

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

Summary

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

PCC Academic Progress

- After declining enrollments following the reduction of state funding in 2002-03, FTE stabilized in 2006-07 and increased in 2007-08.
- Course completion and retention rates remain fairly consistent.
- Most PCC graduates and almost one-half of students who later transfer to a university developed the skills needed to be successful in college-level courses through developmental education.
- The number of degrees awarded increased each of the last five years while the number of certificates decreased for three consecutive years.

Continued Educational and Professional Advancement

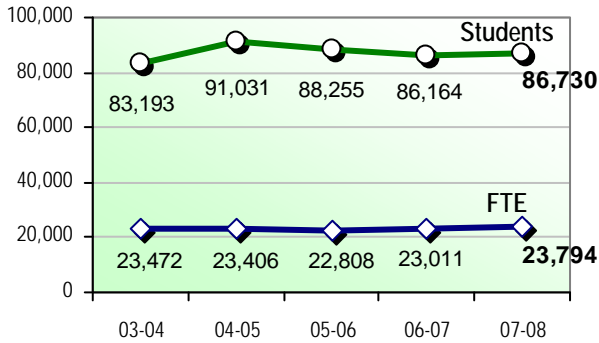
- Students continue to have high pass rates on national licensing and certification exams.
- After a peak in 2003-04, PCC student transfers to the Oregon University System have since remained relatively consistent.
- PCC transfer students to public universities are academically competitive with other transfers as well as continuing Oregon University System students.

Supporting Detail

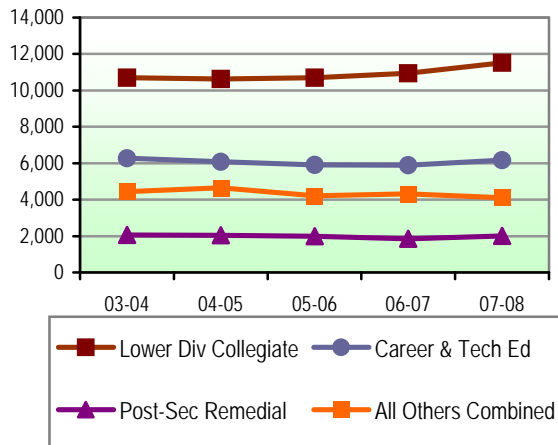
Enrollment

Full-Time Equivalency (FTE) is a measure of total student enrollment using a standard definition of full-time; it is the unit of measure for State reimbursement calculations.

Student Count and FTE Trends



FTE by Program Area



Total students enrolled declined following 2002-03 budget cuts and has varied since. The number of students in 2007-08 was slightly above (+1%) 2006-07 levels.

Total FTE increased (3.4%) in 2007-08 compared to the prior year. Lower division collegiate courses accounted for the majority of this increase and are now at a record high for the college.

Although recent gains have not yet reached the College FTE high set in 2002-03, FTE grew 17% compared to 1998-99.

In addition to lower division collegiate courses, enrollments in career and technical education and post-secondary remedial courses also increased in 2007-08 compared to 2006-07.

FTE from community education and adult basic education courses decreased in 2007-08.

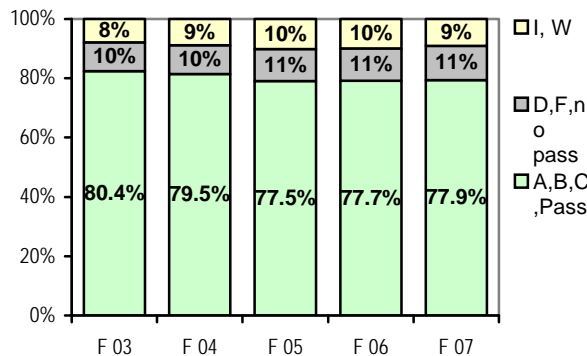
Relationship to State Key Performance Measure (KPM):

None of the Legislature's adopted key performance measures for community colleges address enrollment.

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

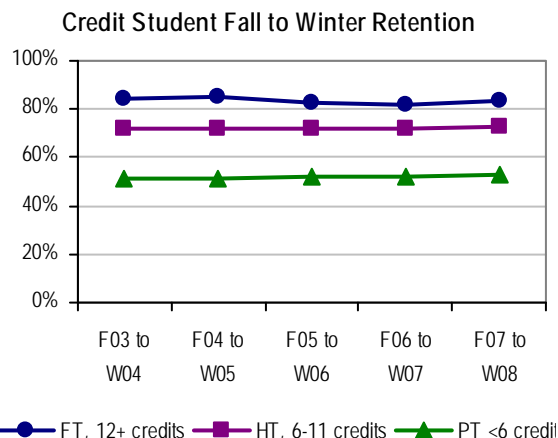


The percent of **successful course completions** remained fairly stable.

Career and technical education courses tend to have the highest successful completion rates (81%) followed by lower division collegiate courses (78%).

Post-secondary remedial courses (which consist of pre-college reading, writing and math) lag other instructional areas with an overall 68% successful completion rate.

Retention (cont.)



In general, **Fall-to-winter retention** rates were relatively consistent; an average of 72% of fall credit students returned the winter term.

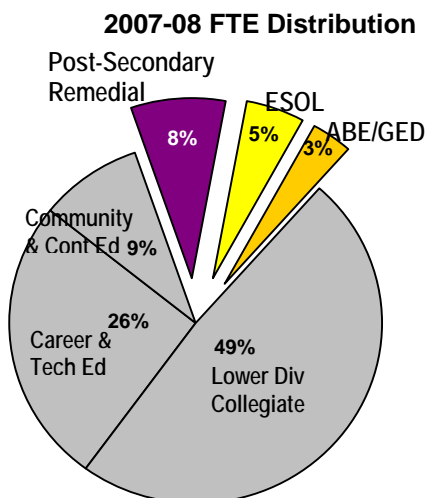
Full-time students had the **highest fall-to-winter retention** while students taking less than six credits were least likely to enroll the winter term.

Relationship to State KPM

None of the Legislature's key performance measures for community colleges specifically address retention.

College-level Skill Development

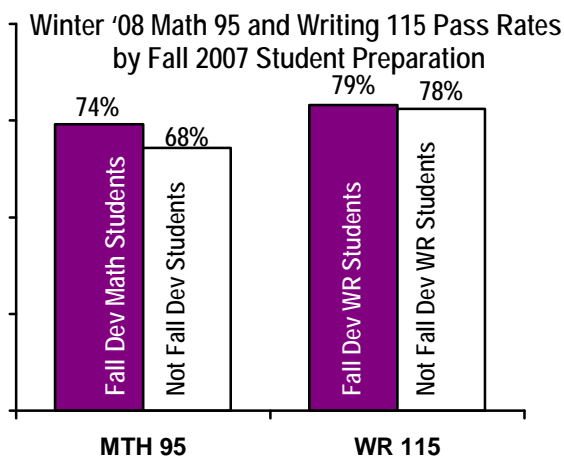
PCC enrolls students at all skill levels including those not yet academically prepared for college-level work.



Courses that prepare students for college-level work generate 16% of the College's total FTE. These courses address Adult Basic Skills/GED preparation (ABS/GED), math, reading, writing (Post-Secondary Remedial) and non-credit English as a second language (ESOL) subject areas.

Almost 30% of recent high school graduates attending PCC tested below college reading or writing and 80% tested below college math.

Students who complete a developmental course and enroll the following term in a related higher level course have success rates equal to or greater than their peers who did not enroll in the developmental course. *See graphic for comparisons of students with and without prior developmental instruction in Math 95 and Writing 115.*



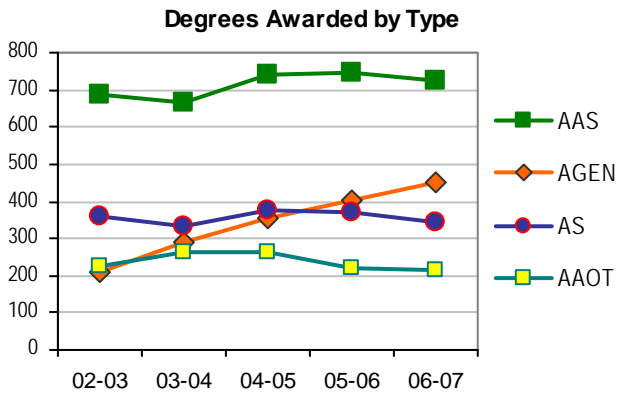
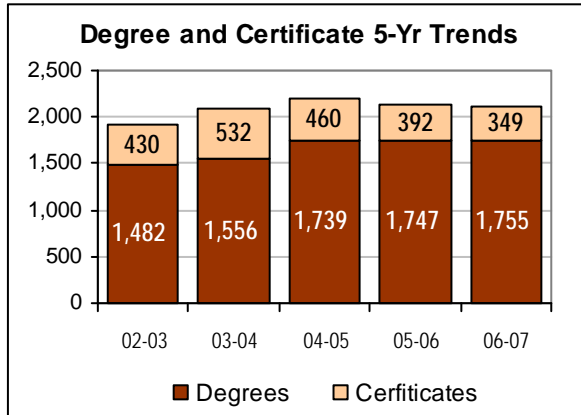
Two-thirds of PCC graduates and almost one-half who became university transfers were once enrolled in developmental education courses.

Relationship to State KPM

"KPM #7 – Completion of Basic Skills/ESL – Percentage of students enrolled in a basic skills or ESL program who complete successfully"

PCC Performance: PCC consistently exceeds the state average on this performance measure.

Degrees and Certificates Awarded



Degrees awarded increased 18% compared to 2002-03; Associate of Applied Science and Associate of General Studies were the most frequently awarded.

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

Relationship to State KPM

“KPM #12 Professional Technical Degree/Certificate Completion – Number of professional-technical degrees and certificates awarded”

“KPM #13 Associate Degree Completion – Percent of students in Associate degree programs who obtain Associates degree”

PCC Performance: PCC produced almost one-quarter of all professional technical degrees and certificates for state community colleges. PCC associate degree completion rate is slightly lower than the state average.

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 (2006-07) | | |
|---------------------------------------|-----------------------|-----------|
| Occupational Area | # PCC Students Tested | Pass Rate |
| *Aviation Maintenance/Technician | 14 | 93% |
| Certified Medical Assistants | 16 | 75% |
| Dental Assistants | 37 | 92% |
| Dental Hygiene | 20 | 100% |
| *Health Information Management | 13 | 85% |
| *Medical Laboratory Technician (ASCP) | 17 | 100% |
| Medical Laboratory Technician (NCA) | 26 | 100% |
| Radiography | 43 | 100% |
| Welding | 20 | 100% |
| Nursing (2005-06 data) | 78 | 94% |

Based on available data for PCC students who took **national licensing and certification exams** in 2006-07, 95% earned a passing score. This high pass rate is comparable to prior year performances as well.

Relationship to State KPM

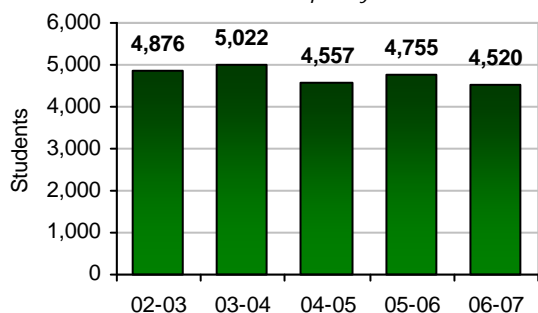
“KPM #11 Licensing/Certification Rates – Oregon community college students’ pass rate for national licensing tests compared to national pass rates”

PCC Performance: National comparison rates were available for occupational areas denoted with an “*” in the table on left. PCC student performance met or exceeded national averages in all comparisons.

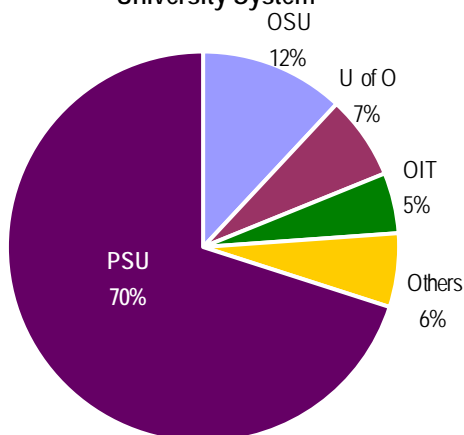
University Transfers

University Transfers

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



2006-07 PCC Transfers to the Oregon University System



An average of 4,746 credit students become **Oregon University System (OUS) transfer students** the year following enrollment at PCC; 28% of all Oregon community college students who transfer to the OUS each year were previously PCC students.

PCC transfers are academically competitive (university GPA = 3.08) with university students continuing their enrollment (GPA = 3.06) and exceed the academic performance of first-time university freshman (GPA = 2.91).

Relationship to State Key Performance Measure:

“KPM #14 Student Transfers to OUS – Percentage of students attending an Oregon community college during one academic year who transfer to an OUS institution the following academic year.”

“KPM #15 Progress of Transfer Students – Percentage of community college transfer students who demonstrate progress by returning the second year.”

PCC Performance: PCC transfer and progress rates are comparable to the state average for each measure.

Notes and Data Sources

Full-Time Equivalency (FTE) measures 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).

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. Data reflect 2005-06 community college students matched to 2006-07 OUS data.