# PANTHER STRONG 2023
## STRATEGIC PLAN

# SCORECARD
## Performance Scorecard
### August 2021

**PALM BEACH STATE COLLEGE**

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# ENGAGE

## 90%
### Key Stakeholder Engagement

The 2018 Survey of Stakeholders showed that 95% of stakeholders participated in one or more College activities. The response rate was 12%, or 102 out of 843 targeted persons. While exceeding the target of 90%, the low response rate is an opportunity for improvement in 2020.

| Leading Measures | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| Stakeholders Engagement Index | 95% | NA | NA |
| Level of Giving | $3.2 M | $13.2 M | $4.2 M |

## Top 10%
### National Engagement

Per the 2019 Community College Survey of Student Engagement (CCSSE), PBSC does not exceed any of the five national benchmarks for the Top 10% of institutions nationally. When comparing results against Extra Large Colleges PBSC surpasses those of extra large colleges. A new comparison group consisting of Achieving the Dream colleges was provided in 2019." PBSC surpasses the ATD score for the Student Effort benchmark 53.7 to 51.1.

| Leading Measures | PBSC | Extra Large Colleges |
|---|---|---|
| Active and Collaborative Learning | 50.4 | 49.7 |
| Student Effort | 53.7 | 49.8 |
| Academic Challenge | 49.7 | 49.6 |
| Student and Faculty Interaction | 49.5 | 47.5 |
| Support for Learners | 51.0 | 49.1 |

| Leading Measures | 19-20 | 20-21 |
|---|---|---|
| Student Success Rate in Courses Employing Innovative Strategies | NA | NA |
| Student Engagement Index | 42% New Students | 38%* All Students |

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# EXPAND

## 15%
### Retention Rate Increase
### Part-time Students

The Fall-to-Fall rate for Fall 2019 part-time cohort students is 53.2%, down from 57.2% in 2018 and 61.2% in 2017. Our target was a 3% increase. The Fall-to-Spring part-time rate for the Fall 2020 cohort is 69.3%, down five points from one year ago. The Fall-to-Summer rate of 40.4% is up 1.3%. The overall target is a 15% improvement by 2023 to 65%, from the baseline of 58% set in FY17.

| Leading Measures | Fall 19 Cohort | Fall 20 Cohort |
|---|---|---|
| Completed 70% of credits attempted in first term | 65.7% | 63.5% |
| Completed 70% of credits attempted in first year | 60.4% | * |
| Fall-to-spring retention | 74.4% | 69.3% |
| Fall-to-summer retention | 39.1% | 40.4% |
| Withdrew from all classes in first term | 3.7% | 4.4% |
| Withdrew from at least one class in first term | 18.4% | 16.8% |
| Completed college-level math in first year | 36.3% | 32.3%** |
| Completed ENC1101 in first year | 43.3% | 35.1%** |

* Available Fall 2021    ** Does not include Summer 2021

## 15%
### FTE Growth

FTE enrollment for 2020-2021 totaled 19,114, a deficit of 4,476 from the College target for 2020-2021 of 23,590. The 3% target was not achieved. The target for FY23 is 25,027, a 15% rate of growth from FY18. The re-enrollment rate of credit and developmental education students from Fall 20 to Spring 21 was 69.1%, down from 70.6% the year prior. *Note: End term of each measure falls in the enrollment year shown below (e.g. Fall 19 to Summer 20 used for 2020-2021 year).*

| Leading Measures | 19-20 | 20-21 |
|---|---|---|
| Fall-to-spring re-enrollment, credit/dev | 70.6% | 69.1% |
| Fall-to-summer re-enrollment, credit/dev | 37.5% | 40.3% |
| Fall-to-fall re-enrollment, credit/dev | 48.5% | 45.5% |
| Spring-to-fall re-enrollment, credit/dev | 58.1% | 55.5% |
| Application conversion rate | 50.5% | 46.0% |
| Market share of prior-year high school graduates | 34.1% | 27.0% |

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# EXCEL

## 20%
### Completion Rate Increase

Completion has declined from a high of 43.6% in Fall 2014 to 41.2% for the 2017 cohort. This is down 0.4% from the 41.6% 2016 rate. Performance is short of the Fall 2017 projection of 41.6% by 0.4%. The target is a 20% improvement rate by 2023, or 45%. The baseline is 37% in FY13. As reported by EdStats. Fall 2017 completion rates are preliminary.

| Leading Measures | Fall 16 Cohort | Fall 17 Cohort |
|---|---|---|
| Completed 9 hours in first term | 61.2% | 63.2% |
| Completed 12 hours in first term | 41.6% | 44.6% |
| Completed 24 hours in first year | 43.3% | 45.2% |
| Withdrew from all classes in first term | 1.5% | 1.4% |
| Withdrew from at least one class in first term | 19.9% | 18.5% |
| Fall-to-spring retention | 87.8% | 87.7% |
| Fall-to-fall retention | 71.1% | 72.7% |
| Completed a program in 100% of time | 22.4% | 23.7% |
| Completed college-level math in first year | 58.5% | 57.7% |
| Completed ENC1101 in first year | 67.4% | 65.7% |
| GPA 2.50+ after first year | 64.8% | 59.4% |

## 25%
### AA Students Attain a Micro-Credential

This measure will track the success of AA students in achieving a micro-credential. No results are available at this time.

# ENGAGE

## Honor Roll
### Great Colleges to Work For

In 2018 PBSC scored in the "**very good**" to "**excellent**" ranges for two dimensions in the Great Colleges to Work For survey. This includes the categories of Pride and Department Chairs/Supervisors. The goal is to be very good to excellent on 12 of 15 dimensions measured by 2023.

| Leading Measures | 2016 | 2018 |
|---|---|---|
| Job Satisfaction/Support | 69% | 74% |
| Teaching Environment | 50% | 60% |
| Professional Development | 66% | 70% |
| Compensation, Benefits, and Work/Life Balance | 55% | 61% |
| Facilities | 65% | 70% |
| Policies, Resources and Efficiency | 55% | 62% |
| Shared Governance | 39% | 51% |
| Pride | 68% | 75% |
| Supervisors/Department Chairs | 67% | 76% |
| Senior Leadership | 49% | 56% |
| Faculty, Administration and Staff Relations | 47% | 52% |
| Communication | 47% | 55% |
| Collaboration | 49% | 57% |
| Fairness | 50% | 56% |
| Respect and Appreciation | 55% | 64% |
| **Overall** | 56% | 63% |

## Effective
### Space Design

Prototype classrooms promoting the effective use of learning spaces were designed for each campus in 2018-2019. Characteristics including facilitates interactions, fosters learning, integrates technology, supports scheduling, and space optimization were standards/criteria considered. Funding was **not available** to further develop these spaces.

# EXPAND

## 80%
### Top-of-Mind Awareness

When students were asked to name area colleges and universities, Palm Beach State College was mentioned on an unaided basis by 64% of students in a 2019 study, up from 58% in 2015. Among parents, 67% mentioned Palm Beach State unaided, this is unchanged from 2015.

| Leading Measures | April 2021 vs. April 2020 |
|---|---|
| Pageviews | 12.50% ▲ 6,931,921 vs 6,161,814 |
| Unique Pageviews | 9.33% ▲ 2,148,137 vs 1,964,790 |
| Click Through Rate | 1.46% |
| Engagement Rate | 1.6% ↗ 43.2% |
| News Center Site Views | 6,938 |

## UX
### Technology

**New Student Engagement and Student Engagement - Technology Interactions**
The 2019 Technology User Experience rating is 66%, up from 60% in 2018. This is the second time this rating was captured. The rating for students achieving 24 or more credits is 68%. This rating in new this year. This includes factors such as helpfulness, accessibility, and the overall quality of technology interactions in assisting students to enroll.

**Satisfaction Rating With Service Desk Requests**
The service satisfaction rate for requests made to the Service Desk is presently at 89%. The baseline performance is 71%.

# EXCEL

## Equitable
### Graduation Rates

The target for completion by 2023 is 45% for all students. The current graduation rate for the Fall 2017 cohort is 41.2%, down 0.4% from the prior year. The high of 43.6% was achieved with the Fall 2014 cohort, which was influenced by the bundling of lecture and lab courses for MAT1033 and ENC1101. Fall 2017 completion rates are preliminary.

**Gap in Black Males' Completion Rates**

The goal is to increase Black males' completion rates by 4.1% each year until we achieve equitable graduation rates in this and all key segments of the student population by 2023. Black males' completion in Fall 2017 was 30.7%, even with the year before. The current gap in completion rates is −10.5%. The gap or difference is calculated by taking the overall completion of 41.2% minus the Black male

| Population | Fall 2016 Cohort | Fall 2017 Cohort |
|---|---|---|
| Black female: | 44.3% | 42.3% |
| *Gap:* | +2.7% | +1.1% |
| Black male: | 30.7% | 30.7% |
| *Gap:* | -10.9% | -10.5% |
| Hispanic female: | 46.0% | 48.9% |
| *Gap:* | +4.4% | +7.7% |
| Hispanic male | 36.3% | 36.4% |
| *Gap:* | -5.3% | -4.8% |
| White female | 49.7% | 46.1% |
| *Gap:* | +8.1% | +4.9% |
| White male | 39.1% | 39.2% |
| *Gap:* | -2.5% | -2.0% |

## Amplify
### Instructional Excellence

This measure is an aggregation of course evaluations based on the MAKEIT Pillars of Instructional Excellence model. No results are available at this time.