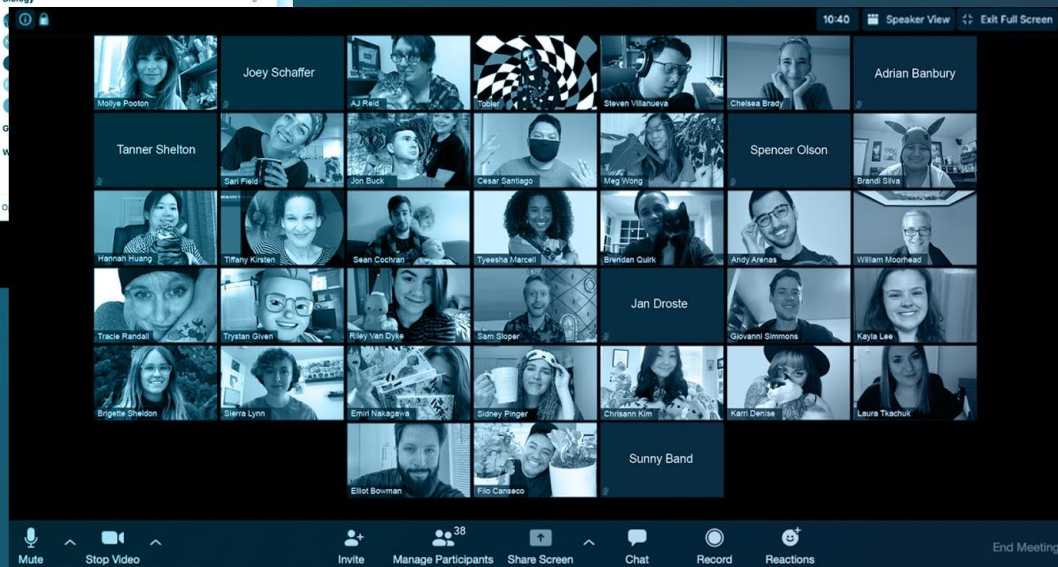


Katy W. Ho, Ph.D.
Vice President, Academic Affairs

Heather Lang, Ph.D.
Interim Vice President, Student Affairs



YESS work and updated timeline

- YESS team structure - 2020-21

Next key activities

- Academic and Career Pathways Teams
- Advising Redesign
- Community of Care Work Group
- ESOL/ABE Work Group
- Strategic Course Scheduling Work Group

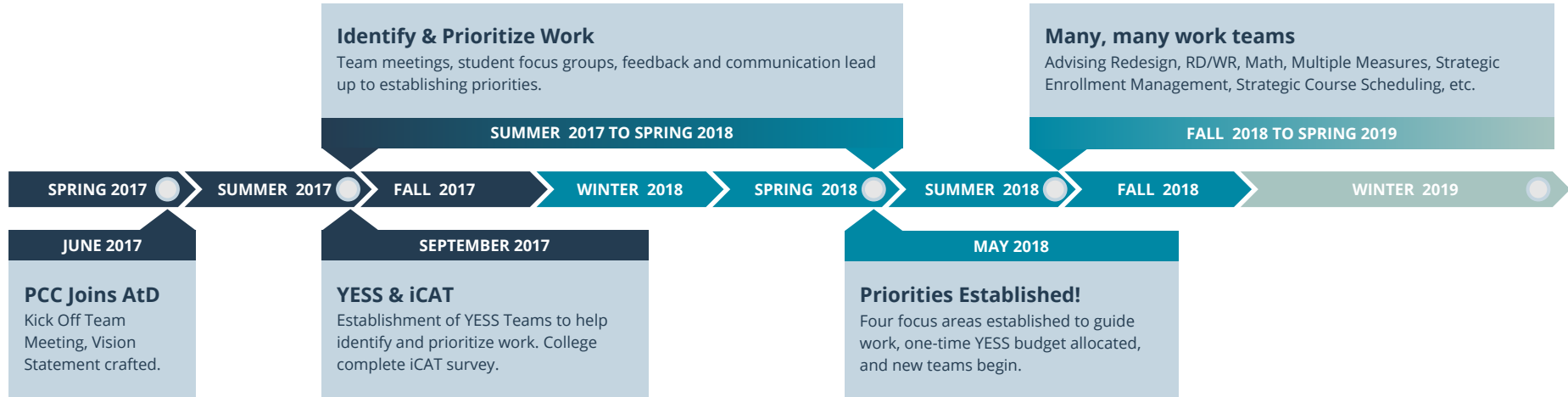
Update on our YESS Metrics & other key data points



Yes to Equitable
Student Success

TIMELINE

PCC BOARD OF DIRECTORS MEETING
YESS UPDATE — 07/16/2020



Many, many work teams

Advising Redesign, RD/WR, Math, Multiple Measures, Strategic Enrollment Management, Strategic Course Scheduling, etc.

FALL 2018 TO SPRING 2019

Guided Pathways & YESS

Reaffirming and coordinating messaging. Title III Grant submitted. Teams continue to meet.

SUMMER 2019 TO FALL 2019

WINTER 2019

SPRING 2019

SUMMER 2019

FALL 2019

WINTER 2020

JUNE 2019

State Guided Pathways

Joined the State Student Success Center Guided Pathways Cohort.

JANUARY 2020

Title III Grant Awarded - the need to turn toward implementation and next steps. Spanning silos, merging work.

Title III Grant Awarded - the need to turn toward implementation and next steps. Spanning silos, merging work.

JANUARY 2020

Formation of new Work Groups

- ESOL/ABE Work Group
- Strategic Course Scheduling
- Community of Care

SEPTEMBER 2020

WINTER 2020

SPRING 2020

SUMMER 2020

FALL 2020

SPRING 2020

Academic & Career Pathways Implementation Design Teams formed

Six teams comprised of 122 faculty and staff members assigned to 14 roles were formed to design next phase of Pathways implementation.

FALL 2020

Key Milestones

- ALL students assigned an Advisor by Pathway
- Case managed advising using EAB begins
- All Pathways Team members and Advisors receive grounding training in anti-bias/culturally responsive practice
- Continued implementation of course placement and developmental education efforts
- Continued implementation of Pathways to Opportunity



Yes to Equitable
Student Success

YESS Organizational Structure 2020-21

PCC BOARD OF DIRECTORS MEETING
YESS UPDATE — 07/16/2020

Cabinet *vision, institutional strategy, & high level decisions*

YESS Steering Committee (~25)

coordination of YESS work, prioritization of institutional effort & investment

- VPAA/VP SA (co-chairs)
- Chairs of all YESS teams (below)
- EAC Leader reps (2)
- DSC Leader reps (2)
- CASA reps (2)
- Chief Diversity Officer
- IE Director
- CIO
- Marketing Director

Academic & Career
Pathways Teams (x6)
Implementation Design

YESS Steering &
Action Group
Dist. Leaders of Diversity

Strategic Enrollment
Management (SEM) Team

Pathways to
Opportunity Council

Data Team

*ESOL/ABE Work Group

*Strategic Course
Scheduling Work Group

*Advising Redesign
Implementation Teams

*Community of Care
(name TBD) Work Group

**Ad Hoc/short term strategic design YESS groups*

Council of Academic & Student Affairs (CASA)

*administrative oversight of operations, and
implementation of systems change*

Administration

operations, implementation & evaluation

- Student Affairs Leaders Team (C-SALT)
- Instructional Leaders Team (ILT)
- Divisions/Departments/Programs

Participatory Governance

stakeholder input & guidance

- Educational Advisory Council (EAC)
- District Student Council (DSC)
- District Leaders of Diversity Council (DLDC)

PCC ACADEMIC AND CAREER PATHWAYS IMPLEMENTATION DESIGN TEAMS

PCC BOARD OF DIRECTORS MEETING
YESS UPDATE — 07/16/2020

Teams will work across Pathways to identify aspects of the student experience that should be consistent

| | | | | | | |
|--------------------------------------|--|-------------------------------------|-----------------------------|---|---|---|
| Pathway Co-Lead - Advisor | Art, Humanities, Communications & Design | Health Care & Emergency Professions | Business & Entrepreneurship | Construction, Manufacturing Technology & Transportation | Science, Technology, Engineering & Mathematics (STEM) | Public Service, Education & Social Sciences |
| Pathway Co-Lead - Faculty | | | | | | |
| Academic & Career Guidance | | | | | | |
| Data Use & Assessment | | | | | | |
| Equity, Inclusion and Social Justice | | | | | | |
| First Year Experience | | | | | | |
| Integrated Applied Learning | | | | | | |
| Integrated Retention Support | | | | | | |
| Labor Market | | | | | | |
| Part-Time Faculty Engagement | | | | | | |
| Pathway Off-Ramps | | | | | | |
| Pathway On-Ramps | | | | | | |
| Student Engagement & Connections | | | | | | |
| Teaching and Learning | | | | | | |

Each team will design an implementation plan to strengthen the experience of all students within the Pathway



ACP Implementation Design Team Participation by Employee Classification and Pathway **122 Total**

| TOTAL BY EMPLOYEE CLASSIFICATION | 23 | 22 | 17 | 17 | 20 | 23 |
|----------------------------------|-------------------------------|----------------------------------|----------------|----------------------------------|------|--------------------------------|
| Academic Professional 59 | 7 | 13 | 10 | 10 | 11 | 9 |
| Classified 4 | 1 | 0 | 1 | 1 | 1 | 0 |
| FT Faculty 31 | 10 | 5 | 3 | 2 | 3 | 8 |
| Management 15 | 0 | 3 | 3 | 5 | 1 | 3 |
| PT Faculty 13 | 5 | 1 | 0 | 0 | 4 | 3 |
| | Art, Hum. Comm. & Dsgn. | Health Care & Emerg. Prof. | Bus. & Ent. | Const. Mfg. Tch. & Transp. | STEM | Public Service, Ed. & SS |

Teams are committed to the core values of engagement, authenticity, collaboration and ownership as we intentionally center our conversations in an equity framework that ensures systemic action grounded in honoring student identity and needs.



- Accelerated implementation due to COVID-19 response
- ALL students assigned advisors *by Pathway* - in Fall
- EAB Navigate App - supports true holistic *case management*
- Grounded in racial justice
 - Inescapable *momentum* points
 - policy & practice analysis and shifts
 - practitioner development

- Community of Care Work Group
- ESOL/ABE Work Group
- Strategic Course Scheduling Work Group

EQUITABLE STUDENT SUCCESS as defined in the President's Work Plan 2018-2021 means that *"Our student population reflects the diverse communities that we serve, our students graduate at a constantly increasing rate and disparities in student outcomes are significantly reduced or eliminated."*

EQUITY GAP refers to any disparity in a metric like graduation rate or term-to-term persistence along racial, socioeconomic, gender, or other major demographic groupings. These gaps lead the college to ask *"what processes, policies, strategies, etc. are in place that create or exacerbate these disparities?"* rather than *"what is the student doing wrong?"*

The College's **EQUITABLE STUDENT SUCCESS METRICS**, are comprised of both leading and lagging indicators. Collectively they identify where progress is being made toward equitable student success as well as outcomes where equity gaps continue.

- **Credits Successfully Completed**
- **Retention**
- **Momentum Points**
- **Graduation and Transfer**
- **Success rates (high enrolling courses)**

View the full report [here](#)

Portland Community College

Institutional Effectiveness

PCC / Institutional Effectiveness / Student Success / Credits Successfully Completed /

Credits Successfully Completed – Winter

Successful completion of attempted credits propels students toward the achievement of their educational goals. The higher the credit completion rate, the greater the likelihood students will efficiently progress through their academic pathway saving time and financial resources.

| Term Year | W2016 | W2017 | W2018 | W2019 | W2020 |
|------------------------|-------|-------|-------|-------|-------|
| Credit completion rate | 78.9% | 79.7% | 78.8% | 79.4% | 81.0% |

- Winter term successful credit completion rates range from 78.8% to 81.0%, winter 2016 through winter 2020.
- Winter 2020 has the highest credit success rate of the five-term period.

Equity Gaps

Equity gap refers to any disparity in a metric like graduation rate or term-to-term persistence along racial, socioeconomic, gender, or other major demographic groupings. These gaps lead the college to ask "what processes, policies, strategies, etc. are in place that create or exacerbate these disparities?" rather than "what is the student doing wrong?"

| W2020 Rates by | Range (low to high) | Equity Gap |
|----------------|--|--------------|
| Gender | 80.1% to 81.65% (Male to Female) | 1.5% points |
| Pell Status | 77.9% to 82.8% (Awarded Pell to No Pell) | 4.9% points |
| Race/Ethnicity | 69% to 84.8% (Black/African American to Asian) | 15.8% points |

Winter 2020 Findings

- The gender equity gap is the lowest among demographic characteristics and the race/ethnicity equity gap is the highest.
- Female students, on average, complete a higher percentage of attempted credits than do male students.
- Students who are not awarded Pell grants successfully complete more attempted credits than do Pell recipients.
- Students who identify as Asian complete more attempted credits than any other race/ethnicity group.
- Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and American

Credits Successfully Completed

ARGOS YESS Credits Completed Documentation

Credits Successfully Completed – Fall

Credits Successfully Completed – Spring

Credits Successfully Completed – Winter

male students.

- Students who are not awarded Pell grants successfully complete more attempted credits than do Pell recipients.
- Students who identify as Asian complete more attempted credits than any other race/ethnicity group.
- Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and American Indian/Alaskan student credit completion rates are two percentage points or more below the average rate.

| Race/ethnicity | W2020 Credit Completion Rate |
|--------------------------------|------------------------------|
| American Indian/Alaska Native | 76.94% |
| Asian | 84.8% |
| Black or African American | 69.0% |
| Hispanic or Latino | 77.0% |
| Native Hawaiian/Pacific Island | 75.8% |
| Two or more races | 78.4% |
| Not Reported | 83.0% |
| White | 82.8% |

Notes:

Successful Credit Completion Rate = # of credits completed with grades A, B, C, P divided by total credits attempted (including grades W)

Data Source: Argos, YESS, Successful Credit Completions

Retention (Fall to Winter)

For new to college students to complete a PCC credential, transfer preparation or attainment of some other educational goal, attending college for longer than a single term is generally needed. Additionally, first time in college students who re-enroll the next immediate term are more likely to continue their successful academic progression.

The following retention rates are based on fall to winter enrollment rates of first time in college students who were began their studies at PCC in a fall term.

| Enrollment Time Period | F15-W16 | F16-W17 | F17-W18 | F18-W19 | F19-W20 |
|--------------------------|---------|---------|---------|---------|---------|
| Fall to Winter Retention | 73.0% | 76.35% | 73.5% | 74.2% | 74.7% |

- The proportion of new fall PCC students who return to PCC as winter students ranges from 73.0% to 76.35%.
- Fall 2019 to Winter 2020 retention is higher than three of the prior four next term retention time periods.

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| Fall 2019 To Winter 2020 Rates by | Range (low to high) | Equity Gap |
|-----------------------------------|--|--------------|
| Gender | 73.6% to 76.3% (Male to Female) | 2.7% points |
| Pell Status | 70.9% to 80.9% (No Pell to Awarded Pell) | 10.0% points |
| Race/Ethnicity | 71.8% to 77.3% (Native Hawaiian/Pacific Islander to Asian) | 5.5% points |

- Equity gaps based on gender are the lowest while the gap between non-Pell and Pell recipients is the highest.
- Females are retained at a higher rate than males and students awarded Pell grants re-enroll at a higher rate than non-Pell recipients.

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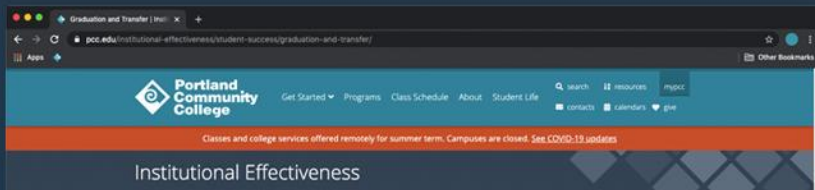
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View the full report [here](#)



View the full report [here](#)

PCC / Institutional Effectiveness / Student Success /

Graduation and Transfer

Graduation rates are typically based on a group of students known as a cohort, whose educational progress is tracked for a fixed period of time. However, students may choose to transfer before completing a community college credential. The following tables detail graduation, transfer before credential completion and combined graduation transfer rates.

Fall cohorts of first time in college, degree-seeking students enrolled full-time are tracked for one and one-half time (i.e. 2-year degree = 3 years, 1-year certificate = 1.5 years, etc.) the length of their program.

| Fall Cohort | 2012 | 2013 | 2014 | 2015 | 2016 |
|-----------------------------------|-------|-------|-------|-------|-------|
| Graduation Rate (150% time) | 14.9% | 16.4% | 14.8% | 20.5% | 21.8% |
| Transfer (no degree) Rate | 15% | 16.7% | 20.3% | 18.3% | 19.8% |
| Combined Graduation Transfer Rate | 29.9% | 33.1% | 35.1% | 38.8% | 41.6% |

- Graduation rates range from 14.8% (2014 cohort) to a record high of 21.8% (2016 cohort).
- The percentage of cohort students who transfer before completing a PCC credential range from 15% (2012 cohort) to 20.3% (2014 cohort).
- Combined graduation transfer rates increase with each cohort and range from 29.9% (2012 cohort) to an all time high of 41.6% (2016 cohort).

Equity Gaps by Gender

Equity gap refers to any disparity in a metric like graduation rate or term-to-term persistence along racial, socioeconomic, gender, or other major demographic groupings. These gaps lead the college to ask "what processes, policies, strategies, etc. are in place that create or exacerbate these disparities?" rather than "what is the student doing wrong?"

| 2016 Cohort rates by Gender | Gender Range (low to high) | Equity Gap |
|-----------------------------|--------------------------------|-------------|
| Graduation | 21.8% - 21.9% | none |
| Transfer | 18.8% - 20.5% (male to female) | 2.2% points |
| Combined Grad/Transfer | 40.6% - 42.8% (male to female) | 2.2% points |

Student Success

Credits Successfully Completed

Retention

Momentum Points

Graduation and Transfer

- Students who identify as Asian have higher graduation and combined graduation transfer rates than other race/ethnicity groups.
- Students who identify as Black/African American are more likely to transfer before completing a credential than other race/ethnicity groups.

| Race/Ethnicity | 2016 Combined Graduation Transfer Rates |
|----------------------------------|---|
| American Indian/Alaska Native | 40.0% |
| Asian | 56.4% |
| Black or African American | 36.4% |
| Hispanic or Latino | 39.1% |
| Native Hawaiian/Pacific Islander | 50.0% |
| Two or more races | 42.0% |
| Not Reported | 35.3% |
| White | 43.4% |

Notes:

Native Hawaiian/Pacific Islander and American Indian/Alaskan cohorts represent less than 1% of the total cohort.

Data Source: Integrated Postsecondary Data Systems (IPEDS), Graduation Rate 2019-20 Repeating Cycle Four

STUDENTS COMPLETING

6+ (non-dev) credits in 1st fall term

47% to **57%**
(2015 cohort) (2019 cohort)

12+ (non-dev) credits in 1st fall term

16% to **23%**
(2015 cohort) (2019 cohort)

STUDENTS COMPLETING

a college-level writing course in 1st year

44% to **49%** to **48.9%**
(2015) (2019)

a college-level math course in 1st year

14% to **24%**
(2015) (2019)

both college-level math and writing in 1st year

11% to **19.5%**
(2015) (2019)

MOMENTUM POINTS

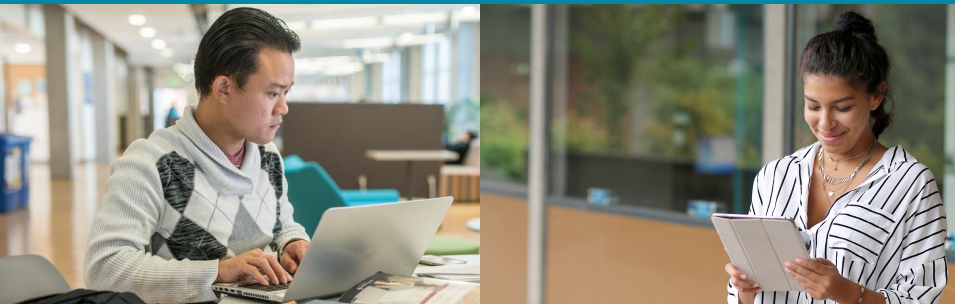
Momentum points are measures of students' progression in their first year of college that research has found correlate with educational goal attainment in subsequent years. These leading indicators enable the college to evaluate the potential longer-term effect of large scale systems, processes and policy changes.

EXCERPTS FROM SPRING 2020 COVID-19 SURVEY FINDINGS

Over 3,200 students responded to the 57
item survey

32% of respondents dropped one or more classes
because of the COVID-19 pandemic

42% of respondents thought about withdrawing
from all their classes because of the move to
online courses



CHALLENGES

FOR FULLY ENGAGING IN ONLINE COURSES

Access to a reliable computer or laptop = **18%**
range = 13% (White) to 34% (Black/African American)

Access to reliable internet at home = **24%**
22% (White) to 36% (Asian)

Having enough time to study = **46%**

Working from home makes it difficult to separate
work from school = **42%**

26% of respondents share a computer with
a family member
range = 20% (White) to 46% (Black/African American)

QUALITY OF EDUCATIONAL EXPERIENCES (% SOMEWHAT/STRONGLY AGREE)

I believe I am learning as much in my online classes as I did when the classes were face-to-face = **39%**

I have been able to learn effectively despite the sudden transition to online learning = **47.5%**

My courses have been presented in ways that have motivated me to learn = **53%**

This college has been supportive of me during the COVID-19 pandemic = **73%**

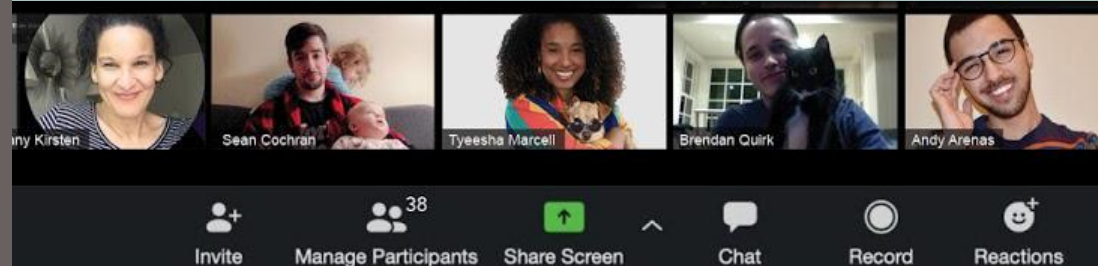
College has provided enough information for me to make the transition to online instruction = **75%**

Instructors respond to my questions quickly (within 24 hours) = **76%**

Able to contact instructors when needed = **82%**

TOP (PERSONAL) CONCERNS

- Finding a job after completing education
- Feeling isolated
- Paying for my education





Yes to Equitable
Student Success

YESS UPDATE

PCC BOARD OF DIRECTORS MEETING
YESS UPDATE — 07/16/2020

Questions ?