



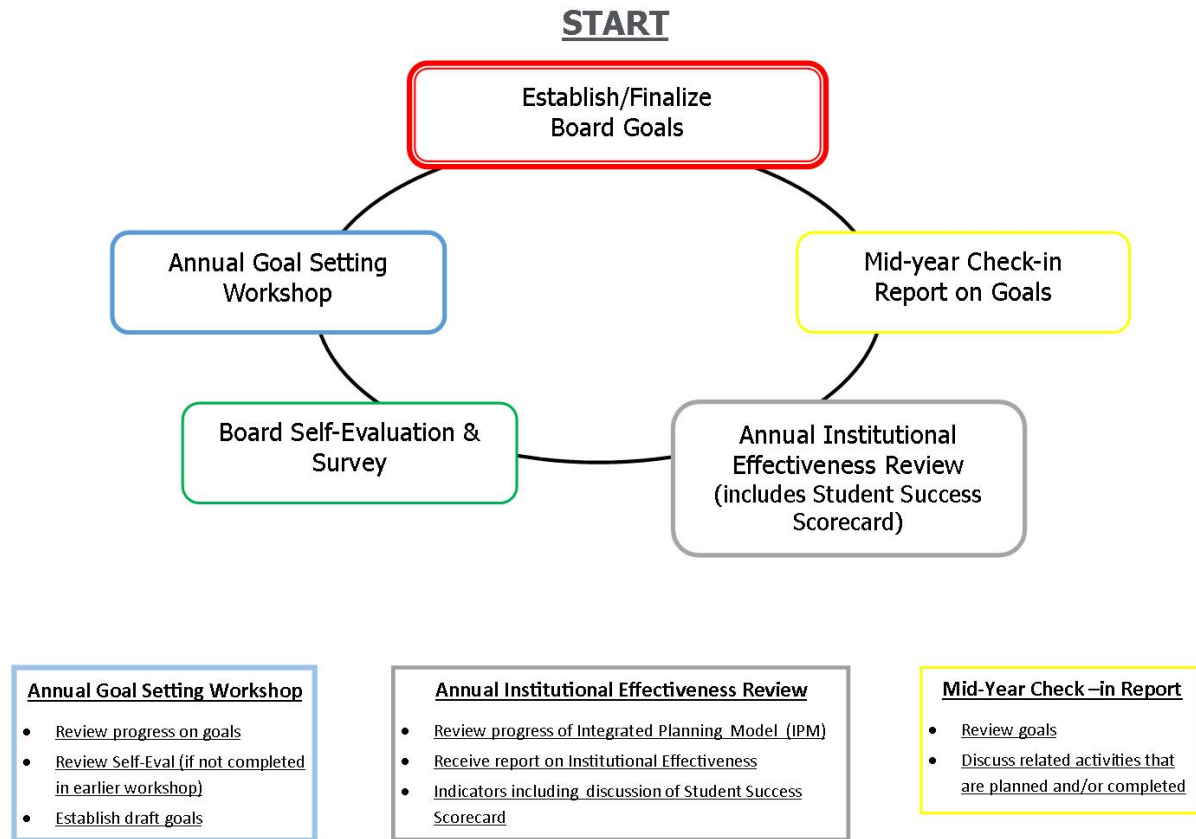
Institutional Effectiveness Governing Board Workshop

April 24, 2018

Overview

- Self-Evaluation Review
- Institutional Effectiveness Workshop
 - Board Role in Monitoring Institutional Effectiveness
 - Our District: The Community We Serve
 - Student Enrollment, Demographics, and Access
 - Course Offerings
 - Student Progress and Achievement
 - Time to Completion
 - Transfer Volume Metrics
 - ACCJC Institution Set Standards
 - Scorecard
 - Addressing our Opportunities

Palomar College Board of Trustees Effectiveness & Review Cycle



Purpose of Self-Evaluation

- “...Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness.”
Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation by CCLC
- Involves looking at the board as a unit – It’s about how the board works together to govern the district.
- Purpose is to identify areas of board functioning that are working well and those that may need improvement.

Purpose of Self-Evaluation

Board Responsibilities:

- Adopt a board self-evaluation policy and process;
- Implement the policy – regularly conduct a board self-evaluation;
- Discuss the results of the evaluation to identify strengths and areas for improvement; and
- Use the results to enhance board effectiveness and set annual board goals.

Purpose of Self-Evaluation

- Evaluation focuses on:
 - Board policies and practices
 - the role of the Board in representing the community, setting policy direction, working with the CEO, and monitoring institutional effectiveness
- Self-evaluation survey addresses:
 - Board performance on characteristics of effective board functioning
 - Progress on achieving board priorities and tasks set the previous year

Institutional Effectiveness



Our District: The Community We Serve Labor Market Information



Our District: The Community We Serve

- Palomar Community College District covers 2,550 square miles!
- Larger than the state of Delaware.
- Q: How many adults (18-64) live in our district?
- A: About 547,023!

Palomar College District Adult Population (N~547,023)	
<i>Demographic</i>	<i>%</i>
Gender	
Female	51.2%
Male	48.8%
Total	100.0%
Race/Ethnicity	
African American	3.7%
American Indian	0.5%
Asian & Pac Islander	12.1%
Hispanic	30.9%
White, NonHispanic	50.1%
Other	2.7%
Total	100.0%
Age	
18-19	4.6%
20-29	26.4%
30-39	20.1%
40-49	19.4%
50-59	20.8%
60-64	8.8%
Total	100%



Higher concentration of Asian/Pac Islander reside Southern portion of the district.



81% Hispanic or White.

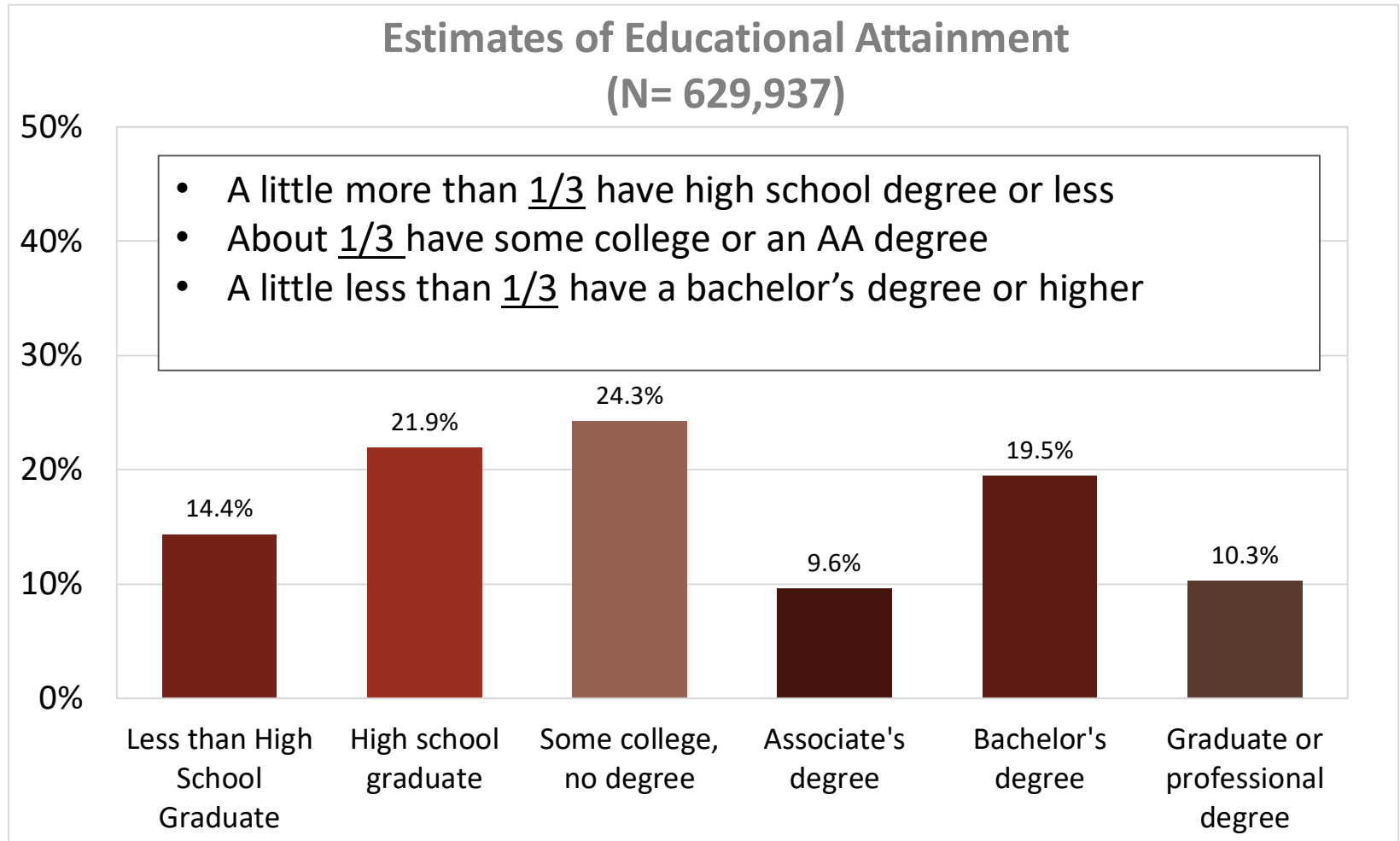


18-19 represent just 4.6% of our adult population, but generate about 35% of our FTES.

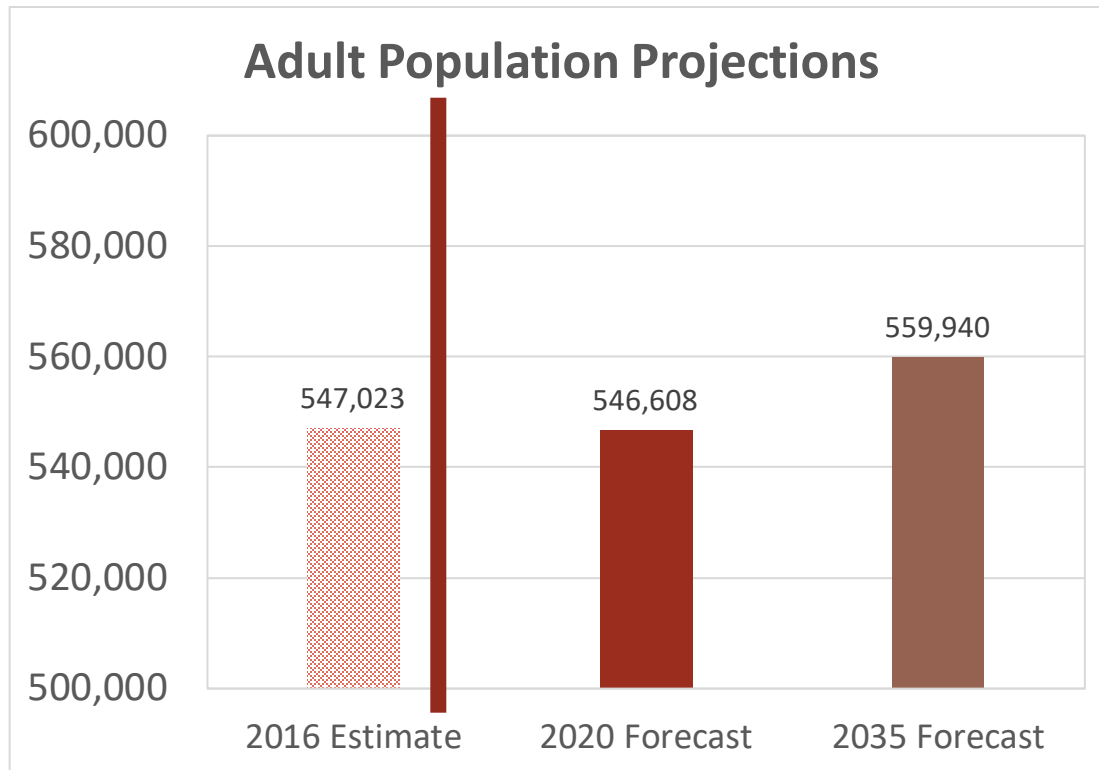


46% of the population 20-39;
30% over 50.

Our District: The Community We Serve



Our District: The Community We Serve



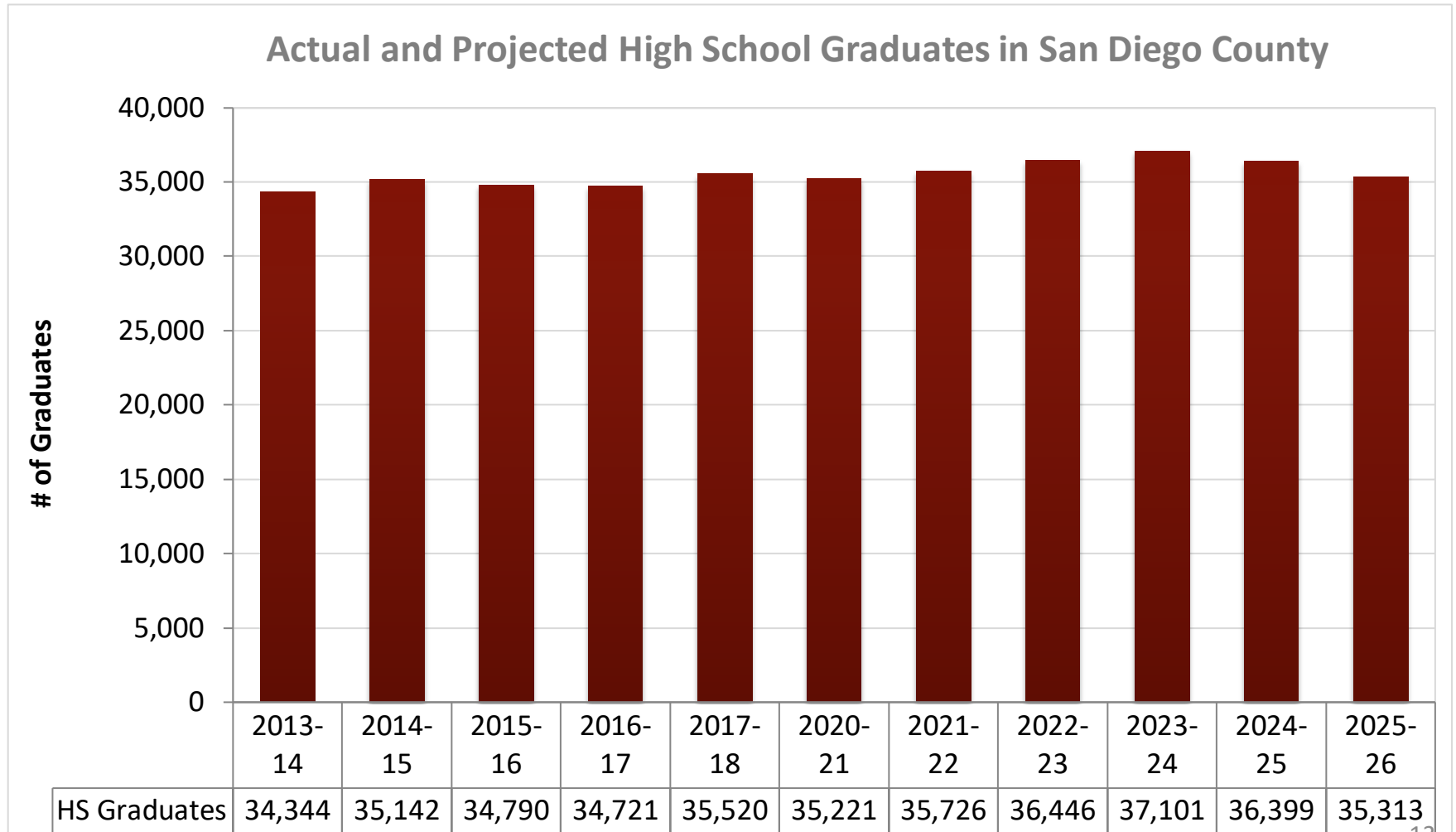
Projecting about a 2.4% increase in adult population

With

***Significant increases in:

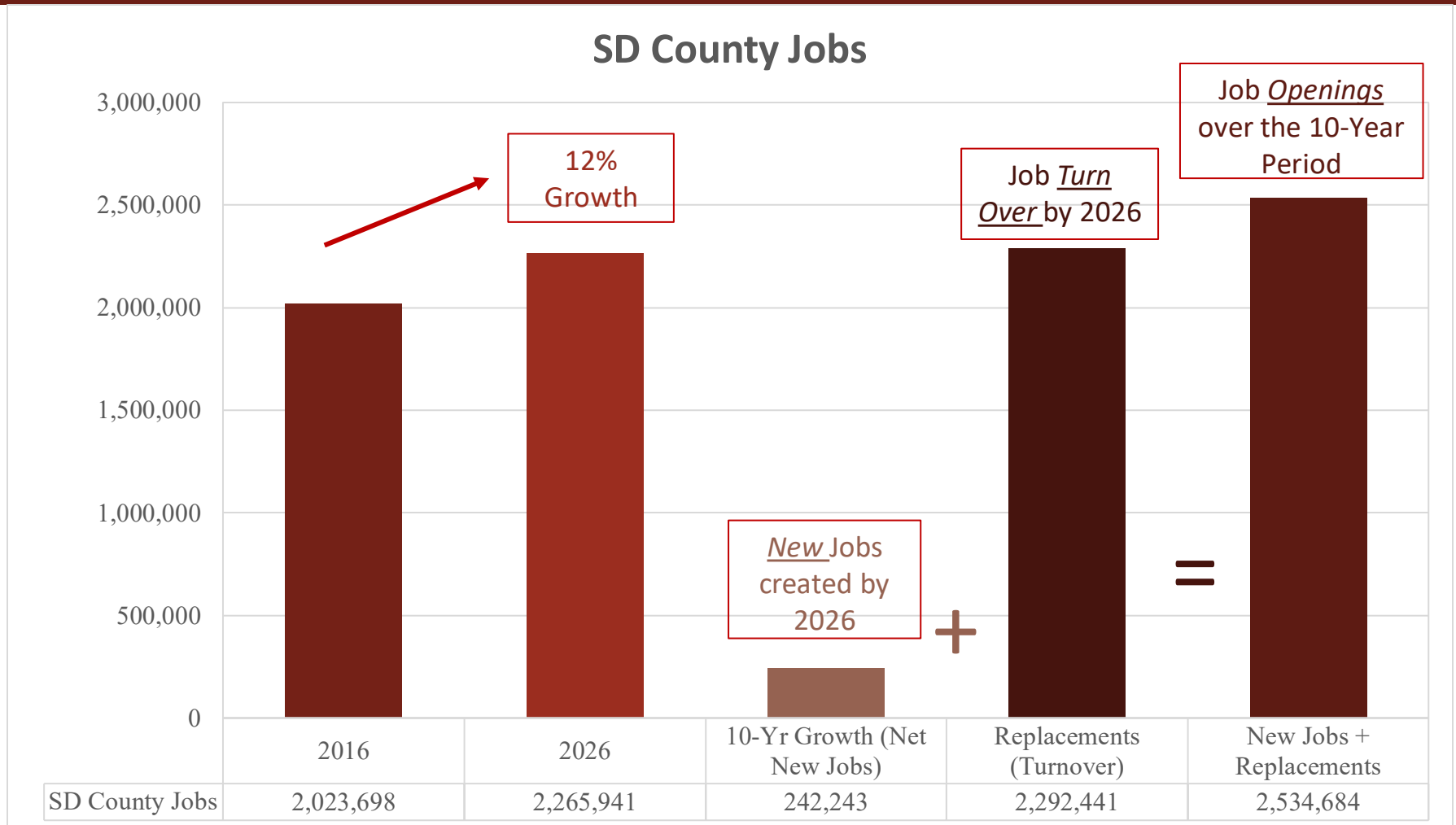
- Hispanic population
- ages 30-39
- ages 60 and above

Our District: The Community We Serve



Data Source: Department of Finance (2016 Series)

The Labor Market



The Labor Market

Data Source: Economic Modeling Specialists, INC (EMSI): 2017.3 Release

Industry Groups in San Diego County						
NAICS Code		Industry	2016 Jobs	2026 Jobs	Change	% Change
62	1.	Health Care and Social Assistance	194,849	250,146	55,297	28%
72	2.	Accommodation and Food Services	172,379	200,849	28,470	17%
54	3.	Professional, Scientific, and Technical Services	201,334	228,179	26,845	13%
90	4.	Government	341,935	362,981	21,046	6%
44	5.	Retail Trade	182,326	196,659	14,333	8%
23	6.	Construction	103,939	117,444	13,505	13%
81	7.	Other Services (except Public Administration)	110,847	123,699	12,852	12%
61	8.	Educational Services	47,694	59,688	11,994	25%
48	9.	Transportation and Warehousing	44,681	54,757	10,076	23%
53	10.	Real Estate and Rental and Leasing	108,057	117,143	9,086	8%
56	11.	Admin & Support & Waste Manage & Remediation Services	122,379	131,385	9,006	7%
71	12.	Arts, Entertainment, and Recreation	53,496	60,887	7,391	14%
31	13.	Manufacturing	115,975	122,260	6,285	5%
99	14.	Unclassified Industry	7,452	12,555	5,103	68%
42	15.	Wholesale Trade	55,245	60,229	4,984	9%
52	16.	Finance and Insurance	85,835	90,588	4,753	6%
55	17.	Management of Companies and Enterprises	23,361	27,164	3,803	16%
21	18.	Mining, Quarrying, and Oil and Gas Extraction	798	987	189	24%
51	19.	Information	30,421	30,105	(316)	(1%)
22	20.	Utilities	5,538	4,964	(574)	(10%)
11	21.	Crop and Animal Production	15,158	13,277	(1,881)	(12%)
		Totals	2,023,698	2,265,941	242,243	12%

Reflection

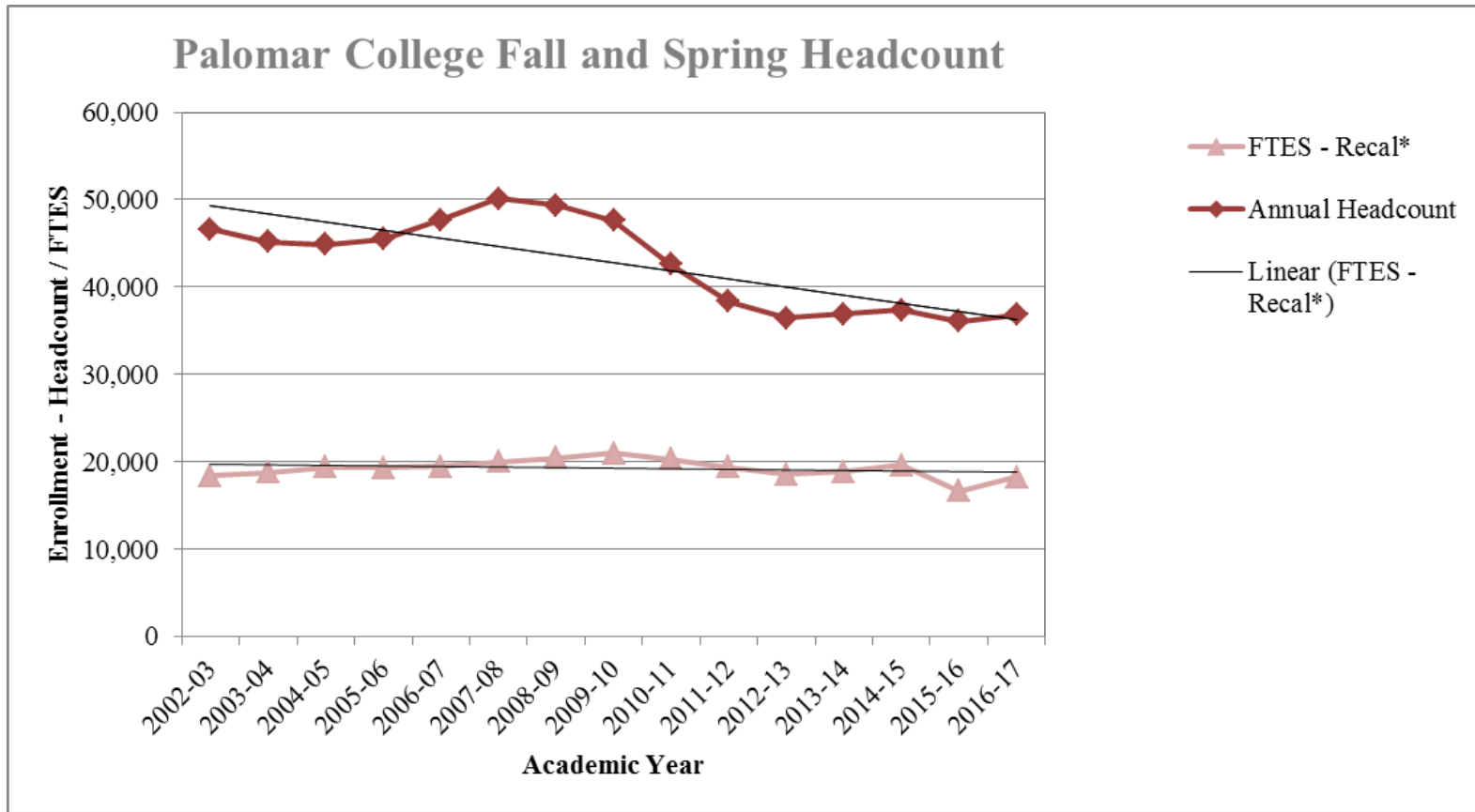
- Approximately ½ million adults live within our expansive district boundaries!
- 93% of adults in our district fall into one of the following ethnic/race categories:
 - Asian (higher concentration in Southern portion of our district)
 - Hispanic
 - White, NonHispanic
- Number San Diego County High School graduates expect to increase slightly over time.
- Over time, expected to grow by 2.4% with increases in:
 - Hispanic population
 - ages 30-39
 - ages 60 and above





Student Access, Enrollment and Demographics

Palomar College Headcount and FTES -



Our Students: Places of Residence

Fall 2017 Students' County of Residence		
County of Residence	#	%
San Diego County	21,012	83.8%
Within District	17,074	68.1%
Outside District	3,938	15.7%
Riverside County	3,824	15.2%
Other Counties	241	1.0%
Out-of-State	167	0.7%
Grand Total	25,077	100.0%

Data Source: MIS Submissions to CCCCCO

High School of Graduation First Time Students

High School Graduates in Palomar District by Enrollment

District	HS Grads 11-12	Enroll Palomar 12-13	Enroll Rate 12-13	HS Grads 12-13	Enroll Palomar 13-14	Enroll Rate 13-14	HS Grads 13-14	Enroll Palomar 14-15	Enroll Rate 14-15	HS Grads 14-15	Enroll Palomar 15-16	Enroll Rate 15-16	HS Grads 15-16	Enroll Palomar 16-17	Enroll Rate 16-17
Bonsall Unified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Borrego Springs Unified	65	1	1.5%	38	-	-	26	2	7.7%	24	-	-	32	3	9.4%
Escondido Union High	1,835	630	34.3%	1,780	681	38.3%	1,860	671	36.1%	1,874	688	36.7%	1,979	706	35.7%
Fallbrook Union High	514	162	31.5%	597	128	21.4%	462	105	22.7%	457	116	25.4%	464	106	22.8%
Julian Union Elementary	186	2	1.1%	186	2	1.1%	186	2	1.1%	186	2	1.1%	185	6	3.2%
Julian Union High	27	6	22.2%	27	6	22.2%	27	6	22.2%	27	6	22.2%	31	4	12.9%
Poway Unified	2,026	246	12.1%	2,108	206	9.8%	2,580	216	8.4%	2,461	179	7.3%	2,574	181	7.0%
Ramona City Unified	423	102	24.1%	475	94	19.8%	404	86	21.3%	406	66	16.3%	409	77	18.8%
San Marcos Unified	1,070	374	35.0%	1,200	381	31.8%	1,131	442	39.1%	1,136	348	30.6%	1,344	427	31.8%
Valley Center-Pauma	328	89	27.1%	342	114	33.3%	282	103	36.5%	260	69	26.5%	274	92	33.6%
Vista Unified	1,070	359	33.6%	1,399	329	23.5%	1,758	300	17.1%	1,510	317	21.0%	1,628	312	19.2%
Warner Unified	-	-	-	13	3	23.1%	13	1	7.7%	13	-	-	42	2	4.8%
Grand Total	7,408	1,965	26.5%	7,989	1,945	24.3%	8,707	1,940	22.3%	8,354	1,791	21.4%	8,962	1,916	21.4%

Data Sources: California Department of Education (CDE): HS Graduates (<http://dq.cde.ca.gov/dataquest/>)

MIS Submissions to the CCCCO: MIS_SB :: MIS_SX SB11_Ed_Stat & SB12_Hs_Last

Our District's Community College Students: Where do they go?

FALL 2014						
Palomar College District Community College Students by College of						
	Palomar College Region of Residence					
	Central		North		South	
District Attended	Students	Percent	Students	Percent	Students	Percent
GCCCD	66	0.6%	29	0.5%	524	6.5%
Imperial Valley	0	0.0%	1	0.0%	5	0.1%
MiraCosta	2,074	18.6%	1,490	24.0%	336	4.2%
MSJC	8	0.1%	24	0.4%	5	0.1%
Palomar	8,285	74.3%	4,374	70.3%	2,451	30.4%
SDCCD	681	6.1%	295	4.7%	4,685	58.1%
SWCCD	33	0.3%	8	0.1%	52	0.6%
Total	11,147	100.0%	6,221	100.0%	8,058	100.0%

- 74% of students from the Central Region of the District attend Palomar
- 70% of students from the North Region of the District attend Palomar
- 30% of the students from the South Region of the District attend Palomar

Reflection

- Palomar serves 59% of the District's residents attending a community college – 41% go to other community colleges!
- Over 8,000 residents from Southern portion of district attend a community college; Palomar serves 30% of these students while SDCCD serves 58%
- MiraCosta now draws more students from Palomar
- Palomar still attracts students from Mt. San Jacinto; however Mt. San Jacinto is building new comprehensive site off the Interstate 15 and has expanded its concurrent/dual enrollment offerings.

**Palomar
College
Student
Demographics
Fall 2017**

Palomar College District		
(N= 25,079)		
Demographic		%
Gender		
Female		47.5%
Male		51.9%
Unknown		0.6%
Total		100.0%
Race/Ethnicity		
Asian & Pac Islander		5.1%
African American		3.0%
Filipino		2.3%
Hispanic		45.2%
Native American		0.7%
White, NonHispanic		35.9%
Multiethnic		4.7%
Other		3.0%
Total		100.0%
Age		
17 & Under		3.9%
18-19		22.1%
20-29		51.0%
30-39		11.4%
40-49		5.9%
50-59		3.6%
60-64		1.0%
65 & Over		1.2%
Total		100%
Full- & Part-Time Status		
NonCredit		6.5%
Part-Time Credit		64.7%
Full-Time Credit		28.8%
Total		100%

Palomar has large CTE programs that have traditionally attracted males.

Our Hispanic student population continues to grow over time.

Our younger students critically important, as they generate significant FTES, however...

Remember...Ages 30-39 are expected to grow over time.

Less than 30% of our students are full-time

Our Students: Student Status

Students' Enrollment Status - Headcount* Fall 2016/2017 Comparison

Student Status	Fall 2016	Fall 2017	Fall 2016/2017 Difference	Fall 2016/2017 % Change
First-Time Student	4,771	4,878	107	2.2 %
First-Time Transfer Student	1,525	1,543	18	1.2 %
Returning Student	2,972	2,868	-104	-3.5 %
Continuing Student	13,053	12,328	-725	-5.6 %
Special Admit K-12	930	1,040	110	11.8 %
Non-Credit	1,903	1,641	-262	-13.8 %
Total	25,154	24,298	-856	-3.4 %

* Estimates as of Census

Decreases

- Decreases in Continuing Students appears to be a trend.
- Decreases in NonCredit could be coming as a result of our current political environment.

Our Students: Demographics

Do they represent our
community?

A little more info on Veterans!

Younger Veterans (19-34) are
over represented. Our Older
Veterans (which there are
many more of in San Diego) are
under represented.

	Palomar	District*	Proportionality Index
Gender			
Female	46.3%	50.0%	0.93
Male	53.7%	50.0%	1.07
Age			
Under 20	24.4%	18.6%	1.31
20 to 29	51.5%	14.4%	3.57
30 to 49	18.3%	29.6%	0.62
50 or Over	5.8%	37.4%	0.16
Race & Ethnicity			
African American	3.0%	3.1%	0.98
Asian	7.0%	10.7%	0.66
Hispanic	44.0%	32.3%	1.36
Native American	0.7%	0.5%	1.30
Pacific Islander	0.5%	0.4%	1.32
White	36.5%	49.9%	0.73
Multi Ethnic	4.4%	2.9%	1.49
Unknown/Other	4.0%	0.2%	20.00
Foster Youth			
No	98.3%	99.7%	0.99
Yes	1.7%	0.3%	5.67
Veterans			
No	94.1%	90.6%	1.04
Yes	5.9%	9.4%	0.63
* Data for Veterans and Foster Youth is available only at the county level. The county percentage for Foster Youth reflects the percentage of San Diego County children in Foster Care.			

Reflection

- Decreasing enrollment trends over time.
- Lost ground in regard to recent graduate capture rates. Similar volume coming to Palomar, but percentage of students matriculating has dropped.
- Seem to be making inroads with new students; continuing students decreasing.
- Access metrics need to be considered within the context of multiple variables.

Reflection

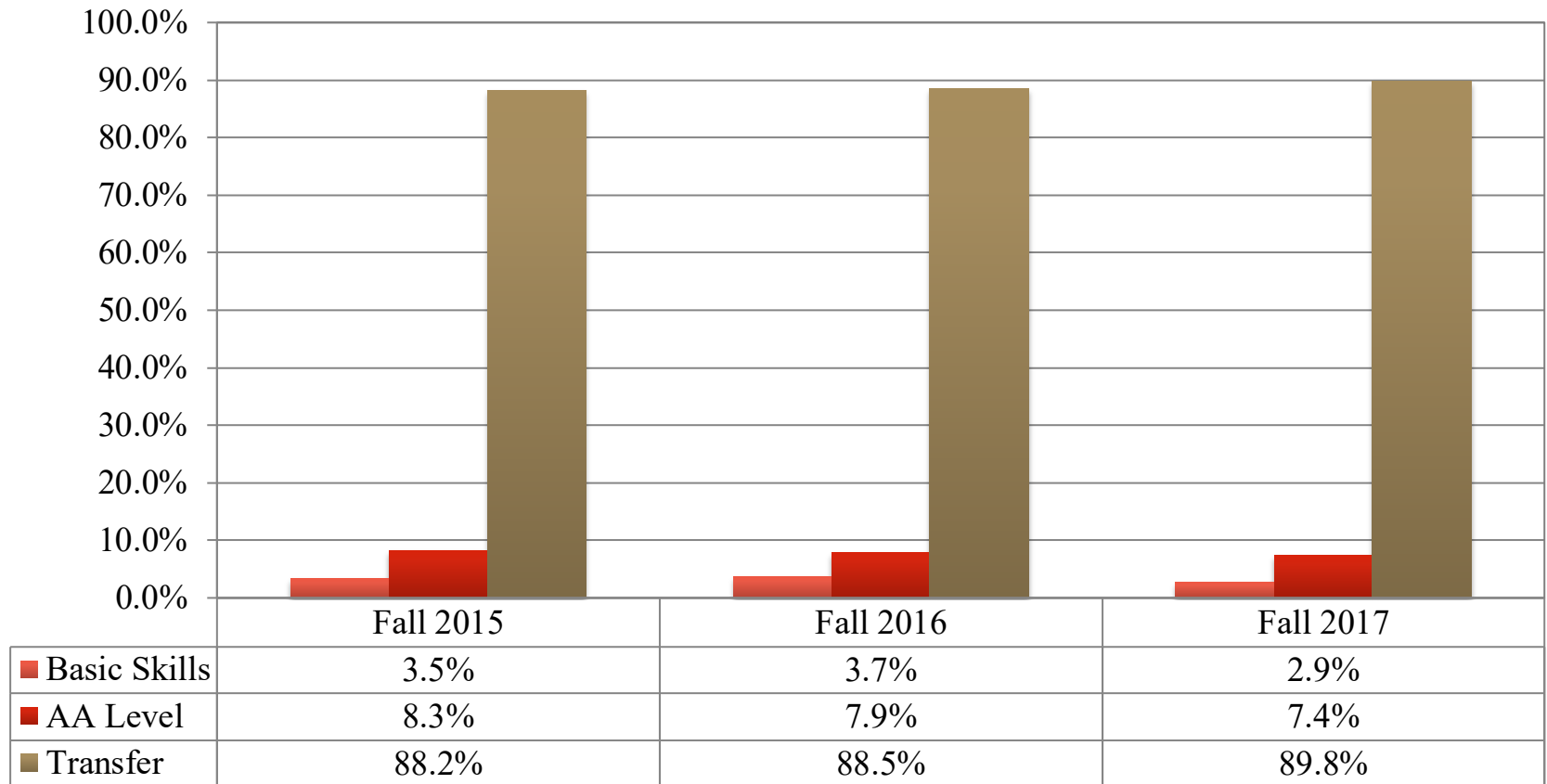
- 18-19 age group includes 22% of student population; generate about 38% of FTES.
- 30-39 age group includes only 10% of our student, but we know this group is growing in our community.
- Asian student group is underrepresented at the college compared to our community.
- Majority of our students attend part-time.

Class Schedules

**Schedule, Courses, and
Offerings**

Course Offerings

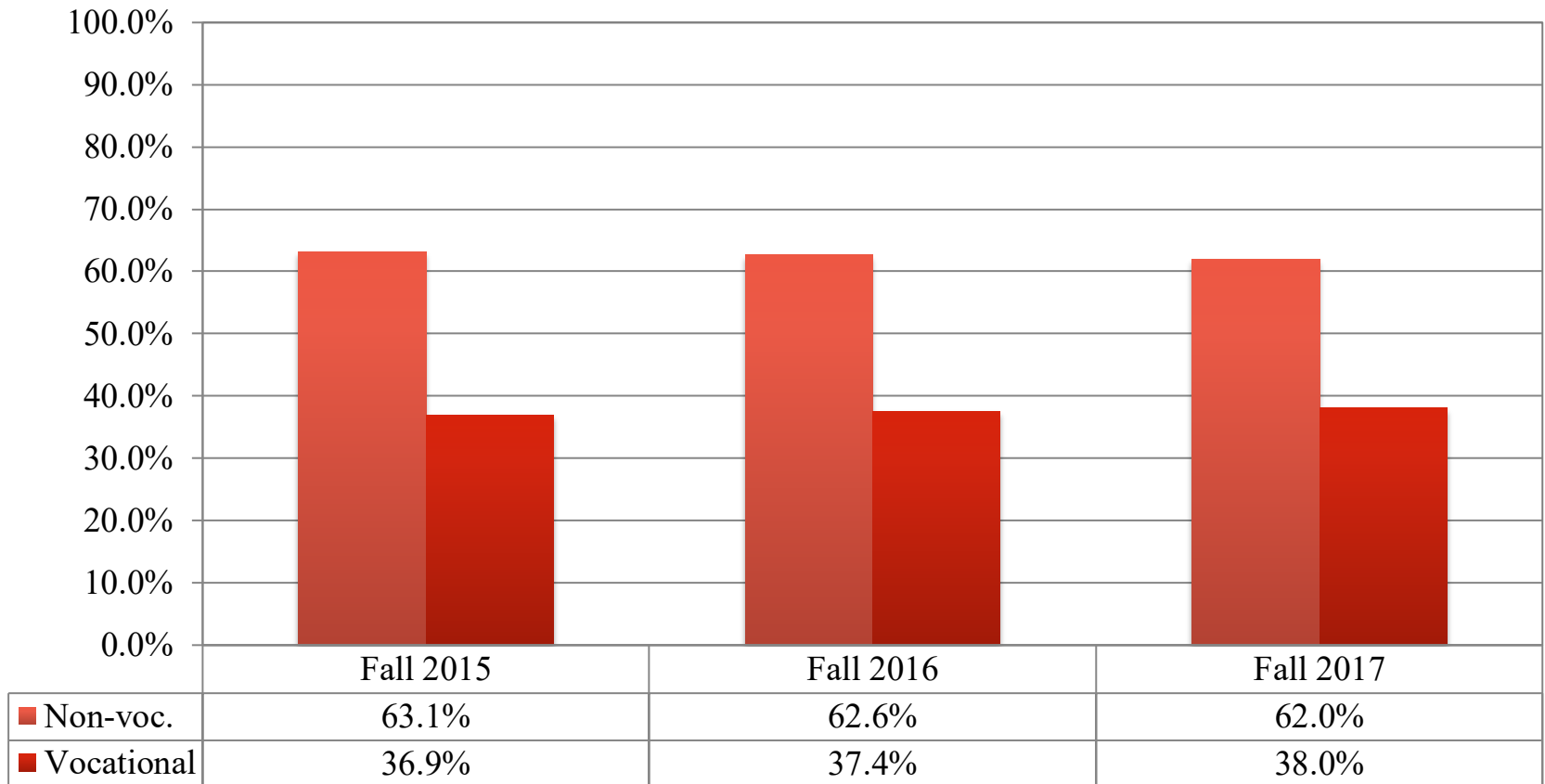
Fall Credit Course Offerings by Course Level



Data Source: MIS Submissions to CCCCCO

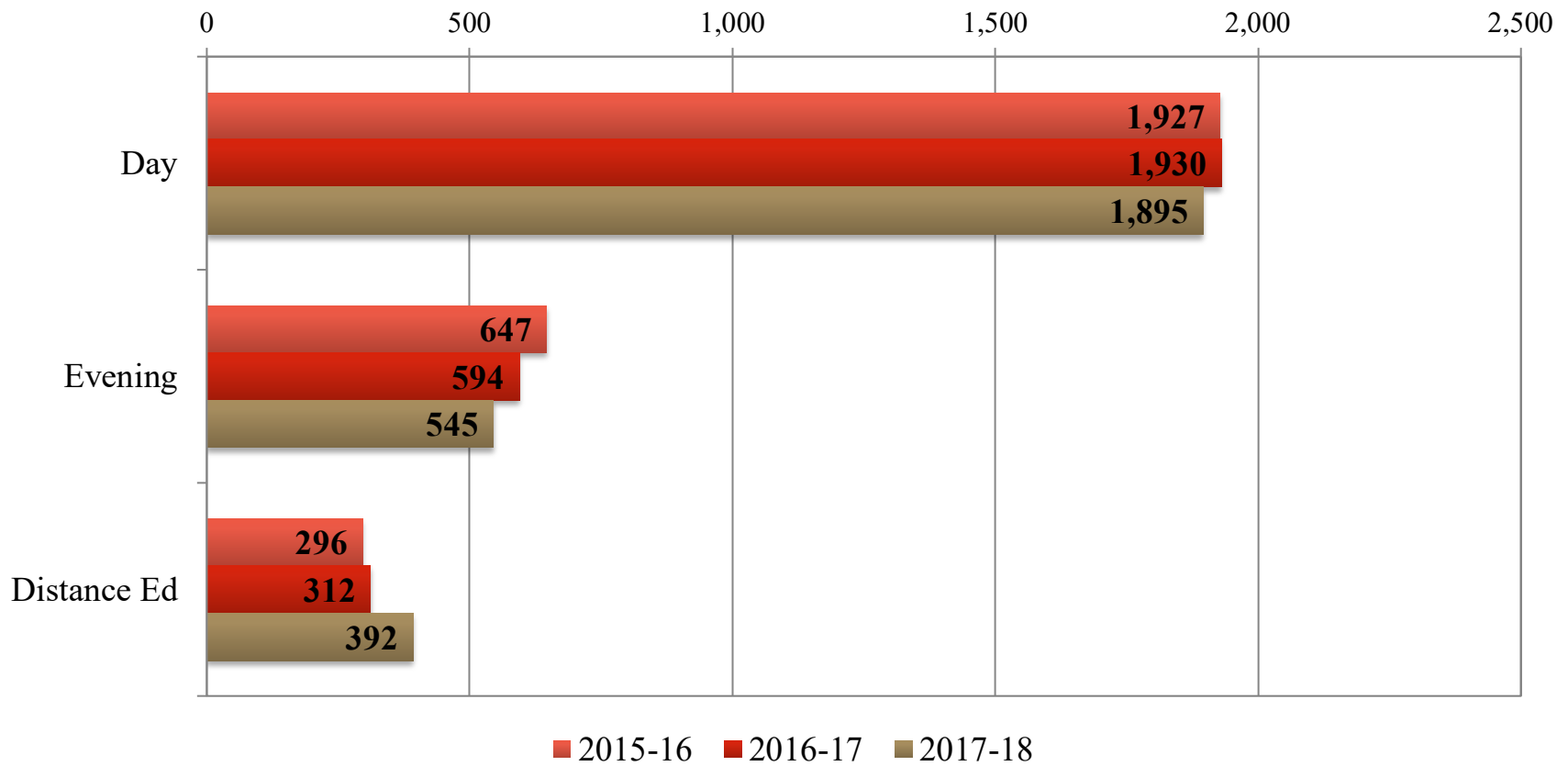
Course Offerings

Fall Credit Offerings by Vocational Status



Course Offerings

Fall Credit Offerings by Class Time



Data Source: MIS Submissions to CCCCCO

How much FTES does our schedule generate?
What resources do we use to generate it?

Course Offerings and Productivity

Metric	2015-16	2016-17	2017-18*
Course Offerings	2,105	2,073	2,035
Census Load %	87.5%	85.8%	85.2%
FTES	8,382	8,444	8,305
WSCH/FTEF	453	489	486

Fall Terms only



Why is “efficiency
important?”

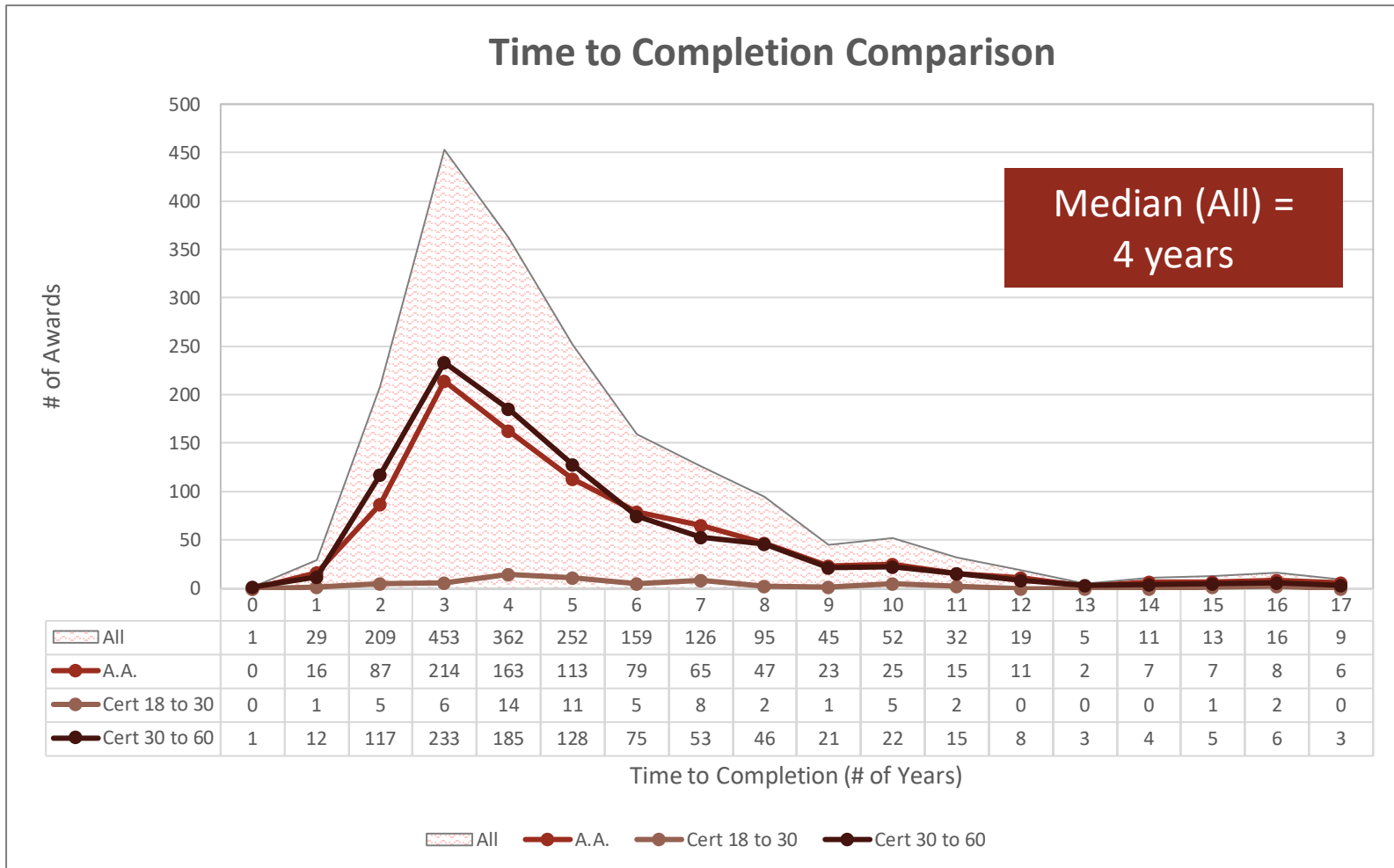
Reflection

- Most of the courses offered are Transfer Level (e.g., course number 100 and above).
- Two thirds of our courses are offered during the day.
- About 14% of our courses are offered online.
- Efficiency is below 500 WSCH/FTEF, but improving.

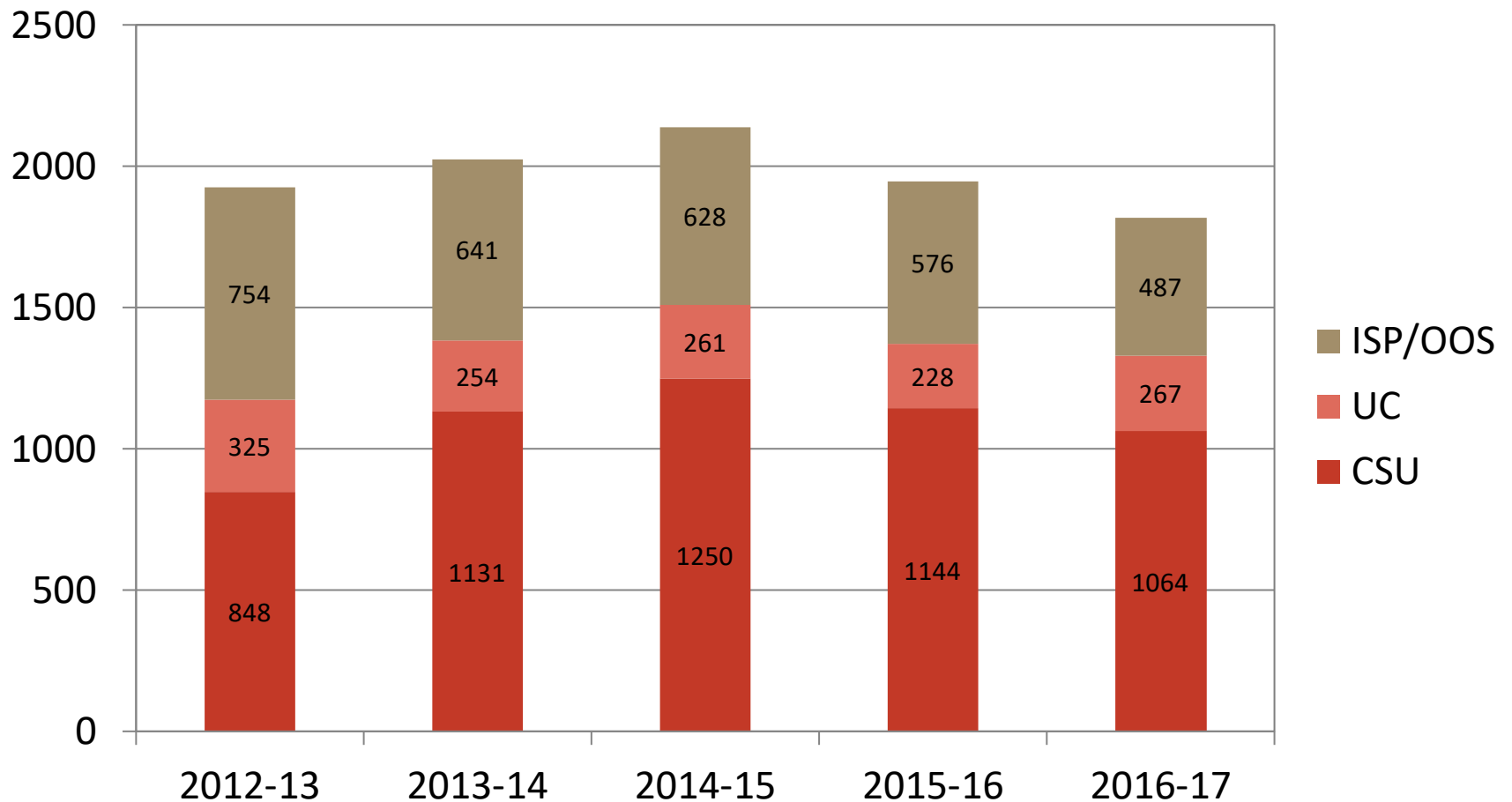


Student Outcomes

Average Time to Completion (AA/AST/Cert only*)



Transfer Volume



CSU/UC Transfers

- Top CSU Transfer Institutions

- CSUSM
- SDSU

- Top CSU majors

- Psychology
- Business Admin
- Kinesiology
- Accountancy
- Sociology

- Top UC Transfer Institutions

- UCSD*
- UC Irvine / UCLA

- Top UC majors

- Political Science
- Psychology
- Computer Science
- Economics
- Biology / Cellular Biology

*Annual UCSD Transfers have decreased from 145 (2011-12)₃₇ to 95 (2015-16)

ACCJC

Institution-Set Standards & Stretch Goals

- Standards
 - 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 external peer evaluators
- Stretch Goals
 - Also required to have them (with new standards)
 - What we strive to achieve

ACCJC

Institution-Set Standards

- For this year, our Institution-set Standards fall into the following three categories
 - Course success rate
 - Degrees and Certificates
 - Transfers
- We also set our stretch goals
- As part of the PRP process, programs are setting program-set standards for course success rates. We will need them to also set stretch goals and expand to other metrics.

2018 ACCJC Annual Report

Institution-Set Standards

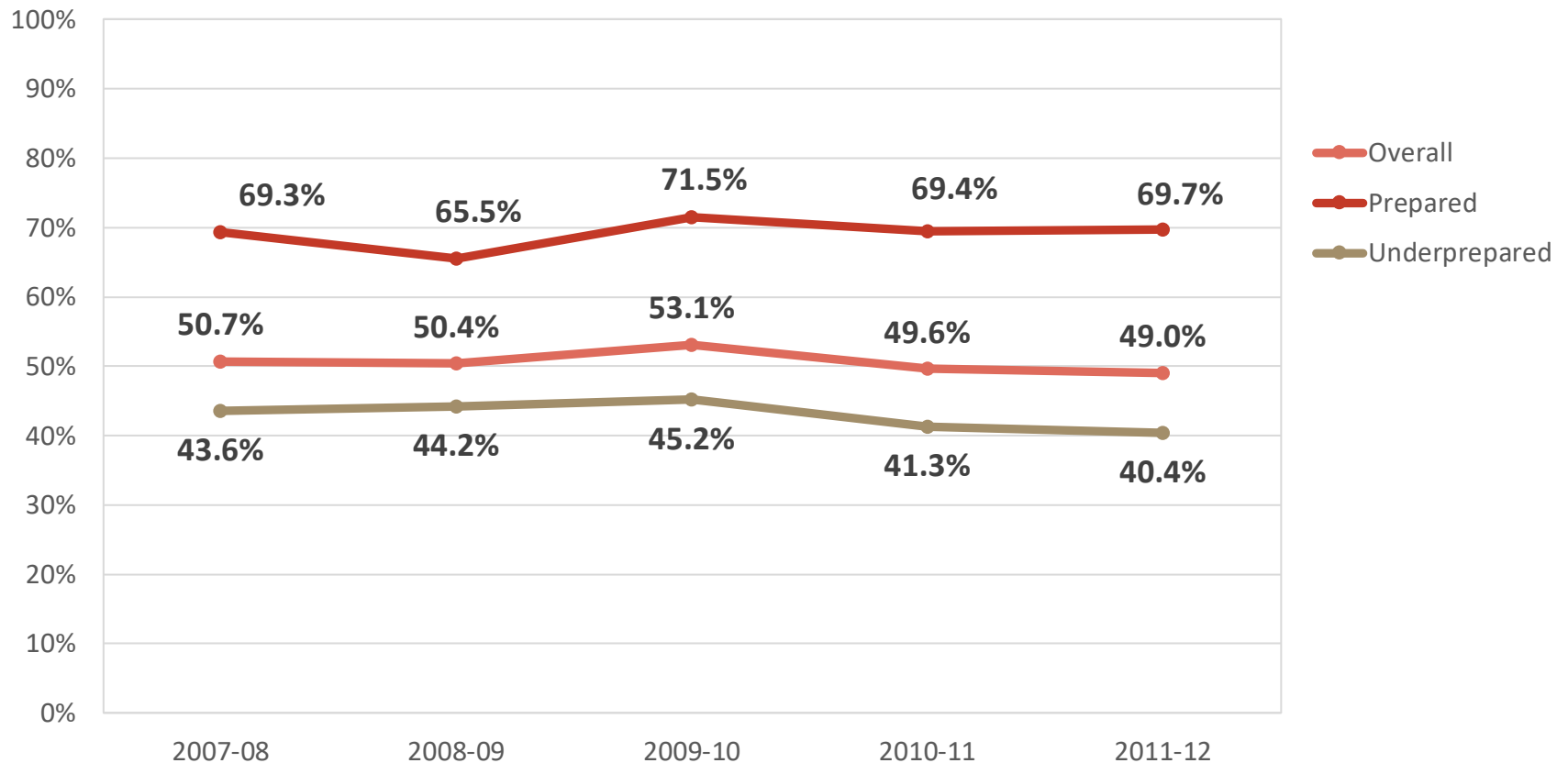
Metric	Standard	Goal	Actual	Met (standard)
Fall Course Success Rate	70%	71%	70.3%	✓
Degrees	1,600	2,000	<u>2,039</u>	✓
Certificate	1,700	2,300	2,201	✓
Transfer Count	1,700	2,300	1,818	✓

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
 - Skills Builder
 - 1 and 2 Year Transfer Course Achievement Rates
- <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=06>

Palomar College Scorecard Report

Student Progress and Completion



Palomar College Scorecard Report

Metric	Last Year's Rate	Current Rate	Increase / Decrease
Momentum Points			
3-Term Persistence	68.8%	73.1%	↑
30+ Units	68.7%	67.9%	↔
Basic Skills Comp - English	45.1%	47.4%	↑
Basic Skills Comp – Math	36.3%	38.4%	↑
Basic Skills Comp - ESL	22.9%	30.5%	↑
Transfer Level Ach			
English 1 year /2 year	38.8% / 56.2%	39.2% / 57.6%	↑
Math 1 year / 2 year	15.7% / 25.0%	15.3% / 24.7%	↔
Completion			
Completion	49.7%	49.0%	↔
CTE Completion	50.7	52.2	↑
Skills Builder			
Increase in Salary	+20.2%	+27.0%	NA

Simplified Metrics Initiative

- Chancellor initiative to reduce number of reporting metrics
- Focus on student from access to completion
- Access, process, outcomes
- Equity not separate but included as part of overall structure
- Implementation/transition plan to address legislative requirements

Reflection

- Median time to completion (for those that complete, AA/AS/ATD - Certificate) = 4 years.
- Transfer volume trend has increased and then decreased over time .
- College met its institutional set standards.
- Scorecard metrics increased or remained stable year over year with exception of completion (SPAR).



Chancellor's Vision for Success



Goal 1:

Increase by at least **20 percent** the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.



Goal 2:

Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.



Goal 3:

Decrease the average number of units accumulated by CCC students earning associates degrees from approximately **87 to 79 total** units—the average among the top 5th of colleges showing the strongest performance on this measure.

Chancellor's Vision for Success



Goal 4:

Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%--the average among the top 5th of colleges showing the strongest performance on this measure.



Goal 5:

Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.



Goal 6:

Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

Challenges Moving Forward

- Possible new funding model based on FTES, Need, and Outcomes
 - Increasing Enrollments
 - Increasing Outcomes
 - Accounting for unintended consequences
- Ensuring students complete English/Math within one year
- Integrating AB705 requirements for ESL
- Optimizing our use of resources

Initiatives to Address Our Opportunities

- Rancho Bernardo Education Center and Fallbrook Education Center opening in Summer 2018.
- SEM Plan addresses student pathway.
- Guided Pathway plan intended to decrease time to completion by providing clear paths with intentional student support along the way.
- Promise Program integrates FYE requirements to help students get focused.
- Multiple Measures Assessment and Placement will lead to more students completing transfer level math and English within one year of entry. Faculty are addressing AB705.



THE END!