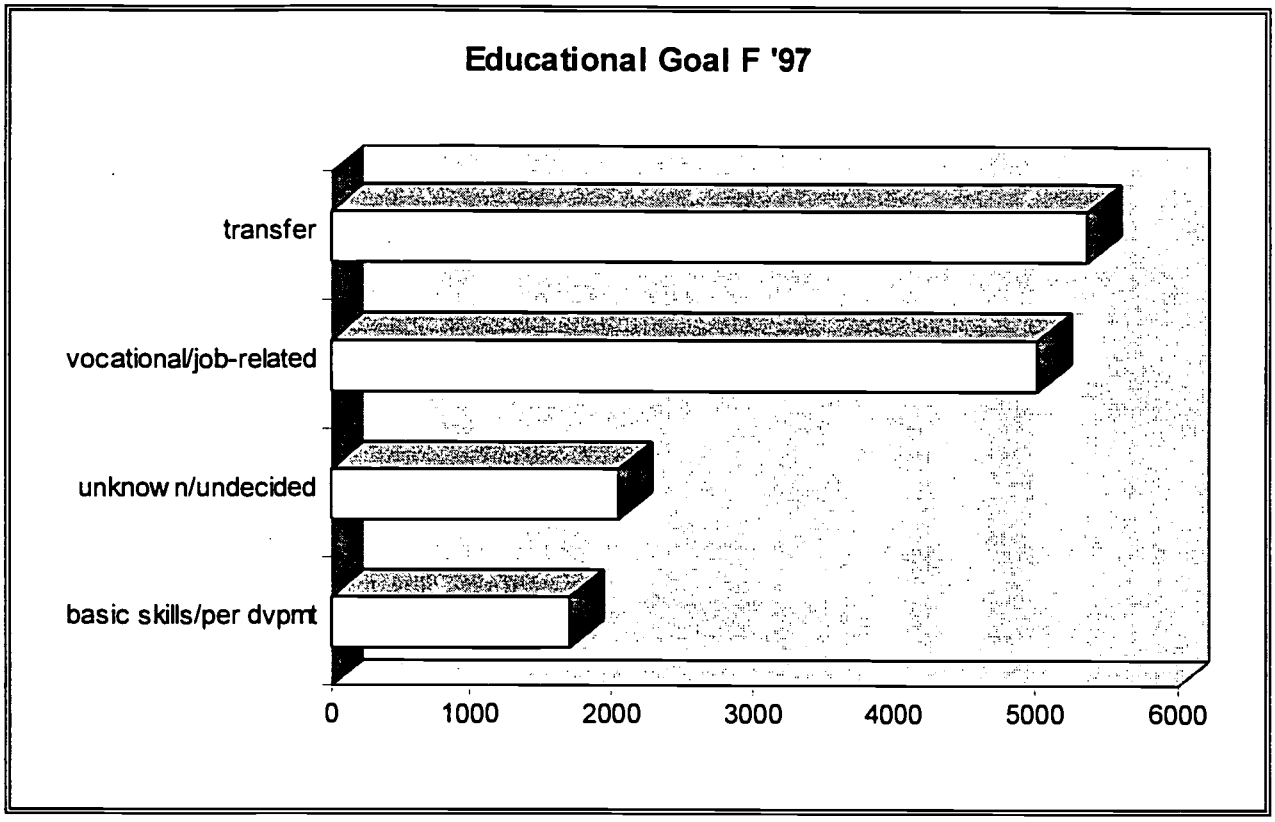
Citizenship Fall 1997



U.S. Citizen	10642	73%
Permanent Residence	2780	19%
Temporary Res-Amnesty	75	<1%
Refugee	199	1%
Student Visa F1, M1	220	2%
Other Visa	249	2%

Almost three quarters (73%) of the students were U.S. citizens in Fall 1997. One fifth of the students had Permanent Resident status. Less than 1% of the students had Temporary Resident-Amnesty status. One percent of the students had Refugee status. Two percent had Student visas, and another two percent of the students had other visas.

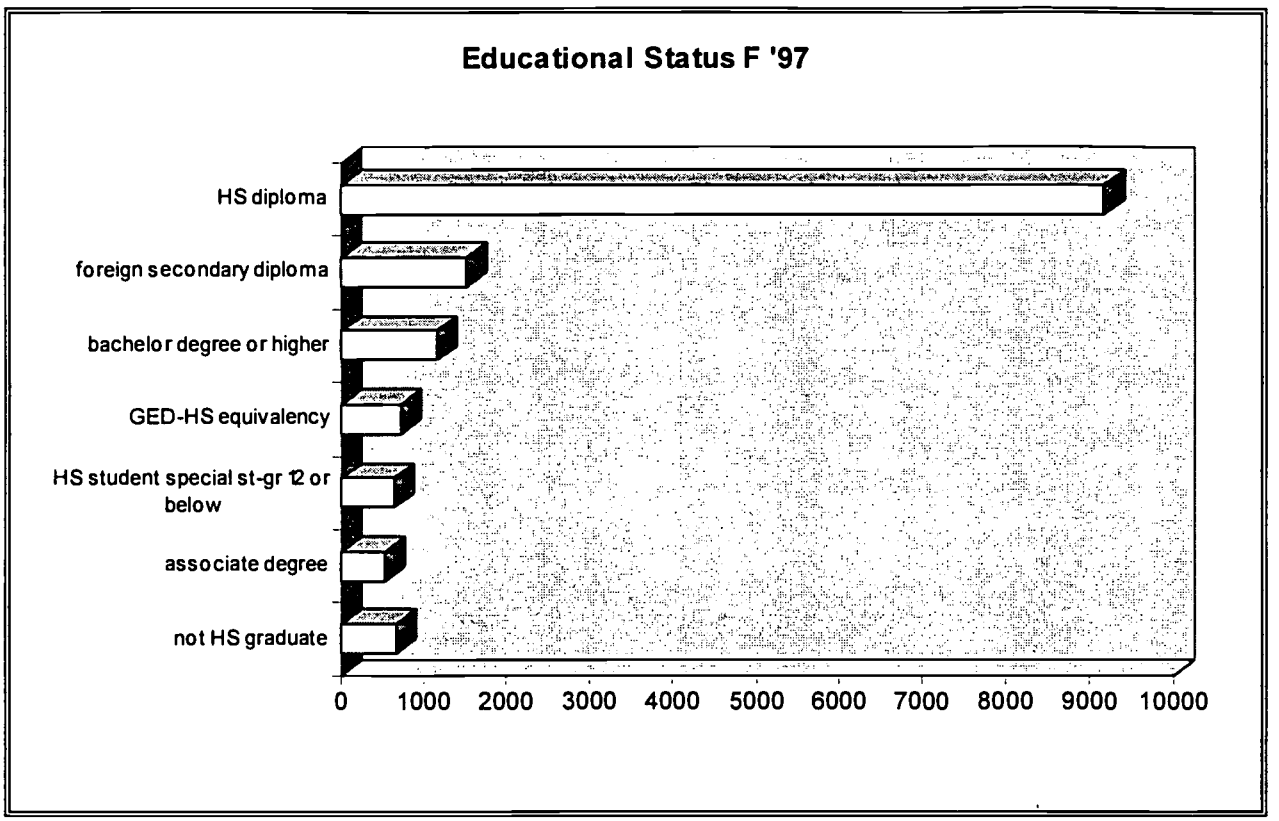
Educational Goal Fall 1997



transfer	5363	37%
vocational/job-related	5025	35%
unknown/undecided	2056	14%
basic skills/per dvpmt	1710	12%

The graph shows the educational goals of the students in Fall 1997. Thirty-seven percent of students (37%) cited transfer to a four-year college or university, and 35% cited vocational/job-related skills as their educational goal; together, these two groups comprise almost three-quarters of the student population. Twelve percent cite basic skills or personal development. Fourteen percent are undecided or their goals are unknown.

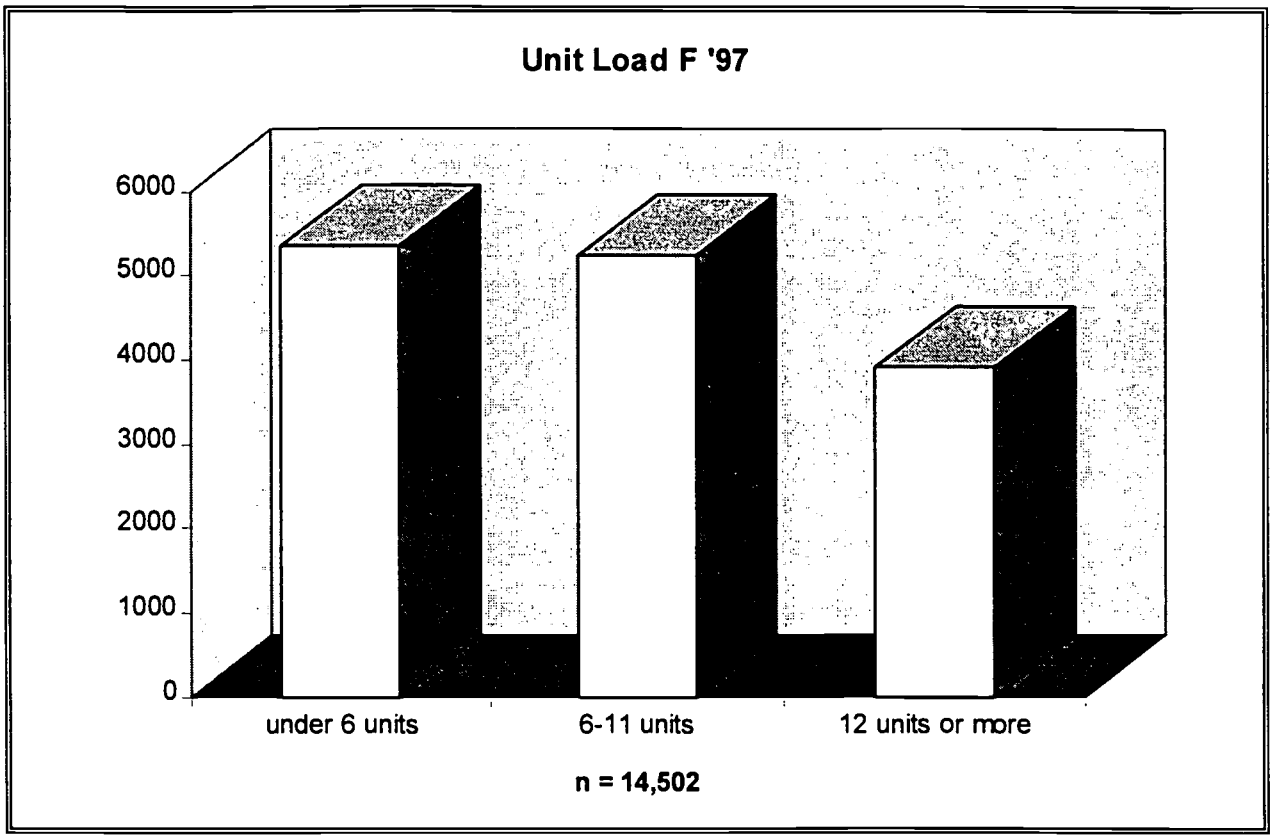
Level of Prior Education Fall 1997



HS diploma	9179	63%
foreign secondary diploma	1531	11%
bachelor degree or higher	1174	8%
GED-HS equivalency	712	5%
not HS graduate	673	4%
associate degree	516	4%
HS student special st-gr 12 or below	632	4%

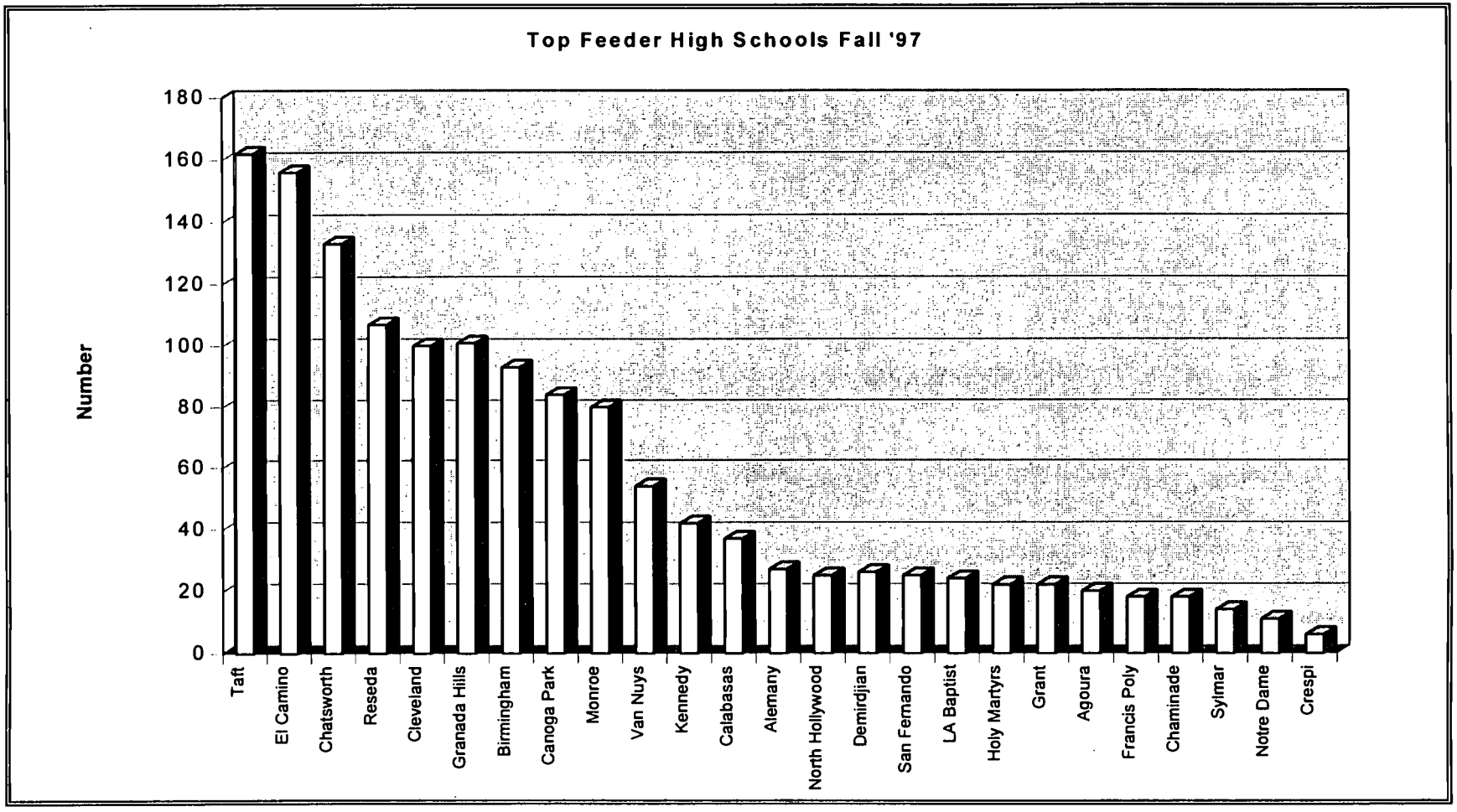
In Fall 1997, almost three-quarters (74%) of the students had a high school diploma; another 5% had a GED or high school equivalency. Eight percent of the students had a BA degree or higher, and 4% had a AA degree. Four percent were not high school graduates. Another 4% were special students in grade 12 or below.

Unit Load Fall 1997



under 6 units	5352	27%
6-11 units	5230	36%
12 units or more	3920	37%

Unit load is the number of course units carried by a student at census. Twenty-seven percent of the students were taking under 6 units, 36% of the students were taking 6-11 units, compared to 37% of the students who took 12 units or more.



This chart shows the number of students enrolled from the top feeder high schools in Fall 1997.

19

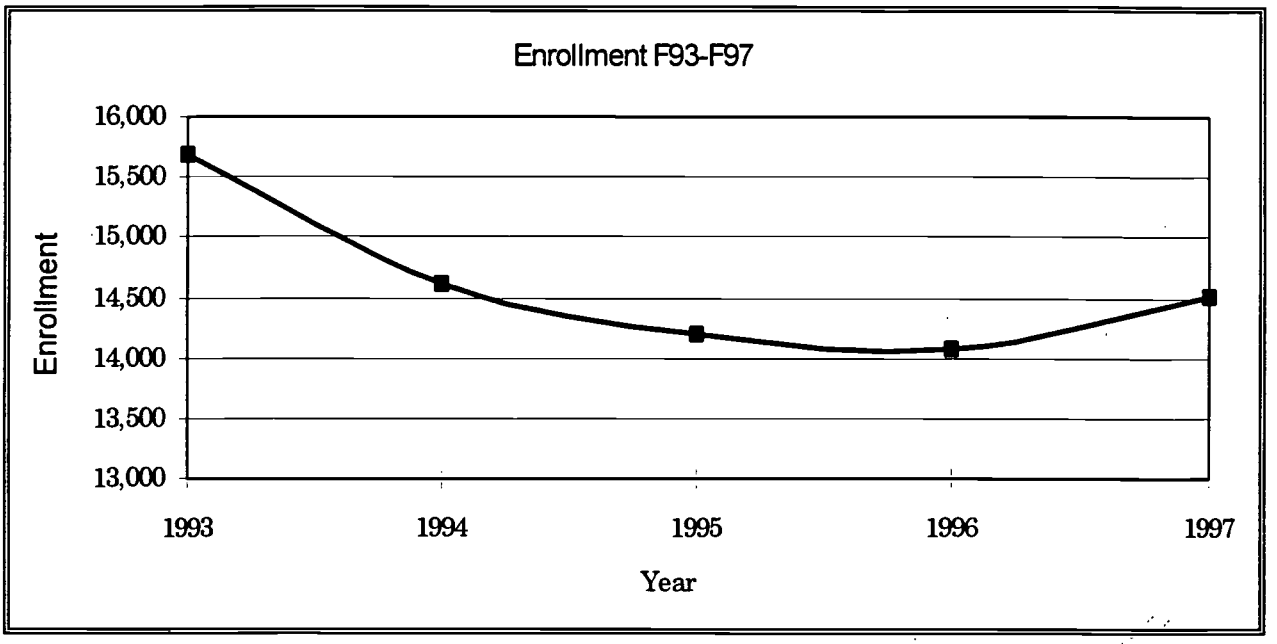
20

II. Five Year Enrollment Trends

This section examines recent enrollment trends among the students at LA Pierce College. This allows us to see the areas in which student enrollment is stable and the directions in which it is changing. Information is summarized for the five year period Fall 1993 through Fall 1997. These data are derived from the District Annual Information Digest. The areas covered are:

- First census enrollment figures
- Gender distribution
- Ethnic distribution
- Age distribution
- Enrollment by unit load
- Enrollment by previous degree
- Enrollment by class level
- Enrollment with vocational goal
- Enrollment by vocational goal
- Educational goal

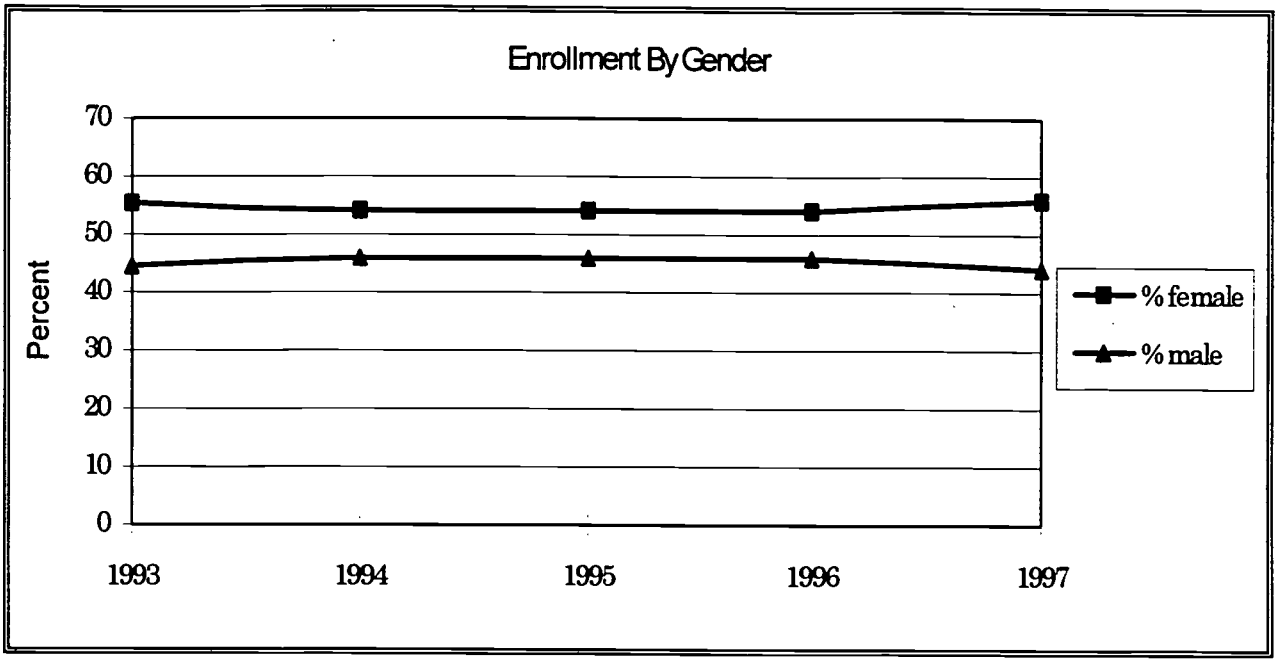
Five Year Enrollment Trends
First Census Enrollment F'93 - F'97



1993	1994	1995	1996	1997
15,695	14,618	14,192	14,066	14,502

First census enrollment figures are shown for the 1993-1997 Fall semester. Enrollment decreased by 10% in the two-year period Fall 1993-95, with the sharpest decline (7%) occurring Fall 1993-94. Enrollment figures continued to decrease slightly between Fall 1993-96. Since then, enrollment for Fall 1997 increased by 4%.

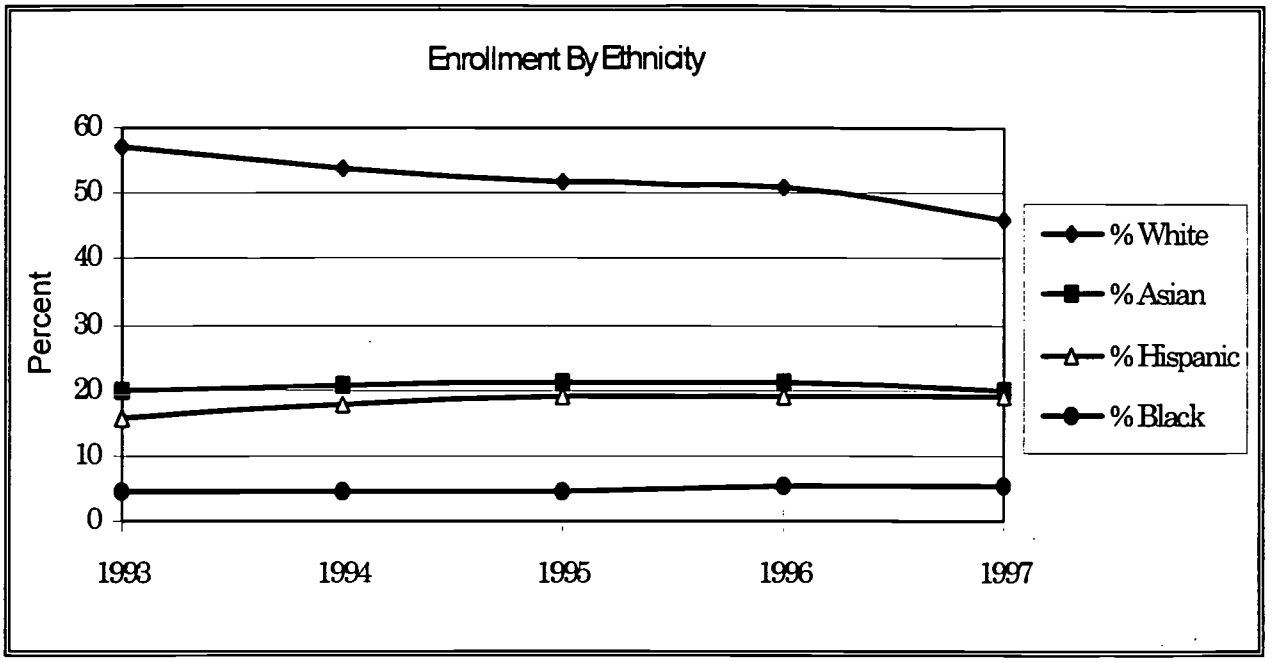
Five Year Enrollment Trends
Enrollment By Gender F'93 - F'97



	1993	1994	1995	1996	1997
% female	55.3	54.1	53.9	54.2	55.7
% male	44.7	45.9	46.1	45.8	44.3

The gender distribution of enrolled students has remained stable during 1993-1997. Between 54-56% of the students were female and 44-46% of the students male.

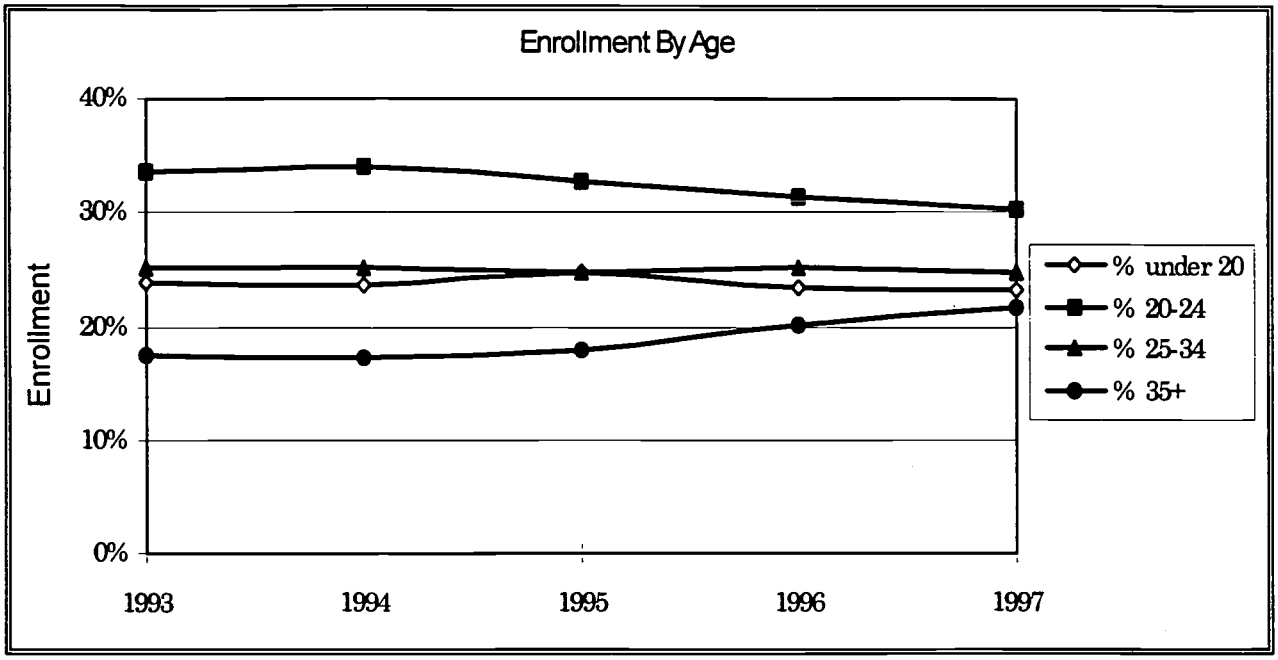
Five Year Enrollment Trends
Enrollment By Ethnicity F'93 - F'97



	1993	1994	1995	1996	1997
% White	56.9	54	51.9	50.8	45.8
% Asian	20	20.5	20.9	21.1	20
% Hispanic	15.8	17.7	19.1	19.2	19
% Black	4.6	4.7	4.7	5.2	5.2

During the five-year period Fall 1993-1997, white students as a percentage of total enrollment decreased, while the proportion of Hispanic and Black students increased. The percentage of Asian students remained stable. The ethnicity of 10% of the students was unknown.

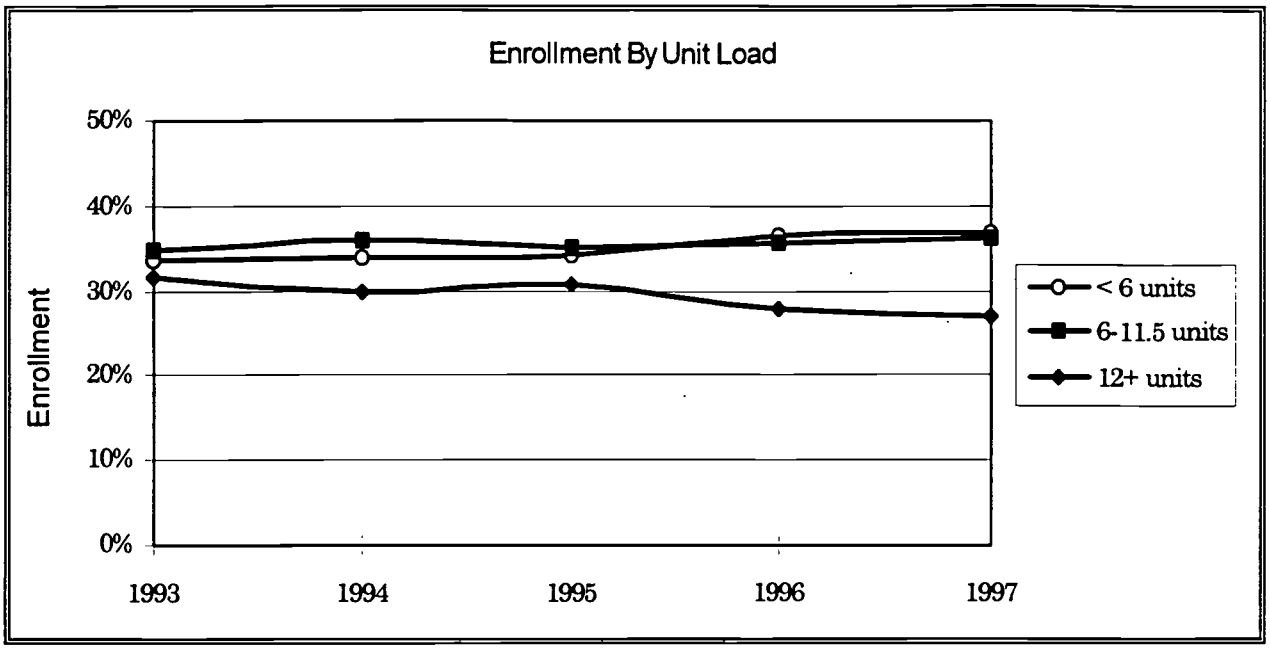
Five Year Enrollment Trends
Enrollment By Age F'93 - F'97



	1993	1994	1995	1996	1997
% under 20	23.8	23.7	24.8	23.4	23.3
% 20-24	33.5	34	32.8	31.3	30.3
% 25-34	25.2	25.1	24.7	25.1	24.8
% 35+	17.4	17.2	17.8	20.2	21.6

During the five-year period 1993-1997, the age distribution of the student population remained relatively stable with a slight increase in the proportion of students over 25. Students in the 20-24 age group decreased slightly as a percentage of the total student population, from a high of 34% in 1994 to a low of 30% in 1997. At the same time, students over 35 increased slightly from a low of 17% in 1994 to a high of 22% in 1997. The two other age groups (students under 20 and students 25-34) each consistently comprised 24-25% of the population.

Five Year Enrollment Trends
Enrollment By Unit Load F'93 - F'97

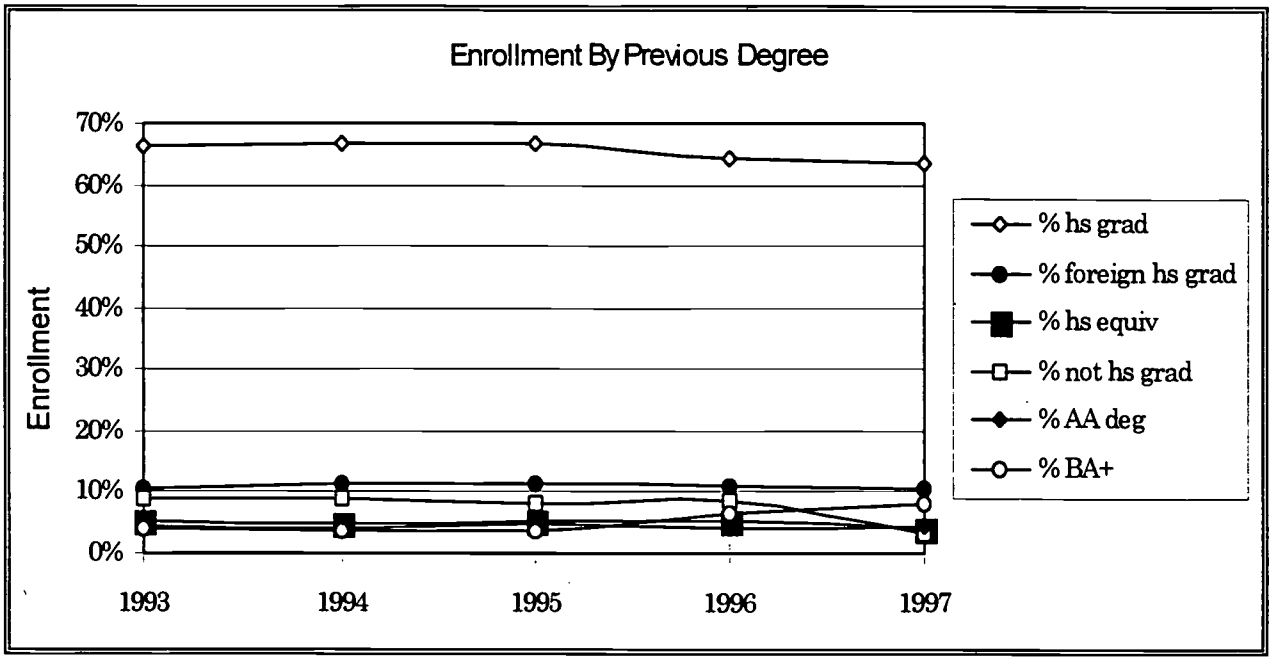


	1993	1994	1995	1996	1997
< 6 units	33.5	34	34.1	36.3	36.9
6-11.5 units	34.8	36	35.2	35.6	36.1
12+ units	31.7	30	30.7	27.9	27

During the five-year period 1993-1997, enrollment in the three semester-unit categories remained relatively stable. Students enrolled in fewer than 6 units or in 6-11.5 units each comprised slightly more than one-third of the student population, while students in 12 units or more units comprised less than one-third of the population.

Throughout the five-year period, students enrolled in fewer than 6 units or in 6-11.5 units increased slightly by 3% and 1% respectively, while enrollment in 12 or more units decreased by 5%.

Five Year Enrollment Trends
Enrollment By Prior Education F'93 - F'97

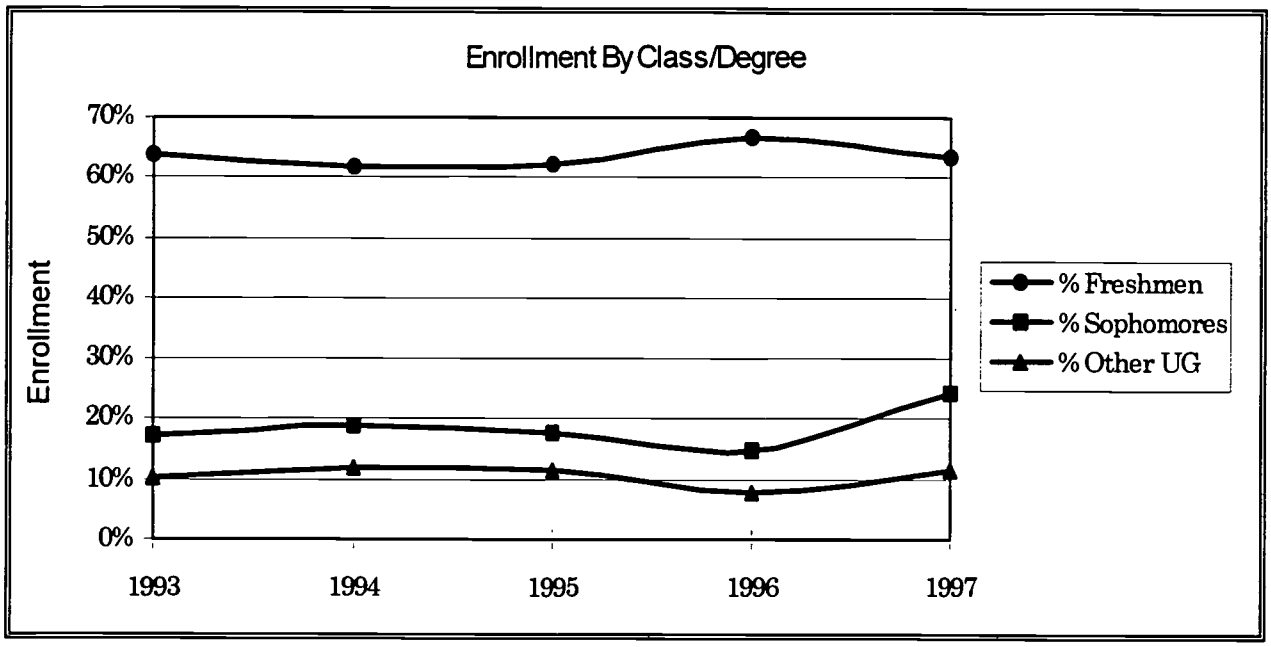


	1993	1994	1995	1996	1997
% hs grad	66.5	66.9	66.6	64.5	63.3
% foreign hs grad	10.7	11.5	11.4	10.9	10.6
% hs equiv	5.3	5	5.4	5.4	3.9
% not hs grad	8.9	9	8.1	8.6	3.3
% AA deg	4.5	3.9	4.8	3.9	4.4
% BA+	4.1	3.6	3.7	6.7	8.1

During the five-year period 1993-1997, most students who enrolled had a high school diploma. Throughout the five-year period, U.S. high school graduates accounted for two-thirds of the student population; foreign high school graduates for 11-12%.

Students who were not high school graduates comprised 9% of the student population in 1993; this decreased to 3% during the following four years. Students with a BA degree or higher comprised 4% of the student population in 1993; this increased to 8% in 1997. The increase is attributable to the rescinding of the enrollment fee for students with a BA.

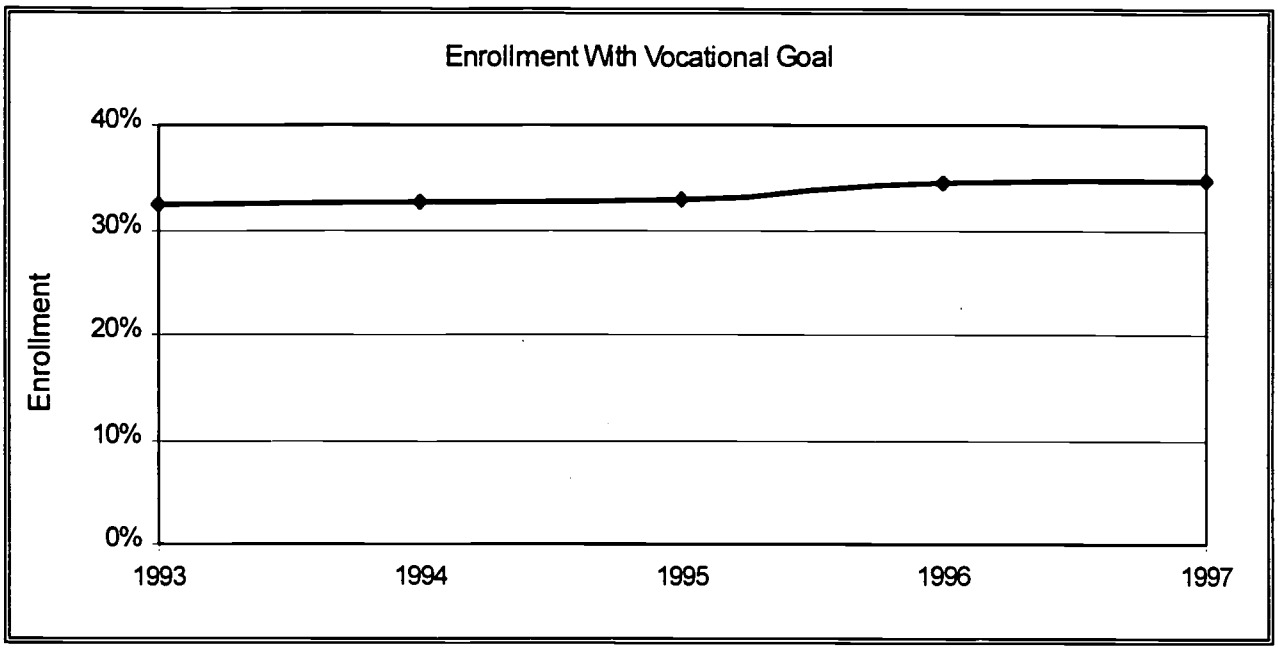
Five Year Enrollment Trends
Enrollment By Class Level F'93 - F'97



	1993	1994	1995	1996	1997
% Freshmen	63.9	61.8	62.1	66.7	63.3
% Sophomore	17.2	18.8	17.9	14.7	24.5
% Other UG	10.4	11.8	11.5	7.9	11.7

During 1993-1996, freshmen (0-30 units completed) increased as a percentage of total enrollment, but, decreased again in 1997. The percentage of sophomores (31-60 units) increased from 17% in 1993 to 25% in 1997. Other undergraduates and sophomores remained relatively stable during the first three years (1993-1995), dipped in 1996 as a percentage of total enrollment, and increased again in 1997.

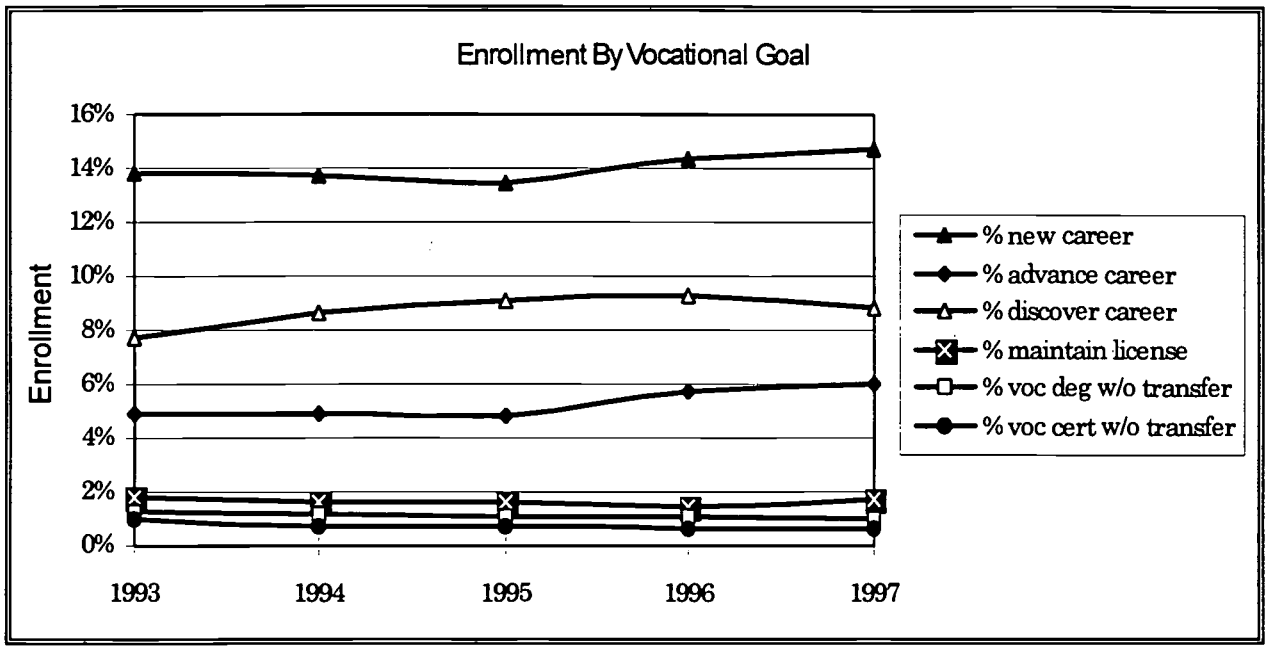
Five Year Enrollment Trends
Enrollment With Vocational Goal F'93 - F'97



	1993	1994	1995	1996	1997
% subtotal vocational	32.4	32.6	32.8	34.4	34.7

From 1993 to 1997, the percentage of students enrolled with vocational or job-related goals increased slightly by 2.6%.

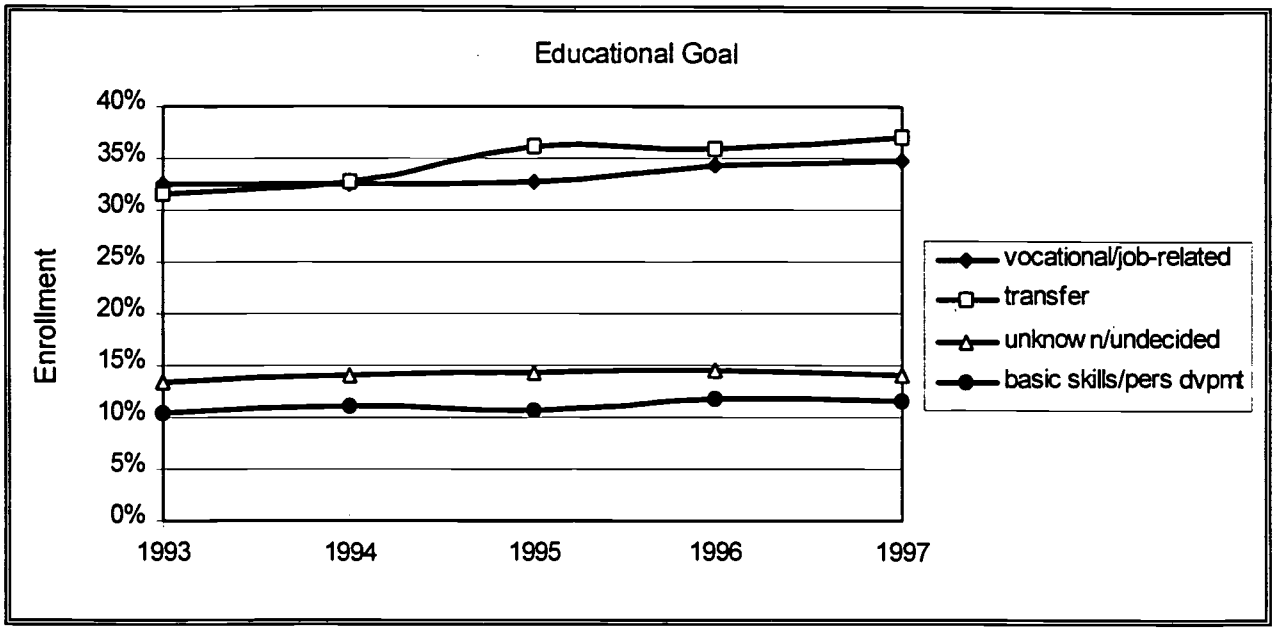
Five Year Enrollment Trends
Enrollment By Vocational Goal F'93 - F'97



	1993	1994	1995	1996	1997
% new career	13.8	13.7	13.5	14.4	14.7
% advance career	4.9	4.9	4.8	5.7	6
% discover career	7.7	8.6	9.1	9.3	8.8
% maintain license	1.8	1.6	1.6	1.5	1.7
% voc deg w/o transfer	1.3	1.2	1.1	1.1	1
% voc cert w/o transfer	1	0.7	0.7	0.6	0.6

The percentage of students enrolled in all five categories remained relatively stable. Percentages reflect the total number of students enrolled, not just vocational students.

Five Year Enrollment Trends
Educational Goal F'93 - F'97



	1993	1994	1995	1996	1997
vocational/job-related	32.4	32.6	32.8	34.4	34.7
transfer	31.6	32.8	36.2	35.9	37
unknown/undecided	13.5	14	14.4	14.6	14.2
basic skills/pers dvpmt	10.5	11.1	10.7	11.9	11.7

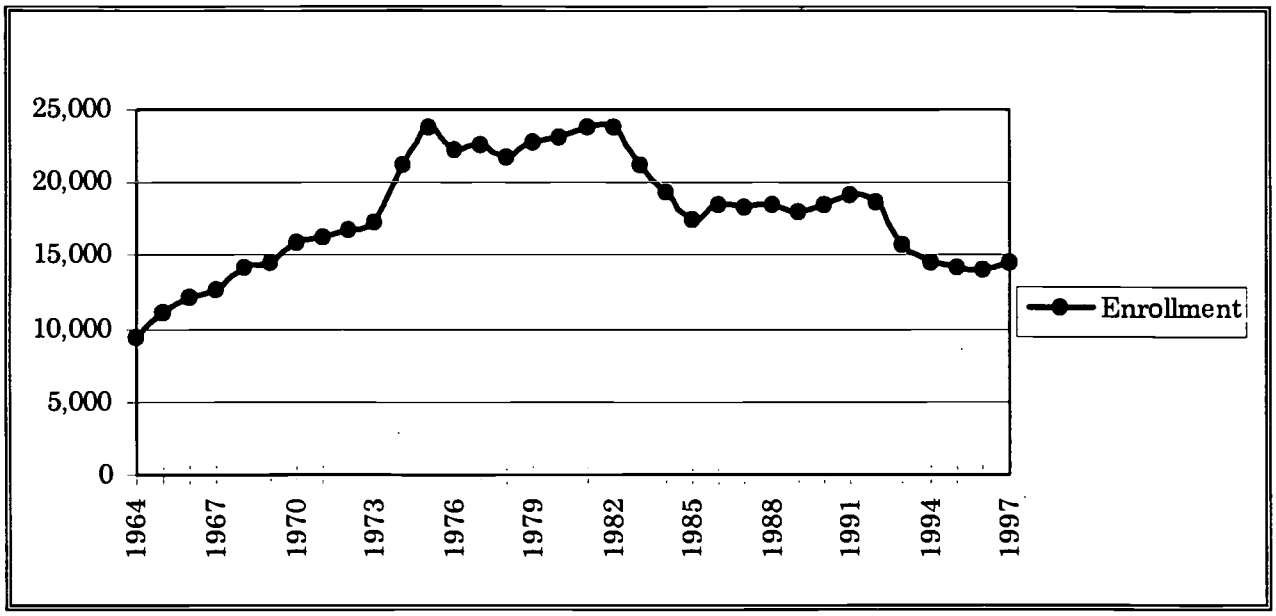
Transfer goals increased by 5% during the five-year period 1993-97. The percentage of students enrolled with vocational or job related goals increased by 3%. The percentage of students enrolled in basic skills or personal development and those undecided remained stable.

III. Long Term Enrollment Trends

This section examines long term enrollment trends among the students at LA Pierce College, providing a look at the changes that have occurred in the student population over time. The length of time summarized varies for the different areas, based on the availability of data. These data are derived from the District Annual Information Digest. The areas covered are:

- First census Fall enrollment figures 1964-1997
- FTES 1987/88 - 1995/96
- Gender distribution 1975-1995
- Ethnic distribution 1975-1995
- Age distribution 1975-1995
- Class level 1976-1995
- Level of prior education 1990-1997
- Entering status (i.e. new, transfer, returning, continuing) 1975-1995
- Educational goal 1983-1995

First Census Fall Enrollment 1964 - 1997



1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
9,420	11,139	12,207	12,636	14,128	14,617	16,000	16,317	16,743	17,335

1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
21,206	23,798	22,185	22,654	21,700	22,852	23,072	23,770	23,721	21,260

1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
19,286	17,393	18,513	18,316	18,415	18,038	18,522	19,201	18,584	15,695

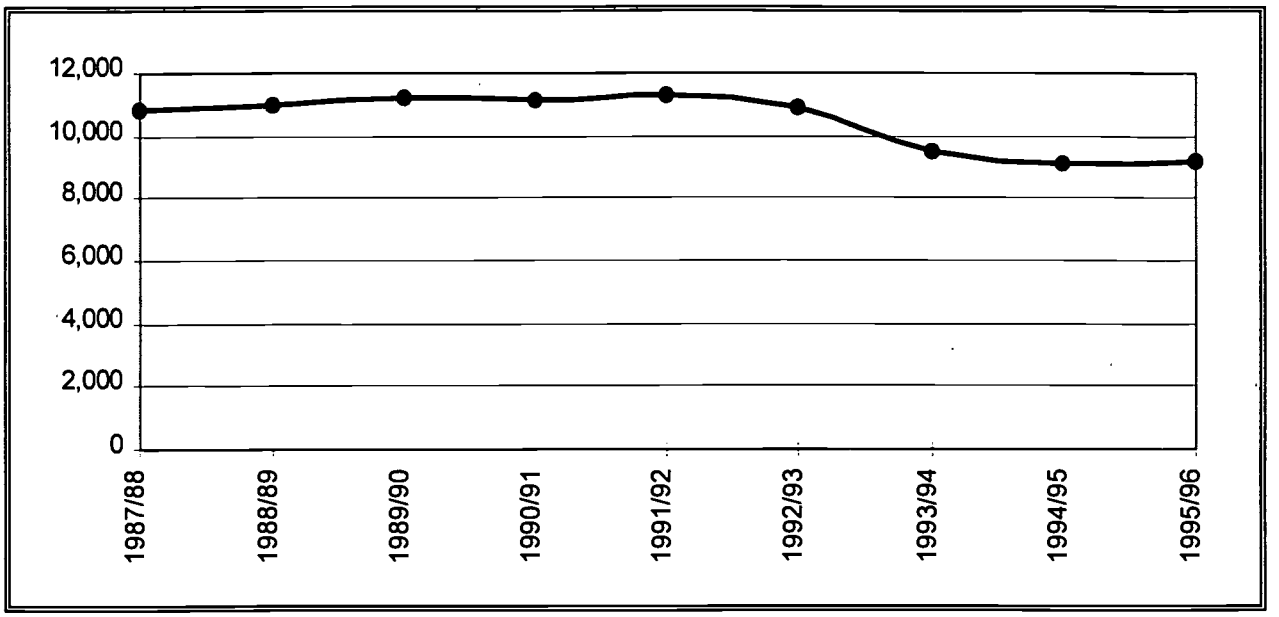
1994	1995	1996	1997
14,618	14,192	14,066	14,502

This graph shows first census Fall enrollment trends for the thirty-four year period 1964-1997. During the first ten years of this period, enrollment climbed steadily from less than 10,000 to more than 17,000.

Enrollment over the next two decades is characterized by two distinct plateaus. During the ten-year period 1974-83, enrollment reached its highest mark, ranging from slightly more than 21,000 to slightly less than 24,000 throughout the decade. During the next decade (1984-93), enrollment dipped and again stabilized at approximately 18,000-19,000 enrolled students. In the last year of this period, however, enrollment again dipped.

Although enrollment continued to decrease annually through 1996, there was an increase again in 1997. The rate of decrease between 1993-1996 did slow down considerably; during the last four years (1994-1997), enrollment appears to have reached a new plateau.

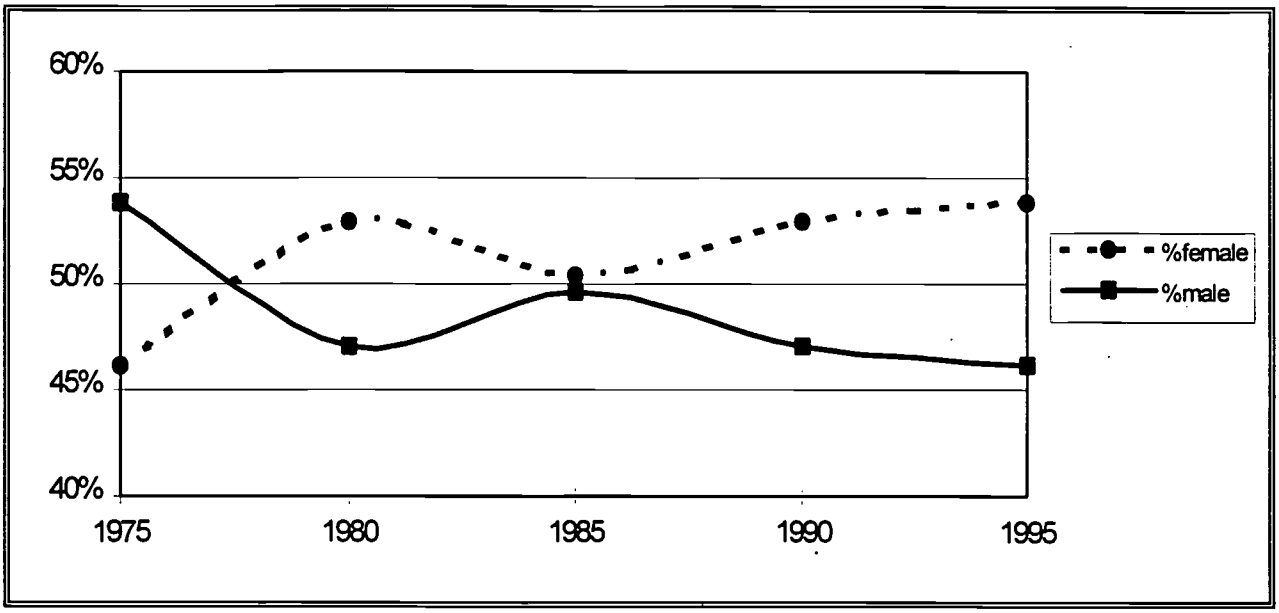
Enrollment By FTES 1987/88 - 1995/96



1987/88	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96
10,797	10,980	11,211	11,142	11,305	10,884	9,477	9,088	9,232

The 1987-96 FTES trend parallels the first census enrollment trend for the same period. From 1987-1992, enrollment was stable; FTES also held steady during this time at approximately 11,000. In 1993, when enrollment began to decrease, FTES also dropped to a little over 9,000 where it has remained through 1995/96.

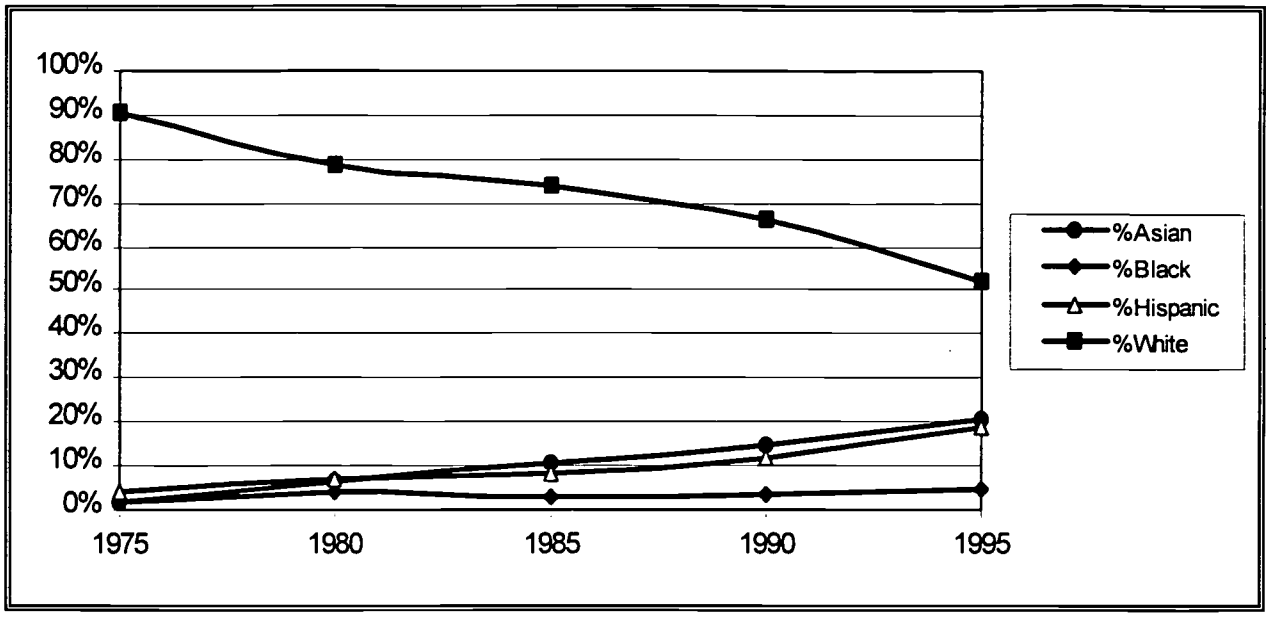
Enrollment By Gender 1975 - 1995



	1975	1980	1985	1990	1995
% female	46.1	52.9	50.4	53	53.9
% male	53.9	47.1	49.6	47	46.1

The gender distribution of enrolled students showed a complete reversal during the twenty-year period 1975-95. In 1975, male students comprised 54% and female students 46% of the student population. By 1980, the figures were reversed: female students had increased to 53% while male students decreased to 47% of the student population. Five years later, the genders were almost equally represented, with fewer than 1% more female students than male. In 1990, the figures returned to the 1980 levels: 53% female and 47% male. This remained stable through 1995, when female students comprised 54% and male students 46% of the student population.

Enrollment By Ethnicity 1975 - 1995



	1975	1980	1985	1990	1995
% Asian	1.6	6.8	10.7	14.9	20.9
% Black	1.6	3.9	3.1	3.7	4.7
% Hispanic	4.1	7.1	8.5	12	19.1
% White	90.5	78.5	73.9	66	51.9

The ethnic distribution of the student population has changed dramatically during the period 1975-95. While the percentage of white students has steadily declined during the twenty-year period, the percentage of Asian, Black and Hispanic students has steadily increased.

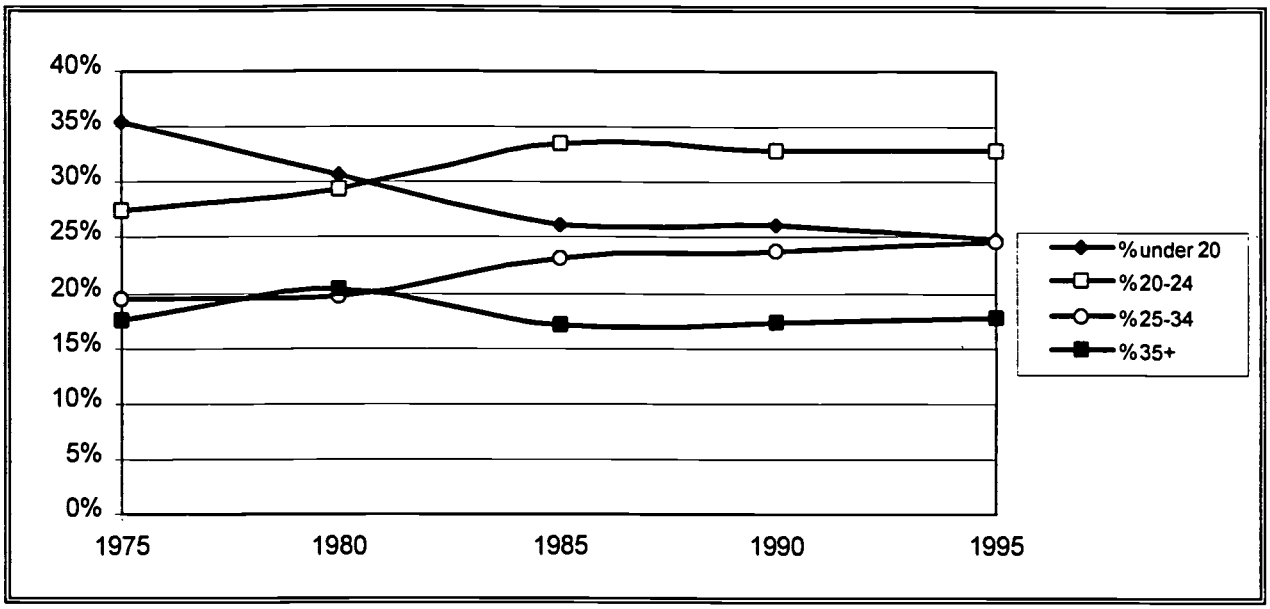
In 1975, white students accounted for over 90% of the student population. By 1995, the percentage of white students had decreased to slightly more than one half of the total student population.

Asian students demonstrated the greatest increase as a percentage of total enrollment, from less than 2% in 1975 to more than 20% in 1995.

The percentage of Hispanic students increased almost five-fold, from 4% in 1975 to 19% in 1995.

Black students continue to comprise the smallest segment of the student population. In 1975, fewer than 2% of the students were Black; in 1995, the percentage of Black students had more than doubled to almost 5%.

Enrollment By Age 1975 - 1995



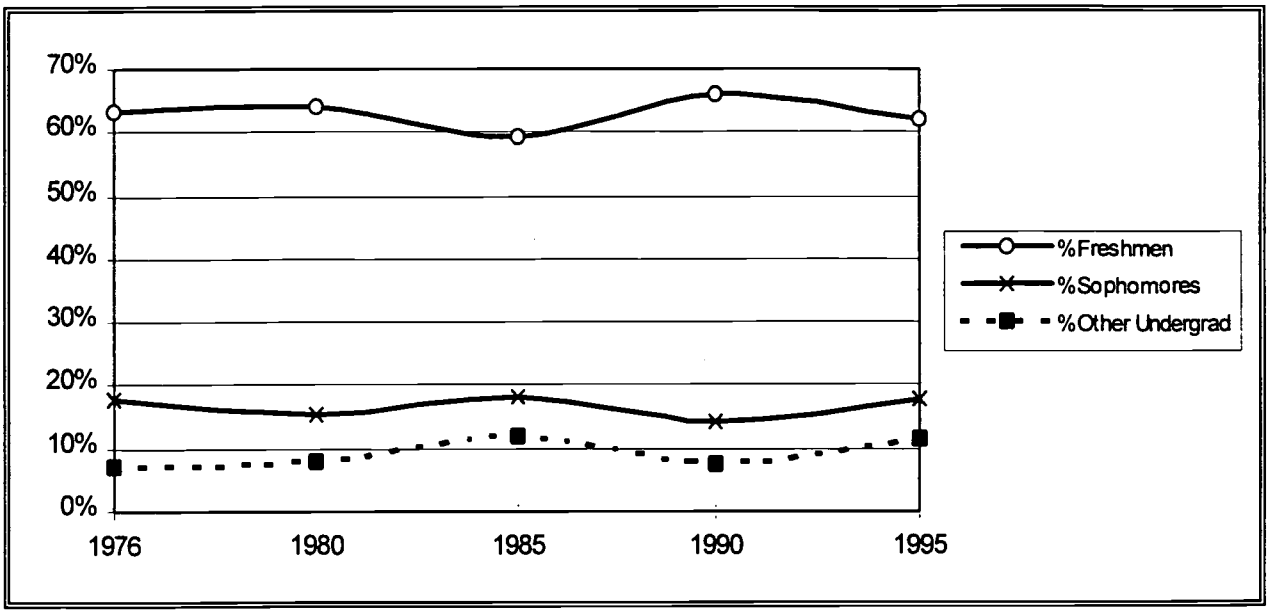
	1975	1980	1985	1990	1995
% under 20	35.5	30.8	26.2	26.1	24.8
% 20-24	27.5	29.3	33.5	32.9	32.8
% 25-34	19.4	19.6	23.1	23.8	24.7
% 35+	17.6	20.4	17.1	17.3	17.8

This chart shows changes in the age distribution of the student population during the period 1975-95. The most striking change has been in students under 20 years of age; this age group has decreased from more than one third of total enrollment in 1975 to less than one fourth in 1995, with the greatest decrease in the decade 1975-85.

Students in the age groups 20-24 and 25-34 have steadily increased as a percentage of total enrollment, with the greatest increase in the decade 1975-1985. Students ages 20-24 increased from 27% to almost one third during the twenty year period; students ages 25-34 increased from 19% to one fourth of total enrollment.

Throughout the two decades, students in the 35+ age group remained constant at approximately 17% of total enrollment, with a slight increase during 1980.

Enrollment By Class Level 1976 - 1995

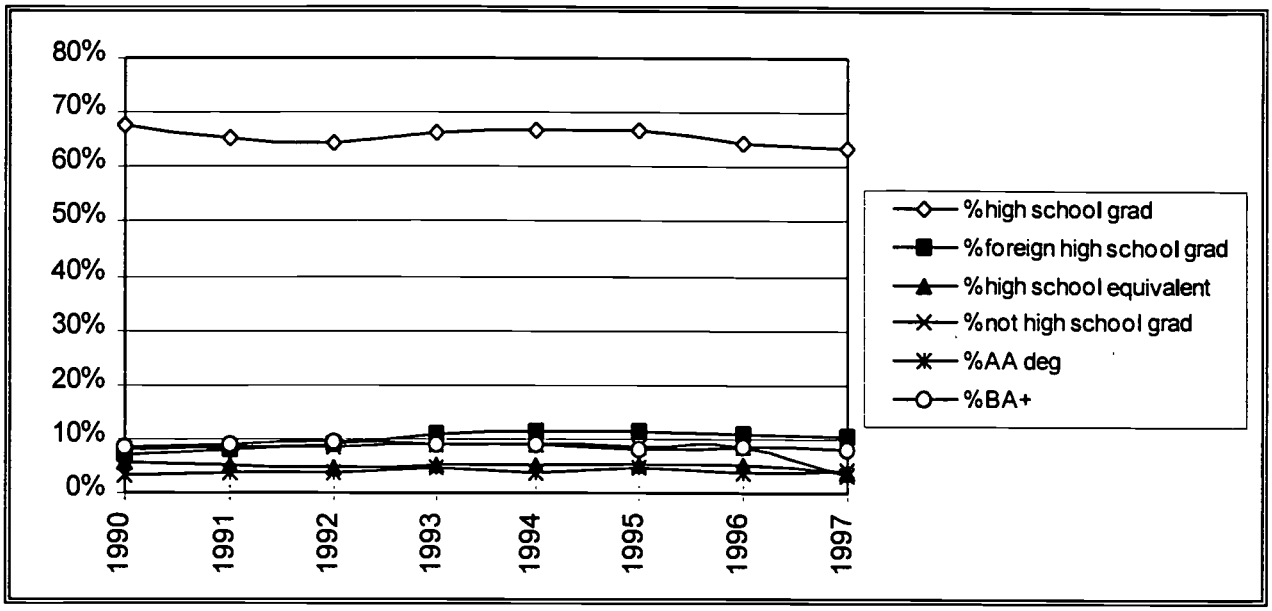


	1976	1980	1985	1990	1995
% Freshmen	63.4	64.1	59.2	66	62.1
% Sophomores	17.8	15.6	18	14.4	17.9
% Other Undergrad	7.3	8	11.8	7.7	11.5

Throughout the twenty-year period 1976-1995, enrollment by class level has remained relatively stable. Freshmen represent over 60% of total enrollment. Sophomores have ranged from 14% to 18% of total enrollment. Other undergraduates showed the most fluctuations, ranging from 7% to 12% during the twenty-year period.

Since 1980, sophomores and other undergraduates have shown parallel trends, peaking in 1985, dipping in 1990, and rising again in 1995. The freshmen figures changed correspondingly, with a low of 59% in 1985 and a high of 66% in 1990, which decreased again in 1995.

Enrollment By Prior Education 1990 - 1996

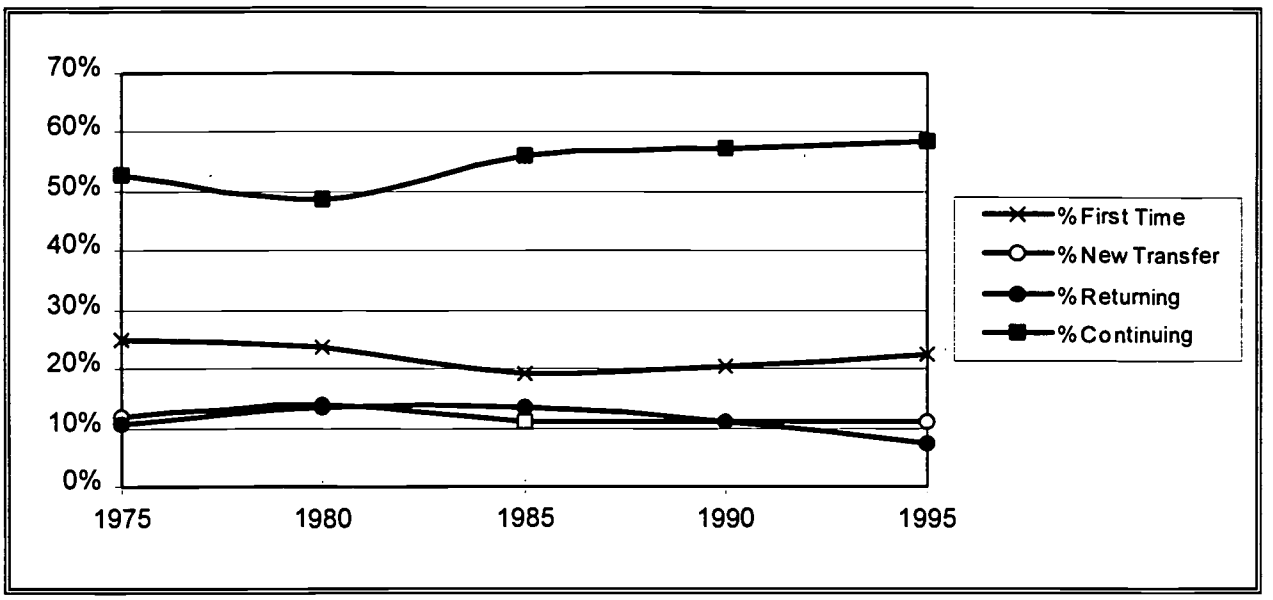


	1990	1991	1992	1993	1994	1995	1996	1997
% high school grad	67.8	65.1	64.4	66.5	66.9	66.6	64.5	63.3
% foreign high school grad	6.9	8.2	9	10.7	11.5	11.4	10.9	10.6
% high school equivalent	5.5	5.4	4.8	5.3	5	5.4	5.4	3.9
% not high school grad	8	8.6	8.6	8.9	9	8.4	8.6	3.3
% AA deg	3.5	3.8	3.8	4.5	3.9	4.8	3.9	4.4
% BA+	8.3	8.9	9.4	4.1	3.6	3.7	6.7	8.1

During the eight-year period 1990-97, enrollment by prior education remained stable in all categories except students with a BA degree or higher and, to a lesser extent, foreign high school graduates. Throughout the eight-year period, high school graduates accounted for approximately two thirds of the student population; high school certification or equivalency for 5%; students who were not high school graduates for 8-9% (not including 1997); and students with an AA degree for 4-5%.

High school graduates comprised of 68% of the student population in 1990; this decreased to 63% during the following seven years. Foreign high school graduates comprised of 7% of the student population in 1990; this increased to 11% by 1997. Students who were not high school graduates showed the largest decrease from 9% in 1996 to 3% in 1997. Students with a BA degree or higher showed the most fluctuation in enrollment; in 1990, they comprised 8% of the student population; this dropped by half to 4% over the next five years, probably due to the institution of an extra fee, and then increased to 8% in 1997 after the fee was eliminated.

Enrollment By Entering Status 1975 - 1995

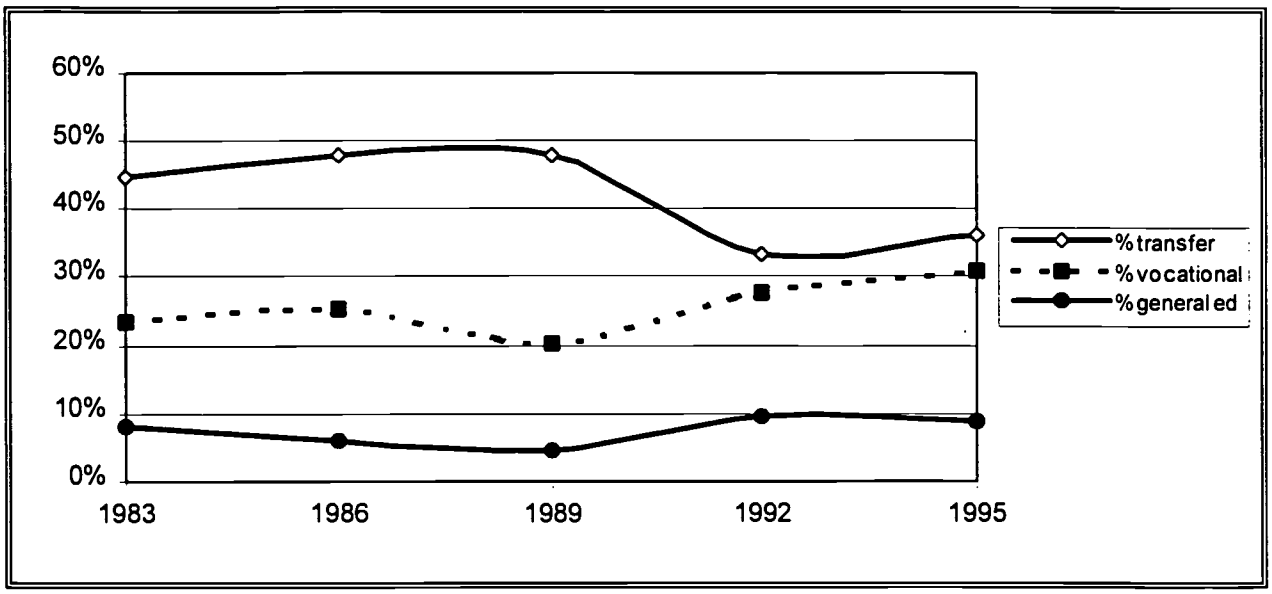


	1975	1980	1985	1990	1995
% First Time	24.9	23.9	19.4	20.3	22.7
% New Transfer	11.7	14	11.2	11.2	11.2
% Returning	10.6	13.5	13.4	11	7.5
% Continuing	52.8	48.6	56	57.5	58.6

Although the enrollment status of students remained relatively stable during the period 1975-95, there were some fluctuations within each of the four categories. Continuing students accounted for approximately one half of the student population, dropping to 49% in 1980, and increasing steadily to 59% in 1995.

First time students comprised approximately 22% of total enrollment, ranging from a high of 25% in 1975 to a low of 19% in 1985. New transfer students and returning students each represented 11-14% of the student population during the period 1975-90; in 1995, however, while new transfers maintained this trend, returning students dropped to 7.5% of total enrollment.

Enrollment By Educational Goal 1983 - 1995



	1983	1986	1989	1992	1995
% transfer	44.7	47.9	48.1	33.2	36.2
% vocational	23.6	25.2	20.1	27.8	30.8
% general ed	8.3	6	4.6	9.5	9

This chart shows the educational goal trend during the thirteen year period 1983-1995. The most striking change during this period occurred in the transfer and vocational goal categories. Transfer as a goal dropped from a high of almost one half of total enrollment in 1989 to approximately one third in 1992 and 1995. During the same time, the vocational goal choice rose steadily from a low of 20% in 1989 to almost one third in 1995. Throughout the thirteen years, general education as a goal fluctuated from a low of 5% in 1989 to a high of 10% in 1992.

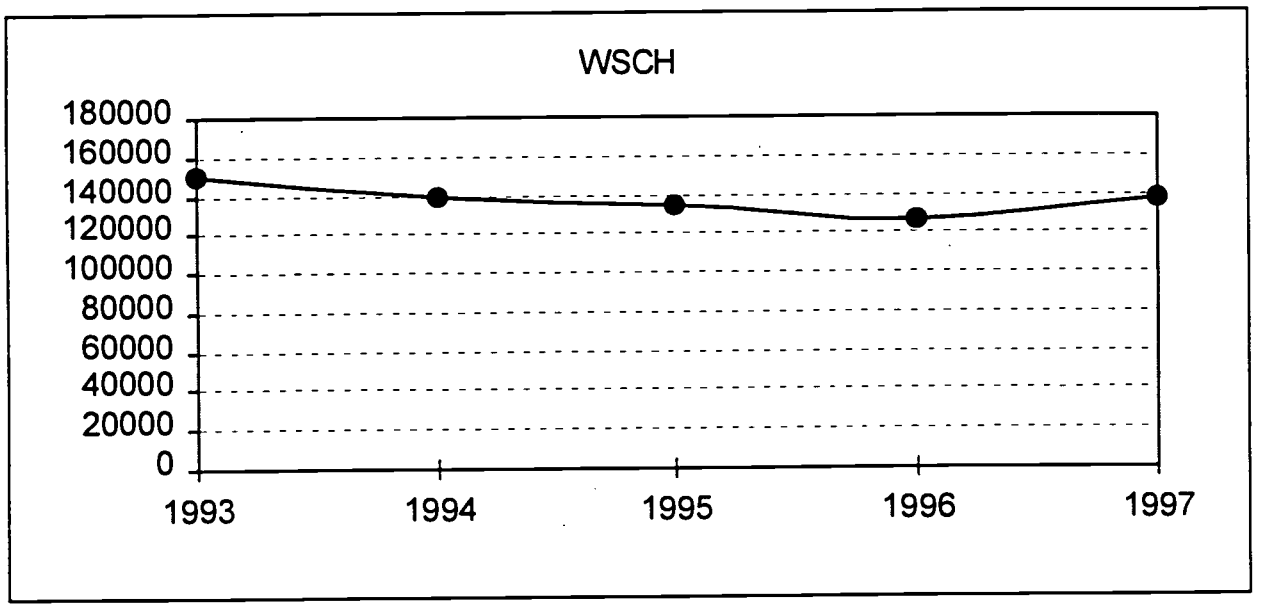
IV. Productivity Measures: Five Year Fall WSCH and WSCH/FTE Trends

This report reflects the five year fall WSCH and WSCH/FTE trends by discipline for the years 1993 - 1997. The charts are derived from the District data files prepared by George Prather for the Department/Division Data Book.

- College-wide
- Accounting
- Agriculture
- American Sign Language
- Anatomy
- Anthropology
- Architecture
- Art
- Astronomy
- Automotive Service Technology
- Biology
- Business
- Chemistry
- Cinema
- Computer Science-Info Technology
- Cooperative Education
- Developmental Communications
- Economics
- Electronics
- Engineering-General
- English
- English-ESL
- Environmental Science
- Finance
- French
- Geography
- Geology
- Health
- History
- Humanities
- Industrial Technology
- International Business
- Italian
- Japanese
- Journalism
- Law
- Learning Skills
- Linguistics
- Management
- Marketing
- Math
- Meteorology
- Microbiology
- Music
- Nursing
- Oceanography
- Office Administration
- Personal Development
- Philosophy
- Photography
- Physical Education-Activity
- Physical Science
- Physics
- Physiology
- Political Science
- Psychology
- Real Estate
- Sociology
- Spanish
- Special Education
- Speech
- Statistics
- Theater Arts
- Tutoring

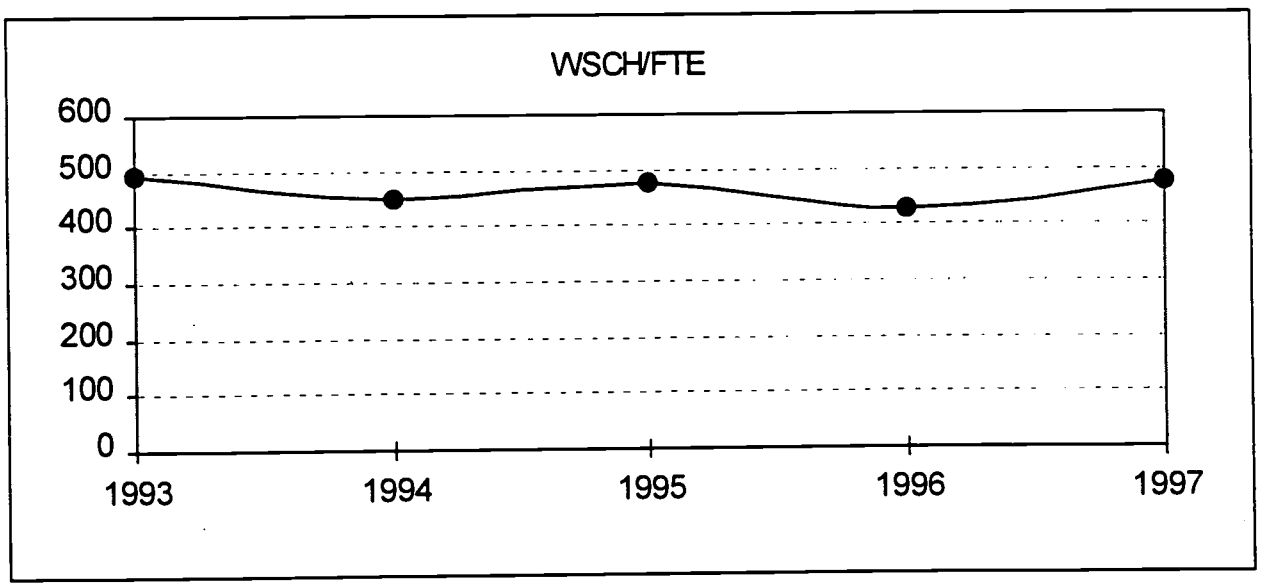
COLLEGE-WIDE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	150251	138594	135171	126119	138035

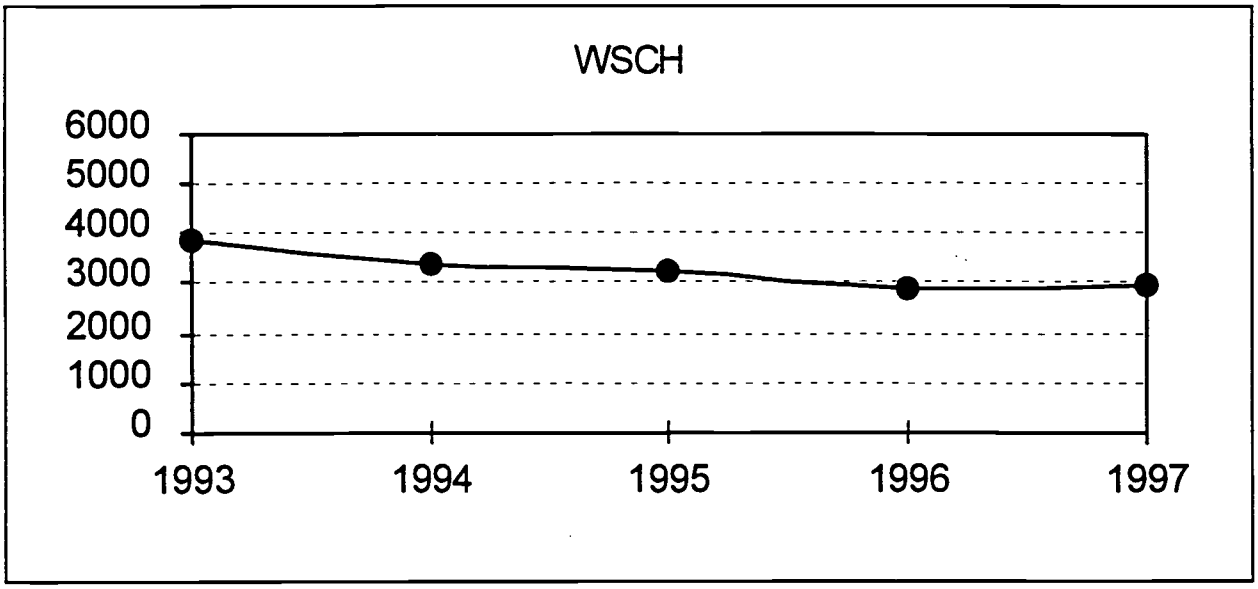
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	494	451	477	428	478

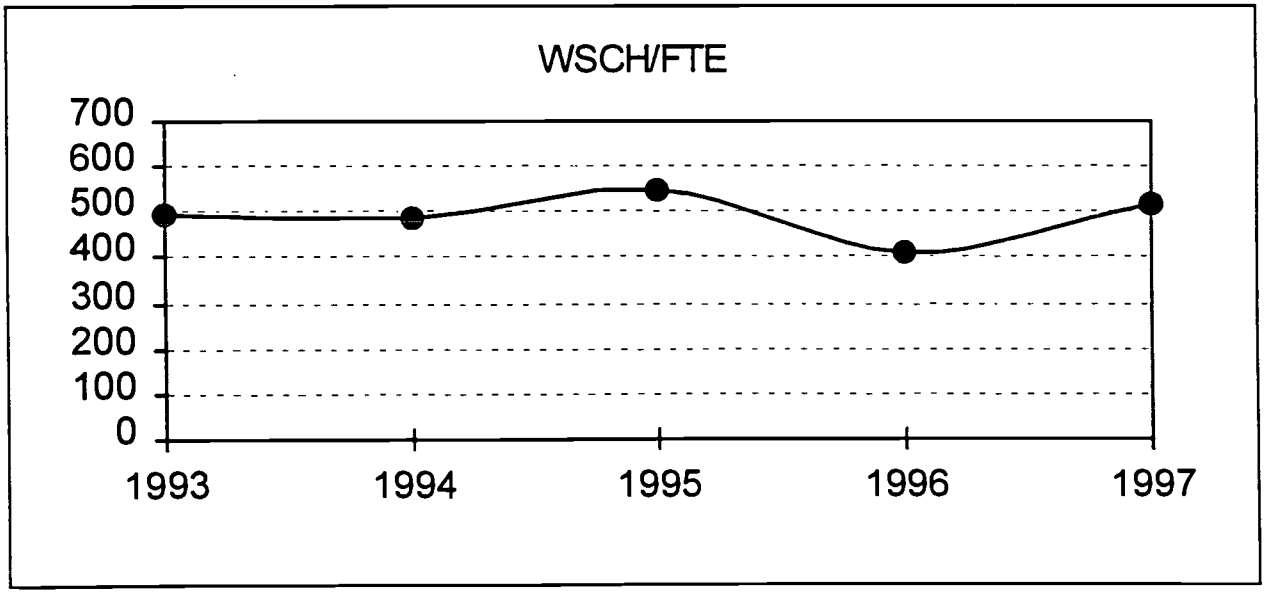
ACCOUNTING
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	3850	3377	3241	2882	2981

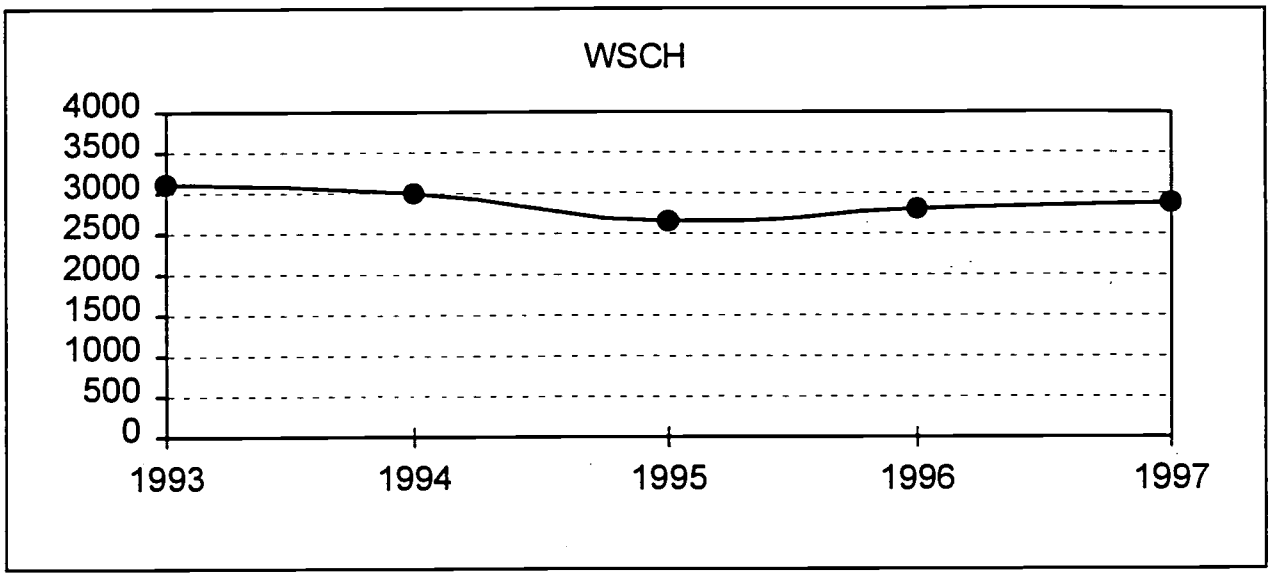
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	494	487	546	412	516

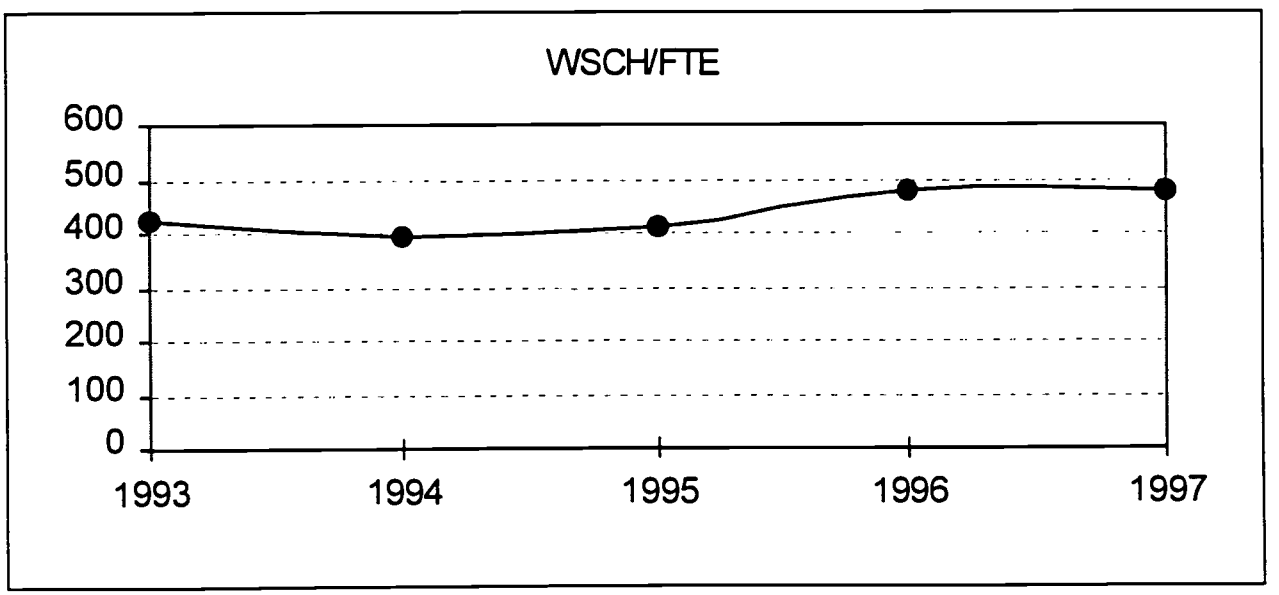
AGRICULTURE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	3123	2987	2659	2809	2897

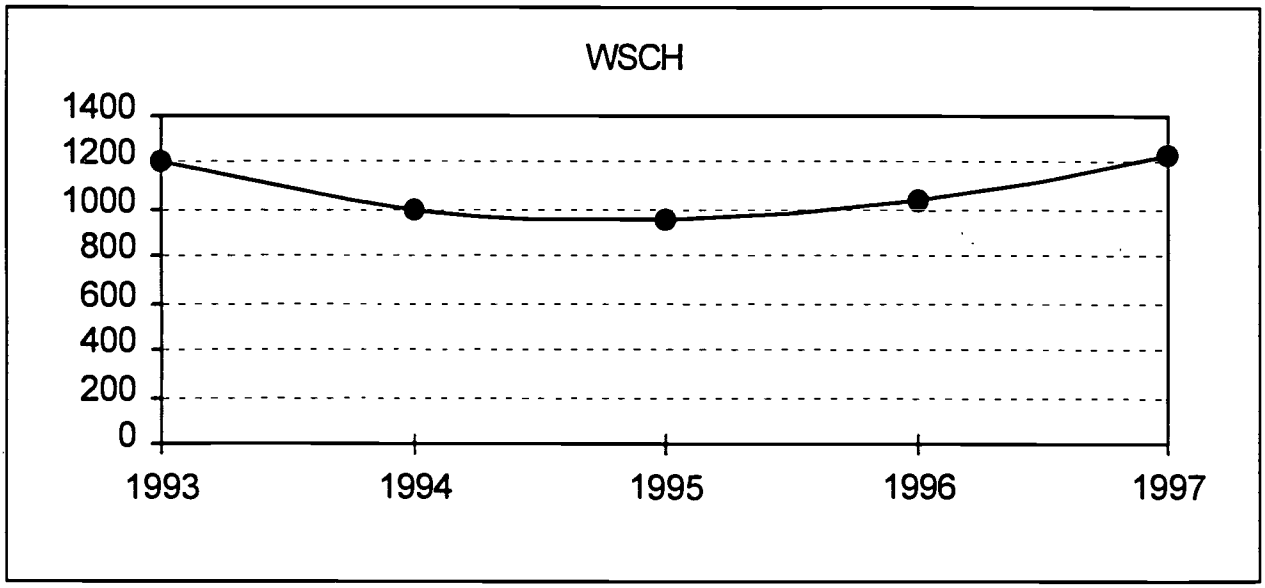
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	423	395	415	477	476

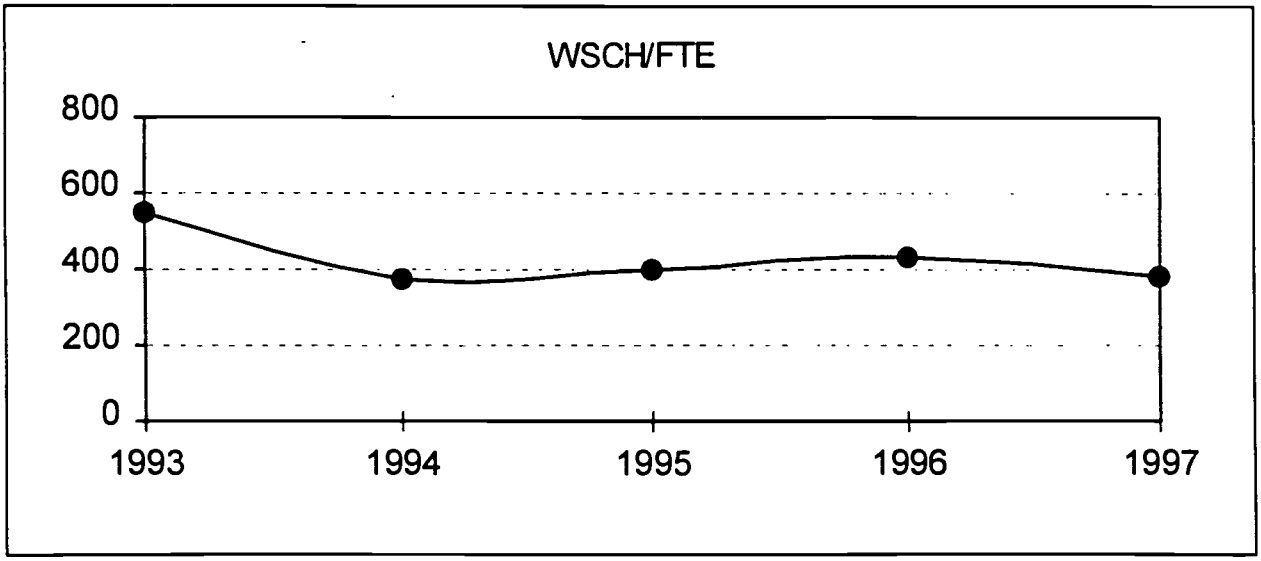
AMERICAN SIGN LANGUAGE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1203	1001	950	1041	1231

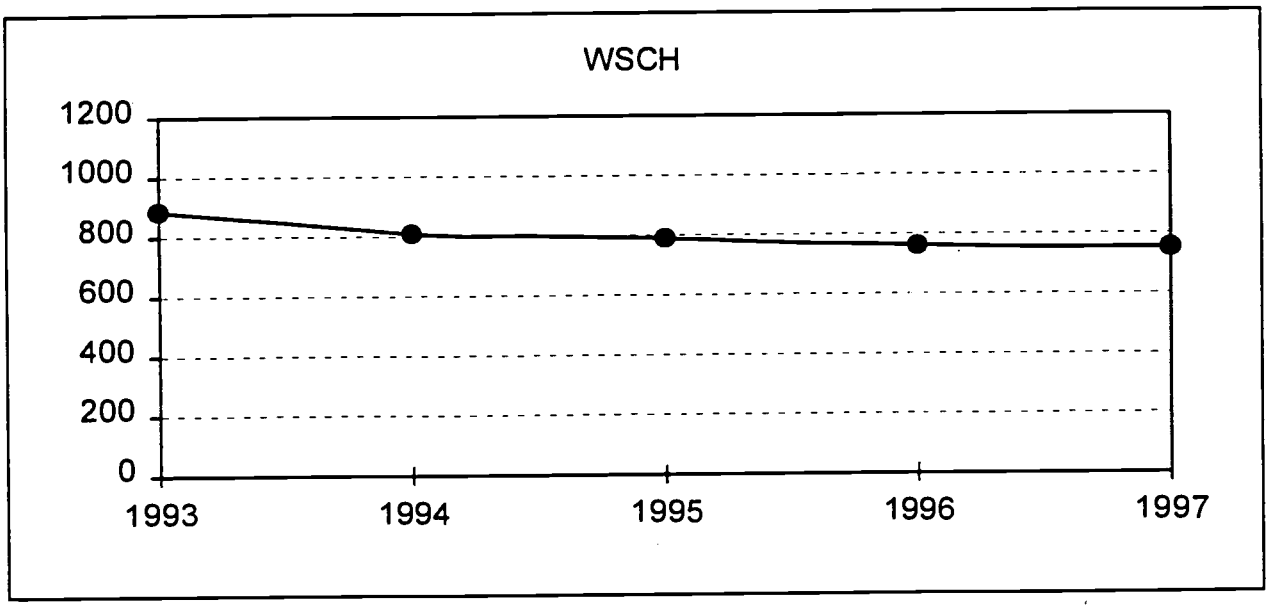
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	547	375	396	434	387

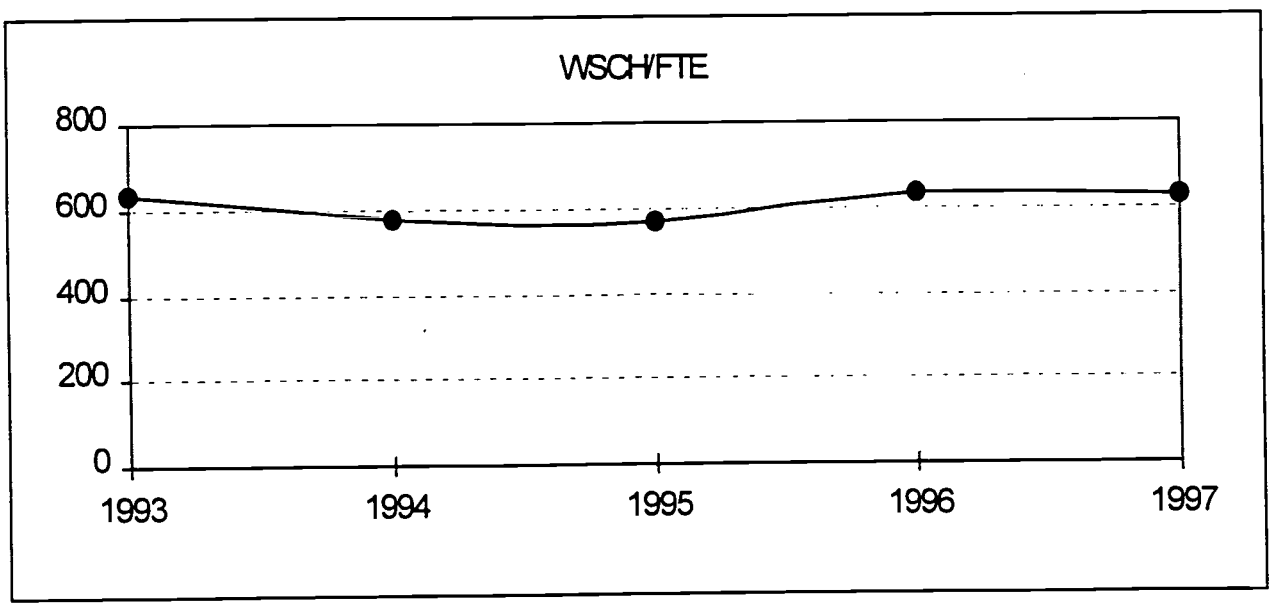
ANATOMY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	888	810	792	762	756

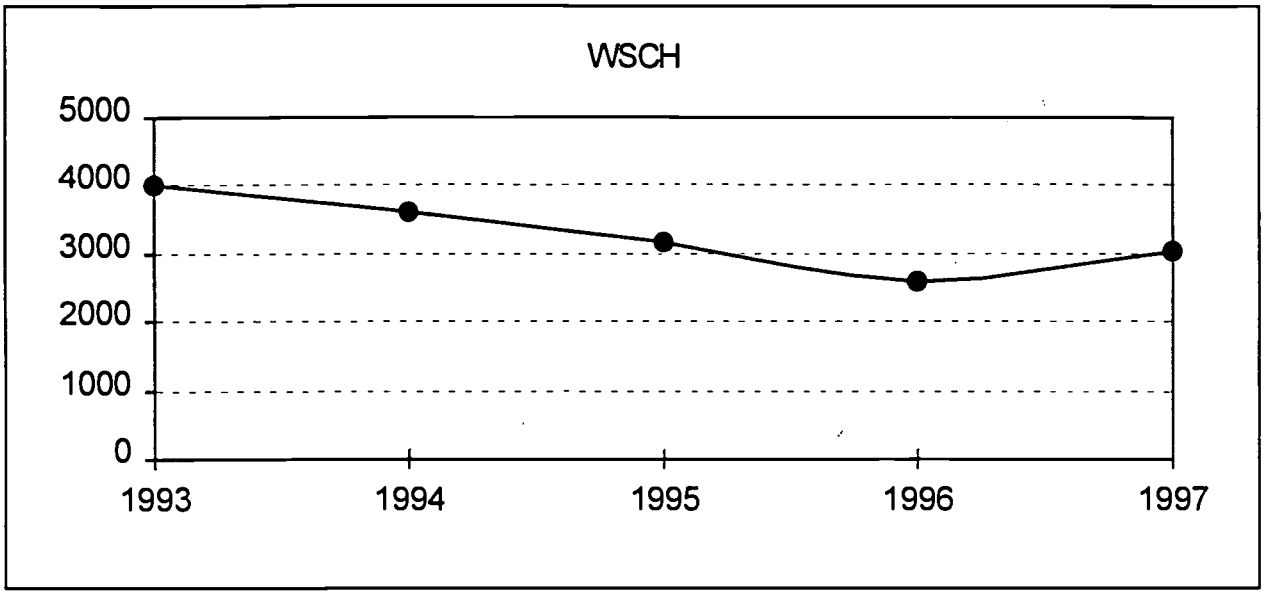
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	634	579	566	635	630

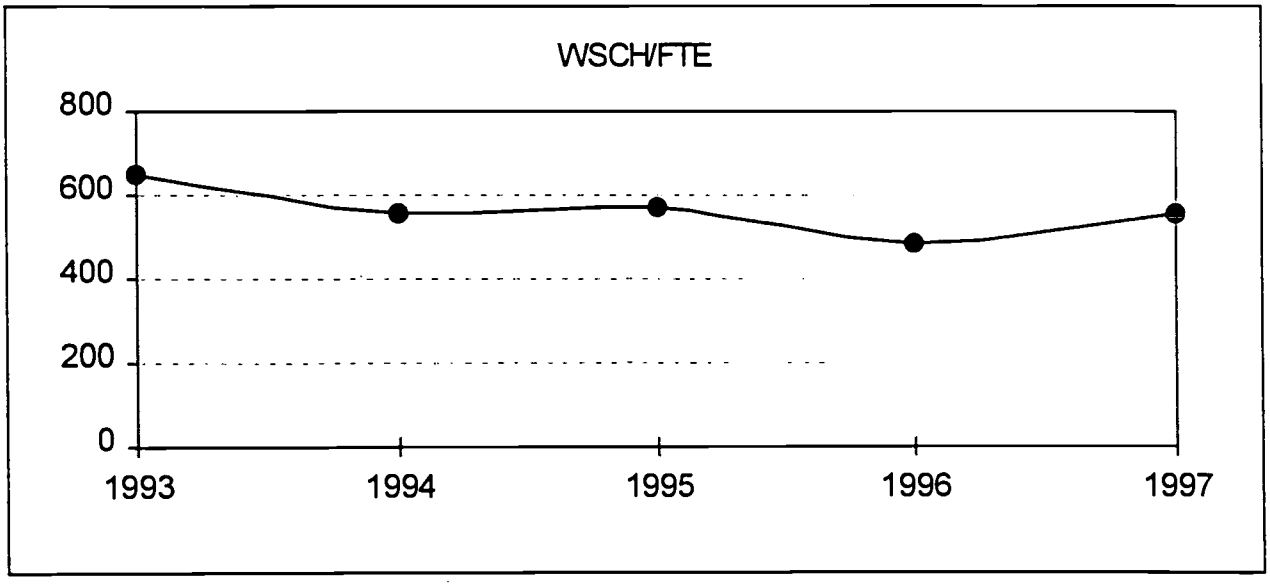
ANTHROPOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	4002	3626	3161	2599	3022

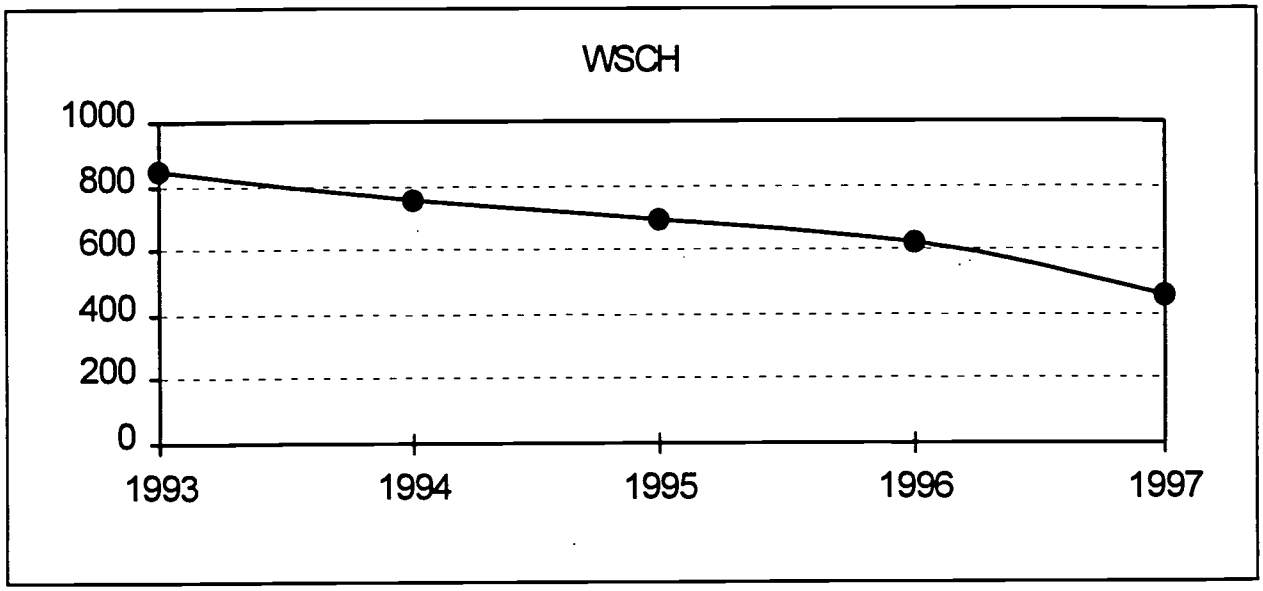
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	651	557	571	487	559

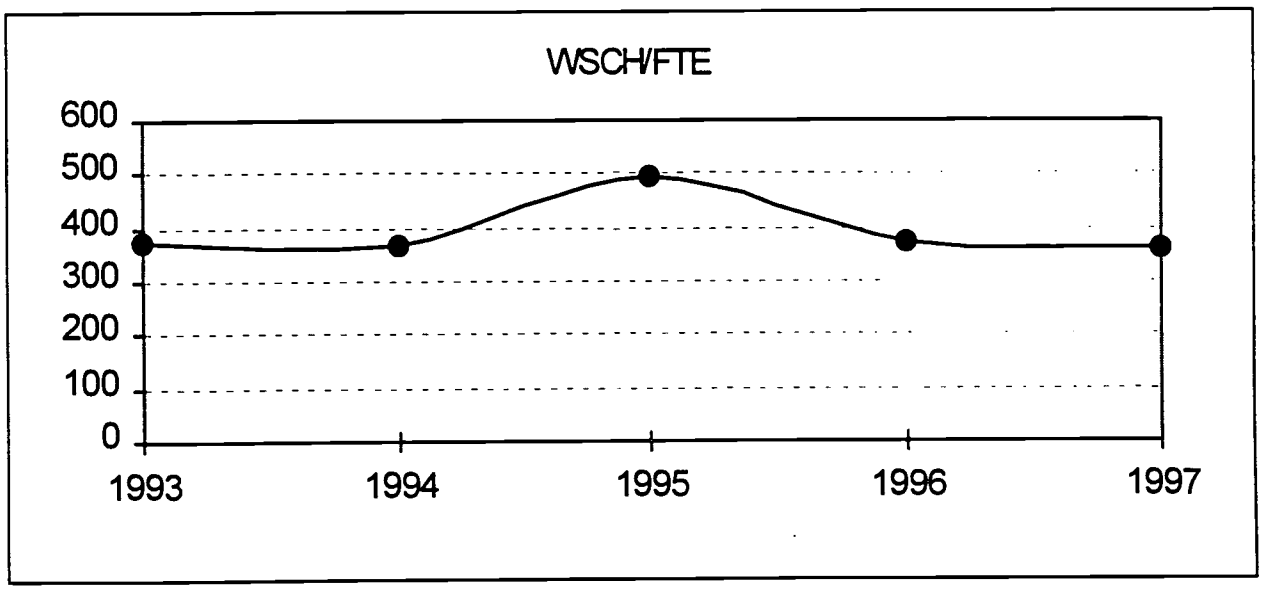
ARCHITECTURE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	852	760	690	623	460

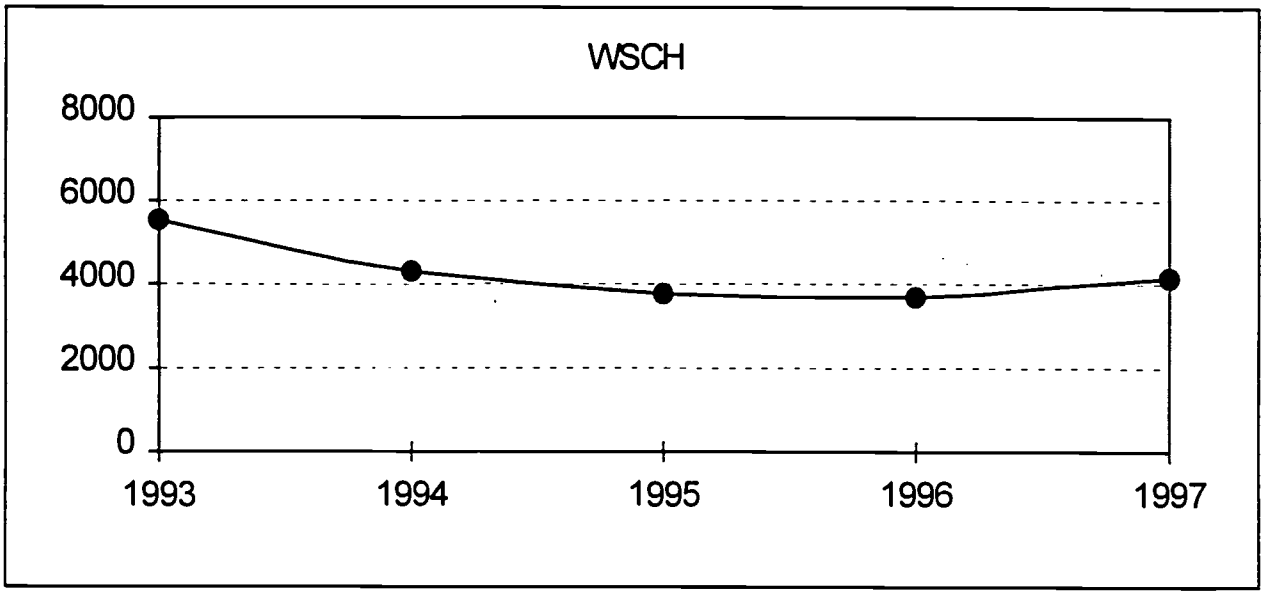
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	376	367	493	374	363

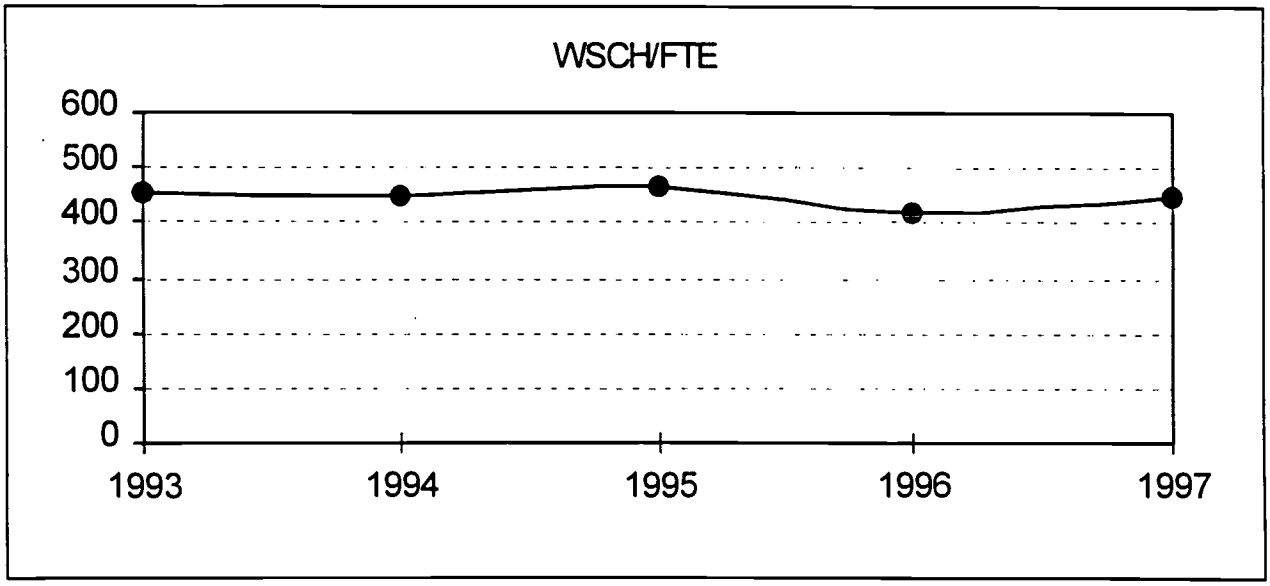
ART
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	5503	4297	3744	3701	4129

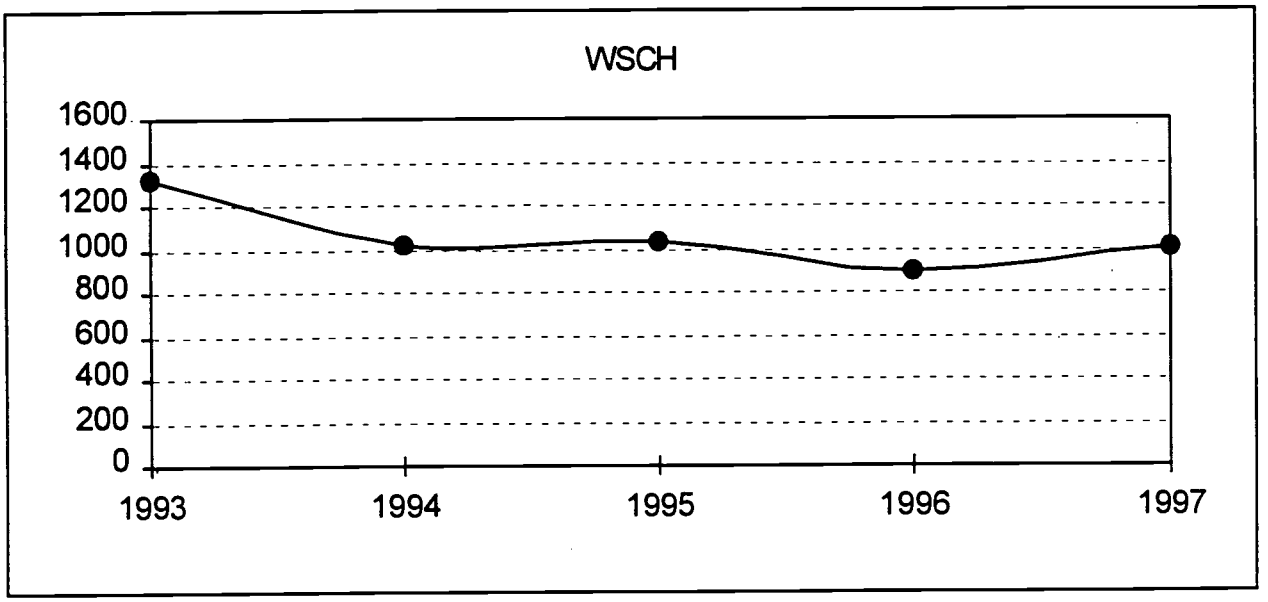
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	453	451	468	418	451

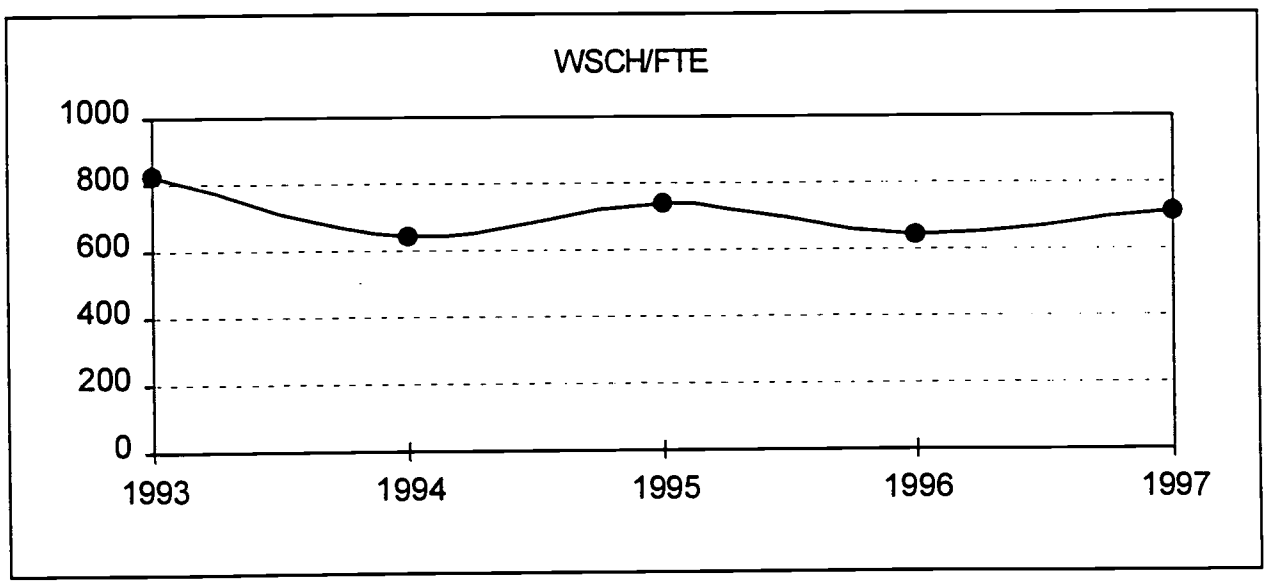
ASTRONOMY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1324	1027	1037	899	1004

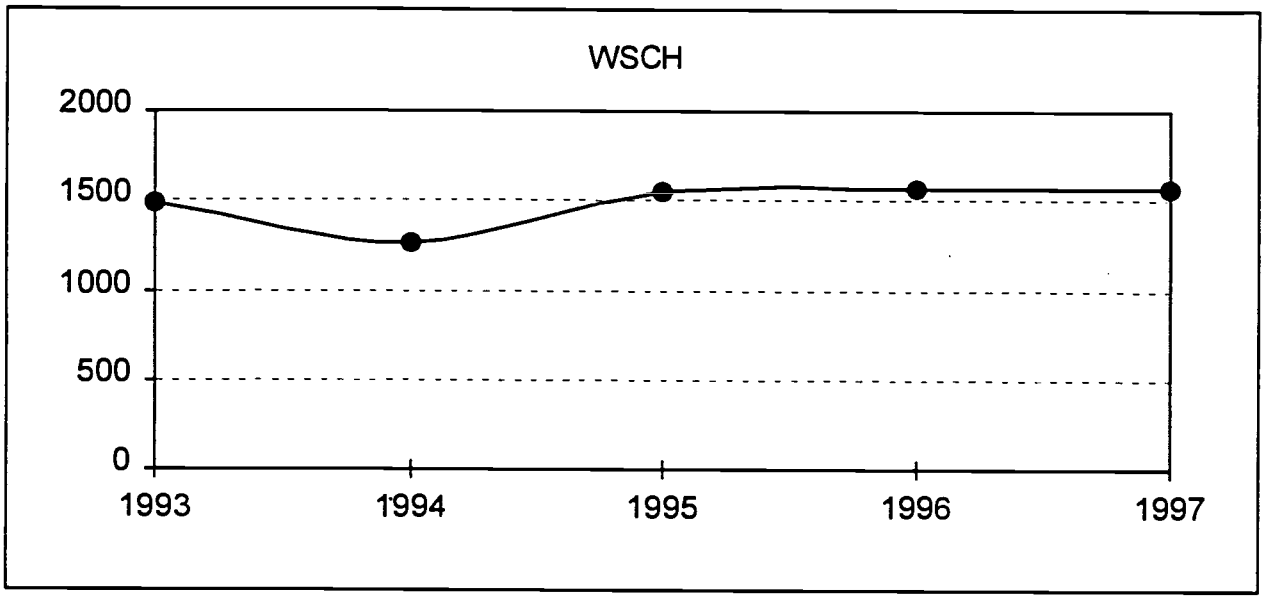
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	828	642	741	642	717

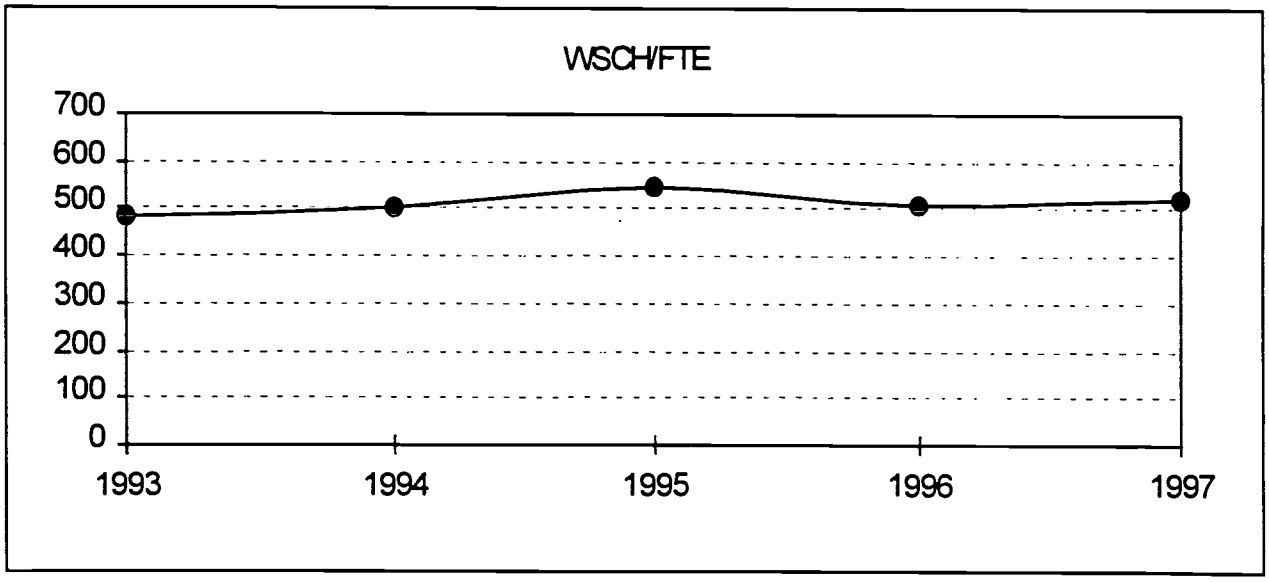
AUTO SERVICE TECHNOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1482	1272	1552	1561	1575

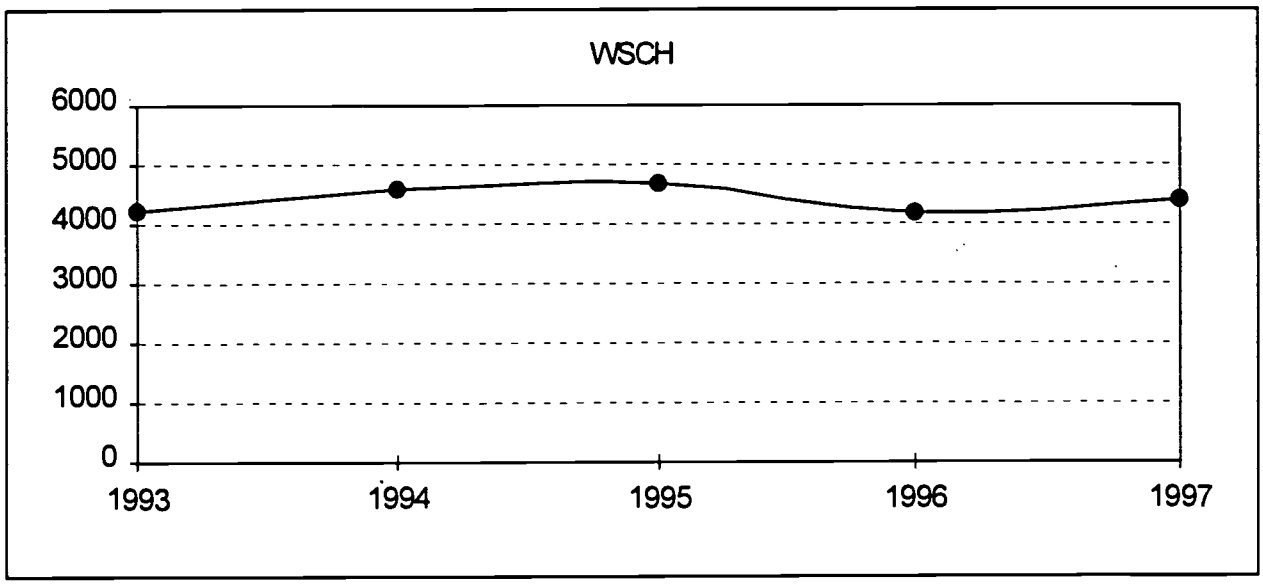
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	483	502	546	509	521

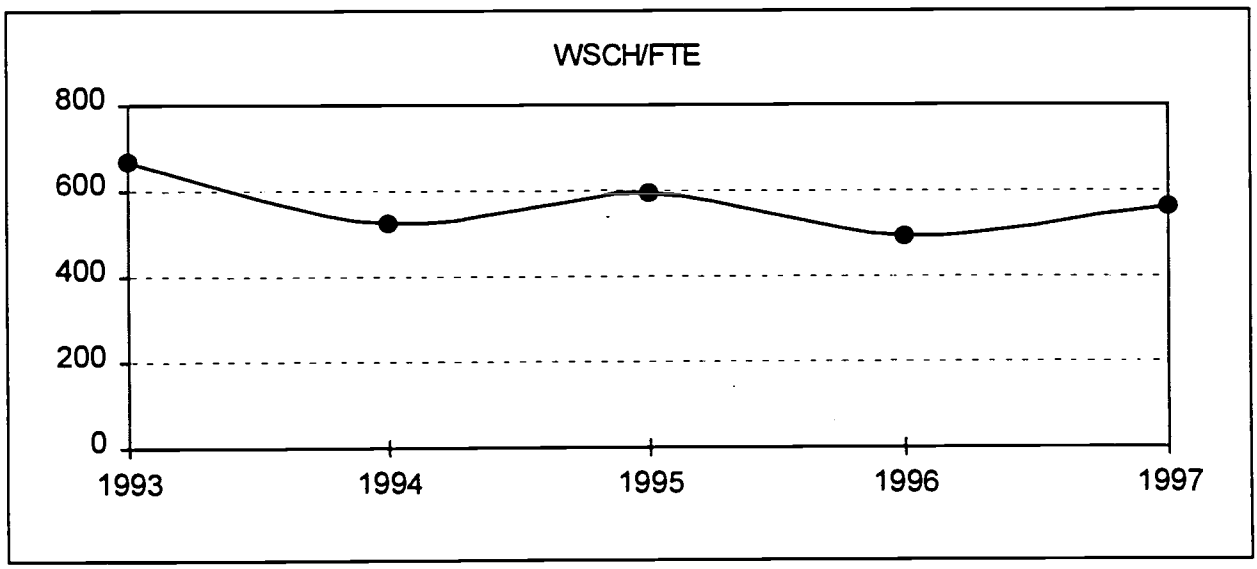
BIOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	4223	4604	4693	4198	4420

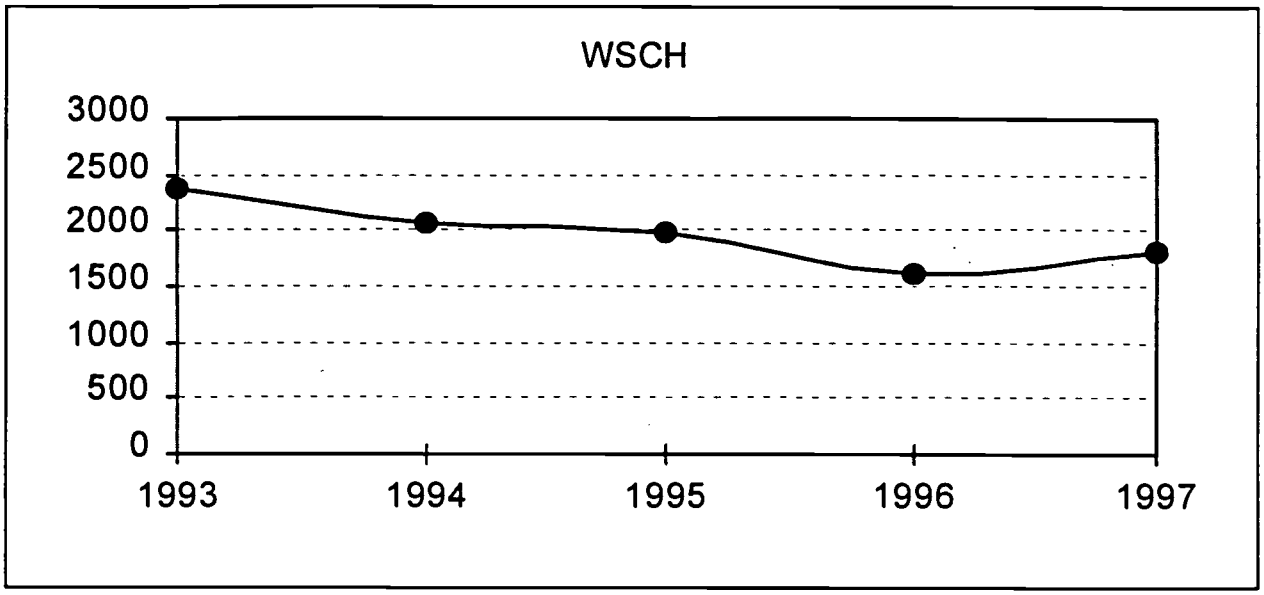
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	667	522	593	494	562

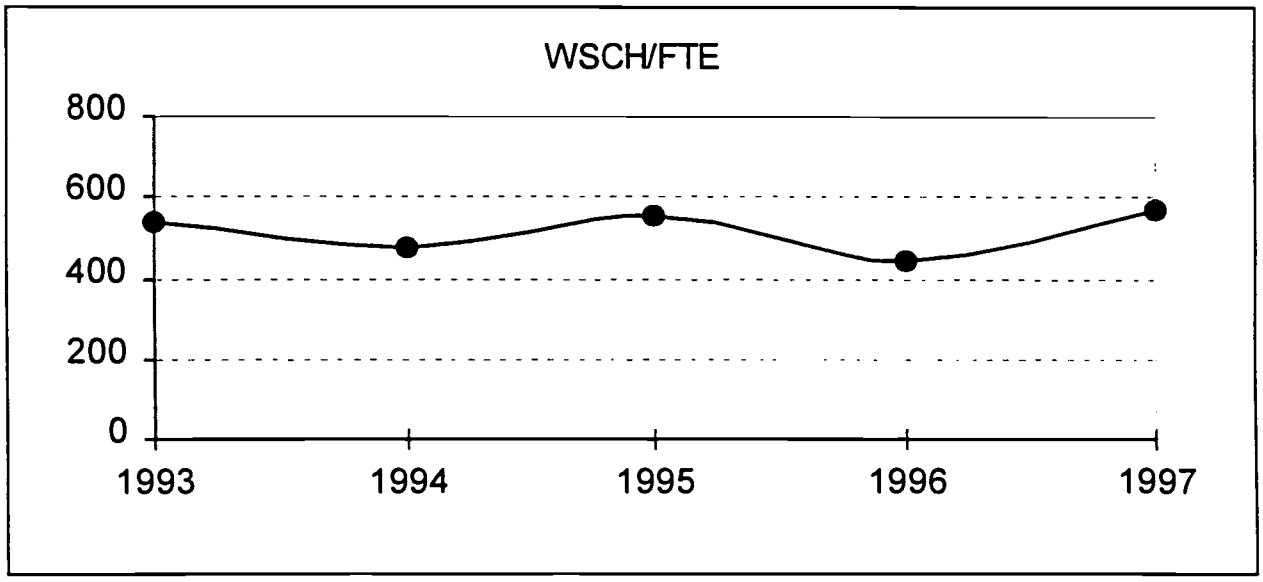
BUSINESS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2373	2076	1986	1608	1824

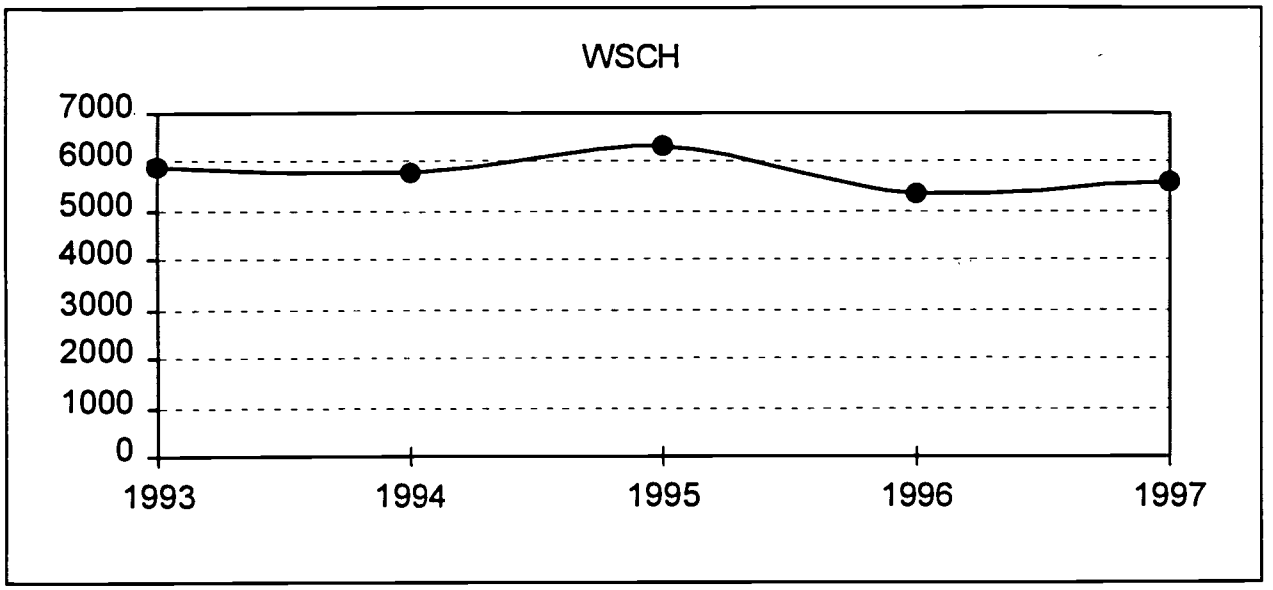
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	539	472	552	447	570

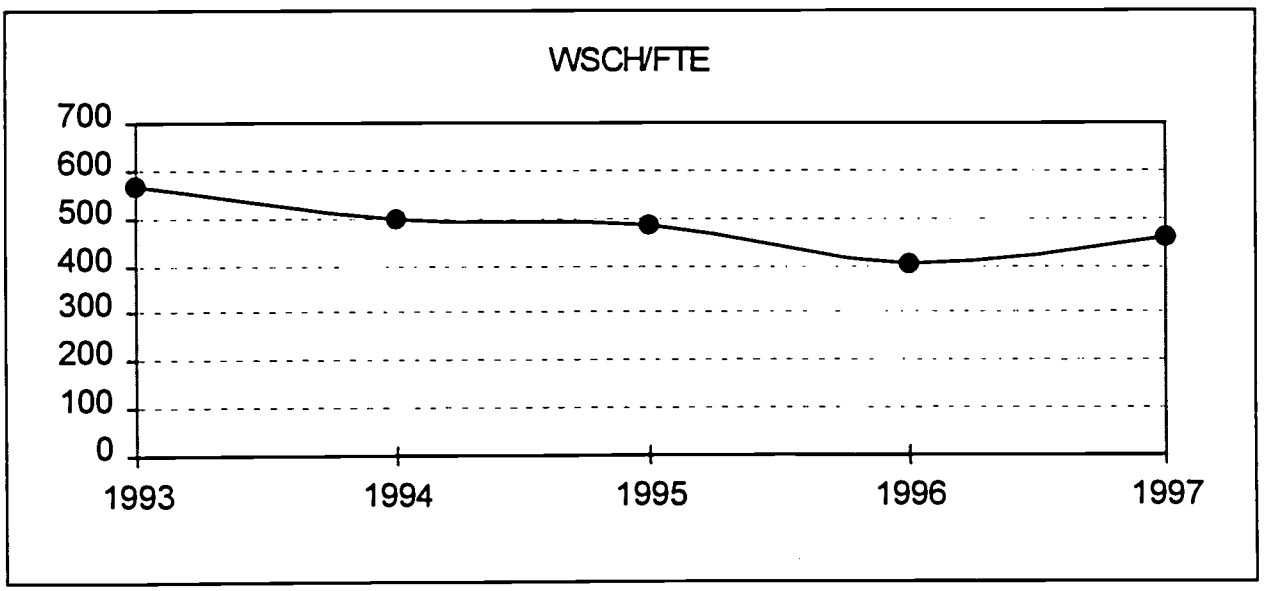
CHEMISTRY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	5876	5762	6312	5374	5599

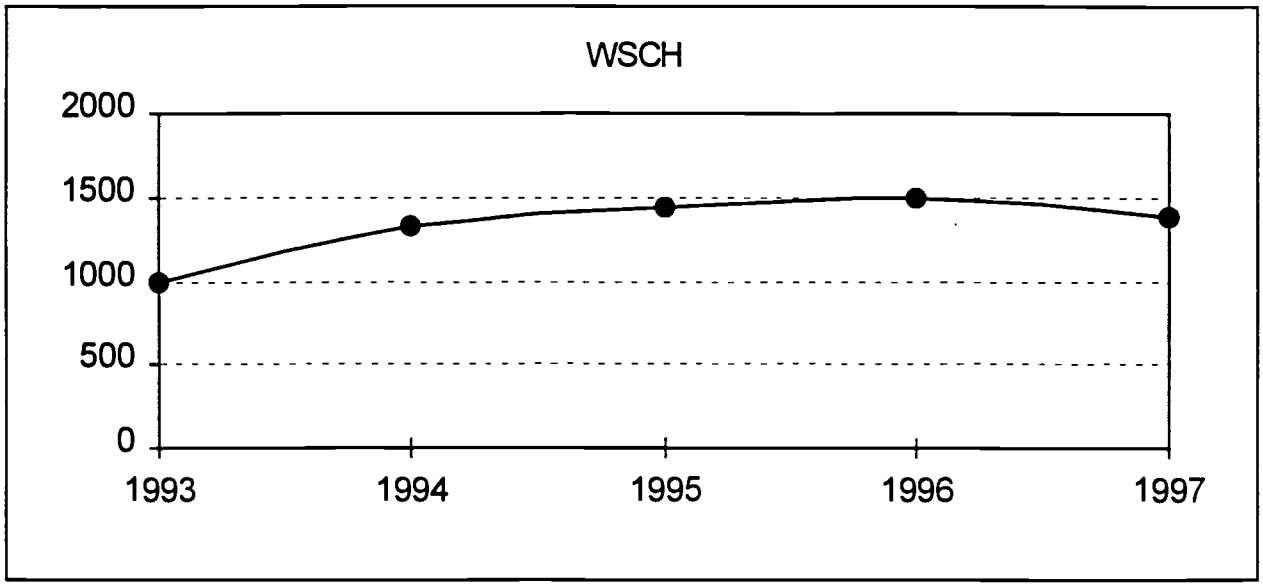
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	569	497	486	405	460

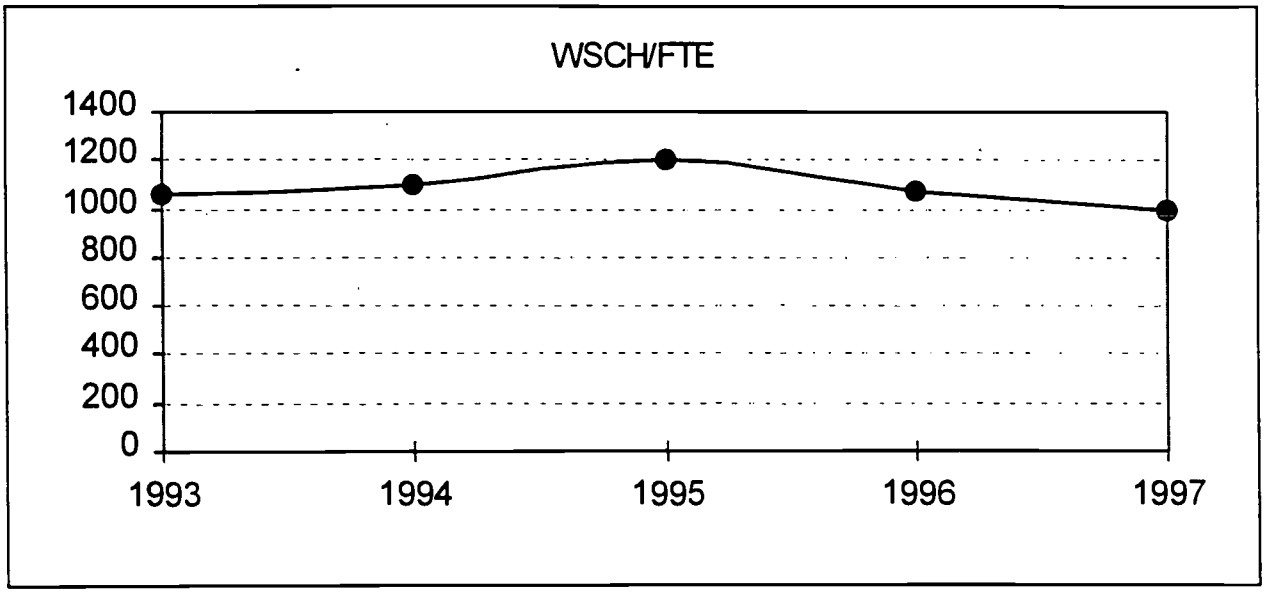
CINEMA
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	989	1318	1444	1496	1392

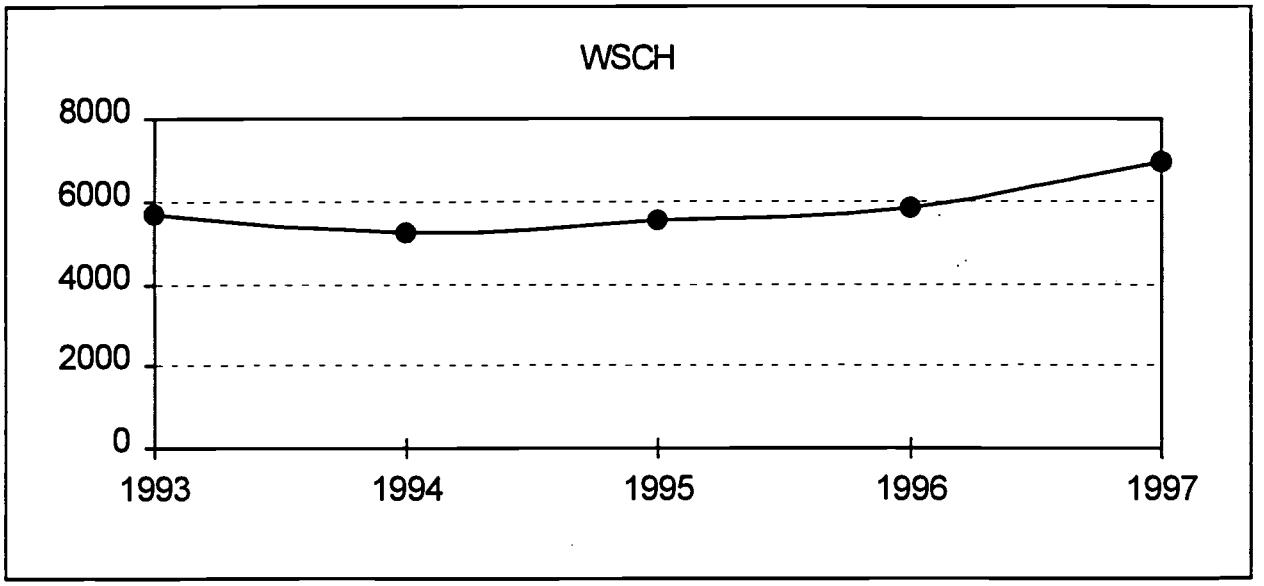
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	1060	1098	1203	1069	994

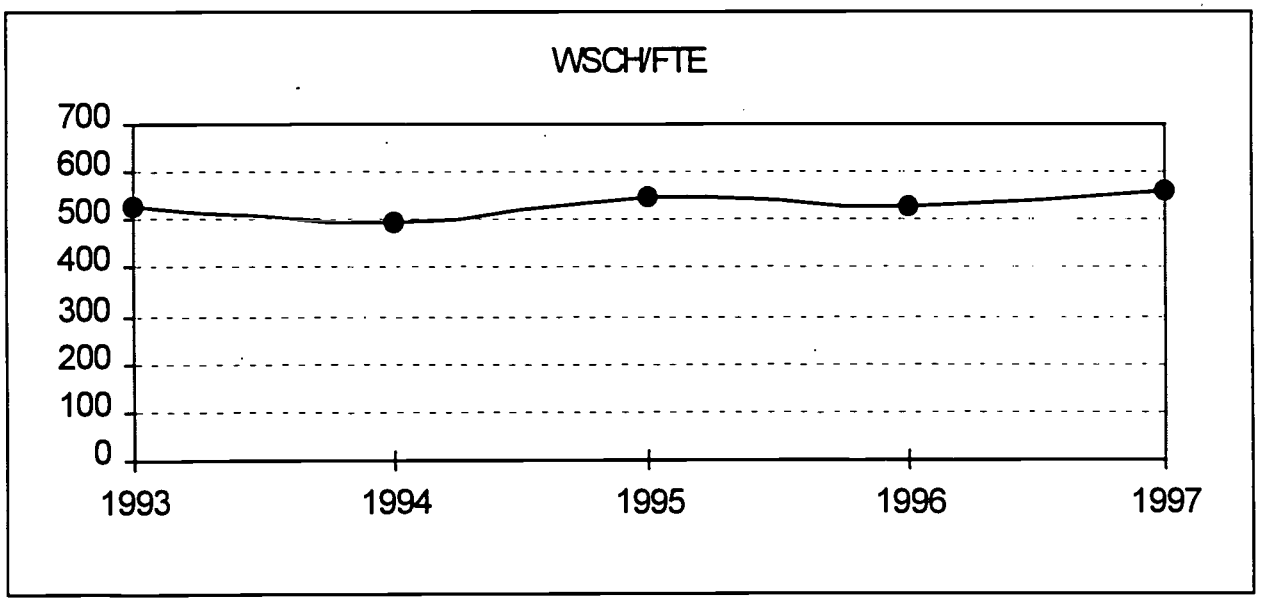
COMPUTER SCIENCE - INFO TECHNOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	5657	5264	5548	5828	6980

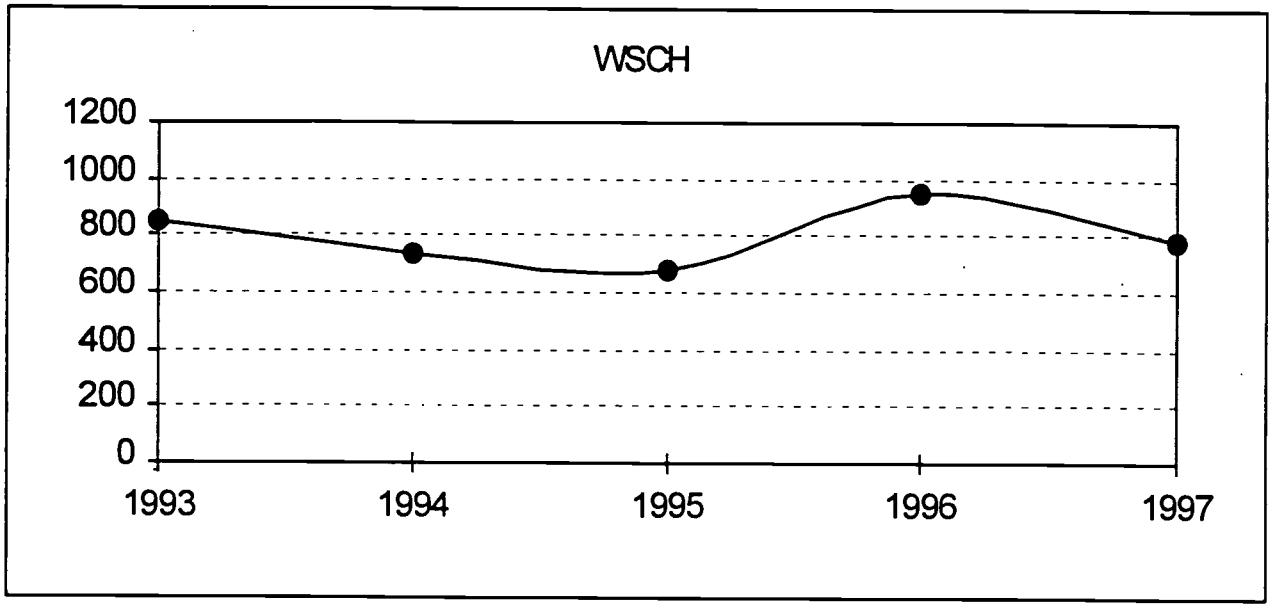
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	527	493	551	530	563

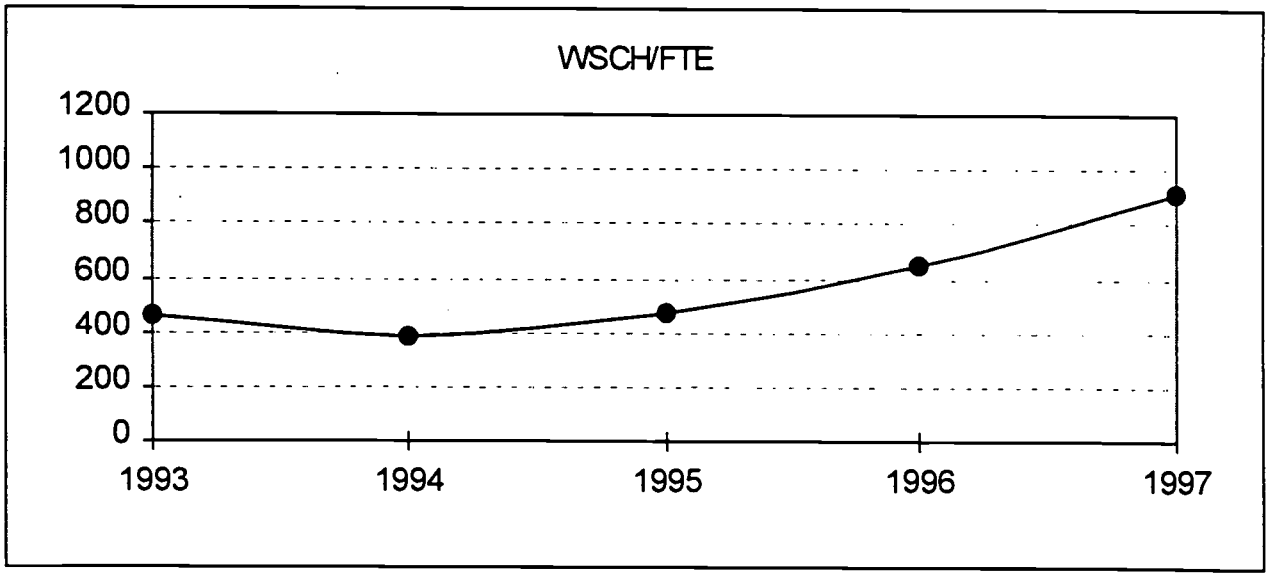
COOPERATIVE EDUCATION
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	849	739	677	949	784

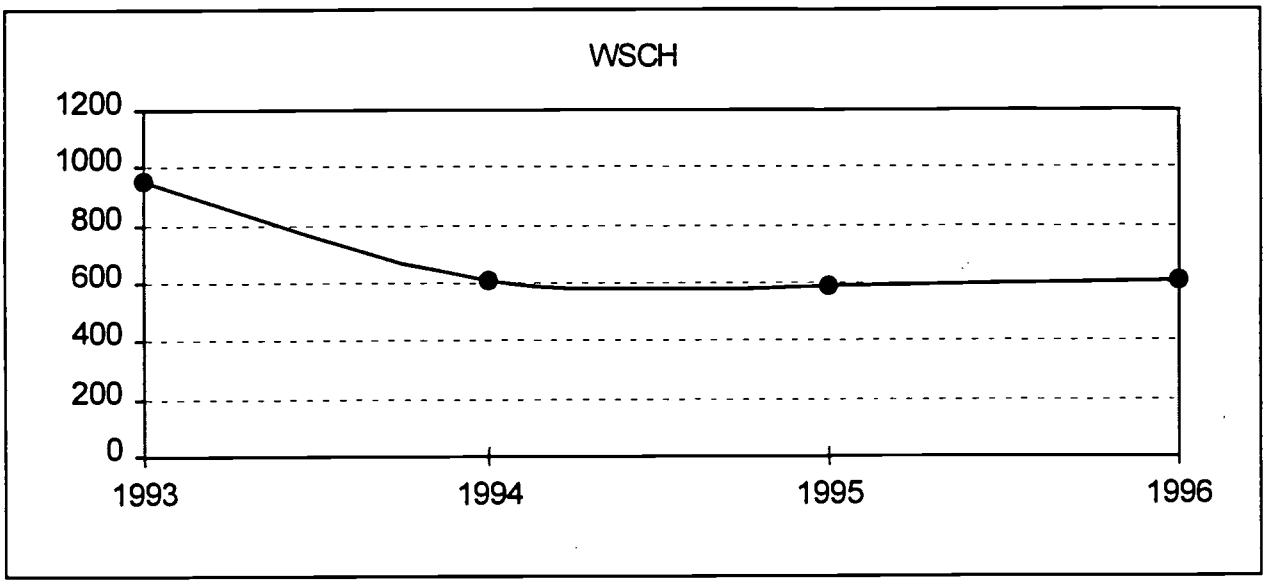
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	463	383	474	655	915

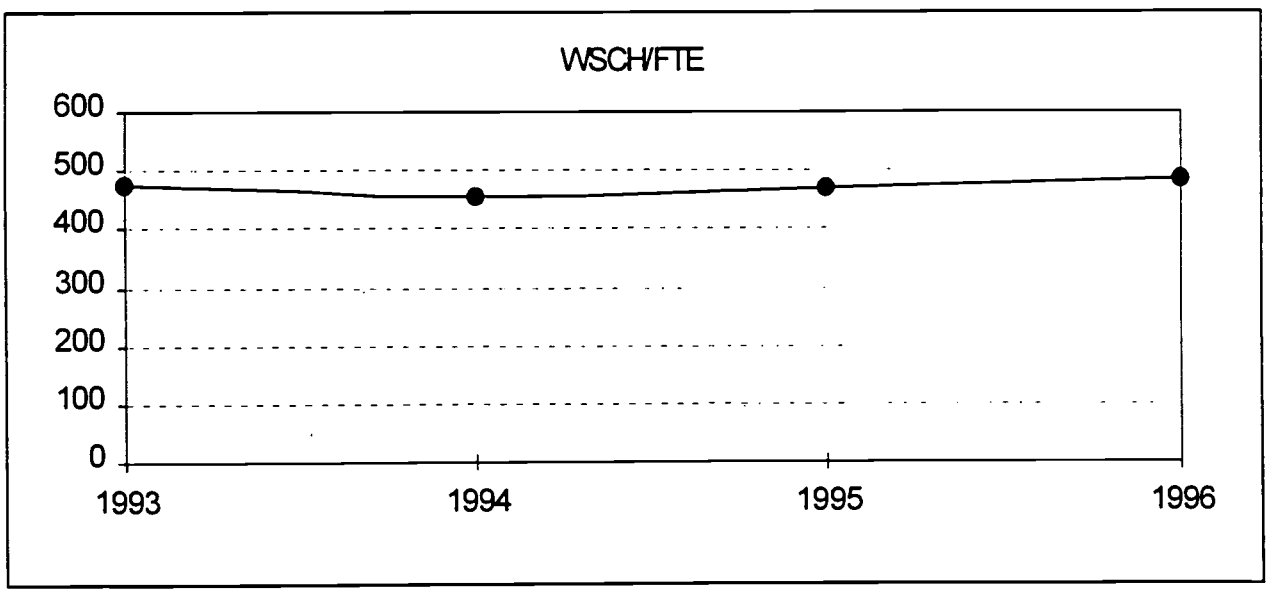
DEVELOPMENTAL COMMUNICATIONS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996
WSCH	951	605	590	610

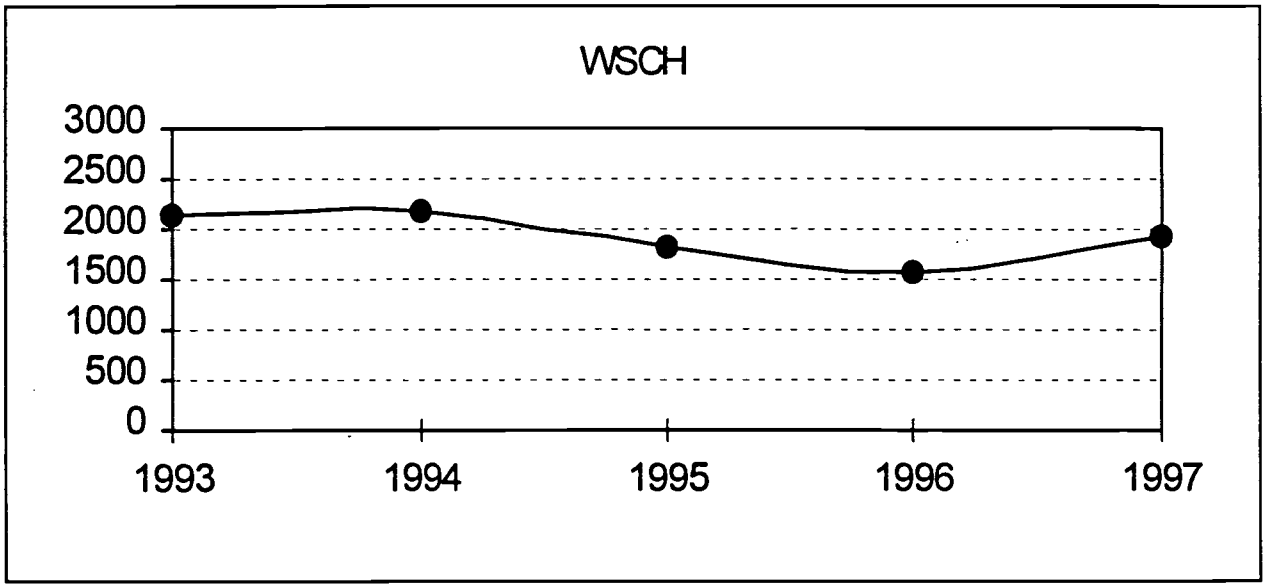
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996
WSCH/FTE	476	454	472	488

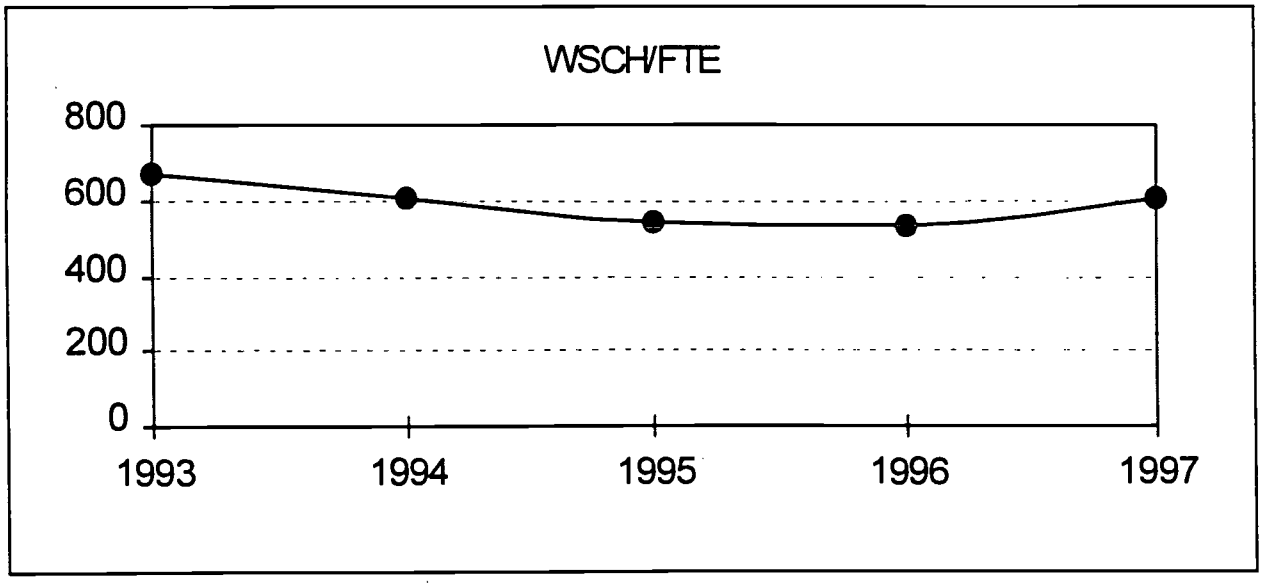
ECONOMICS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2133	2164	1839	1587	1935

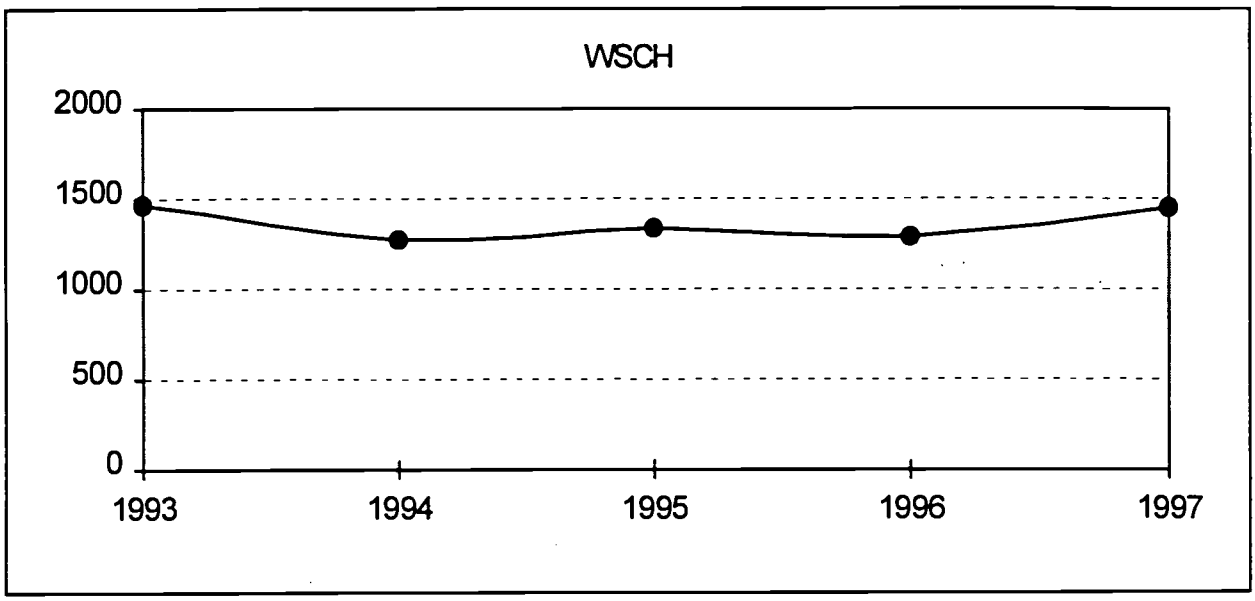
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	667	605	541	529	605

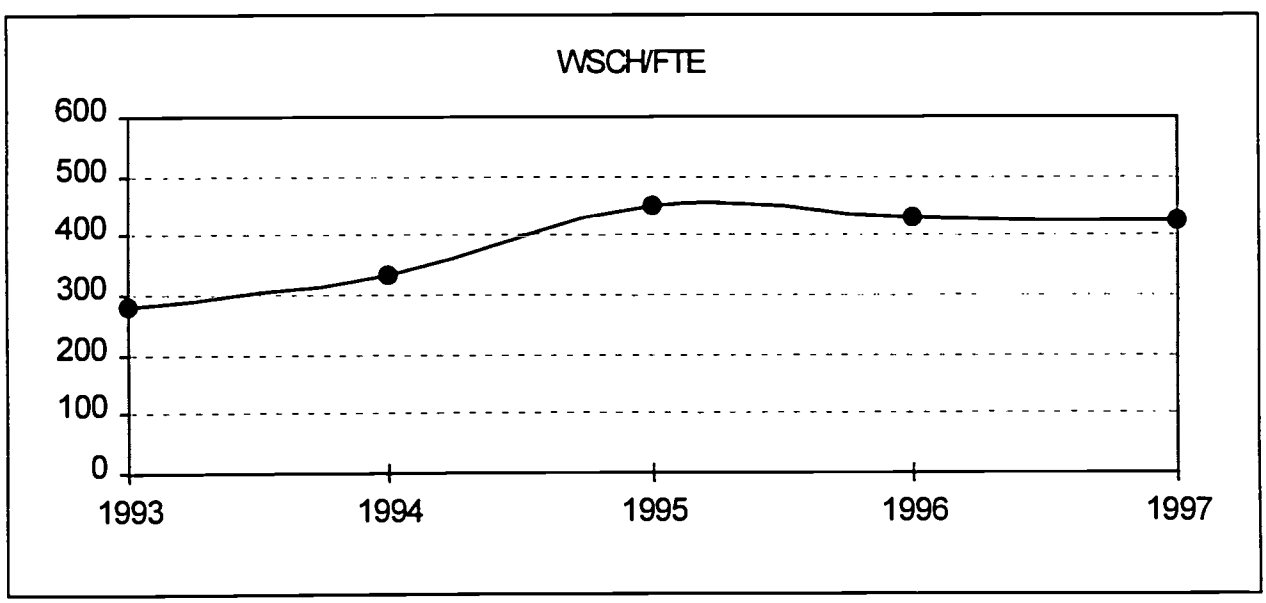
ELECTRONICS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1470	1269	1344	1287	1452

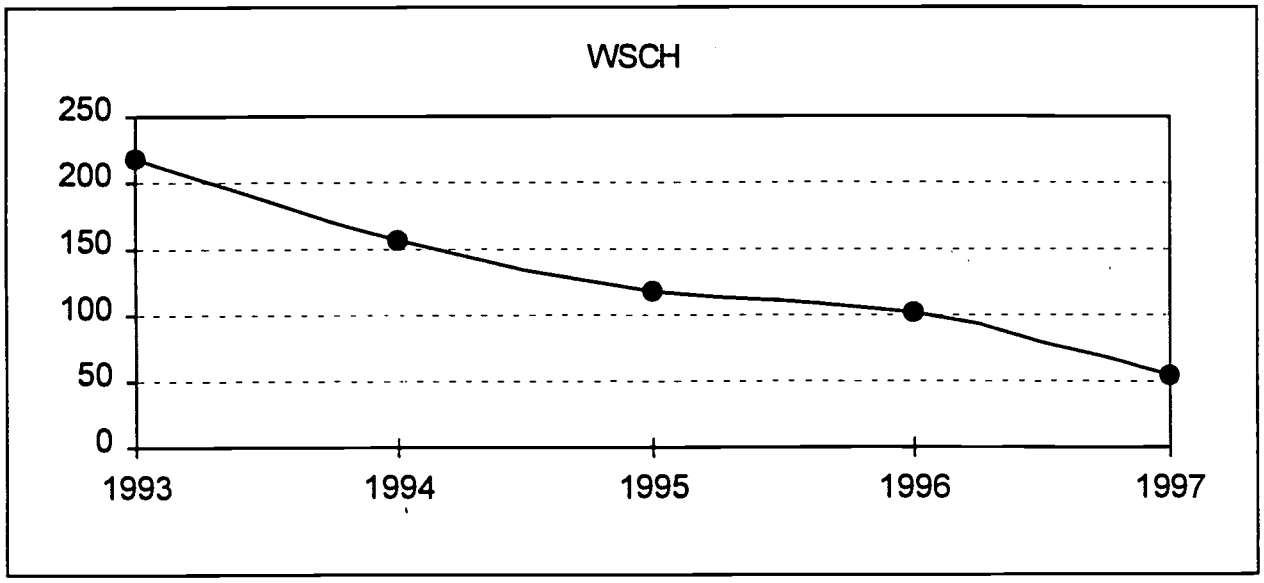
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	283	334	448	429	427

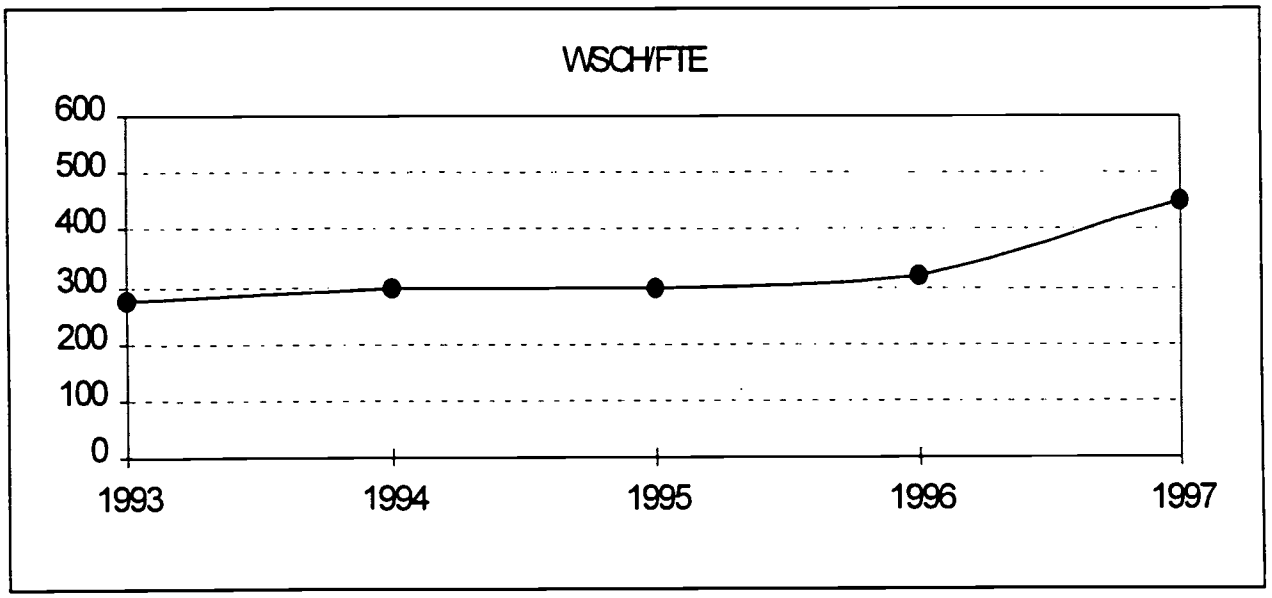
ENGINEERING-GENERAL
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	218	157	118	102	54

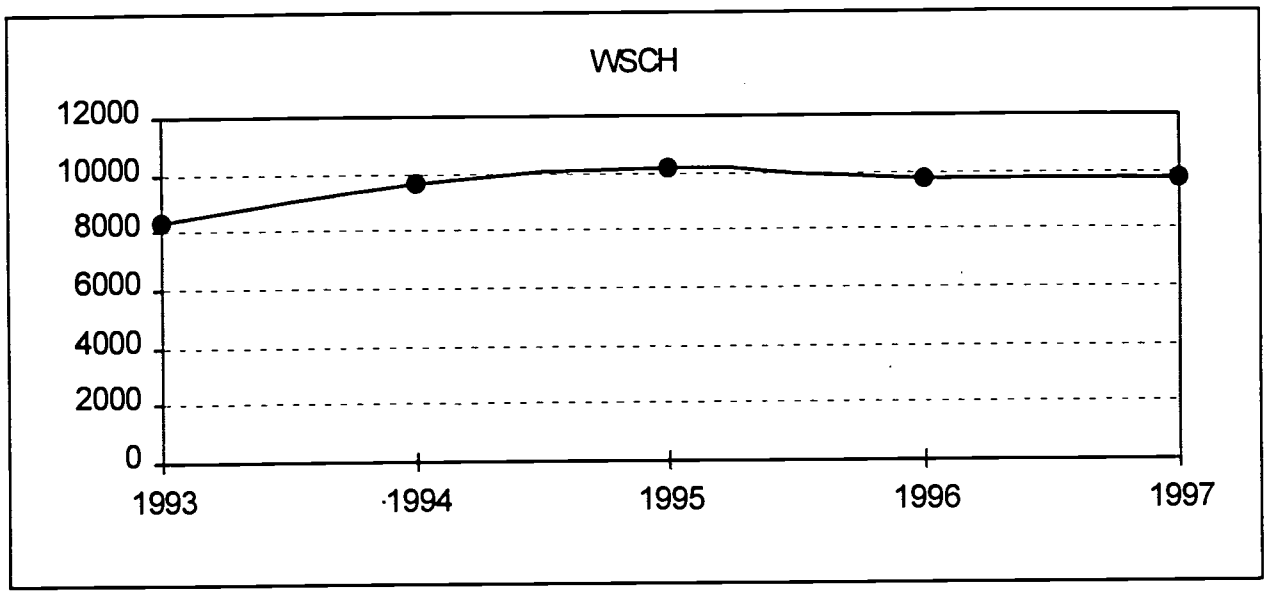
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	275	297	297	319	450

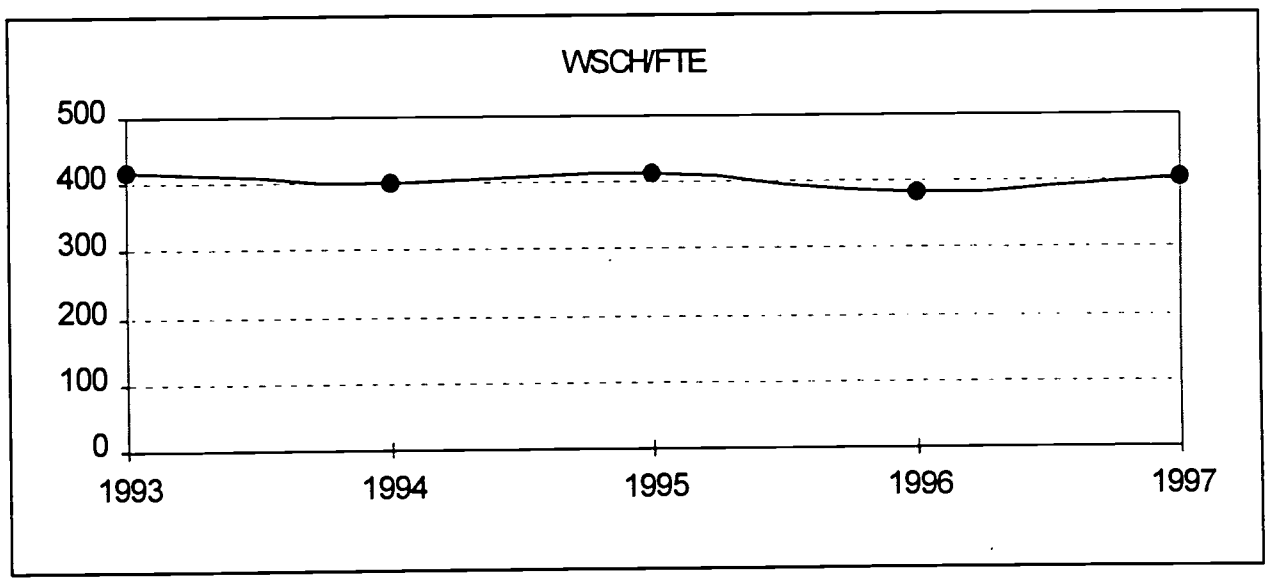
ENGLISH
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	8349	9631	10205	9778	9780

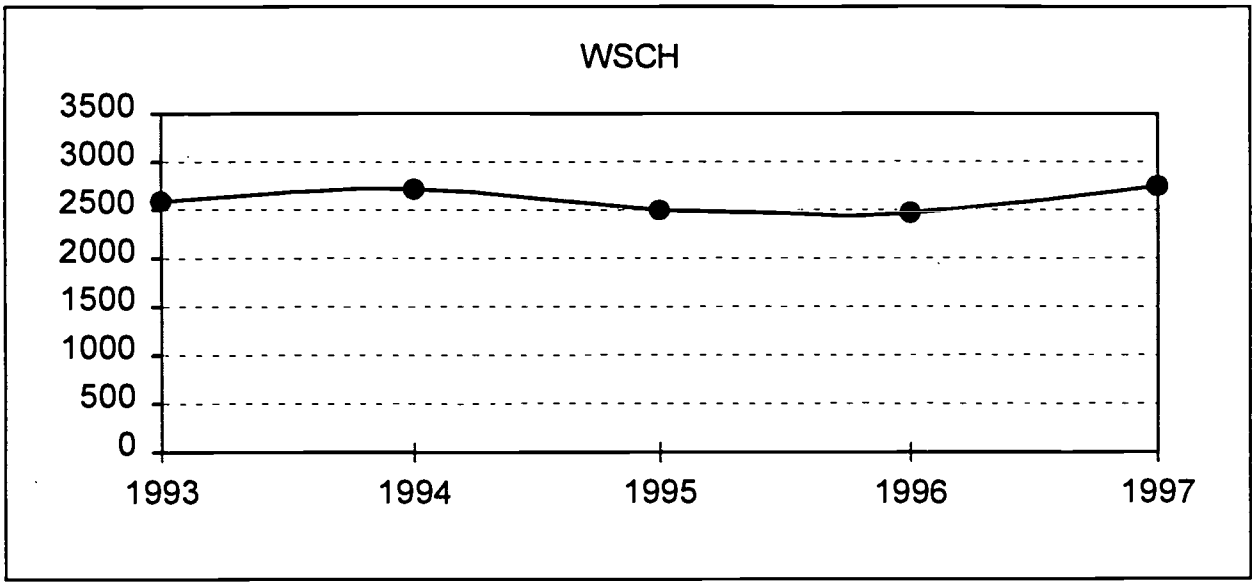
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	416	399	414	385	405

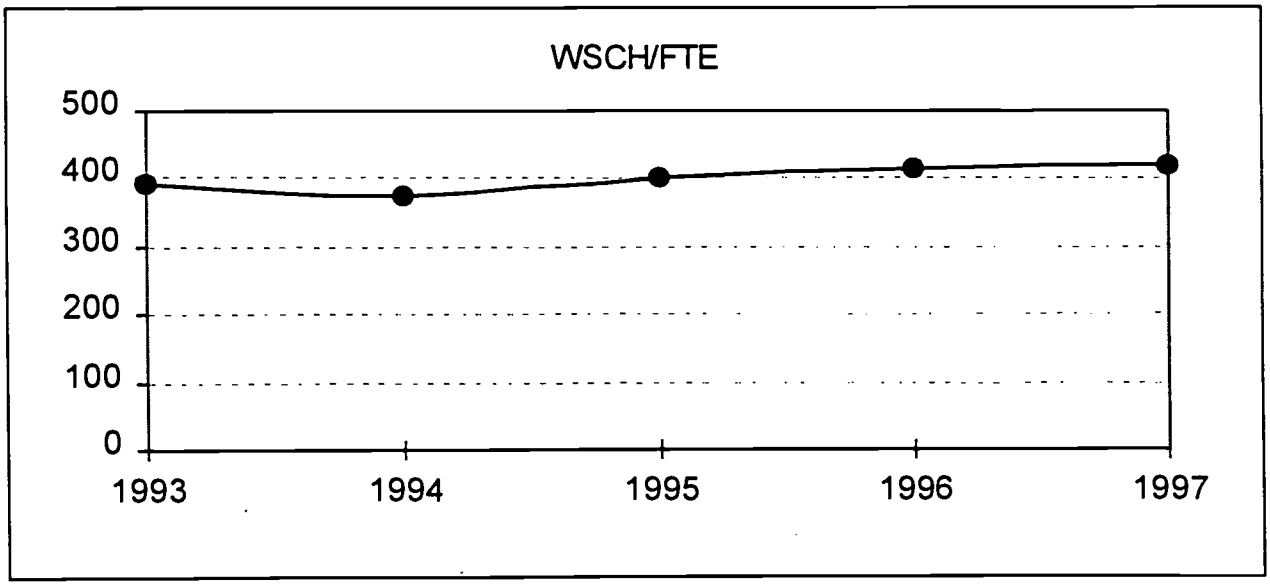
ENGLISH-ESL
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2592	2734	2501	2469	2745

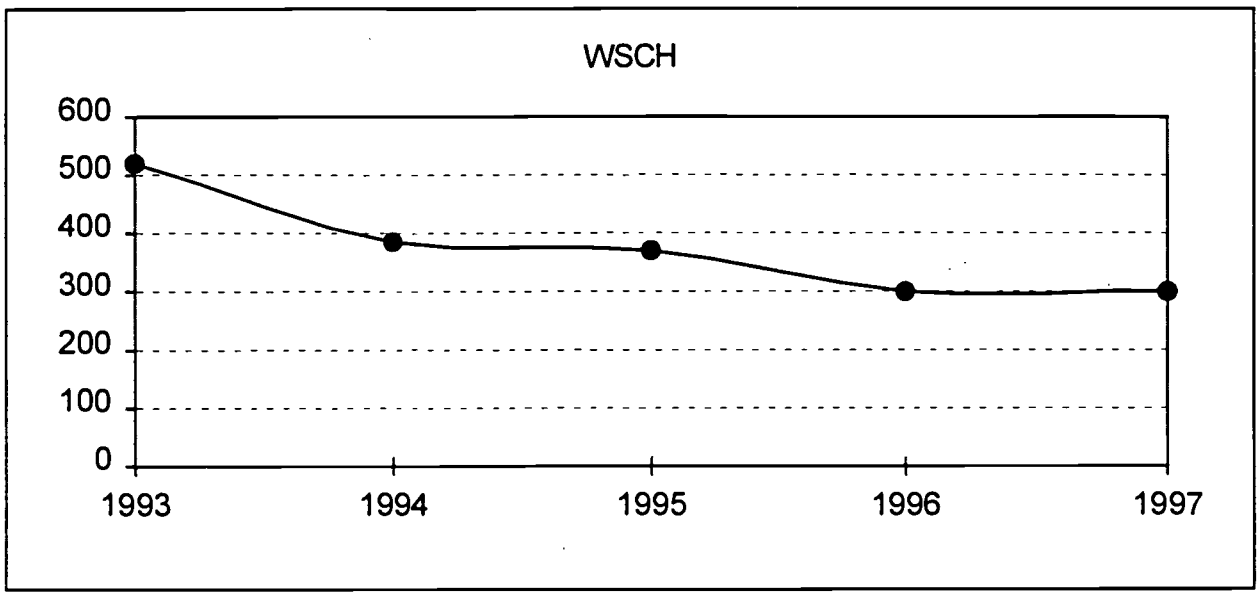
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	394	377	400	417	419

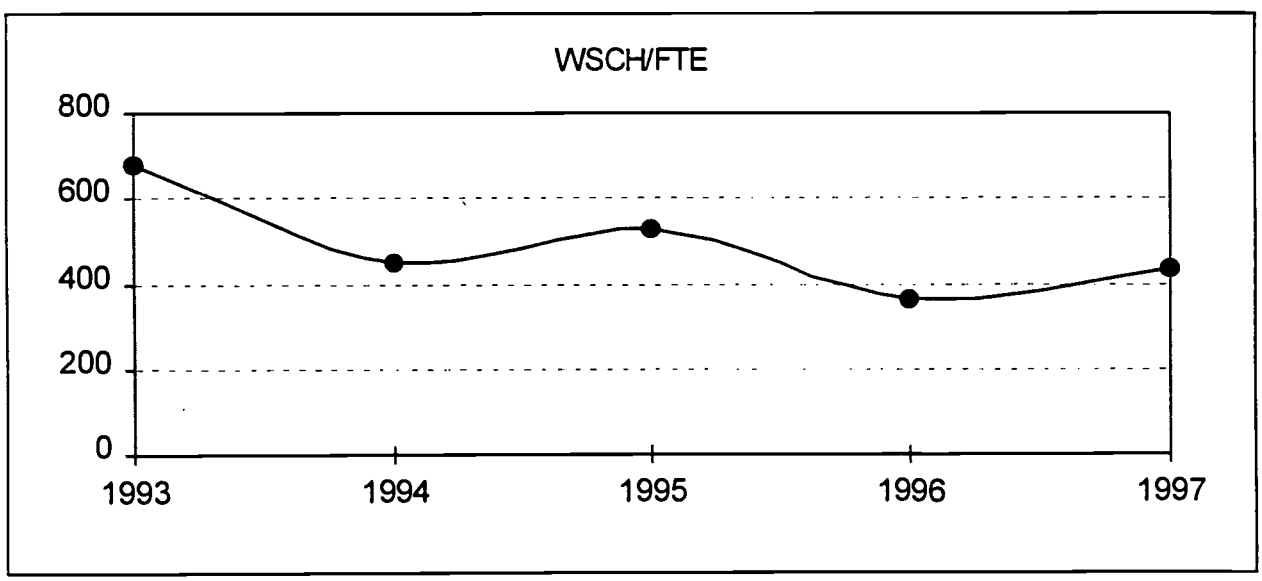
ENVIRONMENTAL SCIENCE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	519	387	372	300	300

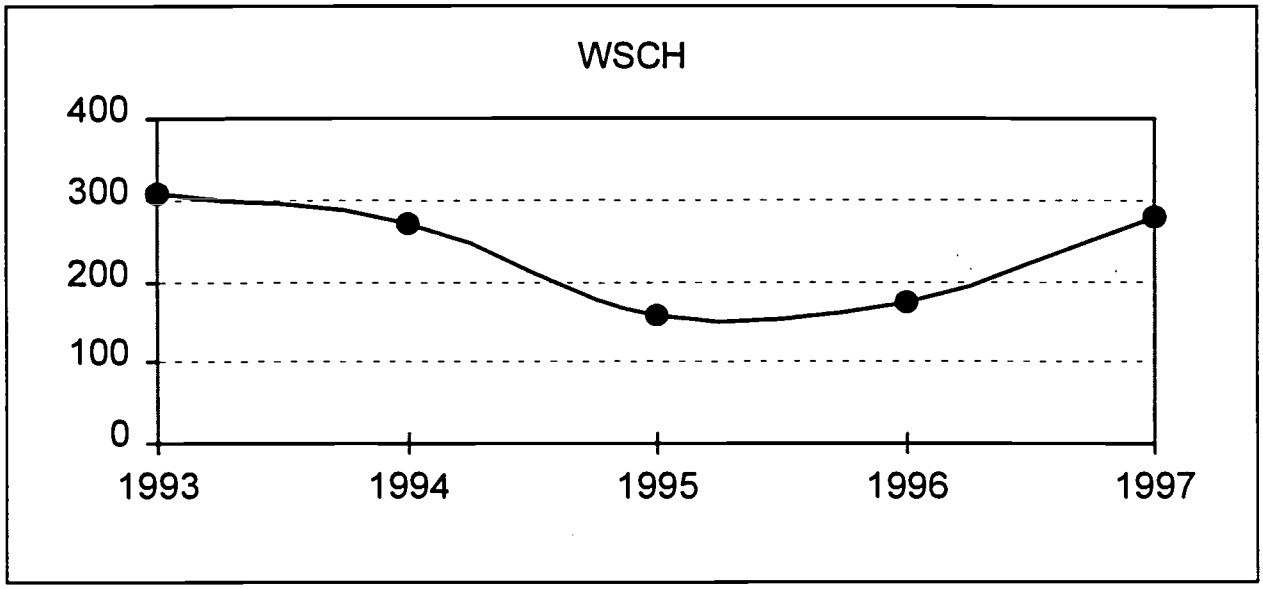
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	678	448	527	361	439

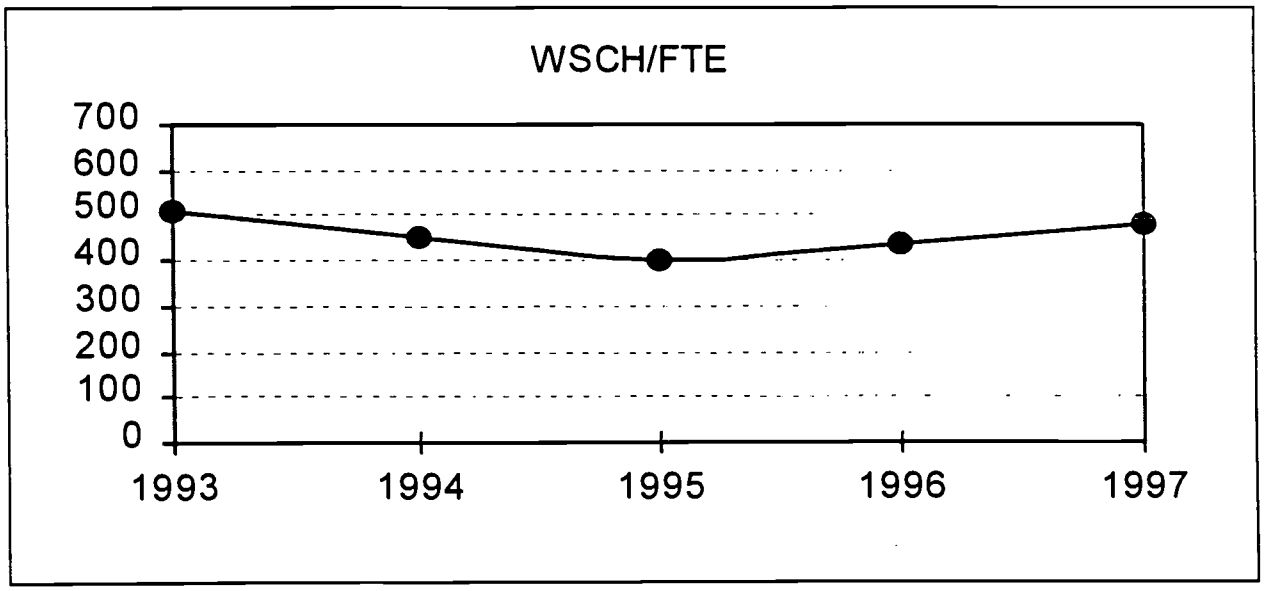
FINANCE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	306	270	159	174	279

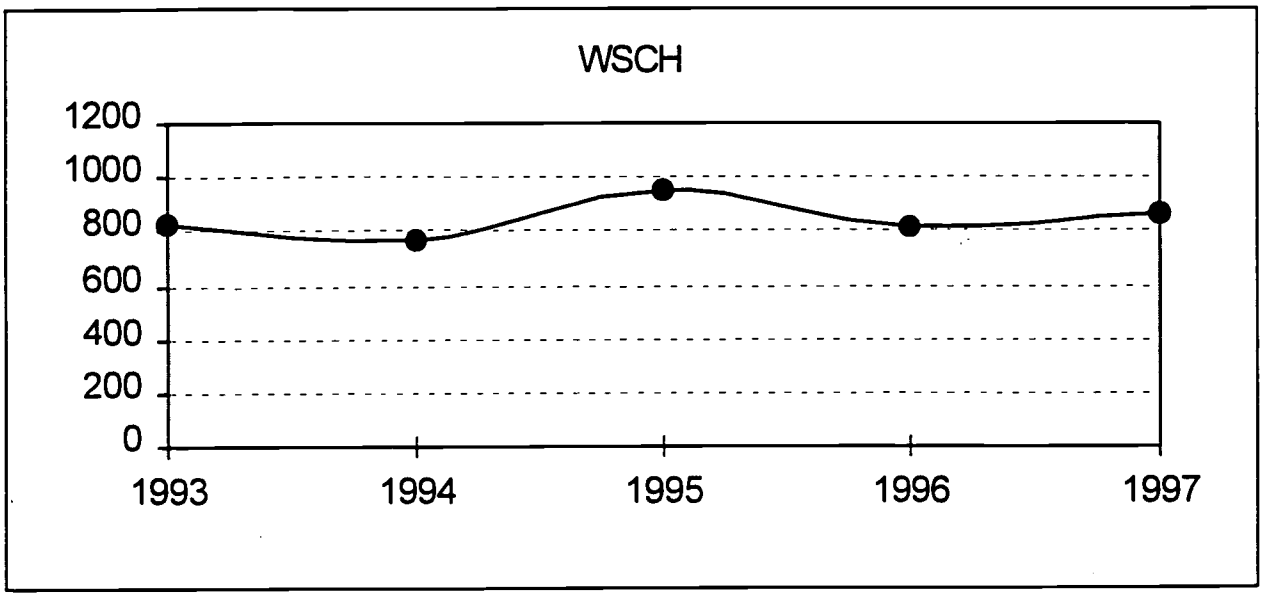
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	510	450	398	435	480

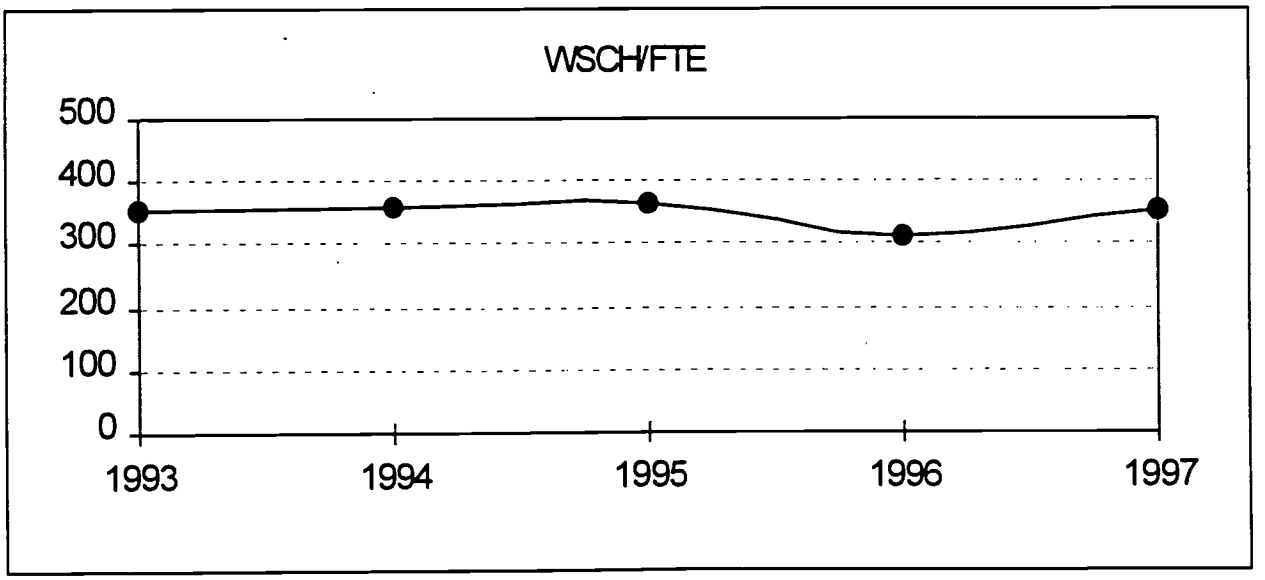
FRENCH
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	828	764	955	816	872

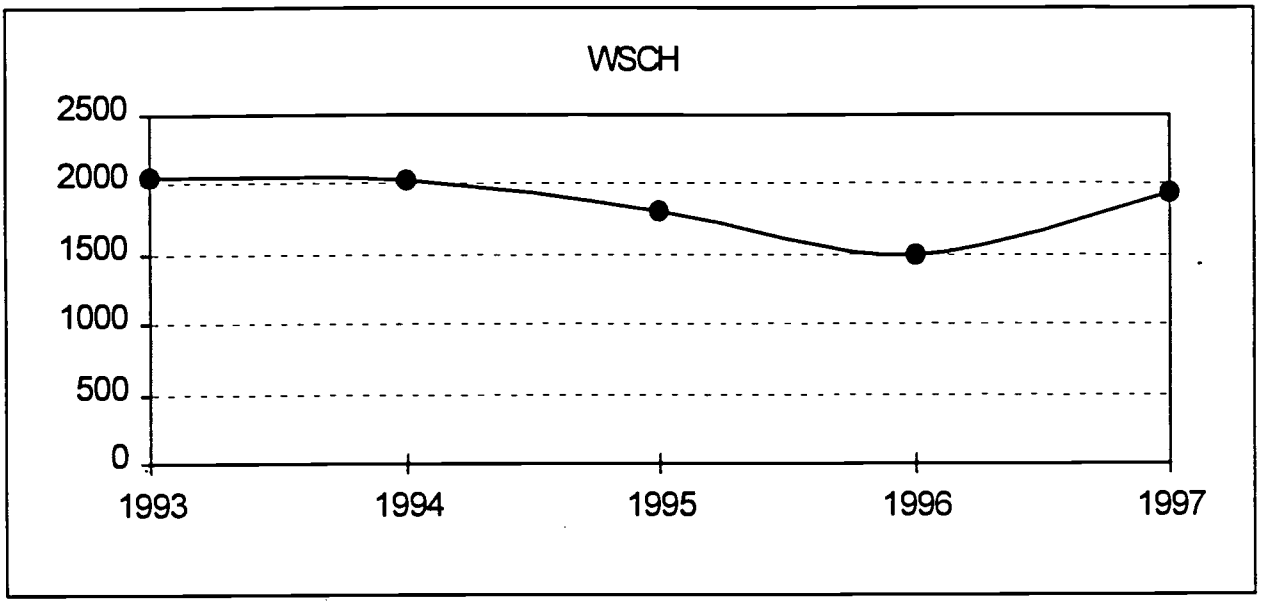
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	356	358	367	314	354

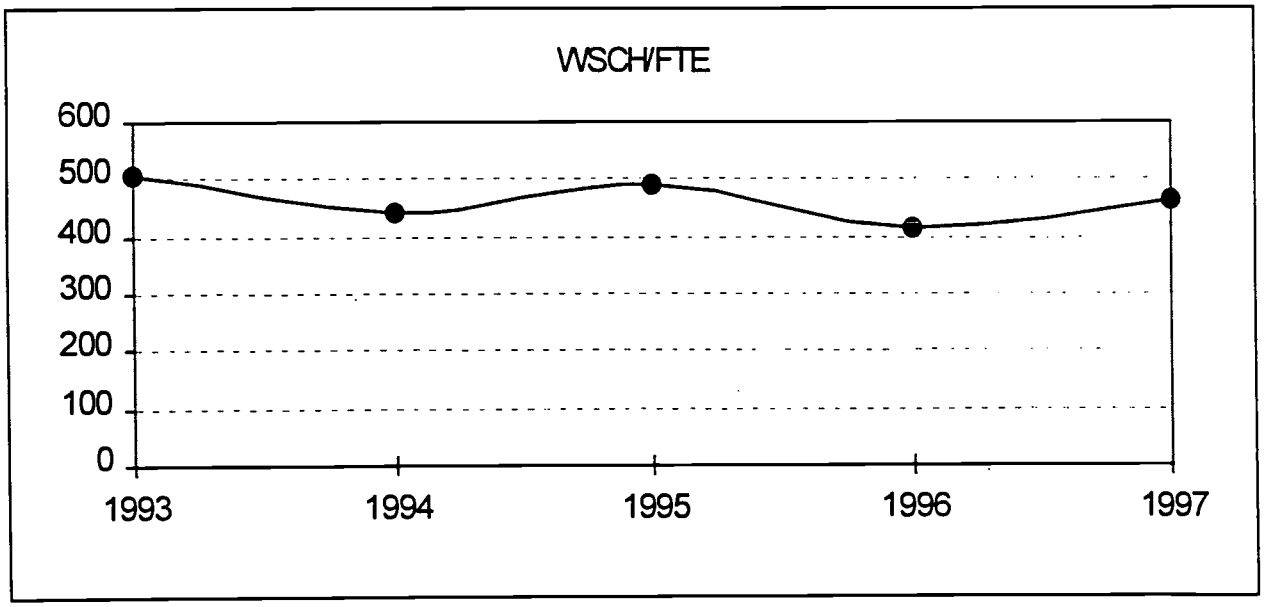
GEOGRAPHY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2056	2027	1819	1489	1945

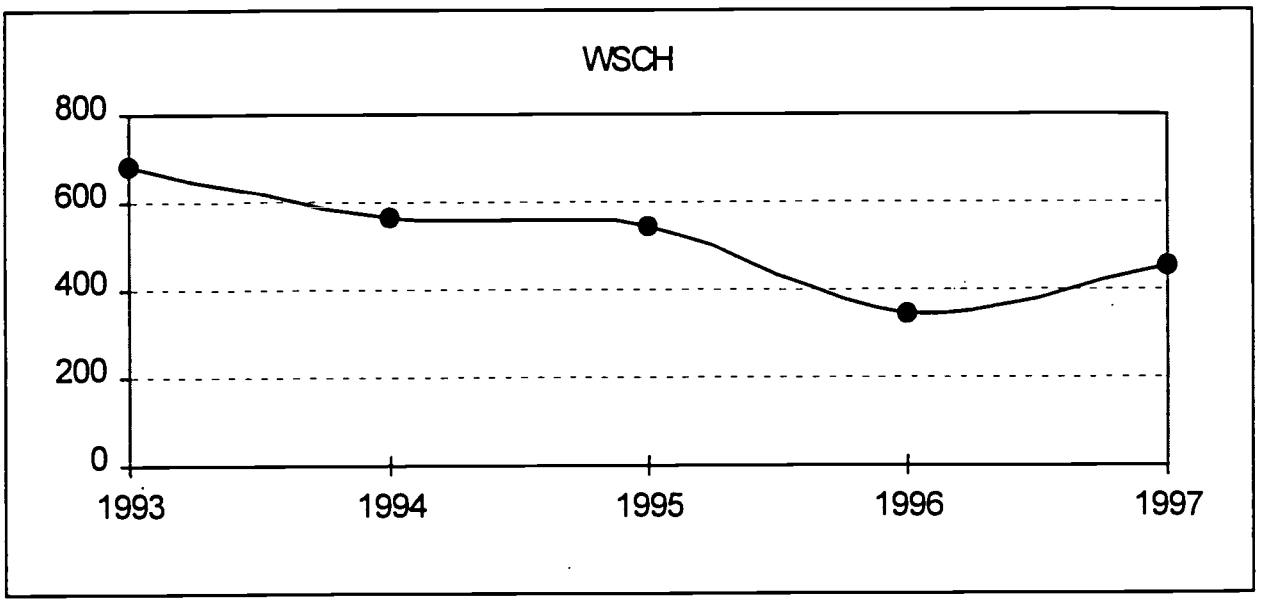
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	508	444	489	417	464

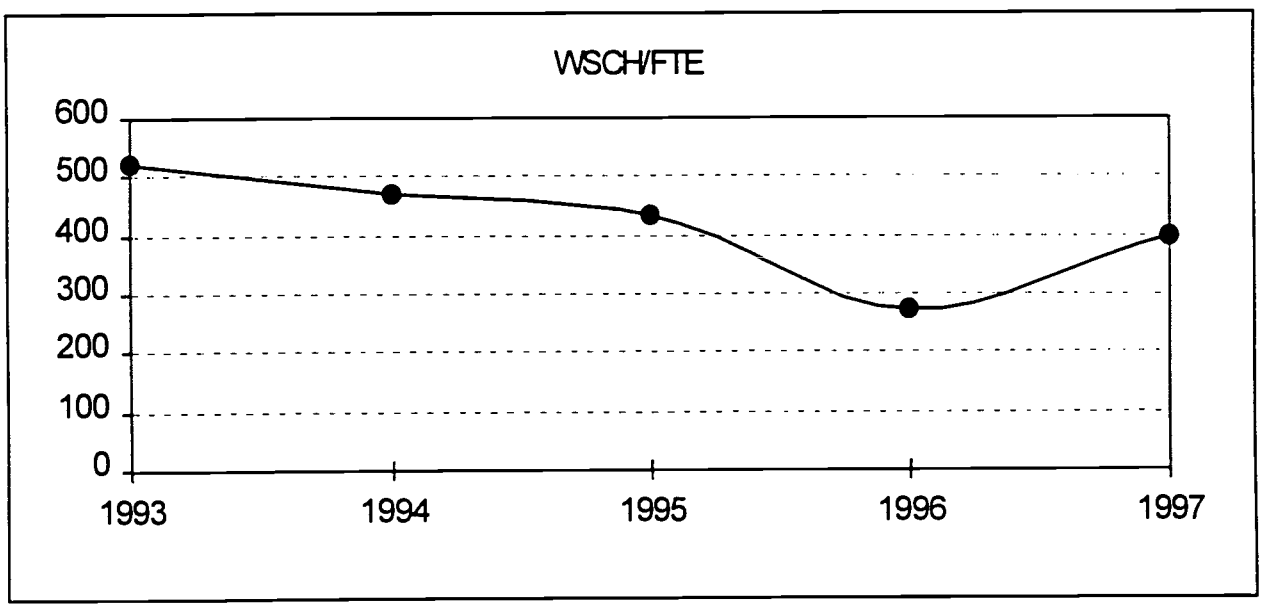
GEOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	686	564	545	344	454

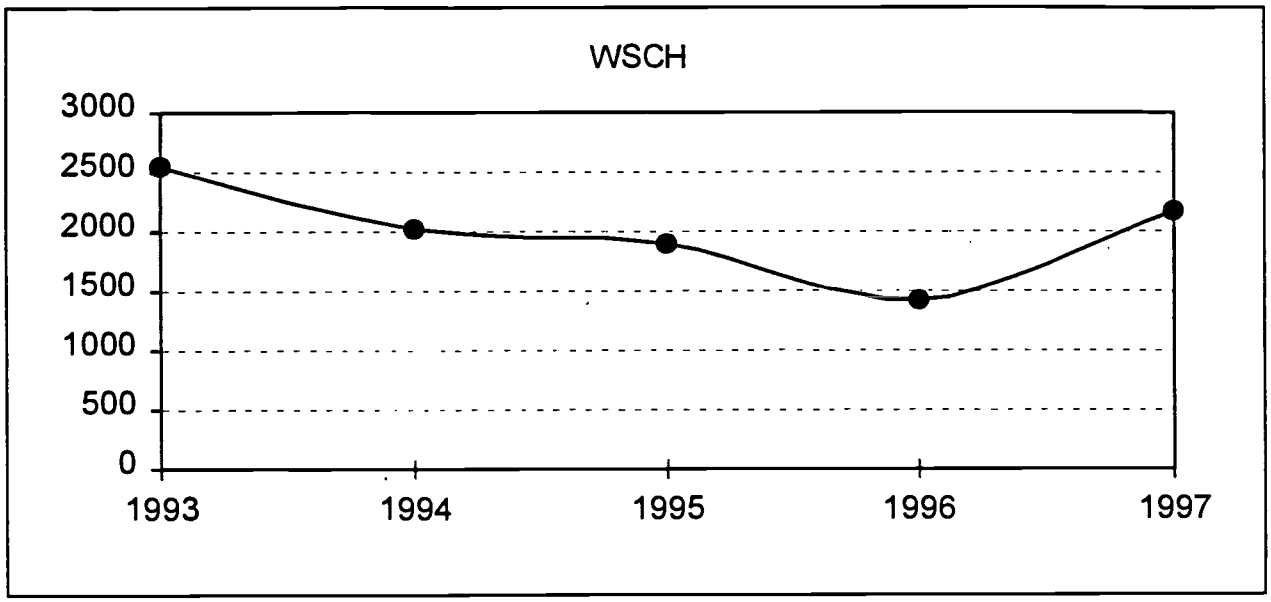
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	523	470	433	276	400

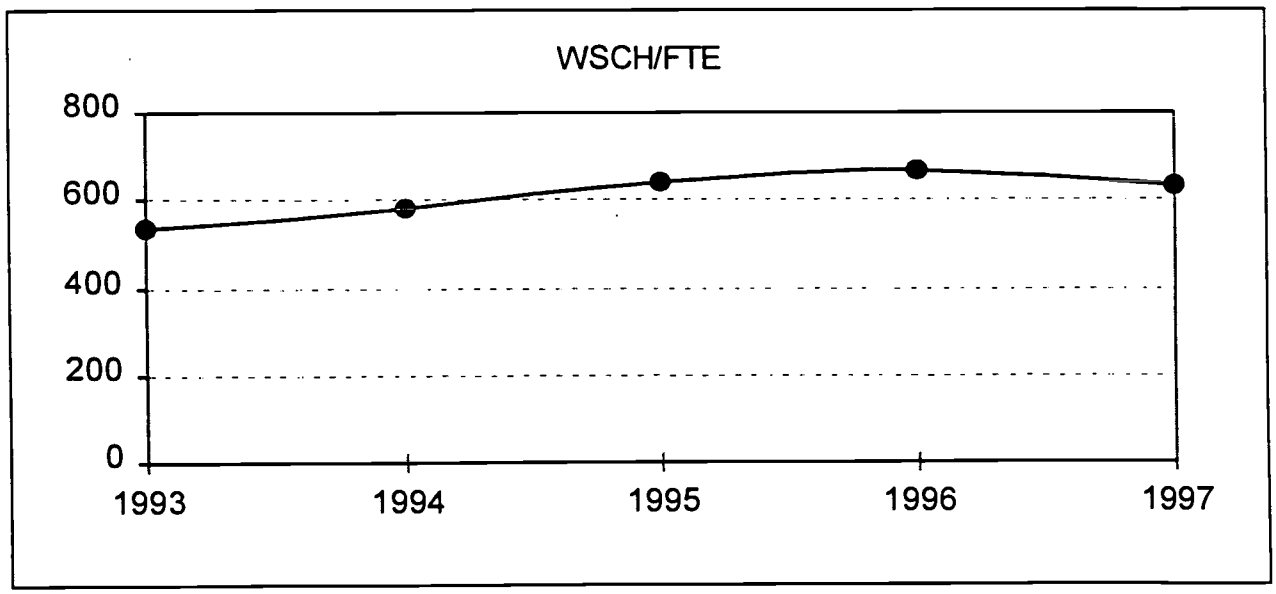
HEALTH
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2538	2014	1889	1422	2171

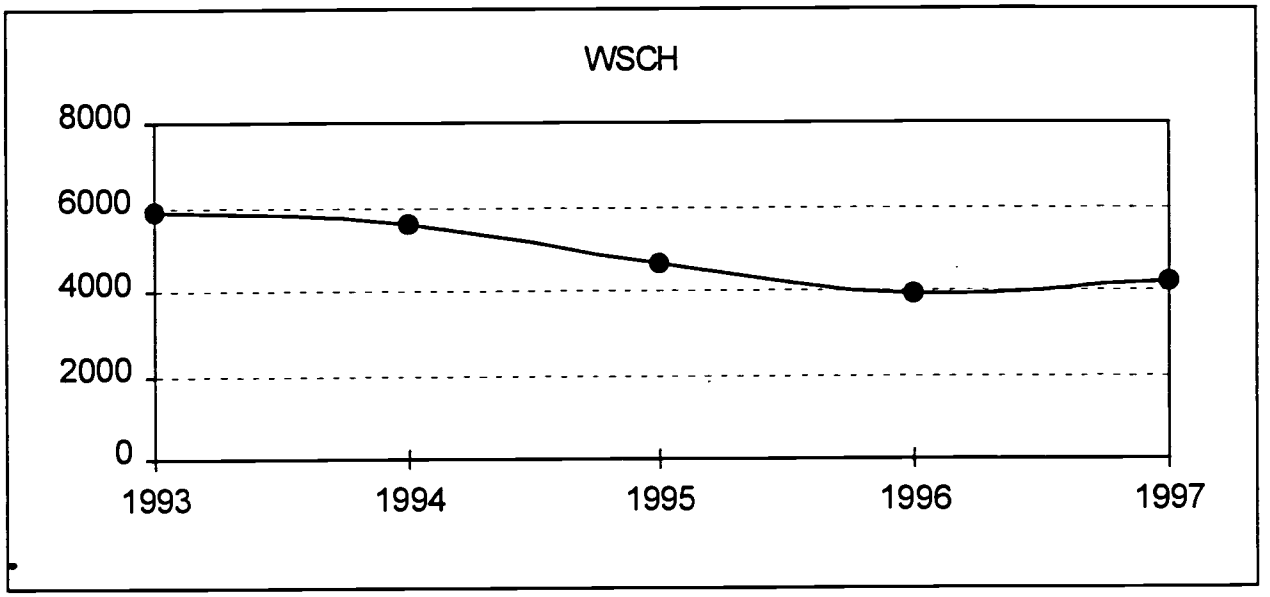
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	536	585	644	667	638

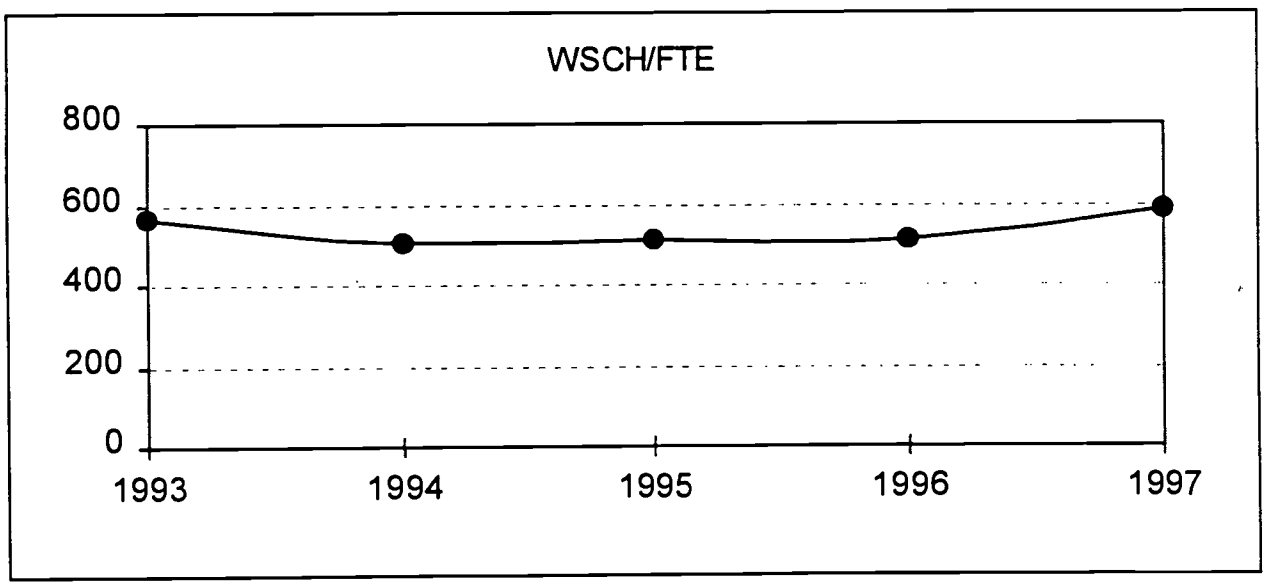
HISTORY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	5865	5612	4642	3918	4244

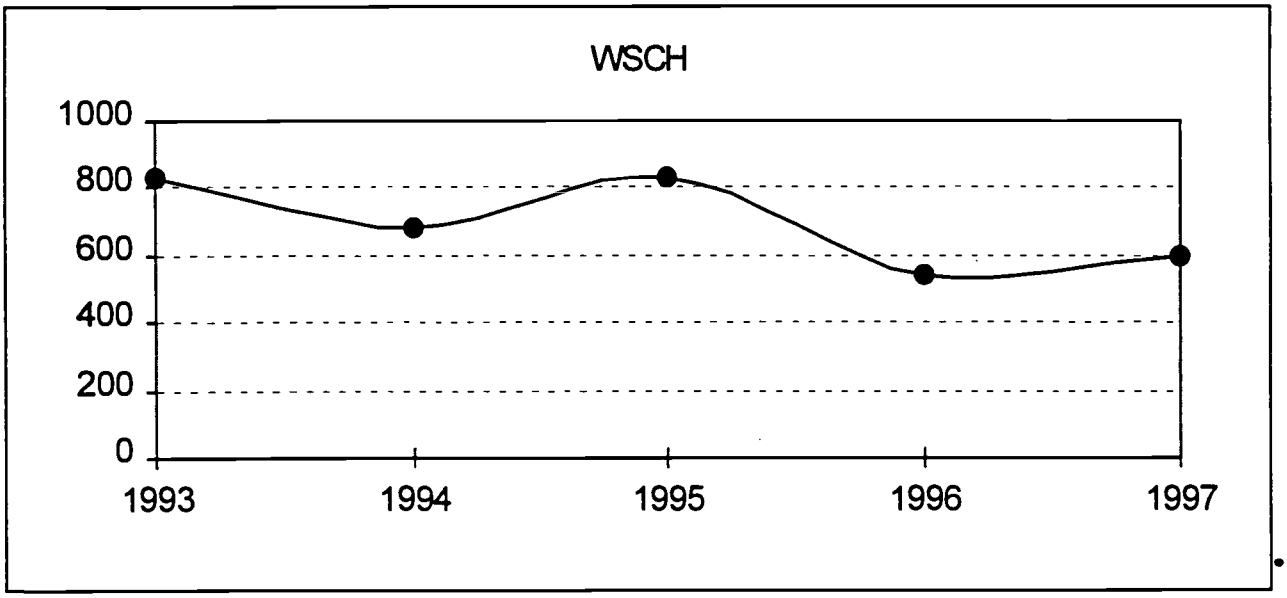
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	564	506	512	516	591

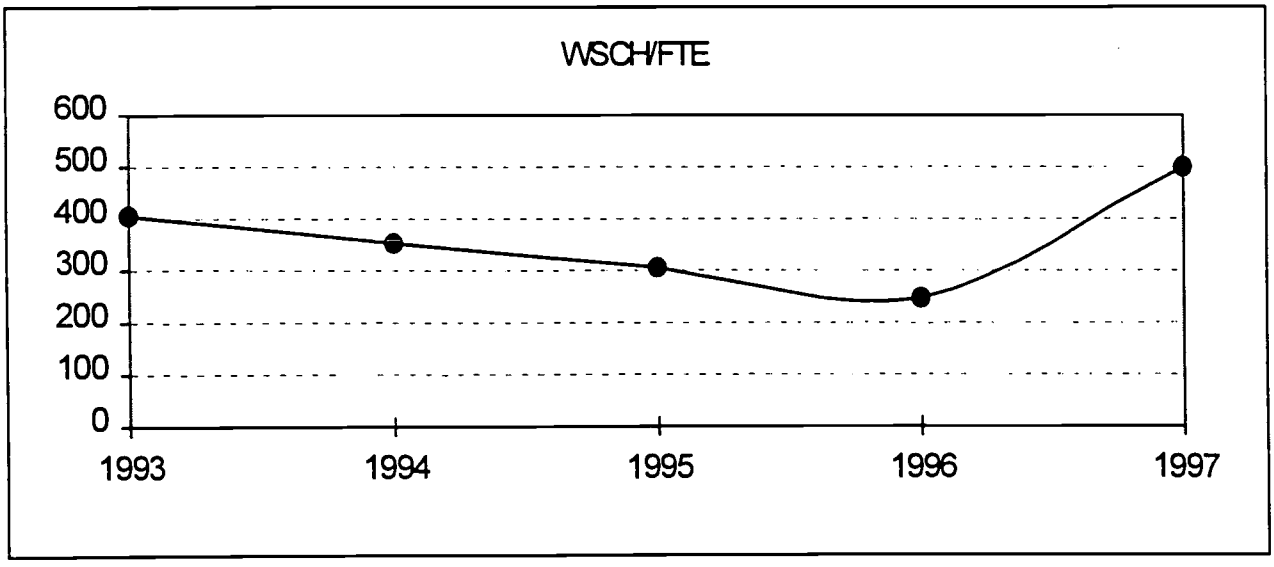
HUMANITIES
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	831	681	829	543	600

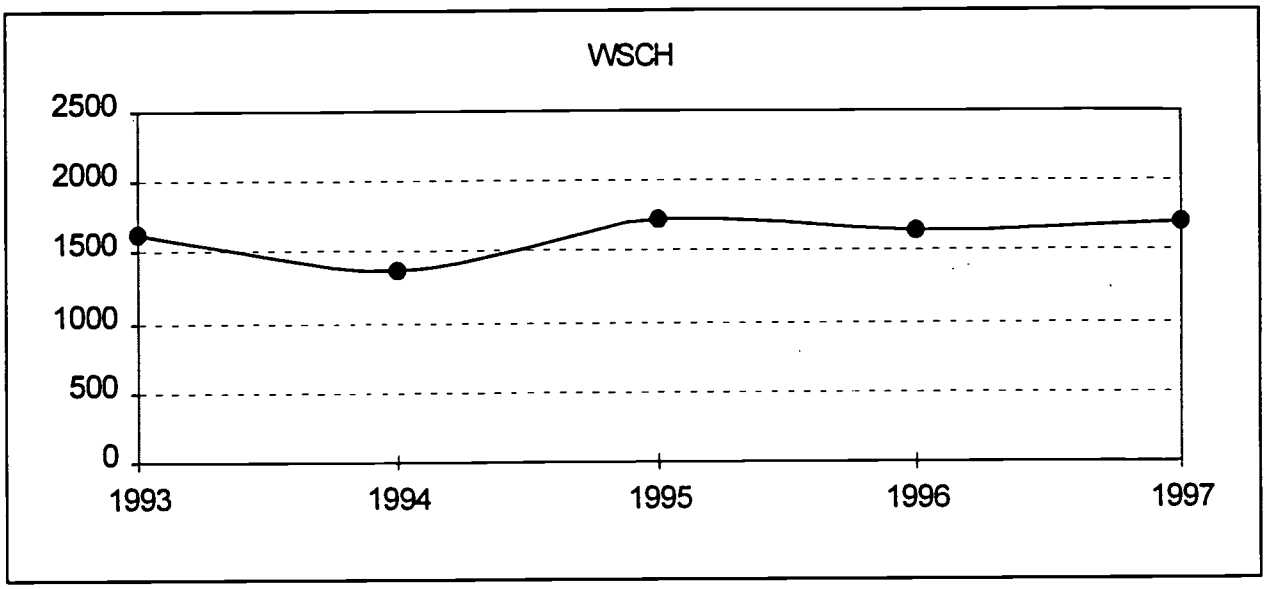
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	404	352	306	247	500

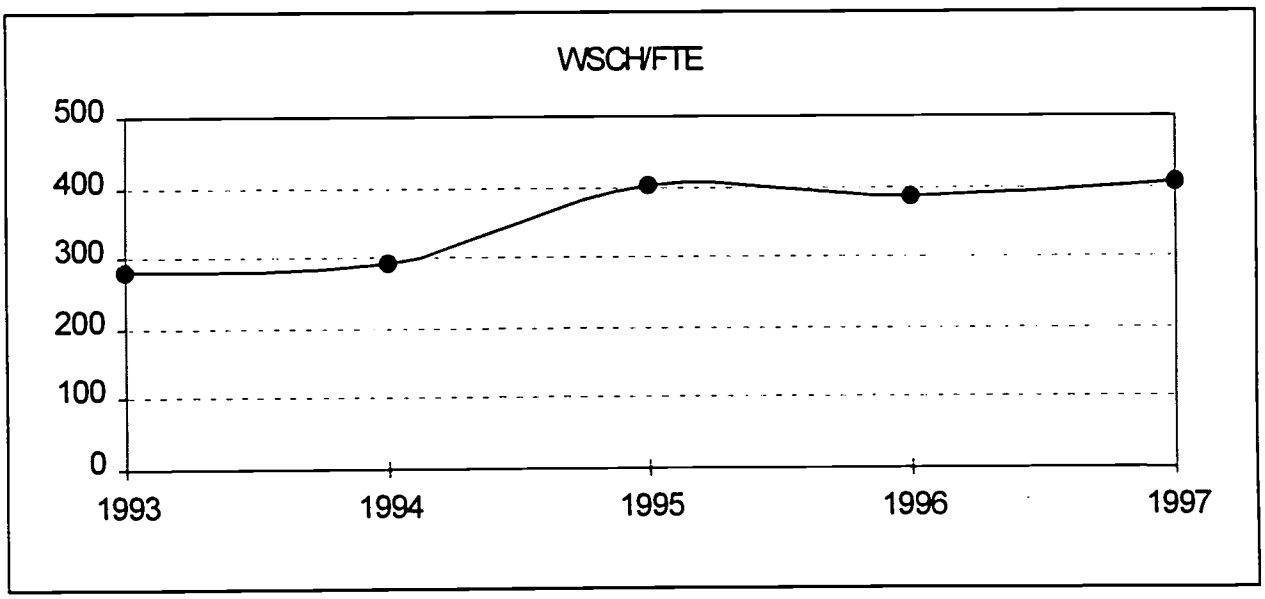
INDUSTRIAL TECHNOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1619	1375	1720	1655	1700

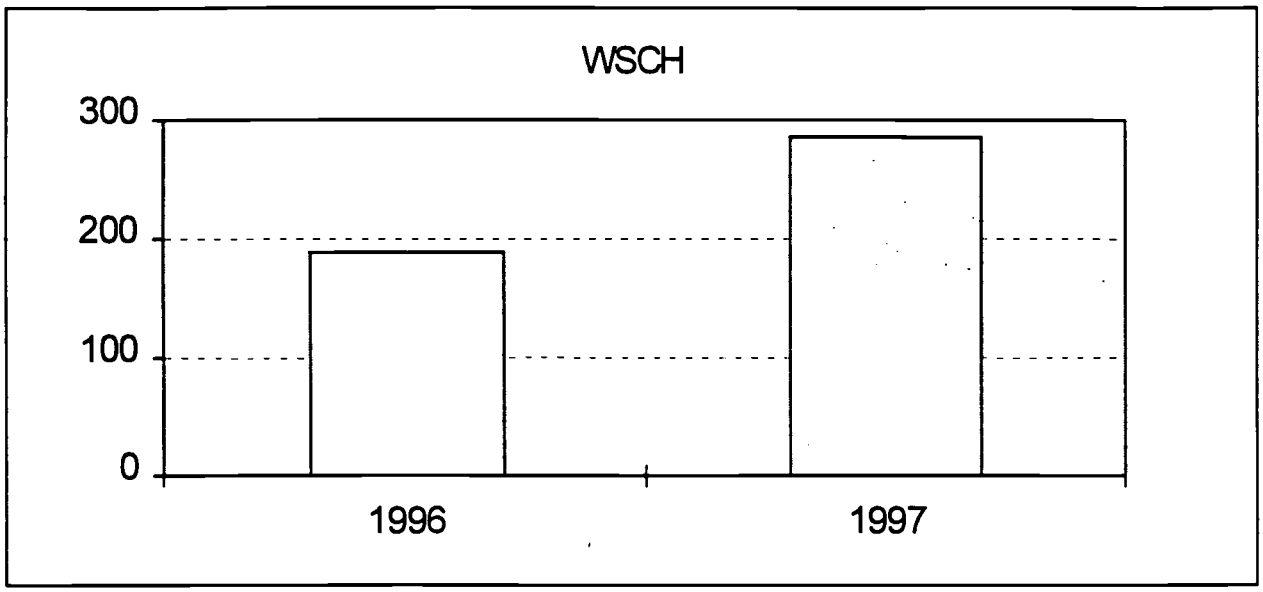
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	279	291	402	387	406

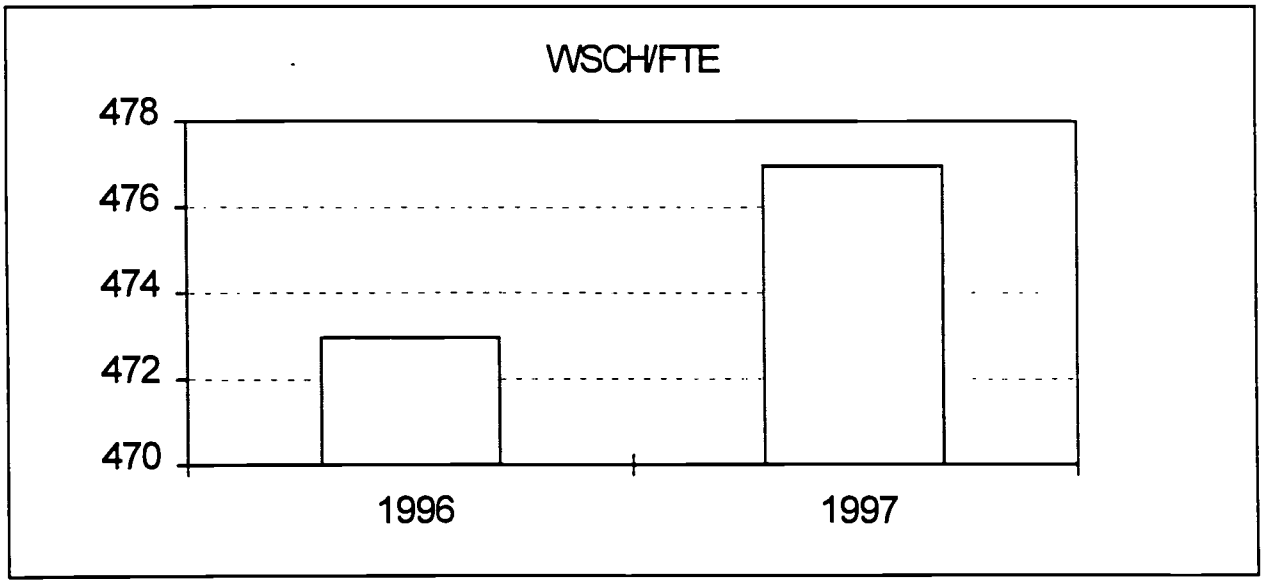
INTERNATIONAL BUSINESS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1996-97



Year	1996	1997
WSCH	189	286

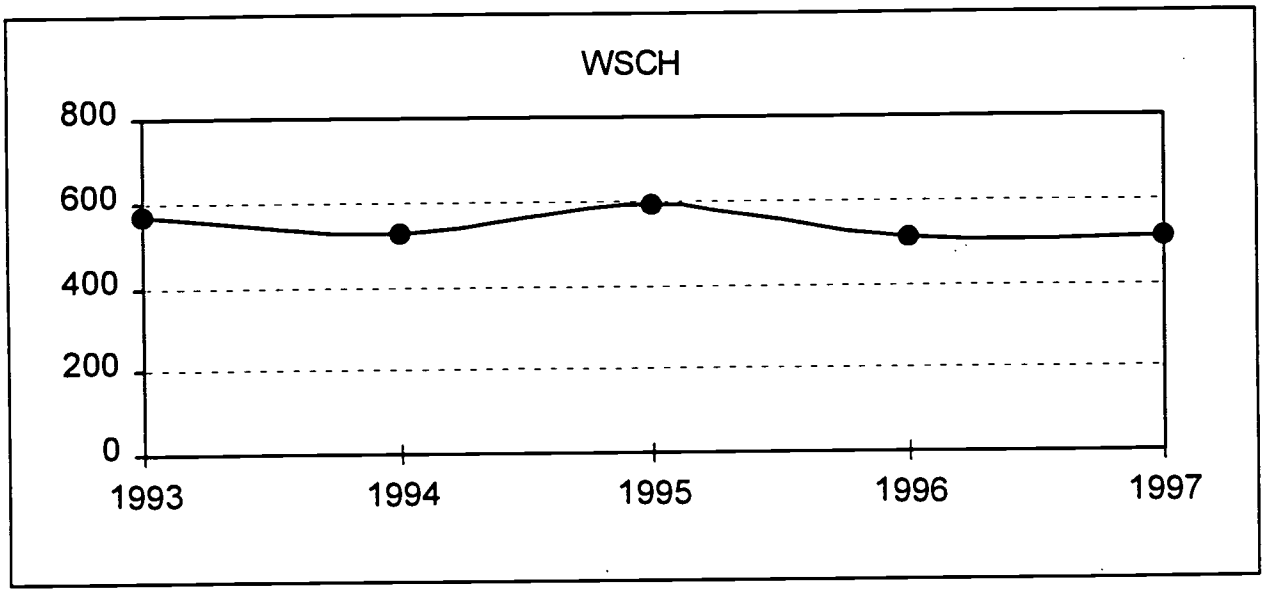
WSCH/FTE Fall 1996-97



Year	1996	1997
WSCH/FTE	473	477

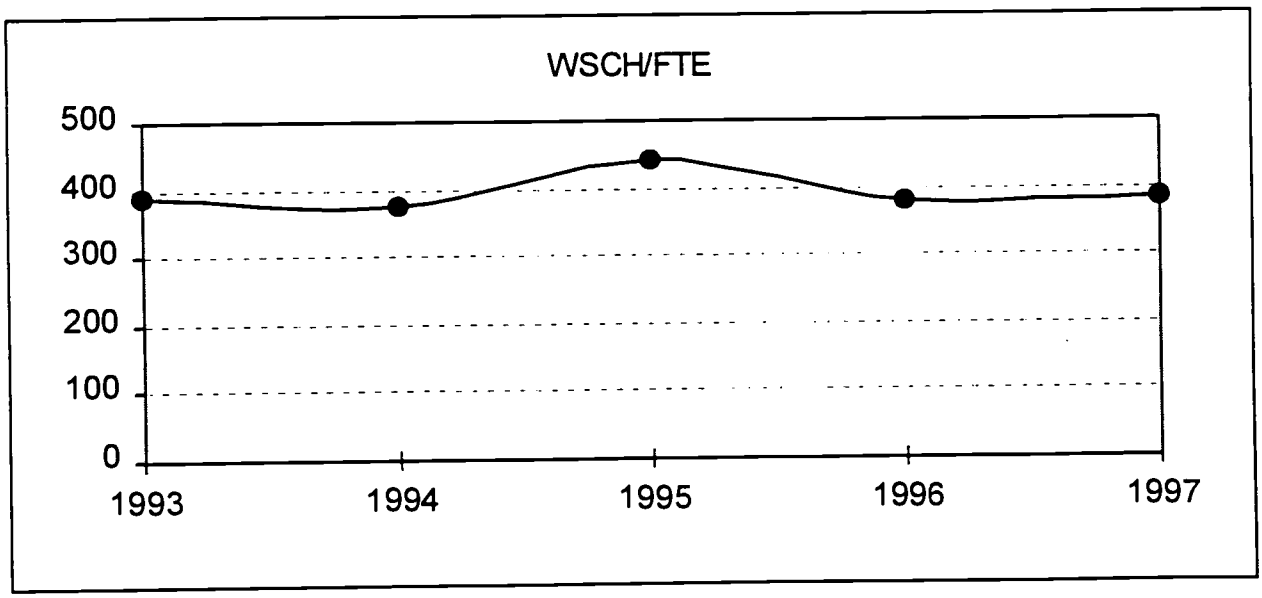
ITALIAN
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	572	527	592	509	512

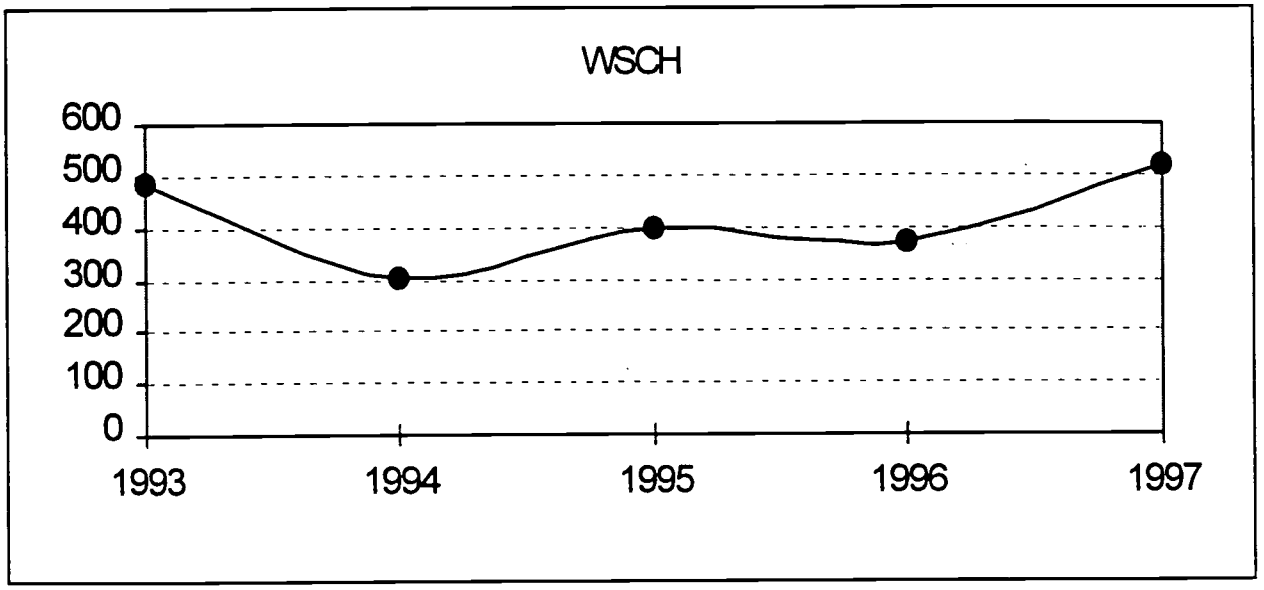
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	390	376	444	382	384

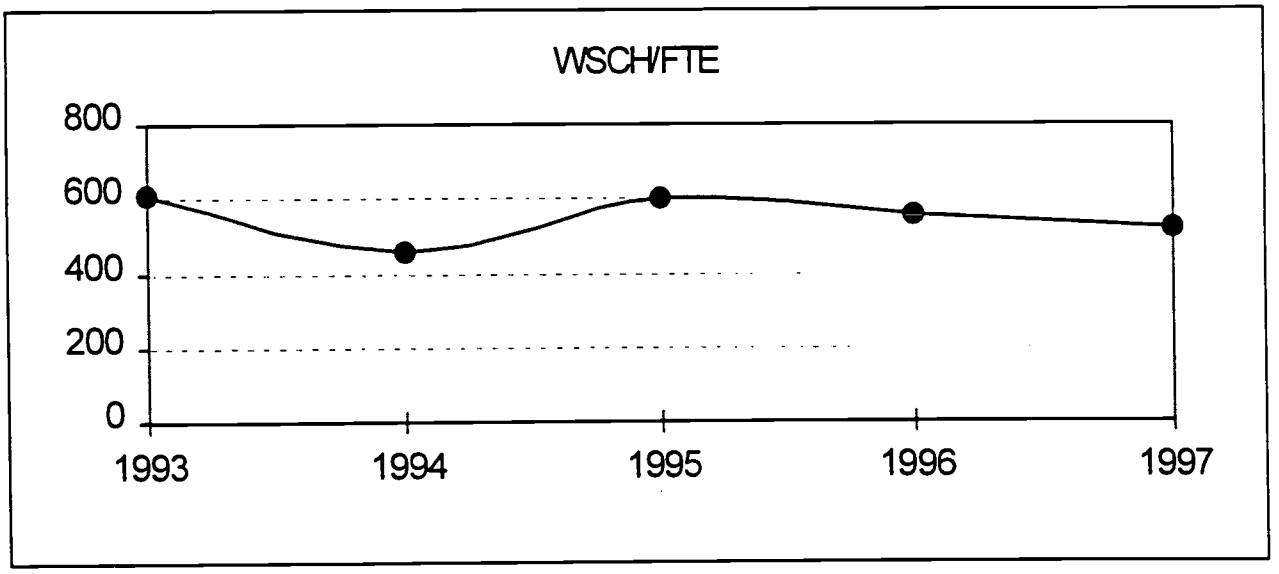
JAPANESE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	486	305	400	370	520

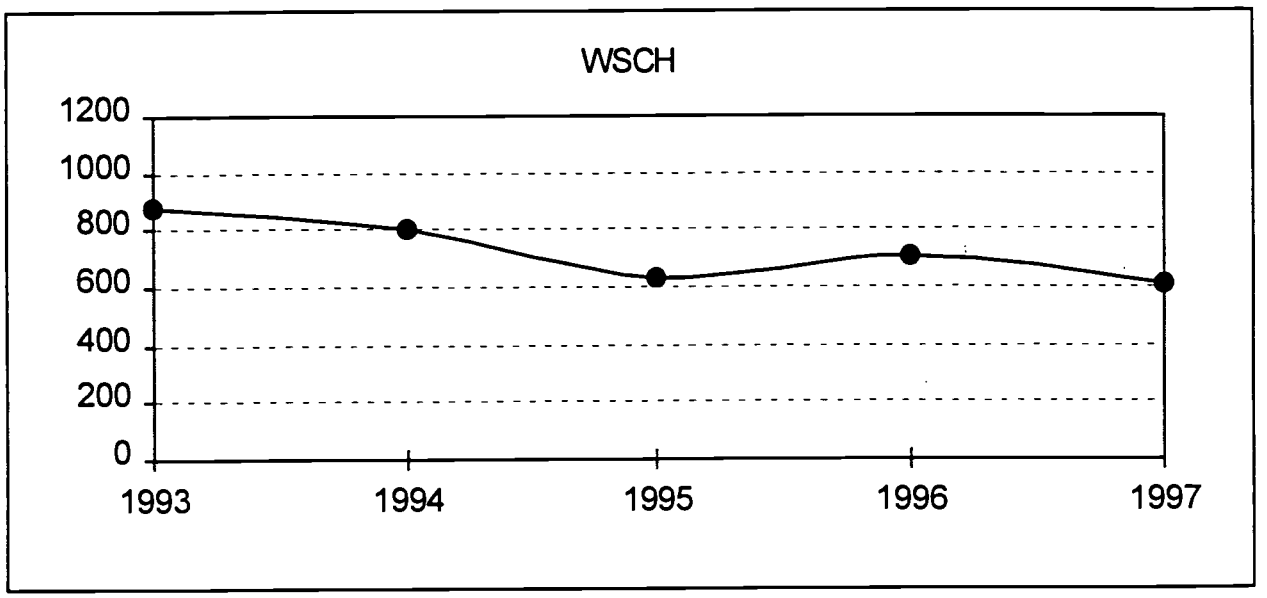
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	608	458	600	555	520

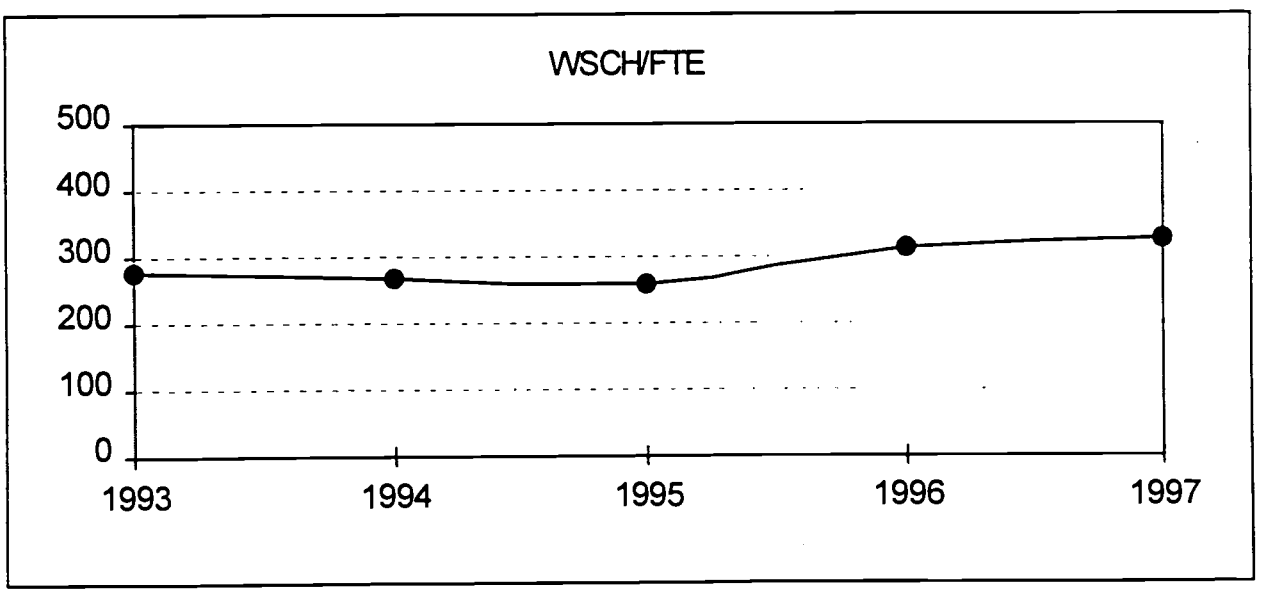
JOURNALISM
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	883	808	627	709	613

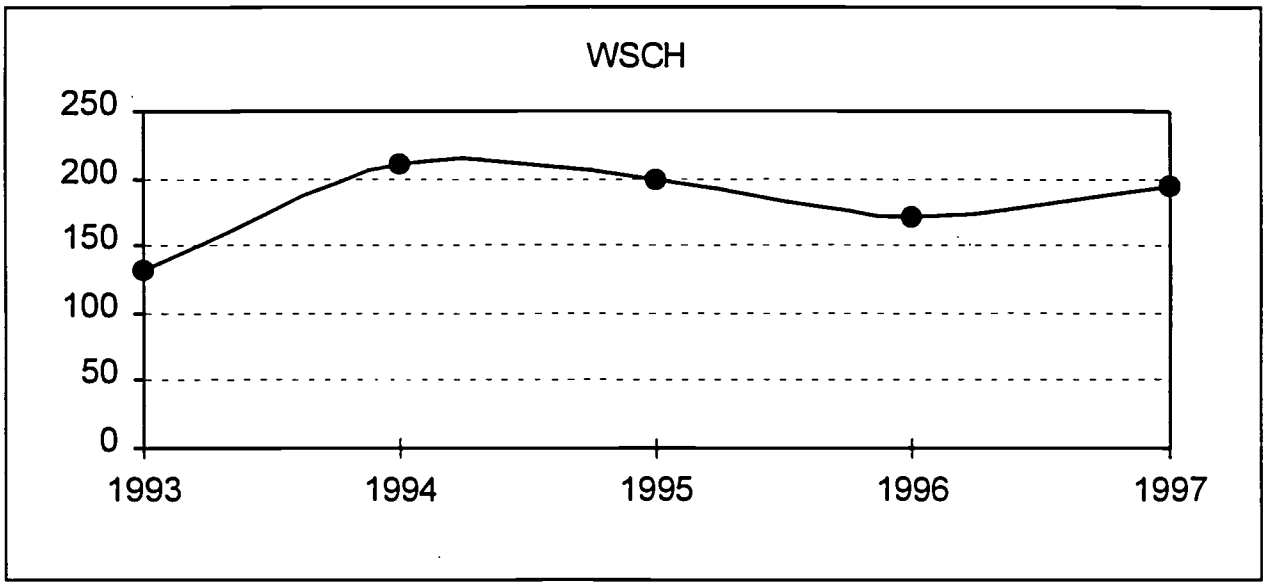
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	276	269	261	313	328

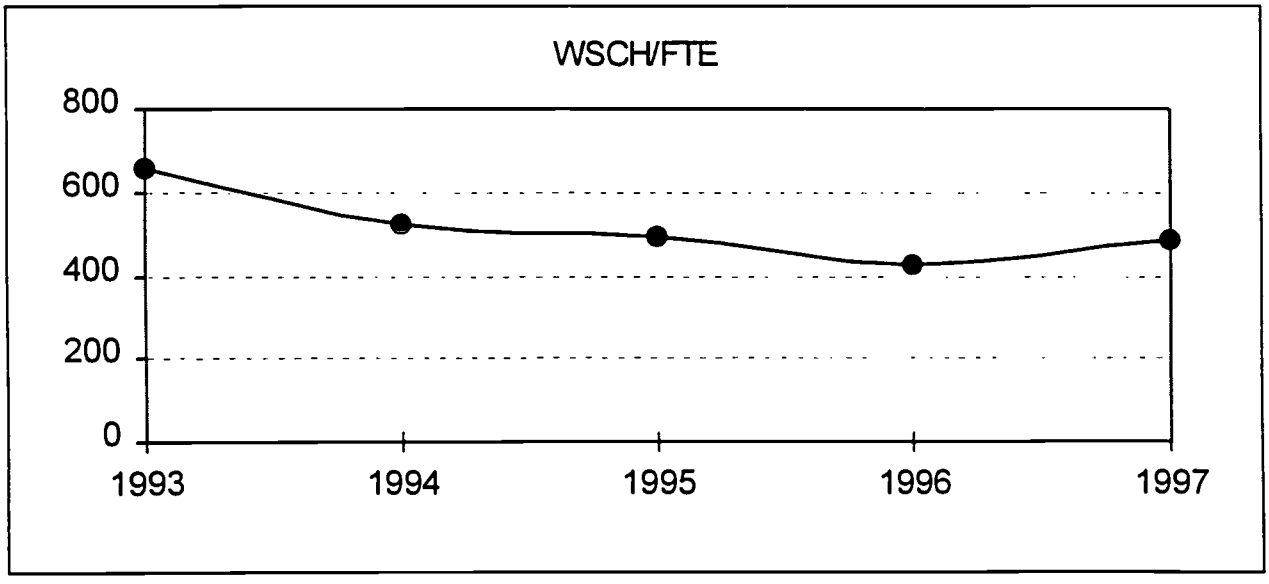
LAW
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	132	210	198	171	195

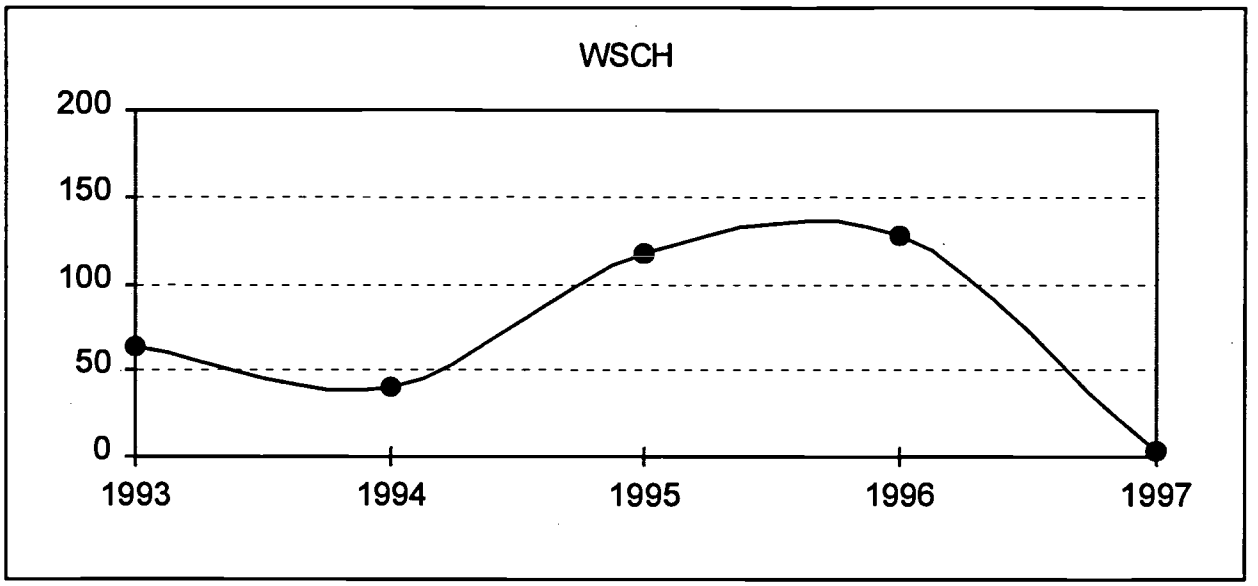
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	660	525	495	428	488

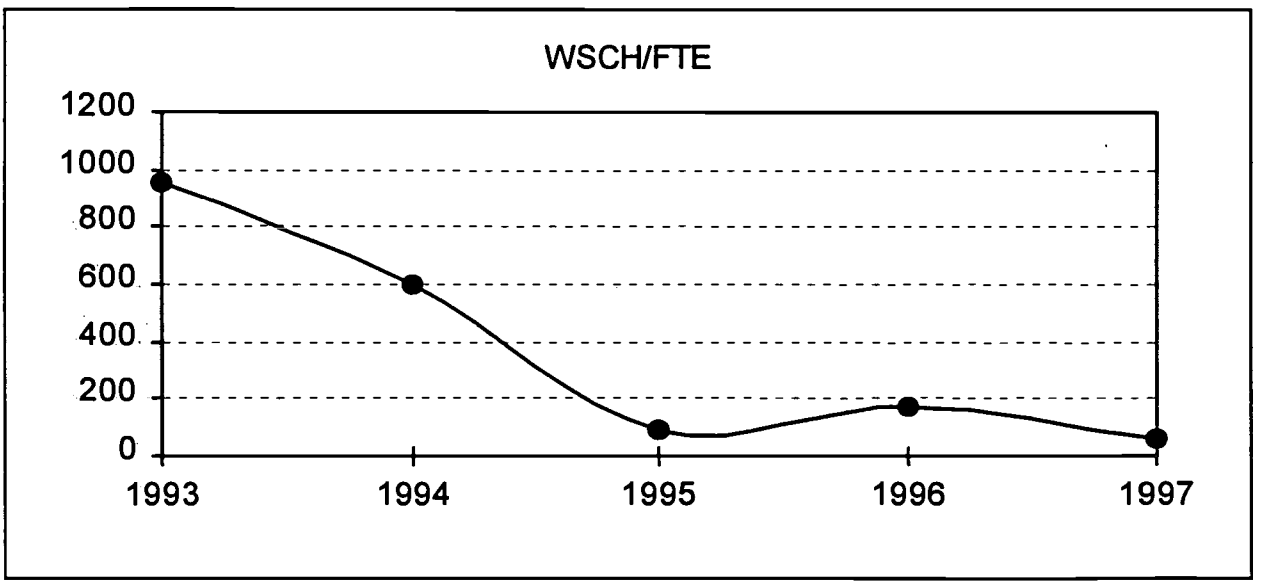
LEARNING SKILLS (see Tutoring)
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	64	40	118	127	4

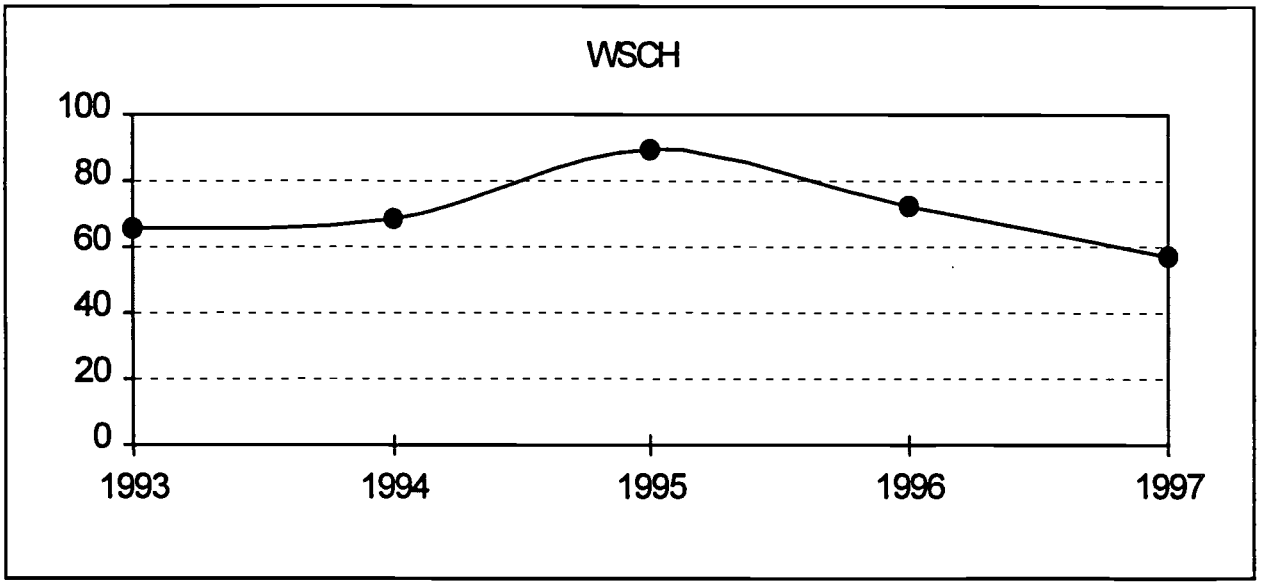
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	960	600	92	173	59

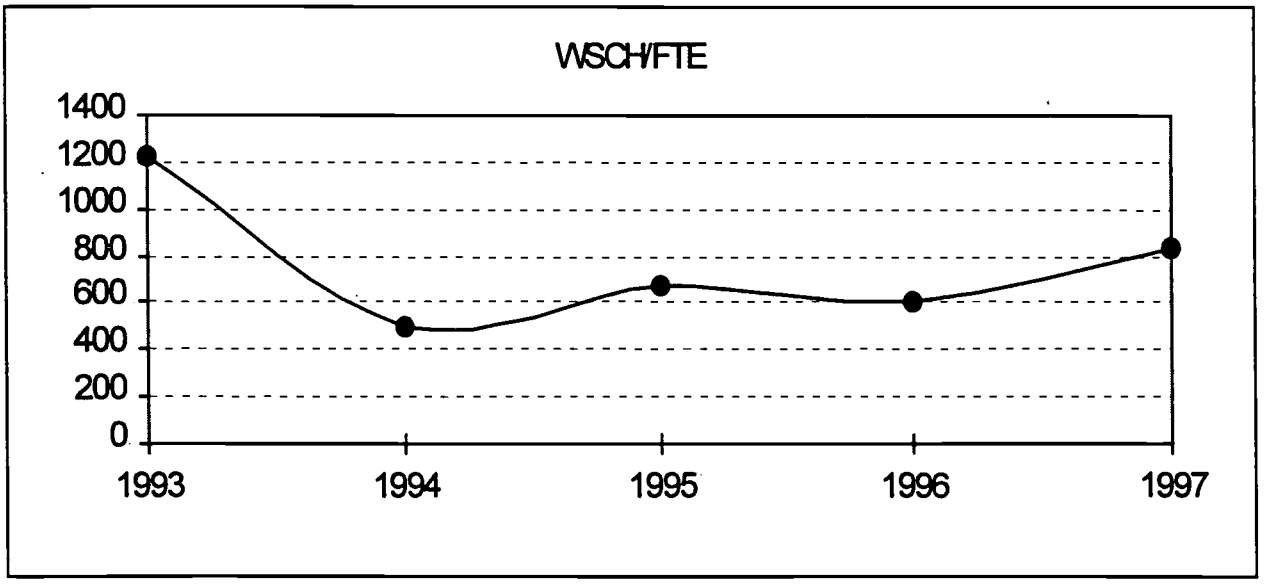
LINGUISTICS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	66	69	90	72	57

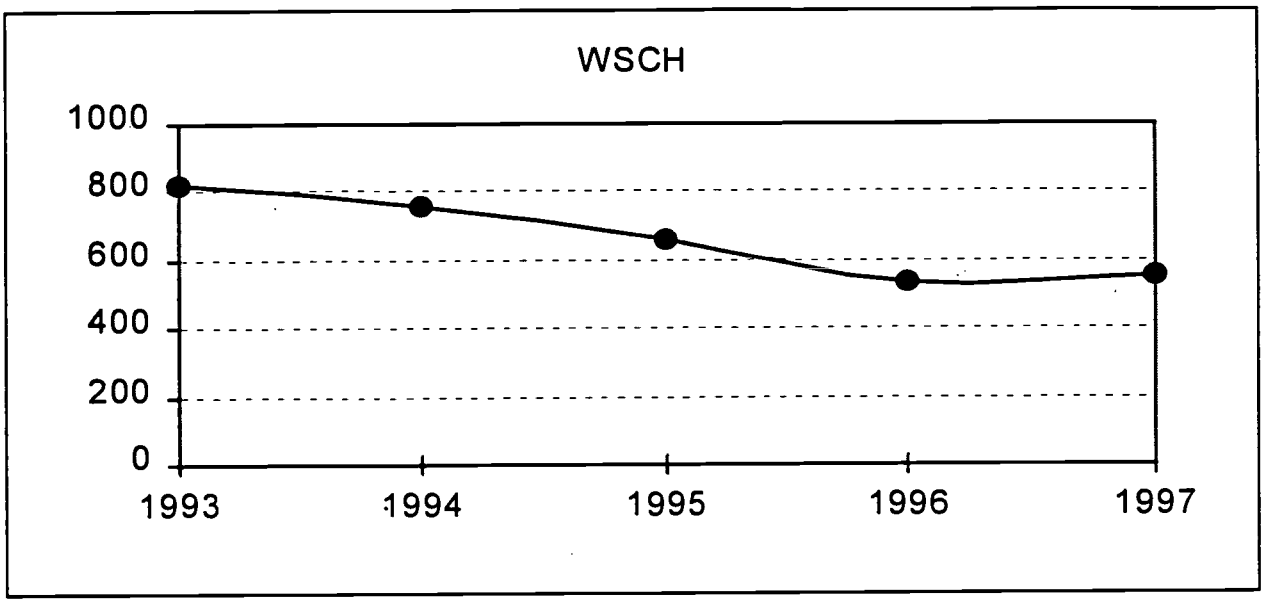
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	1222	493	675	600	838

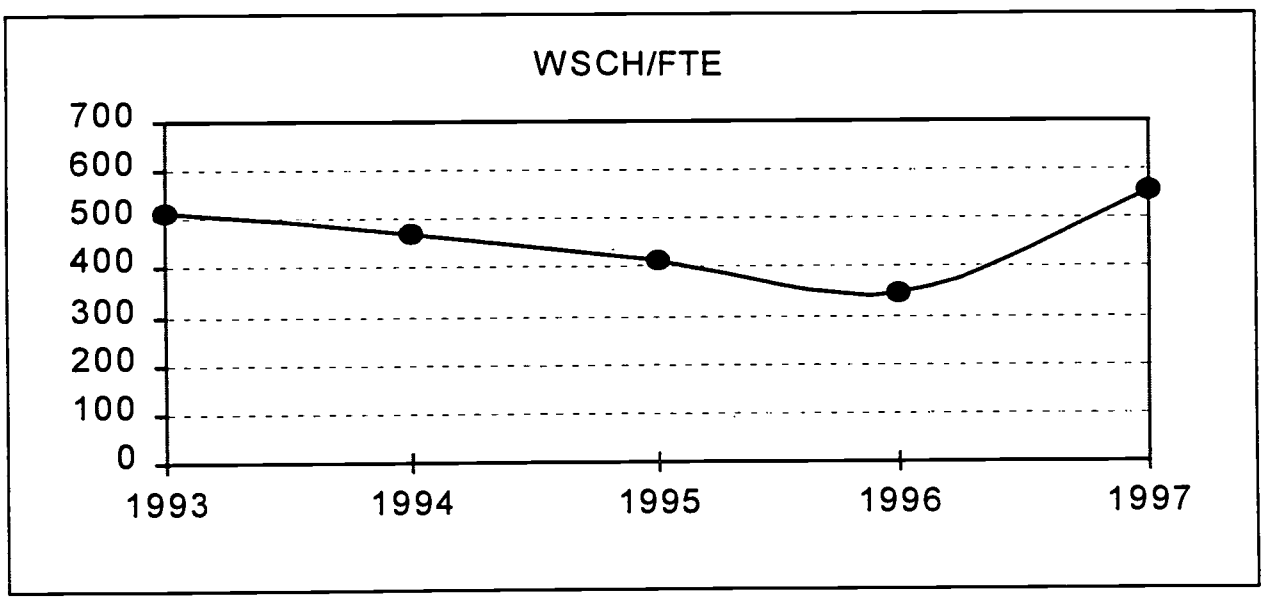
MANAGEMENT
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	819	756	660	537	558

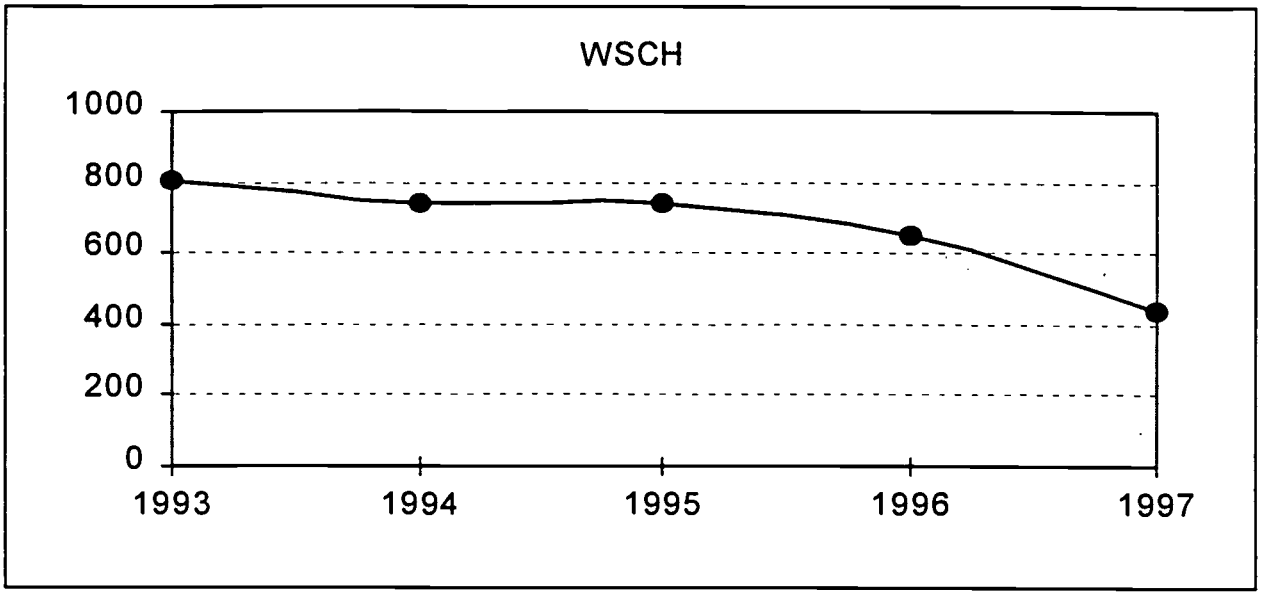
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	512	473	413	344	558

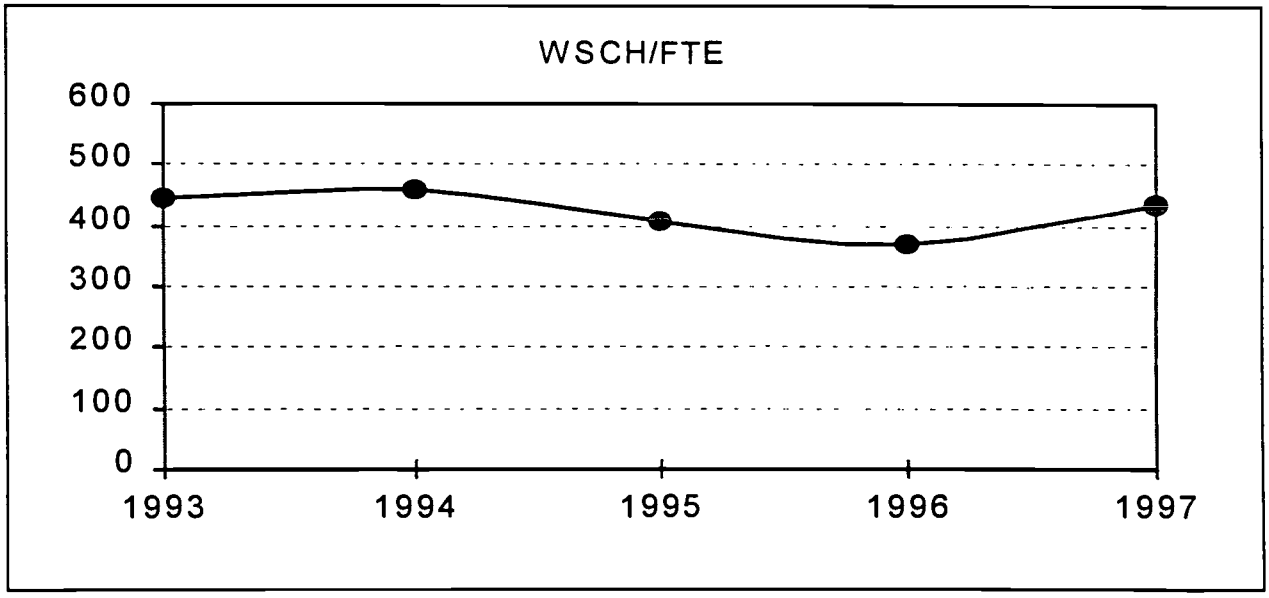
MARKETING
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	801	738	738	654	435

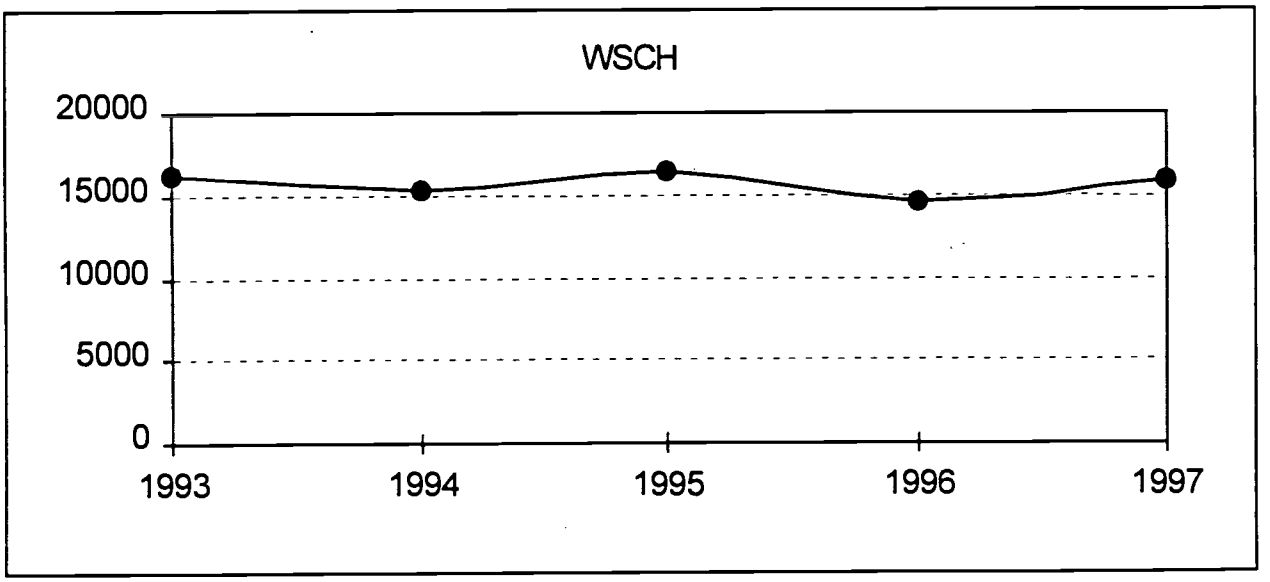
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	445	461	410	371	435

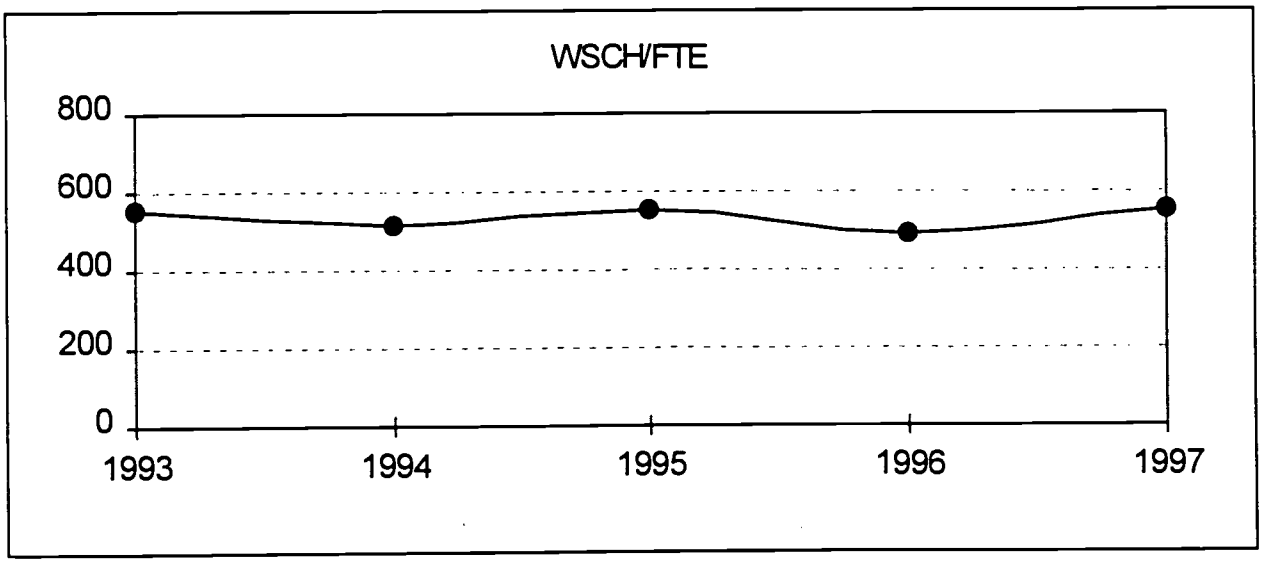
MATHEMATICS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	16240	15302	16439	14624	15903

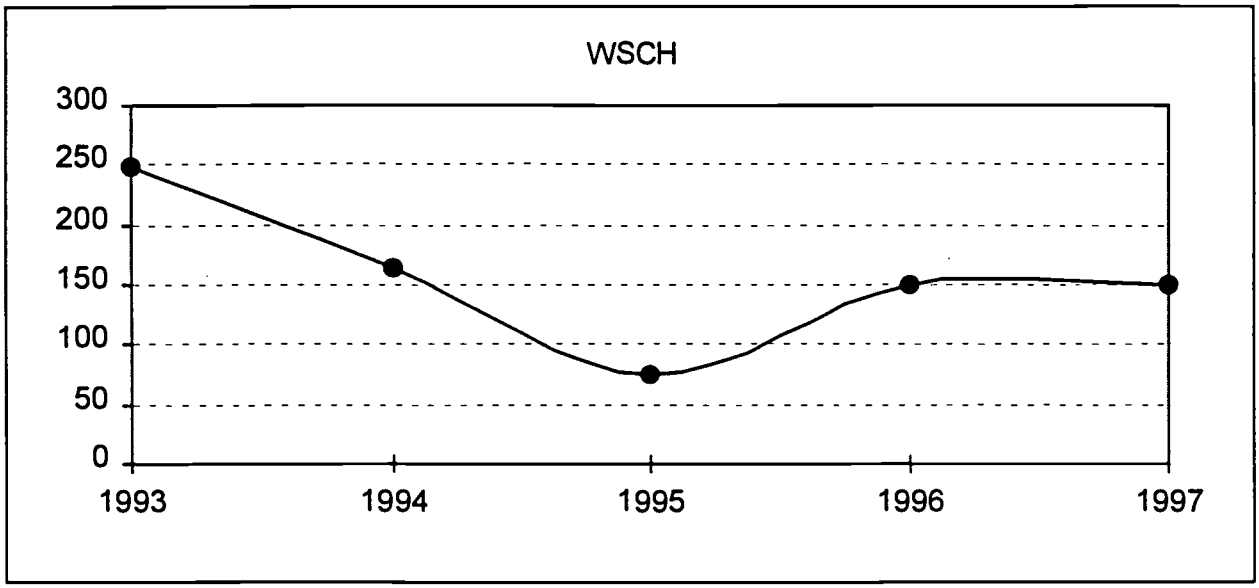
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	551	515	553	490	556

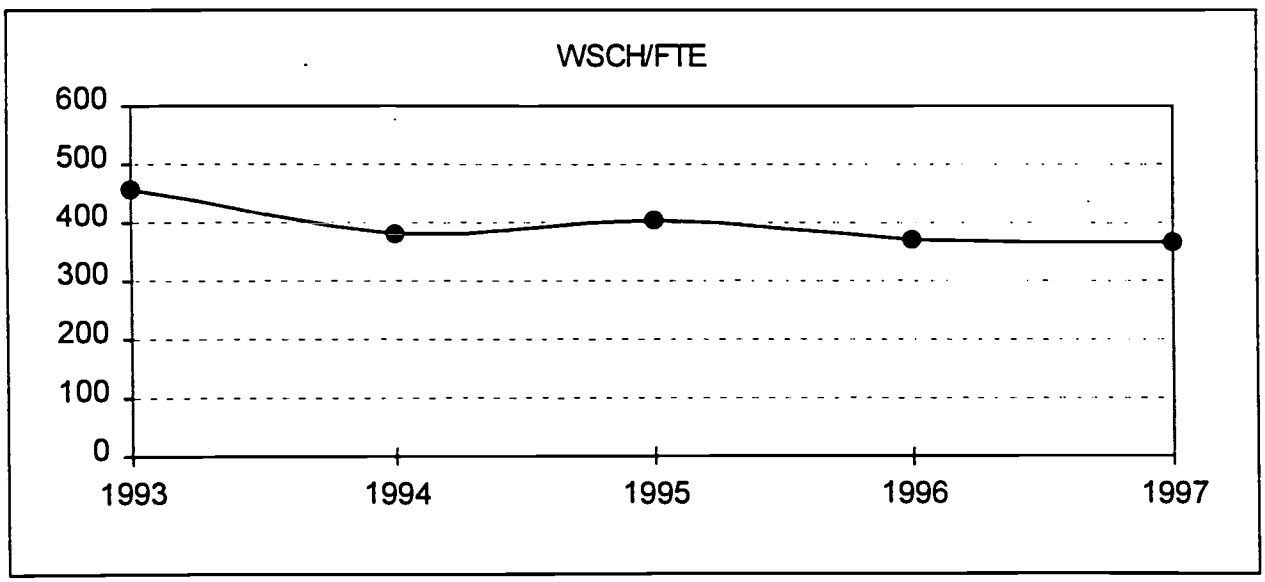
METEOROLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	249	165	75	150	150

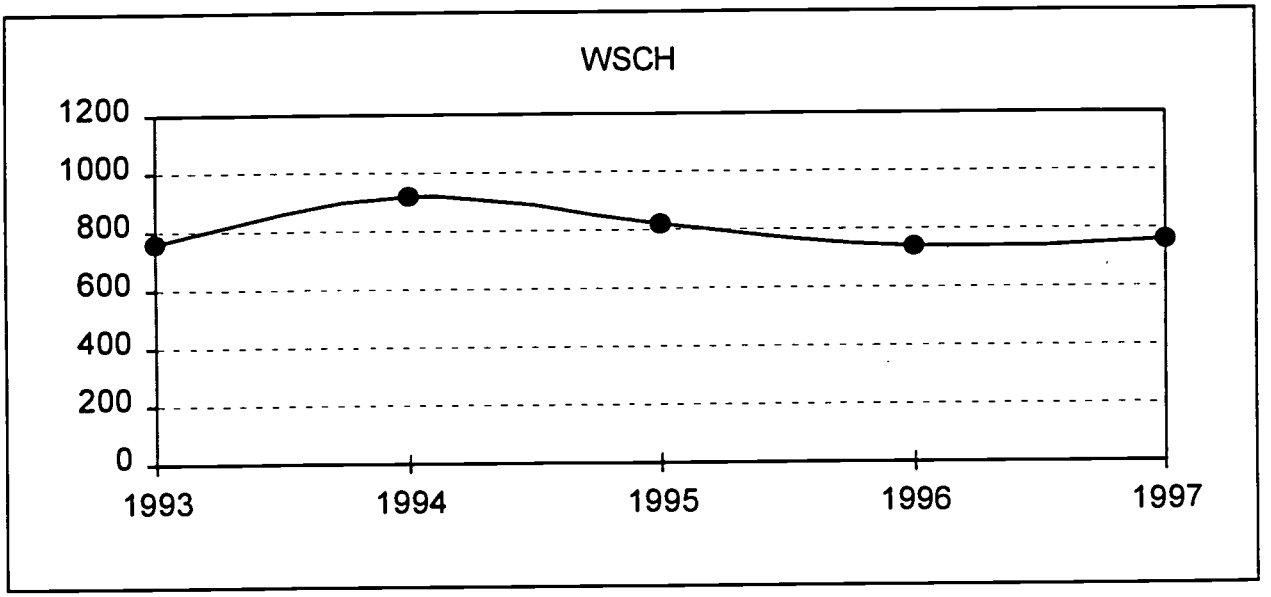
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	458	379	405	370	369

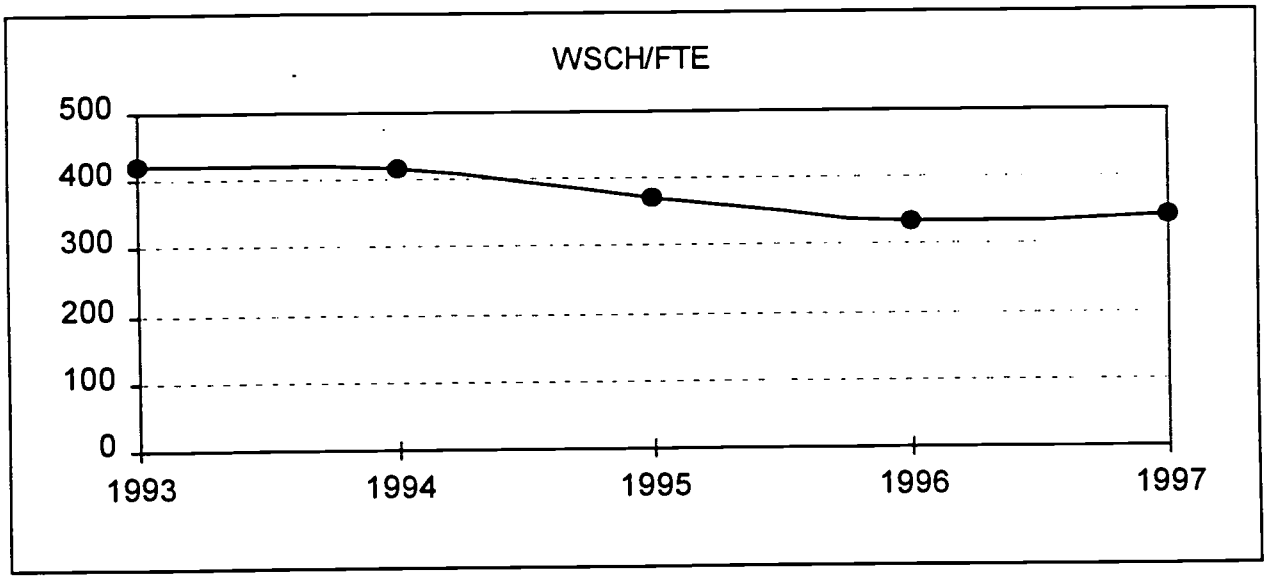
MICROBIOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	762	918	819	738	759

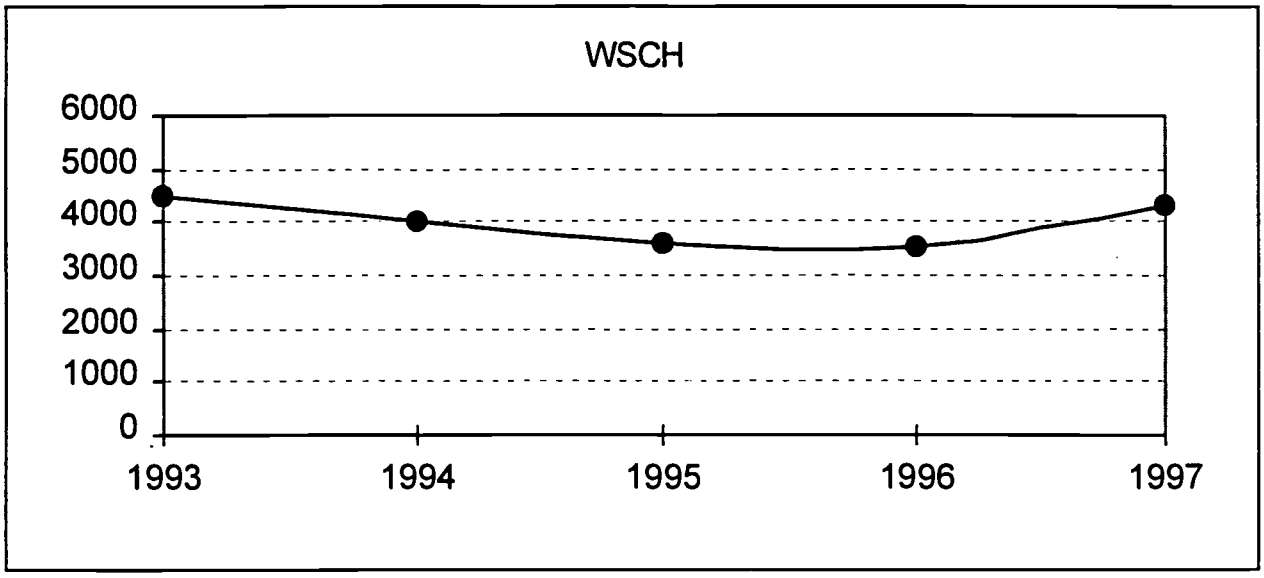
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	423	417	372	335	345

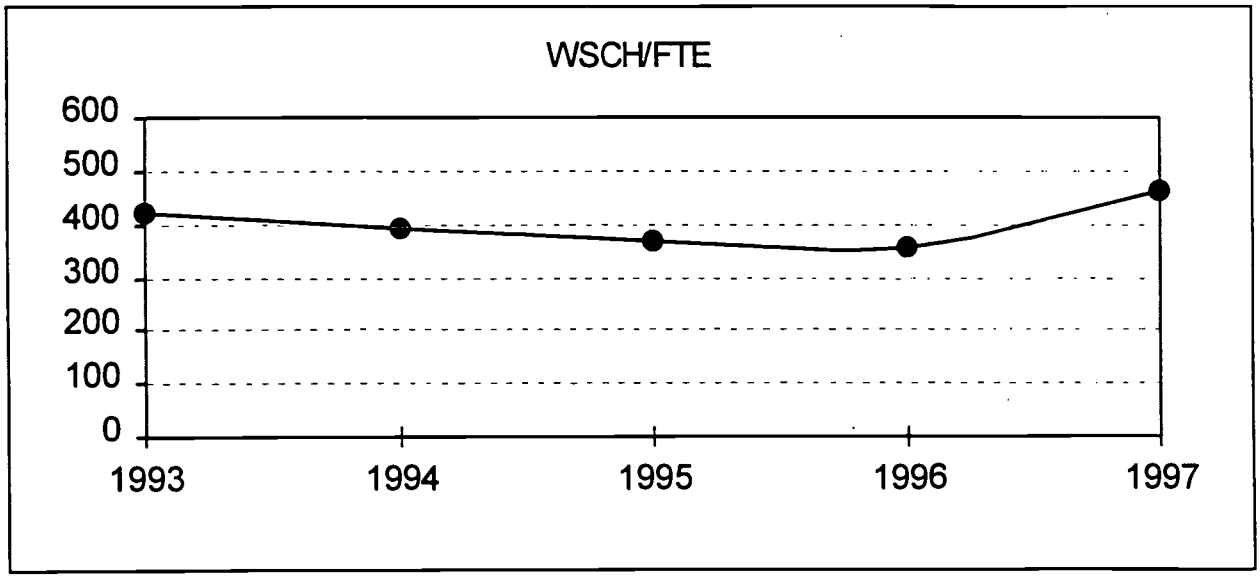
MUSIC
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	4512	4048	3585	3512	4301

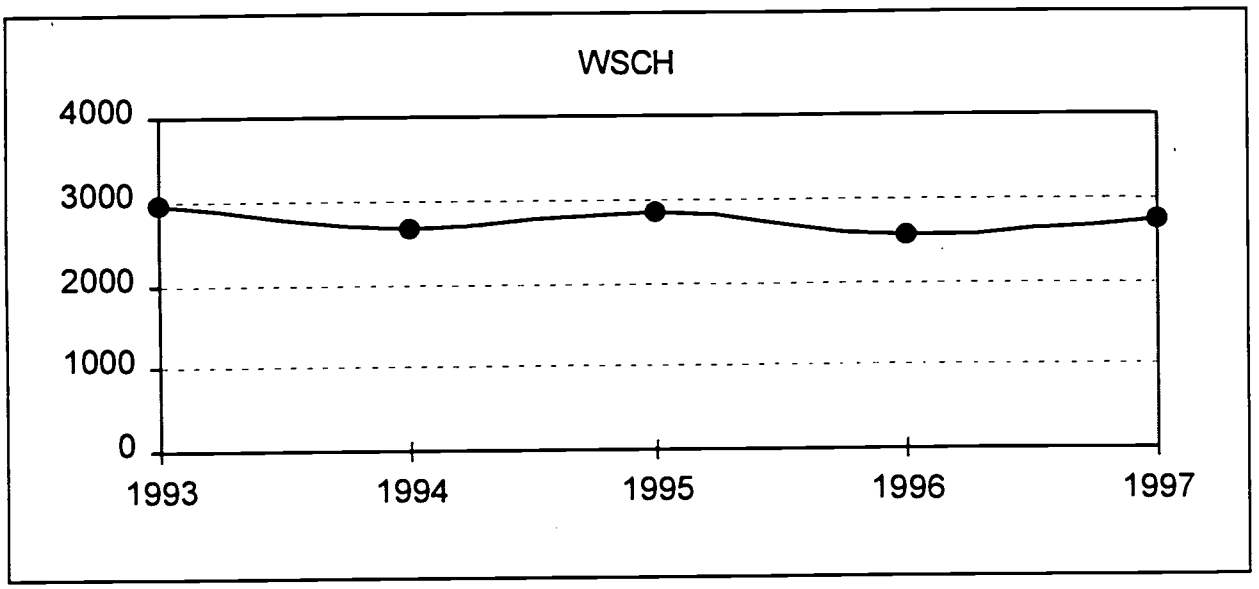
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	420	390	368	358	464

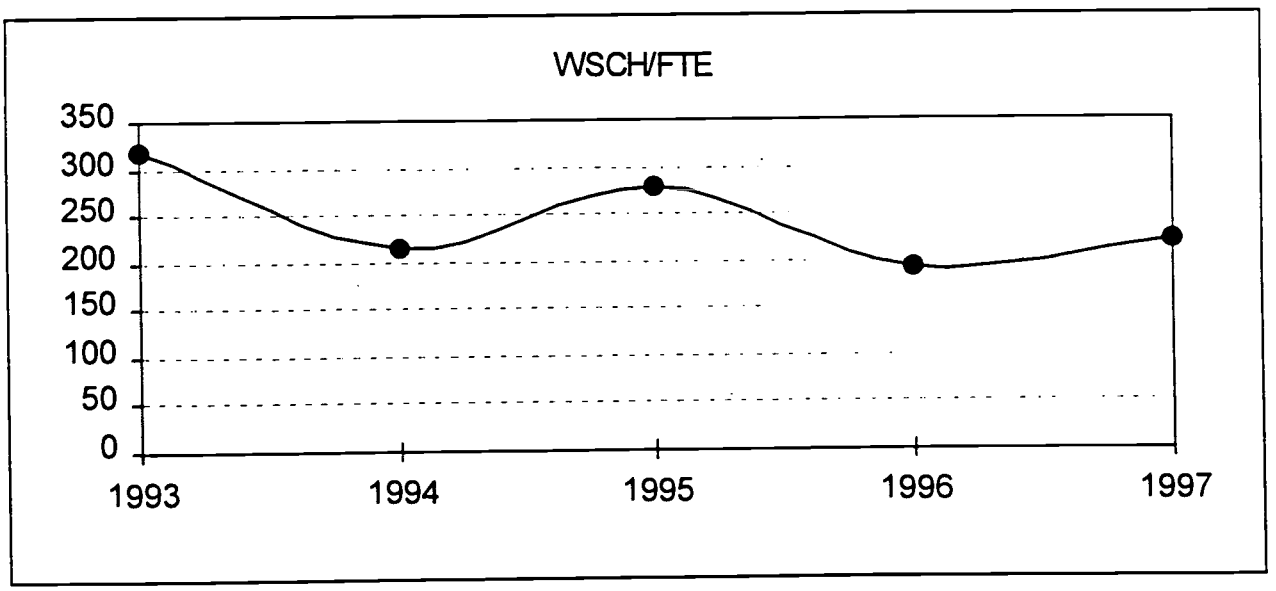
NURSING
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2954	2671	2855	2549	2738

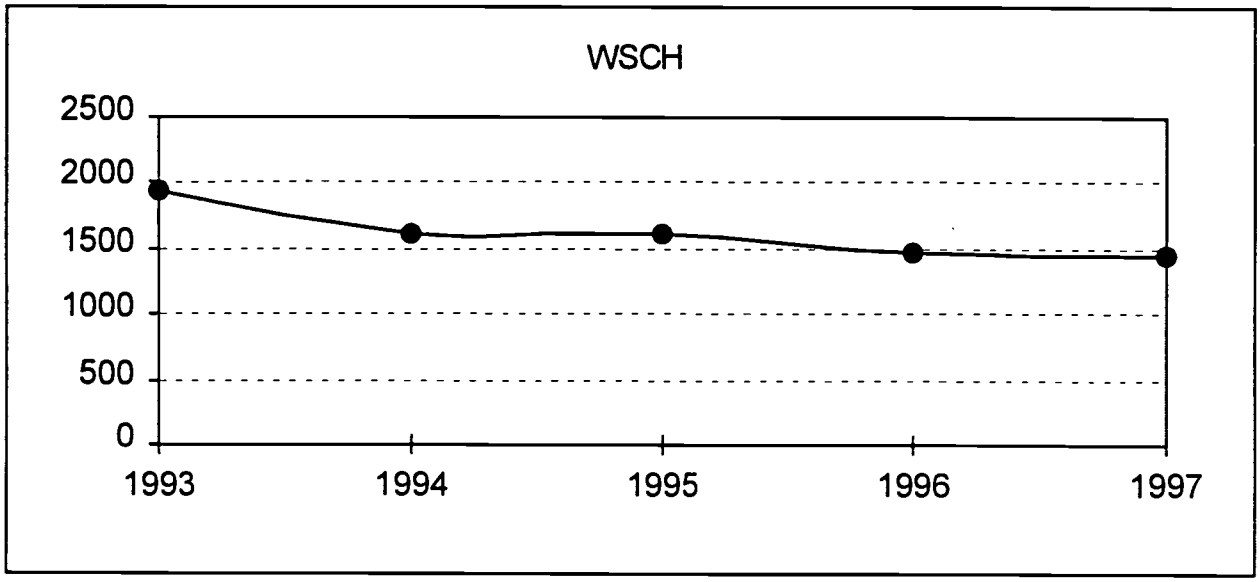
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	317	216	280	194	220

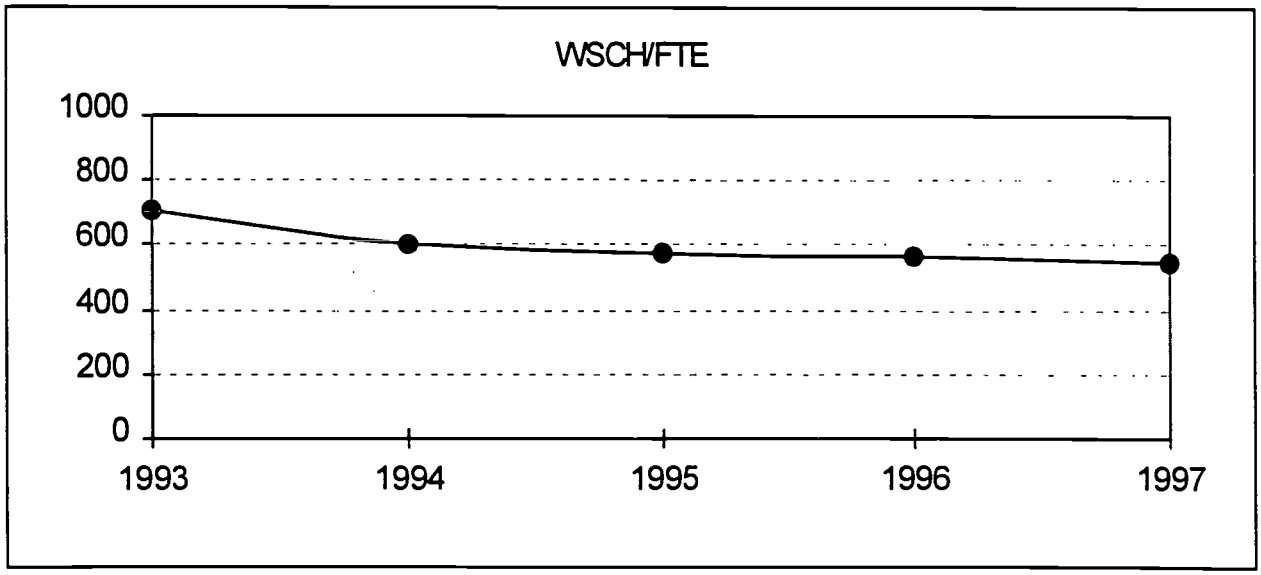
OCEANOGRAPHY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1933	1615	1610	1470	1451

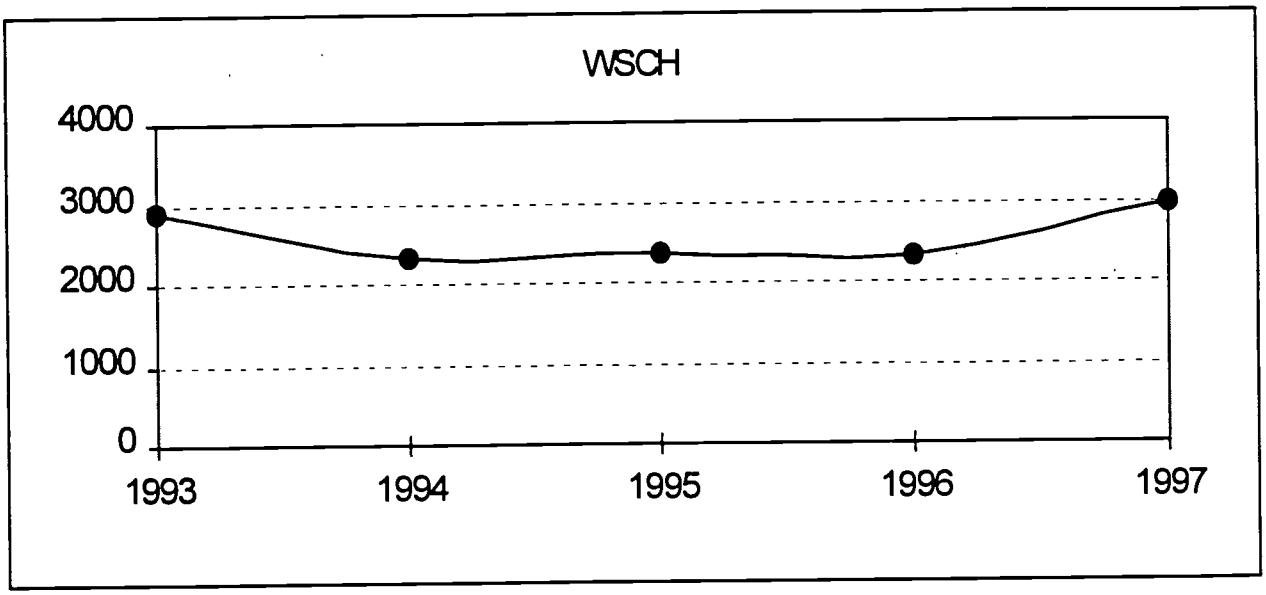
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	707	606	575	565	544

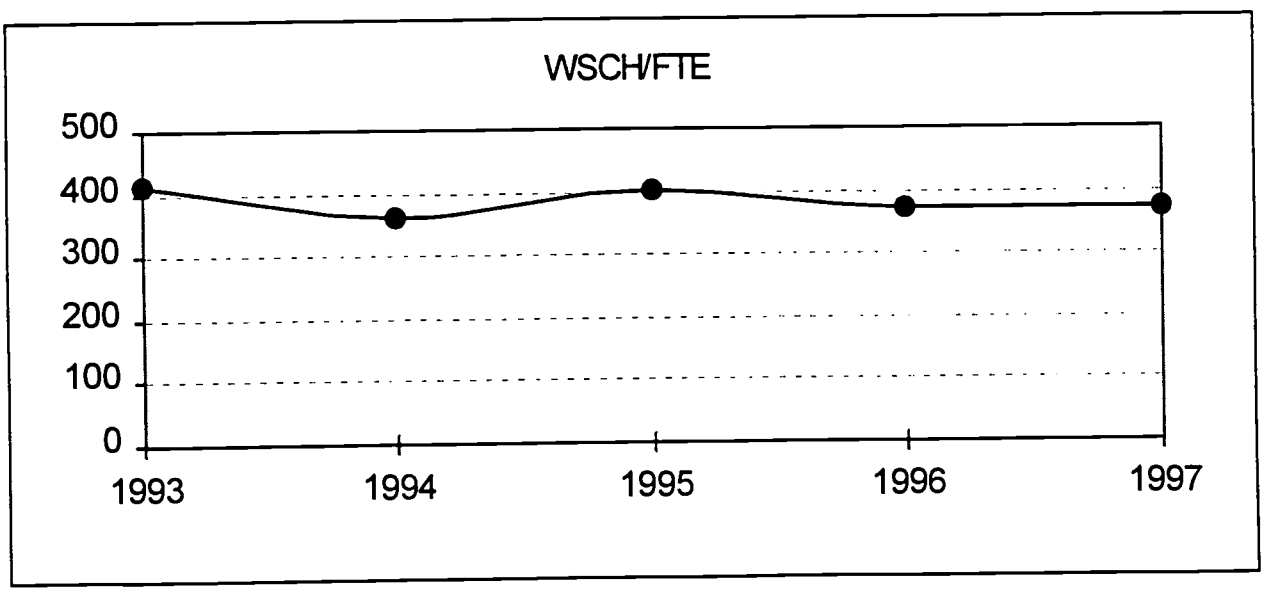
OFFICE ADMINISTRATION
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2903	2341	2385	2327	2981

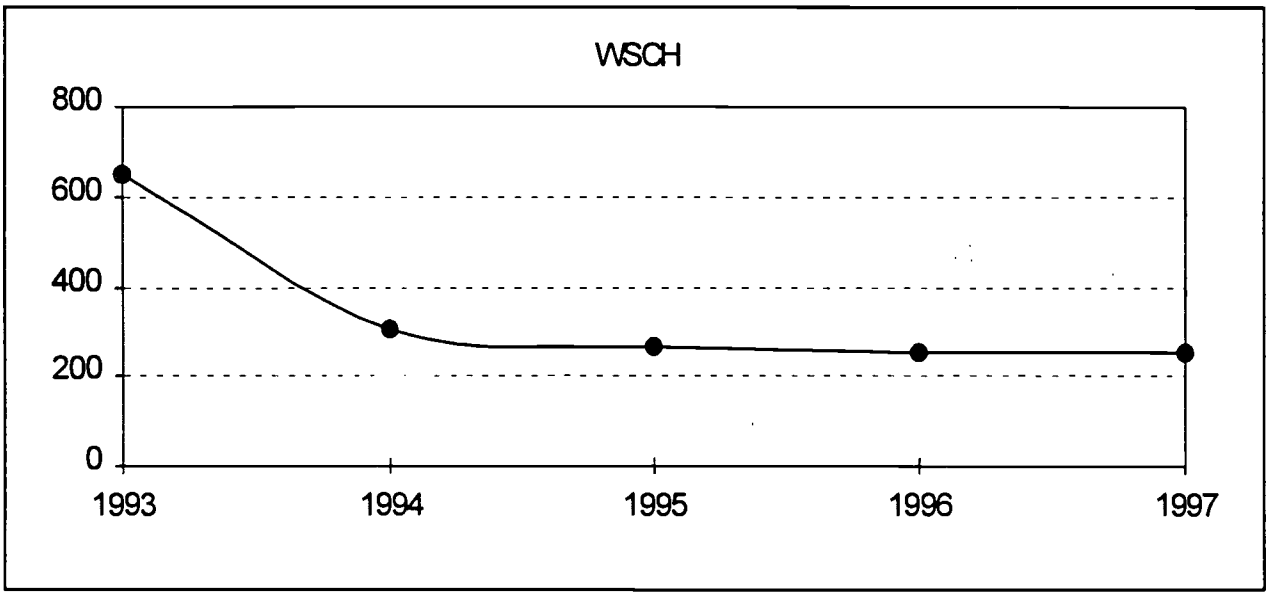
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	411	360	404	375	370

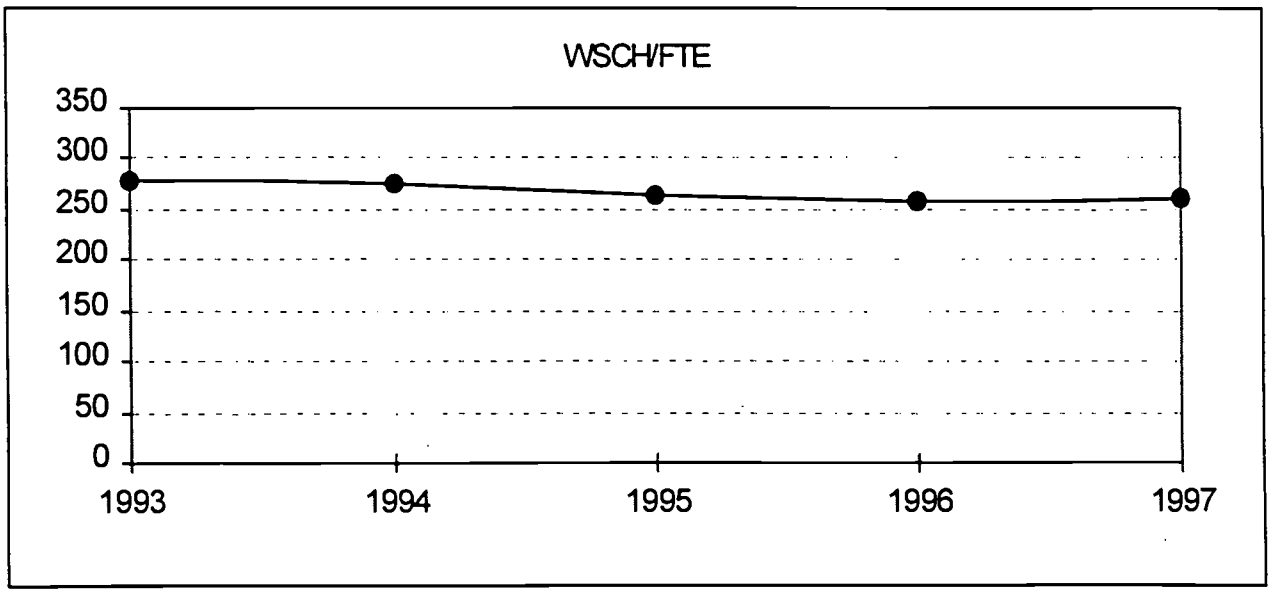
PERSONAL DEVELOPMENT
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	652	304	265	251	253

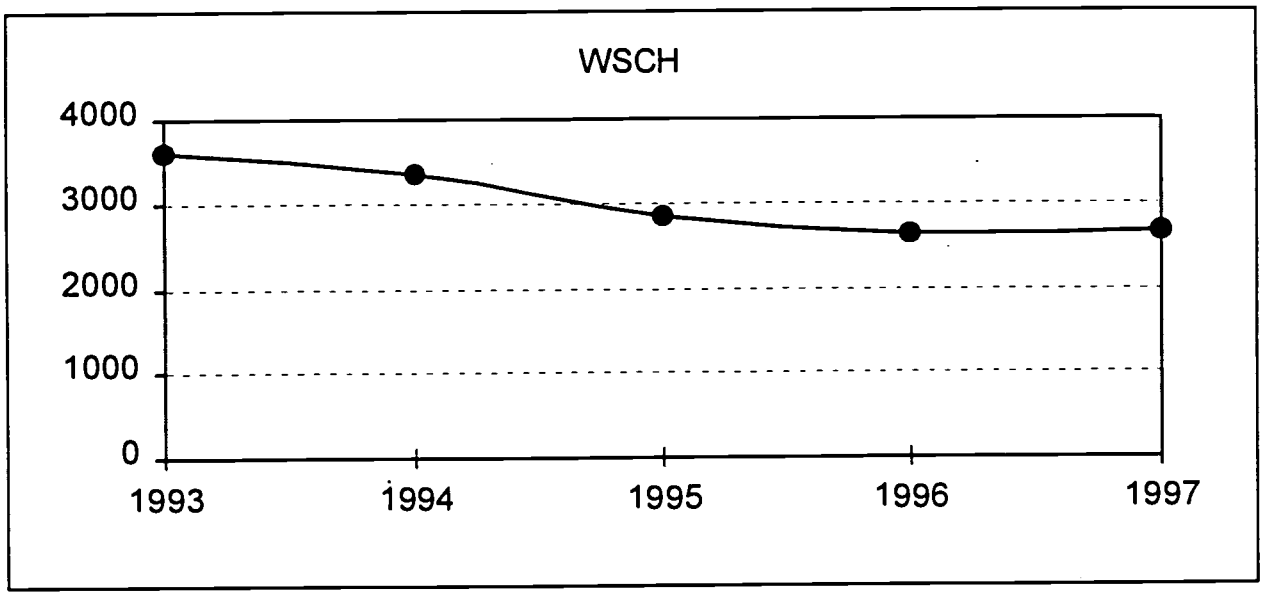
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	279	275	264	259	261

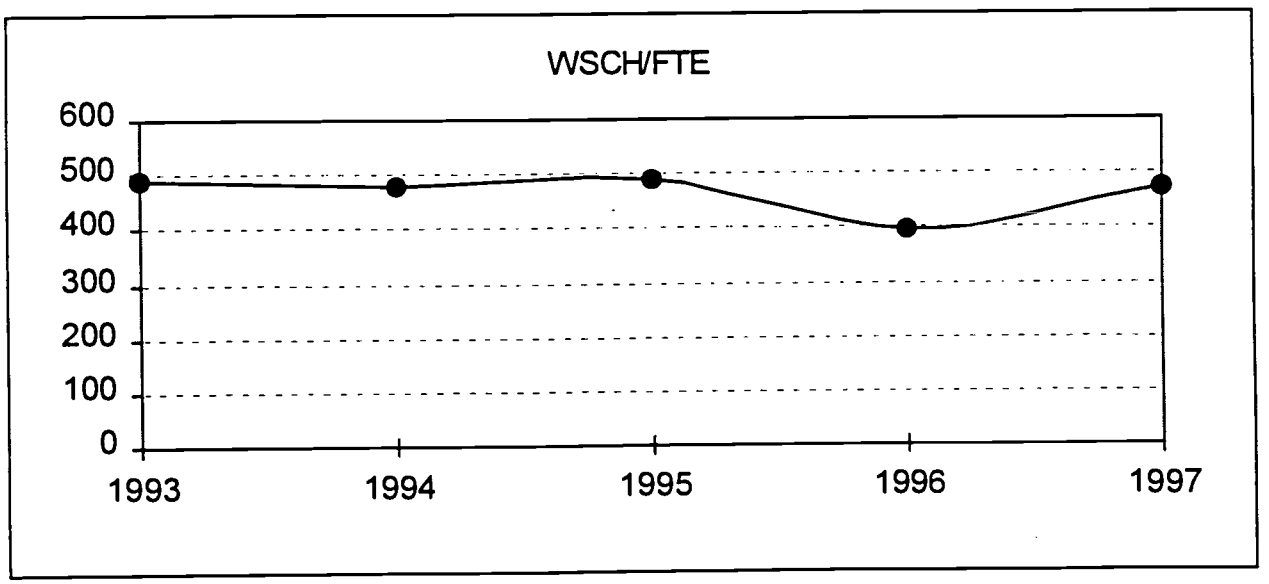
PHILOSOPHY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	3612	3344	2841	2622	2653

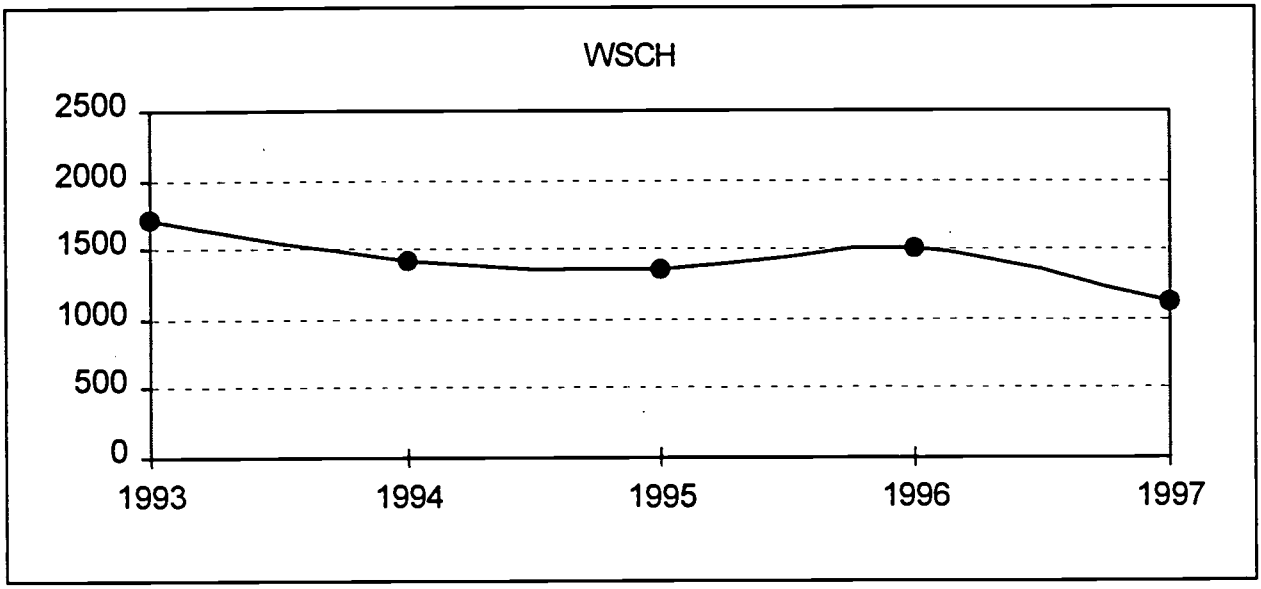
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	488	479	490	397	474

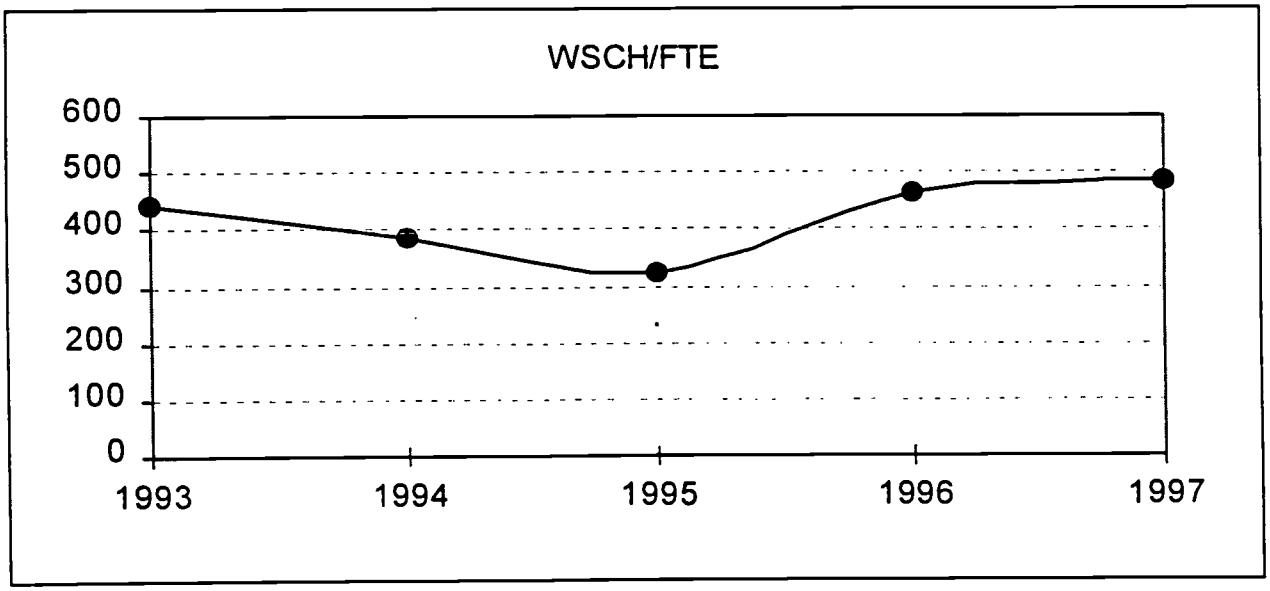
PHOTOGRAPHY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1714	1413	1358	1508	1130

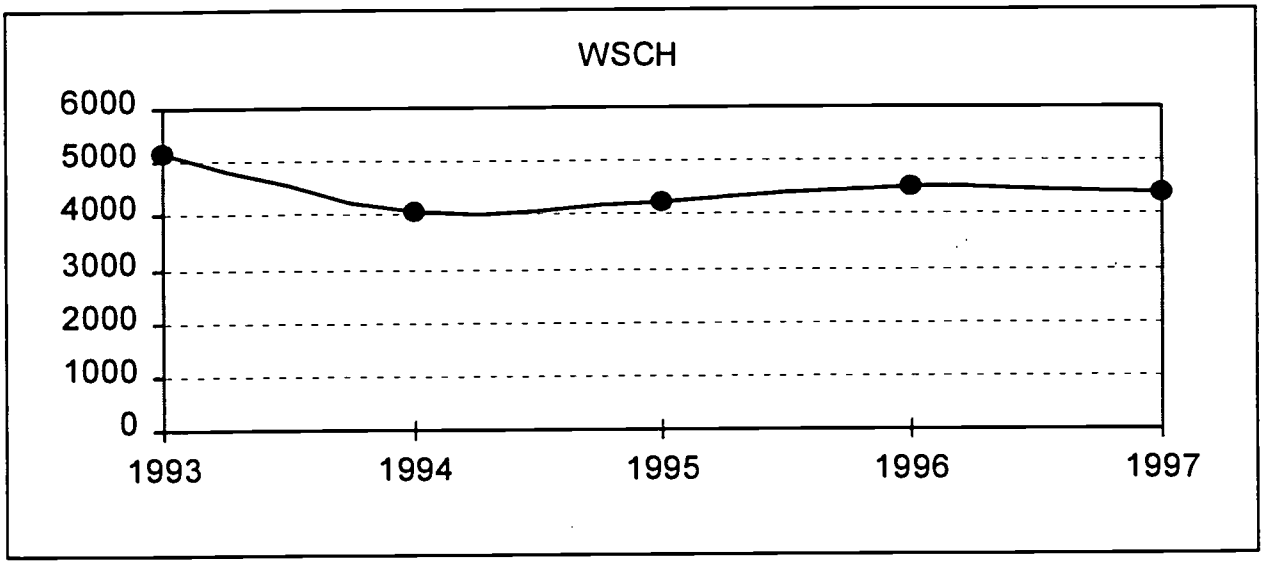
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	443	385	323	462	484

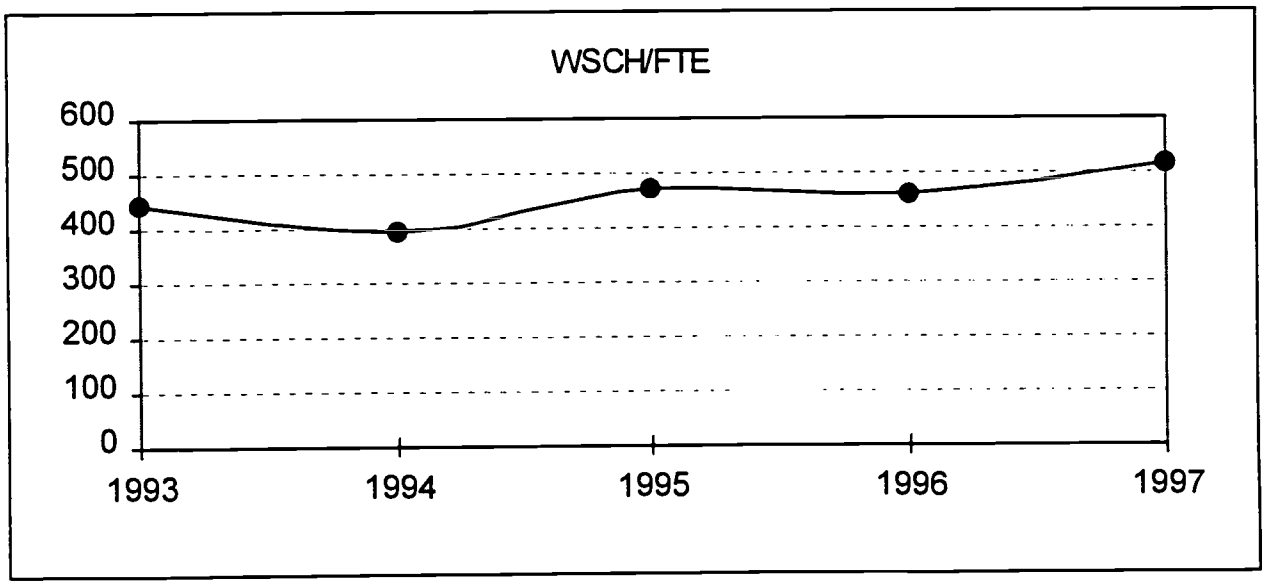
PHYSICAL EDUCATION - ACTIVITY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	5200	4090	4222	4495	4390

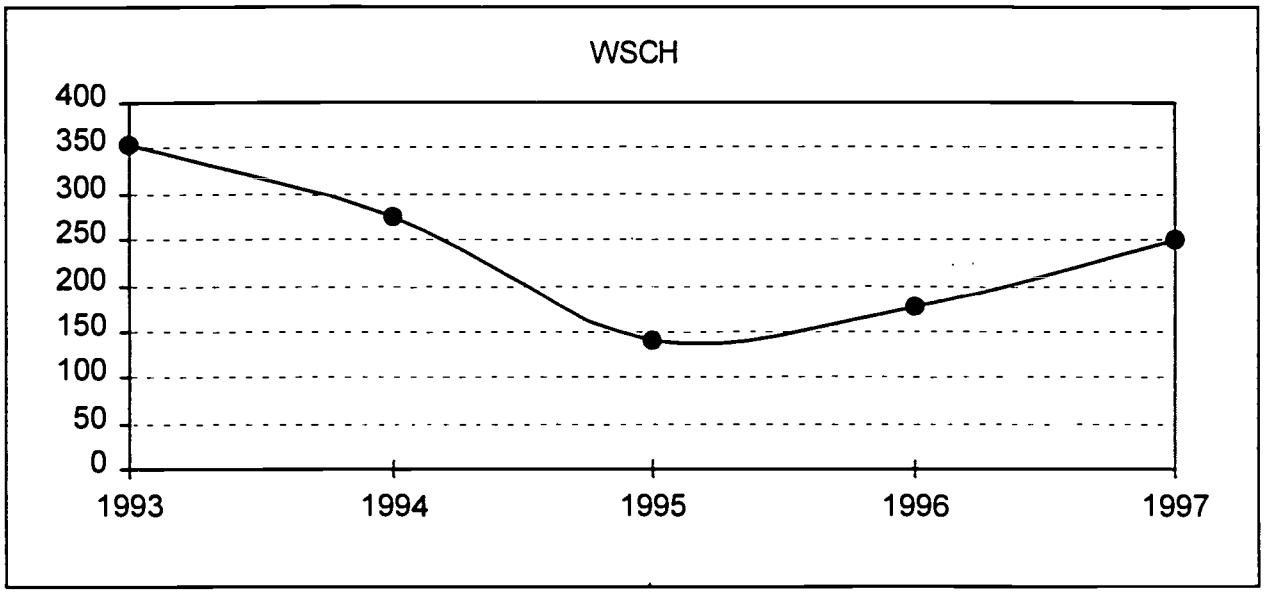
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	443	396	470	462	514

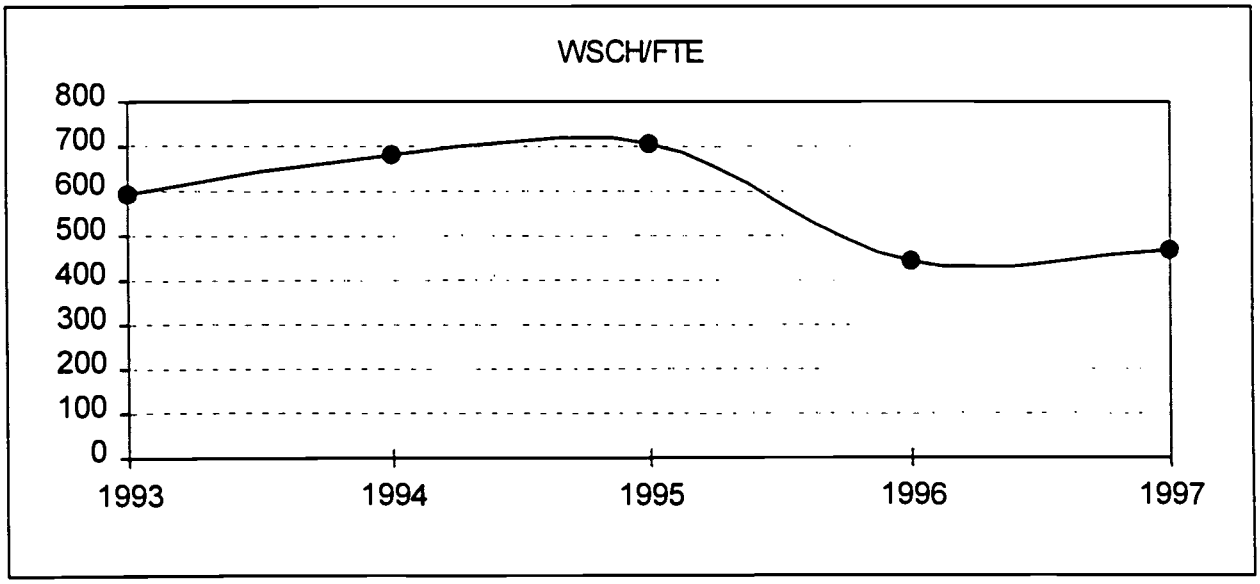
PHYSICAL SCIENCE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	354	276	141	177	251

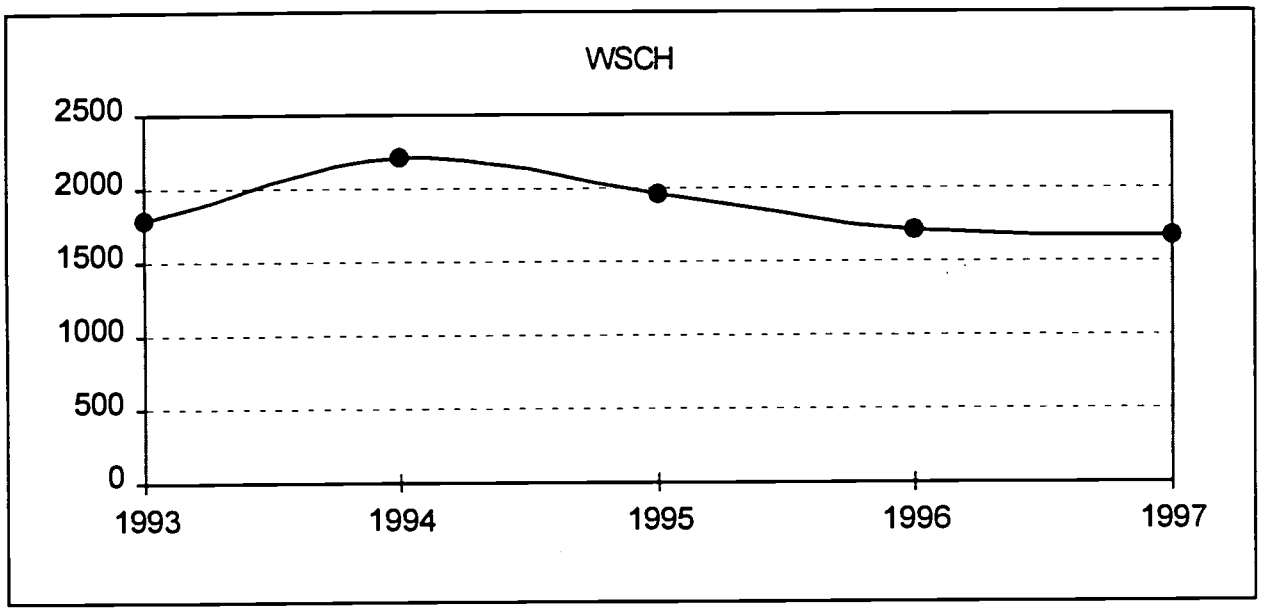
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	591	681	705	443	471

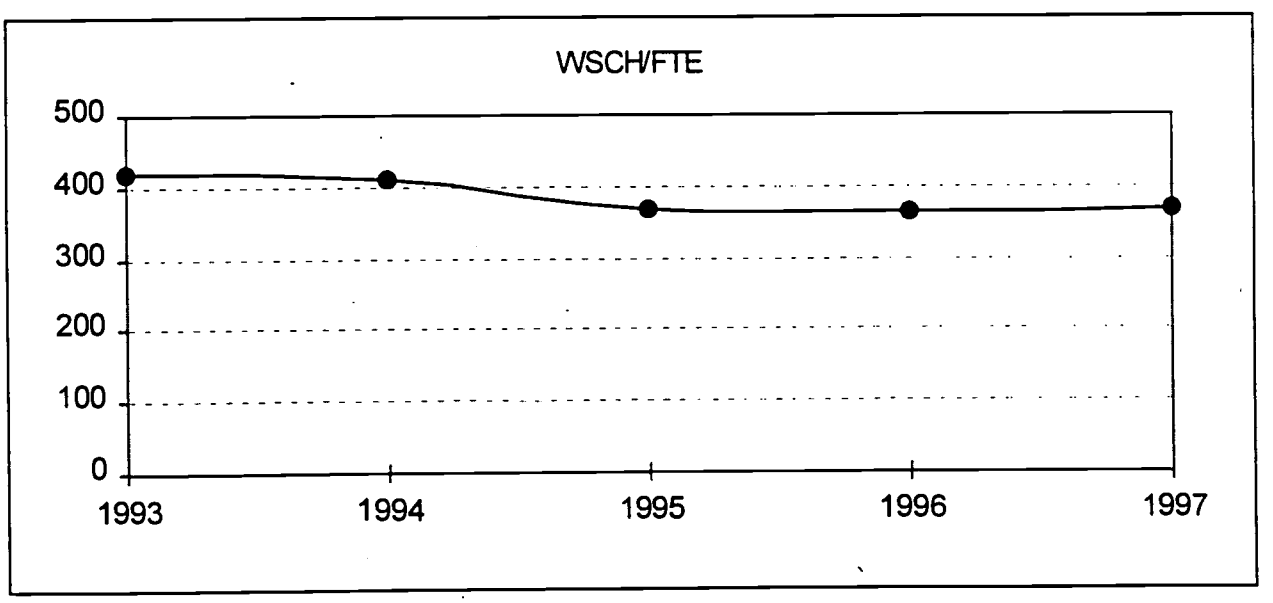
PHYSICS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1783	2219	1957	1710	1672

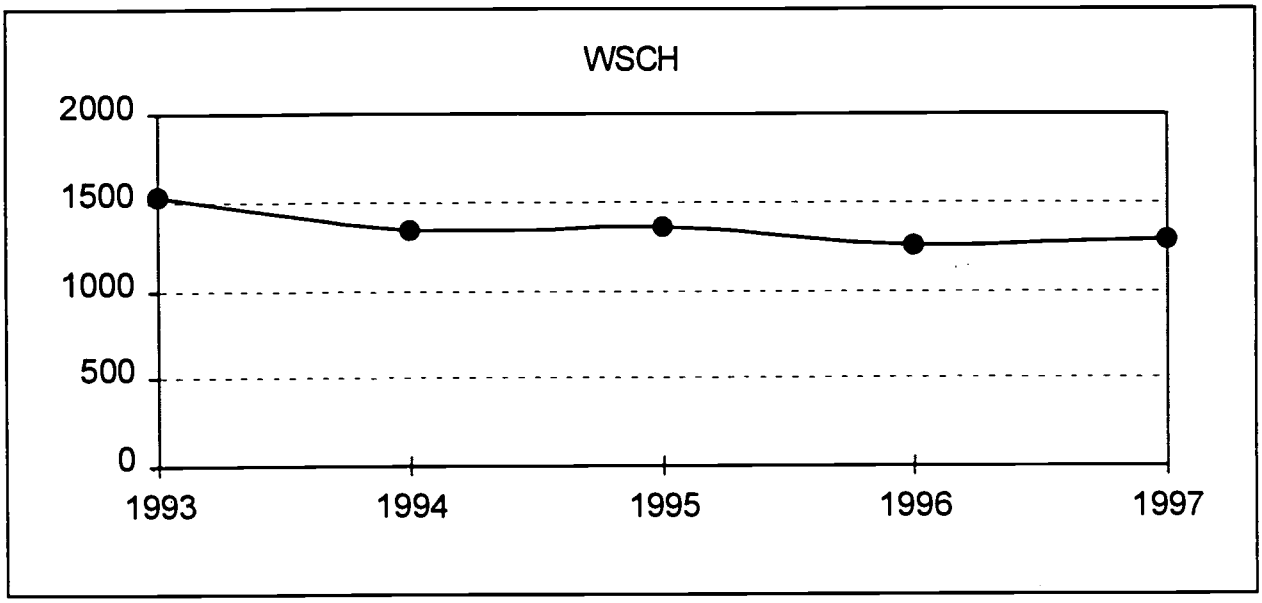
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	418	411	367	366	369

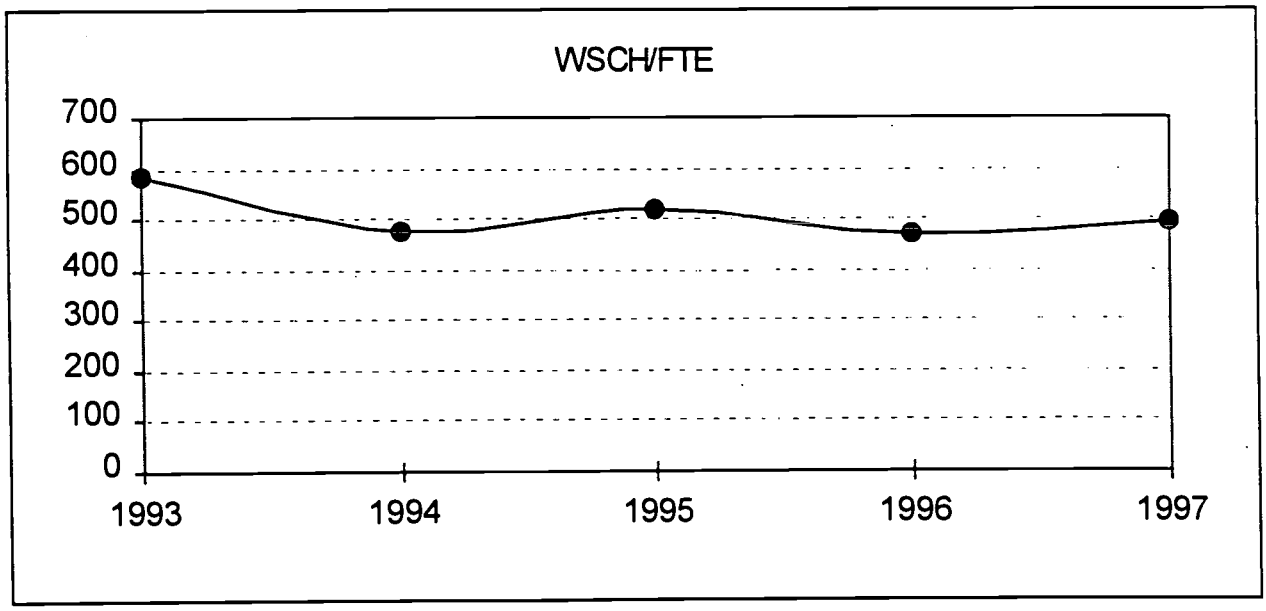
PHYSIOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1524	1332	1354	1260	1287

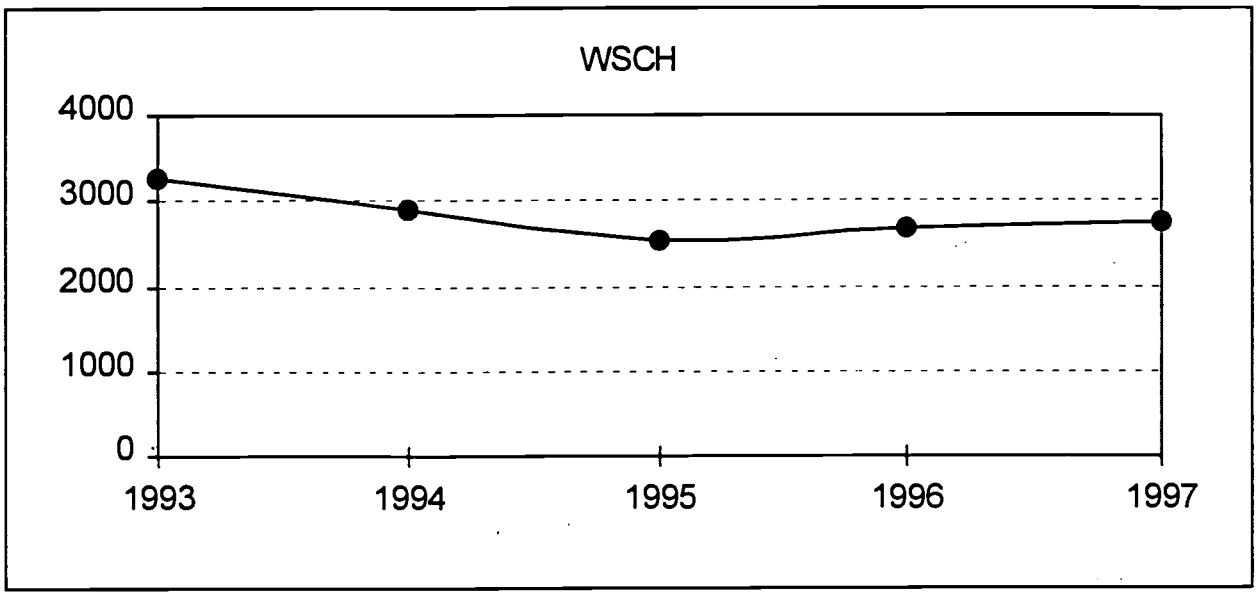
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	586	476	521	472	495

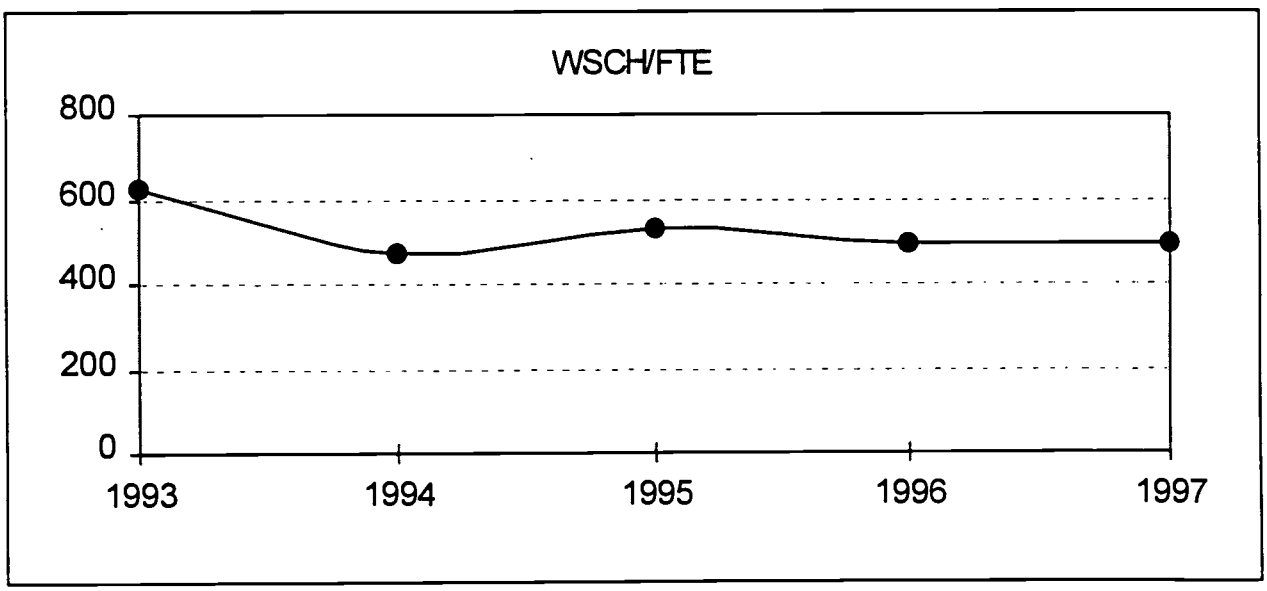
POLITICAL SCIENCE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	3264	2913	2544	2670	2757

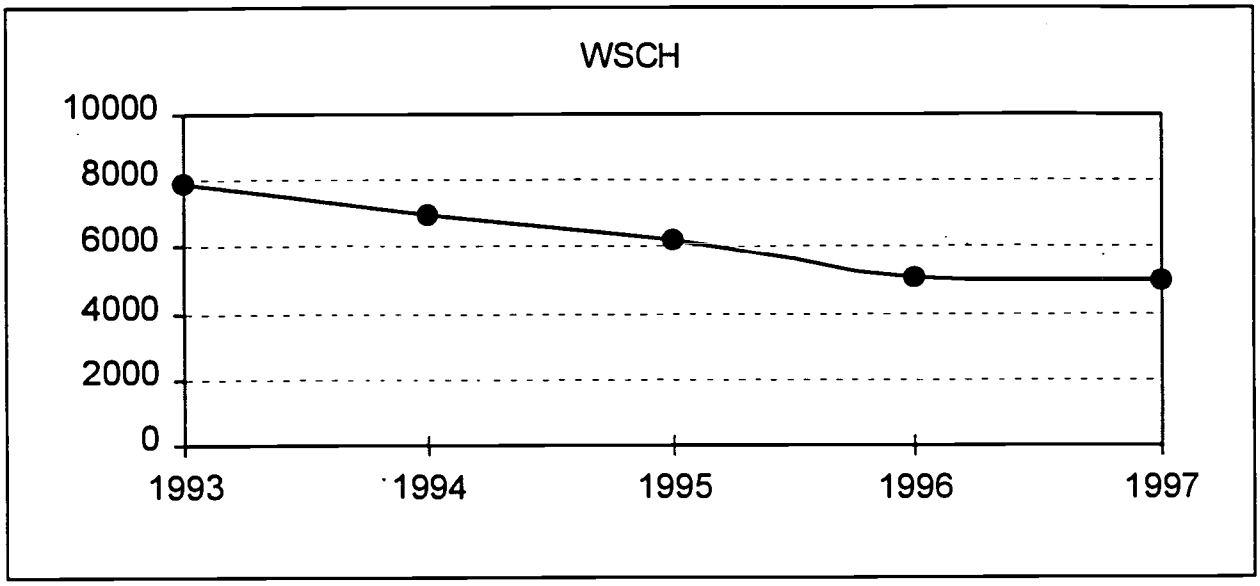
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	628	472	530	495	496

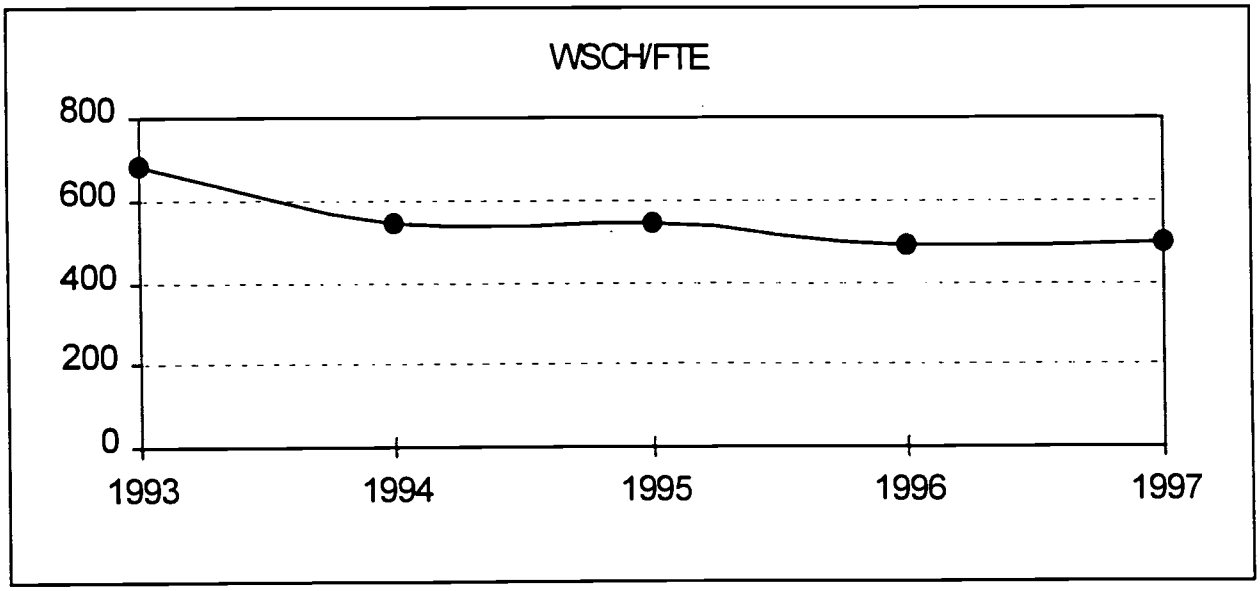
PSYCHOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	7891	6949	6216	5055	5008

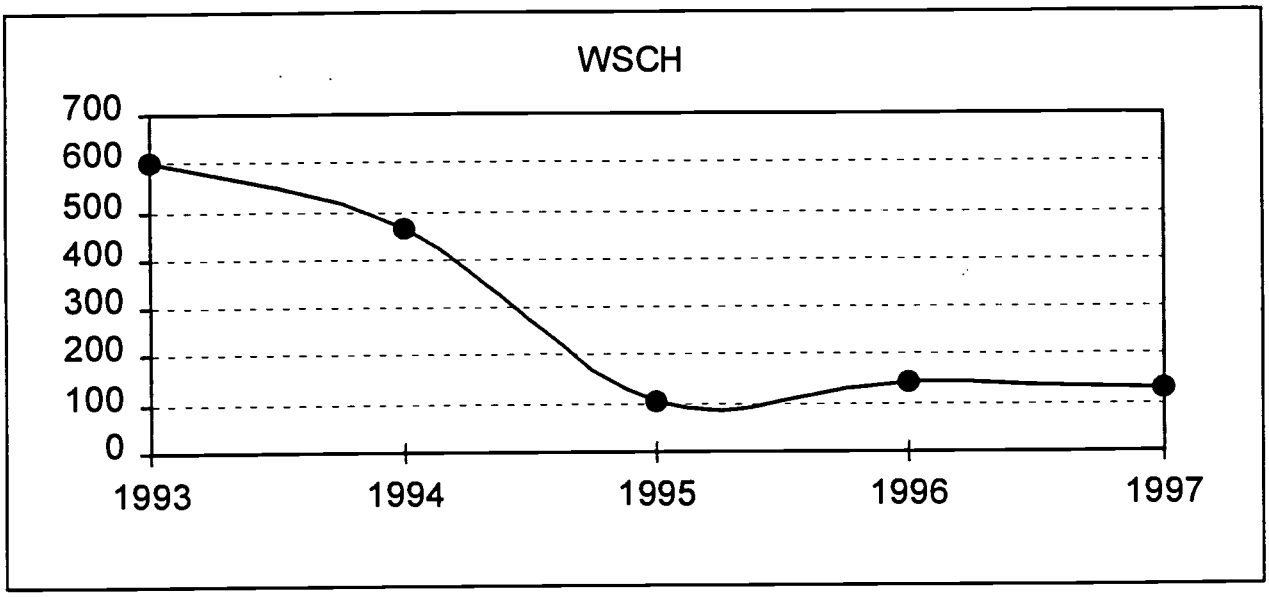
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	680	543	545	486	498

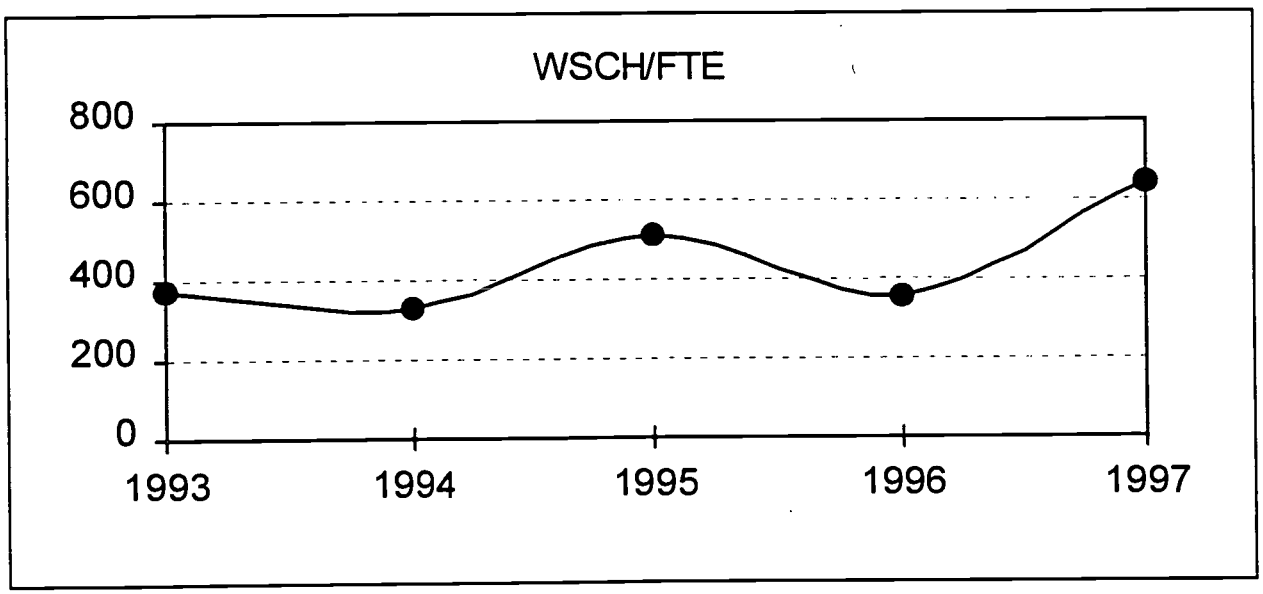
REAL ESTATE
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	600	465	102	144	129

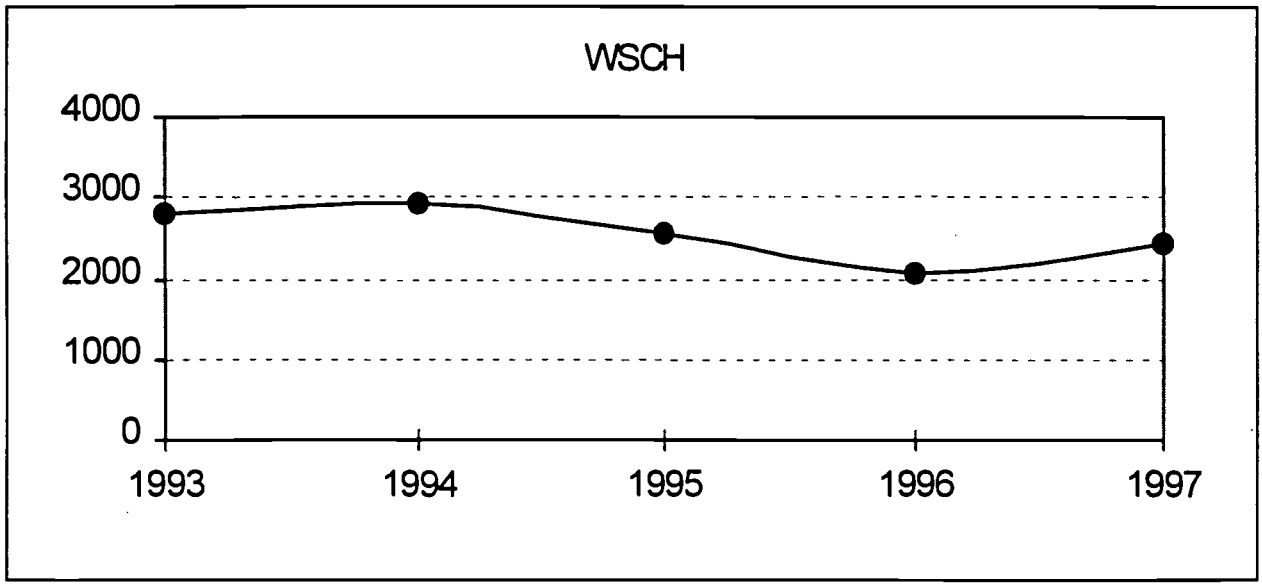
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	375	332	510	360	645

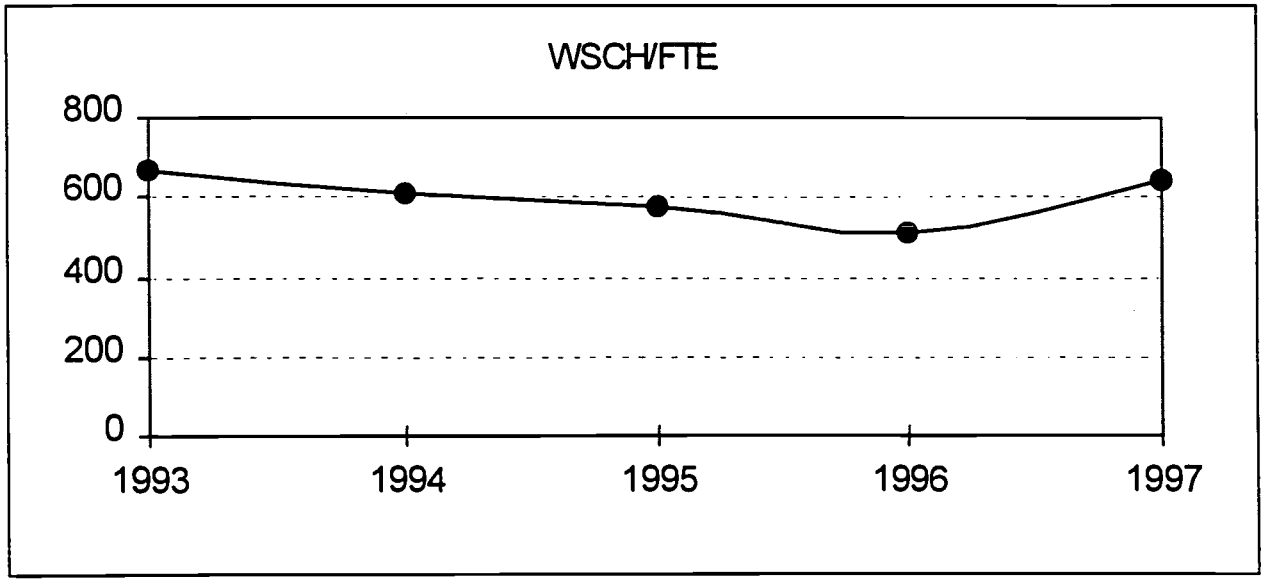
SOCIOLOGY
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2802	2931	2544	2061	2433

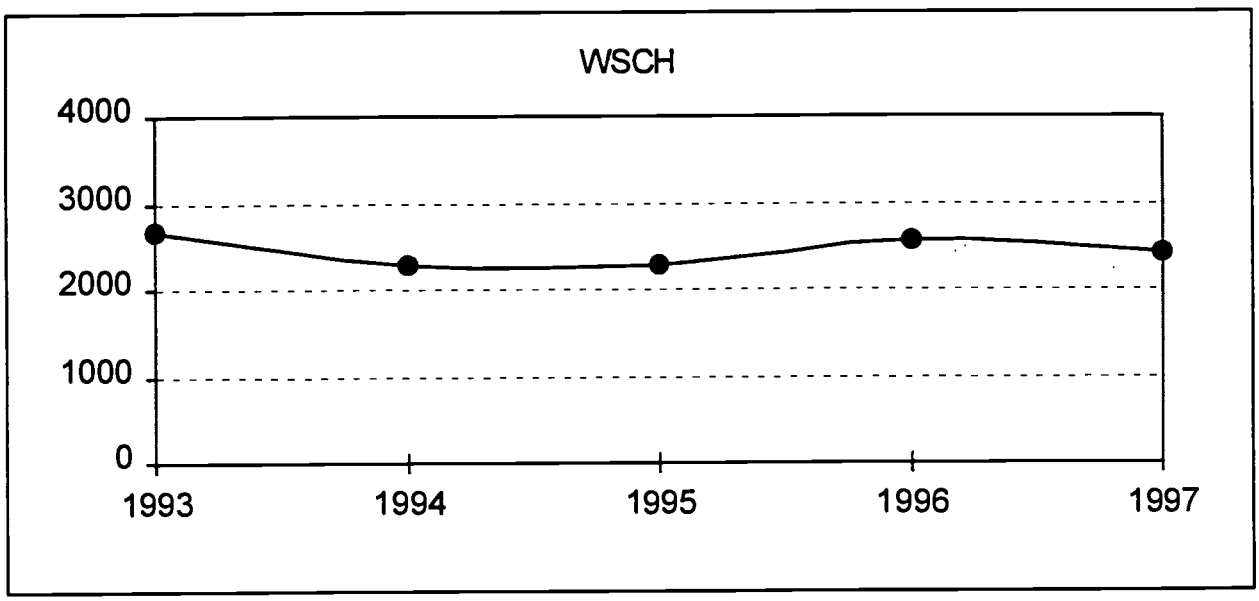
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	667	613	578	515	640

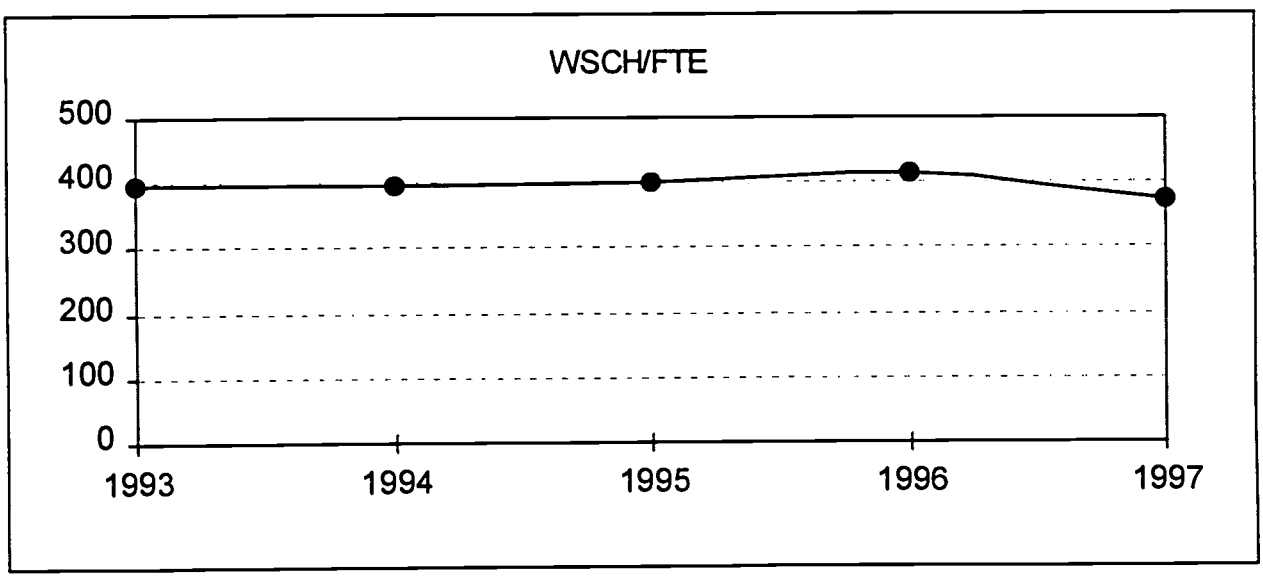
SPANISH
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2664	2280	2294	2556	2412

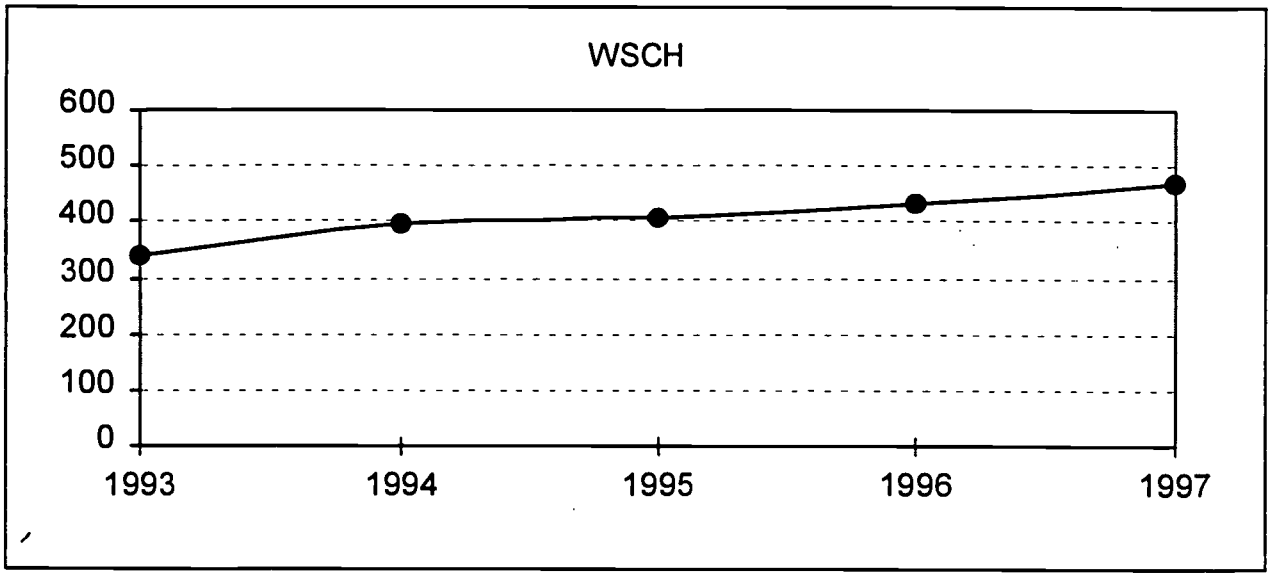
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	396	398	400	413	374

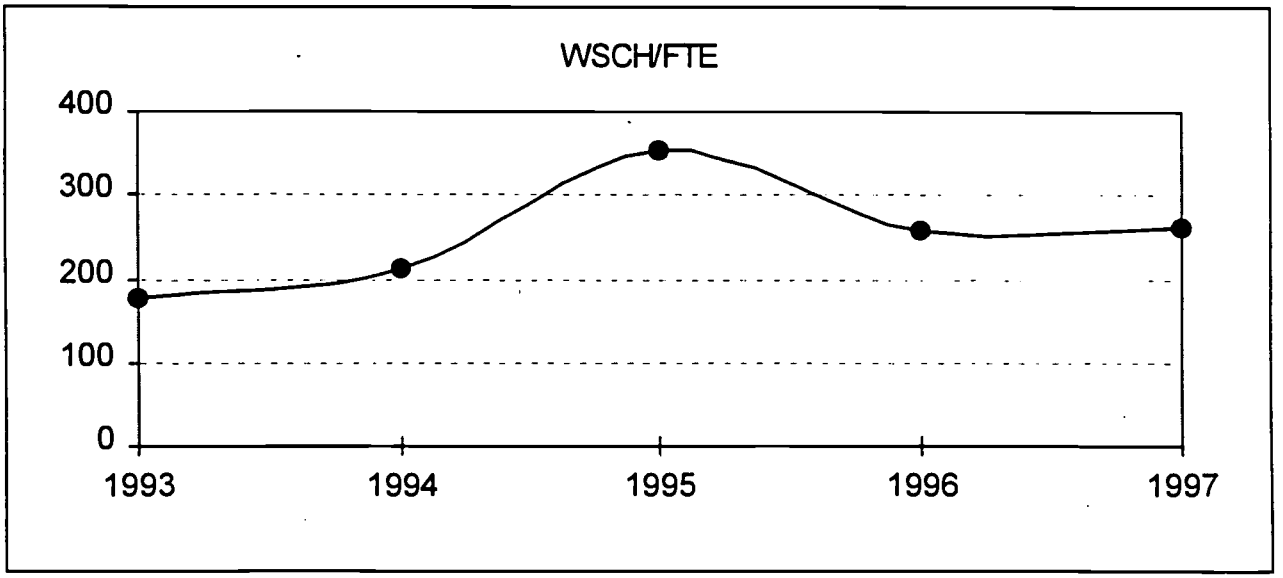
SPECIAL EDUCATION
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	340	395	408	432	469

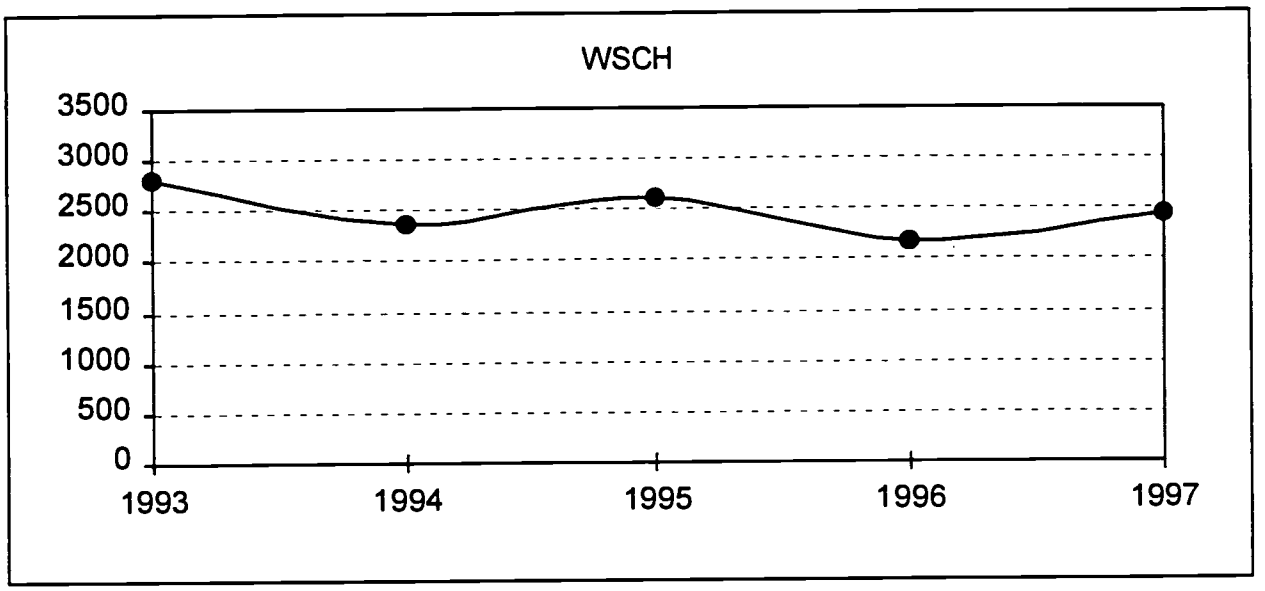
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	176	212	355	259	262

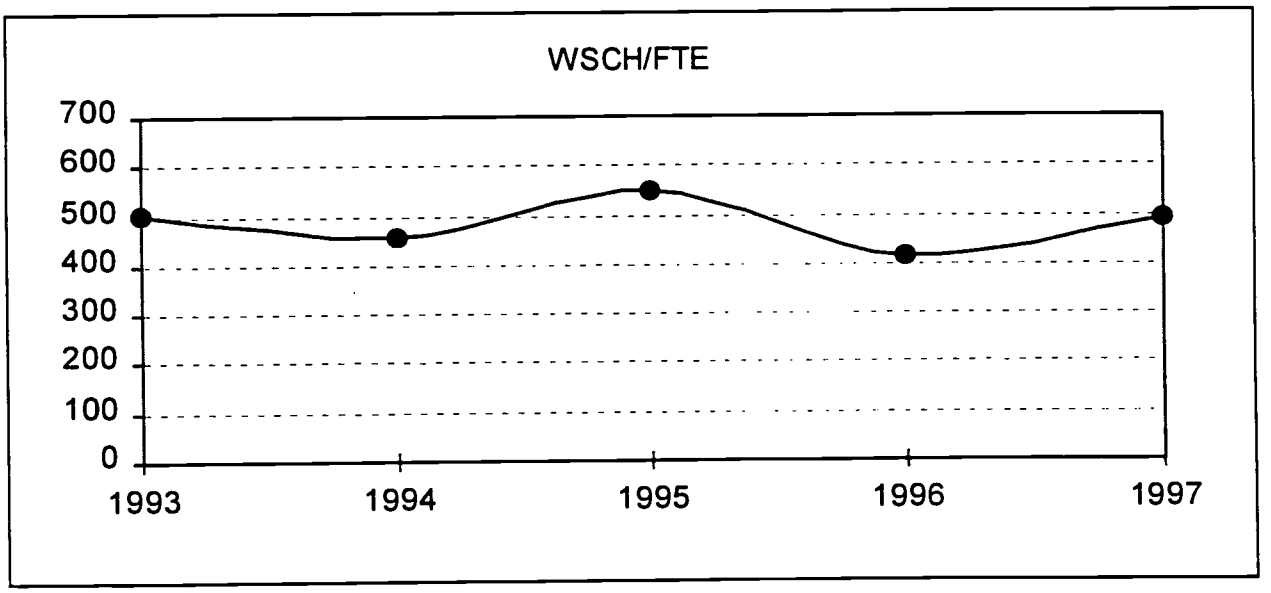
SPEECH
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	2811	2382	2631	2178	2457

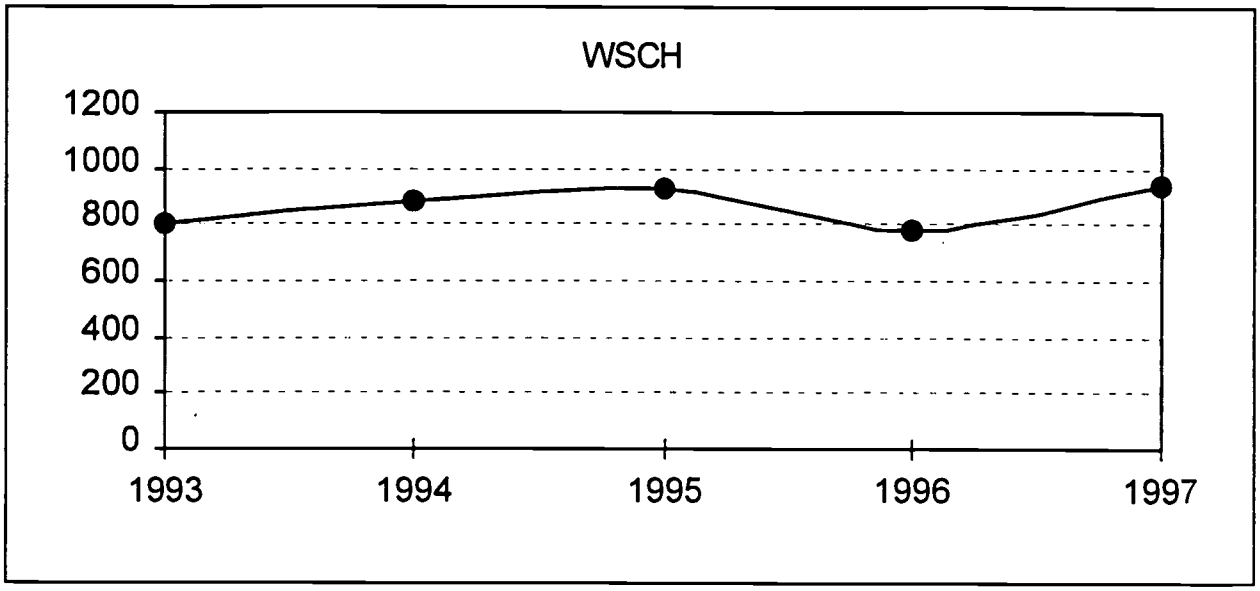
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	502	458	548	419	491

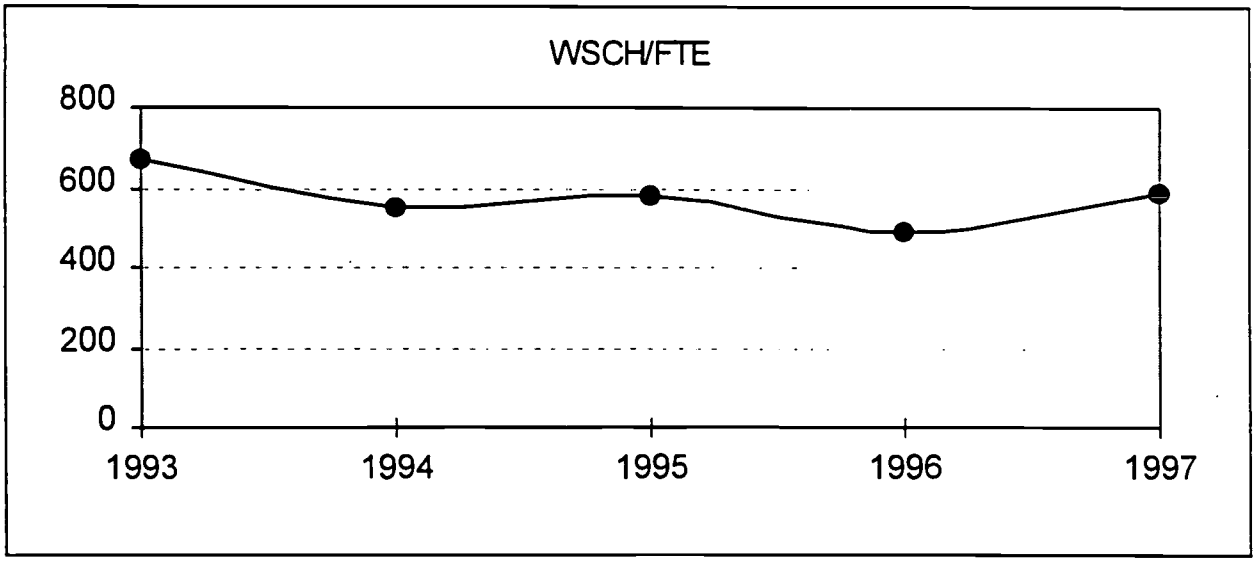
STATISTICS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	807	882	930	786	945

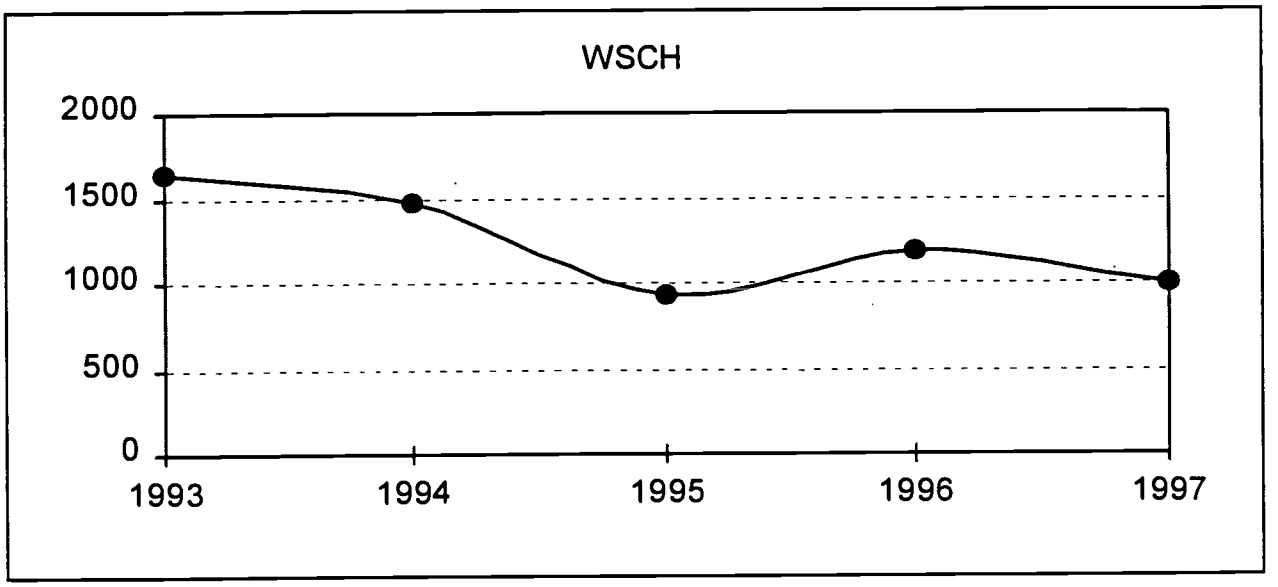
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	672	551	581	491	591

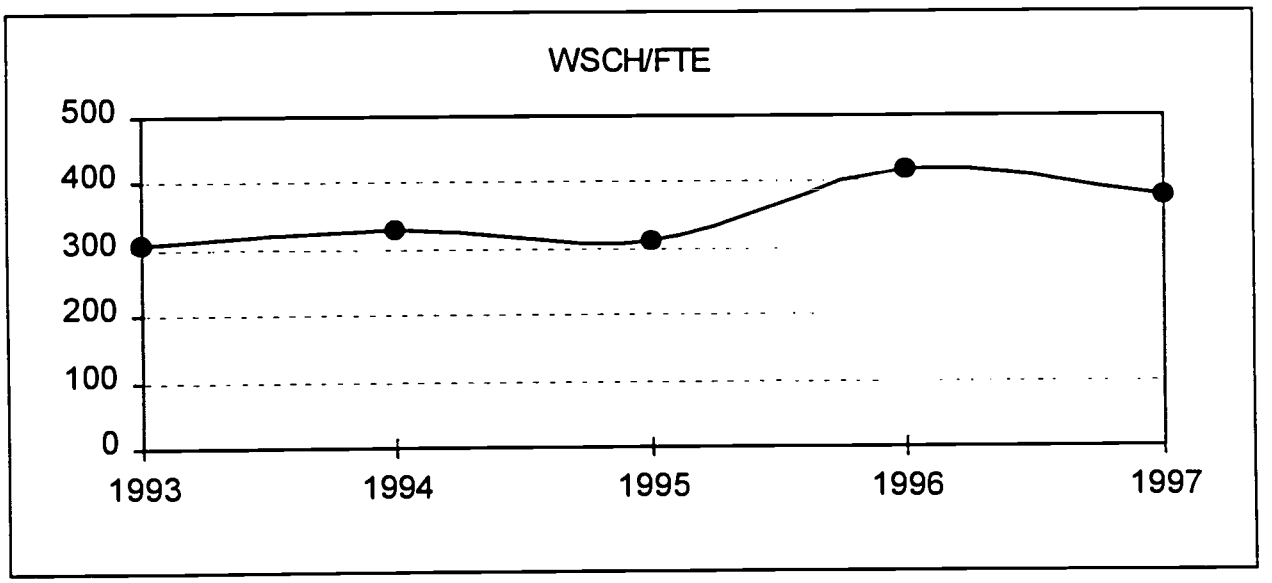
THEATER ARTS
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	1636	1473	926	1180	1001

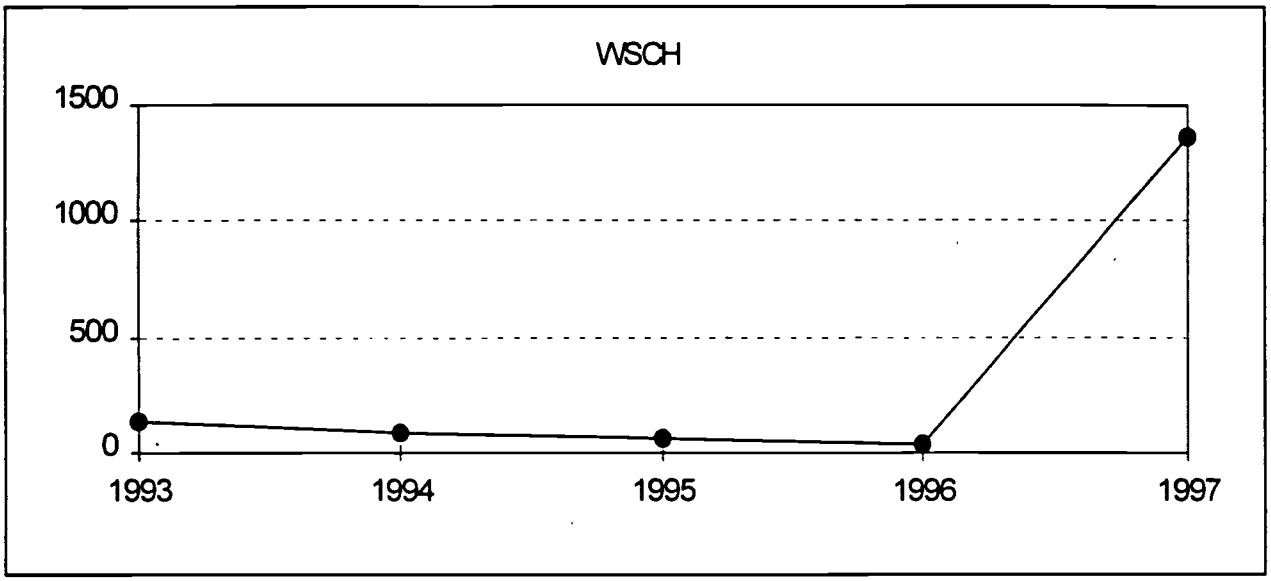
WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	310	330	314	418	380

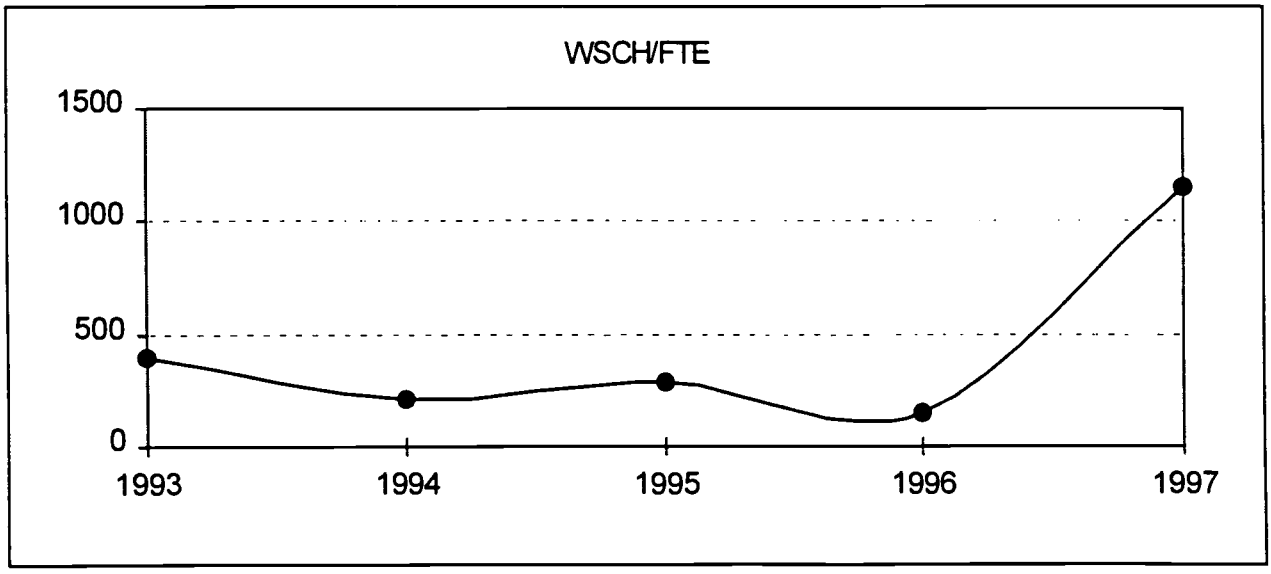
TUTORING
Productivity Measures
Five Year WSCH and WSCH/FTE Trends

WSCH Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH	131	82	66	37	1361

WSCH/FTE Fall 1993-97



Year	1993	1994	1995	1996	1997
WSCH/FTE	393	205	280	154	1159

V. Student Performance Indicators

Transfer Trends

This section provides data on transfer trends of LA Pierce College students to colleges and universities in the state. The collection of these data by the District has changed in format over the last twenty years and this accounts for the differing ranges of years for each grouping.

- Fall transfers to the University of California during the years 1978 to 1995.
- Fall transfers to California State Universities during the years 1978 to 1995.
- Fall transfers to California Public Institutions for the years 1978 to 1995.
  Fall transfers to California Public Institutions as a percentage of total enrollment: 1978 to 1995.
- All known transfers for the full year to public and private colleges or universities for the years 1986 to 1994.

Assessment Trends

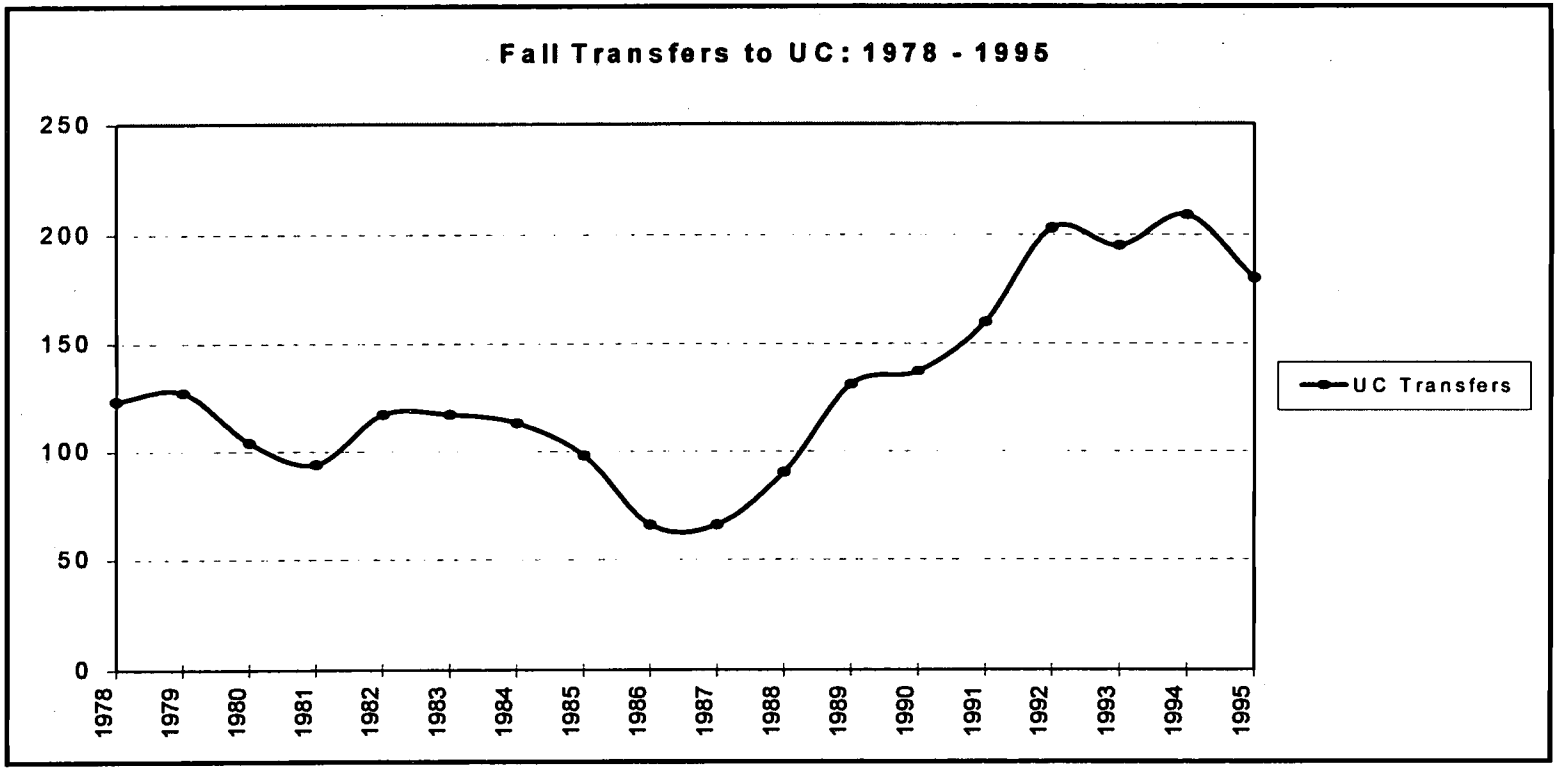
- Distribution of Fall 1997 Placements for ENL and ESL
- Distribution of Fall 1997 Placements for Math

Grade Distributions

- Fall 1996 GPA distribution
- Grade distribution comparison: Fall '81 and Fall '96

Projected Increase in Number of Jobs: 1983-2005

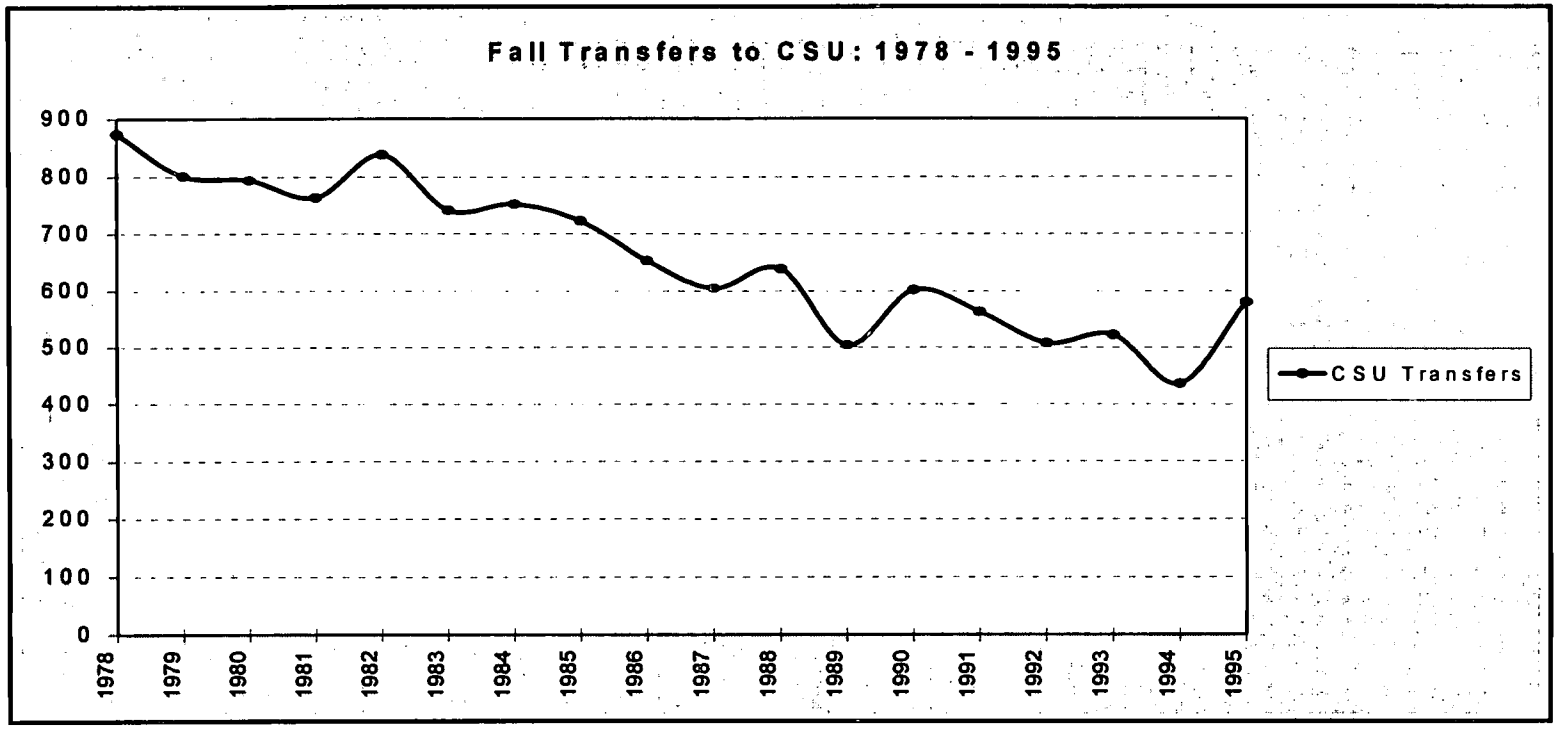
Fall Transfers to the University of California During the Years 1978 to 1995



Fall Term	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
UC Transfers	123	127	104	94	117	117	113	98	66	66	90	131	137	160	203	195	209	180

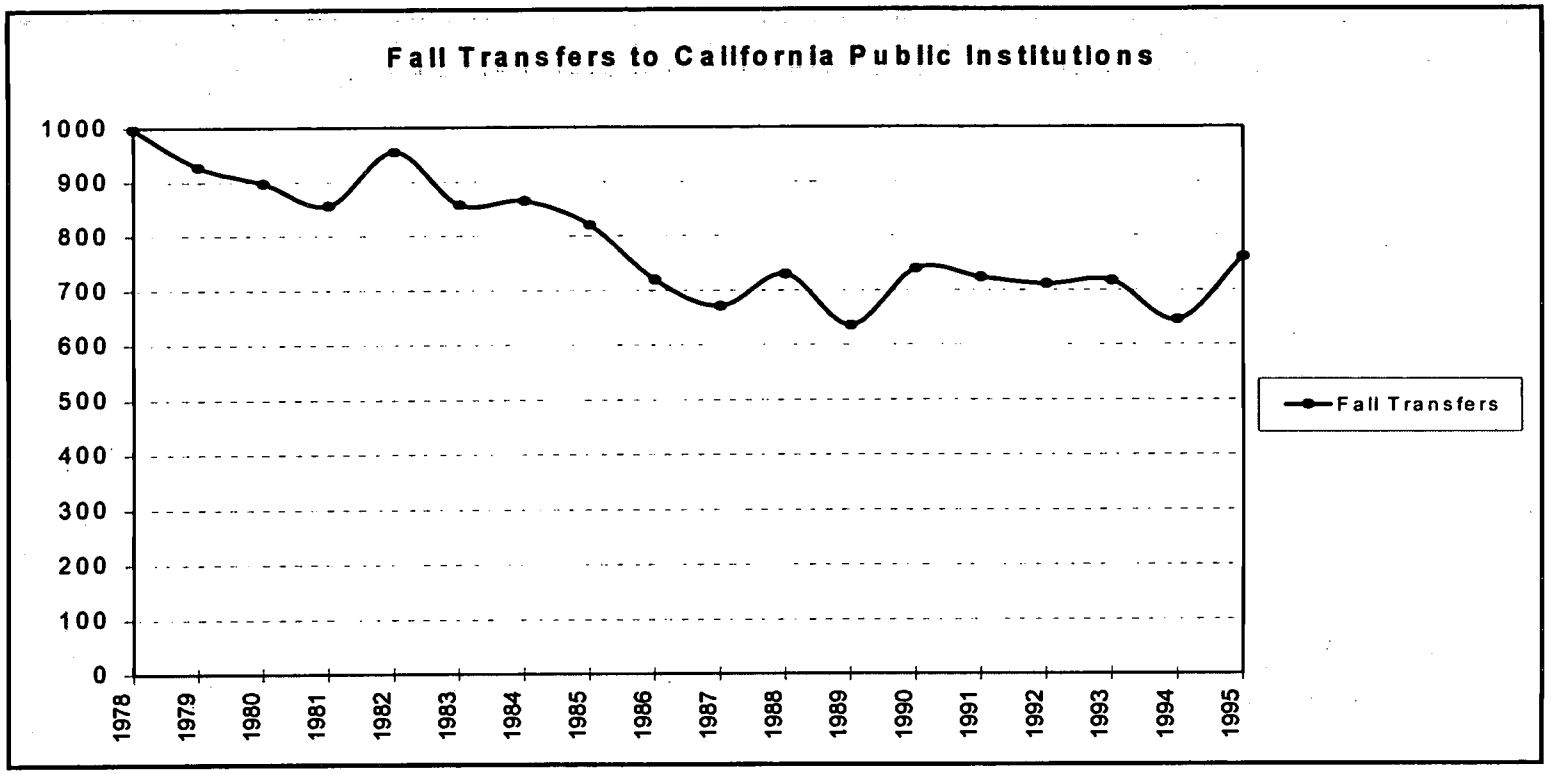
Fall Transfers to California Public Institutions as a percentage of total enrollment: 1978 to 1995.

Fall Transfers to California State Universities During the Years 1978 to 1995



Fall Term	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
CSU Transfers	874	801	794	763	838	741	752	722	653	605	639	504	602	563	508	522	436	580

Fall Transfers to California Public Institutions for the Years 1978 to 1995

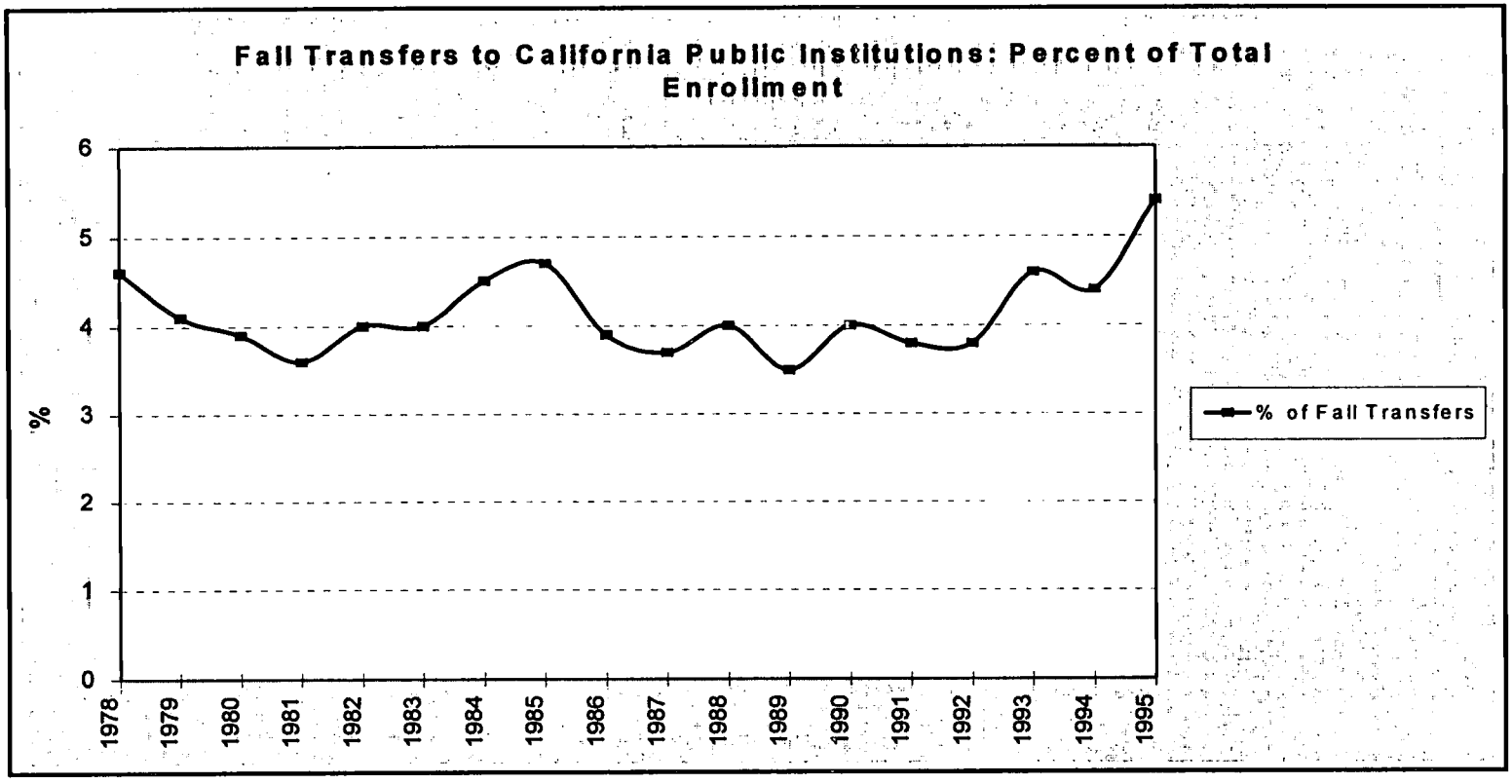


Fall Term	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Fall Transfers	997	928	898	857	955	858	865	820	719	671	729	635	739	723	711	717	645	760
% of Fall Transfers	4.6	4.1	3.9	3.6	4	4	4.5	4.7	3.9	3.7	4	3.5	4	3.8	3.8	4.6	4.4	5.4

112

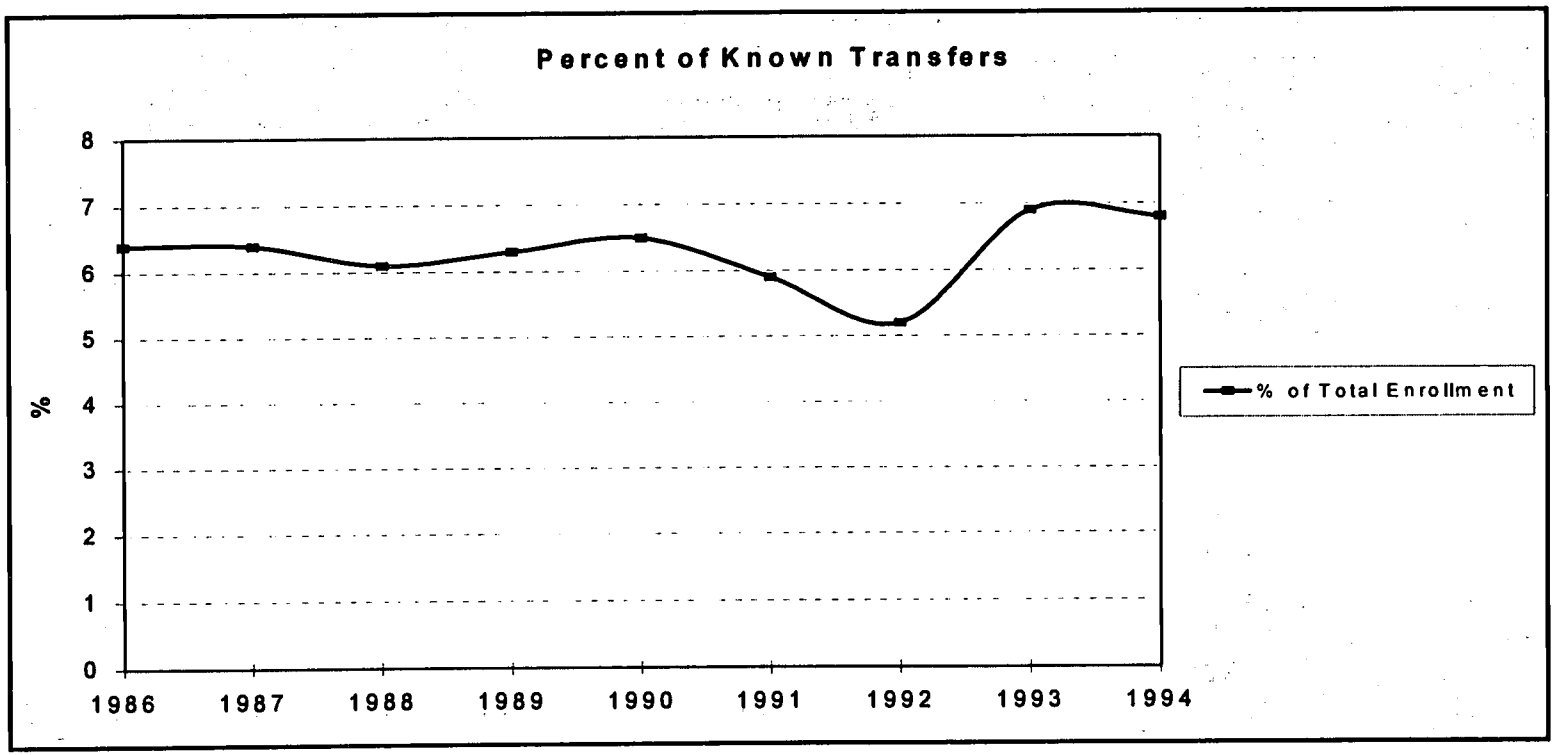
113

Fall Transfers to California Public Institutions as a Percentage of Total Enrollment: 1978 to 1995



During the 16-year period 1978-1995, Fall transfers to public institutions as a percent of total enrollment fluctuated from a high of 5.4% to a low of 3.5%. This period saw three distinct "mountains" and two "valleys". During the period 1978-1985, transfers dropped from over 4.5% to a low of 3.5%, back up to over 4.5% in 1985. During the period 1985-1994, transfers again dropped to 3.5% in 1989, then rose to over 5% in 1995.

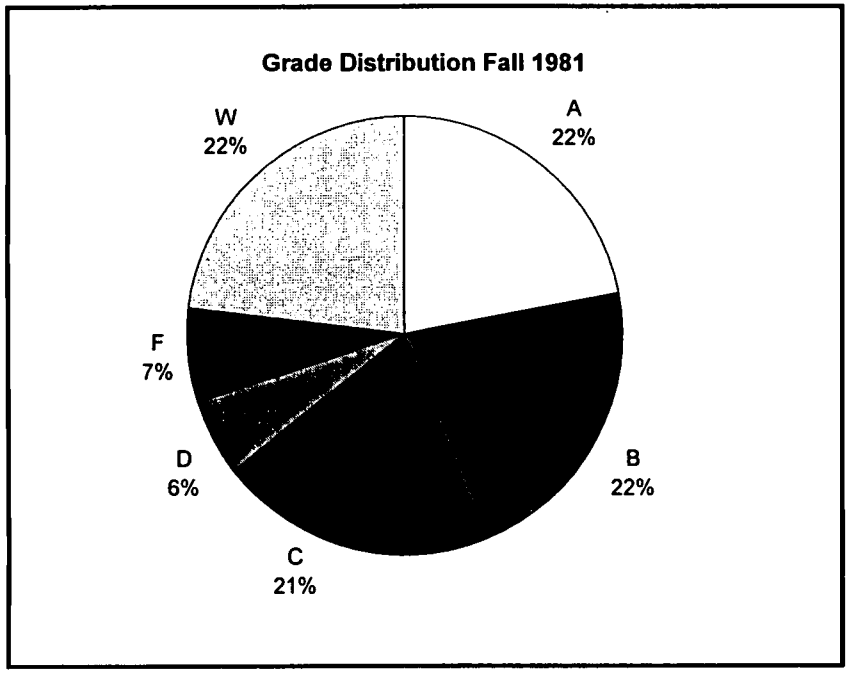
All Known Transfers for the Full Year to Public and Private Colleges or Universities for the Years 1986 to 1994

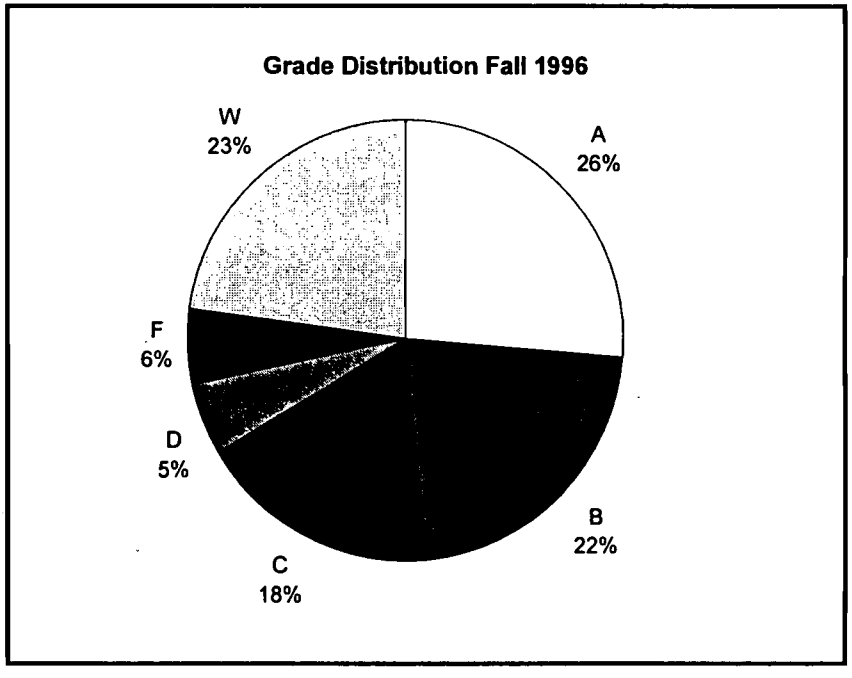


Academic Year	1986	1987	1988	1989	1990	1991	1992	1993	1994
Total Fall Enrollment	18513	18316	18415	18038	18522	19201	18584	15695	14618
% of Total Enrollment	6.4	6.4	6.1	6.3	6.5	5.9	5.2	6.9	6.8

During the first six years of the period 1986-1994, transfers remained fairly constant at approximately 6 to 6.5%. In 1992, transfers dropped to a low of 5%. The following year, transfers jumped to a high of 7% where they remained in 1994.

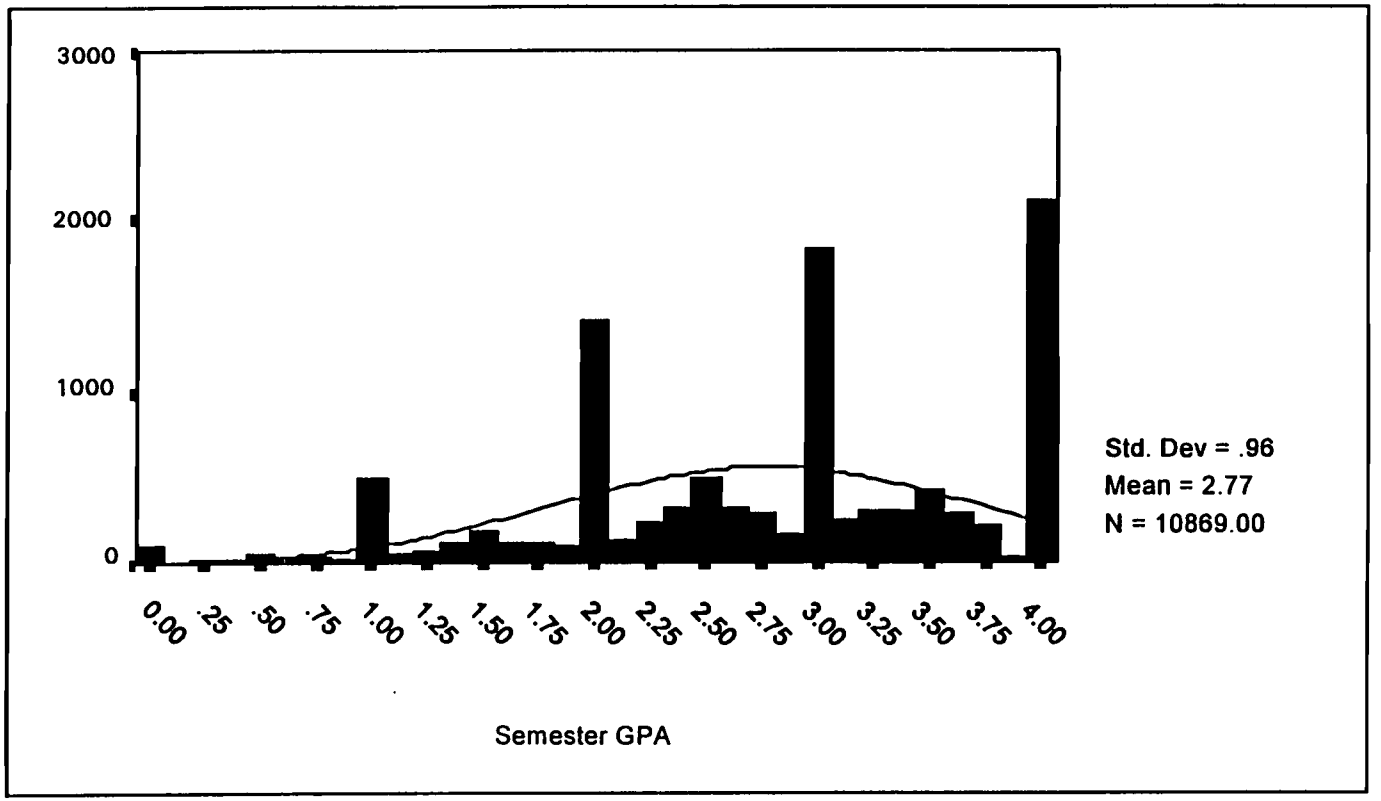
Grade Distribution Comparison: Fall 1981 and Fall 1996





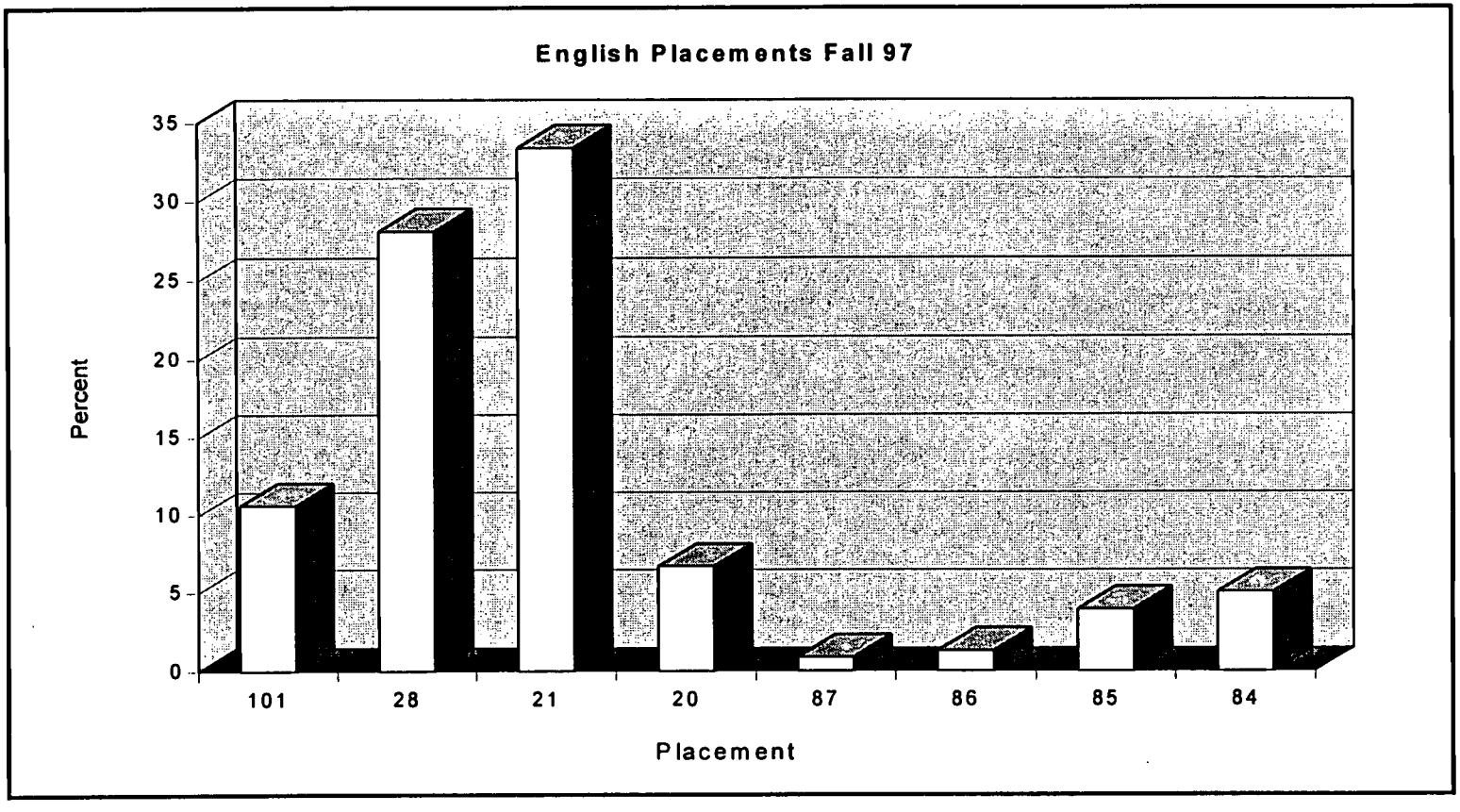
These two pie charts show the letter grade distribution for 1981 and 1996.

Fall 1996 GPA Distribution (Students with > 0 units completed)



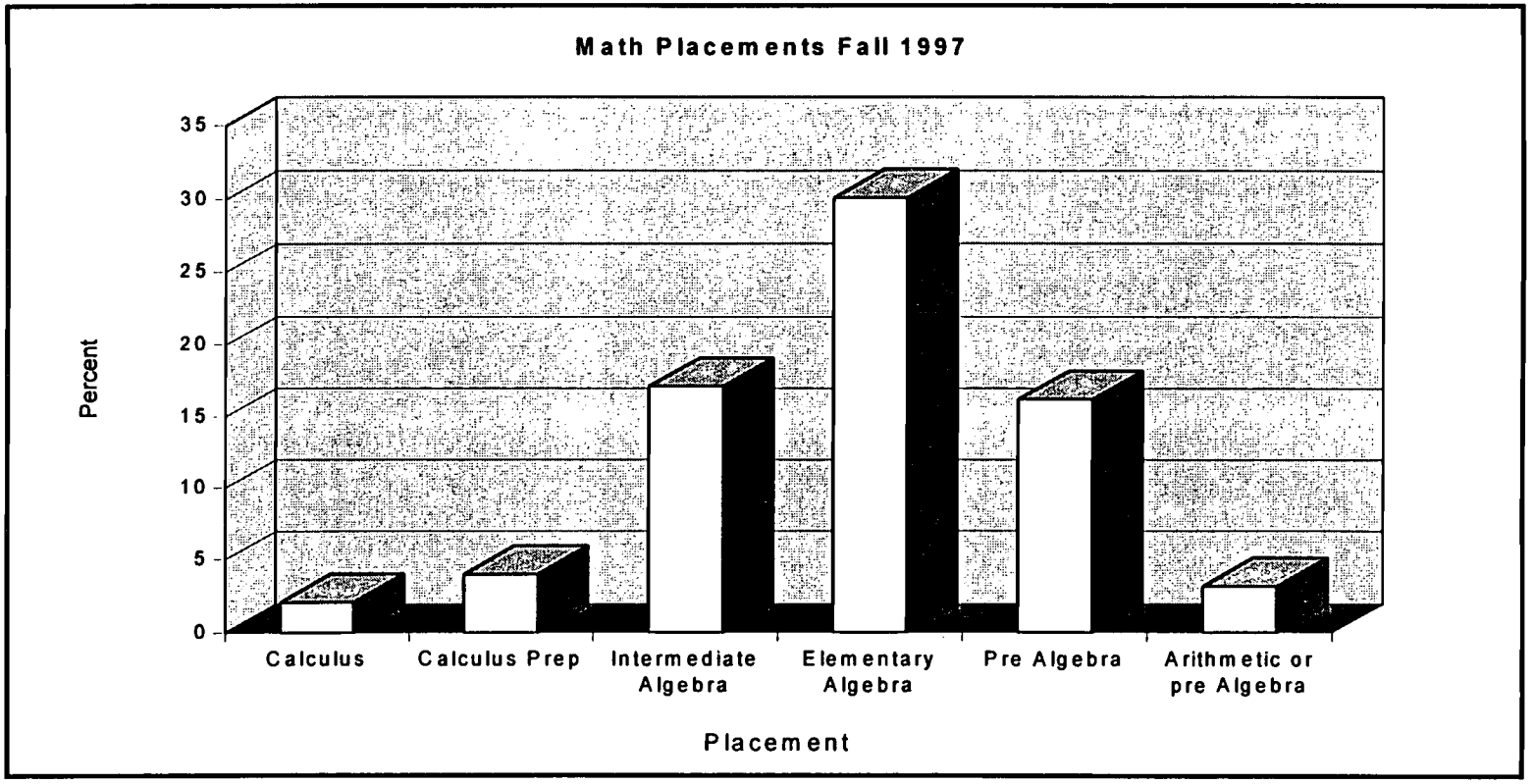
This chart shows the Fall 1996 GPA distribution for students with more than 0 units. The mean GPA was 2.77 with a standard deviation of .96. The peaks at 1.00, 2.00, 3.00, and 4.00 represent students who completed one course only. The modal number of units completed was three.

Distribution of Fall 1997 Placements for ENL and ESL



This graph shows the distribution of ENL (English as a Native Language) and ESL (English as a Second Language) placement for students who took the assessment test and were enrolled at first census in Fall 1997.

Distribution of Fall 1997 Placements for Math



This graph shows the distribution for assessed students who were enrolled at first census.

Placement key: Calculus = Math 255 or 261
Calculus Prep = Math 235, 240, 245, or 260
Intermediate Algebra = Math 120 or 125
Elementary Algebra = Math 115
Pre Algebra = Math 110 or 112
Arithmetic or Pre Algebra = Math 105 (recommended) Math 110 and 112

VI. Job Trends

This secton examines EDD Labor Market occupational growth projections for Los Angeles County 1993-2005 and occuptional declinefor California 1993-2005. Growth projections are included for occupations with the largest projected growth in absolute numbers and for occupations with the fastest pecentage growth.

- Work and job market trends: Implications for the curriculum
- Jobs with the largest projected growth in L.A. County 1993-2005
- Jobs with fastest projected growth in L.A. County 1993-2005
- Jobs with greatest projected decrease in California

WORK AND JOB MARKET TRENDS
IMPLICATIONS FOR THE CURRICULUM

There has been much discussion and speculation nationally about occupational trends and the changing nature of work, and the impact on education and training. Given what we know about our changing population in our service community and the changes in the demands of the work force, we know that the college must respond to new challenges. The whole college community must engage in re-visioning our future.

Los Angeles City and County Occupation Trends
We've all read that California is coming out of the worst recession in sixty years. But we also know that the local economy is not the same as it was prior to the recession. The San Fernando Valley employment landscape has changed: the closing of the GM plant, the decline of the defense industry, and the move toward corporate downsizing and outsourcing.

The UCLA Business Forecasting Project in 1995 projected a bipolar occupational growth pattern for the city and county. In general, there will be a split between high-end professional and technical jobs and lower-end service jobs. Many of the growth occupations have a lower hourly wage than the declining occupations. These same growth occupations have a higher percentage of workers who have completed high school and attended college. The report goes on to say that potential workers are not keeping up with the educational demands of higher wage occupations. The three factors they identify that will influence an individual's job future are: education, job readiness and job experience.

Changes in the Workplace
The Washington Office of Technology Assessment in 1990 described the differences between the traditional model of the workplace and the emerging high performance model. Basically, it's a move from mass production to flexible production, from fragmentation of tasks to work teams and multi-skilled workers, from advancement by seniority to advancement by certified skill, from minimal training for production workers to training for everyone.

San Fernando Valley Trends
The Economic Alliance of the San Fernando Valley has identified Entertainment and Information as driving new job growth in the San Fernando Valley. According to the EASFV 1997 report, entertainment, including motion pictures, television, theme parks, and related professional and business services, is now the largest employer selling its products outside the Valley. Technology-based development and manufacturing, now diversified beyond aerospace, is declining but still the second largest employer. General manufacturing is also declining but is still the largest provider of less-skilled jobs. Information-based services, including financial services, banking, and insurance has become a significant employer. It is also important to recognize that small business drives the Valley economy; 95% of the businesses have fewer than 50 employees. New employment opportunities will depend on small businesses. The Economic Alliance has developed initiative to join with all segments of education to work on ways to bring education and job skills closer together.

What Employers Want in an Employee
The US Department of Labor, responding to changes in the workplace, globalization of commerce and industry, and the explosive growth of technology, commissioned a study of employers to determine the skills necessary to "do the job" today and in the future. The Secretary's Commission on Achieving Necessary Skills (SCANS) did a nationwide study that identified competencies and skills and also made recommendations for education.

The SCANS report identifies three foundation **skills** necessary in the workplace.

1. basic skills: reading, writing, arithmetic and mathematics, speaking and listening
2. thinking skills: thinking creatively, making decisions, solving problems, knowing how to learn, reasoning
3. personal qualities: individual responsibility, self-esteem, sociability, self-management, and integrity

The report then went on to identify five areas of expected **competencies**.

1. resources: allocating time, money, materials space and staff
2. information: acquiring and evaluating data, interpreting and communicating, using computers to process information, organize and maintain files
3. interpersonal: working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds
4. systems: understanding social, organizational and technological systems, monitoring and correcting performance, and designing or improving systems
5. technology: selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies

The SCANS report doesn't recommend changing *what* we teach, but *how* we teach, in order to incorporate the learning of the skills and competencies described into the classroom experience. Some faculty are already doing this, moving away from a classroom of all 'chalk and talk' to one integrating collaborative learning, involving students in assessing themselves, incorporating technology, working on student listening skills, etc. (A copy of "Integrating SCANS into the Pierce College Curriculum" by Lynne Miller is available in my office)

Thinking About the Future

1. Our changing service area:
   a) the Pierce service area has changed demographically
   b) there has been a shift in the major industries/employers in the LA area with a trend toward increased jobs in the service category and decrease in manufacturing jobs
   c) there has been a labor market shift in many sectors from an emphasis on degrees to an emphasis on skills
   d) there has been a steady enrollment decline
1. Implications for curriculum:
   b) does the Pierce curriculum address the education and training needs of the service area?
   c) what should the college look like in ten years?
   d) what program changes need to be made to address changing populations and changing educational and employment needs?
   e) how do we incorporate into teaching methodology information such as the results of the SCANS survey on job skills and competencies?
   f) can we package/market our strengths differently?
   g) should we try to do everything that we have done in the past?
   h) should we reevaluate the distribution of resources to transfer education, occupational education, basic skills?
   i) should we offer concentrations of classes that focus on skills?

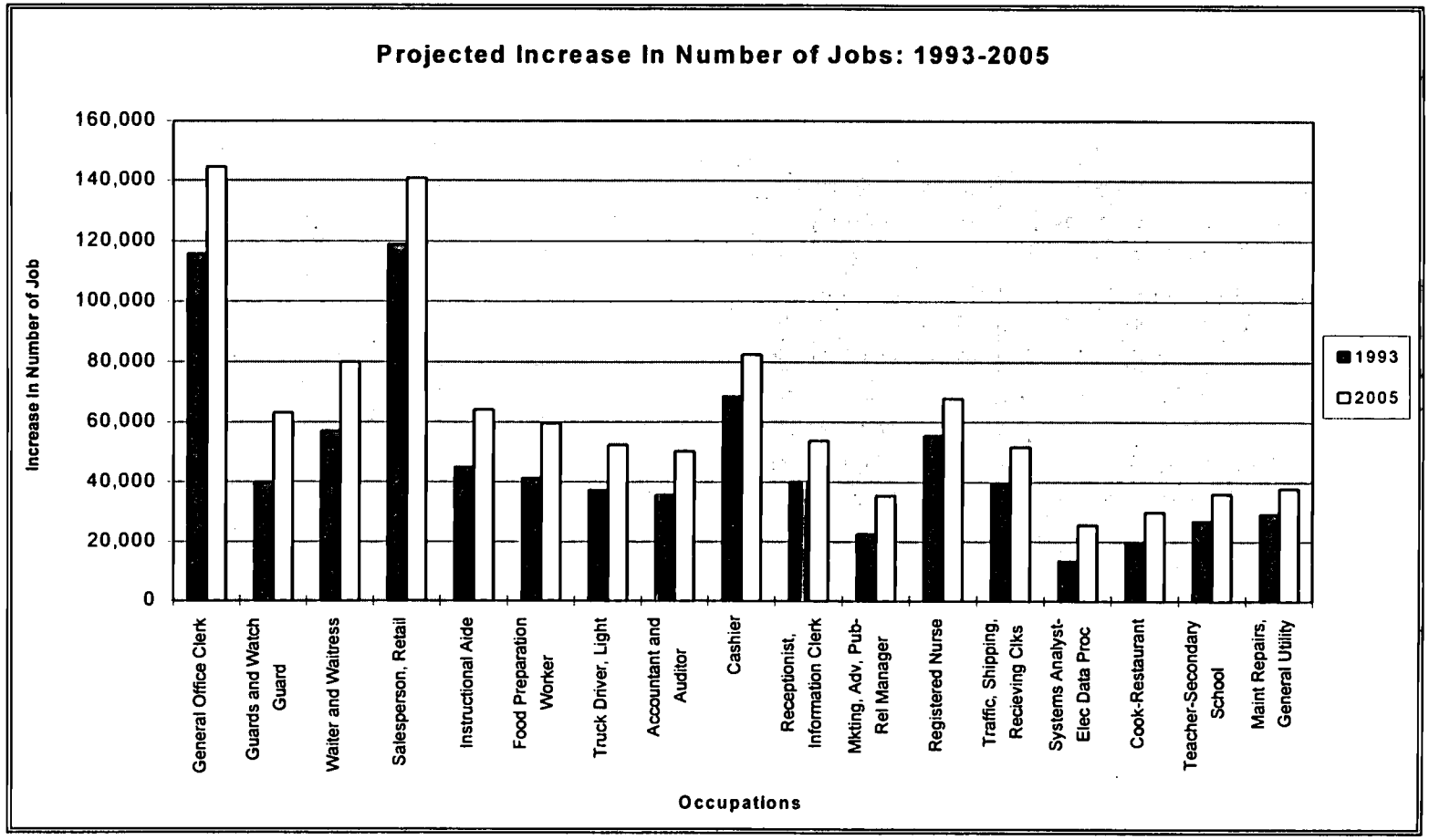
So Now What?

We in education have often taken for granted the value of what we do. There was no question that what we offered would benefit anyone that came to us willing to learn. However, the worlds of work and education have changed and our assumptions are being challenged. People are not just "coming" to the college as a default. They are looking at their education requirements and education options and then making choices. Alternatives to the traditional college learning format are available through non-traditional schools, private skills development training, the Internet, and training on the job. (Business now spends over $100 billion annually on education and training.) We can make no assumptions about the primacy of our place among the education alternatives available today. Value has become as important as expense.

Collegewide we might start by separating what is timeless about what we do as a college (as valuable today as in the Middle Ages) from what is time worn (stuck in the Middle Ages). What contributes to the education and job readiness of a student and what content or methods are no longer effective tools for today's learner? We must take a hard look at the college, the curriculum and ourselves and then decide what must change to be a more viable educational choice for the future.

Occupational Growth Projections

Jobs With Largest Projected Growth: LA County 1993-2005



(Source: EDD Labor Market 7/98)

Occupational Growth Projections

Jobs With Greatest Increase In Number Employed:
L.A. County 1993-2005

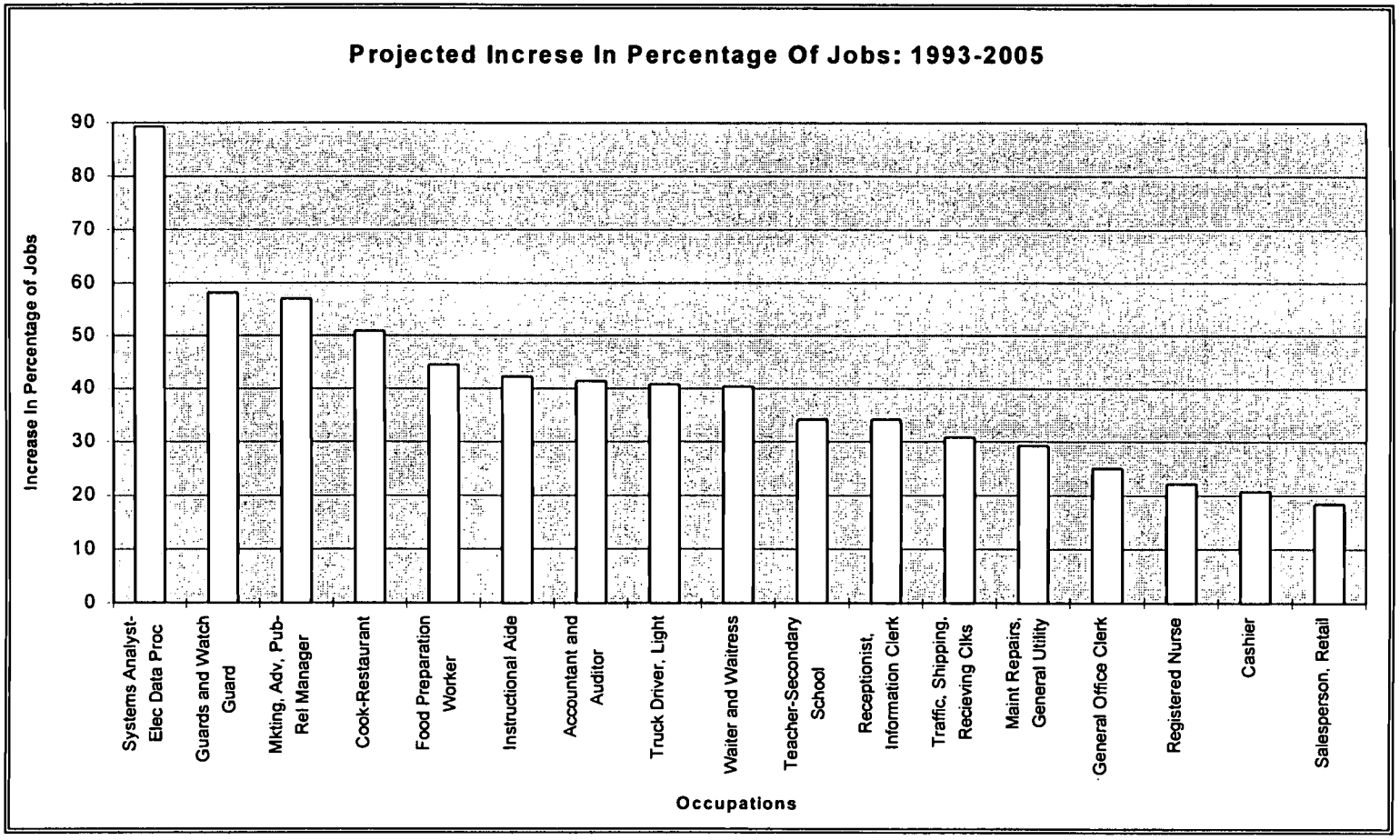
Occupation	1993	2005	# Change	%Growth	Annual Openings
General Office Clerk	115,810	144,700	28,890	24.95	4,690
Guards and Watch Guard	39,850	63,010	23,160	58.12	2,842
Waiter and Waitress	56,970	79,950	22,980	40.34	4,885
Salesperson, Retail	118,960	140,820	21,860	18.37	5,741
Instructional Aide	44,990	64,000	19,010	42.25	2,145
Food Preparation Worker	41,240	59,580	18,340	44.47	2,802
Truck Driver, Light	37,190	52,330	15,140	40.71	2,057
Accountant and Auditor	35,600	50,340	14,740	41.4	1,845
Cashier	68,320	82,470	14,150	20.71	3,732
Receptionist, Information Clerk	40,080	53,730	13,650	34.06	1,815
Mkting, Adv, Pub-Rel Manager	22,510	35,340	12,830	57	1,628
Registered Nurse	55,510	67,800	12,290	22.14	2,053
Traffic, Shipping, Recieving Clks	39,580	51,730	12,150	30.7	1,615
Systems Analyst-Elec Data Proc	13,470	25,490	12,020	89.24	1,088
Cook-Restaurant	19,800	29,860	10,060	50.81	1,364
Teacher-Secondary School	26,800	35,930	9,130	34.07	1,598
Maint Repairs, General Utility	29,250	37,780	8,530	29.16	1,275

(Source: EDD Labor Market 7/98)

Acoording to the EDD, these occupations are expected to show the fastest growth in Los Angeles County in the period 1993-2005.

Occupational Growth Projections

Jobs With Fastest Projected Growth: LA County 1993-2005
Increase In Percentage Of Jobs



(Source: EDD Labor Market 7/98)

Occupational Growth Projections

Jobs With Greatest Percentage Increase: L.A. County 1993-2005

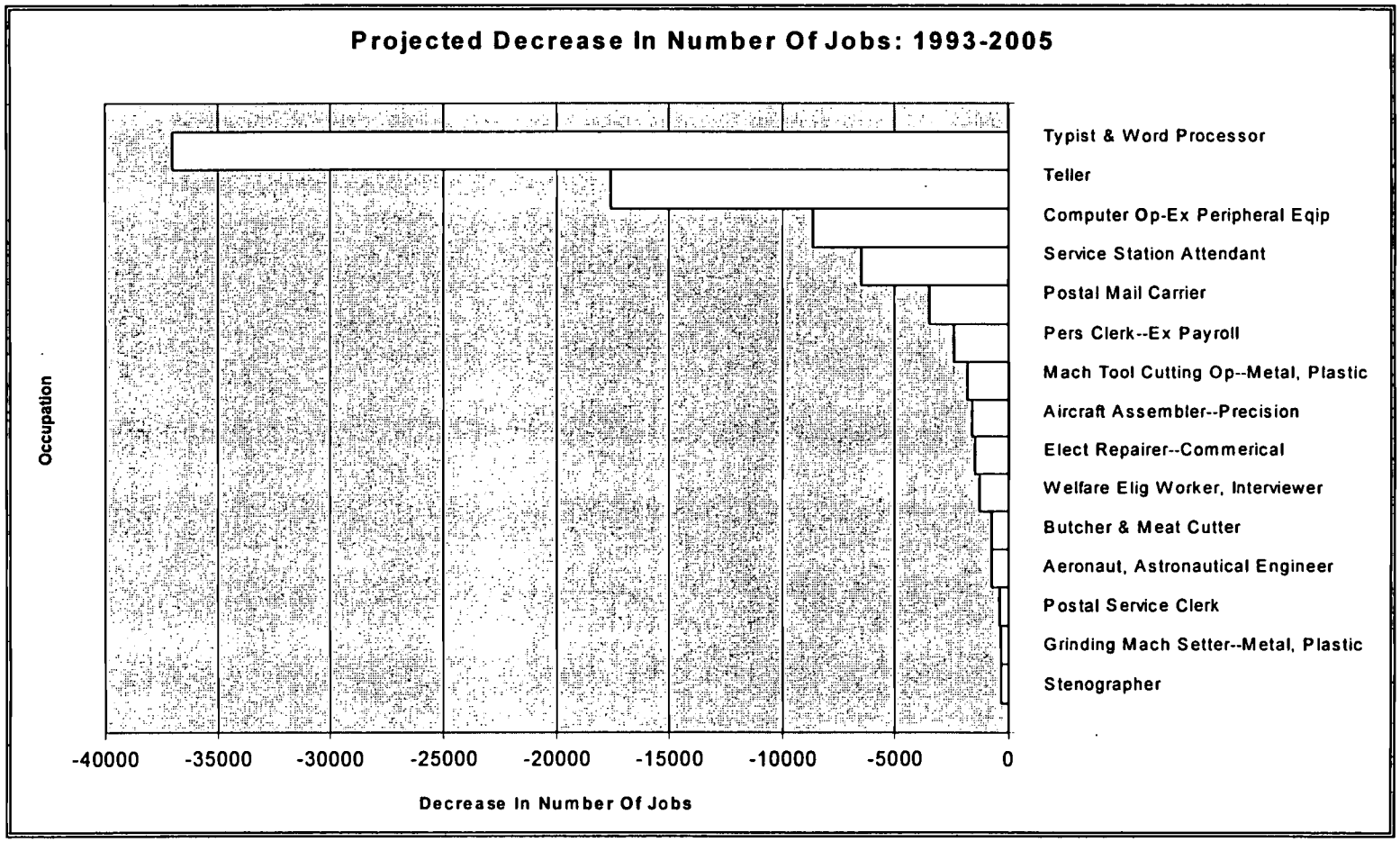
Occupation	1993	2005	# Change	%Growth
Systems Analyst-Elec Data Proc	13,470	25,490	12,020	89.24
Guards and Watch Guard	39,850	63,010	23,160	58.12
Mkting, Adv, Pub-Rel Manager	22,510	35,340	12,830	57
Cook-Restaurant	19,800	29,860	10,060	50.81
Food Preparation Worker	41,240	59,580	18,340	44.47
Instructional Aide	44,990	64,000	19,010	42.25
Accountant and Auditor	35,600	50,340	14,740	41.4
Truck Driver, Light	37,190	52,330	15,140	40.71
Waiter and Waitress	56,970	79,950	22,980	40.34
Teacher-Secondary School	26,800	35,930	9,130	34.07
Receptionist, Information Clerk	40,080	53,730	13,650	34.06
Traffic, Shipping, Recieving Clks	39,580	51,730	12,150	30.7
Maint Repairs, General Utility	29,250	37,780	8,530	29.16
General Office Clerk	115,810	144,700	28,890	24.95
Registered Nurse	55,510	67,800	12,290	22.14
Cashier	68,320	82,470	14,150	20.71
Salesperson, Retail	118,960	140,820	21,860	18.37

(Source: EDD Labor Market 7/98)

Occupational Growth Projections

Jobs With Largest Projected Decline: California 1993-2005

Decrease In Number Of Jobs



(Source: EDD Labor Market 7/98)

Occupational Growth Projections

Jobs With Largest Projected Decline: California 1993-2005

Decrease In Number Of Jobs

California:	
Occupations With Largest Decline	**# decrease**
Typist & Word Processor	-37,010
Teller	-17,580
Computer Op-Ex Peripheral Eqip	-8,640
Service Station Attendant	-6,510
Postal Mail Carrier	-3,470
Pers Clerk--Ex Payroll	-2,390
Mach Tool Cutting Op--Metal, Plastic	-1,810
Aircraft Assembler--Precision	-1,580
Elect Repairer--Commerical	-1,490
Welfare Elig Worker, Interviewer	-1,260
Aeronaut, Astronautical Engineer	-770
Butcher & Meat Cutter	-770
Postal Service Clerk	-390
Grinding Mach Setter--Metal, Plastic	-340
Stenographer	-310

(Source: EDD Labor Market 7/98)

VII. Population Trends

This section highlights population trends in the Pierce College service area. The most comprehensive analysis of population trends is based on the 1990 census but I have included updates from other sources where available. The 2000 census will give us a much clearer picture of the changes over the last ten years.

- Part I: Population trends

  Why Look at Population Trends?
  Lots of Numbers: What Do They Mean?

- Part II: Predicting future trends

  CPEC and DOF Assumptions
  Legislative Analyst's Office (LAO) Report
  What Does it Mean for Pierce?
  Conclusion

PART I: POPULATION TRENDS

Why Look at Population Trends?

Pierce is a Community College which has a tradition of universal access and sensitivity to the educational needs of the local community. We know that the goals of our students have changed over the years, reflecting the changing demographics of the community and the changing demands of the job market. To determine the educational needs of those in our service area is complex. We need to know who our students and potential students are, what their educational expectations are, what new demands exist in the work environment, and much more.

Population Numbers:

California

- the population of California grew an estimated 6.2% from 1990 to 1995
- there was an increased rate of net domestic outmigration (residents leaving the state)
- by 1994, approximately 25% of the state's population was foreign immigrants who tended to settle in the metropolitan areas of the state, particularly the LA Basin
- the Census Bureau estimates that between 1990 and 2020 California will have a net loss of four million internal migrants to other states but will add ten million international migrants and have twice as many births as deaths

San Fernando Valley

- the population of the SFV declined gradually from 1,580,531 in 1990 to 1,566,747 in 1995.
- projections for the year 2000 are for a net decrease of about 30,000 residents
- the population of the north Los Angeles County (Lancaster, Palmdale, Santa Clarita) increased from 1990 to 1995 by over 100,000 to a total of about one-half million people
- projections for the year 2000 are for a 35% increase in the north county
- Ventura County is also projected to grow over the next five years

(Source: *CSUN Service Area Research Project - Population*)

Ethnic Diversity:

Los Angeles County is one of the most ethnically diverse counties in the United States. A CSUN report studied the 1980 to 1990 census changes in neighborhood ethnicity (using census tracts) for the SFV and LA County and reported the following:

[note: ethnic categories are those used by the Census Bureau]

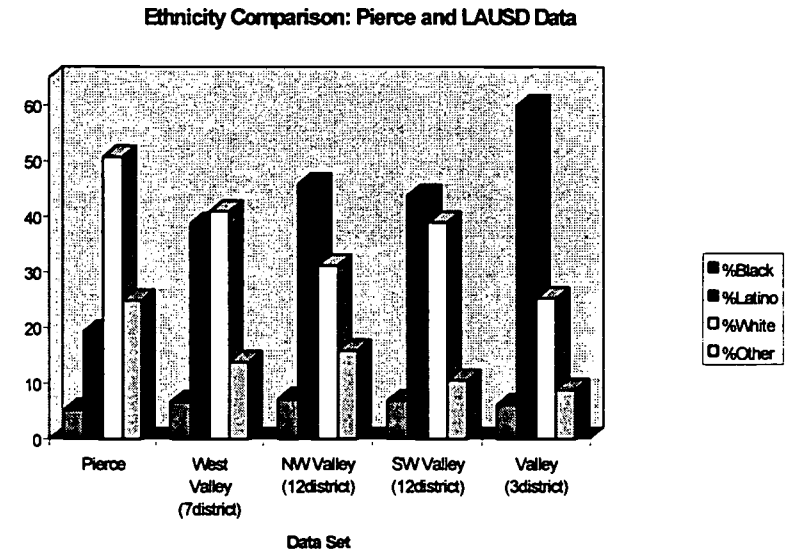
- the most significant ethnic change between 1980 and 1990 was the increase of over 1.5 million of those grouped as "Latinos" in both LA and Orange counties. New arrivals, predominantly Mexicans and Central Americans, accounted for much of the increase, but the predominance of young adults of child bearing age was also a factor. Many SFV tracts are a quarter to a half Latino/Hispanic
- there was an increase in the population in the county of those the census groups as "Asians". In 1990, the Asian population constituted less than 11% of the population of LA but represented a third to a half of the population within many neighborhoods, showing strong cultural connections and social networking within distinct groups. Several SFV tracts had 20% or more Asians.
- the most evident trend for "African-Americans" was a moving away from traditional Los Angeles neighborhoods, with many moving either out of the county or out of the state during the 1980's. Most tracts in the SFV (and all tracts in the west SFV) had fewer than 10% African-Americans.

- the only ethnic grouping that showed a decline in numbers was "Whites." The decline is attributed to outmigration, a low birth rate and high average age. In 1990 many neighborhoods of the west SFV were over 50% white.
(Turner, Eugene and James Allen. *An Atlas of Population Patterns- 1990.* CSUN Dept. of Geography)

Looking at Pierce

These census data are reliable for 1990 but it is 1998 and the next census isn't until 2000. One way to look at the changes in ethnicity as it might relate to enrollment at the college is to look at our Pierce enrolled students and compare them with the elementary school population by ethnicity. The chart to the right shows the ethnic diversity of Pierce, and then shows the ethnicity of LA Unified students in different Valley regions based on an LA Times study done last year.

The chart shows that the current Pierce population is quite different from that of our future potential students.



Lots of Numbers: What Do They Mean?

Pierce is celebrating 50 years in the Valley. The growth of the College paralleled the growth of the population in the Valley and the curriculum was shaped largely in response to the educational goals of those who attended during that expansion period. At that time, a half to two-thirds expressed the goal of general education for transfer compared to about one-third now. As the population numbers diminished and goals changed, the curriculum was not always able to respond.

The demographics show that our service area has changed in ethnic composition. But demographics must be read in context. Questions: How does the College factor in the changing service community in planning for the future? What changes must we make to serve the community of the present and not the community of the past? What must we learn about the different histories and educational traditions of our service communities to be able to present educational opportunities to those who may not have the perception of access? Does our service community perceive the face of Pierce as reflective of the faces of the community? What is the impact on basic skills offerings of foreign immigration to the LA metropolitan area? What homework do we need to do to understand the educational needs of our community?

Population changes in our service are, of course, only one factor that we must consider in planning. The changing nature of work and job trends are other important elements to consider in making curricular changes and these will be the subject of the next Trends Newsletter.

PART II: PREDICTING FUTURE ENROLLMENT

There have been several recent reports dealing with what's been called "Tidal Wave II," the result of the coming of age of the children of the last population swell. This "baby boom echo" will hit college age in the next few years making them potential students in California higher education. There have been at least four reports that predict vastly different increases in student enrollments by 2005. Who do we trust? How do we prepare? This analysis takes a look at the assumptions of the reports and also asks the question: How do the predictions fit Pierce College and our community?

CPEC and DOF Assumptions

Both the California Postsecondary Education Commission and the California Department of Finance predict annual rates of growth of over 2% (2.2% and 2.5% respectively) in the three segments of California higher education. Growth is predicted for enrollments, i.e., headcount. CPEC and the DOF base their predictions on population data and on the assumption that statewide adult participation rates in higher education will increase from present levels.

Legislative Analyst's Office (LAO) Report

The LAO issued a report in February, questioning the tidal wave metaphor, which has created quite a stir. They see no support for the assumption of an increase in participation rates. They observed that the percentage of adults attending California's public colleges has declined since 1971. The rate for 18-24 year olds has increased but the rate for those 25 and older has fallen. They make their projections based on the *current* participation rates and project a growth of 0.3% per year, lower than the CPEC and DOF growth rates. They conclude that the growth in statewide enrollment for all segments will be steady and moderate, not of tidal wave proportions.

The report notes that participation rates are affected by many factors, including:

- prior college experience
- educational attainment and income of parents
- academic performance during K-12 schooling
- preference for immediate or deferred income upon high school graduation

The LAO also notes that statewide enrollments in 1991 were at the highest level in history and that date is not being used as the base from which to measure growth. Much of the uproar about the different projections revolves around the implications for operating cost projections and the need for capital construction. The higher projections, obviously, would benefit colleges when making requests for funding from the state.

What Does it Mean for Pierce?

Community College enrollment are harder to predict than the CSU's and UC's. We have to look at the enrollment projections in terms of enrollment trends at our own college and demographic trends in our community, as well as many unpredictables (e.g., the economy).

Things we know:

- while the population of the SFV has stayed at about the same level, our enrollment has declined steadily since the early 1980's
- the ethnic composition of the SFV has changed dramatically
- the fastest growing communities in the SFV are those with lower higher education participation rates
- we have moved from a community whose needs and backgrounds were more homogenous, to a community of more complexity
- there are more educational and job training alternatives than in the past

So, Is There a Conclusion or What???

The Research Office prediction: Growth or no growth, it depends on us. Although community colleges statewide will probably experience steady growth, growth for Pierce College will depend on:

- recognizing that our potential students now represent many "communities"
- learning that those communities have differing perceptions and experiences of the value of a college education
- reevaluating the curriculum and how it's packaged to both respond to new needs and "make the case" for the value of what we offer to these emerging communities

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