



# **Institutional Indicators Annual Data Report 2021-2022**

August 16, 2022

**Department of Institutional Research**  
Umpqua Community College

# Table of Contents

i.	Introduction .....	ii
ii.	Institutional Indicators – Brief Descriptions .....	iii
iii.	Institutional Indicators – Sources .....	iv
iv.	Student Attribute Sets .....	v
v.	2021-2022 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 –Nearby, Regional, and National Benchmarking .....	12-1

## *i. Introduction*

The mission of Umpqua Community College (UCC) 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 – retention, 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.

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

## ii. Institutional Indicators – Brief Descriptions

Note: SAS #1, SAS #2, and SAS #3 are the Student Attribute Sets, or population demographics categories, 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, 3C. 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%, PT – 15% 6YR FT – 45%, 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. 3C uses SAS #3.
<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%, PT – 10% 4B FT – 40%, 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. (Data obtained from custom survey administered every year.)
<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. (Data obtained from annual UCC Student Satisfaction Survey.)

### iii. Institutional Indicators – Sources

Note: SAS #1, SAS #2, and SAS #3 are the student attribute sets used to disaggregate data for equitable outcomes analysis.

#	Title	Coordinator (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
3C	3- and 6-Year Completion, SAS #3	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 Curricular Standards Committee
6	Universal Learning Outcomes	Assessment and Curricular 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




#### iv. Student Attribute Sets










Most of the indicators display data for the overall student population and for multiple disaggregated student populations. Because there are over 20 population categories, they have been collected into groups called Student Attribute Sets. To display data for each of these student populations, each indicator uses multiple charts, each displaying data for one of the attribute sets. The following table lists the populations categories of each student attribute set.









SAS #1	SAS #2	SAS #3
All Students	All Students	All Students
Female	African American	First Generation College Student
Male	American Indian / Alaska Native	Age – Under 18 Years
Gender Unknown	Asian	Age 18-24 Years
Full-Time	Hispanic	Age 25-39 Years
Part-Time	Pacific Islander	Age 40 Years and Older
Veteran	White	
Pell Recipient	2 or More Races	
Accommodations Recipient	Race / Ethnicity Unknown	

## v. 2021-2022 Institutional Indicator Scorecard








The following scoreboard provides a graphic summary of mission fulfillment indicators for the 2021-2022 academic year.

 90+ % of target     
  70-89% of target     
  below 70% of target

#	Indicator	Description	Target	2021-2022 Reporting Year
1A	Fall-to-fall Retention	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-fall	FT – 50%	FT – 49% 
			PT – 45%	PT – 50% 
1B	Fall-to-winter Retention	Percentage of PT and FT UCC degree and certificate-seeking students who are retained fall-winter	FT – 85%	FT – 85% 
			PT – 75%	PT – 79% 
2	Early Momentum	Percentage of first-time students who complete 18+ college level credits in their first year	40%	41% 
3A	3-Year Completion	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 3 years	FT – 30%	FT – 29% 
			PT – 15%	PT – 19% 
3B	6-Year Completion	Percentage of entering degree- or certificate-seeking students who complete a degree or certificate within 6 years	FT – 45%	FT – 36% 
			PT – 25%	PT – 8% 

#	Indicator	Description	Target	2021-2022 Reporting Year
4A	Transfer	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 – 21%  
4B	Transfer	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 – 30% PT – 3%  
5	Program Learning Outcomes	Percentage of degree/certificate-seeking students who achieve Program Learning Outcomes at or above "proficient" levels	80% of students achieve PLO at proficient level	87% 
6	Universal Learning Outcomes	Percentage of degree/certificate-seeking students who achieve ULO competencies at a "proficient" level	80% of students achieve ULO at proficient level	81% 
7	Gatekeeper Courses	Percentage of students who pass identified "gatekeeper courses". $Rate = P/T$ $P = \#$ of students who passed the gatekeeper courses. $T =$ Total enrollment in all gatekeeper courses.	80%	73% 
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	4 significant gaps were identified. See Section 8.1.2 



#	Indicator	Description	Target	2021-2022 Reporting Year
9	Lifelong Learning	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> Meet or exceed target for multiple metrics.	ABS – 47%  CWT – 80%  SBDC – Multiple. See indicator.	ABS 44%   CWT 83%   SBDC 100% 
10	Campus and Community Engagement	Community, student, 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> – 86%   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	81% <sup>4</sup> 

Notes:

1. The community was surveyed in the 2020-2021 academic year, as per the three-year survey cycle for this indicator.
2. The 2022 UCC Annual Student Survey was chosen to represent student perception of satisfaction with campus engagement. Question 16.7, Overall Satisfaction with Engagement Activities, of the survey asked students to rate satisfaction levels, on a 4-point Likert scale where 1 was low and 4 high, for the categories of (a) Student activities and events on campus, (b) UCC Clubs, (c) Associated Students of UCC/Student Government, and (d) Student Resources. Students indicated an overall satisfaction rating (using the weighted averages) of 3.45 out of 4 for all categories (86.25%).
3. The employee survey was replaced by a focused feedback loop. Human Resources, Communications and Marketing, Information Technology, and Business Services will form a group to record updates for each department for the college community which will be available in September 2022, when faculty return to campus. Each support area will follow up with a feedback session that is focused on problem solving and will help inform departmental goals for the year. This shift in data collection and analysis focus should be more comprehensive, positively impact the internal environment, and allow areas to better serve students.

4. The 2022 UCC Annual Student Survey was chosen to represent perception of student experience. Question 6, Overall Satisfaction with Program and Course Preparation for Educational Goals, of the survey asked students to rate satisfaction levels, on a 4-point Likert scale where 1 was a low rating and 4 high, on how well their experience at UCC prepared them for their future. Overall, students indicated they were satisfied with how UCC programs and courses prepared them for (a) work in their current job, (b) transfer to a four-year college, (c) their educational path, and (d) work in the field (the skills required to work on the job for their chosen program); indicating an average overall satisfaction rating (using the weighted averages) of 3.25 out of 4 for all categories (81.25%).

# 1 Retention

## 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 the three student attribute sets. The students described by this data met the following requirements during the indicator timeframe:

1. They were degree- or certificate-seeking.
2. They were not enrolled in high school.
3. They had a course load of at least 1 credit during each measured fall term.
4. They attended UCC during two consecutive fall terms within the indicator timeframe.
5. They did not graduate during the academic year containing the first of the two consecutive fall terms.

### 1.1.2 Averages

Each chart 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 five-year trend for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based on 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 its numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark green area behind the individual columns represents the aggregate fall-to-fall retention rate for the displayed year for all student types in all student attribute sets.

### 1.1.5 Yearly Counts

The final section of each chart 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).

A count of “-1” indicates that the student count for the category fell below the minimum allowed by the Family Educational Rights and Privacy Act (FERPA) and has been suppressed.

# Indicator 1 Part A. Fall-to-Fall Retention. Student Attribute Set #1

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

## Five-Year Averages

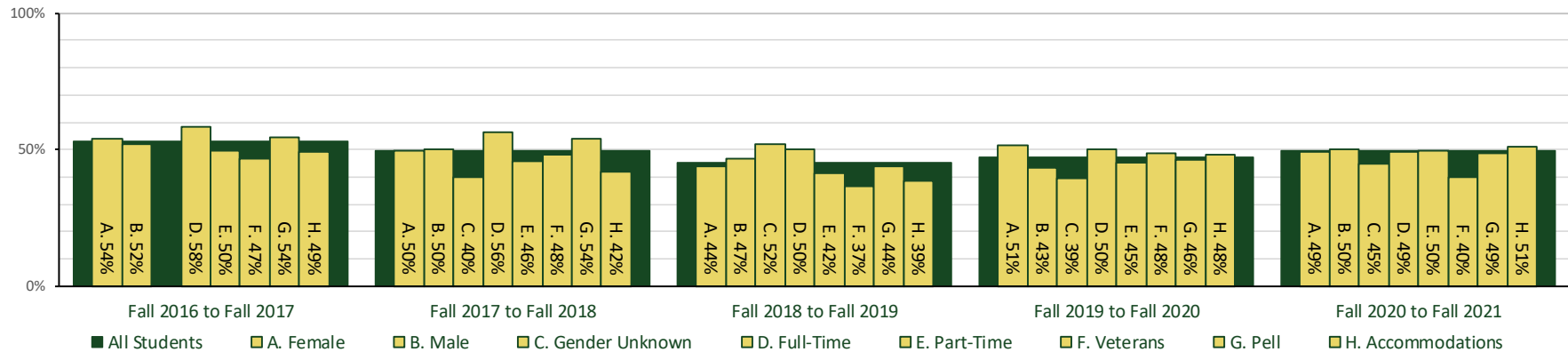
49%	50%	49%	<u>44%</u>	<u>53%</u>	46%	<u>44%</u>	50%	46%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

## Five-Year Trends

Decreasing	Steady	Decreasing	Increasing	Decreasing	Steady	Decreasing	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

The wide, shaded background behind each column group represents the overall rate for all student types.



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 2016	1748	967	779	-1	709	1039	92	791	83
Fall 2017	1892	1038	829	25	712	1180	83	742	74
Fall 2018	1576	852	657	67	693	883	68	743	83
Fall 2019	1552	803	660	89	645	907	66	656	85
Fall 2020	1516	831	600	85	529	987	50	522	47

Source: Umpqua Community College Department of Institutional Research

# Indicator 1 Part A. Fall-to-Fall Retention. Student Attribute Set #2

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

## Five-Year Averages

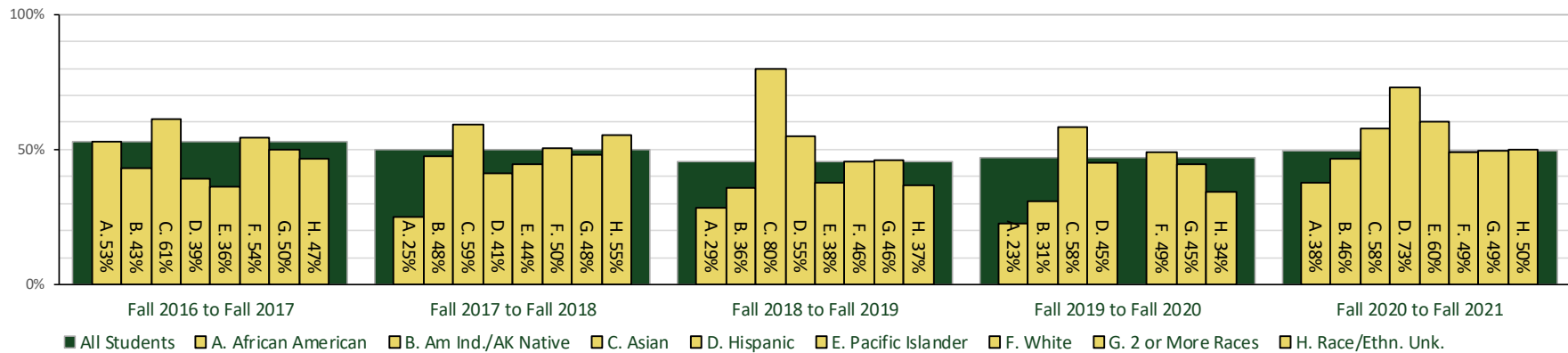
49%	<u>33%</u>	41%	<u>63%</u>	51%	45%	50%	48%	45%
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

## Five-Year Trends

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

## Yearly Rates by Academic Year

The wide, shaded background behind each column group represents the overall rate for all student types.



## 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 2016	1748	32	37	18	33	11	1438	106	73
Fall 2017	1892	36	40	27	34	9	1548	106	92
Fall 2018	1576	28	42	25	40	8	1260	100	73
Fall 2019	1552	22	42	24	31	-1	1253	96	79
Fall 2020	1516	29	28	33	22	10	1213	77	104

Source: Umpqua Community College Department of Institutional Research

# Indicator 1 Part A. Fall-to-Fall Retention. Student Attribute Set #3

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

## Five-Year Averages

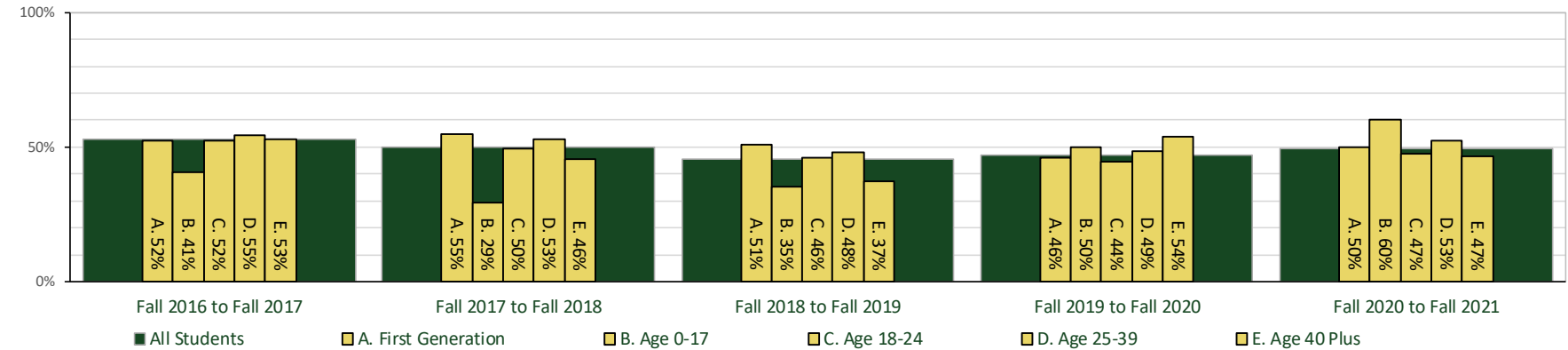
49%	51%	43%	48%	51%	47%			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

## Five-Year Trends

Decreasing	Decreasing	Increasing	Decreasing	Steady	Steady			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

## Yearly Rates by Academic Year

The wide, shaded background behind each column group represents the overall rate for all student types.



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

	All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
Fall 2016	1748	287	22	833	618	275
Fall 2017	1892	309	17	869	668	338
Fall 2018	1576	229	17	814	540	205
Fall 2019	1552	235	12	773	556	211
Fall 2020	1516	241	15	670	576	255

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 the three student attribute sets. The students described by this data met the following requirements during the indicator timeframe.

1. They were degree- or certificate-seeking.
2. They were not enrolled in high school.
3. They had a course load of at least 1 credit during each measured term.
4. They attended UCC in consecutive fall and winter terms within at least one of the academic years in the indicator timeframe.

### 1.2.2 Averages

Each chart 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 five-year trend for each category of the student attribute set. The displayed values for the 5-year trends are “Decreasing”, “Steady”, and “Increasing”, based on 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 student attribute set (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 its numeric percentage value and a key index to its category name. The key is located directly below the column charts.

The dark green shaded area behind the individual columns represents the aggregated fall-to-winter retention rate for the displayed year for all student types in all student attribute sets.

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 chart 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).

A count of “-1” indicates that the student count for the category fell below the minimum allowed by the Family Educational Rights and Privacy Act (FERPA) and has been suppressed.

# Indicator 1 Part B. Fall-to-Winter Retention. (SAS #1)

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

## Five-Year Averages

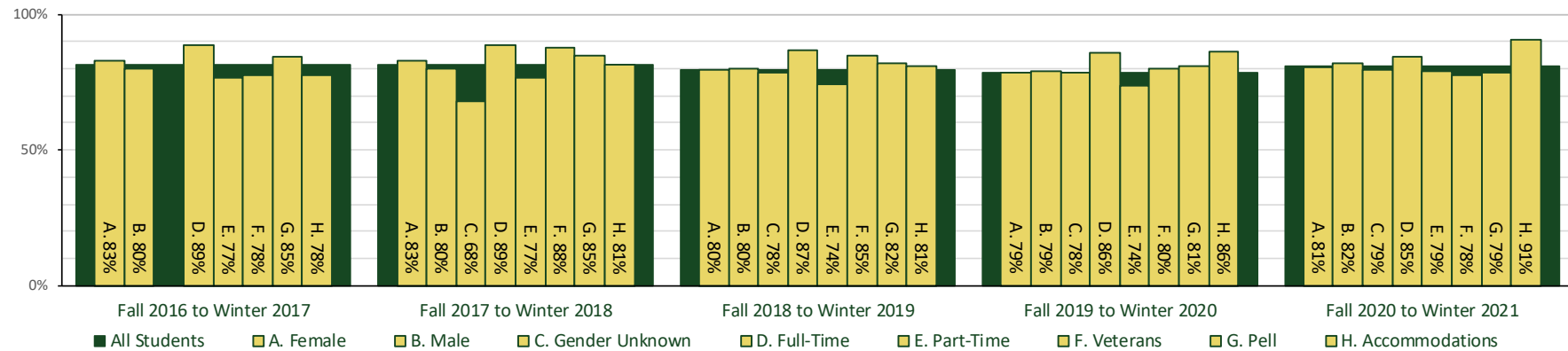
<b>81%</b>	<b>81%</b>	<b>80%</b>	<b>76%</b>	<b>87%</b>	<b>76%</b>	<b>82%</b>	<b>82%</b>	<b>83%</b>
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

## Five-Year Trends

Steady	Steady	Steady	Increasing	Decreasing	Steady	Steady	Decreasing	Increasing
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

The wide, shaded background behind each column group represents the overall rate for all student types.



## 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 2016	2069	1167	900	-1	850	1219	107	921	94
Fall 2017	2140	1199	916	25	853	1287	100	878	91
Fall 2018	1954	1087	793	74	871	1083	87	914	100
Fall 2019	1903	1018	783	102	780	1123	76	792	95
Fall 2020	1857	1041	719	97	678	1179	67	670	65

Source: Umpqua Community College Department of Institutional Research



## Indicator 1 Part B. Fall-to-Winter Retention. (SAS #2)

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

### Five-Year Averages

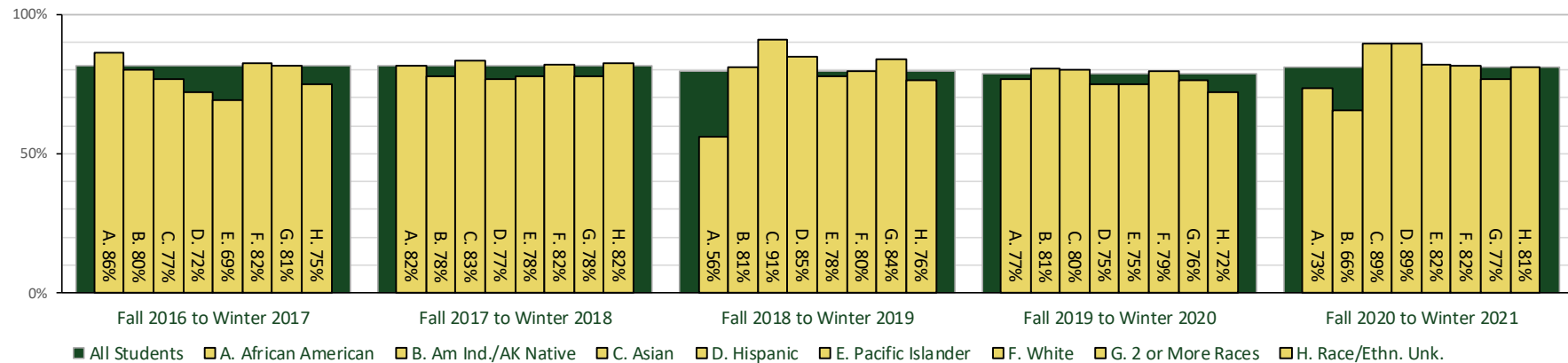
81%	75%	77%	84%	80%	76%	81%	79%	77%
All Students	A. African American	B. Am Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Ethn. Unk.

### Five-Year Trends

Steady	Decreasing	Decreasing	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/Ethn. Unk.

### Yearly Rates by Academic Year

The wide, shaded background behind each column group represents the overall rate for all student types.



### 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 2016	2069	36	40	26	36	13	1707	124	87
Fall 2017	2140	38	45	30	39	9	1758	125	96
Fall 2018	1954	32	53	33	46	9	1570	122	89
Fall 2019	1903	26	52	30	40	8	1535	119	93
Fall 2020	1857	30	32	38	28	11	1506	95	117

Source: Umpqua Community College Department of Institutional Research

# Indicator 1 Part B. Fall-to-Winter Retention. (SAS #3)

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

## Five-Year Averages

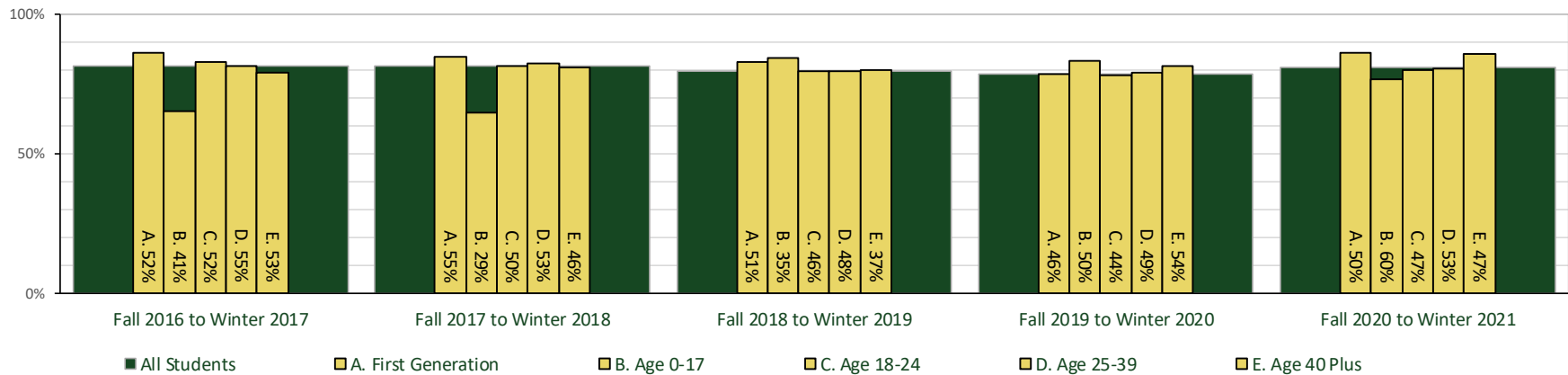
<b>81%</b> All Students	<b>84%</b> A. First Generation	<b>75%</b> B. Age 0-17	<b>80%</b> C. Age 18-24	<b>81%</b> D. Age 25-39	<b>81%</b> E. Age 40 Plus			
----------------------------	-----------------------------------	---------------------------	----------------------------	----------------------------	------------------------------	--	--	--

## Five-Year Trends

Steady All Students	Steady A. First Generation	Increasing B. Age 0-17	Steady C. Age 18-24	Steady D. Age 25-39	Increasing E. Age 40 Plus			
------------------------	-------------------------------	---------------------------	------------------------	------------------------	------------------------------	--	--	--

## Yearly Rates by Academic Year

The wide, shaded background behind each column group represents the overall rate for all student types.



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

	All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
Fall 2016	2069	360	23	977	735	334
Fall 2017	2140	358	17	995	757	371
Fall 2018	1954	307	19	990	682	263
Fall 2019	1903	301	12	931	703	257
Fall 2020	1857	303	17	820	708	312

Source: Umpqua Community College Department of Institutional Research

## 2 Early Momentum

### 2.1 Notes

Because enrollment intensity is the primary factor affecting early momentum, the College is considering removing full-time students from this indicator's population. With this change, the data will be more reflective of each demographic's early momentum rather than the percentage of full-time students within the demographic.

#### 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 the three student attribute sets. 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 new to UCC (student type is new or transfer, not continuing, or returning).
3. The student is not an Adult High School, Community Education, or dual credit high school student.
4. The student must have entered UCC during summer or fall term.
5. The student carried a course load of at least 1 credit during the measured academic year.

#### 2.1.2 Averages

Each chart 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.

#### 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 fulfilled the indicator requirement. 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.

### 2.1.5 Yearly Counts

The final section of each chart 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.

A count of “-1” indicates that the student count for the category fell below the minimum allowed by the Family Educational Rights and Privacy Act (FERPA) and has been suppressed.

## Indicator 2. Early Momentum for First-Time Students (SAS #1)

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

### Five-Year Averages

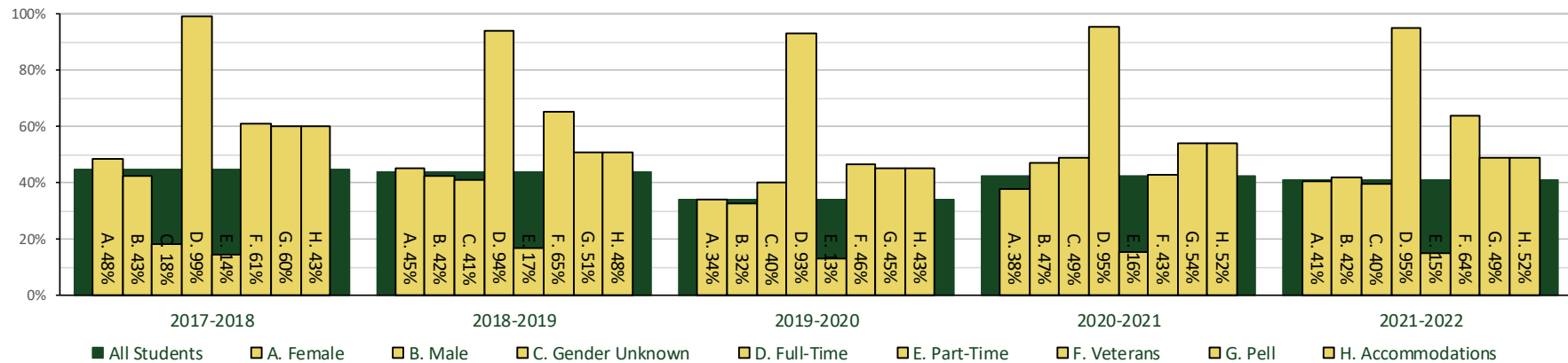
41%	41%	41%	38%	<u>95%</u>	<u>15%</u>	56%	52%	47%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

### Five-Year Trends

Steady	Decreasing	Steady	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

### Early Momentum Rates by Academic Year (SAS #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
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	227	450	14	236	23
2021-2022	599	342	214	43	195	404	11	236	25

Source: Umpqua Community College Department of Institutional Research

## Indicator 2. Early Momentum for First-Time Students (SAS #2)

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 #2

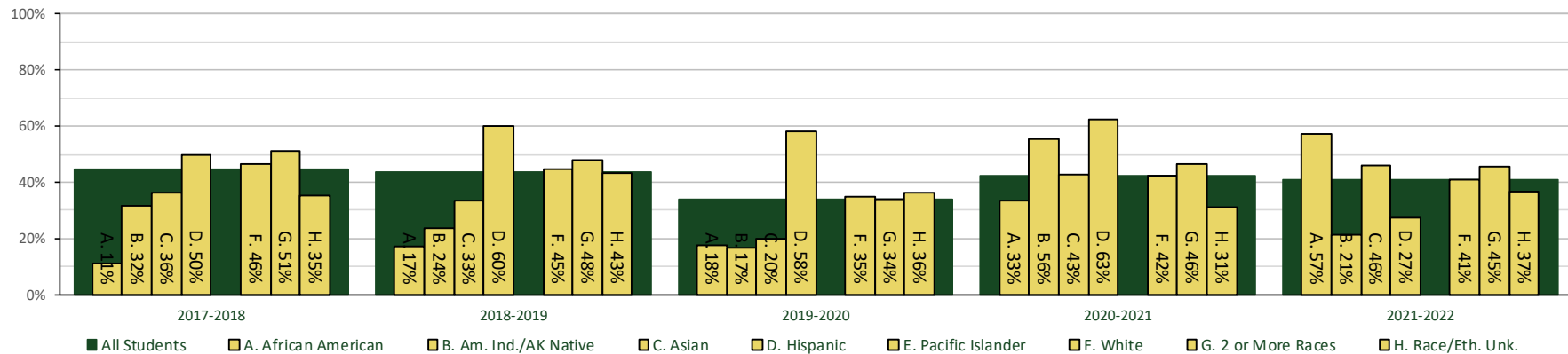
41%	27%	30%	36%	<u>52%</u>	<u>0%</u>	42%	45%	37%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

Steady	Increasing	Increasing	Increasing	Decreasing	Increasing	Decreasing	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.

### Early Momentum Rates by Academic Year (SAS #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 displays "-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.
2017-2018	615	9	19	11	8	-1	476	51	37
2018-2019	712	23	17	15	20	-1	543	52	37
2019-2020	788	17	24	15	12	-1	625	47	44
2020-2021	677	18	9	14	8	-1	544	28	51
2021-2022	599	14	14	13	11	-1	450	44	49

Source: Umpqua Community College Department of Institutional Research

## Indicator 2. Early Momentum for First-Time Students (SAS #3)

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

### Five-Year Averages

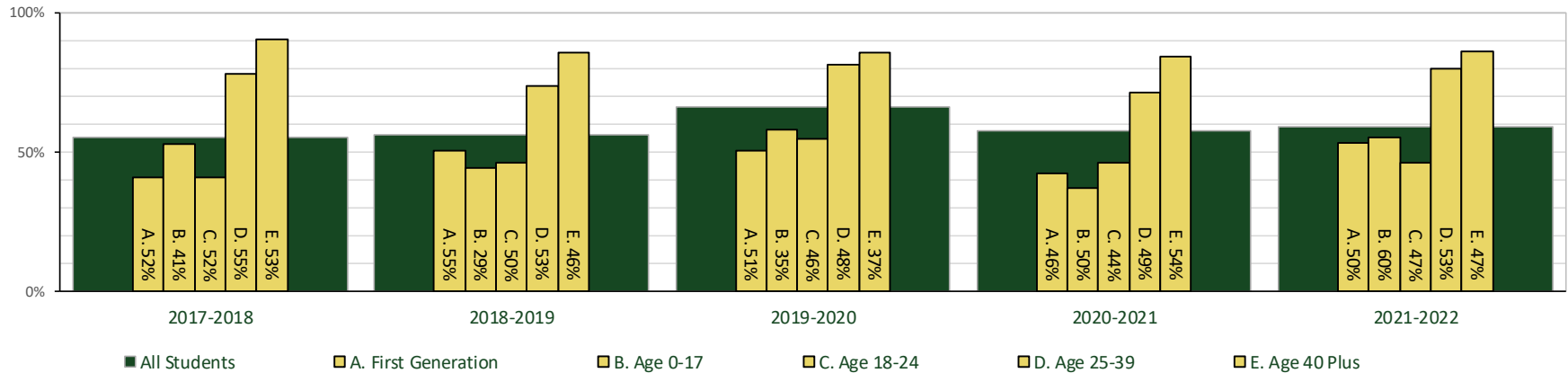
59%	48%	50%	47%	77%	86%			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

### Five-Year Trends

Steady	Increasing	Steady	Increasing	Steady	Steady			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

### Early Momentum Rates by Academic Year (SAS #3)

The wide, shaded background behind each column group represents the overall rate for all student types.



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

	All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017	615	88	17	397	119	82
2018	712	105	18	466	145	83
2019	788	129	12	460	225	91
2020	677	120	16	392	186	83
2021	599	84	9	381	144	65

Source: Umpqua Community College Department of Institutional Research

## 3 Three- and Six-Year Completion Rates

### 3.1 Notes

This indicator uses three parts to display its data. Each part displays three- and six-year completion rates for a different student attribute set. Part A displays data for student attribute set #1. Part B displays data for student attribute set #2. Part C displays data for student attribute set #3.

#### 3.1.1 Description

Indicator 3 shows three-year and six-year completion rate data, disaggregated by the categories of the three student attribute sets. For each student attribute set, there are two separate charts, one for the three-year rates and one for the six-year rates. 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.

So that each chart can display the most-recent data, the range of years displayed in the three-year charts is different from the range in the six-year charts.

#### 3.1.2 Averages

All charts begin with a section displaying 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.

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 chart 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”.

### 3.2 Indicator 3 Part A. Student Attribute Set #1, Three-Year Completion Rates

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

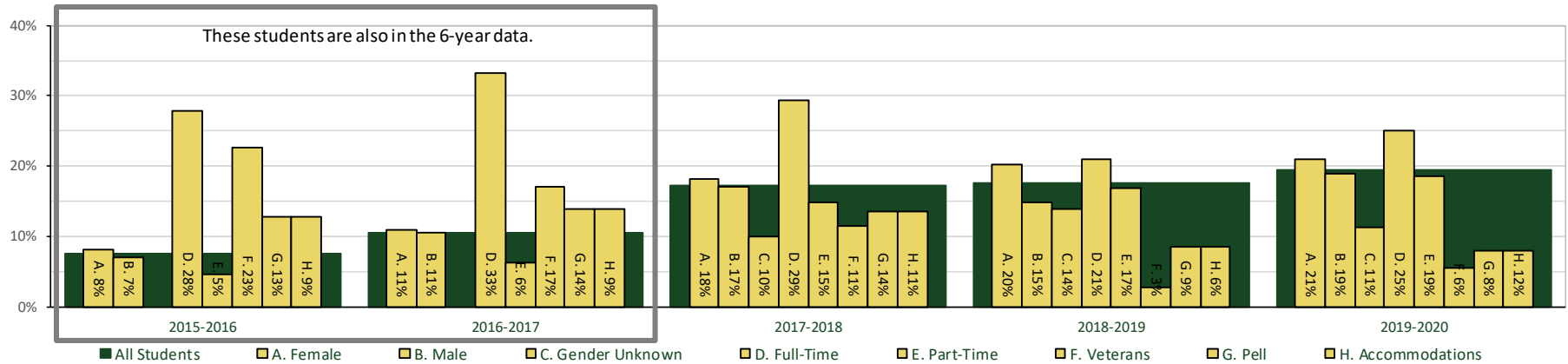
<b>14%</b> All Students	<b>16%</b> A. Female	<b>14%</b> B. Male	<b>12%</b> C. Gender Unknown	<b><u>27%</u></b> D. Full-Time	<b>12%</b> E. Part-Time	<b>12%</b> F. Veterans	<b>11%</b> G. Pell	<b><u>9%</u></b> H. Accommodations
----------------------------	-------------------------	-----------------------	---------------------------------	-----------------------------------	----------------------------	---------------------------	-----------------------	---------------------------------------

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

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

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

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



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

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2015-2016	1012	500	500	12	126	886	31	282	32
2016-2017	1235	685	530	20	195	1040	35	315	33
2017-2018	988	532	396	60	170	818	35	281	45
2018-2019	1198	637	467	94	209	989	37	411	52
2019-2020	1142	588	475	79	156	986	36	351	34

Source: Umpqua Community College Department of Institutional Research

### 3.3 Indicator 3 Part A. Student Attribute Set #1, Six-Year Completion Rates

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

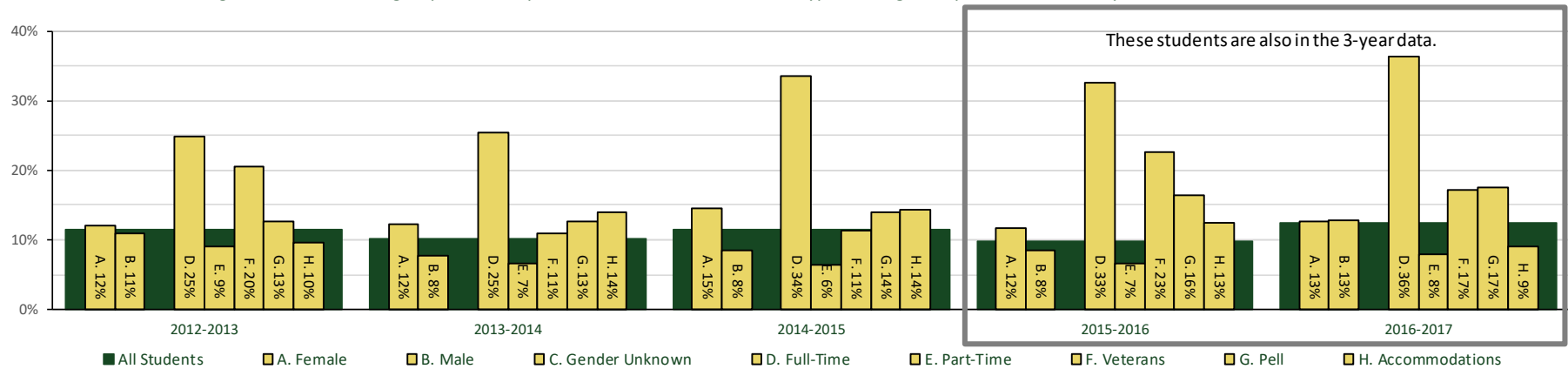
<b>11%</b> All Students	<b>13%</b> A. Female	<b>10%</b> B. Male	<b>0%</b> C. Gender Unknown	<b>31%</b> D. Full-Time	<b>7%</b> E. Part-Time	<b>16%</b> F. Veterans	<b>15%</b> G. Pell	<b>12%</b> H. Accommodations
----------------------------	-------------------------	-----------------------	--------------------------------	----------------------------	---------------------------	---------------------------	-----------------------	---------------------------------

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

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

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

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



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

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
2012-2013	786	458	320	8	117	669	44	342	31
2013-2014	860	485	366	9	157	703	46	367	36
2014-2015	838	439	391	8	161	677	44	310	35
2015-2016	1012	500	500	12	126	886	31	282	32
2016-2017	1235	685	530	20	195	1040	35	315	33

Source: Umpqua Community College Department of Institutional Research

### 3.4 Indicator 3 Part B. Student Attribute Set #2, Three-Year Completion Rates

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

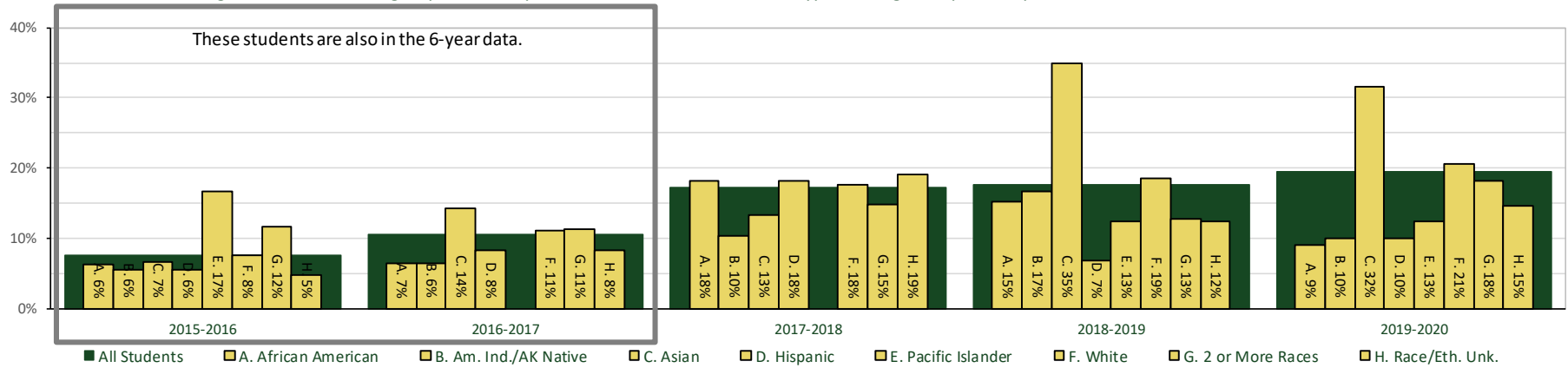
<b>14%</b> All Students	<b>11%</b> A. African American	<b><u>10%</u></b> B. Am. Ind./AK Native	<b><u>20%</u></b> C. Asian	<b><u>10%</u></b> D. Hispanic	<b>14%</b> E. Pacific Islander	<b>15%</b> F. White	<b>14%</b> G. 2 or More Races	<b>12%</b> H. Race/Eth. Unk.
----------------------------	-----------------------------------	--	-------------------------------	----------------------------------	-----------------------------------	------------------------	----------------------------------	---------------------------------

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

<b>Increasing</b> All Students	<b>Increasing</b> A. African American	<b>Increasing</b> B. Am. Ind./AK Native	<b>Increasing</b> C. Asian	<b>Steady</b> D. Hispanic	<b>Steady</b> E. Pacific Islander	<b>Increasing</b> F. White	<b>Increasing</b> G. 2 or More Races	<b>Increasing</b> 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.
2015-2016	1012	16	18	15	18	6	825	51	63
2016-2017	1235	46	31	21	12	7	970	53	95
2017-2018	988	22	29	15	11	-1	779	54	73
2018-2019	1198	33	30	20	29	8	927	70	81
2019-2020	1142	33	30	19	10	8	890	77	75

Source: Umpqua Community College Department of Institutional Research

### 3.5 Indicator 3 Part B. Student Attribute Set #2, Six-Year Completion Rates

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

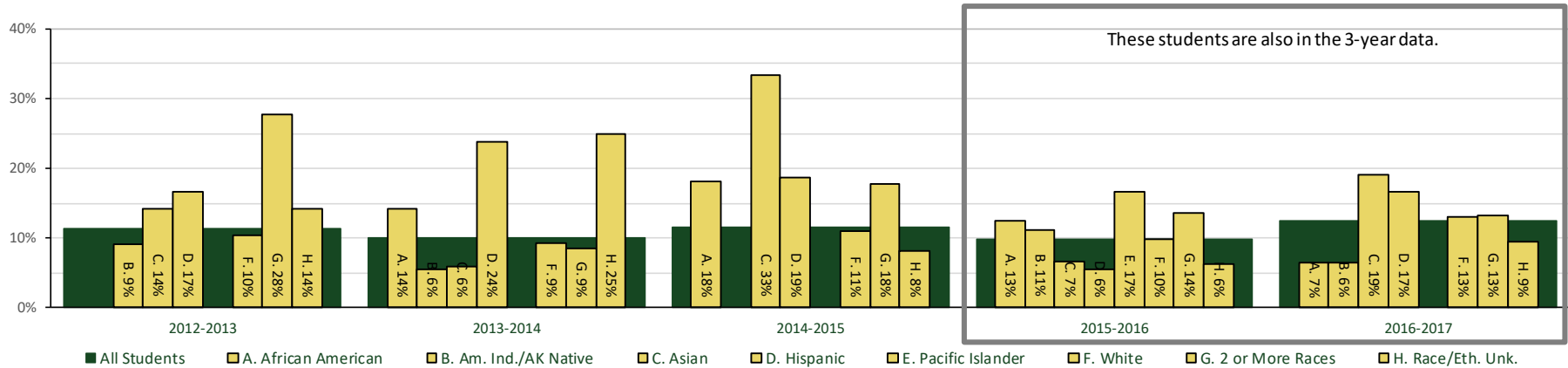
<b>11%</b> All Students	<b>13%</b> A. African American	<b>8%</b> B. Am. Ind./AK Native	<b>16%</b> C. Asian	<b>16%</b> D. Hispanic	<b><u>17%</u></b> E. Pacific Islander	<b>11%</b> F. White	<b>16%</b> G. 2 or More Races	<b>13%</b> H. Race/Eth. Unk.
----------------------------	-----------------------------------	------------------------------------	------------------------	---------------------------	--	------------------------	----------------------------------	---------------------------------

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

<b>Steady</b> All Students	<b>Increasing</b> A. African American	<b>Steady</b> B. Am. Ind./AK Native	<b>Increasing</b> C. Asian	<b>Decreasing</b> D. Hispanic	<b>Increasing</b> E. Pacific Islander	<b>Steady</b> F. White	<b>Decreasing</b> G. 2 or More Races	<b>Decreasing</b> 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.
2012-2013	786	7	22	14	24	-1	647	36	35
2013-2014	860	14	18	17	21	-1	713	47	28
2014-2015	838	11	14	9	16	-1	704	45	37
2015-2016	1012	16	18	15	18	6	825	51	63
2016-2017	1235	46	31	21	12	7	970	53	95

Source: Umpqua Community College Department of Institutional Research

### 3.6 Indicator 3 Part C. Student Attribute Set #3, Three-Year Completion Rates

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

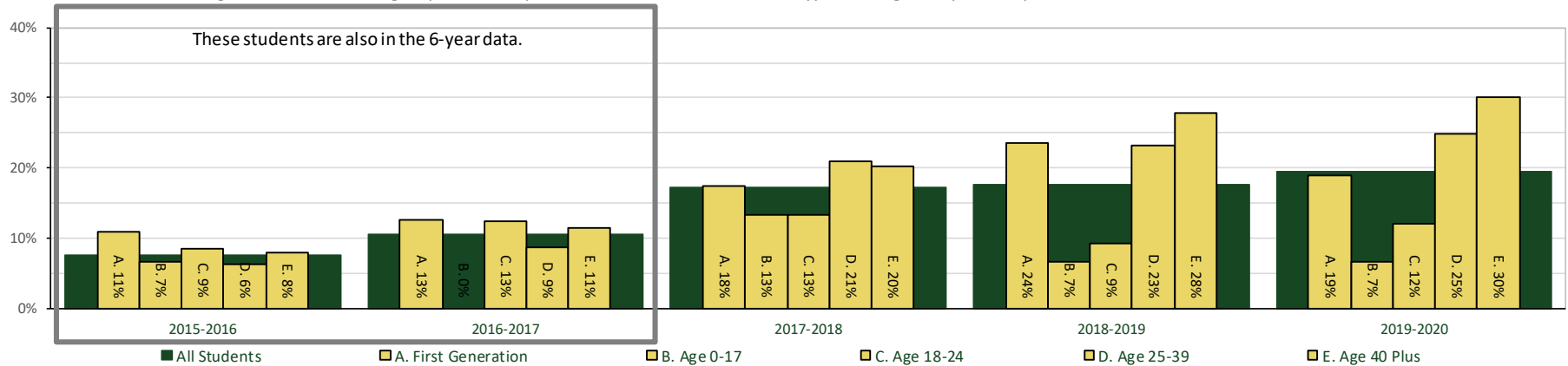
14%	17%	<u>7%</u>	11%	17%	<u>20%</u>			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

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

Increasing	Increasing	Steady	Steady	Increasing	Increasing			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

#### Three-Year Completion Rates by Academic Year - Student Attribute Set #3

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2015-2016	1012	175	15	396	386	215
2016-2017	1235	230	19	464	472	280
2017-2018	988	120	15	442	323	208
2018-2019	1198	169	15	540	410	233
2019-2020	1142	169	15	542	386	199

Source: Umpqua Community College Department of Institutional Research

### 3.7 Indicator 3 Part C. Student Attribute Set #3, Six-Year Completion Rates

#### Averages for 6-Year Completion Rates over 5 Years - Student Attribute Set #3

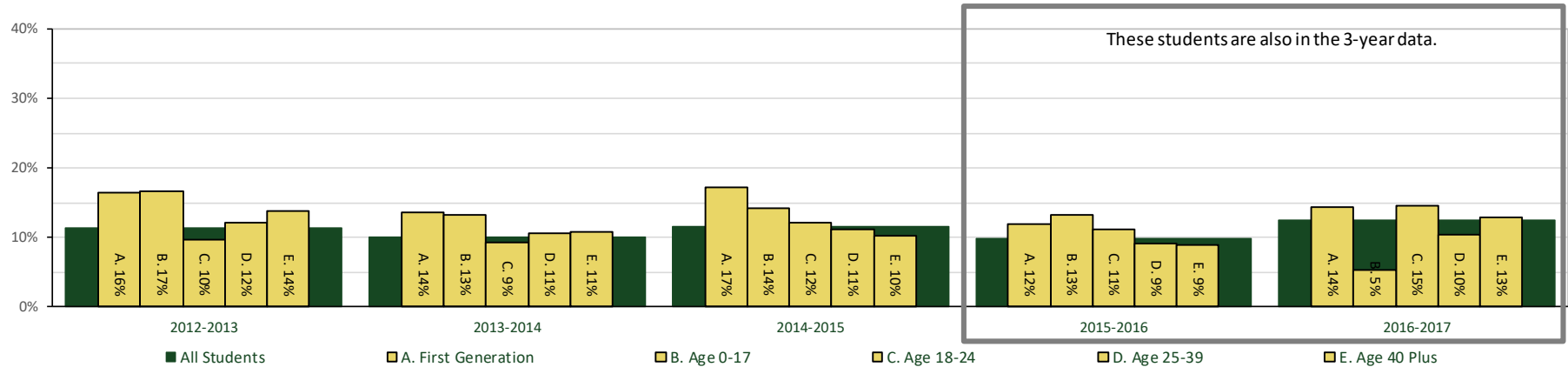
12%	14%	<u>5%</u>	<u>15%</u>	10%	13%			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

#### Trends for 6-Year Completion Rates over 5 Years - Student Attribute Set #3

Steady	Steady	Decreasing	Increasing	Steady	Steady			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

#### Six-Year Completion Rates by Academic Year - Student Attribute Set #3

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2012-2013	786	116	24	344	257	159
2013-2014	860	117	15	426	271	148
2014-2015	838	146	14	401	277	146
2015-2016	1012	175	15	396	386	215
2016-2017	1235	230	19	464	472	280

Source: Umpqua Community College Department of Institutional Research

## 4 Transfer Rates

### 4.1 Notes

This indicator uses two parts to display its data.

**Part A** displays 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** displays 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.

Both Part A and Part B use three separate charts to display their data, one for each of the three student attribute sets.

#### 4.1.1 Description

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.
6. For the Part A indicator, the student must be seeking a transfer degree (AAOT, AGS, AS, ASOT, AST).
7. For the Part B indicator, the student must have earned the transfer degree at UCC prior to transferring.

#### 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 chart 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 student attribute 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”.

## 4.2 Indicator 4 Part A. Transfer Rates – All Transfer Degree Students – SAS #1

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

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

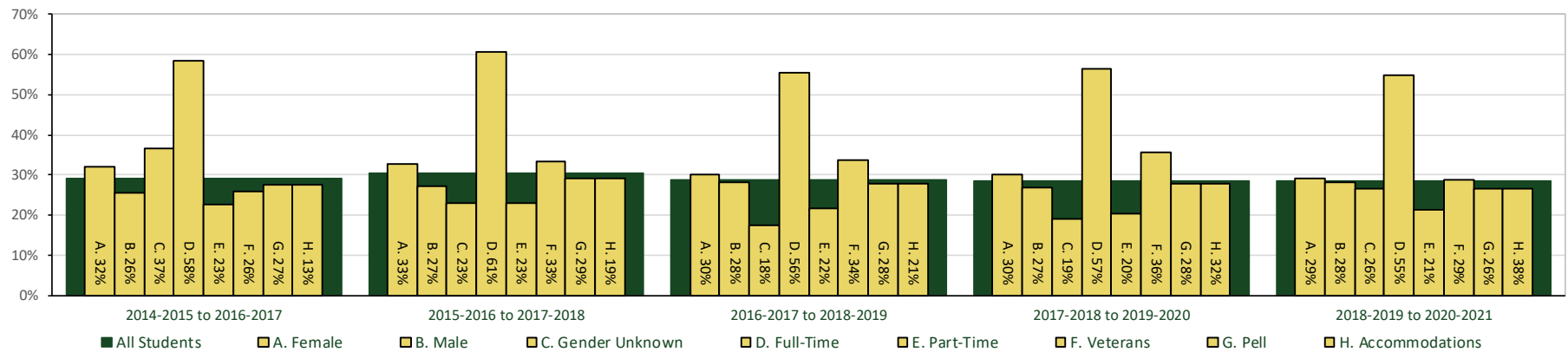
<b>29%</b> All Students	<b>31%</b> A. Female	<b>27%</b> B. Male	<b>25%</b> C. Gender Unknown	<b><u>57%</u></b> D. Full-Time	<b><u>22%</u></b> E. Part-Time	<b>32%</b> F. Veterans	<b>28%</b> G. Pell	<b>25%</b> H. Accommodations
----------------------------	-------------------------	-----------------------	---------------------------------	-----------------------------------	-----------------------------------	---------------------------	-----------------------	---------------------------------

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

<b>Steady</b> All Students	<b>Steady</b> A. Female	<b>Steady</b> B. Male	<b>Decreasing</b> C. Gender Unknown	<b>Decreasing</b> D. Full-Time	<b>Steady</b> E. Part-Time	<b>Steady</b> F. Veterans	<b>Steady</b> G. Pell	<b>Increasing</b> 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
2014-2015 to 2016-2017	2084	1168	886	30	388	1696	77	604	54
2015-2016 to 2017-2018	2080	1185	847	48	405	1675	78	605	69
2016-2017 to 2018-2019	2178	1266	838	74	457	1721	77	679	70
2017-2018 to 2019-2020	2335	1328	908	99	520	1815	95	795	69
2018-2019 to 2020-2021	2406	1357	913	136	523	1883	87	794	60

Source: Umpqua Community College Department of Institutional Research

### 4.3 Indicator 4 Part A. Transfer Rates – All Transfer Degree Students – SAS #2

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

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

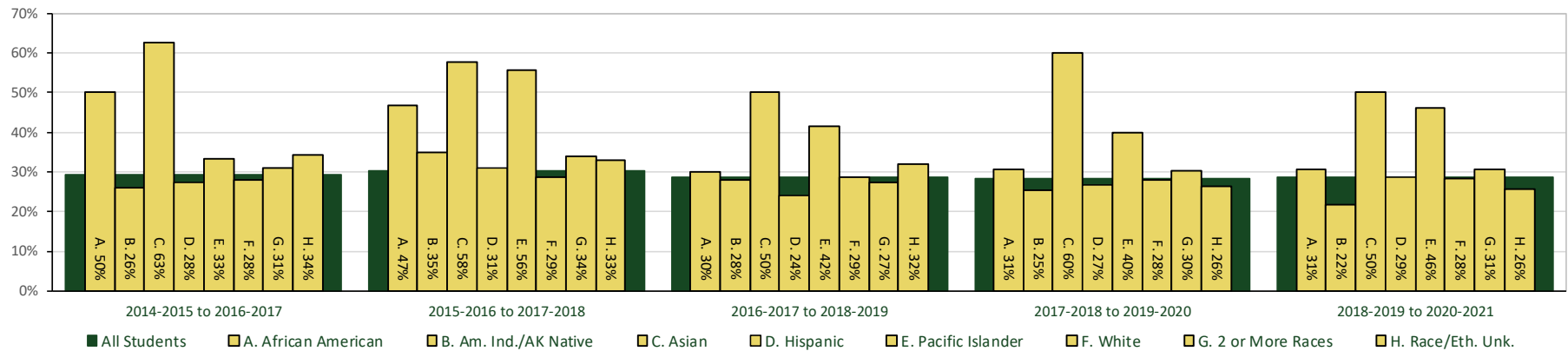
29%	38%	<u>27%</u>	<u>56%</u>	28%	43%	28%	31%	30%
All Students	A. African American	B. Am. Ind./AK Native	C. Asian	D. Hispanic	E. Pacific Islander	F. White	G. 2 or More Races	H. Race/Eth. Unk.

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

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

#### 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.
2014-2015 to 2016-2017	2084	36	50	24	80	9	1667	110	108
2015-2016 to 2017-2018	2080	30	57	26	81	9	1627	138	112
2016-2017 to 2018-2019	2178	30	61	20	62	12	1723	154	116
2017-2018 to 2019-2020	2335	36	63	20	64	15	1844	187	106
2018-2019 to 2020-2021	2406	36	60	26	49	13	1930	183	109

Source: Umpqua Community College Department of Institutional Research

#### 4.4 Indicator 4 Part A. Transfer Rates – All Transfer Degree Students – SAS #3

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

### Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3

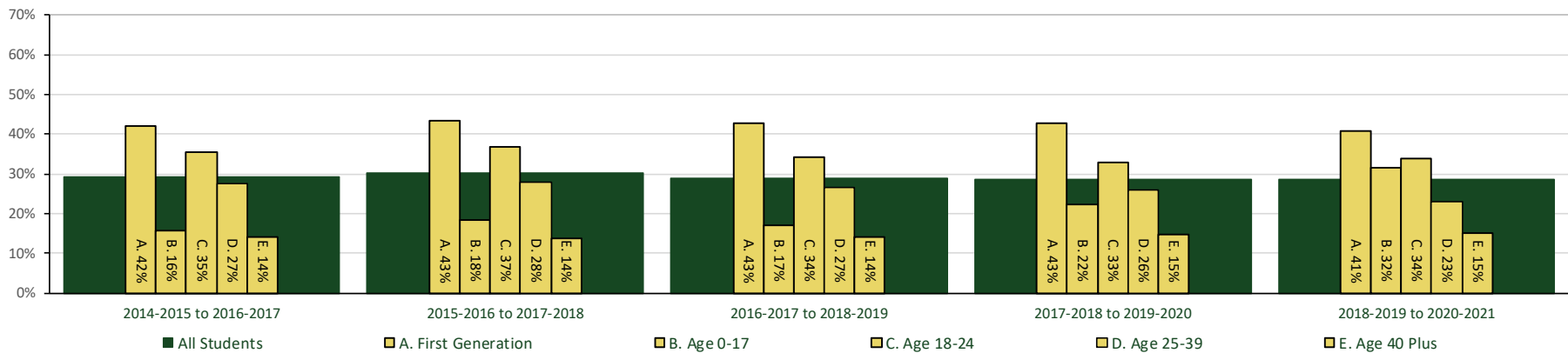
<b>29%</b> All Students	<b><u>42%</u></b> A. First Generation	<b>21%</b> B. Age 0-17	<b>35%</b> C. Age 18-24	<b>26%</b> D. Age 25-39	<b><u>14%</u></b> E. Age 40 Plus			
----------------------------	--	---------------------------	----------------------------	----------------------------	-------------------------------------	--	--	--

### Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #3

<b>Steady</b> All Students	<b>Steady</b> A. First Generation	<b>Increasing</b> B. Age 0-17	<b>Steady</b> C. Age 18-24	<b>Decreasing</b> D. Age 25-39	<b>Steady</b> E. Age 40 Plus			
-------------------------------	--------------------------------------	----------------------------------	-------------------------------	-----------------------------------	---------------------------------	--	--	--

### Transfer Rates by Period - Regardless of Award Status - Student Attribute Set #3

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2014-2015 to 2016-2017	2084	382	32	1093	619	340
2015-2016 to 2017-2018	2080	376	33	1122	609	316
2016-2017 to 2018-2019	2178	347	35	1194	641	308
2017-2018 to 2019-2020	2335	377	27	1335	678	295
2018-2019 to 2020-2021	2406	375	19	1427	662	298

Source: Umpqua Community College Department of Institutional Research

#### 4.5 Indicator 4 Part B. Transfer Rates – Transfer Degree Graduates – SAS #1

Students seeking a transfer degree (AAOT, AGS, AS, ASOT, AST) who transfer to another institution within one year of earning a transfer degree at UCC.

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

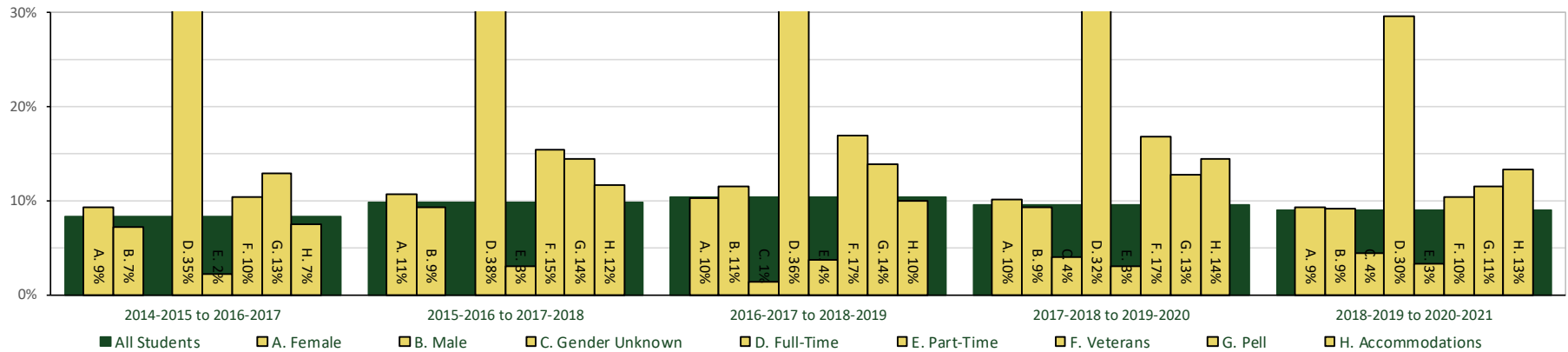
9%	10%	9%	3%	<b>34%</b>	3%	14%	13%	11%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

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

### 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
2014-2015 to 2016-2017	2084	1168	886	30	388	1696	77	604	54
2015-2016 to 2017-2018	2080	1185	847	48	405	1675	78	605	69
2016-2017 to 2018-2019	2178	1266	838	74	457	1721	77	679	70
2017-2018 to 2019-2020	2335	1328	908	99	520	1815	95	795	69
2018-2019 to 2020-2021	2406	1357	913	136	523	1883	87	794	60

Source: Umpqua Community College Department of Institutional Research

#### 4.6 Indicator 4 Part B. Transfer Rates – Transfer Degree Graduates – SAS #2

Students seeking a transfer degree (AAOT, AGS, AS, ASOT, AST) who transfer to another institution within one year of earning a transfer degree at UCC.

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

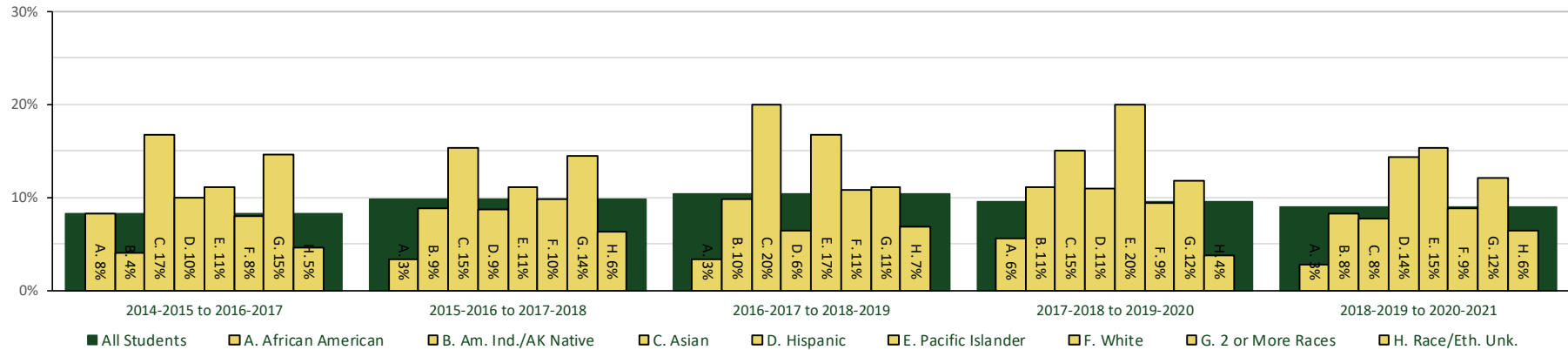
<b>9%</b> All Students	<b><u>5%</u></b> A. African American	<b>8%</b> B. Am. Ind./AK Native	<b><u>15%</u></b> C. Asian	<b>10%</b> D. Hispanic	<b><u>15%</u></b> E. Pacific Islander	<b>9%</b> F. White	<b>13%</b> G. 2 or More Races	<b>6%</b> H. Race/Eth. Unk.
---------------------------	---	------------------------------------	-------------------------------	---------------------------	--	-----------------------	----------------------------------	--------------------------------

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

<b>Steady</b> All Students	<b>Steady</b> A. African American	<b>Increasing</b> B. Am. Ind./AK Native	<b>Decreasing</b> C. Asian	<b>Increasing</b> D. Hispanic	<b>Increasing</b> E. Pacific Islander	<b>Steady</b> F. White	<b>Steady</b> G. 2 or More Races	<b>Steady</b> 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.
2014-2015 to 2016-2017	2084	36	50	24	80	9	1667	110	108
2015-2016 to 2017-2018	2080	30	57	26	81	9	1627	138	112
2016-2017 to 2018-2019	2178	30	61	20	62	12	1723	154	116
2017-2018 to 2019-2020	2335	36	63	20	64	15	1844	187	106
2018-2019 to 2020-2021	2406	36	60	26	49	13	1930	183	109

Source: Umpqua Community College Department of Institutional Research

### 4.7 Indicator 4 Part B. Transfer Rates – Transfer Degree Graduates – SAS #3

Students seeking a transfer degree (AAOT, AGS, AS, ASOT, AST) who transfer to another institution within one year of earning a transfer degree at UCC.

#### Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3

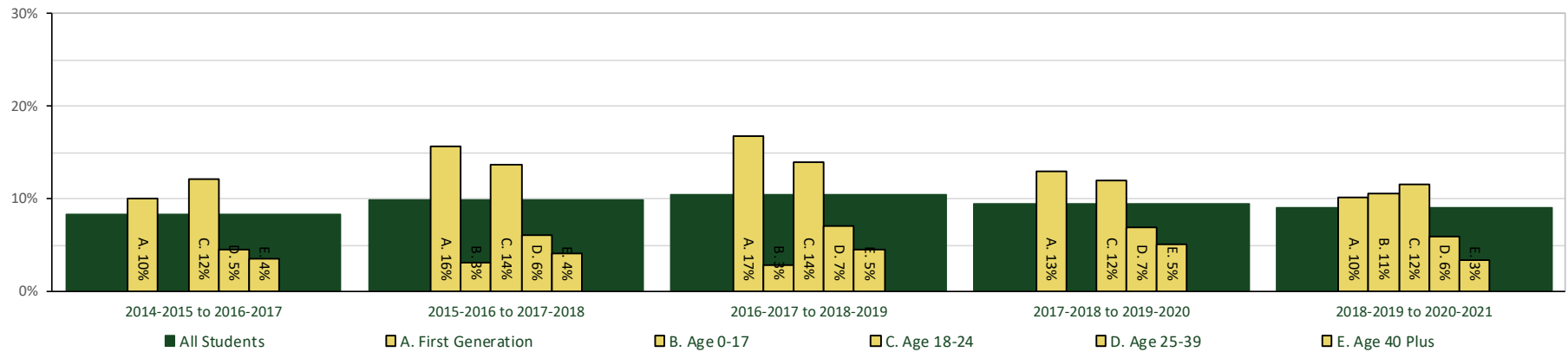
9%	<b>13%</b>	5%	<b>13%</b>	6%	<b>4%</b>			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

#### Trends: Five-Year Trend of Each Population Slice - Student Attribute Set #3

Steady	Steady	Increasing	Steady	Steady	Steady			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

#### Transfer Rates by Period - Graduates - Student Attribute Set #3

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2014-2015 to 2016-2017	2084	382	32	1093	619	340
2015-2016 to 2017-2018	2080	376	33	1122	609	316
2016-2017 to 2018-2019	2178	347	35	1194	641	308
2017-2018 to 2019-2020	2335	377	27	1335	678	295
2018-2019 to 2020-2021	2406	375	19	1427	662	298

Source: Umpqua Community College Department of Institutional Research

## 5 Program Learning Outcomes

### 5.1 Notes

While this indicator is designed to display data for five academic years, only three years of data is currently available. With each year's report, another year of data will be added to the chart.

#### 5.1.1 Description

Indicator 5 shows the rates at which program learning outcomes (PLOs) are met, or exceeded, by courses, and for the students in those courses. The PLOs 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.

#### 5.1.2 Measured Timeframe

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

#### 5.1.3 Yearly Rates

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

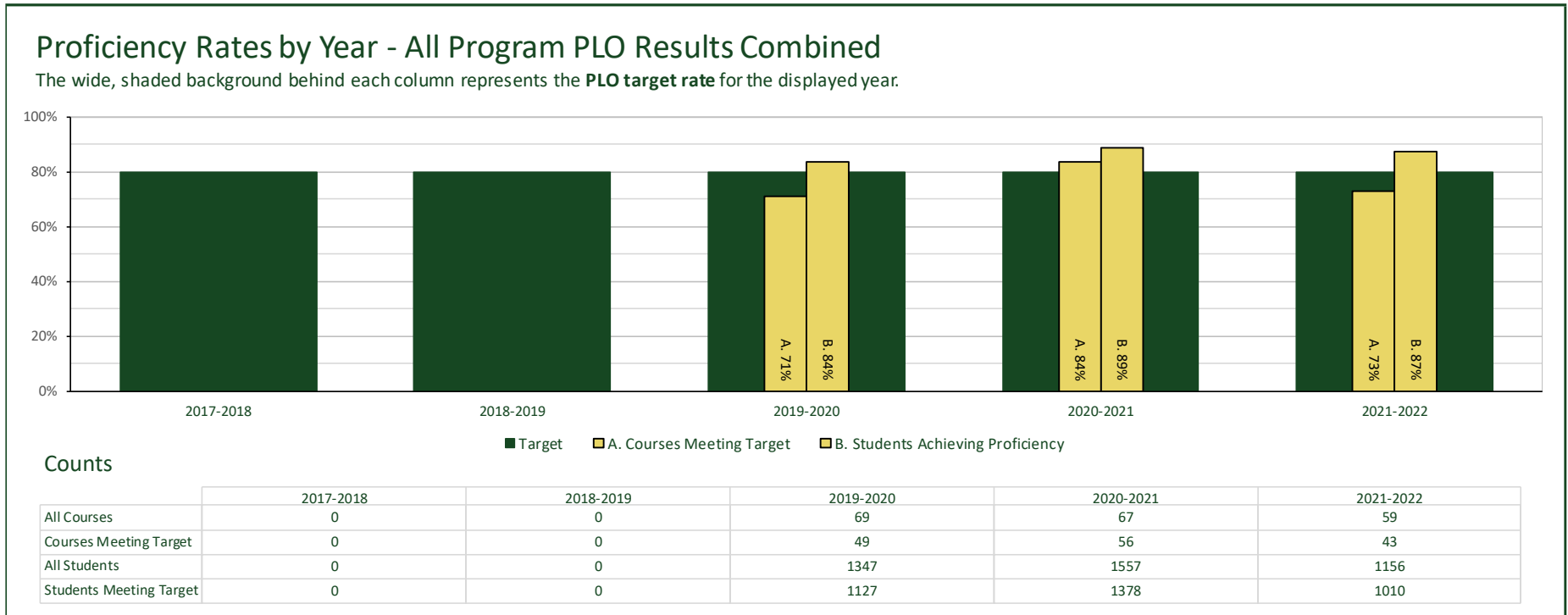
#### 5.1.4 Yearly Counts

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.



# 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

## 6 Universal Learning Outcomes

### 6.1 Notes

While this indicator is designed to display data for five academic years, only three years of data is currently available. With each year's report, another year of data will be added to the chart.

#### 6.1.1 Description

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. The indicator 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%.

To display this data, the indicator uses two charts. 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

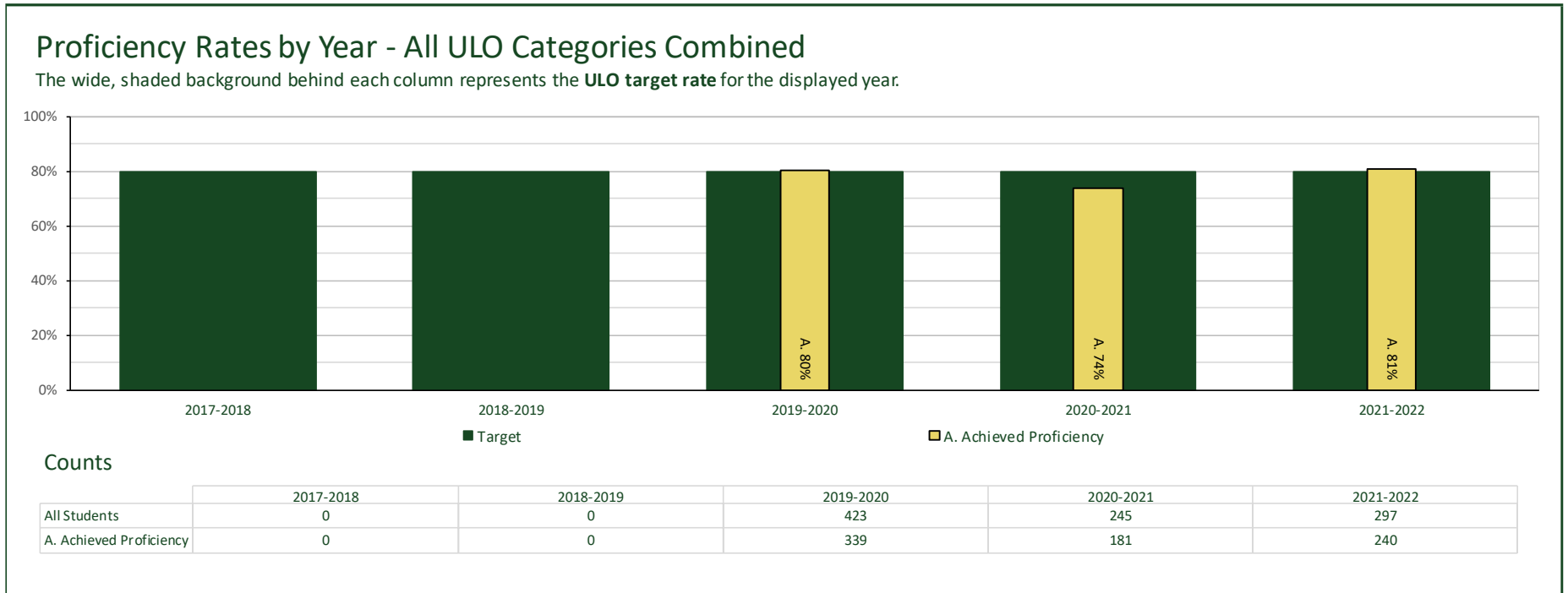
This section in both charts displays five separate column charts, one for each academic year within the measured timeframe.

#### 6.1.4 Yearly Counts

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

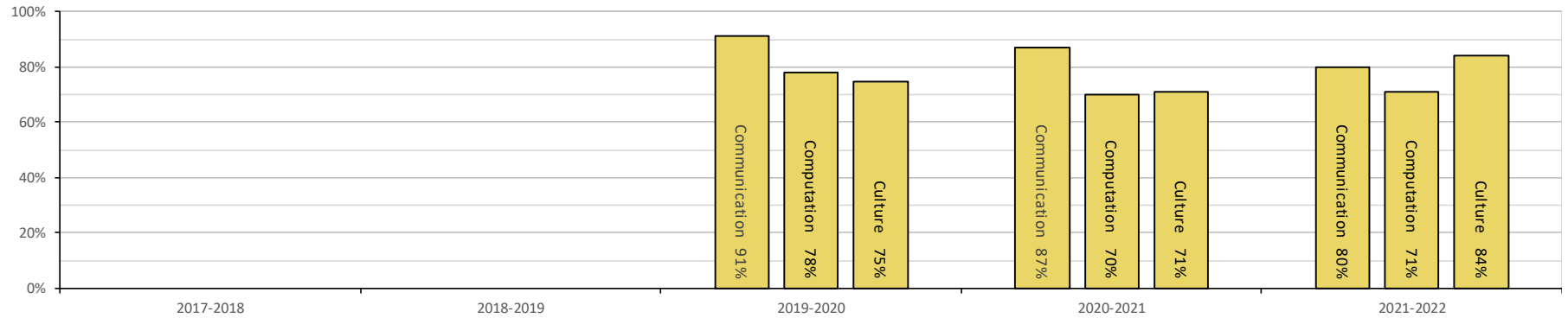
## Indicator 6. Universal Learning Outcomes

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



Source: Umpqua Community College Assessment and Curricular Standards Committee

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



### Counts

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Communication - Total	0	0	115	46	104
Communication - Achieved Proficiency	0	0	105	40	83
Computation - Total	0	0	101	10	38
Computation - Achieved Proficiency	0	0	79	7	27
Culture - All	0	0	207	189	155
Culture - Achieved Proficiency	0	0	155	134	130

Source: Umpqua Community College Assessment and Curricular Standards Committee

# 7 Gatekeeper Course Success

## 7.1 Notes

Indicator 7 measures the percentage of students who pass specific “gatekeeper” courses. UCC has designated the following courses as gatekeeper courses.

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

### 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 charts. The upper chart uses the categories of SAS #1, and the lower chart uses the IPEDS race/ethnicity categories of SAS #2.

A separate pair of charts 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 chart 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”.

## 7.2 BA 180 Course Success

### 7.2.1 BA 180 Course Success, Student Attribute Set #1

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

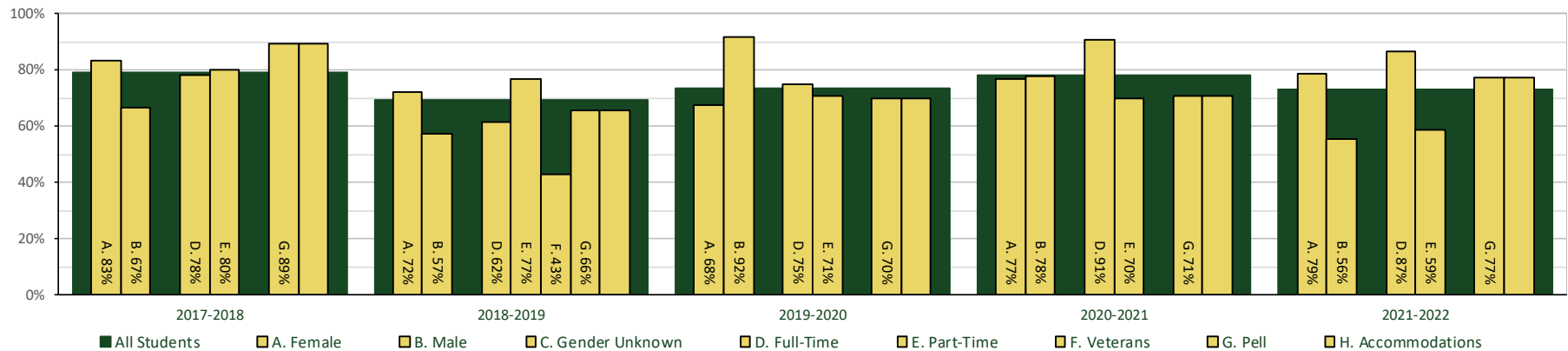
<b>75%</b> All Students	<b>76%</b> A. Female	<b>70%</b> B. Male	<b><u>0%</u></b> C. Gender Unknown	<b><u>78%</u></b> D. Full-Time	<b>71%</b> E. Part-Time	<b>43%</b> F. Veterans	<b>74%</b> G. Pell	<b><u>0%</u></b> H. Accommodations
----------------------------	-------------------------	-----------------------	---------------------------------------	-----------------------------------	----------------------------	---------------------------	-----------------------	---------------------------------------

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

<b>Steady</b> All Students	<b>Steady</b> A. Female	<b>Steady</b> B. Male	<b>Increasing</b> C. Gender Unknown	<b>Increasing</b> D. Full-Time	<b>Decreasing</b> E. Part-Time	<b>Increasing</b> F. Veterans	<b>Decreasing</b> G. Pell	<b>Steady</b> 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
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
2021-2022	59	47	9	-1	30	29	-1	35	-1

Source: Umpqua Community College Department of Institutional Research

7.2.2 BA 180 Course Success, Student Attribute Set #2

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

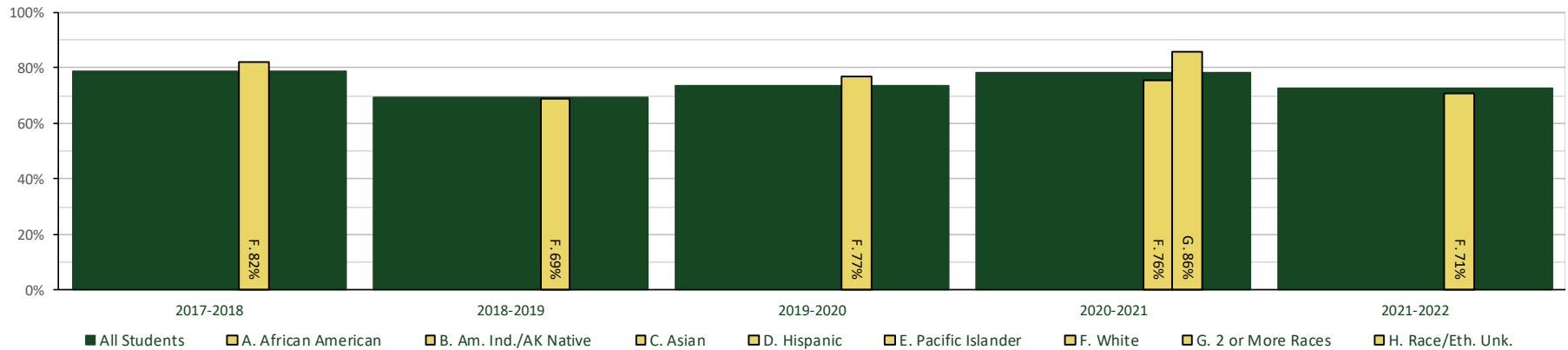
<b>75%</b> All Students	<b><u>0%</u></b> A. African American	<b><u>0%</u></b> B. Am. Ind./AK Native	<b><u>0%</u></b> C. Asian	<b><u>0%</u></b> D. Hispanic	<b><u>0%</u></b> E. Pacific Islander	<b>75%</b> F. White	<b><u>86%</u></b> G. 2 or More Races	<b><u>0%</u></b> H. Race/Eth. Unk.
----------------------------	---	---	------------------------------	---------------------------------	---	------------------------	---	---------------------------------------

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

<b>Steady</b> All Students	<b>Decreasing</b> A. African American	<b>Decreasing</b> B. Am. Ind./AK Native	<b>Decreasing</b> C. Asian	<b>Steady</b> D. Hispanic	<b>Steady</b> E. Pacific Islander	<b>Decreasing</b> F. White	<b>Increasing</b> G. 2 or More Races	<b>Steady</b> 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.
2017-2018	57	-1	-1	-1	-1	-1	45	-1	-1
2018-2019	52	-1	-1	-1	-1	-1	45	-1	-1
2019-2020	49	-1	-1	-1	-1	-1	43	-1	-1
2020-2021	55	-1	-1	-1	-1	-1	41	7	-1
2021-2022	59	-1	-1	-1	-1	-1	48	-1	-1

Source: Umpqua Community College Department of Institutional Research



7.2.3 BA 180 Course Success, Student Attribute Set #3

**Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3**

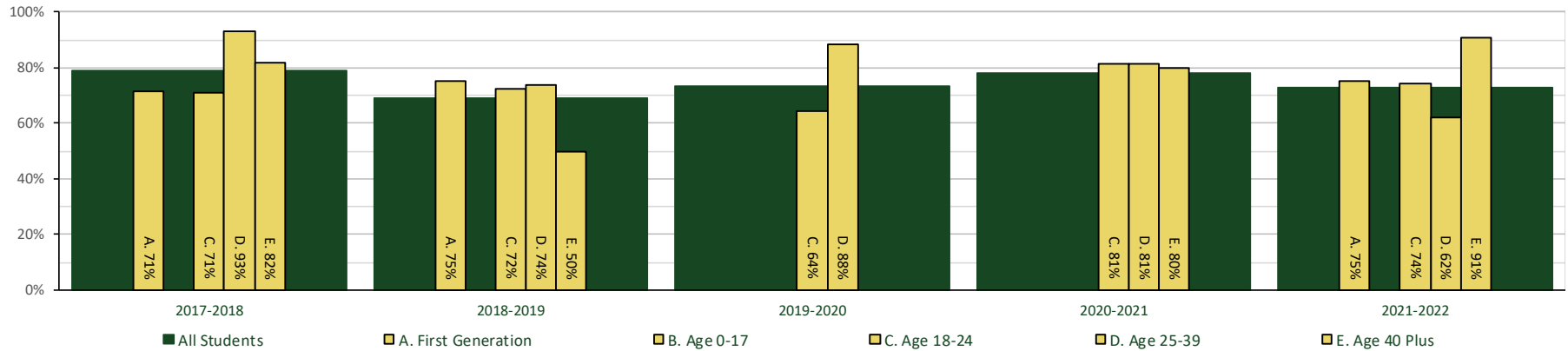
75%	74%	<u>0%</u>	73%	<u>80%</u>	76%			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

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

Steady	Steady	Decreasing	Increasing	Decreasing	Increasing			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

**Completion Rates for BA180 by Year - Student Attribute Set #3**

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	57	7	-1	31	14	11
2018-2019	52	8	-1	18	23	10
2019-2020	49	-1	-1	28	17	-1
2020-2021	55	-1	-1	16	27	10
2021-2022	59	8	-1	27	21	11

Source: Umpqua Community College Department of Institutional Research

### 7.3 MTH 060 Course Success

#### 7.3.1 MTH 060 Course Success, Student Attribute Set #1

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

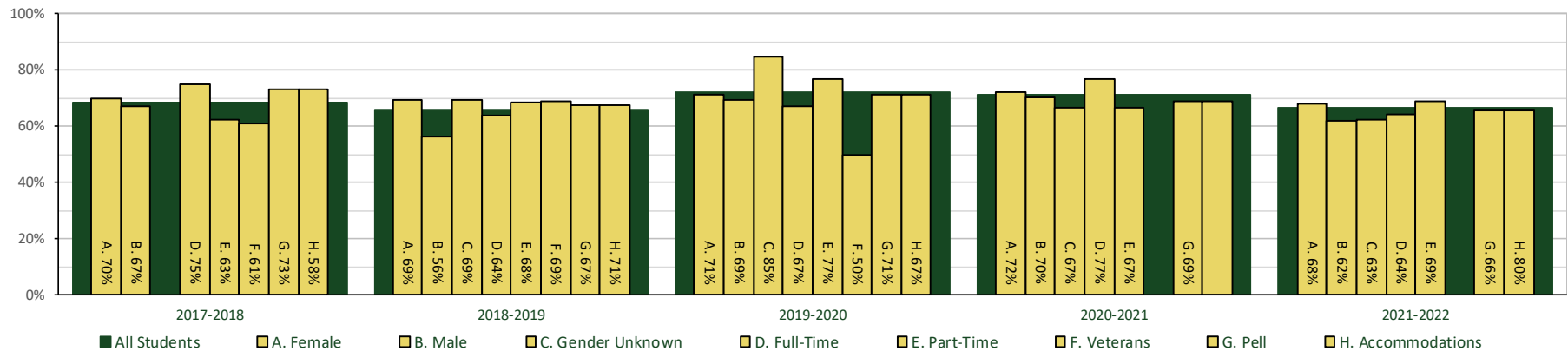
69%	70%	65%	<u>71%</u>	69%	69%	<u>60%</u>	69%	69%
All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations

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

Steady	Steady	Steady	Increasing	Steady	Increasing	Increasing	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 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 displays as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
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
2021-2022	101	72	21	8	59	42	-1	73	10

Source: Umpqua Community College Department of Institutional Research

7.3.2 MTH 060 Course Success, Student Attribute Set #2

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

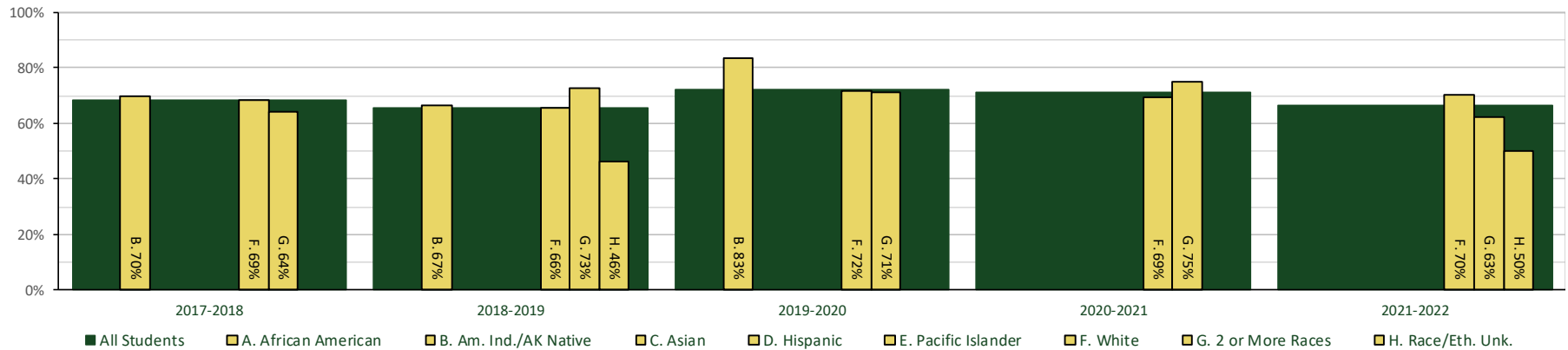
<b>69%</b> All Students	<b>0%</b> A. African American	<b>73%</b> B. Am. Ind./AK Native	<b>0%</b> C. Asian	<b>0%</b> D. Hispanic	<b>0%</b> E. Pacific Islander	<b>69%</b> F. White	<b>69%</b> G. 2 or More Races	<b>48%</b> H. Race/Eth. Unk.
----------------------------	----------------------------------	-------------------------------------	-----------------------	--------------------------	----------------------------------	------------------------	----------------------------------	---------------------------------

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

<b>Steady</b> All Students	<b>Steady</b> A. African American	<b>Decreasing</b> B. Am. Ind./AK Native	<b>Increasing</b> C. Asian	<b>Decreasing</b> D. Hispanic	<b>Increasing</b> E. Pacific Islander	<b>Steady</b> F. White	<b>Steady</b> G. 2 or More Races	<b>Decreasing</b> 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.
2017-2018	187	-1	10	-1	-1	-1	156	14	-1
2018-2019	172	-1	6	-1	-1	-1	137	11	13
2019-2020	136	-1	6	-1	-1	-1	109	7	-1
2020-2021	98	-1	-1	-1	-1	-1	75	8	-1
2021-2022	101	-1	-1	-1	-1	-1	77	8	6

Source: Umpqua Community College Department of Institutional Research

7.3.3 MTH 060 Course Success, Student Attribute Set #3

**Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3**

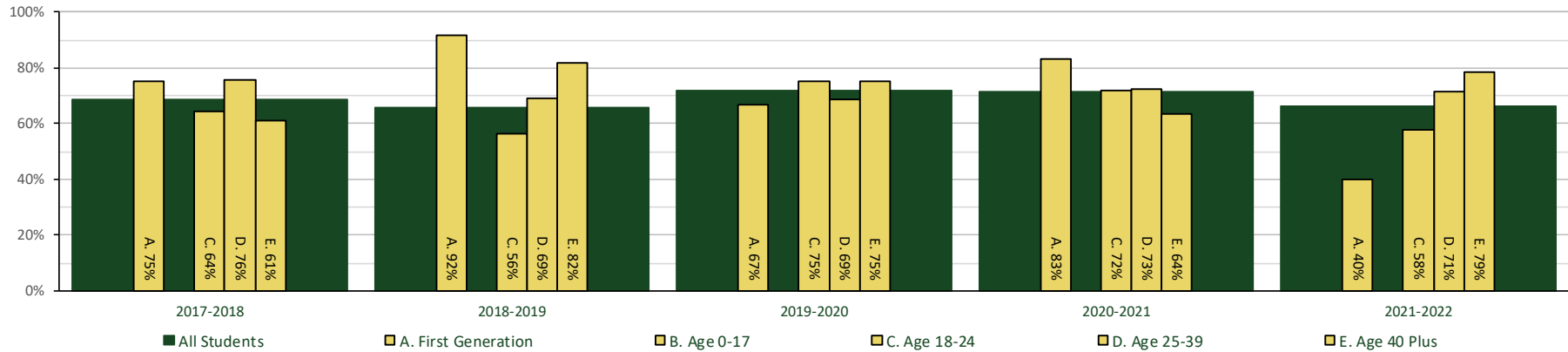
69%	71%	<u>0%</u>	65%	71%	<u>72%</u>			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

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

Steady	Decreasing	Increasing	Steady	Steady	Increasing			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

**Completion Rates for MTH060 by Year - Student Attribute Set #3**

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	187	12	-1	81	78	23
2018-2019	172	12	-1	78	68	22
2019-2020	136	12	-1	60	48	24
2020-2021	98	12	-1	43	40	11
2021-2022	101	10	-1	50	35	14

Source: Umpqua Community College Department of Institutional Research

## 7.4 MTH 095 Course Success

### 7.4.1 MTH 095 Course Success, Student Attribute Set #1

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

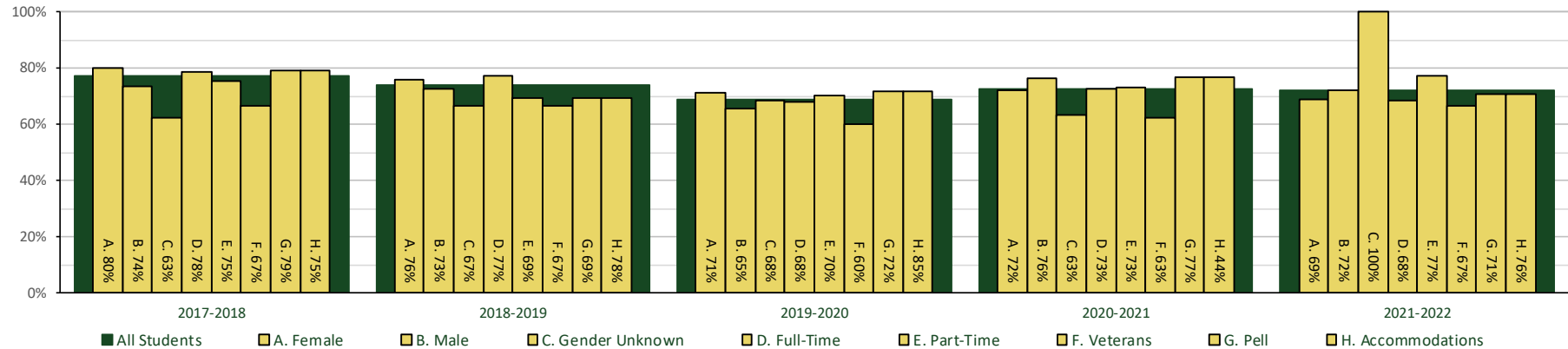
<b>73%</b> All Students	<b><u>74%</u></b> A. Female	<b>72%</b> B. Male	<b>72%</b> C. Gender Unknown	<b>73%</b> D. Full-Time	<b>73%</b> E. Part-Time	<b><u>65%</u></b> F. Veterans	<b>73%</b> G. Pell	<b>72%</b> H. Accommodations
----------------------------	--------------------------------	-----------------------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

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

<b>Decreasing</b> All Students	<b>Decreasing</b> A. Female	<b>Steady</b> B. Male	<b>Increasing</b> C. Gender Unknown	<b>Decreasing</b> D. Full-Time	<b>Steady</b> E. Part-Time	<b>Steady</b> F. Veterans	<b>Steady</b> G. Pell	<b>Decreasing</b> 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 displays as "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
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	107	22	181	91	20	141	13
2020-2021	209	114	76	19	124	85	16	99	9
2021-2022	186	113	61	12	107	79	9	119	17

Source: Umpqua Community College Department of Institutional Research

7.4.2 MTH 095 Course Success, Student Attribute Set #2

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

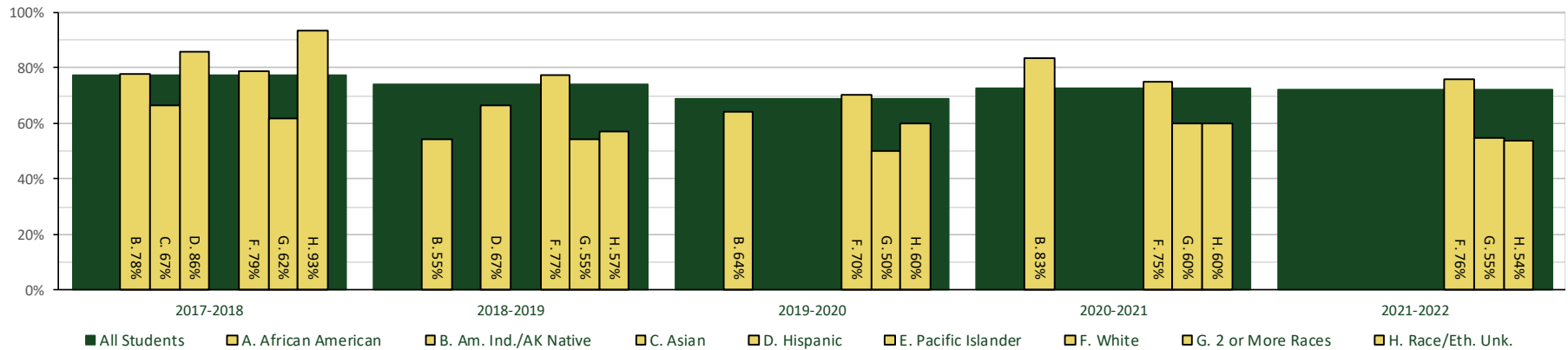
<b>73%</b> All Students	<b><u>0%</u></b> A. African American	<b>70%</b> B. Am. Ind./AK Native	<b>67%</b> C. Asian	<b><u>76%</u></b> D. Hispanic	<b><u>0%</u></b> E. Pacific Islander	<b>75%</b> F. White	<b>56%</b> G. 2 or More Races	<b>65%</b> H. Race/Eth. Unk.
----------------------------	---	-------------------------------------	------------------------	----------------------------------	---	------------------------	----------------------------------	---------------------------------

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

<b>Decreasing</b> All Students	<b>Increasing</b> A. African American	<b>Decreasing</b> B. Am. Ind./AK Native	<b>Decreasing</b> C. Asian	<b>Increasing</b> D. Hispanic	<b>Decreasing</b> E. Pacific Islander	<b>Steady</b> F. White	<b>Steady</b> G. 2 or More Races	<b>Decreasing</b> 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.
2017-2018	328	-1	9	6	7	-1	266	21	15
2018-2019	281	-1	11	-1	9	-1	228	22	7
2019-2020	272	-1	14	-1	-1	-1	219	16	15
2020-2021	209	-1	6	-1	-1	-1	175	10	10
2021-2022	186	-1	-1	-1	-1	-1	138	20	13

Source: Umpqua Community College Department of Institutional Research

7.4.3 MTH 095 Course Success, Student Attribute Set #3

**Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3**

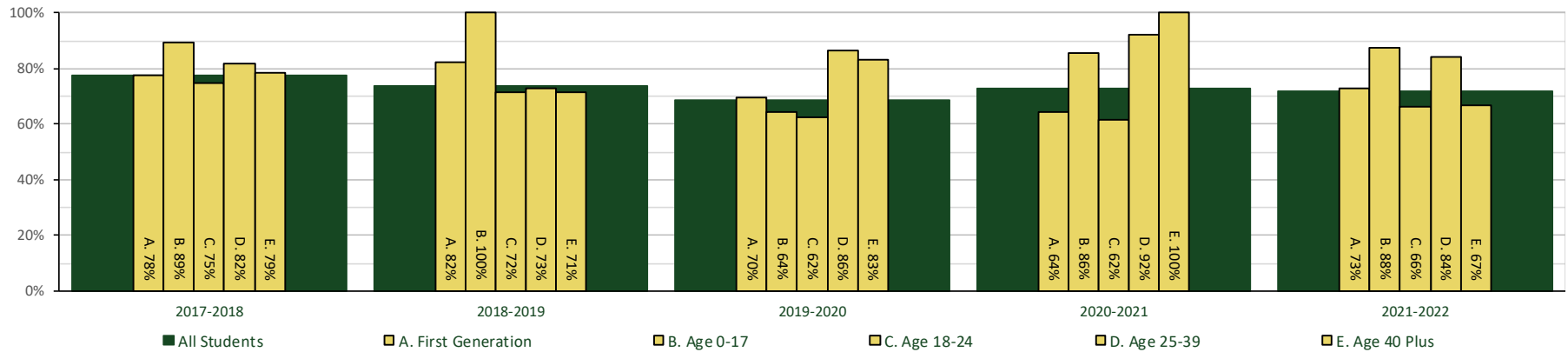
<b>73%</b> All Students	<b>73%</b> A. First Generation	<b><u>85%</u></b> B. Age 0-17	<b><u>67%</u></b> C. Age 18-24	<b>83%</b> D. Age 25-39	<b>80%</b> E. Age 40 Plus			
----------------------------	-----------------------------------	----------------------------------	-----------------------------------	----------------------------	------------------------------	--	--	--

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

Decreasing All Students	Decreasing A. First Generation	Decreasing B. Age 0-17	Decreasing C. Age 18-24	Increasing D. Age 25-39	Steady E. Age 40 Plus			
----------------------------	-----------------------------------	---------------------------	----------------------------	----------------------------	--------------------------	--	--	--

**Completion Rates for MTH095 by Year - Student Attribute Set #3**

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	328	49	19	223	72	14
2018-2019	281	45	21	183	63	14
2019-2020	272	46	28	173	59	12
2020-2021	209	28	21	130	50	8
2021-2022	186	26	8	119	50	9

Source: Umpqua Community College Department of Institutional Research

## 7.5 MTH 105 Course Success

### 7.5.1 MTH 105 Course Success, Student Attribute Set #1

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

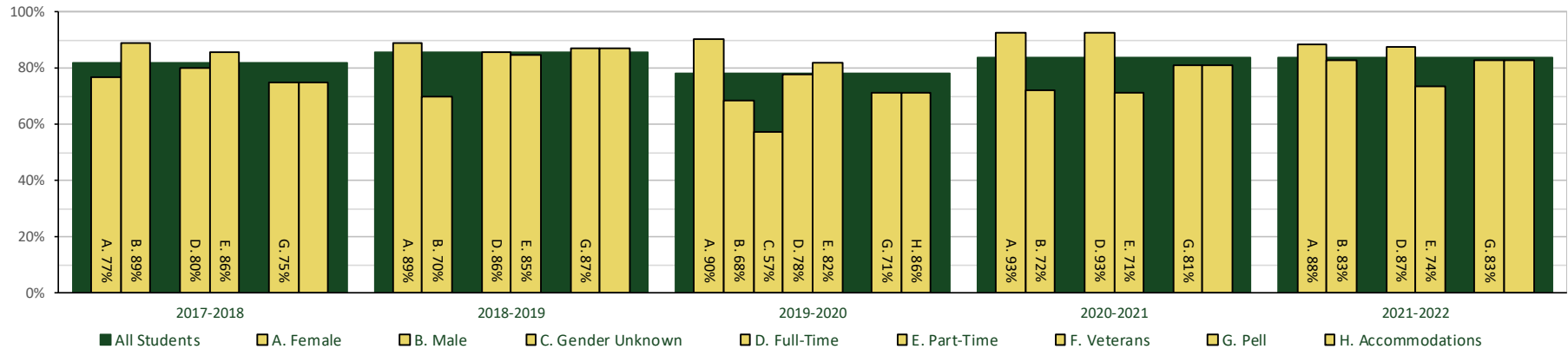
<b>83%</b> All Students	<b><u>87%</u></b> A. Female	<b>76%</b> B. Male	<b>57%</b> C. Gender Unknown	<b>85%</b> D. Full-Time	<b>79%</b> E. Part-Time	<b><u>0%</u></b> F. Veterans	<b>79%</b> G. Pell	<b>86%</b> H. Accommodations
----------------------------	--------------------------------	-----------------------	---------------------------------	----------------------------	----------------------------	---------------------------------	-----------------------	---------------------------------

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

<b>Steady</b> All Students	<b>Increasing</b> A. Female	<b>Decreasing</b> B. Male	<b>Increasing</b> C. Gender Unknown	<b>Increasing</b> D. Full-Time	<b>Decreasing</b> E. Part-Time	<b>Decreasing</b> F. Veterans	<b>Steady</b> G. Pell	<b>Increasing</b> 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
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
2021-2022	74	34	35	-1	55	19	-1	35	-1

Source: Umpqua Community College Department of Institutional Research



7.5.2 MTH 105 Course Success, Student Attribute Set #1

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

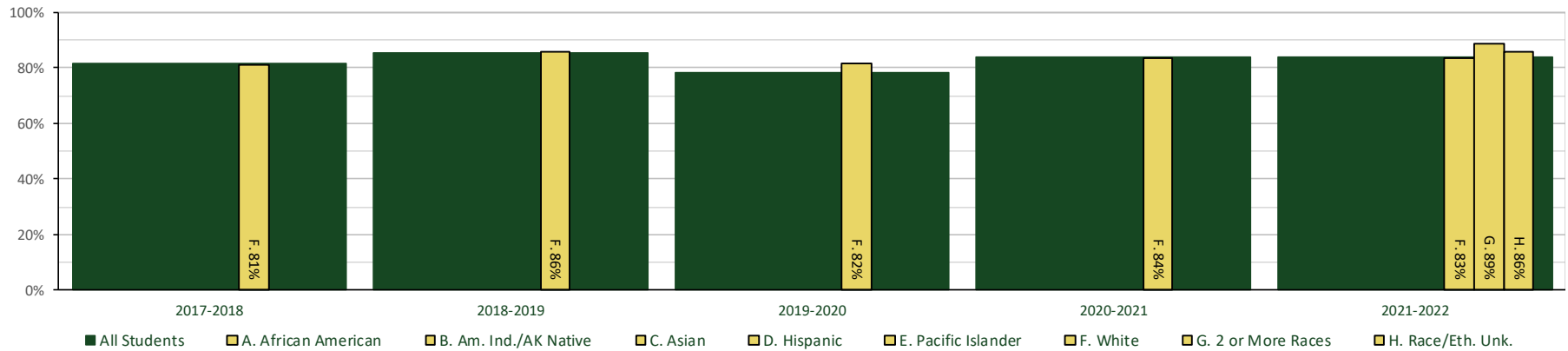
<b>83%</b> All Students	<b>0%</b> A. African American	<b>0%</b> B. Am. Ind./AK Native	<b>0%</b> C. Asian	<b>0%</b> D. Hispanic	<b>0%</b> E. Pacific Islander	<b>83%</b> F. White	<b>89%</b> G. 2 or More Races	<b>86%</b> H. Race/Eth. Unk.
----------------------------	----------------------------------	------------------------------------	-----------------------	--------------------------	----------------------------------	------------------------	----------------------------------	---------------------------------

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

<b>Steady</b> All Students	<b>Increasing</b> A. African American	<b>Increasing</b> B. Am. Ind./AK Native	<b>Increasing</b> C. Asian	<b>Increasing</b> D. Hispanic	<b>Steady</b> E. Pacific Islander	<b>Steady</b> F. White	<b>Increasing</b> G. 2 or More Races	<b>Increasing</b> 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.
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	49	-1	-1
2020-2021	68	-1	-1	-1	-1	-1	55	-1	-1
2021-2022	74	-1	-1	-1	-1	-1	48	9	7

Source: Umpqua Community College Department of Institutional Research

7.5.3 MTH 105 Course Success, Student Attribute Set #1

### Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3

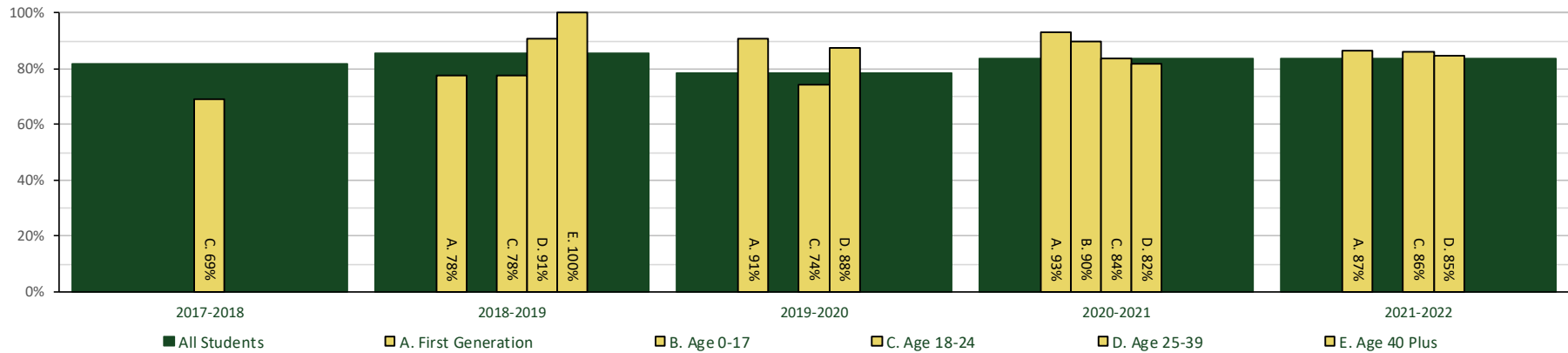
<b>83%</b> All Students	<b>87%</b> A. First Generation	<b>90%</b> B. Age 0-17	<b><u>78%</u></b> C. Age 18-24	<b>86%</b> D. Age 25-39	<b><u>100%</u></b> E. Age 40 Plus			
----------------------------	-----------------------------------	---------------------------	-----------------------------------	----------------------------	--------------------------------------	--	--	--

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

<b>Steady</b> All Students	<b>Increasing</b> A. First Generation	<b>Increasing</b> B. Age 0-17	<b>Increasing</b> C. Age 18-24	<b>Decreasing</b> D. Age 25-39	<b>Decreasing</b> E. Age 40 Plus			
-------------------------------	--	----------------------------------	-----------------------------------	-----------------------------------	-------------------------------------	--	--	--

### Completion Rates for MTH105 by Year - Student Attribute Set #3

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	22	-1	-1	13	-1	-1
2018-2019	48	9	-1	27	11	6
2019-2020	60	11	-1	35	16	-1
2020-2021	68	14	10	43	11	-1
2021-2022	74	15	-1	57	13	-1

Source: Umpqua Community College Department of Institutional Research

## 7.6 MTH 111 Course Success

### 7.6.1 MTH 111 Course Success, Student Attribute Set #1

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

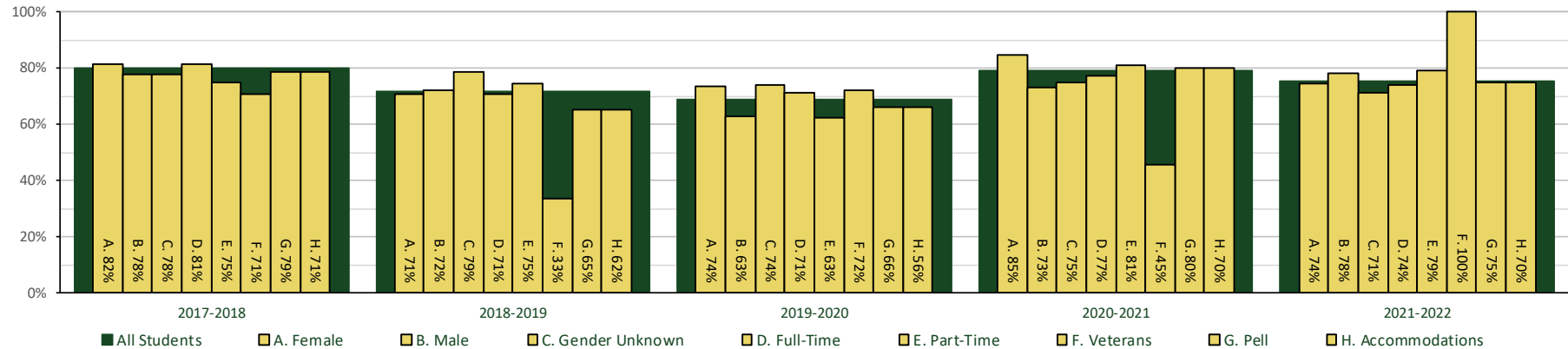
<b>75%</b> All Students	<b><u>77%</u></b> A. Female	<b>73%</b> B. Male	<b>75%</b> C. Gender Unknown	<b>75%</b> D. Full-Time	<b>74%</b> E. Part-Time	<b><u>64%</u></b> F. Veterans	<b>73%</b> G. Pell	<b>66%</b> H. Accommodations
----------------------------	--------------------------------	-----------------------	---------------------------------	----------------------------	----------------------------	----------------------------------	-----------------------	---------------------------------

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

<b>Steady</b> All Students	<b>Steady</b> A. Female	<b>Steady</b> B. Male	<b>Decreasing</b> C. Gender Unknown	<b>Steady</b> D. Full-Time	<b>Increasing</b> E. Part-Time	<b>Increasing</b> F. Veterans	<b>Steady</b> G. Pell	<b>Steady</b> 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
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	92	85	8	106	79	11	60	10
2021-2022	168	94	60	14	120	48	10	79	10

Source: Umpqua Community College Department of Institutional Research

7.6.2 MTH 111 Course Success, Student Attribute Set #2

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

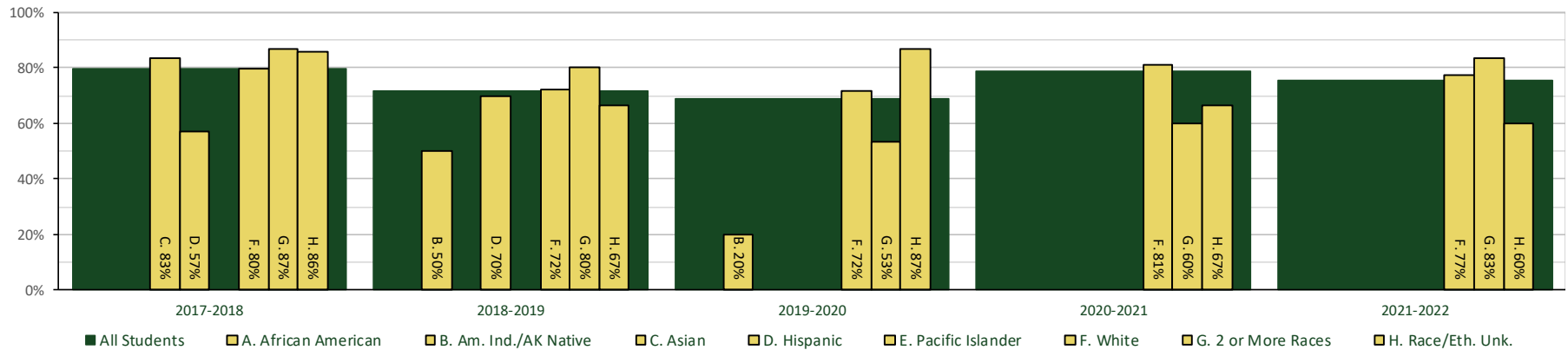
<b>75%</b> All Students	<b><u>0%</u></b> A. African American	<b>35%</b> B. Am. Ind./AK Native	<b><u>83%</u></b> C. Asian	<b>64%</b> D. Hispanic	<b><u>0%</u></b> E. Pacific Islander	<b>76%</b> F. White	<b>73%</b> G. 2 or More Races	<b>73%</b> H. Race/Eth. Unk.
----------------------------	---	-------------------------------------	-------------------------------	---------------------------	---	------------------------	----------------------------------	---------------------------------

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

<b>Steady</b> All Students	<b>Increasing</b> A. African American	<b>Decreasing</b> B. Am. Ind./AK Native	<b>Increasing</b> C. Asian	<b>Decreasing</b> D. Hispanic	<b>Increasing</b> E. Pacific Islander	<b>Steady</b> F. White	<b>Decreasing</b> G. 2 or More Races	<b>Decreasing</b> 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.
2017-2018	253	-1	-1	6	7	-1	212	15	7
2018-2019	249	-1	6	-1	10	-1	202	15	9
2019-2020	219	-1	10	-1	-1	-1	170	15	15
2020-2021	185	-1	-1	-1	-1	-1	154	10	9
2021-2022	168	-1	-1	-1	-1	-1	132	12	10

Source: Umpqua Community College Department of Institutional Research

7.6.3 MTH 111 Course Success, Student Attribute Set #3

**Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3**

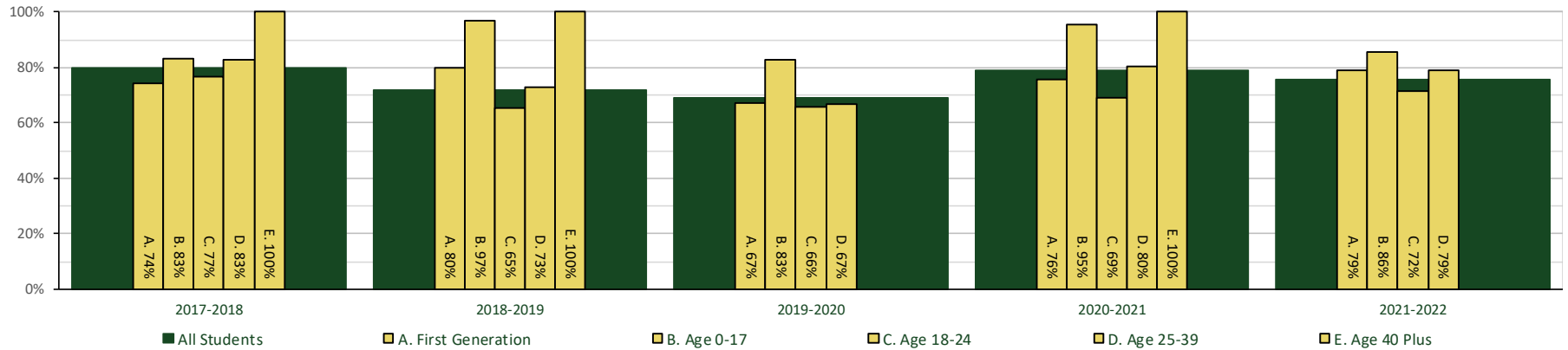
75%	75%	89%	<u>70%</u>	76%	<u>100%</u>			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

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

Steady	Steady	Steady	Steady	Steady	Steady			
All Students	A. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus			

**Completion Rates for MTH111 by Year - Student Attribute Set #3**

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	253	39	24	164	52	13
2018-2019	249	45	33	161	48	7
2019-2020	219	46	29	131	54	-1
2020-2021	185	33	43	90	46	6
2021-2022	168	33	21	109	33	-1

Source: Umpqua Community College Department of Institutional Research

## 7.7 MTH 251 Course Success

### 7.7.1 MTH 251 Course Success, Student Attribute Set #1

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

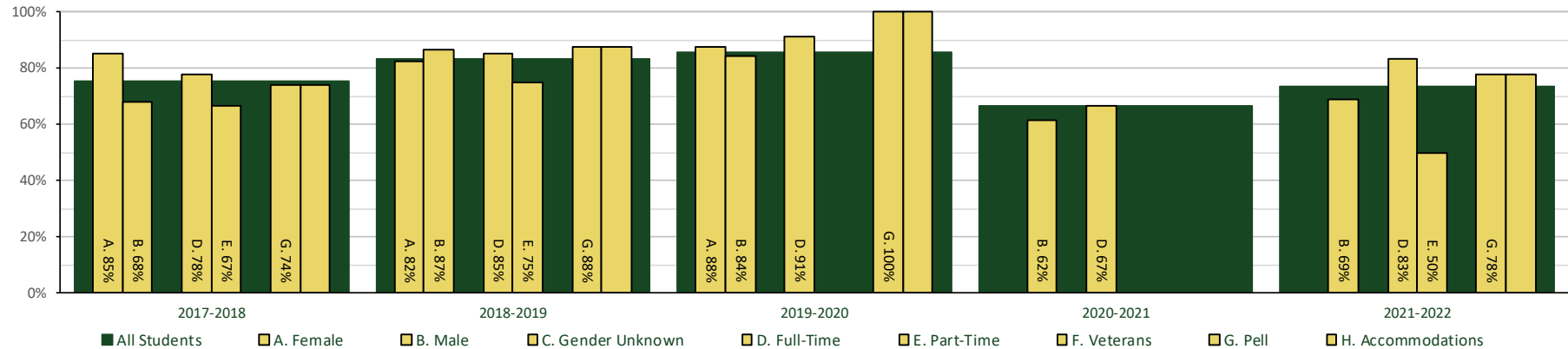
<b>77%</b> All Students	<b><u>85%</u></b> A. Female	<b>74%</b> B. Male	<b><u>0%</u></b> C. Gender Unknown	<b>81%</b> D. Full-Time	<b>64%</b> E. Part-Time	<b><u>0%</u></b> F. Veterans	<b>85%</b> G. Pell	<b><u>0%</u></b> H. Accommodations
----------------------------	--------------------------------	-----------------------	---------------------------------------	----------------------------	----------------------------	---------------------------------	-----------------------	---------------------------------------

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

Decreasing All Students	Increasing A. Female	Decreasing B. Male	Increasing C. Gender Unknown	Steady D. Full-Time	Decreasing E. Part-Time	Steady F. Veterans	Decreasing G. Pell	Increasing 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
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
2021-2022	34	-1	29	-1	24	10	-1	9	-1

Source: Umpqua Community College Department of Institutional Research

7.7.2 MTH 251 Course Success, Student Attribute Set #2

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

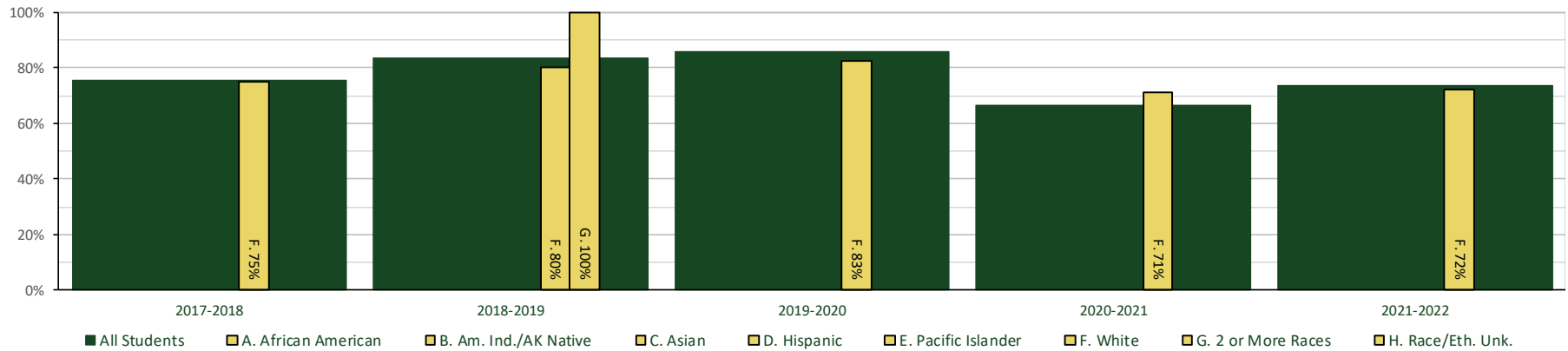
<b>77%</b> All Students	<b><u>0%</u></b> A. African American	<b><u>0%</u></b> B. Am. Ind./AK Native	<b><u>0%</u></b> C. Asian	<b><u>0%</u></b> D. Hispanic	<b><u>0%</u></b> E. Pacific Islander	<b>76%</b> F. White	<b><u>100%</u></b> G. 2 or More Races	<b><u>0%</u></b> H. Race/Eth. Unk.
----------------------------	---	---	------------------------------	---------------------------------	---	------------------------	--	---------------------------------------

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

Decreasing All Students	Decreasing A. African American	Decreasing B. Am. Ind./AK Native	Increasing C. Asian	Decreasing D. Hispanic	Steady E. Pacific Islander	Decreasing F. White	Decreasing G. 2 or More Races	Decreasing 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.
2017-2018	45	-1	-1	-1	-1	-1	32	-1	-1
2018-2019	48	-1	-1	-1	-1	-1	35	8	-1
2019-2020	28	-1	-1	-1	-1	-1	23	-1	-1
2020-2021	18	-1	-1	-1	-1	-1	14	-1	-1
2021-2022	34	-1	-1	-1	-1	-1	29	-1	-1

Source: Umpqua Community College Department of Institutional Research

7.7.3 MTH 251 Course Success, Student Attribute Set #3

**Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3**

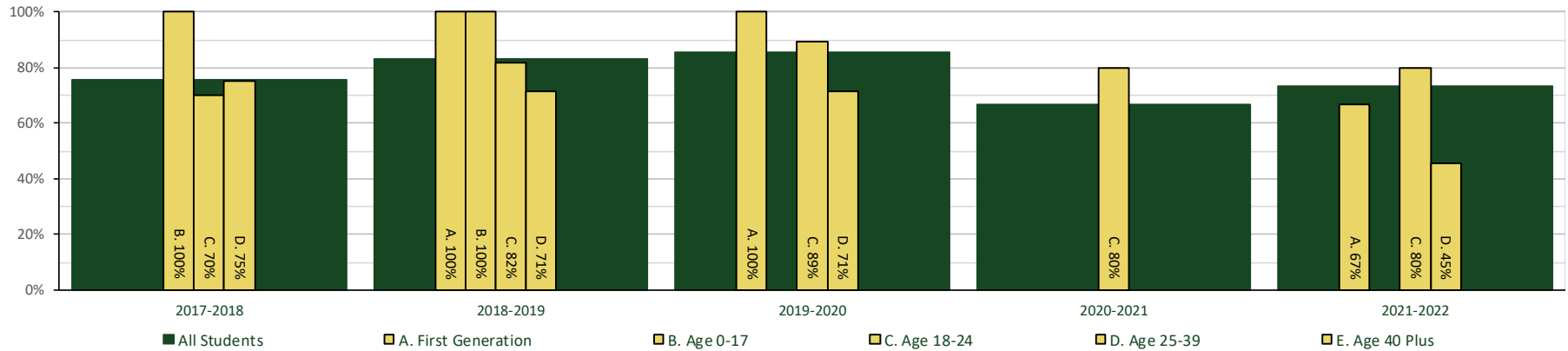
<b>77%</b> All Students	<b>89%</b> A. First Generation	<b><u>100%</u></b> B. Age 0-17	<b>80%</b> C. Age 18-24	<b>66%</b> D. Age 25-39	<b><u>0%</u></b> E. Age 40 Plus			
----------------------------	-----------------------------------	-----------------------------------	----------------------------	----------------------------	------------------------------------	--	--	--

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

Decreasing All Students	Decreasing A. First Generation	Decreasing B. Age 0-17	Increasing C. Age 18-24	Decreasing D. Age 25-39	Increasing E. Age 40 Plus			
----------------------------	-----------------------------------	---------------------------	----------------------------	----------------------------	------------------------------	--	--	--

**Completion Rates for MTH251 by Year - Student Attribute Set #3**

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	45	-1	7	30	8	-1
2018-2019	48	12	7	33	7	-1
2019-2020	28	8	-1	19	7	-1
2020-2021	18	-1	-1	10	-1	-1
2021-2022	34	9	-1	15	11	-1

Source: Umpqua Community College Department of Institutional Research



## 7.8 WR 115 Course Success

### 7.8.1 WR 115 Course Success, Student Attribute Set #1

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

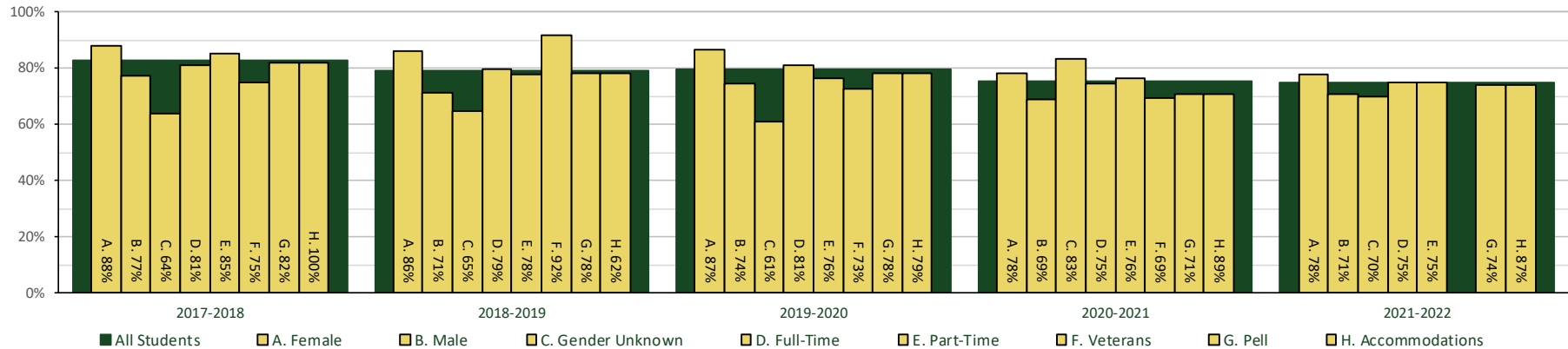
<b>78%</b> All Students	<b><u>83%</u></b> A. Female	<b>73%</b> B. Male	<b><u>69%</u></b> C. Gender Unknown	<b>78%</b> D. Full-Time	<b>78%</b> E. Part-Time	<b>77%</b> F. Veterans	<b>77%</b> G. Pell	<b>83%</b> H. Accommodations
----------------------------	--------------------------------	-----------------------	--	----------------------------	----------------------------	---------------------------	-----------------------	---------------------------------

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

Decreasing All Students	Decreasing A. Female	Decreasing B. Male	Increasing C. Gender Unknown	Decreasing D. Full-Time	Decreasing E. Part-Time	Decreasing F. Veterans	Decreasing G. Pell	Steady 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
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
2021-2022	208	126	72	10	124	84	-1	134	15

Source: Umpqua Community College Department of Institutional Research

7.8.2 WR 115 Course Success, Student Attribute Set #2

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

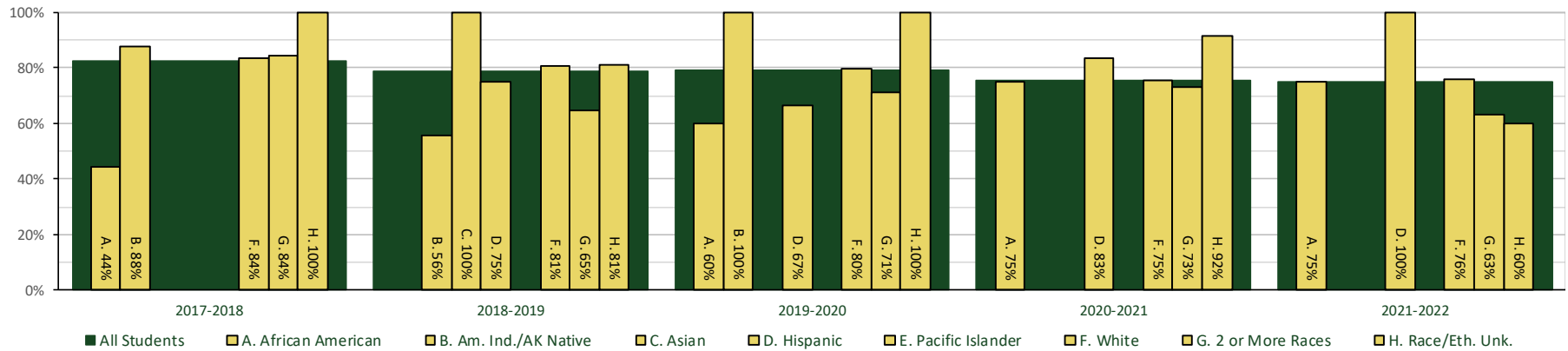
<b>78%</b> All Students	<b>64%</b> A. African American	<b>81%</b> B. Am. Ind./AK Native	<b><u>100%</u></b> C. Asian	<b>81%</b> D. Hispanic	<b><u>0%</u></b> E. Pacific Islander	<b>79%</b> F. White	<b>71%</b> G. 2 or More Races	<b>87%</b> H. Race/Eth. Unk.
----------------------------	-----------------------------------	-------------------------------------	--------------------------------	---------------------------	---	------------------------	----------------------------------	---------------------------------

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

<b>Decreasing</b> All Students	<b>Increasing</b> A. African American	<b>Increasing</b> B. Am. Ind./AK Native	<b>Steady</b> C. Asian	<b>Steady</b> D. Hispanic	<b>Decreasing</b> E. Pacific Islander	<b>Decreasing</b> F. White	<b>Decreasing</b> G. 2 or More Races	<b>Decreasing</b> 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.
2017-2018	232	9	8	-1	-1	-1	177	19	6
2018-2019	233	-1	9	6	8	-1	172	17	16
2019-2020	228	10	6	-1	9	-1	173	14	11
2020-2021	227	8	-1	-1	6	-1	178	15	12
2021-2022	208	8	-1	-1	7	-1	150	19	15

Source: Umpqua Community College Department of Institutional Research

7.8.3 WR 115 Course Success, Student Attribute Set #3

**Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3**

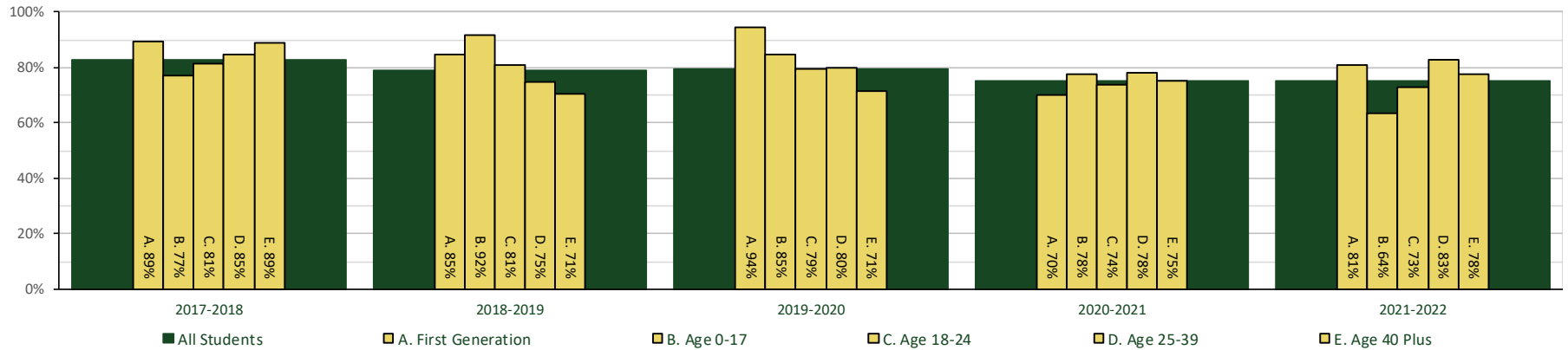
<b>78%</b> All Students	<b><u>84%</u></b> A. First Generation	<b>79%</b> B. Age 0-17	<b>78%</b> C. Age 18-24	<b>80%</b> D. Age 25-39	<b><u>77%</u></b> E. Age 40 Plus			
----------------------------	--	---------------------------	----------------------------	----------------------------	-------------------------------------	--	--	--

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

Decreasing All Students	Decreasing A. First Generation	Decreasing B. Age 0-17	Decreasing C. Age 18-24	Steady D. Age 25-39	Decreasing E. Age 40 Plus			
----------------------------	-----------------------------------	---------------------------	----------------------------	------------------------	------------------------------	--	--	--

**Completion Rates for WR115 by Year - Student Attribute Set #3**

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	232	19	13	129	72	18
2018-2019	233	13	12	141	63	17
2019-2020	228	35	13	136	65	14
2020-2021	227	30	18	125	64	20
2021-2022	208	26	11	136	52	9

Source: Umpqua Community College Department of Institutional Research

## 7.9 WR 121 Course Success

### 7.9.1 WR 121 Course Success, Student Attribute Set #1

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

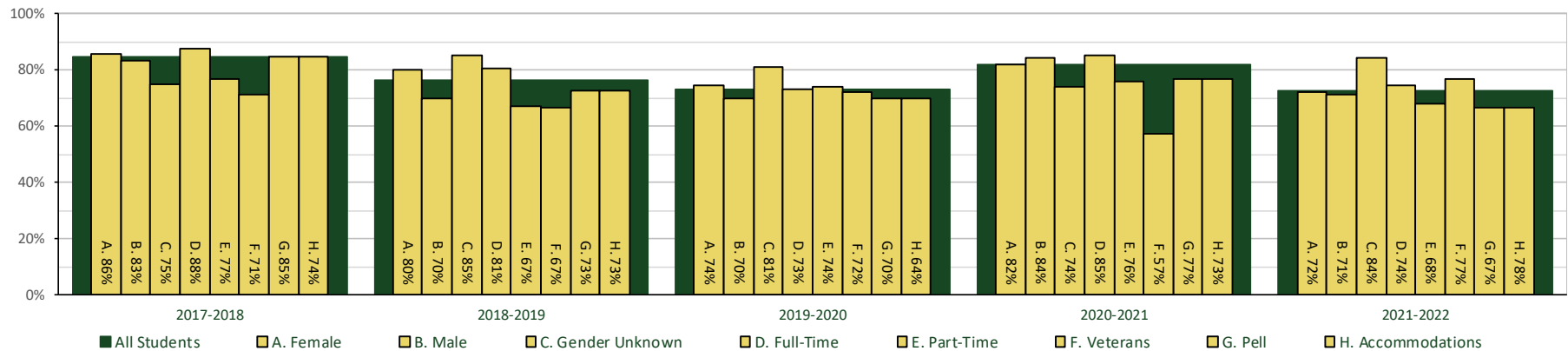
<b>78%</b> All Students	<b>79%</b> A. Female	<b>76%</b> B. Male	<b>80%</b> C. Gender Unknown	<b><u>80%</u></b> D. Full-Time	<b>72%</b> E. Part-Time	<b><u>69%</u></b> F. Veterans	<b>74%</b> G. Pell	<b>72%</b> H. Accommodations
----------------------------	-------------------------	-----------------------	---------------------------------	-----------------------------------	----------------------------	----------------------------------	-----------------------	---------------------------------

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

<b>Decreasing</b> All Students	<b>Decreasing</b> A. Female	<b>Steady</b> B. Male	<b>Steady</b> C. Gender Unknown	<b>Decreasing</b> D. Full-Time	<b>Steady</b> E. Part-Time	<b>Steady</b> F. Veterans	<b>Decreasing</b> G. Pell	<b>Steady</b> 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 displays "-1")

	All Students	A. Female	B. Male	C. Gender Unknown	D. Full-Time	E. Part-Time	F. Veterans	G. Pell	H. Accommodations
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	203	140	31	250	124	14	172	11
2021-2022	324	184	121	19	233	91	13	177	18

Source: Umpqua Community College Department of Institutional Research

7.9.2 WR 121 Course Success, Student Attribute Set #2

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

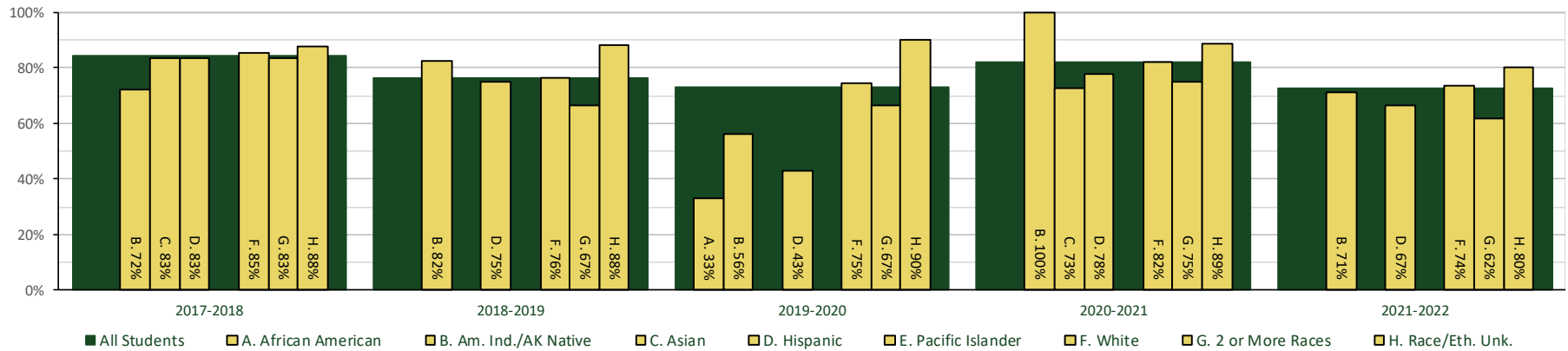
<b>78%</b> All Students	<b>33%</b> A. African American	<b>76%</b> B. Am. Ind./AK Native	<b>78%</b> C. Asian	<b>69%</b> D. Hispanic	<b>0%</b> E. Pacific Islander	<b>78%</b> F. White	<b>71%</b> G. 2 or More Races	<b>87%</b> H. Race/Eth. Unk.
----------------------------	-----------------------------------	-------------------------------------	------------------------	---------------------------	----------------------------------	------------------------	----------------------------------	---------------------------------

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

Decreasing All Students	Increasing A. African American	Increasing B. Am. Ind./AK Native	Decreasing C. Asian	Decreasing D. Hispanic	Steady E. Pacific Islander	Decreasing F. White	Decreasing G. 2 or More Races	Decreasing 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.
2017-2018	491	-1	18	6	12	-1	386	48	16
2018-2019	545	-1	17	-1	12	-1	438	42	25
2019-2020	393	6	16	-1	7	-1	311	27	20
2020-2021	374	-1	6	11	9	-1	300	24	18
2021-2022	324	-1	7	-1	12	-1	242	29	25

Source: Umpqua Community College Department of Institutional Research

7.9.3 WR 121 Course Success, Student Attribute Set #3

**Averages: Five-Year Average of Each Population Slice - Student Attribute Set #3**

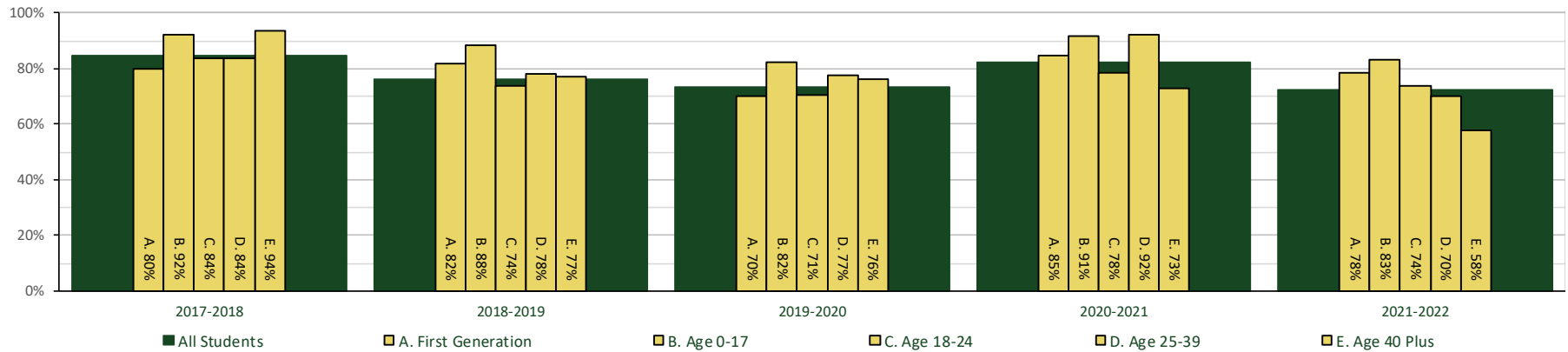
<b>78%</b> All Students	<b>79%</b> A. First Generation	<b><u>88%</u></b> B. Age 0-17	<b>76%</b> C. Age 18-24	<b>80%</b> D. Age 25-39	<b><u>75%</u></b> E. Age 40 Plus			
----------------------------	-----------------------------------	----------------------------------	----------------------------	----------------------------	-------------------------------------	--	--	--

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

Decreasing All Students	Steady A. First Generation	Decreasing B. Age 0-17	Decreasing C. Age 18-24	Decreasing D. Age 25-39	Decreasing E. Age 40 Plus			
----------------------------	-------------------------------	---------------------------	----------------------------	----------------------------	------------------------------	--	--	--

**Completion Rates for WR121 by Year - Student Attribute Set #3**

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. First Generation	B. Age 0-17	C. Age 18-24	D. Age 25-39	E. Age 40 Plus
2017-2018	491	85	26	345	104	16
2018-2019	545	94	52	344	110	39
2019-2020	393	70	34	263	75	21
2020-2021	374	65	47	254	62	11
2021-2022	324	51	18	217	70	19

Source: Umpqua Community College Department of Institutional Research

## 8 Equitable Outcomes

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, or SAS) and displayed in a way that allows direct comparisons between each category and with the overall student population.

Second, this indicator (indicator 8) applies basic statistical methods to the data from each indicator and presents the results in a graphical format that helps quickly identify student populations that may be experiencing equity gaps.

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

Charts are presented on the following pages for each indicator having disaggregated data. The charts display data for all 18 student disaggregation categories, and for each year within the indicator timeframe. The color of the bars is keyed to the academic year within the timeframe. The height of the bars represents the distance, in standard deviations, of this student population's data point from the mean for all student populations. Bars extending above the horizontal axis represent data values above the population mean, and bars extending below the horizontal axis represent data values below the population mean. When a student population is beneath the threshold used for Family Educational Rights and Privacy Act (FERPA) compliance, the notation, "**FERPA Blocked**" will appear near the label for that population on the chart. The FERPA threshold in use for these charts is 6 students.

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

Please take population size into consideration when evaluating this data. Most UCC populations based on race or ethnicity are quite small and will require additional analysis before a conclusion can be made about whether an equity gap exists. A table of population size accompanies each of the charts in this section.

## 8.1 Overview of Methodology and Results

### 8.1.1 Methodology

The objective of this evaluation is to determine whether *statistically significant* 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 eliminating 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 data is between one and two standard deviations below the cohort mean for three of the five periods measured by the indicator. Student populations with an emerging equity gap are displayed with two asterisks, "\*\*\*", beneath their population category name on the charts beginning in section 8.2.
- A student population will be identified as having a "**statistically significant equity gap**" if:

- **Level 1:** the data is more than one standard deviation below the cohort mean for four or more periods.
- **Level 2:** during the five periods measured by the indicator, that population’s data is more than two standard deviations below the cohort mean for three or more periods.

Student populations with a statistically significant equity gap are displayed with four asterisks, “\*\*\*\*”, beneath their population category name on the charts beginning in section 8.2.

Adjustments to the described method may 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	African American students American Indian students
3A	3-Year Completion Rates	Veterans
4B	Transfer Rates for Transfer Degree Graduates	African American students
7	Gateway Course Success – WR 121	Veterans

#### Indicators Showing a Statistically Significant Equity Gap

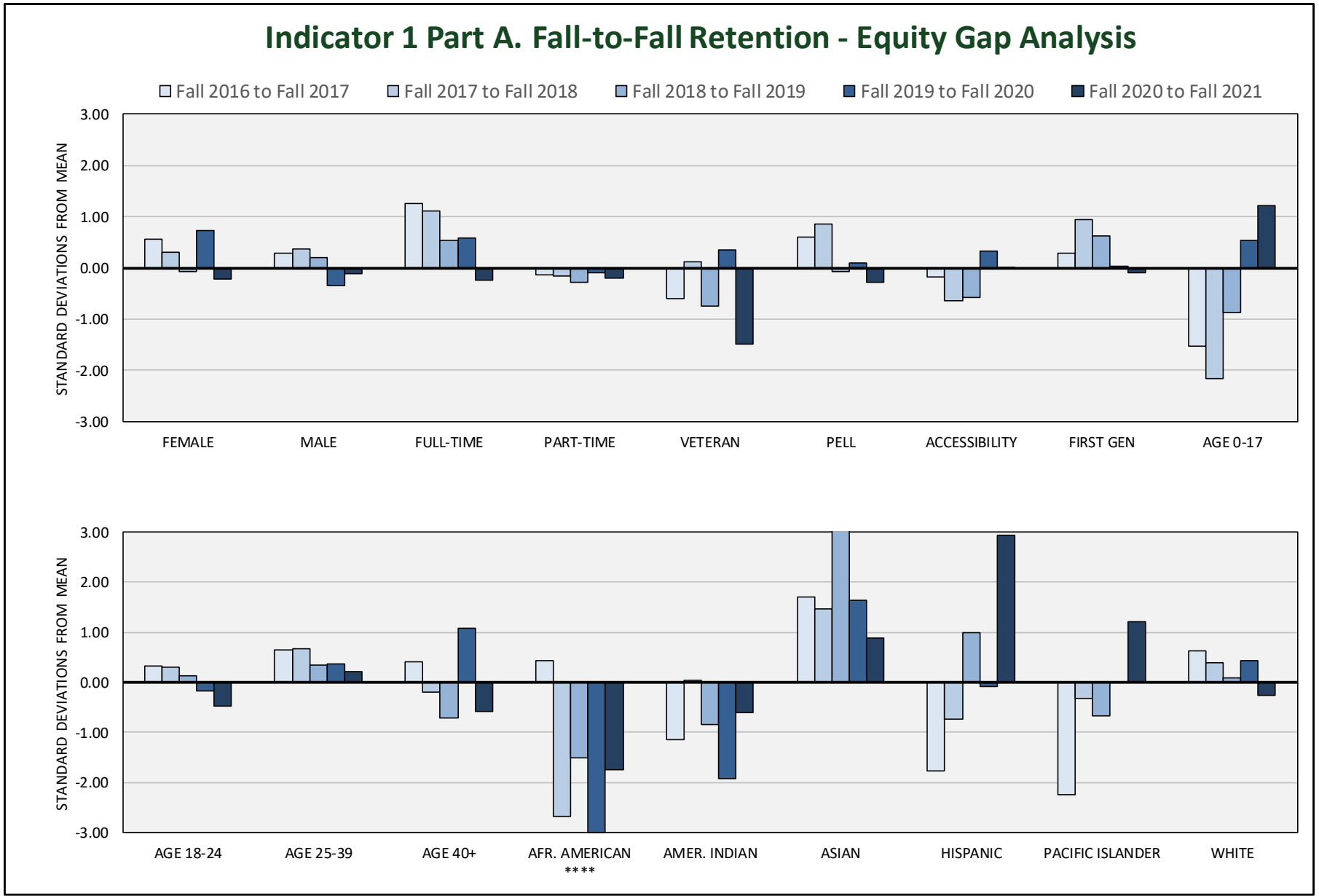
Indicator Number	Indicator Title	Student Population	Level
1A	Fall-to-Fall Retention	African American students	1
2	Early Momentum	Part-time students	1
4A	Transfer Rates for Transfer Degree Students	Part-time students	1
4B	Transfer Rates for Transfer Degree Graduates	Part-time students	1



### 8.1.3 Correlation of Enrollment Intensity to Student Success

The results of the evaluation performed for indicator 8 show that full-time students have a statistically significant advantage, and part-time students are at a disadvantage for most of the institutional indicators. Interestingly, this pattern is not present in the evaluation results for gatekeeper course success rates. For gatekeeper course success, these student populations both performed within one standard deviation of the cohort mean for 39 of the 40 measured periods.

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



Source: Umpqua Community College Department of Institutional Research

8.2.1 Population Counts for Indicator 1 Part A.

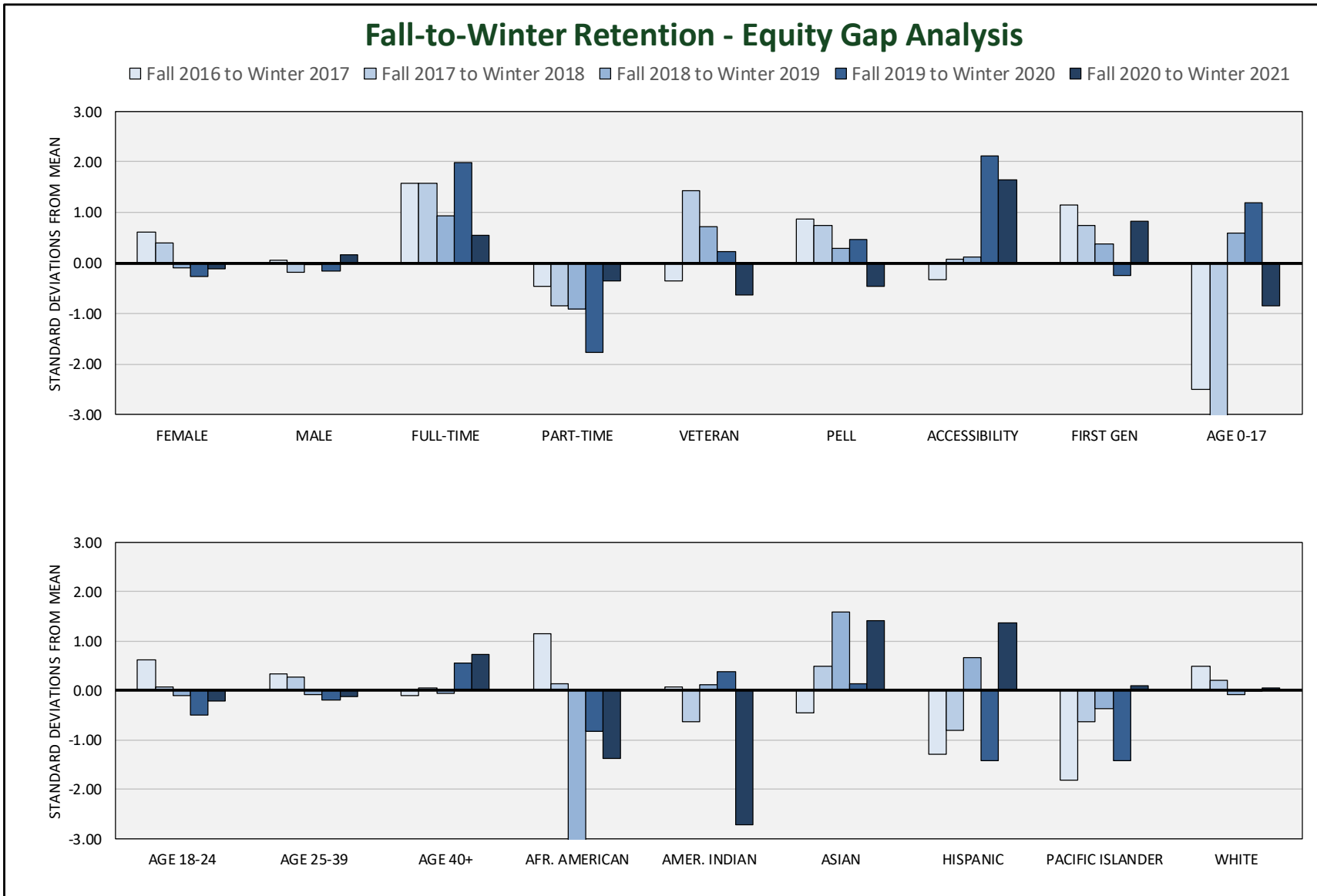
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
Fall 2016 to Fall 2017	1748	967	779	709	1039	92	791	83	32	37	18	33	11	1438	287	22	833	618	275
Fall 2017 to Fall 2018	1892	1038	829	712	1180	83	742	74	36	40	27	34	9	1548	309	17	869	668	338
Fall 2018 to Fall 2019	1576	852	657	693	883	68	743	83	28	42	25	40	8	1260	229	17	814	540	205
Fall 2019 to Fall 2020	1552	803	660	645	907	66	656	85	22	42	24	31	-1	1253	235	12	773	556	211
Fall 2020 to Fall 2021	1516	831	600	529	987	50	522	47	29	28	33	22	10	1213	241	15	670	576	255

NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.

8.2.2 Summary Statement

For four out of the five years covered by this indicator, the fall-to-fall retention rates for 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 (between 22 and 36 students), the data suggests there may be a statistically significant equity gap in fall-to-fall retention rates for Black or African American students.

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



Source: Umpqua Community College Department of Institutional Research

### 8.3.1 Population Counts for Indicator 1 Part B

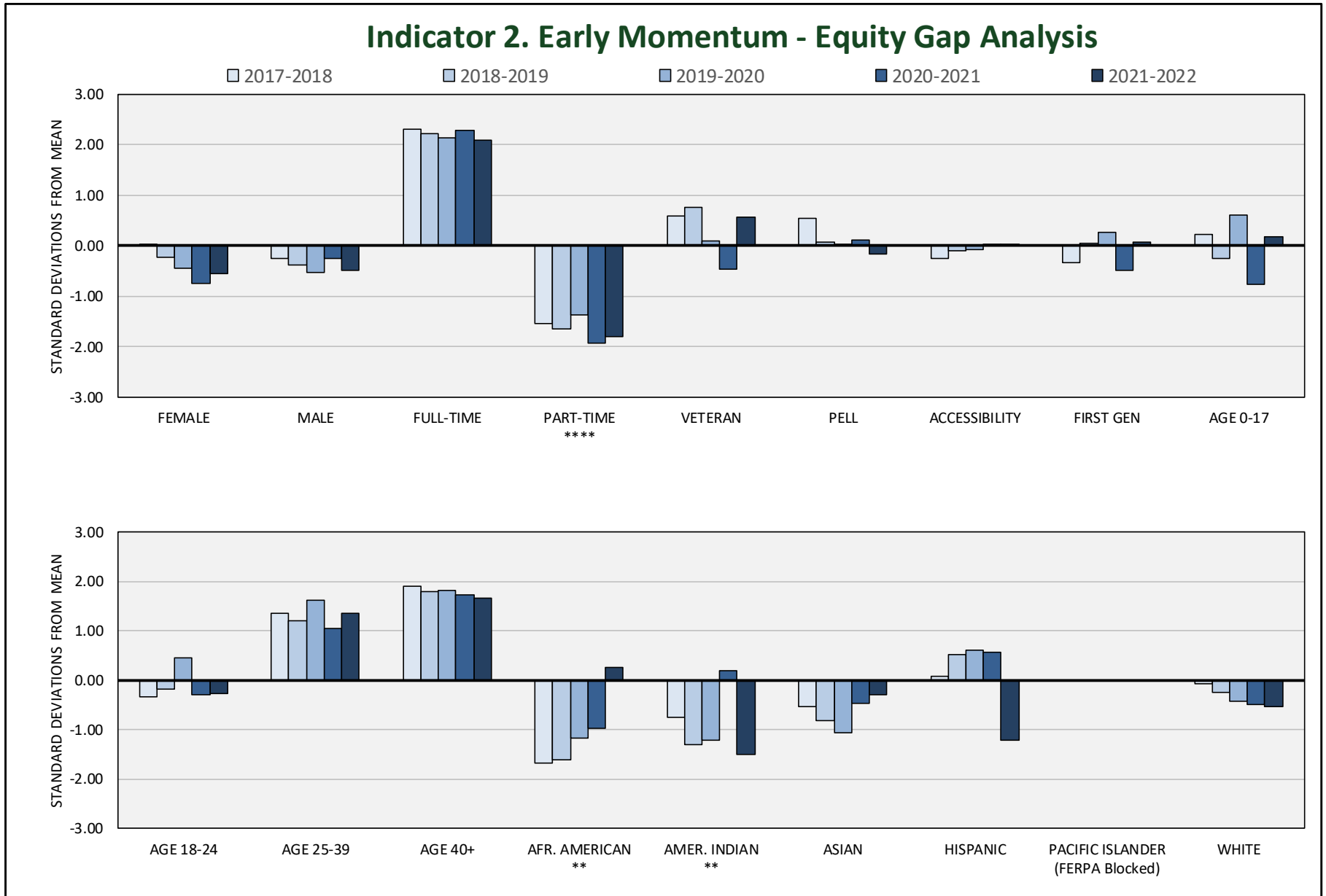
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
Fall 2016 to Winter 2017	2069	1167	900	850	1219	107	921	94	36	40	26	36	13	1707	360	23	977	735	334
Fall 2017 to Winter 2018	2140	1199	916	853	1287	100	878	91	38	45	30	39	9	1758	358	17	995	757	371
Fall 2018 to Winter 2019	1954	1087	793	871	1083	87	914	100	32	53	33	46	9	1570	307	19	990	682	263
Fall 2019 to Winter 2020	1903	1018	783	780	1123	76	792	95	26	52	30	40	8	1535	301	12	931	703	257
Fall 2020 to Winter 2021	1857	1041	719	678	1179	67	670	65	30	32	38	28	11	1506	303	17	820	708	312

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

### 8.3.2 Summary Statement

No statistically significant equity gaps are suggested by this data.

8.4 Indicator 2. Early Momentum



Source: Umpqua Community College Department of Institutional Research

#### 8.4.1 Population Counts for Indicator 2. Early Momentum

	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	615	339	254	221	394	18	234	35	9	19	11	8	-1	476	88	17	397	119	82
<b>2018-2019</b>	712	365	303	249	463	20	326	42	23	17	15	20	-1	543	105	18	466	145	83
<b>2019-2020</b>	788	401	327	205	583	28	315	40	17	24	15	12	-1	625	129	12	460	225	91
<b>2020-2021</b>	677	372	256	227	450	14	236	23	18	9	14	8	-1	544	120	16	392	186	83
<b>2021-2022</b>	599	342	214	195	404	11	236	25	14	14	13	11	-1	450	84	9	381	144	65

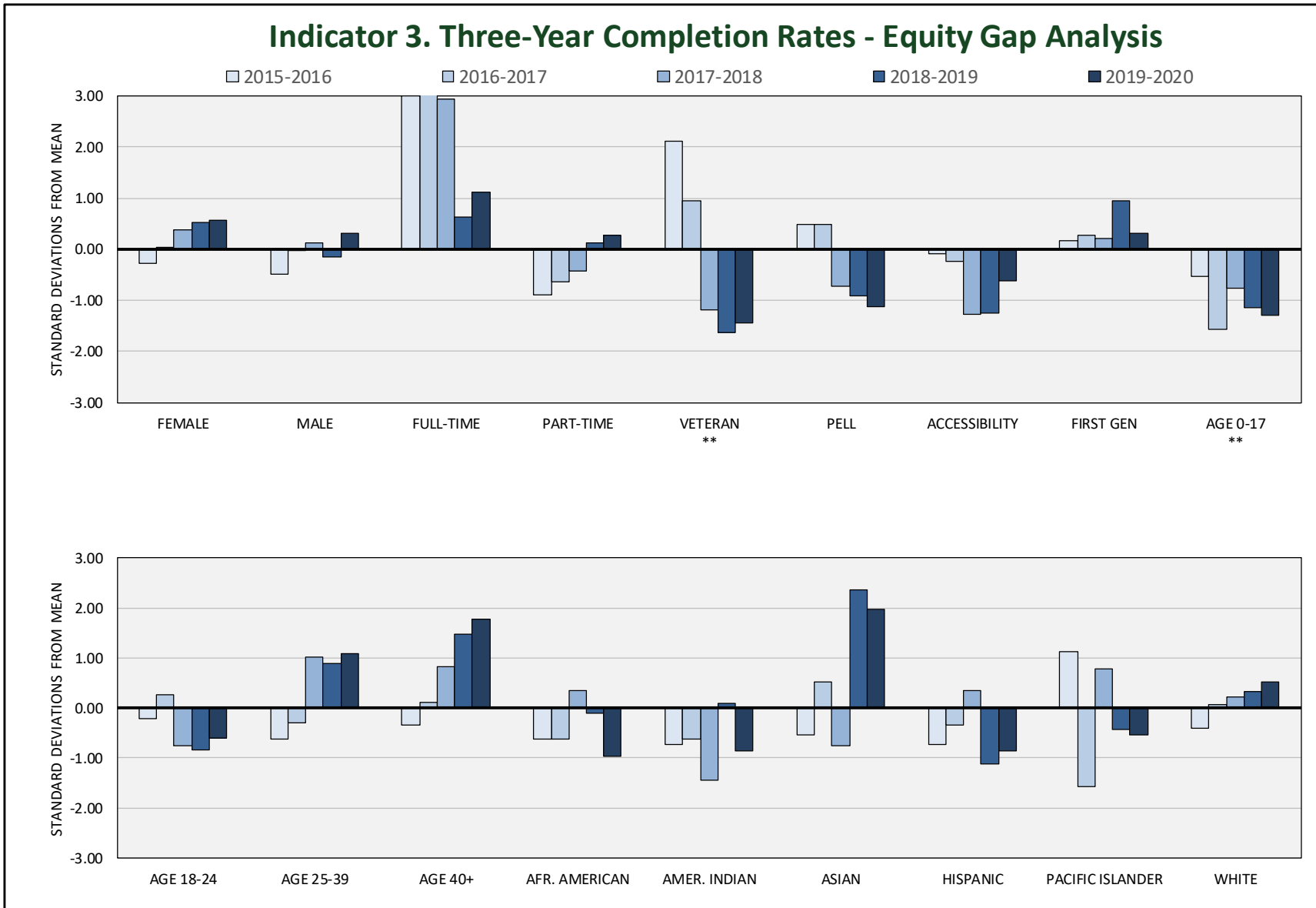
**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

#### 8.4.2 Summary Statement

The data for this indicator shows that early momentum is most-strongly influenced by a student’s enrollment intensity. Since full-time students must average 12 credits per term, over 95% of these students meet the threshold for the early momentum indicator. Only those students who register for a full-time credit load but do not successfully complete will fall below the early momentum threshold.

In all but the full-time and part-time groups student demographic groups, there is a mix of full- and part-time students. Because full-time enrollment status so strongly affects early momentum, the data displayed for these other demographic groups is likely more reflective of the percentage of full-time students in the group than it is of the group demographic itself. The data for this indicator would be more meaningful if full-time students were excluded from the indicator’s population.

8.5 Indicator 3. Completion Rates, 3-Year.



Source: Umpqua Community College Department of Institutional Research



8.5.1 Population Counts for Indicator 3. Three Year Completion Rates

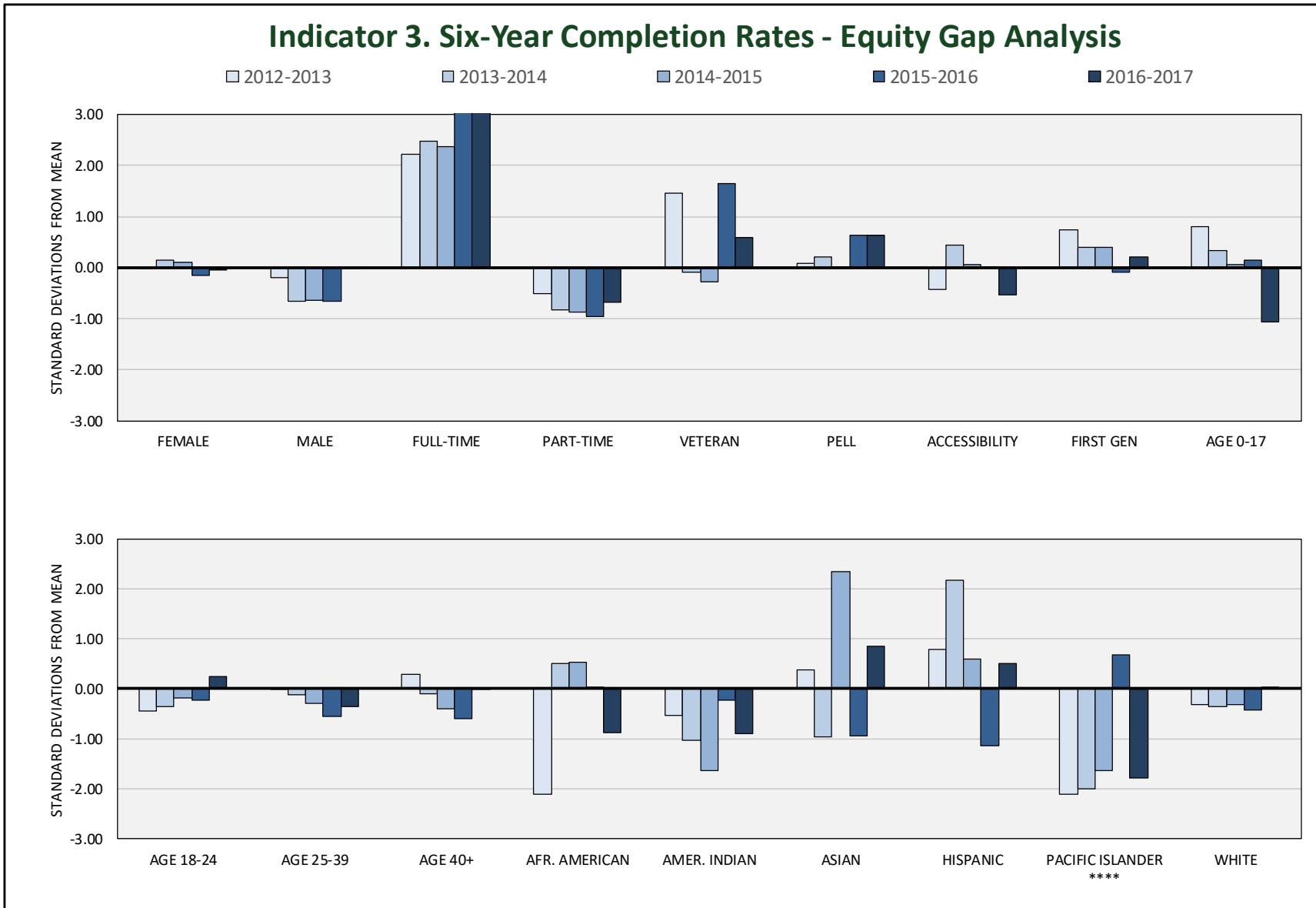
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2015-2016</b>	1012	500	500	126	886	31	282	32	16	18	15	18	6	825	175	15	396	386	215
<b>2016-2017</b>	1235	685	530	195	1040	35	315	33	46	31	21	12	7	970	230	19	464	472	280
<b>2017-2018</b>	988	532	396	170	818	35	281	45	22	29	15	11	-1	779	120	15	442	323	208
<b>2018-2019</b>	1198	637	467	209	989	37	411	52	33	30	20	29	8	927	169	15	540	410	233
<b>2019-2020</b>	1142	588	475	156	986	36	351	34	33	30	19	10	8	890	169	15	542	386	199

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

8.5.2 Summary Statement for 3-Year Completion Rates

An emerging equity gap exists for the veteran student population. There is a statistically significant equity gap for students in the Age 0-17 demographic. However, students in this demographic are predominately dual-credit high school students who would not be expected to complete a college degree within three years. Data in the six-year chart shows that the completion rate for this demographic falls into line with other student populations.

8.6 Indicator 3. Completion Rates, 6-Year



Source: Umpqua Community College Department of Institutional Research

### 8.6.1 Population Counts for Indicator 3. Six-Year Completion Rates.

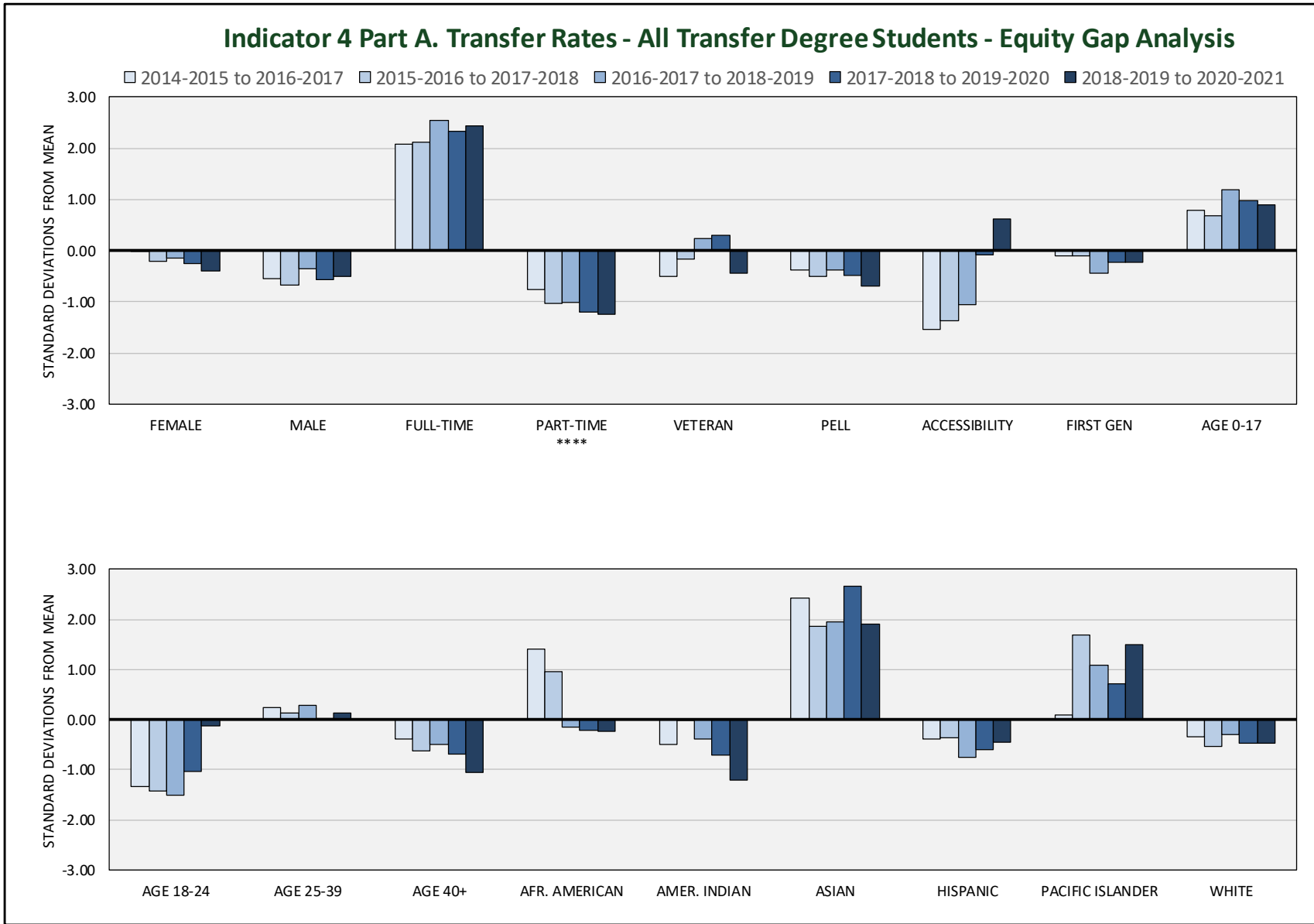
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2012-2013</b>	786	458	320	117	669	44	342	31	16	18	15	18	6	825	116	24	344	257	159
<b>2013-2014</b>	860	485	366	157	703	46	367	36	46	31	21	12	7	970	117	15	426	271	148
<b>2014-2015</b>	838	439	391	161	677	44	310	35	22	29	15	11	-1	779	146	14	401	277	146
<b>2015-2016</b>	1012	500	500	126	886	31	282	32	33	30	20	29	8	927	175	15	396	386	215
<b>2016-2017</b>	1235	685	530	195	1040	35	315	33	33	30	19	10	8	890	230	19	464	472	280

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

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

Because of the small size of the Pacific Islander student demographic, averaging under 7 students over the five-year indicator time frame, no statement may be made about the presence or absence of a statistically significant equity gap for this student group.

8.7 Indicator 4. Transfer Rates, All Transfer Degree Students



Source: UCC Department of Institutional Research

8.7.1 Population Counts. Indicator 4 Part A. Transfer Rates – All Transfer Degree Students

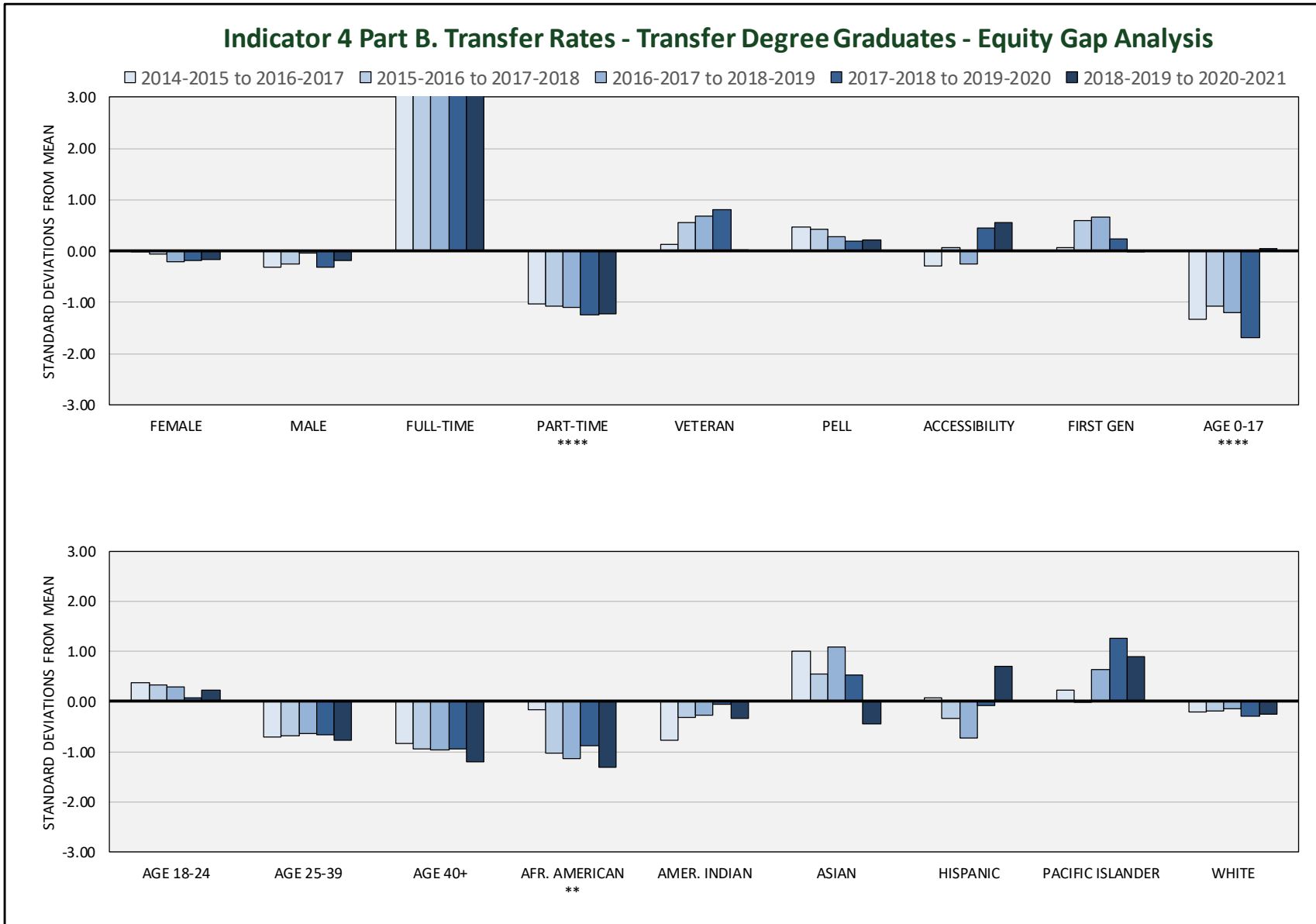
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
2014-2015 to 2016-2017	2084	1168	886	388	1696	77	604	54	36	50	24	80	9	1667	382	32	1093	619	340
2015-2016 to 2017-2018	2080	1185	847	405	1675	78	605	69	30	57	26	81	9	1627	376	33	1122	609	316
2016-2017 to 2018-2019	2178	1266	838	457	1721	77	679	70	30	61	20	62	12	1723	347	35	1194	641	308
2017-2018 to 2019-2020	2335	1328	908	520	1815	95	795	69	36	63	20	64	15	1844	377	27	1335	678	295
2018-2019 to 2020-2021	2406	1357	913	523	1883	87	794	60	36	60	26	49	13	1930	375	19	1427	662	298

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

8.7.2 Summary Statement for Indicator 4 Part A. Transfer Rates for all Transfer Degree-Seeking Students.

A statistically significant equity gap may exist within the part-time student demographic. The transfer rate for this demographic was at least 1 standard deviation below the overall population mean for four of the periods within the indicator timeframe.

8.8 Indicator 4. Transfer Rates, Transfer Degree Graduates



Source: UCC Department of Institutional Research

8.8.1 Population Counts for Indicator 4 Part B. Transfer Rates for Transfer Degree Graduates.

	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
2014-2015 to 2016-2017	2084	1168	886	388	1696	77	604	54	36	50	24	80	9	1667	382	32	1093	619	340
2015-2016 to 2017-2018	2080	1185	847	405	1675	78	605	69	30	57	26	81	9	1627	376	33	1122	609	316
2016-2017 to 2018-2019	2178	1266	838	457	1721	77	679	70	30	61	20	62	12	1723	347	35	1194	641	308
2017-2018 to 2019-2020	2335	1328	908	520	1815	95	795	69	36	63	20	64	15	1844	377	27	1335	678	295
2018-2019 to 2020-2021	2406	1357	913	523	1883	87	794	60	36	60	26	49	13	1930	375	19	1427	662	298

NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.

8.8.2 Summary Statement Indicator 4 Part B. Transfer Rates for Transfer Degree Graduates.

A statistically significant equity gap may exist within the part-time student demographic, which was at least one standard deviation below the overall population mean for all five periods within the indicator timeframe. The African American student demographic displays an emerging equity gap.

### 8.9 Indicator 5. Program Learning Outcomes

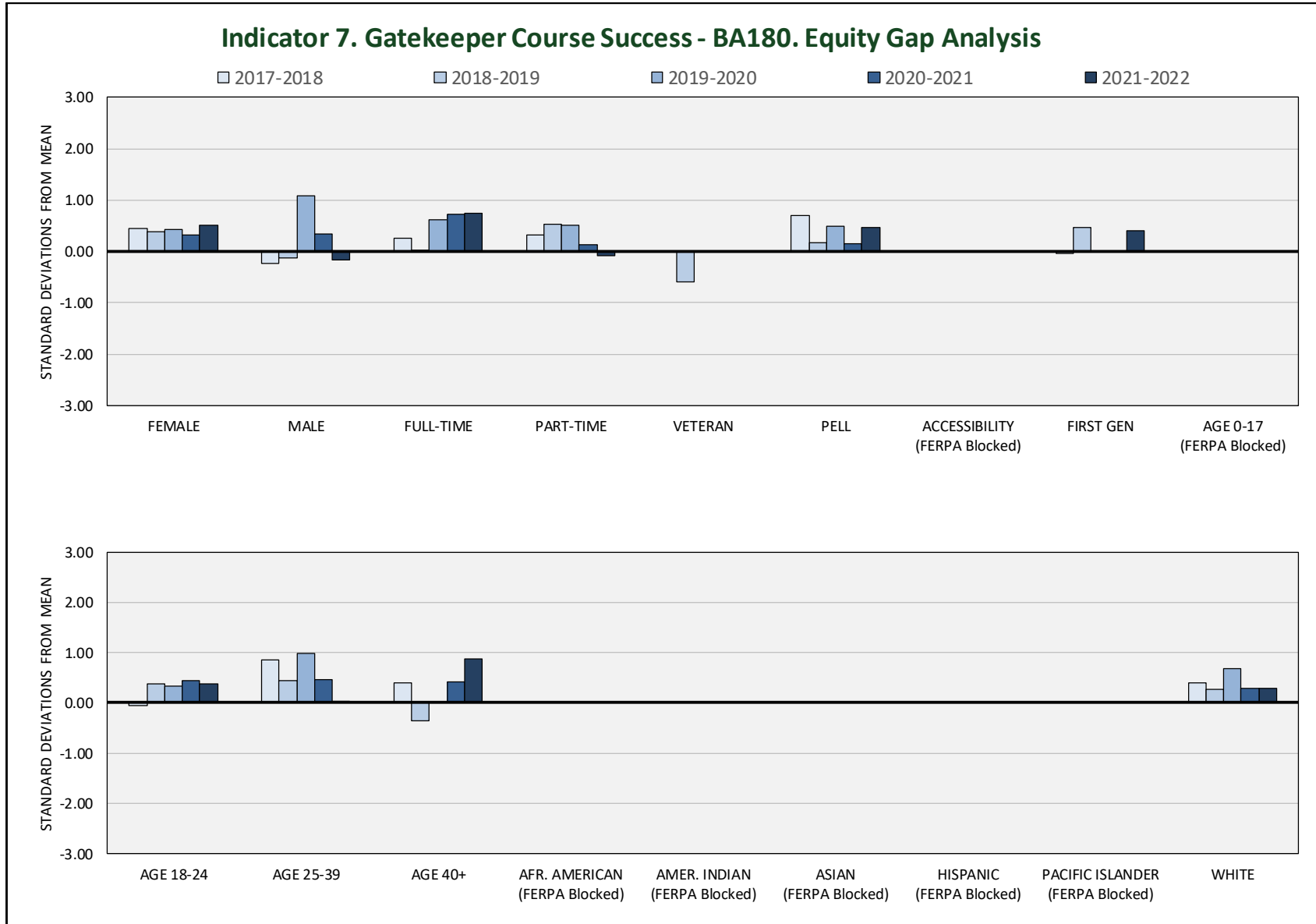
The data for this indicator is not available in the disaggregated format required for equity gap analysis.

### 8.10 Indicator 6. Universal Learning Outcomes

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



8.11 Indicator 7. Gatekeeper Course Success, BA180



Source: UCC Department of Institutional Research

### 8.11.1 Population Counts for Indicator 7. Gatekeeper Course Success, BA 180

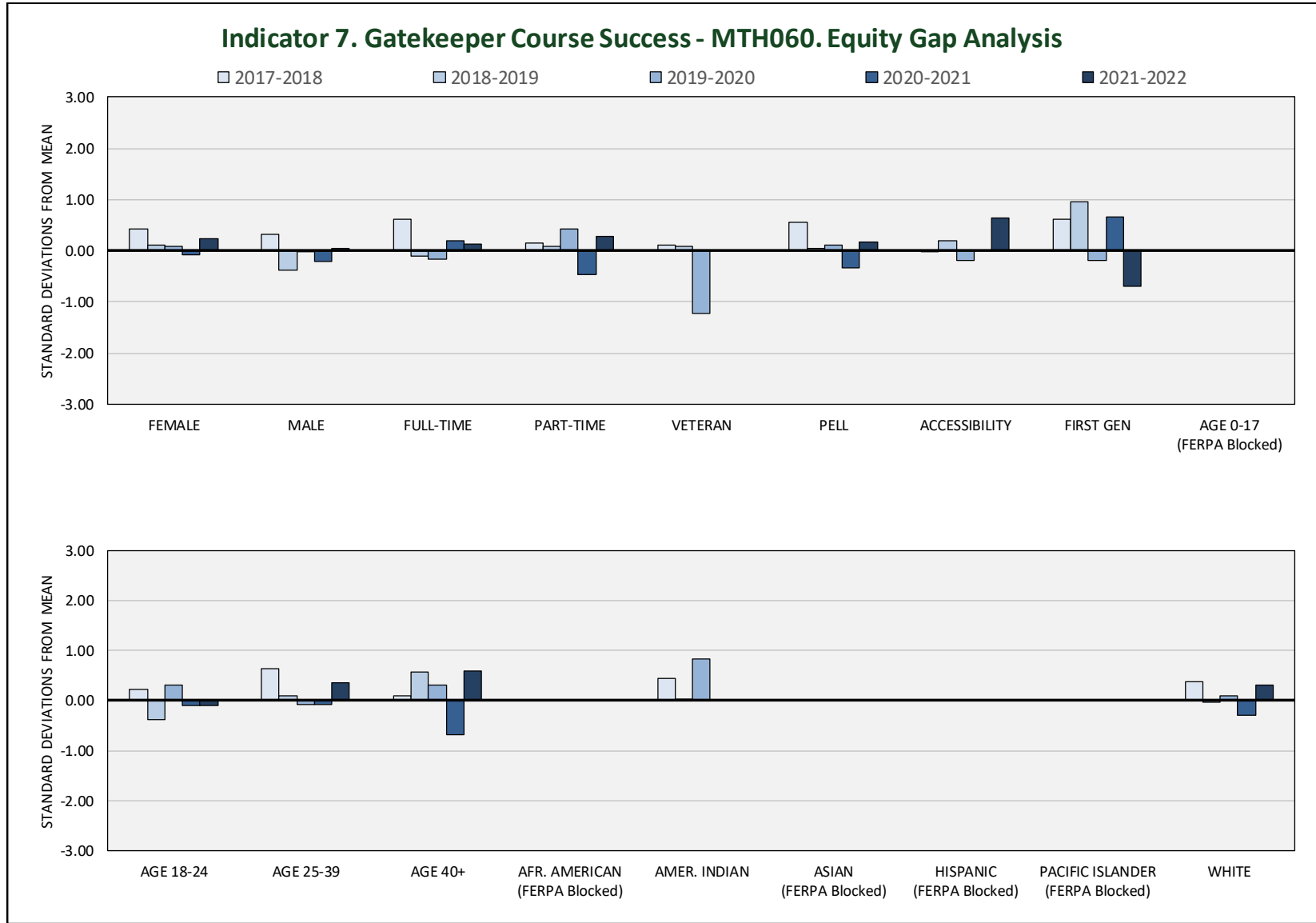
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	57	42	15	37	20	-1	37	-1	-1	-1	-1	-1	-1	45	7	-1	31	14	11
<b>2018-2019</b>	52	36	14	26	26	7	35	-1	-1	-1	-1	-1	-1	45	8	-1	18	23	10
<b>2019-2020</b>	49	34	12	32	17	-1	33	-1	-1	-1	-1	-1	-1	43	-1	-1	28	17	-1
<b>2020-2021</b>	55	43	9	22	33	-1	34	-1	-1	-1	-1	-1	-1	41	-1	-1	16	27	10
<b>2021-2022</b>	59	47	9	30	29	-1	35	-1	-1	-1	-1	-1	-1	48	8	-1	27	21	11

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

### 8.11.2 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.

8.12 Indicator 7. Gatekeeper Course Success, MTH060



Source: UCC Department of Institutional Research

### 8.12.1 Population Counts for Indicator 7. Gatekeeper Success, MTH 060

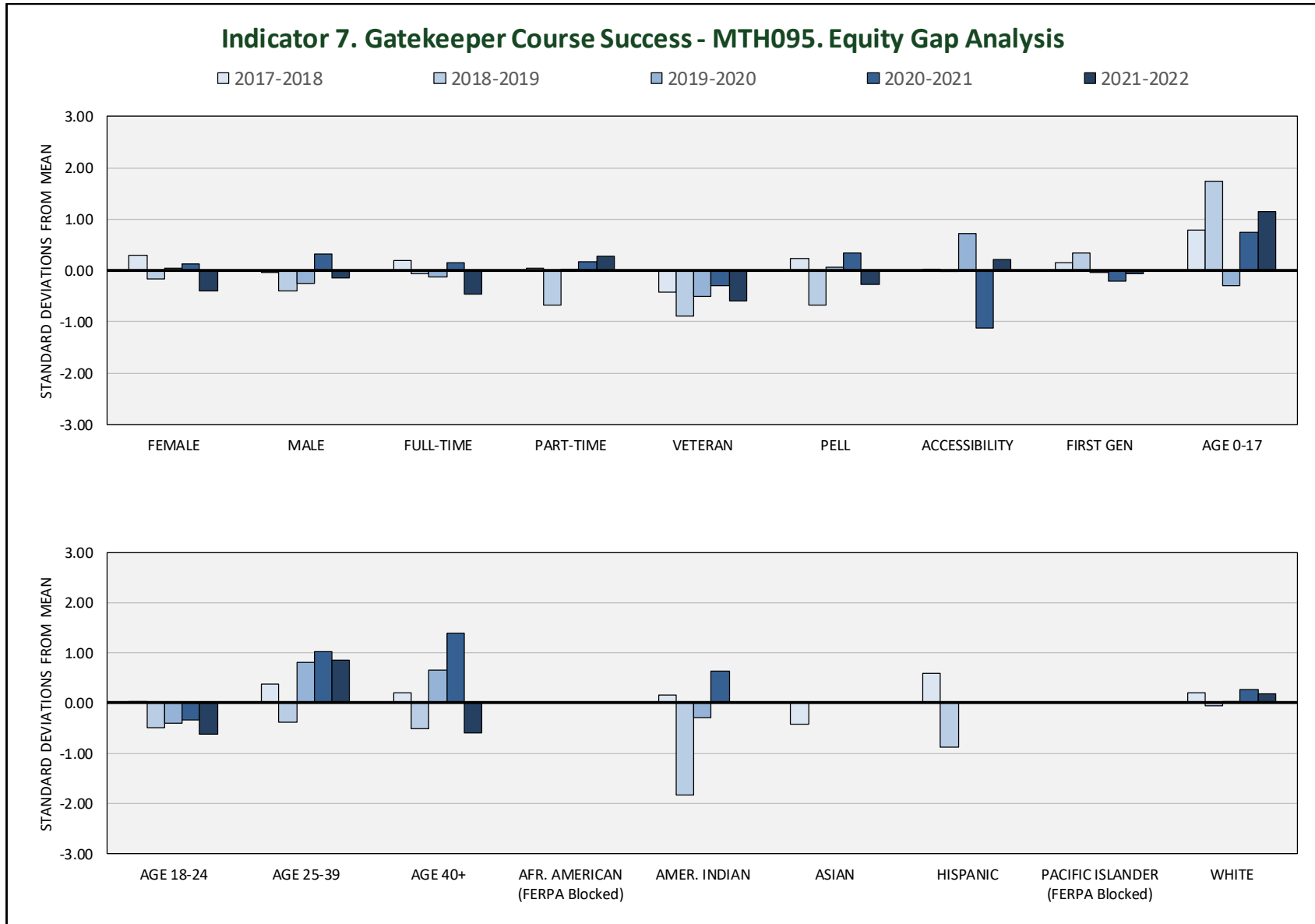
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	187	122	64	91	96	18	134	24	-1	10	-1	-1	-1	156	12	-1	81	78	23
<b>2018-2019</b>	172	111	48	99	73	16	126	21	-1	6	-1	-1	-1	137	12	-1	78	68	22
<b>2019-2020</b>	136	87	36	67	69	8	98	12	-1	6	-1	-1	-1	109	12	-1	60	48	24
<b>2020-2021</b>	98	65	27	47	51	-1	67	-1	-1	-1	-1	-1	-1	75	12	-1	43	40	11
<b>2021-2022</b>	101	72	21	59	42	-1	73	10	-1	-1	-1	-1	-1	77	10	-1	50	35	14

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

### 8.12.2 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.

8.13 Indicator 7. Gatekeeper Course Success, MTH095



Source: UCC Department of Institutional Research

8.13.1 Population Counts for Indicator 7. Gatekeeper Course Success, MTH095

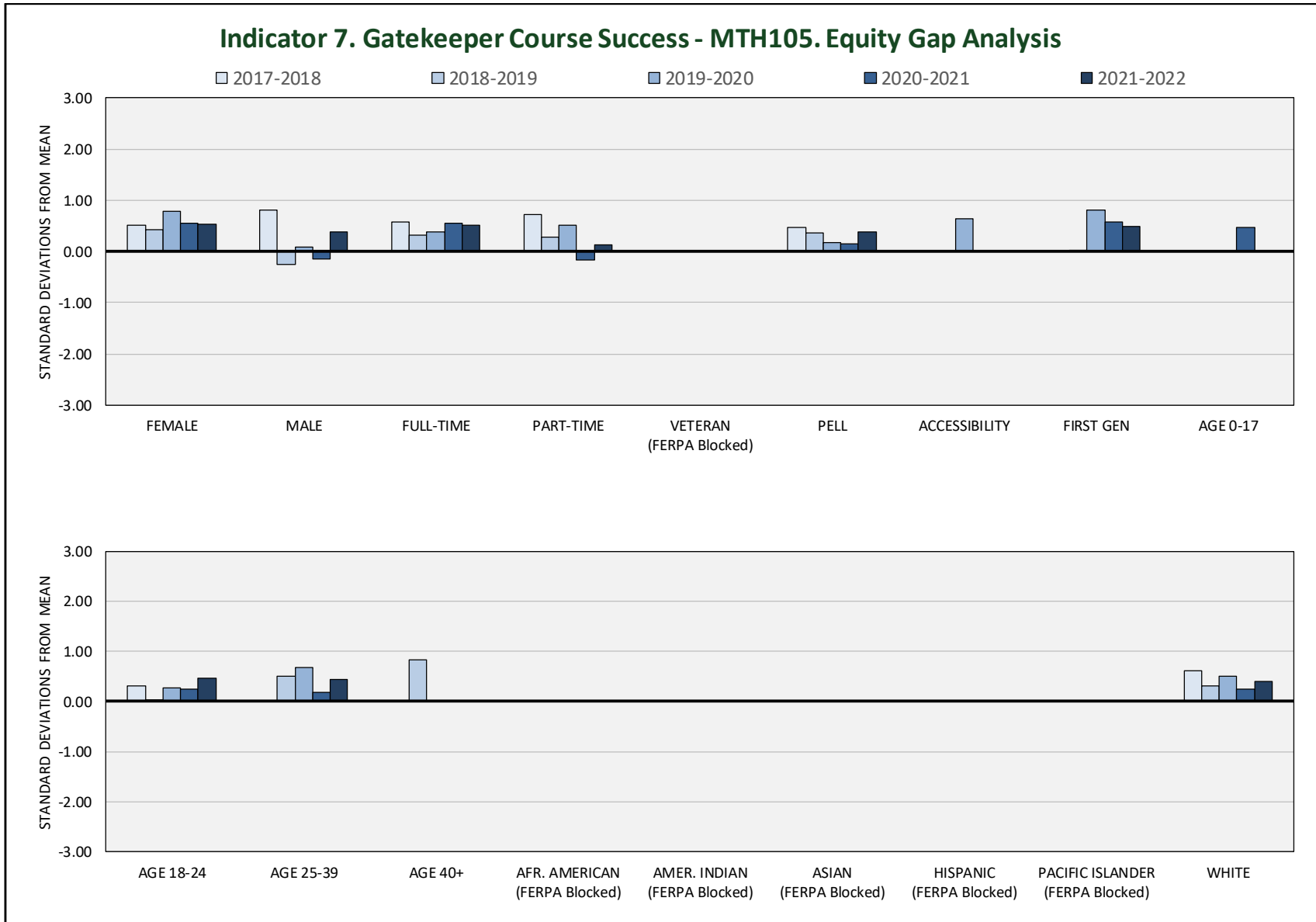
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	328	206	114	227	101	27	192	12	-1	9	6	7	-1	266	49	19	223	72	14
<b>2018-2019</b>	281	160	103	170	111	18	159	18	-1	11	-1	9	-1	228	45	21	183	63	14
<b>2019-2020</b>	272	143	107	181	91	20	141	13	-1	14	-1	-1	-1	219	46	28	173	59	12
<b>2020-2021</b>	209	114	76	124	85	16	99	9	-1	6	-1	-1	-1	175	28	21	130	50	8
<b>2021-2022</b>	186	113	61	107	79	9	119	17	-1	-1	-1	-1	-1	138	26	8	119	50	9

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

8.13.2 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.

8.14 Indicator 7. Gatekeeper Course Success, MTH105



Source: UCC Department of Institutional Research

8.14.1 Population Count for Indicator 7. Gatekeeper Course Success, MTH 105

	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	22	13	9	15	7	-1	12	-1	-1	-1	-1	-1	-1	21	-1	-1	13	-1	-1
<b>2018-2019</b>	48	36	10	35	13	-1	31	-1	-1	-1	-1	-1	-1	35	9	-1	27	11	6
<b>2019-2020</b>	60	31	22	49	11	-1	28	7	-1	-1	-1	-1	-1	49	11	-1	35	16	-1
<b>2020-2021</b>	68	40	25	40	28	-1	26	-1	-1	-1	-1	-1	-1	55	14	10	43	11	-1
<b>2021-2022</b>	74	34	35	55	19	-1	35	-1	-1	-1	-1	-1	-1	48	15	-1	57	13	-1

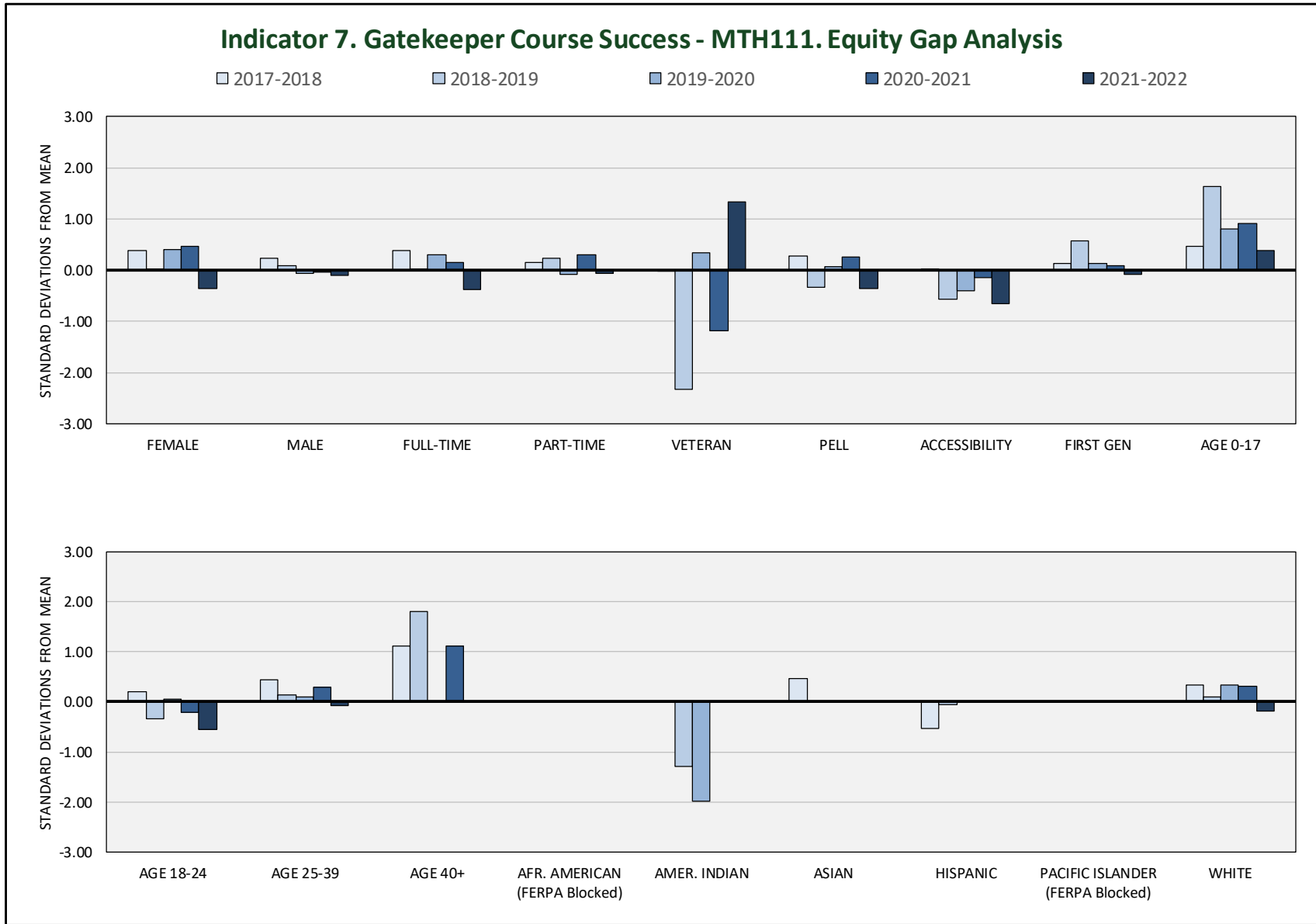
**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

8.14.2 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.



8.15 Indicator 7. Gatekeeper Course Success, MTH111



Source: UCC Department of Institutional Research

8.15.1 Population Counts for Indicator 7. Gatekeeper Course Success, MTH 111

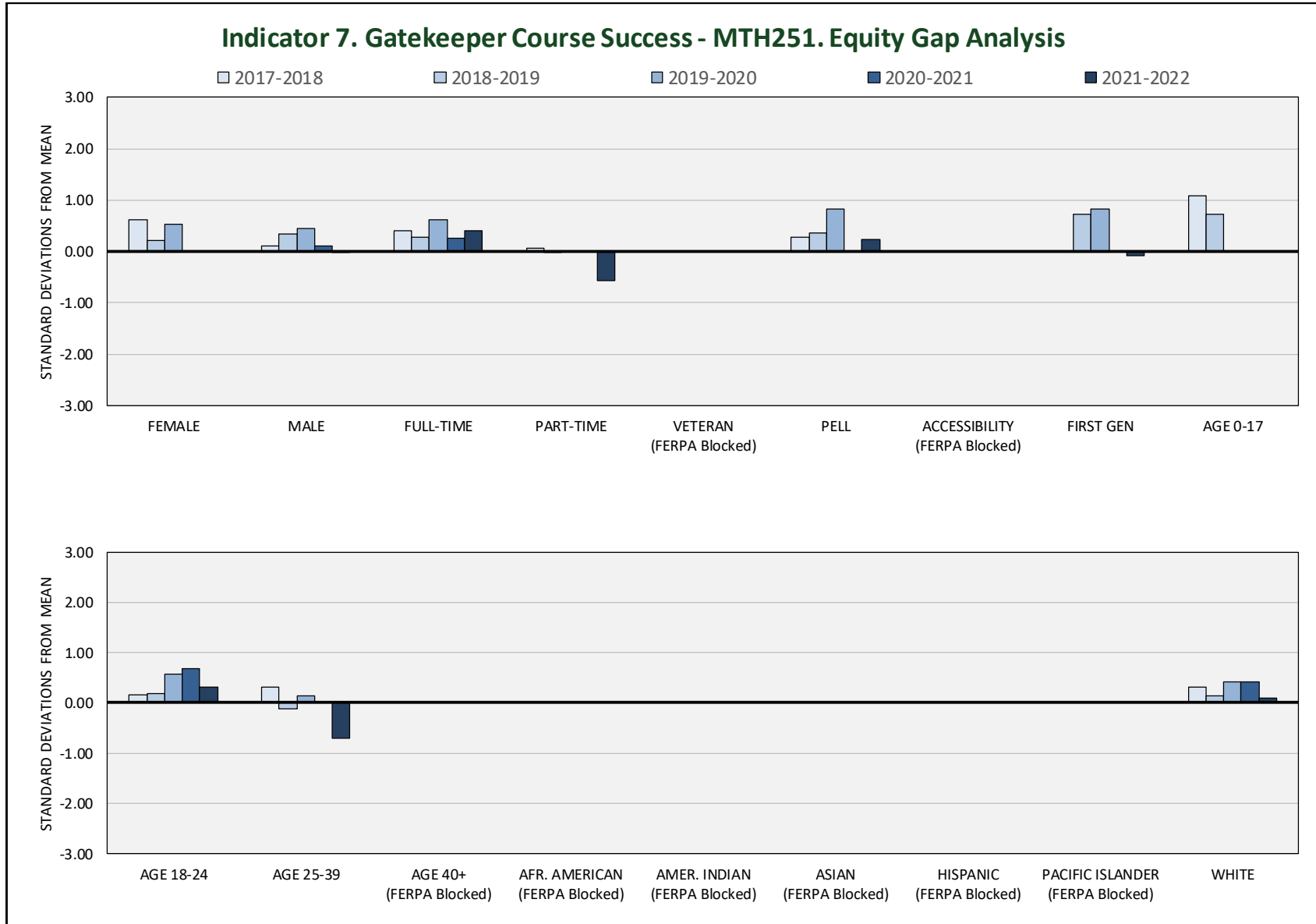
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	253	146	98	189	64	17	140	14	-1	-1	6	7	-1	212	39	24	164	52	13
<b>2018-2019</b>	249	134	101	182	67	12	118	13	-1	6	-1	10	-1	202	45	33	161	48	7
<b>2019-2020</b>	219	99	97	163	56	18	118	9	-1	10	-1	-1	-1	170	46	29	131	54	-1
<b>2020-2021</b>	185	92	85	106	79	11	60	10	-1	-1	-1	-1	-1	154	33	43	90	46	6
<b>2021-2022</b>	168	94	60	120	48	10	79	10	-1	-1	-1	-1	-1	132	33	21	109	33	-1

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

8.15.2 Summary Statement for MTH 111

No statistically significant equity gaps were found for this course.

8.16 Indicator 7. Gatekeeper Course Success, MTH251



Source: UCC Department of Institutional Research

### 8.16.1 Population Counts for Indicator 7. Gatekeeper Course Success, MTH 251

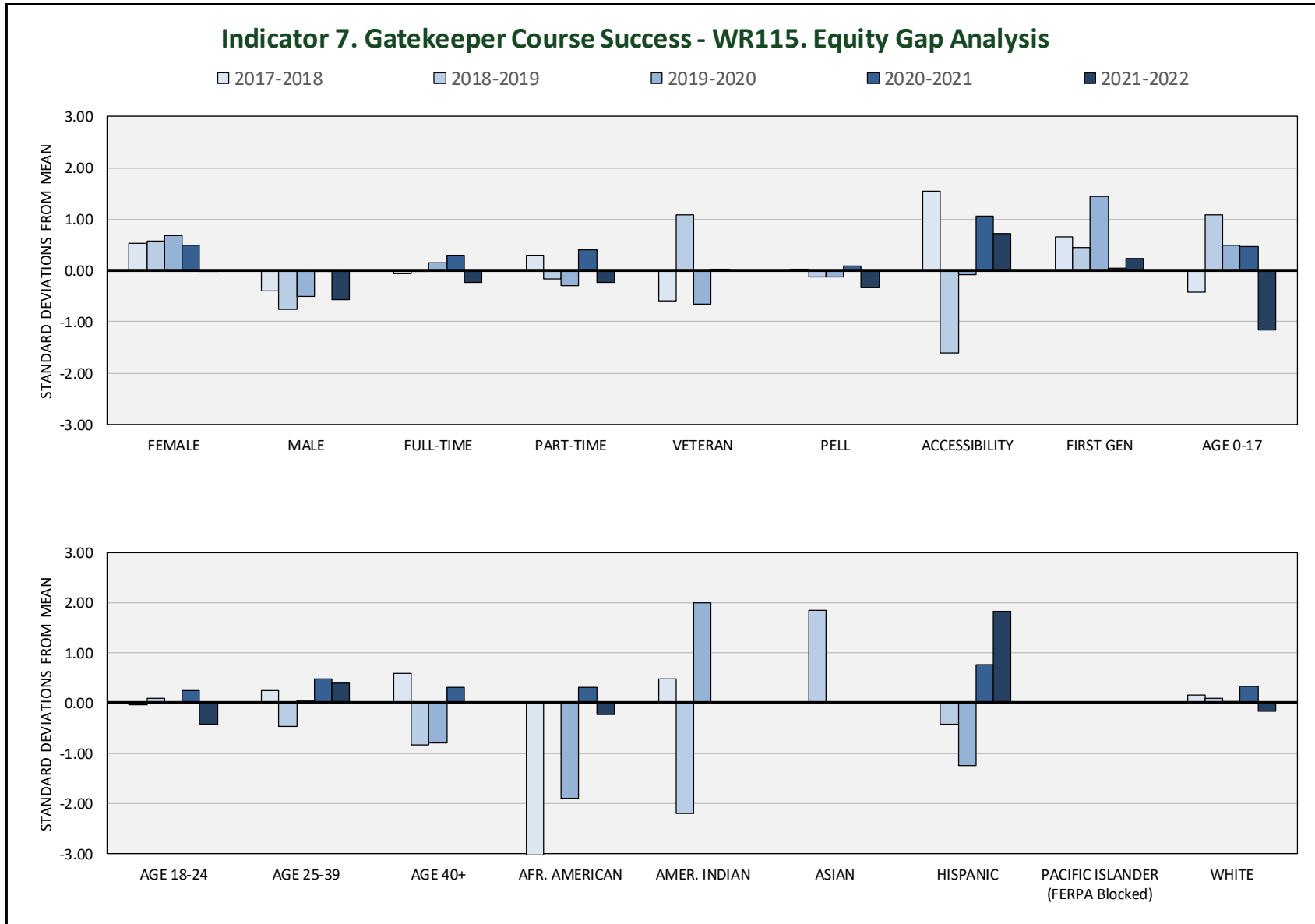
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	45	20	25	36	9	-1	23	-1	-1	-1	-1	-1	-1	32	-1	7	30	8	-1
<b>2018-2019</b>	48	17	30	40	8	-1	24	-1	-1	-1	-1	-1	-1	35	12	7	33	7	-1
<b>2019-2020</b>	28	8	19	23	-1	-1	8	-1	-1	-1	-1	-1	-1	23	8	-1	19	7	-1
<b>2020-2021</b>	18	-1	13	15	-1	-1	-1	-1	-1	-1	-1	-1	-1	14	-1	-1	10	-1	-1
<b>2021-2022</b>	34	-1	29	24	10	-1	9	-1	-1	-1	-1	-1	-1	29	9	-1	15	11	-1

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

### 8.16.2 Summary Statement for MTH 251

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

8.17 Indicator 7. Gatekeeper Course Success, WR 115



Source: UCC Department of Institutional Research

8.17.1 Population Counts for Indicator 7. Gateway Course Success, WR 115

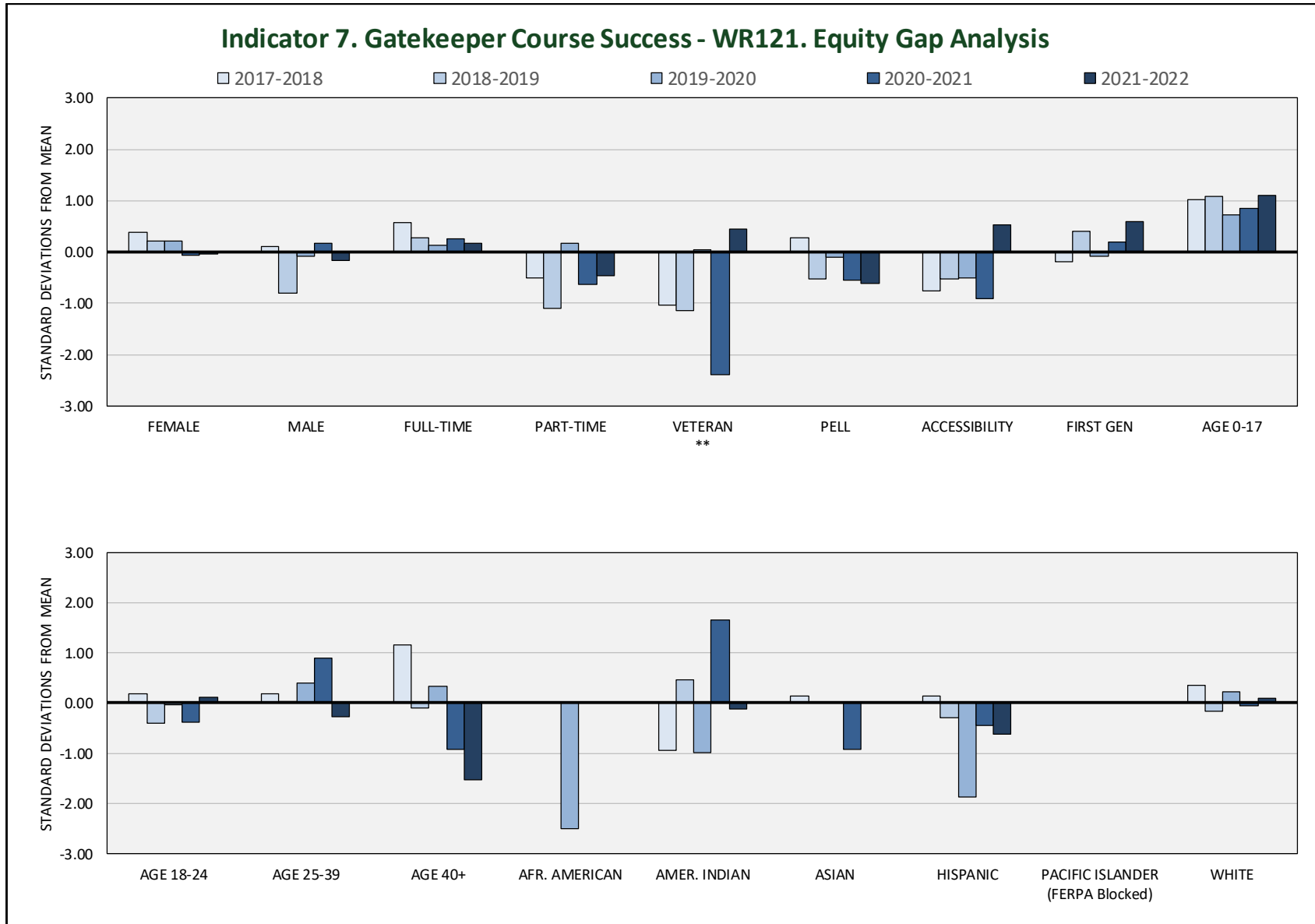
	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	232	133	88	137	95	16	144	13	9	8	-1	-1	-1	177	19	13	129	72	18
<b>2018-2019</b>	233	129	87	156	77	12	162	21	-1	9	6	8	-1	172	13	12	141	63	17
<b>2019-2020</b>	228	119	86	143	85	11	147	14	10	6	-1	9	-1	173	35	13	136	65	14
<b>2020-2021</b>	227	138	77	138	89	13	130	9	8	-1	-1	6	-1	178	30	18	125	64	20
<b>2021-2022</b>	208	126	72	124	84	-1	134	15	8	-1	-1	7	-1	150	26	11	136	52	9

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

8.17.2 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.

8.18 Indicator 7. Gatekeeper Course Success, WR 121



Source: UCC Department of Institutional Research

8.18.1 Population Counts for Indicator 7. Gatekeeper Course Success, WR 121

	OA	Female	Male	Full-Time	Part-Time	Veteran	Pell	Accessibility	Afr. American	Amer. Indian	Asian	Hispanic	Pacific Islander	White	First Generation	Age 0-17	Age 18-24	Age 25-39	Age 40 Plus
<b>2017-2018</b>	491	294	189	349	142	35	276	27	-1	18	6	12	-1	386	85	26	345	104	16
<b>2018-2019</b>	545	298	213	372	173	33	307	33	-1	17	-1	12	-1	438	94	52	344	110	39
<b>2019-2020</b>	393	203	153	271	122	25	202	22	6	16	-1	7	-1	311	70	34	263	75	21
<b>2020-2021</b>	374	203	140	250	124	14	172	11	-1	6	11	9	-1	300	65	47	254	62	11
<b>2021-2022</b>	324	184	121	233	91	13	177	18	-1	7	-1	12	-1	242	51	18	217	70	19

**NOTE: Student population counts below the FERPA blocking threshold of 6 students display as -1 in this table.**

8.18.2 Summary Statement for WR 121

The population size for several student populations is too small for meaningful statistical evaluation. As it did last year, the data suggests an emerging equity gap for student veterans, though the latest data point for this student demographic is above the population mean, indicating the success rate for veterans in WR 121 has improved over the last year. The evaluation results for the other student populations do not suggest the existence of equity gaps.



## 9 Lifelong Learning

### 9.1 Notes

This indicator uses three parts to display its data.

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

#### 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:

CWT	ABS	SBDC (Not student-based)
<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 chart will display data for a five-year timeframe.

#### 9.1.3 CWT Chart

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

#### 9.1.4 ABS Chart

This chart 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.

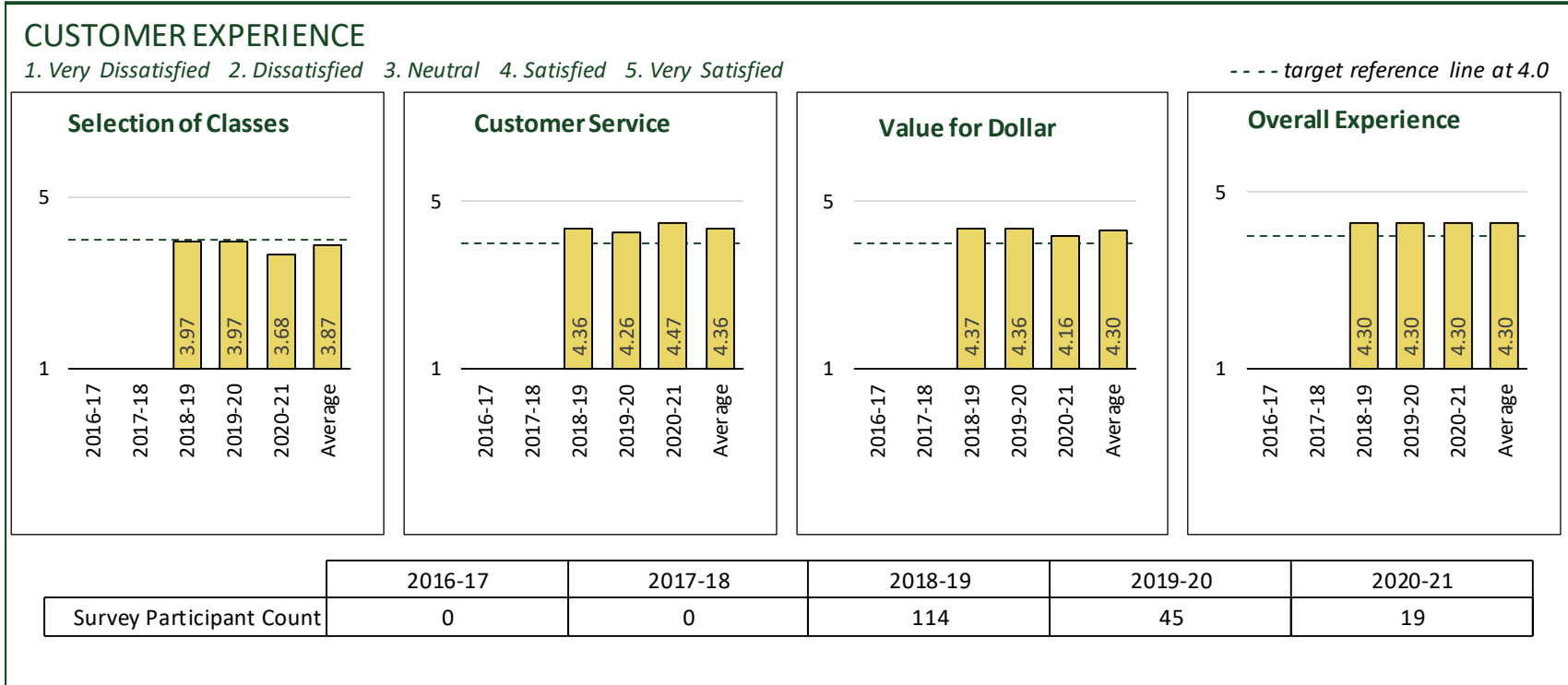
#### 9.1.5 SBDC Chart

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

9.2 Indicator 9 Part A. Community and Workforce Training

### Indicator 9 Part A. Community and Workforce Training

Results of Annual Customer Satisfaction Survey



Source: Umpqua Community College Division of Community Education and Partnerships

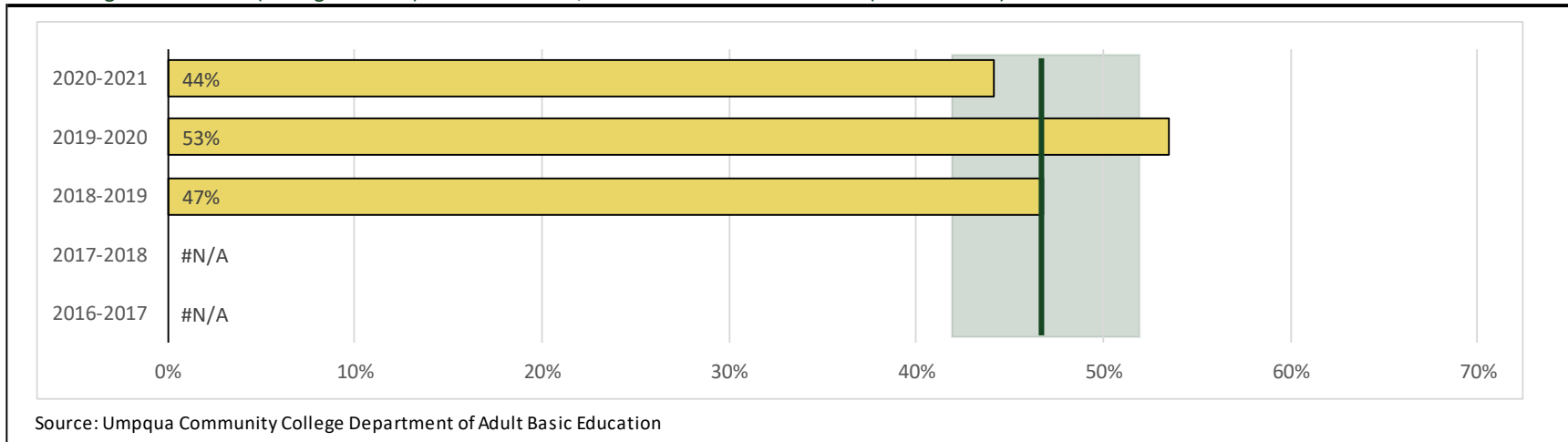
Enrollment in all UCC operational areas decreased during the 2020-2021 academic year because of the COVID-19 pandemic. The greatest impact was felt in the Community and Workforce Training (CWT) area because of the discretionary nature of the CWT courses in the personal enrichment category, and the need for face-to-face delivery of other CWT courses, for example, CPR certification. The strong CWT enrollment reduction is reflected in the small number of CWT survey participants during the 2020-21 academic year.

### 9.3 Indicator 9 Part B. Adult Basic Skills

#### Part B. Adult Basic Skills

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

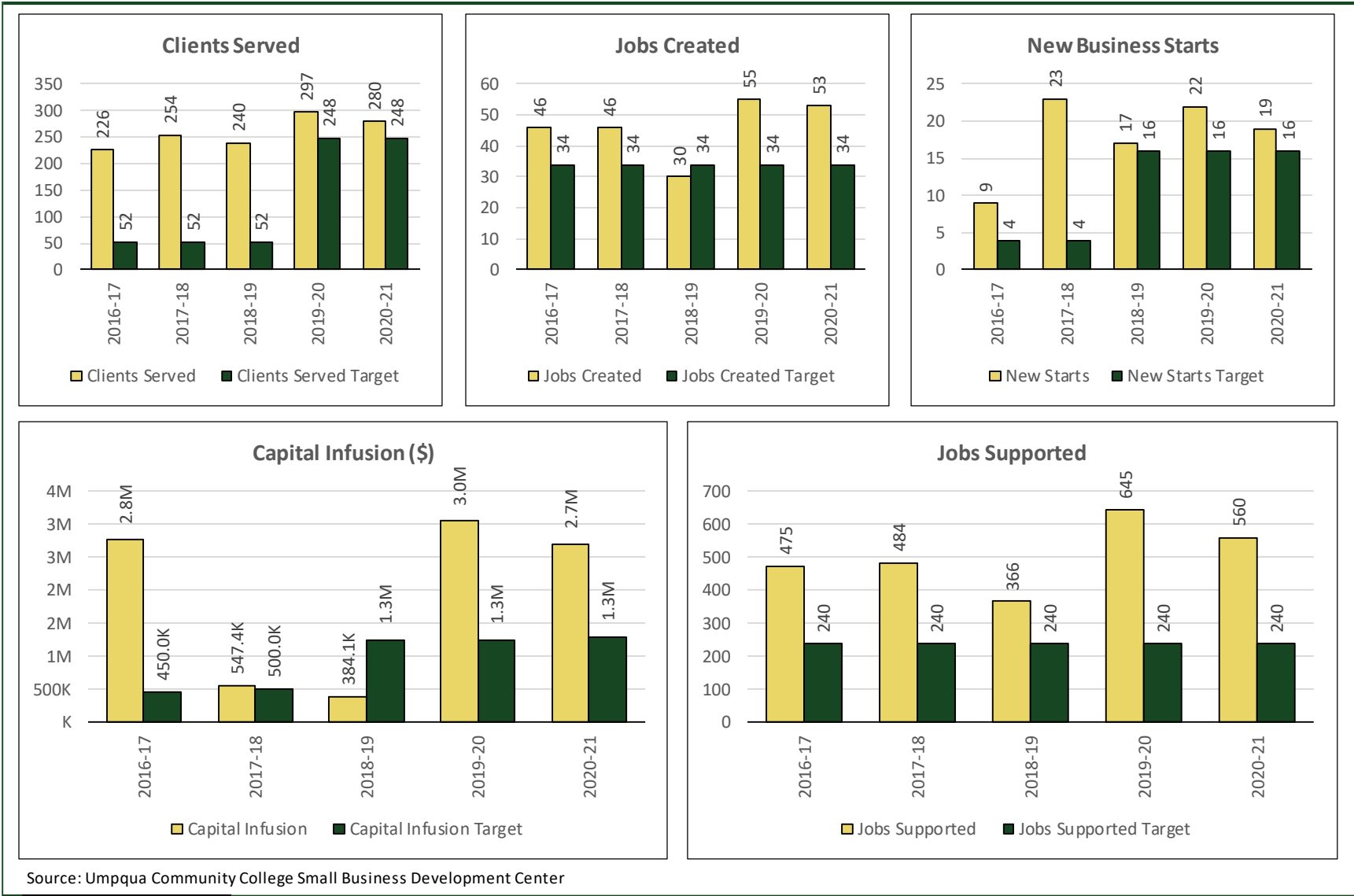
The target rate is 47% (bold green line). Variations of +/- 5% are considered normal (shaded area).



9.4 Indicator 9 Part C. Small Business Development Center

### Part C. Small Business Development Center

Actual vs. Goals in Standard Performance Areas



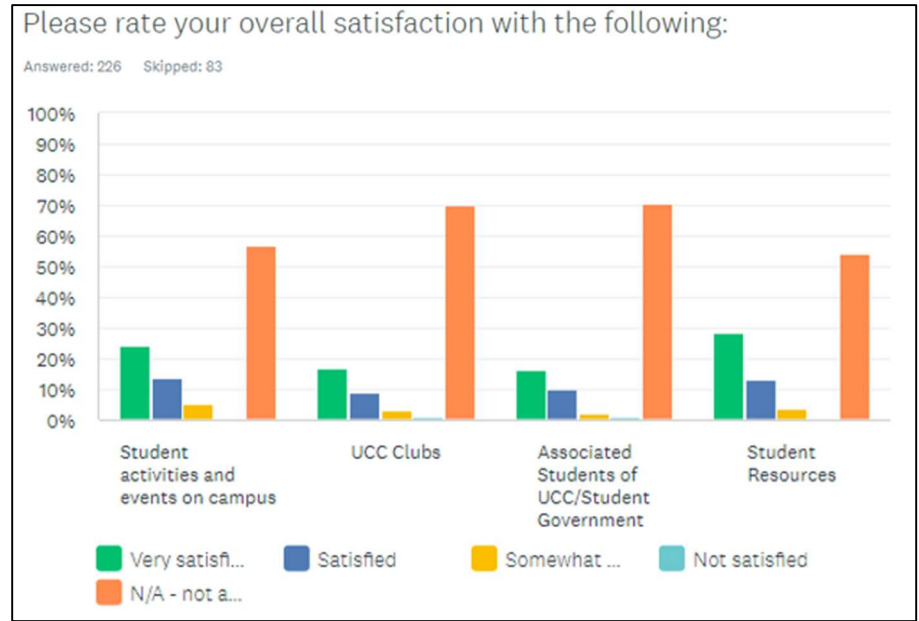
# 10Campus / Community Engagement

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 an annual student survey, triennial community survey, and a revised method for gathering employee feedback.

**Employee:** The employee survey was replaced by a focused feedback loop. Human Resources, Communications and Marketing, Information Technology, and Business Services will form a group to record updates for each department for the college community which will be available in September 2022, when faculty return to campus. Each support area will follow up with a feedback session that is focused on problem solving and will help inform departmental goals for the year. This shift in data collection and analysis focus should be more comprehensive, positively impact the internal environment, and allow areas to better serve students.

**Community:** This survey was administered in 2020-2021. The next scheduled administration period is during the 2023-2024 academic year.

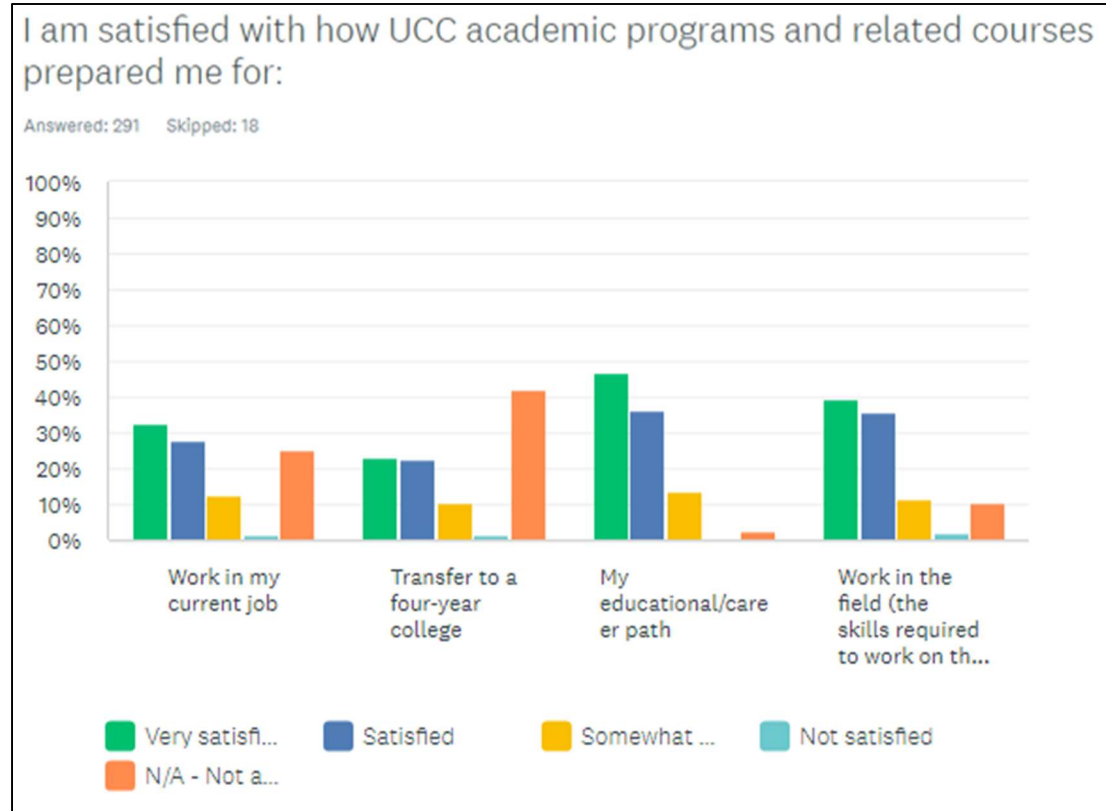
**Student:** For this reporting year, the 2022 UCC Annual Student Survey was chosen to represent student perception of satisfaction with campus engagement. Question 16.7, Overall Satisfaction with Engagement Activities, of the survey asked students to rate satisfaction levels, on a 4-point Likert scale where 1 was low and 4 high, for the categories of (a) Student activities and events on campus, (b) UCC Clubs, (c) Associated Students of UCC/Student Government, and (d) Student Resources. Students indicated an overall satisfaction rating (using the weighted averages) of 3.45 out of 4 for all categories (86.25%).



	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A - NOT APPLICABLE/DID NOT PARTICIPATE/ DID NOT USE	TOTAL	WEIGHTED AVERAGE
Student activities and events on campus	24.00% 54	13.78% 31	5.33% 12	0.00% 0	56.89% 128	225	3.43
UCC Clubs	16.89% 38	8.89% 20	3.11% 7	0.89% 2	70.22% 158	225	3.40
Associated Students of UCC/Student Government	16.44% 37	9.78% 22	2.22% 5	0.89% 2	70.67% 159	225	3.42
Student Resources	28.57% 64	12.95% 29	3.57% 8	0.45% 1	54.46% 122	224	3.53

# 11 Student Experience

**Student Experience.** The percentage of UCC students who believe that their experience at UCC has contributed to their knowledge, skills, and personal development. For this reporting year, the 2022 UCC Annual Student Survey was chosen to represent perception of student experience. Question 6, Overall Satisfaction with Program and Course Preparation for Educational Goals, of the survey asked students to rate satisfaction levels, on a 4-point Likert scale where 1 was a low rating and 4 high, on how well their experience at UCC prepared them for their future. Overall, students indicated they were satisfied with how UCC programs and courses prepared them for (a) work in their current job, (b) transfer to a four-year college, (c) their educational path, and (d) work in the field (the skills required to work on the job for their chosen program); indicating an average overall satisfaction rating (using the weighted averages) of 3.25 out of 4 for all categories (81.25%).



	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A - NOT APPLICABLE/DID NOT PARTICIPATE/DID NOT USE	TOTAL	WEIGHTED AVERAGE
▼ Work in my current job	32.76% 95	27.93% 81	12.76% 37	1.38% 4	25.17% 73	290	3.23
▼ Transfer to a four-year college	23.18% 67	22.84% 66	10.38% 30	1.73% 5	41.87% 121	289	3.16
▼ My educational/career path	46.90% 136	36.21% 105	13.45% 39	0.69% 2	2.76% 8	290	3.33
▼ Work in the field (the skills required to work on the job for the program I chose)	39.45% 114	35.99% 104	11.76% 34	2.08% 6	10.73% 31	289	3.26



# 12 Appendix A –Nearby, Regional, and National Benchmarking

**NOTE FOR 2022.** No new benchmarking data is available for the 2022 Institutional Indicator Report. Umpqua Community College obtains benchmarking by participating in the Voluntary Framework of Accountability (VFA), a national survey of community colleges. Over the past 12+ months, the VFA system has been undergoing a major overhaul and normal data collection and reporting has been suspended. The system has recently resumed normal operations and UCC expects to have new benchmarking data available for the next edition of this report. The data presented below is the same data used for the 2021 Institutional Indicator Report.

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. Benchmarking 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.

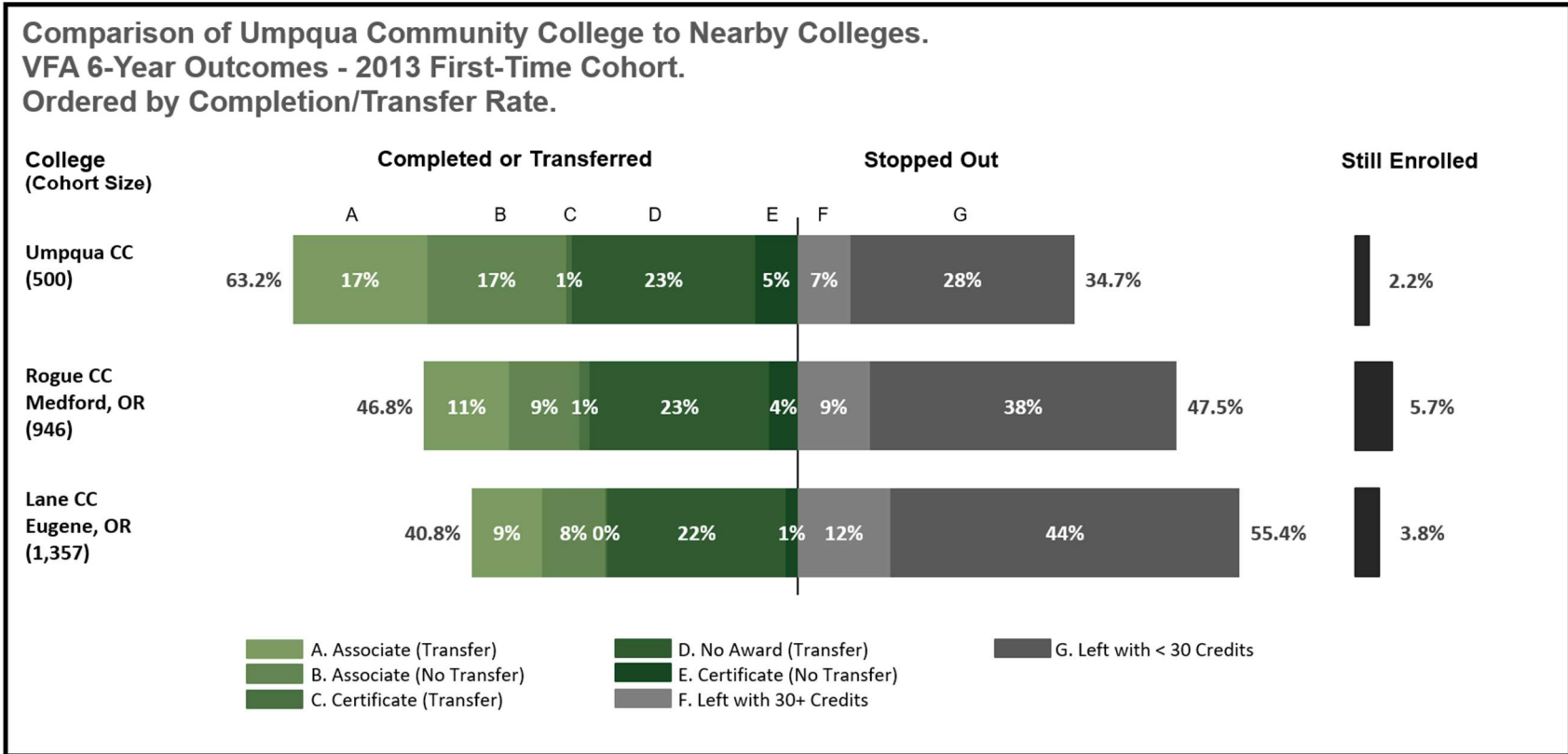
Since many institutions throughout the nation participate in VFA, UCC has chosen to use VFA data for this comparison. VFA also provides a benchmarking tool to help institutions identify peers. The tool produces a list of VFA institutions based upon the values for several institutional characteristics. 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

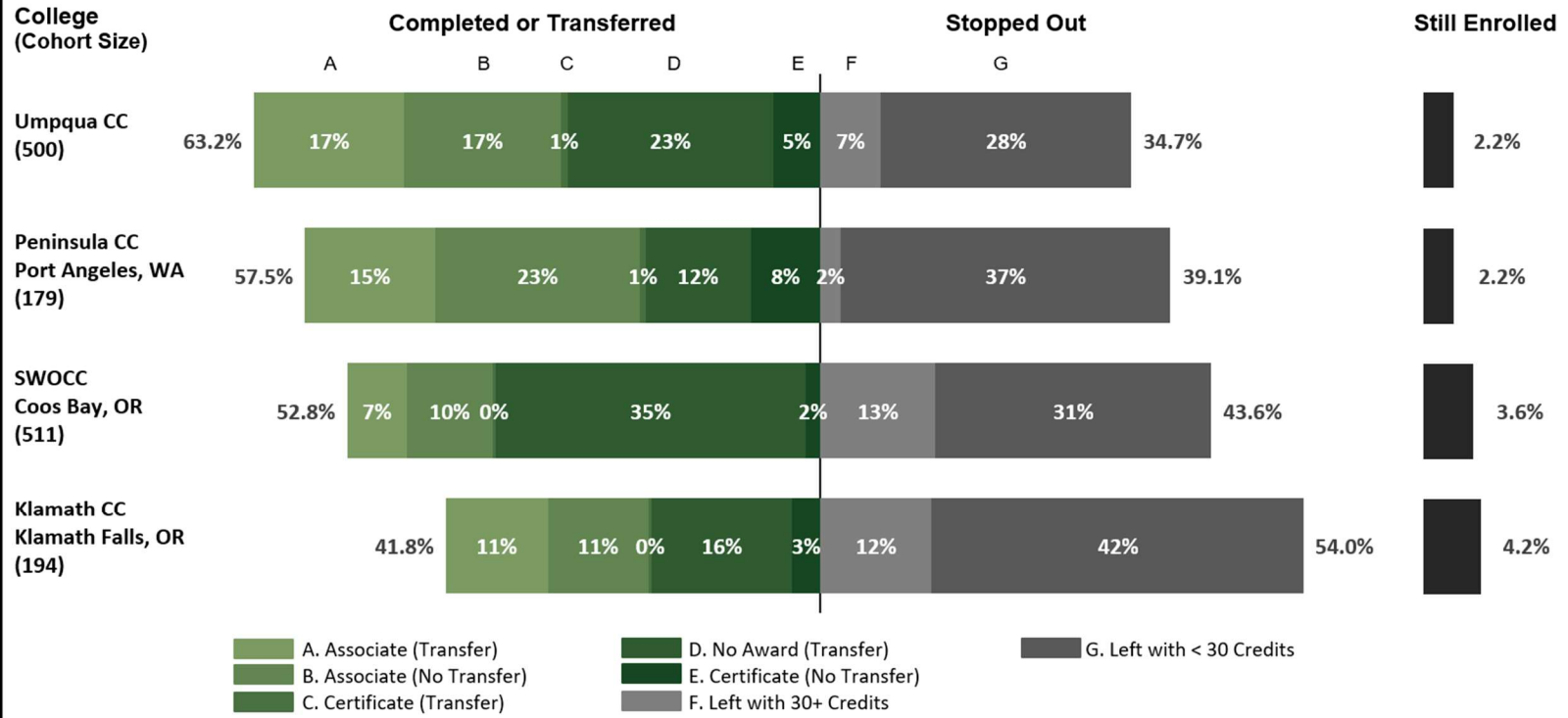
The VFA benchmarking tool provided a list of regional and national peers from which the colleges in the corresponding charts, below, were chosen. For the nearby colleges chart, UCC chose to benchmark with Lane Community College, and Rogue Community College. Even though these two colleges were not included

in the VFA benchmarking tool output based on the above inclusion criteria, both colleges participate in VFA, and 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 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.**

