



# **Institutional Indicators**

## **Annual Data Report**

2020-2021

Version:  
August 23, 2021

**Department of Institutional Research**  
**Umpqua Community College**



# Table of Contents

Table of Contents .....	i
Introduction.....	iii
Institutional Indicators – Sources .....	iv
Institutional Indicators – Brief Indicator Descriptions .....	v
2020-2021 Institutional Indicator Scorecard.....	vi
1 Retention .....	1-1
2 Early Momentum .....	2-1
3 Three- and Six-Year Completion Rates.....	3-1
4 Transfer Rates .....	4-1
5 Program Learning Outcomes .....	5-1
6 Universal Learning Outcomes .....	6-1
7 Gatekeeper Course Success .....	7-1
8 Equitable Outcomes.....	8-1
9 Lifelong Learning.....	9-1
10 Campus / Community Engagement .....	10-1
11 Student Experience .....	11-1
12 Appendix A – Population Slicing Methodology.....	12-1
13 Appendix B –Nearby, Regional, and National College Comparisons .....	13-1



# Introduction

Umpqua Community College's (UCC) mission is to transform lives and enrich communities. To clearly communicate mission fulfillment UCC created a set of "institutional indicators" which 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.

New to the 2021 report are a greatly expanded equitable outcomes section, and an appendix containing comparisons of UCC with several nearby, regional, and national colleges. Some of the indicator numbers have changed since last year; a note describing the change will be included in each renumbered indicator's section.

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

# Institutional Indicators – Sources

*Note: SAS #1 and SAS #2 are the student attribute sets used to disaggregate data for equitable outcomes analysis.*

*Note: Some of the indicator numbers have changed since the last edition of this report.*

#	Title	Responsible Area (Source)
1A	Fall-to-fall Retention	Department of Institutional Research
1B	Fall-to-winter Retention	Department of Institutional Research
2	Early Momentum	Department of Institutional Research
3A	3- and 6-Year Completion, SAS #1	Department of Institutional Research
3B	3- and 6-Year Completion, SAS #2	Department of Institutional Research
4A	Transfer Rates – All Transfer Students	Department of Institutional Research
4B	Transfer Rates – Graduates	Department of Institutional Research
5	Program Learning Outcomes	Assessment and Curriculum Standards Committee
6	Universal Learning Outcomes	Assessment and Curriculum Standards Committee
7	Gatekeeper Course Success	Department of Institutional Research
8	Equitable Outcomes	Department of Institutional Research
9	Lifelong Learning Part A: CWT Part B: ABS Part C: SBDC	Part A: Dean of Community Education and Partnerships Part B: Director of Adult Basic Skills Part C: Director of Small Business Development Center
10	Campus/Community Engagement	Director of Institutional Effectiveness
11	Student Experience	Director of Institutional Effectiveness

# Institutional Indicators – Brief Indicator Descriptions

These are brief descriptions of each indicator. The full descriptions appear in the document sections devoted to each indicator. *Note: SAS #1 and SAS #2 are the student attribute sets used for equitable outcomes analysis.*

Indicator	Target	Indicator Description
<b>1A. Fall-to-fall Retention.</b> Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall.	FT – 50% PT – 45%	The number of students who return from one fall term to the next, expressed as a percentage of the student count in the earlier of the two fall terms. Includes PT and FT but excludes those students who graduated.
<b>1B. Fall-to-winter Retention.</b> Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-winter.	FT – 85% PT – 75%	The number of students who return from one fall term to the immediately following winter term, expressed as a percentage of the student count in the fall term. Includes PT and FT but excludes those students who graduated.
<b>2. Early Momentum.</b> Percentage of first-time students who complete based on # of credits they complete within their first terms.	40%	The rates at which first time students complete 18+ college level credits in their first year.
<b>3A, 3B. 3- and 6-Year Completion Rates.</b> Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 3 and 6 years.	3YR FT – 30% 3YR PT – 15% 6YR FT – 45% 6YR PT – 25%	The number of students who seek degrees or certificates and complete within 3 and 6 years, as determined by their Banner “program of study” declaration. 3A uses SAS #1. 3B uses SAS #2.
<b>4A, 4B. Transfer Rates.</b> Percentage of students who transfer to another institution within one year of most recent UCC enrollment within the past 3 years.	4A FT – 25% 4A PT – 10% 4B FT – 40% 4B PT – 25%	Number of students who transfer to their next institution within one year of enrollment at UCC. 4A considers all transfer-degree-seeking students. 4B considers students who completed their transfer degree.
<b>5. Program Learning Outcomes.</b> Percentage of Program Learning Outcomes that are achieved at or above “proficient” levels.	80% of students achieve PLO at proficient level	PLO assessments each year demonstrate that at least 80% of students have reached a “proficient” level of that program competency. Proficiency is determined by each program.
<b>6. Universal Learning Outcomes.</b> Percentage of degree/certificate-seeking students who achieve Universal Learning Outcome competencies at a “proficient” level.	80% of students achieve ULO at proficient level	ULO assessments demonstrate that at least 80% of degree/certificate-seeking students reach a “proficient” level of the ULO competency, as defined by a standardized ULO rubric. (Certificates 45 credits and higher)
<b>7. Gatekeeper Course Success.</b> Percentage of students who pass identified “gatekeeper” courses.	80%	Passing rate for gatekeeper courses.
<b>8. Equitable Outcomes.</b> Statistically significant equity gaps identified in Transfer, Graduation, Retention/Persistence, and course pass rates across identified demographic areas decrease annually.	No significant achievement gaps	Identified equity gaps will be measured as a lagging indicator for equitable outcomes of ongoing student success efforts.
<b>9. Lifelong Learning.</b> Ability to meet community needs, measured by: <b>ABS:</b> Percentage of students with measurable academic gain. <b>CWT:</b> Results of annual CWT customer satisfaction survey. <b>SBDC:</b> Multiple metrics – see indicator.	<b>ABS:</b> 47% <b>CWT:</b> >= 80% positive <b>SBDC:</b> Multiple. See indicator	Ability to meet community needs by indicators specific to areas of operation.
<b>10. Campus/Community Engagement.</b> Community, students, and staff satisfaction ratings for any area of operation that received less than 70% “satisfied” responses demonstrates an increase in satisfaction rating in the next survey.	80% or more of respondents choose satisfied or very satisfied	Satisfaction rate for UCC services with less than 70% satisfaction rate increases. (Done every 3 years)
<b>11. Student Experience.</b> Percentage of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development.	80% or more of respondents choose satisfied or very satisfied	Students who believe their experience at UCC contributed to their knowledge, skills, and personal development. (Identified from CCSSE/SENSE survey data.)

# 2020-2021 Institutional Indicator Scorecard

The following scoreboard provides a graphic summary of mission fulfillment indicators for the 2020-2021 academic year.


















90-100% of target












70-89% of target



below 70% of target

#	Indicator	Description	Target	2020-2021
1A	<b>Fall-to-fall Retention</b>	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall	FT – 50% PT – 45%	FT – 50% PT – 45%  
1B	<b>Fall-to-winter Retention</b>	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-winter	FT – 85% PT – 75%	FT – 86% PT – 74%  
2	<b>Early Momentum</b>	Percentage of first-time students who complete 18+ college level credits in their first year	40%	42% 
3A	<b>3-Year Completion</b>	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 3 years	FT – 30% PT – 15%	FT – 21% PT – 17%  
3B	<b>6-Year Completion</b>	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 6 years	FT – 45% PT – 25%	FT – 33% PT – 7%  
4A	<b>Transfer</b>	Percentage of transfer-degree-seeking students who transfer to another institution within one year of most recent UCC enrollment	FT – 25% PT – 10%	FT – 55% PT – 20%  
4B	<b>Transfer</b>	Percentage of students who completed a transfer degree and transferred to another institution within one year of most recent UCC enrollment	FT – 40% PT – 25%	FT – 31% PT – 8%  
5	<b>Program Learning Outcomes</b>	Percentage of degree/certificate-seeking students who achieve Program Learning Outcomes at or above "proficient" levels	80% of students achieve PLO at proficient level	89% 
6	<b>Universal Learning Outcomes</b>	Percentage of degree/certificate-seeking students who achieve Universal Learning Outcome competencies at a "proficient" level	80% of students achieve ULO at proficient level	74% 



#	Indicator	Description	Target	2020-2021
7	Gatekeeper Courses	<p>Percentage of students who pass identified "gatekeeper courses". UCC's gatekeeper courses are BA180, MTH (060, 095, 105, 111, 251), WR (115, 121)</p> $Rate = \frac{P}{T}$ <p>P = Total number of students who passed the gatekeeper courses. T = Total enrollment in all gatekeeper courses.</p>	80%	77% 
8	Equitable Outcomes	Statistically significant equity gaps identified in Transfer, Graduation, Retention, and course pass rates across identified demographic areas decrease annually.	No significant achievement gaps	1 emerging to potentially significant gap (Ind. 1A) 
9	Lifelong Learning	Ability to meet community needs, measured by: <b>ABS</b> : % of students with measurable academic gain. <b>CWT</b> : Results of annual CWT customer satisfaction survey. <b>SBDC</b> : Meet or exceed target for multiple metrics.	ABS – 47% CWT – 80% SBDC – Multiple. See indicator.	ABS 53%  CWT 84%  SBDC 100% 
10	Campus and Community Engagement	Community, students, and employee satisfaction ratings for any area of operation that received less than 70% "satisfied" responses demonstrates an increase in satisfaction rating in the next survey.	At least 70% at the satisfied-very satisfied levels	Comm. <sup>1</sup> —  Stud. <sup>2</sup> – 85%  Empl. <sup>3</sup> – 70% 
11	Student Experience	Percentage of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development.	At least 80% at the satisfied-very satisfied levels	68% <sup>4</sup> 

Notes:

1	There is no data for this component for the 2020-21 survey cycle. The survey was promoted via a social media platform and received only two responses. UCC's Senior Leadership Team and Strategic Plan Oversight Committee offered suggestions to improve response rates next year, including promoting the survey through the industry and community contacts maintained by our advisory committees and Community and Workforce Education department, and other faculty connections within the community.
2	All questions from the annual student satisfaction survey that use a satisfaction scale were included in this evaluation (Q5-Q32, Q34). All questions about the campus climate (Q37-Q44) were also included. None of the individual questions in these ranges received fewer than 81% of the responses in the target categories.
3	All questions from the annual employee satisfaction survey that use a satisfaction scale were included in this evaluation (4a-4i, 6a-6h, 7a-7k, 8a-8f, 9a-9e, 10-14, 16-20, 24-32). All questions about the campus climate (Q36-Q43) were also included.
4	For this year, questions from the 2021 CCSSE survey were chosen to represent performance in this metric. The questions (4o, 5b, 5c, 5d, 5e, and 5f) asked students to rate how often coursework at UCC emphasized analysis, forming new ideas, making judgements about the soundness of information, applying theories to new situations, and using information to perform a new skill. The percentage of students answering in the two most-positive categories appears in the scorecard. Next year the student survey will specifically ask the question(s) as defined in indicator 11.



# 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

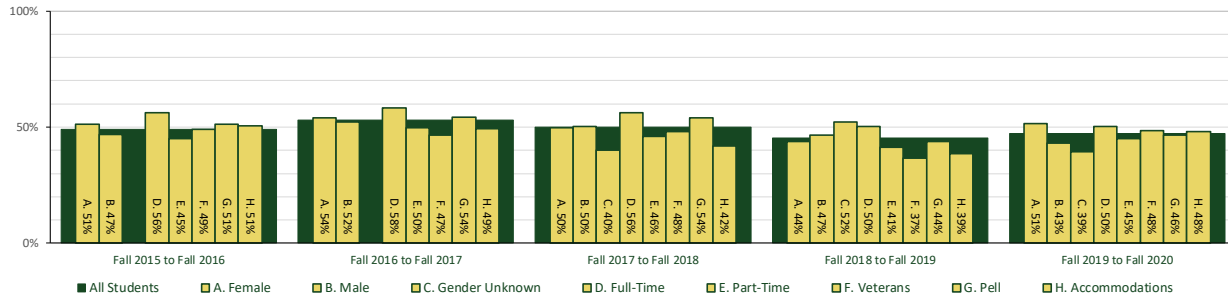
49%	50%	48%	<u>44%</u>	<u>54%</u>	45%	46%	50%	46%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Decreasing	Steady	Decreasing	Increasing	Decreasing	Steady	Decreasing	Decreasing	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 2015	1699	911	786	-1	615	1084	98	765	65
Fall 2016	1748	967	779	-1	709	1039	92	791	83
Fall 2017	1892	1038	829	25	712	1180	83	742	74
Fall 2018	1578	854	657	67	693	885	68	744	83
Fall 2019	1552	803	660	89	645	907	66	656	85

Source: Umpqua Community College Department of Institutional Research

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

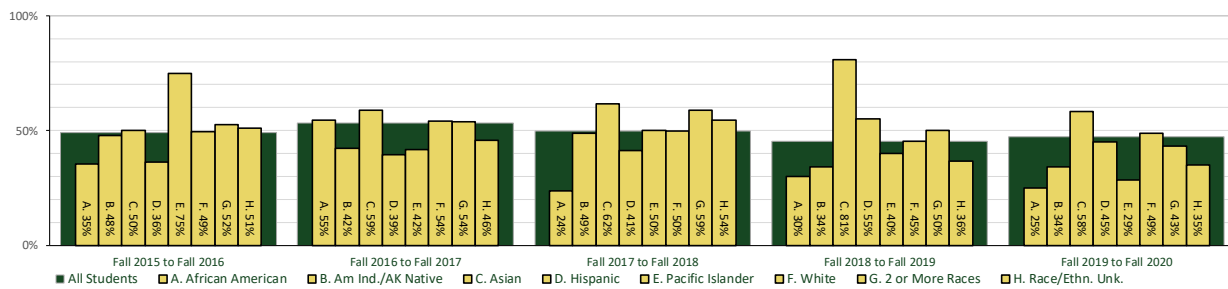
49%	<u>34%</u>	41%	<u>62%</u>	43%	47%	50%	52%	45%
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

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

Decreasing	Decreasing	Decreasing	Increasing	Increasing	Decreasing	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/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 2015	1699	17	23	20	47	8	1445	82	57
Fall 2016	1748	33	38	17	33	12	1463	80	72
Fall 2017	1892	38	39	26	34	10	1585	68	92
Fall 2018	1578	30	41	26	40	10	1299	58	74
Fall 2019	1552	24	41	24	31	7	1294	51	80

Source: Umpqua Community College Department 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 (SAS #1) and student attribute set #2 (SAS #2). SAS #1 categories are gender, full-time, part-time, veteran, Pell, and accommodations status. SAS #2 categories are the IPEDS race/ethnicity categories. The indicator presents this data for 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 the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #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 green 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%, or 250, 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

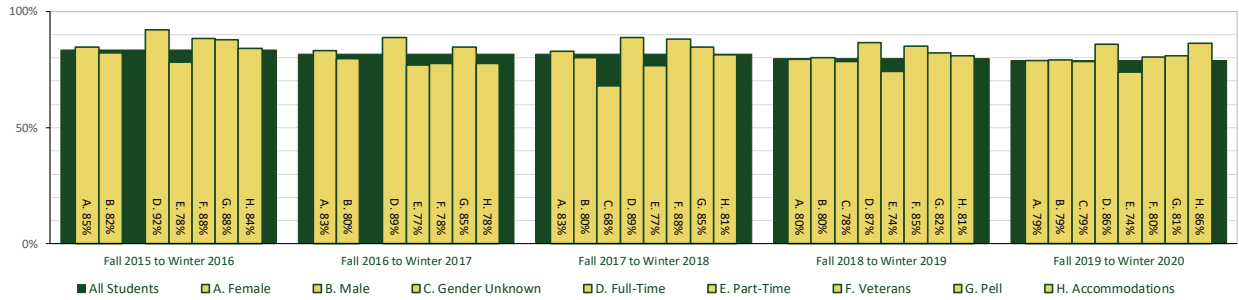
81%	82%	80%	<u>75%</u>	<u>88%</u>	76%	84%	84%	82%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Decreasing	Decreasing	Steady	Decreasing	Decreasing	Decreasing	Steady	Decreasing	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 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	1953	1087	792	74	870	1083	87	913	100
Fall 2019	1903	1017	783	103	780	1123	76	792	95

Source: Umpqua Community College Department of Institutional Research

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

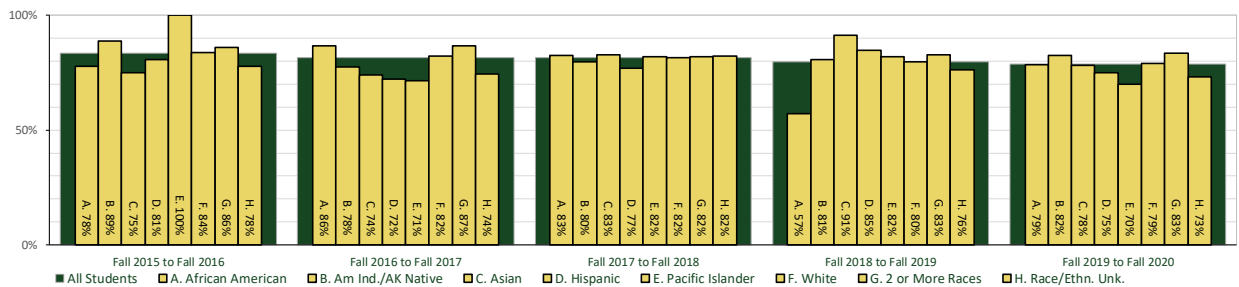
81%	<u>76%</u>	82%	80%	78%	81%	81%	<u>84%</u>	77%
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

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

Decreasing	Decreasing	Steady	Increasing	Steady	Decreasing	Decreasing	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 2015	1981	18	27	28	62	9	1675	99	63
Fall 2016	2069	37	40	23	36	14	1735	98	86
Fall 2017	2140	40	44	29	39	11	1798	83	96
Fall 2018	1953	35	52	34	46	11	1611	76	88
Fall 2019	1903	28	51	32	40	10	1589	60	93

Source: Umpqua Community College Department 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 (SAS #1) and student attribute set #2 (SAS #2). SAS #1 categories are gender, full-time, part-time, veteran, Pell, and accommodations status. SAS #2 categories are the IPEDS race/ethnicity categories. The indicator presents this data for 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 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 green 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%, or 250, 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

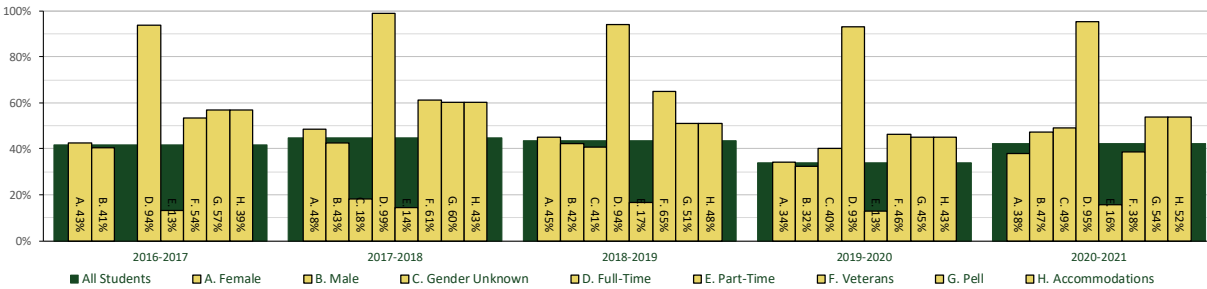
41%	42%	41%	37%	<u>95%</u>	<u>15%</u>	53%	53%	45%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Decreasing	Decreasing	Steady	Decreasing	Steady	Steady	Decreasing	Decreasing	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
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
2019-2020	788	401	327	60	205	583	28	315	40
2020-2021	677	372	256	49	226	451	13	236	23

Source: Umpqua Community College Department of Institutional Research

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

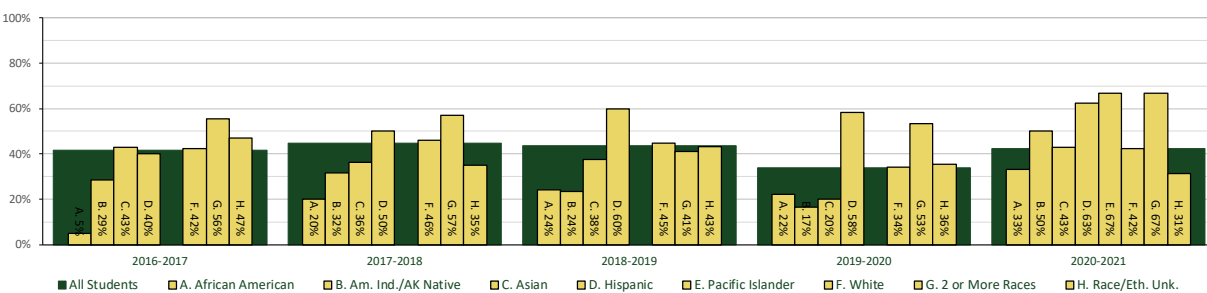
41%	<u>21%</u>	30%	36%	54%	<u>67%</u>	42%	55%	38%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Decreasing	Increasing	Increasing	Decreasing	Increasing	Increasing	Decreasing	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.

### 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.
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	575	17	37
2019-2020	788	18	24	15	12	-1	654	15	45
2020-2021	677	18	8	14	8	6	560	12	51

Source: Umpqua Community College Department 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 (SAS #1) and student attribute set #2 (SAS #2). SAS #1 categories are gender, full-time, part-time, veteran, Pell, and accommodations status. SAS #2 categories are the IPEDS race/ethnicity categories. In general, college-level courses are credit-bearing courses with course numbers of 100 or greater. The indicator presents this data for students defined by the following characteristics:

1. The student is degree- or certificate-seeking.
2. The student 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 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.

### 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 green 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%, or 250, 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

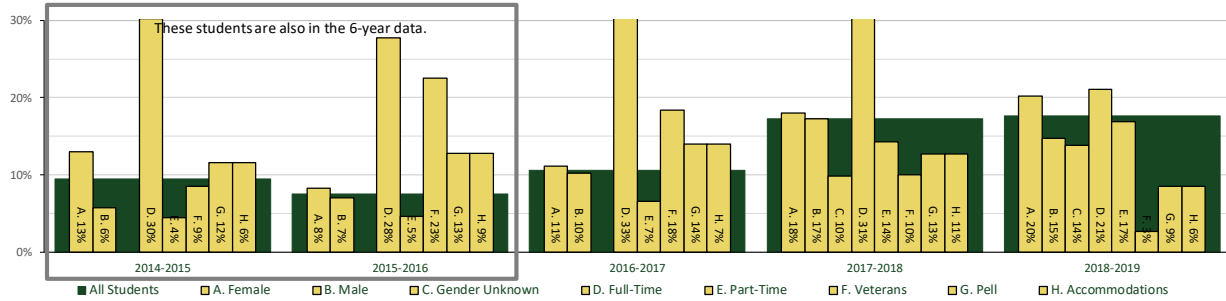
12%	14%	11%	12%	<u>29%</u>	9%	12%	12%	<u>8%</u>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Increasing	Increasing	Increasing	Increasing	Decreasing	Increasing	Decreasing	Steady	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 displays 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	860	447	405	8	165	695	47	320	35
2015-2016	1012	500	500	12	126	886	31	282	32
2016-2017	1299	711	568	20	195	1104	49	350	42
2017-2018	1040	556	423	61	181	859	40	307	46
2018-2019	1198	637	467	94	209	989	37	411	52

Source: Umpqua Community College Department of Institutional Research

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

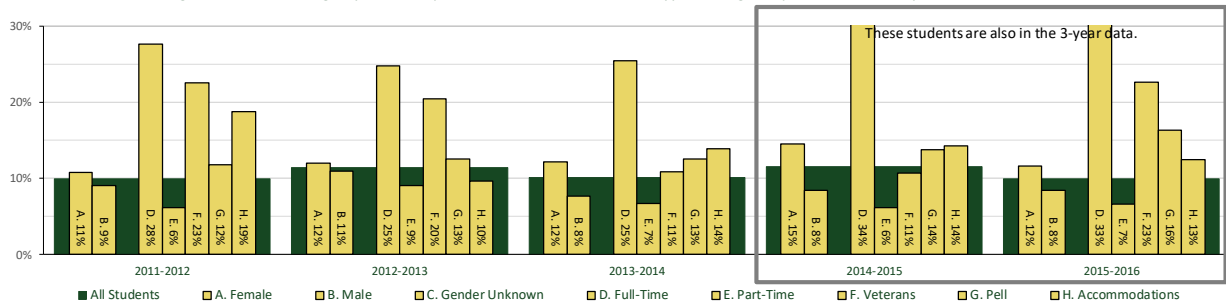
11%	12%	9%	<u>0%</u>	<u>29%</u>	7%	17%	13%	14%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Steady	Steady	Steady	Increasing	Steady	Steady	Increasing	Steady
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 displays 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	1074	593	474	7	192	882	40	552	32
2012-2013	786	458	320	8	117	669	44	342	31
2013-2014	860	485	366	9	157	703	46	367	36
2014-2015	860	447	405	8	165	695	47	320	35
2015-2016	1012	500	500	12	126	886	31	282	32

Source: Umpqua Community College Department 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 (SAS #1) and student attribute set #2 (SAS #2). SAS #1 categories are gender, full-time, part-time, veteran, Pell, and accommodations status. SAS #2 categories are the IPEDS race/ethnicity categories. The indicator presents this data for 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 green 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%, or 250, 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

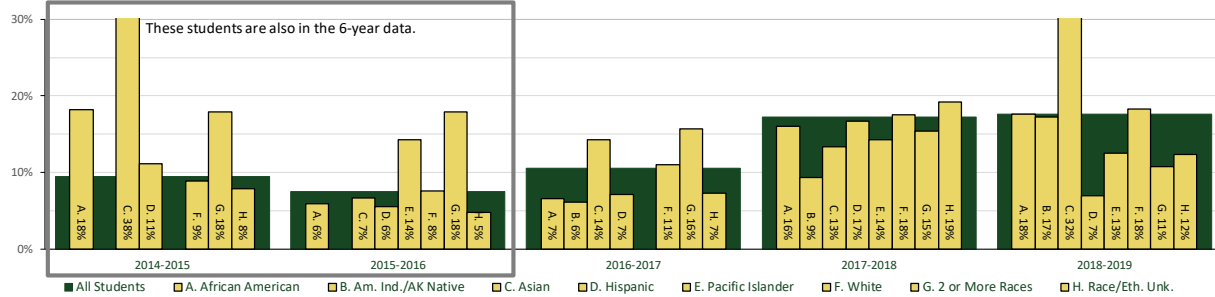
12%	13%	11%	<u>21%</u>	9%	14%	13%	15%	10%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Increasing	Steady	Increasing	Steady	Steady	Increasing	Increasing	Decreasing	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.

### 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.
2014-2015	860	11	14	8	18	-1	741	28	38
2015-2016	1012	17	17	15	18	7	847	28	63
2016-2017	1299	46	33	21	14	8	1049	32	96
2017-2018	1040	25	32	15	12	7	850	26	73
2018-2019	1198	34	29	22	29	8	967	28	81

Source: Umpqua Community College Department of Institutional Research

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

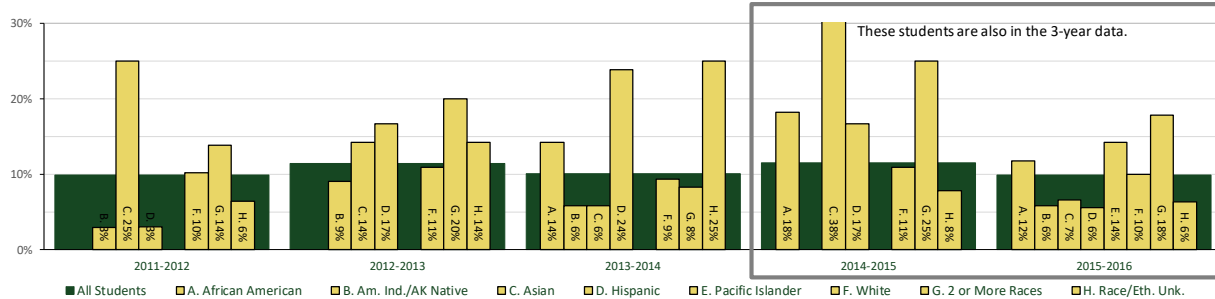
11%	15%	6%	<u>18%</u>	13%	14%	10%	17%	12%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Increasing	Steady	Decreasing	Steady	Increasing	Steady	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.

### 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.
2011-2012	1074	11	34	16	33	-1	881	65	31
2012-2013	786	7	22	14	24	-1	658	25	35
2013-2014	860	14	17	17	21	-1	713	48	28
2014-2015	860	11	14	8	18	-1	741	28	38
2015-2016	1012	17	17	15	18	7	847	28	63

Source: Umpqua Community College Department of Institutional Research



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

### 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 green 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%, or 25, 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

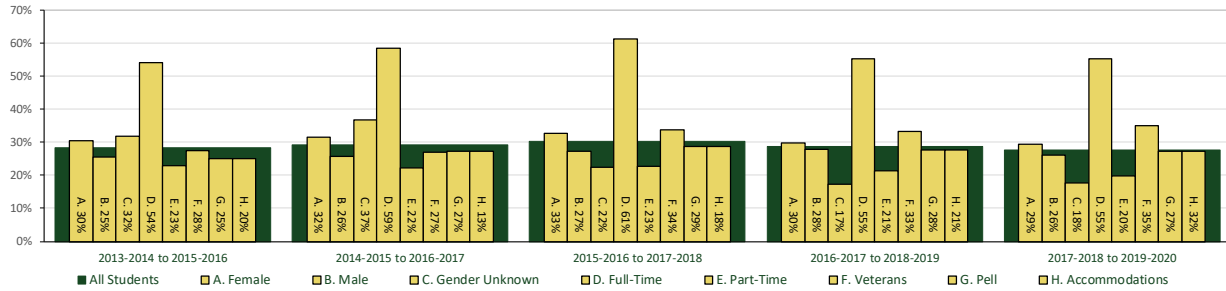
29%	31%	26%	25%	<u>57%</u>	22%	31%	27%	<u>21%</u>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Steady	Steady	Decreasing	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

### 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
2013-2014 to 2015-2016	2196	1205	969	22	377	1819	69	679	49
2014-2015 to 2016-2017	2132	1198	904	30	400	1732	78	622	55
2015-2016 to 2017-2018	2156	1235	872	49	422	1734	80	632	71
2016-2017 to 2018-2019	2286	1342	869	75	490	1796	81	718	72
2017-2018 to 2019-2020	2525	1460	958	107	565	1960	100	856	71

Source: Umpqua Community College Department of Institutional Research

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

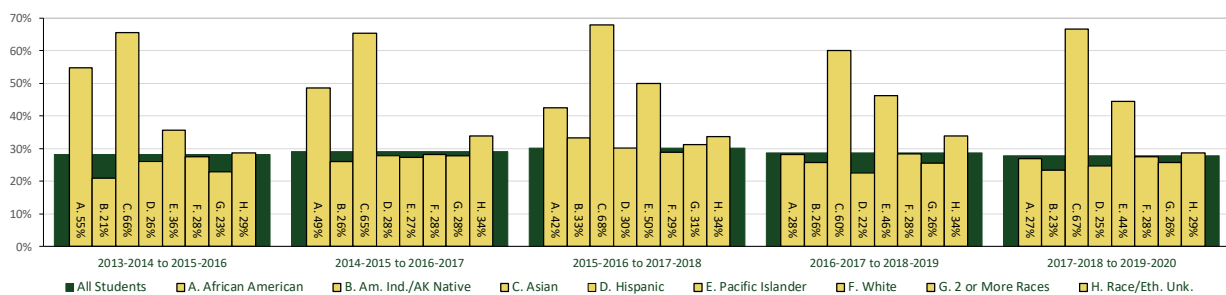
29%	40%	<u>26%</u>	<u>65%</u>	<u>26%</u>	41%	28%	27%	32%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Decreasing	Steady	Steady	Steady	Increasing	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/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.
2013-2014 to 2015-2016	2196	42	43	32	81	14	1781	109	94
2014-2015 to 2016-2017	2132	37	50	23	83	11	1726	90	112
2015-2016 to 2017-2018	2156	33	57	25	83	12	1715	115	116
2016-2017 to 2018-2019	2286	32	62	20	67	13	1846	125	121
2017-2018 to 2019-2020	2525	41	64	21	69	18	2060	140	112

Source: Umpqua Community College Department 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 (SAS #1) and student attribute set #2 (SAS #2). SAS #1 categories are gender, full-time, part-time, veteran, Pell, and accommodations status. SAS #2 categories are the IPEDS race/ethnicity categories. 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.
5. The student transferred to another institution within one year of their last term at UCC.

To display all 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 dark green 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%, or 500, 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

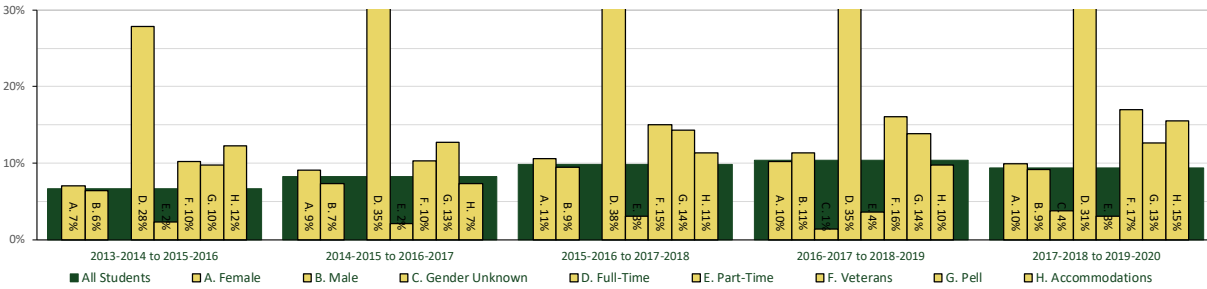
9%	9%	9%	<u>3%</u>	<u>33%</u>	<u>3%</u>	14%	13%	11%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Steady	Steady	Steady	Steady	Steady	Increasing	Steady	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
2013-2014 to 2015-2016	2196	1205	969	22	377	1819	69	679	49
2014-2015 to 2016-2017	2132	1198	904	30	400	1732	78	622	55
2015-2016 to 2017-2018	2156	1235	872	49	422	1734	80	632	71
2016-2017 to 2018-2019	2286	1342	869	75	490	1796	81	718	72
2017-2018 to 2019-2020	2525	1460	958	107	565	1960	100	856	71

Source: Umpqua Community College Department of Institutional Research

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

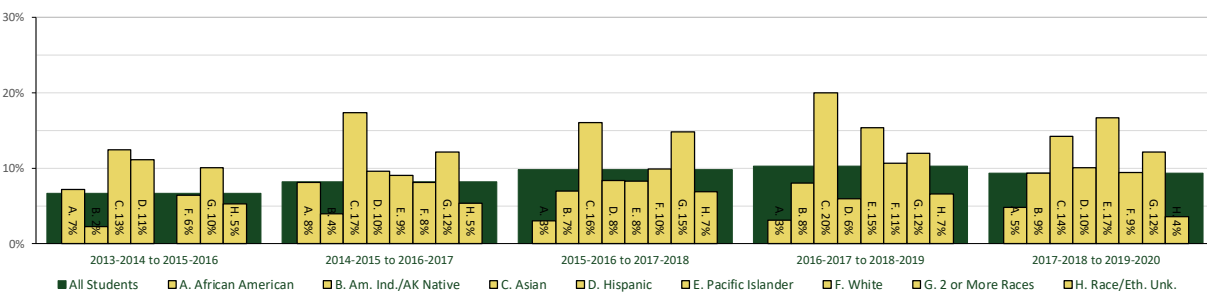
9%	<u>5%</u>	6%	<u>16%</u>	9%	12%	9%	12%	6%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Steady	Increasing	Steady	Steady	Increasing	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/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.
2013-2014 to 2015-2016	2196	42	43	32	81	14	1781	109	94
2014-2015 to 2016-2017	2132	37	50	23	83	11	1726	90	112
2015-2016 to 2017-2018	2156	33	57	25	83	12	1715	115	116
2016-2017 to 2018-2019	2286	32	62	20	67	13	1846	125	121
2017-2018 to 2019-2020	2525	41	64	21	69	18	2060	140	112

Source: Umpqua Community College Department 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 (SAS #1) and student attribute set #2 (SAS #2). SAS #1 categories are gender, full-time, part-time, veteran, Pell, and accommodations status. SAS #2 categories are the IPEDS race/ethnicity categories. 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.
5. The student transferred to another institution within one year of attending UCC.

To display all 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 dark green 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%, or 50, of those students transferred after having earned a degree at UCC.

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.

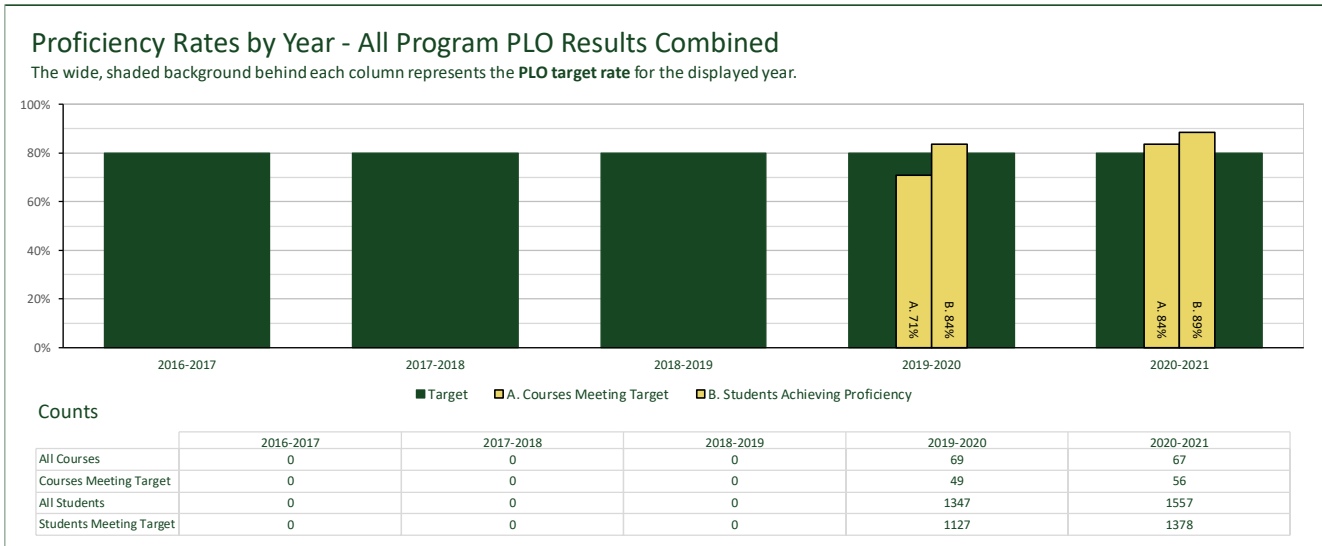
Program learning outcomes are defined for each course independently by each program.

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 the students enrolled in all 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.



Source: Umpqua Community College Assessment and Curricular Standards Committee

### 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 in those courses.

#### 5.1.2 Measured Timeframe

This indicator displays data (when available) 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 green 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.

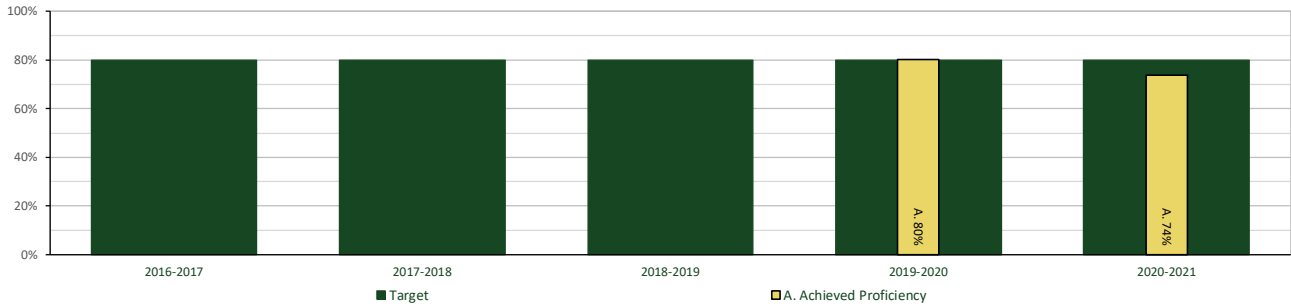
The current target rate for the combined ULO rate is 80%.

## 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.

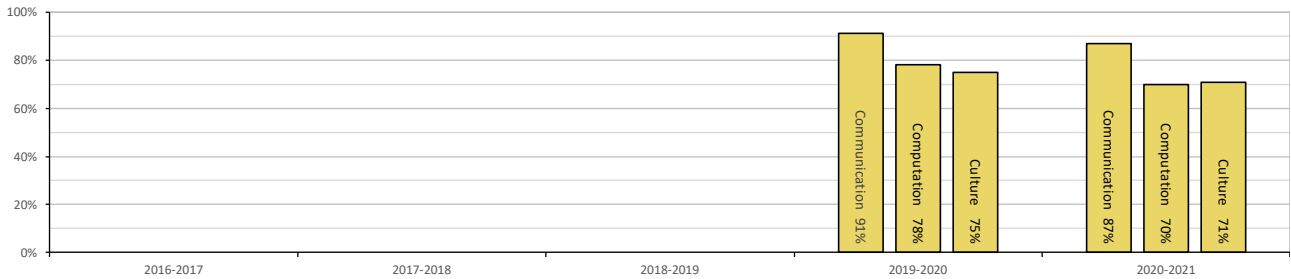


#### Counts

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	0	0	0	423	245
A. Achieved Proficiency	0	0	0	339	181

Source: Umpqua Community College Assessment and Curricular Standards Committee

### Proficiency Rates by Year for each ULO Sub-Category



#### Counts

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Communication - Total	0	0	0	115	46
Communication - Achieved Proficiency	0	0	0	105	40
Computation - Total	0	0	0	101	10
Computation - Achieved Proficiency	0	0	0	79	7
Culture - All	0	0	0	207	189
Culture - Achieved Proficiency	0	0	0	155	134

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 the following courses as gatekeeper courses.

BA 180	Business Mathematics
MTH 060	Introduction to Algebra
MTH 095	Intermediate Algebra
MTH 105	Math in Society
MTH 111	College Algebra
MTH 251	Calculus I
WR 115	Introduction to Expository Writing
WR 121	Academic Composition

## Indicator 7. Gatekeeper Course Success - BA180

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

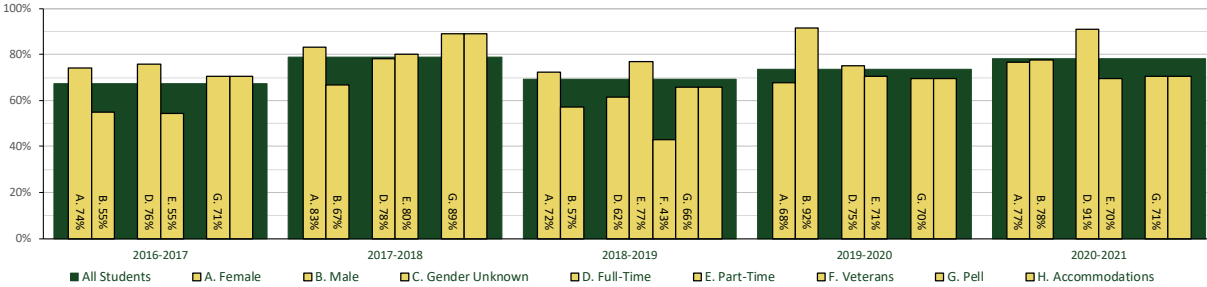
73%	75%	70%	0%	76%	70%	43%	73%	0%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Increasing	Decreasing	Increasing	Increasing	Increasing	Increasing	Increasing	Decreasing	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 BA180 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
2016-2017	55	35	20	-1	33	22	-1	34	-1
2017-2018	57	42	15	-1	37	20	-1	37	-1
2018-2019	52	36	14	-1	26	26	7	35	-1
2019-2020	49	34	12	-1	32	17	-1	33	-1
2020-2021	55	43	9	-1	22	33	-1	34	-1

Source: Umpqua Community College Department of Institutional Research

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

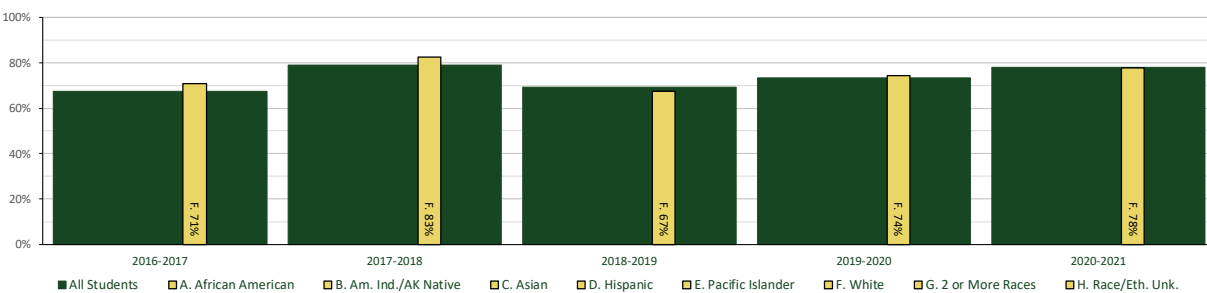
73%	0%	0%	0%	0%	0%	75%	0%	0%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Increasing	Increasing	Decreasing	Increasing	Decreasing	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.

### Completion Rates for BA180 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.
2016-2017	55	-1	-1	-1	-1	-1	48	-1	-1
2017-2018	57	-1	-1	-1	-1	-1	46	-1	-1
2018-2019	52	-1	-1	-1	-1	-1	46	-1	-1
2019-2020	49	-1	-1	-1	-1	-1	43	-1	-1
2020-2021	55	-1	-1	-1	-1	-1	45	-1	-1

Source: Umpqua Community College Department 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

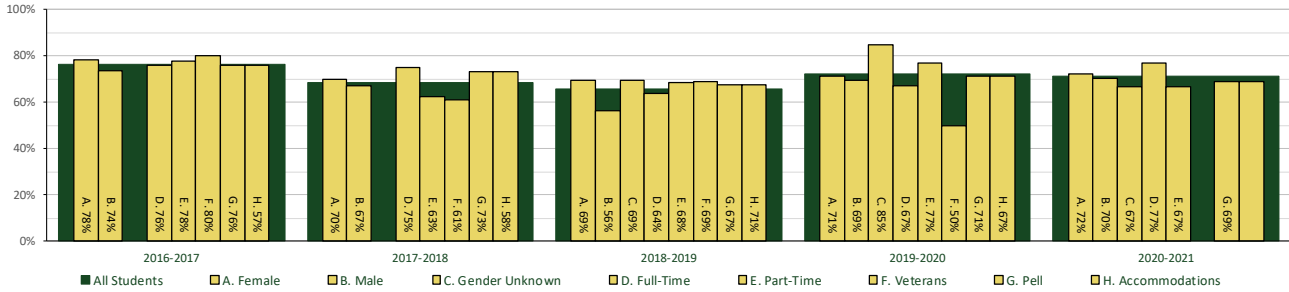
71%	72%	67%	<b>74%</b>	72%	70%	65%	71%	<b>63%</b>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Decreasing	Steady	Increasing	Steady	Steady	Decreasing	Decreasing	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 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
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
2019-2020	136	87	36	13	67	69	8	98	12
2020-2021	98	65	27	6	47	51	-1	67	-1

Source: Umpqua Community College Department of Institutional Research

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

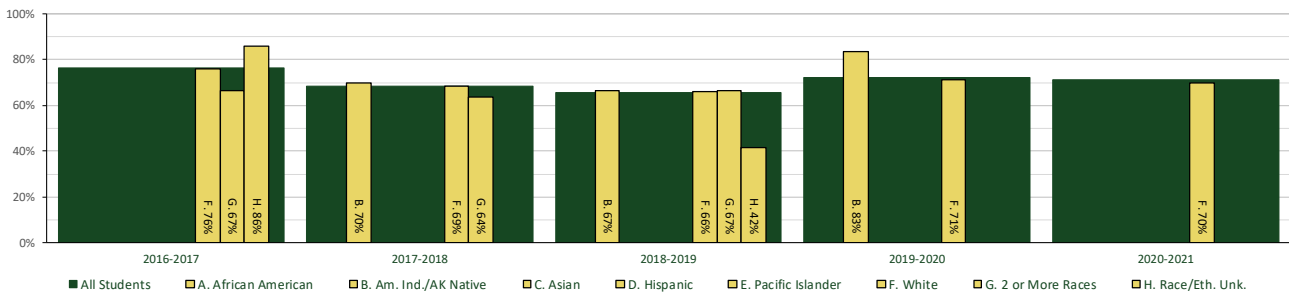
71%	0%	<b>73%</b>	0%	0%	0%	70%	66%	64%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Increasing	Decreasing	Increasing	Decreasing	Increasing	Steady	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 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.
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	139	9	12
2019-2020	136	-1	6	-1	-1	-1	112	-1	-1
2020-2021	98	-1	-1	-1	-1	-1	79	-1	-1

Source: Umpqua Community College Department of Institutional Research

## Indicator 7. Gatekeeper Course Success - MTH095

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

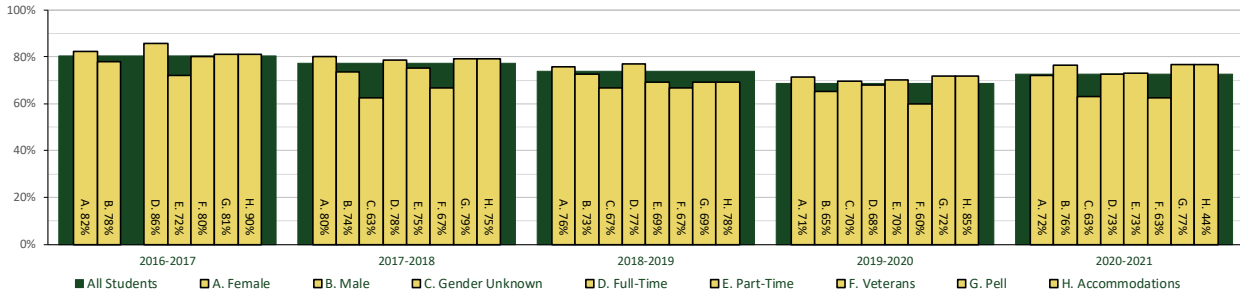
75%	76%	73%	<u>65%</u>	<u>76%</u>	72%	67%	76%	74%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Decreasing	Decreasing	Decreasing	Increasing	Decreasing	Steady	Decreasing	Decreasing	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 MTH095 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
2016-2017	287	176	109	-1	176	111	25	154	20
2017-2018	328	206	114	8	227	101	27	192	12
2018-2019	281	160	103	18	170	111	18	159	18
2019-2020	272	143	106	23	181	91	20	141	13
2020-2021	209	114	76	19	124	85	16	99	9

Source: Umpqua Community College Department of Institutional Research

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

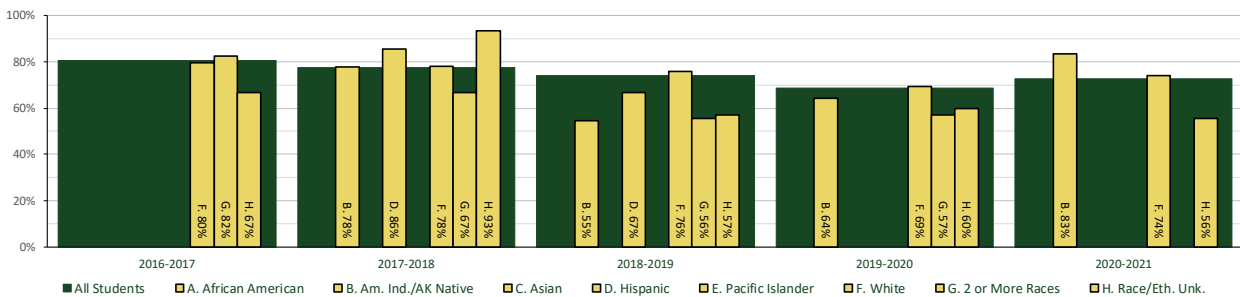
75%	<u>0%</u>	70%	<u>0%</u>	<u>76%</u>	<u>0%</u>	75%	65%	67%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

### 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 MTH095 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.
2016-2017	287	-1	-1	-1	-1	-1	242	17	12
2017-2018	328	-1	9	-1	7	-1	274	12	15
2018-2019	281	-1	11	-1	9	-1	240	9	7
2019-2020	272	-1	14	-1	-1	-1	228	7	15
2020-2021	209	-1	6	-1	-1	-1	181	-1	9

Source: Umpqua Community College Department of Institutional Research

## Indicator 7. Gatekeeper Course Success - MTH105

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

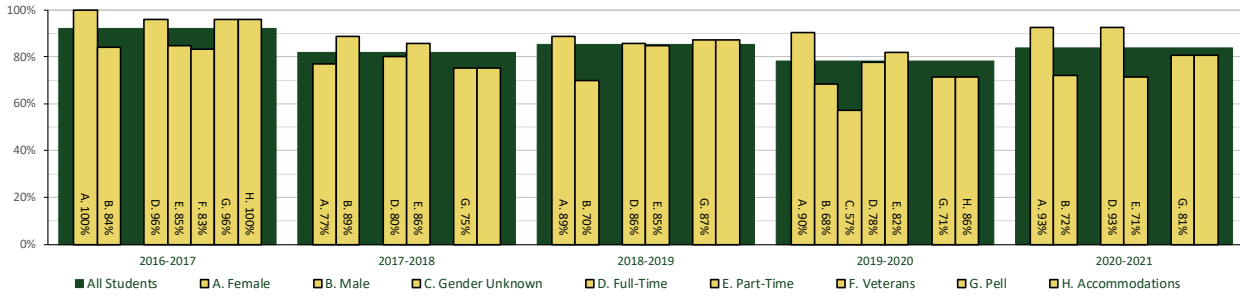
84%	90%	77%	<u>57%</u>	86%	82%	83%	82%	<u>93%</u>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Decreasing	Steady	Decreasing	Increasing	Steady	Decreasing	Decreasing	Decreasing	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 MTH105 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
2016-2017	38	19	19	-1	25	13	6	24	7
2017-2018	22	13	9	-1	15	7	-1	12	-1
2018-2019	48	36	10	-1	35	13	-1	31	-1
2019-2020	60	31	22	7	49	11	-1	28	7
2020-2021	68	40	25	-1	40	28	-1	26	-1

Source: Umpqua Community College Department of Institutional Research

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

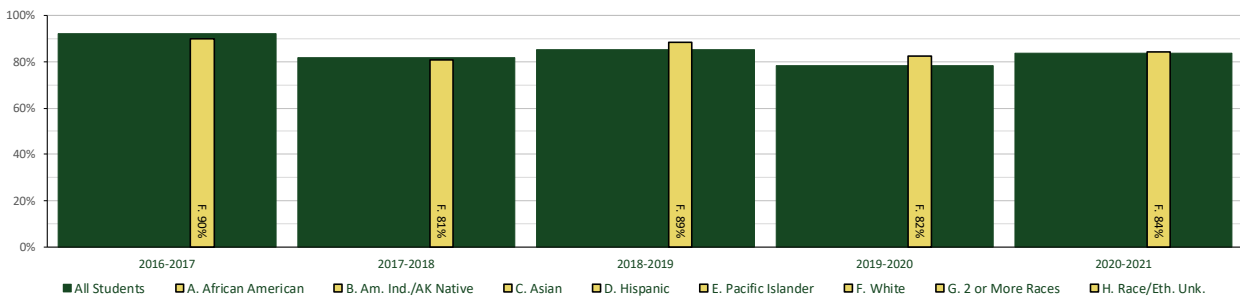
84%	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>85%</u>	<u>0%</u>	<u>0%</u>
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Decreasing	Increasing	Increasing	Decreasing	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.

### Completion Rates for MTH105 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.
2016-2017	38	-1	-1	-1	-1	-1	30	-1	-1
2017-2018	22	-1	-1	-1	-1	-1	21	-1	-1
2018-2019	48	-1	-1	-1	-1	-1	35	-1	-1
2019-2020	60	-1	-1	-1	-1	-1	51	-1	-1
2020-2021	68	-1	-1	-1	-1	-1	58	-1	-1

Source: Umpqua Community College Department of Institutional Research

## Indicator 7. Gatekeeper Course Success - MTH111

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

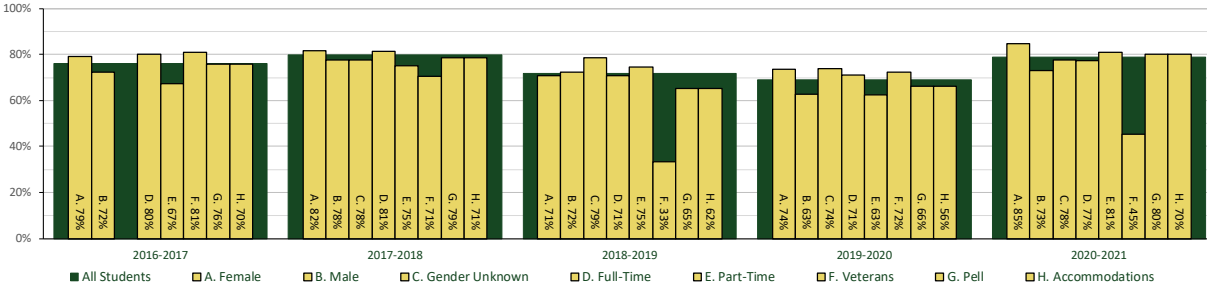
75%	<u>78%</u>	72%	77%	76%	72%	<u>61%</u>	73%	66%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Steady	Decreasing	Increasing	Decreasing	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 MTH111 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
2016-2017	290	163	127	-1	201	89	21	149	10
2017-2018	253	146	98	9	189	64	17	140	14
2018-2019	249	134	101	14	182	67	12	118	13
2019-2020	219	99	97	23	163	56	18	118	9
2020-2021	185	91	85	9	106	79	11	60	10

Source: Umpqua Community College Department of Institutional Research

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

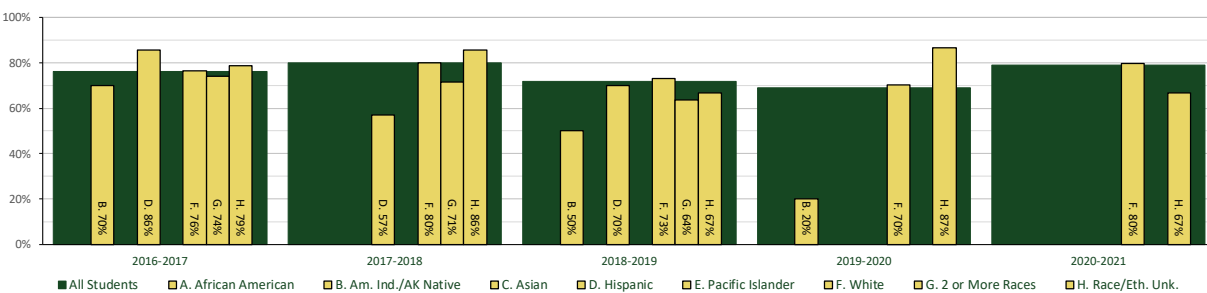
75%	<u>0%</u>	47%	<u>0%</u>	71%	<u>0%</u>	76%	70%	<u>77%</u>
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Increasing	Decreasing	Steady	Decreasing	Decreasing	Steady	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 MTH111 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.
2016-2017	290	-1	10	-1	7	-1	229	23	14
2017-2018	253	-1	-1	-1	7	-1	221	7	7
2018-2019	249	-1	6	-1	10	-1	204	11	9
2019-2020	219	-1	10	-1	-1	-1	181	-1	15
2020-2021	185	-1	-1	-1	-1	-1	161	-1	9

Source: Umpqua Community College Department of Institutional Research

## Indicator 7. Gatekeeper Course Success - MTH251

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

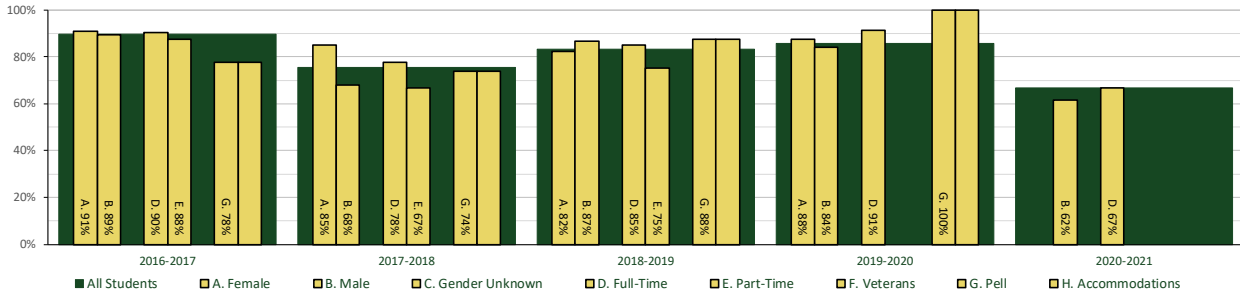
<b>80%</b>	<b>86%</b>	<b>78%</b>	<b>0%</b>	<b>82%</b>	<b>76%</b>	<b>0%</b>	<b>85%</b>	<b>0%</b>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Decreasing	Increasing	Decreasing	Increasing	Decreasing	Decreasing	Decreasing	Decreasing	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 MTH251 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
2016-2017	39	11	28	-1	31	8	-1	18	-1
2017-2018	45	20	25	-1	36	9	-1	23	-1
2018-2019	48	17	30	-1	40	8	-1	24	-1
2019-2020	28	8	19	-1	23	-1	-1	8	-1
2020-2021	18	-1	13	-1	15	-1	-1	-1	-1

Source: Umpqua Community College Department of Institutional Research

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

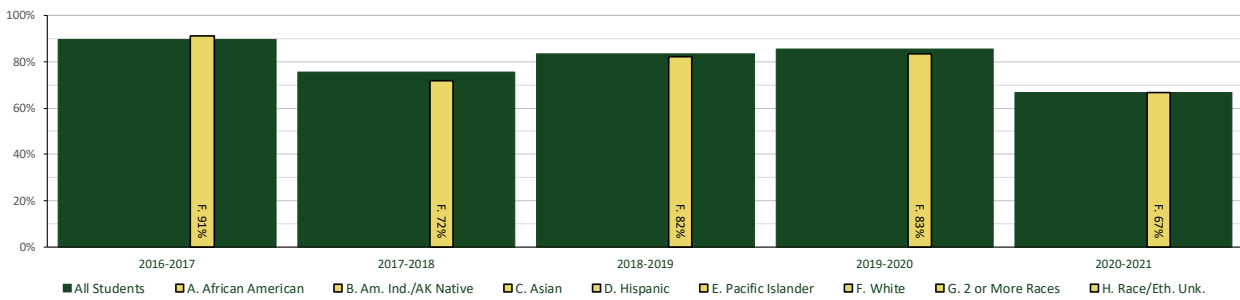
<b>80%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>79%</b>	<b>0%</b>	<b>0%</b>
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Decreasing	Decreasing	Increasing	Increasing	Increasing	Steady	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 MTH251 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.
2016-2017	39	-1	-1	-1	-1	-1	34	-1	-1
2017-2018	45	-1	-1	-1	-1	-1	32	-1	-1
2018-2019	48	-1	-1	-1	-1	-1	39	-1	-1
2019-2020	28	-1	-1	-1	-1	-1	24	-1	-1
2020-2021	18	-1	-1	-1	-1	-1	15	-1	-1

Source: Umpqua Community College Department 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

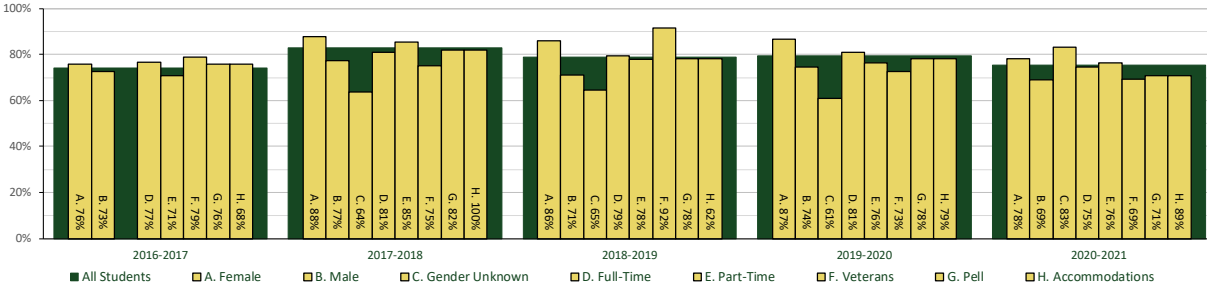
<b>78%</b>	<b>83%</b>	<b>73%</b>	<b>68%</b>	<b>79%</b>	<b>77%</b>	<b>78%</b>	<b>77%</b>	<b>80%</b>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Steady	Decreasing	Increasing	Steady	Steady	Decreasing	Decreasing	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 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
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
2019-2020	228	119	86	23	143	85	11	147	14
2020-2021	227	138	77	12	138	89	13	130	9

Source: Umpqua Community College Department of Institutional Research

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

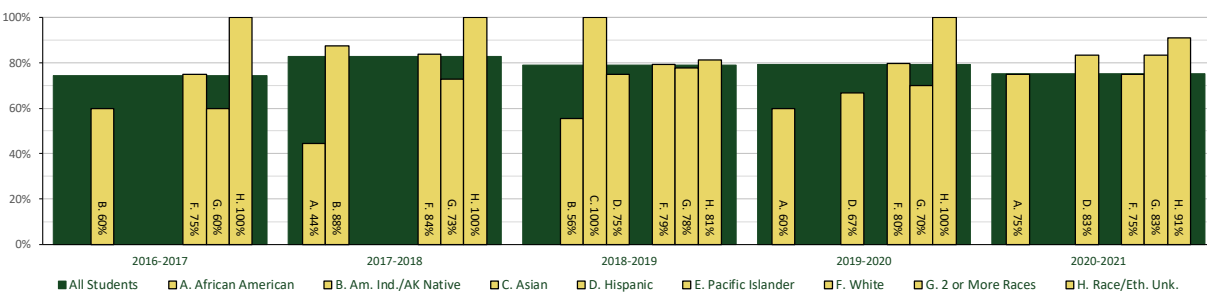
<b>78%</b>	<b>60%</b>	<b>68%</b>	<b>100%</b>	<b>75%</b>	<b>0%</b>	<b>79%</b>	<b>73%</b>	<b>94%</b>
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Increasing	Decreasing	Decreasing	Steady	Decreasing	Steady	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 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.
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
2019-2020	228	10	-1	-1	9	-1	177	10	12
2020-2021	227	8	-1	-1	6	-1	188	6	11

Source: Umpqua Community College Department of Institutional Research

## Indicator 7. Gatekeeper Course Success - WR121

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

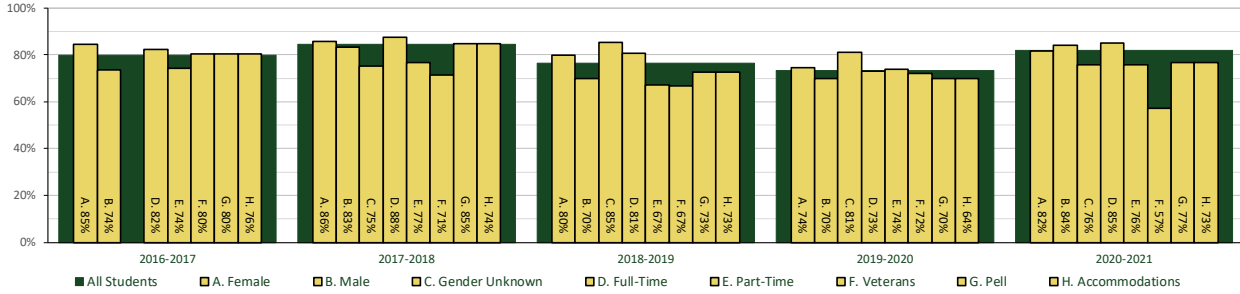
79%	81%	76%	79%	<u>82%</u>	74%	<u>70%</u>	77%	72%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Decreasing	Steady	Increasing	Steady	Steady	Decreasing	Decreasing	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 WR121 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
2016-2017	486	278	208	-1	334	152	41	255	17
2017-2018	491	294	189	8	349	142	35	276	27
2018-2019	545	298	213	34	372	173	33	307	33
2019-2020	393	203	153	37	271	122	25	202	22
2020-2021	374	202	139	33	250	124	14	172	11

Source: Umpqua Community College Department of Institutional Research

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

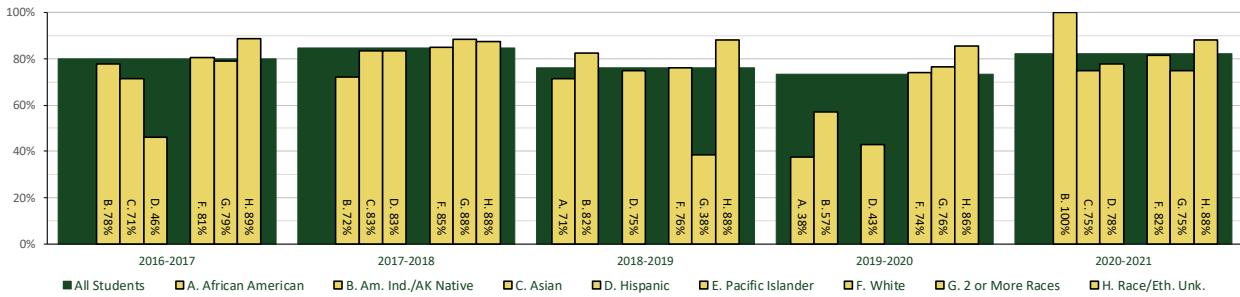
79%	54%	78%	77%	65%	<u>0%</u>	80%	72%	<u>88%</u>
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Decreasing	Increasing	Increasing	Increasing	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/Eth. Unk.

### Completion Rates for WR121 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.
2016-2017	486	-1	9	7	13	-1	410	24	18
2017-2018	491	-1	18	6	12	-1	406	26	16
2018-2019	545	7	17	-1	12	-1	464	13	25
2019-2020	393	8	14	-1	7	-1	320	17	21
2020-2021	374	-1	6	12	9	-1	316	8	17

Source: Umpqua Community College Department 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 (SAS #1) and student attribute set #2 (SAS #2). SAS #1 categories are gender, full-time, part-time, veteran, Pell, and accommodations status. SAS #2 categories are the IPEDS race/ethnicity categories. The indicator displays data for 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”, “B”, “A”, or “Pass” in the course.

To display all the disaggregated data, the indicator uses two graphics. The upper graphic uses the categories of SAS #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 dark green 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%, or 500, 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 Equitable Outcomes

**NOTE: INDICATOR NUMBERING CHANGE**

*Indicator 8 was previously entitled “Continuous Improvement”. That indicator has been removed from this document and is now part of the activities completed during UCC’s annual Strategic Plan Oversight Committee meetings. Please refer to the Strategic Plan Report for results of the continuous improvement assessment.*

The Institutional Indicators provide several tools for the assessment of equitable outcomes. First, wherever possible, the data for each indicator is disaggregated into multiple student population categories (student attribute sets) and displayed in a way that allows direct comparisons between each category and with the overall student population.

Second, this indicator applies basic statistical methods to the data from the other indicators and presents the results with highlighting that helps quickly identify statistically significant differences within student populations that may suggest equity gaps exist.

Finally, for those who wish to conduct deeper analysis, the basic statistical data for each indicator (used to create the tables in this section) is available upon request from the UCC Department of Institutional Research.

### **Key to Reading the Tables in this Section**

Tables are presented on the following pages for each indicator evaluated for statistically significant differences. The data in each table is the same as that already presented in the main section for the indicator (with rounding and formatting differences). Additional formatting, as described below, has been applied to the data to indicate the statistical significance of each displayed value.

Formatting Element	Description	Example	Statistical Significance
Font color Background color Non-color-based key	White Dark blue Double square brackets	[[75]]	This value is more than two standard deviations <b>above</b> the mean.
Font color Background color Non-color-based key	Black Blue Single square brackets	[59]	This value is between one and two standard deviations <b>above</b> the mean.
Font color Background color Non-color-based key	Black White No brackets	42	This value is within one standard deviation of the mean.
Font color Background color Non-color-based key	Black Light red Single parenthesis	(35)	This value is between one and two standard deviations <b>below</b> the mean.
Font color Background color Non-color-based key	White Red Double parenthesis	((24))	This value is more than two standard deviations <b>below</b> the mean.

### **A Note on Population Size**

Please take population size into consideration when evaluating this data. Most UCC populations based on race or ethnicity, while significant, are quite small and will require additional analysis before a conclusion can be made

about whether an equity gap exists. A strictly inferential statistical analysis may not be sufficient to make a population generalization. For the smaller student populations a qualitative approach may prove more meaningful in revealing not only if gaps exist, but to what extent, and what methods can be used to mitigate those gaps.

## 8.1 Overview of Methodology and Results

### 8.1.1 Methodology

The objective of this evaluation is to determine whether *statistically significant* differences that could indicate equity gaps exist within the disaggregated indicators of student success. If gaps are revealed through this evaluation, effort can then be focused on identifying and mitigating their underlying cause.

The current method employed for this evaluation is based upon basic statistical information describing each indicator’s data. In general, the following thresholds will be used to guide the summary statement found at the end of each evaluation:

- A student population will be identified as having an “emerging equity gap” if that population’s performance is between one and two standard deviations below the cohort mean for three or more of the five periods measured by the indicator.
- A student population will be identified as having a “statistically significant equity gap” if that population’s performance is more than two standard deviations below the cohort mean for three or more of the five periods measured by the indicator.

Exceptions to the above will apply where student populations are small, or where there is a mixture of below average success rates.

### 8.1.2 Results Summary

#### Indicators Showing an Emerging Equity Gap

Indicator Number	Indicator Title	Student Population
2	Early Momentum	Black / African American, Part-Time
3	3-Year Completion Rates	American Indian / Alaska Native
4B	Transfer Rates for UCC Graduates	Black / African American, Part-Time
7	Gatekeeper Course Success	Veterans (WR121)

#### Indicators Showing a Statistically Significant Equity Gap

Indicator Number	Indicator Title	Student Population
1A	Fall-to-Fall Retention	Black / African American

### 8.1.3 Correlation of Enrollment Intensity to Student Success

The overall results of the indicator analysis show a correlation between full-time enrollment intensity and higher rates for the indicators. There also exists a correlation between part-time enrollment intensity and lower rates for the indicators. Interestingly, this pattern is not present in the evaluation results for gatekeeper course success rates. Gatekeeper course success rates for both full-time and part-time student populations were within one standard deviation of the cohort mean for 38 of the 40 measured periods.

## 8.2 Indicator 1 Part A. Fall-to-Fall Retention

### 8.2.1 Statistical Evaluation Results

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
Fall 2015 to Fall 2016	49	51	47	56	45	49	51	51	(35)	48	50	(36)	[[75]]	49
Fall 2016 to Fall 2017	53	54	52	[58]	49	47	54	49	55	(42)	[59]	(39)	(42)	54
Fall 2017 to Fall 2018	50	50	50	56	46	48	54	42	((24))	49	[62]	41	50	50
Fall 2018 to Fall 2019	45	44	47	50	41	37	44	39	(30)	34	[[81]]	55	40	45
Fall 2019 to Fall 2020	47	51	43	50	45	48	46	48	((25))	(34)	58	45	(29)	49

### Student Counts

	COHORT SIZE	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
Fall 2015 to Fall 2016	1699	911	786	615	1084	98	765	65	17	23	20	47	8	1445
Fall 2016 to Fall 2017	1748	967	779	709	1039	92	791	83	33	38	17	33	12	1463
Fall 2017 to Fall 2018	1892	1038	829	712	1180	83	742	74	38	39	26	34	10	1585
Fall 2018 to Fall 2019	1578	854	657	693	885	68	744	83	30	41	26	40	10	1299
Fall 2019 to Fall 2020	1552	803	660	645	907	66	656	85	24	41	24	31	7	1294

### 8.2.2 Summary Statement

For four out of the five years covered by this indicator, the fall-to-fall retention rates for Black or African American students was at least one standard deviation below the mean retention rate of the entire indicator population. For two out of those four years, the rate was more than two standard deviations below the population mean retention rate. Though the size of this student group is small, the data suggests there may be a statistically significant difference that could indicate an equity gap in fall-to-fall retention rates for Black or African American students.

### 8.3 Indicator 1 Part B. Fall-to-Winter Retention

#### 8.3.1 Statistical Evaluation Results

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
Fall 2015 to Winter 2016	84	85	82	[92]	(78)	88	88	84	(78)	89	(75)	81	[[100]]	84
Fall 2016 to Winter 2017	82	83	80	[89]	77	78	[85]	78	[86]	78	(74)	(72)	(71)	82
Fall 2017 to Winter 2018	82	83	80	[[89]]	(77)	[88]	85	81	83	80	83	(77)	82	82
Fall 2018 to Winter 2019	80	80	80	87	74	85	82	81	((57))	81	[91]	85	82	80
Fall 2019 to Winter 2020	79	79	79	[86]	(74)	80	81	[86]	79	82	78	75	((70))	79

#### Student Counts

	COHORT SIZE	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
Fall 2015 to Winter 2016	1981	1106	873	764	1217	121	924	81	18	27	28	62	9	1675
Fall 2016 to Winter 2017	2069	1167	900	850	1219	107	921	94	37	40	23	36	14	1735
Fall 2017 to Winter 2018	2140	1199	916	853	1287	100	878	91	40	44	29	39	11	1798
Fall 2018 to Winter 2019	1953	1087	792	870	1083	87	913	100	35	52	34	46	11	1611
Fall 2019 to Winter 2020	1903	1017	783	780	1123	76	792	95	28	51	32	40	10	1589

#### 8.3.2 Summary Statement

No statistically significant equity gaps appear to be suggested by this data. The data suggests an emerging equity gap for part-time students.

## 8.4 Indicator 2. Early Momentum

### 8.4.1 Statistical Evaluation Results

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
<b>2016-2017</b>	42	43	41	[[94]]	(13)	54	57	39	(5)	29	43	40	40	42
<b>2017-2018</b>	45	48	43	[[99]]	(14)	61	60	43	(20)	32	36	50	40	46
<b>2018-2019</b>	44	45	42	[[94]]	(17)	65	51	48	(24)	(24)	38	60	60	45
<b>2019-2020</b>	34	34	32	[[93]]	(13)	46	45	43	22	17	20	[58]	20	34
<b>2020-2021</b>	42	38	47	[[95]]	(16)	38	54	52	33	50	43	63	[67]	42

### Student Counts

	COHORT SIZE	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
<b>2016-2017</b>	725	406	318	258	467	28	306	33	20	14	7	10	*	608
<b>2017-2018</b>	615	339	254	221	394	18	234	35	10	19	11	8	*	504
<b>2018-2019</b>	712	365	303	249	463	20	326	42	25	17	16	20	*	575
<b>2019-2020</b>	788	401	327	205	583	28	315	40	18	24	15	12	*	654
<b>2020-2021</b>	677	372	256	226	451	13	236	23	18	8	14	8	*	560

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.4.2 Summary Statement

The data for this indicator shows that early momentum is most-strongly influenced by a student's enrollment intensity. Full-time students meet the early momentum credit threshold over 90% of the time, while part-time students do so less than 20% of the time. The rate for Black or African American students was between one and two standard deviations below the cohort mean for three of the five years measured by this indicator. This may be an indication of an emerging equity gap for this student population since other, similarly small, student populations within each indicator year show higher early momentum rates. But it could also mean that there were simply a larger number of part-time students in this student population than in the others. Since enrollment intensity so strongly influences this indicator, more meaningful data would be obtained if the indicator were split into two parts - one for full-time students and one for part-time students.

## 8.5 Indicator 3. Three- and Six-Year Completion Rates

### 8.5.1 Statistical Evaluation Results for 3-Year Completion Rates

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
<b>2014-2015</b>	9	13	6	[30]	4	9	12	6	18	(0)	[[38]]	11	(0)	9
<b>2015-2016</b>	8	8	7	[[28]]	5	[23]	13	9	6	(0)	7	6	14	8
<b>2016-2017</b>	11	11	10	[[33]]	7	18	14	7	7	6	14	7	(0)	11
<b>2017-2018</b>	17	18	17	[[31]]	14	(10)	13	11	16	(9)	13	17	14	18
<b>2018-2019</b>	18	20	15	21	17	(3)	9	(6)	18	17	[[32]]	(7)	13	18

### Student Counts for 3-Year Completion Rates Data

	COHORT SIZE	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
<b>2014-2015</b>	860	447	405	165	695	47	320	35	11	14	8	18	*	741
<b>2015-2016</b>	1012	500	500	126	886	31	282	32	17	17	15	18	7	847
<b>2016-2017</b>	1299	711	568	195	1104	49	350	42	46	33	21	14	8	1049
<b>2017-2018</b>	1040	556	423	181	859	40	307	46	25	32	15	12	7	850
<b>2018-2019</b>	1198	637	467	209	989	37	411	52	34	29	22	29	8	967

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.5.2 Summary Statement for 3-Year Completion Rates

The three-year completion rate for American Indian / Alaska Native students was between one and two standard deviations below the cohort mean for three of the five years measured by this indicator. The population size for this group is small, but this may indicate an emerging equity gap for this student population.

### 8.5.3 Statistical Evaluation Results for 6-Year Completion Rates

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
<b>2011-2012</b>	10	11	9	[28]	6	[23]	12	19	(0)	3	[25]	3	(0)	10
<b>2012-2013</b>	12	12	11	[[25]]	9	[21]	13	10	(0)	9	14	17	(0)	11
<b>2013-2014</b>	10	12	8	[[26]]	7	11	13	14	14	6	6	[24]	(0)	9
<b>2014-2015</b>	12	15	8	[34]	6	11	14	14	18	(0)	[[38]]	17	(0)	11
<b>2015-2016</b>	10	12	8	[[33]]	7	[23]	16	13	12	6	7	6	14	10

### Student Counts for 6-Year Completion Rates Data

	COHORT SIZE	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
<b>2011-2012</b>	1074	593	474	192	882	40	552	32	11	34	16	33	*	881
<b>2012-2013</b>	786	458	320	117	669	44	342	31	7	22	14	24	*	658
<b>2013-2014</b>	860	485	366	157	703	46	367	36	14	17	17	21	*	713
<b>2014-2015</b>	860	447	405	165	695	47	320	35	11	14	8	18	*	741
<b>2015-2016</b>	1012	500	500	126	886	31	282	32	17	17	15	18	7	847

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.5.4 Summary Statement for 6-Year Completion Rates

Because of the small size of the Pacific Islander student population for the years measured by this indicator, no statistically significant statement can be made about the presence or absence of an equity gap for completions for this student population.

## 8.6 Indicator 4. Transfer Rates

### 8.6.1 Statistical Evaluation Results for Transfer Rates for All Transfer Students

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2013-2014 to 2015-2016	28	30	25	[54]	23	28	25	20	[55]	21	[[66]]	26	36	28
2014-2015 to 2016-2017	29	32	26	[59]	22	27	27	(13)	[49]	26	[[65]]	28	27	28
2015-2016 to 2017-2018	30	33	27	[61]	23	34	29	(18)	42	33	[[68]]	30	50	29
2016-2017 to 2018-2019	29	30	28	[55]	21	33	28	21	28	26	[[60]]	22	[46]	28
2017-2018 to 2019-2020	28	29	26	[55]	(20)	35	27	32	27	23	[[67]]	25	44	28

### Student Counts for All Transfer Students

	COHORT SIZE	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2013-2014 to 2015-2016	2196	1205	969	377	1819	69	679	49	42	43	32	81	14	1781
2014-2015 to 2016-2017	2132	1198	904	400	1732	78	622	55	37	50	23	83	11	1726
2015-2016 to 2017-2018	2156	1235	872	422	1734	80	632	71	33	57	25	83	12	1715
2016-2017 to 2018-2019	2286	1342	869	490	1796	81	718	72	32	62	20	67	13	1846
2017-2018 to 2019-2020	2525	1460	958	565	1960	100	856	71	41	64	21	69	18	2060

### 8.6.2 Summary Statement for Transfer Rates for all Transfer Students

No statistically significant equity gaps appear to be suggested by this data. However, transfer rates for full-time students were between one to two standard deviations above the mean for all periods. Asian student population transfer rates were two or more standard deviations above the mean for all periods.



### 8.6.3 Statistical Evaluation Results for Transfer Rates for Transfer Student Graduates

This group of students is the subset of all UCC transfer students who completed their UCC program of study prior to transferring.

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2013-2014 to 2015-2016	7	7	6	[[28]]	2	10	10	12	7	2	13	11	(0)	6
2014-2015 to 2016-2017	8	9	7	[[35]]	(2)	10	13	7	8	4	18	10	9	8
2015-2016 to 2017-2018	10	11	9	[[38]]	(3)	15	14	11	(3)	7	16	8	8	10
2016-2017 to 2018-2019	10	10	11	[[35]]	(4)	16	14	10	(3)	8	20	6	15	11
2017-2018 to 2019-2020	9	10	9	[[31]]	(3)	17	13	15	(5)	9	14	10	17	9

### Student Counts for All Transfer Students

	COHORT SIZE	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2013-2014 to 2015-2016	2196	1205	969	377	1819	69	679	49	42	43	32	81	14	1781
2014-2015 to 2016-2017	2132	1198	904	400	1732	78	622	55	37	50	23	83	11	1726
2015-2016 to 2017-2018	2156	1235	872	422	1734	80	632	71	33	57	25	83	12	1715
2016-2017 to 2018-2019	2286	1342	869	490	1796	81	718	72	32	62	20	67	13	1846
2017-2018 to 2019-2020	2525	1460	958	565	1960	100	856	71	41	64	21	69	18	2060

### 8.6.4 Summary Statement for Transfer Rates for all Transfer Students

Transfer rates for full-time students were more than two standard deviations above the cohort mean for all five periods measured by the indicator. During four of the five periods measured by this indicator, part-time student rates were between one and two standard deviations below the cohort mean. This may be an indication of an emerging equity gap in transfer rates for this student population.

During three of the five indicator periods, Black or African American student rates were between one and two standard deviations below the cohort mean. This may be an indication of an emerging equity gap in transfer rates for this student population.

## 8.7 Indicator 5. Program Learning Outcomes

The data for this indicator is not available in the disaggregated format required for equity gap analysis.

## 8.8 Indicator 6. Universal Learning Outcomes

The data for this indicator is not available in the disaggregated format required for equity gap analysis.

## 8.9 Indicator 7. Gatekeeper Course Success

### 8.9.1 Statistical Evaluation Results for BA 180

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016- 2017	67	74	55	76	55	60	71	50	(0)	[100]	(0)	[100]	(0)	71
2017- 2018	79	83	67	78	80	(40)	89	60	[100]	(50)	(50)	[100]	[100]	83
2018- 2019	69	72	57	62	77	43	66	[100]	(0)	67	[100]	(0)	(0)	67
2019- 2020	73	68	[92]	75	71	67	70	(0)	(0)	(0)	(0)	(0)	(0)	74
2020- 2021	78	77	78	91	70	100	71	100	100	(0)	100	(0)	(0)	78

### Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016- 2017	55	35	20	33	22	*	34	*	*	*	*	*	*	48
2017- 2018	57	42	15	37	20	*	37	*	*	*	*	*	*	46
2018- 2019	52	36	14	26	26	7	35	*	*	*	*	*	*	46
2019- 2020	49	34	12	32	17	*	33	*	*	*	*	*	*	43
2020- 2021	55	43	9	22	33	*	34	*	*	*	*	*	*	45

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.9.2 Summary Statement for BA 180

The population size for several population groups is too small for meaningful statistical evaluation. The evaluation results for the other student populations do not suggest the existence of equity gaps.

### 8.9.3 Statistical Evaluation Results for MTH 060

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	77	78	74	76	78	80	76	57	100	100	100	100	((0))	76
2017-2018	68	70	67	75	63	61	73	58	(0)	70	(0)	100	(0)	69
2018-2019	66	69	56	64	68	69	67	71	[100]	67	[100]	100	((0))	66
2019-2020	72	71	69	67	77	(50)	71	67	[[40]]	83	[100]	67	[100]	71
2020-2021	71	72	70	77	67	80	69	[[40]]	[100]	67	(50)	[100]	[100]	70

### Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	200	124	76	115	85	15	142	14	*	*	*	*	*	173
2017-2018	187	122	64	91	96	18	134	24	*	10	*	*	*	159
2018-2019	172	111	48	99	73	16	126	21	*	6	*	*	*	139
2019-2020	136	87	36	67	69	8	98	12	*	6	*	*	*	112
2020-2021	98	65	27	47	51	*	67	*	*	*	*	*	*	79

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.9.4 Summary Statement for MTH 060

The population size for several population groups is too small for meaningful statistical evaluation. The evaluation results for the other student populations do not suggest the existence of equity gaps.

### 8.9.5 Statistical Evaluation Results for MTH 095

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	80	82	(78)	86	(72)	80	81	90	[100]	[100]	[100]	[100]	[100]	80
2017-2018	77	80	74	78	75	67	79	75	((20))	78	60	86	100]	78
2018-2019	74	76	73	77	79	67	79	78	[100]	(55)	[100]	67	[100]	76
2019-2020	69	71	65	68	70	60	72	85	75	64	[100]	[100]	((0))	69
2020-2021	73	72	76	73	73	63	77	44	50	83	60	[100]	((0))	74

### Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	287	176	109	176	111	25	154	20	*	*	*	*	*	242
2017-2018	328	206	114	227	101	27	192	12	*	9	*	7	*	274
2018-2019	281	160	103	170	111	18	159	18	*	11	*	9	*	240
2019-2020	272	143	106	181	91	20	141	13	*	14	*	*	*	228
2020-2021	209	114	76	124	85	16	99	9	*	6	*	*	*	181

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.9.6 Summary Statement for MTH 095

The population size for several population groups is too small for meaningful statistical evaluation. The evaluation results for the other student populations do not suggest the existence of equity gaps.

### 8.9.7 Statistical Evaluation Results for MTH 105

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	92	100	84	96	85	83	96	100	(0)	(0)	100	(0)	(0)	90
2017-2018	82	77	89	80	86	[100]	75	67	(0)	(0)	(0)	(0)	(0)	81
2018-2019	85	89	70	86	85	75	87	75	((0))	80	((0))	100	100	89
2019-2020	78	90	68	78	82	40	71	86	60	[100]	(0)	(0)	(0)	82
2020-2021	84	93	72	93	71	100	81	100	100	50	((0))	((0))	100	84

### Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	38	19	19	25	13	6	24	7	*	*	*	*	*	30
2017-2018	22	13	9	15	7	*	12	*	*	*	*	*	*	21
2018-2019	48	36	10	35	13	*	31	*	*	*	*	*	*	35
2019-2020	60	31	22	49	11	*	28	7	*	*	*	*	*	51
2020-2021	68	40	25	40	28	*	26	*	*	*	*	*	*	58

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.9.8 Summary Statement for MTH 105

The population size for several population groups is too small for meaningful statistical evaluation. The evaluation results for the other student populations do not suggest the existence of equity gaps.

### 8.9.9 Statistical Evaluation Results for MTH 111

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	76	79	72	80	67	81	76	70	((50))	70	[100]	86	[100]	76
2017-2018	80	82	78	81	75	71	79	71	((0))	[100]	[100]	57	((0))	80
2018-2019	72	71	72	71	75	((33))	65	62	67	(50)	75	70	[[100]]	73
2019-2020	69	74	63	71	63	72	66	56	67	(20)	[100]	50	((0))	70
2020-2021	79	85	73	77	81	(45)	80	70	[100]	50	[100]	75	((0))	80

### Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	290	163	127	201	89	21	149	10	*	10	*	7	*	229
2017-2018	253	146	98	189	64	17	140	14	*	*	*	7	*	221
2018-2019	249	134	101	182	67	12	118	13	*	6	*	10	*	204
2019-2020	219	99	97	163	56	18	118	9	*	10	*	*	*	181
2020-2021	185	91	85	106	79	11	60	10	*	*	*	*	*	161

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.9.10 Summary Statement for MTH 111

The population size for several population groups is too small for meaningful statistical evaluation. The evaluation results for the other student populations do not suggest the existence of equity gaps.

### 8.9.11 Statistical Evaluation Results for MTH 251

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	90	91	89	90	88	100	78	100	(0)	(0)	(0)	50	(0)	91
2017-2018	76	85	68	78	67	[100]	74	50	[100]	33	[100]	((0))	((0))	72
2018-2019	83	82	87	85	75	100	88	100	(0)	100	(0)	100	(0)	82
2019-2020	86	88	84	91	60	(0)	100	100	(0)	100	(0)	100	(0)	83
2020-2021	67	[100]	62	67	67	[100]	50	50	(0)	(0)	[100]	50	(0)	67

### Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	39	11	28	31	8	*	18	*	*	*	*	*	*	34
2017-2018	45	20	25	36	9	*	23	*	*	*	*	*	*	32
2018-2019	48	17	30	40	8	*	24	*	*	*	*	*	*	39
2019-2020	28	8	19	23	*	*	8	*	*	*	*	*	*	24
2020-2021	18	*	13	15	*	*	*	*	*	*	*	*	*	15

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.9.12 Summary Statement for MTH 251

The population size for several population groups is too small for meaningful statistical evaluation. The evaluation results for the other student populations do not suggest the existence of equity gaps.

### 8.9.13 Statistical Evaluation Results for WR 115

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	74	76	73	77	71	79	76	68	((50))	(60)	75	67	[[100]]	75
2017-2018	83	88	77	81	85	75	82	[100]	((44))	88	[100]	[100]	75	84
2018-2019	79	86	71	79	78	[92]	78	(62)	75	(56)	[100]	75	[100]	79
2019-2020	79	87	74	81	76	73	78	79	(60)	[100]	(67)	(67)	[100]	80
2020-2021	75	78	69	75	76	69	71	[89]	75	(33)	60	83	((0))	75

### Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	195	111	84	120	75	19	120	19	*	10	*	*	*	155
2017-2018	232	133	88	137	95	16	144	13	9	8	*	*	*	185
2018-2019	233	129	87	156	77	12	162	21	*	9	6	8	*	180
2019-2020	228	119	86	143	85	11	147	14	10	*	*	9	*	177
2020-2021	227	138	77	138	89	13	130	9	8	*	*	6	*	188

\* In compliance with FERPA, student counts less than 6 are not displayed.

### 8.9.14 Summary Statement for WR 115

The population size for several population groups is too small for meaningful statistical evaluation. The evaluation results for the other student populations do not suggest the existence of equity gaps.



8.9.15 Statistical Evaluation Results for WR 121

All values are percentages and are rounded to the nearest 1%.

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	80	85	74	82	74	80	80	76	[100]	78	71	((46))	(50)	81
2017-2018	85	86	83	88	77	(71)	84	74	((60))	72	83	83	[[100]]	85
2018-2019	76	80	70	81	(67)	(67)	73	73	71	82	[[100]]	75	[[100]]	76
2019-2020	73	74	70	73	74	72	70	64	(38)	57	[100]	(43)	[100]	74
2020-2021	82	82	84	85	76	((57))	77	73	[100]	[100]	75	78	[100]	82

Student Counts

	COHORT	FEMALE	MALE	FULL-TIME	PART-TIME	VETERAN	PELL	ACCESS- IBILITY	AFR. AMER.	AMER. INDIAN	ASIAN	HISPANIC	PACIFIC ISLANDER	WHITE
2016-2017	486	278	208	334	152	41	255	17	*	9	7	13	*	410
2017-2018	491	294	189	349	142	35	276	27	*	18	6	12	*	406
2018-2019	545	298	213	372	173	33	307	33	7	17	*	12	*	464
2019-2020	393	203	153	271	122	25	202	22	8	14	*	7	*	320
2020-2021	374	202	139	250	124	14	172	11	*	6	12	9	*	316

\* In compliance with FERPA, student counts less than 6 are not displayed.

8.9.16 Summary Statement for WR 121

Veteran students completed WR121 at a rate at least one standard deviation lower than the cohort mean for three out of the five periods measured by this indicator, suggesting a possible emerging equity gap for this student population. The evaluation results for the other student populations do not suggest the existence of equity gaps.



## 9 Lifelong Learning

**NOTE: INDICATOR NUMBERING CHANGE AND REMOVAL OF INDICATOR 10**

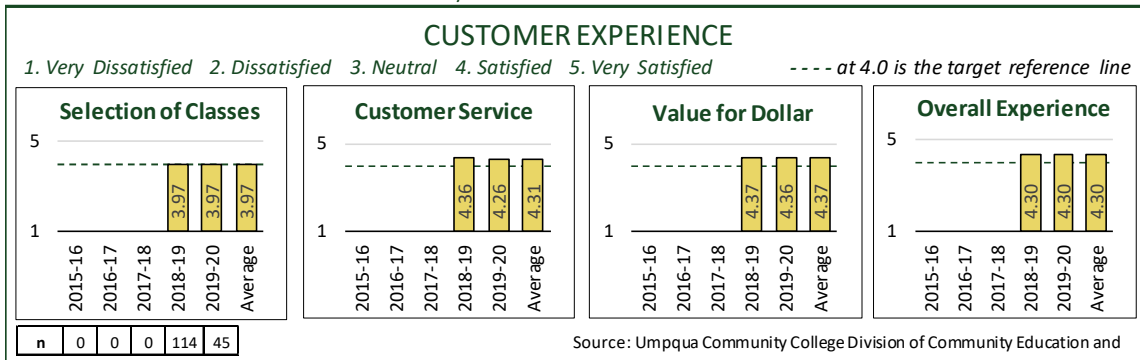
*The Lifelong Learning indicator was previously indicator number 11. Because of the removal from this document of indicator 8, Continuous Improvement, and indicator 10, Applicant Enrollment Rates, Lifelong Learning is now indicator 9. Applicant enrollment rates are now overseen by the Office of Enrollment and Student Services.*

This indicator provides a measure of UCC's ability to meet community needs based on data from three areas of operation:

- **Community and Workforce Training:** This part of the indicator displays the results from the last five annual CWT customer satisfaction surveys.
- **Adult Basic Skills:** This part of the indicator measures the percentage of students who acquire measurable academic gain while part of the ABS program.
- **Small Business Development Center:** This part of the indicator measures the performance of the SBDC against annual goals in several standard performance areas.

## Indicator 9 Part A. Community and Workforce Training

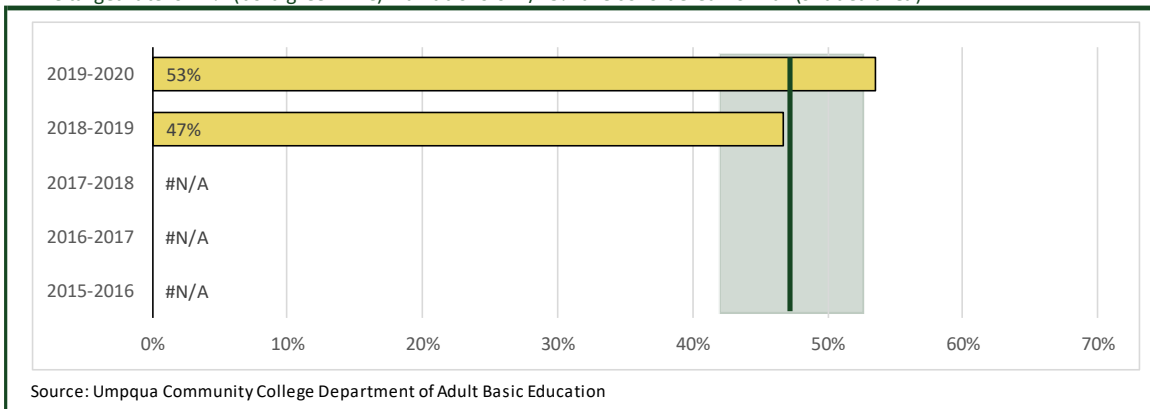
Results of Annual Customer Satisfaction Survey



## Part B. Adult Basic Skills

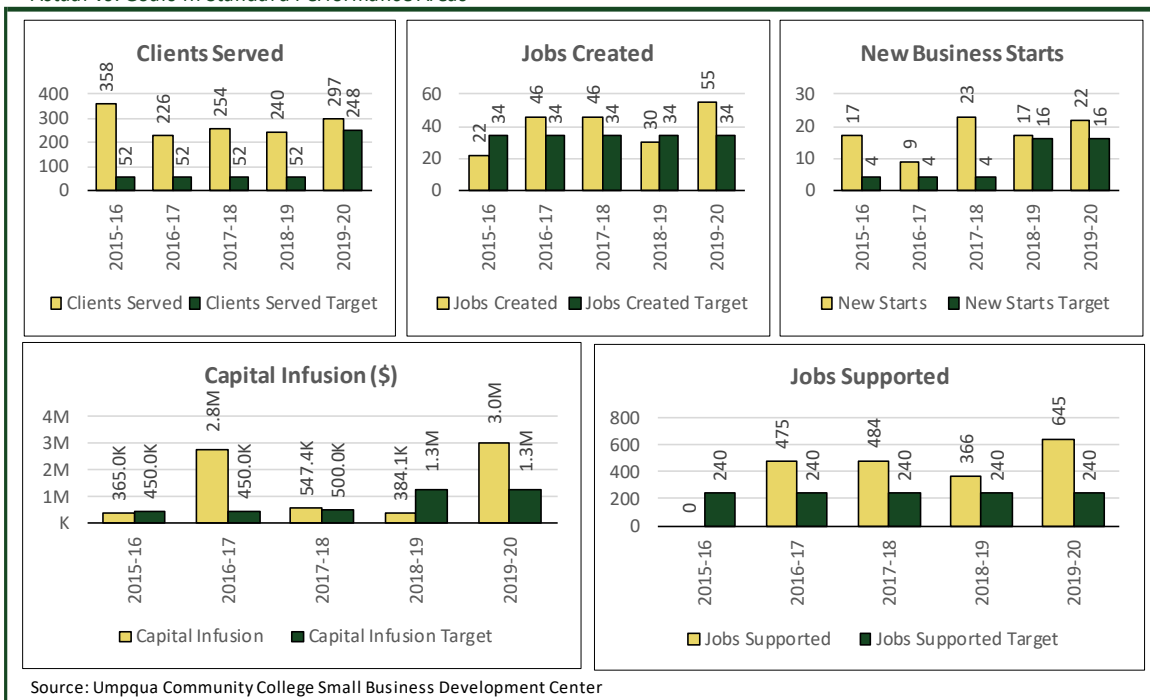
Percentage of ABS Students who acquire a measurable gain in academic learning.

The target rate is 47% (bold green line). Variations of +/- 5% are considered normal (shaded area).



## Part C. Small Business Development Center

Actual vs. Goals in Standard Performance Areas



## 9.1 Indicator 9. Lifelong Learning

### 9.1.1 Description

Indicator 9 measures UCC's effectiveness in meeting community needs. The three institutional areas considered for this metric are Community and Workforce Training (CWT), Adult Basic Skills (ABS), and the Small Business Development Center (SBDC). 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:

<b>CWT</b>	<b>ABS</b>	<b>SBDC (Not student-based)</b>
<ol style="list-style-type: none"><li>1. Student enrolled in a CWT course during any term of the academic year.</li><li>2. Student completed the CWT annual customer satisfaction survey.</li></ol>	<ol style="list-style-type: none"><li>1. Student participated in an ABS program during the academic year.</li><li>2. Student acquired a measurable gain in academic learning.</li></ol>	This indicator measures the performance of SBDC compared to annual goals in several standard performance areas.

### 9.1.2 Measured Timeframe

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

### 9.1.3 CWT Graphic

This graphic shows the results from the CWT annual customer satisfaction survey.

### 9.1.4 ABS Graphic

This graphic 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.

### 9.1.5 SBDC Graphic

This graphic displays the performance of SBDC alongside annual goals in several standard performance areas.



## 10 Campus / Community Engagement

**NOTE: INDICATOR NUMBERING CHANGE**

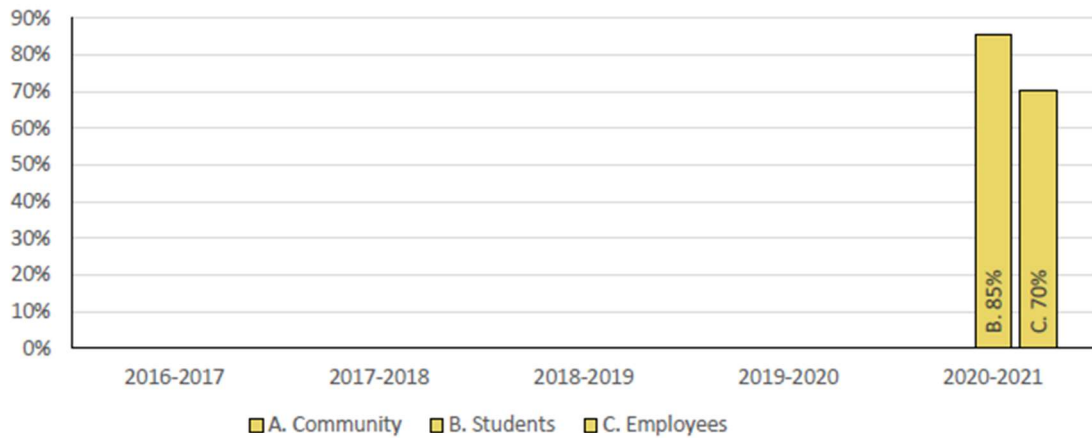
*The Campus / Community Engagement indicator was previously indicator number 12. Because of the removal from this document of indicator 8, Continuous Improvement, and indicator 10, Applicant Enrollment Rates, the number for this indicator is now 10.*

This indicator 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 year. The target rate for this indicator is for 70% of survey responses to be in the “satisfied” or “very satisfied” categories. Areas that receive overall satisfaction ratings below this target will demonstrate an increase in satisfaction ratings during the next survey cycle.

## Indicator 10. Campus and Community Engagement

Results of Annual Community, Student, and Staff Surveys

Percentage of "Satisfied" or "Very Satisfied" Survey Responses



Counts

(S+V = Sum of "Satisfied" and "Very Satisfied" Responses. Total = Total Responses)

	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	S+V	Total	S+V	Total	S+V	Total	S+V	Total	S+V	Total
Community	0	0	0	0	0	0	0	0	0	0
Students	0	0	0	0	0	0	0	0	2,220	2,597
Employees	0	0	0	0	0	0	0	0	3,214	4,580

Source: Umpqua Community College Department of Institutional Research

Note:

There is no data to display for the 2020-21 Community Survey. The survey was promoted via a social media platform and received only two responses. UCC's Senior Leadership Team and Strategic Plan Oversight Committee offered suggestions to improve response rates next year, including promoting the survey through the industry and community contacts maintained by our advisory committees and Community and Workforce Education department, and other faculty connections within the community.



## 11 Student Experience

**NOTE: INDICATOR NUMBERING CHANGE**

*The Student Experience indicator was previously indicator number 13. Because of the removal from this document of indicator 8, Continuous Improvement, and indicator 10, Applicant Enrollment Rates, the number for this indicator is now 11.*

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

This indicator 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 an annual student survey.

## 11.1 Indicator 11 – Student Experience

### 11.1.1 Description

For 2020-2021, UCC used a selection of questions from the 2021 administration of the Community College Survey of Student Engagement (CCSSE) to gauge the contribution made by UCC to students' knowledge, skills, and personal development. Counts were tallied for responses in the two most-positive response choices for each question. The specific questions were the following:

Question #	Question	Count in top 2 response choices	Percent in top 2 response choices
4o	In your experiences at this college during the current academic year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations?	104	52%
5	During the current academic year, how much has your coursework at this college emphasized the following mental activities?		
5b	Analyzing the basic elements of an idea, experience, or theory	154	79%
5c	Forming a new idea or understanding from various pieces of information	144	74%
5d	Making judgements about the value or soundness of information, arguments, or methods	121	62%
5e	Applying theories or concepts to practical problems or in new situations	135	69%
5f	Using information you have read or heard to perform a new skill	140	71%
<b>TOTAL</b>		<b>798</b>	<b>68%</b>

The target rate for this indicator is 80%. UCC achieved an overall satisfaction rate of 68%, or 85% of the target rate, for the 2020-2021 academic year.

The process for gathering data for this metric has evolved over the last two years. Initially, data was to be gathered once every three years from the results of the CCSSE survey. The CCSSE survey does not ask the specific questions defined in the indicator, though, forcing an interpretation of CCSSE results to be mapped to the indicator questions. Moving forward, UCC will use the annual student satisfaction survey, which does ask these questions, to gather this data. In addition to the benefit of collecting answers to the specific indicator questions, this change in process will provide data on an annual basis instead of once every three years.

## 12 Appendix A – Population Slicing Methodology

### 12.1 Disaggregation by Student Gender

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

### 12.2 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**

<b>GORPRAC_RACE_CDE</b>	<b>Meaning</b>
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**

<b>SPBPERS_ETHN_CODE</b>	<b>Meaning</b>
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 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.

### 12.3 Disaggregation by Eligibility for Accessibility Services

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.

### 12.4 Disaggregation by Veteran Status

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

### 12.5 Disaggregation by Pell Eligibility

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

## 13 Appendix B –Nearby, Regional, and National College Comparisons

As part of each institution’s self-assessment process, the Northwest Commission on Colleges and Universities (NWCCU), UCC’s accrediting body, requires that member institutions collect comparison data for regional and national peer institutions. College comparison is a critical method to assess how we are fulfilling our mission and how well we are serving our student population in relation to peer institutions.

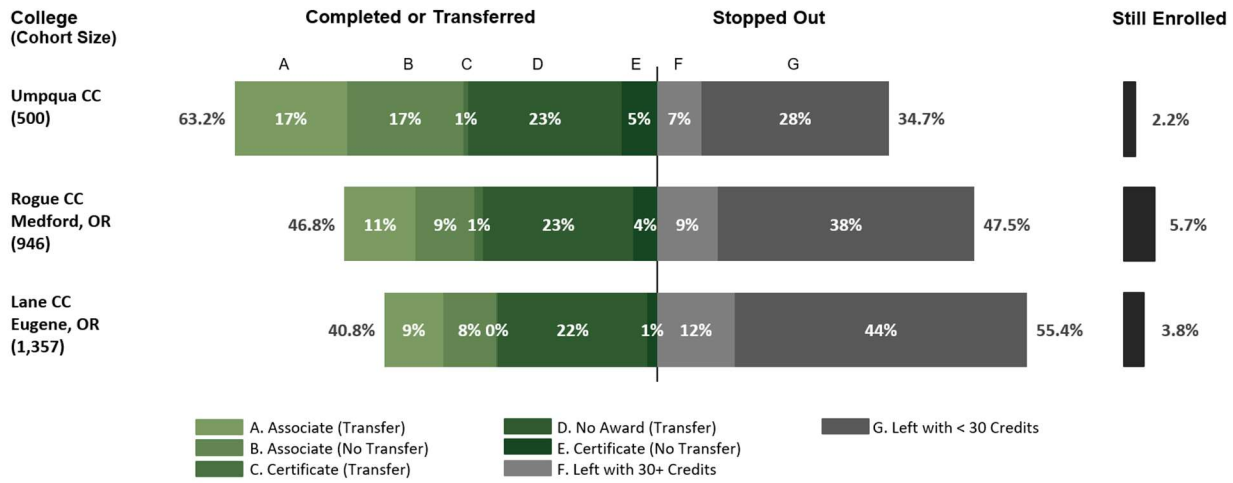
Since many institutions throughout the nation participate in the Voluntary Framework of Accountability (VFA), UCC has chosen to use VFA data for this comparison. VFA also provides a benchmarking tool to help institutions identify peers. The tool produces a list of VFA institutions based upon the values for several institutional characteristics. The following table lists the available filter characteristics, the values that describe UCC, and the filter values used to identify peer institutions:

#	Available Filter Characteristics	UCC Reported Value	Filter Value(s) for Benchmarking Tool
1	Black/African American Enrollment	Less than 2.5%	0% to less than 10%
2	Hispanic/Latino Enrollment	5% to less than 10%	2.5% to less than 20%
3	Enrollment	Less than 2000 students	0 to 4,999 students
4	Enrollment Intensity (% part-time students)	56% to 63%	0%* to fewer than 70% part-time
5	Urbanicity	Rural	Town, Rural
6	Institution Type	Single Campus College	Multi-Campus College Single Campus College
7	Developmental Education Referrals	50% or Greater	30% or Greater
8	State	Oregon	All

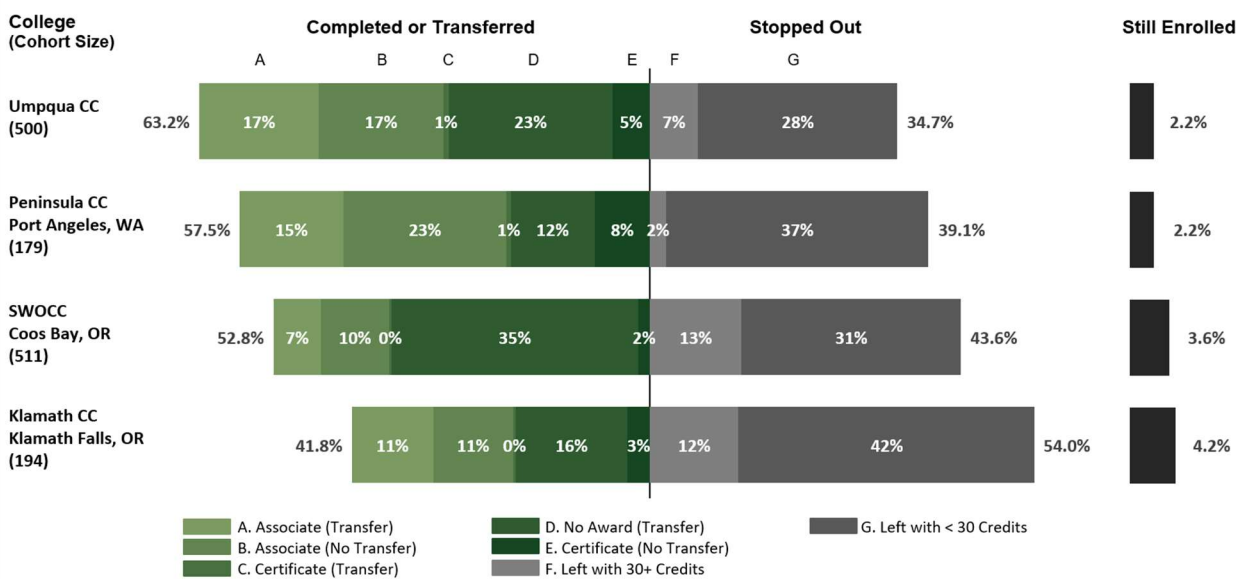
The VFA benchmarking tool provided a list of regional and national peers from which the colleges in the corresponding charts, below, were chosen. The nearby colleges, Lane Community College, and Rogue Community College, appear in the first chart and were not part of the VFA benchmarking tool output. They were chosen because they are regularly considered as viable alternatives to UCC by students in Douglas County.

The charts present VFA 6-Year Outcomes data for each institution. The data is divided into three groups of outcomes. Moving from left to right, the green colored bars represent completions or transfers. The grey colored bars represent stop-outs, and the black bars represent students who are still enrolled after six years. The completions and stop-out groups are sub-divided as described in each chart’s legend.

**Comparison of Umpqua Community College to Nearby Colleges.  
VFA 6-Year Outcomes - 2013 First-Time Cohort.  
Ordered by Completion/Transfer Rate.**



**Comparison of Umpqua Community College to Regional Peers.  
VFA 6-Year Outcomes - 2013 First-Time Cohort.  
Ordered by Completion/Transfer Rate.**



**Comparison of Umpqua Community College to National Peers.  
VFA 6-Year Outcomes - 2013 First-Time Cohort.  
Ordered by Completion/Transfer Rate.**

