

Supporting Board Inquires: Institutional Effectiveness (IE) Dashboards?

November 2015



Overview

- Background of previous IE Reporting Cycle
- Dashboards as Next Generation?
 - Potential design elements and timing
 - Sample

IE Reporting to PCC's Board of Directors (2005-2012)

- In 2005-06, PCC Board
 - Updated Mission, Vision, Values statements
 - Revised College goals from eleven to six
- College introduced IE Reporting Cycle
 - 1-2 reports presented to Board each term
 - Once all goals reported, cycle started over

Report Examples

2011-12 Institutional Effectiveness Reporting to the PCC Board of Directors

Diversity Goal Report



Diversity Goal

Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty, and staff.

Key Measures:

- Credit and non-credit student racial/ethnic distribution
- PCC employee racial/ethnic distribution
- Recent/new hires racial/ethnic distribution
- Employee group

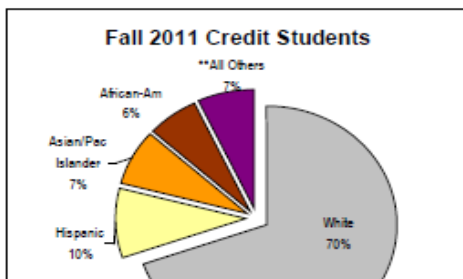
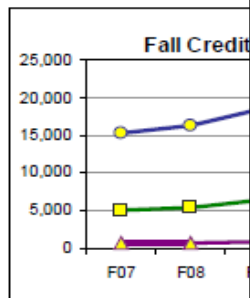
Students in Credit Instruction

The record 34,600+ credit students enrolled Fall 2011 reflects increases in students from all ethnic/racial categories except American Indians*.

The one-year percent growth is highest among Hispanics (+26%), followed by African-Americans (+14.5%) and White, Non-Hispanic (+8%) students.

The race/ethnicity of credit students is similar to the service area with the exception of Hispanics who are under represented by three percent.

The largest minority group enrolled differs by campus. For example, students are the largest minority at the Portland Community College (PCC) campus in Multnomah County (8%) and while African-Americans are the largest minority at the Southeast Center campus (10%) followed by African-Americans (8%) and Asian/Pacific Islanders (7%).



* While the number of students who identify as American Indian has increased, this appears to be a change in data collection rather than an actual increase.

2011-12 Institutional Effectiveness Reporting to the PCC Board of Directors

Access Goal Report



Access Goal

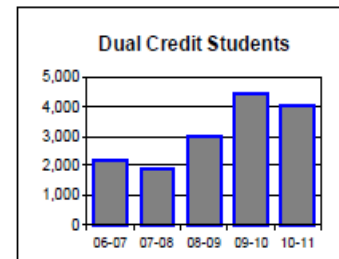
Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

Key Measures:

- Community Highlight: Dual Credit Partnerships
- Business Highlight: Apprenticeship Program
- Distance learning enrollment trends
- Students applying/receiving financial aid

Expanding Access through the PCC Dual Credit Program

PCC partnerships with 48 high schools in 19 school districts enabled 4,042 high school students to earn college credits for coursework they completed in high school. (See Appendix A for comprehensive school listing.)



A total of 24,260 college credits (almost 6 credits per student) equal to \$1,843,760 in tuition and fees were earned at no cost to the high school students.

Although lower division transfer enrollments increased, career and technical education (CTE) enrollments decreased which resulted in fewer dual credit students overall. The decline in CTE is likely due to reductions in these more costly course offerings in the high schools.

Expanding Access through Business Partnerships

As a part of PCC's Trades and Industry Department, the Apprenticeship Program is



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Community
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At Conclusion of Reporting Cycle

PCC Institutional Effectiveness Reports in Review

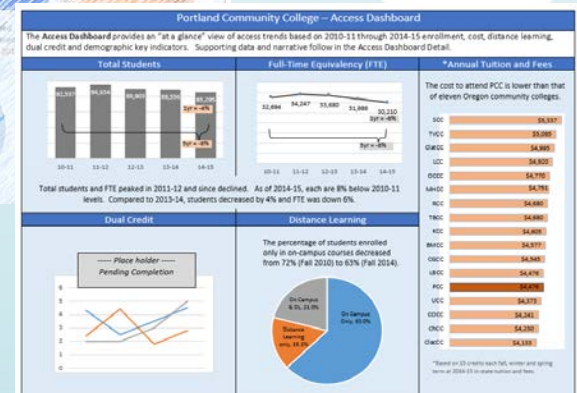
2011-12

A compilation of the Institutional Effectiveness Reports presented to the Portland Community College Board of Directors during the 2011-12 reporting cycle

October 2012



Dashboards . . . The Next Generation?



Proposed IE Dashboards

- **Design Elements**

- Graphical presentation
- Supporting narrative and analysis
- Diversity, equity and inclusion perspective (when possible)

- **Timing**

- 1-2 reports per term
- Flexible – in response to data availability

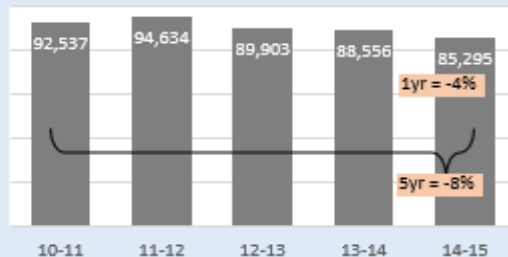
Example of Concept and Format



Portland Community College – Access Dashboard

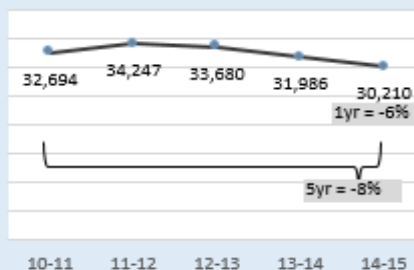
The **Access Dashboard** provides an “at a glance” view of access trends based on 2010-11 through 2014-15 enrollment, cost, distance learning, dual credit and demographic key indicators. Supporting data and narrative follow in the Access Dashboard Detail.

Total Students



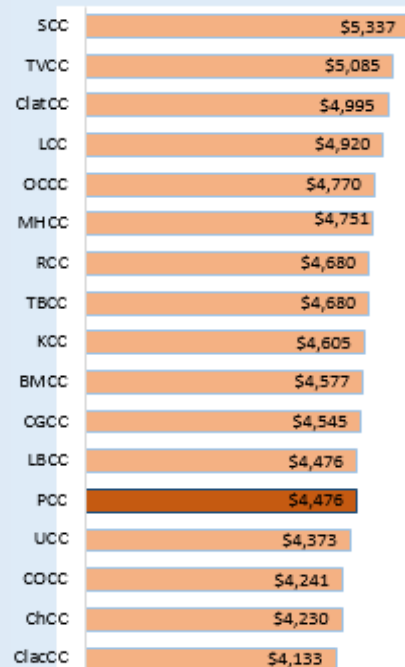
Total students and FTE peaked in 2011-12 and since declined. As of 2014-15, each are 8% below 2010-11 levels. Compared to 2013-14, students decreased by 4% and FTE was down 6%.

Full-Time Equivalency (FTE)

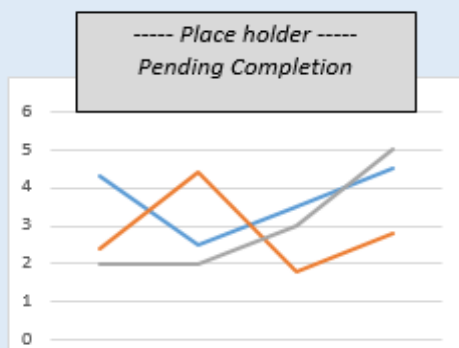


*Annual Tuition and Fees

The cost to attend PCC is lower than that of eleven Oregon community colleges.

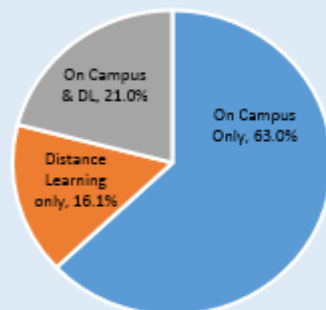


Dual Credit



Distance Learning

The percentage of students enrolled only in on-campus courses decreased from 72% (Fall 2010) to 63% (Fall 2014).

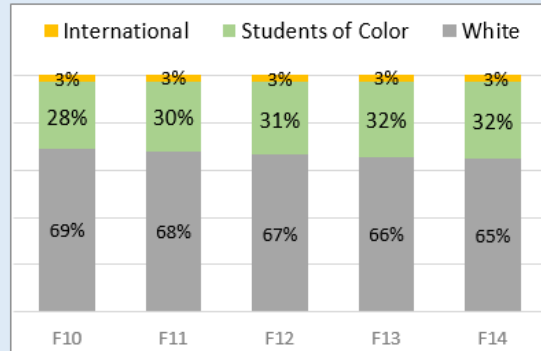


*Based on 15 credits each fall, winter and spring term at 2014-15 in-state tuition and fees.



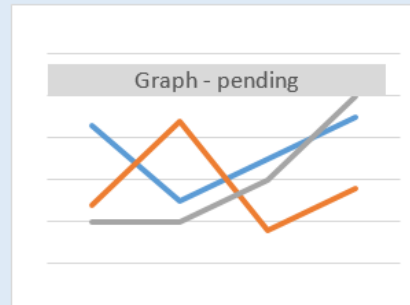
Access Dashboard (cont.)

Total Students

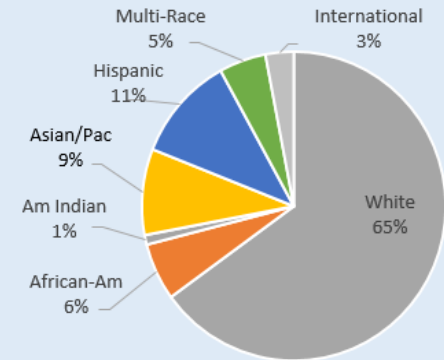


Although total students enrolled declined, Students of Color did so at a slower rate than White students and thus represent an increasing proportion of the total student population.

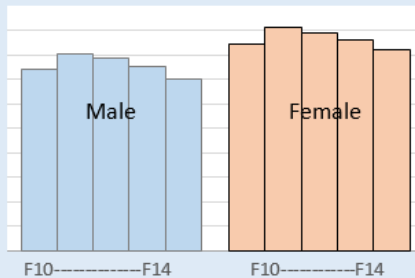
Students of Color



Fall 2014 "Snap Shot"

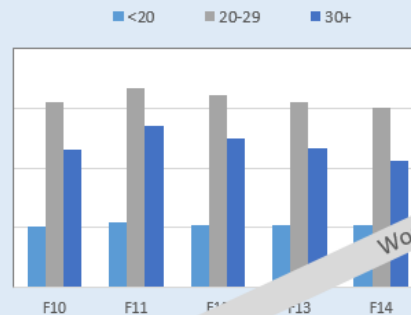


Gender



Enrollments of both genders peaked in F11 and have declined since. Females are consistently the majority at 54-55% of total students.

Age



Work in Progress



Supporting Narrative

Access Dashboard Detail

Total Students and Full-Time Equivalency (FTE)

- The total number of students (94,634) enrolled peaked in 2011-12 as did the FTE (34,247) generated from their enrollment.
- The majority of students (i.e. 64% in 2014-15) enroll in credit courses and generate 90% of the total college FTE. The large number of students enroll in non-credit courses (i.e. +30,000 in 2014-15) less FTE is produced due to fewer courses completed by the student.
- FTE produced by Career Technical Education, English as a Second Language, Adult Basic Education and Community Education Unit courses peaked in 2010-11 while Lower Division Transfer and Developmental Education FTE continued to decline the next year. FTE in all of these instructional areas have declined since. Community Education FTE varied and peaked in 2010-11.
- [Five-year FTE trends by program](#) detail the differences in magnitude and rate of change.

Annual Tuition and Fees

- The annual cost for an in-state or out-of-district student to attend PCC is \$1,236. PCC's in-state cost is less than eleven Oregon community colleges and out-of-district cost is less than thirteen Oregon community colleges.
- The annual cost for an out-of-state student to attend PCC is \$2,236 and is less than six Oregon community colleges.
- In-District, Out-of-District and Out-of-State tuition and fees for PCC and other Oregon community college are listed at [Oregon tuition and fees](#).

Students by Course Access

- More than one-third (37%) of credit students enroll in "distance learning only" or both "distance learning and on-campus" courses.
- Although the post-recession number of "distance learning only" students [enrolled](#) is decreasing, "distance learning only" students have not yet declined.

Student Diversity

- [Enrollments](#) of White students are increasing at a faster rate than Students of Color. International student counts have been relatively stable.
- Students of Color (and % of total students) include African-American (6%), American Indian/Native Alaskan (1%), Asian (8%), Pacific Islander (1%), Hispanic (11%) and students who identify as having more than one race (5%).
- Race/ethnicity distributions are based on available data. Approximately 12% of students do not report their race/ethnicity.

PCC Office of Institutional Effectiveness, Nov 2015, AccessDashBoard.docx