Welcome
To Work session #2

PALOMAR COLLEGE
Learning for Success

EVP "Big Picture" direction

- Our Vision Plan 2035 should help us define where we are now and where we want to go over the next twelve years!

- Educational Vision Plan
  - Our students and enrollments (current and expected)
  - Our instructional programs and student services (relevant and sustainable)
  - How are we configured to support our community (role and focus of our locations/distance education including programs offered at centers and DE)

- The Educational Vision Plan will impact other plans/resources.
  - Facilities (which will be integrated and part of our complete Vision Plan 2035)
  - Technology
  - Staffing

Big Picture – Long Range Vision

1. EFVP – Big Picture Direction for Palomar
2. Internal Data
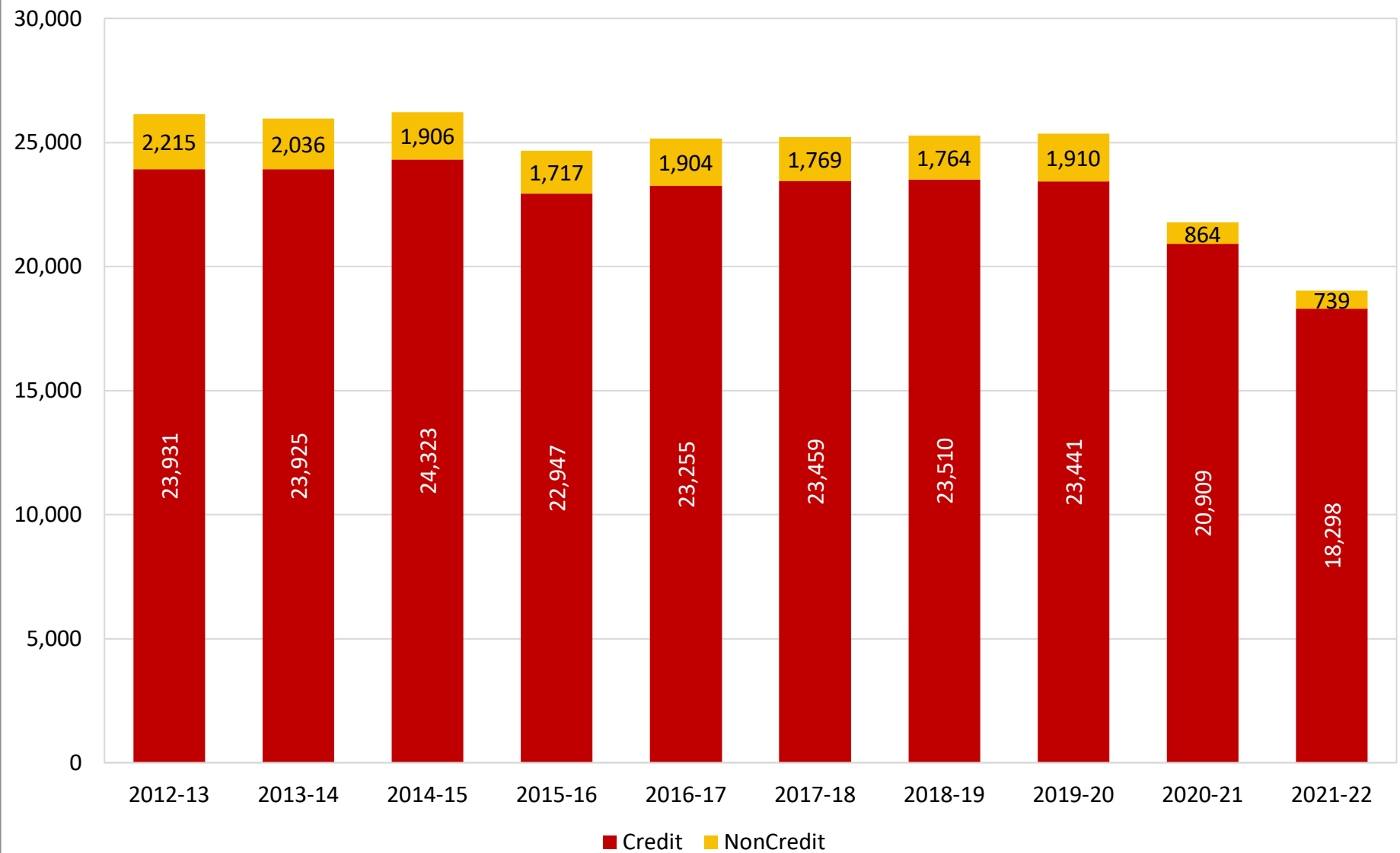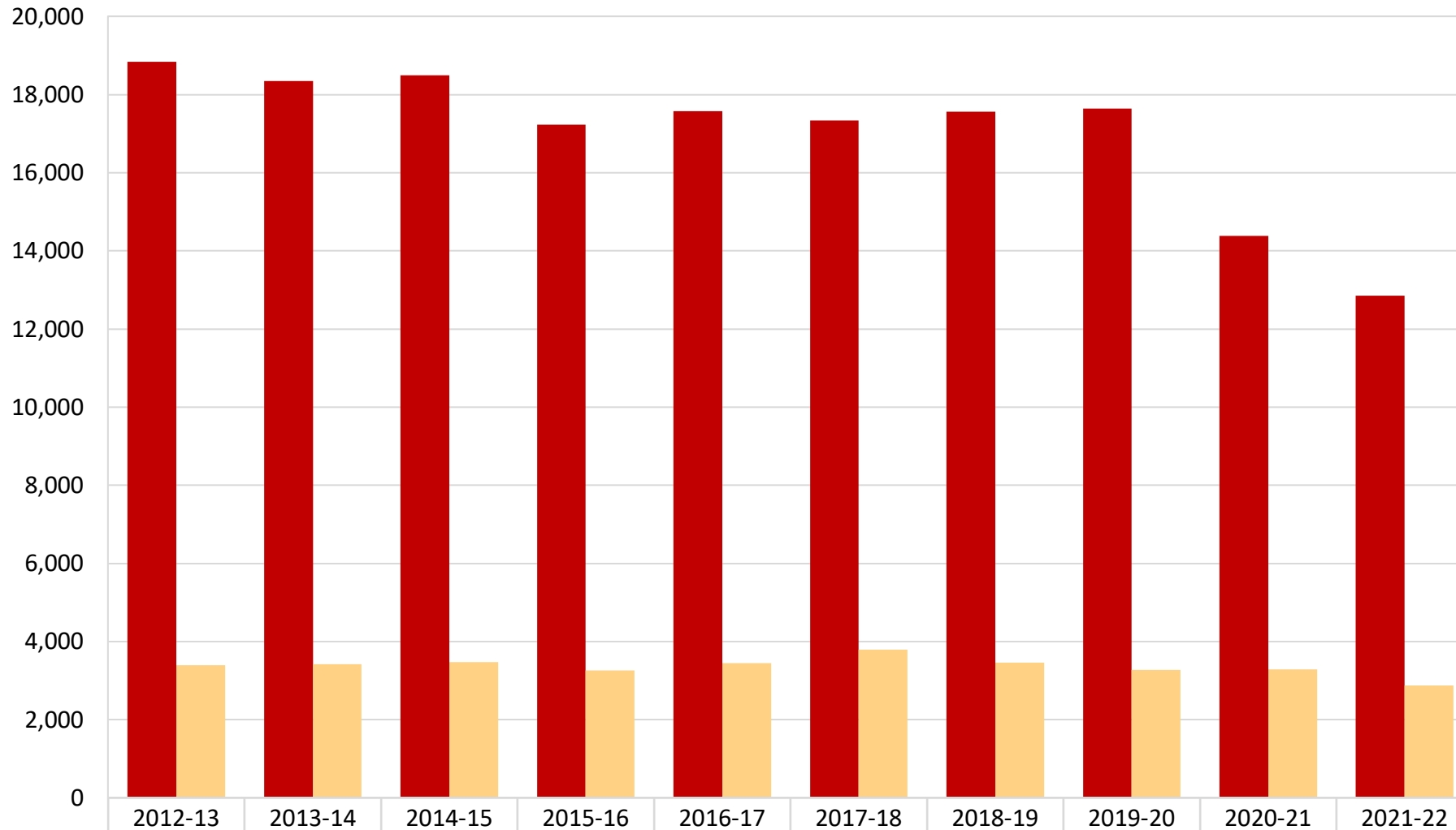3. Sustainability

Agenda

Feedback

Project Update

PALOMAR COLLEGE
Learning for Success

EFVP Timeline & Process

Overview of internal data

PALOMAR COLLEGE
Learning for Success

Fall Credit and Non-Credit Headcount

Year	NonCredit	Credit
2012-13	2,215	23,931
2013-14	2,036	23,925
2014-15	1,906	24,323
2015-16	1,717	22,947
2016-17	1,904	23,255
2017-18	1,769	23,459
2018-19	1,764	23,510
2019-20	1,910	23,441
2020-21	864	20,909
2021-22	739	18,298

Credit ■   NonCredit ■

Data

Fall Headcount by Residence Location

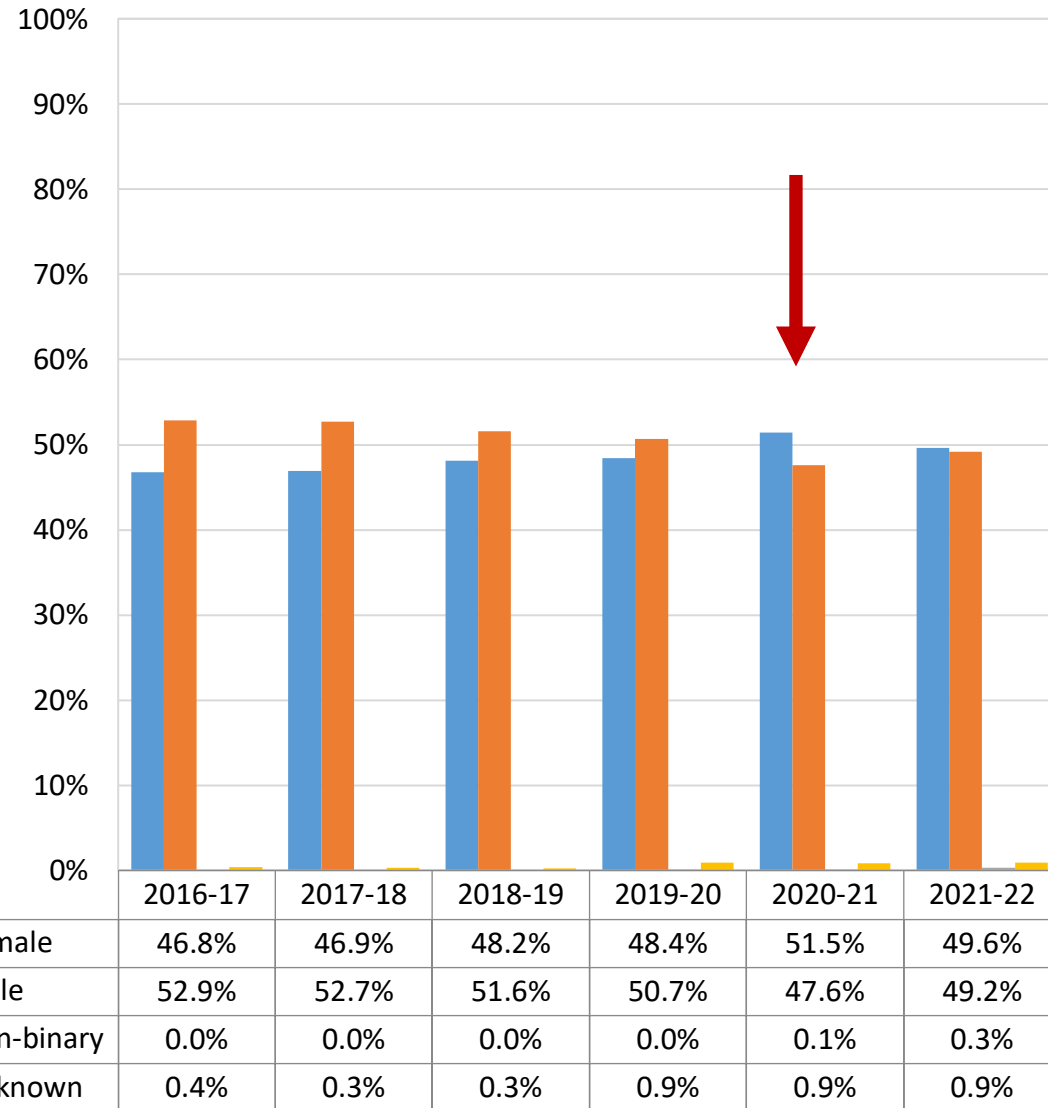|	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Within District	18,835	18,347	18,497	17,228	17,576	17,343	17,563	17,641	14,379	12,856
Outside District	3,401	3,420	3,476	3,266	3,447	3,789	3,461	3,271	3,287	2,878

Educational & Facilities Vision Plan 2035

Data

High School Graduate Capture Rates 2021-22
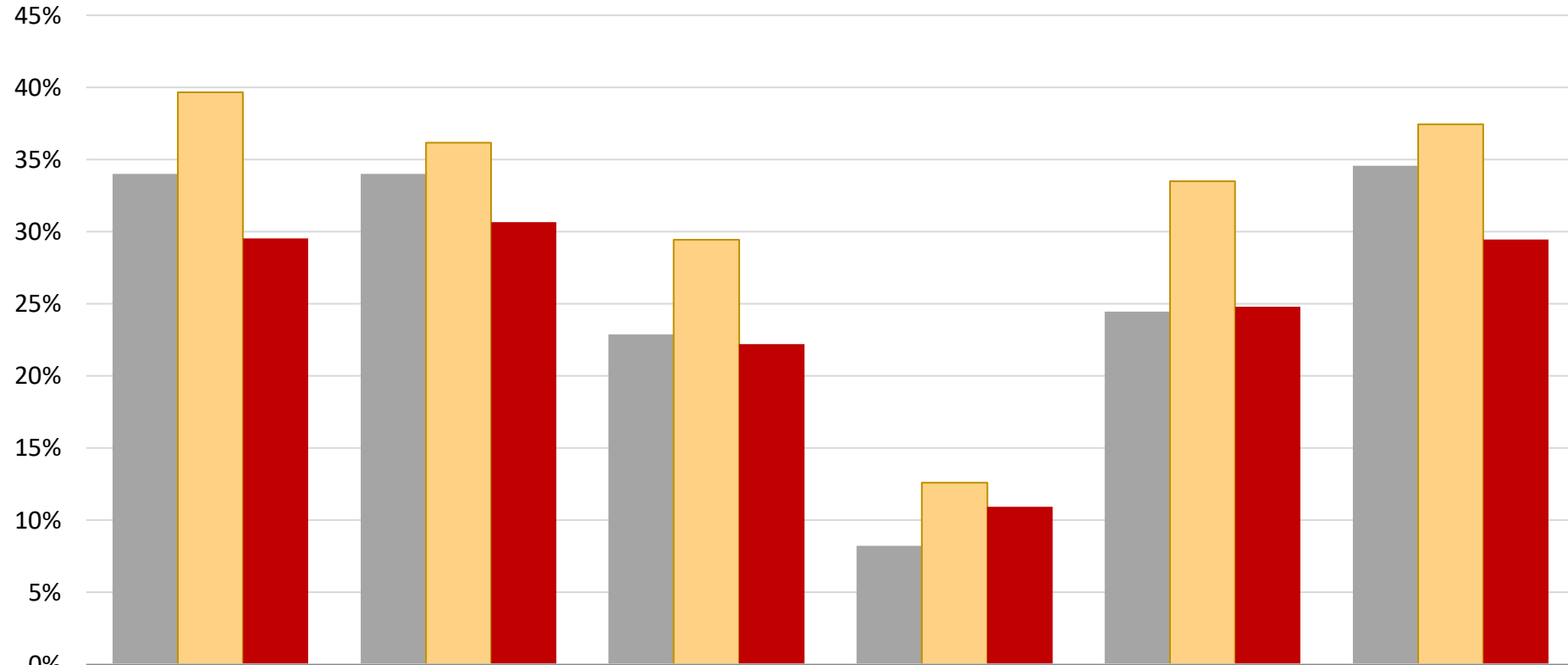
	Escondido Union High	San Marcos Unified	Vista Unified	Poway Unified	Fallbrook Union High	Valley Center-Pauma Unified
Enroll Rate 17-18	34.0%	34.0%	22.9%	8.2%	24.5%	34.6%
Enroll Rate 19-20	39.7%	36.2%	29.4%	12.6%	33.5%	37.5%
Enroll Rate 21-22	29.6%	30.7%	22.2%	10.9%	24.8%	29.5%

PALOMAR COLLEGE
Learning for Success

Data

Credit Enrollments by Gender (Academic Years)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	46.8%	46.9%	48.2%	48.4%	51.5%	49.6%
Male	52.9%	52.7%	51.6%	50.7%	47.6%	49.2%
Non-binary	0.0%	0.0%	0.0%	0.0%	0.1%	0.3%
Unknown	0.4%	0.3%	0.3%	0.9%	0.9%	0.9%

NonCredit Enrollments by Gender (Academic Years)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	56.8%	57.5%	53.8%	55.2%	67.1%	69.0%
Male	38.7%	38.9%	42.3%	36.8%	28.2%	26.9%
Non-binary	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%
Unknown	4.6%	3.6%	3.9%	8.0%	4.6%	4.1%

Data

Fall Credit Headcount by Ethnicity
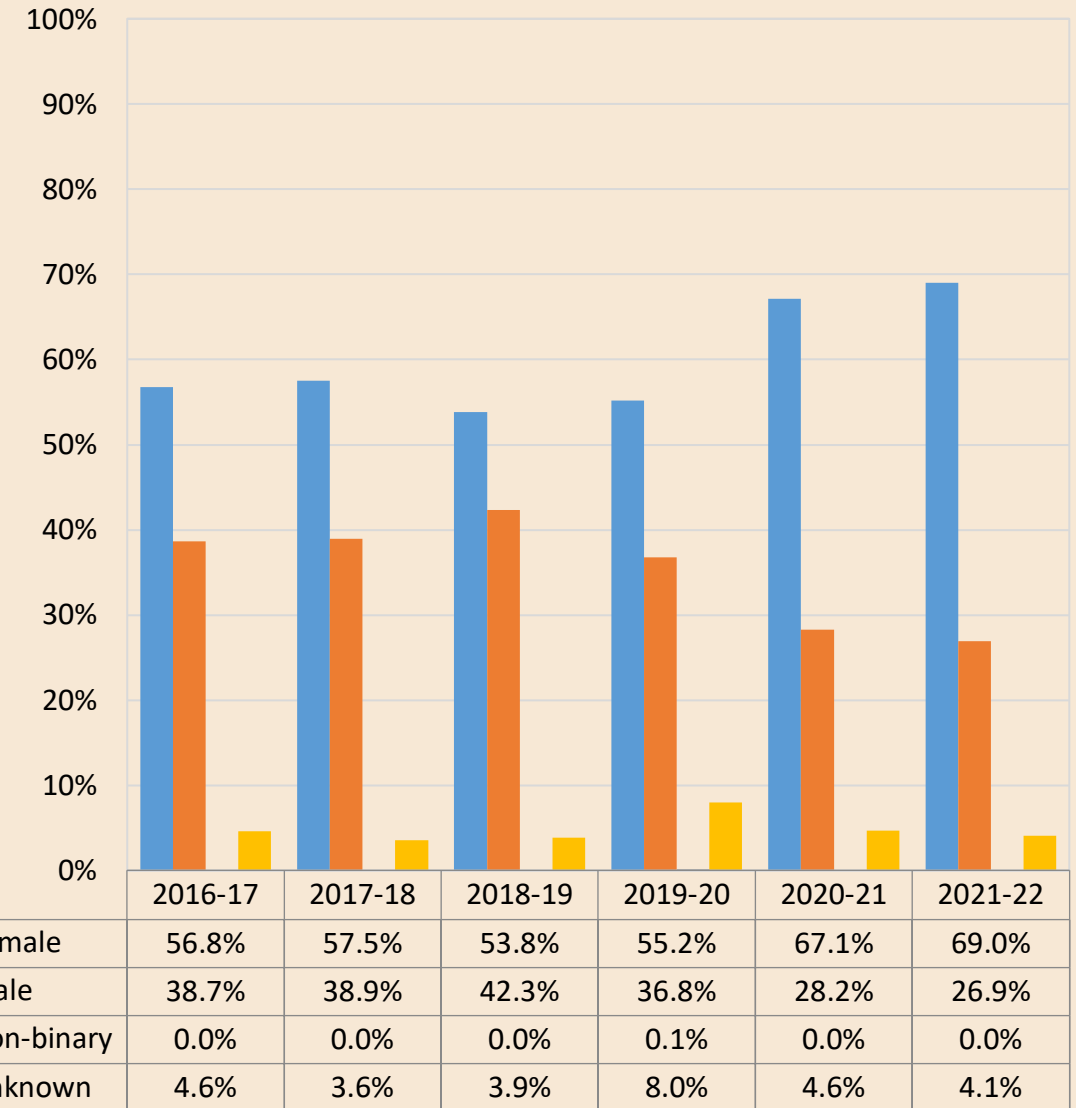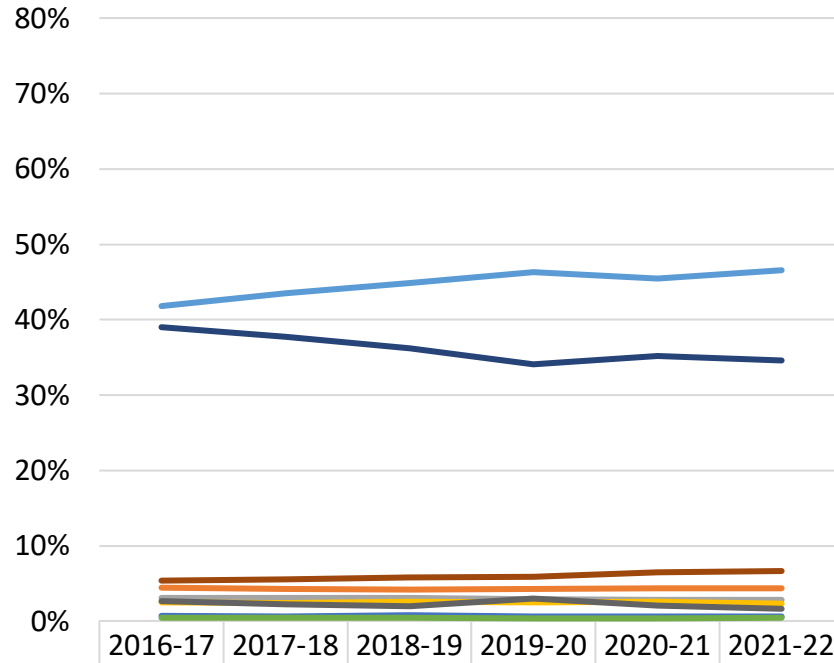
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian/Alaska Native	0.7%	0.7%	0.8%	0.6%	0.7%	0.6%
Asian	4.4%	4.3%	4.2%	4.3%	4.4%	4.3%
Black/African American	3.1%	3.1%	3.1%	2.9%	2.8%	2.8%
Filipino	2.5%	2.4%	2.6%	2.5%	2.6%	2.3%
Hispanic	41.8%	43.5%	44.9%	46.3%	45.4%	46.6%
Pacific Islander	0.5%	0.4%	0.5%	0.4%	0.4%	0.4%
White	39.0%	37.7%	36.2%	34.1%	35.2%	34.6%
Multi Ethnic	5.4%	5.6%	5.8%	5.9%	6.5%	6.6%
Unknown	2.6%	2.3%	1.9%	3.0%	2.1%	1.7%

Fall Noncredit Headcount by Ethnicity
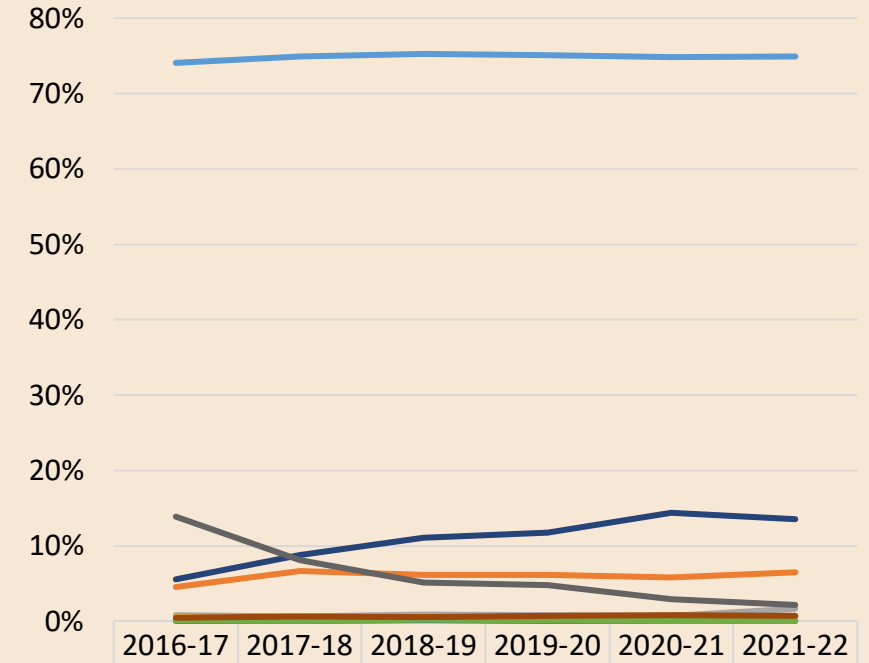
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian/Alaska Native	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%
Asian	4.6%	6.7%	6.2%	6.2%	5.8%	6.5%
Black/African American	0.8%	0.6%	0.9%	0.8%	0.7%	1.6%
Filipino	0.6%	0.2%	0.5%	0.5%	0.6%	0.5%
Hispanic	74.1%	74.9%	75.3%	75.1%	74.9%	75.0%
Pacific Islander	0.2%	0.1%	0.2%	0.2%	0.0%	0.0%
White	5.6%	8.8%	11.1%	11.8%	14.4%	13.5%
Multi Ethnic	0.4%	0.6%	0.6%	0.7%	0.8%	0.7%
Unknown	13.9%	8.1%	5.1%	4.8%	2.9%	2.2%

Data

Change in Fall Credit Headcount by Age Group 2016-17 to 2021-22

Age Group	Change
65 & Over	(318)
55-64	(415)
45-54	(505)
40-44	(325)
35-39	(612)
30-34	(1,548)
25-29	(5,115)
21-24	(5,200)
18-20	5,541
17 & Under	3,541
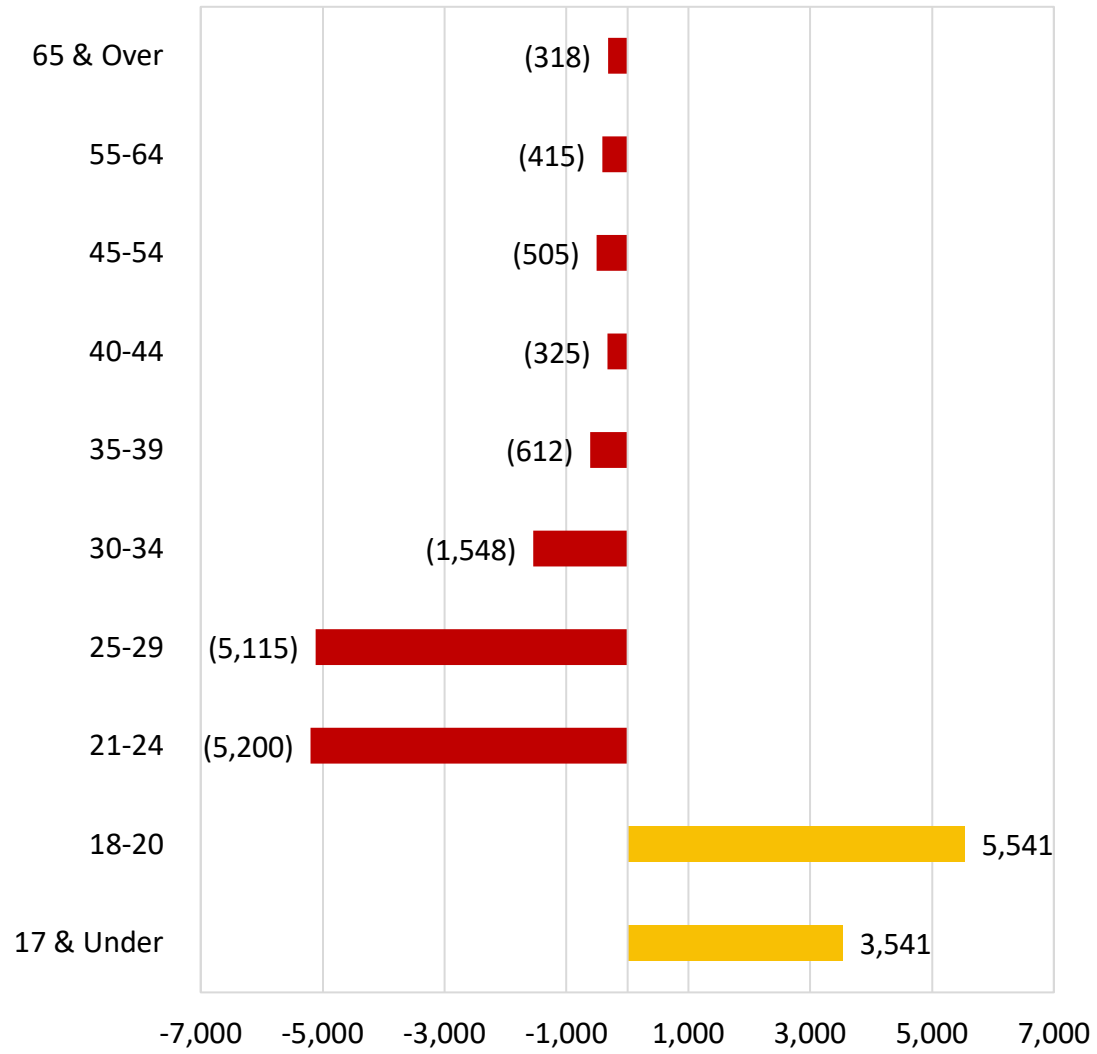
Change in Fall Noncredit Headcount by Age Group 2016-17 to 2021-22

Age Group	Change
65 & Over	(51)
55-64	(146)
45-54	(288)
40-44	(132)
35-39	(130)
30-34	(160)
25-29	(184)
21-24	(79)
18-20	(2)
17 & Under	9

Educational & Facilities Vision Plan 2035

Data
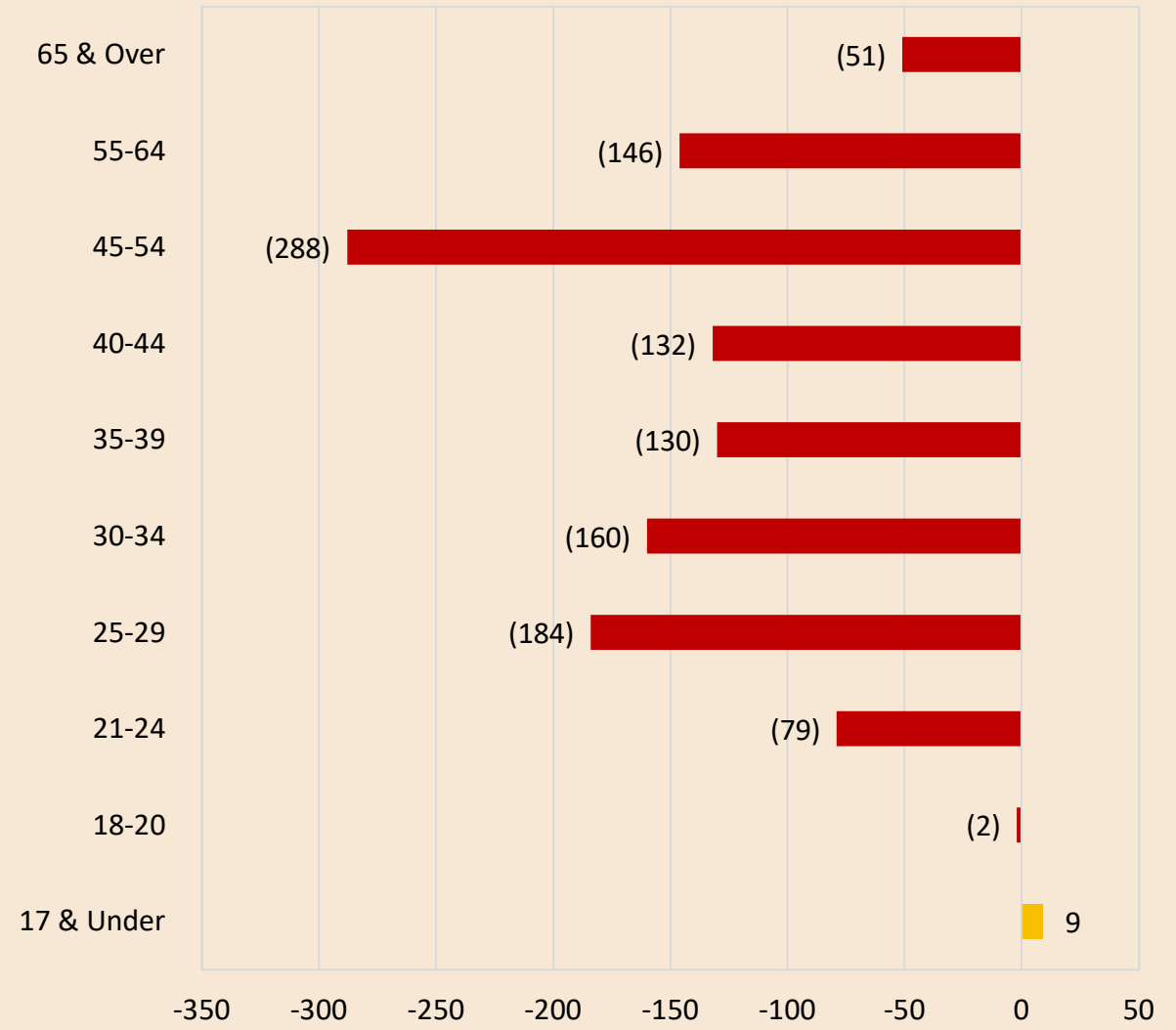
Fall Credit Headcount by Full/Part-Time
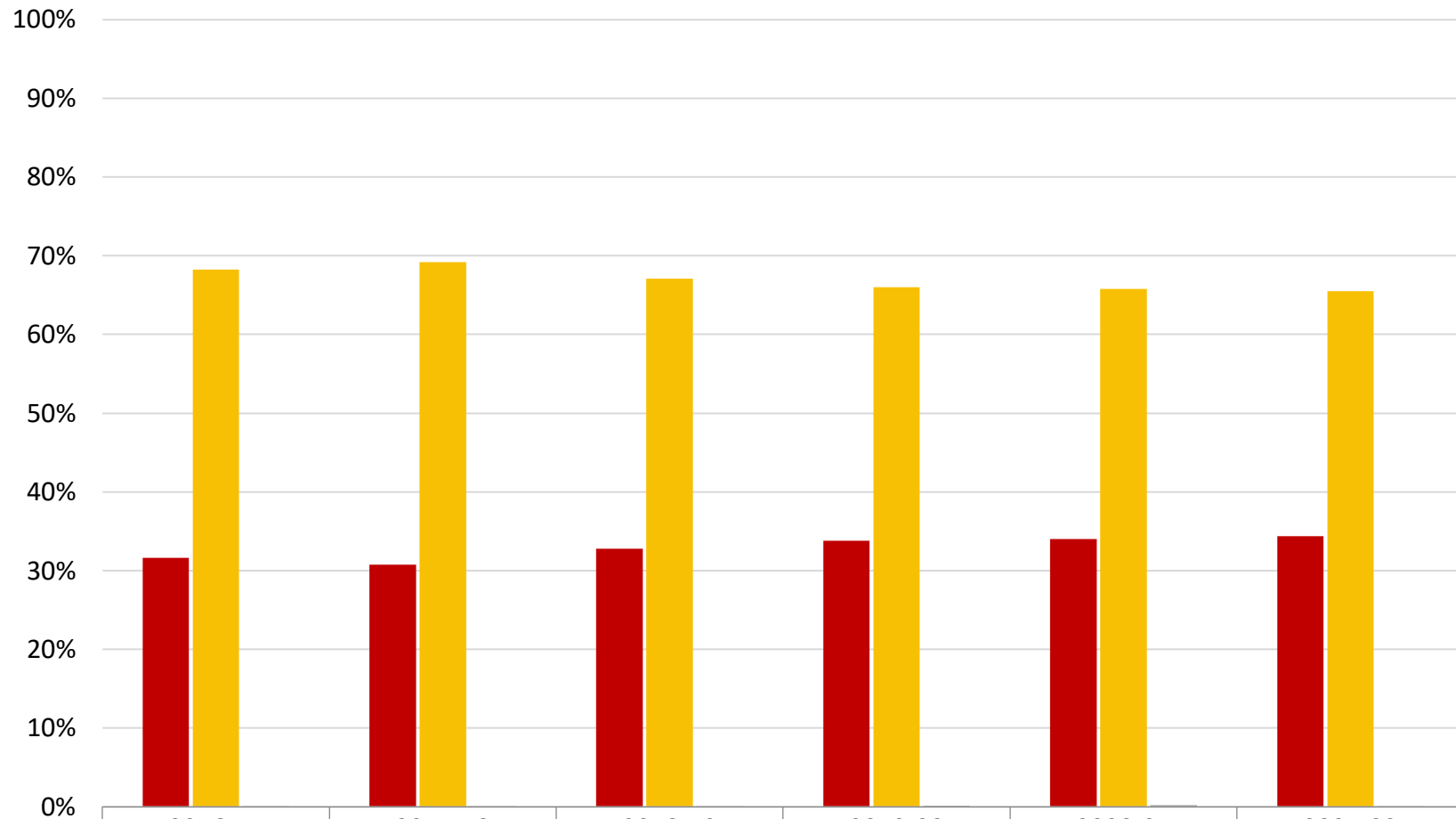
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Full Time	31.6%	30.7%	32.8%	33.8%	34.0%	34.4%
Part Time	68.3%	69.2%	67.1%	66.0%	65.8%	65.5%
Not Applicable	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%

Educational & Facilities Vision Plan 2035

Data

Change in Fall Credit Headcount by Credit & Enrollment Status
2016-17 to 2021-22

Returning Student: -399
Continuing Student: -2,949
First-Time Transfer Student: -220
First-Time Student: -1,910
Special Admit K-12: 521

Data
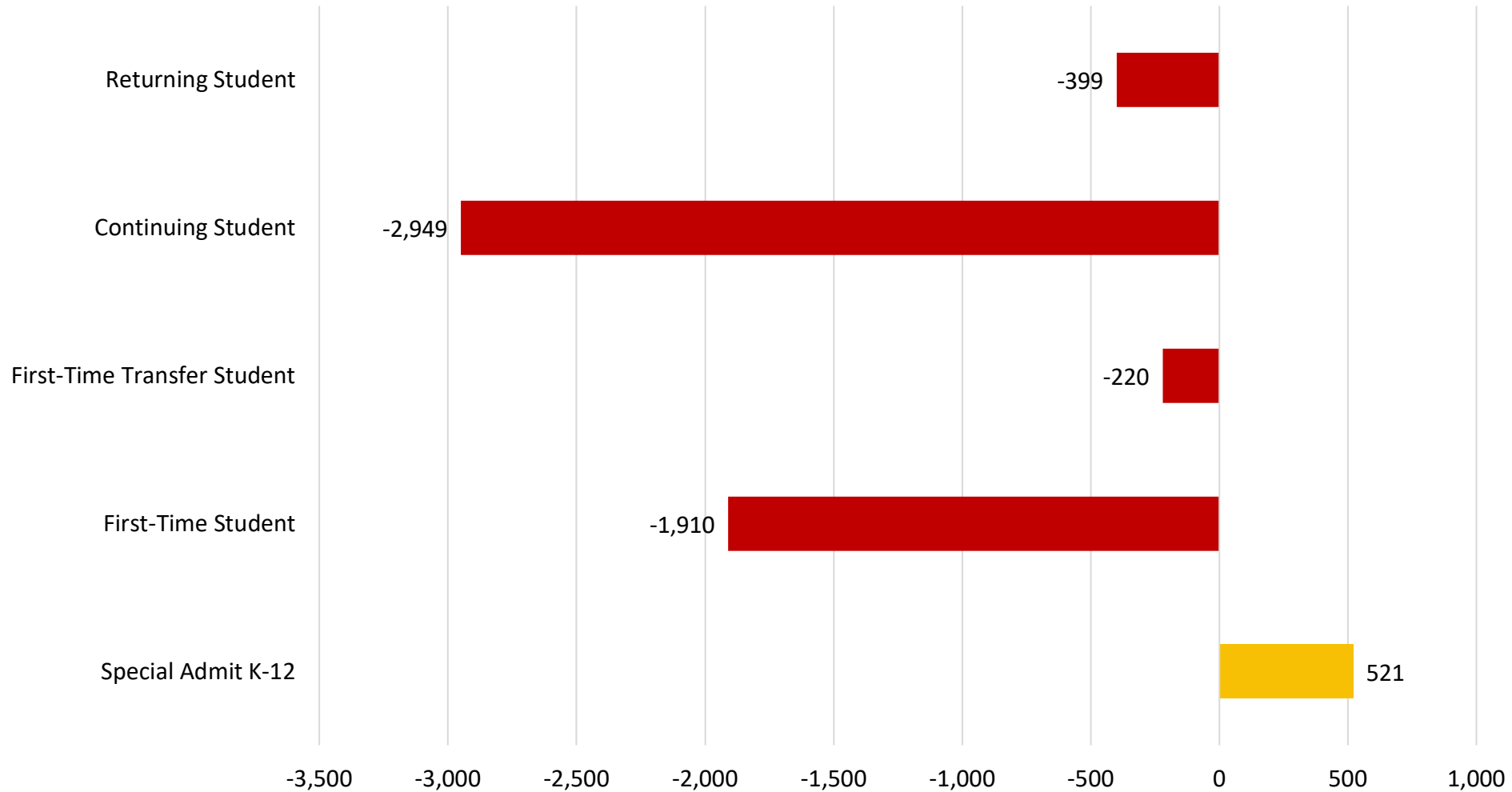
Fall-to-Spring Persistence First-Time Students

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
69.8%	68.5%	67.8%	71.5%	70.5%	73.5%

3-Term Persistence First-Time Students

2016-17	2017-18	2018-19	2019-20	2020-21
52.2%	50.2%	50.7%	52.0%	53.9%

Data
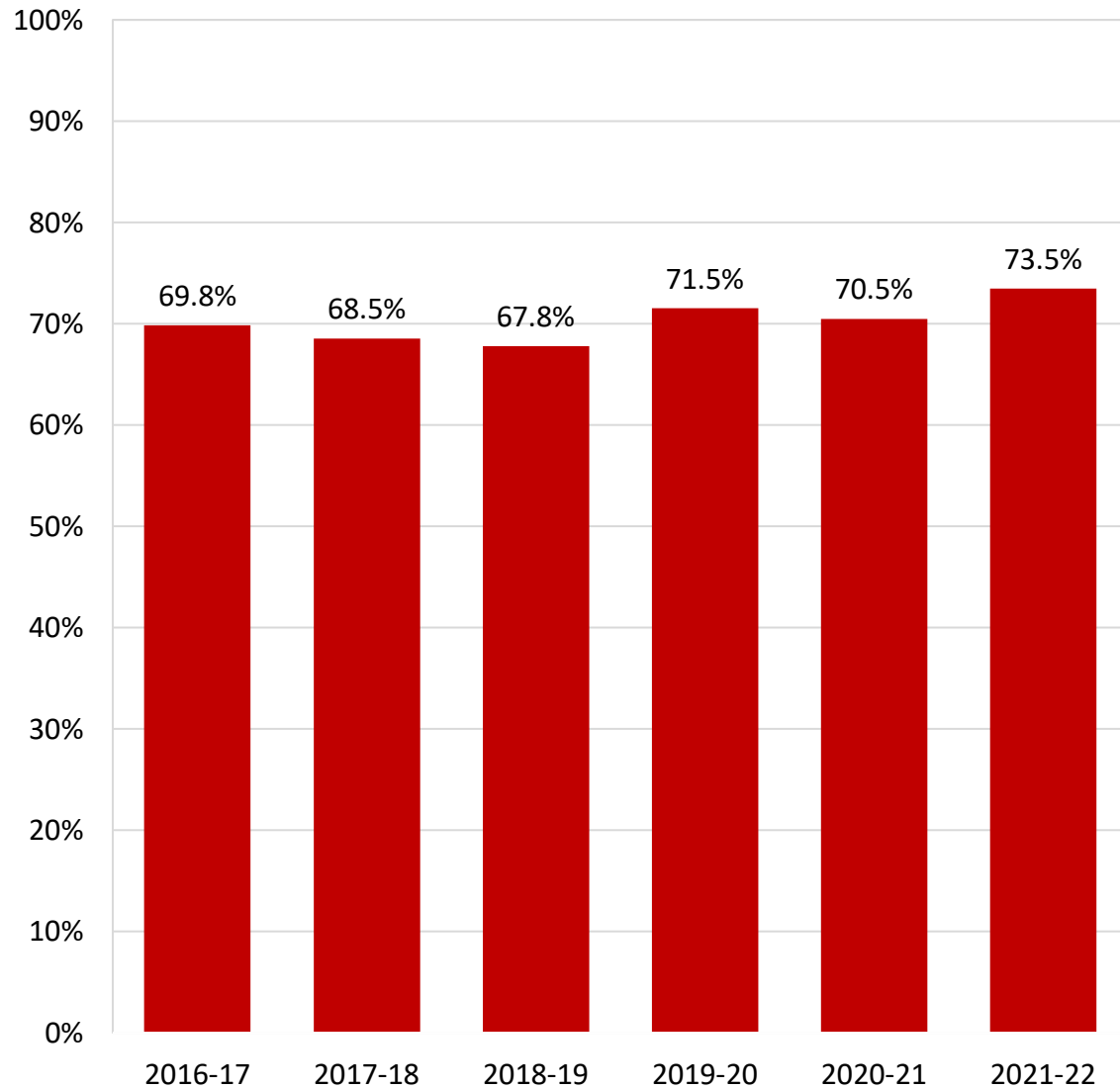
PALOMAR COLLEGE
Learning for Success
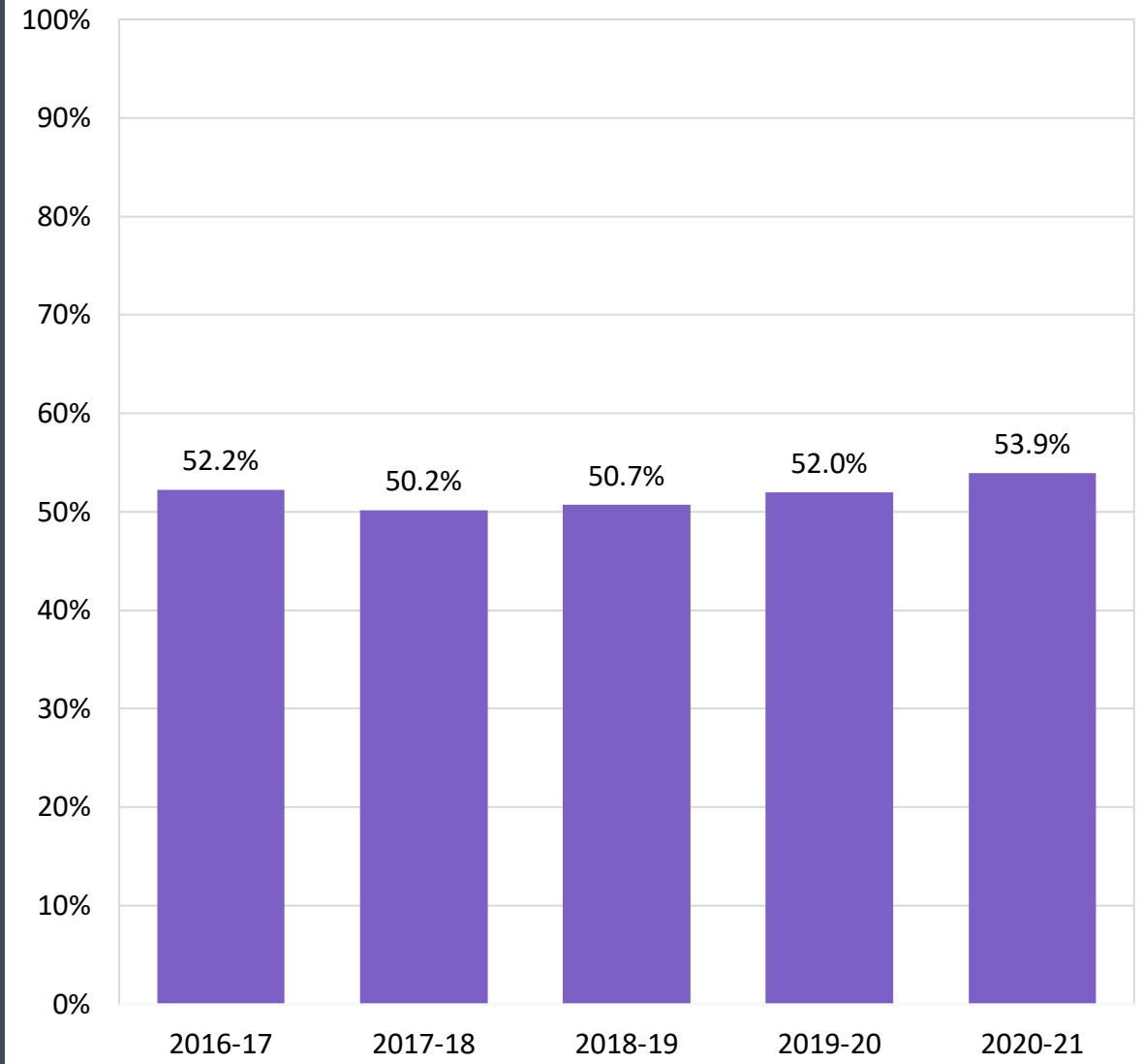
Fall Course Success Rates by Ethnicity
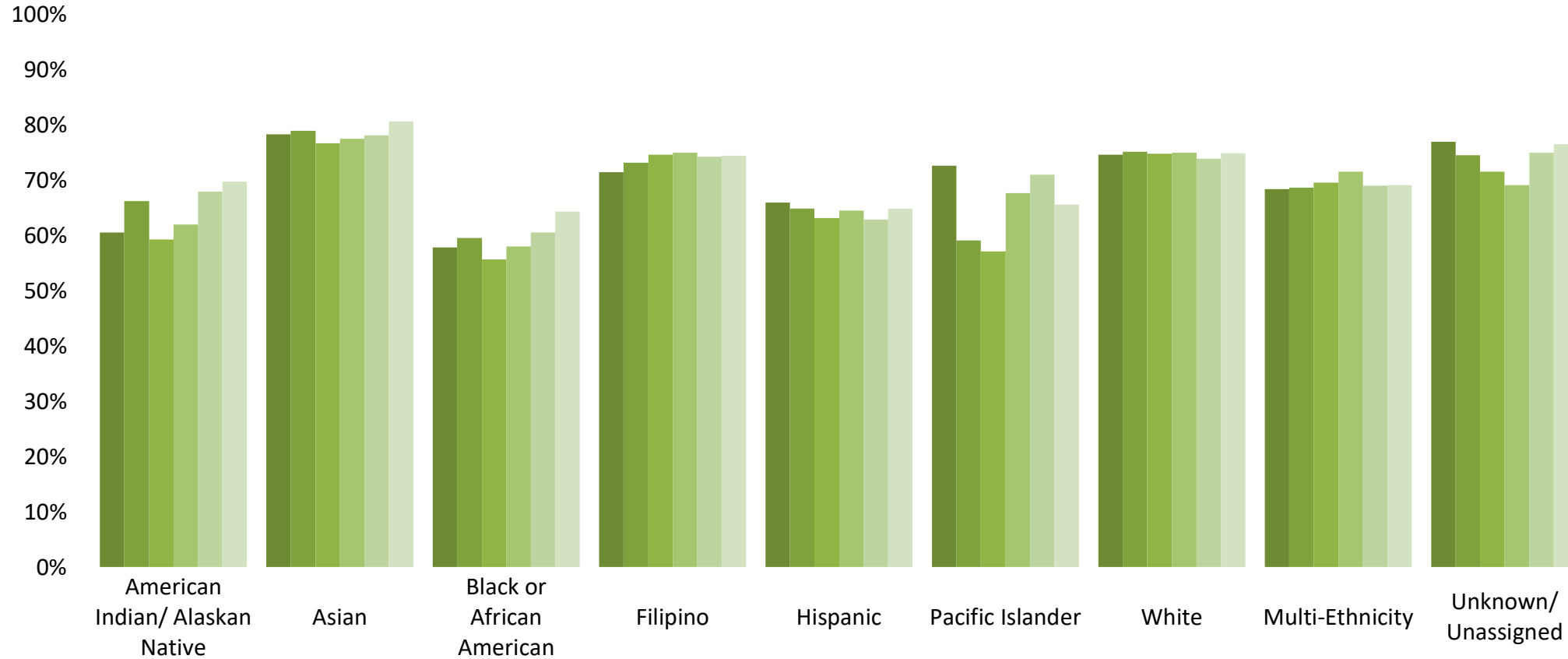
	American Indian/ Alaskan Native	Asian	Black or African American	Filipino	Hispanic	Pacific Islander	White	Multi-Ethnicity	Unknown/ Unassigned
2016-17	60.6%	78.3%	57.9%	71.5%	65.9%	72.7%	74.6%	68.4%	77.0%
2017-18	66.2%	78.9%	59.6%	73.2%	64.9%	59.1%	75.1%	68.7%	74.6%
2018-19	59.3%	76.7%	55.7%	74.6%	63.2%	57.1%	74.8%	69.6%	71.5%
2019-20	62.0%	77.5%	58.0%	75.0%	64.5%	67.6%	75.0%	71.6%	69.2%
2020-21	68.0%	78.1%	60.6%	74.3%	62.9%	71.0%	73.9%	69.0%	75.0%
2021-22	69.7%	80.6%	64.3%	74.5%	64.9%	65.6%	74.9%	69.1%	76.5%

Data

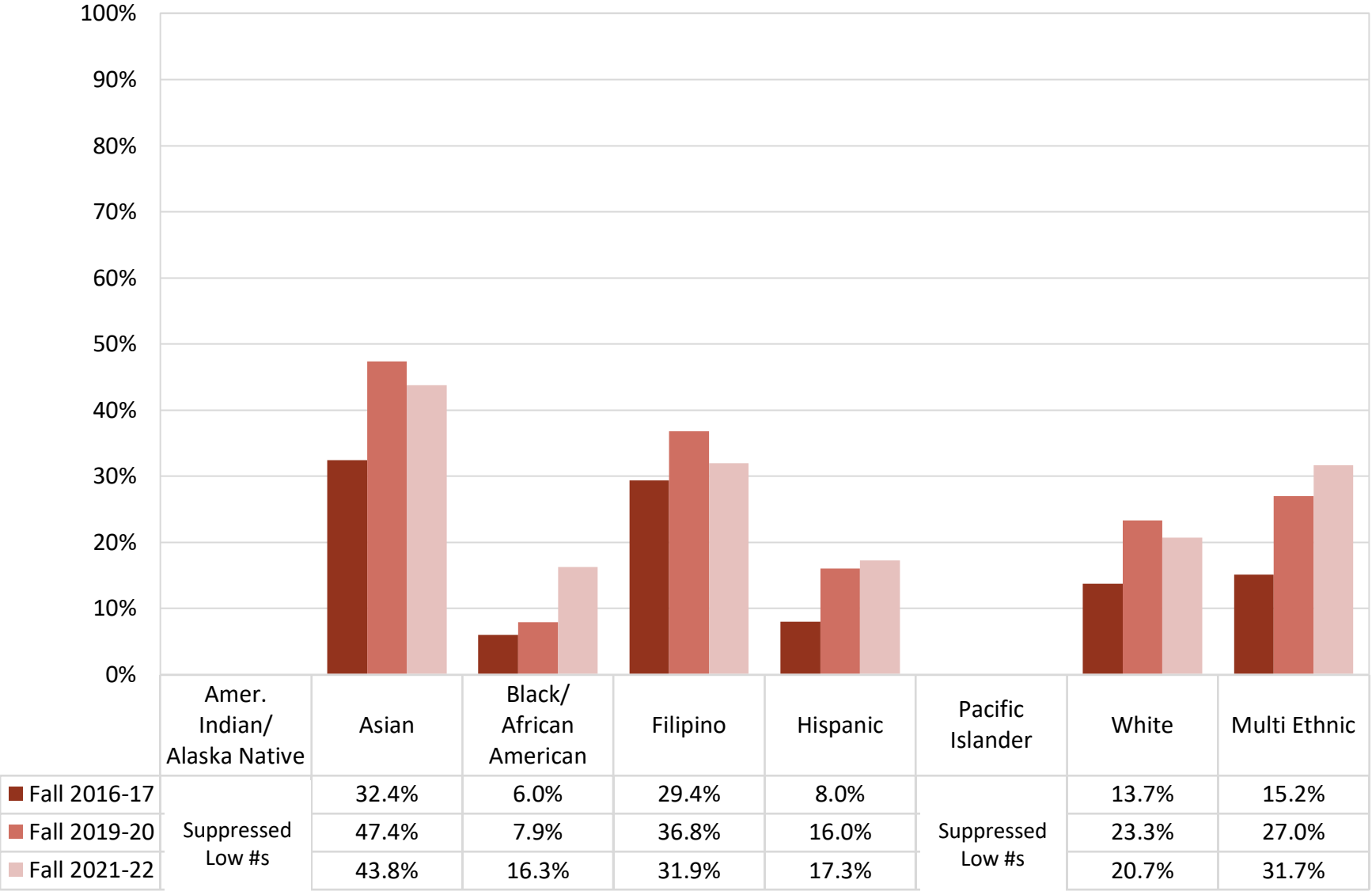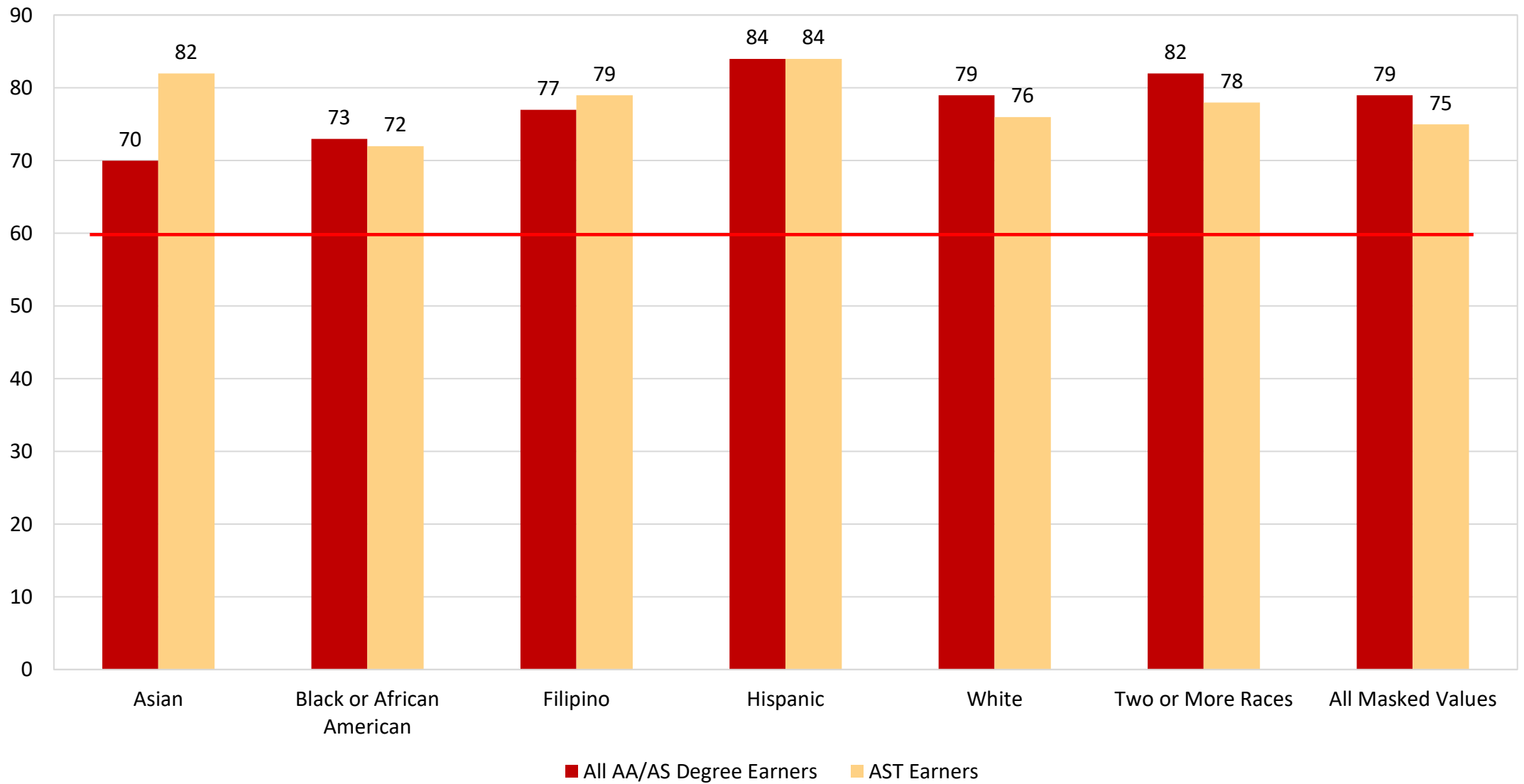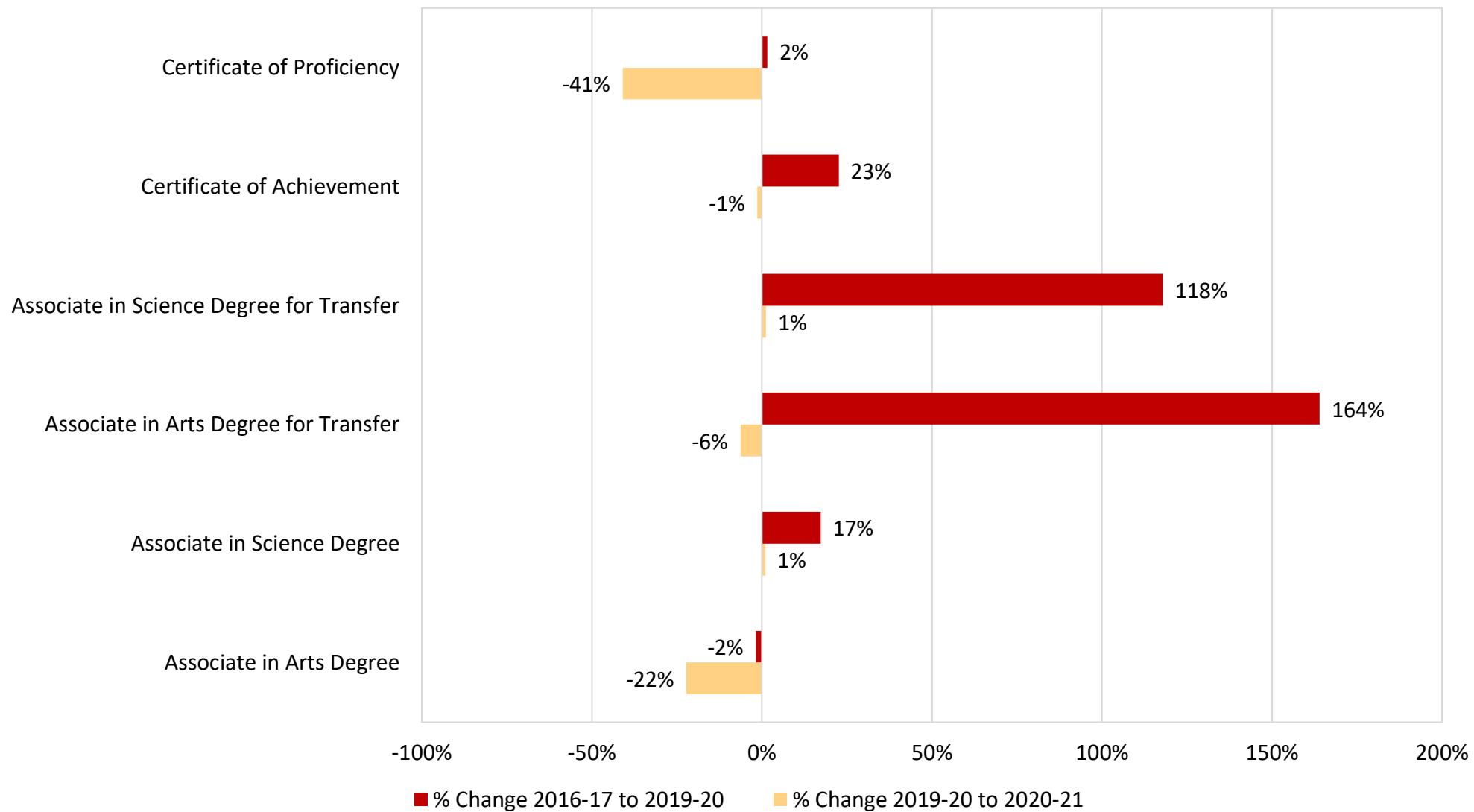Table 1. English One-year Throughput for First-time Students by Ethnicity

	Amer. Indian/ Alaska Native	Asian	Black/ African American	Filipino	Hispanic	Pacific Islander	White	Multi Ethnic
■ Fall 2016-17	Suppressed Low #s	28.6%	14.4%	32.9%	20.1%	Suppressed Low #s	27.3%	27.5%
■ Fall 2019-20		57.2%	29.3%	61.1%	39.4%		41.8%	47.8%
■ Fall 2021-22		50.8%	36.0%	41.7%	38.5%		42.9%	43.8%

Data
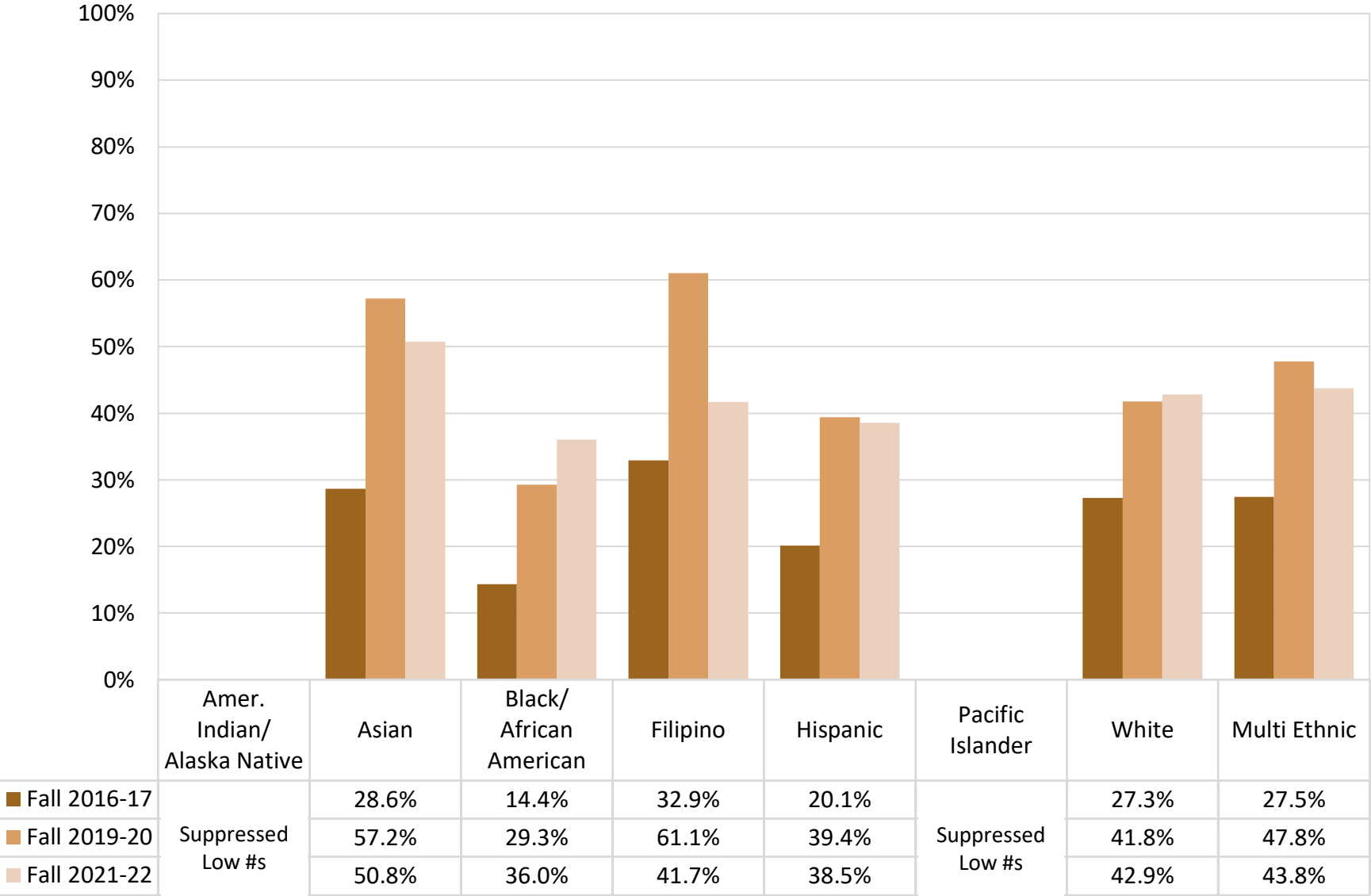
Table 2. Math One-year Throughput for First-time Students by Ethnicity

	Amer. Indian/ Alaska Native	Asian	Black/ African American	Filipino	Hispanic	Pacific Islander	White	Multi Ethnic
Fall 2016-17	Suppressed Low #s	32.4%	6.0%	29.4%	8.0%	Suppressed Low #s	13.7%	15.2%
Fall 2019-20		47.4%	7.9%	36.8%	16.0%		23.3%	27.0%
Fall 2021-22		43.8%	16.3%	31.9%	17.3%		20.7%	31.7%

Data

Average Number of Units Accumulated by First Time Associate Degree Earners

	Asian	Black or African American	Filipino	Hispanic	White	Two or More Races	All Masked Values
All AA/AS Degree Earners	70	73	77	84	79	82	79
AST Earners	82	72	79	84	76	78	75

■ All AA/AS Degree Earners   ■ AST Earners

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Data

Change in Awards by Academic Year
2016-17 to 2020-21

Transfers by Academic Year
(n = 9,573)

	In-State-Private (ISP)	Out-of-State (OOS)	UC System	CSU System
2016-17	135	350	206	1,062
2017-18	119	315	169	1,131
2018-19	111	333	216	1,011
2019-20	104	323	239	1,066
2020-21	108	318	203	1,011

Data

Successful Enrollment	Retention	Transfer-Level Math and Eng.	Completion	Transfer
				DSPS (M)
			American Indian/Alaska Native	
Asian				Asian
Black or African American	Black or African American	Black or African American	Black or African American	
Filipino (F)				
	Hispanic (M)	Hispanic	Hispanic	Hispanic
Pacific Islander or Hawaiian Native				
	First Generation Student	First Generation Student	First Generation Student (M)	First Generation Student
			Foster Youth	
Female				
	LGBT	LGBT		
	Economically Disadvantaged (M)	Economically Disadvantaged (F)	Economically Disadvantaged	Economically Disadvantaged (M)
	Veteran		Veteran	

Note: Successful Enrollment was disaggregated by Race and Ethnicity and Gender only.

Data

Table 8. Consistency of Impact Over Time

Subpopulation	Successful Enrollment	Retention	Transfer-Level Math and Eng.	Completion	Transfer
DSPS					
American Indian/Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic					
Pacific Islander or Hawaiian Native					
First Generation Student					
Foster Youth					
Female					
LGBT					
Economically Disadvantaged					
Veteran					

Note: Successful Enrollment was disaggregated by Race and Ethnicity and Gender only.

Data

Equity Metrics Outcome Rates in Baseline Years

Metric	Baseline Year	Outcome Rate
Successful Enrollment in the First Year	2020-21	36.4%
Persisted First Primary Term to Subsequent Primary Term	2019-20	66.9%
Completed Both Transfer-Level Math and English within the District in the First Year	2020-21	12.3%
Attained the Vision for Success Definition of Completion within Three Years	2017-18	9.7%
Transferred to a Four-Year Institution within Three Years	2016-17	22.4%

Equity Metrics Outcome Rates

Metric	Academic Year									
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Successful Enrollment in the First Year	--	--	--	--	--	--	--	23.2%	32.8%	36.4%
Persisted First Primary Term to Subsequent Primary Term	68.2%	68.7%	69.5%	68.2%	70.3%	66.4%	65.3%	66.6%	66.9%	--
Completed Both Transfer-Level Math and English within the District in the First Year	3.7%	4.2%	4.6%	5.1%	5.0%	4.4%	7.5%	8.0%	9.5%	12.3%
Attained the Vision for Success Definition of Completion within Three Years	7.5%	8.4%	7.9%	8.2%	8.9%	8.4%	9.7%	--	--	--
Transferred to a Four-Year Institution within Three Years	22.6%	23.1%	22.2%	22.6%	23.1%	22.4%	--	--	--	--

Data

Identifying planning assumptions

Sustainability

" Sustainability: the ability to be sustained, supported, upheld or confirmed.

- Dictionary.com

What is Sustainability?

PALOMAR COLLEGE
Learning for Success

"

Sustainability: meeting the needs of the present without compromising the ability of future generations to meet their own needs.

- The Hanover Principles

"

What is Sustainability?

"

Sustainability is about balance.

- Jennifer Wehling

"

What is Sustainability?

What does balance look like?

What is Sustainability?
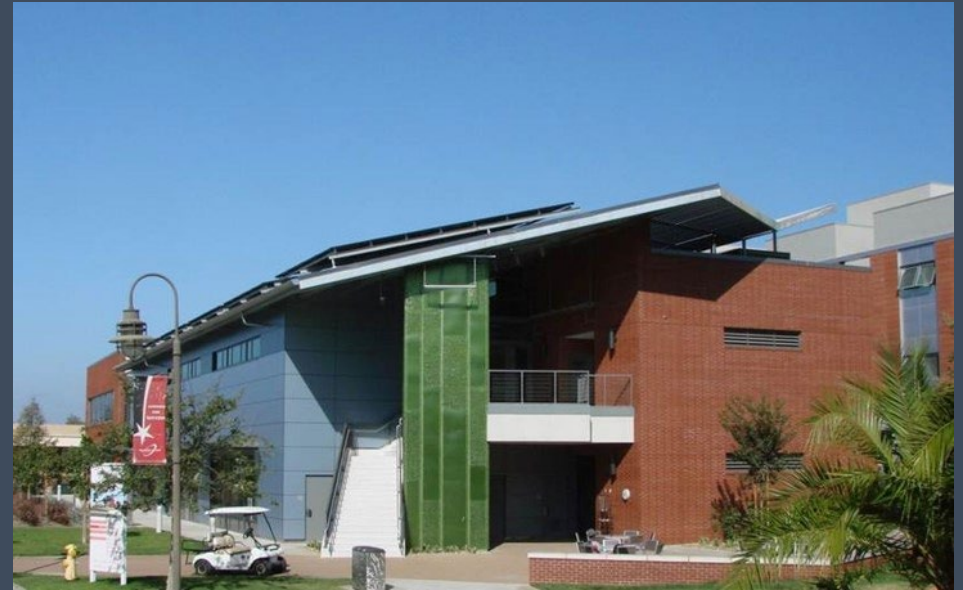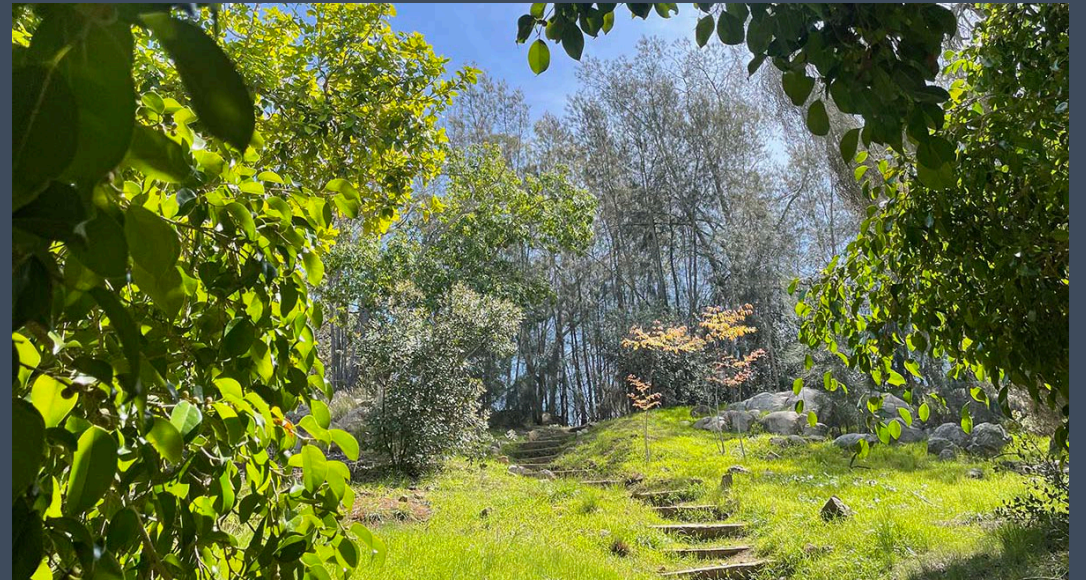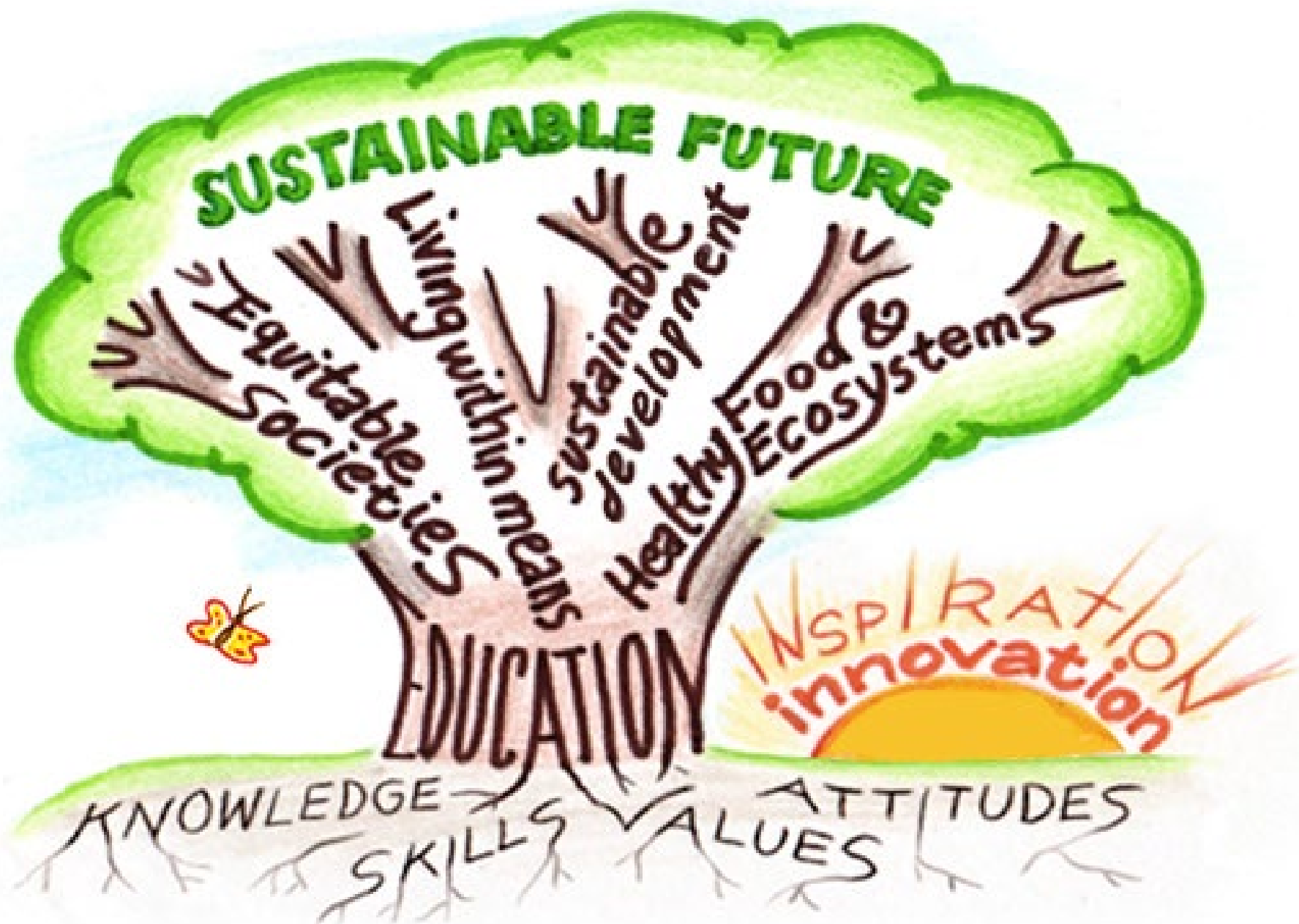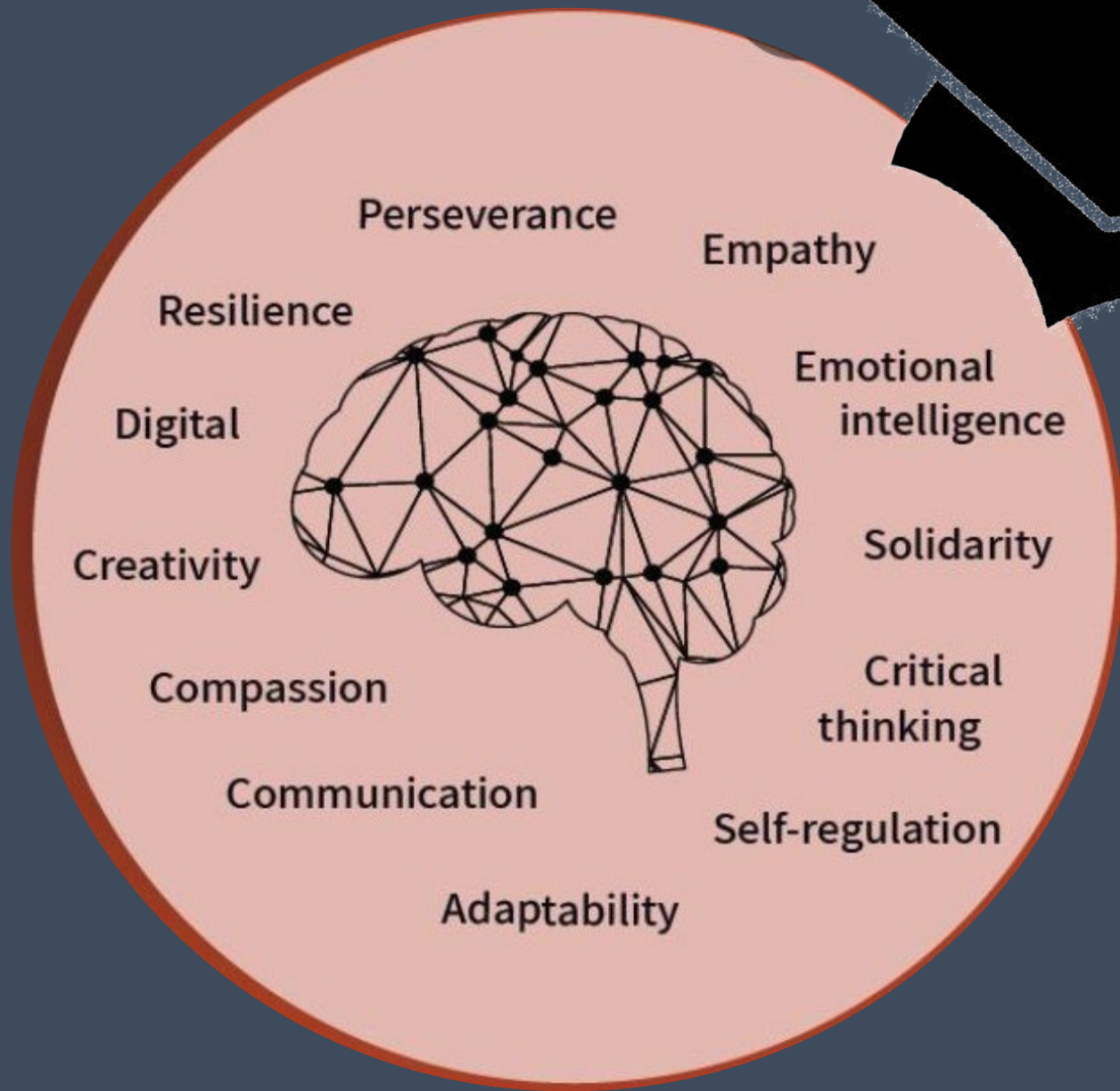
What does this mean to industry...

What is Sustainability?

PALOMAR COLLEGE
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30 Year Cost of a Building

Design and Constuction — 2%
Maintenance, Operations, Personnel — 98%

Source: Sustainable Building Technical Manual, Joseph J. Room

CONSCIOUS FASHION

Eco-friendly & Green

CIRCULAR FASHION

Vegan & Cruelty-free

SUSTAINABLE FASHION

Upcyled & Recyclable

ETHICAL FASHION

Thrifting Swapping & Renting

SLOW FASHION

What does sustainability mean to YOU?

What is Sustainability?

"I currently work in the Rancho Bernardo building, which is a LEED Silver building. It's beautiful and has energy-saving details such as lights that automatically turn off if no one is in a room. The materials are beautiful, and the rooms are filled with natural sunlight. I hope that any new buildings, on any of Palomar's campuses, will be LEED certified, as this ties in with Palomar's interest in sustainability as well as the directives from the state level."

- Jessica Newman, MFA
Assistant Professor of Interior Design
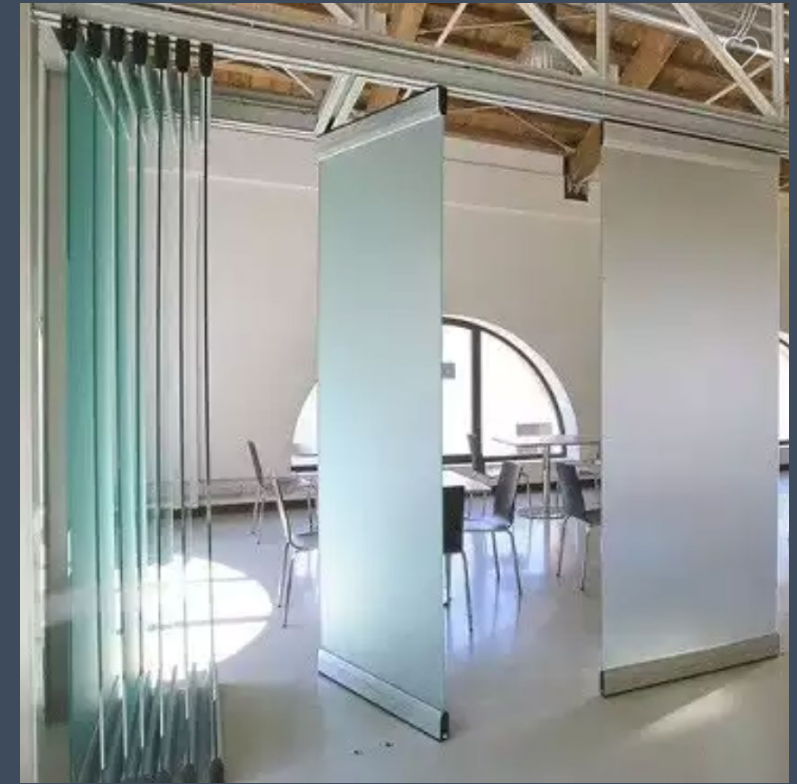Palomar Community College District
Rancho Bernardo Campus

"Sustainability – Combat Climate Change."

"Sustainability - Practices."

- Marti Snyder
Accreditation Coordinator
Palomar College, AA-115

"I see as sustainability in design ensuring spaces are flexible and can be easily modified as needs change."

- Kelly A Falcone, EdD/ET
Pronouns: she, her, hers
Professor, Kinesiology and Health
Coordinator, Faculty Tenure and Evaluations (TERB)
Palomar College

"There needs to be sections, ideas, and more reuse to continue."

- Erik Duarte
ASG Secretary
Palomar College

"When I think about sustainability I immediately think about the environment and my children's ability to experience it in the future."

- Wendy Nelson
Professor, Media Studies
Faculty Senate President
Guided Pathways Pillar Lead
Palomar College

"Sustainability is something we must do now for future generations."

- Diane Studinka, Ed.D.
Acting Vice President of Instruction
Palomar College

- Scott Richison
Asst. Professor, Media Studies
Palomar College

"Sustainability brings the image of a healthy eco-system to my mind. That can be a healthy eco-system of students and educators, as well as a healthy eco-system in the physical environment."

- Cynthia Anfinson
Pronouns: She/Her
Professor, Mathematics
Palomar College

- Dennis Astl R.A., CCM, LEED AP
Manager, Construction & Facilities Planning
Palomar College
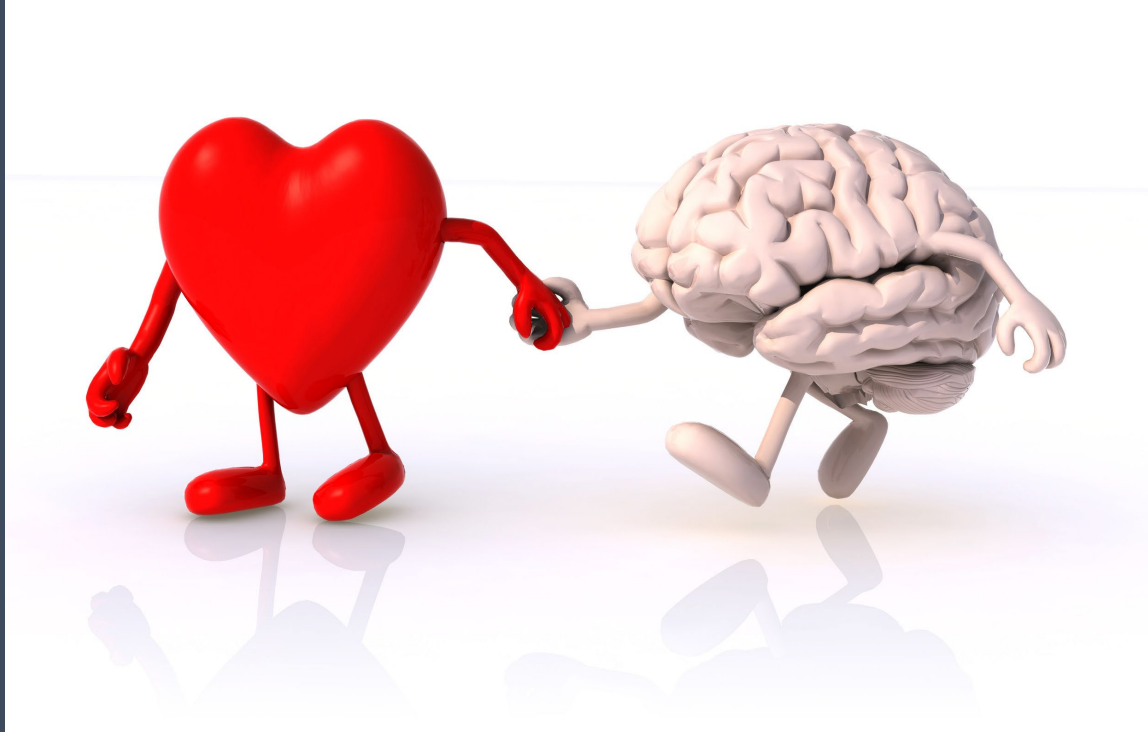
"Sustainability is thinking beyond ourselves to care about others as we make everyday decisions. There are always consequences to decisions, positive and negative, and it is using our cognitive abilities and our compassion in developing a culture where we are aware and care about our personal and collective legacy."

Sandy Kate
Education Facility Planner
HMC Architects

What does sustainability mean to
Palomar College?

What is Sustainability?

Up Next

November
- External Scan, workforce data, gap analysis
- Environmental Analysis

December
- Listening session themes
- College survey results

January
- 2-day goal-setting session

Upcoming Work sessions