**DEL MAR COLLEGE**

**2019-2024 Strategic Plan**
*Aspire. Engage. Achieve.*

# STUDENT ACHIEVEMENT INDICATORS
# PROGRESS REPORT: YEAR 1

## Vision
*This is what we aspire to achieve.*

**Del Mar College will be the premier choice for life-changing educational opportunities, provided by responsive, innovative faculty and staff who empower students to improve local and global communities.**

## Mission
*This defines what we are here to do.*

**Del Mar College is a multi-campus community college providing access to affordable degree and certificate programs, customized workforce development, and continuing education opportunities for the successful educational advancement and lifelong learning needs of our communities.**

## Core Values
*These are the characteristics that are important in how we do our work.*

**Student Learning and Success**
Ensuring students gain the necessary knowledge, skills, and experience to achieve their goals of graduation, transfer, and/or personal enrichment.

**Excellence in Instruction**
Developing and delivering exceptional instruction that is tailored to a diverse student population.

**Access**
Providing opportunities to all persons who wish to participate and succeed in higher education through traditional and distance delivery formats.

**Integrity**
Demonstrating honesty, transparency, and clear communication with our stakeholders, our community, and with each other.

**Accountability**
Demonstrating responsible and ethical stewardship of the resources entrusted to us by our community.

**Innovation**
Dedicating attention to new ideas that lead to higher levels of achievement for students, faculty, and staff.

**Diversity and Inclusion**
Committing to a diverse and inclusive community that values, celebrates and learns from our differences and in which all people are treated with dignity and respect.

# Plan Overview

**Goal One:  Completion**

**Goal Two:  Recruitment and Persistence**

**Goal Three:  Academic Preparedness and Student Learning**

**Goal Four:  Learning Environments**
- *Not Included in Progress Report: no applicable Student Achievement Indicators*

**Goal Five:  Workforce Development, Community Partnerships, and Advocacy**

**Goal Six:  Financial Effectiveness and Affordability**
- *Not Included in Progress Report: no applicable Student Achievement Indicators*

# Report Components

**Goals**: Broad, priority areas.  Key Performance Indicators (KPIs) have been identified for each of the Strategic Plan Goals.

**Key Performance Indicators (KPIs)**: Describe how the College measures progress toward meeting its goals.
- **KPI Thresholds** are expectations set by the College to define its own acceptable level of achievement (minimum target; usually aligned with baseline data).
- **KPI Targets** are the College's expectations for improvement; aspirational targets that define what the College intends to achieve (improvement/aspirational target).

**Data Findings**:  Describe how the College is performing for each KPI.
- The two most recent years of available data for each KPI is provided as part of the data findings.  Change between the two years is also indicated.
- The most recent year of KPI data is compared to the identified KPI Threshold and Target.
  - If the indicator met or exceeded the KPI Threshold and/or Target, this field was coded in **green**.
  - If the indicator did not meet or exceed the KPI Threshold and/or Target, this field was coded in **red**.

There are several KPI Targets with a projected date of attainment. In these instances, a color-coded designation was not made unless the College had already met or exceeded the KPI Target set for the projected date of attainment.

**Analysis of Results:**  Describes Data Findings, including change over time and comparison to peer group.

**Use of Results for Improvement:**  Describes the actions and activities that the College implemented to seek the attainment of the KPI Thresholds and Targets.  Also describes the actions that the College will take in the future to support continuous improvement and the attainment of the KPI Thresholds and Targets.

# Goal One:  Completion

Create coherent and seamless pathways that guide students to achieve their educational goals.

## KPI:  Number of degrees and certificates awarded

*Objectives that Support the Achievement of the KPIs*
- **O1: Credentials Completed.** Increase the number of students earning degrees and/or certificates each year.

**Findings:**

| Credit Programs - Number of Degrees and Certificates Awarded | | | | | |
|---|---|---|---|---|---|
| | **2018** | **2019** | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2020** |
| **All Students** | 2,025 | 1,846 | -179 | 2,000 | 2,200 |
| *Disaggregated by Ethnicity* | | | | | |
| **African American** | 58 | 61 | 3 | 40 | 60 |
| **Hispanic** | 1,253 | 1,224 | -29 | 1,200 | 1,320 |
| *Disaggregated by Socioeconomic Status* | | | | | |
| **Economically Disadvantaged Students** | 919 | 867 | -52 | 900 | 940 |

*Degrees and certificates awarded (All credit students). Economically disadvantaged students are those receiving Pell at any time.  Targets are aligned with DMC's 60x30TX Institutional Targets. Data Source:  THECB Accountability System*

**Analysis of Results:**

Del Mar College did not meet its threshold for awarding credit students degrees and/or certificates.  The College awarded 1,846 degrees and certificates – an 8.84% drop from the previous year.  This is the first decrease in the number of degrees and certificates awarded that the College has experienced during the past five years.  Since 2015, this number has increased by 31.2%.

When selecting the targets for improvement, Strategic Planning Committee sought to align its identified goals with the Texas Higher Education Strategic Plan, *60x30TX*. The plan identified statewide targets for student populations that have traditionally been underrepresented in higher education, including African American, Hispanic, and economically disadvantaged students. For this reason, the College identified specific completion targets for these student subgroups.  The number of degrees and certificates awarded to African American students increased by three to 61, which exceeded the minimum acceptable threshold (40) by 21 awards and surpassed the 2020 target of 60.  Although degrees and certificates awarded to Hispanic students surpassed the minimum threshold of 1,200, there was a 2.31% decrease in awards from 2018 to 2019.  The College would need to improve its number of degrees and certificates awarded to Hispanic students by 96 awards to meet its target in 2020.  Degrees and certificates awarded to economically disadvantaged students saw a decline of 17.67%, which was short of the 900-award threshold.  Despite the decline, students who are economically disadvantaged represented approximately 47% of the completers in 2019.  To meet its target in 2020, the College must improve its annual count in this area by 73 awards.

**Use of Results for Improvement:**

The College has implemented several strategies to increase the number of degrees and certificates awarded. In 2017, Del Mar College joined the Texas Pathways Project, a statewide initiative led by the Texas Association of Community Colleges and the Texas Success Center to implement guided pathways reforms across all of the state's community colleges. Participating colleges engage in statewide Pathways Institutes, which focused on critical aspects of institutional change and pathway design and implementation. Upon joining the Texas Pathways Project, Del Mar College established the Guided Pathways Steering Committee to examine student success and progression data and to determine the feasibility of implementing seamless and structured instructional pathways. The Committee membership includes faculty and staff representatives from across all areas of the College.

The Guided Pathways Steering Committee determined that the first step in implementing guided pathways was to restructure how the College's credit programs are organized and marketed to students. With more than 100 degree and certificate options available, choosing a career path at Del Mar College can be confusing and overwhelming, especially for students who are the first in their families to attend college. In support of the first of the Guided Pathways Essential Practices, mapping pathways to student end goals, in late 2018 the Committee began the work of developing a meta-major structure for the College. Meta-majors are defined as clusters of instructional programs in similar academic and career fields that can help students understand and select from a college's program offerings.

The final structure consists of eight pathways:

- Architecture, Aviation, and Automotive
- Business Administration and Entrepreneurship
- Communication, Fine Arts, and Social Sciences
- Health Sciences
- Industrial Technology
- Kinesiology and Education
- Public Service
- STEM

Since the adoption of the final pathways structure, the Guided Pathways Steering Committee has taken steps to implement the structure beginning in the Fall 2020 semester.  As of September 1, 2020, Phase I of the pathways administrative structure has been implemented with the realignment of several programs and departments within the new pathways structure.  The anticipated implementation date of Phase II is September 2021, which will entail the creation of the Communication, Fine Arts, and Social Sciences (CFASS) division and the STEM division.

The Guided Pathways Steering Committee determined that the next steps in implementing guided pathways would be to help students choose and enter a program pathway and to provide supports to keep students on the path.   In support of these steps, the College chose advising as its topic for the new Quality Enhancement Plan (QEP), titled *GPS:  Goals + Planning = Success*.  Several of the QEP activities will directly support the attainment of the KPI threshold and target, including:

- Update college website to structure programs into eight pathways

- Acquire and promote use of EMSI Career Coach
- Certify faculty advisors and other personnel (e.g., chairs, embedded advisors, enrollment specialists) through an online training course that incorporates best practices in advising
- Require regular and on-going interaction between advisors and students
- Implement Anthology/Campus Management Degree Pathway Tool

The impact of these activities will begin to be measured in Year 2 of the College's strategic plan.

Additionally, the College has leveraged the Civitas software system to contact students who are nearing completion to encourage them to apply for graduation.  These "nudge campaigns" have proven to be successful and are attributed with increasing the number of degrees and certificates awarded over the last several years.  This strategy will continue to be implemented.  The College will also seek to increase the usage of Civitas by faculty and staff across the College.

## KPI:  Graduation rates (3yr, 4yr, 6yr)

*Objectives that Support the Achievement of the KPIs*
- **O1: Credentials Completed.** Increase the number of students earning degrees and/or certificates each year.
- **O2: Time and Semester Credit Hours to Completion.** Decrease the amount of time and the number of excess credit hours that a student attempts in pursuit of an Associate degree or certificate.

**Findings:**

| 3 - Year Graduation Rate | | | | | |
|---|---|---|---|---|---|
| | **2018**<br>*Fall 2015 cohort* | **2019**<br>*Fall 2016 cohort* | **Change from**<br>**Prior Year** | **KPI**<br>**Threshold** | **KPI**<br>**Target 2024** |
| **Del Mar College** | 14.0% | 17.8% | 3.8 pts. | 15% | 20% |
| **TX Large Colleges Cohort** | 18.5% | 19.5% | 1 pt. | | |
| **4 - Year Graduation Rate** | | | | | |
| | **2018**<br>*Fall 2014 cohort* | **2019**<br>*Fall 2015 cohort* | **Change from**<br>**Prior Year** | **KPI**<br>**Threshold** | **KPI**<br>**Target 2024** |
| **Del Mar College** | 22.7% | 21.9% | -0.8 pts. | 20% | 25% |
| **TX Large Colleges Cohort** | 29.1% | 28.2% | -0.9 pts. | | |
| **6 - Year Graduation Rate** | | | | | |
| | **2018**<br>*Fall 2012 cohort* | **2019**<br>*Fall 2013 cohort* | **Change from**<br>**Prior Year** | **KPI**<br>**Threshold** | **KPI**<br>**Target 2024** |
| **Del Mar College** | 21.8% | 29.6% | 7.8 pts. | 22% | 28% |
| **TX Large Colleges Cohort** | 37.8% | 39.9% | 2.1 pts. | | |

*First-time, full-time entering degree-seeking students who enrolled in a minimum of 12 SCH their first fall semester who graduated from the same or another Texas public or independent institution. Includes data on credit programs only. Dual credit students are not included in this data set; they are not labelled as first time in college (FTIC) until after they graduate from high school. Data Source:  THECB Accountability System*

**Analysis of Results:**

Del Mar College exceeded its three-year graduation rate threshold and experienced a 3.8 percentage point improvement from the previous year.  The College produced a lower three-year graduation rate (17.8%) than colleges in the Texas Large Colleges Cohort (19.5%), despite experiencing a greater year-to-year improvement. Over the next four years, Del Mar College aims to increase in this area by another 2.2 percentage points.

Del Mar College met its threshold for the four-year graduation rate, despite seeing a 0.8% decrease from the previous year.  This was the only graduation rate category to see a drop in year-to-year change.  While the Texas Large College Cohort achieved a 28.2% graduation rate, the College fell 6.3% short of that pace (21.9%). To reach its 2024 target of 25%, the College will need an increase of 3.1 percentage points over the next four years.

For its 6-year graduation rate, Del Mar College again surpassed its threshold.  The College observed a 7.8 percentage point increase in this group from 21.8% in 2018 to 29.6% in 2019.  The 2019 graduation rate also

exceeded the 2024 Target.  Despite producing Del Mar College's largest year-to-year increase in graduation rates, the College was more than 10% behind the 6-Year graduation rate of the Texas Large College Cohort (39.9%).

**Use of Results for Improvement:**

The College has implemented several strategies to improve graduation rates.  As discussed above, Del Mar College is currently implementing guided pathways to support students from the beginning of their educational journeys until they complete a credential, transfer, or enter the workforce.  The implementation of pathways included the realignment of the College's program into meta-majors beginning in the Fall 2020 semester.  Additionally, the College has chosen advising as its topic for the new Quality Enhancement Plan (QEP), titled *GPS:  Goals + Planning = Success*.  Several of the QEP activities will directly support the attainment of this KPI threshold and target, including implementing the Anthology/Campus Management Degree Pathway Tool.

Anthology/Campus Management is a Microsoft-based system that will have two components: the Customer Relationship Management (CRM) platform – CampusNexus Engage and the Student Information System (SIS) CampusNexus Student. The SIS includes Anthology/Campus Management's Degree Pathway Tool for student use to ensure they are staying on their Guided Pathway. This tool is planned to be implemented in Fall 2021 for advising those students who will enroll in Spring 2022 coursework.

The Degree Pathway Tool will allow students the opportunity to see exactly where they are on their pathway to completing their academic goals. Information in the tool is, "adjustable course by course and highlights the impact of course placements on their graduation dates, skills achieved, and the cost of their programs. They click, drag, and drop their courses to create unique pathways to success and see visible progress towards their goals" (Whitehead & Dunlap, 2018). The impact of the Degree Pathway Tool on student success will be measured soon after it is launched in the Fall 2021 semester.

# KPI: Average time to complete an associate degree

*Objectives that Support the Achievement of the KPI*
- **O1: Credentials Completed.** Increase the number of students earning degrees and/or certificates each year.
- **O2: Time and Semester Credit Hours to Completion.** Decrease the amount of time and the number of excess credit hours that a student attempts in pursuit of an Associate degree or certificate.

**Findings:**

| Time to Completion | | | | | |
|---|---|---|---|---|---|
| | **2018** | **2019** | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 5.1 Years | 4.9 Years | -0.2 Years | 5 Years | 4.5 Years |
| **TX Large Colleges Cohort** | 4 Years | 3.8 years | -0.2 Years | | |

*The average length of time in years to complete an associate degree. Includes all credit students completing an associate degree who have not earned prior associate-level or higher-level degrees in Texas. Dual credit and development education hours are excluded. Data Source: THECB Accountability System.*

**Analysis of Results:**

Del Mar College met its threshold to decrease the average time to completion of five years by 0.1 years. Both the College and the Texas Large Colleges Cohort had the same year-to-year decrease. The College still reported a longer time to completion average - 4.9 years - than the Texas Large College Cohort by more than year. To meet the 2024 target time to completion of 4.5 years, the College must further decrease the average time to completion by 0.4 years.

**Use of Results for Improvement:**

The College has implemented several strategies to reduce the time to degree. As discussed above, Del Mar College is currently implementing guided pathways to support students from the beginning of their educational journeys until they complete a credential, transfer, or enter the workforce. Reducing the time a student takes to earn an associate degree was a significant reason why the College chose to engage in guided pathways reform work.

One of the significant factors that impacts time to degree is students' uncertainty regarding selecting a career path. This uncertainty can lead students to take unnecessary coursework, which increases the time to complete a credential and the semester credit hours attempted. For this reason, the College has purchased a license for EMSI Career Coach software. EMSI Career Coach will be embedded within the College's website to provide prospective and new students with information on careers that match their skills and interests, local need for those careers, potential earnings, and the credentials the College offers that will lead to the career. The software provides prospective and new students with an interest inventory assessment and then suggests broad career pathways indicated by their skills and interests. EMSI Career Coach will be linked to programs at Del Mar College that match their interests, including links to the College's catalog and degree options. Advisors will encourage prospective students and those going through orientation to use EMSI Career Coach

as a first step in making decisions about their educational pathways. The software will also play a prominent role within the College's redesigned website as a starting point to exploration of the eight pathways.

The purchase and implementation of EMSI Career Coach is included as an activity within the College's new Quality Enhancement Plan (QEP), titled *GPS:  Goals + Planning = Success*.  The impact of Career Coach will begin to be measured in Year 2 of the College's strategic plan.

# KPI:  Average semester credit hours (SCH) attempted when completing an associate degree

*Objectives that Support the Achievement of the KPI*
- **O1: Credentials Completed.** Increase the number of students earning degrees and/or certificates each year.
- **O2: Time and Semester Credit Hours to Completion.** Decrease the amount of time and the number of excess credit hours that a student attempts in pursuit of an Associate degree or certificate.

**Findings:**

| Average Semester Credit Hour to Degree | | | | | |
|---|---|---|---|---|---|
| | **2018** | **2019** | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 93 | 94 | 1 | 93 | 83 |
| **TX Large Colleges Cohort** | 86 | 82 | -4 | | |

*The average attempted semester credit hours (SCH) to complete an associate degree. Includes all credit students completing an associate degree who have not earned prior associate-level or higher-level degrees in Texas.  Dual credit and development education hours are excluded.  Data Source:  THECB Accountability System.*

**Analysis of Results:**

Del Mar College failed to meet the threshold of 93 average attempted semester credit hours (SCH) to complete an associate degree.  The College's average increased by 1 SCH, while the Texas Large Colleges Cohort average decreased by 4 SCH.  This put the College further behind the state cohort's average from 7 SCH in 2018 to 12 SCH in 2019 – the equivalent of one semester of full-time enrollment.  To meet the 2024 target of 83 SCH, Del Mar College needs to create a reduction of 11 SCH over the next five years.

**Use of Results for Improvement:**

The College has implemented several strategies to reduce the average SCH to degree.  As discussed above, Del Mar College is currently implementing guided pathways to support students from the beginning of their educational journeys until they complete a credential, transfer, or enter the workforce.  Reducing the semester credit hours that a student attempts when takes earning an associate degree was a significant reason why the College chose to engage in guided pathways reform work, along with reducing time to degree.

One of the significant factors that impacts the average attempted SCH to degree is students' uncertainty regarding selecting a career path. This uncertainty can lead students to take unnecessary coursework, which increases the time to complete a credential and the semester credit hours attempted.  For this reason, the College has purchased a license for EMSI Career Coach software, which is described in detail above.

Additionally, the College will be implementing the Anthology/Campus Management Degree Pathway Tool. The Degree Pathway Tool will allow students the opportunity to see exactly where they are on their pathway to completing their academic goals.  The Tool will assist students with selecting the correct coursework along their chosen pathway, which will impact the number of semester credit hours that a student attempts.  The Degree Pathway Tool is planned to be implemented in Fall 2021 for advising those students who will enroll in

Spring 2022 coursework.  The impact of this activity on student success will be measured soon after it is launched.

# KPI:  Transfer to a four-year institution

*Objectives that Support the Achievement of the KPIs*
- **O6: Transfer.** Increase the number of students who transfer to a four-year institution

**Findings:**

| Transfer to a four-year institution - Transfer Rate | | | | | |
|---|---|---|---|---|---|
| | **2018**<br>*Fall 2012 cohort* | **2019**<br>*Fall 2013 cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 12.3% | 12.4% | 0.1 pts. | 10% | 17% |
| **TX Large Colleges Cohort** | 28.3% | 29.9% | 1.6 pts. | | |

*Data includes students who entered college for the first time at a two-year institution and then transferred to a four-year institution within six years. This does not include students who were concurrently enrolled at a four-year institutions or students who had transferred from a two-year institution to a four-year institution in previous years. Includes data on credit programs only. Additionally, data does not include dual credit students, because they are not labelled as first time in college (FTIC) until after they graduate from high school.  Source:  THECB Accountability System.*

**Analysis of Results:**

The College exceeded the threshold of 10% by 2.4 percentage points in 2019.  The College saw a year-to-year transfer rate increase of 0.1% from 2018 (12.3%) to 2019 (12.4%).  However, the College's 2019 transfer rate of 12.4% was less than half the rate of the comparison cohort (29.9%).  For Del Mar College to meet its 2024 Target, the transfer rate must increase by 4.6 percentage points over the next four years.

**Use of Results for Improvement:**

The College has implemented several strategies to improve transfer rates. The Texas Higher Education Coordinating Board has encouraged cooperation between two-year community college faculty and four-year university faculty who teach in the same disciplines to identify those foundational courses offered at community colleges that can be transferred as a block to a degree in that discipline at the university. At this time, there are 24 disciplines with such Field of Study curricula that are guaranteed by state law to satisfy the lower-division coursework for a degree in that discipline at public universities within the state. One of these disciplines, Engineering, has four sub-disciplinary degrees listed, for a total of 28 degrees students can seek to attain by completing lower-division coursework at a community college. Additional Field of Study options are in the process of gaining approval by the Coordinating Board. Of those 28 current Field of Study curricular options, Del Mar College offers 16, which are detailed in the table below. Through activities provided related to advising, faculty in other disciplines where a Field of Study option is available will be encouraged to consider adding that option to their degree offerings, increasing students' chances of having a pathway to a four-year degree.

| Current and Potential Field of Study Offerings at Del Mar College | |
|---|---|
| **Current Field of Study Offerings** | **Potential Field of Study Offerings** |
| Architecture | Communication |
| Biology | Drama |
| Business Administration & Management | Economics |
| Computer Science & Information Technology | Civil Engineering |
| Criminal Justice | Electrical Engineering |
| Chemical Engineering | Mechanical Engineering |
| English Language & Literature | Engineering Technology |
| Fine Arts | Health & Wellness |
| Mexican American Studies | History |
| Music | Journalism |
| Nursing | Mathematics |
| Political Science | |
| Psychology | |
| Radio & Television | |
| Social Work | |
| Sociology | |

Additionally, in 2018 Del Mar College partnered with Texas A&M University-Corpus Christi to launch the Viking Islander Program (VIP). This unique partnership grants numerous benefits to eligible Del Mar College students who plan to transfer to the University and complete a four-year degree and beyond. VIP participants must meet several requirements related to testing scores, grade-point average, and minimum course loads. Benefits include automatic admission to the University when completing the program, access to on-campus housing, specialized advising support and smooth transfer of credits between both institutions. A similar program is currently in development with Texas A&M University-Kingsville.

Finally, the Faculty Coordinator of the QEP will work with the Director of Advising Initiatives and other interested faculty members to develop a checklist of discussion points that will enable an advisor to discuss transfer options with students during advising sessions. These checklists will detail talking points for students at 15, 30, and 45 semester credit hours. The checklists will be provided to advisors, and Certified Faculty Advisors will work with others within their pathway to ensure that advisors are speaking with students about transfer pathways.

# Goal Two:  Recruitment and Persistence

Recruit and attract students to Del Mar College and provide resources to support continuous enrollment until achievement of their educational goals.

## KPI:  Fall-to-Fall persistence rates

*Objectives that Support the Achievement of the KPI*
- **O3: Persistence.** Increase the percentage of students who persist from year to year and term to term.

**Findings:**

| 1 Year Persistence Rate | | | | | |
|---|---|---|---|---|---|
| | **2018**<br>*Fall 2017 cohort* | **2019**<br>*Fall 2018 cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 59.8% | 66.3% | 6.5 pts. | 60% | 65% |
| **TX Large Colleges Cohort** | 65.6% | 67% | 1.4 pts. | | |
| 2 Year Persistence Rate | | | | | |
| | **2018**<br>*Fall 2016 cohort* | **2019**<br>*Fall 2017 cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 49.1% | 45.6% | -3.5 pts. | 48% | 55% |
| **TX Large Colleges Cohort** | 53.2% | 52.8% | -0.5 pts. | | |

*One-year and two-year persistence rates for first-time, degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall who are enrolled at the same or another Texas public or private institution.  Includes students enrolled in credit programs only. Dual credit students not included; labelled as FTIC after they graduate high school.  Data Source:  THECB Accountability System.*

**Analysis of Results:**

Del Mar College surpassed the threshold of 60% for its one-year persistence rate.  The 2019 1-year persistence rate of 66.3% is a 6.5 percentage point improvement over 2018.  The College experienced a larger one year increase than its comparison cohort (6.5 points vs. 1.4 points).  The College also surpassed its 2024 Target of 65%.

Del Mar College did not meet the threshold of 48% for its two-year persistence rate. The College had a 3.5 percentage point decrease from 2018 (49.1%) to 2019 (45.6%).  This decrease was greater at Del Mar College than the 0.5 point decrease experienced by the Texas Large Colleges Cohort.  The two-year rate of persistence must improve by 9.4 percentage points in order for the College to achieve its 2024 target in the next four years.

**Use of Results for Improvement:**

The College has implemented several strategies to improve student persistence. By utilizing the Civitas software system, advisors and faculty members can identify students who are at-risk of not persisting and then provide them with targeted assistance and supports.  To support these efforts, the college appointed a

Director of Advising Initiatives, Ms. Leticia Wilson.  Under her leadership, the Civitas pilot program has been expanded and on-going training sessions have been hosted for faculty and staff members.

As another strategy to increase retention, in 2019 the Office of Student Engagement and Retention opened the College's first Food Pantry on the East Campus in partnership with the Coastal Bend Food Bank.  The mission of the Food Pantry is to "alleviate food insecurities by providing food options to students who have limited resources and are experiencing difficulty meeting their basic needs."  After completing the application process, students are able to receive up to 35 pounds of food twice a month at no charge.  Supports such as the Food Pantry are designed to assist students in need and to support their persistence and success.

The College also recognizes the importance of effective financial planning for student persistence.  Financial Aid Services hosts Loan Advising Workshops (LAS), which teach financial literacy skills for new loan borrowers.  The information includes:  Smart Borrowing, Budget 101, and Avoiding Midnight Cravings.  Additionally, beginning in the Fall 2019 semester, Financial Aid Services also hosts loan exit counseling, which informs students of the total amount of loan debt, as well as estimated loan payment information to allow students to have a clear picture of what to expect in the future.

# Goal Three: Academic Preparedness and Student Learning

Accelerate student attainment of academic preparedness and ensure optimal levels of learning in all instructional delivery formats.

## KPI: Percentage of academically unprepared students who satisfy TSI within 2 years

*Objectives that Support the Achievement of the KPI*
- **O1: Academic Preparedness.** Decrease the number of students who require developmental coursework.
- **O2: Acceleration of Academic Preparedness.** Provide curricular options and instructional supports for academically unprepared students to accelerate attainment of academic preparedness and completion of college-level coursework.
- **O4: Instructional Supports.** Provide excellent instructional supports to aid in students' successful completion of coursework.

**Findings:**

| Math | | | | | |
|---|---|---|---|---|---|
| | **2018**<br>*Fall 2015 Cohort* | **2019**<br>*Fall 2016 Cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 25.7% | 23.7% | -2 pts. | 25% | 30% |
| **TX Large Colleges Cohort** | 35.1% | 37.8% | 2.7 pts. | | |
| Reading | | | | | |
| | **2018**<br>*Fall 2015 Cohort* | **2019**<br>*Fall 2016 Cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 48.1% | 44.3% | -3.8 pts. | 48% | 55% |
| **TX Large Colleges Cohort** | 52.2% | 54.1% | 1.9 pts. | | |
| Writing | | | | | |
| | **2018**<br>*Fall 2015 Cohort* | **2019**<br>*Fall 2016 Cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 57% | 38.8% | -18.2 pts. | 57% | 65% |
| **TX Large Colleges Cohort** | 43.3% | 51.1% | 7.8 pts. | | |

*Of the first-time summer/fall entering (non-flex entry) degree-seeking students who did not meet the college readiness standard and were not TSI exempted, the percent of students who satisfied TSI requirements in 2 years. Dual credit students not included. Data Source: THECB Accountability system.*

**Analysis of Results:**

Del Mar College did not meet the threshold for academically unprepared students who satisfy college readiness requirements in Math in two years. The College experienced a two-percentage point decrease in the rate of students satisfying college readiness requirements in Math. When compared to the Texas Large Colleges Cohort, Del Mar College students meet college readiness requirements in Math at a rate that is 14.1

percentage points lower than the peer cohort average.  To reach its 2024 target of 30%, the College will need to improve its Math TSI satisfaction rate by 6.3 percentage points.

Del Mar College did not meet the threshold for academically unprepared students who satisfy college readiness requirements in Reading in two years.   The College experienced a 3.8-percentage point decrease in the rate of students satisfying college readiness requirements in Reading.  When compared to the Texas Large Colleges Cohort, Del Mar College students meet college readiness requirements in Reading at a rate that is 9.8 percentage points lower than the peer cohort average.  To reach its 2024 target of 55%, the College will need to improve its Reading TSI satisfaction rate by 10.7 percentage points.

Del Mar College did not meet the threshold for academically unprepared students who satisfy college readiness requirements in Writing in 2 years.   The College experienced an 18.2-percentage point decrease in the rate of students satisfying college readiness requirements in Writing.  When compared to the Texas Large Colleges Cohort, Del Mar College students meet college readiness requirements in Writing at a rate that is 12.3 percentage points lower than the peer cohort average.  To reach its 2024 target of 65%, the College will need to improve its Writing TSI satisfaction rate by 26.2 percentage points.

**Use of Results for Improvement:**

The College's Developmental Education Council (DEC) works to retain students and to enhance their success in developmental education courses and beyond.  For the 2020-2021 academic year the DEC will address enhancing instructional support through the Reading Lab, Stone Writing Center, and Math Learning Center to provide differentiated instruction for students. Also, the DEC will open discussions about how to appropriately offer developmental education courses in 8-week formats to ensure learning in co-requisite courses and accelerate academic preparedness. Additionally, the DEC will provide recommendations for the new ERP system and provide expanded training for advisors, faculty, and administrative staff to ensure proper developmental education placement. Finally, the DEC Executive Committee and Policy & By-Laws Subcommittee will work with the Faculty Coordinator of Developmental Education to ensure procedures are put in place to comply with Texas co-requisite mandates. The DEC Executive Team looks closely at cut-scores to reach the goal of 75% of developmental education students are co-enrolled in a college-level course.

Del Mar College is also participating in beta-testing the TSIA2.0 to help faculty and staff preview the test before launch.  One aspect of the new TSIA2.0 that may impact the Math TSI attainment rate in the future is the decreased focus on algebra content within the assessment instrument. The original TSIA had 4 math content areas (Elementary Algebra, Intermediate Algebra, Measurement & Geometry, and Data Analysis, Statistics, & Probability) where about 50% of the content was focused on algebra. The TSIA2.0 also has 4 math content areas (Quantitative Reasoning, Algebraic Reasoning, Geometric & Spatial Reasoning, and Probabilistic & Statistical Reasoning) but algebra is only about 30% of the focus.  The impact of the new TSIA2.0 on student attainment of college readiness will be monitored.

## KPI:  Percentage of academically unprepared students completing a college-level course in the subject they entered not ready (math, reading, writing) within 2 years

Objectives that Support the Achievement of the KPI
- **O1: Academic Preparedness.** Decrease the number of students who require developmental coursework.
- **O2: Acceleration of Academic Preparedness.** Provide curricular options and instructional supports for academically unprepared students to accelerate attainment of academic preparedness and completion of college-level coursework.

**Findings:**

| Math | | | | | |
|---|---|---|---|---|---|
| | **2018**<br>*Fall 2015 Cohort* | **2019**<br>*Fall 2016 Cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 15.1% | 13.9% | -1.2 pts. | 15% | 20% |
| **TX Large Colleges Cohort** | 20.9% | 21.5% | 0.6 pts. | | |
| Reading | | | | | |
| | **2018**<br>*Fall 2015 Cohort* | **2019**<br>*Fall 2016 Cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 24% | 18.6% | -5.4 pts. | 24% | 30% |
| **TX Large Colleges Cohort** | 39.8% | 41.7% | 1.9 pts. | | |
| Writing | | | | | |
| | **2018**<br>*Fall 2015 Cohort* | **2019**<br>*Fall 2016 Cohort* | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 31.6% | 24.7% | -6.9 pts. | 32% | 37% |
| **TX Large Colleges Cohort** | 30.7% | 33.1% | 2.4 pts. | | |

*Unprepared first-time summer/fall entering (non-flex entry) degree-seeking students in each subject are tracked to determine whether they successfully complete a college-level course in the subject they entered not ready (math, reading, writing) within 2 years.  Dual credit students not included. Data Source:  THECB Accountability system.*

**Analysis of Results:**

Del Mar College did not meet the threshold for academically unprepared students who complete a college-level course in Math in two years.   The College experienced a 1.2-percentage point decrease in the rate of unprepared students completing a college-level Math course.  When compared to the Texas Large Colleges Cohort, Del Mar College students met college readiness requirements in Math at a rate that is 7.6 percentage points lower than the peer cohort average.  To reach its 2024 target of 20%, the College will need to improve its rate in Math by 6.1 percentage points.

Del Mar College did not meet the threshold for academically unprepared students who complete a college-level course in Reading in two years.   The College experienced a 5.4-percentage point decrease in the rate of unprepared students completing a college-level course Reading.  When compared to the Texas Large Colleges Cohort, Del Mar College students met college readiness requirements in Reading at a rate that is 23.1 percentage points lower than the peer cohort average.  To reach its 2024 target of 30%, the College will need to improve its rate in Reading by 11.4 percentage points.

Del Mar College did not meet the threshold for academically unprepared students who complete a college-level course in Writing in two years.  The College experienced a 6.9-percentage point decrease in the rate of unprepared students completing a college-level course Writing.  When compared to the Texas Large Colleges Cohort, Del Mar College students met college readiness requirements in Writing at a rate that is 8.4 percentage points lower than the peer cohort average.  To reach its 2024 target of 37%, the College will need to improve its rate in Writing by 12.3 percentage points.

**Use of Results for Improvement:**

The College's Developmental Education Council (DEC) works to retain students and to enhance their success in developmental education courses and beyond.  For the 2020-2021 academic year the DEC will address enhancing instructional support through the Reading Lab, Stone Writing Center, and Math Learning Center to provide differentiated instruction for students. Also, the DEC will open discussions about how to appropriately offer developmental education courses in 8-week formats to ensure learning in co-requisite courses and accelerate academic preparedness. Additionally, the DEC will provide recommendations for the new ERP system and provide expanded training for advisors, faculty, and administrative staff to ensure proper developmental education placement. Finally, the DEC Executive Committee and Policy & By-Laws Subcommittee will work with the Faculty Coordinator of Developmental Education to ensure procedures are put in place to comply with Texas co-requisite mandates. The DEC Executive Team looks closely at cut-scores to reach the goal of 75% of developmental education students are co-enrolled in a college-level course.

Del Mar College is also participating in beta-testing the TSIA2.0 to help faculty and staff preview the test before launch.  One aspect of the new TSIA2.0 that may impact the Math TSI attainment rate in the future is the decreased focus on algebra content within the assessment instrument. The original TSIA had 4 math content areas (Elementary Algebra, Intermediate Algebra, Measurement & Geometry, and Data Analysis, Statistics, & Probability) where about 50% of the content was focused on algebra. The TSIA2.0 also has 4 math content areas (Quantitative Reasoning, Algebraic Reasoning, Geometric & Spatial Reasoning, and Probabilistic & Statistical Reasoning) but algebra is only about 30% of the focus.  The impact of the new TSIA2.0 on student attainment of college readiness will be monitored.

# Goal Five:  Workforce Development, Community Partnerships, and Advocacy

Strengthen connections with workforce and community partners, educational agencies, and governmental bodies and officials.

## KPI:  Graduate job placement data

*Objectives that Support the Achievement of the KPI*
- **O1: Educational Offerings.** Align college educational offerings with the needs of its communities and workforce partners through credit, continuing education, and corporate training programs.
- **O2: Employment.** Increase the number of graduates who attain employment in their fields.
- **O3: Collaboration.** Collaborate with key stakeholders to advance the educational and economic development goals for the region.

## Findings:

| Working or Enrolled Within One Year | | | | | |
|---|---|---|---|---|---|
| | **2017** | **2018** | **Change from Prior Year** | **KPI Threshold** | **KPI Target 2024** |
| **Del Mar College** | 87.8% | 89.7% | 1.9 | 87% | 91% |
| **TX Large Colleges Cohort** | 86.7% | 87.9% | 1.2 | | |

*Students found working or enrolled in Texas within one year after earning a degree or certificate (credit programs). Data Source:  THECB Accountability System.*

## Analysis of Results:

Del Mar College exceeded the 87% threshold of students who are either working or enrolled in a Texas institution of higher education within a year after obtaining their degree or certificate.  The College increased its placement rates by nearly two percentage points.  The College experienced greater rates of employment or enrollment in 2018 than the Texas Large Colleges Cohort, as well as a larger year-to-year improvement rate.  In order to reach its 2024 target of 91%, the College must improve by 0.3 percentage point over the next four years.

## Use of Results for Improvement:

Currently, every career and technical education (CTE) program meets with its respective advisory committee at least twice per year.  Advisory committees are composed of workforce leaders and employers.  They provide guidance on what program curricula should entail, how program graduates are progressing in the workplace, and they discuss what additional skills and characteristics need to be reinforced for better employability.  They also support the development of student practicum/clinical/apprenticeship placements.

To support the employment placement of Del Mar College graduates, all AAS degrees incorporate work-based experience where a student can practice what they have learned under the supervision of an instructor and employer.  The competency of these students is evaluated by the employer so that the instructor can address areas that are lacking.  Additionally, the College communicates available job openings to students within relevant disciplines.  Frequently, employers will contact the College and will request assistance in identifying recent Del Mar College graduates to hire. Programs will send information about these opportunities to students and graduates through Canvas, LinkedIn, Facebook, and classroom announcements.

Additionally, to support the career placement of students and graduates, the Career Development Center offers comprehensive career planning and employment services for Del Mar College students and alumni of all majors and classifications, providing one point of contact to expedite the recruiting efforts of companies and organizations. The Center provides the following services:

- Hire Vikings:  an exclusive job portal for DMC students and alumni
- Individual appointments and weekly walk-in hours
- Assistance with résumé, cover letter and career information
- Workshops, job fairs, and special events
- Online services for résumé posting and job searches
- Mock interviews for interview practice and critique
- Career kiosk for work on résumés, cover letters and job searches
- Access to online resources for career searches: Career Coach, Jung's Typology, O*NET, Bureau of Labor Statistic
- Job fairs and employer talks

The Career Development Center has recently begun hosting career-specific job fairs which focus on targeted career fields, such as culinary arts, STEM, nursing, and criminal justice.