



# Monitoring Strategic Plan 2016 through Institutional Effectiveness

Governing Board Workshop  
May 6, 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
- Equity

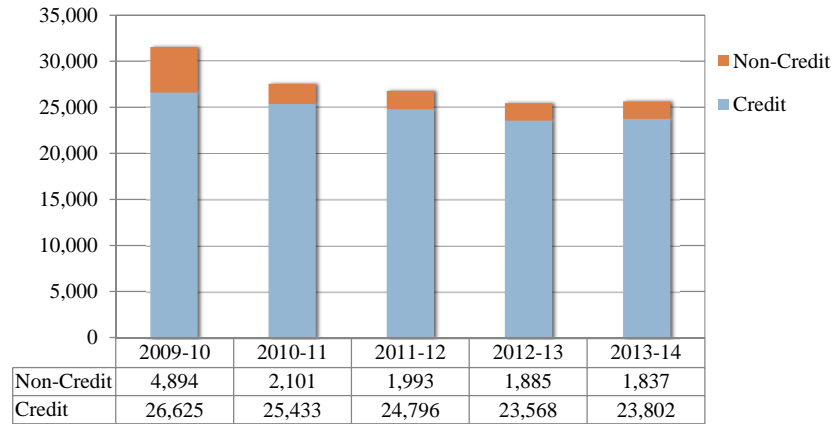
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## Student Headcount and Demographics

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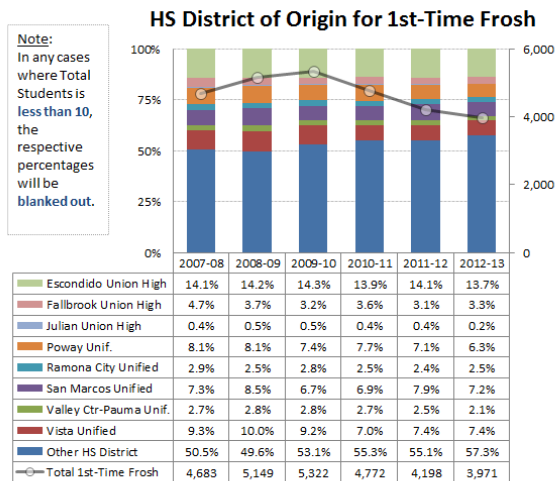
## Student Headcount

Fall Headcount: Credit and Non-credit



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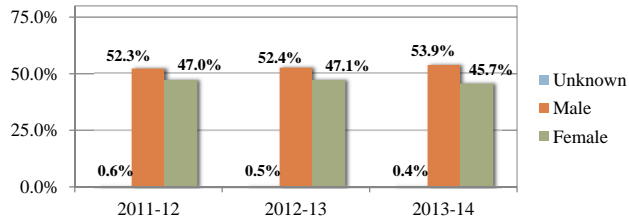
## Student Headcount – First-time Freshman



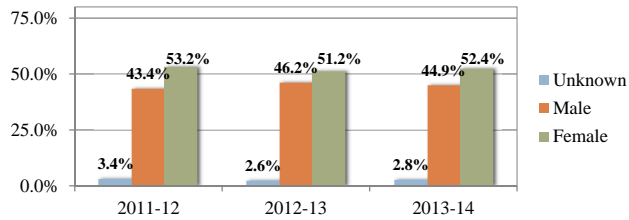
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## Gender

**Fall Credit Students by Gender**



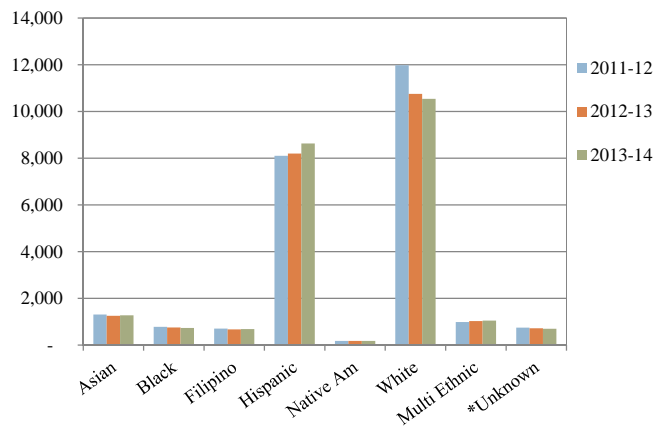
**Fall Non-credit Students by Gender**



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## Race and Ethnicity - Credit

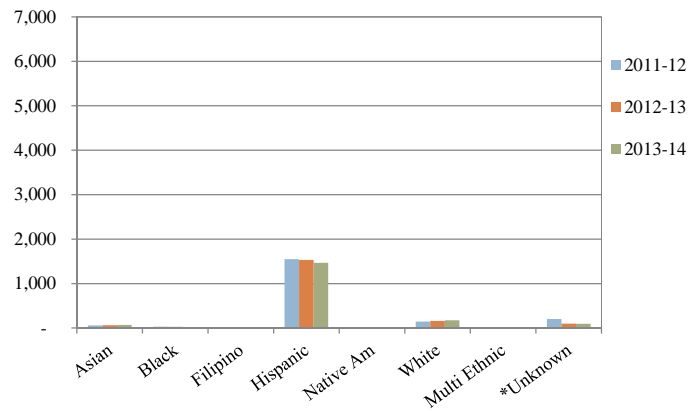
**Race and Ethnicity for Fall Credit Students**



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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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# Age

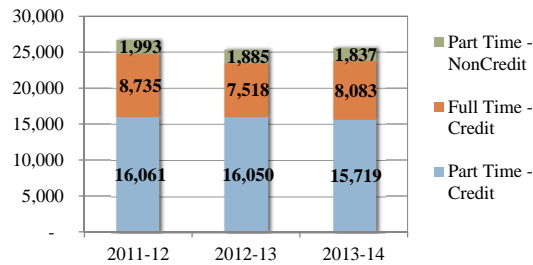
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25-29	12.6%	12.4%	13.3%	18.0%	16.5%	16.7%
30-34	6.1%	6.1%	6.3%	11.7%	15.4%	14.6%
35-39	3.6%	3.7%	3.7%	11.8%	11.0%	12.5%
40-44	3.1%	3.1%	2.9%	9.4%	10.7%	9.9%
45-54	5.5%	5.1%	4.7%	17.0%	14.7%	14.8%
55-64	2.8%	2.6%	2.5%	7.0%	5.8%	6.1%
65 & Over	1.1%	1.1%	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

2/3 under 25

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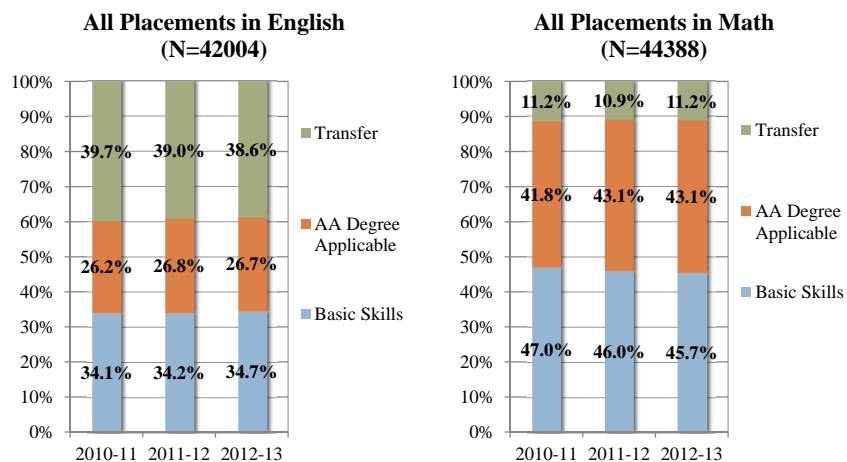
# Full/Part-time Status

Full- or Part-time Status of Fall Students



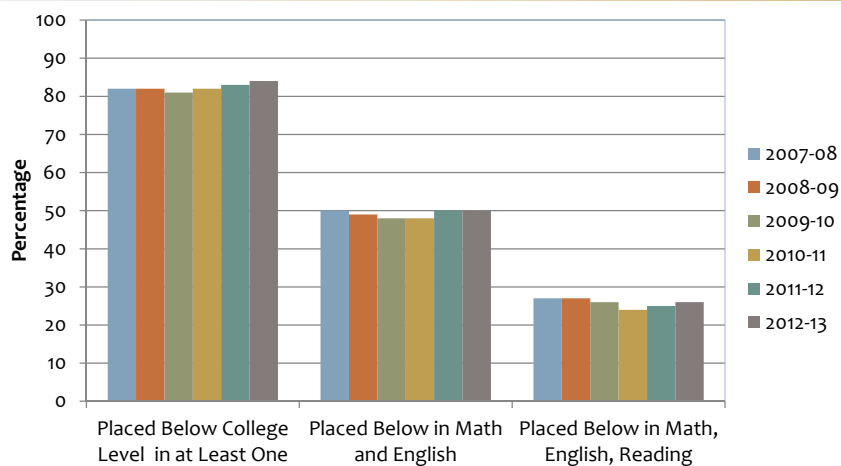
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## Student Placement Level



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## Student Placement Level – First Time Freshman WHO Assessed



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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

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## Staff Demographics

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## Staffing Levels and Demographics

<i>2012-13 Employee Demographics</i>												
	Asian/Pacific Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Headcount	
Administrators	5.71%	2.86%	0.00%	20.00%	5.71%	65.71%	0.00%	0.00%	51.43%	48.57%	35	
Faculty (Full-Time)	5.77%	1.92%	0.38%	12.69%	1.54%	76.54%	0.77%	0.38%	49.62%	50.38%	260	
Faculty (Part-Time)	3.62%	1.93%	1.57%	11.97%	1.45%	77.27%	1.81%	0.36%	46.07%	53.93%	827	
Classified/CAST	4.66%	3.03%	2.10%	25.64%	1.40%	60.14%	2.10%	0.93%	61.31%	38.69%	429	

<i>2011-12 Employee Demographics</i>												
	Asian/Pacific Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Headcount	
Administrators	10.81%	2.70%	0.00%	18.92%	5.41%	62.16%	0.00%	0.00%	51.35%	48.65%	37	
Faculty (Full-Time)	5.51%	2.21%	0.37%	12.13%	1.47%	77.21%	0.74%	0.37%	48.90%	51.10%	272	
Faculty (Part-Time)	3.19%	1.60%	1.11%	13.14%	1.23%	78.26%	1.47%	0.00%	47.91%	52.09%	814	
Classified/CAST	4.06%	2.86%	2.39%	26.25%	1.43%	60.38%	2.39%	0.24%	61.34%	38.66%	419	

<i>2010-11 Employee Demographics</i>												
	Asian/Pacific Islander	Black	Filipino	Hispanic	Native American	White	Unknown	Two or More	Female	Male	Headcount	
Administrators	10.26%	2.56%	0.00%	17.95%	5.13%	64.10%	0.00%	0.00%	51.28%	48.72%	39	
Faculty (Full-Time)	4.76%	2.20%	0.37%	10.99%	1.47%	79.12%	1.10%	0.00%	46.89%	53.11%	273	
Faculty (Part-Time)	4.13%	1.89%	1.65%	12.38%	1.30%	77.36%	1.30%	0.00%	49.41%	50.59%	848	
Classified/CAST	4.15%	2.76%	2.30%	25.35%	1.38%	62.21%	1.61%	0.23%	61.98%	38.02%	434	

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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

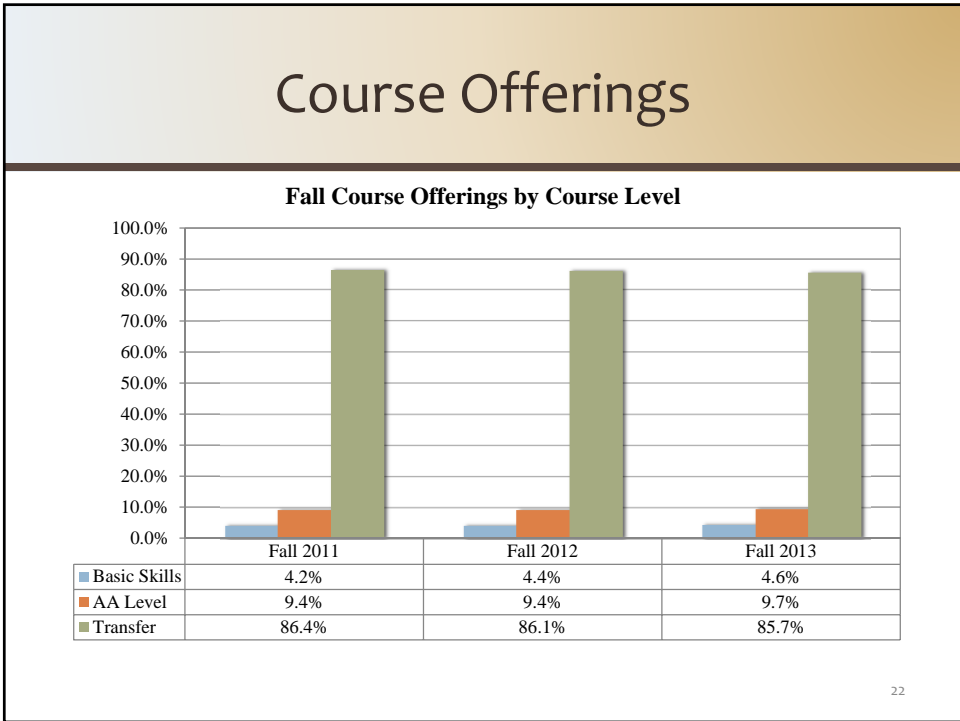
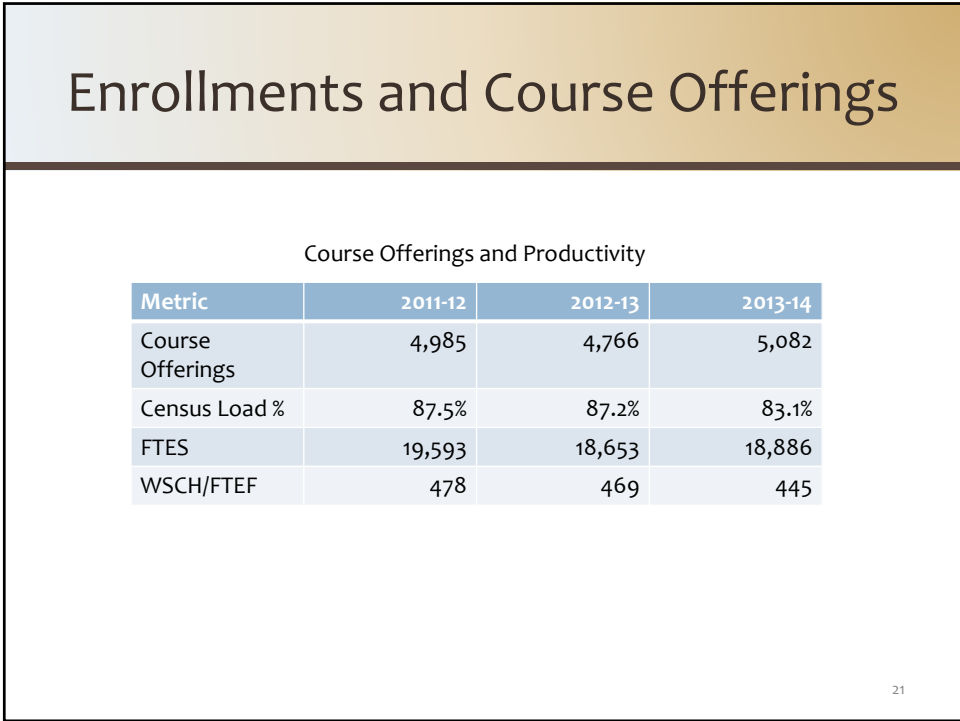
**Table 15a. Needed Technology Training Is Provided by Employee Classification**

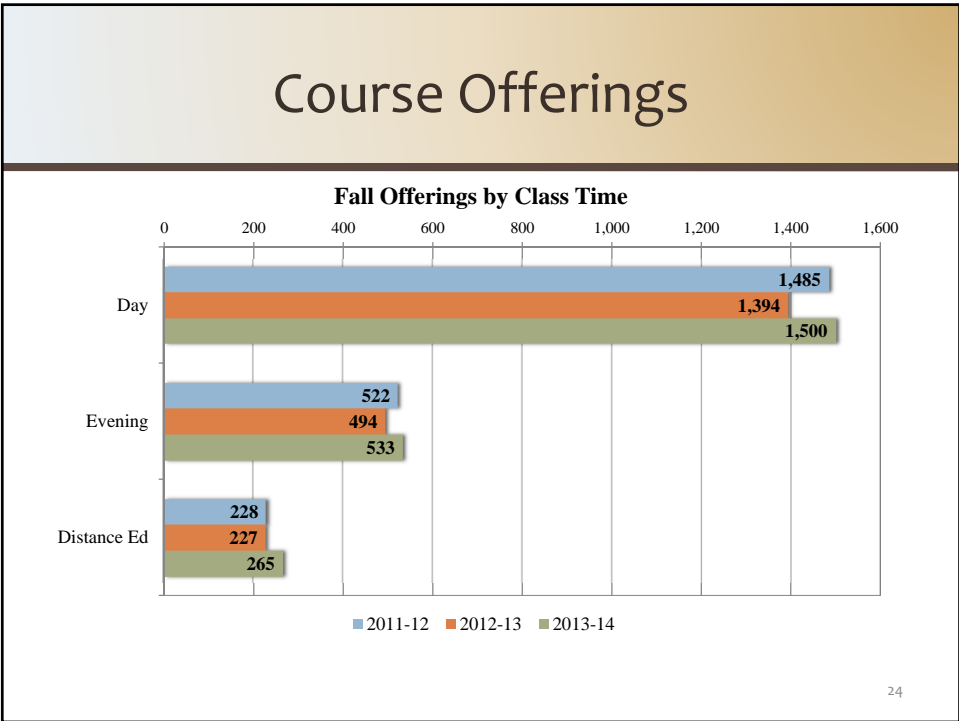
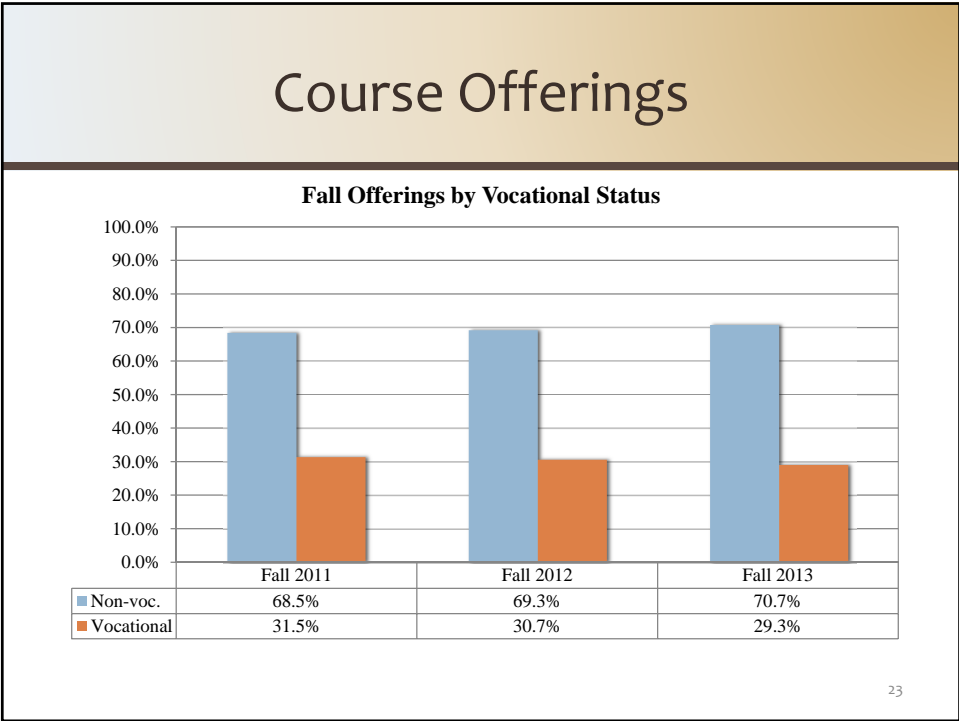
Employee Classification	Palomar provides the technology training I need to do my job successfully.					
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	4	4	19	60	37
	%	3.2%	3.2%	15.3%	48.4%	29.8%
Part-time Faculty	Count	3	9	21	80	47
	%	1.9%	5.6%	13.1%	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

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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
Basic Skills Improvement
SPAR

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## Course Success Rates

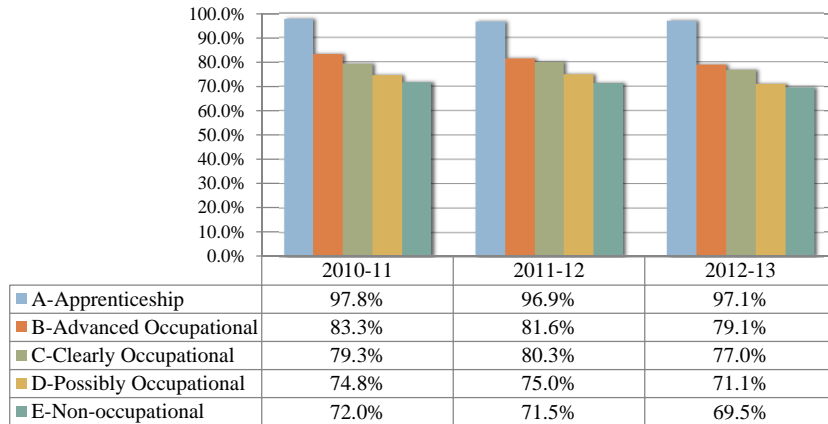
**Success Rate by Course Level**



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## Course Success Rates

Success Rate by SAM Code



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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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## Course Success Rates

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.

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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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## Scorecard - SPAR

Report Year	2014 Scorecard SPAR (as of 3/3/2014 DOD download)															
Had Outcome	Yes										No					
Outcome	Total		Transfer		AAAS sans: Xfer		Certificate sans: Xfer & AAAS		Transfer Prep'd ONLY		SubTotal		No Outcome		SubTotal	
	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%

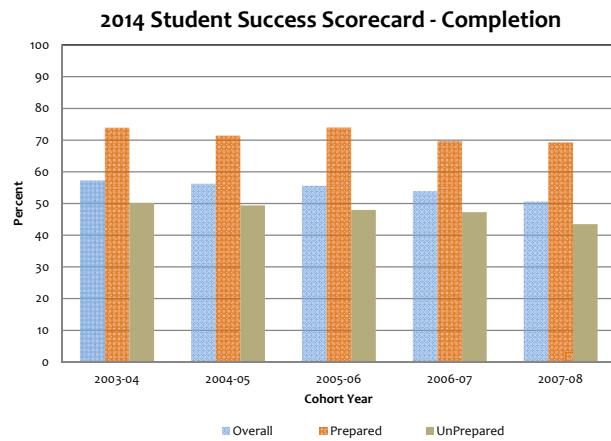
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## Scorecard - SPAR

Report Year	2014 Scorecard SPAR (as of 3/3/2014 DOD download)															
Had Outcome	Yes											No				
Outcome	Total		Transfer		AAAS sans: Xfer		Certificate sans: Xfer & AAAS		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	3,389	100.0%	1,589	46.9%	158	4.7%	51	1.5%	221	6.5%	2,019	60.0%	1,970	58.1%	1,970	58.1%

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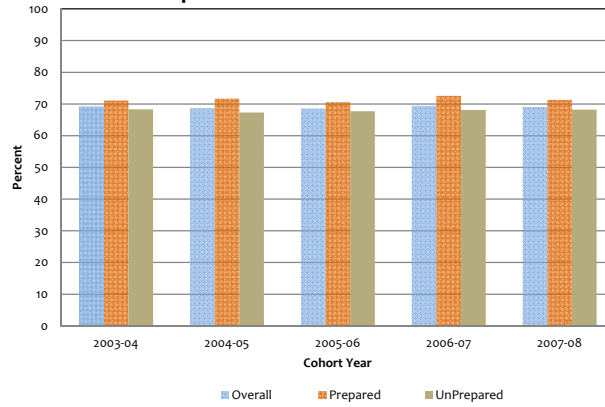
## Completion (SPAR)



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# Persistence

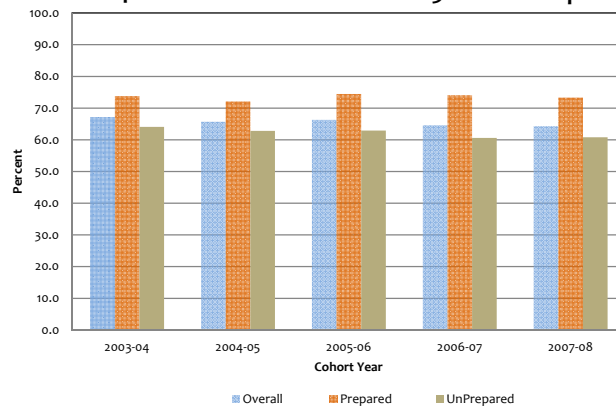
2014 Student Success Scorecard - Persistence



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# 30 Units Completed

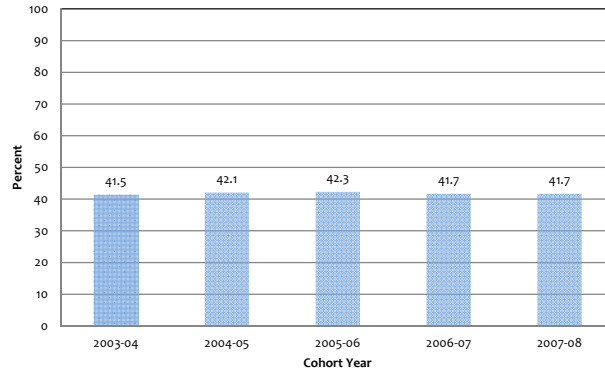
2014 Student Success Scorecard - 30 Units Completed



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# Remediation

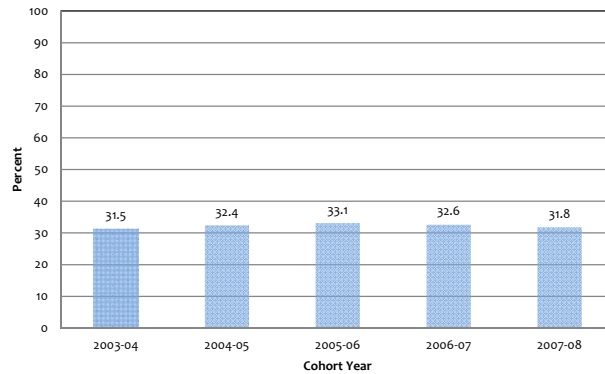
2014 Score Card Remedial English



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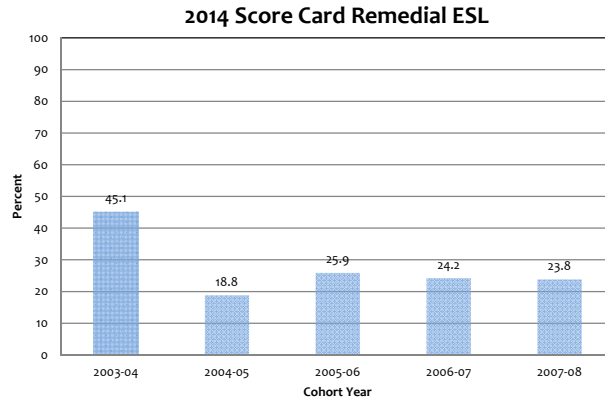
# Remediation

2014 Score Card Remedial Math



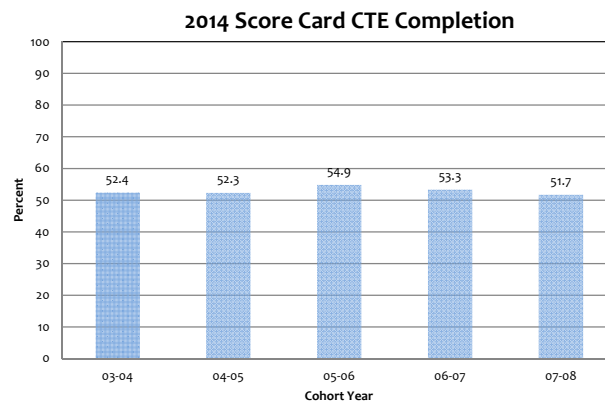
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# Remediation



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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 time, volume of transfers remained stable = lower rate.
  - Budget / Constriction of offering
  - Constriction of available seats at transfer institutions
- Completion of remediation continues to be a concern.

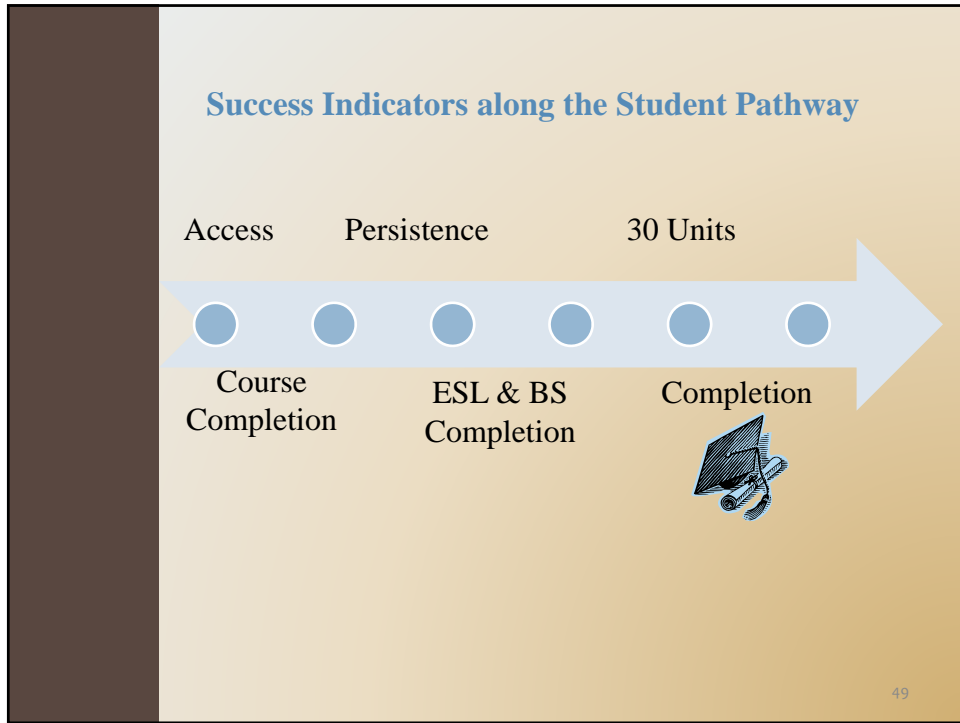
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## Student Equity and The Student Equity Plan

- Chancellor's Office is asking Colleges to update and submit Student Equity Plans
- Coordinate the development of the SSSP Plans (SB1456) with the Student Equity Plan
- Establish a Student Equity Plan Committee
- Identify strategies to monitor and address equity
- Mitigate disproportionate impact on students
- Coordinate interventions and services for students at risk of academic progress or probation (Title 5, Section 55100)

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## Student Equity

Student Equity Measures & Disproportionate Impact					
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 Completion	English	No	Yes	Yes	Yes
	ESL	Yes	Yes	Yes	No
Degree & Certificate Completion	Math	Yes	No	Yes	No
	Persistence	No	No	Yes	No
Transfer	30 Units	No	Yes	Yes	No
	Completion	No	Yes	Yes	Yes
	Degrees & Certificates	Yes	Yes	Yes	No
Transfer-Related Outcome	Transfer	No	Yes	Yes	Yes
	Transfer Prepared	Yes	Yes	Yes	No
	Transfer-Related Outcome	No	Yes	Yes	Yes

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# Student Equity

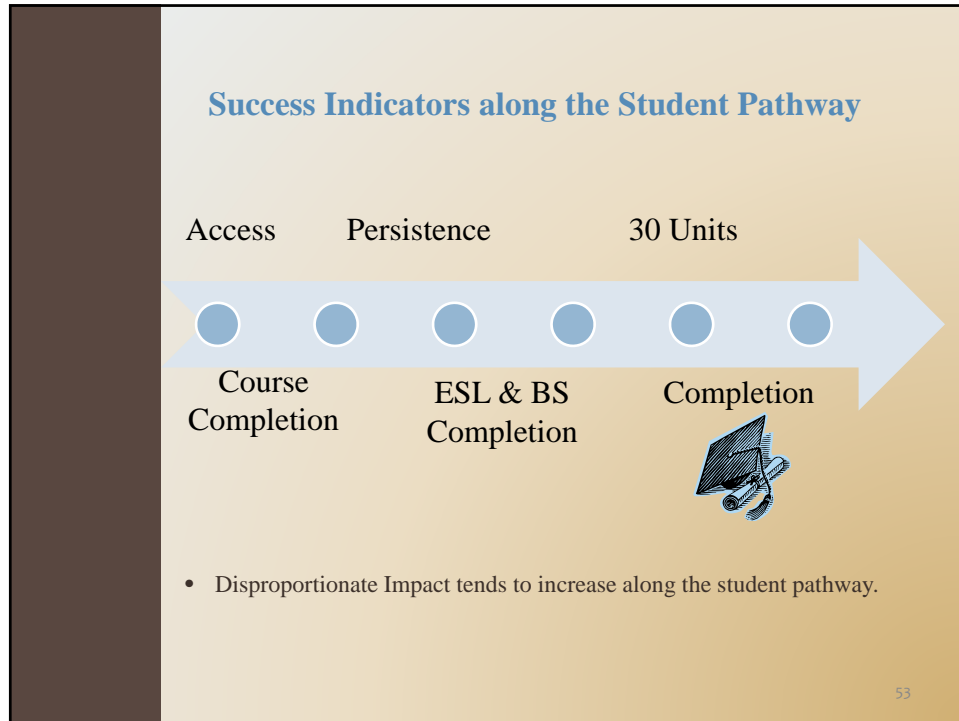
<b>Student Equity Measures &amp; Disproportionate Impact: Prepared</b>		<b>PREPARED Subpopulations</b>			
<b>Success Indicators</b>		<b>Gender</b>	<b>Age</b>	<b>Race</b>	<b>Disability</b>
Access	Enrollment				
Course Completion	Successful Course Completion				
ESL & Basic Skills Completion	English		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

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# Student Equity

<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>

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## Strategic Plan and Institutional Effectiveness

- <http://www.palomar.edu/strategicplanning/Revised%20030414%20Strategic%20Plan%202016%20Mission%20Vision%20Values%20and%20objectives.pdf>
- Goals and objectives in alignment with the needs identified through assessment of institutional effectiveness measures.
- Continue to track and monitor for improvement over time.
- Consider establishing targets for some of our metrics per upcoming ACCJC standards and Student Success legislation.

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The End!

Thank You

“When one tugs at a single thing in nature, he finds it attached to the rest of the world.” ~ John Muir

*Happy Earth Day*

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## Trends, Peers, and Benchmarks

- Scorecard is not intended to serve as a ranking system...
- It is natural to want to compare, and it is happening.
- Peer groups for Completion metric defined
  - Academic Performance Index (API) scores
  - % BA Index
  - % Students >25 yrs

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## How Palomar is Addressing Scorecard Metrics

- Certificates/Degrees/Transfers
- Strategic Plans 2013 and 2016
- Grants
- Professional Development
- Student Success Task Force – Student Success and Support Program

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## Summary

- Strategic Plan
  - Vision, Mission, Values
  - Internal and External Scan
  - Evaluated Planning Process
  - Assess progress on our other plans
  - Working on Goals and Objectives
  - Will establish Institutional Effectiveness Metrics once Goals and Objectives are completed

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## Summary

- Student Success Scorecard
  - Outcomes and Momentum points
  - Prepared vs. Unprepared
  - Achievement gaps
  - Palomar Strengths: Prepared students do well
  - Palomar Opportunities: Remediation

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## Next Steps

- SPC working on Goals and Objectives.
- Scorecard metrics and data are informing the development of our goals and objectives.
- Institutional Effectiveness metrics reestablished in the Fall.
- Continue deeper examination of scorecard metrics and data.

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