

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 begins with enrollment, is nurtured through course completion and builds with term to term retention. It may take the form of degree completion, university transfer, certification attainment or achievement of college-level skill sets or English language proficiency.

PCC Academic Progress

- After declining enrollments following the reduction of state funding in 2002-03, total FTE has returned to the 2002-03 record level. More specifically, FTE in lower division collegiate, career and technical education and post-secondary remedial instruction are at an all time high for the college.
- With minor variation, course completion and retention rates remain fairly consistent over time.
- The number of degrees awarded continues to gradually increase; the number of certificates completed is more variable and remains lower than three of the prior four years.

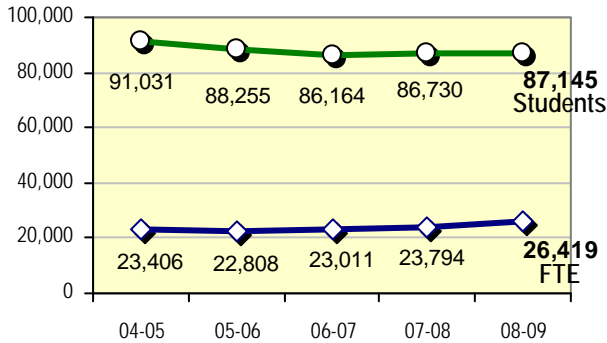
Continued Educational and Professional Advancement

- Students continue to have high pass rates on national licensing and certification exams.
- PCC student transfers to the Oregon University System have remained relatively consistent in recent years. *(Updated 2007-08 data is pending.)*
- PCC transfer students to Oregon public universities are academically competitive with other transfers and continuing university students.

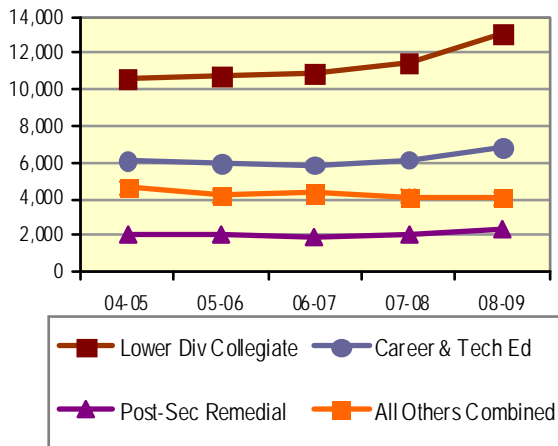
Supporting Detail

Enrollment

Student Count and FTE Trends



FTE by Program Area



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

Total FTE increased (11%) in 2008-09 compared to the prior year. This growth combined with that of recent years, returned the college to the record high FTE set in 2002-03.

Lower division collegiate courses followed by career technical education and post-secondary remedial courses accounted for the majority of the FTE increase.

Total students enrolled increased slightly but remained below the 2002-03 record high.

Enrollments in community education have not recovered to 2002-03 levels since the state redefined and restricted the eligibility of these courses for state reimbursement. This decrease has occurred at most community colleges in Oregon.

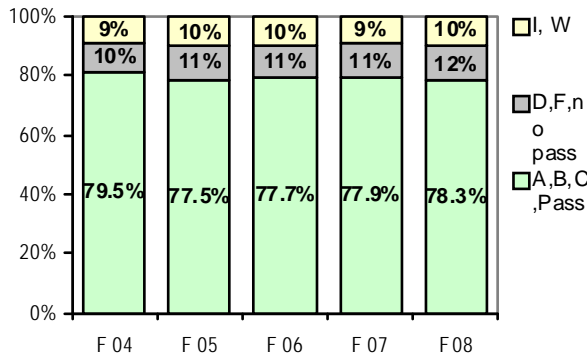
Relationship to State Key Performance Measure (KPM):

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

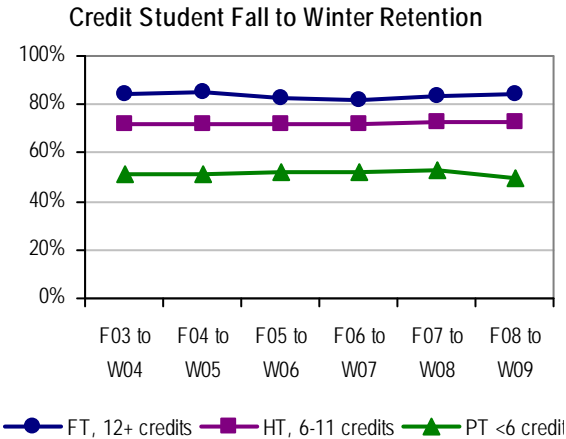


Successful course completions remained fairly stable.

Career and technical education courses tend to have the highest successful completion rates (82%) followed by lower division collegiate courses (79%).

Post-secondary remedial courses (which consist of pre-college reading, writing and math) lag other instructional areas with an overall 66.5% successful completion rate.

Retention (cont.)



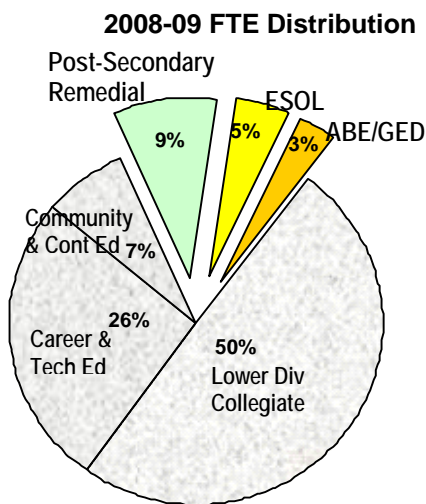
Fall-to-winter retention rates remained relatively consistent with continued differences by hours enrolled; an average of 72% of fall credit students returned the winter term.

Full-time student retention increased slightly over the prior couple of years while the retention of students taking less than six credits (part-time students) decreased in Winter 2009 compared to the prior winter.

Relationship to State KPM

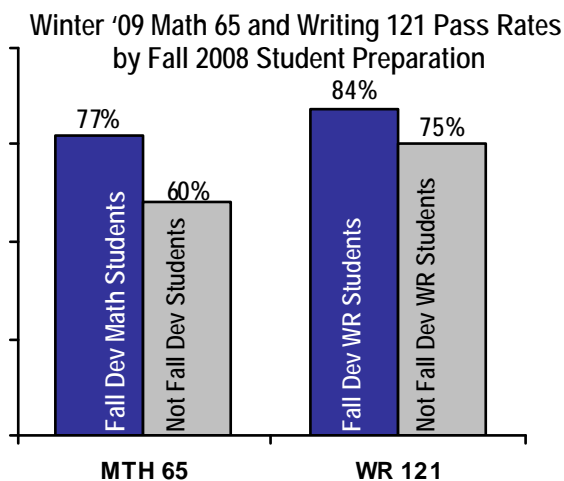
None of the Legislature’s key performance measures for community colleges specifically address retention.

College-level Skill Development



Courses that prepare students for college-level instruction generate 12% of the College’s total FTE. These courses address Adult Basic Skills/GED preparation (ABS/GED), math, reading and writing (Post-Secondary Remedial). Non-credit English as a second language (ESOL) instruction generates an additional 3% of the college’s FTE.

Students who complete a developmental class and enroll the immediate following term in a related college level course have higher course success rates than their peers who did not enroll in the developmental class. *See graphic for comparisons of students with and without prior developmental instruction in Math 65 and Writing 121.*



As previously reported, two-thirds of PCC graduates and almost one-half who became university transfers were once enrolled in developmental education.

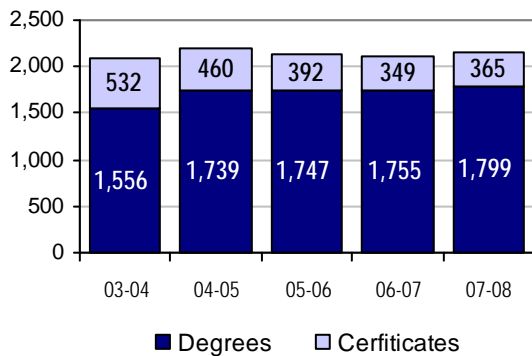
Relationship to State KPM

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

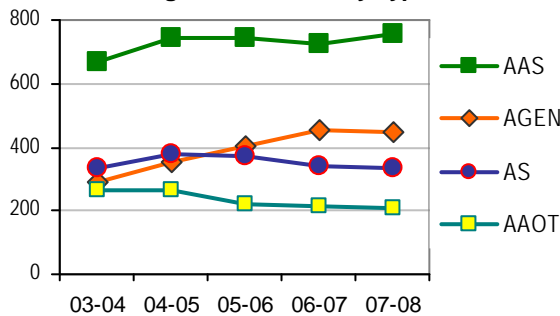
PCC Performance: PCC consistently exceeds the state average on this performance measure.

Degrees and Certificates Awarded

Degree and Certificate 5-Yr Trends



Degrees Awarded by Type



The number of degrees awarded has increased gradually for several years. The Associate of Applied Science and the Associate of General Studies were the most frequently awarded degree types.

The decline in certificates awarded appears to have reversed. Two-thirds of certificates are from one year 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 23% of all professional technical degrees and certificates for state community colleges. PCC associate degree completion rate is slightly lower (three percentage points) 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 (2007-08)

Occupational Area	# PCC Students Tested	Pass Rate
Aviation Maintenance/Technician	18	94%
Certified Medical Assistants	17	82%
Dental Assistants	34	91%
Dental Hygiene	19	100%
Health Information Management	11	91%
Medical Laboratory Technician (ASCP)	18	100%
Medical Laboratory Technician (NCA)	26	100%
Radiography	39	100%
Welding	24	100%
Nursing	98	92%

Based on available data for PCC students who took national licensing and certification exams in 2007-08, 95% earned a passing score. This high pass rate is a continuation of prior year success rates.

Relationship to State KPM

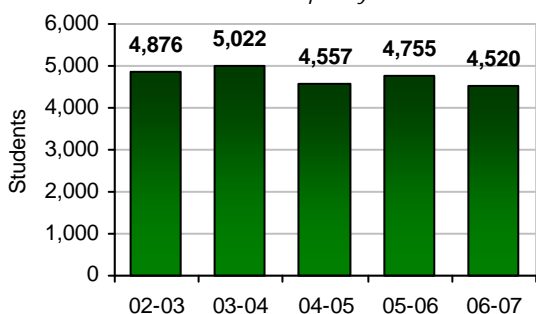
“KPM #11 Licensing/Certification Rates – Oregon community college students’ pass rates for national licensing tests compared to national pass rates”

PCC Performance: Updated national comparison rates were not yet available at the time of this report. In prior years, PCC has met or exceeded most national averages.

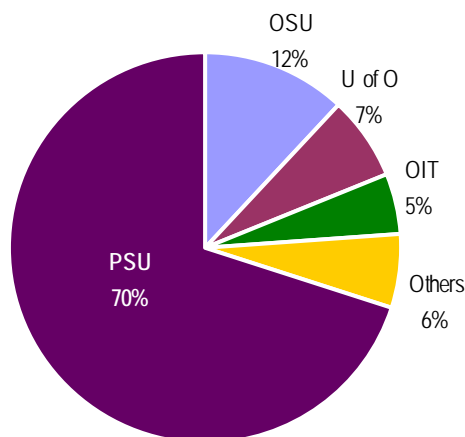
The following was reported last year. The Department of Community Colleges and Workforce Development is currently updating this data. A replacement page will be provided when data become available.

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



On average, 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 KPM:

“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 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.

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.