



2019-2024 Strategic Plan
Aspire. Engage. Achieve.

STUDENT ACHIEVEMENT INDICATORS
SUMMATIVE REPORT

JANUARY 2025

Office of Institutional Effectiveness and Academics

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 Summative Report: No Student Achievement Indicators*

Goal Five: Workforce Development, Community Partnerships, and Advocacy

Goal Six: Financial Effectiveness and Affordability

- *Not included in Summative Report: No 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.

- Baseline and final years' data for each KPI is provided as part of the data findings. Change over the five-year period is also indicated.
- The final 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**.

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

- Charts provide data points for the baseline and each year's data, with a green dashed line to show the intended target and a red dashed line to show the threshold.

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:

All Students

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
All Students	1,752	1,837	1,885	1,633	1,872	120	2,000	2,400

Disaggregated by Ethnicity

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
African American	57	33	52	47	52	-5	40	80
Hispanic	1,182	1,287	1,341	1,166	1,350	168	1,200	1,780

Disaggregated by Socioeconomic Status

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
Economically Disadvantaged Students	846	985	939	825	945	99	900	1,080

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 the threshold for total number of degrees and certificates awarded for all students in 2025; however, the thresholds for the African American student group, Hispanic student group, and the Economically Disadvantaged student group were all met and surpassed. None of the targets for the numbers of degrees and certificates awarded were met.

Use of Results for Improvement:

The College has implemented several strategies to increase the number of degrees and certificates awarded, including implementing Guided Pathways, implementing a Quality Enhancement Plan focusing on advising practices, redesigning the College's webpage, and establishing a faculty and staff advising certification.

Guided Pathways. Del Mar College established a 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 included faculty and staff representatives from across all areas of the College.

The Guided Pathways Steering Committee took steps to implement a new guided pathways structure beginning in the Fall 2020 semester, realigning several programs and departments within a new pathways structure. In September 2021, the College created two new divisions: 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 were implemented to 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

Additionally, the College leveraged the Civitas software system to contact students who were nearing completion to encourage them to apply for graduation. The College also continues to seek to increase the usage of Civitas by faculty and staff across the College.

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, the College chose advising as its topic for the new Quality Enhancement Plan (QEP), titled *GPS: Goals + Planning = Success*. Several of the QEP activities were designed to 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 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 of the previous website included dual credit courses and non-credit continuing education course offerings.

Faculty & Staff Advising Certification. The College developed a two-level, asynchronous online training course offered via Canvas, the College’s designated learning management system. To achieve the goal of following consistent and effective advising practices, the training course is available to faculty and staff members who also serve in advising capacities. The course is offered twice per year.

The College set a goal of 140 faculty members and 50 staff to complete the Advising Certification Course between 2020-2024. The goal for the number of faculty who will complete the course 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 total number of faculty and staff who completed the Advising Certification Course between 2020-2024.

	Total	Goal
Faculty	126	140
Staff	49	50

While neither goal was reached, a large number of both faculty and staff members completed the training and were able to use new skills to advise students toward completion of a degree and/or certificate.

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

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	14.4%	14.9%	15.7%	18.5%	18.6%	4.2 pts	15%	20%
TX Large Colleges Cohort	20.4%	22.6%	21.6%	25.0%	25.9%	5.5 pts		

4-Year Graduation Rate

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	24.6%	20.2%	21.1%	22.2%	25.5%	0.9 pts	20%	25%
TX Large Colleges Cohort	30.0%	30.3%	32.5%	30.2%	34.8%	4.8 pts		

6-Year Graduation Rate

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	30.3%	29.8%	33.8%	31.8%	29.8%	-0.5 pts	22%	28%
TX Large Colleges Cohort	42.7%	41.6%	42.5%	41.7%	44.0%	1.3 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:

Each graduation rate threshold was exceeded for 2024. Additionally, the target for the four-year graduation rate was surpassed by one half of one percentage point. The target for the six-year graduation rate was surpassed by nearly two percentage points. The three-year graduate rate was 1.4 percentage points below the target for 2024.

Use of Results for Improvement:

The College implemented several strategies to improve graduation rates. As discussed above, Del Mar College continues to implement 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 programs into meta-majors beginning in the Fall 2020 semester. Additionally, the College chose advising as its topic for the Quality Enhancement Plan (QEP), titled *GPS: Goals + Planning = Success*. Several of the QEP activities directly support this KPI threshold and target, including implementing the Anthology/Campus Management Degree Pathway Tool.

Degree Audit Capabilities. The College planned to implement a new Enterprise Resource Planning (ERP) tool that would include a Degree Pathways Tool. However, the software failed to meet the requirements set by the College, so administrators began discussions with the current ERP, Datatel Colleague, to determine what additional capabilities were included with the program that would allow advisors to enter advising notes. The ERP includes a degree audit that, while currently not visible to students, can be accessed by advisors and provided to students to enable them to see the courses they have already completed and those they are still required to complete to earn the student's desired credential.

Require regular and on-going interaction between advisors and students. The College recognized that advising needs are not limited to knowing which courses a student needs to take to reach their educational goals. Students were previously required to see their academic advisor prior to registering 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.

Students meeting with their academic advisors for additional semesters' prior to registration and advisors using the knowledge and skills they gained from participating in ongoing professional development activities related to advising ensures 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

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	5.1 Years	4.9 Years	4.8 Years	5.0 Years	4.8 Years	-0.3 Years	5 Years	4.5 Years
TX Large Colleges Cohort	3.8 Years	3.7 Years	3.6 Years	3.6 Years	3.5 Years	-0.3 Years		

The average length of time 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. The College seeks to decrease students' time to completion. Data Source: THECB Accountability System.

Analysis of Results:

Del Mar College failed to meet the target of having students complete a degree in less than four and one-half years. However, the College exceeded the target for 2024, and the average time to complete decreased by approximately one semester from 2019 to 2024.

Use of Results for Improvement:

The College has implemented several strategies to reduce the amount of time students take to complete a 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.

Career Coach. One of the significant factors that impacts the amount of time students take to complete a degree is students' uncertainty regarding their 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 Career Coach software

in Fall 2020, and the program is now embedded within the College's Degrees and Programs webpage. The software provides prospective and new students with an interest inventory assessment and then suggests broad career pathways indicated by their skills and interests. When students visit the Degrees and Programs webpage, links to complete the assessment are found at the top of the webpage. Career Coach is also 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 for exploring the College's eight pathways. Students can also access information about the local need for a career and potential career earnings. 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:

Semester Credit Hour to Degree

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	91	89	88	92	89	-2 SCH	93	83
TX Large Colleges Cohort	86	83	81	81	80	-6 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. The College seeks to decrease the amount of SCH that students attempt in addition to the SCH requirements of an associate degree. Data Source: THECB Accountability System.

Analysis of Results:

While the average number of semester credit hours (SCH) completed to achieve a degree, 86, remained below the threshold of 93 SCH, the College failed to meet the target of 83 SCH.

Use of Results for Improvement:

The College has implemented several strategies to reduce the average SCH attempted when completing a 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 the amount of time students take to complete a degree.

Career Coach. One of the significant factors that impacts the amount of time students take to complete a degree is students' uncertainty regarding their 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 Career Coach software in Fall 2020, and the program is now embedded within the College's Degrees and Programs webpage. The software provides prospective and new students with an interest inventory assessment and then suggests broad career pathways indicated by their skills and interests. When students visit the Degrees and Programs webpage, links to complete the assessment are found at the top of the webpage. Career Coach is also 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 for exploring the College's eight pathways. Students can also access information about the local need for a career and potential career earnings. 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: 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 Rate

	2020 2014 Cohort	2021 2015 Cohort	2022 2016 Cohort	2023 2017 Cohort	2024 2018 Cohort	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	14.2%	12.1%	13.0%	10.0%	11.8%	-2.4 pts	10%	17%
TX Large Colleges Cohort	32.2%	30.6%	29.2%	28.6%	29.4%	-2.8 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:

At the end of the strategic planning cycle, 11.8% of first-time in college students transferred to a four-year institution within six years. This rate exceeded the defined threshold for the year; however it fell 2.4 percentage points below the 2019-2020 transfer rate and 5.2 percentage points below the target for 2024.

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. Beginning in March 2021, the Coordinating Board adopted revised transfer rules that establish a new framework for transfer curricula. Under the new framework, a complete Field of Study Curriculum (FOSC) will consist of the following elements:

- Discipline-relevant Texas Core Curriculum courses
- Up to 12 semester credit hours of Discipline Foundation Courses

- At least 6 semester credit hours of Directed Electives, which will be submitted by the relevant faculty of each general academic institution and shared through the THECB website.

If a student completes all the courses in an FOSC and transfers to another Texas public institution of higher education, the FOSC courses transfer as a block and are applied to the student's selected major. If a student completes the FOSC, the Texas Core Curriculum, and any college or university courses required for all students regardless of major, the student is finished with all the lower-division courses.

If a student transfers with an incomplete FOSC, each completed FOSC course transfers and applies to the to the degree program, and the institution may require the student to complete additional lower-division courses.

The Coordinating Board formed the Texas Transfer Advisory Committee (TTAC), which has responsibility to advise the Commissioner on the development and revision of the Field of Study (FOS) Curricula. TTAC has been identifying existing FOS for revision to align with the new Texas Transfer Framework. Discipline-specific subcommittees are being formed to assist in the development of these FOS. This tracking sheet provides details on the key steps for this process and monitoring progress on FOS curricula development.

The following chart, provided by the Coordinating Board, shows FOS development progress as of July 2023 for degrees currently offered by the College:

Field of Study Curriculum	Status
Biology	Subcommittee reconvening in Fall 2024
Business Administration	Completed
Communications	Completed
Criminal Justice	Completed
English	Subcommittee reconvening in Spring 2025
History (BA)	Subcommittee reconvening in Spring 2025
Kinesiology/Exercise Science	Subcommittee reconvening in Fall 2024
Nursing	Completed
Political Science	Completed
Psychology	Completed
Social Work	Completed
Sociology	Completed

The College faculty in the relevant disciplines are reviewing FOS curricula to determine if and how current degree plans can be revised to provide transfer options for students.

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 aligns course sequences at Del Mar College to the most frequent transfer institutions in that discipline. Upon completion, 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

	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	54.7%	58.3%	64.1%	59.6%	58.7%	4.0 pts	60%	65%
TX Large Colleges Cohort	62.2%	66.0%	65.2%	66.8%	65.4%	3.2 pts		

2-Year Persistence Rate

	Fall 2018 to Fall 2020	Fall 2019 to Fall 2021	Fall 2020 to Fall 2022	Fall 2021 to Fall 2023	Fall 2022 to Fall 2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	43.3%	46.6%	48.1%	51.2%	42.2%	-1.1 pts	48%	55%
TX Large Colleges Cohort	52.0%	49.5%	53.0%	51.5%	52.8%	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; labeled as FTIC after they graduate high school. Data Source: THECB Accountability System.

Analysis of Results:

From 2019 to 2024, the one-year persistence rate increased by 4 percentage points, which was still 1.3 percentage points below the 2024 threshold and 6.3 percentage points below the 2024

target. In the same span of time, the two-year persistence rate fell 1.1 percentage points. This rate was 5.8 percentage points below the 2024 threshold and 12.8 percentage points below the 2024 target.

Use of Results for Improvement:

Persistence rates were calculated for students who were enrolled in at least 12 semester credit hours, which is considered full-time status. In Fall 2024, only 16.1% of Del Mar College students were enrolled in at least 12 semester credit hours. Throughout the 2019-2024 strategic planning cycle, it was identified that while some students elect not to return to Del Mar College, many more return without maintaining their full-time student status. As a result, in the future, improving persistence rates will include both ensuring students return to the College and that they return as a full-time student.

Civitas. The College will continue to use and update 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 recognized that advising needs are not limited to knowing which courses a student needs to take to reach their educational goals. Students were previously required to see their academic advisor prior to registering 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.

Students meeting with their academic advisors for additional semesters' prior to registration and advisors using the knowledge and skills they gained from participating in ongoing professional development activities related to advising ensures students will benefit from more engagement with their advisors.

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: Underprepared Students Who Satisfy TSI in Two 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 2016 Cohort	2019 2017 Cohort	2020 2018 Cohort	2021 2019 Cohort	2022 2020 Cohort	5-Year Change	Threshold	Target 2024
Del Mar College	23.7%	23.7%	16.3%	27.4%	26.9%	3.2 pts	25%	30%
TX Large Colleges Cohort	45.8%	41.2%	31.6%	40.9%	40.4%	-5.4 pts		

Reading

	2018 2016 Cohort	2019 2017 Cohort	2020 2018 Cohort	2021 2019 Cohort	2022 2020 Cohort	5-Year Change	Threshold	Target 2024
Del Mar College	44.3%	51.1%	49.5%	44.9%	31.5%	-12.8 pts	48%	55%
TX Large Colleges Cohort	61.2%	55.6%	43.3%	49.8%	49.8%	-11.4 pts		

Writing

	2018 2016 Cohort	2019 2017 Cohort	2020 2018 Cohort	2021 2019 Cohort	2022 2020 Cohort	5-Year Change	Threshold	Target 2024
Del Mar College	38.8%	63.8%	27.3%	23.0%	24.3%	-14.5 pts	57%	65%
TX Large Colleges Cohort	59.7%	54.6%	25.9%	33.9%	41.4%	-18.3 pts		

Of first-time full-time summer/fall entering (non-flex entry) degree seeking student 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:

The only increase in percentage points from the 2018 cohort to the 2022 cohort was for students who placed in developmental education in math wherein there was a 3.2 percentage point increase in students who satisfied TSI requirements within two years. Conversely, across the same time period there was a 12.8 percentage point decrease in the number of students who satisfied TSI requirements in reading within two years and a 14.5 percentage point decrease in the number of students who satisfied the TSI requirements in writing within two years. As a result, the threshold was only met in math. The target was not reached in any area.

Use of Results for Improvement:

Supporting students who do not meet TSI requirements has been an ongoing challenge for both Del Mar College as well as the Texas Large Colleges Cohort. Across the five years of the strategic planning cycle, both Del Mar College as well as the Texas Large Colleges Cohort experienced a negative change in percent of students who satisfied TSI requirements within two years.

In an attempt to better support students placed into developmental education, the College revised co-requisite coursework for College Algebra, revised developmental education placement, and experimented with condensed courses. While some success was gained, in January 2021, a new placement test launched. The Texas Success Initiative Assessment, known as TSIA2.0, had largely been reported as a more challenging test. As a result, students' rates of placement changed and some of the progress gained had been lost. Throughout the remainder of the strategic planning cycle, the College worked to understand the new exam and help students to be more prepared for the exam.

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 2016 Cohort	2019 2017 Cohort	2020 2018 Cohort	2021 2019 Cohort	2022 2020 Cohort	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	12.7%	17.1%	19.0%	20.6%	18.8%	6.1 pts	15%	20%
TX Large Colleges Cohort	26.2%	30.5%	32.8%	32.4%	32.3%	6.1 pts		

Reading

	2018 2016 Cohort	2019 2017 Cohort	2020 2018 Cohort	2021 2019 Cohort	2022 2020 Cohort	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	26.8%	28.8%	33.2%	32.6%	41.0%	14.2 pts	24%	30%
TX Large Colleges Cohort	43.9%	44.4%	46.5%	49.9%	50.6%	6.7 pts		

Writing

	2018 2016 Cohort	2019 2017 Cohort	2020 2018 Cohort	2021 2019 Cohort	2022 2020 Cohort	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	44.8%	26.6%	20.1%	19.6%	36.5%	-8.3 pts	32%	37%
TX Large Colleges Cohort	36.4%	31.5%	35.3%	41.6%	46.0%	9.6 pts		

Underprepared first-time summer/fall entering (non-flex entry) degree-seeking undergraduates 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. Percentage point change is measured between two most recent years.

Analysis of Results:

In the measure of students who successfully completed a college-level course in the area they entered underprepared, the threshold was met for math, reading, and writing. Additionally, the target for reading was achieved and students' performance in math was just 1.2 percentage points away from the target and just one half of one percentage point below for writing.

Use of Results for Improvement:

As mentioned previously, Del Mar College and the Texas Large Colleges Cohort faced similar struggles to support students in completing their TSI requirements and then successfully complete a college-level course. Unlike the previous measure, the transition from the TSIA to the TSIA2.0 is not as evident in the data as the most recent cohort entered in 2020, which was before the TSIA2.0 launched. As a result, the College is now preparing for the students who faced the more rigorous TSIA2.0 and identifying methods to support them throughout their developmental sequence to the completion of a college-level course.

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

	2020	2021	2022	2023	2024	5-Year Change	KPI Threshold	KPI Target 2024
Del Mar College	89.6%	85.0%	89.0%	88.8%	90.4%	0.8 pts	87%	91%
TX Large Colleges Cohort	86.6%	87.0%	87.5%	87.3%	88.8%	2.2 pts		

Students found working or enrolled in Texas within one year after earning a degree or certificate. Note that this measure was revised to match the 60x30TX state strategic plan. Percentage point change is measured between two most recent years.

Analysis of Results:

More than 90% of students who earned a degree or certificate from a credit program at Del Mar College in 2023-2024 were working or enrolled at another Texas institute of higher education within one year of graduation. This rate surpasses the 2024 threshold by 3.4 percentage points. While the 90.4% of graduating students is .6 percentage points below the target for 2024, it still surpassed the Texas Large Colleges Cohort for the same year by 1.6 percentage points.

Use of Results for Improvement:

The College prioritizes supporting students through their award, certificate, or degree and into the workforce. To accomplish this, developing and maintaining a close relationship with industry partners is paramount. Specifically, formal Advisory Committees made up of program faculty,

workforce leaders, and employers are created to support every career and technical education program. Advisory Committees are required to meet at least twice a year to discuss curriculum, graduates' progression into the workforce, and additional skills and characteristics that would improve Del Mar College graduates' employability.

In addition, all AAS degrees incorporate work-based experience through clinicals, co-ops, or internships. In these experiences, students are able to gain work-based experience while employers are able to provide feedback on the skills and knowledge of the students.