

2012-13 Institutional Effectiveness Reporting Summary

The 2012-13 Institutional Effectiveness reports presented to the PCC Board of Directors addressed the college goals of access, diversity and quality education. The complete reports are included in this document following the highlights presented below.

Access Goal

- Over 4,200 high school students completed an average of 5 college credit each through participation in the dual credit program.
- The number and percent of students enrolled in distance education continued to increase and by fall 2012, 35% of credit students participated in at least one distance learning course.
- One-half of degree-seeking students received financial aid dollars to help provide access to college.

Diversity Goal

- The race/ethnicity distribution of the credit student population was similar ($\pm 3\%$) to the community population.
- The percentage of minority full-time employees (21.5%) has gradually increased but does not yet reflect the diversity of the community.

Quality Goal

- PCC prepared students were successful (94% average pass rate) on external certification and licensure exams.
- PCC students who transferred to the Oregon University System tied for the second highest grade point average among transfer students from all Oregon community colleges.

Access Goal

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

Key Measures:

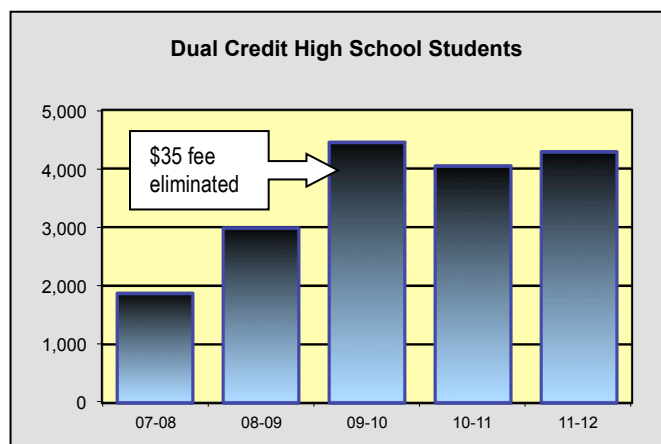
- Partnership Examples: Dual Credit, Third-Party Billing
- Distance learning enrollment trends
- Students applying/receiving financial aid

Early Access through Dual Credit

The PCC Dual Credit Program, in partnership with 46 high schools in 18 school districts, enabled **4,284 students** to earn college credits for work completed in high school last year.

The 26,243 college credits earned worth \$2,073,197 in college tuition and fees at no cost to the students meant that on average, **each student earned more than 5 credits and saved at least \$484** in future college expenses.

Highest enrolling transfer subjects included Math, History, Biology and English. Computer Applications Systems, Machine Manufacturing Technology, Computer Aided Design & Drafting and Automotive Service Technology attracted the most students interested in career and technical education programs.

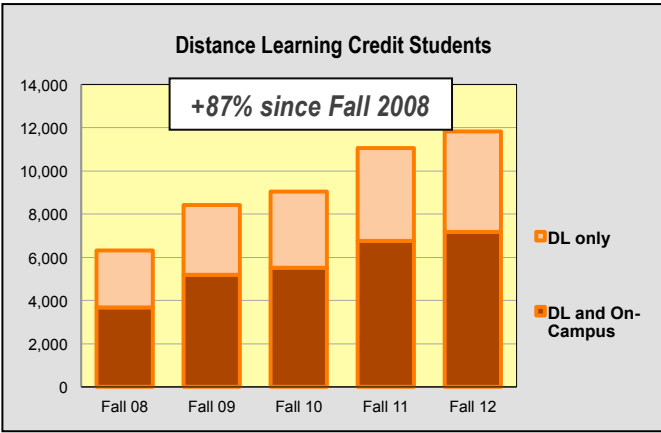


Both K-12 and Community College Achievement Compacts have measures to encourage continued and increased dual credit participation. Sherwood, Franklin, Forest Grove, Tigard and Beaverton High Schools enrolled the largest number of PCC dual credit students. See Appendix A for a list of all participating schools.

Access Supported through Third-Party Billing

Employers and sponsoring agencies paid all of or a portion of college expenses for 2,310 students in 2011-12. Such arrangements, called third-party billing, totaled \$3,854,887 last year. Many non-profit organizations including school districts, OHSU, U.S. Department of Veteran Affairs, vocational rehabilitation offices as well as for profit businesses such as Boeing, Verizon Wireless, and Portland General Electric support student access through third-party billing arrangements with PCC.

Access through Distance Learning



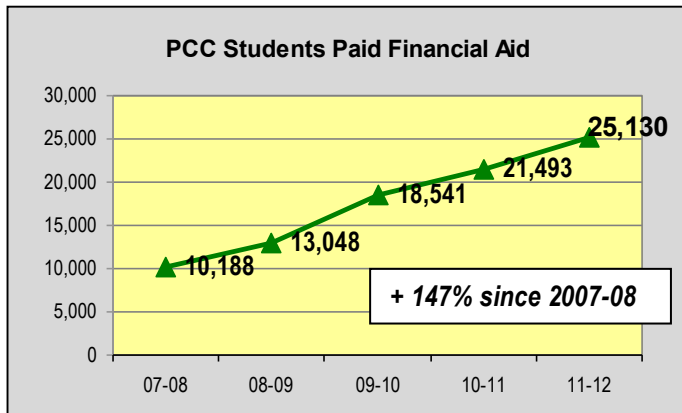
The number of students enrolled in distance education continues to increase each year. By Fall 2012, **35% of credit students participated in at least one course as a distance learner**. Most of these students (21%) are also attending on-campus courses.

However, almost 14% (over 4,600 students in Fall 2012) are opting to enroll only in distance learning. This number is more than the fall total

student enrollment at seven of Oregon’s community colleges.

Students who take all their courses through distance learning tend to be older (32 years average age), female (63% of total) and less likely a student of color (77% White). Additionally, the vast majority (82%) reside within the PCC local service area.

Supporting Access with Financial Aid



Financial aid supports college access for 50% of PCC degree-seeking students.

A total of \$186,265,064 was disbursed last year in the form of
 * Grants (\$69,135,543),
 * Loans (\$116,307,782) and
 * College Work-Study (\$821,739).

Additionally, \$800,000 in PCC Foundation and \$1,101,503 in private donor scholarships were disbursed to students.

US Dept. of Education, Title III Grant (\$1,988,107): Year 2 Update

Year two of the five-year *Financial Literacy and Access to Improved Resources* (FLAIR) grant was completed. The following are a few examples of recent accomplishments.

- Monthly and bi-weekly payment plan options were made available to students.
- Implementation of “Deletion for Non-Payment” in Fall 2012 reduced student financial holds (down 49%) and student late fees (down 77%).
- Financial Aid and Tuition & Fees web pages were simplified and a financial aid “dashboard” was added for students to easily monitor their financial aid status.
- All students now have access to *PCC’s Student Guide to Money* through <http://www.pcc.edu/resources/panther-tracks/students-guide-to-money/>

**Appendix A: 2011-12 PCC Dual Credit Students
by Participating School**

School	Students	School	Students
Alliance at Meek Pro Tech	2	McMinnville	64
ACMA	15	Merlo Station	46
Aloha	199	Newberg	188
Banks	39	Portland YouthBuilders	23
Beaverton	220	Rex Putnam	24
BSD Options Program	158	Riverdale	5
Benson	112	Rosemary Anderson	12
Canby	34	Sabin-Schellenberg	54
Central Catholic	171	Scappoose	15
Century	111	Sherwood	411
Clark County Skills Center	59	South Albany	63
Cleveland	150	Southridge	66
Early College	151	St. Helens	62
Forest Grove	265	Sunset	62
Franklin	362	Tigard	256
Gaston	24	Tualatin	40
Glencoe	194	Westview	83
Grant	52	William P. Lord	5
Hillsboro	65	Wilson	30
Horizon Christian	20	Wilsonville	4
Jefferson	8	Total	4,284
Lake Oswego	32	Source: PCC Dual Credit 2011-12 Annual Report	
Lakeridge	90		
Liberty	137		
Madison	101		

Notes:

Data Sources: "PCC Dual Credit 2011-12 Annual Report," PCC Foundation, Enrollment Services and Business Offices.

For trending purposes in this report, Summer 2011 financial aid disbursements were included in both 2010-11 and 2011-12 data to compensate for the conversion from a fall through summer to summer through spring award period.

Quality Education Goal

Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

Key Measures:

- Licensure and certification exam pass rates
- Student academic performance after transfer
- Assessment based changes for improvement

While grades reflect the extent to which students have met the learning outcomes of a course, measures beyond the classroom experience provide an external validation the college delivers a quality education.

Licensure and Certification Results

One indicator that PCC students receive a quality education is their performance on state and national certification and licensure exams. This measure is one of the Oregon Legislature's Key Performance Measures for community colleges and is a measure in the Oregon Education Investment Board's Community College Achievement Compact.

PCC students consistently have high pass rates on certification and licensure exams. Of the 737 certification or license tests that were administered in 2011-12, PCC prepared students received a passing score 94% of the time.

Certification/Licensure Pass Rates (2011-12)		
Occupational Area	Test Attempts	Pass Rate
Aviation Maintenance/Technology <i>(General, Airframe, Powerplant Test Results Combined)</i>	47	100%
Certified Medical Assistants	30	97%
Dental Assistants <i>(All DANB Test Results Combined)</i>	71	86%
Dental Hygiene <i>(ADA and Both WREB Test Results Combined)</i>	81	100%
Health Information Management	7	86%
Emergency Medical Tech <i>(Basic and Paramedic Test Results Combined)</i>	232	94%
CPR/First Aid <i>(For Professional Rescuers and Various HealthCare Providers)</i>	142	90%
Medical Lab Tech <i>(All ASCP/NCA Content Areas Merged into Single Pass Rate)</i>	19	100%
Nursing <i>(All NCLEX_RN Content Areas Merged into Single Pass Rate)</i>	33	96%
Ophthalmic Medical Tech	16	100%
Radiography	30	100%
Welding	29	97%

Student Transfer Academic Success

Another indicator that PCC students have received a quality education is their academic performance after transfer to another institution. **PCC students who transfer to the Oregon University System tied for the second highest grade point average** (gpa = 3.12) among transfer students from all Oregon community colleges (gpa range for community colleges = 2.79 to 3.15).

PCC transfer grade point averages exceed the average grade point average for other community college transfers in Arts and Sciences (3.28 vs 3.19) and Social Sciences (3.1 vs 3.01) and is similar in English Composition (3.23 vs 3.2) and Science (2.78 vs 2.79). PCC students lag behind other transfers in Foreign Languages (3.06 vs 3.2) and Math (2.59 vs 2.66).

Assessment Based Changes for Improvement

Annual Assessment Reports submitted by each discipline every June have been instrumental to the evolution of the institution-wide understanding of and systematic participation in assessment and the use of results for continuous improvement.

The following examples represent a cross section of the types of changes implemented to improve student learning.

- History implemented new instructional approaches (i.e. development of an online writing guide, class discussions of common writing errors, etc.) when assessment results indicated student writing syntax and organization needed improvement.
- After learning that students were more likely to fail certain tests on their first attempt, Aviation Science began piloting an online test preparation software to give students additional opportunities to prepare for FAA knowledge tests.
- Medical Assisting added a new course to address student weaknesses in electronic medical records knowledge previously identified from National Certification Exam results.
- Paralegal implemented a formal assessment of student computer skills to provide students with direction on which skills need further development when research indicated students needed higher skill levels in order to achieve career goals.
- After a slight dip in dentistry scores, Veterinary Technology updated and restructured their dentistry curriculum. (Subsequent scores improved and remain at above the national average.)

Learning assessment reports for each discipline are located at <http://www.pcc.edu/resources/academic/Assessmentintropage.html>

Transfer performance data is provided by the Oregon University System, Office of Institutional Research. It compares Oregon Community College transfer students at OUS in 2011-12 to other transfer and continuing OUS students.

https://www.pcc.edu/ir/studentoutcomes/transfer/OUS_GPA_report_1011_1112.pdf

Diversity Goal

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

Key Measures:

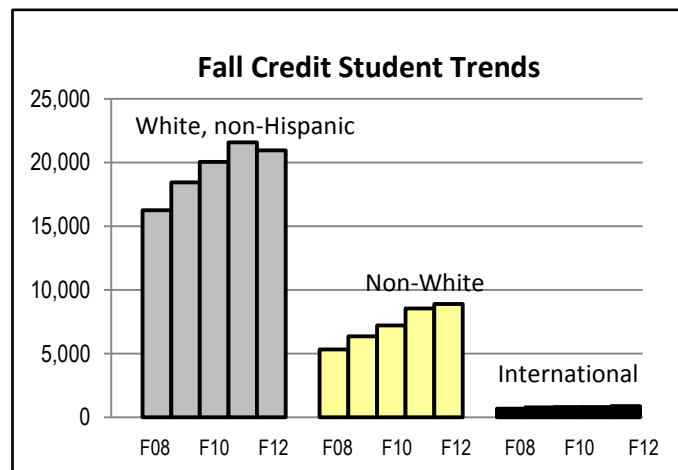
- Credit and non-credit student racial/ethnic distribution
- PCC employee racial/ethnic distribution
- Recent/new hires racial/ethnic distribution by employee group

Beginning this year, the Student Success Goal Report will further detail graduates and student transfers by race/ethnicity. These measures are also disaggregated for underrepresented populations in the college Achievement Compact.

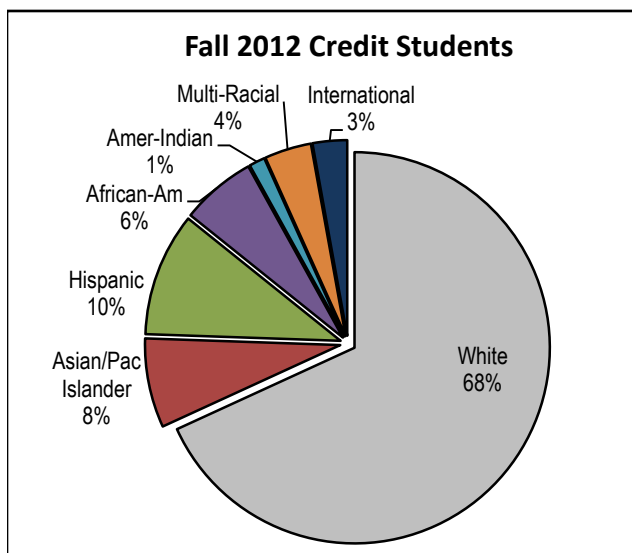
Students in Credit Instruction

The almost **34,000 credit students enrolled Fall 2012 is 2.5% fewer** than last fall. A decrease of 642 White, non-Hispanic students accounted for the majority of the enrollment decline.

In contrast, an additional 262 students (+28%) self-identified as “Multi-Racial.” This group has increased each year since the data collection category was added in Fall 2009. Hispanic students also increased in number (+184, +6%) as did International students (+51, +7.5%).



The small declines which occurred among Asian/Pacific Islanders, Native Americans, and African-Americans likely contributed to the Multi-Racial group increase.

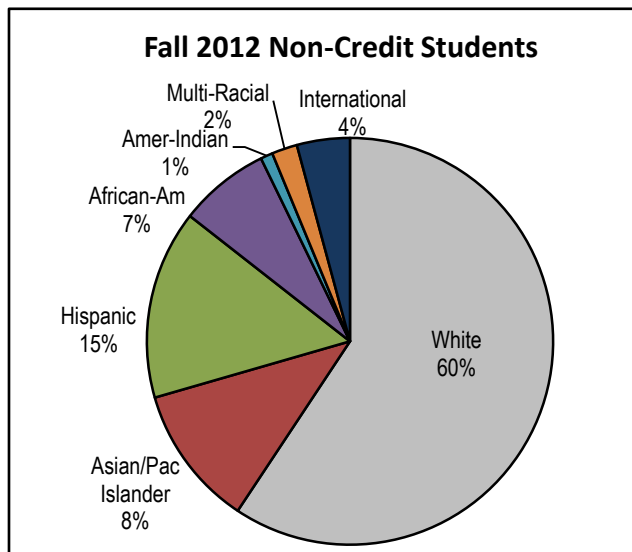


The **largest enrolled student minority group differs by campus**. For example, Hispanic students are the largest minority at Rock Creek (13%) and Sylvania (9%) while African-Americans (10%) are the largest minority at Cascade. Southeast Center enrolls the most diverse students with 11% Asian/Pacific Islander, 11% African-American and 9% Hispanic.

The race/ethnicity distribution of credit students is similar ($\pm 3\%$) to the community population.

Students in Non-Credit Instruction

Non-credit instruction includes English as a Second Language, Adult Basic Education, Continuing Education, Workforce Development, and Community Education. The **almost 15,000 Fall 2012 non-credit students is 10% more than enrolled Fall 2011.**



Overall, non-credit students represent the greatest diversity in the College.

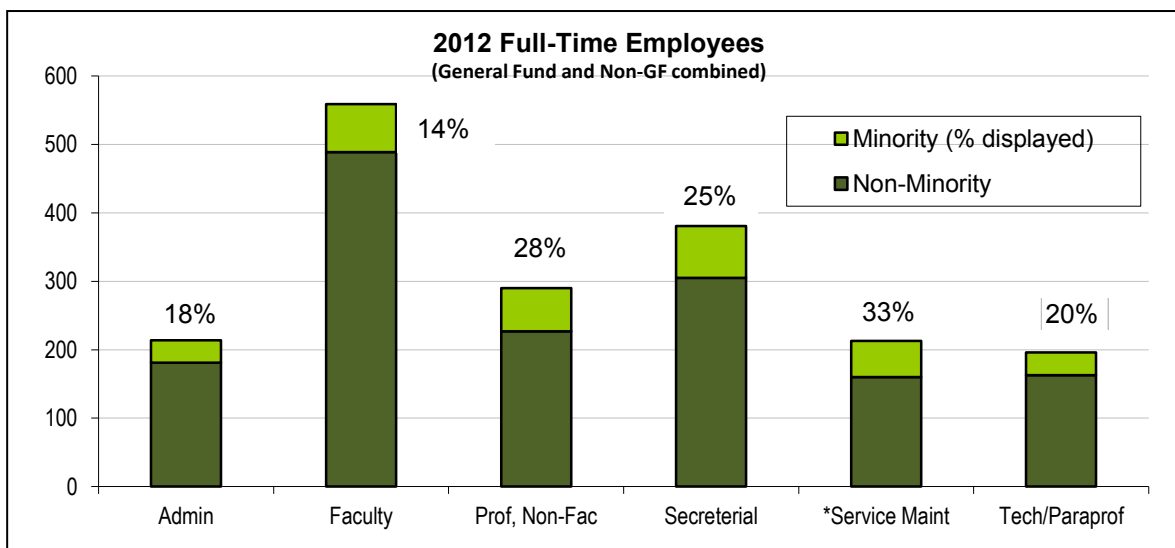
The distribution varies considerably however, depending on the instructional subject area.

English as a Second Language and Adult Basic Education enroll the highest percentage of minority students. For example, in English as a Second Language courses 40.5% of students are Hispanic and 32% are Asian/Pacific Islander. More than one-third of Adult Basic Education students are Hispanic and 15% are African-American.

In contrast, 82% of students in community education non-workforce courses are White, followed by 8% Asian/Pacific Islander, 4% Hispanic and 2% African-American.

Full-Time Employed Faculty, Staff and Administrators

Of PCC's 1,525 full-time employees, 328 (21.5%) are minority. The diversity of employees by job category ranges from 33% (Service Maintenance and Skilled Craft) to 14% (Faculty).



Employees (cont.)

A total of 175 new employees began working at PCC in 2012 or 24% fewer than the prior year.

Twenty-one percent of these new employees are minority.

2012 Full-Time New Hires by Job Category	Total Hired	Minority
Administrators	14	1
Faculty (includes 2 counselors)	39	9
Professional, Non-Faculty	25	6
Secretarial/Clerical	51	10
Service Maintenance/Skilled Craft	27	7
Technical/Paraprofessional	19	4

In keeping with prior year reports, the following table provides a 5-year perspective of full-time employee counts by funding source and general job category.

Administrator/Manager	General Fund					Non-General Fund				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
African-American	11	11	12	11	11	1	1	0	0	0
Hispanic	4	5	6	6	8	3	3	2	3	2
Asian/Pac Islander combined	5	6	8	7	6	0	0	0	1	1
Amer Indian/Alaskan Native	3	2	0	1	1	0	0	0	0	0
Two or more races (2009+)	--	3	4	4	4	--	0	0	0	0
Total Employees	135	143	154	158	161	27	24	23	24	20
Faculty (includes Counselors & Librarians)										
African-American	7	8	9	10	12	0	0	0	0	0
Hispanic	19	19	23	25	28	0	0	0	0	0
Asian/Pac Islander combined	24	20	22	21	20	0	0	0	0	0
Amer Indian/Alaskan Native	2	3	0	2	3	0	0	0	0	0
Two or more races (2009+)	--	2	7	7	7	--	0	0	0	0
Total Employees	439	428	469	487	481	9	7	7	10	8
All Other Groups*										
African-American	38	39	40	42	43	12	15	14	6	10
Hispanic	40	43	46	58	54	15	14	22	14	17
Asian/Pac Islander combined	62	60	62	64	66	10	11	13	6	10
Amer Indian/Alaskan Native	7	6	2	8	9	1	1	0	1	1
Two or more races (2009+)	--	5	8	11	13	--	1	3	3	2
Total Employees	632	658	683	732	741	131	125	145	89	114

Notes:

Est. PCC Service Area: White = 71%, Hispanic = 13%, Asian/Pacific Islander = 7.5%, Black = 4%, American Indian/Alaskan Native = 1%, Other/Multi-Race = 4% (based on Multnomah and Washington Counties) <http://quickfacts.census.gov/qfd/states/41/41051.html>, <http://quickfacts.census.gov/qfd/states/41/41067.html>

Employee data provided by PCC Office of Human Resources

Office of Institutional Effectiveness, Diversity2012Report.docx, March 2013