

Goal 2: Student Success

We will promote success for all students through outstanding teaching, student development programs and support services in all that we do: *Readiness, Transfer Preparation, Professional Technical Education and Community/Continuing Education.*

Key Measures

PCC Academic Progress

- ❑ Student enrollment and FTE trends
- ❑ Successful course completion rates
- ❑ Retention to next term
- ❑ College-level skill development
- ❑ Degrees/certificates awarded

Continued Educational and Professional Advancement

- ❑ Pass rates on certificate/licensure exams
- ❑ Student transfers to 4-year universities
- ❑ Academic performance after transfer

Report Summary

Student success encompasses academic progress while enrolled at PCC as well as continued educational and professional advancement after leaving PCC.

PCC Academic Progress

- After several years of declining enrollments following the reduction of state funding in 2002-03, FTE appeared stable in 2006-07.
- Successful course completion rates and term-to-term retention rates were relatively consistent 2002-03 through 2006-07.
- Although many students arrived at PCC under prepared for college, most graduates and almost one-half who became university transfers first acquired the skills needed for college-level success through developmental education.
- The number of degrees awarded increased significantly from 2001-02 through 2005-06 while fewer one-year certificates were completed in recent years.

Continued Educational and Professional Advancement

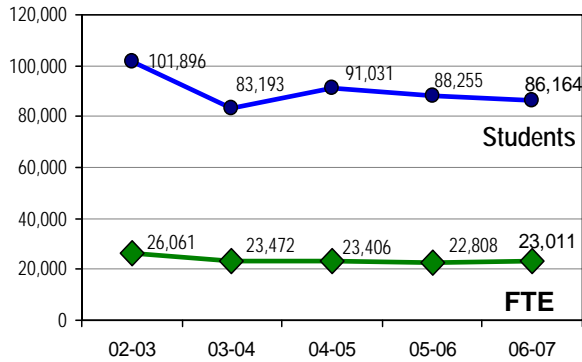
- Students had high pass rates on national licensing/certification exams.
- The number of students who transferred to the Oregon University System remained relatively consistent 2001-02 through 2005-06.
- PCC university transfer students were academically competitive with other transfers as well as continuing Oregon University System students.

Supporting Detail

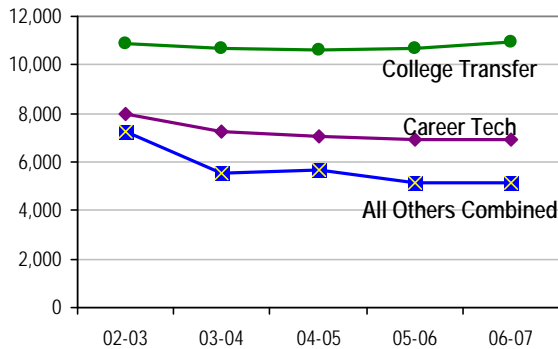
Enrollment

Full-Time Equivalency (FTE) is a measure of total student enrollment using a standard definition of full-time. State reimbursement is based on student FTE rather than student headcount.

Annual Student and FTE Trends



FTE Trends by Category



Total students peaked in 2001-02 at 105,000; the recent five year trend showed a decline of -15.4% since 2002-03 and -2.4% since 2005-06.

Loss of non-credit students accounted for the majority of the student decrease.

Total FTE increased slightly (+0.9%) in 2006-07 from 2005-06 but remained almost 12% below 2002-03 levels. State reimbursable FTE was +0.7% compared to 2005-06 and -13.7% compared to 2002-03.

After a decline in 2003-04, **lower division college transfer FTE** was relatively flat but in 2006-07 exceeded 2002-03 levels.

Fewer enrollments in computer information systems as well as decreases in various other technical subject areas contributed to declining **career technical FTE**.

Decreasing **other FTE** was from elimination of the apprentice program and fewer enrollments in community education, continuing education, adult basic skills and developmental education.

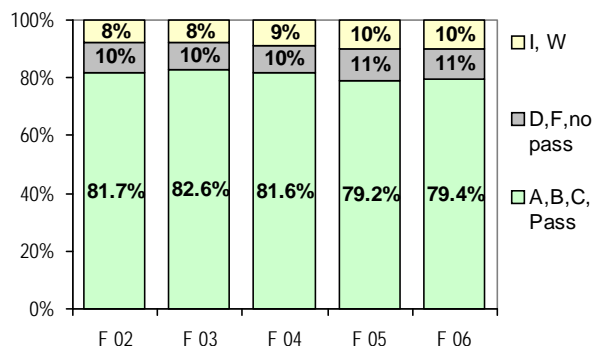
Enrollment Discussion

FTE reached a record high in 2002-03. That same year state funding was cut and some non-credit courses (previously state reimbursed) were no longer funded. Significant enrollment declines followed when many non-credit courses were eliminated and fewer credit course sections were available due to budget cuts. Although FTE appears stabilized, neither PCC nor any other Oregon community college has returned to 2002-03 enrollment levels.

Retention

Successful course completion is defined as receiving a grade of A, B, C or P (pass) in a credit course.

Fall Term Grade Distributions

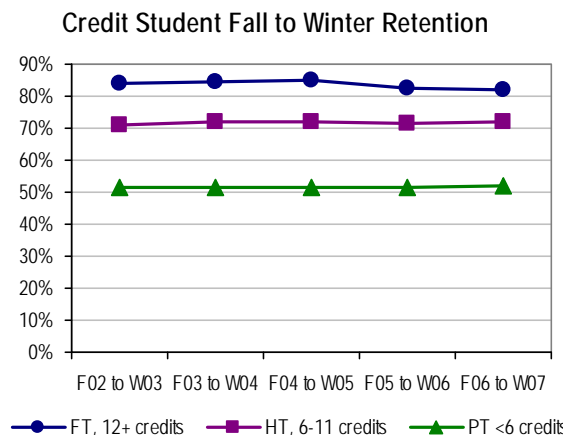


The percent of **successful course completions** declined slightly Fall 2005 and 2006.

Career technical courses tend to have the highest successful completion rates (82%) followed by college transfer courses (78.7%).

Developmental education (which consists of reading, writing and math) lagged other instructional areas with an overall 69.5% successful completion rate.

Retention (cont.)



Fall-to-winter retention rates were relatively consistent; on the average, 71% of fall credit students returned the winter term.

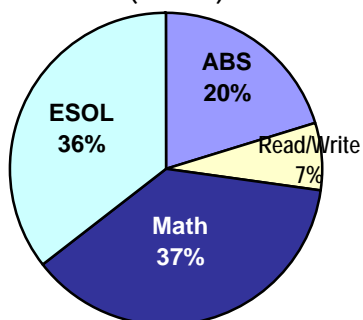
Full-time students had the **highest fall-to-winter retention** while students taking less than six credits were least likely to enroll the winter term.

Fall-to-fall retention averaged 43%. Full-time students again had the highest return rate (49%) but were closely followed by half-time students (44% retention) and then part-time students (31% retention).

College-level Skill Development

PCC enrolls students at all skill levels including those not yet prepared for college-level work.

Developmental/Pre-college FTE by Subject (2005-06)



Developmental/pre-college instruction was 20% of total FTE and included adult basic skills (ABS), math, reading, writing and English as a second language (ESOL).

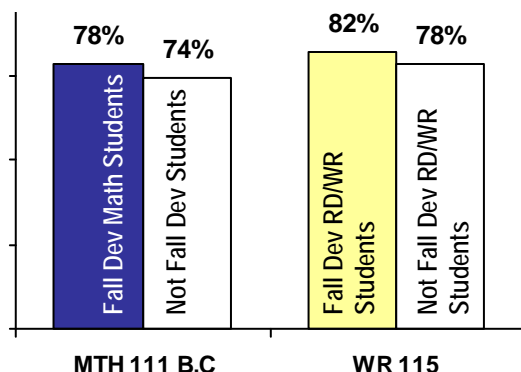
Over 30% of **recent high school graduates attending PCC** tested below college reading or writing skills; most (85%) did not have college math skills.

Fall 2006 **students who completed a developmental course** and enrolled Winter 2007 in a related college-level course had higher success rates than those who did not take the fall term developmental course.

Most **non-credit ESOL students** were Hispanic, enrolled part-time and attended an average of six terms during a five year period.

Credit ESOL students were international students or Asian or Hispanic, enrolled full-time, attended an average of 6.6 terms in five years and progressed into other credit subjects while enrolled.

% A,B,C, Pass in Winter 2007 Math 111, Writing 115 by Fall 2006 Student Preparation

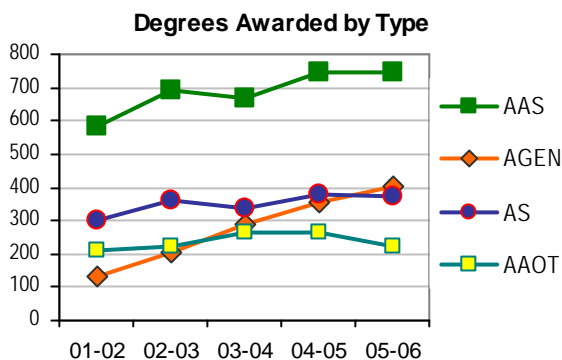
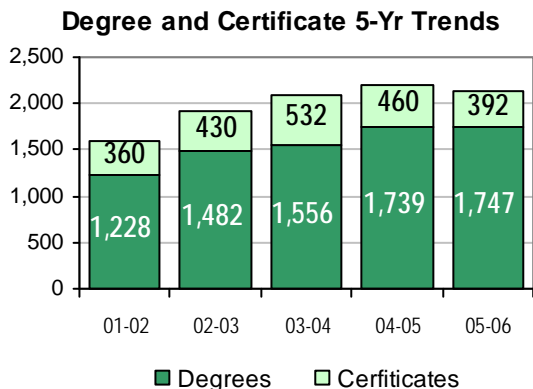


College Skill Development Discussion

Two credits will be added to Oregon high school graduation requirements in 2010; this could result in better prepared graduates attending college in the future.

Although students may have arrived at PCC under prepared for college, most (67%) PCC graduates and almost half who became university transfers were former developmental education students.

Degrees and Certificates Awarded



The number of **degrees awarded** increased 42% since 2001-02. Associate of Applied Science (AAS) and Associate of General Studies (AGEN) degrees accounted for the majority of that growth.

The decline in total **certificates awarded**, which began in 2004-05, followed several years of growth. This decrease occurred in one-year certificate awards and corresponded to declining enrollments in career technical programs.

Of graduates who responded to a survey one year after degree/certificate completion:

- 82% are employed, 12% unemployed, and 6% not in the labor force by choice;
- 38% have since continued their education at a university or college, of which 76% are in a program related to their PCC degree.

Degree abbreviation legend:
 Associate of Applied Science (AAS)
 Associate of General Studies (AGEN)
 Associate of Science (AS)
 Associate of Arts, Oregon Transfer (AAOT)

Licensing/Certification Pass Rates

| National Exam Pass Rates (2005-06) | | |
|--------------------------------------|-----------------------|-----------|
| Occupational Area | # PCC Students Tested | Pass Rate |
| Aviation Maintenance/Technician | 37 | 100% |
| Certified Medical Assistants | 14 | 93% |
| Dental Assistants | 37 | 95% |
| Dental Hygiene | 17 | 100% |
| Health Information Management | 15 | 80% |
| Medical Laboratory Technician (ASCP) | 14 | 93% |
| Medical Laboratory Technician (NCA) | 21 | 100% |
| Nursing | 78 | 94% |

In 2005-06, 95% of PCC students who took **national licensing/certification exams** earned a passing score.

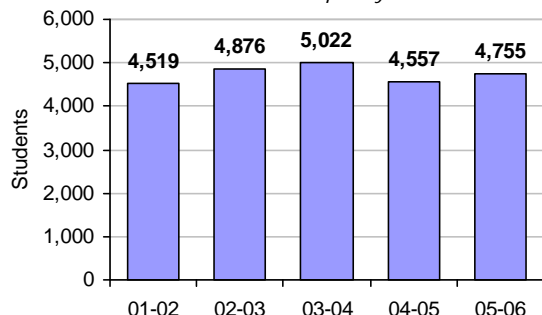
Licensing Discussion

PCC students have historically high pass rates on national exams. Most of the programs which prepare students for these occupations differ from other programs in that only a limited number of students are admitted each year. In addition, some programs are also nationally accredited by agencies such as the Commission on Dental Accreditation, the National Accrediting Agency for Clinical Laboratory Science and the National League for Nursing Accrediting Commission.

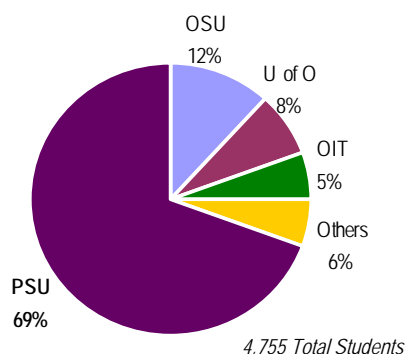
University Transfers

University Transfers

Oregon University System students who were PCC Credit Students in the prior year



Distribution of 2005-06 PCC Transfers within OU System



An average of 4,700 credit students became **Oregon University System (OUS) transfer students** the year following enrollment at PCC; 29% of all Oregon community college students who transferred to OUS were previously PCC students.

Most (69%) PCC transfer students attended **Portland State University**. Oregon State University received the next highest (12%) of PCC transfers.

PCC transfers were academically competitive (university GPA = 3.07) with other community college transfer students (university GPA = 3.02) as well as university students continuing their enrollment (GPA = 3.08). More specifically, PCC transfers had higher success rates in English composition, similar success in social science, arts and science and science subject areas, and lower success rates in foreign languages.

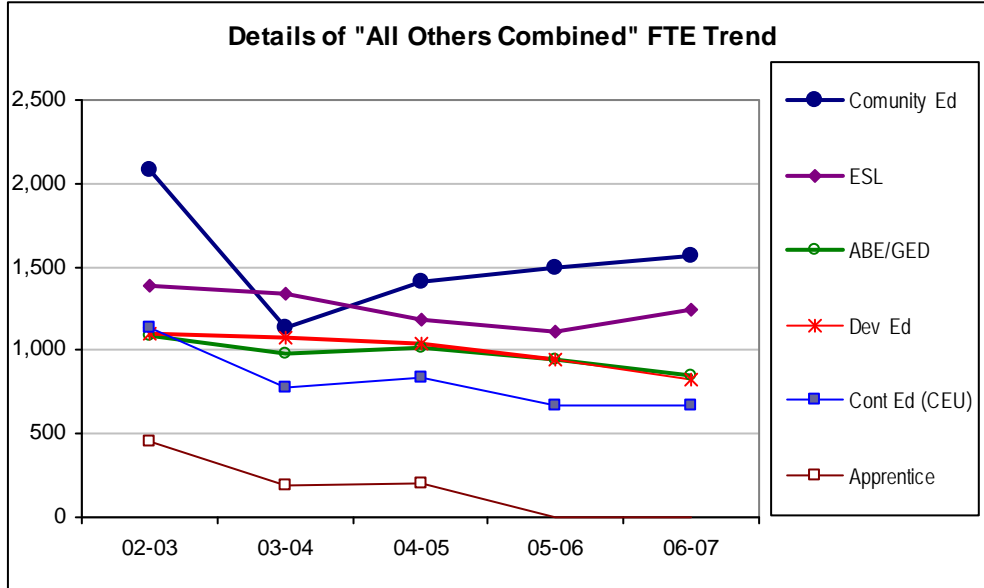
Presented **data do not address** the complex attendance patterns of students who concurrently attend multiple colleges and/or transfer back and forth between PCC and other colleges sometimes referred to as “swirling.” In addition, students who transfer after more than one year following PCC enrollment or to private or out of state universities are not included.

Conclusion

Student success is multi-faceted. While degree completion or university transfer are common measures of success, both are only possible due to successful course completion, term to term retention, as well as the acquisition of college-level skills for those who arrive lacking the needed college-level reading, writing, math or English language skills.

Notes, Data Resources and Additional Details

FTE: Full-Time Equivalency (FTE) is a measure of total student enrollment using a standard definition of full-time. For example, a student enrolled for 15 credits (full-time) for 3 terms = 1 FTE; a student enrolled for 9 credits (part-time) for a single fall term = .21 FTE. State reimbursement for FTE is based on a clock hour basis (student contact hours) with 510 hours equal to 1 FTE. This equates to a student enrolled for 15 lecture credits per term for three terms: 15 hours a week times 34 weeks = 510 (12 weeks in fall and 11 weeks in winter and spring terms).



| Details of Developmental and Pre-college Subject Enrollments | 2005-06 | | Level w/highest Enrollments |
|--------------------------------------------------------------|-----------|-------|-----------------------------|
| | Headcount | FTE | |
| Adult Basic Ed/GED | 2,846 | 945 | ABE 744 |
| DE-Reading | 1,750 | 146 | RD 90 |
| DE-Writing | 2,296 | 183 | WR 90 |
| DE-Math | 3,149 | 311 | MTH 20 |
| Pre-College Math | 8,420 | 1,409 | MTH 60 |
| English as a Second Language | 4,234 | 1,207 | ESL 722, 723 |
| English as Non-Native Language | 1,329 | 445 | ENL 252 |

Source: http://www.pcc.edu/ir/Factbook/2005-06/efactbook/SWRFBSP_JC.html ; http://www.pcc.edu/ir/program_profiles/main.htm

Courses in student preparation comparison: MTH 111A = College Algebra-Business, Management, Life & Social Science MTH 11C = College Algebra for Math, Science & Engineering

Licensing/Certification Exam Pass Rates collected from corresponding PCC departments
 Medical Laboratory credentialing definitions: NCA = National Credentialing Agency; ASCP = American Society for Clinical Pathology

OUS transfer numbers provided by Oregon Department of Community College and Workforce Development (CCWD) and may not match OUS transfer counts due to differences in transfer student definitions.

Academic performance transfer data provided by OUS—Office of Institutional Research.