

Performance Indicators for Parkland College

July 2006

Compiled by the Office of Institutional Research and Evaluation

ID	Area and Goal	Performance Indicator	Benchmark	Performance Summary
A Enrollment patterns				
A.1	Annual Headcounts	ICCB A1 Data	Remain at 16,771 or increase	FY01-05 five-year annual increase is 15.2%; a 0.7% one-year annual increase. For FY05 Parkland enrollment (16,887) exceeded the benchmark.
A.2	FTE (based on total claimable hours)	ICCB Apportionment Claims	Increase higher than state average	Between FY01 and 05, Parkland's annual FTE increases from credit hour claims have been higher than the state increases. The five year change for Parkland was 22.7%, and the state 11.8%.
A.3	Reimbursable credit hours generated by category	ICCB Apportionment Claims	Baccalaureate: 64% Business: 4% Technical: 13% Health: 6% Remedial: 10% ABE/ASE: 2%	In FY05, the college has met or exceeded these benchmarks. In FY05, nearly 64% of Parkland's 178,848.5 reimbursable credit hours are in the "Baccalaureate" category, a 1% decrease since FY02. "Technical" has increased 1% in 5 years; "Health" a 0.8% increase and "Remedial" a 0.3% decrease in the past year. "Adult Education" has decreased 1.4% in five years, but FY06 estimates shows that the percentage of credit hours will more than double.
A.4	Attractiveness to students	Proportion of out-of-district students	In-district: 69% Out-of-district: 25% Out-of-state: 2% International: 4%	In FY05 the college has meet all but the out-of-state benchmark. Out-of-state enrollment has increased by less than 100 students in five years, and foreign enrollment has decreased by 100 students since FY03.
B Student Achievement				
B.1	Graduation rates of all students reporting degree/certificate as objective	% of Annual enrollment that complete a degree or certificate.	1% increase over five years	The percentage of degree seeking annual enrollment (8,535 students in FY05) that completed a degree program increased sharply between FY02 and 03 (10.2% to 12.6%, about 262 students), but has decreased afterwards. The five-year net increase was 0.2% - about 140 students.
B.2	Transfer rates of all degree-seeking students	% of degree-seeking annual enrollment that eventually attend a 4-year institution within 5 years	29.5%	25.6% of the degree-seeking students in FY01 enrolled at a 4-year school by the end of FY05.
B.3	Persistence rates	Persistence rates for fall-to-spring and spring-to-fall for credit students	1% over five years	From FY01-05 fall-to-spring credit student persistence has decreased 0.7%; spring-to-fall credit student persistence increased 1.8%. In FY05, 62.5% of 10,477 fall credit students returned in the spring semester, and 39.4% returned the following fall term.
B.4	Job placement rates	Percentage of graduates reporting employment	At least 81%	Since FY2001, at least 80% of our graduates were employed within six months of graduation. Self-reported employment rates have decreased 3.9% in five years and in FY05, only 2/3 of graduates are employed in a field related to their program of study.

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B.5	Performance of Parkland students who transfer to UIUC	Average UIUC GPA	2.87 on a 4.0 scale	Parkland students who transferred to UIUC in Fall 2000 were doing academically better (3.28 GPA) within three years (summer 2004) than native juniors (3.09 GPA). The GPA of Parkland students who transferred in Fall 2004 was slightly higher (3.43) than a comparable native group (3.23) after one year.
B.6	Course completion rates	Student successfully completing courses with a grade of C or better	At least 73%	"C" or better course retention has increased from 72.6% in FY01 to 73.5% in FY05.
B.7	Academic Engagement	CCSSE results for selected items	Baseline year 49% required reading 37% written 1-4 papers 40% spend 1-5 hours preparing for class	Academic Engagement from CCSSE 2005: <ul style="list-style-type: none"> 49% of the respondents (n=774) indicated they have read 1-4 books/manuals of required reading. 34% have written 1-4 papers; 27% have written 5-10 papers last year. 43% Spend 1-5 hours a week preparing for class and 26% spend 6-10 hours These responses are similar to the other IL community colleges who participated, and similar to national responses.
B.8	Academic Satisfaction	CCSSE and Student Satisfaction Survey	85% would choose Parkland again 95% recommend to a friend 86% educational experience 74% support to succeed	Satisfaction Results from CCSSE 2005 and the FY06 Student Satisfaction Survey: <ul style="list-style-type: none"> 82% (estimated FY06) would choose Parkland if they "had to do it all again" (85.5% in FY04, 80.1% in FY01 and 82% in FY99). There are over 1,000 respondents to these surveys. 96% would recommend Parkland to a friend or family member. 86% rate their entire educational experience at Parkland as "good" or excellent. 76% feel that Parkland "very much/quite a bit" provides the support they need to succeed at the college.
C	Participation and Service to Region			
C.1	Proportion of the district students enrolling at Parkland	Percentage of students who come to Parkland directly from District #505 high schools	35%	Parkland's share of the district's high school graduates has been increasing from 28.8% in FY01 to 33.4% in FY04. FY05 saw a slight decline 32.8% in FY05.
C.2	Proportion of age 18-24 population enrolled at Parkland	# and percentage of students in the 18-24 population	17%	For the past 5 years, at least ½ of Parkland's credit enrollment are students aged 18-24. They represent nearly 16% of the district population. From FY01-04, a bigger share of the population for this age group came to Parkland. In FY05, Parkland enrolled 15.2% of the district population

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				(unchanged from FY04).
D	Diversity			
D.1	Minority high school graduates who enroll at Parkland the following fall	Percentage of minority high school graduates enrolling at Parkland the semester after graduation	15% (reflective of the minority population in District 505) or more	The percentage of minority high school graduates who enroll in Parkland in the fall has been increasing over the past 5 years from 12.3% to 13.9%
D.2	Minority students	Total number and percentage of minority credit-seeking students	20% (reflective of the minority population in District 505) or more	An estimated 19.7% of the district's population is minority. Nearly 23% of Parkland's enrollment is minority.
D.3	Minority recipients of degrees	Percentage of minority who graduate compared to the number of minority enrolled for credit	23%	Minority graduates have increased, and then decreased in FY05. In FY05 minorities made up 11% of the population. This is considerably less than the population at the college.
D.4	Minority employees	Percentage of minority employees college-wide	23% (reflective of student population)	The percentage of minority staff has increased from 10.2% to 11.5%. Compared to the student population (23%) at the college, the staff population under represents minorities.
D.5	Diversity of district compared to staff population	Comparison of the percentage of the district minority population with the staff minority population at Parkland	20% District minorities	The entire college workforce was 11.5% minority in FY05, an increase of just over 1% in four years. However, the workforce at the college still under represents minorities.
D.6	Minority full-time and part-time faculty	# and percentage of minority full-time and part-time faculty	23% (reflective of student population)	Faculty (full or part-time) demographics show a minority under representation, relative to the student population. However, some strides have been made in this area. The percentage of minority full-time faculty has increased to 13.1% in FY05 compared to 11.2% in FY01.
E	Maintenance of Institutional Assets			
E.1	Facilities	Ratio of capital outlay to building assets	2% assuming a useful life of 50 years	The five-year (FY01-05) average is 4.7% including the D-wing expenditure in FY02. Annual PHS levies will allow for expenditures in the range of about 3% per year. The capital outlay for FY05 was nearly \$1.9 million and book value of our building assets was nearly \$56.2 million.
E.2	Equipment	Ratio of annual expenditures on	12.5% assuming a useful life of 8 years	The five-year (FY01-05) average is 10.8%. For FY05 expenditures on equipment were nearly \$3.8 million and capital outlay was \$232,500.

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		equipment to book value of equipment.		
E.3	Personnel	Ratio of expenditures on personnel development to annual personnel (salary and wage) expenditures	2-5%	The five-year average ratio is 1.9%, a 0.2% increase from FY04, but generally this ratio has declined since FY03. The reason for this decline is that salaries have increased 14.6% (nearly \$3.5 million) over the five-year time period, while travel expenditures decreased \$68,000. In FY05 salaries were nearly \$27.4 million, Center for Excellence expenditures were nearly \$169,245 and travel expenditures were nearly \$364,533.
F	Budget Flexibility			
F.1	Commitment to Personnel	Compensation as a proportion of total education and general expenditures.	79% or less	Since FY01, the annual compensation ratio has been increasing due to higher benefit costs for health care and on-behalf contributions to SURS. The five-year (FY01-05) average is 79.4. The FY05 total education and general expenditures was \$40.8 million.
F.2	Level of fixed commitments	Utilities and other fixed costs as a proportion of total general funds expenditures.	83% or less	Between FY01-04, the annual total fixed cost ratio has been increasing due to higher benefit costs for health care and on-behalf contributions to SURS. The five-year (FY01-05) average is 84.8%. Utility and other fixed costs have remained constant. The FY05 fixed costs were \$34 million.
F.3	Operating revenue by source	Ratio of State, local, and tuition support	Ratios equal to each other	Over a five-year period, support from tuition and fees continue to increase (34.7 to 41.9%), while state support continues to decrease (27.8% to 24.5%). Local support has remained relatively constant (five year average was 32.3%). In the past year, the ratios have moved closer to each other, but are still not at the benchmark.
F.4	Size of financial reserves	Ratio of the fund balance to total education and O&M.	20%	After three years of deficit spending, reducing the ratio 7.1%, a surplus was realized in FY04 and 05, and the ratio increased to 12.6%. Some of the deficit spending was due to the planned D-wing construction. The five-year average is 11.5%. While we are short of the benchmark, movement is in the correct direction.
F.5	Total number of new grants and dollars available to the institution	Proportion of grant revenues to the total budget	9%	Grant funds have declined since FY01-04, and increased nearly \$300,000 in FY05. Grant funds have accounted for a smaller percentage of the total budget revenues from FY02-04, and increased in FY05. The five year average is 11.5%. State revenues have dropped \$1.8 million while federal and other revenues have increased \$695,000. The number of proposals submitted has remained steady for the past three years (100-115).
G	Utilization of Assets			
G.1	Student credit hours attempted	Number of credit hours over a 5 year	Maintain at 206,653 credit hours or	Annual credit hours have increased each year from FY01-05. There was a decrease (about 600 hours, or 40 FTE) in overall attempted hours. The

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		period – A1 dataset	increase	largest increase is between FY02 and 03 (11.8%) The total five-year increase was 20.5%.
G.2	Proportion of equated contact hours (ECH) by full and part-time faculty	5 year average of FT versus PT teaching ratio	60:40 over five years	Between FY01-03, the load ratio was at least 60% full-time or higher. That percentage dropped to 57.7% in FY04 and then to 56.8% in FY05.
G.3	Proportion of employees satisfied with overall work environment	Staff Satisfaction Survey – response to question, “If I had to do it over again, I would take a job at Parkland”	95%	In FY05= 95.4% (n=263) indicated that they “agreed” or “strongly agreed” with this statement; in FY03, 93.6% (n=233) and in FY01, 94.3% (n=316). Agreement has increased for faculty 3.1%, but has fluctuated for staff. Survey to be conducted again in FY07.
H	Economic Accessibility and Affordability			
H.1	State MAP Coverage of Tuition and Fees	% Coverage of tuition and fees for students with zero expected family contribution	75%	In FY02, 100% of the tuition and fees were covered by MAP, in FY05, 63% were covered and 76% in FY06. An estimated 84% is expected for FY07.
H.2	Total Financial Assistance needed	% change those receiving financial assistance provided through scholarships, loans and federal work-study	60%	The total number of students receiving assistance from FY01-05 increased 39%; more than the FY01-04 rate of 33%; with the largest increase from FY02-03 (11%). The % of applicants who receive aid decreased 1% from FY01-02 and increased 4% from FY04-05. In FY05, 62% who applied received aid.
H.3	Amount Parkland College Foundation contributes to students	5 year increase of \$ in scholarship/other assistance provided to students	15% increase in the amount distributed	The total amount of scholarships has fluctuated from FY01-05, but has resulted in a 20.4% net increase. In FY05, the total was \$171,854.
H.4	Tuition and Fees	Amount per credit hour by residency	Maximum \$5 annual increase for in-district tuition	Annual in-district increases have been \$2 per year until FY04, where there has been \$5 increase since. Out-of-district tuition was reduced \$1 from FY04 to 05. Out-of-state/international tuition increases have been \$10 per year until FY04, where there has been a \$15 increase since.

Priorities for AY 2006

1. Develop a comprehensive academic support unit that focuses on student retention and success through integration, re-alignment, and co-location of existing services.

ID	Indicator	Definition	Source	Outcome
P1.1	Advancement to college level work for remedial students.	A measure of students enrolled in remedial education credit courses in one year who move onto all college level coursework within a specified timeframe.	Multiple years of ICCB Annual Enrollment and Completion Submission (A1)	
P1.2	Course Retention Rates of students utilizing services versus those that do not.	Percentage of students that complete a course with a grade of "D" or better	Withdraw Rate	
P1.3	Community College Survey of Student Engagement		Internal and National benchmarking	

2. To improve the success rate of minority and pre-college students.

ID	Indicator	Definition	Source	Outcome
P2.1	Number of students <u>enrolled</u> by race/ethnicity, disability status, and gender.	Reflects the success of the institution in providing services to students from underrepresented groups.	IPEDS, ICCB Annual Enrollment and Completion submission, Underrepresented Groups report.	
P2.2	Number of students served through adult education coursework (ABE/ASE).	Reflects the success of the institution in providing services to under prepared students.	ICCB Annual Enrollment and Completion.	
P2.3	Number of students served through English-as-a-Second Language (ESL) coursework.	Reflects the success of the institution in providing services to individuals whose primary language is a language other than English.	ICCB Annual Enrollment and Completion (A1) submission.	
P2.4	Number of level advancements in Adult Education (ABE/ASE).	Reflects the success of students in acquiring higher level skills	STAIRS data system.	
P2.5	Number of level advancements in English as a Second Language (ESL).	Reflects the success of students in acquiring higher level English language skills	STAIRS data system.	
P2.6	Number of students served through remedial coursework.	Reflects the success of the institution in providing services to under prepared students.	ICCB Annual Enrollment and Completion (A1) submission.	
P2.7	Remedial credits earned versus attempted.	Reflects the success of individuals in successfully completing remedial coursework/credits.	ICCB Annual Enrollment and Completion.	

