DMC
DEL MAR COLLEGE

2019-2024 Strategic Plan
Aspire. Engage. Achieve.

STUDENT ACHIEVEMENT INDICATORS
PROGRESS REPORT: YEAR 2

December 2021
Office of Planning & Institutional Effectiveness

DMC

DEL MAR COLLEGE

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					
	2019	**2020**	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2020**
All Students	1,846	1,752	- 94	2,000	2,200
Disaggregated by Ethnicity					
African American	61	57	- 4	40	60
Hispanic	1,224	1,182	- 42	1,200	1,320
Disaggregated by Socioeconomic Status					
Economically Disadvantaged Students	867	846	- 21	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 student degrees and/or certificates. The College awarded 1,752 degrees and certificates, a 5.1% drop from the previous year. This is the second decrease in the number of degrees and certificates awarded that the College has experienced during the past five years. While this number has increased overall by 457, or 26.1%, since 2015, the College was still 448 awards, or 20%, from meeting its target 2020 Key Performance Indicator. The College was also 248 awards, or 11%, from meeting its minimal acceptable threshold.

Of the 94 fewer degrees and certificates awarded, Hispanic student completers accounted for 45% of the drop. The decrease in the number of credentials awarded to Hispanic students resulted in the College not meeting the minimal acceptable threshold for this student group. By count, the Hispanic student population was only 138 earned awards from meeting the 2020 KPI Target, and contributed 68% of the earned awards. Including African American students, these two demographic groups constituted more than half of the decrease in awards. Despite the shortfall, African American students exceeded their minimal acceptable threshold. The earned awards decrease experienced by the African American student population resulted in the College not meeting the 2020 KPI Target, while maintaining above the minimal acceptable threshold assigned to this student group.

The population of students identified as socioeconomically disadvantaged experienced a 2% decrease in earned awards. This group was 54 earned awards away from achieving the minimal acceptable threshold of earned awards, and 94 earned awards away from the 2020 KPI Target. Further, the number of earned awards from socioeconomically disadvantaged students made up almost half, or 48%, of all earned awards.

Use of Results for Improvement:

Guided Pathways. Since 2017, Del Mar College has actively participated in 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. Institutes are held every Fall and Spring Semester. The College has participated in each Pathways Institute and maintains a large and dynamic Guided Pathways Steering Committee. 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 following meta-major/pathway structure was finalized in early 2020:

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

In September 2020, Phase I of the pathways administrative structure was implemented with the realignment of several programs and departments within the new pathways structure. Phase II of the pathways administrative structure was implemented in August 2021 with the creation of two instructional divisions out of the former Arts & Sciences division: the Communication, Fine Arts, and Social Sciences (CFASS) division and the STEM – Kinesiology & Education (STEM-KE) division.

Quality Enhancement Plan. 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

Webpage Redesign. In April 2021, the College launched the new program structure web page, organized into the College's eight pathways. The Pathways webpage organized programs into eight pathways as illustrated below. The College's website previously listed all degrees by the type of degree (Academic Transfer or Occupational Programs) and then by the instructional department offering the degree. The Other Offerings section included dual credit courses and non-credit continuing education course offerings.

Faculty & Staff Advising Certification. The College has developed a two-level, asynchronous online training course offered via Canvas, the College's designated learning management system. In order to achieve the goal of following consistent and effective advising practices, the training course will be made available to faculty and staff members who also serve in advising capacities. The course will be offered twice per year. If there are enough faculty and staff members enrolled, then there will be two sections made available: one for faculty members and one for other personnel who advise students such as chairs, embedded advisors, and enrollment specialists.

The College has set a goal of 140 faculty members and 50 staff to complete the Advising Certification Course between 2020-2024. The goal for faculty is in line with the assessment targets established by the Project SENDA grant, awarded to the college in Fall 2019. The chart below illustrates the target goals for the first two academic years. The first cohort of the Advising Certification Course began in Spring 2019. Seventy-one faculty and staff members have completed Level I of the Advising Certification course and 22 have completed Level II.

Activity	2019-2020			2020-2021		
	Target	Total	Difference	Target	Total	Difference
Faculty Completers	25	36	144%	25	13	52%
Staff Completers	25	15	60%	10	7	70%

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					
	2019 *Fall 2016 cohort*	**2020** *Fall 2017 cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	17.8%	14.4%	- 3.4 pts.	15%	20%
TX Large Colleges Cohort	19.5%	20.4%	+ 0.9 pts.		
4 - Year Graduation Rate					
	2019 *Fall 2015 cohort*	**2020** *Fall 2016 cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	21.9%	24.6%	+ 2.7 pts.	20%	25%
TX Large Colleges Cohort	28.2%	30.0%	+ 1.8 pts.		
6 - Year Graduation Rate					
	2019 *Fall 2013 cohort*	**2020** *Fall 2014 cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	29.6%	30.3%	+ 0.7 pts.	22%	28%
TX Large Colleges Cohort	39.9%	42.7%	+ 2.8 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 fell short of the three-year graduation rate threshold and experienced a 3.4 percentage point decrease from the previous year. The College produced a lower three-year graduation rate (14.4%) than colleges in the Texas Large Colleges Cohort (20.4%), increasing the gap between the College and its cohort from 1.7 to 6 percentage points. To reach its 2024 target of 20%, the College will need an increase of 5.6 percentage points.

The College exceeded the four-year graduation rate threshold by 4.6 percentage points and experienced a 2.7 percentage point increase from the previous year. The College narrowed the gap between its four-year rate and the Texas Large Colleges Cohort from 6.3 to 5.4 percentage points. To reach its 2024 target of 25%, the College will need an increase of 0.4 percentage points.

The College exceeded both the six-year graduation rate threshold and the 2024 target. The threshold was exceeded by 7.6 percentage points and the 2024 target was exceeded by 2.3 percentage points. However, the

gap between the Del Mar College rate and the Texas Large College Cohort rate is widening and is currently 12.4 percentage points.

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. Del Mar College will be leveraging a new Enterprise Resource Planning (ERP) technology through the purchase of Anthology/Campus Management. The College entered into a contract with Anthology/Campus Management which will replace Datatel Colleague 5.8, the current software utilized by Del Mar College. The current software has limited capabilities for advisors to make notes and does not allow students to view their own progress in a simple and clear manner. The courses a student has completed are mixed in a list with courses a student still needs to complete. When students have an option among several courses to meet a degree requirement, the options are listed for some requirements but not listed on other requirements. This creates confusion among students seeking to stay on their degree pathway and make efficient choices regarding course enrollment.

Anthology's 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 implementation of Anthology and the Degree Pathways Tool has been delayed. It is now anticipated to be implemented in mid-2022. The impact of the Degree Pathway Tool on student success will be measured soon after it is launched.

Require regular and on-going interaction between advisors and students. The College recognizes that advising needs are not limited to knowing which courses a student needs to take. While students were previously required to see their academic advisor prior to registration for courses until they had achieved at least 24 semester credit hours (SCH), an ad-hoc committee explored increasing the number of SCH required of students to 30 SCH before they can register without speaking to an advisor. After seeking feedback and input from stakeholders across campus the increase to a 30 semester credit hour threshold was implemented in spring 2021 for students registering for summer and fall 2021.

By ensuring students are meeting with their academic advisors for additional semesters' registration and using the knowledge and skills gained by advisors participating in ongoing professional development activities related to advising, students will benefit from more engagement with their advisors.

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					
	2019	**2020**	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	4.9 Years	5.1 Years	- 0.2 Years	5 Years	4.5 Years
TX Large Colleges Cohort	3.8 years	3.8 years	0.0 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 time-to-completion rates did not decrease. The average time to completion increased by 0.2 years, exceeding the minimal accepted threshold. The Texas Large Colleges Cohort maintained time-to-completion rates from the previous year, increasing the gap between the College and its peer cohort. To meet the 2024 target time to completion of 4.5 years, the College must decrease the average time to completion by 0.6 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.

Emsi Career Coach. 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.   The College purchased a license for Emsi Career Coach software in Fall 2020 and the program is now embedded within the College's Degrees and Programs webpage 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 is linked to programs at Del Mar College that match their interests, including links to the College's catalog and degree options. The software plays a prominent role within the College's redesigned Degrees and Programs webpage as a starting point to exploration of the eight pathways. When students visit the Degrees and Programs webpage, links to complete the assessment are found at the top of the webpage. Additionally, video tutorials on the software are located at the bottom of the page to further assist students with their program and career exploration.

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					
	2019	**2020**	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	94	91	- 3 SCH	93	83
TX Large Colleges Cohort	82	86	+ 4 SCH		

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 surpassed the minimum threshold of 93 average attempted semester credit hours (SCH) to complete an associate degree. The College's average decreased by 3 SCH, the equivalent of one typical college course, while the Texas Large Colleges Cohort average increased by 4 SCH. This narrowed the gap between the College and its peer cohort from 12 SCH in 2019 (the equivalent of one semester of full-time enrollment) to just 5 SCH. To meet the 2024 target of 83 SCH, Del Mar College needs to create a reduction of 8 SCH.

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 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.

Emsi Career Coach. 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. The College purchased a license for Emsi Career Coach software in fall 2020 and the program is now embedded within the College's Degrees and Programs webpage 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 is linked to programs at Del Mar College that match their interests, including links to the

College's catalog and degree options. The software plays a prominent role within the College's redesigned Degrees and Programs webpage as a starting point to exploration of the eight pathways. When students visit the Degrees & Programs webpage, links to complete the assessment are found at the top of the webpage. Additionally, video tutorials on the software are located at the bottom of the page to further assist students with their program and career exploration.

Anthology/Campus Management. As discussed above, 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 implementation of Anthology and the Degree Pathways Tool has been delayed. It is now anticipated to be implemented in mid-2022. The impact of the Degree Pathway Tool 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					
	2019 *Fall 2013 cohort*	**2020** *Fall 2014 cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	12.4%	14.2%	+ 1.8 pts.	10%	17%
TX Large Colleges Cohort	29.9%	32.2%	+ 2.3 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 4.2 percentage points in 2020. The College saw a year-to-year transfer rate increase of 1.8 percentage points from 2019 (12.4%) to 2020 (14.2%). However, the College's 2020 transfer rate of 14.2% was less than half the rate of its peer cohort (32.2%). For Del Mar College to meet its 2024 Target, the transfer rate must increase by 2.8 percentage points.

Use of Results for Improvement:

Texas Higher Education Coordinating Board-approved Field of Study curricular options. 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 twenty-four 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 twenty-eight degrees students can attain by completing lower-division coursework at a community college. Of those 28 current Field of Study curricular options, Del Mar College offers 16.

The Texas Higher Education Coordinating Board is currently revising transfer rules and has established a Texas Transfer Advisory Committee, which will manage the new framework for transfer. According to the Texas Higher Education Coordinating Board website, "Curricula developed under the former framework will remain active until their expiration by operation of law, unless the Texas Transfer Advisory Committee acts to replace the FOSC [Field of Study Curriculum] sooner."

Require advisors to discuss transfer options following a checklist of discussion points. The Faculty Coordinator of the QEP worked with the Director of Advising Initiatives and the Guided Pathways committee to develop a checklist of discussion points that will enable an advisor to discuss transfer options with students during advising sessions. The checklists were also vetted through the Developmental Education Council. These checklists provide talking points for students at 15, 30, and 45 semester credit hours. The checklists were provided to faculty and embedded advisors to ensure that advisors are speaking with students about transfer pathways throughout their time at Del Mar College.

Create program transfer plans with recommended course sequences. The Director of Advising Initiatives in conjunction with the Curriculum Manager have begun working on a project to have faculty in disciplines that offer AA, AS, and AAT degrees develop a transfer curriculum that suggests course sequences at Del Mar College to the most frequent transfer institutions in that discipline. These program transfer plans will be provided on the website for those degree programs and included in advising sessions to show students the pathway to complete a four-year degree.

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					
	2019 *Fall 2018 cohort*	**2020** *Fall 2019 cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	66.3%	54.7 %	- 11.6 pts.	60%	65%
TX Large Colleges Cohort	67%	62.2 %	- 4.8 pts.		
2 Year Persistence Rate					
	2019 *Fall 2017 cohort*	**2020** *Fall 2018 cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	45.6%	43.3 %	- 2.3 pts.	48%	55%
TX Large Colleges Cohort	52.8%	52.0 %	- 0.8 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 did not meet the threshold of 60% for its 1-year persistence rate. The 2020 1-year persistence rate of 54.7% is a 11.5 percentage point decrease from 2019. The College fell 6.8 percentage points further behind the Texas Large Colleges Cohort. The College needs to increase its 1-year persistence rates by 10.3% to reach its 2024 Target of 65%.

Del Mar College did not meet the threshold of 48% for its 2-year persistence rate. The College had a 2.3 percentage point decrease from 2019 (45.6%) to 2020 (43.3%). This decrease was greater at Del Mar College than the 0.8 percentage point decrease experienced by the Texas Large Colleges Cohort. The 2-year rate of persistence must improve by 11.7 percentage points in order for the College to achieve its 2024 target of 55%.

Use of Results for Improvement:

Civitas. The College will continue to use Civitas software, which utilizes analytic data to predict a student's likelihood of persistence based on a variety of factors including the student's engagement with currently enrolled courses as shown through the Canvas learning management system, as well as academic progress,

and academic performance data through the College's student information system. Civitas provides the persistence probability data for students across campus and allows for members of the College to reach out to students through a variety of methods based on the type of intervention needed.

Interaction between advisors and students. The College recognizes that advising needs are not limited to knowing which courses a student needs to take. While students were previously required to see their academic advisor prior to registration for courses until they had achieved at least 24 semester credit hours (SCH), an ad-hoc committee explored increasing the number of SCH required of students to 30 SCH before they can register without speaking to an advisor. After seeking feedback and input from stakeholders across campus the increase to a 30 semester credit hour threshold was implemented in spring 2021 for students registering for summer and fall 2021.

By ensuring students are meeting with their academic advisors for additional semesters' registration and using the knowledge and skills gained by advisors participating in ongoing professional development activities related to advising, students will benefit from more engagement with their advisors.

Increase the number of MAP advisors. The final piece of encouraging student engagement is to increase the number of advisors who will be assisting with the eight pathways. The College began using embedded advisors in 2012 as part of a Title V STEM grant, with four advisors currently assigned to programs within the STEM Pathway. Institutional and grant funds were used to hire two embedded advisors in Health Sciences, an embedded advisor in Architecture, Aviation, and Automotive, and an embedded advisor in Business Administration and Entrepreneurship. The QEP designates resources and assists in the process of adding embedded advisors to additional pathways. These advisors are called My Academic Plan (MAP) Advisors and manage a caseload within a pathway from on-boarding through program completion, provide advising checkpoints at the 15, 30 and 45 semester credit hour benchmarks, track interactions with students, and implement a proactive advising approach for students that have fallen in persistence probability. The MAP Advisors report to their respective pathway dean and work closely with faculty and department chairs to provide guided, specialized advising for students within the pathway.

Through initial funding provided by the Project SENDA grant, Del Mar College has been able to hire MAP advisors for the Communications, Fine Arts and Social Science; Health Science; and Kinesiology and Education Pathways. The hiring process has begun for a MAP advisor to assist students in the Industry and Public Service Division.

Food Pantry. As another strategy to increase retention, in 2019 the Office of Student Engagement and Retention opened the College's first Food Pantry on the Heritage 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.

Financial Planning. 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, in 2020, Financial Aid Services began hosting loan exit counseling virtually. This way, more students can more safely attend this important session, 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					
	2019 *Fall 2016 Cohort*	**2020** *Fall 2017 Cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	23.7%	23.7%	0.0 pts.	25%	30%
TX Large Colleges Cohort	37.8%	41.2%	2.7 pts.		
Reading					
	2019 *Fall 2016 Cohort*	**2020** *Fall 2017 Cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	44.3%	51.1%	+ 6.8 pts.	48%	55%
TX Large Colleges Cohort	54.1%	55.6%	+ 1.5 pts.		
Writing					
	2019 *Fall 2016 Cohort*	**2020** *Fall 2017 Cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	38.8%	63.8%	+ 25.0 pts.	57%	65%
TX Large Colleges Cohort	51.1%	54.7%	+ 3.6 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 maintained its 23.7% rate of students satisfying college readiness requirements in Math. The gap between college readiness requirements in Math between the College and its peer cohort increased from 14.1 to 17.5 percentage points. To reach its 2024 target of 30%

of academically underprepared students who satisfy Math TSI requirements in two years, the College will need to improve by 6.3 percentage points.

Del Mar College exceeded the threshold by 3.1 percentage points for academically unprepared students who satisfy college readiness requirements in Reading in two years.   The College experienced a 6.8 percentage point increase in the rate of students satisfying college readiness requirements in Reading. When compared to its peer cohort, Del Mar College students met college readiness requirements in Reading at a rate that was 4.5 percentage points lower than the average. To reach its 2024 target of 55%, the College will need to improve its Reading TSI satisfaction rate by 3.9 percentage points.

Del Mar College surpassed the threshold by 6.8 percentage points for academically unprepared students who satisfy college readiness requirements in Writing in 2 years.   The College experienced a 25 percentage point increase in the rate of students satisfying college readiness requirements in Writing. When compared to its peer cohort, Del Mar College students met college readiness requirements in Writing at a rate that was 9.1 percentage points higher than the average. To reach its 2024 target of 65%, the College will need to improve its Writing TSI satisfaction rate by 1.2 percentage points.

Use of Results for Improvement:

In the Math subject area, several curricular changes were proposed and approved by the Curriculum Committee during academic year 2020-2021, which will go into effect in the Fall 2022 semester. A new co-requisite number system will be put into place, which will change the co-requisite College Algebra courses from MATH 0373/1314 to MATH 0314/1314, co-requisite Statistics from MATH 0373/1342 to MATH 0342/1342, and co-requisite Contemporary Mathematics from MATH 0373/1332 to MATH 0332/1332. The intention with this change is to simplify students' enrollment and registration options and to facilitate more coordinated instruction among the co-requisite and college-level courses. Additionally, a new co-requisite course for Math for Business and Social Sciences will be offered (MATH 0324/1324). All students who enroll in MATH 0371 will be co-enrolled in a Developmental Math Base non-course based option (NCBO). This will include all students with a REM math level M0 and M1. There will also be an NCBO for those students who miss the TSIA cut-off score for an M3 level by 1 point. These students will be co-enrolled in a college level math course along with the NCBO.

Del Mar College's co-requisite model places 100% of ABE 5 & 6 students in co-enrolled developmental education and College-level courses. The College is also investigating whether wages for tutors, lab assistants, and other learning support staff can be increased in order to hire and retain qualified staff to provide learning support for our students. The College is also seeking to offer additional programs and coursework in an 8-week format due to the national research which demonstrates that many community college students learn successfully in an accelerated course format. The College will offer the majority of coursework at the new Oso Creek Campus in an 8-week format. The assessment of student learning outcomes continues for all development education courses to ensure that students who complete are prepared for success in college-level coursework.

Finally, the College's Developmental Education Council (DEC) works to retain students and to enhance their success in developmental education courses and beyond. It has been discussed that the launch of the new TSIA 2.0 and the impacts on schools during the pandemic may cause volatility in the number/percentage of students needing developmental coursework in the future. Del Mar College also participated 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 four math content areas (Elementary Algebra; Intermediate Algebra; Measurement and Geometry; and Data Analysis, Statistics, and Probability) where about 50% of the content was focused on algebra. The TSIA2.0 also has four math content areas (Quantitative Reasoning; Algebraic Reasoning; Geometric and Spatial Reasoning; and Probabilistic and 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					
	2019 *Fall 2016 Cohort*	**2020** *Fall 2017 Cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	13.9%	12.7%	- 1.2 pts.	15%	20%
TX Large Colleges Cohort	21.5%	26.2%	+ 4.7 pts.		
Reading					
	2019 *Fall 2016 Cohort*	**2020** *Fall 2017 Cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	18.6%	26.8%	+ 8.2 pts.	24%	30%
TX Large Colleges Cohort	41.7%	43.9%	+ 1.2 pts.		
Writing					
	2019 *Fall 2016 Cohort*	**2020** *Fall 2017 Cohort*	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	24.7%	44.8%	+ 20.1 pts.	32%	37%
TX Large Colleges Cohort	33.1%	36.4%	+ 3.3 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 13.5 percentage points lower than the average. To reach its 2024 target of 20%, the College will need to improve its rate in Math by 7.3 percentage points.

Del Mar College surpassed the threshold by 2.8 percentage points for academically unprepared students who complete a college-level course in Reading in two years. The College experienced an 8.2 percentage point increase 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 17.1 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 3.2 percentage points.

Del Mar College exceeded the threshold by 12.8 percentage points for academically unprepared students who complete a college-level course in Writing in two years. The College experienced a 20.1 percentage point increase 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 greater than the peer cohort average. Further, the College has topped its 2024 target of 37% by 7.8 percentage points.

Use of Results for Improvement:

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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					
	2019	**2020**	**Change from Prior Year**	**KPI Threshold**	**KPI Target 2024**
Del Mar College	89.4%	*Pending*	*Pending*	87%	91%
TX Large Colleges Cohort	86.6%	*Pending*	*Pending*		

Students found working or enrolled in Texas within one year after earning a degree or certificate (credit programs). Data Source: THECB Accountability System. 2020 data is not currently available.

Analysis of Results:

The Texas Higher Education Coordinating Board has not yet published updated 2020 data.

Use of Results for Improvement:

Advisory Committees. 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.

Work-Based Experience. 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. To further support students as successful future employees, soft skill development is included in out-of-class activities or, in some cases, integrated into coursework. Specifically, faculty discuss everything from resume- and cover letter-writing to interview preparation, and test-taking skills.

Career Development Center. 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
- Career counseling, planning, and exploration including selecting a major, career path, and exploring industry culture and environment
- Individual virtual and in-person appointments
- Assistance with résumé and cover letter writing
- Virtual and on-campus workshops, job fairs, and networking events
- Support for online résumé posting and job search engine information
- Industry-specific mock interviews and critique
- Access to online resources for career searches: Career Coach, Jung's Typology, O*NET, Bureau of Labor Statistic
- Industry-specific 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.