



Mission
Fulfillment
Report
2025

Introduction

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.

Strategic Initiatives

Student Success. KCC will adapt or develop services, practices, and technologies to provide an inclusive, engaging, and supportive college experience to promote student success and completion.

Future-focused education and services. KCC will offer a portfolio of adaptive, innovative, and accessible education and training programs.

Organizational viability. KCC will adapt or develop sustainable plans, services, practices, and technologies to provide a secure, desirable, and inclusive working environment.

Community engagement. KCC will improve and align its plans, communications and collaborative partnerships that advance community engagement, economic improvement, and workforce development.

Advanced planning and strategy. Recognizing that our students will be the flexible and mobile workforce of the future, KCC will adapt its planning and data analysis to be responsive to regional, national, and global changes.

A Mission Fulfillment Report is reviewed and published at the end of each strategic planning cycle and accreditation reporting cycle and provides the status for each strategic indicator. Mission fulfillment is defined as meeting or exceeding the threshold limits for at least 75% of the strategic initiative indicators. An action plan will need to be implemented if more than 25% of the indicator threshold limits have not been met. The status for each indicator reveals the overall progress toward meeting or exceeding the thresholds for measures within the indicator. Progress toward mission fulfillment can be viewed at the strategic initiative assessment level and mission fulfillment level.

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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.

1.1 Graduation Rate 150% Normal time Rate IPEDS Fulltime Cohort

Cohort	2021	2020	2019	2018	2017
Fulltime	40%	37%	28%	35%	28%
Fulltime Students of Color	33%	44%	25%	40%	35%
Transfer out rate		13%	11%	13%	14%

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

1.2 Retention Fall to Fall one-year IPEDS Cohorts

Student Group	FA2021	FA2020	FA2019	FA2018	FA2017
All Full-Time Students	64%	52%	52%	51%	50%
All Part-Time Students	33%	30%	29%	25%	23%
Students of Color Full-Time	69%	63%	51%	55%	49%
Students of Color Part-Time	41%	31%	25%	31%	26%

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

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.

1.3.A Graduation Rate 150% Normal time Full-time, First-time, Degree or Certificate Seeking Students of Color State comparison

These are resident students who identify as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, or two or more races compared to other colleges in Oregon that are listed.

Cohort	KCC	Rogue Community College	Umpqua Community College	Southwestern Oregon Community College	Treasure Valley Community College	Average of State Colleges Listed
FA 2019	25%	12%	14%	23%	19%	17%
FA 2018	40%	7%	24%	30%	20%	20%
FA 2017	35%	12%	25%	33%	31%	23%
FA 2016	33%	6%	26%	33%	19%	21%
FA 2015	30%	7%	56%	31%	23%	29%
FA 2014	25%	10%	20%	33%	20%	21%
FA 2013	26%	5%	32%	35%	14%	22%

1.3.B Graduation Rate 150% Normal time Full-time, First-time, Degree or Certificate Seeking Students of Color National comparison

These are resident students who identify as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, or two or more races compared to other colleges in the Nation that are listed.

Cohort	KCC	College of the Siskiyous	Western Oklahoma State College	Northeastern Junior College (CO)	Average of National Colleges Listed
FA 2019	25%	22%	29%	39%	30%
FA 2018	40%	20%	27%	41%	29%
FA 2017	35%	25%	21%	28%	25%
FA 2016	33%	18%	26%	27%	24%
FA 2015	30%	23%	28%	25%	25%
FA 2014	25%	18%	21%	22%	20%
FA 2013	26%	11%	23%	21%	18%

1.4.A IPEDS Graduation Rate 150% Normal time First-time Fulltime Cohort Fall to Fall retention State comparison

Cohort	KCC	Rogue Community College	Umpqua Community College	Southwestern Oregon Community College	Treasure Valley Community College	AVE of State Colleges Listed
FA2021	40%					
FA2020	37%					
FA2019	28%	14%	25%	34%	26%	28%
FA2018	35%	9%	26%	32%	25%	28%
FA2017	28%	11%	28%	33%	35%	32%

1.4.B IPEDS Graduation Rate 150% normal time First-time Fulltime Cohort Fall National comparison

Cohort	KCC	College of the Siskiyous	Western Oklahoma State College	Northeastern Junior College (CO)	AVE of National Colleges Listed
FA2021	40%				
FA2020	37%				
FA2019	28%	25%	34%	51%	37%
FA2018	35%	25%	33%	52%	37%
FA2017	28%	29%	32%	48%	36%

1.5.A IPEDS Retention First-time Fulltime Cohort Fall to Fall retention State comparison

Cohort	KCC	Rogue Community College	Umpqua Community College	Southwestern Oregon Community College	Treasure Valley Community College	AVE of State Colleges Listed
FA2021	64%	48%	56%	52%	60%	54%
FA2020	52%	48%	53%	52%	49%	51%
FA2019	52%	50%	45%	51%	45%	48%
FA2018	51%	53%	50%	54%	52%	52%
FA2017	50%	56%	59%	49%	41%	51%

1.5.B IPEDS Retention First-time Fulltime Cohort Fall to Fall retention National comparison

Cohort	KCC	College of the Siskiyous	Western Oklahoma State College	Northeastern Junior College (CO)	AVE of National Colleges Listed
FA2021	64%	49%	62%	68%	60%
FA2020	52%	55%	64%	66%	62%
FA2019	52%	55%	62%	66%	61%
FA2018	51%	55%	56%	65%	59%
FA2017	50%	52%	55%	63%	57%

1.6 Count of Degrees Conferred as Reported to HECC

Degree	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
AGS/AAOT/AS	59	84	41	86	69	86	123
AAS	136	182	74	184	83	100	131
CERT	82	126	55	118	76	73	75
PCERT	344	303	102	252	214	210	177
NCTC	108						
Totals	729	695	272	640	442	469	506

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

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.

1.7 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.

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.

1.8.A Early indicators Full Time Cohort

Category	FA 2021	FA 2020	FA 2019	FA 2018	<i>Data in this table is success categories of early momentum for the students in the IPEDS Fall first-time full-time cohort.</i>
Percentage of Students Who Complete First College Level Writing Class in Year 1	64%	64%	68%	66%	
Percentage of Students Who Complete First College Level Mathematics Class in Year 1	38%	30%	28%	42%	
Percentage of Students Who Earned 15 College Level Credits Within Two Terms	72%	71%	64%	69%	
Number Of Students	138	167	225	192	

1.8.B Early indicators Part Time Cohort

Percentage of Students Who Complete First College Level Writing Class in Year 1	46%	34%	34%	28%	<i>Data in this table is success categories of early momentum for the students in the IPEDS Fall first-time part-time cohort.</i>
Percentage of Students Who Complete First College Level Mathematics Class in Year 1	17%	20%	18%	32%	
Percentage of Students Who Earned 15 College Level Credits Within Two Terms	26%	20%	21%	15%	
Number Of Students	87	137	170	107	

1.9.A Early Momentum KPIs Passed College Level English-State Comparison – First Time in College

Early Momentum KPIs: Passed College-Level English, First Time in College					
	Cohort Year	Cohort Type	Students in Cohort	Passed College-Level English	
				Count	Rate
Blue Mountain	Fall 2021	1st Time College	293	148	50.5%
Central Oregon	Fall 2021	1st Time College	851	387	45.5%
Chemeketa	Fall 2021	1st Time College	1,774	922	52.0%
Clackamas	Fall 2021	1st Time College	1,103	474	43.0%
Clatsop	Fall 2021	1st Time College	157	59	37.6%
Columbia Gorge	Fall 2021	1st Time College	129	66	51.2%
Klamath	Fall 2021	1st Time College	181	99	54.7%
Lane	Fall 2021	1st Time College	989	495	50.1%
Linn-Benton	Fall 2021	1st Time College	1,077	518	48.1%
Mt Hood	Fall 2021	1st Time College	1,080	323	29.9%
Oregon Coast	Fall 2021	1st Time College	79	31	39.2%
Portland	Fall 2021	1st Time College	4,054	2,062	50.9%
Rogue	Fall 2021	1st Time College	556	305	54.9%
Southwestern Oregon	Fall 2021	1st Time College	434	210	48.4%
Tillamook Bay	Fall 2021	1st Time College	66	33	50.0%
Treasure Valley	Fall 2021	1st Time College	377	129	34.2%
Umpqua	Fall 2021	1st Time College	470	187	39.8%
STATE of OREGON	Fall 2021	1st Time College	13,664	6,448	47.2%
ALL OTHER VFA COLLEGES	Fall 2021	1st Time College	112,413	49,729	43.7%

Source: Community colleges submit individual-level data to the HECC, which compiles the data to the specifications of the American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA). The AACC then publishes the Key Performance Indicators (KPIs). For more information, see <http://vfa.aacc.nche.edu/>. The First Time in College Cohort includes students who have completed high school or its equivalent, are new to the college in the fall term, and do not have prior postsecondary experience after high school.

1.9.B Early Momentum KPIs Passed College Level English-State Comparison – Main Cohort

Early Momentum KPIs: Passed College-Level English, Main Cohort					
	Cohort Year	Cohort Type	Students in Cohort	Passed College-Level English	
				Count	Rate
Blue Mountain	Fall 2021	Main Cohort	424	183	43.2%
Central Oregon	Fall 2021	Main Cohort	1,242	464	37.4%
Chemeketa	Fall 2021	Main Cohort	2,389	1,031	43.2%
Clackamas	Fall 2021	Main Cohort	1,791	569	31.8%
Clatsop	Fall 2021	Main Cohort	387	102	26.4%
Columbia Gorge	Fall 2021	Main Cohort	185	87	47.0%
Klamath	Fall 2021	Main Cohort	288	128	44.4%
Lane	Fall 2021	Main Cohort	1,982	773	39.0%
Linn-Benton	Fall 2021	Main Cohort	1,694	677	40.0%
Mt Hood	Fall 2021	Main Cohort	1,780	433	24.3%
Oregon Coast	Fall 2021	Main Cohort	188	49	26.1%
Portland	Fall 2021	Main Cohort	6,203	2,535	40.9%
Rogue	Fall 2021	Main Cohort	978	401	41.0%
Southwestern Oregon	Fall 2021	Main Cohort	539	238	44.2%
Tillamook Bay	Fall 2021	Main Cohort	93	41	44.1%
Treasure Valley	Fall 2021	Main Cohort	565	157	27.8%
Umpqua	Fall 2021	Main Cohort	699	217	31.0%
STATE of OREGON	Fall 2021	Main Cohort	20,076	7,827	39.0%
ALL OTHER VFA COLLEGES	Fall 2021	Main Cohort	163,263	61,003	37.0%

Source: Community colleges submit individual-level data to the HECC, which compiles the data to the specifications of the American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA). The AACC then publishes the Key Performance Indicators (KPIs). For more information, see <http://vfa.aacc.nche.edu/>.

The Main Cohort includes students who have completed high school or its equivalent and are new to the college in the fall term.

1.9.C Early Momentum KPIs: Passed College Level Math, Main Cohort - State Comparison

Early Momentum KPIs: Passed College-Level Math, Main Cohort					
	Cohort Year	Cohort Type	Students in Cohort	Passed College-Level Math	
				Count	Rate
Blue Mountain	Fall 2021	Main Cohort	424	72	17.0%
Central Oregon	Fall 2021	Main Cohort	1,242	349	28.1%
Chemeketa	Fall 2021	Main Cohort	2,389	661	27.7%
Clackamas	Fall 2021	Main Cohort	1,791	383	21.4%
Clatsop	Fall 2021	Main Cohort	387	53	13.7%
Columbia Gorge	Fall 2021	Main Cohort	185	36	19.5%
Klamath	Fall 2021	Main Cohort	288	61	21.2%
Lane	Fall 2021	Main Cohort	1,982	506	25.5%
Linn-Benton	Fall 2021	Main Cohort	1,694	517	30.5%
Mt Hood	Fall 2021	Main Cohort	1,780	177	9.9%
Oregon Coast	Fall 2021	Main Cohort	188	25	13.3%
Portland	Fall 2021	Main Cohort	6,203	1,334	21.5%
Rogue	Fall 2021	Main Cohort	978	152	15.5%
Southwestern Oregon	Fall 2021	Main Cohort	539	174	32.3%
Tillamook Bay	Fall 2021	Main Cohort	93	25	26.9%
Treasure Valley	Fall 2021	Main Cohort	565	73	12.9%
Umpqua	Fall 2021	Main Cohort	699	90	12.9%
STATE of OREGON	Fall 2021	Main Cohort	20,076	4,502	22.4%
ALL OTHER VFA COLLEGES	Fall 2021	Main Cohort	163,263	40,180	25.7%

Source: Community colleges submit individual-level data to the HECC, which compiles the data to the specifications of the American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA). The AACC then publishes the Key Performance Indicators (KPIs). For more information, see <http://vfa.aacc.nche.edu/>.

The Main Cohort includes students who have completed high school or its equivalent and are new to the college in the fall term.

1.9.D Early Momentum KPIs: Passed College-Level Math, First Time in College - State Comparisons

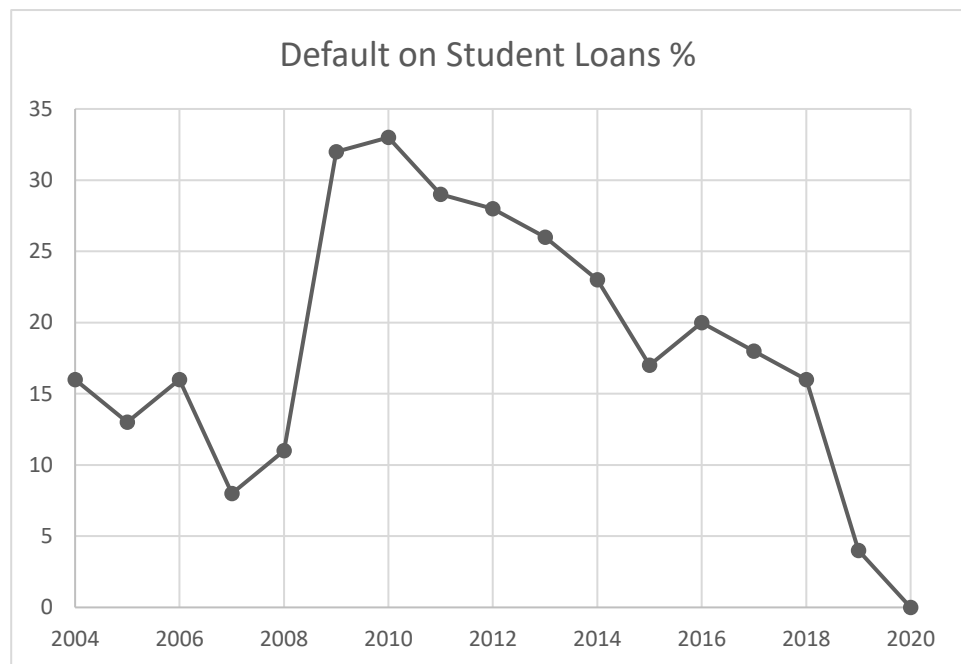
Early Momentum KPIs: Passed College-Level Math, First Time in College					
	Cohort Year	Cohort Type	Students in Cohort	Passed College-Level Math	
				Count	Rate
Blue Mountain	Fall 2021	1st Time College	293	47	16.0%
Central Oregon	Fall 2021	1st Time College	851	275	32.3%
Chemeketa	Fall 2021	1st Time College	1,774	576	32.5%
Clackamas	Fall 2021	1st Time College	1,103	290	26.3%
Clatsop	Fall 2021	1st Time College	157	29	18.5%
Columbia Gorge	Fall 2021	1st Time College	129	29	22.5%
Klamath	Fall 2021	1st Time College	181	44	24.3%
Lane	Fall 2021	1st Time College	989	336	34.0%
Linn-Benton	Fall 2021	1st Time College	1,077	378	35.1%
Mt Hood	Fall 2021	1st Time College	1,080	123	11.4%
Oregon Coast	Fall 2021	1st Time College	79	16	20.3%
Portland	Fall 2021	1st Time College	4,054	1,003	24.7%
Rogue	Fall 2021	1st Time College	556	110	19.8%
Southwestern Oregon	Fall 2021	1st Time College	434	154	35.5%
Tillamook Bay	Fall 2021	1st Time College	66	18	27.3%
Treasure Valley	Fall 2021	1st Time College	377	56	14.9%
Umpqua	Fall 2021	1st Time College	470	83	17.7%
STATE of OREGON	Fall 2021	1st Time College	13,664	3,567	26.1%
ALL OTHER VFA COLLEGES	Fall 2021	1st Time College	112,413	30,842	28.6%

Source: Community colleges submit individual-level data to the HECC, which compiles the data to the specifications of the American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA). The AACC then publishes the Key Performance Indicators (KPIs). For more information, see <http://vfa.aacc.nche.edu/>. The First Time in College Cohort includes students who have completed high school or its equivalent, are new to the college in the fall term, and do not have prior postsecondary experience after high school.

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

1.10 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.

2.1 Community Ethnic/Race Diversity

Race/Ethnicity	2023	2022	2021	2020	2019	2018	2017
Nonresident Alien	0%			0%	0%	0%	0%
Hispanic/Latino	15%	15%	15%	15%	14%	13%	12%
American Indian or Alaska Native	2%	2%	2%	2%	5%	5%	3%
Asian	1%	1%	1%	1%	1%	1%	1%
Black or African American	1%	1%	1%	1%	1%	1%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%
White	73%	76%	76%	73%	75%	77%	79%
Two Or More Races	7%	5%	5%	7%	4%	4%	4%
Races And Ethnicity Unknown	1%			1%	0%	0%	0%
Number Of Responses	70,003	69,500	69,506	70,212	68,238	67,653	66,018

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

2.2 Academic Students Ethnic/Race Diversity

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

Data in this table reports Fall enrollment demographics reported to IPEDS.

2.3 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.

2.4 Number of Academic Programs

Type Of Program	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Career Pathway Certificate	33	31	26	26	24	26	23
1-Year Certificate	24	23	18	19	20	19	18
2-Year Associates Degree	32	29	24	24	33	22	21
Total	89	83	68	69	77	67	62

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

Strategic Initiative 3 Organizational Viability

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.

Klamath Community College actively engages in activity to sustain enrollments.

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.

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 departments to reflect on their work in relation to the college's mission 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).

3.1 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
Dual Credit FTE	340.98	287.94	222.78	144.98	220.39	194.18	179.28	192.56	215.08	132.93
Unduplicated Headcount	1772	1534	1264	785	1302	1145	1102	1066	1113	771
College Now FTE	68.6	61.21	68.23	83.55	77.01	46.05	85.98	76.56	58.07	23.37
Unduplicated Headcount	319	266	233	302	298	195	368	386	334	138
Overall % High School Students Earning KCC Credit	22%	20%	17%	14%	18%	20%	23%	26%	25%	20%

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.

3.2 Grant Funding

Funding Source	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Federal \$	3,609,973	739,516	1,185,780	10,206,557	7,507,037	6,244,432	3,032,059*
State \$	2,462,797	3,242,420	1,685,696	3,642,557	951,719	823,450	491,230*
Other \$	714,150	420,500	2,504,569	192,000	995,158	881,081	89,993
Total Grants \$	6,786,920	4,402,436	5,376,045	14,041,114	9,453,914	7,948,963	3,613,281

Data above is reported values from Resource Development at KCC

3.3 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.

3.4 Five Year Cycle of Program Reviews

3.4.A Program Review Instructional 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		

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

3.4.B Program Review Non-Instructional Departments							
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 instructional and non-instructional departments which completed a Program Review with the CIIC.

3.4. C. Program Review Pass Rates

2020-21		Pass/No Pass	Acceptance
Department	Business Office	Pass	85%
	Facilities	Pass	100%
	Institutional Research	Pass	100%
	Student Services	Pass	100%
Instructional	Arts and Letters	Pass	100%
	Computer Engineering Technology	Pass	100%
	Diesel Technology	Pass	66%
	Digital Media and Design	Fail	50%
	Math	Pass	100%
Total		8/9 Pass	89%
2021-22			
Department	LRC	Pass	85%
	Small Business Development Center	Pass	100%
	Testing Center	Pass	94%
	Tutoring Center	Pass	93%
	Workforce Development	Not Submitted	
Instructional	Aviation	Pass	93%
	Digital Media and Design (ver. 2)	Pass	93%
	KCET	Pass	100%
	Manufacturing Engineering Technology	Pass	87%
	Registered Nursing		100%
Total		9/9 Pass	100%
2022-23			
Department	Bookstore	Pass	100%
	Career Services Center	Pass	100%
	Financial Aid	Pass	92%
	Student Life	Not submitted	
	Veterans Services	Pass	94%
Instructional	Business Administration	Pass	100%
	Business Technology	Pass	100%
	Criminal Justice & ADS	Pass	93%
	Education	Pass	100%
	Fire Science	Postponed	
	Social Science	Pass	93%
Total		9/9 Pass	100%

2023-24			
Department	Center for Teaching & Learning	Pass	100%
	Human Resources - postponed		
	Marketing & Outreach – rescheduled		
	Resource Development	Pass	100%
Instructional	Communications	Pass	100%
	Community Education	Pass	100%
	Cybersecurity	Pass	92%
	EMT – rescheduled		
	Health Information Management	Pass	100%
	Laboratory Technician	Pass	75%
	Welding - rescheduled		
Total		7/7 Pass	100%

Strategic Initiative 4 Community Engagement

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.

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

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
	Total	695	272	640	442	469	506
	FTE	2100	1815	1992	1952	1838	1819
Rogue	Certificate	502	605	619	783	832	913
	Associate Degree	428	458	469	504	490	584
	Total	930	2878	1088	1287	1322	1497
	FTE	2988	2733	2798	3831	4236	4502
Southwestern	Certificate	203	171	217	404	419	471
	Associate Degree	303	328	354	567	590	572
	Total	506	499	571	971	1009	1043
	FTE	1555	1606	1569	1961	2106	2402
Treasure Valley	Certificate	178	162	165	135	197	120
	Associate Degree	174	209	198	234	233	257
	Total	352	371	363	369	430	377
	FTE	1225	1274	1226	1384	1504	1558
Umpqua	Certificate	269	273	325	429	629	100
	Associate Degree	348	314	327	326	382	293
	Total	617	587	652	755	1011	393
	FTE	1886	1946	2087	2402	2634	2720

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

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.

4.2 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.

4.3 Number of Employees

	2023	2022	2021	2020	2019	2018
Administrators (FT)	64	62	57	51	46	45
Faculty (FT)	36	32	31	32	35	33
Staff (FT)	57	49	43	44	44	41
Total full-time	157	143	131	127	125	119
Faculty (PT)	133	99	81	74	86	100
Part-time staff and student workers	111	47	46	44	65	69
Total	558	432	389	372	401	407

Data in this table provided by the HR department.

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.

5.1.A. 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.

5.2.A 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%
% of 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.

5.3.A. 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.

5.1 B. Student Satisfaction with Academic Advising/Planning (CCSSE Spring Survey)

	SP 2024			SP 2021			SP 2019		
Response	KCC	Small	Cohort	KCC	Small	Cohort	KCC	Small	Cohort
Not at all	1%	4%	5%	1%	5%	6%	6%	6%	7%
Somewhat	29%	35%	36%	28%	34%	35%	38%	38%	39%
Very	69%	60%	58%	71%	53%	52%	45%	43%	39%
Not applicable	0%	1%	1%	0%	8%	7%	11%	14%	15%
% of students who saw advising as applicable responding very or somewhat satisfied	99%	95%	94%	99%	87%	87%	93%	81%	78%
Number of responses	106	49,944	150,865	78	47,880	162,538	389	109,152	327,099

Response data from Community College Survey of Student Engagement.

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

	FA 2021			FA 2018			FA 2016		
Response	KCC	Small	Cohort	KCC	Small	Cohort	KCC	Small	Cohort
Not at all	0%	2%	3%	2%	3%	4%	4%	3%	4%
Somewhat	10%	28%	30%	28%	30%	31%	27%	29%	31%
Very	39%	39%	40%	29%	33%	31%	29%	32%	29%
Not applicable	51%	31%	27%	41%	34%	34%	40%	35%	36%
% students who saw advising as applicable responding very or somewhat satisfied	100%	97%	96%	97%	95%	94%	94%	95%	94%
Number of responses	89	9,668	32,357	128	17,467	93,174	181	21,034	99,656
*Scheduled Fall 2024									

Response data from Survey of Entering Student Engagement.

5.3.B. Student Satisfaction with Overall Educational Experience at KCC (CCSSE Spring Survey)

	SP 2024			SP 2021			SP 2019		
Response	KCC	Small	Cohort	KCC	Small	Cohort	KCC	Small	Cohort
Poor	2%	1%	2%	1%	2%	2%	2%	2%	2%
Fair	11%	11%	11%	13%	11%	11%	9%	12%	13%
Good	40%	45%	45%	44%	45%	46%	47%	50%	52%
Excellent	47%	42%	43%	42%	42%	41%	42%	36%	34%
% of students responding with "good" or "excellent" satisfaction levels.	87%	87%	88%	86%	87%	87%	89%	86%	86%
Number of responses	113	60,101	180,713	72	53,456	182,360	408	113,826	340,229

Response data from the Community College Survey of Student Engagement.

5.4 Learning Outcomes Students Self-assessed

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.

	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%

	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.

Strategic Initiative 1 Student Success

Indicator(s)	Measure(s)	Goal	Threshold	FA2021	FA2020	FA2019	FA2018
1.1 Completion Rate IPEDS Fulltime Cohort	% Full time completion rates	40%	5%	40% ✓	37% ⚠	28% ✗	35% ⚠
1.1 Full-time completion rates for students of color	% Full time completion rates for students of color	40%	5%	33% ✗	44% ✓	25% ✗	40% ✓
1.2 Full-time student retention in degrees and certificates	% Full time retention rates	60%	5%	64% ✓	52% ✗	52% ✗	51% ✗
1.2 Part-time student retention in degrees and certificates	% Part-time retention rates	35%	5%	33% ⚠	30% ✗	29% ✗	25% ✗
1.2 Full-time retention in degrees and certificates for students of color	% Full time retention rates for students of color	60%	5%	69% ✓	63% ✓	51% ✗	55% ⚠
1.2 Part-time retention in degrees and certificates for students of color	% Part time retention rates for students of color	35%	5%	41% ✓	31% ⚠	25% ✗	31% ⚠

Area	Cohort	Goal	Threshold	FA 2021	FA 2020	FA 2019	FA 2018	FA 2017
1.3.A Full-time, First-time, degree or certificate seeking students of color state comparison	Klamath CC	> state	5%	33%	44%	25% ✓	40% ✓	35% ✓
	Average of state colleges selected					17%	20%	23%
1.3.B Full-time, First-time, degree or certificate seeking students of color national comparison	Klamath CC	> national	5%	33%	44%	25% ⚠	40% ✓	28% ⚠
	Average of national colleges selected					30%	29%	25%

✓ = At Goal ⚠ = Within Threshold Limit ✗ = Below Threshold Limit Mission Fulfillment = 75% of strategic indicators meet or exceed threshold limits

Area	Cohort	Goal	Threshold	FA 2021	FA 2020	FA 2019	FA 2018	FA 2017
1.4.A Oregon IPEDs Graduation Rate 150% normal time First-time Fulltime Cohort - % Graduation	Klamath CC	> or = state	5%	40%	37%	28%	35%	28%
	Average of state colleges selected					28%	28%	32%
1.4.B National IPEDs Graduation Rate 150% normal time First-time Fulltime Cohort - % Graduation	Klamath CC	> or = national	5%	40%	37%	28%	35%	28%
	Average of national colleges selected					37%	37%	36%
1.5.A Oregon IPEDs Retention First-time Fulltime Cohort Fall to Fall retention - % retention	Klamath CC	> or = state	5%	64%	52%	52%	51%	50%
	Average of state colleges selected			54%	51%	48%	52%	51%
1.5.B National IPEDs Retention First-time Fulltime Cohort Fall to Fall retention - % retention	Klamath CC	> or = national	5%	64%	52%	52%	51%	50%
	Average of national colleges selected			60%	62%	61%	59%	57%

	Measure(s)	Goal	Threshold	FA2023	FA2022	FA2021	FA2020	FA2019	FA2018
1.6 Count of Degrees Conferred by HECC	Total count of degrees conferred by type	5% increase each year	2%	729	695	272	640	442	469
1.7 Former KCET Students	Number of students that progress to academic programs	5% increase each year	2%	135	103	79	72	65	37
1.7 Former HEP Students	Number of students that progress to academic programs	5% increase each year	2%	24	15	11	2		

Indicator	Measure	Goal	TH	Percentage
1.9.A State Early Momentum KPIs Fall 2021 Cohort	Passed college level English first time in college	> Than state average 47.2% > Than All VFA colleges 43.7%	= to	54.7%
1.9.B State Early Momentum KPIs Main Cohort	Passed college level English Main cohort	> Than state average 39% > Than All VFA colleges 37%	= to	44.4%
1.9.C State Early Momentum KPIs Main Cohort	Passed college level Math Main cohort	> Than state average 22.4% > Than All VFA colleges 25.7%	= to	21.2%
1.9.D State Early Momentum KPIs	Passed college level Math first time in college	> Than state average 26.1% > Than All VFA colleges 28.6%	= to	24.3%

Indicator(s)	Measure(s)	Goal	Threshold	FA2020	FA2019	FA2018	FA2017	FA2016	FA2015
1.10 Student loan default rates	Percentage of students in default	Less than 20%	5%	0%	4%	16%	18%	20%	17%
Total Initiative 1 Score				14/20 70%					

= At Goal
 = Within Threshold Limit
 = Below Threshold Limit
Mission Fulfillment =75% of strategic indicators meet or exceed threshold limits

Strategic Initiative 2 Future Focused Education and Services

Indicator(s)	Measure(s)	Goal	Threshold	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
2.1-2.2 Diversity of students of color demographics meets or exceeds the diversity of demographics in our community	% Difference between community and student demographics	Equal or greater diversity compared to community census	Within 3% of census demographics	Yes	Yes	Yes	Yes	Yes	Yes
2.1-2.3 Diversity of staff people of color demographics meets or exceeds the diversity of demographics in our community	% Difference between community and staff demographics	Equal or greater diversity compared to community census	Within 3% of census demographics	Yes	Yes	Yes	No	No	No

	Number of Academic Programs	Goal	Threshold	AY23-24	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
2.4 Develop new courses and programs to meet the needs of the community	Career Pathway Certificate	increase	maintain	33 ✓	31 ✓	26 ⚠	26 ✓	24 ⚪	26 ✓	23 ✓
	1-Year Certificate	increase	maintain	24 ✓	23 ✓	18 ⚪	19 ⚪	20 ✓	19 ✓	18 ✓
	2-Year Associates Degree	increase	maintain	32 ✓	29 ✓	24 ⚠	24 ⚪	33 ✓	22 ✓	21 ✓
	Total	increase	maintain	89 ✓	83 ✓	68 ⚪	69 ⚪	77 ✓	67 ✓	62 ✓
Total Initiative 2 Score				6/6 100% ✓						

✓ = At Goal ⚠ = Within Threshold Limit ⚪ = Below Threshold Limit Mission Fulfillment = 75% of strategic indicators meet or exceed threshold limits

Strategic Initiative 3 Organizational Viability




Indicator (s)	Measure(s)	Goal	Threshold	AY23-24	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
3.1 Students enrolled in college Classes while in High school	Overall % High School Students Earning KCC Credit	20%	5%	22%	20%	17%	14%	18%	20%	23%














	Increase \$ raised from grant sources	Goal	Threshold	AY23-24	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
3.2 Secure diverse funding sources for sustainability	Total Grants \$	>4,250,000	+ 25%	6,786,920	4,402,436	5,376,045	14,041,114	9,453,914	7,948,963	3,613,281

Indicator (s)	Measure(s)	Goal	Threshold	AY23-24	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
3.3 Grow or Sustain Enrollment	Reimbursable FTE	2000 FTE	1800	2300	2100	1814.	1992	1952	1838	1819
3.4 Instructional and non- instructional program review	First time program review pass/no pass rates	>75%	5%	100%	100%	100%	89%	100%	75%	63%
Total Initiative 3 Score				4/4 100%						

= At Goal
 = Within Threshold Limit
 = Below Threshold Limit
Mission Fulfillment =75% of strategic indicators meet or exceed threshold limits

Strategic Initiative 4 Community Engagement

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
4.2 Promote economic development in the community	KCC economic impact on service area	EMSI total economic impact	Increase every measuring period	\$1 million	ND	\$66.1 million 	ND	\$67.8 million 	ND	\$63.3 

Promote economic development in the community	Employment opportunities	Measure(s)	Goal	Threshold	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
4.3 Full-time administrators, Faculty, Staff	Total full-time	# of full-time employees	Increase every year	maintain	157 	143 	131 	127 	125 	119 
4.4 Part-time Faculty, staff, and student workers	Total part-time	# of part-time employees	Increase every year	maintain	558 	432 	389 	372 	401 	407 
Total Initiative 4 Score					2/3 66% 					

 = At Goal
  = Within Threshold Limit
  = Below Threshold Limit
 Mission Fulfillment = 75% of strategic indicators meet or exceed threshold limits

Strategic Initiative 5 Advanced Planning

Indicator(s)	Measure	Goal	Threshold	AY 23-24	AY22-23	AY21-22	AY20-21	AY19-20	AY18-19	AY17-18
5.1.A Student Satisfaction Academic Advising/planning CCSSE	% students responding satisfied	>90%	5%	99%	No data	No data	99%	No data	No data	No Data
5.2.A Student Satisfaction Academic Advising/planning SENSE	% students responding satisfied	>90%	5%	No data	No data	No data	100%	No data	97%	No data
5.3.A Student satisfaction overall experience CCSSE	% students responding satisfied	>80%	5%	87%	No data	86%	No data	No data	No data	89%
5.4 Course has clear learning outcomes	% students agree that a course has clear learning outcomes	>90%	5%	94%	94%	95%	93%	94%	92%	93%
Communication Skills	% students agree that course improved their achievement of this learning outcome	>80%	5%	81%	83%	83%	82%	82%	83%	82%
Cultural competence (switched Fall 2019 from Community and Global Awareness)	% students agree that course improved their achievement of this learning outcome	>80%	5%	83%	82%	81%	81%	72%	82%	80%
Critical Thinking	% students agree that course improved their achievement of this learning outcome	>80%	5%	86%	89%	89%	88%	88%	88%	88%
Professional Competence	% students agree that course improved their achievement of this learning outcome	>80%	5%	88%	89%	87%	89%	72%	88%	87%
Working in Diverse Teams	% students agree that course improved their achievement of this learning outcome	>80%	5%	82%	82%	85%	82%	78%	83%	82%

5.1.B Student Satisfaction with Academic Advising/Planning (CCSSE Spring Survey)

Indicator(s)	Measure	Goal	Threshold	SP 2021			SP 2019			SP 2019		
5.1.B Student Satisfaction Academic Advising/planning CCSSE	% students responding satisfied	>or =	3%	KCC	Small	Cohort	KCC	Small	Cohort	KCC	Small	Cohort
	% of students responding with “good” or “excellent”			99% ✓	95%	94%	99% ✓	87%	87%	93% ✓	81%	78%
	Number of responses			106	49,944	150,865	78	47,880	162,538	389	109,152	327,099

Response data from Community College Survey of Student Engagement.

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

Indicator(s)	Measure	Goal	Threshold	FA 2021			FA 2018			FA 2016		
5.2.B Student Satisfaction Academic Advising/planning SENSE	% students responding satisfied	>or =	3%	KCC	Small	Cohort	KCC	Small	Cohort	KCC	Small	Cohort
	% of students responding with “good” or “excellent”			100% ✓	97%	96%	97% ✓	95%	94%	94% ⚠	95%	94%
	Number of responses			89	9,668	32,357	128	17,467	93,174	181	21,034	99,656

Response data from Survey of Entering Student Engagement.

5.3.B Student Satisfaction with Overall Educational Experience at KCC (CCSSE Spring Survey)

Indicator(s)	Measure	Goal	Threshold	SP 2024			SP 2021			SP 2019		
5.3.B Student Satisfaction Overall Experience CCSSE	% students responding satisfied	>or =	3%	KCC	Small	Cohort	KCC	Small	Cohort	KCC	Small	Cohort
	% of students responding with “good” or “excellent”			87% ⚠	87%	88%	86% ⚠	87%	87%	89% ✓	86%	86%
	Number of responses			113	60,101	180,713	72	53,456	182,360	408	113,826	340,229

Response data from Community College Survey of Student Engagement.

Total Initiative 5 Score	11/12 92% ✓
Total Scorecard Score	39/49 80% ✓

✓ = At Goal ⚠ = Within Threshold Limit ✗ = Below Threshold Limit Mission Fulfillment = 75% of strategic indicators meet or exceed threshold limits

DATA SOURCES

Measure	Source
Strategic Initiative 1 Student Success	
Measure 1.1 Completion Rate IPEDS Fulltime Cohort	IPEDS Reporting File
Measure 1.2 Retention IPEDS Cohorts	IPEDS Reporting File
Measure 1.3.A Full-time, First-time, Degree or Certificate Seeking Students of Color State comparison	IPEDS Reporting File and Data for Analysis (D4A) from the Oregon HECC
Measure 1.3.B Full-time, First-time, Degree or Certificate Seeking Students of Color National comparison	IPEDS Reporting File and Data for Analysis (D4A) from the Oregon HECC
Measure 1.4.A IPEDS Graduation First-time Fulltime Cohort Fall to Fall retention State comparison	IPEDS Reporting File and Data for Analysis (D4A) from the Oregon HECC
Measure 1.4.B IPEDS Graduation Rate 150% normal time First-time Fulltime Cohort Fall National comparison	IPEDS Reporting File and Data for Analysis (D4A) from the Oregon HECC
Measure 1.5.A IPEDS Retention First-time Fulltime Cohort Fall to Fall retention State comparison	IPEDS Reporting File and Data for Analysis (D4A) from the Oregon HECC
Measure 1.5.B IPEDS Retention First-time Fulltime Cohort Fall to Fall retention National comparison	IPEDS Reporting File and Data for Analysis (D4A) from the Oregon HECC
Measure 1.6 Count of Degrees Conferred as Reported to HECC	HECC Community college Data Dashboard
Measure 1.7 GED/ESL Transition to Academic Credit	Adult Learning Enrollment Reports
Measure 1.8.A Early indicators Full Time Cohort	American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA).
Measure 1.8.B Early indicators Part Time Cohort	American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA).
Measure 1.9.A Early Momentum KPIs Passed College Level English-State Comparison – First Time in College	American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA).
Measure 1.9.B Early Momentum KPIs Passed College Level English-State Comparison – Main Cohort	American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA).
Measure 1.9.C Early Momentum KPIs: Passed College Level Math, Main Cohort - State Comparison	American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA).
Measure 1.9.D Early Momentum KPIs: Passed College-Level Math, First Time in College - State Comparisons	American Association of Community Colleges' (AACC) Voluntary Framework of Accountability (VFA).
Measure 1.10 Percentage of Students in Default of Student Loans	Department of Education's Cohort Default rate NSLDS
Strategic Initiative 2 Future Focused Education and Services	
Measure 2.1 Community Ethnic/Race Diversity	US Census Data File
Measure 2.2 Academic Students Ethnic/Race Diversity	Fall enrollment demographics reported to IPEDS
Measure 2.3 Full-Time Faculty and Staff Ethnic/Race Diversity	Fall enrollment demographics reported to IPEDS
Measure 2.4 Number of Academic Programs	College Catalog

Strategic Initiative 3 Meet Organizational Viability	
Measure 3.1 Students Enrolling in College Classes While in High School	Enrollment Summary Reports combined with Oregon Department of Education annual enrollment file
Measure 3.2 Grant Funding	Annual Grant Funding Report
Measure 3.3 Reimbursable FTE by College in Oregon	OCCURS Data Upload System
Measure 3.4 Five Year Cycle of Program Reviews	Continuous Improvement and Innovation Committee (CIIC) meeting minutes
Measure 3.4.A Program Review Instructional Departments	Continuous Improvement and Innovation Committee (CIIC) meeting minutes
Measure 3.4.B Program Review Non-Instructional Departments	Continuous Improvement and Innovation Committee (CIIC) meeting minutes
Measure 3.4 Program Review Pass Rates	Continuous Improvement and Innovation Committee (CIIC) meeting minutes

Measure Strategic Initiative 4 Community Engagement	
Measure 4.1 Data for Analysis Oregon HECC Count of One-year or Less Than One-year Certificates and Associate Degrees-State comparison	Oregon HECC Annual Performance Progress Report
Measure 4.2 Economic Impact Study	EMSI Economic Impact Report
Measure 4.3 Number of Employees	HR Employee Survey
Measure Strategic Initiative 5 Advanced Planning	
Measure 5.1 Student Satisfaction with Academic Advising/Planning (CCCSE Spring Survey)	CCCSE Spring Survey
Measure 5.2 Student Satisfaction with Academic Advising/Planning (SENSE Fall Survey)	SENSE Fall Survey
Measure 5.3 Student Satisfaction with Overall Educational Experience at KCC (CCCSE Spring Survey)	CCCSE Spring Survey
Measure 5.4 Learning Outcomes Students Self-assessed	Course Evaluation Participation Reports

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