

**Portland Community College**  
**GOALS and INSTITUTIONAL EFFECTIVENESS INDICATORS**  
**March 2002**  
**Executive Summary**

This report summarizes data related to selected indicators of institutional effectiveness for Portland Community College that are keyed to college wide goals approved by the Board in January 2001. Many of the indicators are new this year, although they continue to reflect the emphasis on student outcomes that characterized earlier effectiveness reports. The report incorporates information from the most recent student and employer follow-up surveys, Oregon University System transfer studies and student/enrollment records available in the college data system. Departments throughout the college also contributed data and information for the report.

Based on data contained in the report, it is evident that

- ⊙ District residents have access to and utilize the educational opportunities available through the college.
  - Over a five-year period, more than one out of four college-age residents of the district enrolled in classes at Portland Community College.
  - The college strives to keep tuition and fees competitive and to ensure that students have access to financial aid.
  - Comprehensive campuses are located within a modest travel distance from home for most students. Distance learning classes are available for students unable to travel to a campus or center.
- ⊙ On average, more than 80% of all credit courses attempted are successfully completed, and three-quarters of all credit degree-seeking students maintain satisfactory standards of academic progress each term.
  - Course grades since 1998-99 suggest that implementation of the college administrative withdrawal (instructor drop) policy has substantially reduced the percentage of marks given for incomplete work, no basis for grade, or course withdrawal.
  - Only one out of six students placed on academic alert at the end of fall term will return to good standing spring term; most students do not re-enroll for classes that year.

**GOALS and INSTITUTIONAL EFFECTIVENESS INDICATORS**  
**Executive Summary - continued**

- ⊙ Although many students do not follow traditional patterns of enrollment, substantial numbers of students re-enroll from term to term and from year to year.
  - Non-credit courses (Adult Basic Skills, Community Education, Continuing Education Units) serve as entry points to the college for many students, who re-enroll in other types of courses during subsequent years.
  - Term-to-Term re-enrollment patterns for new credit students remain consistent over a five-year period; re-enrollment rates are substantially higher for degree seeking students than for non-degree seeking students.
- ⊙ On average, students earn slightly more than 20 credits each year, and time to degree for most students requires more than two calendar years.
- ⊙ The majority of graduates of professional technical programs are employed in jobs related to their training.
- ⊙ Most recent licensure pass rates for graduates of PCC programs (in occupational areas for which this is a requirement) are 75% or better.
- ⊙ Employers are satisfied with the quality of training demonstrated by former PCC students.
- ⊙ PCC students who transfer to schools in the Oregon University System perform as well as or better than other Oregon community college students; academic performance of PCC transfers is comparable to OUS "native" students and other university transfers.
  - Students feel that they are prepared for transfer and indicate that their program of study at PCC is related to the coursework they are taking at the transfer institution.
  - Students are beginning to take advantage of co-admission programs that facilitate transfer to Oregon University System schools.

**GOALS and INSTITUTIONAL EFFECTIVENESS INDICATORS**  
**Executive Summary - continued**

- ⊙ Over 80% of all students enrolled in Adult Education (ABE, GED, ESL) classes either completed at least one level of instruction or continued to make satisfactory progress within a level of instruction during the four-year period from 1994-95 through 1997-98.
- ⊙ Data indicate that students who successfully complete developmental math courses are re-enrolling and succeeding in next level courses at higher rates than in previous years.
  - Data also show that students in college preparatory programs are making the transition to regular credit classes within two years of initial enrollment.
- ⊙ Partnerships with business and government agencies enable the college to provide enhanced services to students in a wide range of programs throughout the district.
- ⊙ Course review, assessment and planning activities promote continuous improvement throughout the institution.
- ⊙ The college population is diverse and a variety of activities celebrate the cultural and ethnic backgrounds represented by students and staff.
  - Women and minorities are represented in the college population in proportionately greater numbers than in the metro area population as a whole.
  - Traditional college-age and working-age populations are well-represented in college enrollments; residents age 60 and older do not enroll in classes to the same extent.
- ⊙ The college and its various communities work together to address issues of mutual concern and to promote the development of our region.

Staff in the Institutional Research office will continue to engage college staff and the Board in discussions about institutional effectiveness, using their feedback to improve the current set of effectiveness indicators, strengthen the relationship between indicators and college wide goals and provide additional campus and program data to support college assessment and program review activities.

**GOALS and INSTITUTIONAL EFFECTIVENESS INDICATORS**  
**Executive Summary - continued**

- GOAL 1 – ACCESS: We will ensure that the college programs are accessible to all residents of the district through effective use of technology and strategic location of facilities.
- GOAL 2 – STUDENT SUCCESS: We will promote success for all students by focusing on student-centered instruction and services.
- GOAL 3 – GENERAL EDUCATION: We will provide learning experiences that enrich the individual, foster engagement in the community and prepare students to work in a global marketplace.
- GOAL 4 – PROFESSIONAL TECHNICAL EDUCATION: We will provide quality professional technical education that is responsive to industry needs and prepares students to work in a global marketplace.
- GOAL 5 – TRANSFER PREPARATION: We will be a leader in providing lower division transfer education that prepares students for success in obtaining baccalaureate degrees.
- GOAL 6 – READINESS: We will provide adult literacy and basic skills instruction that promotes readiness for college-level programs and for employment.
- GOAL 7 – PARTNERSHIPS: We will pursue strategic alliances with business, government agencies and educational institutions that enable PCC to serve the educational needs of district residents.
- GOAL 8 – CONTINUOUS IMPROVEMENT: We will commit ourselves to improvement in all aspects of the institution in order to ensure the quality of programs and services we provide.
- GOAL 9 – DIVERSITY: We will promote and celebrate diversity in our student body, faculty and staff in order to enrich the educational experience and reflect the diversity of our society.
- GOAL 10 – RESOURCES: We will develop and safeguard our resources (human, financial, capital and technological) to ensure that we can continue to provide quality educational programs.
- GOAL 11 – COMMUNITY: We will serve as a key resource in the life, growth and development of our district communities.

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## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 1: Access - Participation*

**Indicator** District residents utilize educational opportunities available through PCC.

**Measure** **Percent of DISTRICT RESIDENTS WHO ENROLL IN CLASSES at PCC**

- During the past five years, more than **one out of four** college-age district residents enrolled in at least one credit or non-credit class at Portland Community College.

Enrolled in Any Class	Number of Students Enrolled	Percent(%) of District Population <sup>1</sup>
<b>Unduplicated 5 Year<sup>2</sup></b>	<b>233,876</b>	<b>30.5%</b>
Any Credit Class	107,444	14.0%
Non-Credit Only	126,432	16.5%
<b>Unduplicated 3 Year<sup>3</sup></b>	<b>166,257</b>	<b>20.9%</b>
Any Credit Class	76,031	9.6%
Non-Credit Only	90,226	11.3%
<b>Current Year, 2000-01</b>	<b>78,846</b>	<b>9.6%</b>
Any Credit Class	33,778	4.1%
Non-Credit Only	45,068	5.5%

<sup>1</sup>For the current-year calculation of district population, 2000 Census data were used. For the 5-year calculation, 1998 district population estimates from the National Decision Systems Equifax Database were used. For the 3-year calculation, an average was calculated from these two sources.

<sup>2</sup>Unduplicated 5 Year shows the number of students who enrolled in at least one credit or non-credit course at any time during 1996-97, 1997-98, 1998-99, 1999-00 or 2000-01 academic years.

<sup>3</sup>Unduplicated 3 Year shows the number of students who enrolled in at least one credit or non-credit course at any time during 1998-99, 1999-00 or 2000-01 academic years.

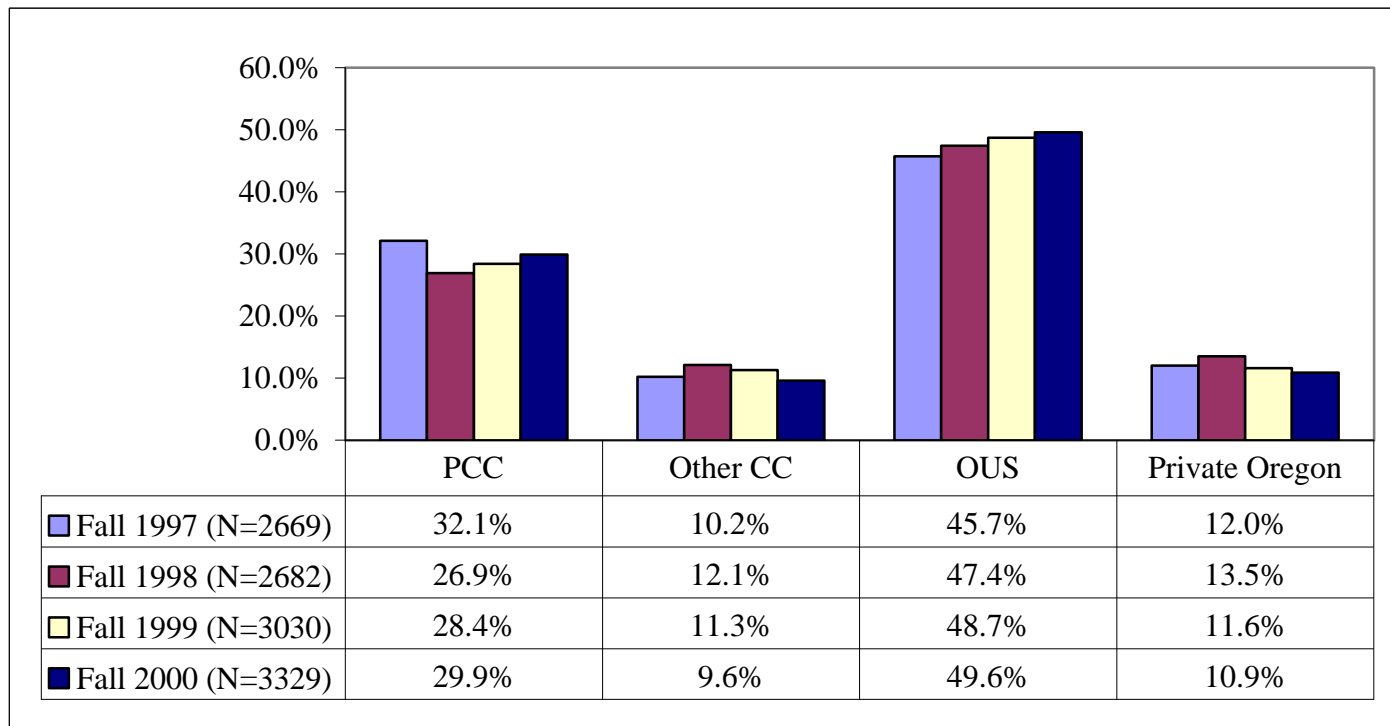
## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 1: Access - Participation*

**Indicator** District residents utilize educational opportunities available through PCC.

**Measure** **MARKET SHARE OF DISTRICT HIGH SCHOOL GRADUATES who enroll at 2- and 4- year colleges in Oregon during the fall term immediately after graduation**

- From 1997 to 2000, an average of **44%** of all district high school graduates enrolled at an Oregon college immediately after graduation.



Source: Oregon Student Assistance Commission, Office of Degree Authorization, *College Choices 1997, 1998, 1999 and 2000*

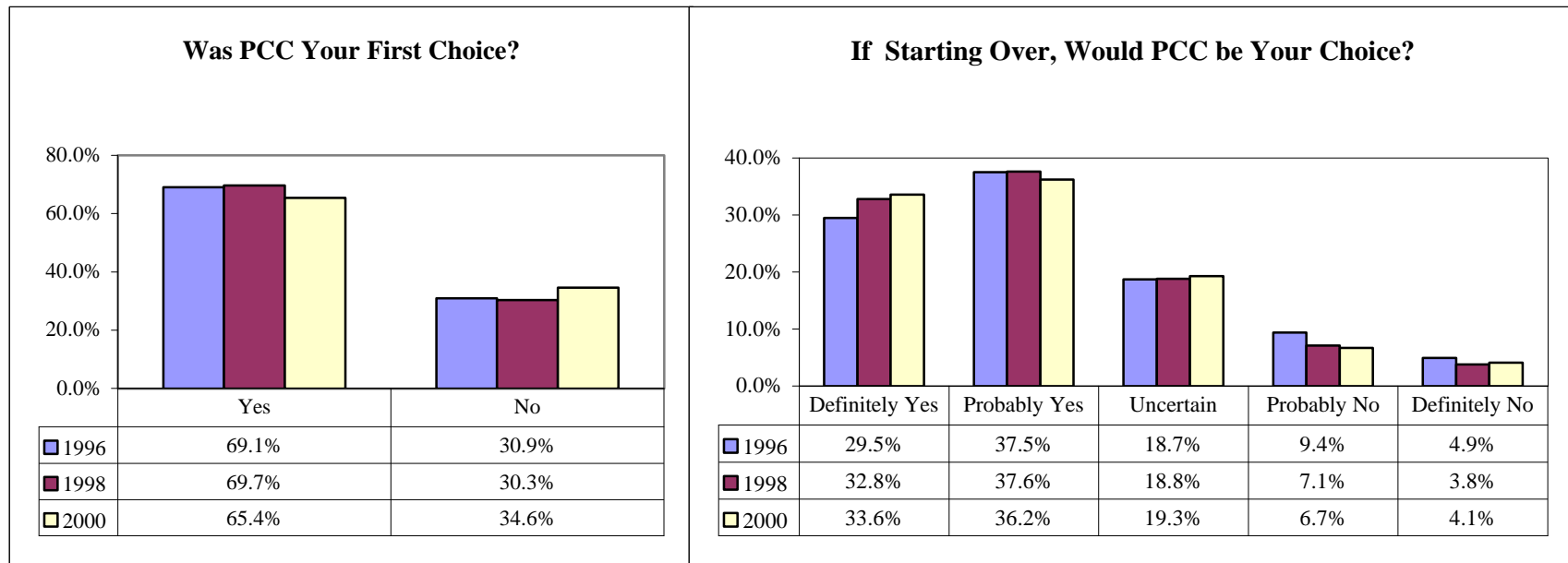
# INSTITUTIONAL EFFECTIVENESS 2002

## Goal 1: Access - Participation

**Indicator** PCC is the college of choice for students enrolled in credit classes.

**Measure** Percent of credit students who indicate that PCC WAS THE FIRST CHOICE FOR COLLEGE

- Two out of three credit students surveyed indicate that PCC was their first choice for college and that they would choose PCC again if they were re-starting a college career.



Source: 1996, 1998 and 2000 ACT Student Opinion Survey

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## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 1: Access - Affordability*

**Indicator**      Increases in tuition and fees are comparable to national indexes for student cost of education.

**Measure**      **COMPARISON OF PCC TUITION AND FEES WITH GENERAL AND EDUCATION-SPECIFIC DATA from the Consumer Price Index (CPI)**

Period <sup>1</sup>	% Increase in the Cost of Living (Overall CPI)	% Increase in the Student Cost of College & Tuition <sup>2</sup>	% Increase in the Student Cost of Education <sup>3</sup>	% Increase in PCC Tuition & Fees
1991-92 to 1992-93	3.1%	11.1%	N/A	3.7%
1992-93 to 1993-94	3.0%	8.9%	N/A	3.6%
1993-94 to 1994-95	2.5%	6.9%	6.5%	5.5%
1994-95 to 1995-96	3.0%	5.8%	5.6%	9.8%
1995-96 to 1996-97	2.8%	6.3%	5.5%	8.9%
1996-97 to 1997-98	2.3%	6.0%	4.9%	2.7%
1997-98 to 1998-99	1.7%	N/A	5.1%	2.7%
1998-00 to 1999-00	2.0%	N/A	4.9%	3.6%
1999-00 to 2000-01	3.7%	N/A	5.5%	6.3%
2000-01 to 2001-02	3.2%	N/A	4.8%	2.4%

<sup>1</sup>In order to make the time frame of the percentage change in the CPI roughly comparable to that of tuition and fees, June-to-June changes in the CPI are used.

<sup>2</sup>As reflected in the CPI for College Tuition and Expenses. This measure not available after 1997.

<sup>3</sup>As reflected in the CPI for Education expenses, which includes non-college educational expenses. This measure not available prior to 1993.

Source: PCC data from the PCC Annual Factbook. CPI data from the US Bureau of Labor Statistics.

## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 1: Access - Affordability*

**Indicator** Financial Aid is available to students who need assistance in order to attend college.

**Measure** Percent of credit students WHO UTILIZE FINANCIAL AID to attend PCC

- Between 1996-97 and 2000-01, the number of credit degree-seeking students increased by **53.2%**. During that same time period, the number of financial applicants rose by **43.2%** and the number of recipients increased by **39.4%**.

	Credit Degree-Seeking Students <sup>1</sup>	FA Applicants <sup>2</sup>		FA Recipients <sup>3</sup>		Pell Recipients		Loan Recipients <sup>4</sup>	
		N	As a % of Credit Degree-Seeking Students	N	As a % of Credit Degree-Seeking Students	N	As a % of Credit Degree-Seeking Students	N	As a % of Credit Degree-Seeking Students
1996-97	19,576	5,500	28.1%	4,129	21.1%	2,845	14.5%	2,852	14.6%
1997-98	22,189	5,785	26.1%	4,175	18.8%	2,973	13.4%	3,181	14.3%
1998-99	24,670	6,169	25.0%	4,353	17.6%	3,164	12.8%	3,413	13.8%
1999-00	26,730	6,948	26.0%	4,798	17.9%	3,275	12.3%	3,860	14.4%
2000-01	29,987	7,874	26.3%	5,754	19.2%	3,942	13.1%	4,900	16.3%

<sup>1</sup>**Credit degree-seeking students** are defined by student level (01) in Banner for last term enrolled during academic year.

<sup>2</sup>**Applicants** include students who apply to multiple institutions, who are denied eligibility (cannot demonstrate adequate need, do not comply with various federal requirements), drop out of the process, etc.

<sup>3</sup>**Recipients** are students to whom FA funds (need-based and non-need based) were paid; may include students to whom money was paid and subsequently re-collected. Note that total FA resources available for distribution to students will vary from year to year.

<sup>4</sup>**Loan Recipients** includes students who received need-based (Stafford/Subsidized, Perkins, Nursing) and non-need based (Stafford/Unsubsidized, Other) loans.

Source: Banner Student and Financial Aid data; PCC Financial Aid Office

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## INSTITUTIONAL EFFECTIVENESS 2002

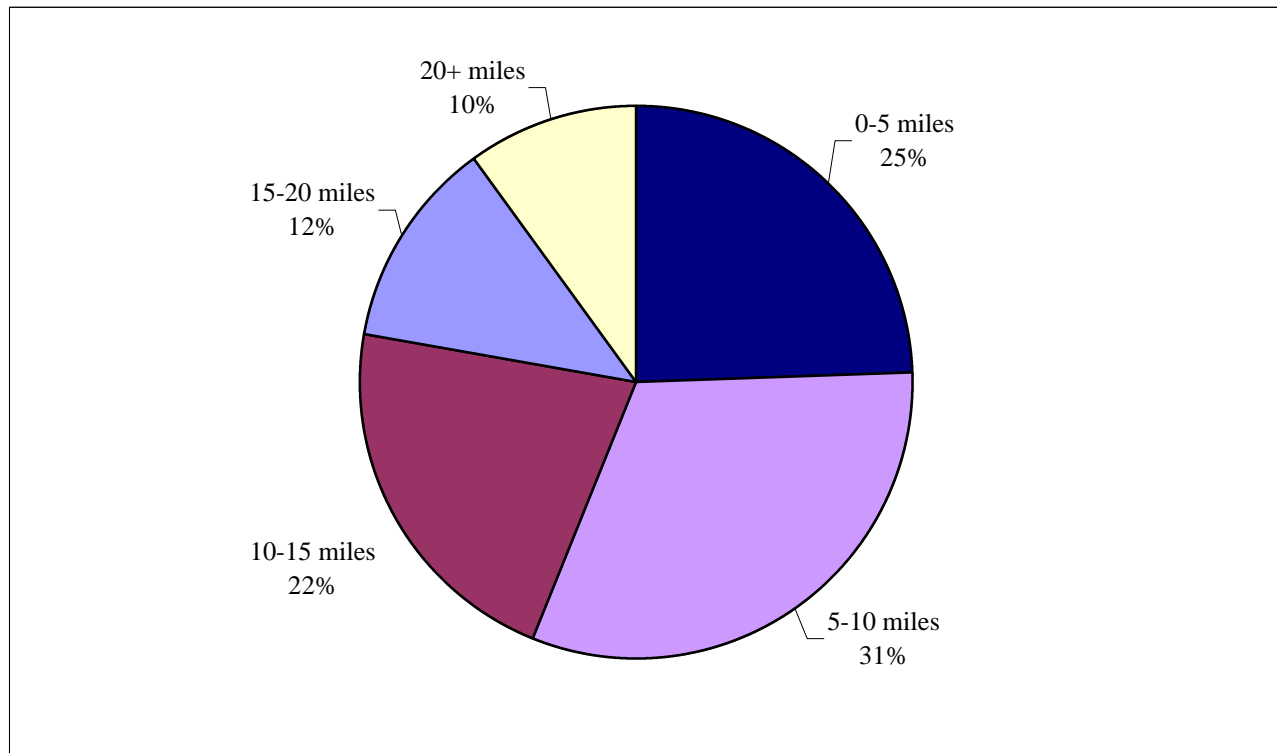
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### *Goal 1: Access - Location*

**Indicator** Comprehensive campuses provide access to students within reasonable travel distance from home.

**Measure** TRAVEL DISTANCE FROM HOME for students taking credit classes at Sylvania, Cascade and Rock Creek campuses during 2000-01

- **One out of four** credit students lives within five miles of a comprehensive campus.
- **More than half** of all credit students live within ten miles of a comprehensive campus.



Source: 2000-01 Zip code data available in Banner

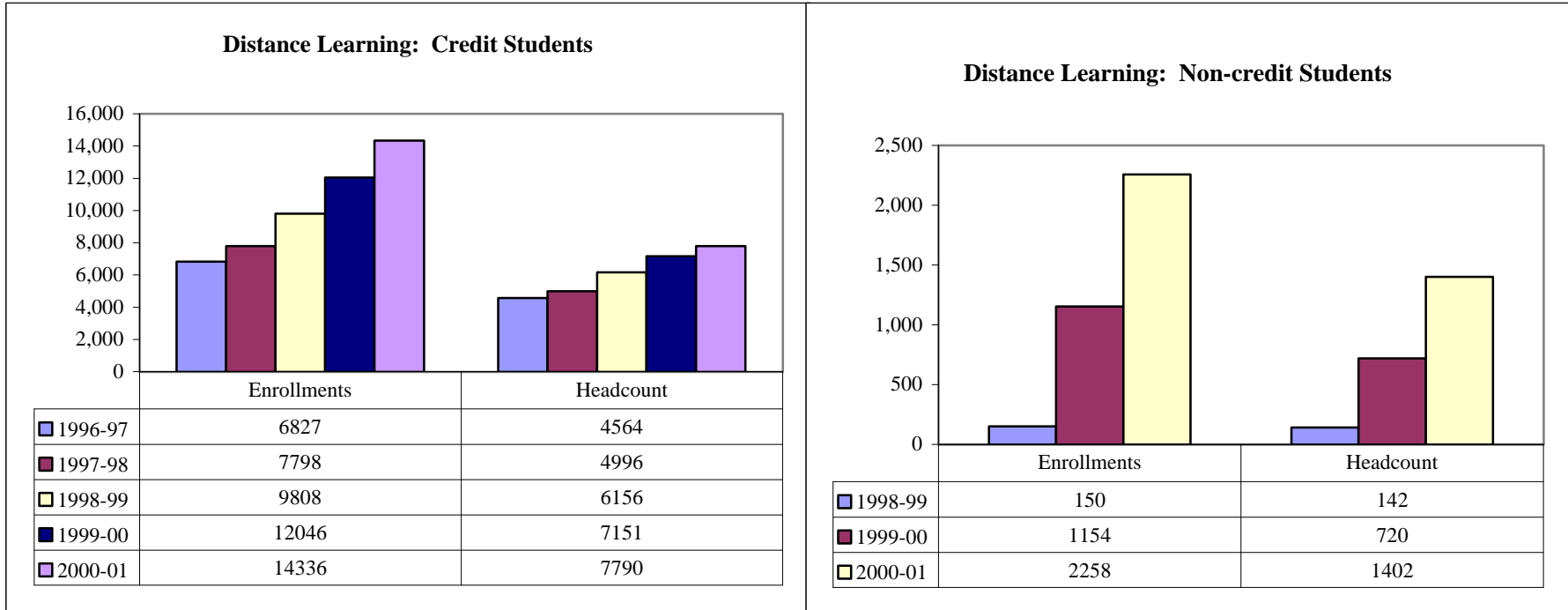
## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 1: Access - Location

**Indicator**      Students have access to education through distance learning classes.

**Measure**      Numbers of students **ENROLLED IN CREDIT AND NON-CREDIT DISTANCE EDUCATION CLASSES**

- Between 1996-97 and 2000-01, the number of students taking a credit class via distance learning increased **71%**, and the number of class enrollments increased **110%**.
- In 2000-01, approximately **1 out of 6** PCC credit students enrolled in a distance learning class.



Source: Banner Student data; no data available for non-credit distance learning prior to 1998-99.

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## INSTITUTIONAL EFFECTIVENESS 2002

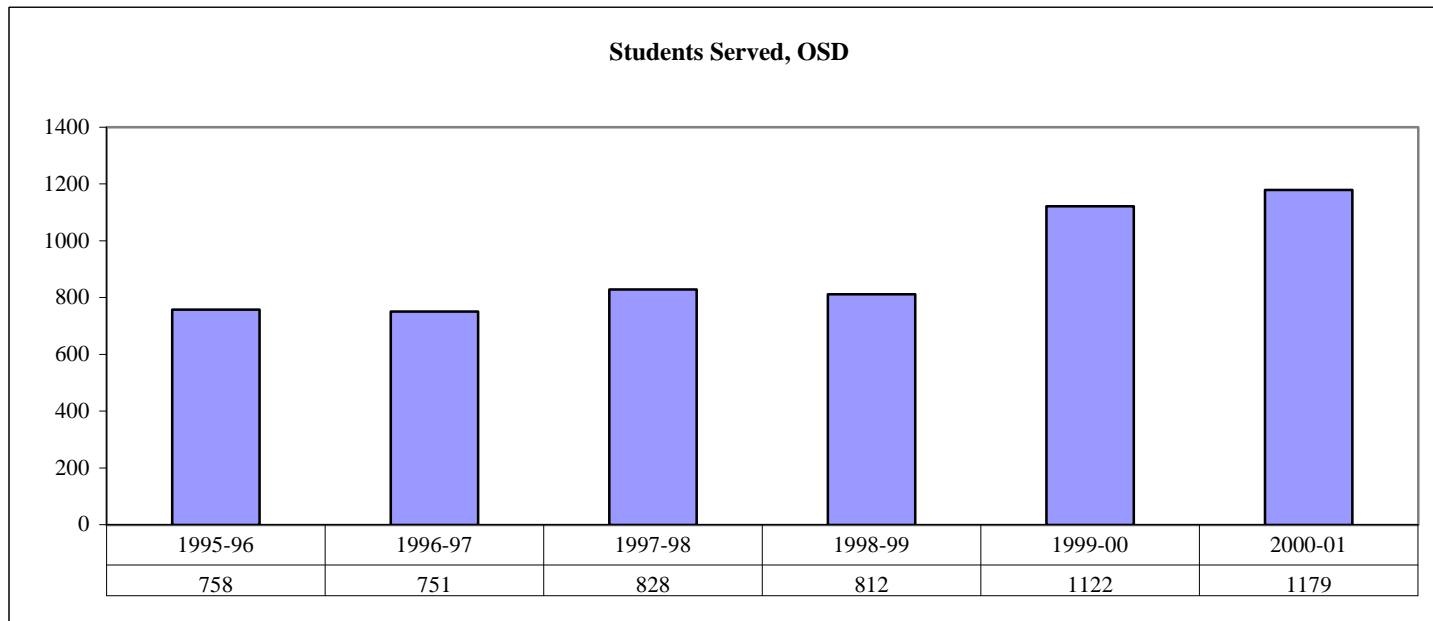
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### *Goal 1: Access - Special Services*

**Indicator** Students with disabilities have access to services that enable them to attend classes at PCC.

**Measure** Numbers of students SERVED BY THE OFFICE FOR STUDENTS WITH DISABILITIES (OSD)

- OSD **provides services** that help make **access a reality** for students with a variety of disabilities, including but not limited to physical, learning, developmental, hearing, visual and temporary disabilities.
- The staff of the office includes specialists in the areas of assistive technology services, auxiliary support services, counseling, interpreter services and learning disability specialists. The professional staff is assisted by readers, tutors, aides, and volunteers. OSD also coordinates the Culinary Assistant program.



Source: Office for Students with Disabilities

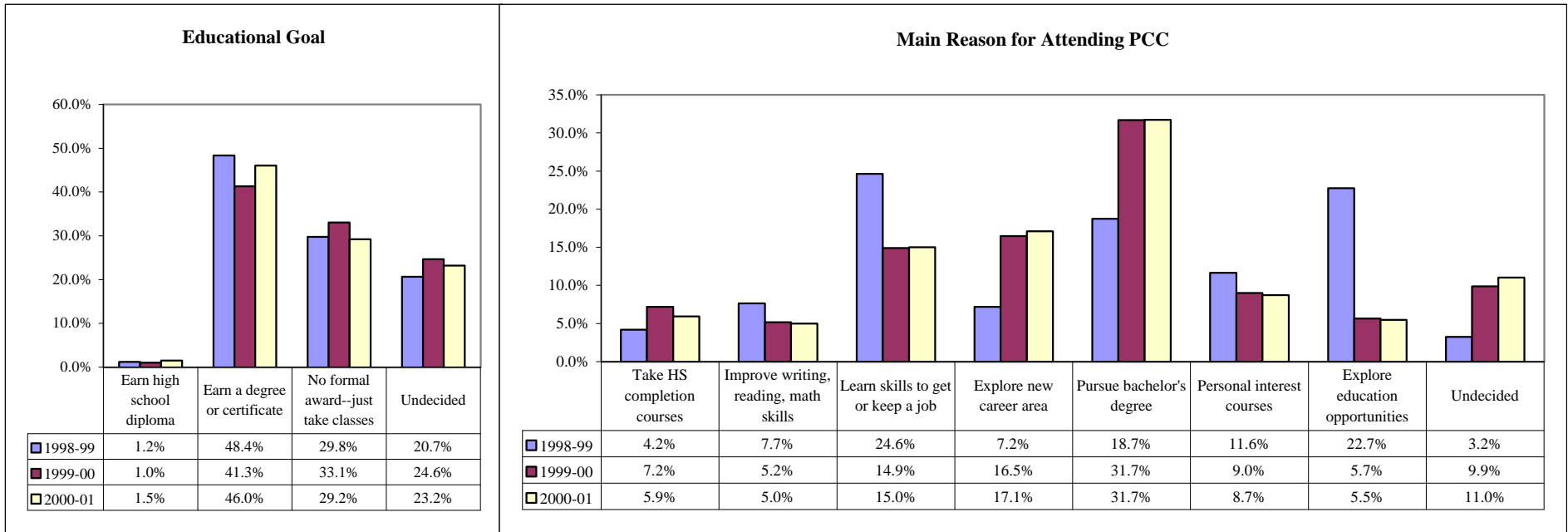
INSTITUTIONAL EFFECTIVENESS 2002

**Goal 2: Student Success - Identify Goals**

**Indicator** Students identify goals related to education.

**Measure** Numbers of credit students who **INDICATE SPECIFIC EDUCATIONAL GOALS AND GENERAL INTENT GOALS** at time of admission to the college

- Between 1998-99 and 2000-01, approximately **one-third** of all credit students provided a response regarding their educational goal. **One-fourth** provided a response indicating their main reason for attending PCC.



Source: Banner Student Data

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## INSTITUTIONAL EFFECTIVENESS 2002

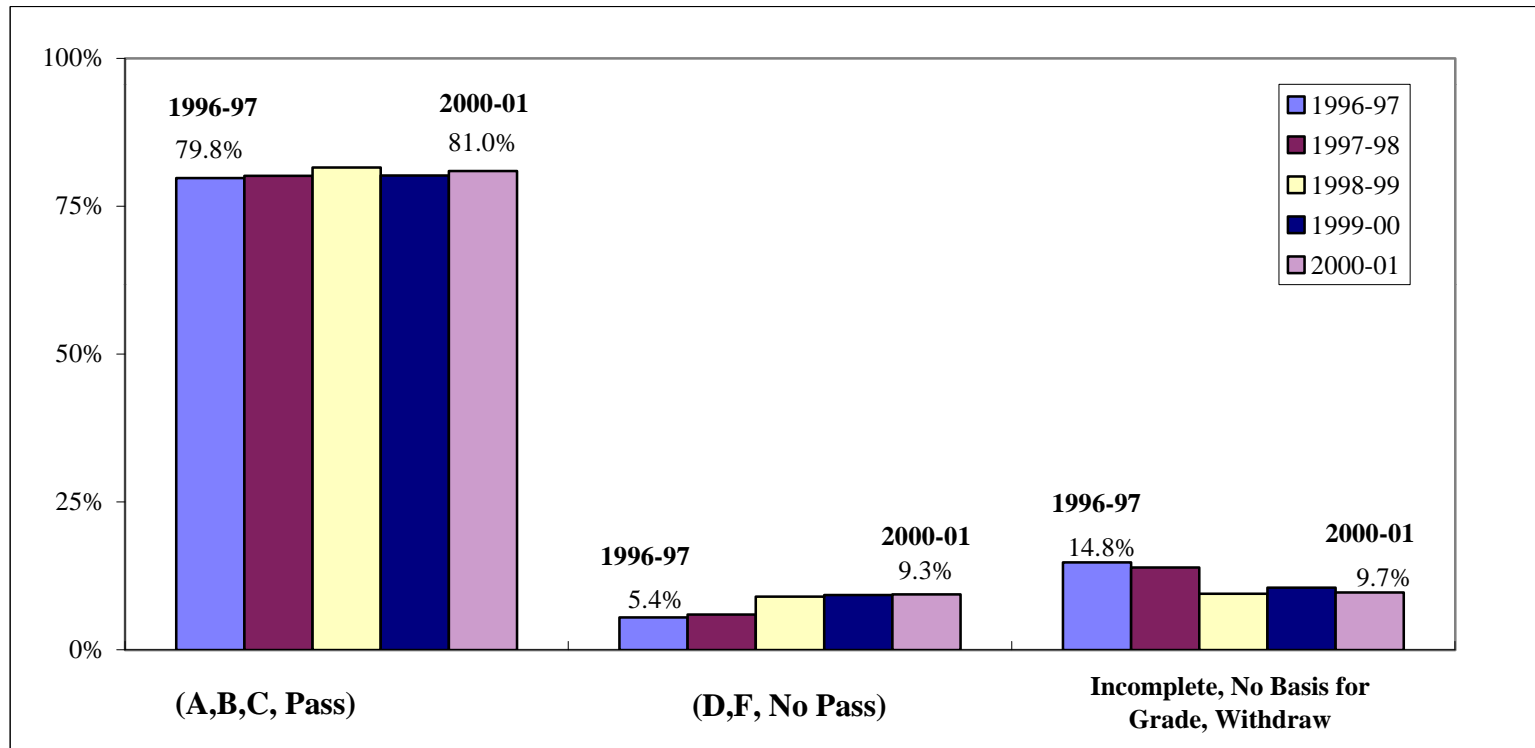
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### *Goal 2: Student Success - Classroom Learning*

**Indicator** Students successfully complete college credit courses.

**Measure** Percent of courses in which students **ACHIEVE A, B, C OR PASS GRADES**

- An average of **80.5%** of college credit courses were successfully completed (A, B, C, Pass) by students during the past five years.



Source: 1996-97, 1997-98, 1998-99, 1999-00 and 2000-01 grade distribution data

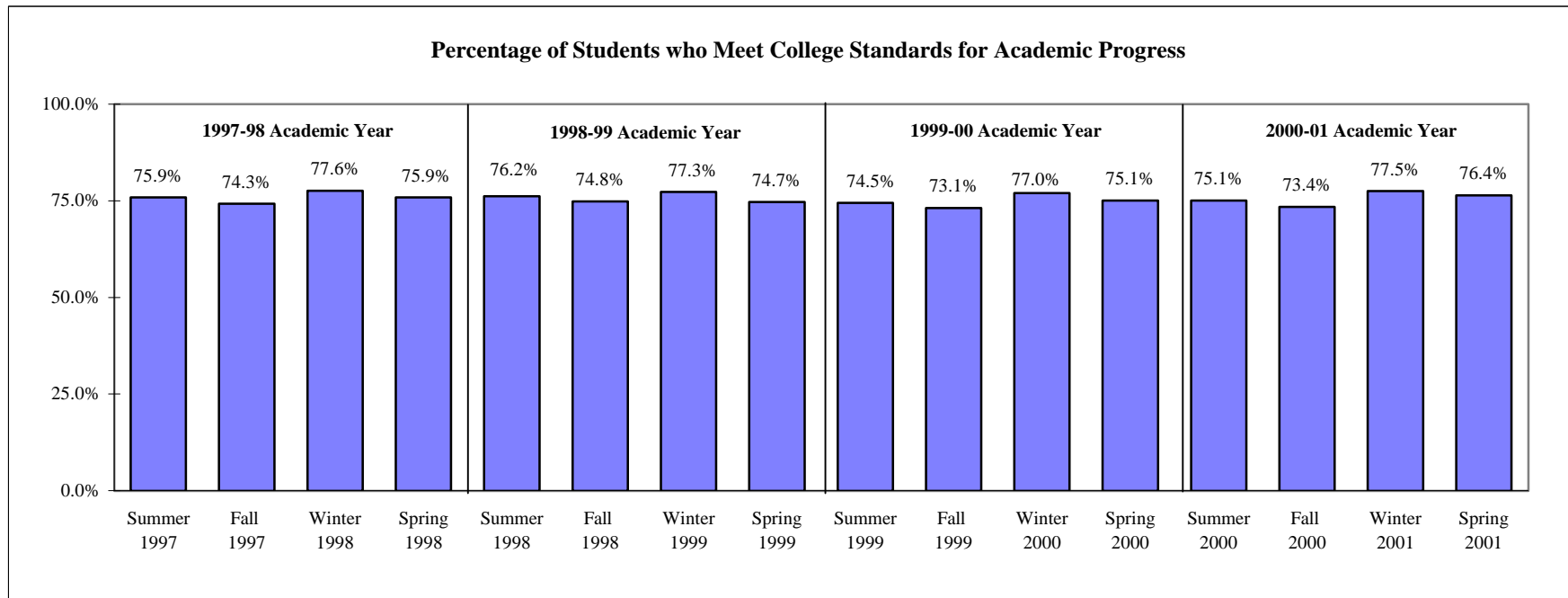
## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 2: Student Success - Classroom Learning*

**Indicator** Students meet college standards for satisfactory academic progress.

**Measure** **Percent of degree-seeking students who SUCCESSFULLY COMPLETE AT LEAST 50% OF CREDIT HOURS ATTEMPTED WITH A MINIMUM 2.0 GPA**

- Between summer term 1997 and spring term 2001, an average of **75.5%** of all **degree-seeking** students achieved the college standard for student academic progress.
- Between summer term 1997 and spring term 2001, an average of **67.5%** of **all credit** students achieved the college standard for student academic progress.



Source: Banner Student Data

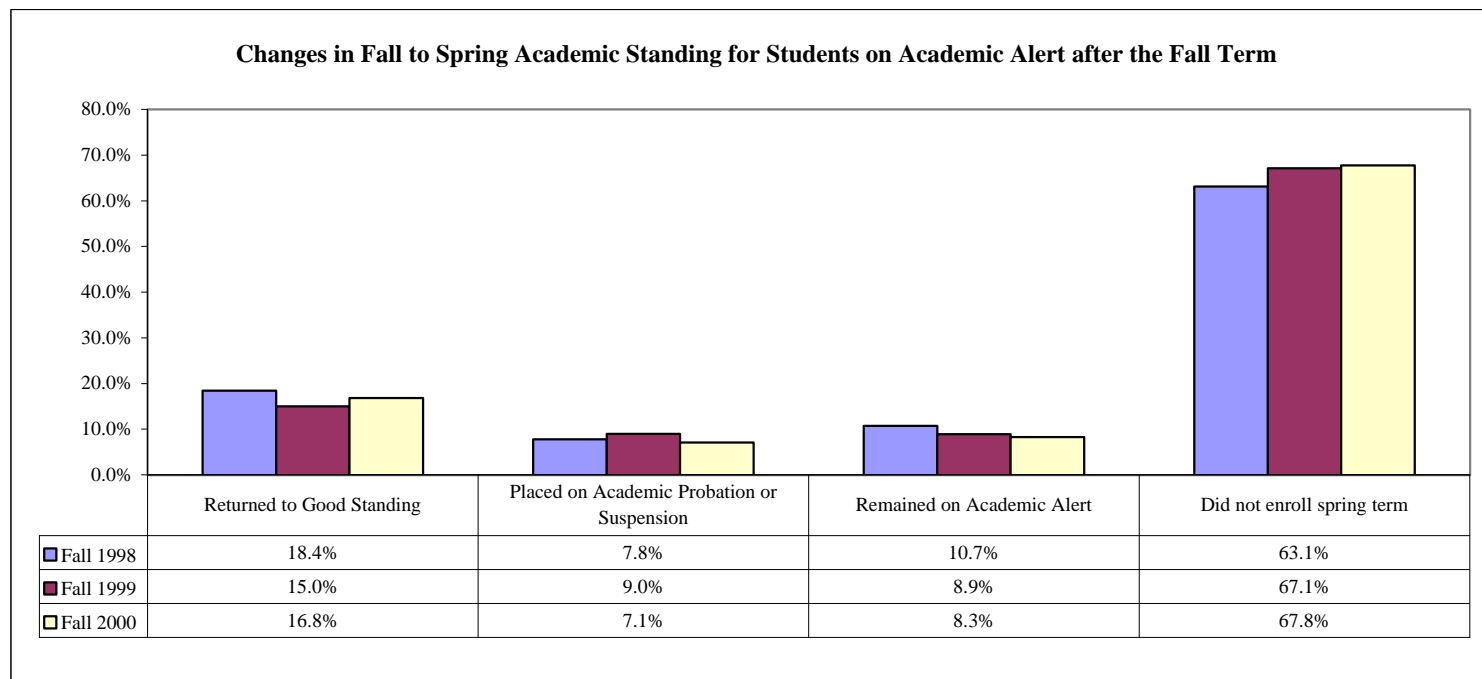
## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 2: Student Success - Classroom Learning*

**Indicator** Students placed on academic alert return to good standing.

**Measure** Percent of students placed on academic alert at the end of the fall term who **RETURN TO GOOD STANDING** within one academic year

- A combined total of 8,788 students were on academic alert at the end Fall 1997, Fall 1998 and Fall 1999 terms. Of these, **305 (3.5%)** were disqualified for financial aid for the following winter or spring term due to a lack of satisfactory academic progress.



Source: Banner Student Data

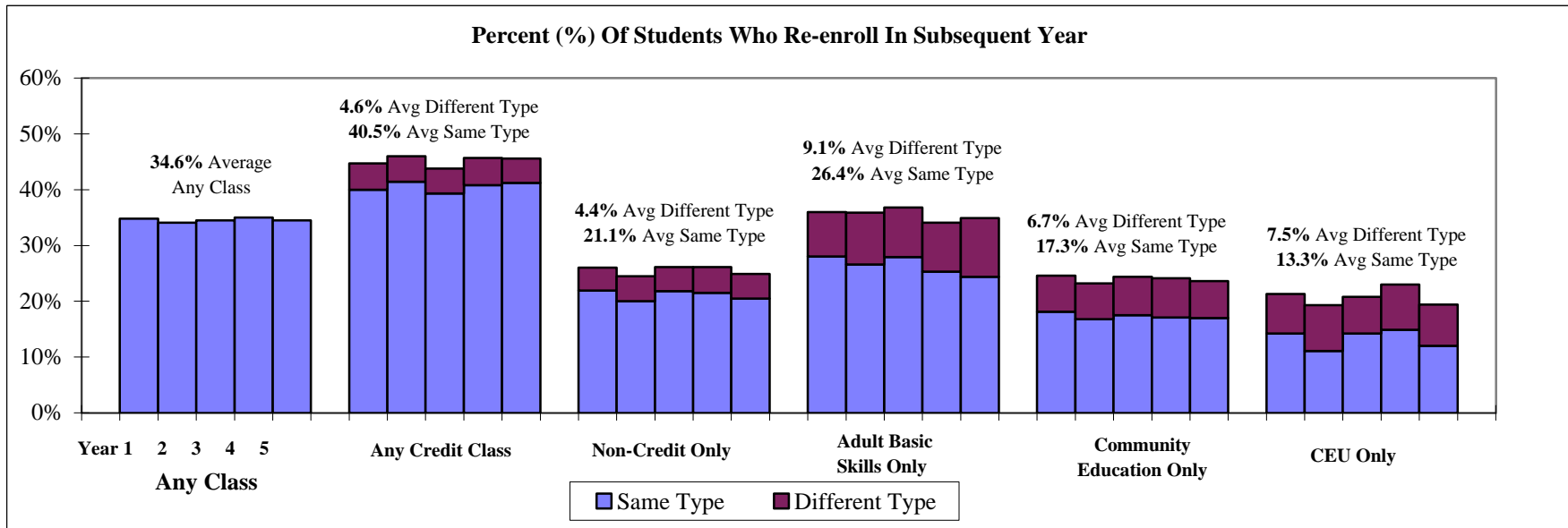
## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 2: Student Success - Progress

**Indicator** Students continue to participate in PCC credit and non-credit courses.

**Measure** Percent of PCC students who **RE-ENROLL IN A SUBSEQUENT YEAR**

- Approximately one **out of every three students** who enrolled during an academic year re-enrolls in classes during the following academic year.
- Students who enroll in **Any Credit Class** show the highest percentage of re-enrollment (41.2% in 2000-01) in the *same* type of course.
- Some students re-enroll in courses of different types. Students who enroll in **Adult Basic Skills Only** show the high-test percent (on average 9.1% during the past four years) of re-enrollment in a *different* type of course during the following year.



Note: Year 1 - Enrolled in 1995-96 and returned in 1996-97  
 Year 2 - Enrolled in 1996-97 and returned in 1997-98  
 Year 3 - Enrolled in 1997-98 and returned in 1998-99

Year 4 - Enrolled in 1998-99 and returned in 1999-00  
 Year 5 - Enrolled in 1999-00 and returned in 2000-01

See Appendix 1 for data table related to this measure.

## INSTITUTIONAL EFFECTIVENESS 2002

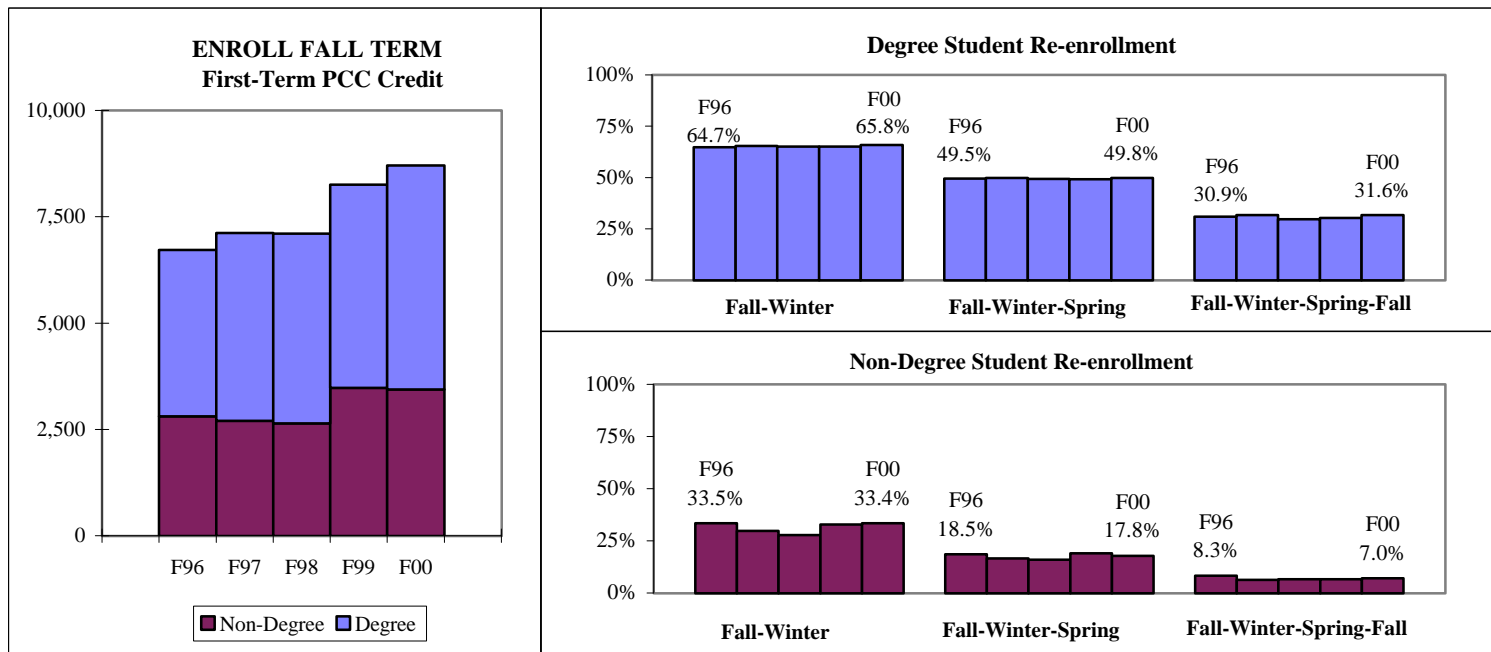
### Goal 2: Student Success - Progress

**Indicator** Students continue to enroll in credit classes.

**Measure** Percent of Fall term, first term (new to PCC) credit students who **ENROLL DURING SUBSEQUENT TERMS IN AN ACADEMIC YEAR**

Over a five-year period, of all **degree-seeking students** enrolled for the first time in credit classes during fall term:

- **65.2%** re-enrolled in credit classes during the subsequent winter term.
- **49.5%** re-enrolled in credit classes during *both* winter and spring terms.
- Approximately **one out of three students (30.8%)** remained enrolled in credit classes during winter and spring terms *and* re-enrolled for the next fall term.



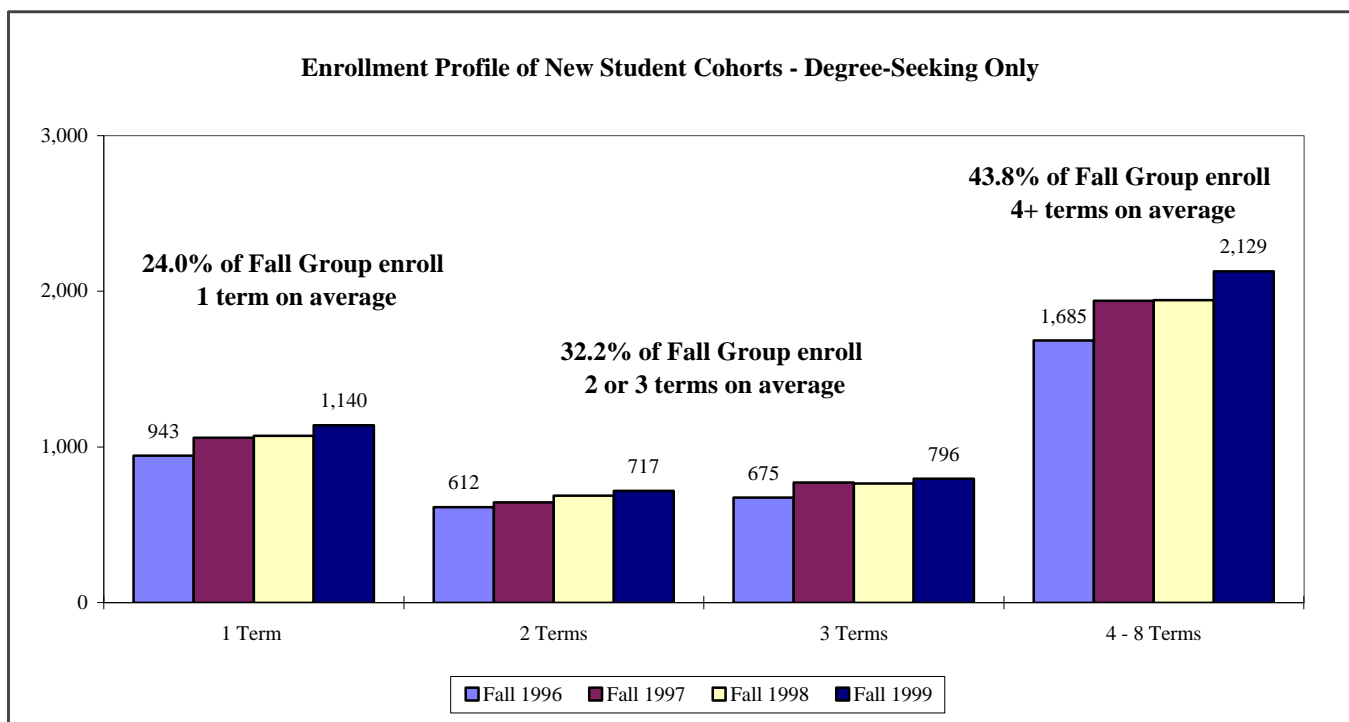
See Appendix 2 for data table related to this measure.

## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 2: Student Success - Progress

**Indicator** Students continue to enroll in credit classes.

**Measure** Average number of terms in which degree-seeking Fall Term first-term (new to PCC) credit students ENROLL DURING A TWO-YEAR PERIOD



Note: The four-year average number of new credit students enrolled fall term = 4,394.

See Appendix 3 for data table related to this measure.

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## INSTITUTIONAL EFFECTIVENESS 2002

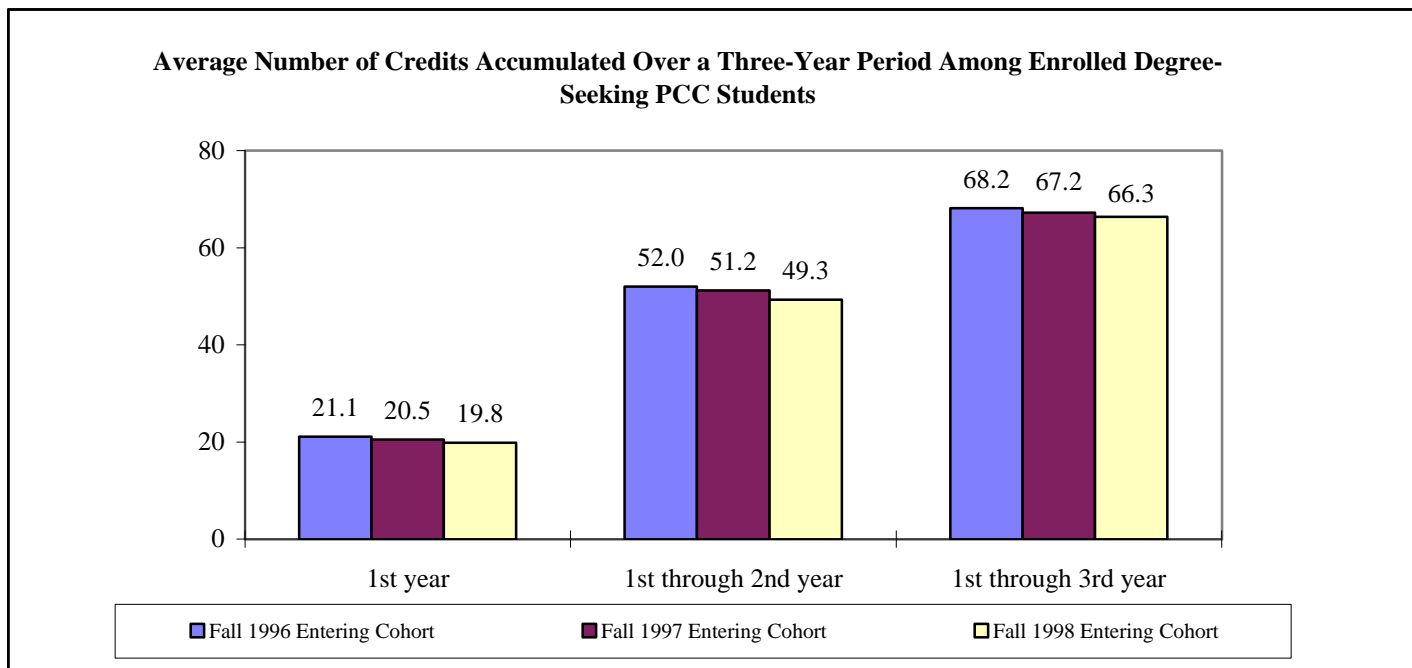
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### *Goal 2: Student Success - Progress*

**Indicator** Students make progress towards degrees/certificates.

**Measure** **AVERAGE CUMULATIVE CREDITS EARNED** by degree-seeking students within three years of initial enrollment at PCC

- The percentage of degree-seeking students who entered in Fall 96, Fall 97 and Fall 98 and who earned a degree or certificate by the end of their third year was **9.8%, 9.6% and 8.4%**, respectively (not shown in graph).
- Among the entering Fall 96, Fall 97 and Fall 98 cohorts, the percentage of students who did not take credit coursework during the third year was **66.4%, 65.1% and 67.4%**, respectively (not shown in graph).



Note: Graph excludes students who did not take credit coursework because they dropped out or had earned a degree or certificate. Figures for Fall 96 cohort reflect enrollment through 1998-99; Fall 97 cohort, enrollment through 1999-00; and Fall 98 cohort, enrollment through 2000-01.

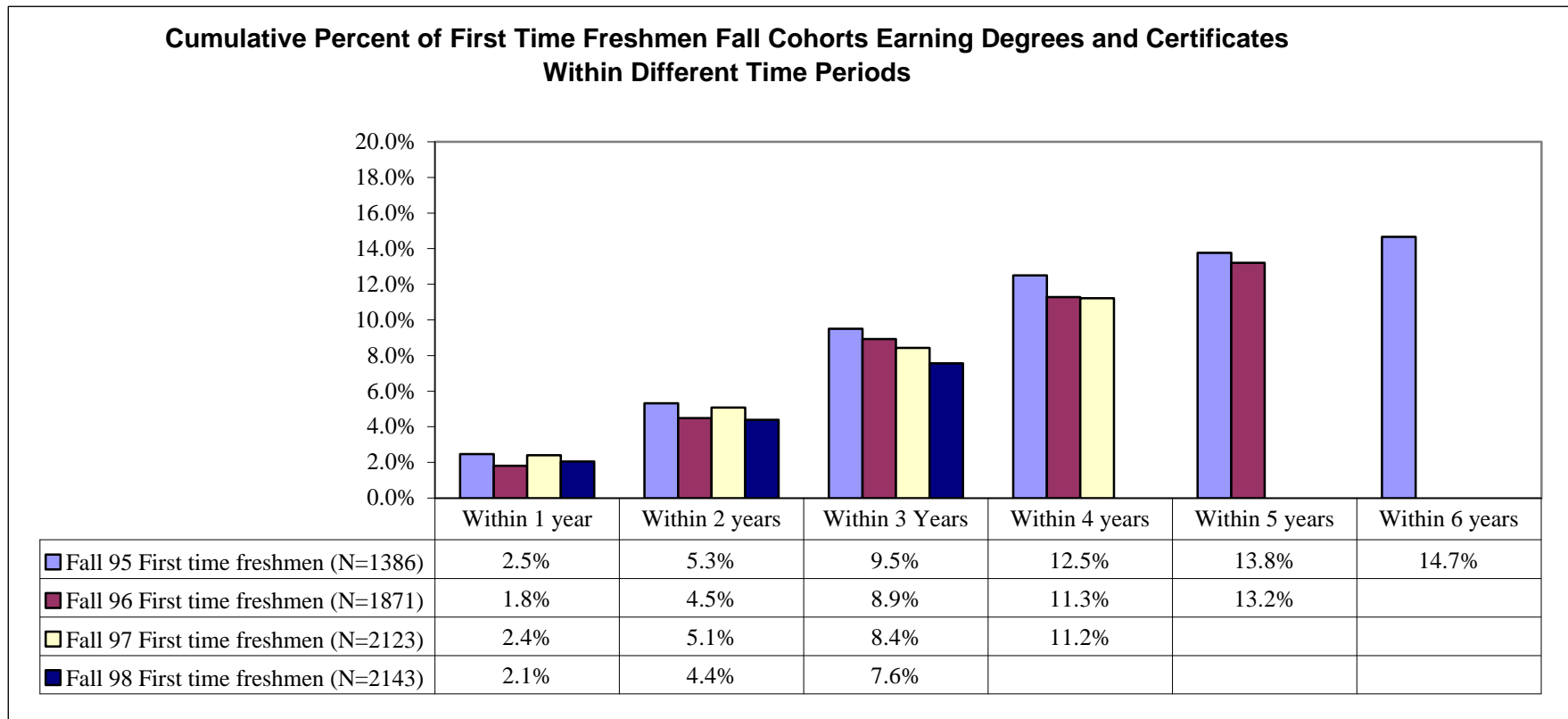
Source: Banner Student Data

## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 2: Student Success - Complete goals

**Indicator** Students successfully complete the requirements for certificates and degrees awarded by Portland Community College

**Measure** Actual time required to EARN A PCC CERTIFICATE OR DEGREE based on longitudinal data



Note: Numbers within each year are cumulative. The percentage of students earning degrees within a longer time period includes those who earned degrees within the shorter time periods. Some students may petition for graduation in a year after they finished their PCC coursework. In these cases, the degree is dated for the year in which they finished their coursework, and this may account for higher degree completion percentages for the earlier cohorts.

Source: Banner Student Data

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INSTITUTIONAL EFFECTIVENESS 2002

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**Goal 2: Student Success - Complete Goals**

**Indicator** Students successfully complete the requirements for certificates and degrees awarded by Portland Community College.

**Measure** **Number of PCC students who EARN CERTIFICATES AND DEGREES**

- In 2000-01, **786 students** also earned a General Education Development certificate (GED) awarded by the state of Oregon.

<b>Degrees and Certificates Awarded</b>					
	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>
<b>Certificates</b>					
One-Year	226	247	198	249	243
Two-Year	<u>72</u>	<u>64</u>	<u>63</u>	<u>38</u>	<u>53</u>
Total	298	311	261	287	296
<b>Degrees</b>					
Associate of Arts, Oregon Transfer	290	239	233	260	221
Associate of Science	286	267	288	269	299
Associate of General Studies	181	151	145	145	140
Associate of Applied Science	<u>537</u>	<u>573</u>	<u>521</u>	<u>539</u>	<u>479</u>
Total	1,294	1,230	1,187	1,213	1,139
High School Diplomas	136	180	145	175	149
<b>Total Degrees/Certificates</b>	<b>1,728</b>	<b>1,721</b>	<b>1,593</b>	<b>1,675</b>	<b>1,584</b>

Note: Some students may petition for a formal award in a year subsequent to the year PCC coursework is completed. Numbers reported in prior effectiveness indicator reports have been updated to include these awards.

INSTITUTIONAL EFFECTIVENESS 2002

**Goal 2: Student Success - Complete Goals**

**Indicator** Students achieve primary educational goals.

**Measure** Percent of students who indicate **ATTAINMENT OF A PRIMARY EDUCATIONAL GOAL**

Primary Goal	1995-96		1996-97		1997-98		1998-99		1999-00	
	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students	Percent Accomplish Goal	Number of Students
Prepare for New Career	87.8%	288	87.4%	132	88.7%	221	92.7%	179	90.5%	228
Upgrade Skills to Keep Job or Get Better Job	85.1%	97	94.3%	33	92.1%	38	86.0%	37	87.5%	56
Take Classes to Transfer to Four-year College	92.9%	209	96.0%	144	95.3%	172	95.8%	181	96.9%	185
Take Classes for Personal Interest	100.0%	19	100.0%	10	100.0%	10	100.0%	10	85.7%	6
Other	85.0%	17	90.9%	20	96.0%	25	96.2%	25	92.3%	24
<b>Total who Achieved Primary Goal</b>	<b>89.2%</b>	<b>630</b>	<b>92.1%</b>	<b>339</b>	<b>92.1%</b>	<b>466</b>	<b>93.7%</b>	<b>432</b>	<b>92.4%</b>	<b>499</b>
<b>Number of Students who Provided Information</b>		<b>706</b>		<b>368</b>		<b>468</b>		<b>461</b>		<b>540</b>

Source: Follow-up surveys of 1995-96, 1996-97, 1997-98, 1998-99 and 1999-00 graduates and completers in all degree categories

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INSTITUTIONAL EFFECTIVENESS 2002

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**Goal 2: Student Success - Satisfaction**

**Indicator**      Students are satisfied with the quality of their educational experience at PCC.

**Measure**        Percent of graduates/program completers who **RATE LEARNING ENVIRONMENT EXCELLENT OR GOOD**

<b>Learning Environment Rated Excellent or Good</b>	<b>1995-96</b> (N = 714)	<b>1996-97</b> (N =332)	<b>1997-98</b> (N =457)	<b>1998-99</b> (N =463)	<b>1999-00</b> (N =558)
All surveyed students were asked to evaluate:					
<b>Range of Subject Matter Available</b>	<b>81.5%</b>	<b>82.4%</b>	<b>80.1%</b>	<b>82.6%</b>	<b>76.2%</b>
<b>Class Size</b>	<b>76.9%</b>	<b>81.0%</b>	<b>79.2%</b>	<b>78.2%</b>	<b>74.8%</b>
<b>Competence of Instruction</b>	<b>81.8%</b>	<b>79.9%</b>	<b>75.3%</b>	<b>77.6%</b>	<b>77.6%</b>
<b>Facilities</b>	<b>79.9%</b>	<b>75.6%</b>	<b>73.6%</b>	<b>69.2%</b>	<b>66.4%</b>
<b>Availability of Classes When Needed</b>	<b>66.8%</b>	<b>70.0%</b>	<b>69.3%</b>	<b>67.3%</b>	<b>73.4%</b>
<b>Availability of Instructors Outside Class</b>	<b>69.9%</b>	<b>66.8%</b>	<b>63.2%</b>	<b>64.4%</b>	<b>63.8%</b>
<b>Equipment Availability</b>	<b>68.3%</b>	<b>65.5%</b>	<b>64.4%</b>	<b>63.4%</b>	<b>59.6%</b>
<b>Equipment Quality</b>	<b>66.9%</b>	<b>61.5%</b>	<b>61.7%</b>	<b>61.4%</b>	<b>54.7%</b>
Students who used the following services evaluated:					
<b>Advising by Program/Instructors</b>	NA	<b>68.0%</b>	<b>66.2%</b>	<b>67.3%</b>	<b>69.0%</b>
<b>Cooperative/Work Experience Program</b>	NA	<b>68.9%</b>	<b>66.3%</b>	<b>65.7%</b>	<b>59.3%</b>
<b>Availability of Tutors</b>	<b>60.3%</b>	<b>56.4%</b>	<b>51.0%</b>	<b>63.4%</b>	<b>51.8%</b>
<b>Advising by Admissions/Counseling</b>	NA	<b>56.1%</b>	<b>51.2%</b>	<b>56.2%</b>	<b>53.9%</b>
<b>Vocational /Career Planning</b>	NA	<b>49.7%</b>	<b>49.5%</b>	<b>56.1%</b>	<b>55.5%</b>
<b>Job Placement Services</b>	NA	<b>50.0%</b>	<b>44.0%</b>	<b>54.4%</b>	<b>44.8%</b>

Source: Follow-up surveys of 1995-96, 1996-97, 1997-98, 1998-99 and 1999-00 graduates and completers in all degree categories

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## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 3: General Education - Core Competencies*

**Indicator**        Students demonstrate mastery of core learning outcomes.

**Measure**        **Results of assessment related to CORE LEARNING OUTCOMES**

College staff are currently engaged in a process to develop rubrics and assessment strategies related to core learning outcomes:

- PCC faculty teams are currently identifying assessment criteria essential to measuring student learning in five core areas: critical thinking and problem solving, communication, community and environmental responsibility, self-reflection and cultural awareness.
- Faculty teams were organized during Fall Term 2001, and twenty faculty members participated in a training session conducted by a team of assessment experts from Washington community colleges. After the training, PCC faculty teams began work on rubrics that can be used to measure the degree to which students demonstrate proficiency in each core outcome. Assessment rubrics created by the PCC teams will be reviewed by other faculty and by the college assessment committee in the Spring of 2002. Procedures for using the assessment rubrics will be incorporated into the college assessment plan, and results of core outcomes assessment will be summarized in future editions of the collegewide Effectiveness Indicators report.

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 3: General Education - Civic Responsibility and Teamwork***

**Indicator**        Students participate in activities that promote civic responsibility and teamwork.

**Measure**        **Examples of related STUDENT ACTIVITIES**

#### **Service Learning**

- Service-learning integrates volunteerism into the traditional class experience. By combining learning objectives, community service, and reflection, service-learning helps students better understand course material; explore values, ethics, leadership, and civic engagement; learn about diverse cultures and lifestyles; and appreciate their ability to make a difference by participating in community problem-solving. (Kim Saliba, Ph.D., Service-Learning Faculty Coordinator)
- During 2000-01, **46 faculty** taught courses with service learning components, during 2001-02 that number has grown to **82**. An additional **55** faculty members have expressed interest in service learning, and there are 36 administrators and staff performing support functions specific to service learning.
- During the four terms of the 2000-01 academic year, approximately **850** students spent thousands of hours in class related service learning activities. During the Fall 2001 and Winter 2002 terms, 700 students have participated. There are 97 students working with local schools through the Learn and Serve Grant Project.

#### **Associated Students of PCC (ASPCC) Activities**

ASPCC sponsors many social, educational, civic, and special interest activities and clubs. The following list highlights some of their outstanding accomplishments:

- |   |                                      |  |
|---|--------------------------------------|--|
| • Political Activities                              | • Activism Activities                | • Helping / Building Community                   |
| Over 650 students registered to vote                | Hate Free Awareness Day              | Blood Drives                                     |
| Lobbying for student issues in Salem and Washington | Journey to a Hate Free Millennium    | Provided families with holiday dinners and gifts |
| Get out the Vote Campaign                           | Holocaust Memorial Display           | Beginning and end of term festivities            |
| Called over 8,000 students about the bond measure   | Sponsored many Multi-cultural events | Outreach to Evening students                     |
| Bond Measure outreach and canvassing                | Board Meeting rallies                | Food Drives                                      |

Source: Kim Saliba, Faculty Coordinator of Service Learning; Coordinators/Student Leadership

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## INSTITUTIONAL EFFECTIVENESS 2002

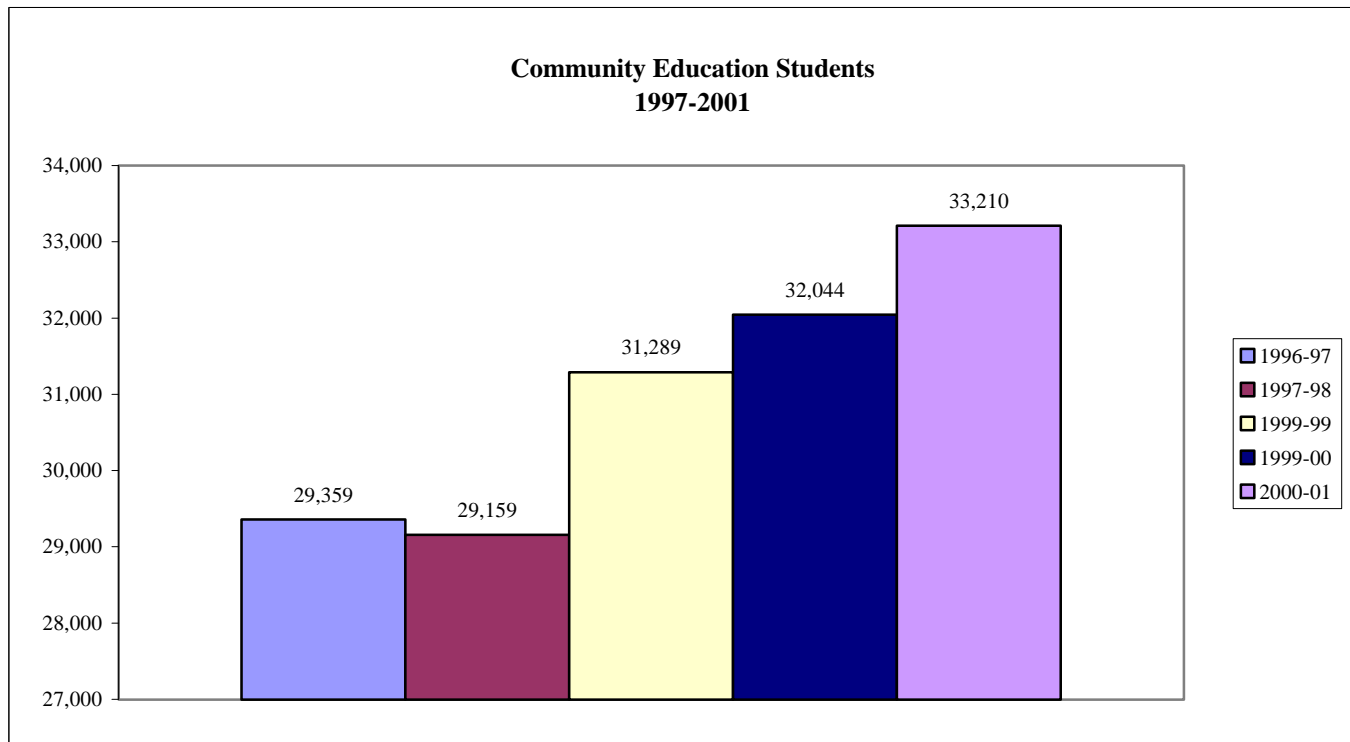
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### *Goal 3: General Education - Enrichment*

**Indicator** Students participate in educational experiences that enrich/enhance their lives.

**Measure** Enrollment in COMMUNITY EDUCATION courses

- The number of students enrolled in Community Education courses increased by **13.1%** from 1996-97 to 2000-01.

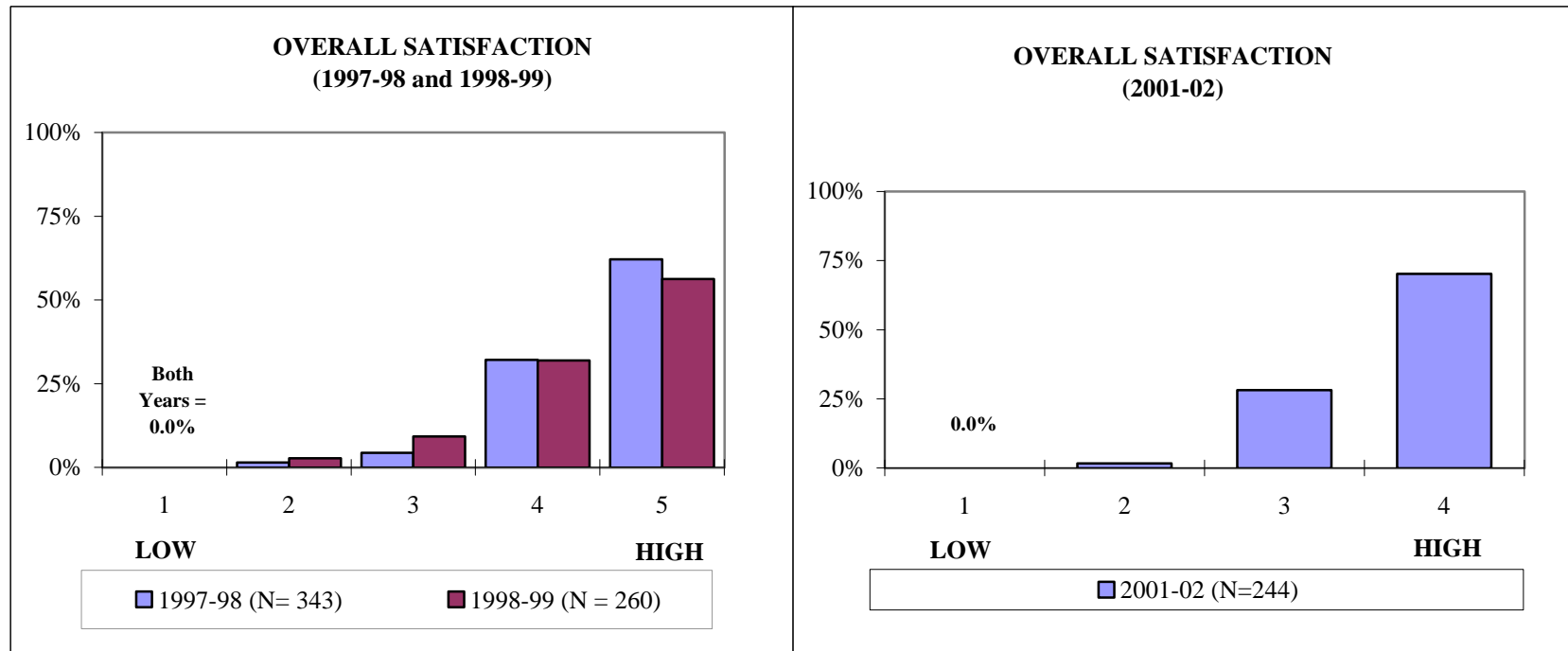


## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 3: General Education - Enrichment

**Indicator** Students participate in educational experiences that enrich/enhance their lives.

**Measure** Student **SATISFACTION WITH COMMUNITY EDUCATION COURSES**



Note: The number of all Community Education students equals 29,159 in 1997-98, 31,289 in 1998-99 and 33,210 in 2000-01.

Source: 1997-98 and 1998-99 Community Education class surveys. Beginning Fall term 2001, Community Education distributed a revised survey form as a pilot test to a small sample of classes.

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INSTITUTIONAL EFFECTIVENESS 2002

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**Goal 4: Professional Technical Education - Employment Success**

**Indicator** Students obtain employment as a result of training provided by PCC.

**Measure** Percent of Students who ENTER EMPLOYMENT IN JOBS RELATED TO TRAINING

<b>PROFESSIONAL/TECHNICAL Students - Job Related to Program of Study</b>					
<b>Survey Response</b>	<b>1995-96 (N= 413)</b>	<b>1996-97 (N= 227)</b>	<b>1997-98 (N= 267)</b>	<b>1998-99 (N= 257)</b>	<b>1999-00 (N=316)</b>
<b>Yes, it is directly or closely related</b>	<b>68.3%</b>	<b>73.5%</b>	<b>68.9%</b>	<b>73.9%</b>	<b>71.2%</b>
<b>Yes, it is somewhat related</b>	<b>15.7%</b>	<b>11.6%</b>	<b>13.9%</b>	<b>12.8%</b>	<b>14.9%</b>
<b>Not Related</b>	<b>16.0%</b>	<b>14.8%</b>	<b>17.2%</b>	<b>13.2%</b>	<b>13.9%</b>

<b>ALL Students - Job Related to Program of Study</b>					
<b>Survey Response</b>	<b>1995-96 (N= 556)</b>	<b>1996-97 (N= 372)</b>	<b>1997-98 (N= 388)</b>	<b>1998-99 (N= 368)</b>	<b>1999-00 (N=452)</b>
<b>Yes, it is directly or closely related</b>	<b>54.5%</b>	<b>55.1%</b>	<b>51.6%</b>	<b>54.9%</b>	<b>54.6%</b>
<b>Yes, it is somewhat related</b>	<b>18.0%</b>	<b>14.2%</b>	<b>17.0%</b>	<b>14.1%</b>	<b>17.3%</b>
<b>Not Related</b>	<b>27.5%</b>	<b>30.7%</b>	<b>31.4%</b>	<b>31.0%</b>	<b>28.1%</b>

Source: Follow-up surveys of 1995-96, 1996-97, 1997-98, 1998-99 and 1999-00 graduates and completers in all degree categories

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## INSTITUTIONAL EFFECTIVENESS 2002

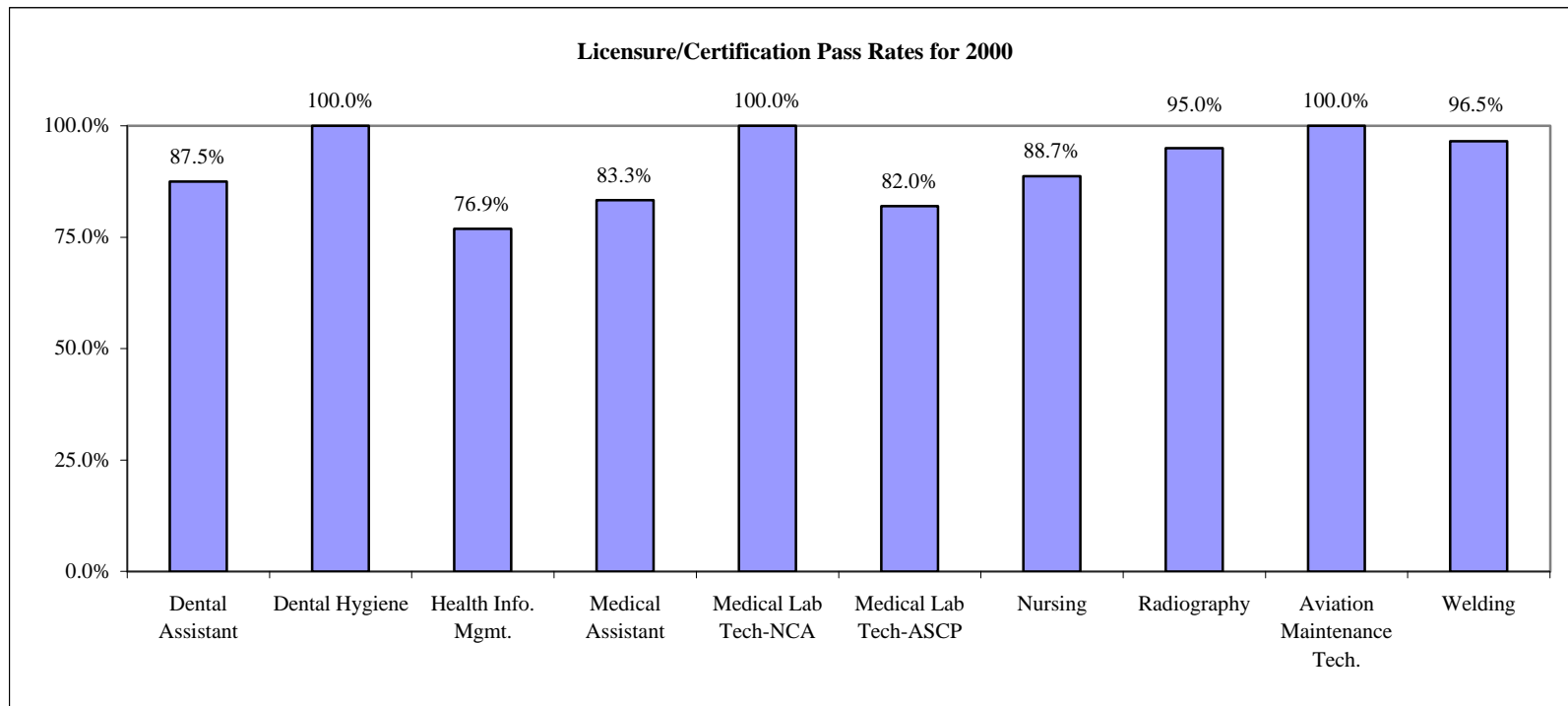
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### *Goal 4: Professional Technical Education - Employment Success*

**Indicator** Students obtain employment as a result of training provided by PCC.

**Measure** Percent of students who **PASS LICENSURE/CERTIFICATION EXAMS RELATED TO TRAINING**

- In 2000, licensure/certification pass rates at PCC **exceeded national pass rates** in all program areas for which national data were available.<sup>1</sup>



<sup>1</sup>In 2000, national pass rate data were not available for Dental Assistant, Aviation Maintenance Technology and Welding exams. Oregon pass rate data not available for most programs.

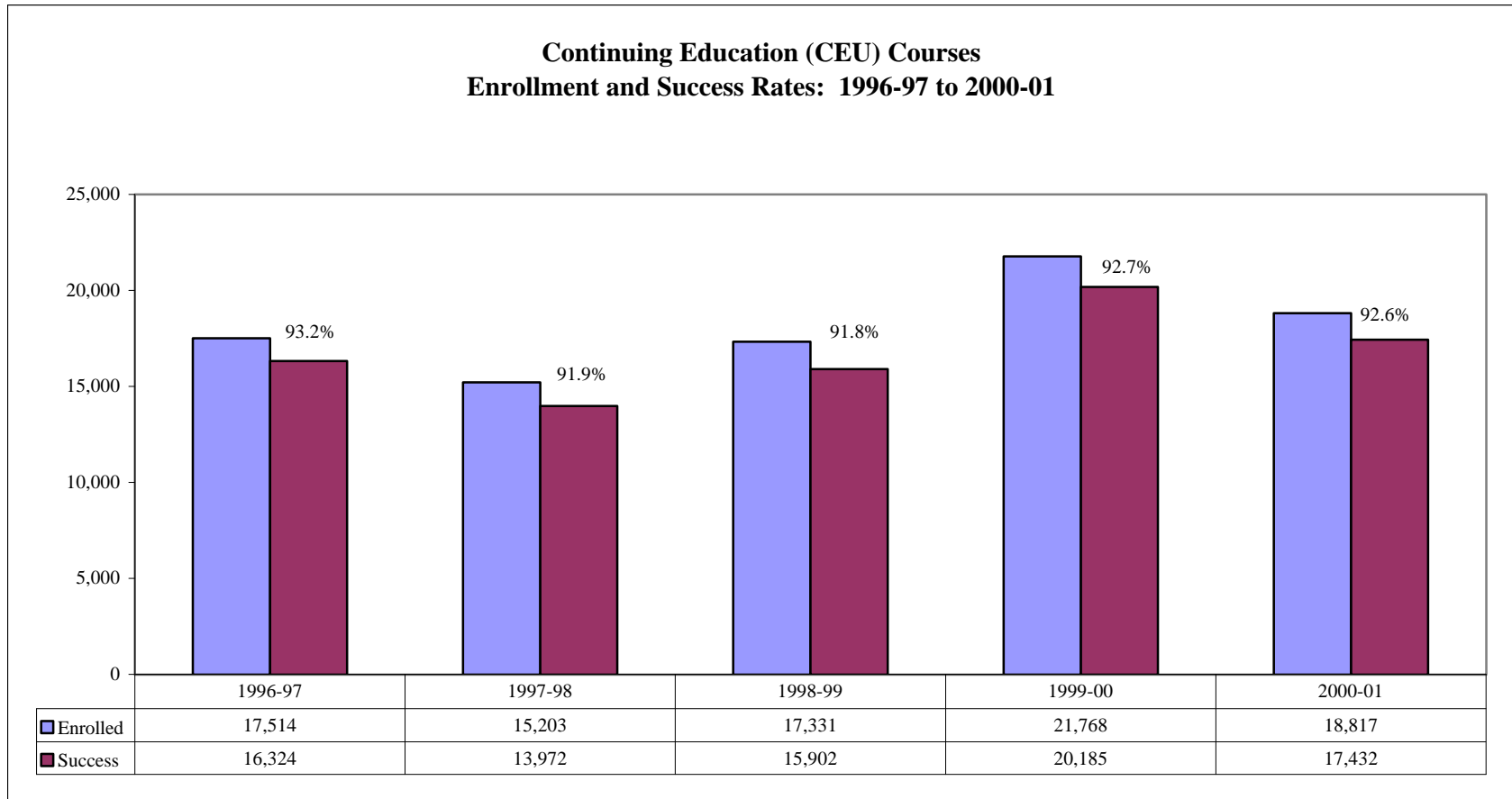
Source: PCC instructional and administrative staff, Oregon Office of Community College Services

## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 4: Professional Technical Education - Employment Success*

**Indicator**      Students upgrade employment-related skills.

**Measure**      **Percent of continuing Education (CEU) courses in which students ACHIEVE AN SC<sup>1</sup> GRADE**



<sup>1</sup>SC = Successfully Completed

Source: Banner Student Data

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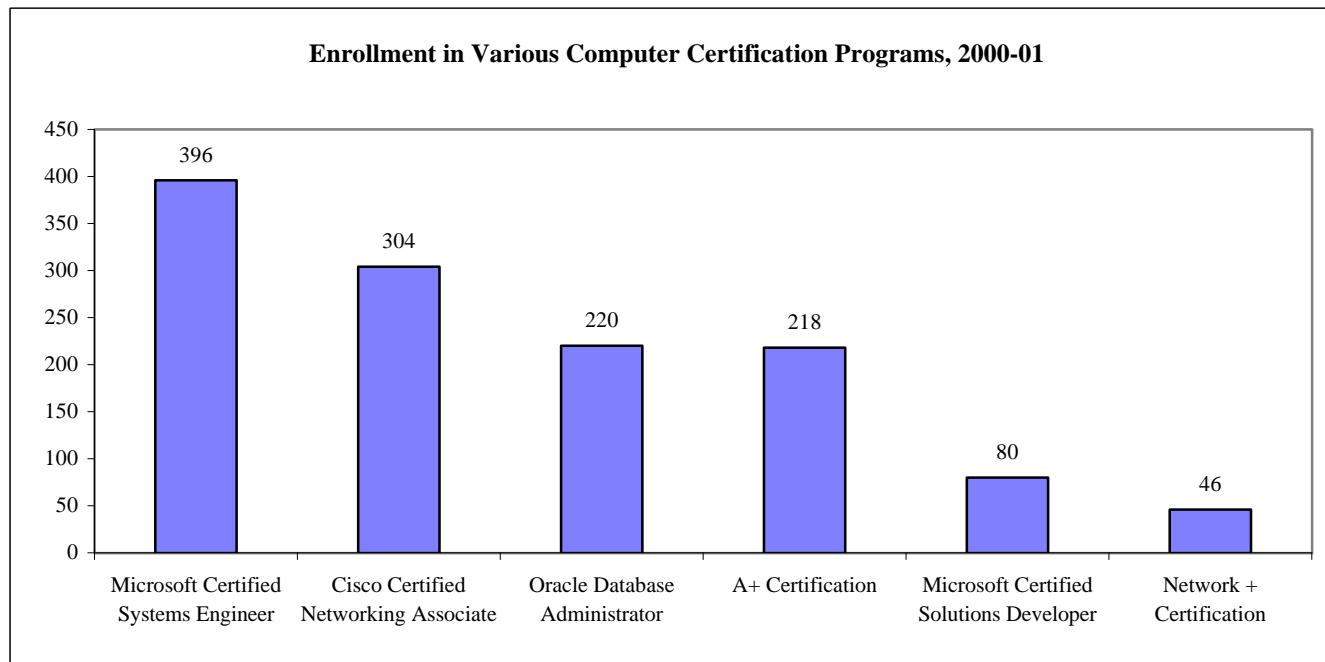
## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 4: Professional Technical Education - Employment Success*

**Indicator** Students upgrade employment-related skills.

**Measure** Enrollment in **COMPUTER INDUSTRY CERTIFICATION PROGRAMS**



Note: Enrollment numbers provide duplicated counts of students, since some students may take more than one course.

Source: Open Campus Computer Education Program

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## INSTITUTIONAL EFFECTIVENESS 2002

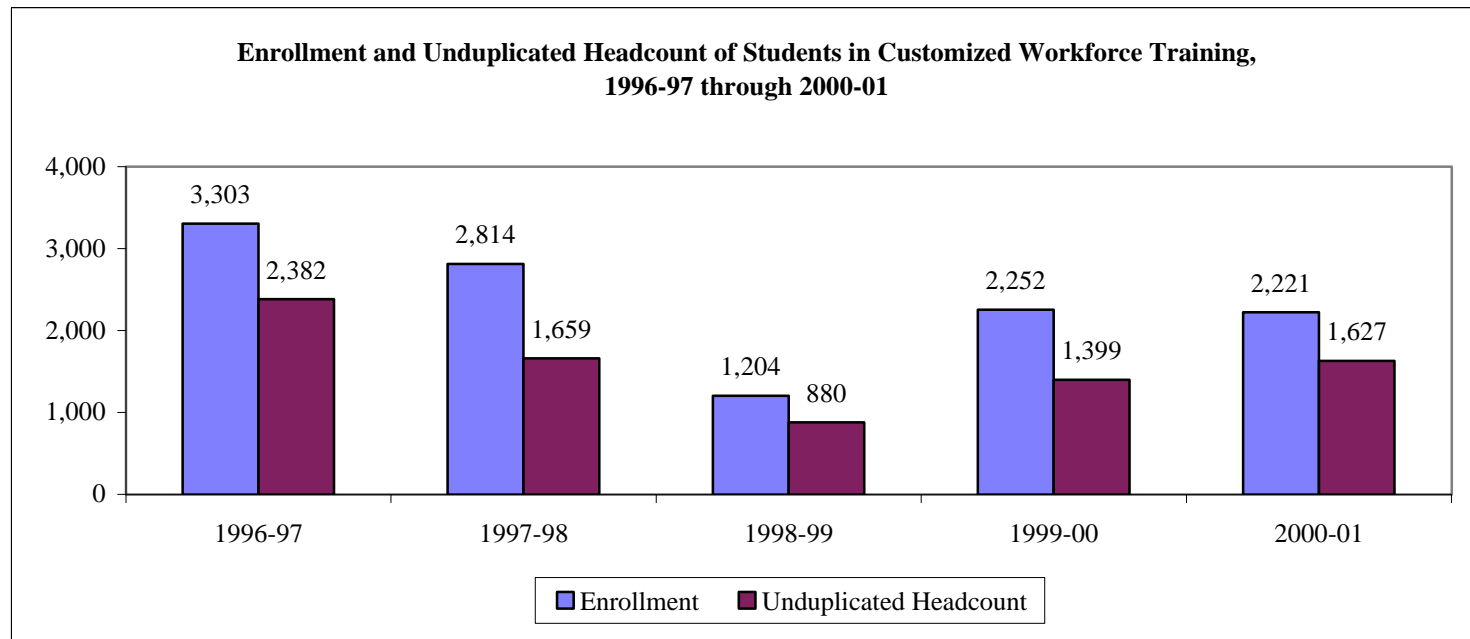
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### *Goal 4: Professional Technical Education - Business and Industry Needs*

**Indicator** The college is responsive to industry requests for customized workforce training.

**Measure** Numbers of students served by **CUSTOMIZED WORKFORCE TRAINING PROGRAMS**

- In 2000-01, approximately **38 businesses** were served through customized workforce training programs.



Note: Enrollment numbers represent duplicated counts of students, since some students may take more than one Customized Workforce Training Course in a given academic year.

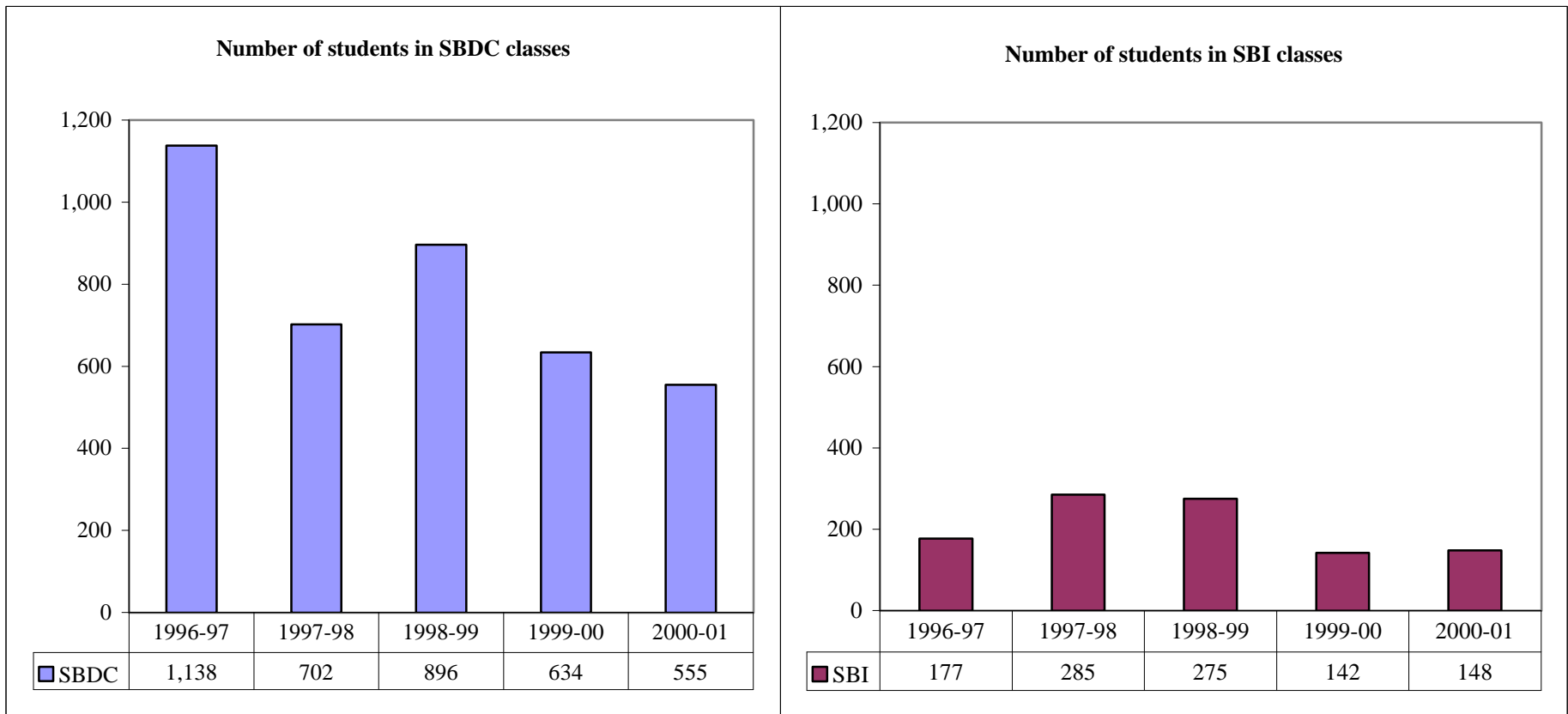
Source: Banner student data

## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 4: Professional Technical Education - Business and Industry Needs*

**Indicator**     The college is responsive to training needs for small business owners.

**Measure**     **Numbers of students SERVED BY THE SMALL BUSINESS DEVELOPMENT CENTER AND SMALL BUSINESS INTERNATIONAL TRADE PROGRAM**



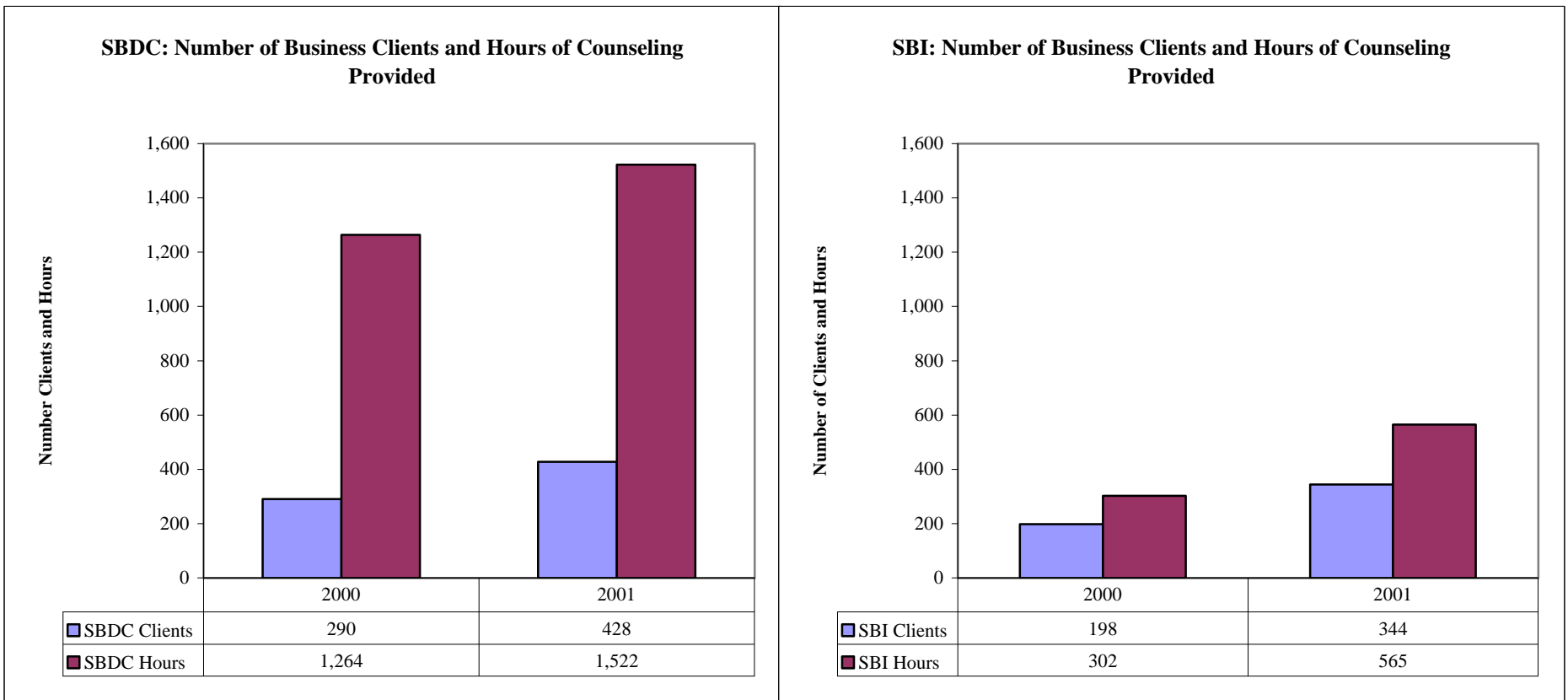
Source: Banner student data

## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 4: Professional Technical Education - Business and Industry Needs*

**Indicator**     The college is responsive to training needs for small business owners.

**Measure**     **Numbers of businesses SERVED BY THE SMALL BUSINESS DEVELOPMENT CENTER AND SMALL BUSINESS INTERNATIONAL TRADE PROGRAM**



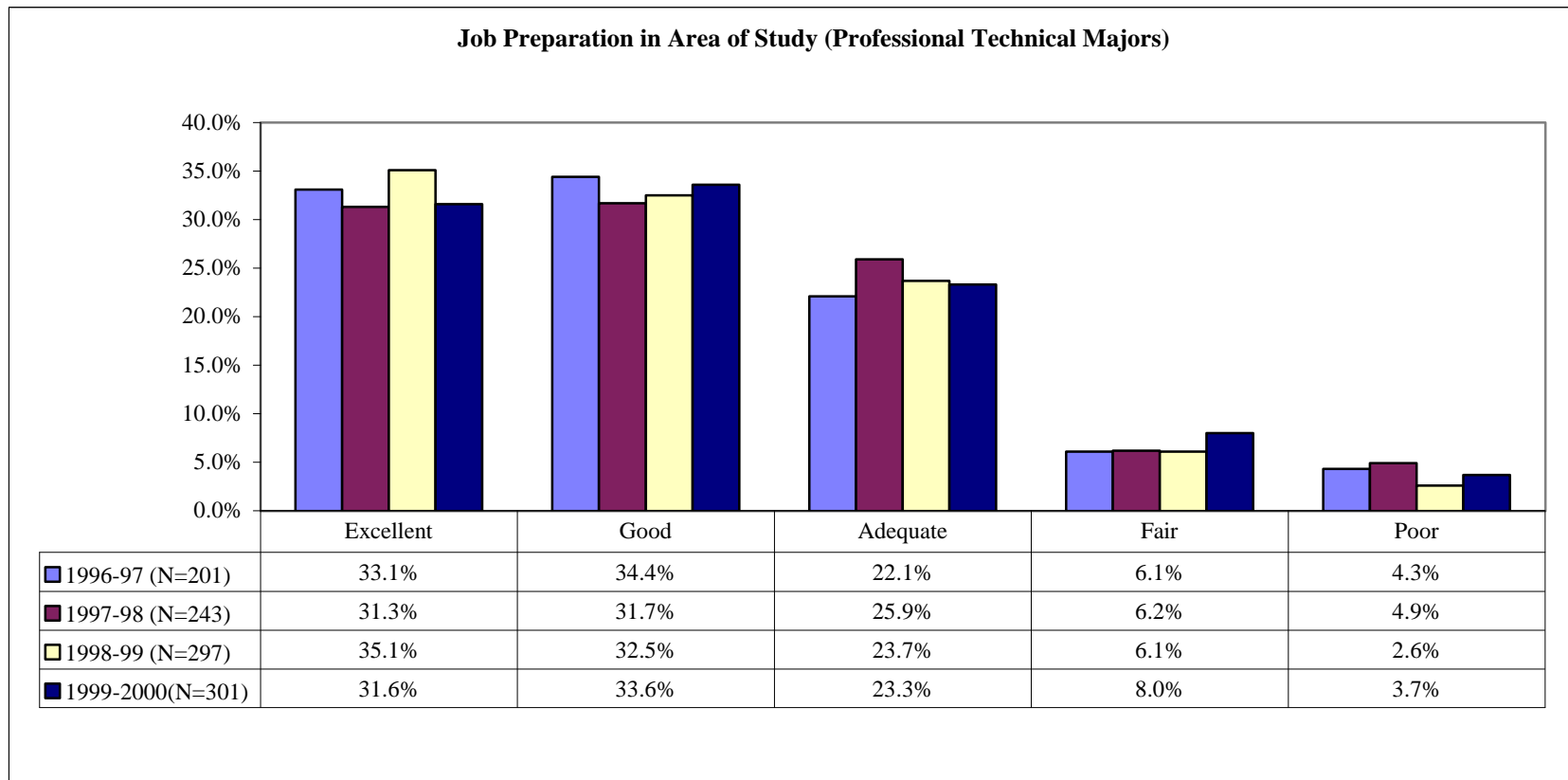
Source: Small Business Development Center and Small Business International Trade Office

## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 4: Professional Technical Education - Satisfaction*

**Indicator**      Students are satisfied that they acquired skills needed to enter employment or to enhance/improve current employment.

**Measure**      **Percent of students who indicate that they RECEIVED EXCELLENT/GOOD PREPARATION IN THEIR AREA OF STUDY**

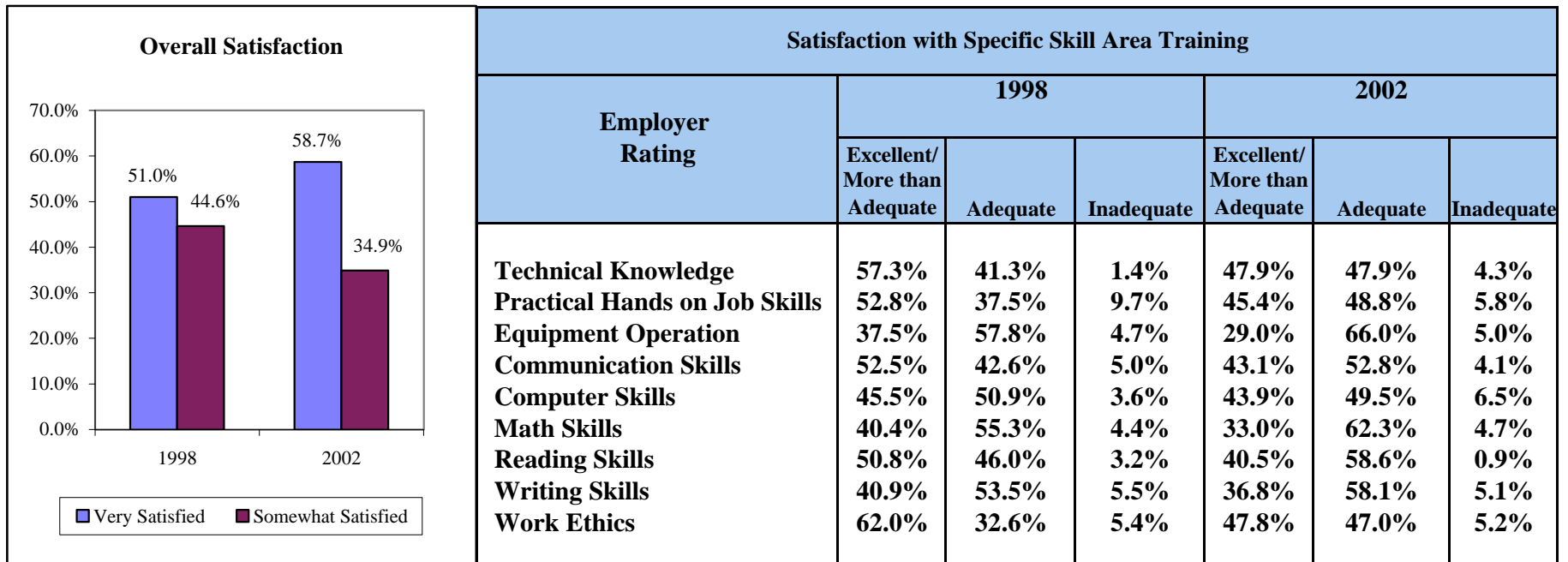


## INSTITUTIONAL EFFECTIVENESS 2002

### ***Goal 4: Professional Technical Education - Satisfaction***

**Indicator** Employers are satisfied with the skills/workforce preparation of employees who received training at PCC

**Measure** Percent of employers who indicate **SATISFACTION WITH TRAINING PROVIDED BY PCC**



Source: Fall 1998 survey of employers (N = 181) and Winter 2002 survey of employers (N=126)

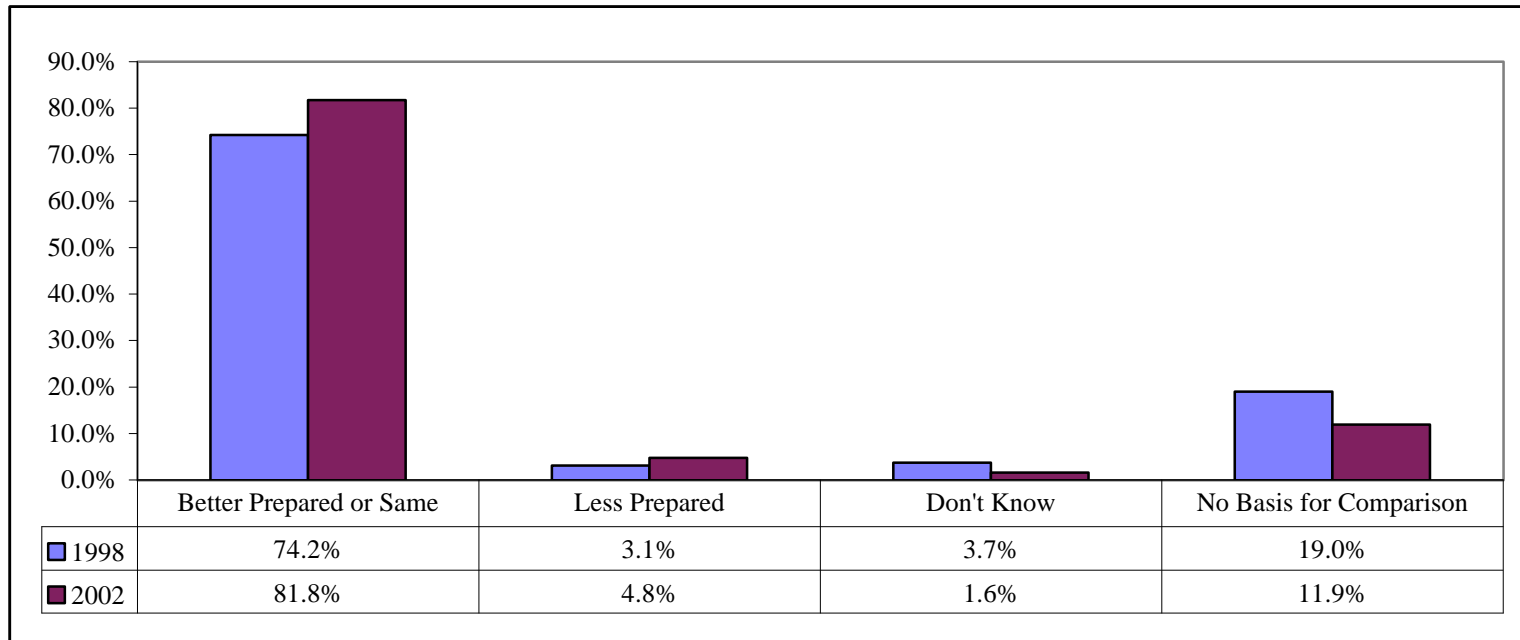
## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 4: Professional Technical Education - Satisfaction*

**Indicator** Employers are satisfied with the skills/workforce preparation of students who receive training at PCC.

**Measure** **Percent of employers who rate JOB PREPARATION OF EMPLOYEES WHO ATTENDED PCC AS COMPARABLE OR BETTER THAN job preparation of other employees**

- A combined **77.1%** of 1998 and 2002 employers who were surveyed agreed that employees trained by PCC were better prepared or as well prepared as other employees who were doing similar work.



Source: Fall 1998 survey of employers (N = 181) and Winter 2002 survey of employers (N=126)

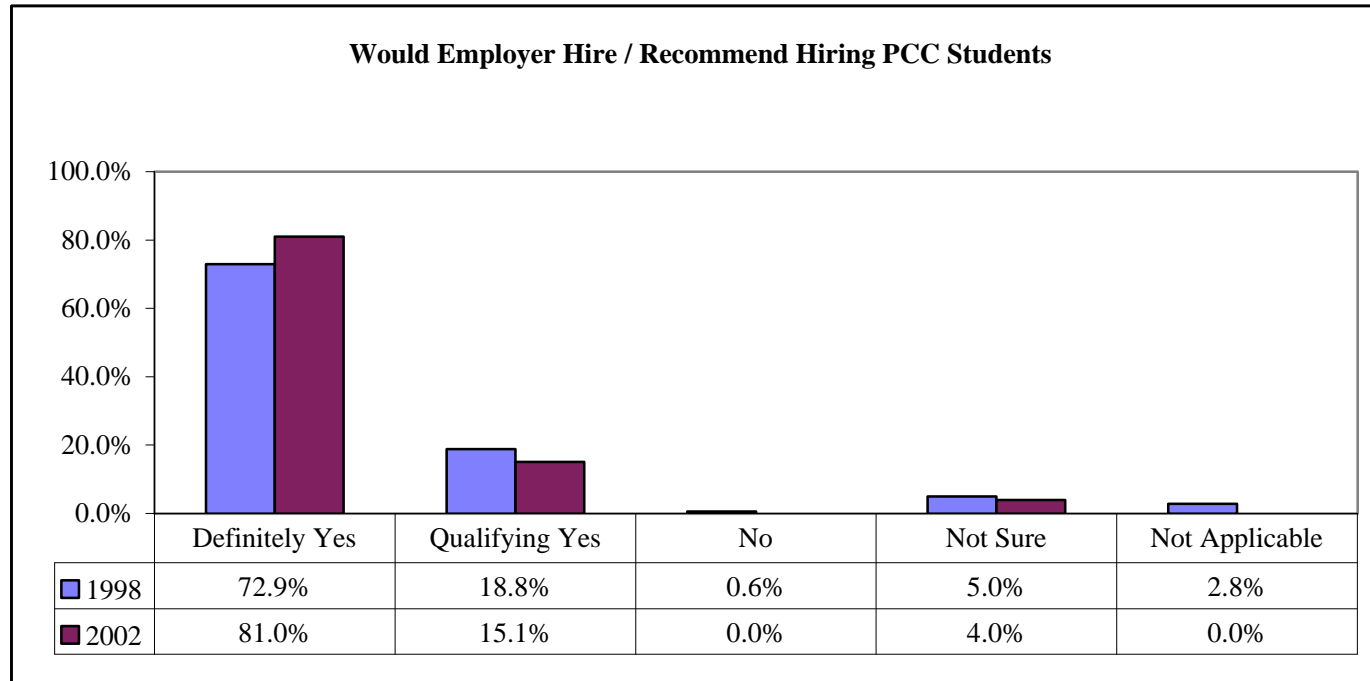
## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 4: Professional Technical Education - Satisfaction*

**Indicator** Employers are satisfied with the skills/workforce preparation of students who receive training at PCC.

**Measure** Percent of employers who would **HIRE OR RECOMMEND HIRE OF INDIVIDUALS WITH PCC TRAINING**

- **76.2%** of all employers surveyed in 1998 and 2002 indicated that they would definitely recommend individuals trained by PCC for appropriate position openings.
- An additional **17.3%** of all employers surveyed said that, with some qualification, an individual trained by PCC would be recommended for an appropriate position.



Source: Fall 1998 survey of employers (N = 181) and Winter 2002 survey of employers (N=126)

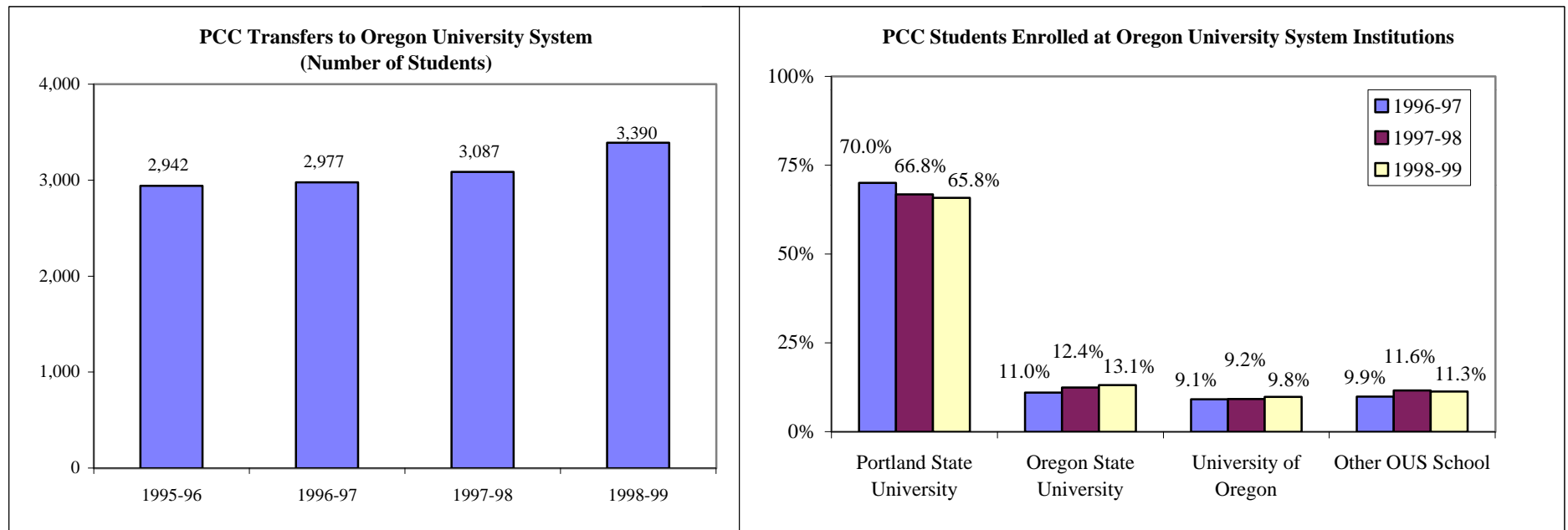
## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 5: Transfer Preparation - Performance

**Indicator** Students move successfully from PCC to another educational institution.

**Measure** Students TRANSFER TO OREGON UNIVERSITY SYSTEM INSTITUTIONS

- Most Portland Community College transfer students transfer to **Portland State University**.



Note: PCC students transferred to an OUS institution during any term of the academic year indicated. Only those students who were enrolled at PCC during the prior academic year are counted. For example, the 3,390 students who transferred to the Oregon University System in 1998-99 had enrolled at PCC during the 1997-98 academic year. Since some students may also attend more than one institution within the subsequent year, counts may be duplicated among institutions.

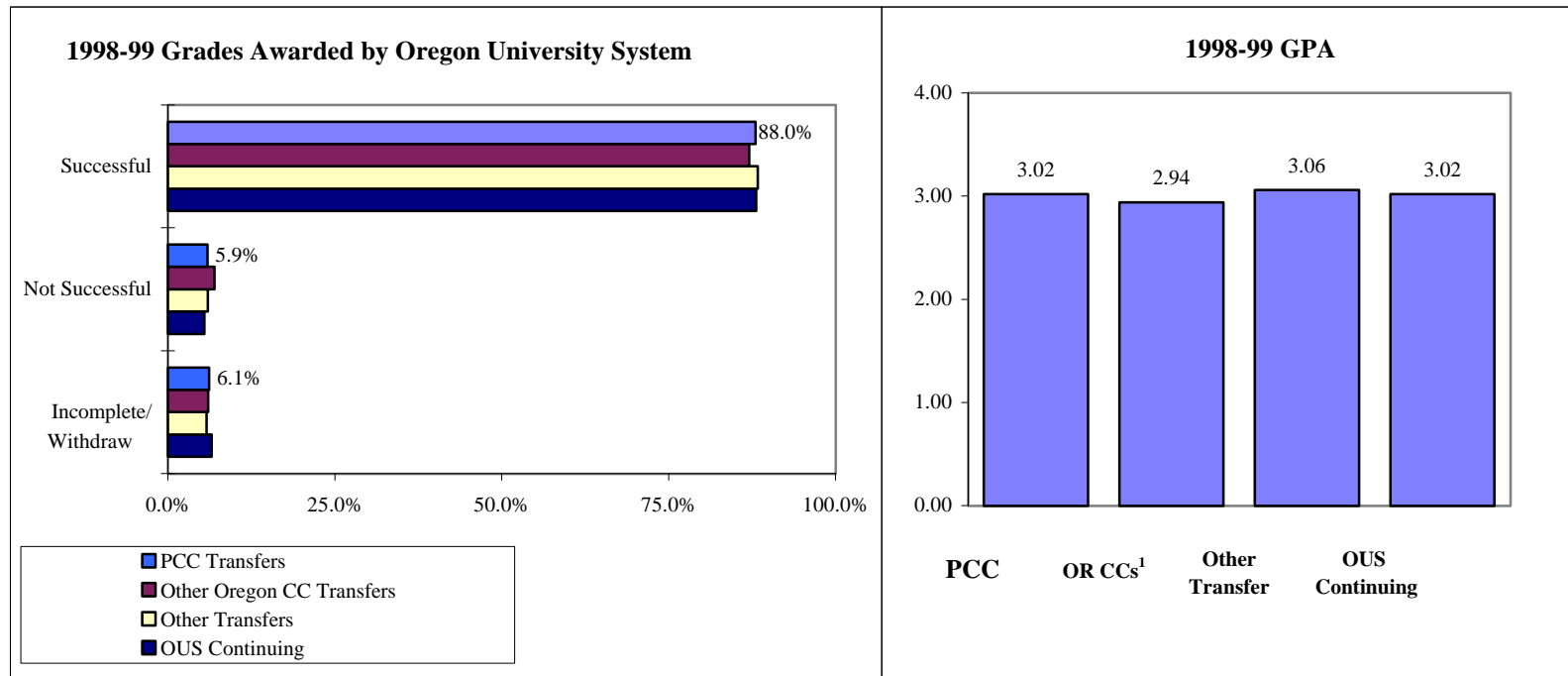
Source: OUS Match Reporting: May 1998, October 1999 and April 2000 reports, distributed by the Oregon Department of Community Colleges and Workforce Development

## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 5: Transfer Preparation - Performance

**Indicator** Students move successfully from PCC to another educational institution.

**Measure** **GPA/ACADEMIC PERFORMANCE AFTER TRANSFER** of PCC students compared with other transfer students and Oregon University System 'native' students



<sup>1</sup>Oregon CCs represents the grade point average of students including Portland Community College transfer students.

Source: OUS Match Reporting: May 1998, October 1999 and April 2000 reports, distributed by the Oregon Department of Community Colleges and Workforce Development

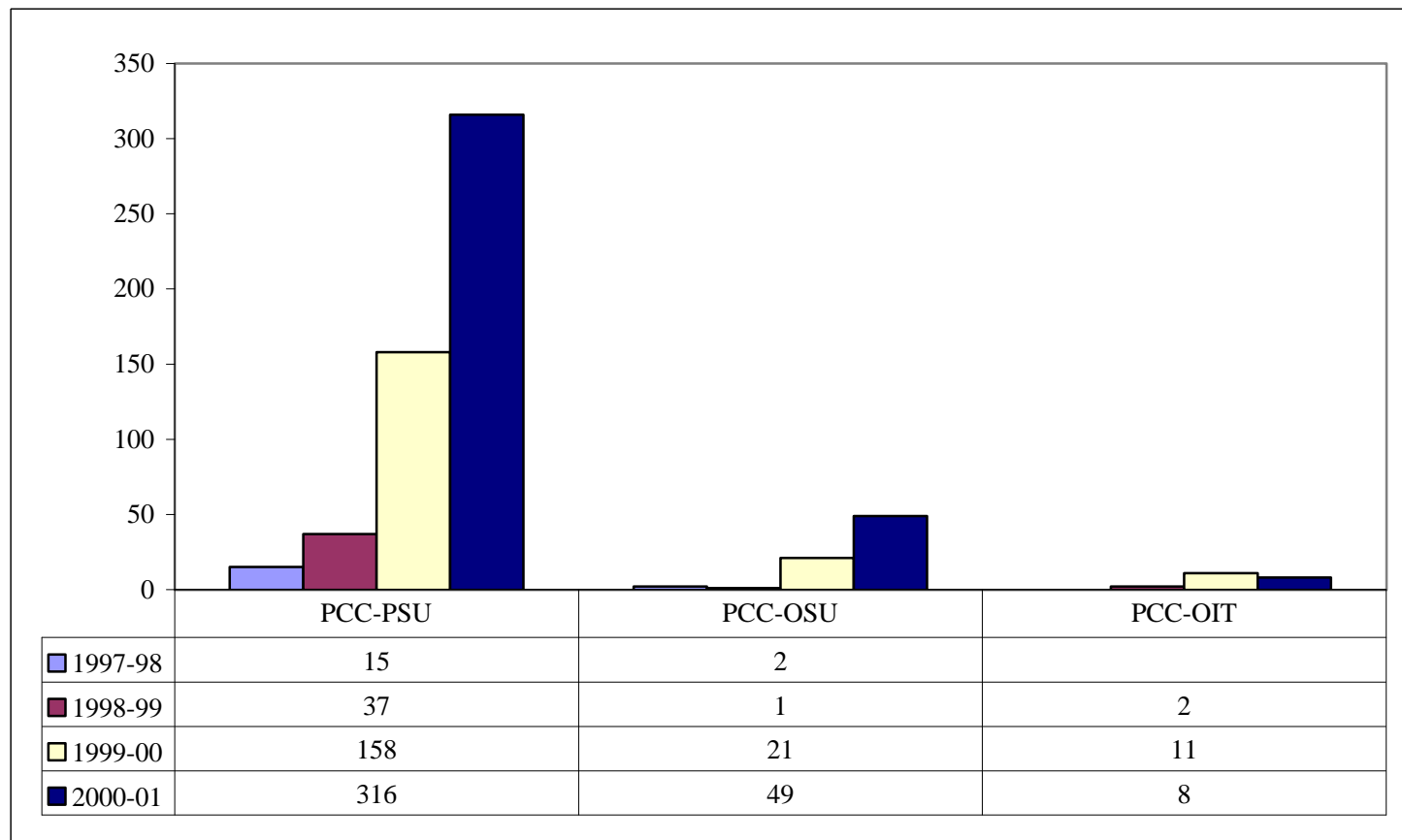
## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 5: Transfer Preparation - Services*

**Indicator** Services are in place to facilitate transfer from PCC to other institutions.

**Measure** Student PARTICIPATION IN CO-ADMIT PROGRAMS WITH OUS SCHOOLS

- Over **92%** of students participating in co-admission programs were enrolled at PCC during the year they signed up for the program.



Source: Banner Student Data

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 5: Transfer Preparation - Services***

**Indicator** Services are in place to facilitate transfer from PCC to other institutions

**Measure** **ARTICULATION AGREEMENTS WITH OTHER POSTSECONDARY INSTITUTIONS**

PCC has agreements with other colleges and universities that articulate and facilitate the transfer process for students. There are a variety of these agreements, ranging from those for students with Oregon Transfer degrees to those who have completed programs in professional technical areas.

- **Associate of Arts Oregon Transfer Degree (AA/OT)**

Any student who holds an Oregon community college Associate of Arts Oregon Transfer degree that conforms to...guidelines...and who transfers to any institution in the Oregon University System will have met the lower division general education requirements of that institution's baccalaureate degree programs. Course, class standing, or GPA requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts degree. Students transferring under this agreement will have junior standing for registration purposes.  
(Source: Oregon University System web site <http://www.ous.edu/aca/transferdeg.html>)

- **Other Articulation Agreements**

In addition to the statewide OUS agreement, PCC has formal articulation agreements with 3 private colleges (Marylhurst University, Clark Atlanta University and Western Governors University) providing for the acceptance of students with AA and AS degrees as having completed general education requirements or for being admitted as juniors.

There are also formal agreements with schools facilitating the transfer of students in a variety of professional technical programs. Altogether, PCC has agreements with 11 schools covering 30 programs. (Programs may be duplicated; for example, the same program at PCC may be covered by agreements with more than one school.). These schools include 9 in Oregon, (3 private and 6 public), one in Montana and one in Washington. There are also agreements covering the transfer of specific classes with the Los Angeles School of Chiropractic and the National College of Naturopathic Medicine

The final category is an agreement with the Changchun Education Commission in the People's Republic of China. It is a Sister School agreement that includes the establishment of training programs for facility design professionals, management personnel and curriculum and internship design professionals.

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**INSTITUTIONAL EFFECTIVENESS 2002**

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***Goal 5: Transfer Preparation - Satisfaction***

**Indicator** Students are satisfied with their preparation for further study at other postsecondary institutions

**Measure** Percent of former PCC students who report **ADEQUATE OR SUPERIOR PREPARATION FOR ADDITIONAL STUDY**

<b>Preparation for Additional Study</b>				<b>Transfer Program Related to PCC Program</b>		
<b>Survey</b>	<b>Very Well Prepared Very Satisfied<sup>1</sup></b>	<b>Well Prepared Satisfied<sup>1</sup></b>	<b>N</b>	<b>Survey</b>	<b>Related to PCC Major</b>	<b>N</b>
<b>1995-96</b>	<b>41.7%</b>	<b>43.2%</b>	<b>278</b>	<b>1995-96</b>	<b>83.7%</b>	<b>283</b>
<b>1996-97</b>	<b>43.7%</b>	<b>44.9%</b>	<b>167</b>	<b>1996-97</b>	<b>86.0%</b>	<b>178</b>
<b>1997-98</b>	<b>36.7%</b>	<b>42.6%</b>	<b>237</b>	<b>1997-98</b>	<b>81.7%</b>	<b>240</b>
<b>1998-99</b>	<b>45.1%</b>	<b>40.0%</b>	<b>255</b>	<b>1998-99</b>	<b>87.9%</b>	<b>239</b>
<b>1999-00</b>	<b>46.7%</b>	<b>42.1%</b>	<b>261</b>	<b>1999-00</b>	<b>78.1%</b>	<b>251</b>

<sup>1</sup>For 1999-00 the question was changed to ask specifically about the level of satisfaction with preparation for transfer. The 1999-00 responses in the first table were "Very Satisfied" and "Satisfied".

Source: Follow-up surveys of 1995-96, 1996-97, 1997-98, 1998-99 and 1999-00 graduates and completers in all degree categories

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## INSTITUTIONAL EFFECTIVENESS 2002

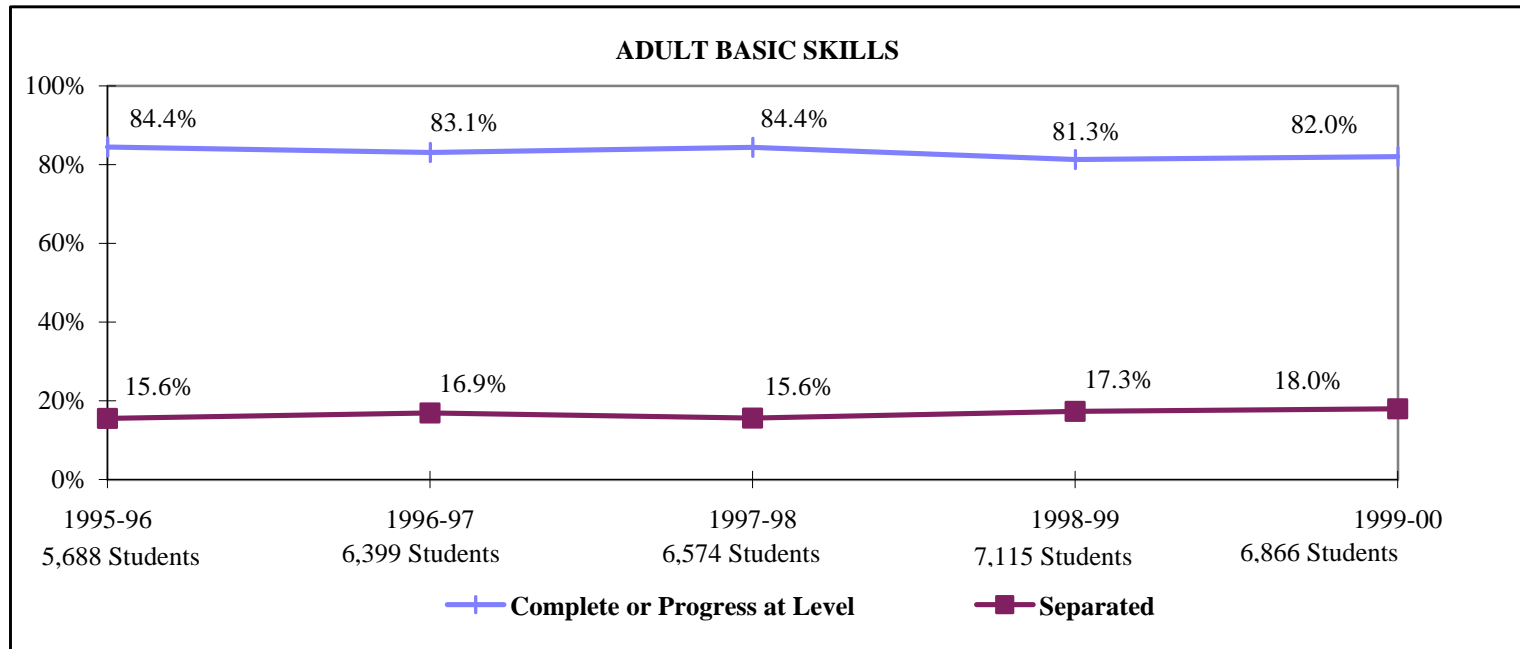
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### ***Goal 6: Readiness - Adult Basic Skills***

**Indicator** Students progress to the next level in adult education classes.

**Measure** Percent of students who **COMPLETE A LEVEL OF INSTRUCTION OR CONTINUE TO PROGRESS SATISFACTORILY** in Adult Basic Skills courses

- An average of over **6,500** students per year have participated in the Adult Basic Skills program since 1995-96.
- On average during the past five years, **17.2%** of all students have completed at least one level each year.
- % of students who have **separated** from the program increased from 15.6% in 1995-96 to 18.0% in 1999-00.



Source: 1995-6 to 1999-00 Annual Adult Education Reports - Based on Banner student data

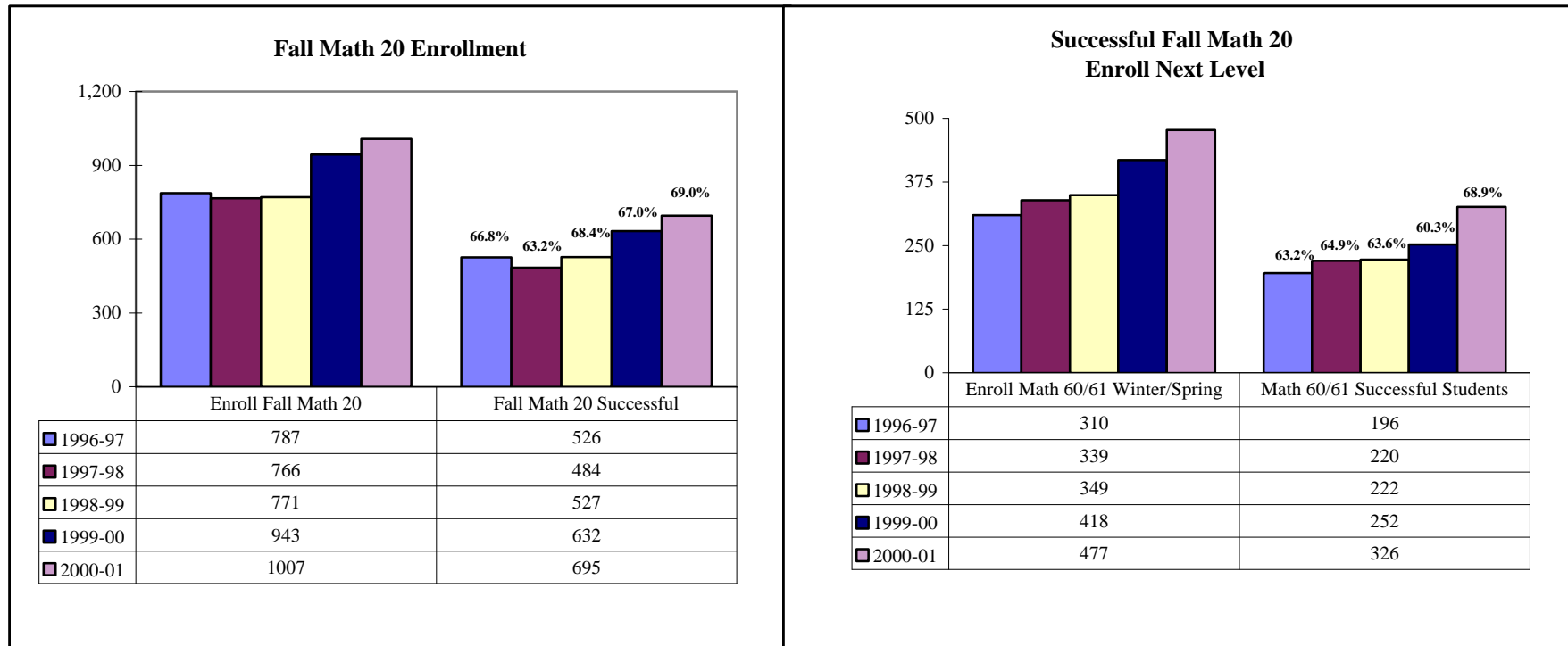
## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 6: Readiness - Developmental Education

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** **Percent of Fall Term MATH 20 STUDENTS WHO SUCCEED IN NEXT-LEVEL MATH COURSES**

- Across all years, approximately **three out of ten** students enrolled in Math 20 during fall term go on to enroll in and successfully complete a next-level math course within one academic year. Since many students are not required to pursue additional math courses, this number is significantly lower than the number of fall term Math 20 students who are successful.



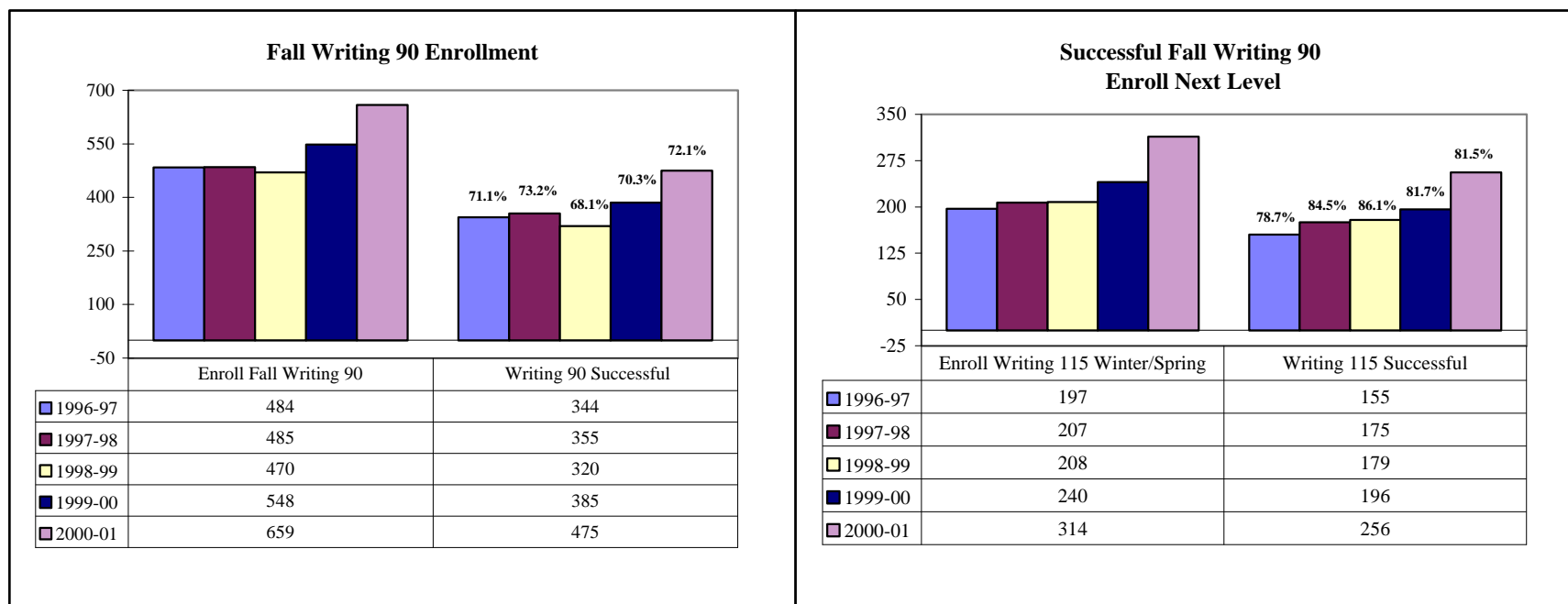
## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 6: Readiness - Developmental Education

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** Percent of Fall Term WRITING 90 STUDENTS WHO SUCCEED IN NEXT-LEVEL WRITING COURSES

- Across all years, approximately **one out of three** students enrolled in Writing 90 during fall term goes on to enroll in and successfully complete a next-level writing class within one academic year.
- Since many students are not required to pursue additional writing courses, this number is significantly lower than the number of fall term Writing 90 students who are successful. In addition, some successful students may pursue college writing at a later date.



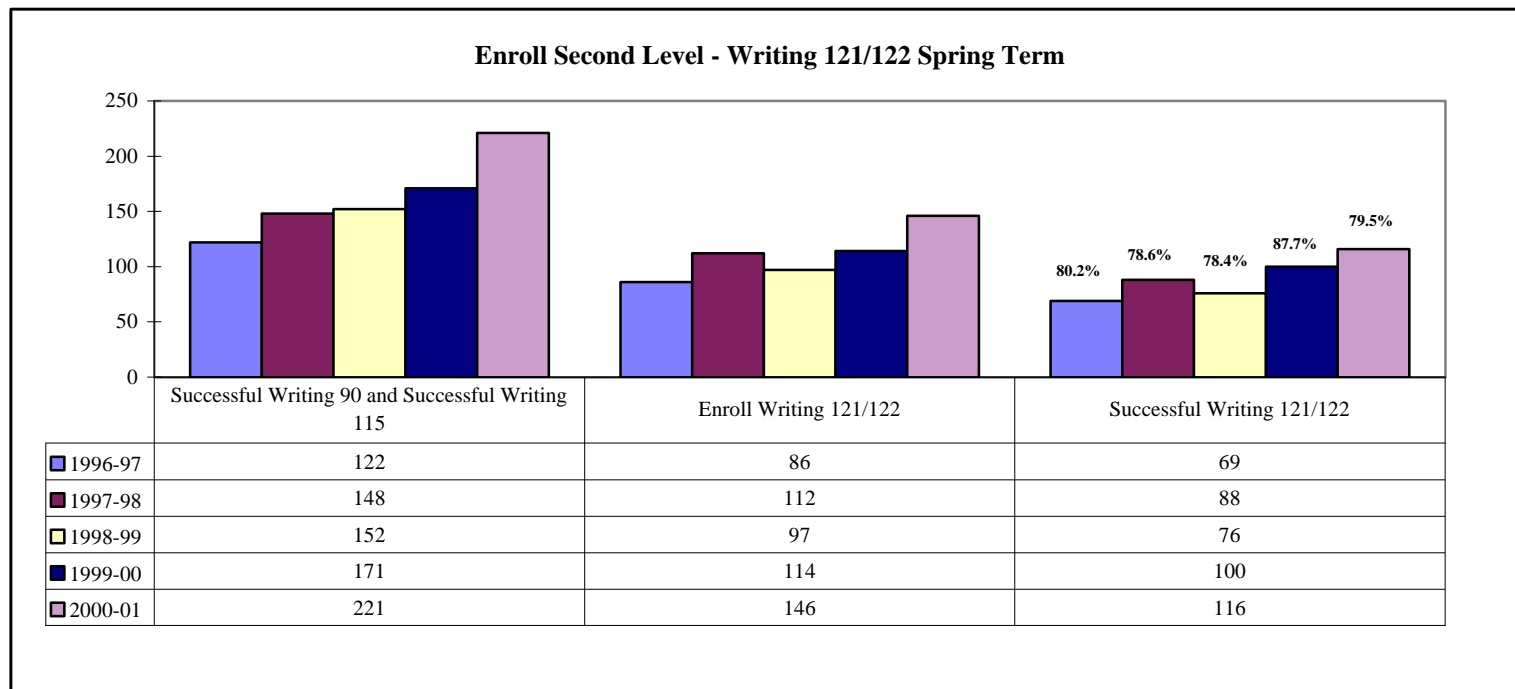
## INSTITUTIONAL EFFECTIVENESS 2002

### *Goal 6: Readiness - Developmental Education*

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** **Percent of Fall Term WRITING 90 STUDENTS WHO SUCCESSFULLY COMPLETE A SECOND WRITING COURSE**

- Approximately **one out of four** students who successfully completes Writing 90 during fall term goes on to enroll in and complete two next-level writing courses (Writing 115 and Writing 121 or 122) within one academic year.

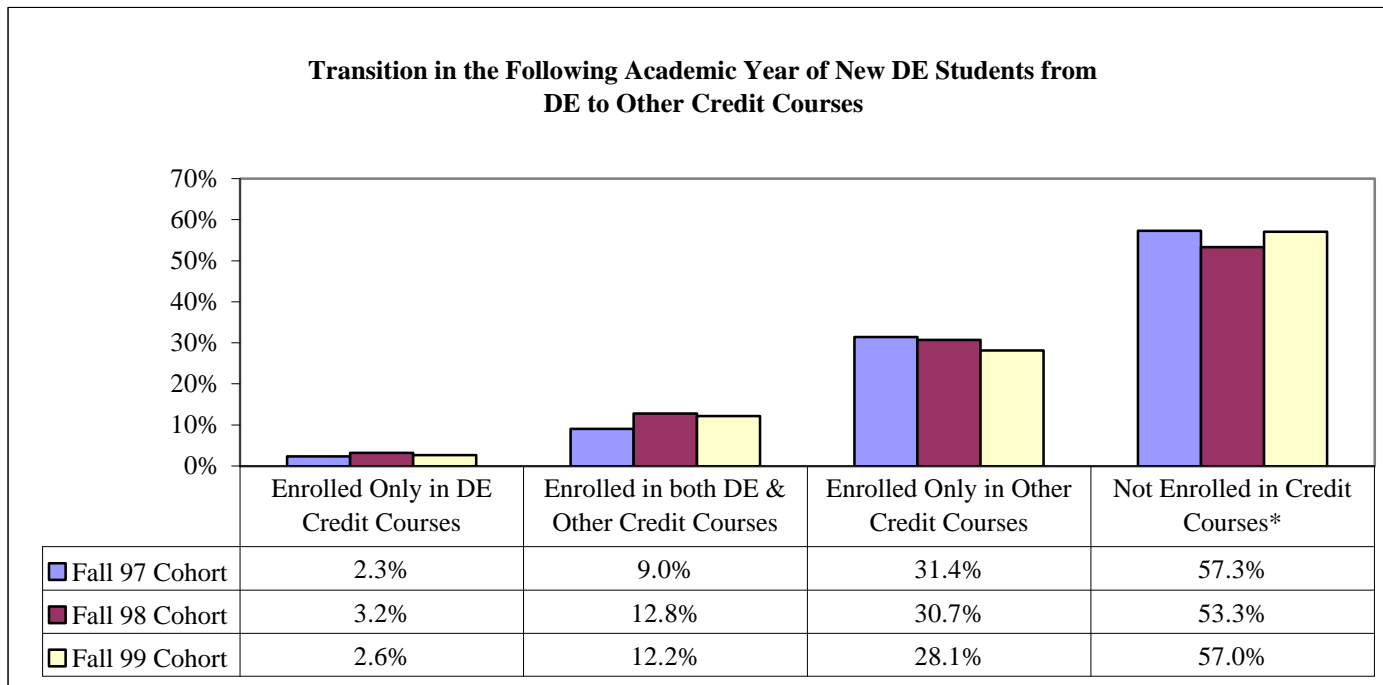


## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 6: Readiness - Developmental Education

**Indicator** Students move successfully from Developmental Education classes to enrollment in next-level courses.

**Measure** Percent of students who **TRANSITION FROM DEVELOPMENTAL EDUCATION (DE) COURSES TO OTHER COLLEGE-LEVEL COURSES/PROGRAMS IN THE FOLLOWING ACADEMIC YEAR**



Fall 97 Cohort: Percent enrolled in DE/other courses at any time during the subsequent academic year (Fall to Spring 1998-99)

Fall 98 Cohort: Percent enrolled in DE/other courses at any time during the subsequent academic year (Fall to Spring 1999-00)

Fall 99 Cohort: Percent enrolled in DE/other courses at any time during the subsequent academic year (Fall to Spring 2000-01)

\*As a comparison against *all* credit students, 46.3% of Fall 97 new credit students did not enroll in credit courses during the following year.

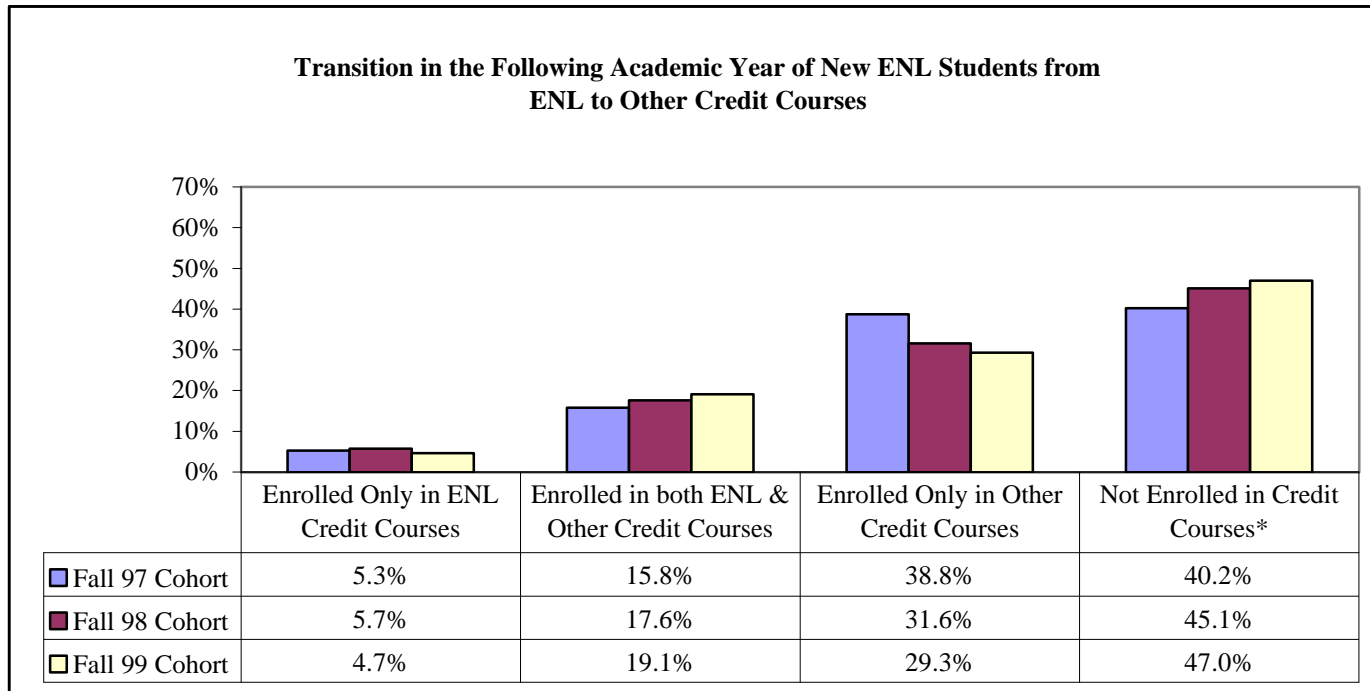
Source: Banner Student Data

## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 6: Readiness - English Language Preparation

**Indicator** Students move successfully from English language courses to other college courses/programs

**Measure** Percent of students who **TRANSITION FROM ENGLISH AS A NON-NATIVE LANGUAGE (ENL) COURSES TO OTHER COLLEGE LEVEL COURSES/PROGRAMS IN THE FOLLOWING ACADEMIC YEAR**



Fall 97 Cohort: Percent enrolled in ENL/other courses at any time during the subsequent academic year (Fall to Spring 1998-99)

Fall 98 Cohort: Percent enrolled in ENL/other courses at any time during the subsequent academic year (Fall to Spring 1999-00)

Fall 99 Cohort: Percent enrolled in ENL/other courses at any time during the subsequent academic year (Fall to Spring 2000-01)

\* As a comparison against *all* credit students, 46.3% of Fall 97 new credit students did not enroll in credit courses during the following year.

Source: Banner Student Data

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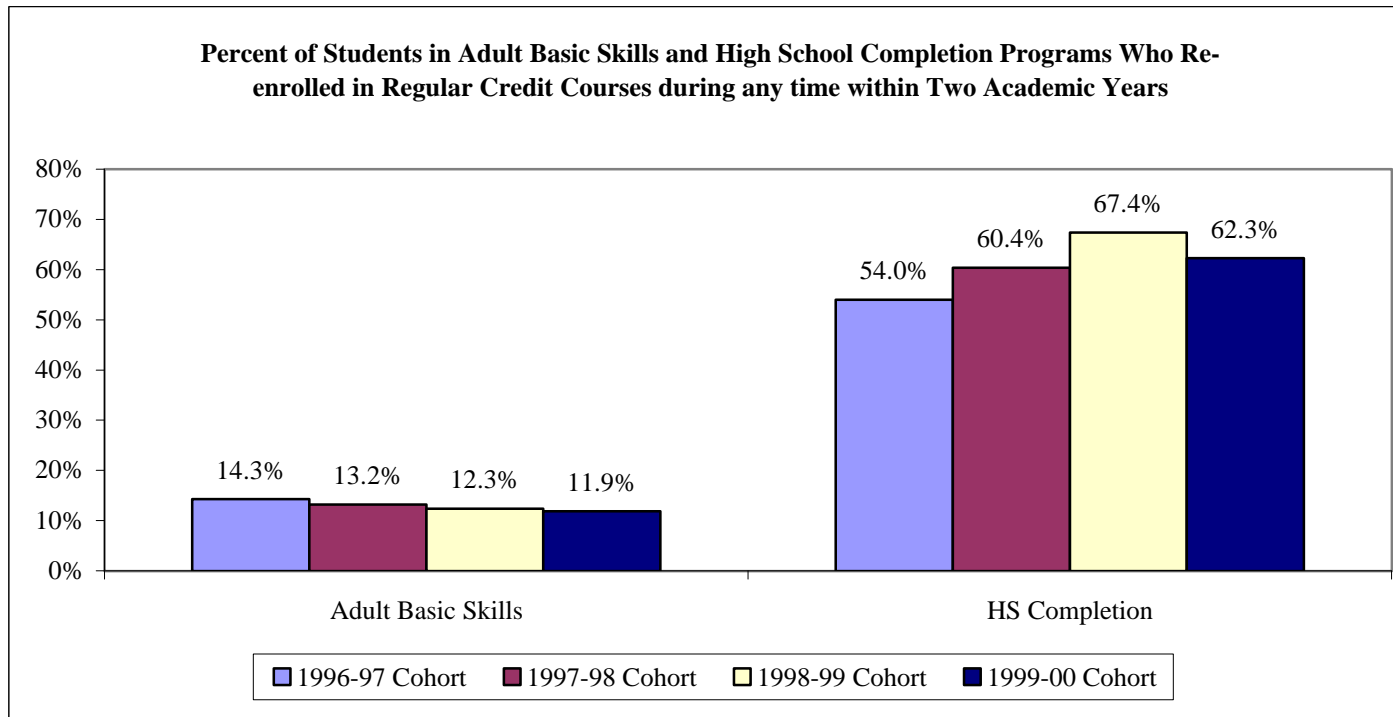
## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 6: Readiness - Transition Programs*

**Indicator** Students move from alternative to regular college courses/programs.

**Measure** **Percent of students who TRANSITION FROM ADULT BASIC SKILLS AND HS COMPLETION PROGRAMS TO REGULAR COLLEGE COURSES/PROGRAMS**



1996-97 Cohort (N=6069 Adult Basic Skills; N=126 HS Completion): Percent re-enrolled any time during 1996-97 or 1997-98  
1997-98 Cohort (N=5992 Adult Basic Skills; N=164 HS Completion): Percent re-enrolled any time during 1997-98 or 1998-99  
1998-99 Cohort (N=6263 Adult Basic Skills; N=141 HS Completion): Percent re-enrolled any time during 1998-99 or 1999-00  
1999-00 Cohort (N=6265 Adult Basic Skills; N=151 HS Completion): Percent re-enrolled any time during 1999-00 or 2000-01

Source: Banner Student Data

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## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 7: Partnerships*

**Indicator** PCC pursues strategic alliances with businesses, public agencies and private agencies.

Portland Community College is engaged in partnership activities with a variety of businesses and public and private agencies. While it is impossible to list all of the partnership activities that occur, following is a sample of typical partnership programs and services.

- In response to industry demand, Business and Government Relations/Cascade partnered with AT&T Cable, NW Data Tech, Pro Active Tech, Panduit and Amp to research, develop and implement a Fiber Optic Training program. As a result of strong support and involvement by the business community, more than \$350,000 in goods and equipment were donated to outfit the program with state-of-the-art materials, and the program enrolled its first students in Fall 2001.
- Customized Workforce Training is the primary trainer, working in collaboration with Pacific University and Forest Grove High school, for a Regional Investment Board grant to the Forest Grove Education and Training Consortium. The Consortium includes representatives from small to medium size businesses in the food processing, printing, cold storage, secondary wood products, electrical equipment, secondary metals and high tech industries and is a key component in the city's Economic Development Action Plan. A needs assessment has been completed, and training is expected to target employees at three levels—front-line, supervisory and management.
- PCC Prep Alternative Programs served 1,348 students (age 16 to 20 years) during 2000-01. Students were referred from seven local school districts (including Portland, Beaverton, Tigard-Tualatin, Hillsboro, Forest Grove and Newberg) and a variety of community-based organizations (such as International Refugee Center of Oregon, SE Works, Catholic Charities and the YWCA). Results indicate that students improved reading levels, earned GEDs and successfully completed high school credits with a grade of C or better. Students also demonstrated positive academic habits and improved attendance and achieved positive exit status at the end of their tenure in a program.
- Clinical affiliates of Allied Health programs at the Sylvania campus provide a variety of scholarship opportunities that enable students to complete their education and guarantee jobs after graduation. Participants include Kaiser and Oregon Health Sciences University, Providence Portland Medical Center, DenKor Corporation (Willamette/Columbia Dental Group), Tuality Community Hospital and the Legacy System. In addition, funds from the Multnomah County Library and the Oregon Center for Career Development in Childhood Care and Education make it possible for childcare providers and educators to enroll in Early Word and First by Five classes at reduced cost.
- The Institute for Management and Professional Development joined in partnership with United Parcel Service (UPS), Portland Public Schools, PCC Alternative Pathways Program and Portland Area Career Training Center to offer customized training for students enrolled in high school or GED programs. The program provided 23 students with the opportunity to work, earn school credit and gain valuable career training at the same time. After high school graduation, students were eligible for job promotion and the chance to enroll in the UPS Earn&Learn program, which offers up to \$23,000 in tuition reimbursement.

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## INSTITUTIONAL EFFECTIVENESS 2002

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### Goal 7: Partnerships - Workforce Development Programs

**Indicator** PCC is a partner with state, regional and local workforce and economic development agencies.

**Measure** Students served by college WORKFORCE DEVELOPMENT PROGRAMS.

Department, One Stop Centers in Northeast Portland and Washington County served more than 10,000 individuals during 2000-01.

- **Steps to Success-North** and **Steps to Success-West** provide services focused on basic work readiness and job search skills to AFS clients who are mandated to participate in work search activities. Services include skills and career assessments; help with resume preparation and interviewing; GED, ESL and computer literacy classes; and classes on basic skills necessary to succeed in the work place.
- **Dislocated Worker Programs (DWP)** which are funded by the Workforce Investment Act (WIA) serve clients who have been laid off from employment. In addition to core services that include job search classes and resume and interview workshops (which are open to the general public), eligible clients have access to more intensive services that include computer and other resources to facilitate work search, career counseling, basic skills classes, and job search support groups. Individual Training Account (ITA) vouchers are also available for clients who require more advanced coursework in order to upgrade skills.
- Through **WIA/Adult Programs**, the same core services, intensive services and training opportunities are available to low- and moderate-income adults.
- During 2000-01, the **DWP Rapid Response Team** (which includes staff from PCC, Oregon Employment and Economic Development departments and other local agencies) provided on-site sessions for businesses in the Portland metropolitan area that were downsizing. Sessions attended by employees focused on orientation to services available, job search skills, labor market information, career planning, resume preparation and interviewing.
- Since it's inception in Spring 2001, individuals looking for jobs in the high tech industry have utilized a **High Tech Support Group**. Participants are referred by staff from dislocated worker programs and have access to an email discussion group and as well as assistance in analyzing marketable skills, preparing resumes and locating job leads.

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 8: Continuous Improvement - Curriculum***

**Indicator** The curriculum is relevant and current.

**Measure** COURSES AND PROGRAMS are added to/deleted from the curriculum on a regular basis.

- To meet industry demands for skilled employees, a new degree program in Aviation Science (Helicopter) was implemented in 2000-01. In addition, 47 new credit courses were approved, 12 courses were re-activated, and 33 were inactivated.
- Programs currently pending state approval include a certificate program in Employment Skills Training and a degree

**Measure** COURSE CONTENT AND OUTCOME GUIDES are reviewed and updated regularly.

- Institutional policy requires that all Course Content and Outcome Guides (COG) be reviewed and updated at least once every three years. The Curriculum Office facilitates this process by providing annual course inventories to departments of the curriculum from competencies to learning outcomes.

**Measure** PROGRAM ASSESSMENT occurs on a regular basis.

- Beginning in 1999-2000, the college implemented a new program review process in which each professional technical program and each transfer discipline goes through a major review once every three years. This process involves a review review will result in a three-year plan for the subject area.
- Committees (SACs) for Year 2 programs and to assist with orientation to program review for SAC chairs and administrative support staff. Goals for this phase were to clarify the review process, improve accountability at each level of review (from SAC members to executive deans) and integrate the process with other collegewide assessment and planning activities.
- During the first two years of the current cycle, 39 programs were scheduled for program review, and in 2001-02 an additional 34 programs began their process. Currently, twelve programs have completed their review process.

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## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 8: Continuous Improvement*

**Indicator**        The college has processes in place to promote institutional improvement.

#### **Assessment**

In addition to full implementation of the program review process, assessment efforts are focused on:

- Assessment of core learning outcomes. Prior to the start of fall term 2001, an Assessment Committee work group outlined a basic strategy for assessing core outcomes that led to implementation of the Core Outcomes Rubric Teams (CORT) project, which is coordinated by a faculty member during 2001-02.
- Development of a multi-level assessment plan to improve student learning. The plan focuses on development of specific knowledge and skills related to assessment of student learning and establishment of continuous improvement loops at class, course, program and institutional levels. Overarching goals of the plan are to develop 1) a collegewide culture of assessment and 2) faculty expertise in assessment of learning at the class/program level.
- Support for faculty participation in the Northwest Assessment Conference.
- Campus-based assessment projects. Funding for campus projects is approved by the Assessment Committee and disbursed through the office of the Dean of Academic Services.

#### **Planning**

- During 2000-01, a collegewide faculty/staff committee conducted a comprehensive inventory of planning activities at the college. Committee members identified and analyzed existing plans in six areas—student services/enrollment, instruction/instructional support, technology, administrative support, contingency and campuses—and created a planning matrix to provide background information for the incoming president.
- During 2001-02, the focus has shifted to development of a strategic plan for the college. Discussions with the Board and President's Cabinet have clarified purposes of planning and desired outcomes and outlined the planning activities that include
  - Management information forums on externally-focused topics—legislative/funding environment, economy/labor market, population/demographics, technology, emerging issues in education
  - Forums with community and business leaders
  - Institutional climate survey
  - Planning retreat to begin the process of establishing institutional directions and strategies in key areas—educational programs and services, student success, technology, human resources, facilities, fiscal affairs, community and corporate relations.

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## INSTITUTIONAL EFFECTIVENESS 2002

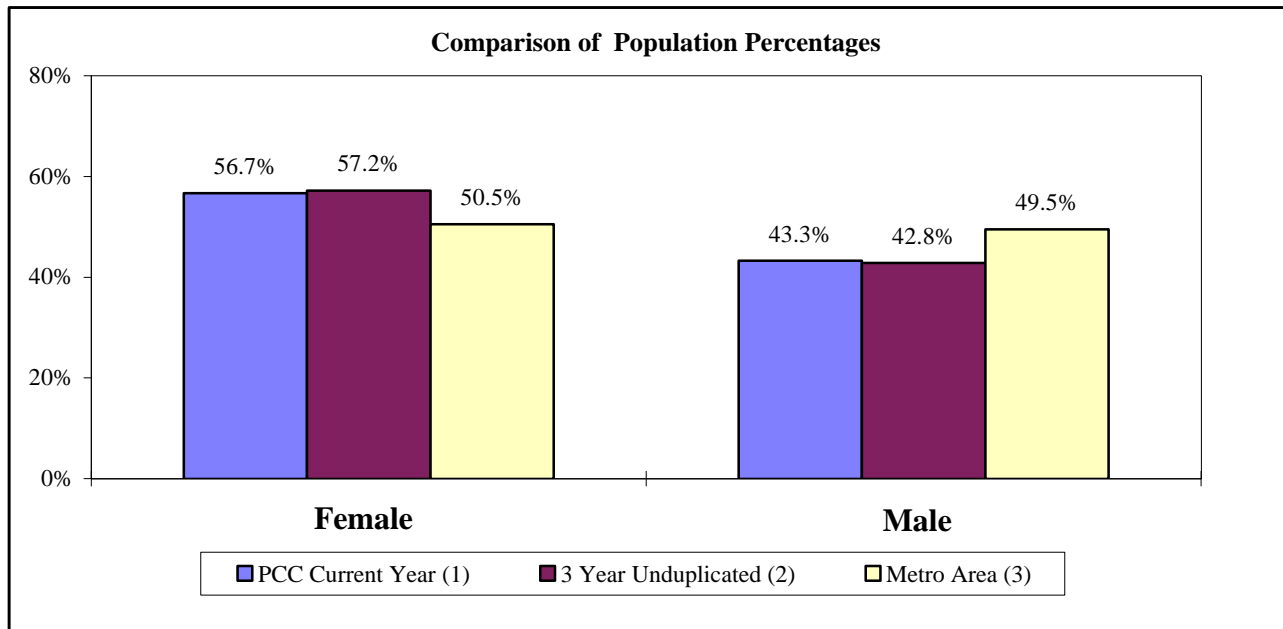
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### *Goal 9: Diversity - Students*

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** **GENDER OF PCC STUDENT POPULATION** compared to **Portland Metro area**

- **56.7%** of PCC students are female, as compared with **50.5%** of Portland Metro residents.



Source: (1) 2000-01 Factbook data

(2) 3 Year Unduplicated shows the number of students who attended at least one credit or non-credit course at any time during 1998-99, 1999-00 or 2000-01 academic years.

(3) 2000 Census

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## INSTITUTIONAL EFFECTIVENESS 2002

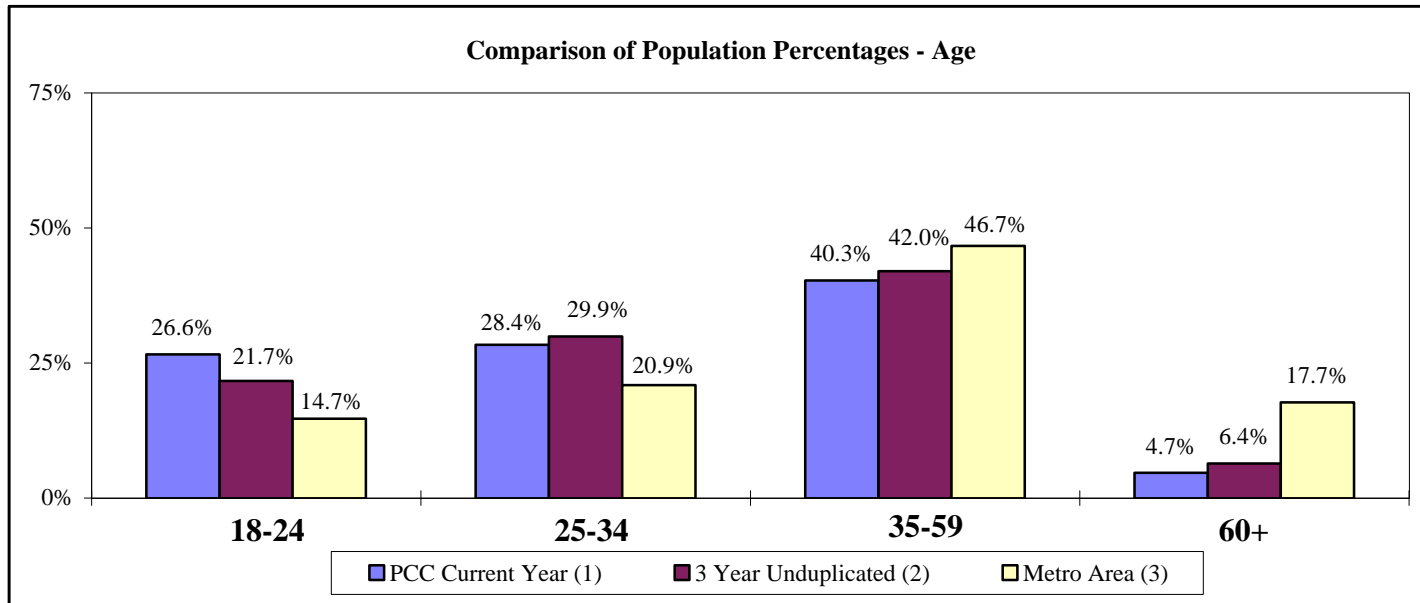
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### *Goal 9: Diversity - Students*

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** AGE OF PCC STUDENT POPULATION compared to Portland Metro area

- Currently, **26.6%** of PCC students are age 18-24, as compared with **14.7%** of Portland Metro residents.



Source: (1) 2000-01 Factbook data

(2) 3 Year Unduplicated shows the number of students who attended at least one credit or non-credit course at any time during 1998-99, 1999-00 or 2000-01 academic years.

(3) 2000 Census

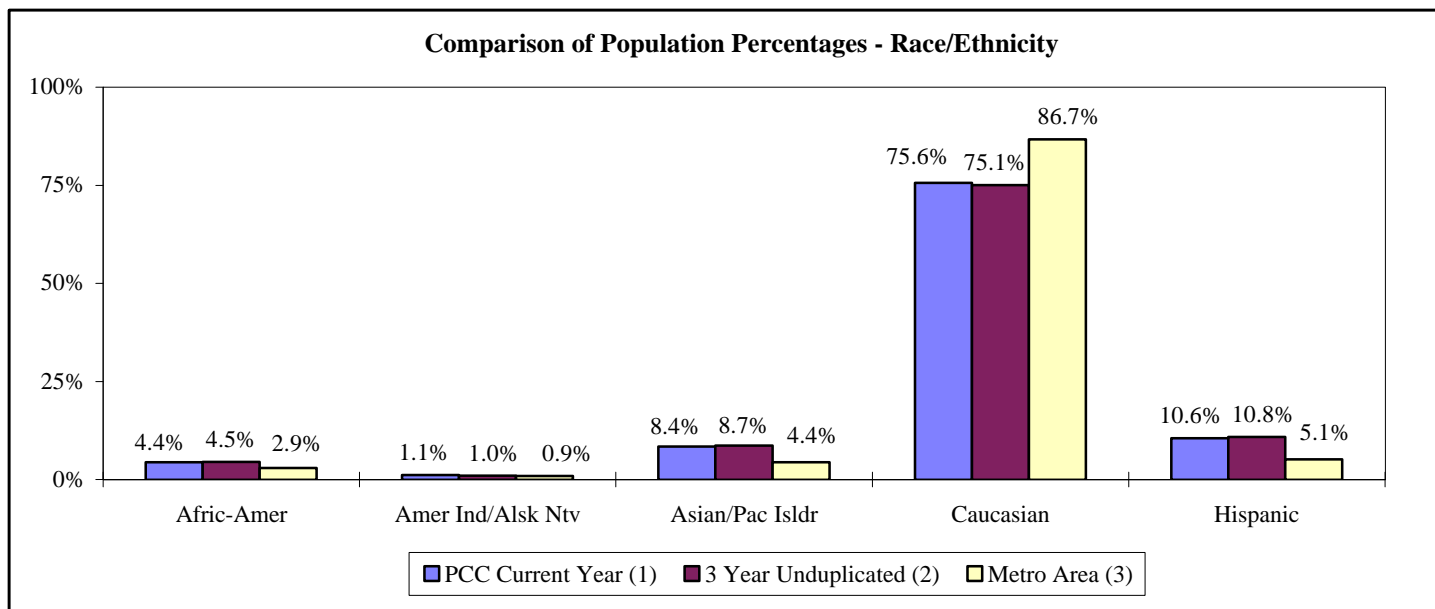
## INSTITUTIONAL EFFECTIVENESS 2002

### Goal 9: Diversity - Students

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** **RACE/ETHNICITY OF PCC STUDENT POPULATION compared to Portland Metro area**

- Currently, **24.4%** of PCC students are minority, as compared with **13.3%** of Portland Metro residents.



Source: (1) 2000-01 Factbook data. Only non-international students included.

(2) 3 Year Unduplicated shows the number of students who attended at least one credit or non-credit course at any time during 1998-99, 1999-00 or 2000-01 academic years.

(3) Source of Metro Area Population Estimate: Portland-Vancouver OR-WA PMSA, July 1998 Estimated Population, Oregon Employment Department (Includes Clackamas, Multnomah, Washington, Yamhill and Columbia counties in Oregon and Clark County, Washington)

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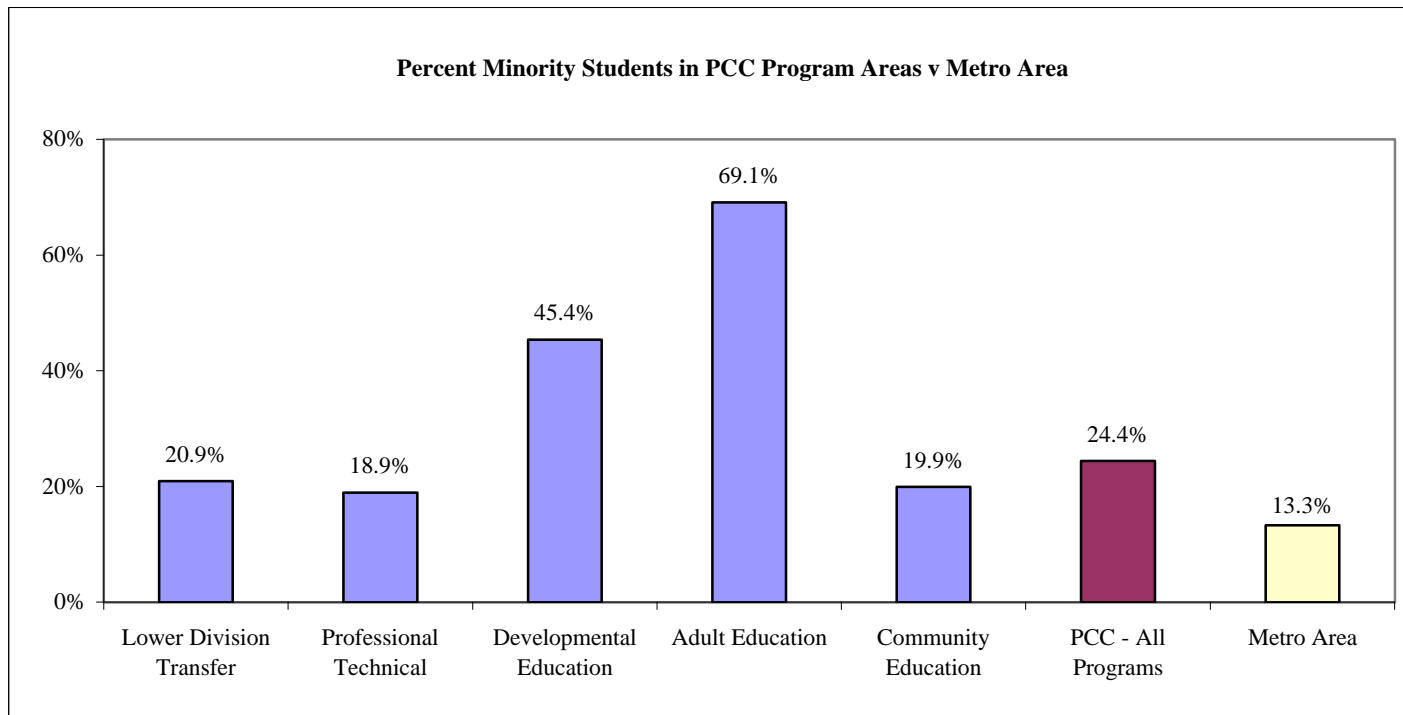
## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 9: Diversity - Students*

**Indicator** College enrollment reflects the demographic characteristics of the district.

**Measure** Representation of RACE/ETHNICITY OF STUDENTS IN ALL MAJOR PROGRAM AREAS (transfer, professional technical, developmental education, adult education and community education)



Source of PCC data: 2000-01 Factbook. Only non-international students included. Source of Metro Area Population Estimate: Portland-Vancouver OR-WA PMSA, July 1998 Estimated Population, Oregon Employment Department (Includes Clackamas, Multnomah, Washington, Yamhill and Columbia counties in Oregon and Clark County, Washington).

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 9: Diversity - Curriculum***

**Indicator**      The curriculum provides opportunities to learn about other cultures.

**Measure**      **Summary of courses designated as CULTURAL DIVERSITY COURSES**

- "Students completing the Oregon Transfer degree must successfully complete (grade C or higher) one diversity course selected from the Oregon Transfer degree distribution list in the college catalog. The primary purpose of a diversity course is to examine the contributions and perspectives of people whose lives and works have traditionally been omitted from, or marginally regarded in standard western culture studies. The course content guide for a diversity course must clearly demonstrate this purpose as the predominant focus of the course."

*PCC Academic Policy Handbook* (<http://www.pcc.edu/edserv/acadpol/acad9.htm>)

- 67 courses from the following disciplines meet college diversity requirements:

Art	Music	Geography
Dance	Speech	History
Humanities	Theater Arts	Political Science
Modern Languages	Women's Studies	Psychology
Literature	Anthropology	Sociology

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 9: Diversity - Activities***

**Indicator**        Students have opportunities to participate in a variety of MULTICULTURAL ACTIVITIES throughout the district.

The mission statement of the college includes these words: *"As a community college, we value the dignity and worth of every individual..."* Portland Community College gives life and form to these words by sponsoring a variety of activities and events that celebrate the ethnic and cultural diversity of its students, staff and community. In addition to events and activities that focus on our diversity, there are other events, such as Art Beat, that have multicultural threads woven into the whole of its tapestry.

The following is a sample of these multicultural activities and events.

- **Festivals / Celebrations**

Fiesta Latina  
International Student Showcase  
Asian New Year  
ESL Awareness Week  
National Coming Out Day  
Martin Luther King Jr. Birthday events  
Gay Pride Parade participation  
Asian Heritage Month dinner/show  
Sylvania Polynesian Cultural Show  
Annual Winter Pow-Wow  
Latina Women's Luncheon  
Multicultural Center Completion Ceremony

- **Performance**

Aspects: Multicultural Theatre  
Womyn with Wings  
Gospel Choir  
African Film Festival  
African Drumming  
In Her Own Words speakers  
Tim and Daffney Reid films

- **Classes / Lectures / Educational**

Foundations of Fashion: Women's History Month Tea  
Professor Wahab's lecture on life in Afghanistan  
ASPCC funding for course on "World of Islam"  
Teach-in on Afghanistan  
Dr. Wirh on Native American ceremonies  
Immigration Staff Panel presentation  
African-American Immigrant Experience

- **Exhibits**

Aids Memorial Quilt Display  
Out of the Box Latina Women's Photography Exhibit  
International Fair  
Diversity Bulletin Boards  
Telling the Whole Truth About Domestic Violence Display

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 10: Resources - Faculty and Staff Development***

**Indicator** Staff have access to a variety of opportunities for professional development

- Staff Development grants fund a variety of projects and events throughout the district. During 2000-01, funds were used to sponsor Teaching Learning Center activities at Sylvania, Cascade and Rock Creek campuses as well as departmental training and training for individuals. Topics included increasing human effectiveness, “Web Trek” and strategies for teaching ADD and AD/HD learners. Other projects focused on mentoring for part-time faculty, learning communities and a panel presentation on teaching on-line.
- Campuses also hold in-service for part time faculty in order to connect them with important campus services, familiarize them with college procedures and expectations and provide opportunities for professional development. Across the district, workshop topics have included using the Web to enhance instruction, review of student support services, techniques for dealing with difficult students, a summary of best practices from the Great Teacher Seminar, cyber-plagiarism, peer and self-assessment, and student records and privacy guidelines.
- New Employee Orientation sessions coordinated by the Human Resources office provide an overview of college organization, mission and goals, values and philosophy. Two sessions offered during 2000-01 featured presentations from a variety of departments and introduced 65 new staff to services and policies related to college operations, technology, health and safety and affirmative action.
- In addition to department money that is set aside for staff travel to conferences and workshops, conference lotteries sponsored by Staff Development provide additional opportunities for this kind of professional development. In 2000-01, funds were provided to 15 full time faculty, seven part time faculty and 10 classified staff to attend the conference or workshop of their choice.
- During 2000-01, full and part time staff utilized 1,656 tuition waivers to enroll in credit and non-credit courses offered by the college.
- The annual Classified Staff Retreat, co-sponsored by the Federation of Classified Employees and the Staff Development office, brings together full and part time classified staff from throughout the district for a day of workshops to promote personal and professional development. Charles Jordan, Director of the Bureau of Parks and Recreation for the City of Portland was featured speaker at the June 2001 retreat which was organized around the theme "We are the UNITY in CommUNITY Colleges."

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 10: Resources - Faculty and Staff Development***

- Indicator** Faculty have access to and utilize resources that support instruction (LRC, classroom technology, teaching-learning centers, etc.); training and equipment are available for faculty.
- Seven full time faculty members received training in a variety of technology-related areas during a one-week summer workshop conducted by Instructional Media Services. These individuals served as Faculty Fellows during 2000-01 and were released from one class each term to provide small-group workshops, over-the-shoulder training and departmental in-service training for other faculty on their campuses on topics that included file management, building instructional web sites, how to use a digital camera and computer cart, use of presentation software and development of 'webliographies.' As a result of the training
    - Faculty have incorporated new classroom technology such as web assignments and self-correcting web quizzes into their curriculum.
    - Students have access to a variety of class materials on-line (such as syllabi, notes and handouts) and can submit homework via email.
    - Faculty can link students directly to campus resources and services as well as to a multitude of course-related resources outside the college.
    - Faculty to faculty and faculty to student communication are enhanced by on-line discussion groups and new ways to share information via the web.
  - The New Faculty Institute is a cooperative project of the deans of instruction and Teaching Learning Centers from the three comprehensive campuses and the Staff Development office. Prior to the start of fall term 2001, 28 participants went through five days of presentations and activities that focused on orientation to the college, faculty roles and the impact of teaching on student learning and success.
  - Twelve sabbaticals were granted to full time faculty and academic professionals for the current academic year. Using this extended time away from the classroom to good advantage, faculty are engaged in conducting research in discipline-specific areas, writing (or re-writing) textbooks, developing course materials and instructional tools that integrate new technologies, and visiting other postsecondary institutions to investigate new approaches to student internships and training.
  - Programs offered by campus Teaching and Learning Centers (TLCs) offered a wide range of programs to serve faculty throughout the district: Web study groups, Web and WebCT training, Lunch and Learn discussion groups on topics such as visual learners and international education, and classes focused on tools and techniques to enhance instruction—assessing group work, the drama of teaching, using Visual Presenter, thinking across disciplines and using simulations in classrooms.

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## INSTITUTIONAL EFFECTIVENESS 2002

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### ***Goal 10: Resources - Financial***

**Indicator** FINANCIAL RESOURCES ARE OPTIMIZED to ensure that programs and services are available to district residents.

**Measure** Grant funds support programs and services available to students and district residents.

- Grant award funding exceeded \$9.7 million in 2000-01, serving over 19,790 persons. The following areas were funded: Workforce preparation programs; Child care, ECD and Head Start services; Migrant education; Survival English and ESL programs; National Science Foundation grants.

**Measure** Bond funds provide for expansion of college facilities to accommodate enrollment growth.

- In November 2000, voters approved a \$144 million bond measure, aimed at providing more classrooms and laboratories, as well as helping to upgrade technology and repair and maintain aging buildings. As of February 2002, over \$5.5 million of these bond funds have been used toward the SE Center, over \$1.3 million toward the Cascade property expansion, and over \$3.5 million toward the Sylvania cafeteria.

**Measure** Foundation funds support programs and services available to students.

- Revenues from the PCC Foundation totaled \$781,331 in 2000-01, with grants and expenses of \$945,320 and net assets of \$1,797,982. Between June 30th of 1996 and 2001, net assets have increased by 64.4%. During that same time period, total revenue per year averaged approximately \$940 thousand and grants and other distributions averaged about \$736 thousand.

**Measure** Technology fees support the use of technology in campus classrooms and programs.

- In 2000-01, about \$1.38 million in technology fees were collected, providing funds for staff, equipment and supplies in support of technology improvements throughout PCC. About \$880 thousand was targeted toward library technology services and equipment, with about 65% of those funds specifically provided for staff for instructional technology support.

**Measure** Student activity fees support activities that link students to the college and promote student leadership.

- In 2000-01, about \$580 thousand in student activity fees were collected, supporting intramural and student government activities.

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## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 11: Community*

**Indicator** Community participation in the life of the college

**Measure** **The college hosts events that are open to district residents, and college facilities are available to district residents for a variety of CULTURAL AND EDUCATIONAL ACTIVITIES.**

- A variety of college-sponsored (or co-sponsored) events are open to the public and draw community residents to the three comprehensive campuses each year. Art Beat, Cascade Festival of African Films, performances by the Sylvania Theater Department, Mardi Gras, Rock Creek Community Fair, the Winter PowWow, PCC Panther basketball games, Draft Horse Plowing Contest, career fairs, music concerts and speech and debate tournaments bring an estimated 30-35,000 visitors to the campuses annually.
- The Sylvania Performing Arts Center (PAC) serves as rehearsal and performance space for groups such as Tapestry Theater, Pacific Festival Ballet, PICA, Portland Opera, Creative Motion Dance, On the Spot Productions, Pacific Crest Wind Symphony, and the Skylark Tappers. Individual performers also appear on the PAC stage throughout the year.
- Community groups utilize available space at campuses and centers throughout the district for meetings, training sessions, seminars, language schools, social and cultural events and pageants. Saturday Academy, Metro Rotary Youth Incentive Program, American Society for Training and Development, Boy Scouts and Girl Scouts of America, International Summer Stays, Portland Rose Festival Association, Rose City Romance Writers, Cascade Sports Car Club, Society of Manufacturing Engineers, Springleaf Chinese School and Van-Lang Vietnamese School, Raphael House, National Dental Board, Oregon Trucking Association, Humboldt Neighborhood Association, Pine Mountain Observatory and the Mrs. Oregon Pageant are just a few examples of groups booked into college facilities in recent months.
- Gymnasiums and physical education facilities serve as the venue for community basketball teams, swim meets, dance rehearsals, lifeguard training, table tennis tournaments, soccer practice, community basketball teams, pep band practice, hoop camp, state games pickleball and injury prevention workshops.
- Numerous city and county agencies (such as Multnomah County and City of Portland) and other educational institutions (Portland Public Schools, Oregon Health Sciences University, Hillsboro School District, Oregon State University) conduct training sessions for staff and hold classes at a variety of PCC sites.
- The college also serves as a testing site for several agencies and for-profit organizations. Students come to campus to take a variety of educational skills and professional certification tests, ranging from GED proficiency exams to Law School Admission Tests (LSAT).

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## INSTITUTIONAL EFFECTIVENESS 2002

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### *Goal 11: Community*

**Indicator** College participation in the life of the community

**Measure** **College staff serve on a variety of boards, development forums and committees throughout the Portland metropolitan region**

- The college is represented on the Chambers of Commerce of a number of communities in the PCC district: Portland Metropolitan, Hispanic Metropolitan, Beaverton, Lake Oswego, Tigard and Tualatin.
- College staff serve on key economic and community development boards, forums and committees throughout the district, including the Portland Leaders Roundtable (representatives from education and social service agencies focus on retention in high schools and other partnerships designed to improve K-12 completion), Washington County Business Education Compact, (focus on business and education-related projects that can make a difference in the community), Portland Multnomah Progress Board, Portland Urban League, Interstate Urban Renewal Economic Development Commission, Homestead Capital Group (formerly Oregon Corporation for Affordable Housing), Neighborhood House, Inc. (southwest Portland comprehensive social service agency), Vision Action Network (non-profit organization that brings together a variety of public and private agencies with county residents to become actively involved in Washington County planning activities), Westside Economic Alliance, Columbia County Workforce Investment Board and the Portland Parks and Recreation Board.
- Arts and education-related groups on which PCC is represented include Equity Foundation (a private foundation giving grants to 501(c)(3) organizations in arts, education, health and social services), Capital Center High School advisory committee, Study Oregon (consortium of 2- and 4-year public and private schools that promotes Oregon as a study destination for international students) and Schools Uniting Neighborhoods (SUN), which works through the Portland Public Schools on projects to improve neighborhoods in areas surrounding elementary and middle schools.
- The college is also represented on the Oregon Newspaper Publishers Association/Foundation Board, comprised of publishers of newspapers around the state. The Board focuses on major issues facing the community and the news media and raises money for journalism scholarships.
- Other civic groups attended by PCC staff include Rotary, Portland City Club and Portland Links.
- PCC staff serve on boards/steering committees related specifically to college programs, such as Lents Technical Center (community-based training center located at Marshall High School), Pacific Northwest Public Policy Institute (joint program with Oregon State University to train group moderators for public policy forums), Oregon Building Congress (focus on attracting and retaining students in construction-related fields and on further education of K-12 teachers in practical applications of math and science), and the Oregon Association for Education of Young Children's Teacher Education Committee (focus on professionalizing early childhood education and improving the quality of childhood care and education).