INTRODUCTION

In keeping with Paul D. Camp Community College’s commitment to excellence, the PDCCC Strategic Planning process identified eight mission-related goals. After collecting baseline data, a number of benchmarks were selected as standards for calculating progress toward the accomplishment of these goals. The intent of each benchmark is to create a standard, which if achieved, will position the College at or above the norms of the Virginia Community College System and/or toward the VCCS Dateline 2009 goals. Where no comparative data are available, the faculty and administration developed a target.

The benchmarks chosen are measurable objectives, for which the College made a commitment to reach or exceed by the end of the academic year or by the dates set in the VCCS Strategic Direction: Dateline 2009 report. It also includes benchmarks based on the Perkins Core Performance Measures, and focuses on student outcomes related to the four-year Achieving the Dream grant which began in the summer of 2004. To underscore the importance of attaining the target figures, various aspects of the benchmarks are incorporated into each Annual Plan, thus providing a means to chart the progress toward meeting the selected targets. The Benchmark Report serves as a summary report of the specific accomplishments and shortfalls achieved for a specific year.

Overall, the progress made by the College is encouraging. In seven instances PDCCC has met or exceeded the established benchmark. Two other benchmarks were within 95% of the target figure and fourteen were at least 75% of the benchmark and seven benchmarks were below 75% of benchmark.

Presented individually in the body of this report, each goal and its benchmark are accompanied by specific success indicator. A chart summarizing the results for 2008-2009 is provided at the end of the report. To provide a longitudinal perspective of College efforts, an additional chart illustrating the results from past years is also presented at the end of each goal’s section.

The narrative immediately following this introduction identifies each goal and the benchmarks used to measure it. Additionally, an explanation is provided for any pertinent circumstances or information, as well as notations concerning the trends noted in the review of the historical data.

An institutional review by the Planning and Effectiveness Committee is conducted at the end of the Strategic Planning process to appraise and revise the goals, benchmarks, and success indicators as needed.

Goal 1: Provide access for students and promote their success and goal attainment (Chancellor’s Goals-Student Access and Opportunity).

Retention rates, annual FTES enrollment, dual enrollment FTES, students’ satisfaction, and the degree to which graduates increased their personal and professional goals were used as indicators to determine if students had attained their goals while at PDCCC. Benchmarks of the retention rates for students in curriculum programs were calculated in two ways: the fall to spring measurement of curricular
students re-enrolling the next term; and the fall-to-fall measurement of re-enrollments (excluding graduates) into a second subsequent year of classes. Total Annual FTES and dual enrollment FTES were compared to the College’s goal in meeting VCCS Dateline 2009. The graduate survey was used to see the degree of satisfaction of PDCCC students had in their overall community college experience and in raising their personal and professional goals.

The fall to spring retention rate for first-time curricular students for fall 2008-spring 2009 was 66.0%. This compares to 71.9% for fall 2007-spring 2008; 68.4% for fall 2006-spring 2007; 61.4% for fall 2005-spring 2006; 64.3% for fall 2004-spring 2005; 62.0% for fall 2003 to spring 2004; 61.1% for fall 2002-spring 2003; and 59.9% for fall 2001-spring 2002.

The fall to fall retention rate for first-time curricular students for fall 2007-fall 2008 was 48.5%. This compares to 39.1% for fall 2006-fall 2007; 44.8% for fall 2005-fall 2006; 40.8% for fall 2004-fall 2005; 34% for fall 2003-fall 2004; 37% for fall 2002-fall 2003; and 47.1% for fall 2001-fall 2002.

The College annual FTES enrollment for 2008-09 was 915. This compares to 869 FTES for 2007-08; 819 FTES for 2006-07; 835 FTES for 2005-06; 821 FTES for 2004-05; 845 FTES for 2003-04; and 830 FTES for 2002-03.

The dual enrollment FTES for fall 2008 was 136.1 FTES. This compares to 115.6 FTES in fall 2007; 149.5 FTES in fall 2006; 112.8 FTES in fall 2005; 101.5 FTES in fall 2004; 111.8 FTES in fall 2003; and 122.6 FTES in fall 2002.

On the 2009 graduate survey, 97.6% reported raising their personal and professional goals as a result of their community college experience. This compares to 97.0% for 2008 graduates; 99% for 2007 graduates; 97.9% for 2006 graduates; 84.6% for 2005 graduates; and 97.8% for 2004 graduates.

On the 2009 graduate survey, 97.7% reported that their overall community college experience, regardless of instructional delivery mode was satisfactory. This compares to 97.8% for 2008 graduates; 99% for 2007 graduates; 99% for 2006 graduates; 99.1% for 2005 graduates; and 95.1% for 2004 graduates.

**Goal 2: Offers occupational/technical programs that are responsive to the needs of students and employers (Chancellor’s Goals-Workforce Development).**

One of the main measures to evaluate this goal is the graduate survey. The survey is used to measure the perceptions of students regarding their current employment and their educational preparation at PDCCC. Other benchmarks measures come from the Perkins Core Performance Measures.

For 2009 graduates, 81.5% were employed or transferred to a senior institution. This compares to 79.7% for 2008 graduates; 81.2% for 2007 graduates; 80.9% for 2006 graduates; 84.4% for 2005 graduates; 78.5% for 2004 graduates; and 88.0% for 2003 graduates.

On the Perkins Core Performance Measures for Academic Attainment, in the 2006-2007 fall term, 64.3% of PDCCC’s technical majors in O/T programs successfully completed (“C” or better) in math, English, or science course vs. 77.2% for the VCCS. This compares to PDCCC 74.6% vs. VCCS 77.9% in 2004-2005; PDCCC 72.1% vs. VCCS 76.1% in 2003-2004; PDCCC 74.7% vs. VCCS 81% in 2002-2003; and PDCCC 61.3% vs. VCCS 67.8% in 2001-2002.
On the Perkins Core Performance Measures for Skill Proficiencies, in the 2006-2007 fall term, 88.7% of technical majors in O/T programs successfully completed (“C” or better) a technical skills course vs. VCCS 87%. This compares to PDCCC 86.3% and VCCS 86.3% for fall 2004; PDCCC 87.1% and VCCS 88% for fall 2003; PDCCC 87.5% and VCCS 89.2% for fall 2002; and PDCCC 79.1% and VCCS 81.5% for fall 2001.

**Goal 3: Provides curricula in university parallel programs that facilitate transfer to senior institutions (Chancellor’s Goals-Transfer).**

The measures used to evaluate the College’s benchmarks come from information obtained from the senior institutions Guideline 8 data and from the Integrated Postsecondary Education Data System (IPEDS). The Guideline 8 data examines GPA of community college graduates at the senior institutions and the number of PDCCC curricular students who graduate in a specific year and transfer (not all senior institutions include GPA in their annual submissions). IPEDS examines the graduation rates of first-time, curricular students who graduate within three years.

The percentage of PDCCC transfer students who attain a GPA of 2.0 or higher at their senior institution was 79% in 2007-08. This compares to 73.5% in 2005-06; 82% in 2003-2004; 80% in 2002-03 and 83% in 2001-2002.

The percentage of PDCCC’s first-time, full-time, curricular students who graduate within three years was 17.4% vs. VCCS 16.7% for the 2004 fall cohort. This compares to 14.6% and VCCS 16% for fall 2003 cohort; 8.3% and VCCS 16.2% for the fall 2002 cohort; 15.3% and VCCS 15.9% for the fall 2001 cohort; 14.1% and VCCS 13.9% for the fall 2000 cohort; and 16.8% and VCCS 13.7% for the fall 1999 cohort.

The number of PDCCC 2007 AA&S graduates who transfer to senior institutions the following fall term was 46.2%. This compares to 26.9% for 2006 graduates; 36.5% for 2005 graduates; 31.8% for 2004 graduates; 22.4% for 2003 graduates; and 38.3% for 2002 graduates.

**Goal 4: Provides a developmental studies program to help students meet college-level learning expectations (Chancellor’s Goals-Student Access and Opportunity).**

The College established six benchmarks to monitor the success of students who enrolled in and completed developmental classes. These benchmarks basically compared how developmental students performed in regular math and English classes after taking a developmental course in that area.

For developmental English, 49.3% of fall 2008 students enrolled in ENG 1, Preparing for College Writing, successfully completed the course with a grade of “S”. This compares to 41.1% in fall 2007; 55.6% in fall 2006; 51.2% in fall 2005; 52.5% in fall 2004; 53.6% in fall 2003; and 54.8% in fall 2002.

For developmental math, 44.1% of the fall 2008 students enrolled in developmental math courses (MTH 2, Arithmetic; MTH 3, Algebra I; and MTH 4, Algebra II) successfully completed the courses with a grade of “S”. This compares to 52.9% for fall 2007; 60.6% for fall 2006; 51.1% for fall 2005; 55.1% for fall 2004; 70.7% for fall 2003; and 65.3% for fall 2002.

In fall 2008, 44% of former developmental English students (from the past three regular terms) earned a “C” or above vs. 55% of non-developmental students in ENG 111 (“Ws” are counted as non-
completers). This compares to 40.9% of former developmental English students and 64.2% of non-developmental students for fall 2007; 14.3% of former developmental English students and 63.9% of non-developmental students for fall 2006; 39.1% of former developmental English students and 66.7% of non-developmental students for fall 2005; 32% of former developmental English students and 64% of non-development students in fall 2004; and 39% of former developmental English students and 69% of non-developmental students in fall 2003.

In fall 2008, 60% of former developmental math students (from the past three regular terms) earned a “C” or above in a credit-level math class vs. 68% for non-developmental math students (“Ws” are counted as non-completers). This compares to 50% of former developmental math students and 66% for non-developmental math students in fall 2007; 73% of former developmental math student and 77.4% for non-developmental math students in fall 2006; 78.1% for former developmental math students and 77.2% for non-developmental math students in fall 2005; 74% of former developmental math students and 80% for non-developmental math students in fall 2004; and 84% for former developmental math students and 73% for non-developmental math students in fall 2003.

In fall 2008, 70% of former developmental reading students achieved a 2.0 cumulative GPA vs. 72% of non-developmental reading students. This compares to 46% of developmental reading student and 86% of non-developmental reading student for fall 2007; 76.9% of developmental reading students and 86.5% of non-developmental reading students in fall 2006; 75.8% of former developmental reading student and 83.9% of non-developmental reading students in fall 2005; 73% of former developmental reading students and 84% of non-developmental reading students in fall 2004; 81% of former developmental reading students and 82% of non-developmental reading students in fall 2003; and 77% of former developmental reading students and 76% of non-developmental reading students in fall 2002.

In the fall 2008, 42% of African-American students vs. 56% of white students successfully completed their developmental coursework. This compares to 46% of African-American students and 56% of white students in fall 2007; 52.8% of African-American students and 62.6% of white students in fall 2006; 50.0% of African-American students and 56.6% of white students in fall 2005; 51.0% of African-American students and 59.0% of white students in fall 2004; 44.0% of African-American students and 62% of white students in fall 2003; and 46.0% of African-American students and 60% of white students in fall 2002.

**Goal 5: Enables students to strengthen general skills, conceptual abilities, and values needed to function competently in the community, workplace and diverse world (Chancellor’s Goals-Planning and Accountability).**

Measures used to evaluate the benchmarks are the VCCS Core Competencies which examine the general education outcomes of recent PDCCC graduates. These Core Competencies include information literacy, scientific reasoning, quantitative reasoning, critical thinking, oral communication, and writing. Two of these Core Competencies will be evaluated each year on a three-year cycle.

On the Information Literacy Core Competency test, 63.4% of PDCCC’s 2008 graduates were proficient. This compares to 46.2% proficiency and VCCS 46.1% proficiency for 2004 graduates; and 38% proficiency and VCCS 53.2% proficiency for 2003 graduates.
For Scientific Reasoning, PDCCC’s 2005 graduates 50.6% were proficient and 13% advanced vs. VCCS 79.3% proficient and 16.7% advanced. This compares to PDCCC’s 35.6% proficiency and 2% advanced for 2004 graduates.

For Quantitative Reasoning, PDCCC’s 2005 graduates were 49.4% proficient and 5.2% advanced vs. VCCS 67.4% proficient and 8.2% advanced. This compares to PDCCC’s 30.7% proficiency and 3% advanced for 2004 graduates.

For Oral Communication, PDCCC’s 2007 degree graduates mean score on the Core Competency Test was 56.10 vs. VCCS 60.91. This compares to PDCCC mean score of 55.25 vs. the VCCS 60.87 in 2006.

For Critical Thinking, PDCCC 2007 degree graduates’ mean score on the Core Competency Test was 13.86 vs. VCCS 15.39. This compares to PDCCC’s 12.87 vs. the VCCS 14.83 in 2006.

**Goal 6: Expands workforce training, services and lifelong learning opportunities (Chancellor’s Goals-Workforce Development).**

Various benchmarks indicators served as measures of attainment of this goal. These benchmarks included a client satisfaction survey by Workforce Development to non-credit participants and the number of individuals served by Workforce Development.

For fall 2008, the Workforce Development Survey showed an overall non-credit student satisfaction rating of 3.90 on a 4.0 scale. This compares to 3.73 for fall 2007; 3.79 for fall 2005; 3.68 for fall 2004; and 3.64 for fall 2003.

The annual number of individuals served by the Workforce Development Center for 2008-2009 was 1665 which represents 1369 customized non-credit participants and 296 participants in non-credit open enrollment. For 2007-08, the total participation was 4688 which represents 4303 customized non-credit participants and 385 participants in non-credit open enrollment. For 2006-07, the total participation was 2939 which represents 2568 customized non-credit participants and 371 participants in non-credit open enrollment. For 2005-2006, the total participation was 2680 which represents 2352 customized non-credit participants and 328 participants in non-credit open enrollment. For 2004-2005, the total participation was 3053 which represents 2931 participants for customized non-credit training and 122 participants in non-credit open enrollment. In 2003-2004, the total participation was 2499 which represents 2067 customized non-credit training and 432 participants in non-credit open enrollment. In 2002-2003, the total participation was 2348 which represents 1874 participants for customized non-credit training and 474 participants in non-credit open enrollment. In 2001-2002, the total participation was 1309 which represents 1088 participants for customized non-credit training and 221 participants in non-credit open enrollment.

**Goal 7: Expands partnerships for the development, growth and renewal of the service region (Chancellor’s Goals-Advocacy).**

This goal is evaluated mainly through a community participation survey given to a cross-section of the community. This survey was placed on the College’s Web page, and a request to complete the survey
was sent to the 64000+ residents in the College’s service area using the fall 2004 Class Schedule. Additional requests to complete the survey were made to various groups using e-mail.

Overall the College’s Community Survey rated PDCCC 3.25 on a 4 point scale in 2006-07. This compares to 3.33 for 2005-06; 3.23 for 2004-05; and 3.21 for 2001-02.

Goal 8: Provides adequate personnel, financial resources, facilities and technology to support its programs and services (Chancellor’s Goals/Resources; Teaching and Learning; and Technology).

The benchmarks to evaluate this goal come from library surveys, total endowment value, and PDCCC library statistical data.

The PDCCC foundation’s assets total for 2008-09 is $499,468. This compares to $401,272 for 2007-08; $385,756 for 2006-07; $308,015 for 2005-06; $264,199 for 2004-05; and $210,401 for 2003-04.

For 2008-09, the number of periodicals/books checked out of the college library was 673 (126 periodicals and 547 books). This compares to 1139 (310 periodicals and 820 books) in 2007-08; 963 (247 periodicals and 716 books) in 2006-07; 1377 (318 periodicals and 1059 books) in 2005-06; 2050 (455 periodicals and 1,595 books) in 2004-05.

For 2008-08, there were 14,264 electronic hits on various college library databases. This compares to 2,189 electronic hits in 2007-08; 4,367 electronic hits in 2006-07; 6,196 electronic hits in 2005-06; 7,004 electronic hits in 2004-05; 8,775 electronic hits in 2003-04; and 11,122 electronic hits in 2002-03.

On the 2009 Graduate Survey, 81.6% (102/125) always or usually find the information they need in the college’s library. This compares to 82.2% (115/140) in 2008; 80.7% (126/156) in 2007; 86.1% (130/151) in 2006; 60.7% (236/389) in 2005; 84.0% in 2004; and 72.0% (131/182) in 2003.
Goal 1: 
Provide access for students and promotes their success and goal attainment  
(Chancellor’s Goals-Student Access and Opportunity)

Success Indicator I:
Retention rate: Fall to Spring: The percentage of first-time curricular students enrolled in the fall term that re-enrolls in the subsequent spring term.

Benchmark I:
To meet the Dateline 2009 retention goal, PDCCC will increase fall to spring retention for first-time curricular students to 75%.

Current Status:
88% of Benchmark (First-time curricular student retention rate fall 2008-spring 2009 was 66.0%. This compares to 71.9% for fall 2007-spring 2008; 68.4% for fall 2006-spring 2007; 61.4% for fall 2005-spring 2006; 64.3% for fall 2004-spring 2005; 62% for fall 2003-spring 2004; 61.1% for fall 2002-spring 2003; and 59.9% for fall 2001-spring 2002)
(Source: VCCS RETENTION SUMMARY REPORT)
**Success Indicator II:**
Retention Rate: Fall to Fall - The percentage of first-time curricular students enrolled in the fall semester who re-enroll the subsequent fall semester.

**Benchmark II:**
To meet Dateline 2009 retention goals, PDCCC will increase fall to fall retention for first-time students to 55%.

**Current Status:**
88% of Benchmark (The fall 2007 to fall 2008 retention rate for first-time students was 48.5%. This compares to 39.1% for fall 2006 to fall 2007; 44.8% fall 2005 to fall 2006; 40.8% fall 2004 to fall 2005; 34% fall 2003 to fall 2004; 37% fall 2002 to fall 2003; and 47.1% fall 2001 to fall 2002)
(Source: VCCS RETENTION SUMMARY REPORT)
**Success Indicator III:**
Enrollment FTES: The annual full-time equivalent students (FTES) for the college based on 15 credits equal 1 FTE.

**Benchmark III:**
The annual FTES for PDCCC will equal or exceed its Dateline 2009 goal of 925.

**Current Status:**
99% of Benchmark (PDCCC 2008-09 annual FTES was 915. This compares to 869 FTES for 2007-08; 819 FTES for 2006-07; 835 FTES for 2005-06; 821 FTES for 2004-05; 845 FTES for 2003-04; 830 FTES for 2002-03)
(Source:PC_ENROLLMENT_COUNT)
**Success Indicator IV:**
Dual Enrollment: The number of full-time equivalent students (FTES) generated during fall term from local high schools and academies.

**Benchmark IV:**
To meet Dateline 2009 enrollment goals, PDCCC will increase its dual enrollment to 135 FTES.

**Current Status:**
100% of Benchmark (136.1 FTES were generated in fall 2008 for dual enrollment vs. 115.6 FTES in fall 2007; 149.5 FTES in fall 2006; 112.8 FTES in fall 2005; 101.5 FTES in fall 2004; 111.8 FTES in fall 2003 and 122.6 FTES in fall 2002)
(Source: Business Office DE contracts and PC_IR_DUAL_ENROLLMENT)
**Success Indicator V:**
Student goals being met on graduate survey

**Benchmark V:**
To meet Dateline 2009 student goals, PDCCC will have ninety-five percent (95%) graduates report that they have raised their personal and professional goals as a result of their community college experience.

**Current Status:**
103% of Benchmark (For 2009 graduates, 97.6% reported raising their personal & professional goals as a result of their community college experience. This compares to 97.0% for 2008 graduates; 99.0% for 2007 graduates; 97.9% for 2006 graduates; 84.6% for 2005 graduates; and 97.8% for 2004 graduates.)
(Source: Graduate Survey)
**Success Indicator VI:**
Student satisfaction on Graduate Survey (success indicator)

**Benchmark VI:**
To meet Dateline 2009 goals for student satisfaction, the overall student satisfaction with the community college experience, regardless of the instructional delivery mode or location, will exceed ninety-five percent (95%).

**Current Status:**
103% of Benchmark (For 2009 graduates, 97.7% responded that their overall community college experience, regardless of instructional delivery mode was satisfactory. This compares to 97.8% for 2008 graduates; 99.0% for 2007 graduates; 99.0% for 2006 graduates; 99.1% for 2005 graduates; 95.1% for 2004 graduates.)
(Source: Graduate Survey)
**Goal 2:**
Offer occupational/technical programs that are responsive to the needs of students and employers (Chancellor’s Goals-Workforce Development)

**Success Indicator I:**
Placement Rate in the Workforce

**Benchmark I:**
95% of graduates will be employed or transferred to a senior institution

**Current Status:**
86% of Benchmark (81.5% of the 2009 graduates surveyed were employed or transferred to a senior institution. This compares to 79.7% of the 2008 graduates; 81.2% of the 2007 graduates; 80.9% of 2006 graduates; 84.4% of 2005 graduates; 78.5% of 2004 graduates and 88.0% of the 2003 graduates.)

(Source: Graduate Survey Results)
**Success Indicator II:**
Perkins Core Performance Measures – Academic Attainment

**Benchmark II:**
The fall term percentage of technical majors in O/T programs who successfully complete (“C” or better) math, English, or science equal the VCCS.

**Current Status:**
83% of Benchmark (PDCCC 2006-2007 fall term = 64.3% vs. 77.2% VCCS; PDCCC 2004-2005 fall term = 74.6% vs. 77.9% VCCS; PDCCC 2003-2004 fall term=72.1% vs.76.1% VCCS; PDCCC 2002-2003 fall term= 74.7% vs.81.0% VCCS; PDCCC 2001-2002 fall term= 61.3% vs.67.8% VCCS)
(Source: Perkins Core Performance Measures- 1 P1)
**Success Indicator III:**
Perkins Core Performance Measures – Skill Proficiencies

**Benchmark III:**
The fall term percentage of technical majors in O/T programs who successfully complete (“C” or better) a technical skills course will equal the VCCS.

**Current Status:**
102% of Benchmark (PDCCC 2006-2007 fall term was 88.7% vs. 87% VCCS; PDCCC 2004-2005 fall term = 86.3% vs. 86.3% VCCS; PDCCC 2003-2004 fall term = 87.1% vs. 88% VCCS; PDCCC 2002-2003 fall term = 87.5% vs. VCCS 89.2%; PDCCC 2001-2002 fall term = 79.1% vs. VCCS 81.5%)
(Source: Perkins Core Performance Measures – 1 P2)
Goal 2 Year Comparisons

<table>
<thead>
<tr>
<th>Goal 2-I</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>93%</td>
<td>89%</td>
<td>85%</td>
<td>85%</td>
<td>84%</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2-II</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>90%</td>
<td>92%</td>
<td>95%</td>
<td>96%</td>
<td>83%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2-III</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>97%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
<td>102%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Goal 3:**
Provide curricula in university parallel programs that facilitate transfer to senior institutions
(Chancellor’s Goals-Transfer)

**Success Indicator I:**
The percentage of PDCCC transfer students who attain a GPA of 2.0 or higher at their senior institution

**Benchmark I:**
95% of transfer students will attain a GPA of 2.0 or higher at their senior institutions.

**Current Status:**
83% of Benchmark (79% earned a 2.0 or higher GPA in 2007-08. This compares to 73.5% in 2005-06; 82% in 2003-04; 80% in 2002-2003; and 83% in 2001-2002)
(Source: Guideline 8 data submitted by senior institutions)
**Success Indicator II:**
Graduation Rate: The percent of first-time, full-time, curricular students who graduate within three years.

**Benchmark II:**
To meet Dateline 2009 graduation rate goal, PDCCC’s graduation rate for first-time, full-time, curricular students will increase to 25% by 2009.

**Current Status:**
70% of Benchmark (17.4% for the fall 2004 cohort. This compares to 14.6% for fall 2003 cohort; 8.3% for fall 2002 cohort; 15.3% for fall 2001 cohort; 14.1% for the fall 2000 cohort and 16.8% for fall 1999 cohort)
(Source: VCCS IPEDS-like Graduation Rates)
**Success Indicator III:**
Graduation Transfer: The number of PDCCC curricular students who graduate in specific year and transfer.

**Benchmark III:**
To meet the Dateline 2009 transfer goal, the percent of AA&S graduates that will transfer to senior institutions will increase to 50%.

**Current Status:**
92% of Benchmark (For 2006-07 AA&S graduates, 46.2% transferred. This compares to 26.9% for 2005-06; 36.5% for 2004-05; 31.8% for 2003-04; 22.4% for 2002-03; and 38.3% for 2001-02.)
(Source: VCCS transfer report)
**Goal 3 Year Comparisons**

<table>
<thead>
<tr>
<th>Goal 3-I</th>
<th>Year 6</th>
<th>Year 5</th>
<th>Year 4</th>
<th>Year 3</th>
<th>Year 2</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 3-I</td>
<td>83%</td>
<td>77%</td>
<td>86%</td>
<td>84%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Goal 3-II</td>
<td>70%</td>
<td>58%</td>
<td>33%</td>
<td>61%</td>
<td>56%</td>
<td>67%</td>
</tr>
<tr>
<td>Goal 3-III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 3-III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Year 6: Orange
- Year 5: Aqua
- Year 4: Purple
- Year 3: Green
- Year 2: Red
- Year 1: Blue
**Goal 4:**
Provide a developmental studies program to help students meet college-level learning expectations (Chancellor’s Goals-Student Access and Opportunity)

**Success Indicator I:**
Subsequent performance: The percentage of students who earn a grade of “S” in English 1 for the fall term.

**Benchmark I:**
The fall term success rate of students enrolled in English 1 will equal 75%.

**Current Status:**
66% of Benchmark (49.3% (36/73) of English 1 students achieved an S grade in fall 2008. This compares to 41.1% (44/107) in fall 2007; 55.6% (48/81) in fall 2006; 51.2% (62/121) in fall 2005; 52.5% (52/99) in fall 2004; 53.6% (52/97) in fall 2003; and 54.8% (69/126) in fall 2002)
(Source: SAS Developmental grades)
**Success Indicator II:**
Subsequent performance: The percentage of students who earn a grade of “S” in developmental Math.

**Benchmark II:**
The success rate of students enrolled in developmental math will equal 75% in fall term.

**Current Status:**
59% of Benchmark (44.1% (94/213) of developmental math students achieved an S grade for fall 2008. This compares to 52.9% (127/240) for fall 2007; 60.6% (114/188) for fall 2006; 51.1% (115/225) for fall 2005; 55.1% (129/234) for fall 2004; 70.7% (124/175) for fall 2003 and 49% (129/264) for fall 2002)
(Source: PC_IR_DEV_GRADE_ROSTER)
**Success Indicator III:**
Subsequent performance: The percentage of students who earn a grade of “C” or better in a credit-level English class after completing English 1 within 3 regular semesters, in comparison to students in credit-level English courses who did not take English 1. Grades “W, F, and D” are counted as non-completers.

**Benchmark III:**
The success of former developmental students in credit-level English fall term will equal that of the students who did not take developmental English.

**Current Status:**
80% of Benchmark (44% (7/16) of former developmental English students (including sp07, su07, f07, sp08, su08) earned a “C” or above vs. 55% (87/157) of the non-developmental students in ENG 111 for fall 2008. This compares to 40.9% (9/22) of the developmental English students vs. 64.2% (102/159) of the non-developmental students in ENG 111 for fall 2007; 14.3% (3/21) of former developmental English students vs. 63.9% (117/183) of the non-developmental students in ENG 111 for fall 2006; 39.1% (9/21) of former developmental English students and 66.7% (121/181) for non-developmental students for fall 2005; 32% (11/34) of former developmental English students and 64% (109/170) of the non-developmental students for fall 2004; and 39% (12/31) of former developmental English students and 69% (110/160) of non-developmental students for fall 2003.
(Source: SAS developmental grades)
**Success Indicator IV:**
Subsequent performance: The percentage of students earning a “C” or better in credit-level Mathematics who took a developmental Math within three regular semesters, compared to the students who did not take developmental Mathematics. Grades of “W, F, and D” are counted as non-completers.

**Benchmark IV:**
The success of former developmental math students in credit-level mathematics fall term will equal that for students who did not take a developmental math class.

**Current Status:**
88% of Benchmark (60% (23/38) of former developmental math student (includes sp07, su07, f07, sp08, su08) earned a “C” or above in credit-level math class (MTH 141, 151, 163) vs. 68% (41/60) for non-developmental math students in fall 2008. This compares to 50% (18/36) of former developmental math student in credit-level math class vs. 66% (47/71) for non-developmental math students in fall 2007; 73% (27/37) of former developmental math student in credit-level math class vs. 77.4% (151/195) for non-developmental math students in fall 2006; 78.1% (25/32) of former developmental math students vs. 77.2% (112/145) of non-developmental math students for fall 2005; 74% (20/27) of former developmental math students vs. 80% (87/109) of non-developmental math students in fall 2004; and 84% (36/43) of former developmental math students vs. 73% of non-developmental math students in fall 2003.)
(Source: pc_sr_attend_roster_all; SAS developmental grades).
**Success Indicator V:**
Subsequent performance: The academic performance of students who completed developmental reading within three regular semesters will be compared to students who did not take developmental reading.

**Benchmark V:**
The percentage of developmental students completed reading and achieved a GPA of at least 2.0 fall term will be equal to the rate of students who did not have developmental reading.

**Current Status:**
97% of Benchmark (For fall 2008, 70% (48/69) of students who completed developmental reading (includes su08, sp08, f07, su07, sp07) achieved a 2.0 cumulative GPA fall vs. 72% (1129/1572) of students not taking developmental reading. This compares to 46% (18/39) of developmental reading students and 86% (1301/1511) of non-developmental reading students for fall 2007; 76.9% (30/39) of developmental reading students and 86.5% of non-developmental students in fall 2006; 75.8% (25/33) of developmental reading students and 83.9% of non-developmental students for fall 2005; 73% (41/56) of developmental reading students and 84% of non-developmental reading students for fall 2004; and 81% (25/31) of developmental reading students and 82% of non-developmental reading students for fall 2003.
(Source: CURRGPA.sas)
**Success Indicator VI:**
Successful completion of developmental coursework

**Benchmark VI:**
African-American students will successfully complete developmental coursework at the same rate of success as white students.

**Current Status:**
75% of Benchmark – (In fall 2008, 42% of African-American students vs. 56% of white students successfully completed their developmental courses. This compares to 46% of African-American students vs. 56% of white students in fall 2007; 52.8% of African-American students vs. 62.6% of white students in fall 2006; 50.0% of African-American students vs. 56.6% of white students in fall 2005; 51.0% of African-American students vs. 59% of white students in fall 2004; 44% of African-American students vs. 62% of white students in fall 2003; and 46% of African-American students vs. 60% of white students in fall 2002.)

Source: (SAS developmental grades)
Goal 5:
Enables students to strengthen general skills, conceptual abilities, and values needed to function competently in the community, workplace and diverse world (Chancellor’s Goal-Planning and Accountability)

Success Indicator I:
Results of Information Literacy Core Competencies testing

Benchmark I:
Students will achieve a success rate of 80% or higher on the Information Literacy Core Competency Test.

Current Status:
79% of Benchmark (PDCCC 2008 graduates had 63.4% proficient on the Information Literacy Core Competency Test. This compares to 46.2% proficiency vs. VCCS 46.1% for 2004 graduates; and 38% proficient vs. VCCS 53.2% for 2003 graduates)
(Source: VCCS Assessment Results Report).
**Success Indicator II:**
Results of the Scientific Reasoning Core Competencies test

**Benchmark II:**
Students will achieve a success rate of 80% or higher on the Scientific Reasoning Core Competency Test.

**Current Status:**
63% of Benchmark (PDCCC 2005 graduates were 50.6% proficient and 13% advanced vs. VCCS 79.3% proficient and 16.7% advanced. This compares to 35.6% proficient and 2% advanced for PDCCC’s 2004 graduates.)
(Source: VCCS Assessment Results Report)
**Success Indicator III:**
Results of the Quantitative Reasoning Core Competencies test

**Benchmark III:**
Students will achieve a success rate of 80% or higher on the Quantitative Reasoning Core Competency Test.

**Current Status:**
68% of Benchmark (PDCCC 2005 graduates were 49.4% proficient and 5.2% advanced vs. VCCS 67.4% proficient and 8.2% advanced. This compares to 30.7% proficient and 3% advanced for PDCCC’s 2004 graduates.)
(Source: VCCS Assessment Results Report)
**Success Indicator IV:**
Results of the Oral Communication Core Competencies test

**Benchmark IV:**
Graduates will achieve a score equal to or higher than the VCCS average on the Oral Communication Core Competency Test.

**Current Status:**
92% of Benchmark (PDCCC 2007 graduates’ mean score was 56.10 vs. VCCS 60.91 on the Oral Communication Core Competency Test. This compares to PDCCC mean score of 55.25 vs. VCCS 60.87 in 2006)  
(Source: VCCS Assessment Results Report)
**Success Indicator V:**
Results of the Critical Thinking Core Competencies test

**Benchmark V:**
Graduates will achieve a score equal to or higher than the VCCS average on the Critical Thinking Core Competency Test.

**Current Status:**
90% of Benchmark (PDCCC 2007 graduates’ mean score was 13.86 vs. VCCS 15.39 on the Critical Thinking Core Competency Test. This compares to PDCCC 12.87 and VCCS 14.83 in 2006)
(Source: VCCS Assessment Results Report)
Goal 5 Year Comparisons

Goal 5-I
- Year 3: 79%
- Year 2: 58%
- Year 1: 48%

Goal 5-II
- Year 3: 63%
- Year 2: 68%
- Year 1: 44%

Goal 5-III
- Year 3: 68%
- Year 2: 42%
- Year 1: 44%

Goal 5-IV
- Year 3: 92%
- Year 2: 91%
- Year 1: 91%

Goal 5-V
- Year 3: 87%
- Year 2: 90%
- Year 1: 90%

Legend:
- Year 3: Green
- Year 2: Red
- Year 1: Blue
**Goal 6:**
Expand workforce training, services and lifelong learning opportunities
(Chancellor’s Goals-Workforce Development)

**Success Indicator I:**
Student satisfaction of Workforce Classes (Non-Credit)

**Benchmark I:**
The Workforce Development Center will have an overall non-credit student satisfaction rating of 3.75 on a 4.0 scale.

**Current Status:**
104% of Benchmark (For fall 2008 student satisfaction was 3.90 on a five-point scale with one being low. This compares to 3.73 in fall 2007; 3.76 in fall 2006; 3.79 for fall 2005; 3.68 for fall 2004; and 3.64 for fall 2003)
(Source: Workforce Survey)
**Success Indicator II:**
Annual number of individuals served by Workforce Development

**Benchmark II:**
To meet Dateline 2009 Workforce training goal, the annual number of individuals served by Workforce Development will be 3624 by 2009. (This is based on a 3-year average of 2014 individuals participating in workforce training.

**Current Status:**
46% of Benchmark (For 2008-09, the total participation was 1665 which represents 1369 customized non-credit participants and 296 participants in non-credit open enrollment. For 2007-08, the total participation was 4688 which represents 4303 customized non-credit participants and 385 participants in non-credit open enrollment. For 2006-07, the total participation was 2939 which represents 2568 customized non-credit participants and 371 participants in non-credit open enrollment. For 2005-06, the total participation was 2680 which represents 2352 customized non-credit participants and 328 participants in non-credit open enrollment. For 2004-05, the total participation was 3053 which represents 2931 customized non-credit participants and 122 participants in non-credit open enrollment; for 2003-04, the total participation was 2499 which represents 2067 customized non-credit participants and 432 participants in non-credit open enrollment; for 2002-03 the total participation was 2348 which represents 1874 for customized non-credit participants and 474 participants in non-credit open enrollment; for 2001-02, the total participation was 1309 which represents 1088 for customized non-credit participants and 221 participants in non-credit open enrollment.)

(Source: Summary Workforce Development Report July 1 – June 30)
Goal 6 Year Comparisons

Goal 6-I
- Year 8: 99%
- Year 7: 100%
- Year 6: 101%
- Year 5: 98%
- Year 4: 97%
- Year 3: 104%

Goal 6-II
- Year 8: 46%
- Year 7: 81%
- Year 6: 74%
- Year 5: 69%
- Year 4: 65%
- Year 3: 84%
- Year 2: 36%
- Year 1: 129%
**Goal 7:**
Expand partnerships for the development, growth and renewal of the service region (Chancellor’s Goal-Advocacy)

**Success Indicator I:**
Community Participation Survey of a cross-section of the community.

**Benchmark I:**
Overall rating of 3.5 on a 4.0 scale

**Current Status:**
93% of Benchmark (The 2006-07 Community Survey rated the College 3.25. This compares to 3.33 for 2005-06; 3.23 for 2004-05 and 3.21 for 2001-02.)
(Source: Community Survey)
Goal 7 Year Comparisons

Year 4: 93%
Year 3: 92%
Year 2: 92%
Year 1: 95%
Goal 8:
Provide adequate personnel, financial resources, facilities and technology to support its programs and services (Chancellor’s Goals-Resources; Teaching and Learning; and Technology)

Success Indicator I:
Total assets from fundraising

Benchmark I:
To meet the Dateline 2009 private funding goal, PDCCC will increase its total assets to $420,802.

Current Status:
119% of Benchmark (For 2008-09 the total assets were $499,468. This compares to $401,272 for 2007-08; $385,756 for 2006-07; $308,015 for 2005-06; $264,199 for 2004-05; and $210,401 for 2003-04)
**Success Indicator II:**
The number of books and periodicals checked out of the College library

**Benchmark II:**
The number of books and periodicals checked out of the College library will increase to 3 books or periodicals per FTE during the academic year.

**Current Status:**
25% of Benchmark (For 2008-09, the number of periodicals/books checked out per FTE was 0.74 vs. 1.31 in 2007-09 vs. 1.11 in 2006-07, vs. 1.65 in 2005-06 vs. 2.49 in 2004-05; and 2.41 in 2003-04. In 2006-07, 963 periodicals/books were checked out (247 periodicals and 716 books) vs. 1377 periodicals/books (318 periodicals and 1059 books) in 2005-06 vs. 2050 periodicals/books (455 periodicals and 1,595 books) in 2004-05). *(Source: LRC)*
*Success Indicator III:*
The number of electronic links for library resources

*Benchmark III:*
The number of electronic links for library resources will increase to 14 per FTE during the academic year.

*Current Status:*
111% of Benchmark (For 2008-09, there were 15.18 hits per FTE vs. 2.52 hits in 2007-08; This compares to 5.0 hits in 2006-07; 7.4 hits in 2005-06; 8.5 hits in 2004-05; 10.4 hits in 2003-04; and 13.4 hits in 2002-03. There were 14,264 a total of electronic hits in 2008-09 vs. 2,189 hits in 2007-08; 4367 hits in 2006-07; 6196 hits in 2005-06; 7004 hits in 2004-05; and 8775 in 2003-04.)
(Source: LRC)
Success Indicator IV:
Student response on Library Services

Benchmark IV:
The percentage of students who usually or always find in the campus library the information needed in the library will meet or exceed 90%

Current Status:
91% of Benchmark (On the 2009 Graduate Survey, 81.6% (102/125) always or usually find the information they need in the college’s library. This compares to 82.2% (115/140) in 2008; 80.7% (126/156) in 2007; 86.1% (130/151) in 2006; 60.7% (236/389) in 2005; 84% in 2004; and 72% (131/182) in 2003.)
(Source: Graduate Survey)
Goal 8 Year Comparisons

Goal 8-I

Year 1: 119%
Year 2: 95%
Year 3: 73%
Year 4: 63%
Year 5: 50%
Year 6: 44%
Year 7: 37%
Year 8: 25%

Goal 8-II

Year 1: 111%
Year 2: 83%
Year 3: 55%
Year 4: 44%
Year 5: 37%
Year 6: 25%
Year 7: 18%
Year 8: 11%

Goal 8-III

Year 1: 96%
Year 2: 74%
Year 3: 61%
Year 4: 53%
Year 5: 36%
Year 6: 18%
Year 7: 36%
Year 8: 25%

Goal 8-IV

Year 1: 96%
Year 2: 93%
Year 3: 80%
Year 4: 67%
Year 5: 56%
Year 6: 43%
Year 7: 36%
Year 8: 18%