

Student Success Narrative

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ne students and 76% of half-time students returned the winter term.

- Fall students receiving financial aid have higher winter retention rates (85% full-time, 77% half-time, 62% part-time) than non-financial aid recipients (81% full-time, 68% half-time and 53% part-time).
- Females, Asian and White students tend to have higher retention rates though differences exist depending on variables such as enrollment intensity, financial aid status, fall term grade point average, developmental education enrollment, etc.

Indicators of Completion

Degree completion and university transfer are common measures of community college student success. The following findings are based on multiple federal reporting cohorts and comparisons of graduate/transfer demographics to enrolled students.

Degrees and Certificates Awarded

- The 55% growth in awarded credentials was comprised of 30% more degrees and 137% more certificates awarded in 2014-15 compared to 2010-11.
- Increases in completions of short-term certificates (those requiring less than one year to complete) contributed to the majority of the additional certificates awarded.
- A smaller percent of graduates were Pell recipients compared to enrolled degree seeking students.

Student Success Dashboard

April 2016

Access Dashboard



January 2016



Portland
Community
College

January 2016 Board of Directors Meeting

http://www.pcc.edu/ir/iereporting/ie_1415/AccessDashboard1415.pdf

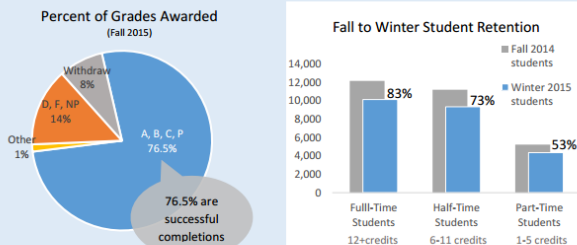
Student Success

- *Many* definitions
- Even more measures
- Indicators of Progress
- Indicators of Completion

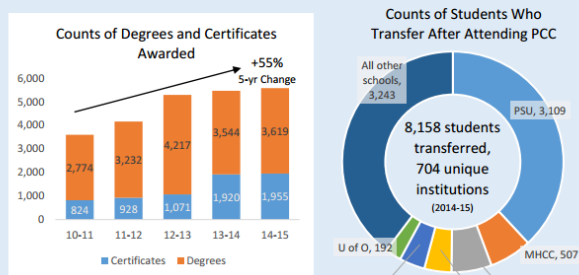
Portland Community College – Student Success Dashboard

The [Student Success Dashboard](#) graphically presents four key indicators of student success. Analyses based on 2010-11 through 2014-15 trends follow in the [Student Success Narrative](#).

Indicators of Progress



Indicators of Completion



Student Success Narrative

Indicators of Progress

Although no single definition of success applies to all students, successful course completion and next term retention are key for attainment of most student goals such as skill development for employment, transfer preparation, degree and certificate completion.

Percent of Grades Awarded

- The proportion of grades awarded that are passing grades (A, B, C, P) range from 74% (Fall 2013) to 76.5% (Fall 2015).
- Career Technical Education courses average higher pass rates (83%), followed by lower division transfer (76%) and developmental education (67%).
- On average, passing grade percentages are higher for females (78%) than males (75%) and lower for students receiving Pell (74%) than non-Pell recipients (79%).
- International students have the highest percent of passing grades (83%), followed by White (77.5%) and Students of Color (73%).
- Students of Color include Black/African-American (62% passing grades), American Indian/Native Alaskan (67%), Pacific Islander (67%), Multi-Racial (72%), Hispanic (72%), and Asian (84%).

Fall to Winter Retention

- Fall to winter retention is consistently highest for full-time (12+ credits) enrolled students and lowest for students enrolled part-time (1-5 credits).
- The enrollment of degree-seeking students from fall to winter term peaked in Winter 2012 when 86.5% of Fall 2011 full-time students and 76% of half-time students returned the winter term.
- Fall students receiving financial aid have higher winter retention rates (85% full-time, 77% half-time, 62% part-time) than non-financial aid recipients (81% full-time, 68% half-time and 53% part-time).
- Females, Asian and White students tend to have higher retention rates though differences exist depending on variables such as enrollment intensity, financial aid status, fall term grade point average, developmental education enrollment, etc.

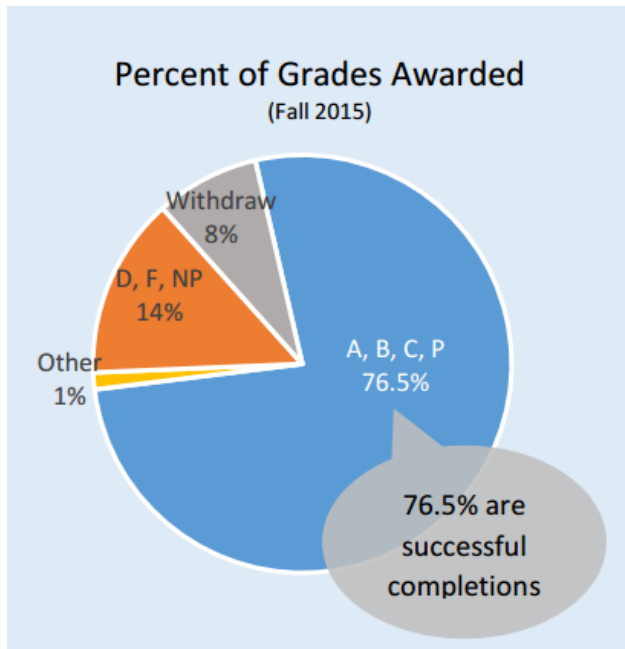
Indicators of Completion

Degree completion and university transfer are common measures of community college student success. The following findings are based on multiple federal reporting cohorts and comparisons of graduate/transfer demographics to enrolled students.

Degrees and Certificates Awarded

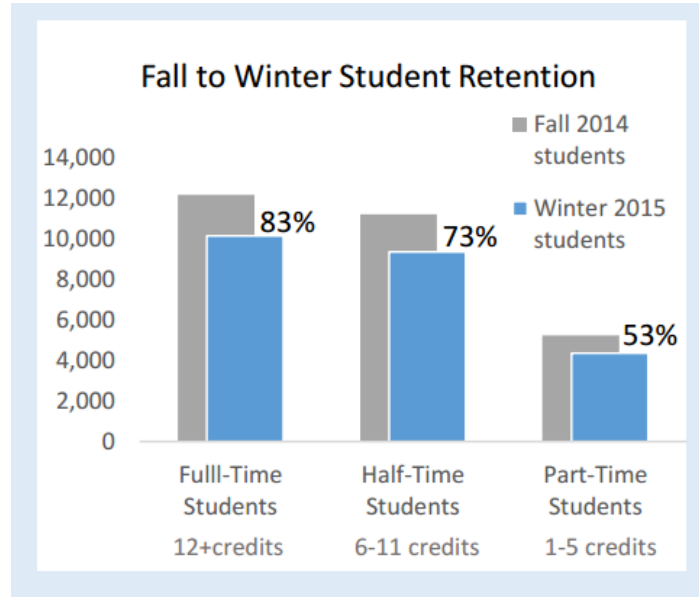
- The 55% growth in awarded credentials was comprised of 30% more degrees and 137% more certificates awarded in 2014-15 compared to 2010-11.
- Increases in completions of short-term certificates (those requiring less than one year to complete) contributed to the majority of the additional certificates awarded.
- A smaller percent of graduates were Pell recipients compared to enrolled degree seeking students.

Indicators of Progress



Successful Course Completion

- Applies to **all** students
- Trends?
- Differences among student groups

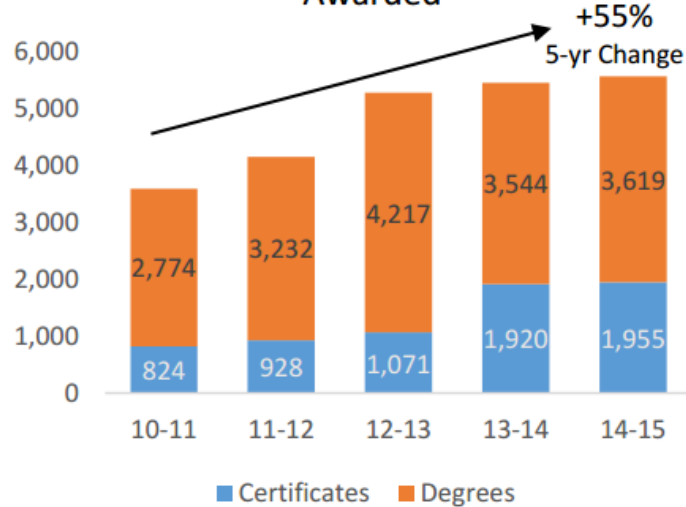


Fall to Winter Retention

- Applies to **most** students
- Highest during recession
- Influenced by multiple variables

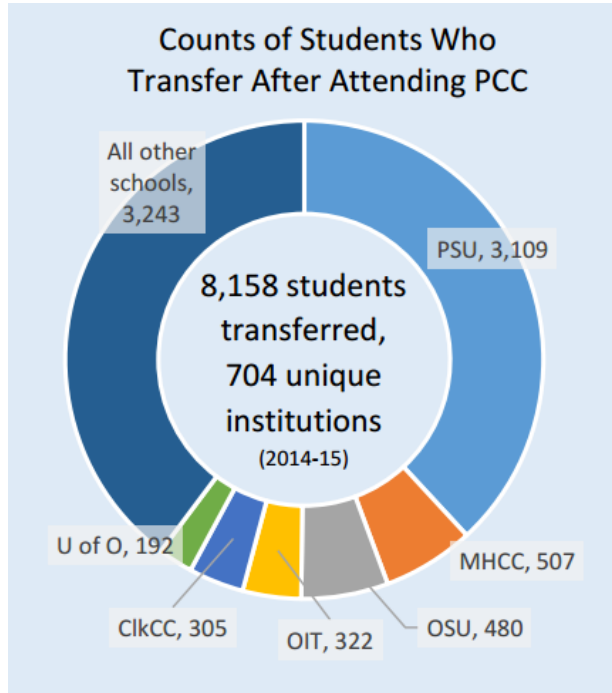
Indicators of Completion

Counts of Degrees and Certificates
Awarded



Degree/Certificate Completion

- Applies to most/some (?) students
- Record high award counts
- Differences among student groups



Transfer Status

- Applies to lower diversion transfer and some career technical education students
- More students transfer than graduate
- Fewer differences among student groups

In Summary

- Definitions of **Student Success** differ but all require successful course completion
- Access: Enrolled students reflect demographics of community
- Student Success: Enrolled students are not equally represented among students who achieve indicators of progress and completion