

Portland Community College

2006-07 Institutional Effectiveness Reports

A comprehensive summary prepared for the Portland
Community College Board of Directors

Board Members

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August 2007

**Portland Community College
2006-07 Institutional Effectiveness Reports Year End Summary**

Background: During the 2005-06 academic year, the PCC Board of Directors reviewed and updated the Mission, Vision, Values and Goals statements for the College. In addition, terminology, where appropriate, was updated and the original eleven Board goals were regrouped as six goals.

To better keep the Board informed on a continuing basis of College progress toward the Board goals, reports generated as part of an Institutional Effectiveness Reporting Cycle replaced the Annual Institutional Effectiveness Report beginning in 2006-07. Each report addressed one of the six Board goals, with one or two reports presented to the Board each term.

This document is a compilation of those individual reports. In addition, a one page summary is included (p.2.) which consolidates the highlights from each of the individual reports.

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2006-07 Institutional Effectiveness Report Summaries

Goal 1: Access

Increasing numbers of students are accessing college through distance learning and/or utilizing financial aid to help pay for their education. PCC cost of attendance is competitive with local community colleges and less than one-half the price of area public universities.

Goal 2: Student Success

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 appears stable.
- Successful course completion and retention rates are fairly consistent from year to year.
- Although many students arrive under prepared for college, most graduates and almost one-half who become university transfers first acquired the skills needed for college-level success through developmental education.
- The number of degrees awarded has increased significantly while fewer one-year certificates were completed in recent years.

Continued Educational and Professional Advancement

- Students have high pass rates on national licensing/certification exams.
- The number of student transfers to the Oregon University System is relatively stable.
- PCC university transfer students are academically competitive with other transfers as well as continuing Oregon University System students.

Goal 3: Diversity

The proportion of PCC minority students is similar to the proportion of service area minority residents. The percentage of minority full-time employees has increased but does not yet reflect the diversity of the community.

Goal 4: Continuous Improvement

Students consider the quality of instruction, faculty, and facilities to be the College's greatest strengths. In contrast, course scheduling, registration, textbook costs, advising and financial aid can be challenges. The College addresses these challenges through the targeted allocation of personnel, technology and financial resources.

Goal 5: Cultivating Partnerships

Grants and Contract Training

PCC enhances student, community, workforce and economic development through programs supported by funded grant proposals (averaging \$8.25 million per year) and by providing customized training to businesses (average annual revenue = \$774,000).

K-16 Partnerships

Alliances with school districts help PCC address high school age students' college and pre-college educational needs. The Gateway to College program enabled more than 1,500 at risk students to improve their academic performance and progress toward and/or beyond graduation and enrollment in higher education. Through Dual Credit, more than 1,600 students a year complete college-level credits that also count toward high school graduation.

Goal 6: Community

Service learning benefits the community through the donation of 15,773 volunteer hours worth an estimated \$284,545 and supports student development through enhanced critical thinking skills, exposure to diverse communities, and increased awareness of societal needs.

Goal 1: Access Report

We will improve access to quality life-long learning opportunities through the effective use of technology, affordable classes and the strategic location of facilities.

Key Measures

- ❑ Distance learning enrollment growth
- ❑ Percent of students applying/receiving financial aid
- ❑ Competitiveness of PCC tuition with area 2-4 colleges and universities

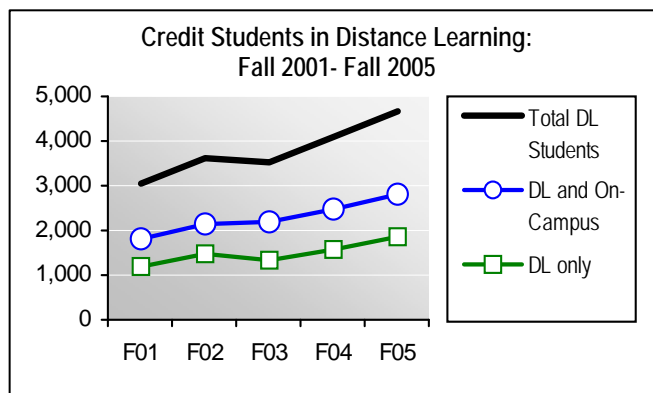
Report Summary

Increasing numbers of students are accessing PCC instructional offerings through distance learning instruction and/or utilizing financial aid resources to help pay for their education. The cost of that education at PCC is competitive with local community colleges and less than one-half the price of area public universities.

Supporting Detail

Distance Learning Growth

Distance learning (DL) consists of On-Line courses (instruction delivered over the Internet), Telecourses (video classes on cable, DVD, or streamed), TeleWeb courses (telecourses with an interactive Internet component) and Interactive Television Courses ("live" classes broadcast within PCC).



Current Status: In Fall 2005, 4,682 students (19% of all credit students) enrolled in distance learning. Most (61%) DL students *also* attended on-campus courses although 39% received all of their instruction at a distance.

An additional 1,000 students (6% of non-credit students) enrolled in non-credit distance learning but in contrast, the vast majority of these DL students were enrolled *only* in distance education.

Trends: (comparison of Fall 2001 to Fall 2005)

Credit Distance Learning:

- Credit distance learning enrollments increased from 3,043 to 4,682 students or 54%.
- The proportion of the total credit student population enrolled in DL increased from 11% to 19%.
- Distance learning credit FTE increased from 387 to 612 FTE or 58%.
- Distance learning FTE as a percent of total credit FTE increased from 6% to 10%.

Non-Credit Distance Learning:

- The number of students taking non-credit DL courses increased from 536 to 1,044 students or 93%.
- As a proportion of the total non-credit student population, students enrolled in DL increased from 2% to 6%.

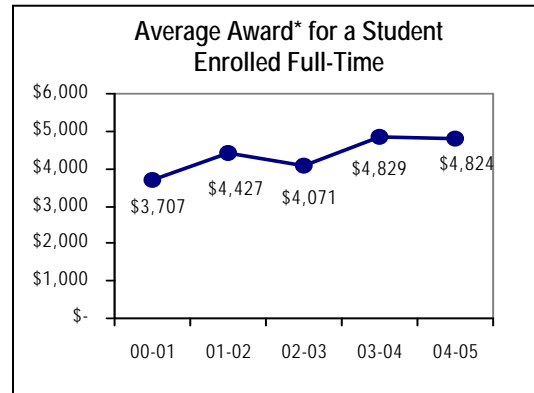
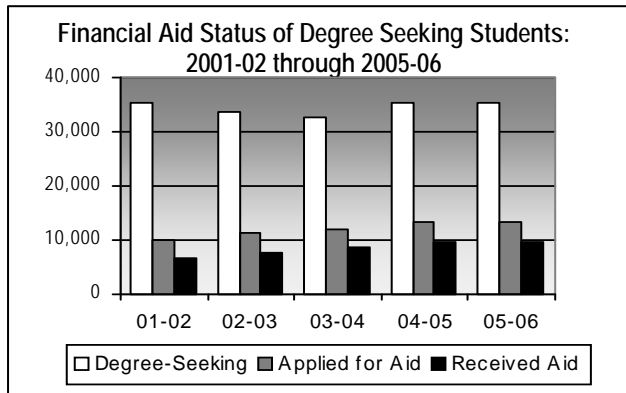
- While distance learning FTE as a percent of total non-credit FTE increased slightly from 2.3% to 2.7%, the number of DL FTE fluctuated during this time period and no discernable trend was observed.

Context:

Most (77%) distance learning is delivered in the form of on-line courses while traditional telecourses are now less than 4% of all distance instruction. On-line courses are available in over 40 subject areas. Disciplines with the largest enrollments include Business Administration, Computer Application Systems, Computer Information Systems, Management Supervisory Development, Math and Writing.

Financial Aid Awards

Current Status: During the 2005-06 academic year, 38% of degree-seeking students applied for financial aid. Among these financial aid applicants, 71% received aid.



*See end notes for data limitations

Trends: (comparison of 2001-02 to 2005-06)

- The number of degree-seeking students varied during this time period.
- Students applying for financial aid increased from 11,141 to 13,496 students or 33%.
- Financial aid recipients increased from 6,634 to 9,622 students or 45%.

Context:

Award amounts vary based on individual student financial need and full or half-time enrollment status. The estimated average aid received by full-time students for an academic year, with some fluctuation, shows an overall increase of \$1,117. The award package for these students generally consists of a combination of both grants and loans.

Tuition and Fees

2006-07 Tuition and Fees (for a 3 credit course)						
	Community Colleges			Universities		
	Clackamas	PCC	Mt Hood	PSU	OSU-Casc	OSU-Corv
In-State Tuition	\$168	\$201	\$216	\$288	\$348	
Fees	\$12	\$18	\$18	\$113	\$144	\$287
Total	\$180	\$219	\$234	\$451	\$492	\$635

Fees exclude any additional or special costs (i.e. distance learning, lab, etc.)

Current Status and Context:

The cost of a three credit course at PCC is \$15 less than the corresponding course at Mt. Hood CC and \$38 more than the same course at Clackamas CC. In contrast, the *additional cost* for the corresponding course at PSU or OSU would range from \$232 to \$436. In recent years, both

public community colleges and universities have increased tuition and fees in response to decreased state funding.

Definitions, Notes and Data Resources

FTE = a standard method for annualizing enrollment in college courses and is calculated as:

$$1 \text{ FTE} = ((\# \text{ of students in course}) (\# \text{ of hours course meets per term})) / 510 \text{ hours}$$

Full-Time Status = enrollment in 12 or more credit hours per term.

Half-Time Status = enrollment in 6 to 11 credit hours per term.

Financial Aid

Applicants and recipient data include only those students who also enrolled at PCC.

Average award is estimated from Student Financial Aid IPEDS reports and based on the cohort of first time in college, full-time, degree-seeking students. These averages may be representative of continuing full time students but do not reflect awards of students enrolled half-time.

Tuition and Fees

<http://www.mhcc.edu/pages/948.asp>

<http://www.pcc.edu/resources/tuition-fees/>

<http://www.clackamas.cc.or.us/inside.asp?content=2010>

<http://www.pdx.edu/registration/tuition.html>

<http://oregonstate.edu/fa/businessaffairs/studentfinance/tuition/calculator.php>

PCC Office of Institutional Effectiveness, Oct 2006, Im:Access2006Report.doc

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

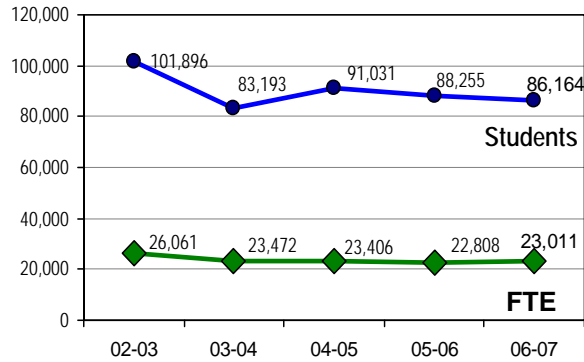
- Students had high pass rates on national licensing/certification exams.
- The number of students who transferred to the Oregon University System remained relatively consistent 2001-02 through 2005-06.
- PCC university transfer students were academically competitive with other transfers as well as continuing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

Supporting Detail

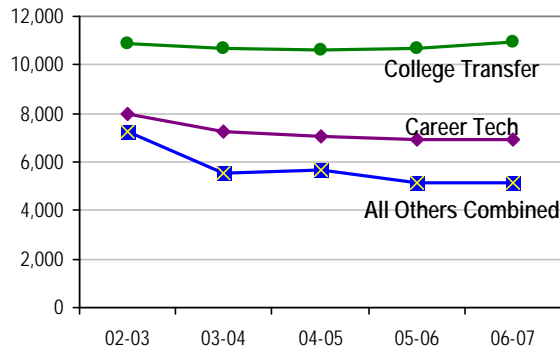
Enrollment

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.

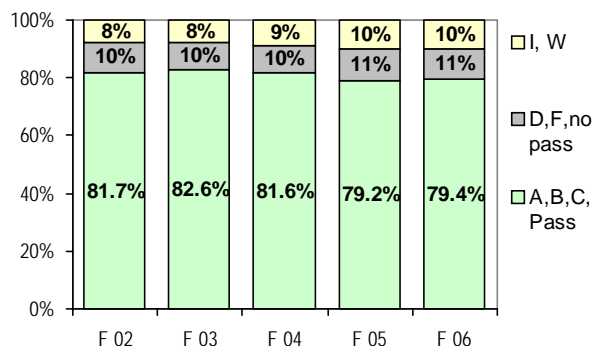
Enrollment Discussion

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

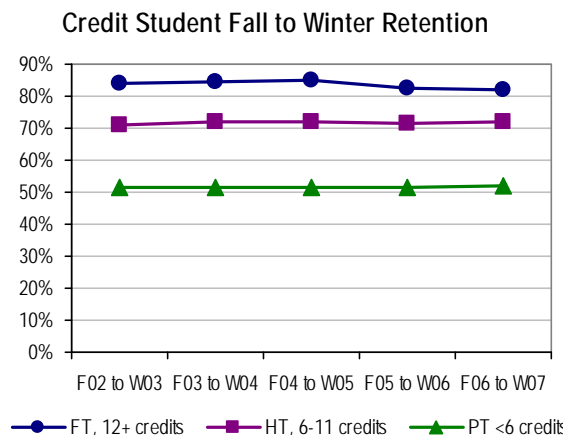


The percent of **successful course completions** declined slightly Fall 2005 and 2006.

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.

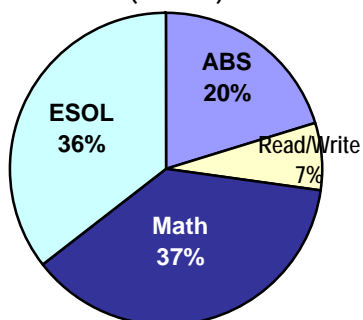
Full-time students had the **highest fall-to-winter retention** while students taking less than six credits were least likely to enroll the winter term.

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.

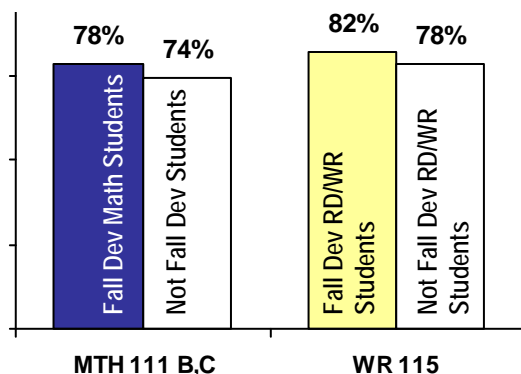
Credit ESOL students were international students or Asian or Hispanic, enrolled full-time, attended an average of 6.6 terms in five years and progressed into other credit subjects while enrolled.

College Skill Development Discussion

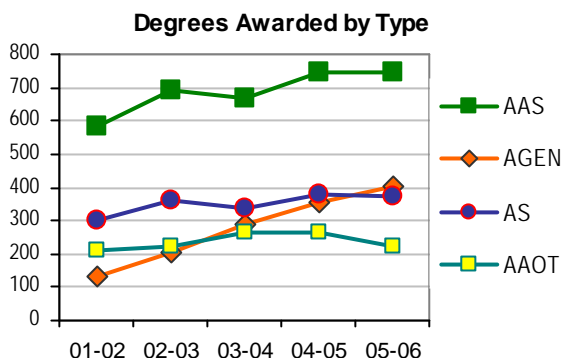
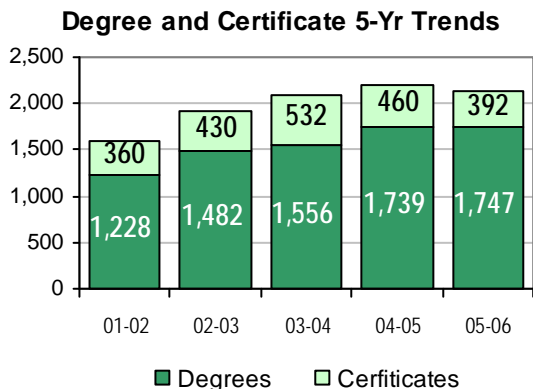
Two credits will be added to Oregon high school graduation requirements in 2010; this could result in better prepared graduates attending college in the future.

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.

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



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.

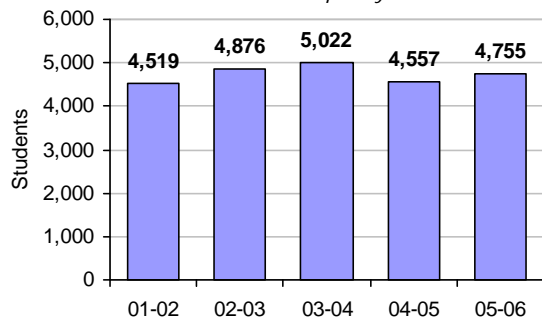
Licensing Discussion

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.

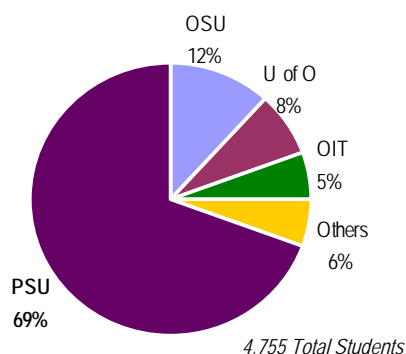
University Transfers

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.

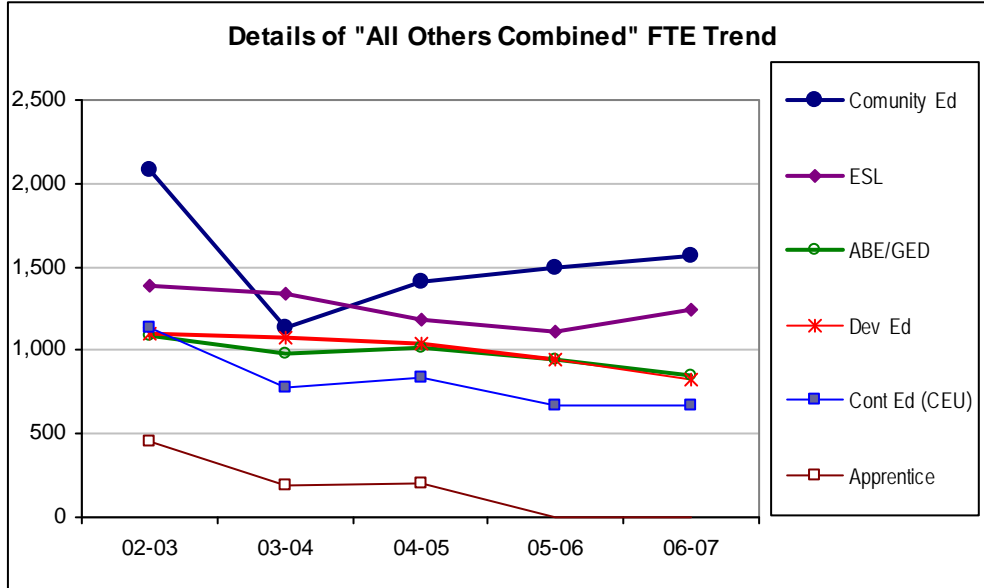
Presented **data do not address** the complex attendance patterns of students who concurrently attend multiple colleges and/or transfer back and forth between PCC and other colleges sometimes referred to as "swirling." In addition, students who transfer after more than one year following PCC enrollment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

Goal 3: Diversity Report

We will enrich the educational experience by committing to the development of diversity in our student body, faculty and staff.

Key Measures

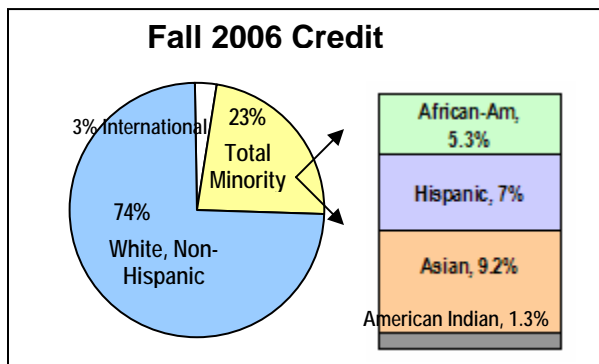
- ❑ Extent student demographics reflect service area demographics
- ❑ Extent PCC employees reflect the service area demographics and PCC student demographics
- ❑ Diversity of recent/new hires by employee group

Report Summary

The proportion of minority students enrolled at PCC is similar to the proportion of minority residents living in the PCC service area.
 The percentage of full-time employees who are minority has increased over the last ten years but does not yet reflect the diversity of the community.

Supporting Detail

Student Demographics



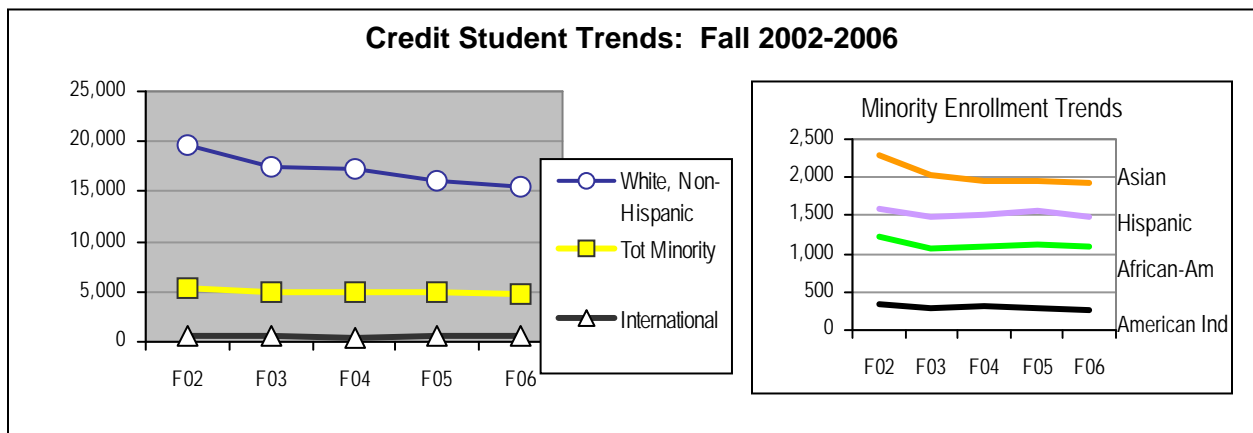
Current Status:

The total minority percentage (23%) of the Fall 2006 credit student population mirrors that of the college population service area¹.

Asian representation is slightly higher and Hispanic representation slightly lower than service area proportions. African-American and American Indian student percentages are similar to the community distribution.

The non-credit student population² is more diverse (26% minority) than the college service area due to the higher proportion of Hispanic students.

Trends:

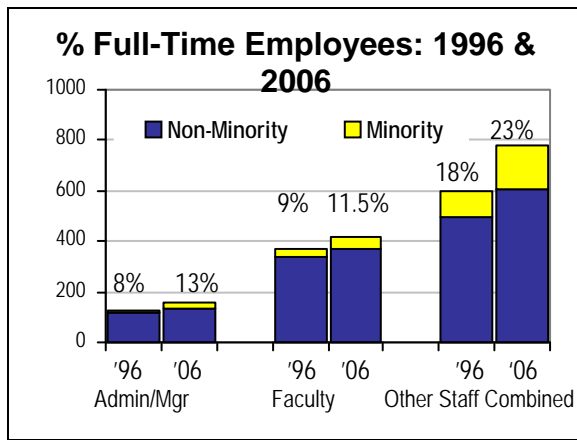


Comparison of Fall 2002 to Fall 2006:

- Since record high enrollments in Fall 2002, the number of White credit students decreased from 19,734 to 15,570 (21%) and enrollments of minority credit students decreased from 5,452 to 4,777 or 12%.
- Among minority students, declines were greatest for Asians (376 fewer students) with African-American and Hispanic student populations each declining by 110 students. Enrollments of American Indians declined by 78 students.
- Enrollments of International students increased during this time from 497 to 603 or 21%.

Full-Time Employee Demographics

For a comprehensive analysis of full/part-time employees, hiring trends by job group, and labor market availability data, see the annual Workforce Analysis Report produced by the PCC Affirmative Action Office.

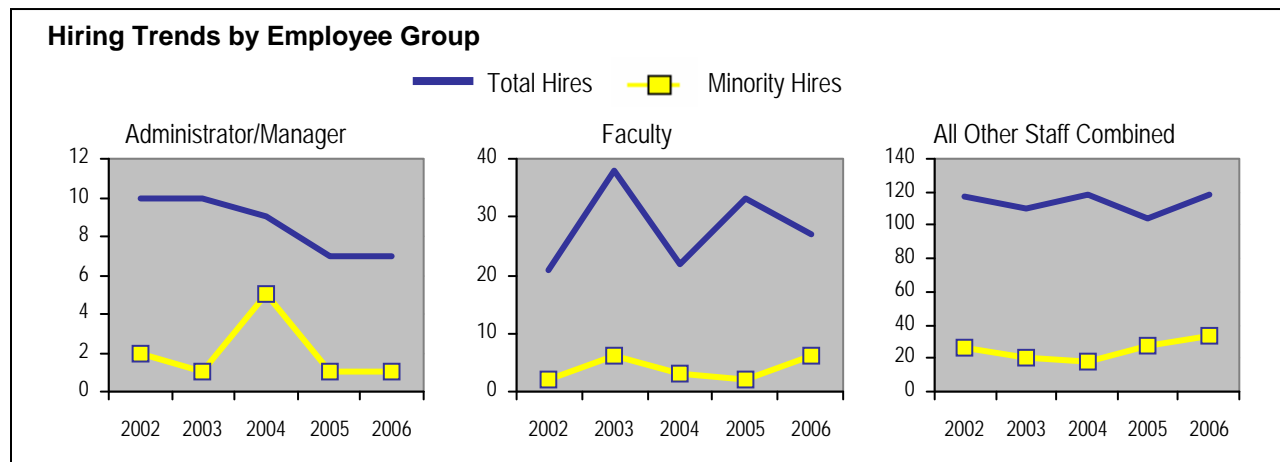


Current Status and Employee Trends:

The proportion of full-time employees who are minority has improved over the last ten years from 14% to 18% but does not yet reflect the diversity of the community.

Minority representation increased among all employee groups. The largest minority percent change occurred among administrators and managers and the greatest increase, in absolute numbers, was found in non-admin/faculty job categories.

Hiring Trends:



Comparison of 2002 to 2006:

- The number of administrators/managers hired declined during this time while the diversity of new hires spiked in 2004 compared to prior and later years.
- Faculty new hires fluctuated in number as did their minority representation. Most recent hires (2006) reflected greater diversity (22% minority) than the prior four years.
- The number of new hires among all other employee groups combined remained relatively stable while minority representation increased in both 2005 and 2006.

Definitions, Notes and Data Resources

Student Demographics

1. Estimates of PCC service area demographics:

White, Non-Hispanic = 75%, Hispanic = 11%, Asian/Pacific Islander = 7%, African-American = 4%, American Indian/Alaskan Native = <1%, Other/Multi-Race = 3%

Source: 2005 American Community Survey, General Demographic Characteristics

2. Fall 2006 Non-Credit Students: White, Non-Hispanic = 71%, African-American = 3.4%, American Indian < 1%, Asian/Pacific Islander = 8.7%, Hispanic = 13%, International 3.5%.

All Fall 2006 student numbers reflect “live” Banner data while Fall 2002 – Fall 2005 data were extracted from official end of term reporting extracts.

Race/Ethnicity percent distributions are based on reported data. Approximately 2,800 of the 23,774 Fall 2006 credit students do not have race/ethnicity on file.

Employee Demographics

Employee numbers include individuals employed full-time in positions supported by either General or Non-General Funds.

“All Faculty” includes Faculty Counselors and Faculty Librarians. These two categories represent a total of 24 employees or 5.7% of the “All Faculty” Fall 2006 total.

“All Staff Combined” includes Secretarial/Clerical, Technical/Paraprofessional, Skilled Craft, Service Maintenance and Professional/Non-Technical job categories.

Source: PCC Workforce Analysis Reports

Goal 4: Continuous Improvement Report

We will ensure the relevance and quality of all programs and services through planning, assessment and the appropriate distribution of resources.

Key Measures

- ❑ Highlights of student satisfaction survey results
- ❑ Use of satisfaction survey findings for improvement
- ❑ *Additional measures (under development) will be included in next year's report*

Report Summary

Students consider the quality of instruction delivered at PCC, faculty, and PCC facilities to be the College's greatest strengths. In contrast, course scheduling, registration, textbook costs, advising and financial aid can be challenges for students. The College began (and continues) to address these challenges through the targeted allocation of personnel, technology and financial resources.

Supporting Detail

Student satisfaction surveys are one of the tools used by the College to assess services, review programs and provide direction for continuous improvement of the College. A sample of over 1,200 credit students at the three campuses and Southeast Center completed the Noel-Levitz Student Satisfaction Inventory™ in Spring 2005.

The Noel-Levitz Student Satisfaction Inventory™ is a survey comprised of approximately 85 standard items and 10 optional items created by the college. Students assign a level of importance and level of satisfaction to each item based on a seven point scale.

PCC Strengths and Challenges

Survey items were analyzed to determine strengths (high importance and high satisfaction) and challenges (high importance and low satisfaction). The following table lists the top five for each group.

“Top Five” Strengths and Challenges <i>(listed in order of greatest importance to students)</i>	
Strengths	Challenges
1. Excellent quality of instruction	1. Classes scheduled at convenient times
2. Good variety of courses provided	2. Able to register with few conflicts
3. Able to experience intellectual growth here	3. Cost of textbooks
4. Faculty are knowledgeable in their fields	4. Advisor knows program requirements
5. Safe and secure campus	5. Adequate financial aid available
<i>18 items in total were identified as strengths</i>	<i>15 items in total were identified as challenges</i>

Many of the strengths students identified focused on the quality of instruction, faculty, and facilities. Policies and procedures related to billing, course selection and course adding and dropping were well received by students. In addition, computer labs, library resources and lab equipment were also viewed favorably.

The greatest challenges for students were classes being offered at convenient times, the ability to register with few conflicts and the cost of textbooks. Advising and financial aid were also critical areas. Students want advisors to be knowledgeable about program/transfer requirements and adequate financial aid be available and awarded in a timely manner.

Use of Survey Findings for Continuous Improvement

The following examples highlight how personnel, technology and financial resources were allocated to address survey findings. While not a comprehensive list, this does address the wide range of activities directed toward continuous improvement at the College.

Financial Aid

- Financial Aid Days have been implemented on all campuses to provide assistance to students and potential students in completing the *Free Application for Federal Student Aid* (FAFSA) forms needed to apply for financial aid.
- Financial Aid added a new financial aid loan officer position.
- “Old” computers in Financial Aid Offices have been replaced with new computers/technology to improve efficiency.

Academic Advising

- Increased advising opportunities were made available at all campuses through the Mott Grant for developmental education students interested in pursuing a certificate or degree in Professional Technical Education.
- A new general advisor position was created at the Sylvania Campus.
- Increased advising efficiencies are possible due to the purchase and use of a new tracking system (Advisor Trac). College-wide implementation is scheduled to be complete in Fall 2007.

Textbooks

- A textbook committee was formed (active 2005-06) to study how faculty and various administrative and student service areas within the College could work together to create affordable textbook options for students.

Registration/Scheduling

- An automated wait list process was fully implemented which allows students to better manage their schedule. (A wait listed student is automatically enrolled in a previously filled class if an opening becomes available during the registration period.)
- A newly revised block schedule format to help eliminate class scheduling conflicts for students is being piloted at a couple of the campuses.
- The number of courses offered via distance learning (which present no class scheduling conflicts for students) continues to increase each year.

Closing the Loop

The Noel-Levitz Student Satisfaction Inventory™ survey of credit students was repeated in Spring 2007. Once the analysis is complete, the findings will be used to assess the effectiveness of previously implemented strategies and provide direction for future areas of improvement.

Definitions and Data Resources

Strengths and challenges were defined using the following Noel-Levitz methodology.

“Challenges are defined as being above the midpoint in importance and in the bottom quartile of satisfaction and/or the top quartile of performance gaps. . . Strengths are defined as being above the mid-point in importance and in the top quartile of satisfaction.”

Source: https://www.noellevitz.com/NR/rdonlyres/E657CCA1-B3EA-4510-AC24-D73A687A2BAB/0/SSI_05_community.pdf

Focused Interim Evaluation Report, PCC, April 2007 (one of the data sources referenced for “Use of Survey Findings for Continuous Improvement”)

**Goal 5: Cultivating Partnerships Report:
Grants and Contract Training (Part 1)**

We will effectively respond to the educational needs of our students and communities through strategic alliances with business, government agencies and educational institutions.

Key Measures

- ❑ Grant revenue and funded proposal trends
- ❑ Contract training business partners and revenue trends
- ❑ K-16 partnerships and programs (Focus of *Cultivating Partnerships Report: Part 2*-reporting at June meeting)

Report Summary

Through programs and support services made possible due to funded grant proposals (averaging \$8.25 million each year) and by providing customized contract training to businesses and employers (average annual revenue = \$774,000), PCC supports students, community, workforce and economic development.

Supporting Detail

Grant Activity

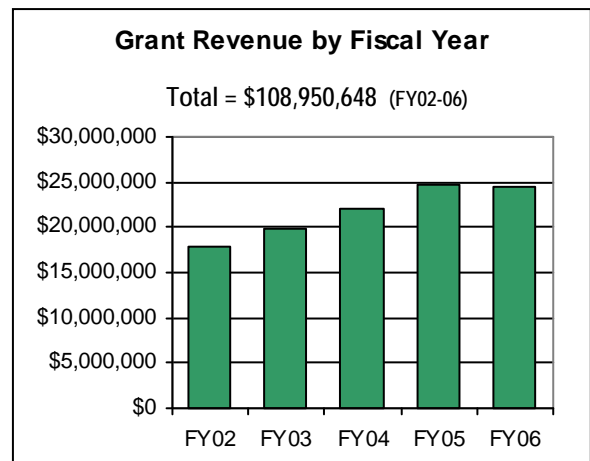
In addition to state support and student tuition/fees, funded grant proposals help the College provide services and programs to meet student and community educational needs. PCC grants include awards by local, state, federal, profit and non-profit agencies. For trending purposes, grants within the purview of the PCC Grants Office are summarized in this report.

Five priority areas drive the College's grant seeking activities:

- Workforce/economic development,
- Needs of limited English speakers,
- College access and success for disadvantaged/underserved populations,
- Preparation of future teachers and other professionals in education,
- Technology needs ranging from district-wide initiatives to specific program delivery.

Grant seeking activities have increased in recent years as indicated by growth in revenue, numbers of active grants and funded proposals.

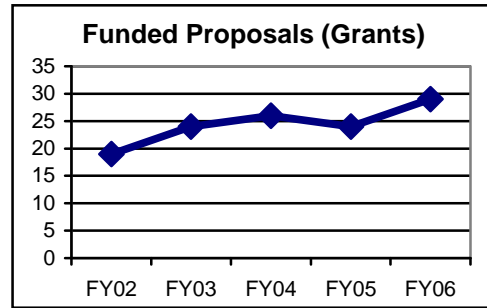
- From 2002 to 2006, grant revenue increased 38%.
Revenue reported per fiscal year includes revenue from new awards as well as grants awarded in prior years with funding continued into the following year(s).
- Active grant counts escalated in one year from 58 to 75 (FY02 to FY03) and leveled off at 77 in FY05. Grants are considered active if grant funds are expended during the fiscal year.



Grant Activity (cont.)

- The number of funded proposals increased from 19 (FY02) to 29 (FY06) with an average of \$8,250,000 awarded per year.

The \$8,250,000 represents initial award amounts and does not include additional dollars for grant renewals unless a new proposal is required. However, renewals are included in the reported grant revenue by fiscal year.



Example of an Active Grant

PCC's Sylvania ROOTS program: Funded by a four-year \$942,760 grant from the US Department of Education TRIO Student Support Services funds.

Description: ROOTS is a student support services program at Sylvania for students who demonstrate academic need and are low-income, first-generation and/or who experience a disability. The ROOTS program provides intensive student services, counseling, and other activities for 170 PCC students each year.

Student Outcomes: In 2004-05, 87% of ROOTS students persisted (enrolled at PCC, graduated or transferred), compared to 48% of students in a campus comparison group and 65% of all Sylvania degree-seeking students. ROOTS students were also in good academic standing with a cumulative GPA of 3.11.

Contract Training

Through partnerships with businesses, non-profit agencies, and local and state governments, PCC provides customized training to support workforce and economic development. These partnerships exist to address needs ranging from one-time/short-term workshops to on-going/long-term skills training and development.

This report highlights PCC's Customized and Workplace Training (CWT) Department. Other college providers of contract training (i.e. the Institute for Health Professionals, Small Business Development Center, Computer Education Program, and various campus programs) will be the focus of future partnership reports.

Over the last several years, businesses in industries such as agriculture, financial services, manufacturing (i.e. metals, high tech, and semiconductor) apparel, education, utilities, bioscience, local and state governments have contracted with CWT. Integra Telecom, D.R. Horton, General Motors, TriMet, and the City of Portland are examples of businesses clients.

From 2002-2006, CWT contract training efforts

- served an average of 33 businesses/employers each year,
- through an average of 45 contracts per year (225 total contracts) and
- generated average annual revenue of \$774,000 (\$3.87 million total).

Excerpt from a letter dated Nov 20, 2006

"Overall, we are very proud of and happy of [sic] the program that has resulted from our partnership with CWT. . . We are already reaping the benefits in terms of performance, employee growth and profitability and look forward to the continuing benefits."

Trish McNamara
Human Resource Director
Precision Wire Components

Contract Training (cont.)

Customer Satisfaction:

The Oregon Department of Community Colleges and Workforce Development requires community colleges to obtain employers' satisfaction ratings with community college training programs for the state annual performance measures report.

The following reflects the CWT administered surveys (for state reporting purposes) during 2004-05.

- Fifteen out of 50 CWT training businesses/employers responded to a customer satisfaction survey.
- Of those, 87% positively rated their satisfaction level as 4 or higher. (This is based on a scale of 1 to 5 where 5 is highest/best.)
- In addition, 93% of respondents indicated they would contract again with PCC for training.

Cultivating Partnerships: Part 2

In summary, PCC's strategic alliances help meet student and community educational needs through funded grant proposals and contract training relationships.

Next month in *Cultivating Partnerships Report: Part 2*, strategic alliances with educational institutions which

- enable high school students to concurrently complete college credits,
 - prepare youth no longer in high school to complete their high school diploma or GED, and
 - help young adults learn English and work toward their high school diploma or GED
- will be among the partnerships detailed in the report.

Notes and Resources

Grant Activity

PCC Grant Trends FY 02-FY02 Report provided by PCC Grants Office

PCC Grants Office: Internet: <http://www.pcc.edu/services/index.cfm/172.html>,

Intranet: <http://intranet.pcc.edu/grantsoffice/>

Contract Training

All CWT related data/details provided by Customized and Workplace Training Department

Customized and Workplace Training: <http://www.pcc.edu/business/workplace-training/>

CWT Brochure: <http://www.pcc.edu/business/workplace-training/documents/cwt-resource-guide.pdf>

Institute of Health Professions: <http://www.pcc.edu/business/ihp/>

Small Business Development Center: <http://www.pcc.edu/business/small-business-development/>

Computer Education Program: <http://www.pcc.edu/career/computer-education/training-certification/>

**Goal 5: Cultivating Partnerships Report:
K-16 Partnerships (Part 2)**

We will effectively respond to the educational needs of our students and communities through strategic alliances with business, government agencies and educational institutions.

- ❑ Student participation/success in alternative high school completion programs
- ❑ High school student enrollments in dual credit courses
- ❑ Partnerships supporting student transfer to 4-year universities

Addressed in Cultivating Partnerships Report: Part 1

- ❑ Grant revenue and funded proposal trends
- ❑ Contract training business partners and revenue trends

Report Summary

Strategic alliances with area school districts help PCC address a wide range of high school age students' college and pre-college educational needs. The Gateway to College program has helped more than 1,500 students at risk of not graduating from high school improve their academic performance and progress toward and/or beyond high school graduation and subsequent enrollment in higher education. Through Dual Credit, more than 1,600 high school students a year complete college-level credits that also count toward high school graduation. Dual credit students benefit through savings in time (and money) and enroll in post-secondary education with an increased readiness for college-level instruction.

Supporting Detail

Alternative High School Completion Programs

Partnerships with participating area school districts enable PCC to offer a variety of programs which address the educational needs of youth (ages 16-21) who have dropped out of high school and/or may not be "on track" to graduate from high school. Through these programs, students are able to complete their high school credential and pursue college-level learning.

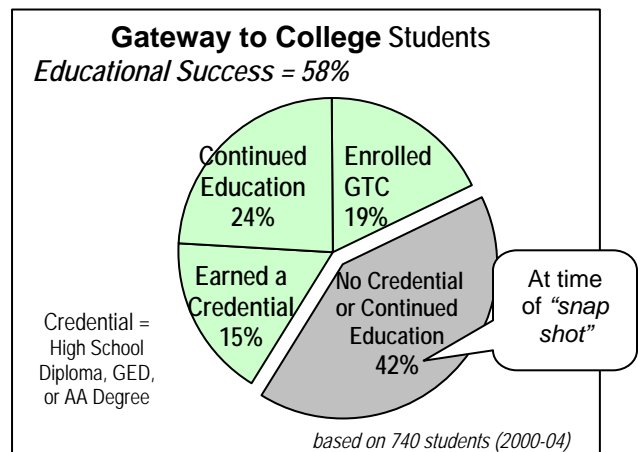
Gateway to College

Since Spring 2000, over 1,500 students have participated in the Gateway to College (GTC) program, completed high school credit(s) and/or college-level classes. These are students who had previously dropped out of high school or were not progressing toward graduation due to poor academic performance or lack of attendance.

Educational Success for GTC students includes

- continued progress in the GTC program,
- completion of a high school diploma, GED, Associate's Degree (or higher), as well as
- continued education at the secondary or post-secondary level after exiting the GTC program.

A point-in-time look at student progress indicates that 58% of GTC students are classified in one the above educational success groups. However, this rate does not capture the



Gateway to College (cont.)

subsequent success of those students reported as “no credential or continued education” who stop out of the program and later return to continue their secondary or post-secondary education.

High School and College Academic Achievement

At entry into the program, Gateway to College students (average high school GPA = 1.7) lagged behind peers in academic achievement. However, by completion or exit from the program

- the GTC high school graduates earned an average of 73 college credits, 88% made academic honor list(s), and 73% continued in higher education,
- the GED completers earned an average of 17 college credits and 63% pursued additional education, and
- students who did not graduate or complete the GED exited the program with an average of 17 college credits and 38% continued their education.

Other High School Completion Programs

For high school age students interested in continuing their education but who do not yet have the reading, writing or math skills to be successful in the Gateway to College program, the following options are available.

- *Multicultural Academic Program (MAP)* enables individuals who also need to learn and/or improve their English skills, to develop these skills while working toward a GED or high school diploma.
- *Youth Empowered to Succeed (YES!)* helps students prepare for the GED or participation in the Gateway to College program, and/or enrollment in developmental, pre-college or college-level courses.

Dual Credit Program

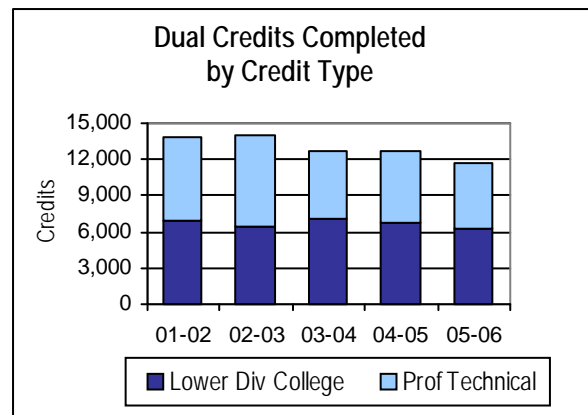
The PCC Dual Credit program enables 11th and 12th grade high school students the opportunity to earn both high school and college credit for advanced coursework completed while in high school. These courses are equivalent in content and learner outcomes to the corresponding PCC course but are taught at the high school by qualified high school instructors. In addition, dual credit students pay \$35 for all credits earned during the academic year compared to \$64 assessed per credit for “typical” PCC credit courses.

During the 2005-06 academic year

- approximately 1,624 high school students participated in PCC Dual Credit,
- earned a total of 11,754 credits (an average of 7.2 credits per students),
- which would have cost each student an average of \$428.21 if enrolled in the PCC courses outside of the dual credit program.

Students may complete Lower Division Collegiate credits in areas such as Biology, English, Math, and Writing which apply toward requirements for a two or four-year degree.

Professional Technical dual credit courses prepare students for work and/or continued education in a variety of areas including



Dual Credit (cont.)

Interior Design, Fire Protection, Computer Application Systems, Medical Professions, Welding and Auto Collision Repair. In recent years, the number of high schools participating in these programs (and thus dual credits awarded) has declined due to lack of funding within school districts and/or available qualified teachers.

Subsequent Enrollment in Higher Education

Dual credit students not only complete college credit while in high school, but are also likely to continue enrollment in college after graduation. Based on a cohort of 1,343 PCC dual credit high school seniors, approximately 70% attended PCC, another community college or university within three years of high school graduation.

Conclusion

In summary, Gateway to College and Dual Credit programs (both made possible through partnerships with area school districts) help high school age students take positive steps toward achieving a college education. Next year's report will address other options available for high school age students (i.e. the Expanded Options Program) and also focus on PCC partnerships with colleges and universities.

Notes and Resources

Gateway to College: <http://www.pcc.edu/prepare/head-start/prep/gateway/>

To be eligible a student must:

- be between 16 to 20 years old,
- have left high school before graduation or be at risk of dropping out,
- be behind in high school credits for age and grade (with fewer than 17 credits total),
- have a minimum 8th grade reading level,
- meet other writing and math standards at entry level, and
- live in a participating school district: Portland Public, David Douglas, Beaverton, Hillsboro, Tigard/Tualatin, Lake Oswego, Centennial or Sherwood.

PCC Dual Credit Program 2005-06 Annual Report, by PAVTEC Education Consortium

PCC Office of Institutional Effectiveness, May 2007, Im: Partnerships2006ReportPart2.doc

Goal 6: Community Report

We will facilitate growth and development of our district communities by accepting a leadership role and serving as a key educational resource to the community.

Key Measures

- ❑ Student participation in Service-Learning Programs
- ❑ Dollar value of Service-Learning volunteer hours
- ❑ *Additional key measures for Community Goal 6 are under development and will be incorporated into next year's report*

“Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

National Service Learning Clearinghouse¹

Key Measures

A total of 15,773 volunteer hours, with an estimated value of \$284,544.92 was contributed to the local community in 2005-06.² These volunteer hours were generated by the 1,221 PCC students who participated in service-learning projects.

Supporting Detail

The Service-Learning Experience

PCC students enhance skills, develop a sense of civic responsibility, and contribute to the community through participation in Service-Learning programs. Various academic courses, from over 40 disciplines, incorporate volunteerism into the learning experience as students serve 5-20 hours at participating non-profit agencies and complete related class assignments.

Quotes from PCC Student Service-Learning Participants:

“As I got talking with the guests, they confirmed what I had always thought. They were people and families not much different from my own, not much different from me. I could have easily been in their shoes if not for the safety net of my family.”

Writing Service-Learning Student, serving at a Goose Hollow Family Shelter

“I learned information that I would not have been able to obtain in any other way...I found that I felt more confident in what I was speaking about because I was a part of what I was speaking about...I honestly almost dropped the class when I found out that I was going to have to volunteer as a part of my grade. But I actually signed up intentionally for a class next term that is a service-learning class because I enjoyed it.”

Speech Service-Learning Student, serving at the Canby Food Bank

“I love doing service-learning projects. I'd like to see them more often in other classes. I don't really care about the credit as much as getting to do something fun and valuable with classmates who I don't always see in class (especially telecourse) outside of the classroom.”

Engineering Service-Learning Student, serving at the Community Cycling Center

PCC Community Partners

More than 150 non-profit community agencies offer service-learning opportunities for PCC students. These agencies, PCC Community Partners, collectively address a wide range of community interests and provide volunteer opportunities related to environmental, educational, health, and social service needs.

Quotes from PCC Service-Learning Community Partners:

"Here at Barnes, we have had several volunteers through PCC which have helped in our After-School Program...Yesterday I overheard a 5th grader ask one volunteer if she could become his new adopted sister...Our kids really benefit from having positive role models and the extra academic support."

Barnes Elementary School

"We've had many PCC service learners help us over the years to weatherize homes for housebound senior citizens and people with disabilities. It's great to see how professors link class theories to grassroots service while the students provide a direct service to members of our community. With the students' help, we are able to make homes more comfortable and safe, lower utility bills, and conserve natural resources."

Community Energy Project

"Having Portland Community College students who are working to realize their academic goals work with and role model for the primarily low income students we teach, some in federally failing schools is an invaluable connection...These relationships often inspire students to expand their perception of suitable career options by helping them see the steps to get there..."

Wolfree (Outdoor Environmental Education "Outdoor School")

In summary, Service-Learning

- Contributes to Student Development *through enhanced critical thinking skills, exposure to diverse communities, and increased awareness of societal needs,*
- Strengthens the College Community Connection *as faculty and agencies act as "co-educators" to students, and*
- Supports the Work of Participating Agencies *through the contributions of interested volunteers that bring creativity and knowledge to the partnering organizations.*

Resources

¹National Service Learning Clearinghouse

http://www.servicelearning.org/welcome_to_service-learning/service-learning_is/index.php

²Independent Sector value of volunteer time

http://www.independentsector.org/programs/research/volunteer_time.html

PCC Service Learning Website

<http://www.pcc.edu/servicelearning>

PCC Office of Institutional Effectiveness, Feb 2006, Im: Community2006Report.doc

PCC Board of Directors: 2005-06 Directions for the College

The following provides a brief summary of work completed by the PCC Board Directors in 2005-06. As a result of this work, various components of the College's strategic planning and reporting processes were revised and updated.

PCC Board Mission, Vision, Values and Goals

During the 2005-06 academic year, the PCC Board of Directors reviewed and subsequently updated the Mission, Vision, Values and Goals statements for the College. Resources for Board discussions included input collected from the President's Cabinet, District Planning Council, Educational Advisory Committee, Deans of Instruction and Deans of Students.

The final document, approved by the Board in September 2006 included updated terminology yet maintained the intent of the original Board documents. One formatting modification of note was the regrouping of the eleven goals into six goals. General Education, Professional Technical Education, Transfer Preparation, Readiness and Community/Continuing Education were combined under the goal of Student Success.

Institutional Effectiveness Reporting and Measures

To better keep the Board informed on a continuing basis of College progress toward the Board goals, it was proposed that reports generated as part of an Institutional Effectiveness Reporting Cycle replace the Annual Institutional Effectiveness Report beginning in 2006-07. (The prior report included more than eighty measures and was generally sixty-five to seventy or more pages in length.)

Each report would address one of the six Board goals, with one or two reports presented to the Board each term. In addition, the eighty plus previously reported measures would be edited into a group of twenty *key measures* with various *supporting measures* identified and trended on an as needed basis. A year end summary would capture the highlights of each report and serve as an introduction to the next year's reporting cycle.

In summer of 2006, the Board approved the revised reporting format, schedule, and proposed key measures. Thus, the 2006-07 Institutional Effectiveness Reporting Cycle would begin with the new academic year.

<p>VISION Building futures for our Students and Communities</p>
<p style="text-align: center;">MISSION</p> <p>Portland Community College provides access to an affordable, quality education in an atmosphere that encourages the full realization of each individual's potential. The college offers opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences.</p>
<p style="text-align: center;">WHO WE ARE</p> <p>Portland Community College is a public, multi-campus, comprehensive community college serving the lifelong learning needs of our students. We offer college transfer programs; professional technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service-learning opportunities that foster the development of civic responsibility and engagement. Through extensive partnerships with business, industry, labor, educational institutions and the public sector, we provide training and learning opportunities for the local and state workforce and promote economic and community development.</p>
<p style="text-align: center;">STATEMENT OF VALUES</p> <ul style="list-style-type: none"> • Quality, lifelong learning experiences that helps students to achieve their personal and professional goals • An environment that is committed to diversity as well as the dignity and worth of the individual • Continuous professional and personal growth of our employees and students • Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy • Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated • Sustainable use of our resources • Collaboration predicated upon a foundation of mutual trust and support • An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve • Accountability based upon an <i>outcomes-based</i> approach in education • The public's trust by effective and ethical use of public and private resources
<p style="text-align: center;">GOALS</p> <p>Goal 1 – Access: We will improve access to quality lifelong learning opportunities through the effective use of technology, affordable classes and the strategic location of facilities.</p> <p>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; <i>Professional technical education</i> will be responsive to industry needs and prepare students to work in a global marketplace. <i>Transfer preparation</i> will prepare students for success in obtaining baccalaureate degrees. <i>College readiness</i> will promote student preparation for college-level programs and employment. <i>Community education/continuing education</i> will provide quality education to enrich students personally, socially, culturally, and to upgrade occupational/job skills.</p> <p>Goal 3 – Diversity: We will enrich the educational experience by committing to the development of diversity in our student body, faculty and staff.</p> <p>Goal 4 – Continuous Improvement: We will develop, safeguard and allocate our resources (human, financial, capital, and technological) to ensure through planning and assessment the delivery of relevant, quality programs and services.</p> <p>Goal 5 – Cultivating Partnerships: We will effectively respond to the educational needs of our students and communities through strategic alliances with business, government agencies and educational institutions.</p> <p>Goal 6 – Community: We will facilitate growth and development of our district communities by accepting a leadership role and serving as a key educational resource to the community.</p>

**Key Measures for PCC Board Goals:
2006-07 Institutional Effectiveness Reporting Cycle**

Fall Report	<p>Goal 1 – Access: We will improve access to quality life-long learning opportunities through the effective use of technology, affordable classes and the strategic location of facilities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distance learning enrollment growth <input type="checkbox"/> Percent of students applying/receiving financial aid <input type="checkbox"/> Competitiveness of PCC tuition/fees to area 2-4 year colleges
Spring Report	<p>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;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retention Trends (i.e. Student retention to end of term, student completion of term in good academic standing, student retention to next term) <p><i>Professional Technical Education, Transfer Preparation, Readiness, Community/Continuing Education</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrollment/successful course completion rates by subject area <input type="checkbox"/> Student enrollment/success in next-level courses (i.e. Dev/GED/ABS/ESOL) <input type="checkbox"/> Student transfers to 4-yr institutions <input type="checkbox"/> Degrees/certificate award trends <input type="checkbox"/> Pass rates on certification/licensure tests
Fall Report	<p>Goal 3 – Diversity: We will enrich the educational experience by committing to the development of diversity in our student body, faculty and staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extent student demographics reflect service area demographics <input type="checkbox"/> Extent PCC employees reflect the service area demographics and PCC student demographics <input type="checkbox"/> Diversity of recent/new hires by employee group
Summer Report	<p>Goal 4 – Continuous improvement: We will ensure the relevance and quality of all programs and services through planning, assessment and the appropriate distribution of resources.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summary of academic planning, program/discipline review, accreditation recommendation (follow-ups), and fiscal planning “lessons learned” for input into next year’s planning and activities <input type="checkbox"/> Highlights of student satisfaction survey results and use of findings
Winter Report	<p>Goal 5 – Cultivating Partnerships: We will effectively respond to the educational needs of our students and communities through strategic alliances with business, government agencies and educational institutions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grants and contract training trends (<i>measures to be determined based on available data</i>) <input type="checkbox"/> Examples of special grant funded programs and workforce development programs <input type="checkbox"/> Highlight community boards, chambers and committees in which PCC staff serve
	<p>Goal 6 – Community: We will facilitate growth and development of our district communities by accepting a leadership role and serving as a key educational resource to the community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Service Learning participation trends and community contributions <input type="checkbox"/> Highlight (by campus) out reach activities to surrounding community, and/or <input type="checkbox"/> Select a different community based “theme” each year and summarize PCC role/contributions

The Institutional Effectiveness Reports, posted at http://www.pcc.edu/ir/effect_ind/eff_ind.htm are readily available to the Board, College community and external community.

Institutional Effectiveness Reporting

Brought to you by the office of Institutional Effectiveness: [IE Home](#)

For archival Effectiveness Indicators documents: [Click Here](#)

2006-07 Reports

[Key Measures for Portland Community College Board Goals](#) (PDF)

■ **Goal 1 Access:** We will improve access to quality lifelong learning opportunities through the effective use of technology, affordable classes and the strategic location of facilities.

[2006-07 Report](#) (PDF)

■ **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.

[2006-07 Report](#) (PDF)

■ **Goal 3 Diversity:** We will enrich the educational experience by committing to the development of diversity in our student body, faculty and staff.

[2006-07 Report](#) (PDF)

■ **Goal 4 Continuous Improvement:** We will develop, safeguard and allocate our resources (human, financial, capital, and technological) to ensure through planning and assessment, the delivery of relevant, quality programs and services.

[2006- 2007 Report](#) (PDF)

■ **Goal 5 Cultivating Partnerships:** We will effectively respond to the educational needs of our students and communities through strategic alliances with business, government agencies and educational institutions.

[2006-07 Report Part 1](#) (PDF)

[2006-07 Report Part 2](#) (PDF)

■ **Goal 6 Community:** We will facilitate growth and development of our district communities by accepting a leadership role and serving as a key educational resource to the community.

[2006-07 Report](#) (PDF)



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