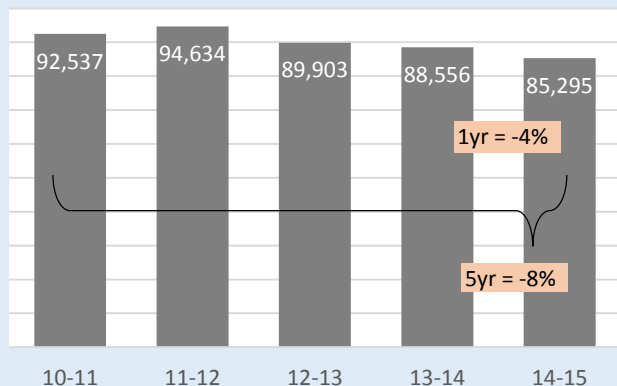


Portland Community College – Access Dashboard

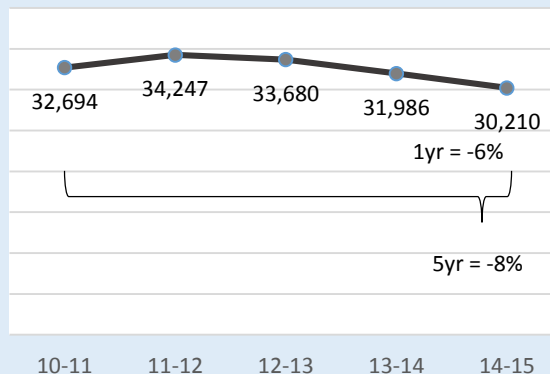
The **Access Dashboard** provides an “at a glance” view of access trends based on 2010-11 through 2014-15 enrollment, cost, distance learning, dual credit and demographic key indicators. Supporting data and narrative follow in the **Access Dashboard Detail**.

Total # of Students



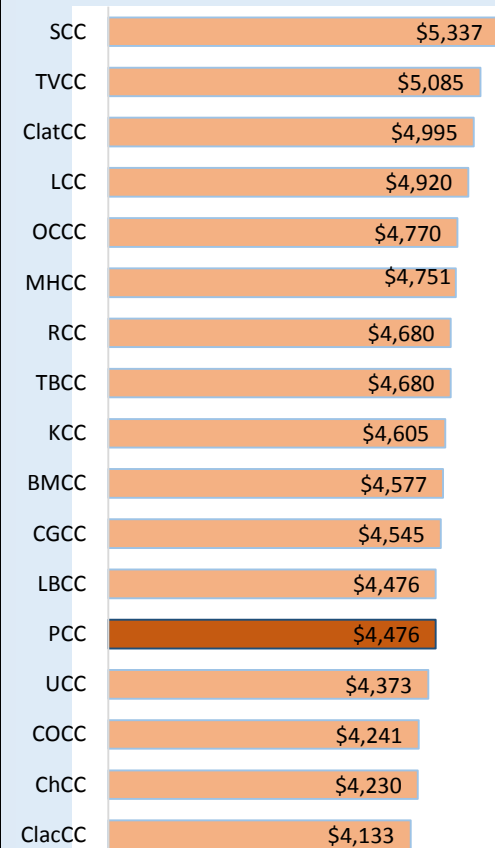
Total number of students and FTE peaked in 2011-12 and since declined. As of 2014-15, both are 8% below 2010-11 levels. Compared to 2013-14, the number of students decreased 4% and FTE declined by 6%.

Full-Time Equivalency (FTE)



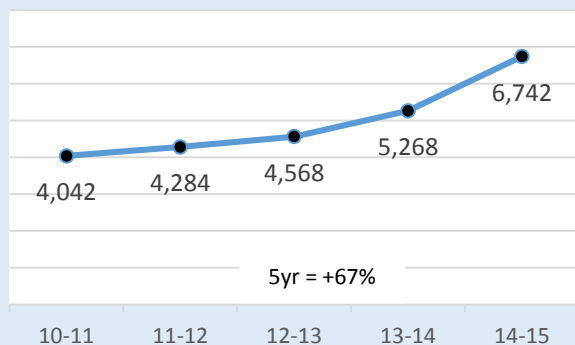
*Annual Tuition and Fees

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



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

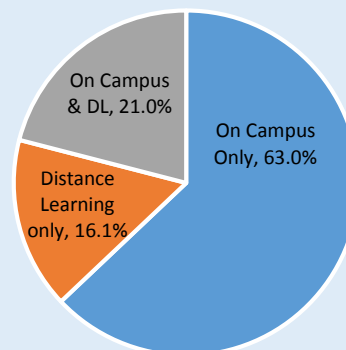
Dual Credit Students



Increasing numbers of high school students participated in dual credit with each year setting a record high for the college.

Students by Course Access

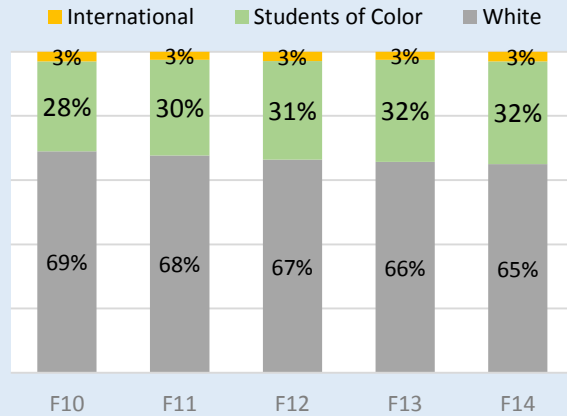
The percentage of students in distance learning (DL) or both DL and campus courses increased from 28% in Fall 2010 to 37% by Fall 2014.



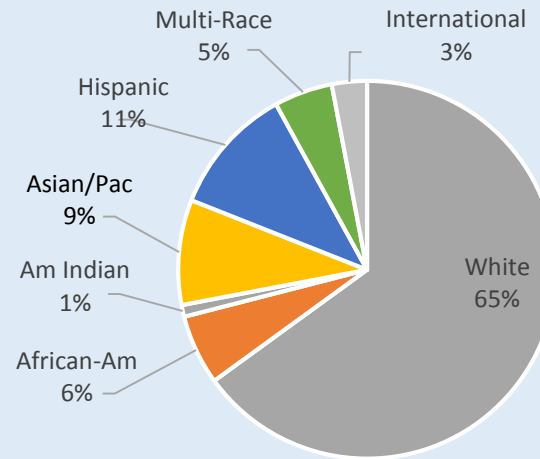
Access Dashboard cont.

Student Distribution

Students of Color represent an increasing proportion of the student population.



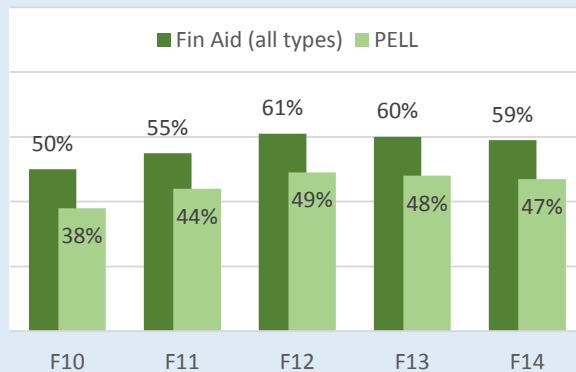
Fall 2014 Students by Race/Ethnicity



The race/ethnicity distribution of all students (credit and non-credit combined) mirrors that of credit students.

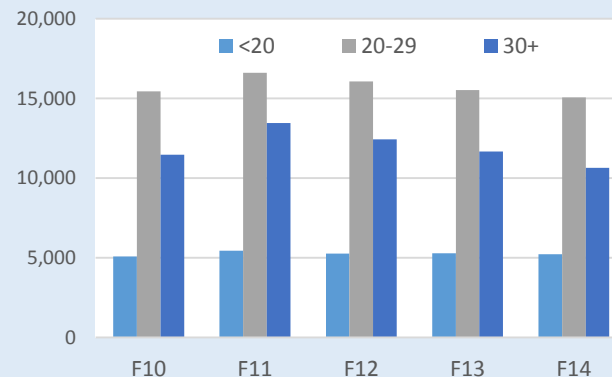
However, non-credit students are more likely to be Hispanic (13%) or Asian/Pacific Islander (12%) than are credit students.

Financial Aid Status



Financial aid supports access for the majority (59%) of credit students of which 47% receive PELL grants.

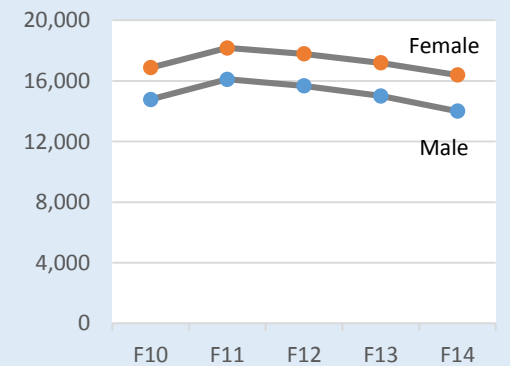
Students by Age



Credit enrollment of older students trends with the changing economy. Younger student enrollment is less variable.

Gender

Credit enrollment of both genders peaked in Fall 2011. Females remain the majority.



Total Students and Full-Time Equivalency (FTE)

- The total number of students (94,634) enrolled and corresponding FTE (34,247) peaked in 2011-12.
- The majority of students (i.e. 64% in 2014-15) are in credit courses which generate 90% of the total college FTE. While a large number of students (i.e. 30,000+ in 2014-15) enroll in non-credit courses, less FTE is produced due to fewer course enrollments per student. In addition, non-credit courses typically meet for shorter durations than credit courses which also reduces FTE.
- FTE produced by Career Technical Education, English as a Second Language, Adult Basic Education, and Continuing Education Unit courses peaked in 2010-11 while Lower Division Transfer and Developmental Education FTE continued to increase until 2011-12. FTE in all of these instructional areas have declined since. Community Education FTE increased gradually during this period and peaked in 2013-14.
- [Five-year FTE trends by program](#) detail the differences in magnitude and rate of change by area.

Annual Tuition and Fees

- The annual cost for an in-state or out-of-district student to attend PCC full-time is \$4,476. Out of Oregon's seventeen community colleges, PCC's in-state cost is less than eleven colleges and out-of-district cost is less than thirteen colleges.
- The annual cost for an out-of-state student to attend PCC full-time totals \$10,236 and is less than six Oregon community colleges.
- In-District, Out-of-District and Out-of-State tuition and fees by community college are listed at [Oregon tuition and fees](#).

Dual Credit Students

- The PCC Dual Credit programs enables high school students to earn college-level credit in articulated courses taught at their high school by qualified high school faculty.
- An increasing and record setting number of high school students participated in the PCC dual credit program each of the last five years.
- During 2014-15, a total of 6,742 students saved \$3,891,140 in PCC tuition for 42,295 college credits and generated 1,251 FTE for the college.
- A comprehensive profile of the dual credit program, participating high schools, faculty engagement, enrollments by subject area and course-level articulation information are available in the [Dual Credit Annual Report](#).

Students by Course Access

- Approximately 37% of credit students enroll in *distance learning only* or both *distance learning and on-campus* courses in a single term. When student course taking is tracked over an academic year, more the 44% of students take at least one distance learning course.
- Although the post-recession number of [students enrolled](#) is decreasing, *distance learning only* students have not yet declined.

Students by Race/Ethnicity

- [Enrollments](#) of White students are decreasing at a faster rate than Students of Color. International student counts remain relatively stable.
- Students of Color are 32% of total students and include Black/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 race/ethnicity.
- [Additional graphics](#) display credit and non-credit student diversity. Data tables of [credit](#) and [non-credit](#) diversity are also available.

Student Financial Aid Status, Age and Gender

- The percent of credit students receiving any type of financial aid increased to a record high of 61% in Fall 2012.
- The proportion of students awarded financial aid by race/ethnicity is highest among students who are Black/African-American (81%), followed by American Indian/Native Alaskan (69%), Pacific Islander (66%), Multi-Racial (66%), Hispanic (61%), White (56%) and Asian (55%).
- Almost 50% of credit students are age 20-29, 34% are 30 and older, 17% are 19 and younger with an overall average age of 29. In comparison, the average age of non-credit students is 41 years with most (69%) age 30 and older, 22% age 20-29 and 9% age 19 and younger.
- The majority of students are female with a higher percentage in non-credit (61.5%) than in credit (54%) courses.