



Monitoring Palomar's Strategic Plan through Measures of Institutional Effectiveness May 25, 2010

Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to promoting the learning outcomes necessary for our students to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and changing world.

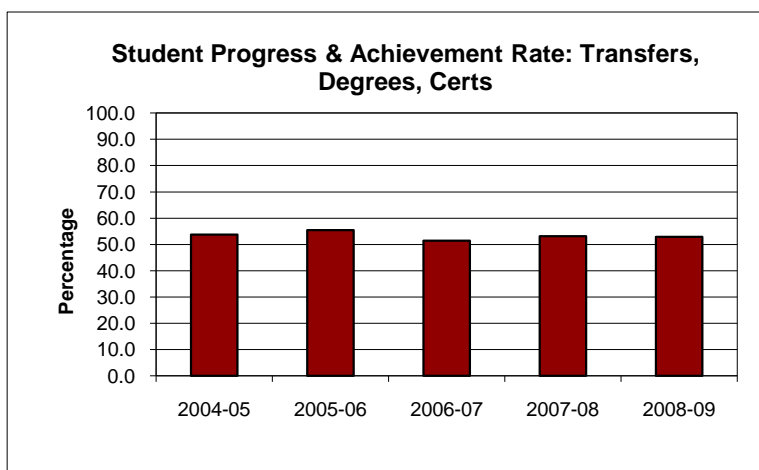
Strategic Goal: Student Success

Student Progress and Achievement

Student Progress and Achievement Rate: Transfer/Degrees/Certs (ARCC-AB1417)

Percentage of first-time Palomar College students who showed intent to complete and achieved any of the following outcomes within six years of entry into the CCC system: Transfer, Degree/Cert, Transfer Prepared, Transfer Directed.

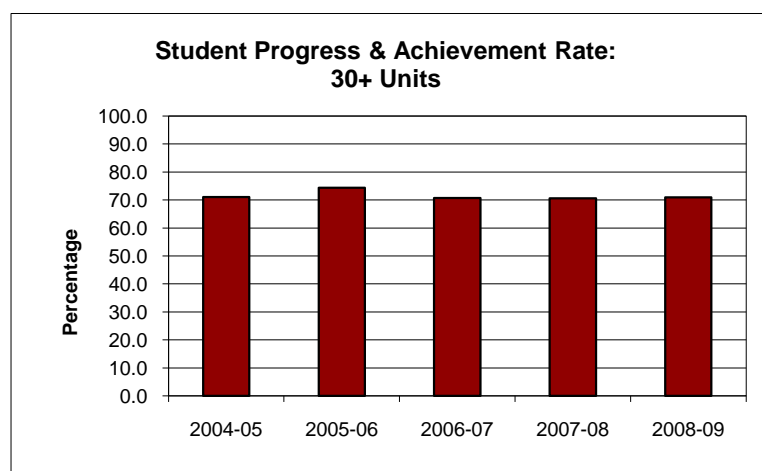
2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Peer Avg
NA	51.7	53.8	55.5	51.4	53.1	52.9	55.7



Student Progress and Achievement Rate: 30+ Units (ARCC-AB1417)

Percentage of first-time Palomar College students who showed intent to complete and earned 30+ units within six years of entry while in the CCC system.

2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Peer Avg
NA	66.8	71.0	74.4	70.7	70.6	70.9	75.0



Strategic Goal: Student Success

Student Progress and Achievement (continued)

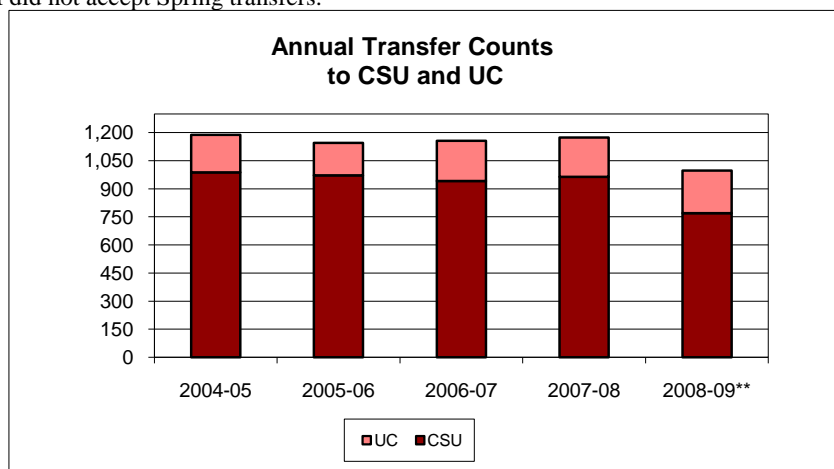
Annual Transfer Counts

Annual count of Palomar transfers reported by transferred-in system.

System	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09**
California State Univ.	873	855	988	971	942	963	770
University of Californi.	190	211	199	174	214	210	227
Private/Out of State *	NA	NA	824	744	748	852	NA

* Estimate based upon AB1417 methodology and match with National Student Clearinghouse.

** CSUSM did not accept Spring transfers.

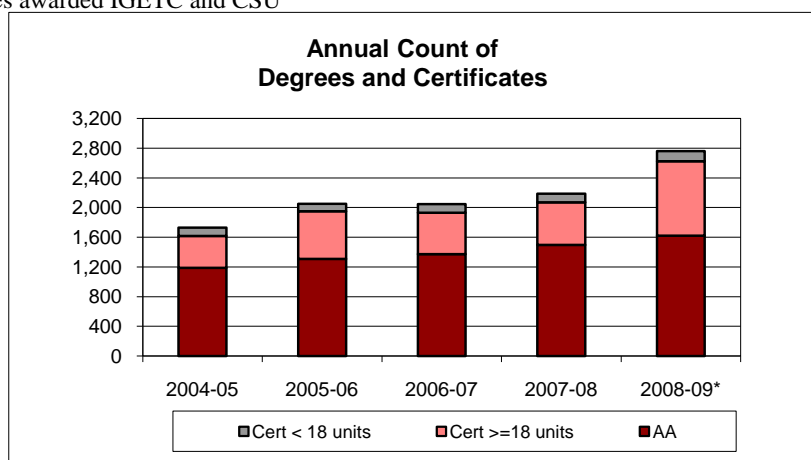


Degrees and Certificates

Annual number of degrees and certificates awarded.

Award	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09*
AA	1,140	1,202	1,189	1,309	1,371	1,497	1,622
Certificates >=18	413	299	427	639	559	572	1,000
Certificates <18 units	148	127	115	103	116	117	136
Total Awards	1,701	1,628	1,731	2,051	2,046	2,186	2,758

* Certificates awarded IGETC and CSU



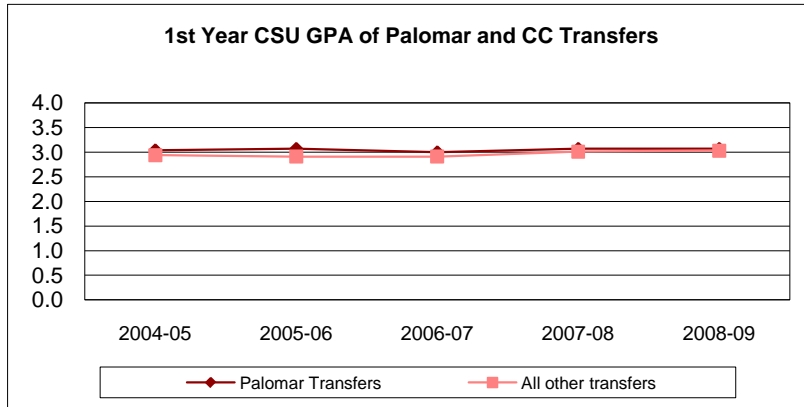
Strategic Goal: Student Success

Student Success After Palomar

Success after Palomar - Success at Four Year Universities - CSU

First Year CSU GPA of Palomar Transfers compared to all Community College Transfers.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Palomar Transf GPA	3.03	3.06	3.04	3.07	3.00	3.07	3.07
All CC Trans GPA	2.93	2.93	2.94	2.91	2.91	3.01	3.03



Student Success After Palomar (continued)

Success After Palomar -Career and Technical Education Students

Follow-up interviews with program completers and leavers (table shows results for Completer's only).

	1999-00*	2001-02	2002-03	2004-05	2005-06	2006-07	2007-08
% Working Full-time	70%	NA	60%	NA	65.7%	NA	61.8%
Educ. Related to Job	85%	NA	81%	NA	84.8%	NA	87.1%
Median Salary	\$35,000	NA	\$40,000	NA	\$50,000	NA	\$54,108

* First survey completed with 1999-00 grads.

Strategic Goal: Student Success

Persistence

Traditional First-time Student Persistence Rate

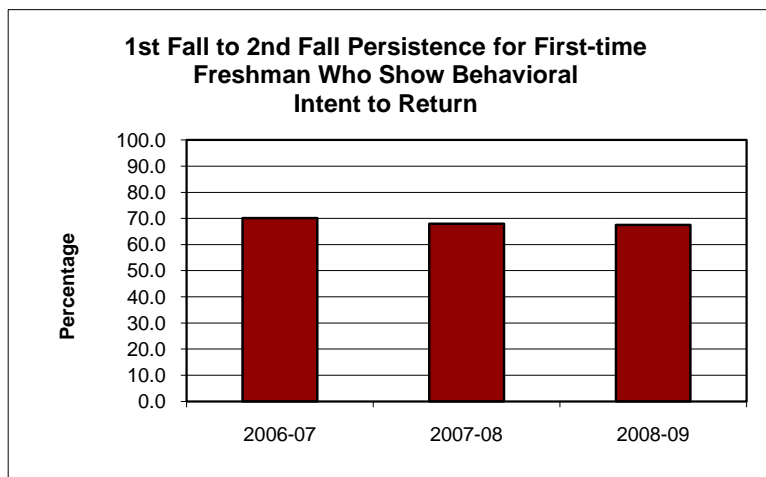
Semester to semester (at Palomar) continuation rate for ALL first-time freshman.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
% 1st Fall to 1st Spr	57.8%	63.8%	66.9%	64.6%	66.2%	64.9%	66.3%
% 1st Fall to 2nd Fall	43.4%	51.1%	51.5%	50.3%	49.9%	47.2%	47.4%

First-time Student Persistence Rate (ARCC-AB1417 Progress & Achievement Measure)

Percentage of first-time students with min. of six units earned in a Fall term who returned and enrolled in the subsequent Fall term anywhere in the CCC system.

2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Peer Avg
NA	68.7	67.9	67.9	70.1	68.0	67.5	72.6



Access

District Fall Term Credit Participation Rate

Students per 1,000 Adults

2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
49	46	44	44	44	45	45

Strategic Goal: Teaching and Learning

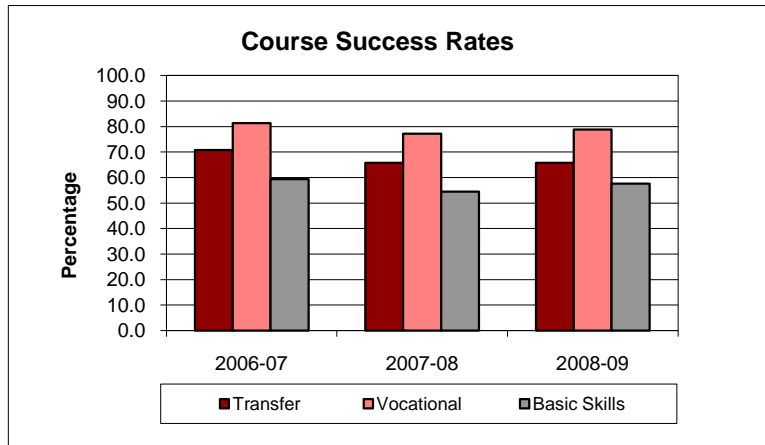
Successful Course Completion

Successful Course Completion Rates

Annual percentage of valid grades that are A, B, C, or CR.

Course Type	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Peer Avg.
Transfer Courses	65.9	71.9	71.0	70.8	65.8	65.7	NA
Vocational Courses*	73.9	81.8	80.5	81.3	77.2	78.8	75.8
Basic Skills Courses*	55.9	58.8	61.7	59.4	54.5	57.6	65.7

* (ARCC-AB1417 Measure)

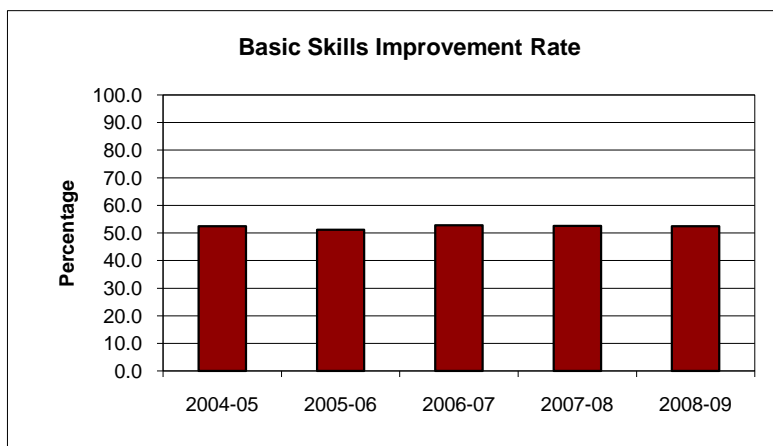


Pre-Collegiate and ESL Improvement

Basic Skills and ESL Improvement Rate (ARCC AB1417 Measure)

Percentage of students, who within three years, successfully complete a course at least one level above their prior (successful) credit basic skills enrollment in English, math or ESL

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	Peer Avg.
Basic Skills	54.5	52.4	51.2	52.8	52.6	52.4	54.2
ESL	NA	50.5	51.4	40.9	45.9	37.0	50.7



Strategic Goal: Teaching and Learning

Career Development and College Preparation Progress and Achievement

Career Development and College Preparation Progress and Achievement (ARCC AB1417 Measure)

Percentage of students enrolled in enhanced non-credit courses who earn an enhanced noncredit certificate, take a degree applicable credit course, or complete within three years.

2005-06	2006-07	2007-08	2008-09
0.0	6.4	3.3	2.2

Flow Through Course Sequences

Flow through Course Sequences: Basic Skills to Transfer

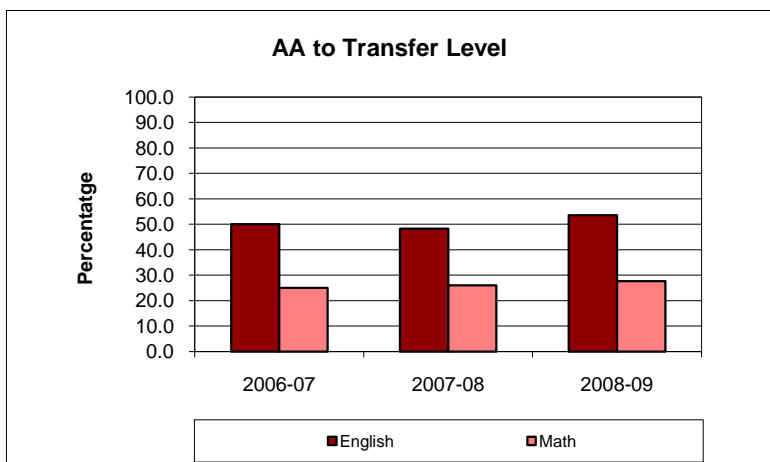
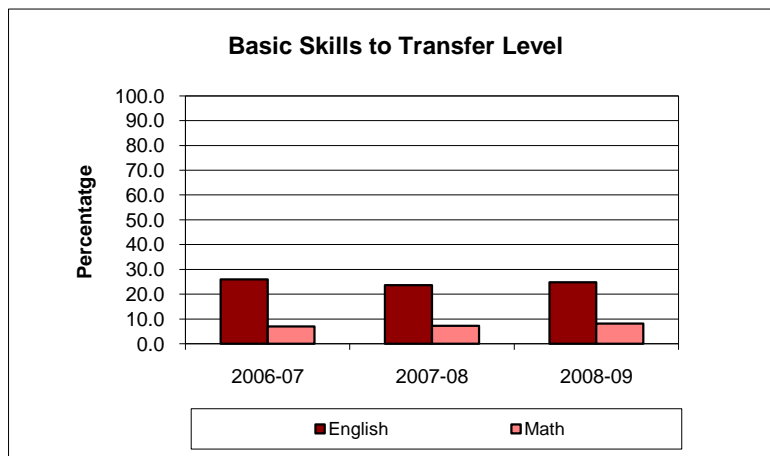
Percentage of students who start out at and attempt a Basic Skills course in English or math who successfully complete a transfer level English or math course within four years.

Course Sequence	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Eng 10 to Eng 100	NA	28.0	27.0	26.0	26.0	23.7	24.8
Math 10/15-Math 100+	NA	10.0	7.0	7.0	7.0	7.2	8.1

Flow through Course Sequences: AA to Transfer

Percentage of students who start out at and attempt an AA level course in English or math who successfully complete a transfer level English or math course within four years.

Course Sequence	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Eng 50 to Eng 100	NA	50.0	50.0	51.0	50.0	48.3	53.6
Math 50-99 - Math 100+	NA	27.0	27.0	27.0	25.0	26.0	27.6



Strategic Goal: Teaching and Learning

Student Engagement

Community College Survey of Student Engagement

National student survey administered by Palomar every three to four years. The survey assesses how students engage with college faculty and staff, with other students, and with the subject matter being learned.

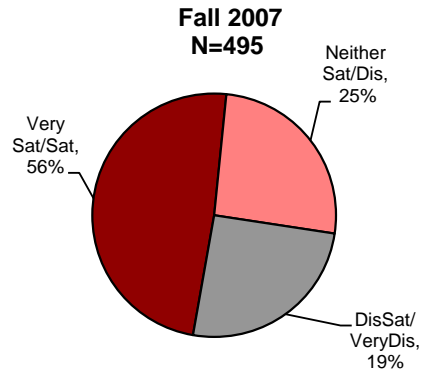
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Administered		X				X

Strategic Goal: Organizational and Professional Development
Organizational Communication

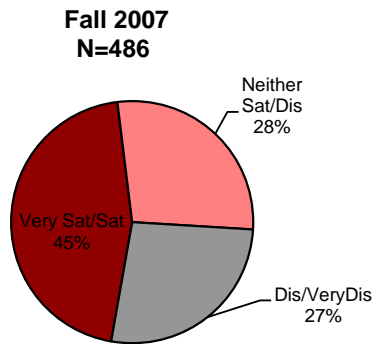
Fall 2007 Employee Survey

Communication survey developed for self-study - Q's assessed perceived quantity and quality of communication at Palomar.

"The quantity of information I receive regarding policies and procedures is good."



"The quality of information I receive regarding policies and procedures is good."



Spring 2008 Governance Self-Evaluation*

Annual Self-Evaluation completed by planning councils: SPC, IPC, SSPC, HRSPC, ASPC.

*Spring 2009 not completed. Spring 2010 currently in process.

"The governance structure provides an opportunity for each campus constituency to identify and articulate its views on campus-wide issues."

N=43

Response	%
Strongly Agree/Agree	88%
Strongly Disagree/Disagree	12%

Strategic Goal: Organizational and Professional Development

Faculty Obligation

Full-time Faculty Obligation

Number of full-time faculty required by system office based on Palomar's growth in credit FTES.

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Actual	291.1	281.0	285.1	294.5	295.7	300.9	291.7
CCCO Obligation	277.8	275.9	282.8	285.8	286.8	286.8	285.8
<i>Difference</i>	13.3	5.1	2.3	8.7	8.9	14.1	5.9

Outstanding Measures

Training Assessment and Satisfaction - TBD

Strategic Goals: Resource Management and Facilities Improvement

Enrollment Load

Enrollment Load

Percentage enrollment compared to class maximum

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
NA	NA	84	75	76	77	89	93

Weekly Student Contact Hours per Full-time Equivalent Faculty

WSCH per FTEF

Weekly student contact hours per full-time equivalent faculty

Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
479	475	467	449	449	454	487	511

Facilities Planning

Education and Facilities Master Plan

Comprehensive planning document that includes the educational master plan and facilities plan. The plan establishes the programs (and expected growth of the programs) and needed facilities to meet the needs of our students over the next twenty years.

Status: DRAFT Update completed Spring 2010

Outstanding Measures

Facilities Utilization - TBD

Alternative Funding - Grants - TBD

SOURCE PAGE

Strategic Goal: Student Success

Sources:

- ARCC-AB1417 Measures - California Community Colleges Chancellor's Office
- CSU/UC Transfers - California Department of Education
- CSU Success After Transfer - CSU Office of Analytic Studies

- All other measures: Palomar College Office of Institutional Research and Planning

Strategic Goal: Teaching and Learning

Sources:

- ARCC-AB1417 Measures - California Community Colleges Chancellor's Office
- Student Engagement - Community College Survey of Student Engagement for Palomar College
- All other measures: Palomar College Office of Institutional Research and Planning

Strategic Goal: Organizational and Professional Development

Sources:

- Fall 2007 Accreditation Self Study Employee Survey conducted through the Office of Institutional Research
- 2007-08 Annual Planning Council Self Evaluation - Administered through the Office of Institutional
- Faculty Obligation: Office of Institutional Research and Planning; Calculated per California *Code of Regulations; Title 5: Education; Sections 53309 - Rules for Calculating Full-time Equivalent Faculty (FTEF) Attributable to Full-time Faculty*

Strategic Goals: Resource Management and Facilities Improvement

Sources:

- Enrollment Load: Obtained through Standard Enrollment Load Report at Census
- WSCH per FTEF - Annual WSCH per FTEF - Office of Institutional Research and Planning Reports
- Master Plan 2022. <http://www.palomar.edu/masterplan/>