

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.

Key Measures

- ◆ Grant revenue and funded proposal trends *represent strategic alliances with businesses, government, and private foundations*
- ◆ High school student enrollments in dual credit courses *are possible due to partnerships with local schools*

Report Summary

Grant Support

Grants enable the College to provide special student support services and educational programs beyond what is possible with state reimbursement funds, tuition and fees. Even in an environment with increasing competition for limited grant dollars, the amount of revenue received for funded grant proposals as well as the number of grants funded are at an all time high for the college.

During the 5-year period of 2004 through 2008, more than \$124,000,000 was brought into the College from funded grant proposals. While some grant dollars are expended within a single fiscal year, many grants are active and support programs and services for multiple years.

Dual Credit

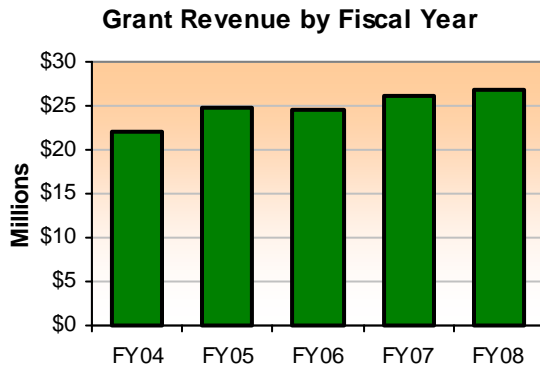
The PCC Dual Credit Program enables high school students to complete college-level credits that also count toward high school graduation. Dual credit students benefit from tuition savings, by getting a “head start” on their post-secondary education, and by being better prepared for a smooth transition from high school to college.

Students can earn college credit for 1) career and technical education courses which lead to a degree or certificate and 2) university transfer courses that count toward an Associate’s or Bachelor’s degree. In 2007-08, 1,870 high school students earned a total of 13,886 college credits through PCC’s Dual Credit Program.

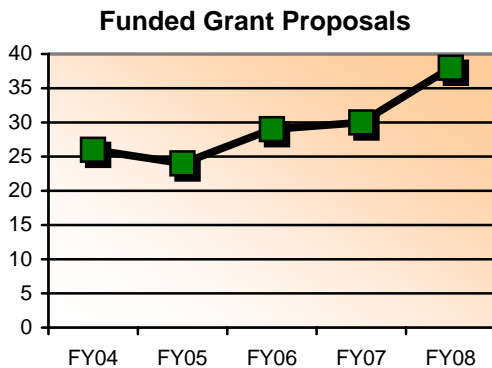
Supporting Detail

Grants

Grants include awards from 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.



**FY04 through FY08 =
\$124,000,000**



“NSF invests in the best ideas generated by scientists, engineers and educators working at the frontiers of knowledge, and across all fields of research and education.”

<http://www.nsf.gov/pubs/2006/nsf0648/NSF-06-48.pdf>

Revenue growth from funded proposals and increased numbers of active grants are a result of successful grant seeking activities.

Grant dollars in 2008 are 22% above the 2004 level and are at a record high for the College.

The combined grants funded in fiscal years 2004 through 2008 totals more than \$124 million in revenue for the College.

The number of new proposals per year which received funding increased from 27 (FY 04) to 38 (FY 08), an increase of 41%.

A total of 93 grants were “active” in 2008. Grants are considered active if funds are expended during the fiscal year.

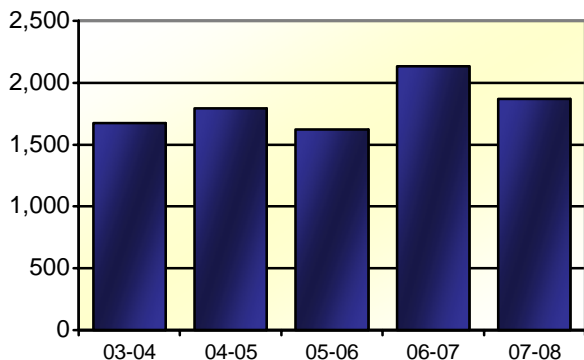
Grant Example: National Science Foundation, Sustainability Training for Technical Educators (\$69,998 in 2005; \$698,095 in 2007)

- A one-year planning grant in 2005 began the collaborative work with area schools and industry partners to prepare for a Center for sustainability education.
- An additional 3-year grant in 2007 created Sustainability Training for Technical Educators (STTE), which will infuse sustainability content, practices, tools and techniques into PCC programs that impact the built environment.
- The STTE will allow PCC to work towards becoming an official Regional Center of sustainability education, with further funding by NSF.

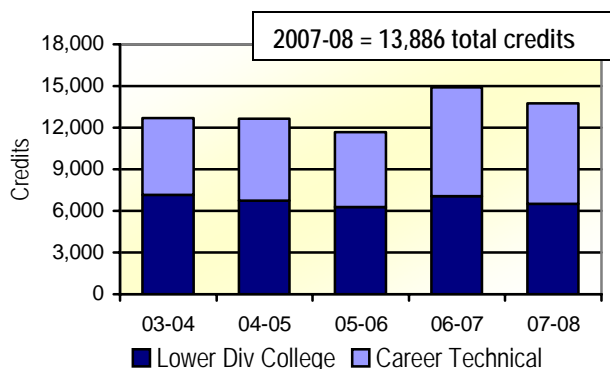
Dual Credit

Dual credit enables 11th and 12th graders to earn both high school and college credit in advanced-level courses taught in high school. Students pay a \$35 fee for all credits earned during the academic year.

Dual Credit Student Counts



Credits Completed by Type



Participation in PCC's Dual Credit Program decreased in 2007-08 compared to 2006-07 but remains higher than previous years.

Although 26 new high school teachers were approved to teach dual credit courses, the total number of high school teachers participating in dual credit programs declined from a high in 2006-07 (138 teachers) to 128 teachers in 2007-08.

Approximately 1,870 high school students, from 17 school districts at 43 high school sites enrolled in dual credit courses.

Per student tuition/fees savings averaged \$470; this savings equals the cost of enrolling in the equivalent PCC instruction outside of the dual credit program.

These 1,870 dual credit students generated 418 state reimbursed FTE for the College.

Lower Division Collegiate Courses consisted of sixteen different subject areas with Math, Health Education, Biology and English enrolling the most students.

Career & Technical Courses included 26 different subjects; Computer Applications Systems, Medical Professions, Early Childhood Education and Automotive Service Technology enrolled the largest numbers of students.

Notes and Data Sources:

FTE: Full-Time Equivalency (FTE) is a measure of total student enrollment using a standard definition of full-time and is calculated as: $FTE = ((\# \text{ of students in course})(\# \text{ of hours course meets per term})) / 510 \text{ hours}$

All grant data and most related text provided by PCC Grants Office.

Dual Credit data from "2007-2008 Annual Report" PCC Dual Credit Program.