



# Monitoring Strategic Plan 2016 through Institutional Effectiveness

April 15, 2014

## IPM



## Overview

- Student Headcount and Demographics
- Staff Demographics
- Enrollments and Distribution of Course Offerings
- Progress and Achievement
  - Institution-Set Standards / Course Success rates
  - Scorecard
  - Other

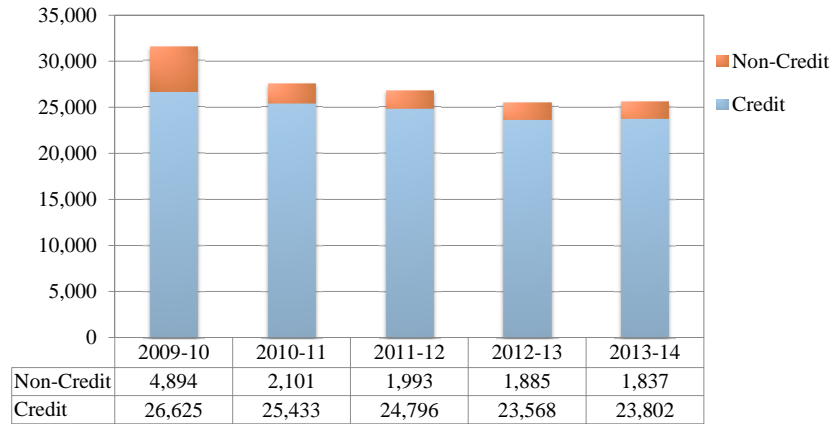
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## Student Headcount and Demographics

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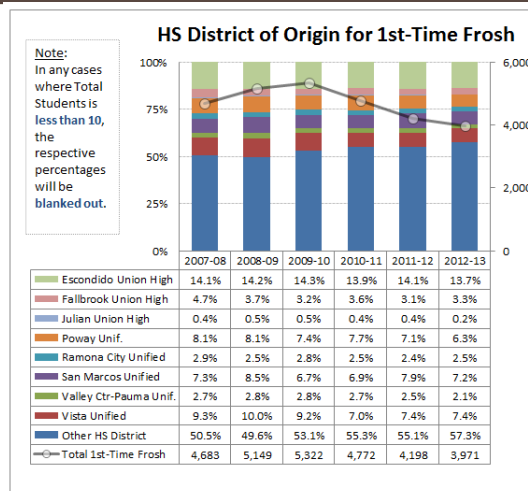
# Student Headcount

**Fall Headcount: Credit and Non-credit**



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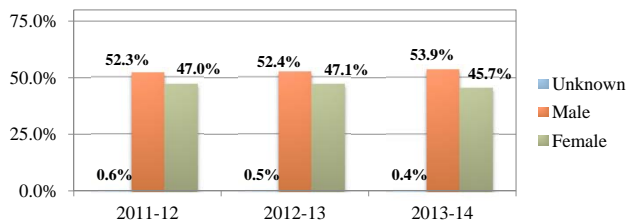
# Student Headcount – First-time Freshman



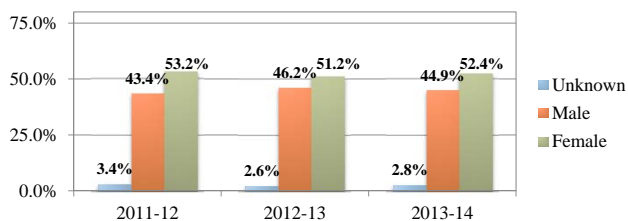
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## Gender

**Fall Credit Students by Gender**



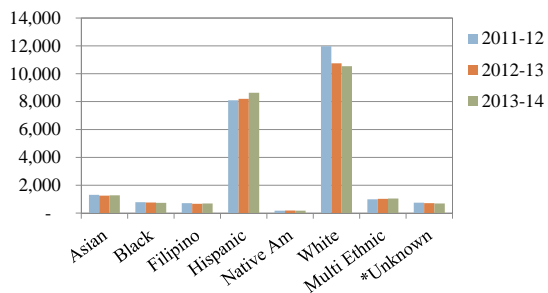
**Fall Non-credit Students by Gender**



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## Race and Ethnicity - Credit

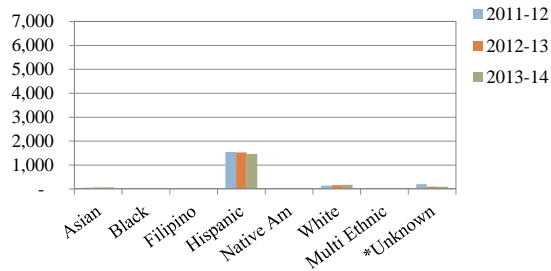
**Race and Ethnicity for Fall Credit Students**



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## Race and Ethnicity - NonCredit

**Race and Ethnicity for Fall Non-credit Students**



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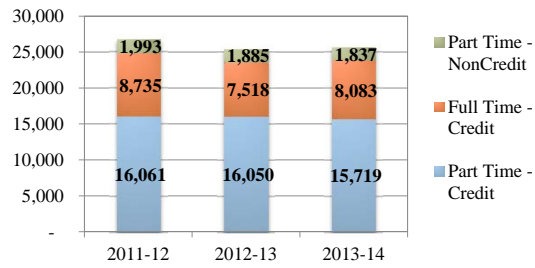
## Age

Students by Age Group						
Age Group	Credit Students			NonCredit Students		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
17 & Under	3.0%	2.6%	2.4%	1.3%	0.7%	1.0%
18-20	37.1%	37.7%	36.5%	5.9%	5.9%	6.3%
21-24	25.2%	25.6%	26.6%	12.4%	15.0%	13.6%
25-29	12.6%	12.4%	13.3%	18.0%	16.5%	16.7%
30-34	6.1%	6.1%	6.3%	11.7%	15.4%	14.6%
35-39	3.6%	3.7%	3.7%	11.8%	11.0%	12.5%
40-44	3.1%	3.1%	2.9%	9.4%	10.7%	9.9%
45-54	5.5%	5.1%	4.7%	17.0%	14.7%	14.8%
55-64	2.8%	2.6%	2.5%	7.0%	5.8%	6.1%
65 & Over	1.1%	1.1%	1.1%	5.4%	4.1%	4.5%
Unknown	0.0%	0.0%	0.1%	0.2%	0.1%	0.1%
Headcount	24,796	23,568	23,802	1,993	1,885	1,837

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## Full/Part-time Status

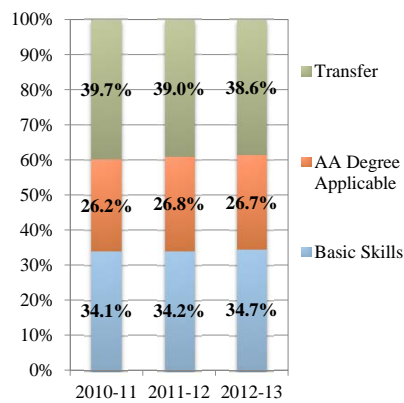
Full- or Part-time Status of Fall Students



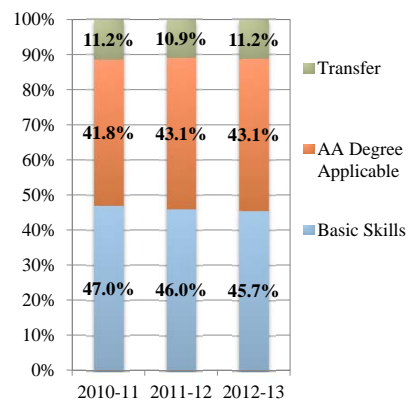
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## Student Placement Level

All Placements in English  
(N=42004)

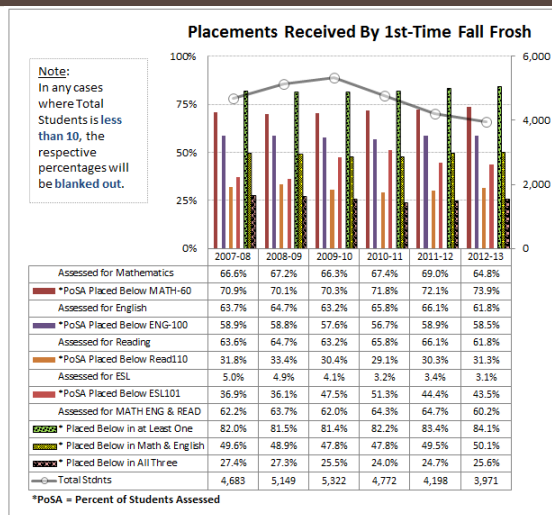


All Placements in Math  
(N=44388)



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## Student Placement Level – First Time Freshman



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## Summary

- Student headcount is declining
  - Overall and first-time entering
- Demographics, in general, are consistent over time with the exception of race/ethnicity
- Significant number of students who take our assessments are placed in below college level coursework
  - 80% of entering freshman place below in at least one subject
  - 50% of entering freshman place below in both math and English
- Implications?

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# Staff Demographics

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## Staffing Levels

<b>Employee Classification</b>	2009-10	2010-11	2011-12	2012-13	2013-14
Full-Time Faculty	283	273	262	260	252
Part-Time Faculty	861	848	813	827	860
Classified Staff	447	439	377	433	352
Educational Administrator	23	22	19	19	18
Classified Administrator	12	12	13	12	11
<i>Total</i>	1,626	1,594	1,484	1,551	1,493

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## Staff Demographics

**Staff Ethnicity by Employment Classification**

	Full-Time Faculty	Part-Time Faculty	Classified Staff	Educational Administrator	Classified Administrator
Asian/Pac Isl	4.4%	3.4%	3.4%	11.1%	0.0%
Black, Non-Hispanic	0.8%	2.3%	2.0%	5.6%	0.0%
Filipino	0.4%	1.3%	1.7%	0.0%	0.0%
Hispanic	10.7%	13.1%	18.2%	11.1%	18.2%
Multi Ethnic	0.0%	0.8%	0.0%	0.0%	0.0%
Native American	1.6%	1.4%	1.7%	5.6%	0.0%
Unknown	0.4%	1.9%	0.3%	0.0%	0.0%
White, Non-Hispanic	81.7%	75.8%	72.7%	66.7%	81.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

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## Full-time Faculty Obligation

**Palomar College Full-time Faculty Obligation  
Fall 2009 - Fall 2013**

Fall	Total FTE Faculty	FT Faculty Obligation	Difference Between FT Faculty Obligation and Total FT Faculty	% of FTEF Attributable to FT Faculty
2013	270.18	257.80	12.38	49.19
2012	267.86	266.80	1.06	52.14
2011	289.92	285.80	4.12	54.48
2010	286.88	285.80	1.08	54.46
2009	291.70	285.80	5.90	54.20

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## Training Needs - Accreditation

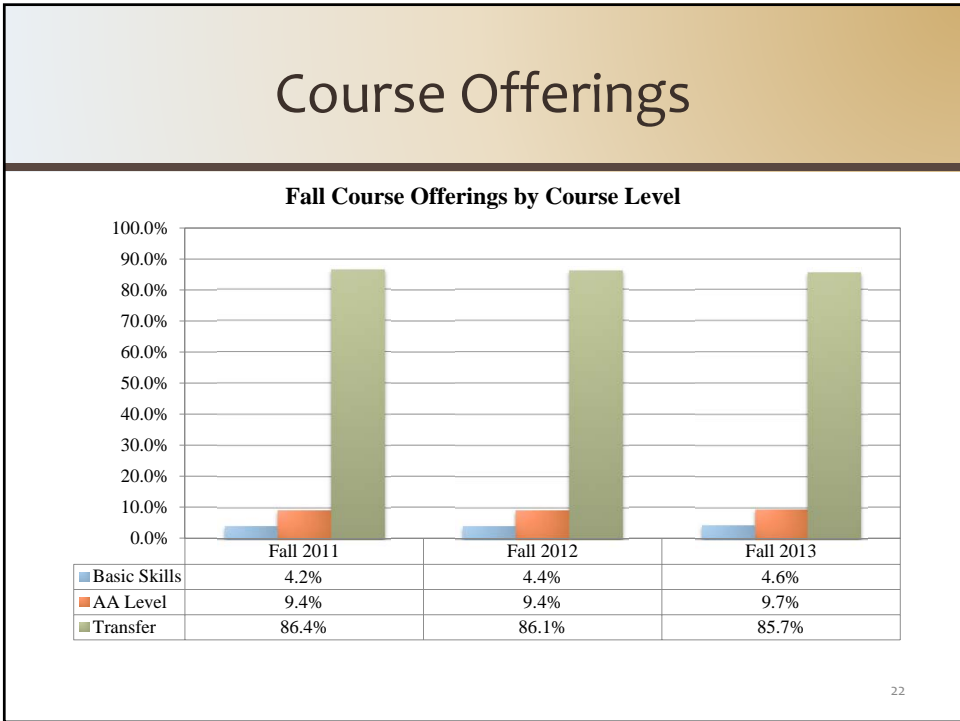
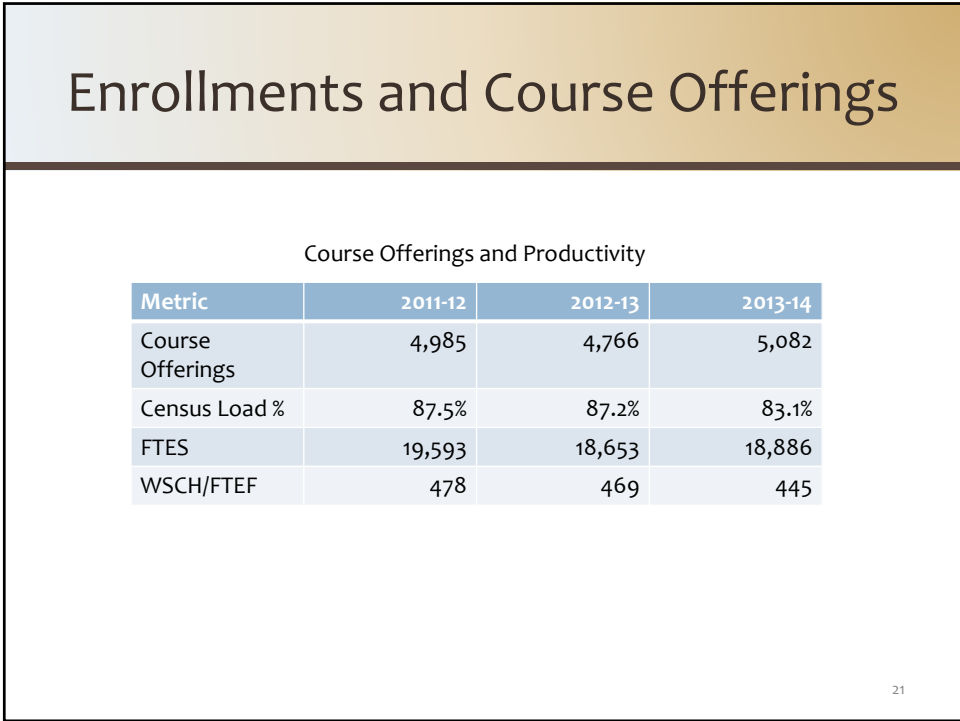
**Table 15a. Needed Technology Training Is Provided by Employee Classification**

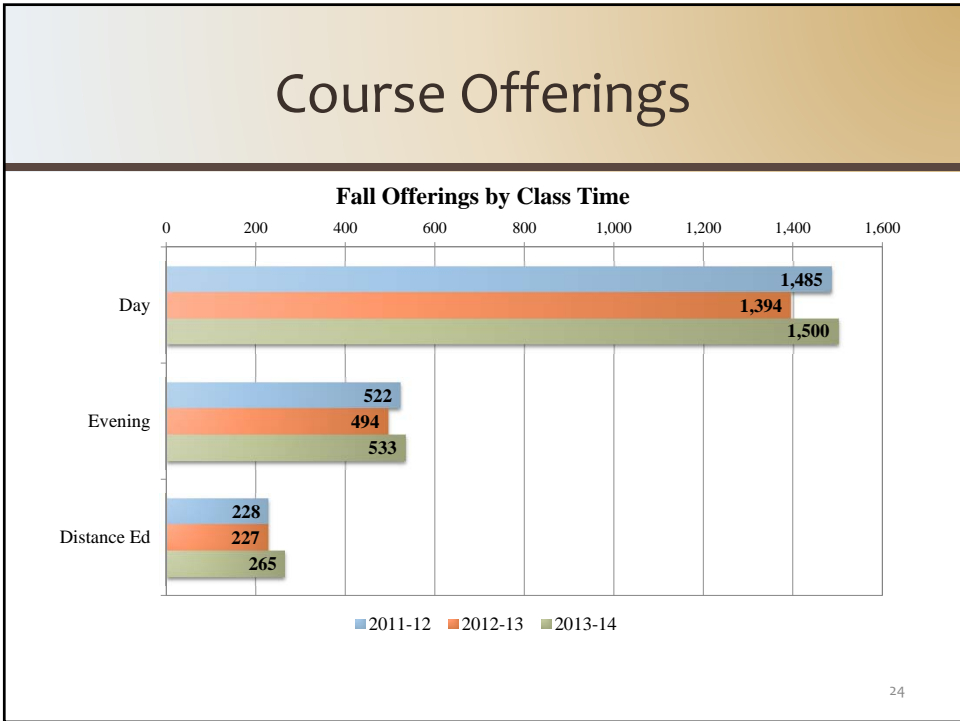
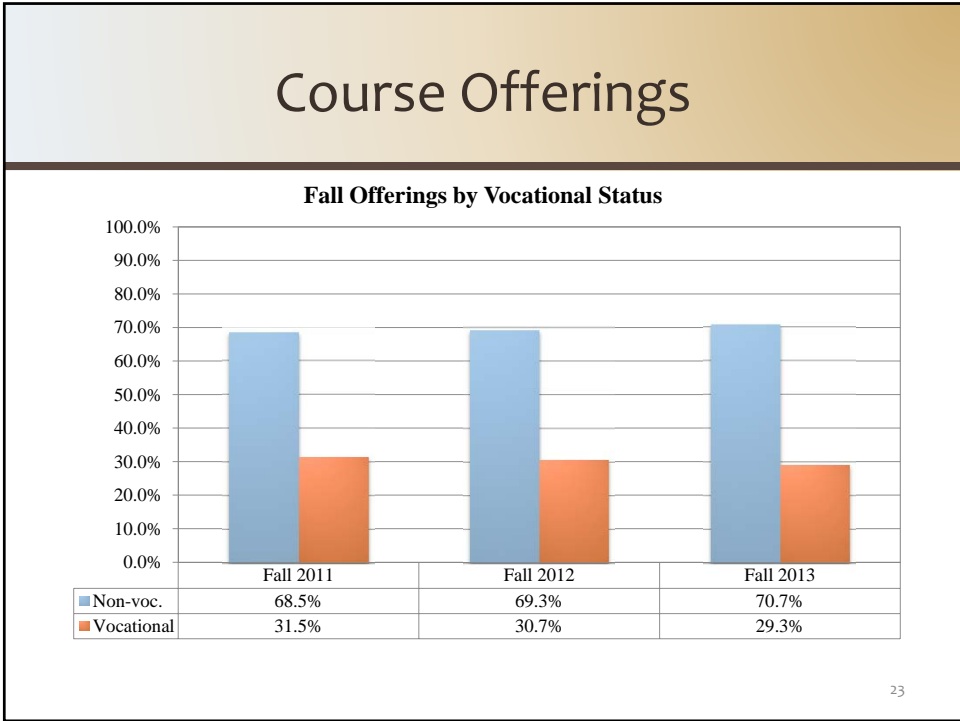
Employee Classification	Palomar provides the technology training I need to do my job successfully.					
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time	Count	4	4	19	60	37
Faculty	%	3.2%	3.2%	15.3%	48.4%	29.8%
Part-time	Count	3	9	21	80	47
Faculty	%	1.9%	5.6%	13.1%	50.0%	29.4%
Classified Staff	Count	13	22	32	68	18
	%	8.5%	14.4%	20.9%	44.4%	11.8%
CAST & Administrators	Count	3	8	12	21	8
	%	5.8%	15.4%	23.1%	40.4%	15.4%
Total	Count	23	43	84	229	110
	%	4.7%	8.8%	17.2%	46.8%	22.5%

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## Enrollments and Distribution of Course Offerings

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## Summary

- Declining enrollments paired with increased offerings is impacting our FTES and productivity metrics
- Overwhelming majority of courses offered are transfer-level courses
- One third of the courses offered fall into vocational education and one in 12 courses are distance education
- Implications?

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## Student Progress and Achievement

Institution-Set Standards  
Course Success Rates  
Scorecard  
Equity

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## Institution-Set Standards

- Required to have them
  - Identified level of performance determined by the institution to be acceptable
  - Used to assess both institutional and programmatic performance
  - Assessed for “reasonableness” and “effectiveness” by peer external evaluators
- Not a goal, but they have to be reasonable. We cannot set standards based on the “minimum” value over time unless we have some logic to support

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## Institution-Set Standards

- For this year, we have three
  - Course success rates
  - Degree and Certificates
  - Transfer
- Scorecard Metrics
  - At the state level – system-wide goals
  - Addressed in our upcoming equity plan
  - All constituent groups participated in the development of them
- Include institution-set standards as part of our institutional effectiveness review

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## 2014 ACCJC Annual Report Institution-Set Standards

Metric	Standard	Actual	Met
Course Success Rate	70%	71%	✓
Degrees	1,100	1,170	✓
Certificate	1,200	1,402	✓
Transfer Count	1,745	2,060	✓
Transfer Rate	40%	41%	✓

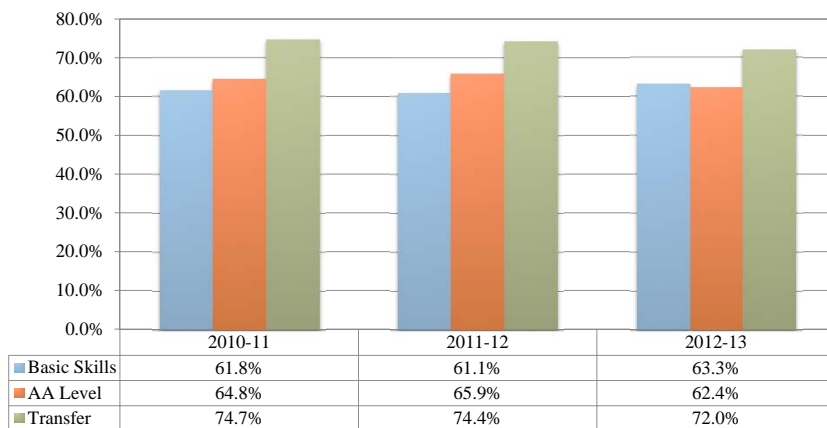
### Standards to Consider Adding Next Year

Metric	Standard	Actual	Met
Basic Skills Improvement	TBD	Due out April	
SPAR	TBD	Due out April	

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## Course Success Rates

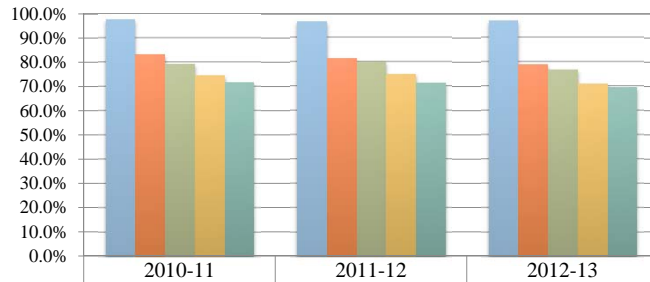
**Success Rate by Course Level**



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## Course Success Rates

Success Rate by SAM Code



	2010-11	2011-12	2012-13
■ A-Apprenticeship	97.8%	96.9%	97.1%
■ B-Advanced Occupational	83.3%	81.6%	79.1%
■ C-Clearly Occupational	79.3%	80.3%	77.0%
■ D-Possibly Occupational	74.8%	75.0%	71.1%
■ E-Non-occupational	72.0%	71.5%	69.5%

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## Course Success Rates

Success and Retention Rate for Online Courses and Like Face-to-Face Courses

AcaYr	Online					Like Face-to-Face				
	Enroll	Pass	Retain	% Pass	% Retain	Enroll	Pass	Retain	% Pass	% Retain
2012-13	11,591	7,580	10,022	65.4%	86.5%	39,420	26,789	36,561	68.0%	92.7%
2011-12	10,913	7,568	10,000	69.3%	91.6%	38,588	27,027	36,565	70.0%	95.0%
2010-11	12,070	8,107	10,997	67.2%	91.1%	39,316	27,373	37,224	69.6%	94.7%
2009-10	11,626	7,631	10,426	65.6%	89.7%	38,288	26,115	35,947	68.2%	93.9%
2008-09	10,898	6,958	9,703	63.8%	89.0%	34,462	23,587	32,454	68.4%	94.2%
2007-08	10,763	6,618	9,536	61.5%	88.6%	34,015	22,864	31,616	67.2%	92.9%
Total	67,861	44,462	60,684	65.5%	89.4%	224,089	153,755	210,367	68.6%	93.9%

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## Summary

- Met each institution-set standard
- Course success rates vary by course level
  - Transfer level highest success rates
- Course success rates vary by SAM occupational code
- When comparing to “like” on-campus courses, the difference between online course success rates and on-campus course success is not striking.
- Implications?

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## Scorecard

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## Student Success Scorecard Metrics

- Completion or momentum points
- Broken down by demographic variables
- Prepared / Unprepared / Total
- Metrics
  - Persistence
  - 30+ Units
  - Completion (SPAR)
  - Remedial
  - CTE Completion
  - CDCP

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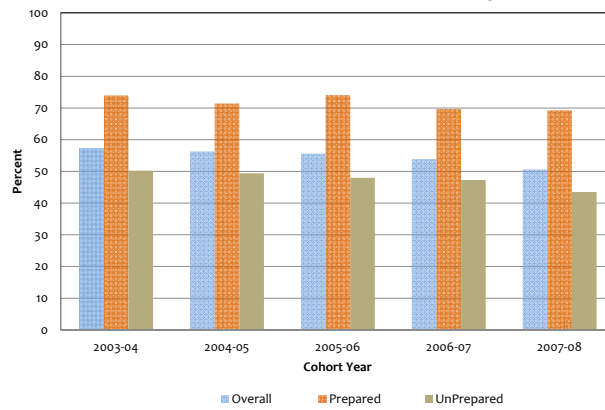
## Scorecard Website

- <http://scorecard.cccco.edu/scorecard.aspx>
- <http://testsite.cccco.edu/arcc/>

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# Completion (SPAR)

2014 Student Success Scorecard - Completion



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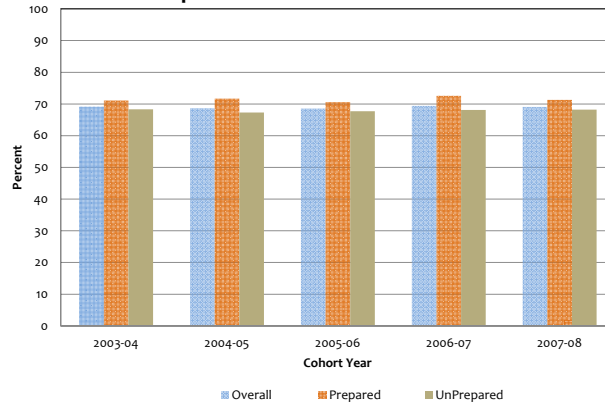
# Scorecard - SPAR

Report Year	2014 Scorecard SPAR (as of 3/3/2014 DOD download)															
Had Outcome	Yes											No				
Outcome	Total		Transfer		AA/AS sans: Xfer		Certificate sans: Xfer & AA/AS		Transfer Prep'd ONLY		SubTotal		No Outcome		SubTotal	
Cohort Year	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct	Head Count	Pct
2003-2004	3,220	100.0%	1,546	48.0%	94	2.9%	39	1.2%	164	5.1%	1,843	57.2%	1,377	42.8%	1,377	42.8%
2004-2005	3,379	100.0%	1,594	47.2%	120	3.6%	43	1.3%	145	4.3%	1,902	56.3%	1,477	43.7%	1,477	43.7%
2005-2006	3,406	100.0%	1,568	46.0%	118	3.5%	30	0.9%	178	5.2%	1,894	55.6%	1,512	44.4%	1,512	44.4%
2006-2007	3,738	100.0%	1,618	43.3%	139	3.7%	44	1.2%	216	5.8%	2,017	54.0%	1,721	46.0%	1,721	46.0%
2007-2008	3,989	100.0%	1,589	39.8%	158	4.0%	51	1.3%	221	5.5%	2,019	50.6%	1,970	49.4%	1,970	49.4%

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# Persistence

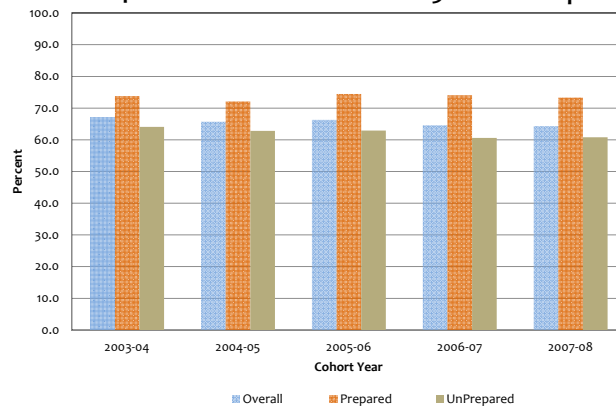
2014 Student Success Scorecard - Persistence



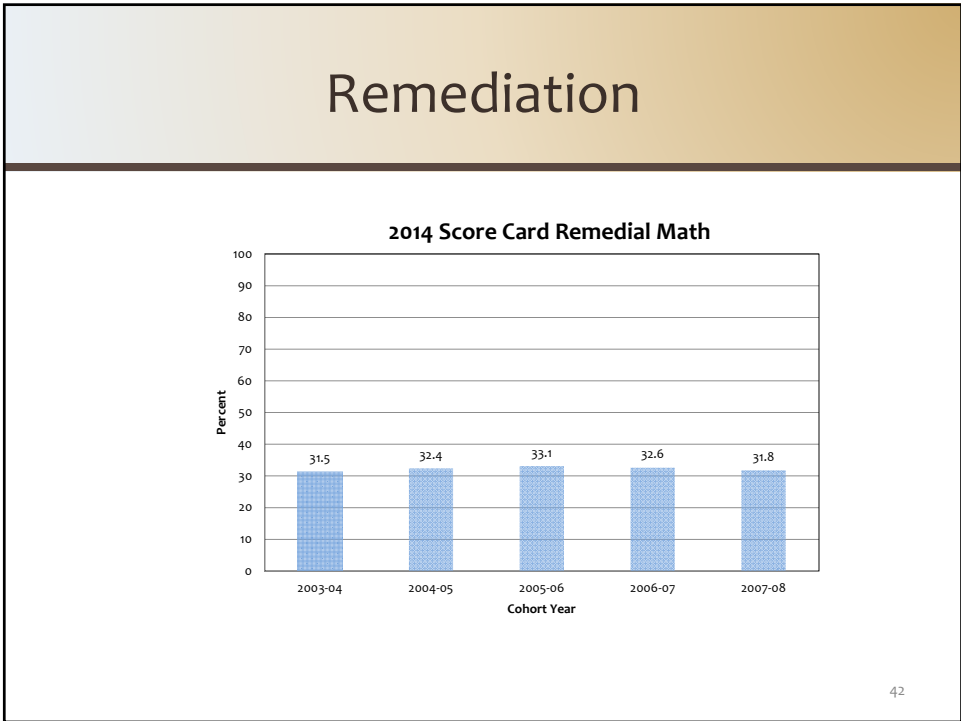
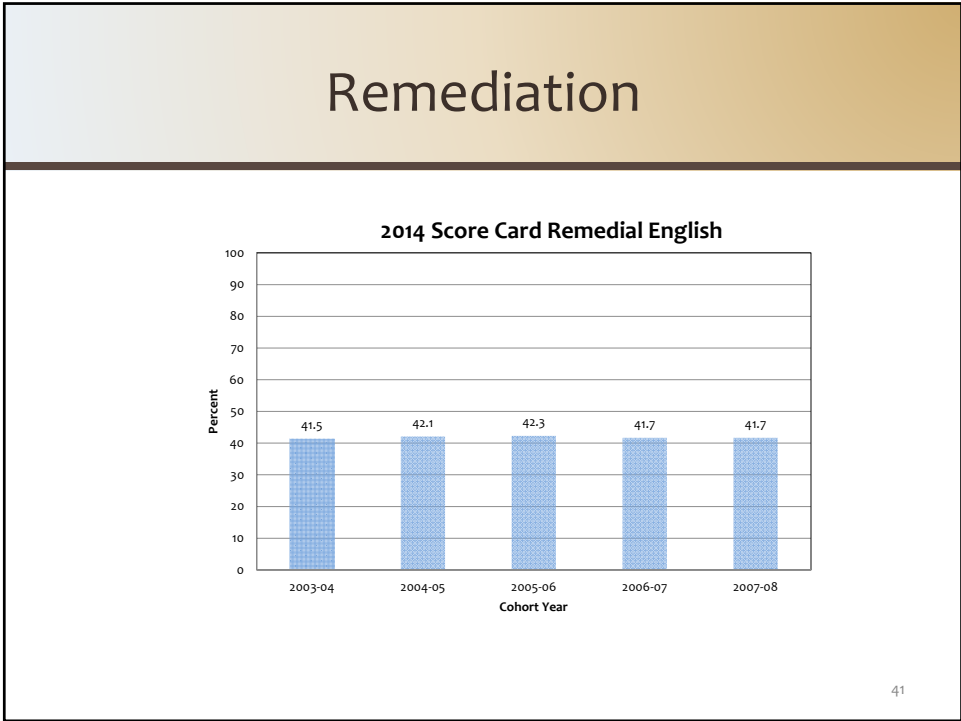
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# 30 Units Completed

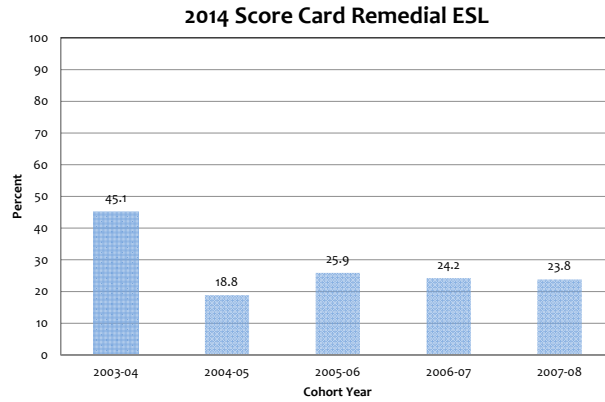
2014 Student Success Scorecard – 30 Units Completed



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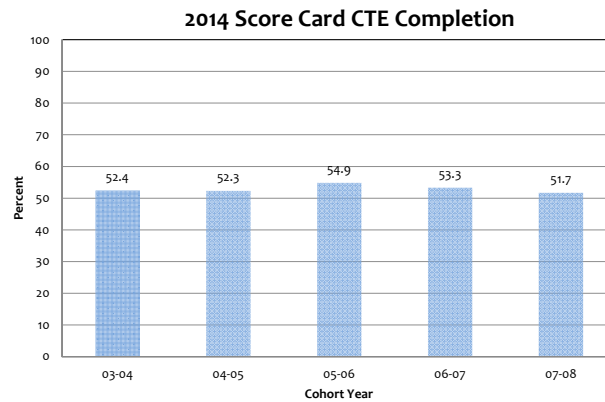


# Remediation



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# CTE Completion



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## Scorecard Summary

- Prepared students succeed.
- Performance across five years pretty consistent with the exception of SPAR.
  - Size of cohorts increased over the past five years, yet the volume of transfers and transfer prepared outcomes have not increased at the same rate.
  - Both prepared and unprepared students persist (three consecutive terms) at similar rates.
- Completion of remediation continues to be a concern.
- Implications?

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## Student Equity Revisited

Success Indicators		Subpopulations			
		Gender	Age	Race	Disability
Access	Enrollment	No	No	No	No
Course Completion	Successful Course Completion	No	No	Yes	No
ESL & Basic Skills	English	No	Yes	Yes	Yes
	ESL	Yes	Yes	Yes	No
Completion	Math	Yes	No	Yes	No
Degree & Certificate Completion	Persistence	No	No	Yes	No
	30 Units	No	Yes	Yes	No
	Completion	No	Yes	Yes	Yes
	Degrees & Certificates	Yes	Yes	Yes	No
Transfer	Transfer	No	Yes	Yes	Yes
	Transfer Prepared	Yes	Yes	Yes	No
	Transfer-Related Outcome	No	Yes	Yes	Yes

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## Student Equity Revisited

<b>Student Equity Measures &amp; Disproportionate Impact: Prepared</b>		<b>PREPARED Subpopulations</b>			
<b>Success Indicators</b>		<b>Gender</b>	<b>Age</b>	<b>Race</b>	<b>Disability</b>
Access	Enrollment				
Course Completion	Successful Course Completion				
ESL & Basic Skills Completion	English				
	ESL				
Degree & Certificate Completion	Persistence	No	No	No	No
	30 Units	No	No	No	No
	Completion	No	No	Yes	No
	Degrees & Certificates	Yes	Yes	No	No
Transfer	Transfer	No	No	No	No
	Transfer Prepared	Yes	Yes	No	No
	Transfer-Related Outcome	No	No	No	No

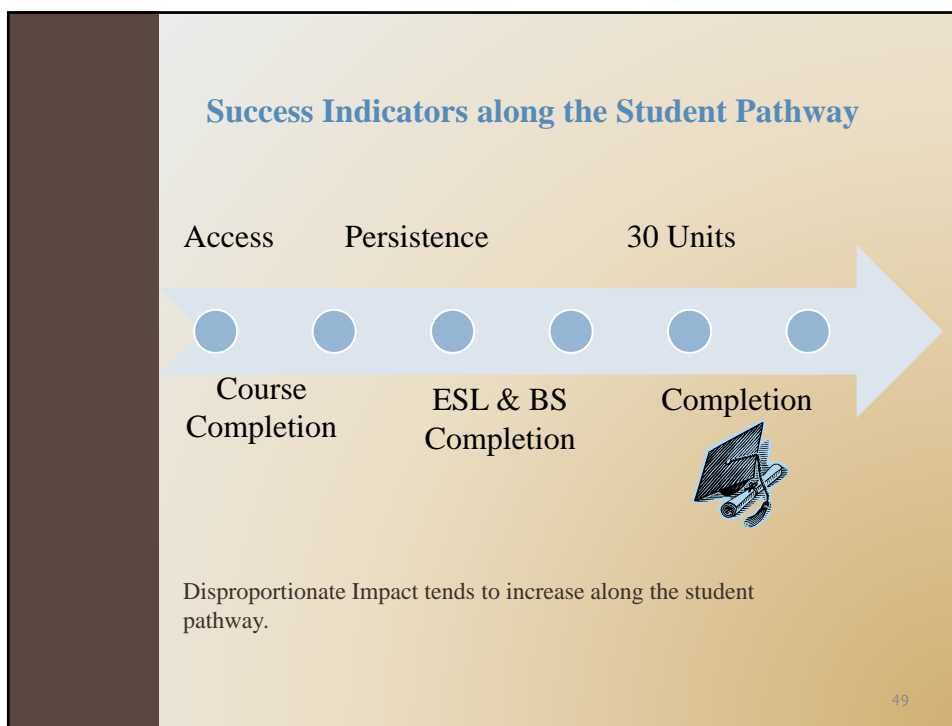
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## Student Equity Revisited

<b>Student Equity Measures &amp; Disproportionate Impact: Unprepared</b>		<b>UNPREPARED Subpopulations</b>			
<b>Success Indicators</b>		<b>Gender</b>	<b>Age</b>	<b>Race</b>	<b>Disability</b>
Access	Enrollment				
Course Completion	Successful Course Completion				
ESL & Basic Skills Completion	English	No	Yes	Yes	Yes
	ESL	Yes	Yes	Yes	No
Degree & Certificate Completion	Math	Yes	No	Yes	No
	Persistence	No	No	Yes	No
	30 Units	No	Yes	Yes	No
	Completion	No	Yes	Yes	Yes
Transfer	Degrees & Certificates	No	No	Yes	No
	Transfer	No	Yes	Yes	Yes
	Transfer Prepared	No	Yes	Yes	No
	Transfer-Related Outcome	No	Yes	Yes	Yes

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## Institutional Effectiveness Strategic Plan 2016

- <http://www.palomar.edu/strategicplanning/Revised%2030414%20Strategic%20Plan%202016%20Mission%20Vision%20Values%20and%20objectives.pdf>
- Do we need to update / modify our strategic plan objectives?