Mission Fulfillment Report-Public

2017

Contents

ARE WE FULFILLING OUR MISSION?

Designed to help answer this question, this report provides data on a variety performance measures. College departments use these measures each year to evaluate effectiveness and plan future goals. All goals and plans align directly with the college Core Themes, Strategic Initiatives, and Mission.   The following graphic explains the connection between departments (right) and mission fulfillment (left):

6 Fulfill the Mission	5 Core Themes	4 Public Report & Input	3 Strategic Initiatives	2 Annual Budget requests	1 Department Strategic Plans
Each Core Theme is contained in the Mission.	Each Strategic success fulfills a Core Theme.	Strategic success is reported to the public every 3 years.	Department success Informs each Strategic Initiative	Budget approval requires strategic goal success data.	Based on the Mission, set annual goals with managers.

As defined by NWCCU, each core theme individually manifests essential elements of the college's mission; collectively the core themes encompass the entire mission.   At KCC, every year all departments at the college provide information about their year-to-date actions and successes that help fulfill the mission.   For example (see graphic below), individual departments that budget for projects improving quality or efficiency of service extract performance data to demonstrate accomplishment of the initiatives and core themes that correspond to the Mission.

KCC Mission Statement	Core Themes	Strategic Initiatives	Budget Data	Department plans
Klamath Community College provides **accessible**,	Provide **accessible** education and services	**Access**	**Access** numbers	Strategic & Annual **access** Goals
quality education and services in response to	Provide **quality** education and services	**Excellence**	**Quality** measures	Strategic & Annual **excellence** Goals
the diverse needs of the student, business, and **community.**	Meet the diverse needs of .. **community**	**Community**	**Community** successes	Strategic & Annual **community** Goals
The College **supports student success** in workforce training, academic transfer, foundational skills development, and community education.	Support **student success**	**Prosperity**	4 **success** measures	Strategic & Annual **prosperity** Goals

This report on Mission fulfillment is organized into sections according to KCC's Core Themes. Each section provides a description and explanation, and supporting data. It is designed for planning committees, working groups, and administrators to have quick and easy access to consistent information.

The data presented here represent a snapshot in time, even though the college is undergoing constant growth and change.

Section 1

Accessible education and services

KCC provides regional access and a broad array of educational opportunities and services. A vision for future growth in access to education and services is addressed by the Access strategic Initiative.   The College works to improve both the quantity and range of student populations enrolled. Intentional efforts to improve access take many forms including: articulation agreements with public schools and universities, course offering in a variety of instructional formats and modalities, (i.e. face-to-face on- and off-site, online, hybrid, and synchronous), and expansion of workforce training opportunities.

In this section

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

  A. Access to college classes while in high school.   (Accelerated Learning)
  B. Students successfully entering certificates or degrees
  C. Transfer agreement analysis – no loss of credit

Objective 1.2. Increase student access to KCC through availability of educational opportunities in a variety of formats and locations.

  A. Student access to instruction in a variety of modalities
  B. Access to higher education for identified at-risk populations

1. ACCELERATED LEARNING

As part of a regional initiative CC4A (College and Career for All) KCC's aspirational goal is to touch   100% of the lives in our region for the better in some way.   Part of this goal is to increase the number of high school students who enroll in at least one college class while in high school.   KCC offers multiple programs for high school students: College Now, College Online High School, Dual credit, and others. These are collectively termed "accelerated learning" by the state of Oregon. The current goal is for 20% of the high school student population to enroll in at least one KCC credit while in high school, with a 5-10% annual increase.

1.1 Accelerated Learning

Academic Year	2016-17	2015-16	2014-15	2013-14	2012-13
Dual Credit					
FTE	192.56	215.08	132.93	86.84	89.04
Unduplicated HC	1066	1113	771	550	492
High School taking college classes					
FTE	76.56	58.07	23.37		
Unduplicated HC	386	334	138		
Percent local HS earning KCC credit	28%	25%	20%	13%	12%

Analysis

KCC has made sizable gains in engaging high school students with dual credit and college coursework while still in high school.   Local dual credit has reached a plateau in the last year.

2. ENROLLMENT

Measuring incoming student enrollment, retention, and completion rates are very important for departments to measure their effectiveness.   This data shows enrollment growth by year, demonstrating overall growth and growth specifically of enrollments in degrees and certificates.

1.2 Enrollment

College Grand Total	AY 2016-17	AY 2015-16	AY 2014-15	AY 2013-14	AY 2012-13
Unduplicated Headcount	6130	5917	5650	4779	4865
FTE	1853.4	1884.1	1674.5	1699.2	1662.9
Unduplicated Headcount Enrolled in College Credit	3456	3429	2908	2523	2349
Undup hc enrolled in college program	1879	1803	1591	ND	ND

Analysis

Trends over four years show KCC has seen an increase in enrollment at a same time period when other community colleges in the state of Oregon have been declining.

3. ARTICULATION AGREEMENTS

KCC, like most other community colleges, arranges transfer agreements with Oregon universities.   Our transfer agreements are carefully reviewed and worded to ensure our students do not lose credits when transferring. These agreements are inspected on a regular cycle to ensure quality and no loss of credit.

Academic Programs with Transfer courses	2017-18	2018-19	2019-20	2020-21	2021-22
Total Programs	27	27	27	27	27
Programs to be reviewed	5	4	6	5	6
% reviewed per year	19%	15%	22%	19%	22%

Analysis
Trends show KCC proceeding on a planned cycle. Over the next five-year period, academic programs will systematically undergo review of program courses and the transferability of program courses. Future dates indicate planned targets.   This data set begins in 2017 with a new method of targeting and tracking program reviews.

4. MODALITIES

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 deploys a variety of delivery modalities, including face-to-face, online, hybrid and synchronous delivery.   This measure of the college's effectiveness in providing access to college education evaluates enrollment by mode of delivery.

1.4 Modalities

Percentage of Sections	2016-17	2015-16	2014-15
Face to Face	65%	68%	91%
Hybrid	3%	4%	2%
Online (Distance Ed)	31%	27%	6%
Synchronous	1%	1%	+0%
FTE total	1114	1121	1039

Analysis
Trends over four years show KCC has increased the diversity of course delivery by increasing the number of hybrid, online, and synchronously delivered sections with consistent growth in online (DE) FTE.

The college aspires to improve the poverty rate in the region, and thereby improving the overall quality of life.   To accomplish this goal, the college has partnered with multiple organizations including Goodwill Industries to reach out to the population of adult learners who did not complete a high school degree and therefore are at risk of perpetuating generational poverty.   This measure provides data on KLC, Falcon Heights, and KCET enrollments, providing access to ABE/GED/ESL courses. We evaluate the college's effectiveness in providing access to higher education to at-risk populations.

1.5 At Risk enrollment

ACAD YEAR	KLC FTE	KLC Undup	FA FTE	FA Undup	KCET FTE	KCET Undup	Total FTE
AY 2016-17	142.8	362	186.5	329	99.8	319	429.1
AY 2015-16	263.9	657	187.1	223	1.0	8	451.9
AY 2014-15	415.7	861	20.8	98	1.7	7	438.2
AY 2013-14	489.6	864	0	0	0	0	489.6

Analysis

KCC partners with Klamath Learning Center (KLC), Falcon Heights Academy (FA), and Klamath Center for Education & Training (KCET) to engage students in high school credit recovery leading to a high school diploma, General Education Development (GED) preparation, and English as a Second Language (ESL) support.   Recent changes in the addition of locations has distributed students across the new locations. While total FTE in adult learning has seen a decline, this data reflects first year numbers collected during the transition. Longitudinal data is needed before drawing conclusions.

Section 2

Quality education and services

KCC ensures consistently high-quality learning opportunities and services to our students and the community.   A vision for future improvements in the quality of education and services is addressed by the Excellence strategic Initiative. In the past five years the college's growing focus in improving quality of service have been in the areas of job descriptions, qualifications and pay, understanding student satisfaction with services, and deploying data analysis wherever possible.

In this section

Objective 2.1. Ensure that faculty and staff are qualified.
   A.   Faculty qualifications
   B.   Faculty status ratios
   C.   Employee satisfaction

Objective 2.2. Ensure quality instruction.
   A.   Quality of Instruction
   B.   Student satisfaction – support services & Academic Advising

KCC offers consistently high-quality learning opportunities and services to our students and the community. The College ensures all instruction is provided by qualified faculty who are fulltime, adjunct or dual credit (high school) instructors.   This measure shows the number and status of faculty by employment status.   Analysis of dual credit instructor qualifications is important for meeting state requirements of supervision and training.

2.1a Faculty Qualifications

Faculty Highest Degree Earned	Total		Fulltime		Adjunct		Dual Credit	
Doctorate	19	7%	2	5%	15	11%	2	2%
Juris Doctor	2	1%	0	0%	0	0%	2	2%
Master of Science	64	23%	12	29%	29	21%	23	21%
Master in Business Admin	10	4%	1	2%	7	5%	2	2%
Master of Arts	70	25%	11	27%	26	19%	33	31%
Master of Education	30	11%	0	0%	9	7%	21	19%
Master of Fine Art	2	1%	0	0%	2	1%	0	0%
Bachelor of Science	41	14%	5	12%	21	16%	15	14%
Bachelor of Arts	17	6%	0	0%	7	5%	10	9%
Associates	12	4%	7	17%	5	4%	0	0%
certification	5	2%	2	5%	3	2%	0	0%
No Degree	12	4%	1	2%	11	8%	0	0%
n	284		41		135		108	

Additionally, the college regularly evaluates data related to whether faculty are full time or part time (adjunct).   This analysis is especially important when evaluating program effectiveness and viability.

2.1b Faculty status ratios

ACAD YEAR	Total Number of Sections	Adjunct	Faculty
AY 2016-17	1085	56%	44%
AY 2015-16	1118	58%	42%
AY 2014-15	1017	58%	42%
AY 2013-14	937	58%	42%
AY 2012-13	835	59%	41%

Analysis

Faculty are eligible to teach courses based upon their degree and major.   Qualifications are reviewed initially upon hire and thereafter annually to ensure that faculty records are accurate and faculty are qualified to teach assigned courses.   KCC's degree qualifications and ratios of full-time to part time especially in regard to dual credit and online instruction compare favorably to other Oregon colleges.

2. EMPLOYEE SATISFACTION

To promote a positive working environment and therefore a better quality of service to students, the College measures employee satisfaction and ensures pay is comparable to similar colleges. This data set extracts employee satisfaction from employees' level of agreement with the Campus Climate Survey's question(s)

2.2 Employee satisfaction

I am happy to be at KCC.	Count	Percentage
Strongly agree	20	36%
Agree	23	42%
Neither agree nor disagree	9	16%
Disagree	0	0%
Strongly disagree	3	5%
Total	55	
Does not apply	0	

Analysis

KCC survey data show a majority of employees are happy to be at KCC.

3. QUALITY OF INSTRUCTION

KCC courses measure student learning proficiency in a number of ways. A common measure is the end-of-term evaluation. The higher the return rate, the greater likelihood of accurately gauging student learning and satisfaction with the learning environment.

2.3 Course evaluation return rate

	FA 2017	SU 2017	SP 2017	WI 2017	FA 2016	SU 2016	SP 2016	WI2 016	FA 2015	SU 2015	SP 2015	WI 2015
Surveys	4162	1096	3564	3876	4276	663	2592	2924	3198	846	2607	3536
Returned	1352	399	1203	1685	1398	254	1025	1365	667	177	1023	1499
%	32%	36%	34%	43%	33%	38%	40%	47%	21%	21%	39%	42%

Analysis

KCC students receive course evaluation surveys during the 9th and 10th week of the term for each class. Return rates have significant variation. Many motivational methods for encouraging a higher return rate have been attempted with no single method standing out as producing a larger margin of return than another method.

4. STUDENT SATISFACTION - SUPPORT SERSVICES

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. This CCSSE data is extracted from questions regarding student satisfaction with KCC support for learners and with KCC academic advising.

2.4a Student Satisfaction – support services

How much does the college emphasize providing the support you need to help you succeed at this college

	SP 2017	SP 2016	SP 2015
Very little	4%	2%	6%
Some	12%	18%	16%
Quite a bit	46%	38%	39%
Very much	39%	43%	39%
Top 2 as % of those answering	85%	81%	78%
N	402	370	429

2.4b How satisfied are you with Academic advising/planning

	SP 2017	SP 2016	SP 2015
Not at all	6%	8%	11%
Somewhat	38%	39%	43%
Very	45%	40%	37%
N.A.	11%	13%	9%
Top 2 as % of those answering	93%	91%	88%
n	389	356	417

Analysis

Trends over four years show an increasing perception of the amount of support KCC provides to help them succeed.   In addition, the students show an increasing level of satisfaction with academic advising and planning.

Section 3

Meet the diverse needs of the community

KCC serves a large, rural, and sparsely populated geographic region. A vision for future growth in meeting the needs of students, businesses, and community is addressed by the Community Partnership strategic Initiative.   Within the local community, requests are continually increasing for the college to act as an economic engine, to promote the betterment of business, education, and the quality of life.   A significant request is that the college help improve the local economy.   Future discussions of measuring economic impact may include developing a wide set of measures.

In this section

Objective 3.1. Foster small business success, entrepreneurial activities, and workforce improvement.
  A. Business & Entrepreneurship

Objective 3.2. Provide educational opportunity to all students regardless of socio-economic status.
  1. Access to and satisfaction with Financial Aid services
  2. Equity

Objective 3.3. Meet the needs of our diverse community by evaluating existing instructional programs and creating new instructional programs when appropriate.
  3. Program growth
  4. Program viability
  5. Funding sources

1. BUSINESS & ENTREPRENEURSHIP

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.   This measure is from the SBDC Master Scorecard.

3.1 Business & Entrepreneurship Small Business Development Center

	2016	2015	2014
Training Events	35	22	10
New Business Starts	6	5	7

Analysis

Trends show that since the inception of the Small Business Development Center there have been a significant increase in the number of training events provided to the business community.

2. ACCESS TO FINANCIAL AID AND SERVICES

Obtaining and managing financial aid to fund education is a complex and intimidating process for all students. Students are more likely to succeed when the college can successfully assist them in obtaining and managing their financial aid correctly.   These measures extracted from CCSSE and default data evaluate student satisfaction, understanding, and ability to repay.

3.2a Satisfaction with Financial Aid services
How satisfied are you with the following: Financial aid advising

	SP 2017	SP 2016	SP 2015
Not at all	10%	13%	16%
Somewhat	31%	29%	33%
Very	31%	34%	27%
N.A.	29%	25%	25%
Top 2 as % of those answering	89%	84%	80%
n	387	356	410

3.2b How important are the following services: Financial aid advising

	SP 2017	SP 2016	SP 2015
Not at all	14%	17%	15%
Somewhat	15%	16%	20%
Very	72%	67%	65%
n	380	351	406

3.2c Access and Success
Financial Aid loan default rate

	2014	2013	2012	2011	2010	2009
Default Rate	23%	26%	28%	29%	33%	32%

3.2d Students receiving federal Pell grants, subsidize and unsubsidized loans, Oregon Opportunity Grants, and or Oregon Student Access and Completion aid.

	FA 2017	FA 2016	FA 2015	FA 2014
Unduplicated Headcount	757	763	665	683

Analysis

KCC students are showing an increase in the level of perception of the importance of Financial Aid Advising.   In the same time period there has been an increase in the satisfaction with Financial Aid Advising.   Defaults show a steady decline.   Satisfaction reflected an intensified effort in exit counselling and advising with the intent of reducing default rates. Analysis of satisfaction should be adjusted by subtracting students answering NA.

3. EQUITY

Students from diverse racial and ethnic backgrounds are more likely to succeed when culture and language barriers are reduced.   This measure is of diversity attitudes in the college.

3.3a Are hiring and retention policies in place that address equity and diversity?

	Level 1	Level 2	Level 3	Level 4	
Capacity	Not addressed	Not consistently implemented	Partially successful	Fully developed	Don't know
Response count	2	5	10	9	10

3.3b Overall, how would you rate the campus climate (including perceptions of inclusiveness and diversity) where you are primarily located?

	Student	Staff	Unknown
Very good	36%	19%	14%
Good	43%	55%	32%
Fair	5%	12%	14%
Poor	1%	7%	0%
Very poor	1%	0%	0%
I prefer not to respond	0%	0%	0%
No Response	13%	7%	41%
n	228	58	22

3.3c Fulltime staff race and ethnicity

	Nov. 2016	Nov. 2015
Nonresident alien	0%	0%
Hispanic/Latino	5%	5%
American Indian or Alaska Native	5%	4%
Asian	2%	1%
Black or African American	1%	0%
Native Hawaiian or other Pacific Islander	0%	0%
White	87%	89%
Two or more races	0%	0%
Races and ethnicity unknown	0%	1%
n	110	97

Analysis

The campus population gives KCC a generally good rating for campus climate.   Those choosing to not identify as student nor staff also held a high rating for those who answered the question.   Students in general saw the campus climate at a higher level than staff.

4. PROGRAM GROWTH

The college is able to act as an agent for economic and cultural change in the region by responding to community requests and by developing new programs in both Credit and Non-Credit areas. Academic program growth target is 1-3 per year; Workforce is increase of 5-10 FTE per year. This measure is of programs developed annually.

3.4 Program Growth

Degree Choices	AY 2017-18	AY 2016-17	AY 2015-16	AY 2014-15	AY 2013-14
Pathway	23	14	10	8	9
1 yr. Cert.	18	14	11	14	13
2 yr. Assoc.	21	22	18	15	15
total	62	50	39	37	37
Adult Continuing Ed Workforce FTE	NA	42.67	29.94	25.05	6.08

Analysis

Over the past five years KCC has significantly expanded the number of degree options available to students.   Additionally the number of students enrolling in workforce training classes that are not for college credit has seen significant growth.

5. PROGRAM VIABILITY

KCC analyzes existing instructional programs annually via cost-margin analysis (CMA) and every five years with a comprehensive analysis. These processes ensure programs are current, relevant and economically sustainable.   The target is 20% per year conducting reviews.

3.5 Program Viability

Program Viability Review	2017-18	2018-19	2019-20	2020-21	2021-22
Total Programs	27	27	27	27	27
Programs to be reviewed	5	4	6	5	6
% reviewed per year	19%	15%	22%	19%	22%

Analysis

Over the next five-year period academic programs will systematically undergo review of program viability ensuring the outcomes of the program align to local industry need.

6. FUNDING SOURCES

New technical programs are especially cost-heavy, so deploying a variety of funding sources is vital to growth in new areas.   This measure is of successful grant acquisition in dollars per year. The target is an average increase of 10% each year outside of 1-time Federal grants.

3.6 Grant Funding

Grant Dollars	2016-17	2015-16	2014-15	2013-14
Federal	1,287,500	402,632	1,294,126	0
State	322,728	348,494	0	146,858
Other	293,012	205,000	265,200	0
Total Grants	1,903,240	956,126	1,559,326	146,858

Analysis

While grant funding identifies a steady target, successful dollars achieved is highly variable.   It is important for the college to deploy a variety of funding streams in addition to tuition, FTE reimbursable, and grants.   Such sources may include foundations, private donors, and endowments.

Section 4

Student Success

The College is committed to helping students earn living wage jobs through degree programs, certificates, and training.   KCC forms partnerships and agreements with organizations and agencies that result in opportunities for student success, including events and/or offices from these organizations located on campus.   A vision for future improvements in student success is addressed by the Prosperity strategic Initiative.

KCC's long-standing student success metrics are Student Retention, Developmental Education enrollment, Success/DFW rates, and Student Completion.   In the past few years there has been increased attention to job placement, especially targeted in the "Student Success Initiatives" (retention, completion, income attainment, job placement).

In this section

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.
1. Student Completion – degrees and certificates
2. Student Transfer
3. Student certification pass rate
4. Student use of career services

Objective 4.2. Provide adults the opportunity to obtain necessary skills in reading, writing, and math.
5. Student progress – developmental education

Objective 4.3. Provide education opportunities to non-degree seeking community members.
6. Student Completion - workforce

1. STUDENT RETENTION– DEGREES AND CERTIFICATES

The simple fact is inescapable: students cannot successfully complete a degree if they do not remain enrolled.   This measure is the aggregate retention rate. The aspirational target is 70%.

4.1 Student Retention – Degrees and Certificates
IPEDS reporting year

Retention	Fall 2016	Fall 2015	Fall 2014	Fall 2013
Full-time	56%	52%	27%	60%
Part-time	23%	40%	38%	32%

Analysis

KCC has seen variation in the retention of the IPEDS cohort reported retention rate.   A series of interventions to increase retention have stabilized the retention of full time students.   With a proportion of the part-time students in the IPEDS cohort being in the General Education Mobile (GEMs) program geared for students currently in the military, retention of the part-time students has lagged. These students generally are completed with their program of study within one year, so the retention will be low.

2. STUDENT COMPLETION – DEGREES AND CERTIFICATES

Completion of degrees and certificates is an important measure of the college's effectiveness.   This measure is of the college's Completion rate (150% of normal time to completion) measured yearly of students completing less-than-one-year certificates, one-year degrees, or two-year degrees. The aspirational target for completion is 54%.

4.2 Student Completion – Degrees and Certificates
IPEDS reporting year

	Fall 2016	Fall 2015	Fall 2014	Fall 2013
Completion	21%	27%	9%	2%
Transfer	23%	15%	23%	15%

Analysis

KCC had the lowest graduation rate in the state for community colleges.   High levels of intervention to increase retention and providing better academic advising have led to a significant change in the graduation rate.   KCC now rates on par with similar sized Oregon community colleges for the IPEDS reported graduation rate.

3.   STUDENT TRANSFER

Many careers require an advanced degree, above the Associate degrees offered at KCC.   This measure is of KCC students who successfully transfer to a 4-year university or college.

4.3 Student Transfer

	Gradates taking last class in AY	Graduates Transferring	Last year attending earned 45+ credits	Non-Graduates with 45+ credits Transferring
AY 16-17	184	39%	291	27%
AY-15-16	145	43%	181	32%
AY 14-15	155	52%	191	37%
AY 13-14	138	51%	156	38%

Analysis
KCC has seen a reduction in the number of students transferring to other colleges.   In the same time period, KCC has expanded the number of degree offerings available to students.   With more degree choices at KCC it is possible the need to transfer has been reduced or is delayed.

4. STUDENT CERTIFICATION PASS RATE

Student accomplishment of certifications related to their degree are the clearest measure of the college's effectiveness in training students for careers related to their field of study. Target is an aspirational 100%. This measure is of industry-recognized exam/certification pass rates.

4.4 Student Certification Pass Rate
CTE Programs of Study Technical Skills Attainment

	AY 2016-17	AY 2015-16
Met industry standard	61	52
Did not Meet	17	31
% attainment	78%	63%

Analysis
Students taking part in industry recognized 3rd party certification exams have seen an increase in success.

5. STUDENT USE OF CAREER SERVICES

Students are more likely to find career related to their degrees if career assistance is close at hand.   KCC partners with Worksource Oregon to provide on-campus career services.   This measure is of students visiting the career office.

4.5 Career Services utilization

	Job Search Activity	Other Reportable Service	Career Guidance
PERIOD			
Jan-Mar 2015	118	12	55
Apr-Jun 2015	100	15	31
Jul-Sep 2015	49	5	9
Oct-Dec 2015	61	12	24
Total	328	44	119
Jan-Mar 2016	46	5	14
Apr-Jun 2016	64	13	20
Jul-Sep 2016	30	5	5
Oct-Nov 2016	20	4	5
Total	160	27	44

Analysis

During the measured period, Worksource Oregon experienced an initial surge then suffered office relocations.

6. STUDENT PROGRESS – DEVELOPMENTAL EDUCATION

If students have necessary skills in reading, writing, and math, it will increase the likelihood that they will achieve their educational goals. With the assistance of ATD, KCC monitors student enrollment, success and progress in Developmental courses.

4.6 Student Progress Developmental Education

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

	AY 2016-17	AY 2015-16	AY 2014-15	AY 2013-14	AY 2012-13
Number of Developmental Education Enrollments	707	802	917	879	975
% of students earning an A, B, C, or P grade	78%	76%	77%	78%	75%

Analysis

Work to reduce the need and the number of credits of remediation for students shows large improvements.   College wide the amount of remedial coursework has been reduced by half.   Fewer students are taking remedial courses and those who are taking remedial courses are taking fewer credits
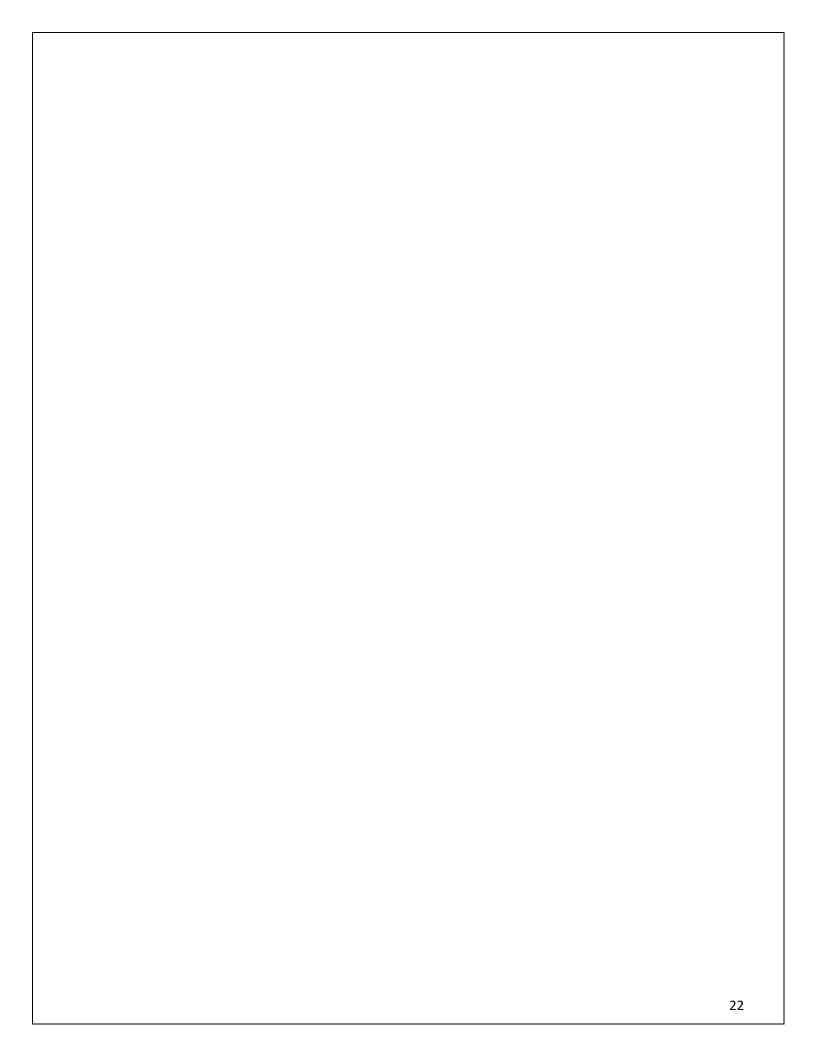
7 .STUDENT COMPLETION - WORKFORCE

Providing non-credit training and certification especially oriented to careers helps community members achieve employment in shorter timeframes than academic programs.   This measure is of students successfully completing certifications in certain programs.

4.7 Student Completion – Workforce

Continuing Education	AY 2016-17	AY 2015-16
Attempts at Certifications	36	12
Successful Certification Passes	33	12

Analysis

Students in non-credit workforce programs are taking part in industry recognized 3rd party certification exams.   There has been an increase in the interest in industry-recognized certifications for community education workforce programs.

DATA SOURCES

Section/Title	Report name
Section 1 Accessible Education and Services	
1.1 Accelerated Learning	Enrollment Summary Reports
1.2 Enrollment	Enrollment Summary Reports
1.3 Transfer agreement review	Program Review Guide
1.4 Modalities	Modality Counts Report
1.5 At Risk	Adult Learning Enrollment Reports
Section 2 Quality Education and Services	
2.1 Faculty Qualifications	Instructor Degrees Report
2.2 Employee Satisfaction	Campus Climate Survey Results
2.3 Course Evaluation returns	Course Evaluation Participation Reports
2.4 Student Satisfaction	CCSSE Reports
Section 3 Meet the diverse needs of the community	
3.1 SBDC business and entrepreneurship	Small Business Development Center
3.2 Financial Aid	CCSSE Reports Financial Aid Provided
3.3 Equity	IPEDS employee demographics ICAT Surveys Campus Climate Survey Results
3.4 Program Growth	College Catalog
3.5 Program Viability reviews	Program Review Guide
3.6 Funding Sources	Grant Office
Section 4 Student Success	
4.1 Student Retention	IPEDS Reports
4.2 Student Completion	IPEDS Reports
4.3 Student Transfer	Graduation and Transfer Reports
4.4 Student Certification pass	TSAS Reporting for D4A
4.5 Career Services Utilization	WorkSource Oregon reports
4.6 Student Progress – Dev Ed	Pass Rates by CMA reports for Developmental Education
4.7 Student Completion - Workforce	Workforce/CE Certification Pass Rates from Certification agencies