

# PCC's Completion Investment Council

What should  
students be able  
to do, know, or  
be successful  
COMPLETE

# Year One

# in

# Review



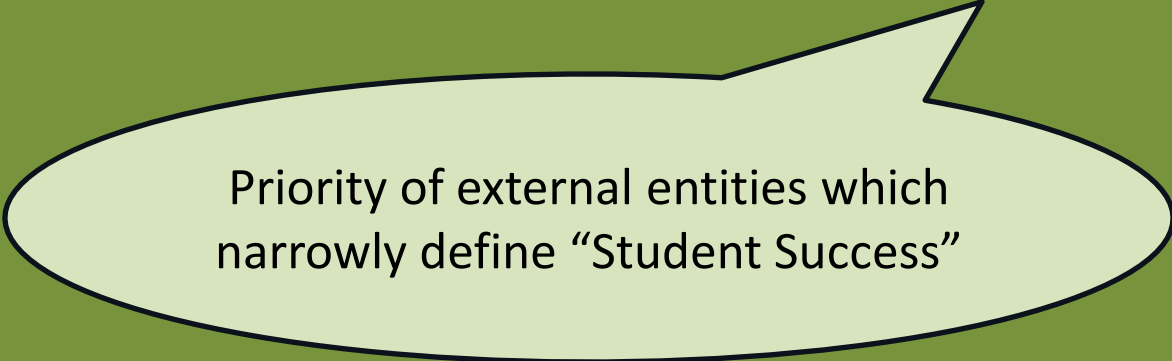
# Presentation Outline

- National Context: Competing Agendas ?  
*(discussed at January 2013 Board Retreat)*
- PCC Context
- Completion Investment Council (CIC)
  - Composition and Charge
  - Learning Process (data examples)
  - Recommendations

# National Context

## Competing Agendas?

**ACCESS** vs **Student Success** vs **Completion**



Priority of external entities which  
narrowly define “Student Success”

# PCC Context

## *Guided Access for \*Student Success*

- financial preparedness,
- course completion,
- attainment of college-level reading, writing and math skills,
- university transfer,
- certificate or degree completion,
- employment or advancement within current job

# The Panther Path



Roadmap for students and an organizing  
tool for institutional planning to advance  
**student success and completion**

# Completion Investment Council

What should students be able to do, know, or value to be successful in the COMPLETE phase?

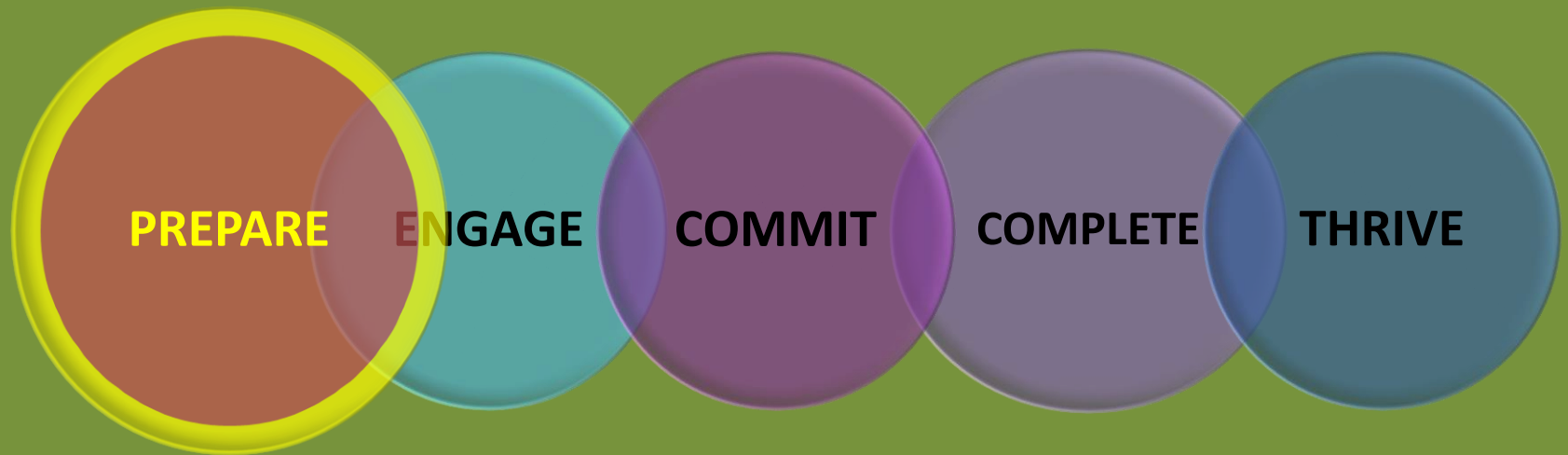


# Completion Investment Council

- Composed of a cross section of PCC faculty, staff and administrators
- Charge: Provide administration advice and guidance to
  - improve student success and completion and
  - respond to emerging regional and national “completion agenda”

# The Learning Process

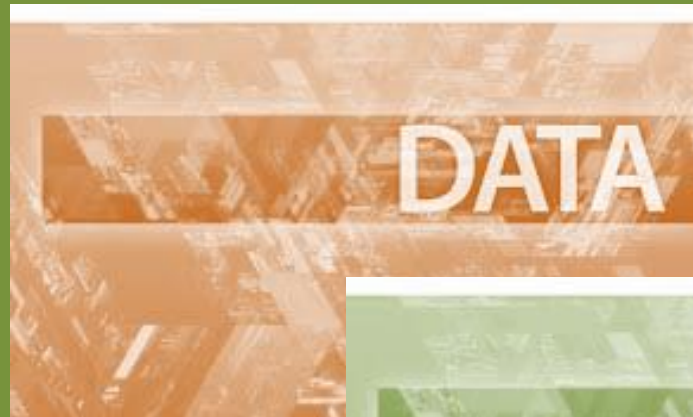
## Panther Path



CIC focus



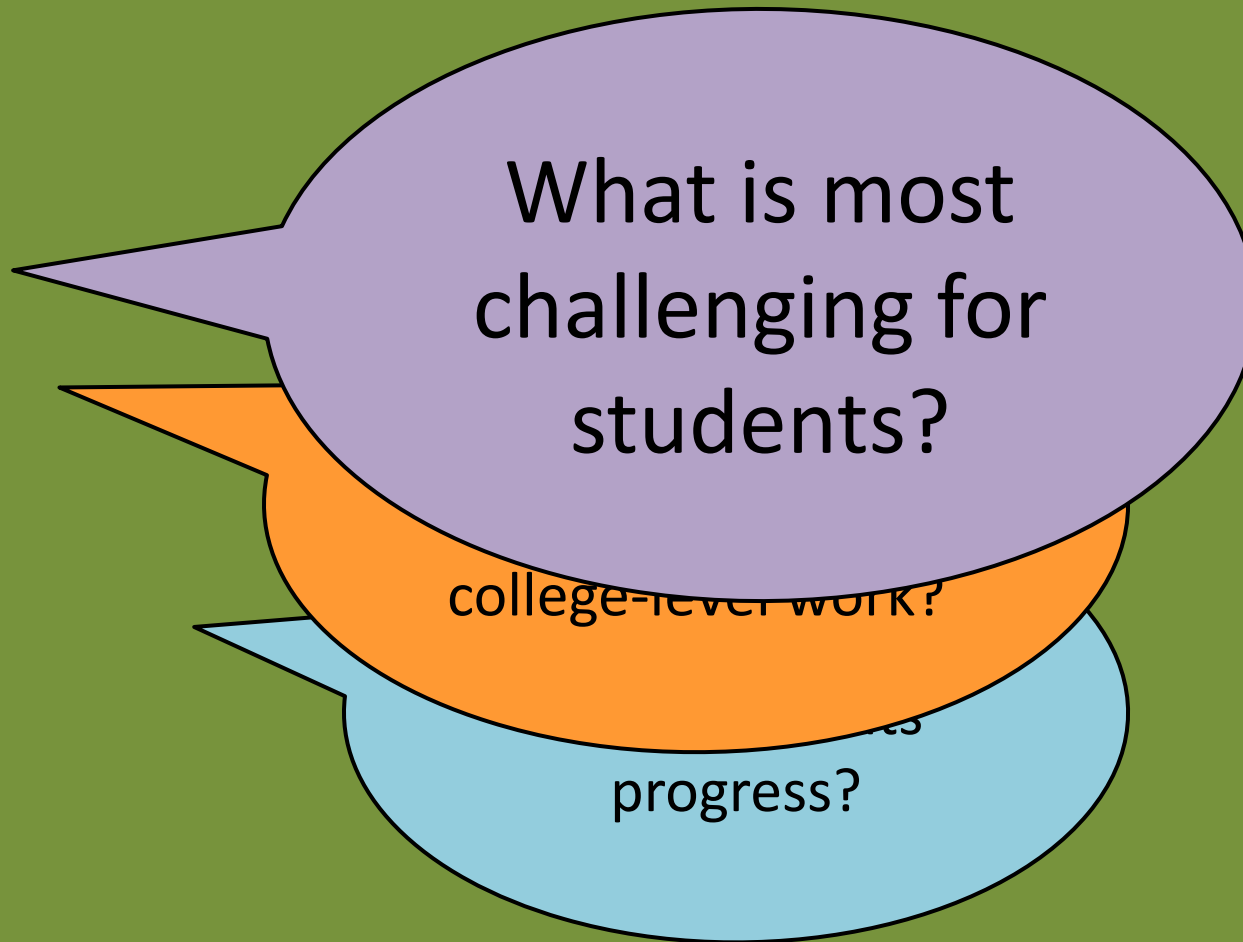
# The Learning Process (cont.)



and more



# Data Question/Answer Examples



# “High” Enrollment Courses

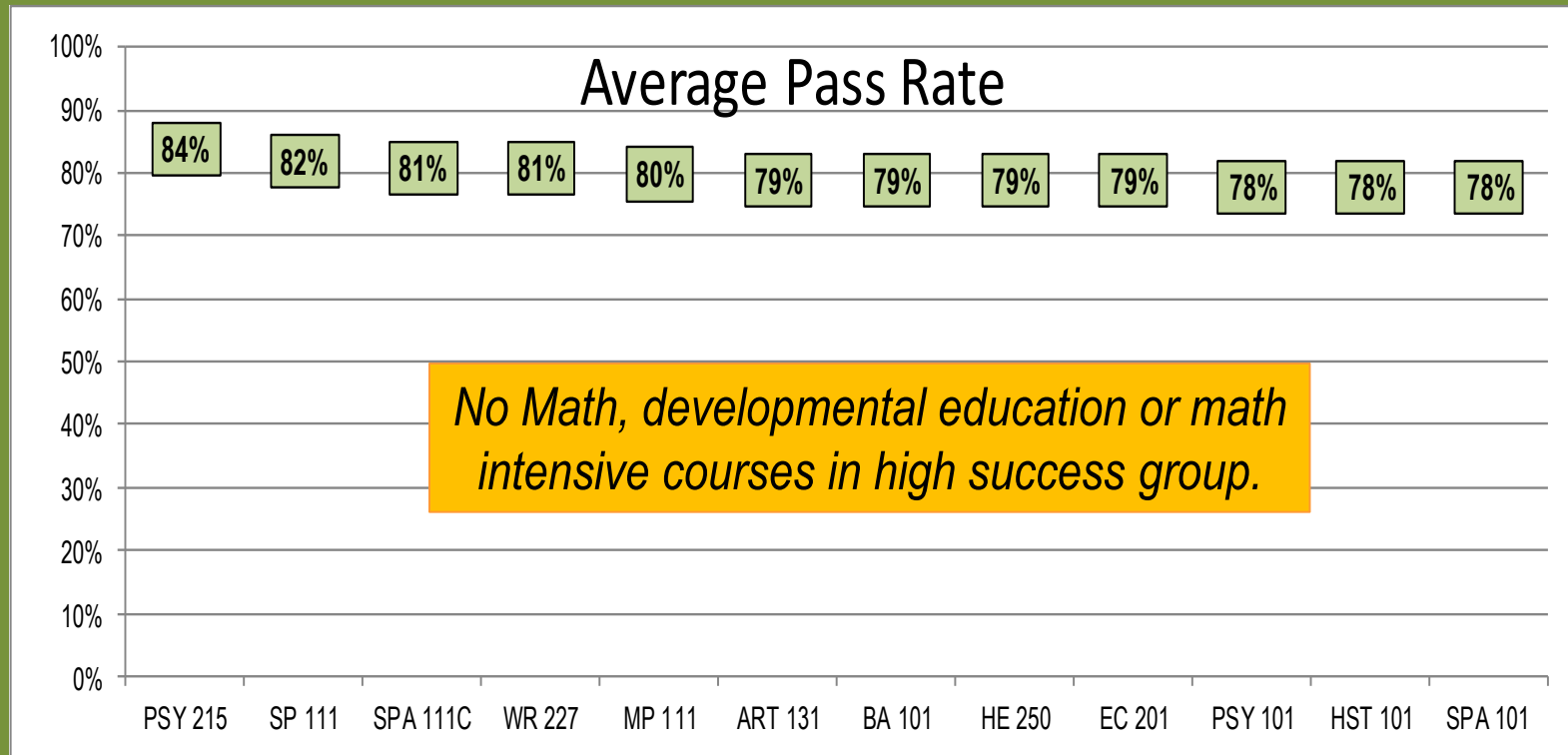
1,000+ *different* credit courses taught most terms

YET

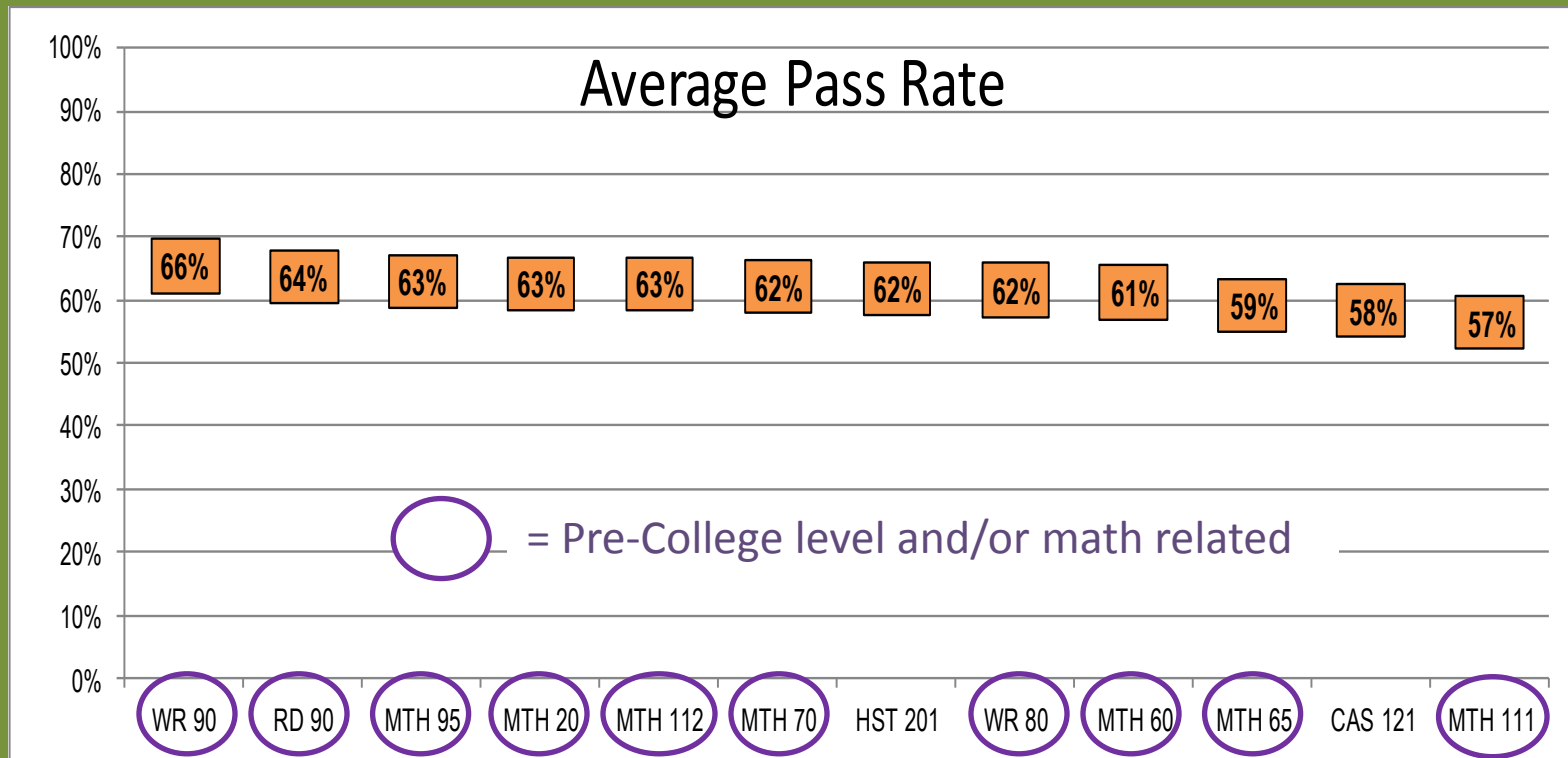
50% of all credit enrollments are in just 49 courses

(High enrollment = 300+ students/term)

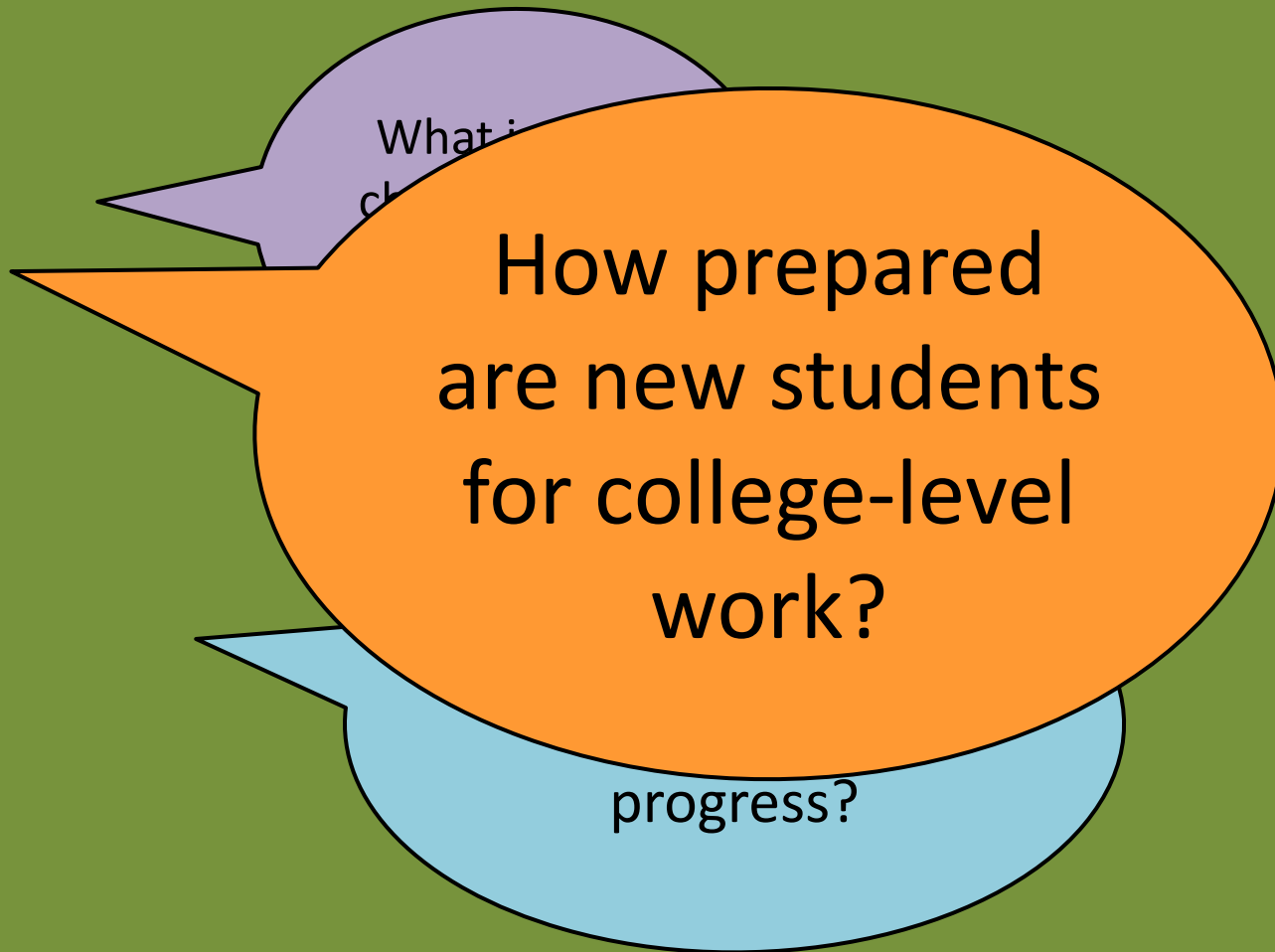
# High Enrollments, High Success Rates



# High Enrollments, Low Success



# Data Question/Answer Examples



# First-Time at PCC

(7,700 Students in Fall 2012)

Took Placement Test?

Yes (60%)

No(40%)

and placed into

Dev Reading = 23%

Dev Writing = 29%

**Dev Math = 88%**

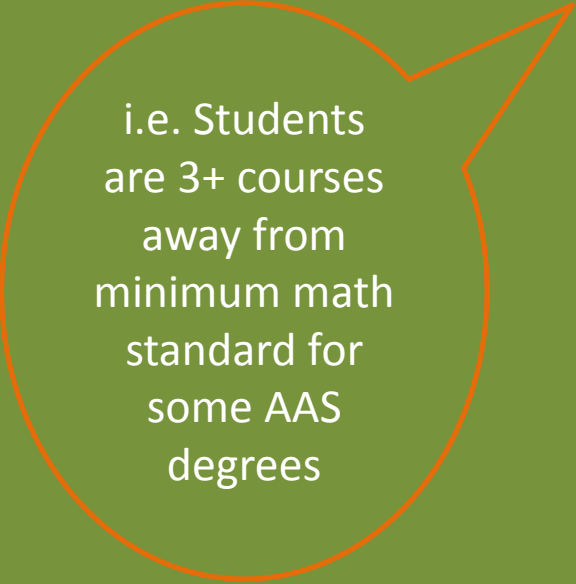
*Percentages  
based only  
on those who  
took test*

# Of those w/Math Placement Scores

34% placed at  $\leq$  MTH 20

43% placed at MTH 60

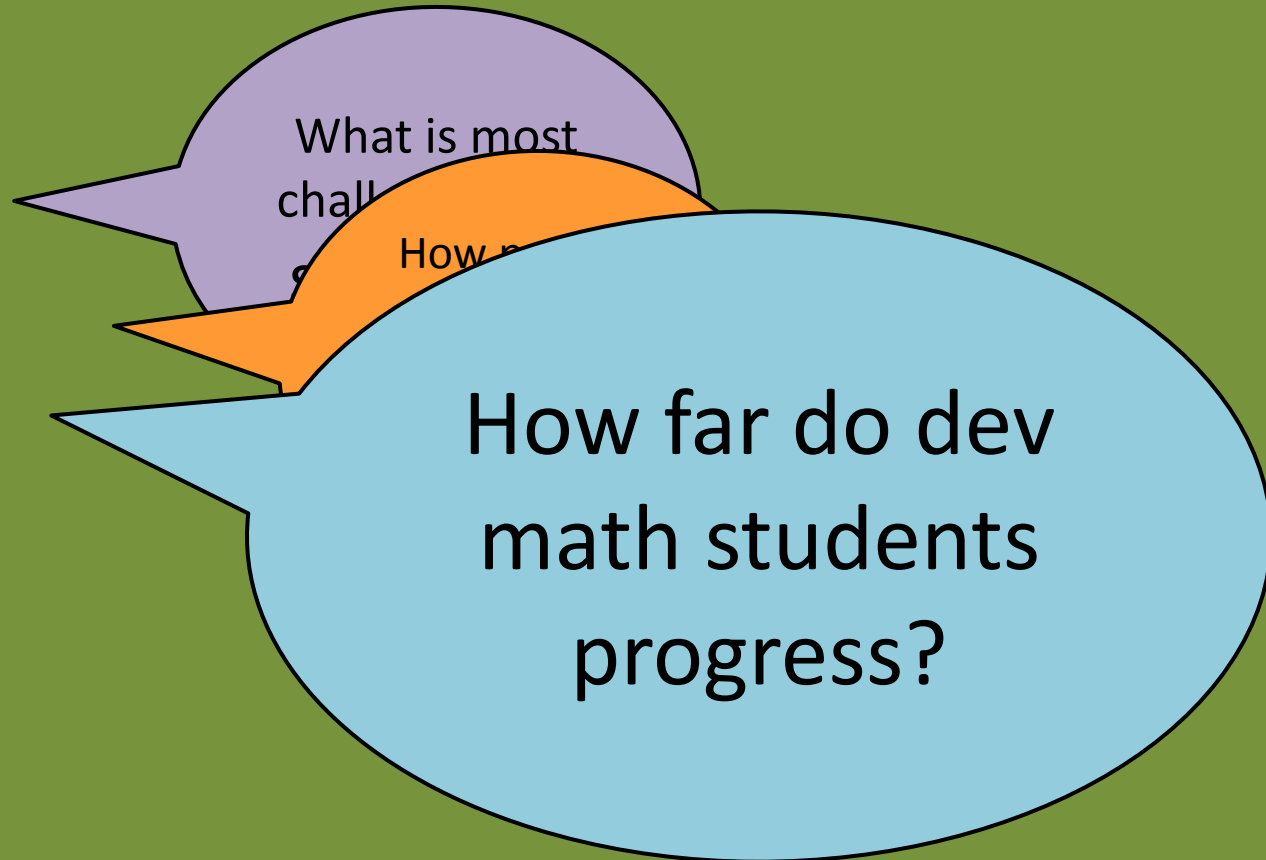
11% placed at MTH 70-95



i.e. Students  
are 3+ courses  
away from  
minimum math  
standard for  
some AAS  
degrees



# Data Question/Answer Examples



# Successful Completion w/in 2 yrs

Based on all  
MTH 20  
students  
F2010

Fall 2010

MTH 20



by end of Fall 2012

MTH 20 = 76%

MTH 60 = 41%

MTH 65 = 24%

MTH 60



MTH 60 = 74%

MTH 65 = 50%

Minimum math  
for some AAS  
degrees

MTH 95 = 28.5%

MTH 111 = 11%

# Why is Progression Important?

PCC \*Cohort Graduation Rate = 14%

(\*\*National Peer Group = 19%)

PCC Loan Default Rate = 19%

\*Student Right to Know Cohort = Fall 2009, full-time, first-time in college, degree seeking students tracked for three years.

\*\* Average graduation rate based on 26 large, public community colleges.

# CIC Recommendations

## *Select Examples*

A clear strategic plan with institutional priorities from President and Board

Develop a college-wide “math achievement culture”

Leverage technology to create a robust student communication system (i.e. My PCC portal, enhanced website, etc.)

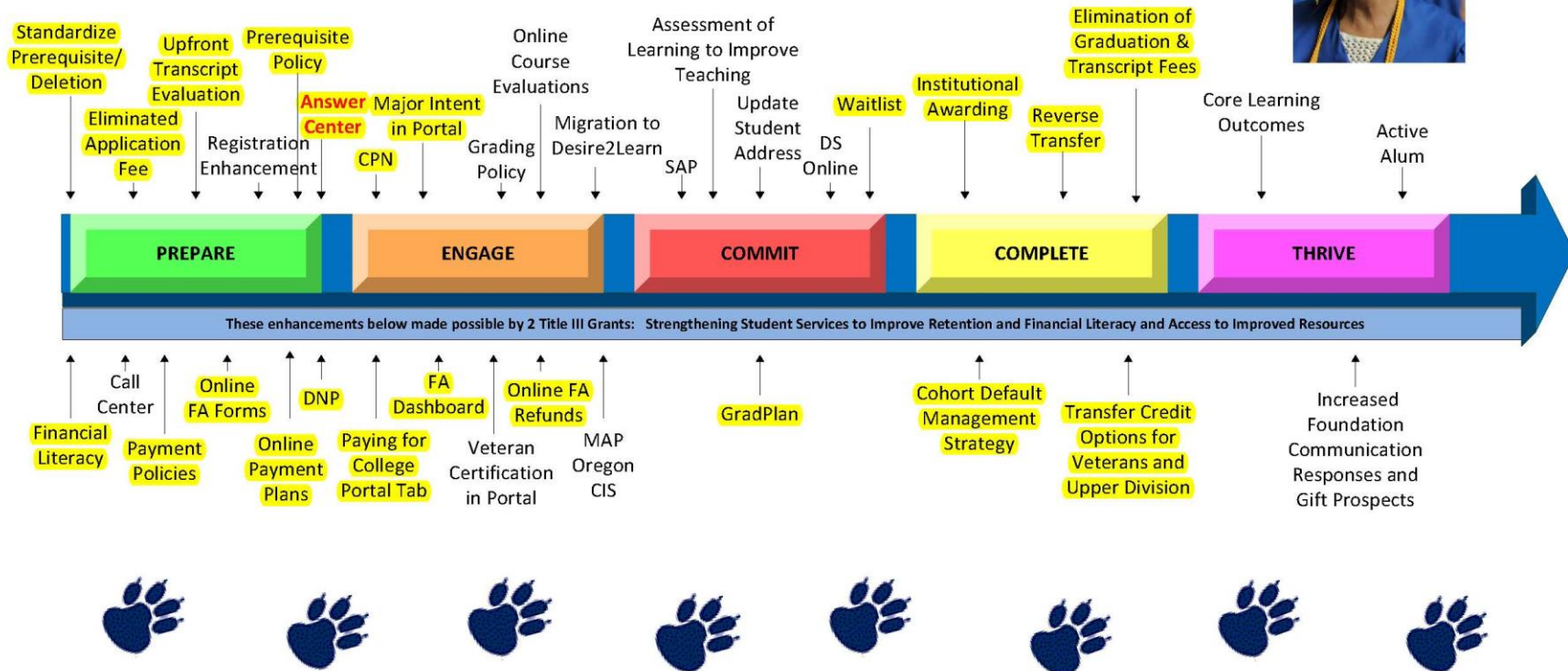
Review advising strategies/practices to ensure guided access to student success and completion



# Panther Path: A Student's Journey

## 5 Years of PCC Enhancements

### Initiatives Focused on Student Success and Completion



**Success = Certificates, Degrees, Transfers & Employment**