



# Mission Fulfillment Report 2019

K L A M A T H   C O M M U N I T Y   C O L L E G E



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## MISSION FULFILLMENT REPORT

KCC has made substantive changes to the college's mission fulfillment report and scorecard based on feedback NWCCU provided for the April 2018 year-seven evaluation. The college has more clearly defined and ensured alignment with established measures and objectives, and uses the results of core theme assessment to determine whether mission fulfillment is accomplished. KCC has done the following:

- 1) Adopted and integrated more assessable, meaningful, and verifiable metrics that provide indicators comparable to other institutions
- 2) Incorporated a guided pathways framework

KCC has aligned the mission to its core themes and established objectives used to articulate institutional outcomes. Mission Fulfillment is defined as meeting or exceeding the thresholds for these core theme objectives. Objectives are further refined by indicators that include one or more measures by which they are assessed. Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data and comparable indicators of other institutions and incorporating guided pathways metrics. A Mission Fulfillment Scorecard (see Appendix A) provides the current status for each core theme indicator (e.g., 3B, 4A, 4B). 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 core theme assessment level and mission fulfillment level.

### Mission Fulfillment Defined

Following is Klamath Community College's mission statement:

#### **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.

Mission fulfillment is defined as meeting or exceeding the threshold limits for at least 75% (27) of the 36 core theme indicators. An action plan will need to be implemented if more than 25% (9) of the indicator threshold limits have not been met. Threshold limits have been clearly defined for each indicator. The 2019 mission fulfillment scorecard at the end of this mission fulfillment report summarizes annual progress toward core theme and overall mission fulfillment. The formal review of mission fulfillment is imbedded in the strategic planning cycle. For the KCC Strategic Plan 2.0 (2018-2021), mission fulfillment for this strategic plan will be evaluated spring 2021.

The college's core themes and the strategic plan provide an integrated framework. Each core theme has a corresponding strategic initiative, as shown in Table 1 below.

**Table 1. Alignment of Core Themes with Mission and Strategic Initiatives**

Mission	Core Themes	Strategic Initiatives	
Klamath Community College provides <b>accessible, quality</b> education and services in response to the diverse needs of the student, business, and <b>community</b> . The College supports <b>student success</b> in workforce training, academic transfer, foundational skills development, and community education.	1. Provide <b>accessible</b> education and services.	Access	Thoughtful Planning
	2. Provide <b>quality</b> education and services.	Excellence	
	3. Meet the diverse needs of our students, businesses, and <b>community</b> .	Community	
	4. Support <b>student success</b> in workforce training, academic transfer, foundational skills, and community education.	Prosperity	

### Interpretation of mission fulfillment

KCC has made substantive changes to the college's mission fulfillment report and scorecard based on feedback from NWCCU provided in the April 2018 Year 7 evaluation. KCC has aligned the Mission to its core themes and established objectives used to articulate institutional outcomes. Mission fulfillment is defined as meeting or exceeding the threshold limits for 75% of the core theme indicators. Objectives are further refined by indicators that include one or more measure by which they are assessed. Acceptable minimum thresholds for each measure were determined after reviewing multiple years of available data, comparable indicators of other institutions, and incorporating statewide-recommended guided pathways metrics. The college recently updated its mission fulfillment report and scorecard. The Mission Fulfillment Report 2019 (see Appendix A) provides the current status for each core theme indicator (3B, 4A, 4B). The status for each indicator reveals the overall progress toward meeting or exceeding the thresholds for measures within the indicator. Progress toward mission fulfillment is measured at the core theme level and overall mission fulfillment level.

### Articulation of an acceptable threshold, extent, or degree of mission fulfillment

The following sections describe the four core themes, their objectives and rationale, and the indicators that have been selected to assess progress toward attainment of the objectives and core themes. The final section of this report includes the college's overall scorecard for mission fulfillment.

## CORE THEME 1: PROVIDE ACCESSIBLE EDUCATION AND SERVICES

**Objective 1.1. The college will provide seamless pathways from high schools to KCC, into KCC programs, and from KCC to other institutions.**

### Indicators

- 1.1.A. Students enrolling in college classes while in high school. (Accelerated Learning)
- 1.1.B. Students successfully entering certificates or degrees (Enrollment)
- 1.1.C. Articulation agreements facilitate transition from KCC to other institutions

### Rationale

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.

### Measure 1.1.A. Percentage of local high school students earning KCC credit

Dual Credit	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
FTE	193.6	179.28	192.56	215.08	132.93	86.84	89.04
Unduplicated headcount	1148	1102	1066	1113	771	550	492
College Now	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
FTE	49.34	85.98	76.56	58.07	23.37	0	0
Unduplicated headcount	208	368	386	334	138	0	0
Overall % high school students earning KCC credit	24%	28%	28%	25%	20%	13%	12%

### Measure 1.1.B. Unduplicated headcount of all KCC degree seeking students

2018-19	2017-18	2016-17	2015-16	2014-15
1830	1854	1879	1803	1591

### Measure 1.1.C. Review of articulations that facilitate transition from KCC to other institutions

Academic Programs with Transfer courses	2018-19	2017-18
Total Programs	27	27
Programs reviewed	5	5
% reviewed per year	19%	19%

## **Objective 1.2. Students can access KCC through courses and programs via distance education**

### **Indicators**

- 1.2 Student utilization of distance education

### **Rationale**

KCC serves a large, rural, and sparsely populated geographic region. South Central Oregon remains a rural region with small communities separated by great distances. This region also includes students serving in the National Guard and the Air Force. The college aspires to provide students access to college degrees and certificates in their many locations. To this end, the college continually increases and improves the quality of its distance education offerings.

### **Measure 1.2. Percentage of students accessing distance education**

2018-19	2017-18	2016-17	2015-16	2014-15
40%	35%	31%	27%	6%

## **Objective 1.3. Provide educational opportunity to diverse student populations.**

### **Indicators**

- 1.3.A. Diversity of student demographics meets or exceeds the diversity of demographics in our community.
- 1.3.B. Diversity of staff demographics meets or exceeds the diversity of demographics in our community.
- 1.3.C. Enrollment of students ABE/GED/ESL courses.

### **Rationale**

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 21<sup>st</sup> century. By creating a diverse faculty, schools can encourage increased success among groups that have been traditionally underrepresented on campus. When students 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.

**Measure 1.3.A.1. Community Race and Ethnicity Demographics**

Race/Ethnicity	2018	2017	2016	2015
Nonresident alien	0%	0%	0%	0%
Hispanic/Latino	13.4%	12.3%	11.9%	11.6%
American Indian or Alaska Native	4.9%	3.2%	3.2%	3.1%
Asian	1.1%	1.0%	1.0%	1.1%
Black or African American	1.0%	0.7%	0.6%	0.8%
Native Hawaiian or other Pacific Islander	0.2%	0.1%	0.1%	0.2%
White	77%	78.7%	79.3%	79.7%
Two or more races	4.3%	3.8%	3.9%	3.5%
Races and ethnicity unknown	0%	0%	0%	0%
Number of Responses	67,653	66,018	65,946	65,972

**Measure 1.3.A.2. Student Race and Ethnicity Demographics (November of Fall Term)**

Race/Ethnicity	2018	2017	2016	2015
Nonresident alien	0%	0%	0%	0%
Hispanic/Latino	18%	19%	16%	13%
American Indian or Alaska Native	3%	3%	3%	4%
Asian	1%	1%	1%	1%
Black or African American	1%	1%	1%	1%
Native Hawaiian or other Pacific Islander	0%	0%	0%	0%
White	68%	67%	70%	66%
Two or more races	3%	3%	3%	2%
Races and ethnicity unknown	6%	6%	6%	13%
Number of Responses	1514	1683	1434	1224

**Measure 1.3.B. Full-time staff race and ethnicity demographics**

Race/Ethnicity	2018	2017	2016	2015
Nonresident alien	0%	0%	0%	0%
Hispanic/Latino	10%	9%	5%	5%
American Indian or Alaska Native	2%	3%	5%	4%
Asian	2%	2%	2%	1%
Black or African American	0%	0%	1%	0%
Native Hawaiian or other Pacific Islander	1%	0%	0%	0%
White	82%	83%	87%	89%
Two or more races	1%	1%	0%	0%
Races and ethnicity unknown	3%	3%	0%	1%
Number of Responses	122	112	110	97



**Measure 1.3.C.1 Enrollment of students in ABE/GED/ESL classes by unduplicated headcount**

Academic Year	KLC FTE	KLC Undup	FA FTE	FA Undup	KCET FTE	KCET Undup	Total FTE
2018-19	155.1	341	169.9	305	104.9	331	429.9
2017-18	170.9	363	154.5	302	63.3	394	388.7
2016-17	142.8	362	186.5	329	99.8	319	429.1
2015-16	263.9	657	187.1	223	1.0	8	451.9
2014-15	415.7	861	20.8	98	1.7	7	438.2
2013-14	489.6	864	0	0	0	0	489.6

## CORE THEME 2: PROVIDE QUALITY EDUCATION AND SERVICES

### Objective 2.1. Teaching effectiveness and student learning

#### Indicators

- 2.1.A. Clear learning outcomes
- 2.1.B.1. Communication skills
- 2.1.B.2. Community and global awareness
- 2.1.B.3. Critical thinking
- 2.1.B.4. Professional competence
- 2.1.B.5. Working in diverse teams
- 2.1.C. Student certification in CTE Programs of Study Technical Skills Attainment (CTE TSAS)

#### Rationale

Indicators 2.1.A-2.B.5 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.

For students who indicate their intent to earn a CTE certification (Indicator 2.1.C.), pass rates on industry certification exams is a strong indicator of the degree to which the college is fulfilling its mission.

**Measures 2.A-2.1.B.5. Student perceptions of learning outcomes**

Indicators	WI	FA	SU	SP	WI	FA	SU	SP	WI	FA	SU	SP
	2019	2018	2018	2018	2018	2017	2017	2017	2017	2016	2016	2016
2.1.A Course had clear learning outcomes	92%	94%	91%	93%	92%	93%	92%	92%	94%	94%	95%	92%
2.1.B.1. Communication Skills	85%	84%	80%	85%	82%	82%	79%	83%	83%	82%		
2.1.B.2. Community and Global Awareness	83%	82%	80%	83%	81%	81%	77%	81%	81%	80%		
2.1.B.3. Critical Thinking	88%	89%	86%	89%	88%	88%	88%	88%	90%	87%		
2.1.B.4. Professional Competence	89%	89%	86%	88%	87%	87%	87%	87%	89%	87%		
2.1.B.5. Working in Diverse Teams	85%	84%	80%	84%	82%	81%						
Surveys Sent	3715	3778	1177	3699	3895	4162	1096	3564	3876	4276	663	2592
Surveys Returned	1705	1698	540	1455	1485	1352	399	1203	1685	1398	254	1025
Response Rate	46%	45%	46%	39%	38%	32%	36%	34%	43%	33%	38%	40%

**Indicator 2.1.C. Student certification in CTE Programs of Study Technical Skills Attainment (CTE TSAS)**

Category	2018-19	2017-18	2016-17	2015-16
Met industry standard	93	83	61	52
Did not Meet	16	4	17	31
% attainment	85%	95%	78%	63%

## Objective 2.2. Ensure quality programs

### Indicators

- 2.2. Instructional and non-instructional program review first-time pass rates

### Rationale

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).

### Measure 2.2. Instructional program and non-instructional department review pass rates

Program or Department	2018-19	2017-18
<b>Instructional Programs</b>		
<i>Business Administration</i>		✓
<i>Business Technology</i>		✓
<i>Criminal Justice</i>		X
<i>Communications</i>	✓	
<i>Education</i>		X
<i>Emergency Medical Technician</i>	✓	
<i>Health Information Management</i>	✓	
<b>Non-Instructional Departments</b>		
<i>Bookstore</i>		✓
<i>Center for Teaching and Learning</i>	✓	
<i>Community Education</i>		✓
<i>Financial Aid</i>		✓
<i>Information Services</i>	✓	
<i>Lake and Rural Oregon</i>	X	
<i>Marketing</i>		X
<i>Outreach (Admissions)</i>	✓	
<i>Public Information</i>		X
<i>Title IX/Student Conduct</i>		✓
<i>TRiO</i>	X	
<i>Veterans Services</i>		✓
<b>First time program review pass/no pass rate</b>	<b>6/8 = 75%</b>	<b>7/11 = 63%</b>

✓ = Review accepted by CIIC on first submission

X = Review not initially accepted by CIIC

## Objective 2.3. Ensure high quality support services

### Indicators

- 2.3.A. Student satisfaction – academic advising CCSSE
- 2.3.B. Student satisfaction – academic advising SENSE
- 2.3.C. Student satisfaction – overall experience from CCSSE

### Rationale

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.

#### Measure 2.3.A. Student satisfaction with academic advising/planning (CCCSE Spring Survey)

Response	SP 2017	SP 2016	SP 2014
<i>Not at all</i>	6%	8%	11%
<i>Somewhat</i>	38%	39%	43%
<i>Very</i>	45%	40%	37%
<i>Not applicable</i>	11%	13%	9%
% of students who saw advising as applicable responding very or somewhat satisfied	93%	91%	88%
Number of responses	389	356	417

#### Measure 2.3.B. Student satisfaction with academic advising/planning (SENSE Fall Survey)

Response	FA 2018	FA 2016	FA2015
<i>Not at all</i>	2%	4%	3%
<i>Somewhat</i>	28%	27%	30%
<i>Very</i>	29%	29%	45%
<i>Not applicable</i>	41%	40%	23%
% of students who saw advising as applicable responding very or somewhat satisfied	97%	94%	97%
Number of Responses	128	181	184

#### Measure 2.3.C. Student satisfaction with overall educational experience at KCC (CCCSE Spring Survey)

Response	SP 2017	SP 2016	SP 2014
Poor	2%	1%	3%
Fair	9%	15%	17%
Good	47%	51%	52%
Excellent	42%	34%	28%
% of students responding with “good” or “excellent” satisfaction levels	89%	85%	80%
Number of Responses	408	375	429

## CORE THEME 3: MEET THE DIVERSE NEEDS OF OUR STUDENTS, BUSINESSES, AND COMMUNITY

### Objective 3.1 Promote economic development in the community

#### Indicators

- 3.1. Economic impact

#### Rationale

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.

#### Measure 3.1. Economic impact according to EMSI Report

2017	2012
\$64.3 Million	\$49.2 Million

### Objective 3.2. Foster small business success, entrepreneurial activities, and workforce improvement through training

#### Indicators

- 3.2.A. Training events
- 3.2.B. Business and entrepreneurship (New Business Starts)

#### Rationale

KCC provides an important economic service to the community, especially through the SBDC and WorkSource Oregon. Trainings provided and number of new business starts annually are two important measurements of service to the community

#### Measures 3.2.A. and 3.2.B. Business and entrepreneurship training events and business start, and workforce improvement

Category	2018	2017	2016	2015	2014
Training Events	38	47	35	22	10
New Business Starts	6	3	6	5	7

### Objective 3.3. Engage in ongoing partnerships and collaboration with the community

#### Indicators

- 3.3. Career pathways

#### Rationale

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.

**Measure 3.3. Number of career pathways opportunities available at KCC**

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
26	23	14	10	8	9

**Objective 3.4 Develop new courses and programs to meet the needs of the community****Indicators**

- 3.4.A. Academic program growth
- 3.4.B. Workforce program growth

**Rationale**

The addition of new contracted education courses and trainings and the creation of new instructional programs demonstrates responsiveness to the needs of students, businesses, and the community.

**Measure 3.4.A. Academic program growth**

Type of Program	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
<i>Career Pathway Certificate</i>	26	23	14	10	8	9
<i>1-Year-Certificate</i>	19	18	14	11	14	13
<i>2-year Associates Degree</i>	22	21	22	18	15	15
<b>Total</b>	<b>67</b>	<b>62</b>	<b>50</b>	<b>39</b>	<b>37</b>	<b>37</b>

**Measure 3.4.B. Workforce program growth**

2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
75.74	75.87	42.67	29.94	25.05	6.08

**Objective 3.5 Secure diverse funding sources for sustainability****Indicators**

- 3.5. Funding gained through grants

**Rationale**

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

**Measure 3.5. Grant funding broken down by academic year**

Funding Source	2017-18	2016-17	2015-16	2014-15	2013-14
<i>Federal \$</i>	3,032,058*	1,287,500	402,632	1,294,126	0
<i>State \$</i>	491,230*	322,728	348,494	0	146,858
<i>Other \$</i>	89,993	293,012	205,000	265,200	0
<b>Total Grants \$</b>	<b>3,613,281</b>	<b>1,903,240</b>	<b>956,126</b>	<b>1,559,326</b>	<b>146,858</b>

## CORE THEME 4: SUPPORT STUDENT SUCCESS IN WORKFORCE TRAINING, ACADEMIC TRANSFER, FOUNDATIONAL SKILLS, AND COMMUNITY EDUCATION.

### Objective 4.1. Support student success in workforce training, academic transfer, foundational skills, and community education

#### Indicators

- 4.1.A. Student Retention
  - 4.A.1. All full-time students
  - 4.A.2 All part-time students
  - 4.A.3 Students of color who attend full time
  - 4.A.4. Students of color who attend part time
- 4.1.B. Student Completion of Degrees, Certificates and Transfer
  - 4.1.B.1. Completion (All Students)
  - 4.1.B.2. Students of color
  - 4.1.B.3. Transfer students
- 4.1.C. Graduation
- 4.1.D. Student transfer
- 4.1.E. Student completion of workforce certificates

#### Rationale

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. For students that indicate transfer as a goal transfer rates are an important indicator of mission fulfillment. Providing non-credit training and certification especially oriented to careers helps community members achieve employment in shorter timeframes than academic programs.

#### Measure 4.1.A.1-4 Retention

Student Group	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
All full-time students	49%	47%	56%	52%	27%	60%
All part-time students	25%	22%	23%	40%	38%	32%
Students of color full-time	51%	52%	50%	19%	40%	44%
Students of color part-time	26%	23%	22%	30%		

#### Measure 4.1.B. Completion of degrees and certificates

Student Group	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014	Fall 2013
All students	26%	21%	21%	27%	9%	2%
Students of color	30%	25%	26%	19%	14%	5%
Transfer students	12%	21%	23%	15%	23%	15%



**Measure 4.1.C. Graduation: Number of degrees and certificates awarded**

Degree	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
AGS/AAOT/AS	86	125	86	57	78	73
AAS	100	131	87	52	68	81
CERT	74	75	48	55	105	62
PCERT	209	178	94	114	68	32
<b>Totals</b>	<b>469</b>	<b>509</b>	<b>315</b>	<b>278</b>	<b>319</b>	<b>248</b>

**Measure 4.1.D. Student transfer**

Academic Year (AY)	Gradates taking last class in AY	Graduates Transferring	Last year attending earned 45+ credits	Non-Graduates with 45+ credits Transferring
2018-19	213	Not yet available	Not yet available	Not yet available
2017-18	191	44%	237	33%
2016-17	180	45%	220	37%
2015-16	137	45%	172	38%
2014-15	152	55%	182	40%
2013-14	140	53%	150	38%

**Measure 4.1.E. Student completion of workforce certificates**

Category	2017-18	2016-17	2015-16
Attempts at Certifications	57	36	12
Passed Certification	54	33	12

**Objective 4.2. Provide students with the opportunity to obtain necessary skills in writing, and math.****Indicators**

- 4.2.A. Early Indicators of Success – pass writing in 1 year
- 4.2.B. Early Indicators of Success – pass math in 1 year
- 4.2.C. Early indicators of Success – earn 15 college level credits in 2 terms
- 4.2.D. Student progress – developmental education (Pass rate)
- 4.2.E. Student progress in developmental education

**Rationale**

Gateway course momentum metrics are predictive of student completion. These indicators measures a variety of gains made toward completion, providing a real time snapshot of student progression. Reduced time in developmental education coursework increases likelihood of completion.

**Measure 4.2.A. Full-time student retention rates**

	FA 2018	FA 2017	FA 2016	FA 2015	FA 2014
Percentage of students who complete first college level writing class in year 1	66%	62%	70%	61%	56%
Percentage of students who complete first college level mathematics class in year 1	42%	41%	51%	35%	38%
Percentage of students who earned 15 college level credits within two terms	69%	52%	58%	54%	52%
Number of responses	192	212	229	133	103

**Measure 4.2.B. Part-time student retention rates**

Category	FA 2018	FA 2017	FA 2016	FA 2015	FA 2014
Percentage of students who complete first college level writing class in year 1	28%	34%	37%	32%	39%
Percentage of students who complete first college level mathematics class in year 1	32%	31%	37%	34%	19%
Percentage of students who earned 15 college level credits within two terms	15%	11%	12%	11%	15%
Number of responses	107	166	220	186	137

#### 4.2.D.2. Student progress developmental education

	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
Percentage of students taking a Developmental Course	18%	20%	20%	23%	31%	35%	42%
Percentage of Credits that are Developmental	8%	9%	9%	11%	14%	15%	18%
Percentage of Credit FTE from Developmental Courses	7%	8%	8%	10%	13%	14%	17%
Percentage of Associate Level Graduates with a Developmental Course History	72%	77%	78%	80%	76%	82%	87%

## MISSION FULFILLMENT SCORECARD

### Core Theme 1: Provide Accessible Education and Services

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
<b>Objective 1.1:</b> The college will provide seamless pathways from high schools to KCC, into KCC programs, and from KCC to other institutions.	1.1.A. High school Students enrolling in college classes while in high school. (Accelerated Learning)	% local high school students earning KCC credit	25%	5%	24% <span style="color: orange;">▲</span>	28% <span style="color: green;">✔</span>	25% <span style="color: green;">✔</span>	20% <span style="color: green;">✔</span>	13% <span style="color: red;">✘</span>
	1.1.B. Students successfully entering certificate or degree programs (Enrollment)	Unduplicated headcount of degree seeking students	Increase by 50 or more students	Maintain unduplicated headcount	1830 <span style="color: orange;">▲</span>	1854 <span style="color: orange;">▲</span>	1879 <span style="color: green;">✔</span>	1803 <span style="color: green;">✔</span>	1591
	1.1.C. Articulation agreements that facilitate transition from KCC to other institutions	Review of articulations	20% reviewed	5%	19% <span style="color: orange;">▲</span>	19% <span style="color: orange;">▲</span>	ND	ND	ND
<b>Objective 1.2:</b> Students have access to KCC through courses and programs offered via distance education.	1.2.A. Student utilization of distance education	% students accessing distance education	5% increase	2%	40% <span style="color: green;">✔</span>	35% <span style="color: green;">✔</span>	31% <span style="color: orange;">▲</span>	27% <span style="color: green;">✔</span>	6%
	<b>Objective 1.3:</b> Provide educational opportunity to diverse student populations	1.3.A. Diversity of student demographics meets or exceeds the diversity of demographics in our community	Equal or greater diversity compared to community census	Within 3% of census demographics	Yes	Yes	Yes	Yes	Yes
	1.3.B. Staff demographics	% difference between community and staff demographics	Equal or greater diversity compared to community census	Within 3% of census demographics	No	No	No	No	No
	1.3.c. Enrollment of ABE/GED/ESL students	Unduplicated headcount	375	50	331 <span style="color: orange;">▲</span>	394 <span style="color: green;">✔</span>	319 <span style="color: red;">✘</span>	⓪	ND
<b>Total Core Theme 1 Score</b>					<span style="color: orange;">▲</span>	<span style="color: orange;">▲</span>	<span style="color: orange;">▲</span>	<span style="color: orange;">▲</span>	<span style="color: red;">✘</span>

✔ = At Goal    ▲ = Within Threshold Limit    ✘ = Below Threshold Limit  
 Mission Fulfillment = 75% of core theme indicators meet or exceed threshold limits

## Core Theme 2: Provide Quality Education and Services

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
<b>Objective 2.1</b> Teaching effectiveness and learning	2.1.A. Course has clear learning outcomes	% students agree that a course has clear learning outcomes	>90%	5%	92%	93%	93%	ND	ND
	2.1.B.1. Communication Skills	% students agree that course improved their achievement of this learning outcome	>80%	5%	83%	82%	83%	ND	ND
	2.1.B.2. Community and Global Awareness	% students agree that course improved their achievement of this learning outcome	>80%	5%	82%	80%	81%	ND	ND
	2.1.B.3. Critical Thinking	% students agree that course improved their achievement of this learning outcome	>80%	5%	88%	88%	88%	ND	ND
	2.1.B.4. Professional Competence	% students agree that course improved their achievement of this learning outcome	>80%	5%	88%	87%	88%	ND	ND
	2.1.B.5. Working in Diverse Teams	% students agree that course improved their achievement of this learning outcome	>80%	5%	83%	82%	ND	ND	ND
	2.1.C. Student CTE certification pass rate (CTE TSAS)	CTE TSAS pass rate	80%	5%	85%	95%	78%	63%	ND
<b>Objective 2.2</b> Ensure quality programs	2.2. Instructional and non-instructional program review	First time program review pass/no pass rates	>75%	5%	75%	63%	ND	ND	ND
<b>Objective 2.3</b> Ensure high quality support services	2.3.A. Student satisfaction – academic advising CCSSE	% students responding satisfied	>80%	5%	ND	ND	93%	91%	88%
	2.3.B. Student satisfaction – academic advising SENSE	% students responding satisfied	>90%	5%	97%	ND	94%	97%	ND
	2.3.C. Student satisfaction – overall experience from CCSSE	% students responding satisfied	>85%	5%	ND	ND	89%	85%	80%
<b>Total Core Theme 2 Score</b>									

= At Goal = Within Threshold Limit = Below Threshold Limit

Mission Fulfillment = 75% of core theme indicators meet or exceed threshold limits

### Core Theme 3: Meet the Diverse Needs of the Community

Objective	Indicator (s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
<b>Objective 3.1.</b> Promote economic development in the community	3.1.. KCC economic impact on service area	EMSI total economic impact	Increase by \$2 million every 5-year measuring period	\$1 million	ND	ND	\$64.3 million	ND	ND
<b>Objective 3.2.</b> Foster small business success, entrepreneurial activities, and workforce improvement.	3.2.A. Business and entrepreneurship (business starts)	# of business starts	Total of 6 or more annually	3-5	6	3	6	5	7
	3.2.B. Training events	# of trainings	Increase by 1 or more	maintain	38	47	35	22	10
<b>Objective 3.3.</b> Engage in ongoing partnerships and collaboration with the community	3.3. Career Pathways	# of career pathways	Add 1 or more	maintain	26	23	14	10	8
<b>Objective 3.4</b> Develop new courses and programs to meet the needs of the community	3.4.A. Academic program growth	# of programs offered	Add 1 or more	maintain	67	62	50	39	37
	3.4.B. Workforce program growth	FTE	5% increase	maintain	76 (+0)	76 (+33)	43 (+13)	30 (+5)	25 (+19)
<b>Objective 3.5.</b> Secure diverse funding sources for sustainability	3.5. Grants	Increase \$ raised from grant sources	10% increase	maintain	ND	3,613,281	1,903,240	956,126	1,559,326
<b>Total Core Theme 3 Score</b>									

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

## Core Theme 4: Student Success

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
Objective 4.1. Provide support for students to obtain the necessary skills for either entry into a job or transfer to a 4-year degree that relates to their field.	4.1.A.1 Full-time student retention in degrees and certificates	% Full time retention rates	60%	5%	49% <span>⬇</span>	47% <span>⬇</span>	56% <span>⬆</span>	52% <span>⬇</span>	27% <span>⬇</span>
	4.1.A.2 Part-time student retention in degrees and certificates	% Part-time retention rates	40%	5%	25% <span>⬇</span>	22% <span>⬇</span>	23% <span>⬇</span>	40% <span>✓</span>	38% <span>⬆</span>
	4.1.A.3. Full-time retention in degrees and certificates for students of color	% Full time retention rates for students of color	60%	5%	51% <span>⬇</span>	52% <span>⬇</span>	50% <span>⬇</span>	19% <span>⬇</span>	40% <span>⬇</span>
	4.1.A.4. Full-time retention in degrees and certificates for students of color	% Part time retention rates for students of color	40%	5%	26% <span>⬇</span>	23% <span>⬇</span>	22% <span>⬇</span>	30% <span>⬇</span>	ND
	4.1.B. Completion of degrees and certificates	% IPEDS first time full time completion rates	30%	5%	26% <span>⬆</span>	21% <span>⬇</span>	21% <span>⬇</span>	27% <span>⬆</span>	9% <span>⬆</span>
	4.1.C. Graduation	# of degree and certificates awarded	10% increase	5%	469 <span>⬇</span>	509 <span>✓</span>	315 <span>✓</span>	278 <span>⬇</span>	319 <span>✓</span>
	4.1.D. Transfer	% students who transfer after graduation	50%	5%	ND	44% <span>⬇</span>	45% <span>⬆</span>	45% <span>⬆</span>	55% <span>✓</span>
	4.1.E. Completion of workforce certificates	Number of workforce certificates completed	10% increase	Maintain	ND	54 <span>✓</span>	33 <span>✓</span>	12	ND

✓ = At Goal    ⬆ = Within Threshold Limit    ⬇ = Below Threshold Limit  
 Mission Fulfillment = 75% of core theme indicators meet or exceed threshold limits

### Core Theme 4: Student Success (continued)

Objective	Indicator(s)	Measure(s)	Goal	Threshold	AY18-19	AY17-18	AY16-17	AY15-16	AY14-15
Objective 4.2. Provide students with the opportunity to obtain necessary skills in writing and math.	4.2.A. Early indicators of success – pass writing courses within 1 year	% of FT students completing college level writing in 1 year	65%	5%	66%	62%	70%	61%	56%
	4.2.B. Early indicators of success – pass math courses within 1 year	% of FT students completing college level math in 1 year	45%	5%	42%	41%	51%	35%	38%
	4.2.C. Early indicators of success – 15 college credits in 2 terms	% of FT students completing first 15 credits within 2 terms	55%	5%	69%	52%	58%	54%	52%
	4.2.D. Student progress – developmental education	% of students who take a developmental education class in math or writing	2% decrease	Maintain	18%	20%	20%	23%	31%
Total Core Theme 4 Score									
Total Mission Fulfillment Score									

= At Goal = Within Threshold Limit = Below Threshold Limit

Mission Fulfillment = 75% of core theme indicators meet or exceed threshold limits



## DATA SOURCES

Measure	Source
<b>Core Theme 1: Accessible Education and Services</b>	
Measure 1.1.A. Percentage of local high school students earning KCC credit	Enrollment Summary Reports combined with Oregon Department of Education annual enrollment file
Measure 1.1.B. Unduplicated headcount of all KCC degree seeking students	Enrollment Summary Reports
Measure 1.1.C. Review of articulations that facilitate transition from KCC to other institutions	Program Review Guide
Measure 1.2. Percentage of students accessing distance education	Modality Counts Report
Measure 1.3.A.1. Community Race and Ethnicity Demographics	US Census Data File
Measure 1.3.A.2. Student Race and Ethnicity Demographics (November of Fall Term)	IPEDS Reporting File
Measure 1.3.B. Full-time staff race and ethnicity demographics	IPEDS Reporting File
Measure 1.3.C.1 Enrollment of students in ABE/GED/ESL classes by unduplicated headcount	Adult Learning Enrollment Reports
<b>Core Theme 2: Quality Education and Services</b>	
Measures 2.A-2.1.B.5. Student perceptions of learning outcomes	Course Evaluation Participation Reports
Indicator 2.1.C. Student certification in CTE Programs of Study Technical Skills Attainment (CTE TSAS)	Oregon Higher Education Technical Skills Attainment Annual Report
Measure 2.2. Instructional program and non-instructional department review pass rates	Continuous Improvement and Innovation Committee (CIIC) meeting minutes
Measure 2.3.A. Student satisfaction with academic advising/planning (CCCSE Spring Survey)	CCCSE Spring Survey
Measure 2.3.B. Student satisfaction with academic advising/planning (SENSE Fall Survey)	SENSE Fall Survey
Measure 2.3.C. Student satisfaction with overall educational experience at KCC (CCCSE Spring Survey)	CCCSE Spring Survey

<b>Core Theme 3: Meet the Diverse Needs of the Community</b>	
Measure 3.1. Economic impact according to EMSI Report	EMSI Economic Impact Report
Measures 3.2.A. and 3.2.B. Business and entrepreneurship training events and business start, and workforce improvement	Small Business Development Center
Measure 3.3. Number of career pathways opportunities available at KCC	College Catalog
Measure 3.4.A. Academic program growth	College Catalog
Measure 3.4.B. Workforce program growth	Workforce Enrollment Report
Measure 3.5. Grant funding broken down by academic year	Grant Office
<b>Core Theme 4: Student Success</b>	
Measure 4.1.A.1-4 Retention	IPEDS Reports
Measure 4.1.B. Completion of degrees and certificates	IPEDS Reports
Measure 4.1.C. Graduation: Number of degrees and certificates awarded	Oregon Higher Education Annual Report
Measure 4.1.D. Student transfer	Graduates and Transfers Report
Measure 4.1.E. Student completion of workforce certificates	Workforce/CE Certification Pass Rates from Certification agencies
Measure 4.2.A. Full-time student retention rates	IPEDS Reports
Measure 4.2.B. Part-time student retention rates	IPEDS Reports
Measure 4.2.D.2. Student progress developmental education	Cabinet Developmental Education Annual Report