Mission Fulfillment Report 2024

Updated September 2024

KLAMATH COMMUNITY COLLEGE

Introduction

Planning at all levels of the college is highly participatory. In keeping with the College's culture of inclusiveness and transparency, KCC's planning processes offer widespread opportunities for input by appropriate constituencies. From advisory boards for academic programs to shared governance and strategic planning, public and employee participation is highly sought after.

Like most other plans at the College, the strategic planning process solicits extensive public, Board of Education, and KCC employee input. The College's strategic plan serves as the unifying element that takes into account the needs of the community, the mission of the College, efforts of the College's internal departments, and the budgeting process.

KCC is in the third cycle of its current strategic planning series. The guiding principles for KCC's Strategic Plan are:
- to be highly inclusive of the public and all college departments,
- to give all departments a sense of meaning and forward vision,
- to be integrated with the budget process,
- to be a grass-roots, department-centered system, and
- remain a vibrant, living document at the forefront of all College activities.

This Mission Fulfillment report is a companion to the Strategic Plan to provide measurements towards fulfilling the mission of the College. The intention of this report is to provide a subset of widely used data the college uses to make decisions. This subset contains relevant data which the college uses with regularity to gauge successes and areas for improvements.

Klamath Community College Mission Statement

Klamath Community College provides accessible, quality education and services in response to the diverse needs of the student, business, and community. The College supports student success in workforce training, academic transfer, foundational skills development, and community education

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Strategic Initiative 1   Student Success

These indicators focus on student success rates for key student populations including full time, part-time, and students of color. Full-time and part-time progression and success rates help ensure programs are meeting the needs of students in these groups. For students who indicate their intent to earn a credential, completion of the credential is a strong indicator that the College is fulfilling its mission.

Retention IPEDS Cohorts

Student Group	FA2022	FA2021	FA2020	FA2019	FA2018	FA2017	FA2016	FA2015	FA2014	FA2013
All Full-Time Students	50%	64%	52%	52%	51%	50%	47%	51%	38%	43%
All Part-Time Students	35%	33%	30%	29%	25%	23%	22%	23%	38%	69%
Students of Color Full-Time	50%	69%	63%	51%	55%	49%	53%	48%	19%	42%
Students of Color Part-Time	35%	41%	31%	25%	31%	26%	23%	22%	31%	82%

Data in this table reports Retention as reported for IPEDS data reporting rules for Retention of fall first-time full-time cohorts.

Count of Degrees Conferred as Reported to HECC

Degree	2023-2024	2022-2023	2021-2022	2020-2021	2019-20	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
AGS/AAOT/AS	83	104	50	119	74	86	125	86	57	78
AAS	114	162	65	176	77	100	131	87	52	68
CERT	83	127	55	133	65	74	75	48	55	405
PCERT	372	304	112	260	190	209	178	94	114	68
NCTC	108									
Totals	760	697	282	688	406	469	509	315	278	319

Data in this table is total count of degrees conferred reported to Oregon HECC per academic year reporting.

Completion Rate IPEDS Fulltime Cohort

Cohort	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011
Fulltime	40%	37%	28%	35%	28%	30%	26%	21%	21%	27%	9%
Fulltime Students of Color	33%	44%	25%	40%	35%	30%	25%	26%	19%	14%	5%
Transfer out rate		13%	11%	13%	14%	16%	17%	20%	19%	20%	24%

Data in this table reports IPEDS 150% Completion standards reporting for fall first time cohorts.

Gateway course momentum metrics are predictive of student completion. These indicators measure a variety of gains made toward completion, providing a real time snapshot of student progression towards retention and completion.

Early indicators Full Time Cohort

Category	FA 2023	FA 2022	FA 2021	FA 2020	FA 2019	FA 2018	FA 2017	FA 2016	FA 2015
Percentage of Students Who Complete First College Level Writing Class In Year 1	54%	62%	64%	64%	68%	66%	62%	70%	61%
Percentage of Students Who Complete First College Level Mathematics Class In Year 1	24%	24%	38%	30%	28%	42%	41%	51%	35%
Percentage of Students Who Earned 15 College Level Credits Within Two Terms	64%	68%	72%	71%	64%	69%	52%	58%	54%
Number Of Students	212	221	138	167	225	192	212	229	133

Data in this table is success categories of early momentum for the students in the IPEDS Fall first-time full-time cohort.

Early indicators Part Time Cohort

Category	FA 2023	FA 2022	FA 2022	FA 2021	FA 2020	FA 2019	FA 2018	FA 2017	FA 2016
Percentage of Students Who Complete First College Level Writing Class In Year 1	24%	33%	33%	46%	34%	34%	28%	34%	37%
Percentage of Students Who Complete First College Level Mathematics Class In Year 1	15%	16%	16%	17%	20%	18%	32%	31%	37%
Percentage of Students Who Earned 15 College Level Credits Within Two Terms	21%	18%	18%	26%	20%	21%	15%	11%	12%
Number Of Students	124	130	130	87	137	170	107	166	220

Data in this table is success categories of early momentum for the students in the IPEDS Fall first-time part-time cohort.

Students engaged in GED and/or ESL programing transition to academic programs. The GED and ESL programs are designed to be a gateway to college for those who wish to continue their educational journey.

GED/ESL Transition to Academic Credit

Academic Year	Former KCET Students	Former HEP Students
AY 2023-24	134	24
AY 2022-23	103	15
AY 2021-22	79	11
AY 2020-21	72	2
AY 2019-20	65	
AY 2018-19	37	
AY 2017-18	23	
AY 2016-17	7	

Data in this table counts the number of students enrolled in academic classes who were formerly in the KCET GED/ESL program or in the HEP GED program.

Educating students to be responsible student loan borrowers is practiced with entrance and exit counseling for participants in Financial Aid student loans.

Percentage of Students in Default of Student Loans

Year	Rate
2020	0%
2019	4%
2018	16%
2017	18%
2016	20%
2015	17%
2014	23%
2013	26%
2012	28%
2011	29%
2010	33%
2009	32%
2008	11%
2007	8%
2006	16%
2005	13%
2004	16%

Data represents publicly available Official Cohort Default Rate information from the NSLDS.

Strategic Initiative 2   Future Focused Education and Services

Comparing enrollment of underrepresented populations to service area demographics is an indicator of the KCC's ability to meet the needs of diverse populations through programs and services. Having employees that reflect a global workplace is critical to the success of the College in the 21st century. By creating a diverse faculty, schools can encourage increased success among groups that have been traditionally underrepresented on campus. When students and the community see themselves reflected in the makeup of the staff, they are often encouraged to reach for higher standards of performance. Enrollment is an indicator of access for at-risk student populations.

Community Ethnic/Race Diversity

Race/Ethnicity	2023	2022	2021	2020	2019	2018	2017	2016
Nonresident Alien	0%			0%	0%	0%	0%	0%
Hispanic/Latino	15%	15%	15%	15%	14%	13%	12%	12%
American Indian or Alaska Native	2%	2%	2%	2%	5%	5%	3%	3%
Asian	1%	1%	1%	1%	1%	1%	1%	1%
Black or African American	1%	1%	1%	1%	1%	1%	1%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%
White	73%	76%	76%	73%	75%	77%	79%	79%
Two Or More Races	7%	5%	5%	7%	4%	4%	4%	4%
Races And Ethnicity Unknown	1%			1%	0%	0%	0%	0%
Number Of Responses	70003	69500	69506	70212	68,238	67,653	66,018	65,946

Data in this table is based upon US Census data for Klamath County.

Academic Students Ethnic/Race Diversity

Race/Ethnicity	2023	2022	2021	2020	2019	2018	2017	2016
Nonresident Alien	0%	0%	0%	0%	0%	0%	0%	0%
Hispanic/Latino	20%	22%	19%	19%	18%	18%	19%	16%
American Indian or Alaska Native	3%	3%	2%	3%	3%	3%	3%	3%
Asian	2%	1%	1%	1%	1%	1%	1%	1%
Black or African American	1%	1%	1%	1%	1%	1%	1%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	1%	0%	0%	0%
White	63%	62%	65%	66%	66%	68%	67%	70%
Two Or More Races	6%	4%	4%	4%	4%	3%	3%	3%
Races And Ethnicity Unknown	6%	7%	7%	5%	6%	6%	6%	6%
Number Of Responses	1936	1580	1245	1492	1715	1514	1683	1434

Data in this table reports Fall enrollment demographics reported to IPEDS

Full-Time Faculty and Staff Ethnic/Race Diversity

Race/Ethnicity	2023	2022	2021	2020	2019	2018	2017	2016
Nonresident Alien	1%	0%	0%	0%	0%	0%	0%	0%
Hispanic/Latino	18%	16%	14%	11%	9%	10%	9%	5%
American Indian or Alaska Native	1%	1%	1%	1%	1%	2%	3%	5%
Asian	3%	2%	1%	2%	2%	2%	2%	2%
Black or African American	2%	1%	1%	1%	1%	0%	0%	1%
Native Hawaiian or Other Pacific Islander	2%	1%	1%	1%	1%	1%	0%	0%
White	72%	74%	77%	83%	84%	82%	83%	87%
Two Or More Races	1%	2%	1%	1%	1%	1%	1%	0%
Races And Ethnicity Unknown	1%	2%	4%	1%	2%	3%	3%	0%
Number Of Responses	156	147	140	121	114	122	112	110

Data in this table reports percentages of race/ethnicity for fulltime staff and faculty employees reported to IPEDS in the November 1 Human Resources snapshot.

Strategic Initiative 3   Organizational Viability

All instructional and service units at the college complete a review and submit it to the Continuous Improvement and Innovation Committee (CIIC) every five years. Instructional program review and non-instructional department review at KCC are faculty- and staff-driven self-evaluations. Review guidelines encourage programs and department to reflect on their work in relation to the college's mission, core themes, and strategic planning goals. All programs reviewed are required to develop an action plan based on feedback from the Continuous Improvement and Innovation Committee (CIIC).

Program Review Academic Departments

Program Or Department	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Instructional Programs							
Accounting					x		
Agriculture					x		
Arts & Letters				x			
Automotive					x		
Aviation			x				
Business Administration		x					x
Business Technology		x		x			x
Criminal Justice		x					x
Communication	x					x	
Computer Engineering				x			
Cybersecurity and Networking	x						
Diesel Technology				x			
Digital Media Design			x				
Education		x					x
Emergency Medical Technician						x	
Fire Science		x					
Health Information Management	x					x	
Laboratory Technician	x						
Manufacturing Engineering			x				
Math				x			
Registered Nursing			x				
Social Science		x					
Science					x		
Welding					x		

Program Review Non-Academic Departments

Non-Instructional Departments	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Bookstore		x					x
Career Services Center		x					
Center For Teaching And Learning	x					x	
Community Education	x						x
Facilities				x			
Financial Aid		x					x
Grants	x				x		
Information Services						x	
Institutional Research				x			
KCET			x				
Lake And Rural Oregon						x	
Learning Resource Center			x				
Marketing							x
Outreach (Admissions)	x					x	
Public Information							x
Registrar					x		
Small Business Development Center			x				
Student Life		x					
Student Services				x			
Testing Center			x				
Title IX/Student Conduct							x
TRIO						x	
Tutoring Center			x				
Veterans Services		x					x
Workforce Development			x				

Data above reports academic and non-academic departments which completed a Program Review with the CIIC.

KCC articulates high school and postsecondary education pathways to encourage curriculum alignment, seamless transfer, and student success. Students that start with accelerated learning college credits are more likely to graduate. Enrollment rates from local feeder high schools reflect the success of articulation and partnership agreements.

Students Enrolling in College Classes While in High School

	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Dual Credit FTE	340.98	287.94	222.78	144.98	220.39	194.18	179.28	192.56	215.08	132.93	86.84
Unduplicated Headcount	1772	1534	1264	785	1302	1145	1102	1066	1113	771	550
College Now FTE	68.6	61.21	68.23	83.55	77.01	46.05	85.98	76.56	58.07	23.37	0
Unduplicated Headcount	319	266	233	302	298	195	368	386	334	138	0
Overall % High School Students Earning KCC Credit	22%	20%	17%	14%	18%	20%	23%	26%	25%	20%	13%

Data above reflects student values as reported to HECC for Accelerated Learning. Percentage of high school students earning KCC credit is a subset of counts of students in Klamath County high schools compared to enrollment records for Klamath County high schools reported to the Oregon Department of Education.

Locating diverse funding sources will enable KCC to be responsive to the needs of our community today and in the future. Grant funding support many programs at KCC.

Grant Funding

Funding Source	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Federal $	3,609,973	739,516	1,185,780	10,206,557	7,507,037	6,244,432	3,032,059*	1,287,500	402,632	1,294,126	0
State $	2,462,797	3,242,420	1,685,696	3,642,557	951,719	823,450	491,230*	322,728	348,494	0	146,858
Other $	714,150	420,500	2,504,569	192,000	995,158	881,081	89,993	293,012	205,012	265,200	0
Total Grants $	6,786,920	4,402,436	5,376,045	14,041,114	9,453,914	7,948,963	3,613,281	1,903,240	956,126	1,559,326	146,858

Data above is reported values from Resource Development at KCC.

Klamath Community College actively engages in activity to sustain enrollments.

Reimbursable FTE by College in Oregon

College	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	7-Year	
Tillamook Bay	423.4	454.0	480.3	463.9	429.1	513.5	521.6	98.2	23.2%
Klamath	1820.6	1819.2	1838.7	1952.5	1992.6	1814.7	2100.2	279.6	15.4%
Oregon Coast	455.0	473.9	463.8	468.1	417.3	452.0	463.4	8.5	1.9%
Columbia Gorge	873.4	854.5	862.7	803.5	781.6	689.9	791.8	(81.6)	-9.3%
Treasure Valley	1613.2	1558.2	1504.4	1384.4	1226.8	1274.9	1225.0	(388.2)	-24.1%
Clatsop	1371.1	1327.0	1328.9	1232.1	829.5	866.2	1005.7	(365.3)	-26.6%
Central Oregon	4809.8	4587.2	4325.0	4002.0	3630.1	3488.2	3424.8	(1385.0)	-28.8%
Mt Hood	8015.5	7859.8	7445.3	6489.8	5994.1	5497.7	5686.1	(2329.3)	-29.1%
Clackamas	7060.9	6715.9	6453.0	5753.8	4870.2	4671.7	4931.7	(2129.2)	-30.2%
Lane	8316.5	7901.3	7704.6	7079.5	6088.0	5483.1	5740.3	(2576.3)	-31.0%
Linn Benton	5625.6	5483.2	5194.8	4588.4	4047.9	3659.4	3862.6	(1763.0)	-31.3%
Chemeketa	10335.5	9952.4	9626.2	8535.1	7368.0	6840.4	7083.0	(3252.4)	-31.5%
Umpqua	2796.7	2720.5	2634.6	2402.6	2087.3	1946.1	1886.4	(910.2)	-32.5%
Rogue	4502.4	4338.6	4236.2	3831.4	2798.9	2733.0	2988.5	(1513.9)	-33.6%
Portland	25815.7	25371.7	23883.1	21416.3	19519.8	18156.0	17100.2	(8715.5)	-33.8%
Southwestern	2470.7	2402.2	2106.4	1961.7	1569.2	1606.3	1555.3	(915.5)	-37.1%
Blue Mountain	2024.3	1822.2	1705.3	1470.6	1164.1	1170.1	1195.7	(828.6)	-40.9%
Grand Total	**88330.3**	**85641.8**	**81793.3**	**73835.9**	**64814.6**	**60863.2**	**61562.4**	(26767.9)	-30.3%

Data above is produced from Oregon HECC D4A student enrollment tables on the Data for Analysis portal.

Strategic Initiative 4   Community Engagement

KCC is a driver for economic growth in our local economy. The college positively impacts the community by generating a return on investment for its stakeholders, students, and taxpayers. KCC influences both the lives of its students and the regional economy. The college supports a variety of industries in the Klamath Community College Service District, serves regional businesses, and benefits society as a whole in Oregon from an expanded economy and improved quality of life. Additionally, the benefits created by KCC extend to the state and local government through increased tax revenues and public sector savings.

Economic Impact Study

2022	2019	2017	2012
$66.1 Million	$67.8 Million	$63.3 Million	$49.2 Million

Data above reflects total economic impact as reported by EMSI/Lightcast reporting.

Strategic Initiative 5   Advanced Planning

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

Student Satisfaction with Academic Advising/Planning (CCCSE Spring Survey)

Response	SP 2024	SP 2021	SP 2017	SP 2016
Not at all	1%	1%	6%	8%
Somewhat	29%	28%	38%	39%
Very	69%	71%	45%	40%
Not applicable	0%	0%	11%	13%
% of students who saw advising as applicable responding very or somewhat satisfied	99%	99%	93%	91%
Number of responses	106	78	389	356

Response data from Community College Survey of Student Engagement.

Student Satisfaction with Academic Advising/Planning (SENSE Fall Survey)

Response	FA 2021	FA 2018	FA 2016	FA2015
Not at all	0%	2%	4%	3%
Somewhat	10%	28%	27%	30%
Very	39%	29%	29%	45%
Not applicable	51%	41%	40%	23%
% students who saw advising as applicable responding very or somewhat satisfied	100%	97%	94%	97%
Number of Responses	89	128	181	184
*Scheduled Fall 2024				

Response data from Survey of Entering Student Engagement.

Student Satisfaction with Overall Educational Experience at KCC (CCCSE Spring Survey)

Response	SP 2024	SP 2021	SP 2017	SP 2016
Poor	2%	1%	2%	1%
Fair	11%	13%	9%	15%
Good	40%	44%	47%	51%
Excellent	47%	42%	42%	34%
% of students responding with "good" or "excellent" satisfaction levels	87%	86%	89%	85%
Number of Responses	113	72	408	375

Response data from Community College Survey of Student Engagement.

Self-assessed student outcomes show the effectiveness of instruction through student perception. Students are aware of learning outcomes and are given opportunities to assess via course evaluations their own perception of progress toward learning outcome achievement.

Learning Outcomes Students Self-assessed

	2024 SU	2024 SP	2024 WI	2023 FA	2023 SU	2023 SP	2023 WI	2022 FA	2022 SU	2022 SP	2022 WI	2021 FA	2021 SU
2.1.a Course Had Clear Learning Outcomes	96%	94%	94%	94%	93%	94%	93%	94%	94%	94%	94%	95%	96%
2.1.b.1 Communication Skills	92%	88%	88%	81%	85%	83%	83%	83%	83%	85%	84%	83%	84%
2.1.b.2 Cultural Competence	92%	88%	86%	83%	88%	84%	82%	82%	84%	84%	81%	81%	87%
2.1.b.3 Critical Thinking	92%	92%	90%	86%	89%	89%	87%	89%	89%	89%	89%	89%	92%
2.1.b.4 Professional Competence	94%	92%	90%	88%	88%	88%	87%	89%	86%	88%	88%	87%	91%
2.1.b.5 Working In Diverse Teams	92%	88%	86%	82%	85%	84%	84%	82%	82%	85%	81%	85%	87%
Survey Sent	1126	3517	35510	3739	999	2990	3148	3119	918	2614	2652	2987	1113
Received	405	1523	1346	1523	329	1211	1421	1279	297	1267	1290	1440	502
Rate	36%	40%	38%	41%	33%	41%	45%	41%	32%	48%	49%	48%	45%

Continued

	2021 SP	2021 WI	2020 FA	2020 SU	2020 SP	2020 WI	2019 FA	2019 SU	2019 SP	2019 WI	2018 FA	2018 SU	2018 SP
2.1.a Course Had Clear Learning Outcomes	93%	95%	93%	92%	94%	94%	94%	92%	93%	94%	94%	91%	93%
2.1.b.1 Communication Skills	82%	85%	82%	87%	84%	84%	83%	82%	84%	82%	84%	80%	85%
2.1.b.2 Cultural Competence	81%	85%	81%	86%	85%	82%	81%	83%	80%	78%	82%	80%	83%
2.1.b.3 Critical Thinking	86%	90%	88%	86%	89%	90%	89%	88%	88%	88%	89%	86%	89%
2.1.b.4 Professional Competence	87%	90%	89%	88%	90%	89%	89%	86%	86%	87%	89%	86%	88%
2.1.b.5 Working In Diverse Teams	83%	85%	82%	86%	83%	84%	84%	78%	80%	81%	84%	80%	84%
Survey Sent	3105	3369	3484	1217	3355	3718	3868	1336	3307	3409	3778	1177	3699
Received	1570	1902	1687	551	1874	1928	2018	1644	1714	1698	540	1455	1485
Rate	51%	56%	48%	45%	56%	52%	52%	50%	50%	50%	45%	46%	39%

Response data from quarterly student course evaluation data. Students reporting Always, Usually, or Sometimes constituted a positive outcome as opposed to Rarely or Never generated a no successful outcome.

The addition of new education courses and trainings and the creation of new instructional programs demonstrates responsiveness to the needs of students, businesses, and the community. Career pathways are education and training programs connected with student support services to help students enter or advance in high-demand occupations. Guided pathways roadmaps provide students with current employment and transfer information regarding career fields.

Number of Academic Programs

Type Of Program	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Career Pathway Certificate	33	31	26	26	24	26	23	14	10	8	9
1-Year Certificate	24	23	18	19	20	19	18	14	11	14	13
2-Year Associates Degree	32	29	24	24	33	22	21	22	18	15	15
Total	89	83	68	69	77	67	62	50	39	37	37

Data represents the number of academic degree programs published in the college catalog per academic year.

Appendix A

Comparable metrics for Student Success measures of Retention, Count of Degrees, and Completion Rate

With the use of Integrated Postsecondary Education Data System (IPEDS) and Data for Analysis (D4A) from the Oregon Higher Education Coordinating Commission, select measures from the Mission Fulfillment Report can be compared with like size and regionally similar colleges.

IPEDS Retention First-time Fulltime Cohort Fall to Fall retention

Cohort	KCC	Rogue Community College	Umpqua Community College	Southwestern Oregon Community College	Treasure Valley Community College	College of the Siskiyous	Western Oklahoma State College	Northeastern Junior College (CO)
FA2022	50%							
FA2021	64%	48%	56%	52%	60%	49%	62%	68%
FA2020	52%	48%	53%	52%	49%	55%	64%	66%
FA2019	52%	50%	45%	51%	45%	55%	62%	66%
FA2018	51%	53%	50%	54%	52%	55%	56%	65%
FA2017	50%	56%	59%	49%	41%	52%	55%	63%
FA2016	47%	53%	47%	54%	49%	44%	49%	59%
FA2015	51%	53%	40%	59%	48%	51%	59%	55%
FA2014	38%	52%	44%	59%	51%	54%	50%	55%
FA2013	43%	53%	42%	61%	42%	48%	48%	54%

Data in this table reports Retention as reported for IPEDS data reporting rules for Retention of fall first-time full-time cohorts.

IPEDS Graduation Rate 150% normal time First-time Fulltime Cohort Fall

Cohort	KCC	Rogue Community College	Umpqua Community College	Southwestern Oregon Community College	Treasure Valley Community College	College of the Siskiyous	Western Oklahoma State College	Northeastern Junior College (CO)
FA2022								
FA2021	40%							
FA2020	37%							
FA2019	28%	14%	25%	34%	26%	25%	34%	51%
FA2018	35%	9%	26%	32%	25%	25%	33%	52%
FA2017	28%	11%	28%	33%	35%	29%	32%	48%
FA2016	30%	9%	30%	37%	29%	20%	31%	48%
FA2015	26%	12%	32%	37%	28%	24%	29%	46%
FA2014	21%	11%	20%	41%	28%	30%	25%	38%
FA2013	21%	13%	20%	39%	19%	16%	24%	40%

Data in this table reports IPEDS 150% Completion standards reporting for fall first time cohorts.

Data for Analysis Oregon HECC Count of One-year or Less Than One-year Certificates and Associate Degrees

College	Completion Type	2022 - 2023	2021 - 2022	2020 - 2021	2019 - 2020	2018 - 2019	2017 - 2018
Klamath	Certificate	429	157	370	290	283	252
	Associate Degree	266	115	270	152	186	254
Rogue	Certificate	502	605	619	783	832	913
	Associate Degree	428	458	469	504	490	584
Southwestern	Certificate	203	171	217	404	419	471
	Associate Degree	303	328	354	567	590	572
Treasure Valley	Certificate	178	162	165	135	197	120
	Associate Degree	174	209	198	234	233	257
Umpqua	Certificate	269	273	325	429	629	100
	Associate Degree	348	314	327	326	382	293

Data in this table is total count of degrees conferred reported to Oregon HECC per academic year reporting.

For all data tables withing this report, more detailed data definitions and source links are available through contacting ir@klamathcc.edu.