



Institutional Indicators Annual Data Report

2019-2020

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Department of Institutional Research

Umpqua Community College

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Introduction

Umpqua Community College's (UCC) mission is to transform lives and enrich communities. In order to assure the public that the College is fulfilling this mission, UCC created a set of "institutional indicators". These indicators are central to the College's institutional effectiveness model – an ongoing cycle of planning, resource allocation, plan implementation, and assessment of progress – to demonstrate the College's commitment to continual improvement and student success.

A 2011 report from the College Board revealed that people with postsecondary credentials, compared to people with no postsecondary education, are more likely to be employed, earn substantially more, experience greater independence, enjoy better health, focus more on family, and have increased engagement in community and political matters. Because of the life-changing power of a college education, UCC chose institutional indicators that focus primarily on student achievement, from retention, to early momentum toward a credential, transfer, student success in programs, completion, student satisfaction, and equitable outcomes.

In keeping with UCC's mission to enrich communities, the institutional indicators also measure outcomes for adult education, workforce training, and community education.

The thirteen UCC institutional indicators for mission fulfillment are listed below and explained on subsequent pages, which also include institutional indicator data for the 2019-2020 year.

1. Retention of students from fall to winter successive terms and fall to fall successive terms
2. Early momentum toward program completion as measured by early credit completion
3. Completion of degrees and certificates within three years and six years
4. Transfer to another college or university
5. Achievement of universal learning outcomes
6. Achievement of program learning outcomes
7. Completion of gatekeeper courses
8. Continuous improvement of operations throughout the College
9. Equitable outcomes for students from different backgrounds
10. Admission rates
11. Lifelong learning
12. Employee, student and community satisfaction
13. Student experience

An analysis of the data and plans for improvement are included in the Mission Fulfillment and Institutional Effectiveness Annual Report, available on the UCC website's Institutional Effectiveness home page (<https://www.umpqua.edu/institutional-effectiveness>).

1 Retention

Part A. Fall-to-Fall Retention

Part A, measures the percentage of part- and full-time UCC degree- and certificate-seeking students who are enrolled in credit-bearing courses during two consecutive fall terms.

Part B. Fall-to-Winter Retention

Part B measures the percentage of part- and full-time UCC degree- and certificate-seeking students who enroll in both the fall and winter terms within a single academic year.

Indicator 1 Part A. Fall-to-Fall Retention

Degree- or certificate-seeking UCC students enrolled in at least 1 credit of undergraduate-level course load during consecutive fall terms.

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

50%	50%	49%	46%	<u>55%</u>	46%	<u>45%</u>	51%	46%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Decreasing	Decreasing	Steady	Increasing	Decreasing	Steady	Decreasing	Steady	Decreasing
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Yearly Rates by Academic Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
Fall 2014	1620	929	691	-1	822	798	104	918	93
Fall 2015	1699	911	786	-1	615	1084	98	765	65
Fall 2016	1749	968	779	-1	710	1039	92	792	83
Fall 2017	1895	1041	829	25	712	1183	83	743	74
Fall 2018	1580	857	656	67	692	888	68	747	84

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

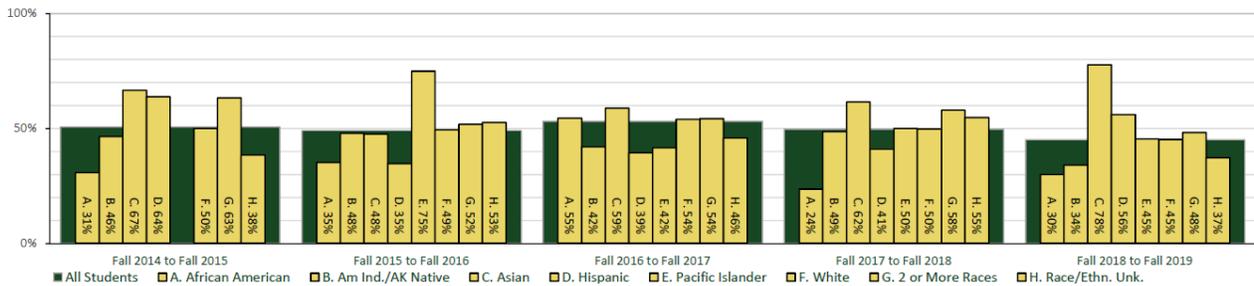
50%	<u>35%</u>	44%	<u>62%</u>	47%	53%	50%	55%	46%
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Decreasing	Decreasing	Decreasing	Increasing	Steady	Increasing	Steady	Decreasing	Steady
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

Yearly Rates by Academic Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.
Fall 2014	1620	13	28	15	58	-1	1384	79	39
Fall 2015	1699	17	23	21	46	8	1444	83	57
Fall 2016	1749	33	38	17	33	12	1463	81	72
Fall 2017	1895	38	39	26	34	10	1586	69	93
Fall 2018	1580	30	41	27	41	11	1297	58	75

Source: Umpqua Community College Office of Institutional Research

1.1 Indicator 1 Part A. Fall-to-Fall Retention

1.1.1 Description

Indicator 1, Part A shows fall-to-fall retention rate data, disaggregated by the categories of student attribute set #1 (gender, full-time, part-time, veteran, Pell, and accommodations status), and student attribute set #2 (IPEDS race/ethnicity categories) for the group of students defined by the following characteristics:

1. The student is degree- or certificate-seeking.
2. The student is a college student, not a high school student.
3. The student carried a course load of at least 1 credit during each measured fall term.
4. The student attended UCC in two consecutive fall terms within the indicator timeframe.
5. The student did not graduate during the academic year of the first fall term.

To display all of the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #1 (student attribute set #1), and the lower graphic uses the IPEDS race/ethnicity categories of SAS #2.

1.1.2 Averages

Each graphic begins with the average rates over the entire 5-year indicator timeframe for each category of its student attribute set. Special formatting applied to the highest and lowest values distinguish them from the other values.

1.1.3 Trends

This section shows the trends, over 5 years, for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based upon the slope of the best-fit line through each of the category’s five individual values.

1.1.4 Yearly Rates

This section displays five separate column charts, one for each year in the indicator timeframe. Each column chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who were retained from one fall to the next. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate fall-to-fall retention rate for the displayed year.

Color serves only to provide contrast between the individual columns and the dark, background column.

1.1.5 Yearly Counts

The final section of each graphic shows the count of students in each of the SAS categories. For example, a Pell student count of 500 for fall 2014 means that there were 500 Pell students in fall 2014. If the Pell percentage column in the column chart indicates 50%, then 50% of the fall 2014 Pell students also attended during fall 2015 (regardless of their Pell status in 2015).

If a student count falls below the minimum allowed by FERPA, it will be displayed as “-1”.

Indicator 1 Part B. Fall-to-Winter Retention

Degree- or certificate-seeking UCC students enrolled in at least 1 credit of undergraduate-level course load during consecutive fall and winter terms.

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

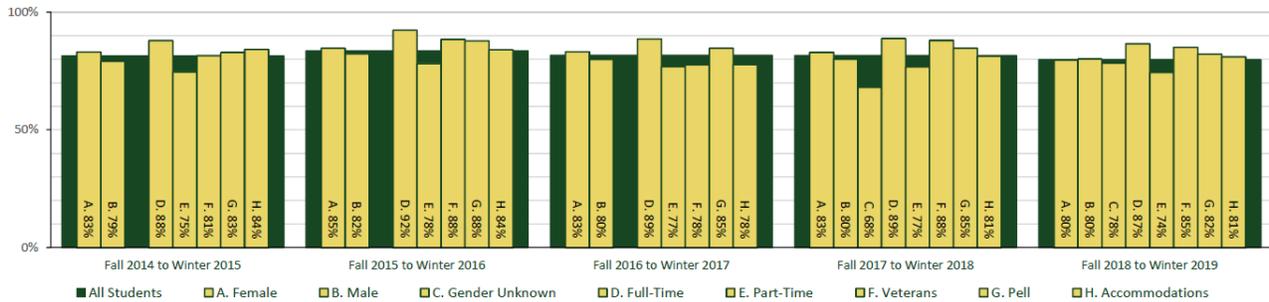
82%	83%	80%	<u>73%</u>	<u>89%</u>	76%	84%	84%	82%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Steady	Steady	Steady	Increasing	Steady	Steady	Steady	Steady	Steady
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Yearly Rates by Academic Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
Fall 2014	1827	1082	745	-1	936	891	113	1044	101
Fall 2015	1981	1106	873	-1	764	1217	121	924	81
Fall 2016	2069	1167	900	-1	850	1219	107	921	94
Fall 2017	2140	1199	916	25	853	1287	100	878	91
Fall 2018	1954	1088	792	74	870	1084	87	913	100

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

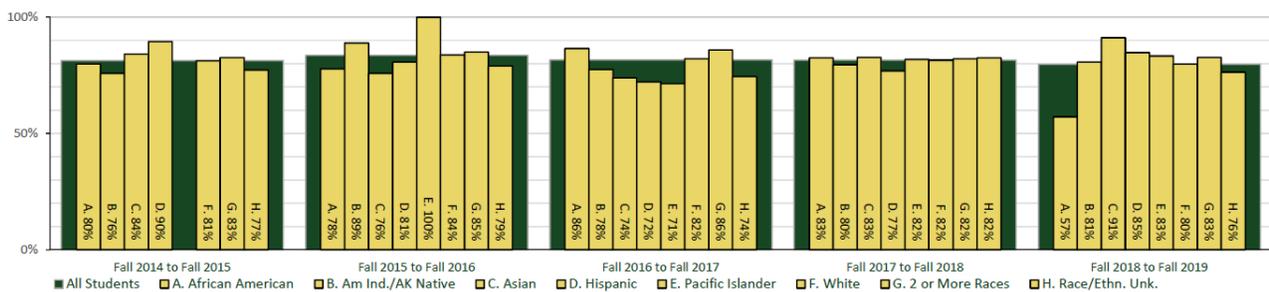
82%	<u>77%</u>	81%	82%	81%	<u>84%</u>	82%	<u>84%</u>	78%
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Steady	Decreasing	Steady	Increasing	Decreasing	Decreasing	Steady	Steady	Steady
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

Yearly Rates by Academic Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.
Fall 2014	1827	15	29	19	67	-1	1557	92	44
Fall 2015	1981	18	27	29	62	9	1674	100	62
Fall 2016	2069	37	40	23	36	14	1734	99	86
Fall 2017	2140	40	44	29	39	11	1796	84	97
Fall 2018	1954	35	52	34	46	12	1611	75	89

Source: Umpqua Community College Office of Institutional Research

1.2 Indicator 1 Part B. Fall-to-Winter Retention

1.2.1 Description

Indicator 1, Part B shows fall-to-winter retention rate data, disaggregated by the categories of student attribute set #1 (gender, full-time, part-time, veteran, Pell, and accommodations status), and student attribute set #2 (IPEDS race/ethnicity categories) for the group of students defined by the following characteristics:

1. The student is degree- or certificate-seeking.
2. The student is a college student, not a high school student.
3. The student carried a course load of at least 1 credit during each measured term.
4. The student attended UCC in the fall and winter terms of an academic year within the indicator timeframe.

To display all of the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #1 (student attribute set #1), and the lower graphic uses the IPEDS race/ethnicity categories of SAS #2.

1.2.2 Averages

Each graphic begins with the average rates over the entire 5-year indicator timeframe for each category of its student attribute set. Special formatting applied to the highest and lowest values distinguish them from the other values.

1.2.3 Trends

This section shows the trends, over 5 years, for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based upon the slope of the best-fit line through each of the category’s five individual values.

1.2.4 Yearly Rates

This section displays five separate column charts, one for each year in the indicator timeframe. Each column chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who were retained from fall to winter term. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate fall-to-winter retention rate for the displayed year.

Color serves only to provide contrast between the individual columns and the dark, background column.

1.2.5 Yearly Counts

The final section of each graphic shows the count of students in each of the SAS categories. For example, a Pell student count of 500 for fall 2014 means that there were 500 Pell students in fall 2014. If the Pell percentage column in the column chart indicates 50%, then 50% of the fall 2014 Pell students also attended during winter 2015 (regardless of their Pell status in the winter term).

If a student count falls below the minimum allowed by FERPA, it will be displayed as “-1”.

2 Early Momentum

Indicator 2 measures the rate at which first time degree- and certificate-seeking students complete 18+ credits of college-level coursework within their first year of attendance. The minimum credit load for a full time student during one academic year is 36 credits. Successfully completing at least half of those credits in college-level courses is a strong, leading indicator of student success. Helping students meet this performance milestone is expected to have a positive effect on retention rates, completion rates, and transfer rates.

Indicator 2. Early Momentum

Percentage of first-time students completing 18 or more credits of coursework within their first year.

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

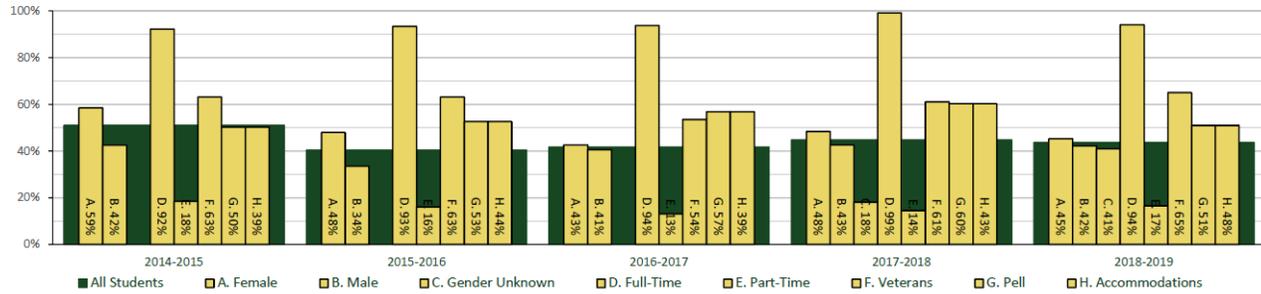
44%	49%	40%	30%	<u>94%</u>	<u>16%</u>	61%	54%	43%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Decreasing	Decreasing	Steady	Increasing	Steady	Steady	Steady	Steady	Increasing
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Early Momentum Rates by Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2014-2015	553	294	259	-1	244	309	19	281	31
2015-2016	619	296	319	-1	195	424	19	232	34
2016-2017	725	406	318	-1	258	467	28	306	33
2017-2018	615	339	254	22	221	394	18	234	35
2018-2019	712	365	303	44	249	463	20	326	42

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

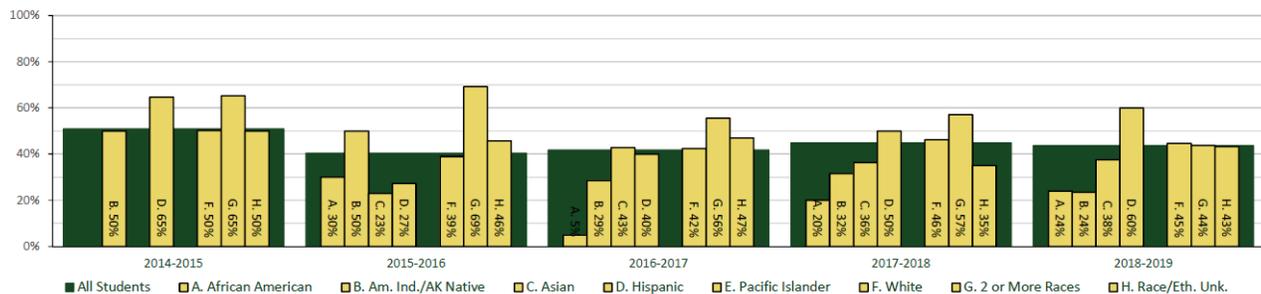
44%	20%	37%	35%	48%	<u>0%</u>	44%	<u>58%</u>	44%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Decreasing	Decreasing	Decreasing	Decreasing	Increasing	Increasing	Steady	Decreasing	Decreasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Early Momentum Rates by Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2014-2015	553	-1	10	-1	17	-1	476	23	16
2015-2016	619	10	8	13	11	-1	511	26	35
2016-2017	725	20	14	7	10	-1	608	27	34
2017-2018	615	10	19	11	8	-1	504	21	37
2018-2019	712	25	17	16	20	-1	576	16	37

Source: Umpqua Community College Office of Institutional Research

2.1 Indicator 2. Early Momentum

2.1.1 Description

Indicator 2 shows the rate at which first-time degree- and certificate-seeking students complete 18+ credits of college-level coursework within their first year of attendance, disaggregated by the categories of student attribute set #1 (gender, full-time, part-time, veteran, Pell, and accommodations status), and student attribute set #2 (IPEDS race/ethnicity categories) for the group of students defined by the following characteristics:

1. The student is degree- or certificate-seeking.
2. The student's is not an Adult High School or Community Education student.
3. The student is not a high school student participating in a dual credit program.
4. The student is new to UCC as a high-school graduate.
5. The student must have entered UCC during summer or fall term.
6. The student carried a course load of at least 1 credit during the measured academic year.

To display all of the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #1 (student attribute set #1), and the lower graphic uses the IPEDS race/ethnicity categories of SAS #2.

In general, college-level courses are credit-bearing courses with course numbers of 100 or greater.

2.1.2 Averages

Each graphic begins with the average rates over the entire 5-year indicator timeframe for each category of its student attribute set. The highest and lowest values are highlighted with special formatting.

2.1.3 Trends

This section shows the trends, over 5 years, for each category of the student attribute set. The displayed values for the 5-year trends are "Decreasing", "Steady", and "Increasing", based upon the slope of the best-fit line through each of the category's five individual values.

2.1.4 Yearly Rates

This section displays five separate column charts, one for each year in the indicator timeframe. Each column chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who completed at least 18 credits of coursework within their first year. Each column is labelled with its numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate rate for all student groups for the displayed year.

Color serves only to provide contrast between the individual columns and the dark, background column.

2.1.5 Yearly Counts

The final section of each graphic shows the count of students in each of the SAS categories. For example, a Pell student count of 500 for 2014-2015 means that there were 500 Pell students meeting the characteristics outlined at the top of this page during that year. If the Pell percentage column in the column chart indicates 50%, then 50% of those 500 Pell students completed at least 18 credits within their first year at UCC.

If a student count falls below the minimum allowed by FERPA, it will be displayed as "-1".

3 Three and Six Year Completion Rates

Part A. Three and Six Year Completion Rates, Student Attribute Set #1

Part A measures the percentage of entering part-time and full-time UCC degree- and certificate-seeking students who earn their declared degree or certificate within 3 years and within 6 years. The student population slices displayed are those defined by Student Attribute Set #1.

Part B. Three and Six Year Completion Rates, Student Attribute Set #2

Part B measures the percentage of entering part-time and full-time UCC degree- and certificate-seeking students who earn their declared degree or certificate within 3 years and within 6 years. The student population slices displayed are those defined by Student Attribute Set #2.

Indicator 3 Part A. Three- and Six-Year Completion Rates - Student Attribute Set #1

Degree- or certificate-seeking students, new to UCC, who complete their declared program of study within the indicated time.

Averages for 3-Year Completion Rates over 5 Years - Student Attribute Set #1

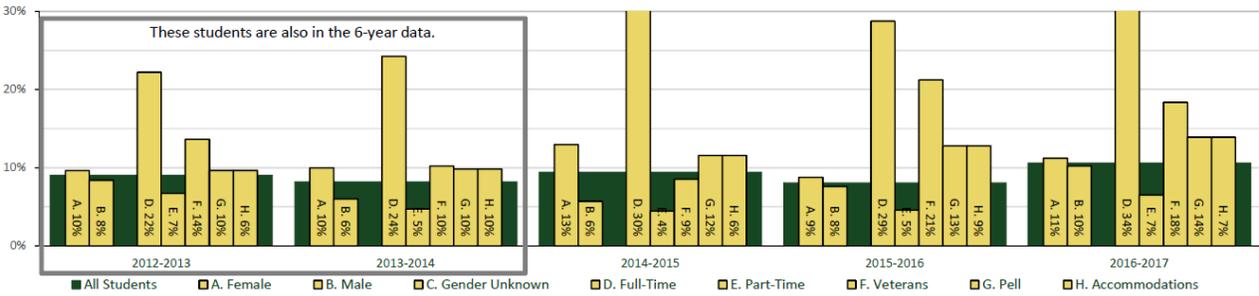
9%	11%	8%	0%	28%	5%	14%	12%	8%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends for 3-Year Completion Rates over 5 Years - Student Attribute Set #1

Steady	Steady	Steady	Steady	Increasing	Steady	Increasing	Increasing	Steady
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Three-Year Completion Rates by Academic Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified academic year.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2012-2013	786	457	321	8	117	669	44	342	31
2013-2014	931	522	400	9	165	766	49	417	42
2014-2015	860	447	405	8	165	695	47	320	35
2015-2016	1101	547	542	12	160	941	33	328	45
2016-2017	1303	714	569	20	196	1107	49	352	42

Source: Umpqua Community College Office of Institutional Research

Averages for 6-Year Completion Rates over 5 Years - Student Attribute Set #1

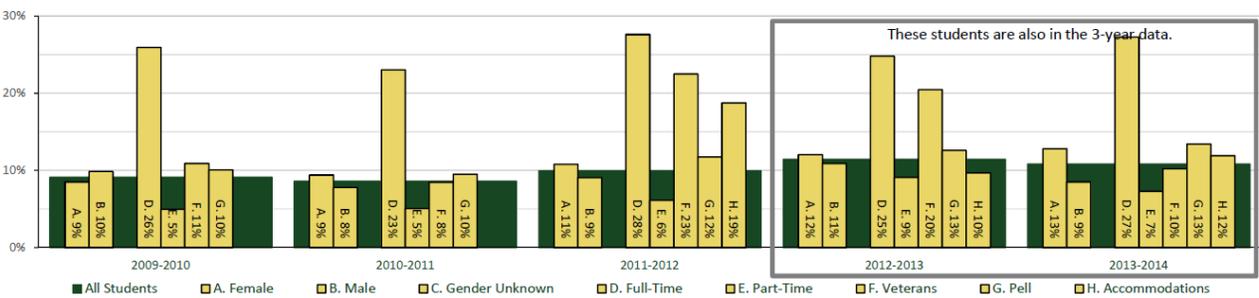
10%	11%	9%	0%	26%	7%	15%	11%	13%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends for 6-Year Completion Rates over 5 Years - Student Attribute Set #1

Steady	Increasing	Steady	Steady	Steady	Steady	Increasing	Steady	Increasing
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Six-Year Completion Rates by Academic Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified academic year.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2009-2010	1460	787	670	-1	289	1171	55	865	-1
2010-2011	1660	893	759	8	330	1330	71	1042	-1
2011-2012	1074	593	474	7	192	882	40	553	32
2012-2013	786	457	321	8	117	669	44	342	31
2013-2014	931	522	400	9	165	766	49	417	42

Source: Umpqua Community College Office of Institutional Research

3.1 Indicator 3 Part A. Three- and Six-Year Completion Rate

3.1.1 Description

Indicator 3, Part A shows three-year and six-year completion rate data, disaggregated by the categories of student attribute set #1 (gender, full-time, part-time, veteran, Pell, and accommodations status), for the group of students defined by the following characteristics:

1. The student is degree- or certificate-seeking.
2. The student is a college student, not a high school student.
3. The student is new to UCC. This includes transfer, former dual-credit, and first time in college students.
4. The student carried a course load of at least 1 credit during each measured term.
5. The awarded degree matches the student's declared program of study.

The three-year data is displayed in the upper graphic and the six-year data is displayed in the lower graphic. So that each graphic can display the most-recent data, the range of years displayed in each is different.

3.1.2 Averages

This section displays the average rates for each category in the student attribute set over the entire 5-year indicator timeframe. Special formatting applied to the highest and lowest values distinguish them from the other values.

3.1.3 Trends

This section shows the trends, over 5 years, for each category of the student attribute set. The displayed values for the 5-year trends are "Decreasing", "Steady", and "Increasing", based upon the slope of the best-fit line through each of the category's five individual values.

3.1.4 Yearly Rates

This section displays a separate column chart for each year in the indicator timeframe. Each chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who completed their program of study within the specified time. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate fall-to-winter retention rate for the displayed year. Color serves only to provide contrast between the individual columns and the dark, background column.

Two years are common to the three- and six-year indicators and show data for the same unique students. These two years are identified in each graphic by a grey rectangle.

3.1.5 Yearly Counts

This section shows the count of students in each of the SAS categories. For example, a Pell student count of 500 for 2012-13 means there were 500 Pell students during that academic year. If the Pell percentage column in the column chart indicates 50%, then 50% of those Pell students who started in 2012-13 completed within the specified timeframe (regardless of their Pell status when they completed).

If a student count falls below the minimum allowed by FERPA, it will be displayed as "-1".

Indicator 3 Part B. Three- and Six-Year Completion Rates - Student Attribute Set #2

Degree- or certificate-seeking students, new to UCC, who complete their declared program of study within the indicated time.

Averages for 3-Year Completion Rates over 5 Years - Student Attribute Set #2

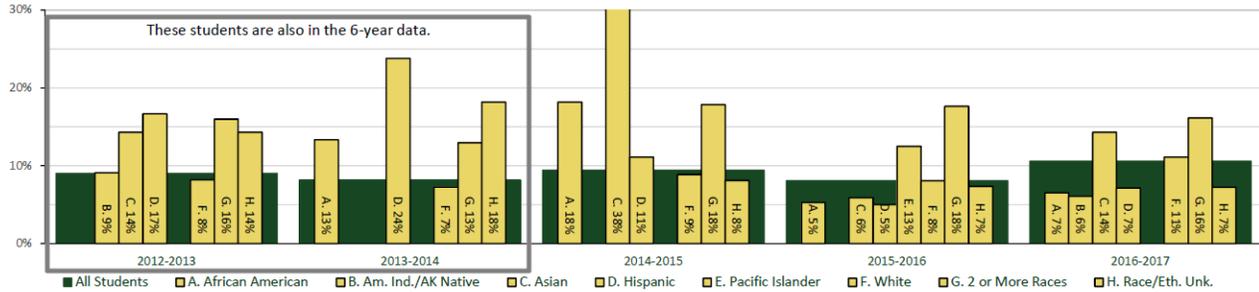
9%	11%	8%	18%	13%	13%	9%	16%	11%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends for 3-Year Completion Rates over 5 Years - Student Attribute Set #2

Steady	Steady	Steady	Steady	Decreasing	Increasing	Steady	Steady	Decreasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Three-Year Completion Rates by Academic Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2012-2013	786	7	22	14	24	-1	658	25	35
2013-2014	931	15	19	18	21	-1	769	54	33
2014-2015	860	11	14	8	18	-1	742	28	37
2015-2016	1101	19	18	17	20	8	917	34	68
2016-2017	1303	46	33	21	14	8	1053	31	97

Source: Umpqua Community College Office of Institutional Research

Averages for 6-Year Completion Rates over 5 Years - Student Attribute Set #2

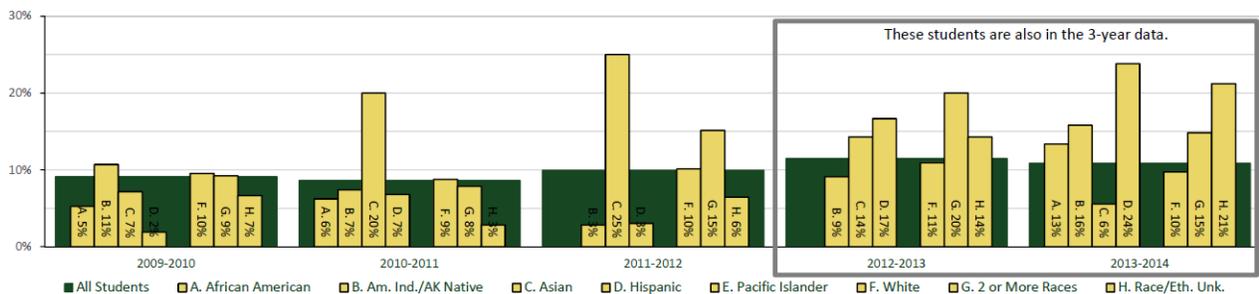
10%	8%	9%	14%	10%	0%	10%	13%	10%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends for 6-Year Completion Rates over 5 Years - Student Attribute Set #2

Steady	Steady	Increasing	Steady	Increasing	Steady	Steady	Increasing	Increasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Six-Year Completion Rates by Academic Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified academic period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2009-2010	1460	19	28	14	52	-1	1248	65	30
2010-2011	1660	16	27	20	44	-1	1425	89	35
2011-2012	1074	11	35	16	33	-1	879	66	31
2012-2013	786	7	22	14	24	-1	658	25	35
2013-2014	931	15	19	18	21	-1	769	54	33

Source: Umpqua Community College Office of Institutional Research

3.2 Indicator 3 Part B. Three- and Six-Year Completion Rate.

3.2.1 Description

Indicator 3, Part B shows three-year and six-year completion rate data, disaggregated by the categories of student attribute set #2 (IPEDS race/ethnicity categories), for the group of students defined by the following characteristics:

1. The student is degree- or certificate-seeking.
2. The student is a college student, not a high school student.
3. The student is new to UCC. This includes transfer, former dual-credit, and first time in college students.
4. The student carried a course load of at least one credit during each measured term.
5. The awarded degree matches the student's declared program of study.

The three-year data is displayed in the upper graphic and the six-year data is displayed in the lower graphic. So that each graphic can display the most-recent data, the range of years displayed in each is different.

3.2.2 Averages

This section displays the average rates for each category in the student attribute set over the entire 5-year indicator timeframe. Special formatting applied to the highest and lowest values distinguish them from the other values.

3.2.3 Trends

This section shows the trends, over 5 years, for each category of the student attribute set. The displayed values for the 5-year trends are "Decreasing", "Steady", and "Increasing", based upon the slope of the best-fit line through each of the category's five individual values.

3.2.4 Yearly Rates

This section displays a separate column chart for each year in the indicator timeframe. Each chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who completed their program of study within the specified time. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate fall-to-winter retention rate for the displayed year. Color serves only to provide contrast between the individual columns and the dark, background column.

Two years are common to the three- and six-year indicators and show data for the same unique students. These two years are identified in each graphic by a wide, grey rectangle.

3.2.5 Yearly Counts

This section shows the count of students in each of the SAS categories. For example, if the Asian student count for 2012-13 is 50, there were 50 Asian students new to UCC in 2012-13. If the corresponding column in the column chart indicates 50%, then 50% of those Asian students completed their declared program of study within the specified timeframe.

If a student count falls below the minimum allowed by FERPA, it will be displayed as "-1".

4 Transfer Rates

Part A. Transfer Rates for all Students Seeking a Transfer Degree

Part A measures the percentage of students seeking a transfer degree who successfully transfer to another 2- or 4-year institution within one year of their last term of attendance at UCC.

Part B. Transfer Rates for Students Awarded a Transfer Degree

Part B measures the percentage of students seeking a transfer degree who earn their degree at UCC first, and then successfully transfer to another 2- or 4-year institution within one year.

Indicator 4 Part A. Transfer Rates - All Transfer Students

Students seeking a transfer degree (AAOT, AS, AGS) who transfer to another institution within 1 year of their last term at UCC.

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

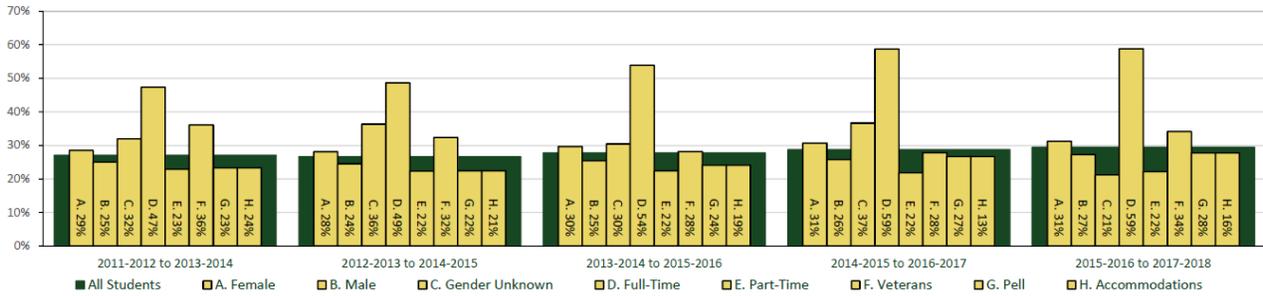
28%	30%	26%	31%	<u>54%</u>	22%	32%	25%	<u>19%</u>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Steady	Steady	Steady	Decreasing	Increasing	Steady	Steady	Increasing	Decreasing
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Transfer Rates by Period - Regardless of Award Status - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2011-2012 to 2013-2014	2946	1631	1290	25	498	2448	72	1031	66
2012-2013 to 2014-2015	2554	1409	1123	22	409	2145	68	846	58
2013-2014 to 2015-2016	2270	1251	996	23	388	1882	71	712	52
2014-2015 to 2016-2017	2203	1246	927	30	412	1791	79	653	55
2015-2016 to 2017-2018	2265	1307	906	52	445	1820	82	667	74

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

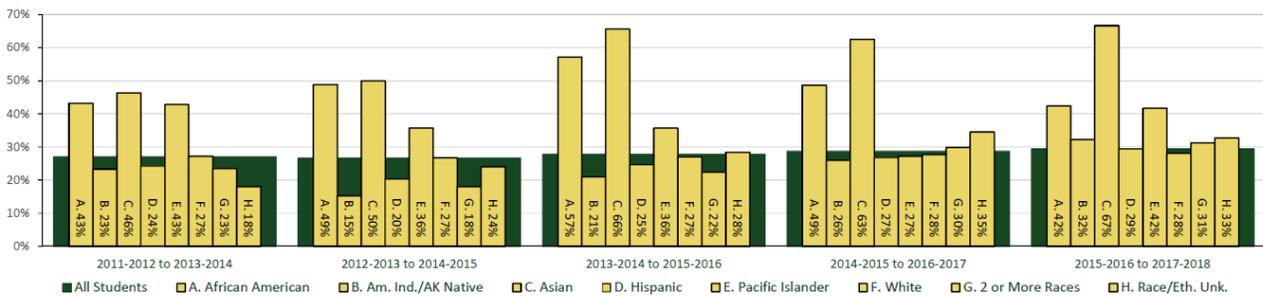
28%	48%	<u>24%</u>	<u>58%</u>	25%	37%	27%	25%	28%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Steady	Steady	Increasing	Increasing	Increasing	Decreasing	Steady	Increasing	Increasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Transfer Rates by Period - Regardless of Award Status - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2011-2012 to 2013-2014	2946	37	60	41	95	14	2432	145	122
2012-2013 to 2014-2015	2554	43	46	36	79	14	2114	122	100
2013-2014 to 2015-2016	2270	42	43	32	85	14	1843	116	95
2014-2015 to 2016-2017	2203	37	50	24	86	11	1785	97	113
2015-2016 to 2017-2018	2265	33	59	27	85	12	1802	128	119

Source: Umpqua Community College Office of Institutional Research

4.1 Indicator 4 Part A. Transfer Rates - All Transfer Students

4.1.1 Description

Indicator 4, Part A shows transfer rate data, disaggregated by the categories of student attribute set #1 (gender, full-time, part-time, veteran, Pell, and accommodations status), and student attribute set #2 (IPEDS race/ethnicity categories) for the group of transfer degree seeking students who transfer within 1 year of their last term at UCC. Students for this indicator are defined by the following characteristics:

1. The student is seeking a transfer degree.
2. The student is a college student, not a high school student.
3. The student carried a course load of at least one credit during each measured term.
4. The student attended UCC in the fall and winter terms of an academic year within the indicator timeframe.

To display all of the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #1 (student attribute set #1), and the lower graphic uses the IPEDS race/ethnicity categories of SAS #2.

4.1.2 Measured Timeframe

This indicator displays data for five student cohorts. Each cohort spans three academic years and begins one academic year later than the start of the previous cohort. The final cohort ends one academic year prior to the end of the most-recently-completed academic year.

4.1.3 Averages

Each graphic begins with the average rates over all five cohorts for each category of its student attribute set. Special formatting applied to the highest and lowest values distinguish them from the other values.

4.1.4 Trends

This section shows the trends, over all five cohorts, for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based upon the slope of the best-fit line through each of the category’s five individual values.

4.1.5 Yearly Rates

This section displays five separate column charts, one for each cohort. Each column chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who transferred to another 2- or 4-year institution within 1 year of leaving UCC. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate transfer rate for the displayed year. Color serves only to provide contrast between the individual columns and the background column.

4.1.6 Yearly Counts

This section shows the count of students in each of the SAS categories. For example, if the Pell student count for a period is 1,000, that means there were 1,000 Pell students during that period. If the corresponding column in the column chart indicates 50%, then 50% of those Pell students transferred.

If a student count falls below the minimum allowed by FERPA, it will be displayed as “-1”.

Indicator 4 Part B. Transfer Rates - Graduates

Students who earn a transfer degree (AAOT, AS, AGS) and then transfer to another institution within 1 year of their last term at UCC.

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

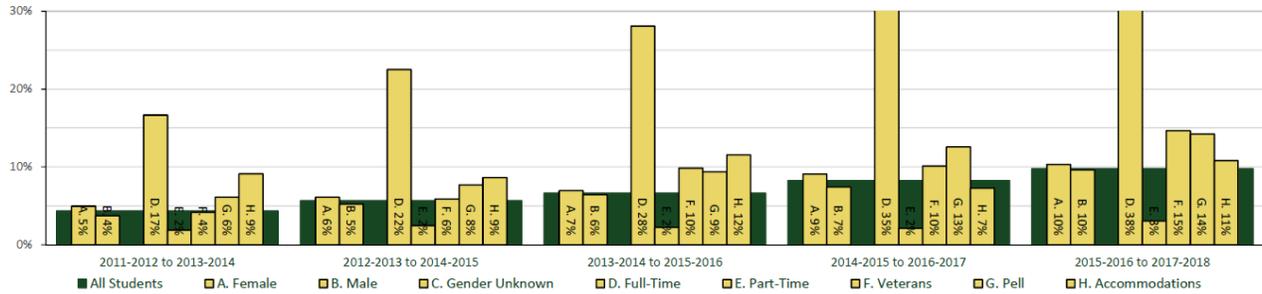
7%	7%	6%	0%	28%	2%	9%	10%	9%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Increasing	Increasing	Increasing	Steady	Increasing	Steady	Increasing	Increasing	Steady
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Transfer Rates by Period - Graduates - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2011-2012 to 2013-2014	2946	1631	1290	25	498	2448	72	1031	66
2012-2013 to 2014-2015	2554	1409	1123	22	409	2145	68	846	58
2013-2014 to 2015-2016	2270	1251	996	23	388	1882	71	712	52
2014-2015 to 2016-2017	2203	1246	927	30	412	1791	79	653	55
2015-2016 to 2017-2018	2265	1307	906	52	445	1820	82	667	74

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

7%	6%	4%	11%	9%	9%	7%	10%	5%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Increasing	Steady	Steady	Increasing	Steady	Increasing	Increasing	Increasing	Steady
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Transfer Rates by Period - Graduates - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2011-2012 to 2013-2014	2946	37	60	41	95	14	2432	145	122
2012-2013 to 2014-2015	2554	43	46	36	79	14	2114	122	100
2013-2014 to 2015-2016	2270	42	43	32	85	14	1843	116	95
2014-2015 to 2016-2017	2203	37	50	24	86	11	1785	97	113
2015-2016 to 2017-2018	2265	33	59	27	85	12	1802	128	119

Source: Umpqua Community College Office of Institutional Research

4.2 Indicator 4 Part B. Transfer Rates – Graduates

4.2.1 Description

Indicator 4, Part B shows transfer rate data, disaggregated by the categories of student attribute set #1 (gender, full-time, part-time, veteran, Pell, and accommodations status), and student attribute set #2 (IPEDS race/ethnicity categories) for the group of transfer degree seeking students who transfer within one year of earning their degree at UCC. Students for this indicator are defined by the following characteristics:

1. The student is seeking, and earned, a transfer degree.
2. The student is a college student, not a high school student.
3. The student carried a course load of at least one credit during each measured term.
4. The student attended UCC in the fall and winter terms of an academic year within the indicator timeframe.

To display all of the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #1 (student attribute set #1), and the lower graphic uses the IPEDS race/ethnicity categories of SAS #2.

4.2.2 Measured Timeframe

This indicator displays data for five student cohorts. Each cohort spans three academic years and begins one academic year later than the start of the previous cohort. The final cohort ends one academic year prior to the end of the most-recently-completed academic year.

4.2.3 Averages

Each graphic begins with the average rates over all five cohorts for each category of its student attribute set. Special formatting applied to the highest and lowest values distinguish them from the other values.

4.2.4 Trends

This section shows the trends, over all five cohorts, for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based upon the slope of the best-fit line through each of the category’s five individual values.

4.2.5 Yearly Rates

This section displays five separate column charts, one for each cohort. Each column chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who transferred to another 2- or 4-year institution within 1 year of leaving UCC. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate transfer rate for the displayed year. Color serves only to provide contrast between the individual columns and the background column.

4.2.6 Yearly Counts

This section shows the count of students in each of the SAS categories. For example, if the Asian student count for a period is 100, that means there were 100 Asian students during that period. If the corresponding column in the column chart indicates 50%, then 50% of those students transferred.

If a student count falls below the minimum allowed by FERPA, it will be displayed as “-1”.

5 Program Learning Outcomes

Indicator 5 measures the percentage of courses and students meeting or surpassing program learning outcome targets.

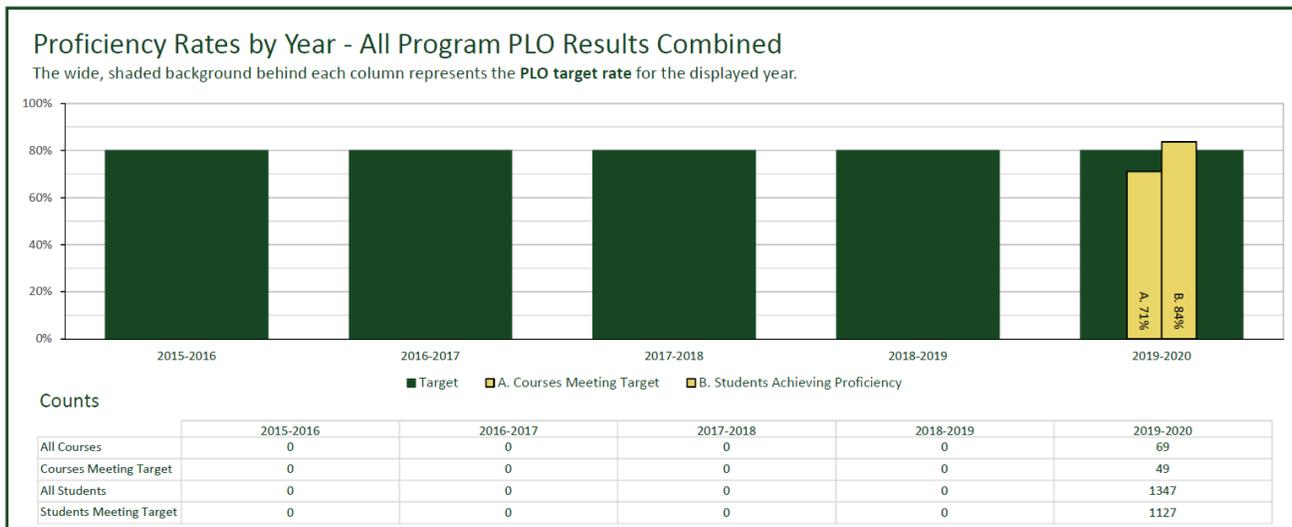
Program learning outcomes are defined for each course independently by each program.

A course meets the program learning outcome (PLO) target when at least 80% of the students in that course meet the “proficient” level for the measured PLO.

The student PLO rate considers all of the students enrolled in all of the measured courses. This creates a duplicated headcount of students, and the success rate is equal to the total number of PLOs met divided by the total number of student enrollments in the measured courses.

Indicator 5. Program Learning Outcomes

Percentage of courses and students meeting or surpassing PLO targets - all programs combined.



5.1 Indicator 5 Program Learning Outcomes

5.1.1 Description

Indicator 5 shows the rates at which program learning outcomes (PLOs) are met by both courses, and for the students, as a whole, in those courses.

5.1.2 Measured Timeframe

This indicator displays data for the five most recently completed academic years.

5.1.3 Yearly Rates

This section displays five separate column charts, one for each academic year within the measured timeframe. Each chart has three columns: one for course PLO rate, one for student PLO rate across all measured courses, and one for the target rate. The target rate column is the wide dark background behind the other two columns.

5.1.4 Yearly Counts

This section shows the count of students and courses for each academic year within the measured timeframe. The student counts are duplicated counts, meaning, for example, that if a student is enrolled in three of the measured courses, the "All Students" count will increase by three. If that same student meets the PLO for two of those courses, the "Students Meeting Target" count will increase by two.

6 Universal Learning Outcomes

Indicator 6 measures the percentage of degree/certificate-seeking students who achieve Universal Learning Outcome (ULO) competencies at a "proficient" level.

Universal learning outcomes are defined within three standardized ULO rubrics to evaluate student proficiency in communication, computation, and culture.

Indicator 6 displays the combined rate at which all degree- and certificate-seeking students meet all three ULOs, and the rates at which these students meet each of the three individual ULOs.

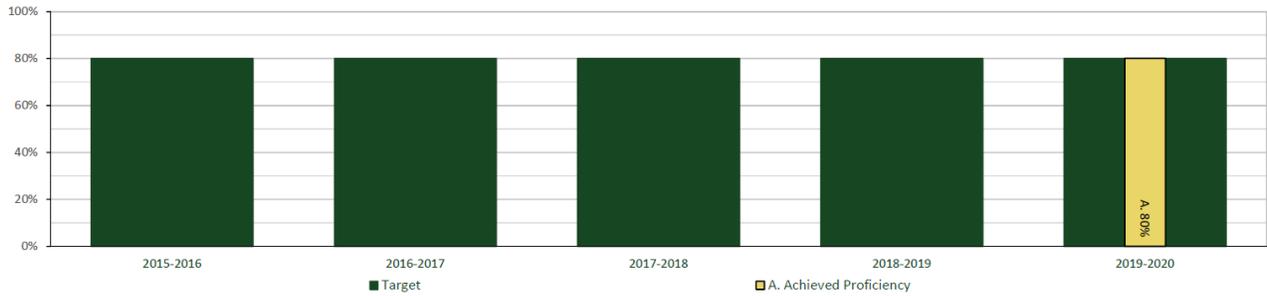
The current target rate for the combined ULO rate is 80%.

Indicator 6. Universal Learning Outcomes

Percentage of degree- and certificate-seeking students reaching "proficient" level of ULO competency.

Proficiency Rates by Year - All ULO Categories Combined

The wide, shaded background behind each column represents the ULO target rate for the displayed year.

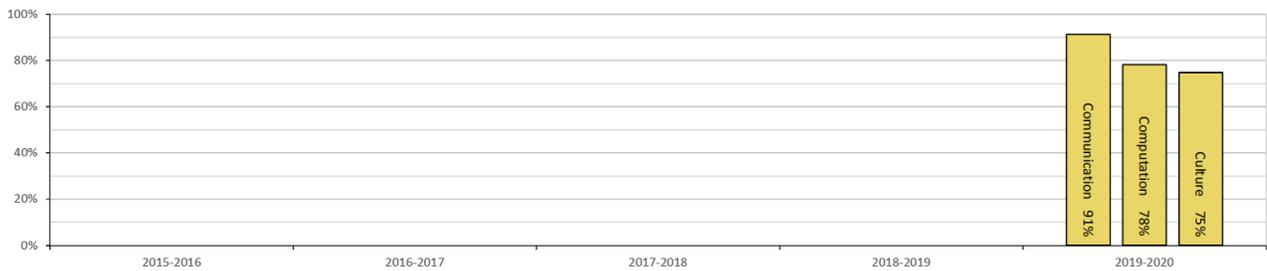


Counts

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Students	0	0	0	0	423
A. Achieved Proficiency	0	0	0	0	339

Source: Umpqua Community College Assessment and Curricular Standards Committee

Proficiency Rates by Year for each ULO Sub-Category



Counts

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Communication - Total	0	0	0	0	115
Communication - Achieved Proficiency	0	0	0	0	105
Computation - Total	0	0	0	0	101
Computation - Achieved Proficiency	0	0	0	0	79
Culture - All	0	0	0	0	207
Culture - Achieved Proficiency	0	0	0	0	155

Source: Umpqua Community College Assessment and Curricular Standards Committee

6.1 Indicator 6 Universal Learning Outcomes

6.1.1 Description

Indicator 6 shows universal learning outcome (ULO) attainment rates for students in two graphics. The first shows the rate at which students meet the target for all ULOs combined, and the second shows the rate at which students meet the target for each separate ULO.

6.1.2 Measured Timeframe

This indicator displays data for the five most recently completed academic years.

6.1.3 Rates by Year

This section in both graphics displays five separate column charts, one for each academic year within the measured timeframe.

6.1.4 Yearly Counts

This section shows the count of students in each category for each academic year within the measured timeframe.

7 Gatekeeper Course Success

Indicator 7 measures the percentage of students who pass specific “gatekeeper” courses. UCC has designated MTH052, MTH060, and WR115 as gatekeeper courses.

Indicator 7. Gatekeeper Course Success - MTH052

Percentage of all students taking this course who earn an "A", "B", "C", or "P".

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

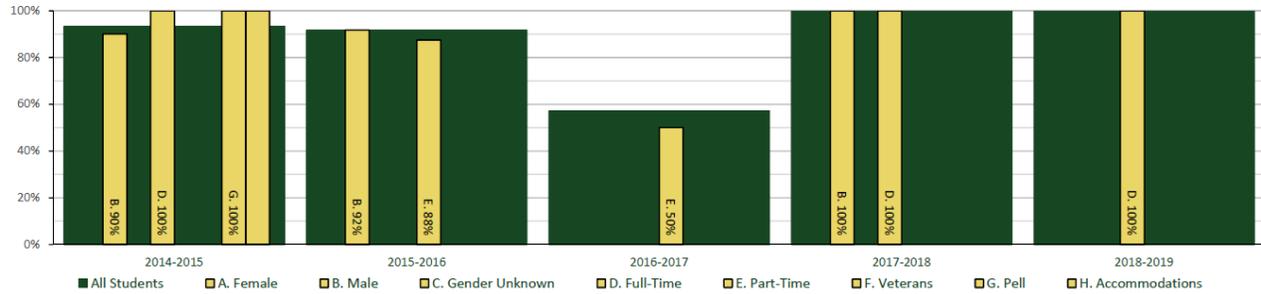
88%	0%	94%	0%	100%	69%	0%	100%	0%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Increasing	Steady	Increasing	Increasing	Steady	Decreasing	Increasing	Increasing	Increasing
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Completion Rates for MTH052 by Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2014-2015	15	-1	10	-1	11	-1	-1	8	-1
2015-2016	12	-1	12	-1	-1	8	-1	-1	-1
2016-2017	7	-1	-1	-1	-1	6	-1	-1	-1
2017-2018	11	-1	10	-1	6	-1	-1	-1	-1
2018-2019	6	-1	-1	-1	6	-1	-1	-1	-1

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

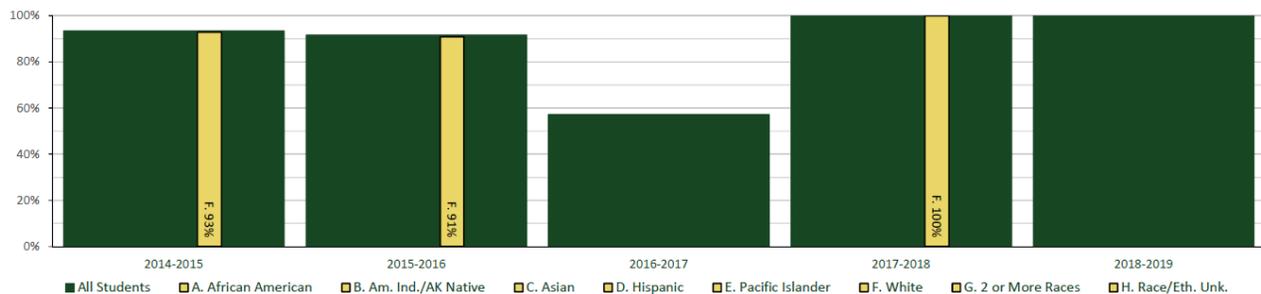
88%	0%	0%	0%	0%	0%	95%	0%	0%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Increasing	Steady	Steady	Steady	Steady	Steady	Increasing	Increasing	Decreasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Completion Rates for MTH052 by Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2014-2015	15	-1	-1	-1	-1	-1	14	-1	-1
2015-2016	12	-1	-1	-1	-1	-1	11	-1	-1
2016-2017	7	-1	-1	-1	-1	-1	-1	-1	-1
2017-2018	11	-1	-1	-1	-1	-1	11	-1	-1
2018-2019	6	-1	-1	-1	-1	-1	-1	-1	-1

Source: Umpqua Community College Office of Institutional Research

Indicator 7. Gatekeeper Course Success - MTH060

Percentage of all students taking this course who earn an "A", "B", "C", or "P".

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

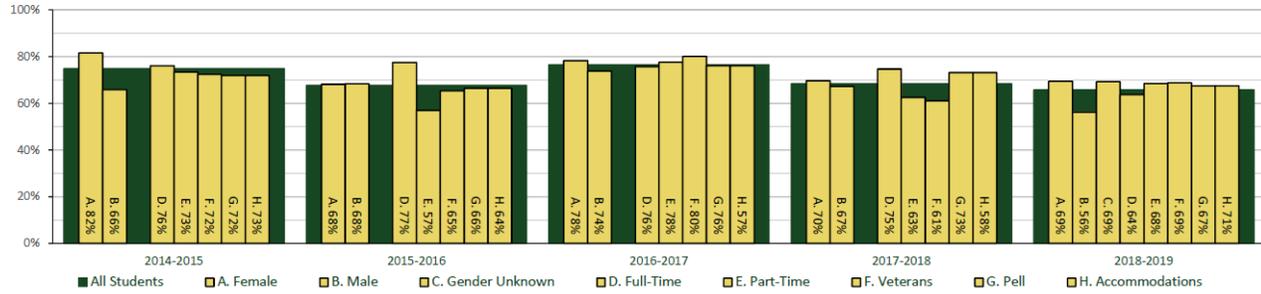
71%	73%	66%	69%	<u>74%</u>	68%	69%	71%	<u>65%</u>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Decreasing	Decreasing	Decreasing	Increasing	Decreasing	Steady	Decreasing	Steady	Steady
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Completion Rates for MTH060 by Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2014-2015	294	168	126	-1	163	131	29	195	22
2015-2016	195	116	76	-1	102	93	23	140	14
2016-2017	200	124	76	-1	115	85	15	142	14
2017-2018	187	122	64	-1	91	96	18	134	24
2018-2019	172	111	48	13	99	73	16	126	21

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

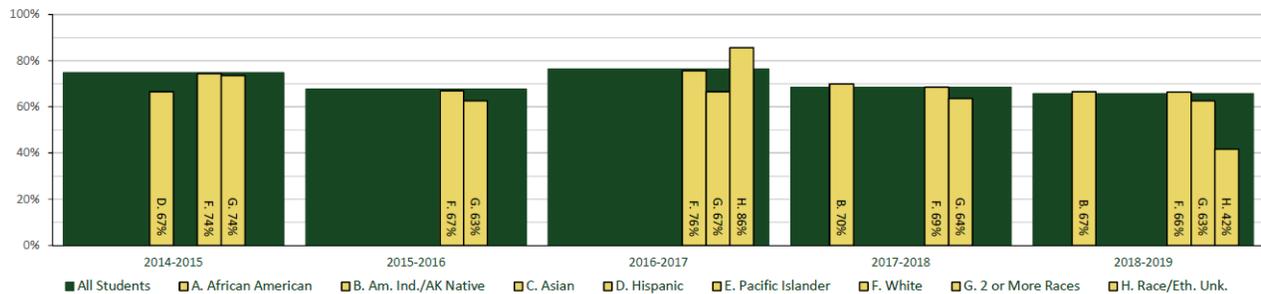
<u>71%</u>	<u>0%</u>	68%	<u>0%</u>	67%	<u>0%</u>	70%	66%	64%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Decreasing	Decreasing	Decreasing	Decreasing	Increasing	Decreasing	Decreasing	Decreasing	Decreasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Completion Rates for MTH060 by Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2014-2015	294	-1	-1	-1	9	-1	254	19	-1
2015-2016	195	-1	-1	-1	-1	-1	173	8	-1
2016-2017	200	-1	-1	-1	-1	-1	173	12	7
2017-2018	187	-1	10	-1	-1	-1	159	11	-1
2018-2019	172	-1	6	-1	-1	-1	140	8	12

Source: Umpqua Community College Office of Institutional Research

Indicator 7. Gatekeeper Course Success - WR115

Percentage of all students taking this course who earn an "A", "B", "C", or "P".

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #1

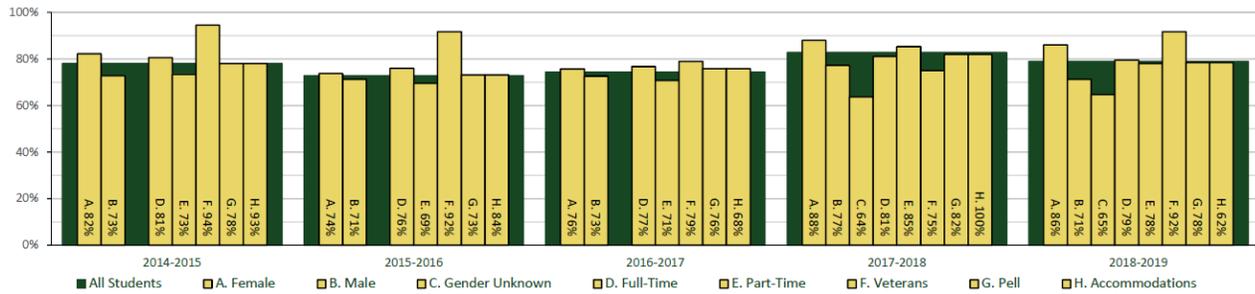
77%	81%	73%	<u>64%</u>	79%	75%	<u>86%</u>	77%	82%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #1

Increasing	Increasing	Steady	Increasing	Steady	Increasing	Decreasing	Steady	Decreasing
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Completion Rates for WR115 by Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2014-2015	228	129	99	-1	149	79	18	150	15
2015-2016	199	118	80	-1	104	95	12	123	19
2016-2017	195	111	84	-1	120	75	19	120	19
2017-2018	232	133	88	11	137	95	16	144	13
2018-2019	233	129	87	17	156	77	12	162	21

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

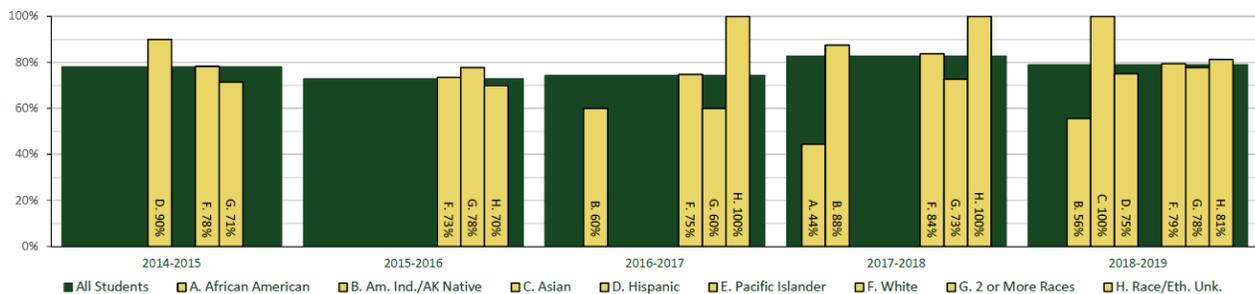
77%	44%	68%	<u>100%</u>	83%	<u>0%</u>	78%	72%	88%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #2

Increasing	Decreasing	Increasing	Increasing	Steady	Increasing	Increasing	Steady	Increasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Completion Rates for WR115 by Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2014-2015	228	-1	-1	-1	10	-1	193	14	-1
2015-2016	199	-1	-1	-1	-1	-1	162	9	10
2016-2017	195	-1	10	-1	-1	-1	155	10	10
2017-2018	232	9	8	-1	-1	-1	185	11	6
2018-2019	233	-1	9	6	8	-1	180	9	16

Source: Umpqua Community College Office of Institutional Research

7.1 Indicator 7. Gatekeeper Course Success.

7.1.1 Description

Indicator 7 shows gatekeeper course success data, disaggregated by the categories of student attribute set #1 (gender, full-time, part-time, veteran, Pell, and accommodations status), and student attribute set #2 (IPEDS race/ethnicity categories) for the group of students defined by the following characteristics:

1. The student must have enrolled in the specific gatekeeper course.
2. The student must have earned a “C” or better, or must have earned a “Pass” in the course.

To display all of the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #1 (student attribute set #1), and the lower graphic uses the IPEDS race/ethnicity categories of SAS #2.

A separate pair of graphics is required for each gatekeeper course.

7.1.2 Measured Timeframe

This indicator displays data for five student cohorts. Each cohort spans one academic year and begins one academic year later than the start of the previous cohort. The final cohort timeframe aligns with the most-recently-completed academic year.

7.1.3 Averages

Each graphic begins with the average rates over all five cohorts for each category of its student attribute set. Special formatting applied to the highest and lowest values distinguish them from the other values.

7.1.4 Trends

This section shows the trends, over all five cohorts, for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based upon the slope of the best-fit line through each of the category’s five individual values.

7.1.5 Yearly Rates

This section displays five separate column charts, one for each cohort. Each column chart displays one column for each SAS category having data. The height of the column represents the percentage of students within that category who successfully completed the gatekeeper course. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate success rate for the displayed year. Color serves only to provide contrast between the individual columns and the background column.

7.1.6 Yearly Counts

This section shows the count of students in each of the SAS categories. For example, if the Pell student count for a period is 1,000, that means there were 1,000 Pell students during that period. If the corresponding column in the column chart indicates 50%, then 50% of those Pell students successfully completed this gatekeeper course.

If a student count falls below the minimum allowed by FERPA, it will be displayed as “-1”.

8 Continuous Improvement

Indicator 8 measures the percentage of all areas of operation that identify and implement next steps for improvement based upon the outcomes of programmatic assessment.

(Note: This indicator is currently under development and will be added to this section when available.)

9 Equitable Outcomes

Indicator 9, where possible, uses 16 separate student population categories to disaggregate the student populations of the other indicators. The resulting side-by-side comparisons within each indicator help identify equity gaps.

Since this indicator has been integrated into the data displayed for the other indicators, there is no separate graphic to display for indicator 9.

10 Applicant Enrollment Rates

Indicator 10 measures the percentage of students who apply for admission to UCC and then enroll in a course within one year.

Because the people in the comparison group for this indicator are applicants, rather than enrolled students, it is not possible to show data for the following four disaggregation categories: full time students, part time students, Pell recipients, and accommodations status.

Indicator 10. Applicant Enrollment Rates

Percentage of degree- and certificate-seeking applicants who ultimately enroll.

Averages: Five-Year Averages of Each Population Slice - Student Attribute Set #1

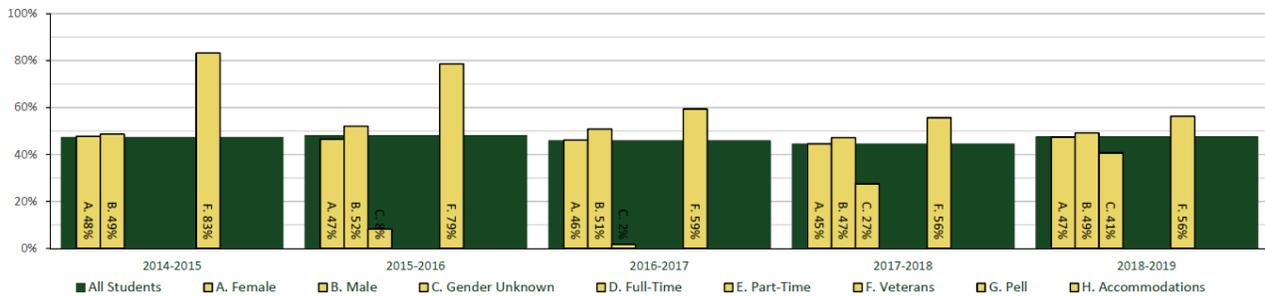
47%	47%	50%	<u>20%</u>	Not Measurable	Not Measurable	<u>67%</u>	Not Available	Not Available
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Trends: Five-Year Trends of Each Population Slice - Student Attribute Set #1

Steady	Steady	Steady	Increasing	Not Measurable	Not Measurable	Decreasing	Not Available	Not Available
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

Applicant Enrollment Rates by Year - Student Attribute Set #1

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2014-2015	2854	1612	1191	51			120		
2015-2016	3175	1717	1385	73			117		
2016-2017	3535	1989	1374	172			175		
2017-2018	3307	1864	1239	204			210		
2018-2019	3289	1849	1209	231			174		

Source: Umpqua Community College Office of Institutional Research

Averages: Five-Year Average of Each Population Slice - Student Attribute Set #2

47%	37%	<u>34%</u>	47%	47%	45%	48%	<u>49%</u>	41%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Trends: Five-Year Trends of Each Population Slice - Student Attribute Set #2

Steady	Increasing	Increasing	Increasing	Steady	Increasing	Steady	Decreasing	Decreasing
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

Applicant Enrollment Rates by Year - Student Attribute Set #2

The wide, shaded background behind each group of bars represents the rate for all student types during the specified period.



Counts (Note: Values blocked by FERPA display as "-1")

	All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.
2014-2015	2854	46	58	34	76	11	2398	119	112
2015-2016	3175	71	69	45	63	23	2605	127	172
2016-2017	3535	108	147	53	72	20	2808	121	206
2017-2018	3307	67	102	59	79	19	2634	135	212
2018-2019	3289	82	92	46	67	17	2650	96	239

Source: Umpqua Community College Office of Institutional Research

10.1 Indicator 10. Applicant Enrollment Rates

10.1.1 Description

Indicator 10 shows the rates at which applicants ultimately enroll, disaggregated by a subset of the categories of student attribute set #1 (gender, and veteran status), and student attribute set #2 (IPEDS race/ethnicity categories) for the group of students defined by the following characteristics:

1. The student must have applied for admission to UCC.
2. The student must enrolled in a course within one year of the application date.

At the time of application, not all of the SAS #1 categories are known.

To display all of the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #1 (student attribute set #1), and the lower graphic uses the IPEDS race/ethnicity categories of SAS #2.

10.1.2 Measured Timeframe

This indicator displays data for five student cohorts. Each cohort spans one academic year and begins one academic year later than the start of the previous cohort. The final cohort timeframe aligns with the most-recently-completed academic year.

10.1.3 Averages

Each graphic begins with the average rates over all five cohorts for each category of its student attribute set. Special formatting applied to the highest and lowest values distinguish them from the other values.

10.1.4 Trends

This section shows the trends, over all five cohorts, for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based upon the slope of the best-fit line through each of the category’s five individual values.

10.1.5 Yearly Rates

This section displays five separate column charts, one for each cohort. Each column chart displays one column for each SAS category having data. The height of the column represents the percentage of applicants within that category who ultimately enrolled at UCC. Each column is labelled with the numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark shaded area behind the individual columns represents the aggregate enrollment rate for the displayed year. Color serves only to provide contrast between the individual columns and the background column.

10.1.6 Yearly Counts

This section shows the count of students in each of the SAS categories. For example, if the Veteran applicant count for a period is 1,000, that means there were 1,000 Veteran applicants during that period. If the corresponding column in the column chart indicates 50%, then 50% of those Veteran applicants enrolled in courses.

If a student count falls below the minimum allowed by FERPA, it will be displayed as “-1”.

Blank spaces in a table indicate that there was no data for that category.

11 Lifelong Learning

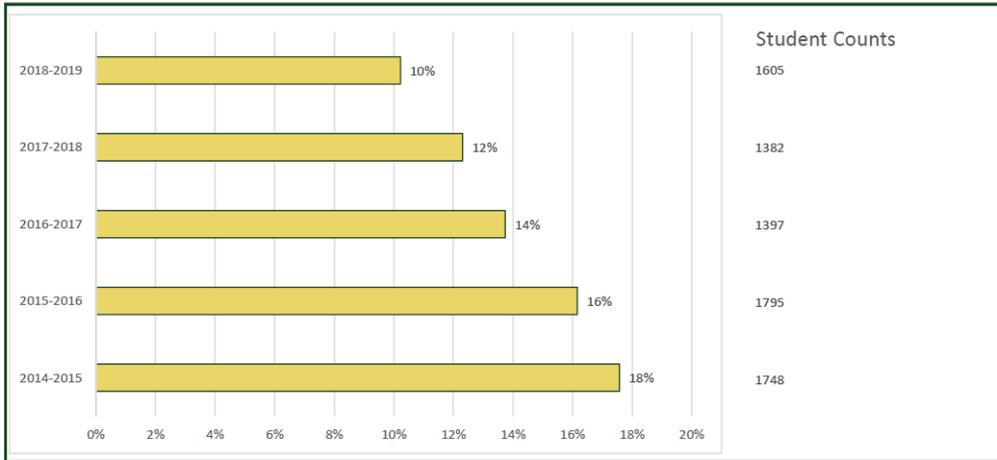
Indicator 11 provides a measure of UCC's ability to meet community needs based upon data from three areas of operation:

- **Adult Basic Skills:** This part of the indicator measures the percentage of students who acquire measurable academic gain while part of the ABS program.
- **Community and Workforce Training:** This part of the indicator measures the repeat rates of community members attending CWT community courses.
- **Small Business Development Center:** This part of the indicator measures the number of new jobs / new businesses created by SBDC clients.

Indicator 11. Lifelong Learning

Part A, Career and Workforce Training

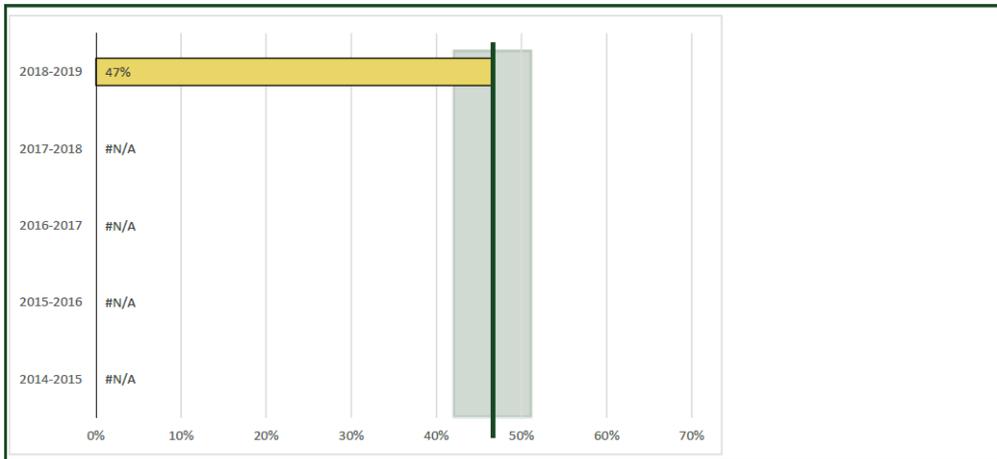
Percentage of CWT summer or fall term students who also take winter or spring term CWT courses.



Source: Umpqua Community College Office of Institutional Research

Part B. Adult Basic Skills

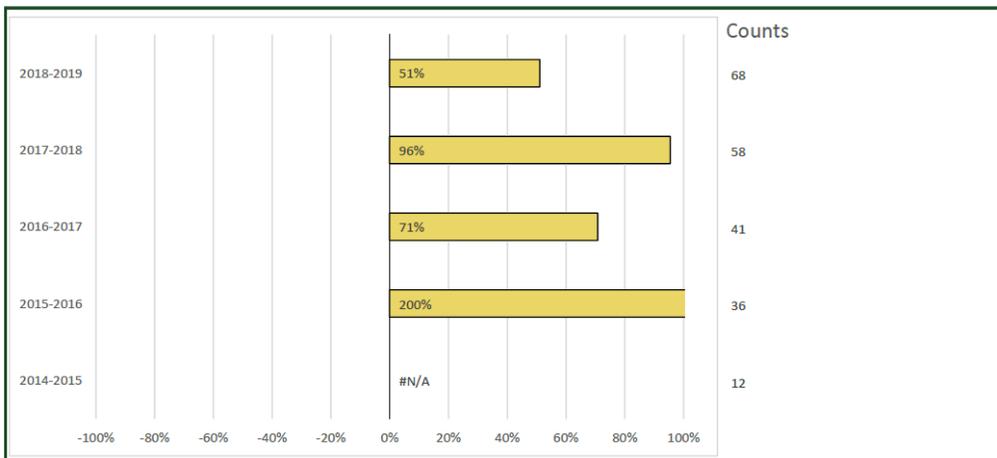
Percentage of ABS Students who acquire a measurable gain in academic learning. The target rate is 47% (bold green line). Variations of +/- 5% are considered normal (shaded area).



Source: Umpqua Community College Office of Adult Basic Education

Part C. Small Business Development Center

Percent change in new jobs/businesses created vs. previous 3-year average. Rates greater than -5% satisfy the initial target rate definition.



Source: Umpqua Community College Office of Small Business Development

11.1 Indicator 11. Lifelong Learning

11.1.1 Description

Indicator 11 measures UCC's effectiveness in meeting community needs. The three institutional areas considered for this metric are Community and Workforce Training, Adult Basic Skills, and Small Business Development. The display of disaggregated data for this indicator is not possible because students in these areas are not required to provide the same demographic data required of credit students. Students included in this indicator are defined by the following characteristics:

CWT	ABS	SBDC (Not student-based)
<ol style="list-style-type: none">1. Student enrolled in a CWT course during summer or fall term.2. Student enrolled in a CWT course during winter or spring term in same academic year.	<ol style="list-style-type: none">1. Student participated in an ABS program during the academic year.2. Student acquired a measurable gain in academic learning.	This indicator measures the number of new businesses / new jobs that are created by SBDC clients during an academic year.

11.1.2 Measured Timeframe

As data becomes available, each graphic will display data for a five-year timeframe.

11.1.3 CWT Graphic

This graphic shows the rate at which CWT students who enrolled in a summer or fall term CWT course, return to take a winter or spring term CWT course. Return rates of 10% or higher are within the target range for this metric. For each displayed academic year, the total number of CWT students in the summer and fall terms appears to the right of the chart.

11.1.4 ABS Graphic

This graphic simply shows the percentage of ABS students who have acquired a measurable gain in academic learning during the displayed academic year, along with a target rate and normal tolerance band.

11.1.5 SBDC Graphic

This graphic presents the percent change in creation of new businesses / new jobs by SBDC clients compared to the average number of new business / new jobs created by SBDC clients over the previous 3 years. Bars extend to the right for positive change and to the left for negative change. New business / new job counts appear to the right of the chart for each academic year.

12 Campus / Community Engagement

Indicator 12 provides a measure of UCC's ability to engage with our students, our staff, and with the surrounding communities. Data for this indicator is gathered by administering a survey every three years.

(Note: This indicator is currently under development and will be added to this section when available.)

13 Student Experience

Student Experience. % of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development.

Indicator 13 displays the percentage of students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development. Data for this indicator is gathered by administering a survey every three years.

(Note: This indicator is currently under development and will be added to this section when available.)

14 Appendix A – Population Slicing Methodology

14.1 Disaggregation by Student Gender

The indicators display three slices for gender: “Female”, “Male”, and “Gender Unknown”.

14.2 Disaggregation by Race/Ethnicity

IPEDS race/ethnicity categories are used for the indicators that disaggregate on this characteristic. IPEDS uses the following groups:

1. Alaska Native
2. Asian
3. Black/African American
4. Hispanic
5. Native Hawaiian/Pacific Islander
6. White
7. Two or more races
8. Race/ethnicity unknown
9. Average of all groups (not an IPEDS category)

Banner maintains race information in table GORPRAC. This table allows more than one record for an individual, thereby permitting a person to declare more than one race. Ethnicity information is held in table SPBPERS, and allows one ethnicity per person. Table B-1 shows the races and ethnicities currently supported by UCC’s GORPRAC table. Table B-2 shows the ethnicities currently supported by UCC’s SPBPERS table.

TABLE B-1. GORPRAC RACE CODES

GORPRAC_RACE_CDE	Meaning
1	American Indian / Alaskan Native
2	Asian
3	Black or African American
4	Native Hawaiian and Other Pacific Islander
5	White
6	Unknown / Non-responsive
7	Hispanic

TABLE B-2. SPBPERS ETHNICITY CODES

SPBPERS_ETHN_CODE	Meaning
A	Asian
B	Black/African-American
H	Hispanic
I	American Indian/Alaskan Native
O	Other
P	Pacific Islander
W	White/Caucasian
X	Unknown/Non-Responsive

The logic used to map each student to a race/ethnicity group is described below.

1. If the student is a non-resident alien, report the student in the non-resident alien group only and do not proceed with the remaining steps in this list.
2. If the student is Hispanic, report the student in the Hispanic group only and do not proceed with the remaining steps of this list.
3. For the remaining students, use the data in GORPRAC to determine all of the races declared by each student (all, none, or any combination of American Indian / Alaskan Native, Asian, Black or African American, Native Hawaiian and Other Pacific Islander, and White).
4. For the students who still have no race information set, attempt to use the value in their SPBPERS_ETHN_CODE field. Only use race values (A, B, I, P, W), not ethnicities.
5. For the students who still have no race information set, set their race to "UNKNOWN".
6. For students with more than one race value set, also set the "TWO-OR-MORE" flag.

14.3 Disaggregation by Eligibility for Accessibility Services

UCC does not have a specific Banner table field reserved for indicating a student's eligibility for accessibility services. However, accessibility students must enroll in the course DLSC 010 during each term they receive accessibility services. The indicator code considers a student an accessibility services student if that student has registered for DLSC 010 during the term (of academic year) of interest.

14.4 Disaggregation by Veteran Status

The displayed categories for this slice are veteran, and non-veteran.

14.5 Disaggregation by Pell Eligibility

The displayed categories for this slice are Pell-Eligible, and Non-Pell-Eligible.