



Kankakee Community College

2008
Institutional Effectiveness Report:
Key Performance Indicators Trend Analysis (1999-2007)

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EXECUTIVE SUMMARY
2008 KCC Institutional Effectiveness:
Key Performance Indicators (KPI) Report (1999-2007)

Introduction. As KCC begins to more fully prioritize data informed strategic planning, a need for a core set of key performance indicators (KPIs) has become apparent. The Office of Institutional Effectiveness identified a set of six KPIs (34 sub sets of data) that are the basis of this report. Refer to the Definition of Terms (see page 4) to clarify how the college defined data parameters used to produce this report.

KPI 1:	Fall Enrollment: (by full- and part-time status, gender, FTE, age, race/ethnicity)
KPI 2:	Fall Credit Hours
KPI 3:	Retention: Spring to Fall; Fall to Fall
KPI 4:	Graduation: (by headcount, programs/certificates, and degrees)
KPI 5:	Measures of Student Engagement:
KPI 6:	Student Success (completion grades by all fall credit courses, and core academics)

The Office of Institutional Effectiveness reviewed this data spanning 1999-2007. Not that this report is based on data that is limited to fall, full- and part-time credit students and does not include information about the college's Adult Education Program or the Continuing and Corporate Education Division. Assessment of these programs will be available in other reports. Although this report does not answer all of the college's questions about effectiveness, it does serve as a foundation for future inquiries and reports. In the coming months, the Office of Institutional Effectiveness will produce additional reports for the campus community.

In the pages that follow, readers can review graphic displays of tables containing all of the KPI trend data. Readers can also read brief narrative summaries that serve to interpret the results of our findings. The following list of the college's achievements and challenges are gleaned from a careful review of the trend data.

Improvements in Performance 1999-2007

1. **Steady rise in enrollment and FTE.** Relatively steady increases in credit student enrollment from 2005-2007. A clear achievement in overall student enrollment is evident in the steady rise in KCC's FTE student count.
2. **Highest enrollment year was 2007.** Highest credit student enrollment in the last 9 years was in 2007.
3. **2006-2007 had highest enrollment increase.** 5% increase in credit student enrollment, t2006-2007.
4. **Success recruiting high school graduates.** The rising rates of full-time credit students could be interpreted as the successful outcomes of improvements in high school student recruitment.
5. **Steady rise in all minority student enrollment.** KCC's outreach to minority students has been successful as observed in the overall rising rates among all minority students.

6. **Steady rise in African American student enrollment.** KCC's outreach to African American students has been successful as observed by the steady rate in African American student enrollment since 2004 (and that 2007 had the highest rate of African American student enrollment since 1999).
7. **Steady rise in Hispanic student enrollment.** KCC's outreach to Hispanic students has been successful as observed by the increase in Hispanic students.
8. **Steady rise in credit hours since 2005.** With credit hours as a measure of institutional effectiveness, KCC has done well in increasing credit hours from 2005-2007. Note 2007 had the highest credit hours since 1999.
9. **Solid student retention rates (Fall to Spring).** Overall, KCC does a good job with student retention. However, the college does a better job retaining students from fall to spring than it does retaining students from fall to fall.
10. **Steady rise in number of graduates.** KCC should consider it as an achievement that the number of graduates has steadily increased between 2005-2007.
11. **Improvements in measures of student engagement.** KCC improved students' ratings of student engagement in all five areas; students' ratings across all areas were below the mean in 2005 but above the mean in 2007.
12. **Improvements in measures of student success.** Overall, using grades as a measure of student success, the majority of students in all credit students are succeeding with grades of A,B,C or P,S. Additionally, using grades as a measure of student success, the majority of students in the core academic skill courses (English Comp I and I, College Algebra, and Speech) are finishing with grades of A,B, C or P,S.

KCC's Office of Institutional Effectiveness will use the findings from this Report of Key Performance Indicators to prompt additional investigations related to student success, community and student outreach, and overall organizational effectiveness. This will include sharing these findings with the Strategic Planning Committee, the AQIP Leadership Team, the College Council, the faculty at In-Service Orientation, and other stakeholders.

DEFINITION OF TERMS
2008 KCC Institutional Effectiveness Key Performance Indicator Report
By Vicki Magee, and IT staff members, Laurel Soper and Joshua Gregoire

Note to Reader: Please use the Definitions listed below to further describe data and findings in the 2008 KCC Institutional Effectiveness Key Performance Indicator Report.

Data Source. Unless a data source is otherwise noted, IT staff generated data for this report using KCC's ERP system's (Colleague) student database during the week of June 16, 2008.

Definition of Terms. Unless otherwise noted, IT staff generated data for this report using the same definitions of terms as identified by the National Community College Benchmark Project (based on Fall Student Enrollment). These definitions of terms are listed below. Using the NCCBP definitions creates a consistent, reliable standard set of core measures to assess KCC's institutional effectiveness. This also facilitates the college's ability to compare KCC's progress with other U.S. community colleges, i.e., those that participate in NCCBP.

Why Fall Student Enrollment Data as the Point of Reference? KCC needs a consistent, reliable, standard set of core measures to assess institutional effectiveness. Although KCC data is abundant, this report contains core measures of institutional effectiveness that are limited to selected key performance indicators associated with Fall Student Enrollment, over time, beginning in 1999. These parameters provide a solid snapshot of KCC's progress over time and serve as a foundation upon which to address more questions that these data prompt.

How is "Enrollment" Defined? Sometimes enrollment is based on a 10th day enrollment formula. This report, however, uses another measure of enrollment, end-of-term headcount (i.e., student headcount at the end of a term, not counting expunges and drops).

Credit Only. All data in this report refers to credit students only (including students enrolled in the fitness center, developmental and remedial courses). It does not include student enrollment or credit hours generated by KCC's Corporate and Continuing Education or Adult Education Division.

DEFINITION OF KEY PERFORMANCE INDICATORS – NCCBP STANDARD CRITERIA

Fall Student Enrollment – Full-time credit headcount + part-time credit headcount as of the end of fall semester

Full-time Headcount (credit) – count of students enrolled in 12 or more fall semester credit hours as of end of fall semester

Part-time Headcount (credit) – count of students enrolled in less than 12 fall semester credit hours as of end of fall semester

Fall Female Credit Students – count of Fall Student Enrollment who are female

Fall Male Credit Students – count of Fall Student Enrollment who are male

Fall Full-time Equivalency (FTE) – total credit hours from Fall Student Enrollment in college-level, developmental and remedial courses divided by 15 hours

Fall Credit Student Enrollment by Gender and Age – count of Fall Student Enrollment in each age and gender category

Fall Credit Student Enrollment by Race/Ethnicity – count of Fall Student Enrollment in each race/ethnic category

Fall Credit Hours – total credit hours from Fall Student Enrollment in college-level, developmental and remedial courses (Note: does not include credit hours generated by Adult Education or Corporate and Continuing Education enrollment).

Fall to Spring Retention Rate – percent of credit students enrolled at the end of fall semester (minus those who graduated before spring semester), who enrolled in the next spring semester. Based on the unduplicated number of total full- and part-time credit students and does not include high-school students.

Fall to Fall Retention Rate – percent of credit students enrolled at the end of fall semester (minus those who graduated before fall semester), who enrolled in the following fall semester. Based on the unduplicated number of total full- and part-time credit students and does not include high-school students.

KCC Graduates – students who earned a certificate or degree

Certificate Graduates – students who completed requirements towards an advanced (30 or more hours) certificate, as well as the petition-to-graduate process

Degree Graduates – students who completed requirements towards a degree, as well as the petition-to-graduate process

Student Engagement – based on KCC's 2005 and 2007 administration of the Community College Survey of Student Engagement (CCSSE)

Active and Collaborative Learning
Student Effort
Academic Challenge
Student-Faculty Interaction
Support for Learners

Student Success – Fall Credit Course Completers – percent of students who finished credit courses with grades of A, B, C, P (proficiency) or S (passing)

Student Success – Fall Credit Course Completers in Core Academic Skill Areas – percent of students who finished English I (ENGL-1613), English II (ENGL-1623), College Algebra (MATH-1814), or Speech (SPCH-1553) with grades of A, B, C, P, S

Credit course – course eligible for Title IV financial aid, i.e. any college-level, developmental or remedial course

Narrative Summary: Key Performance Indicators

What are KCC's enrollment trends among all full- and part-time fall credit students? (See Table 1.1)

- * **Consistency.** Over the past nine years, full- and part-time fall credit student enrollment has been fairly consistent at about 3,000, give or take a few hundred students.
- * **Two-year-drop.** Over the past nine years, there have been two years in sequence when full- and part-time fall credit student enrollment fell below 3,000 (2000 and 2001 respectively).
- * **Steady rise in enrollment between 2005-2007.** Although enrollment dropped to 3,110 in 2005, there has been a steady rise in full- and part-time fall credit student enrollment since then. In fact, **the highest number of full- and part-time fall credit students over the past 9 years was in the fall of 2007 with 3,336 students.**
- * **How does 2007 enrollment compare with 1999?** Enrollment has fluctuated between 1999 and 2007, however, 2007 enrollment is now nearly the same as it was in 1999 (a difference of +29 students, i.e., a slight increase of .9%).

How do KCC's enrollment trends compare by full- or part-time status? (See Table 1.2 and 1.3)

- * **Full-time enrollment has consistently been between 20% and 25% of total fall enrollment.**
- * **Part-time enrolment has consistently been between 73% and 79% of total fall enrollment.**
- * **Rising full-timers.** Although there was a slight drop in the proportion of full-time fall credit students from 2006 to 2007 (26.09% to 25.69% respectively), full-time student enrollment is on the rise.
- * **Declining part-timers.** Although there was a slight rise in the proportion of part-time fall credit students from 2006-2007 (73.10% to 74.31%), there is a declining trend in part-time student enrollment.

Do gender differences in enrollment exist? (See Table 1.4 and 1.5)

- * **Always more females than males.** Female enrollment is always between 61% and 65%; male enrollment is always between 34% and 38%.
- * **Every other year – female enrollment rises and falls.**
- * **Every other year – male enrollment rises and fall.**

Has KCC's FTE student enrollment changed between 1999-2007 (Note: fall credit students only)? (See Table 1.6)

- * **Steady increase in FTE from 2003-2007.** In 2003, KCC's FTE count rose by 124 and from that point on, there has been a general increase in the FTE trend.
- * **2007 FTE highest since 1999, i.e., 1,646 compared with 1,577.**

What are the enrollment trends among students (male and female) under age 25 years? (See Tables 1.7 and 1.8)

- * **Gender differences less prominent among younger students than total student body.** Males under age 25 years are consistently about 18-22% of the total student body; females are consistently about 30-32% of the student body.
- * **A drop in females under age 25 years between 2006-2007; from 32.59% to 30.97% respectively.**

What are the enrollment trends among students (male and female) age 25 or older? (See Tables 1.9 and 1.10)

- * **Downward enrollment trend among males age 25+.** Although there was a slight increase in males age 25 and older (who enrolled full- or part-time in fall credit classes) between 2006 and 2007 (13.27% to 14.63% respectively), since 1999 males age 25 years and older are enrolling in lower rates than they did 1999. In 1999, the rate of enrollment of males age 25 years and older was 17.45% and has never been that high since then.
- * **Alternating year rise and fall in enrollment among females age 25 and older.** The rise and fall of KCC's overall female enrollment is also observed among females age 25 and older. However, this cycle was broken in 2007 when enrollment among females age 25 and older rose from 32.09% in 2006 to 32.37% in 2007.

What are KCC's enrollment trends among full- and part-time fall credit students by race/ethnicity? (See Tables 1.11-1.18)

- * **Rising rate of minority student enrollment** The rate of all minority students at KCC in 1999 was 15.78%. In 2007, the rate is 21.64%.
- * **Steady rise in African American student enrollment since 2004.**
- * **2007 is the highest rate of African American student enrollment, i.e., a rate of 14.75% up from the 1999 rate of 12.16%.**
- * **Hispanic student enrollment doubled from 1999 to 2007.** Although the rate of Hispanic student enrollment is relatively low (4.74% in 2007), this represents more than twice the 1999 rate of 2.24%.

What are the trends in Fall Credit Hours from 1999-2007? (See Table 2.1)

- * **Fall credit hours up 2005-2007.**
- * **2007 Fall credit hours highest since 1999, i.e., 24,684 credit hours.**

How well does KCC retain credit students from fall to spring and from fall to fall? (See Tables 3.1 and 4.1)

- * **Better fall to spring.** Higher retention rate from fall to spring when compared to retention rate from fall to fall. For example, in 2007 68.08% of students returned to take spring classes after being enrolled in fall courses, compared with 49.45% of students who returned to take fall classes after being enrolled in fall courses.
- * **Overall, rising trends in retention rates between 1999-2007.**

Have there been differences in the number of KCC graduates between 1999-2007 (all graduates and program/certificate completers, and degree completers)? (See Tables 5.1-5.3)

- * **Steady rise in all graduates between 2005-2007.** KCC graduated (all) 470 graduates in 2007 compared with 404 graduates in 1999. This represents 66 more students, i.e., a 16.33% increase.
- * **More degrees than certificates.** Degree completers are consistently between 66% and 86% of all KCC graduates.
- * **Rise in rate of graduates who earn certificates (23.02% in 1999; 26.17% in 2007).**
- * **General decrease in rate of graduates who earn degrees. (76.98% in 1999; 73.83% in 2007).**
Note: Rise from 2006-2007 from 72.23% to 73.83% respectively.

How does KCC compare with the national mean on measures of student engagement? Note: KCC administered the Community College Survey of Student Engagement for the first time in 2005 and again in 2007. (See Table 6.1-6.5)

- * **2005 below.** KCC was below the national mean in 2005 on all measures¹ of student engagement except support for learners.
- * **2007 above.** KCC was above the national mean in 2007 on all measures¹ of student engagement.

Using grades as a measure of student success, what are the trends among the rate of students who finish any fall credit courses with a grade of A, B, C (or P, S)? (See Table 7.1)

- * **Always over 74%.** Since 1999, about 74% - 77% of students finish their fall credit courses with grades of A, B, C (or P, S).
- * **Steady rise 2003-2006.** Between 2003 and 2006, there has been a steady rise in this measure of student success, i.e., from 75.07% to 77.21% respectively.
- * **Drop 2006-2007.** For unknown reasons, however, there was a drop in this measure of student success between 2006-2007, i.e., from 77.21% to 75.49%.

¹ CCSSE Measures of Student Engagement: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. National norm is 50.

Using grades as a measure of student success, what are the trends among the rate of students who finish core academic skill course (English Comp I and II, College Algebra, and Speech)? With a grade of A, B, C (or P, S)? (See Tables 8.1-8.4)

* **English Comp I.**

- Always over 55%.
- Highest rate in 2006 at 72.55%.
- Decline from 2006-2007, from 72.55% to 65.38% respectively.
- General trend is rising.

* **English Comp II.**

- With the exception of 1999 (54.12%) always over 63%.
- Highest rate in 2005 at 75.95%.
- Rise from 2006-2007, from 71.43% to 75.00% respectively.
- General trend is rising.

* **College Algebra.**

- With the exception of 2003 (39.13%) and 2006 (44.66%), always over 62%.
- Highest rate in 2005 at 70.59%.
- Rise from 2006 to 2007, from 44.68% to 65.96% respectively.
- Enrollment numbers are too small to observe trend.

* **Speech.**

- With the exception of 2001 (67.95%), always over 73%.
- Highest success rate compared with Comp I/II and College Algebra.
- Highest rate in 2005 at 77.35%.
- Rise from 2006-2007, from 77.35% to 78.31% respectively.

Table 1.1: # Fall Enrollment (FT+PT credit).

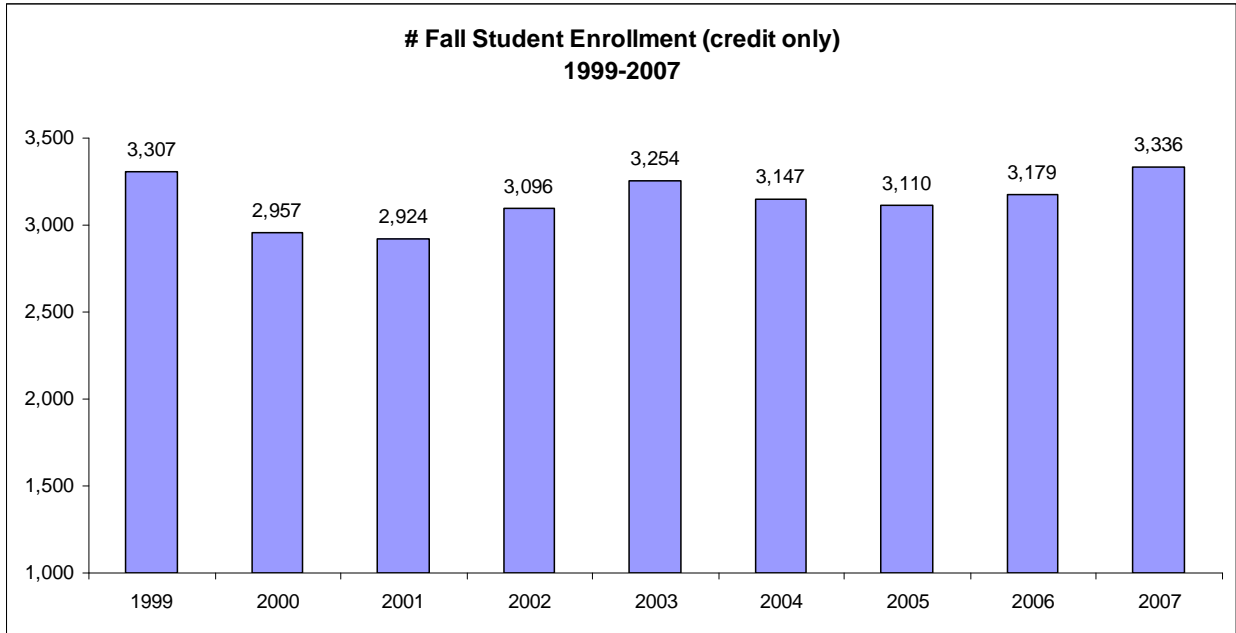


Table 1.2: % Full-time Credit Student Headcount.

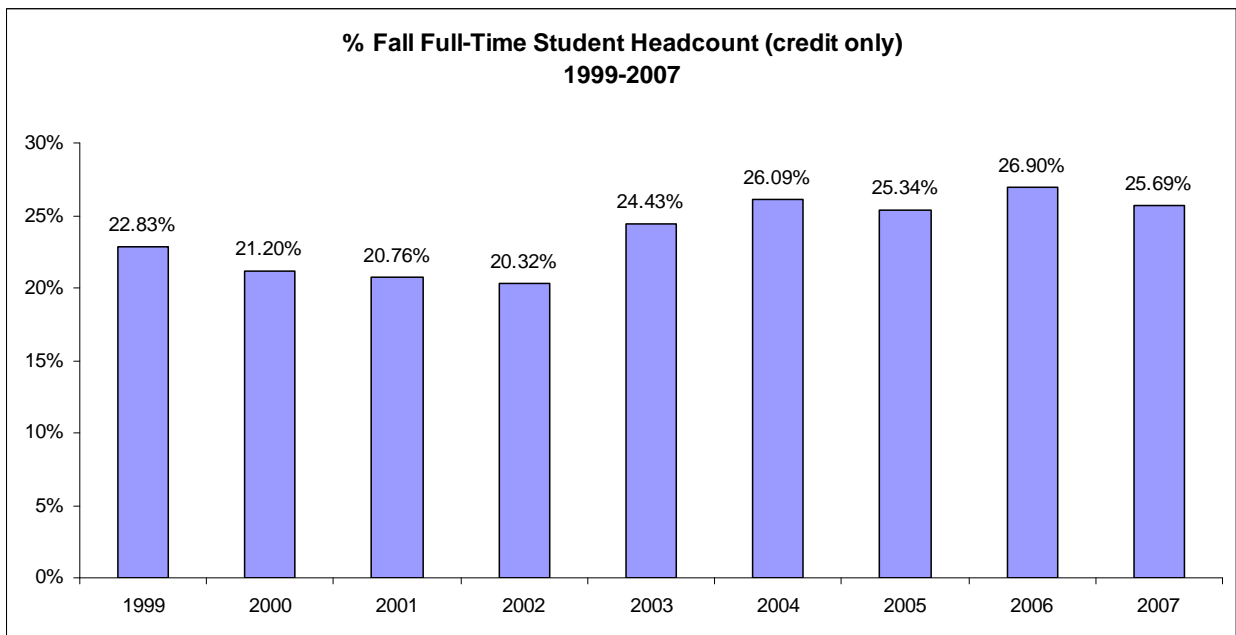


Table 1.3: % Part-time Credit Student Headcount.

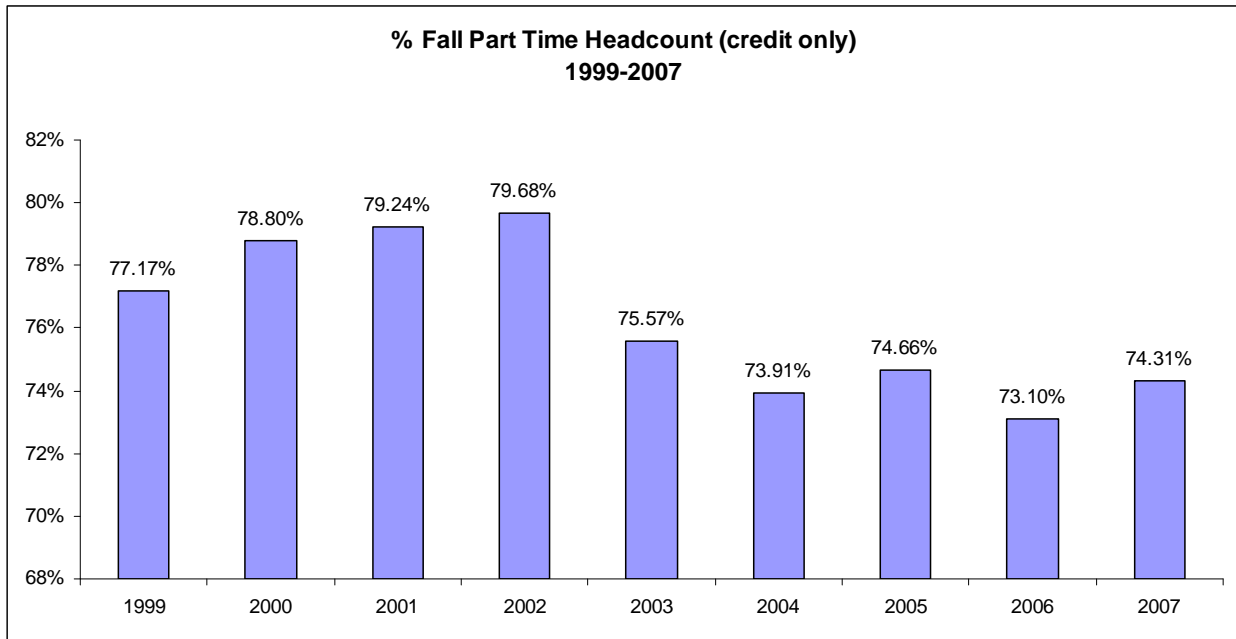


Table 1.4: % Fall Female Credit Students.

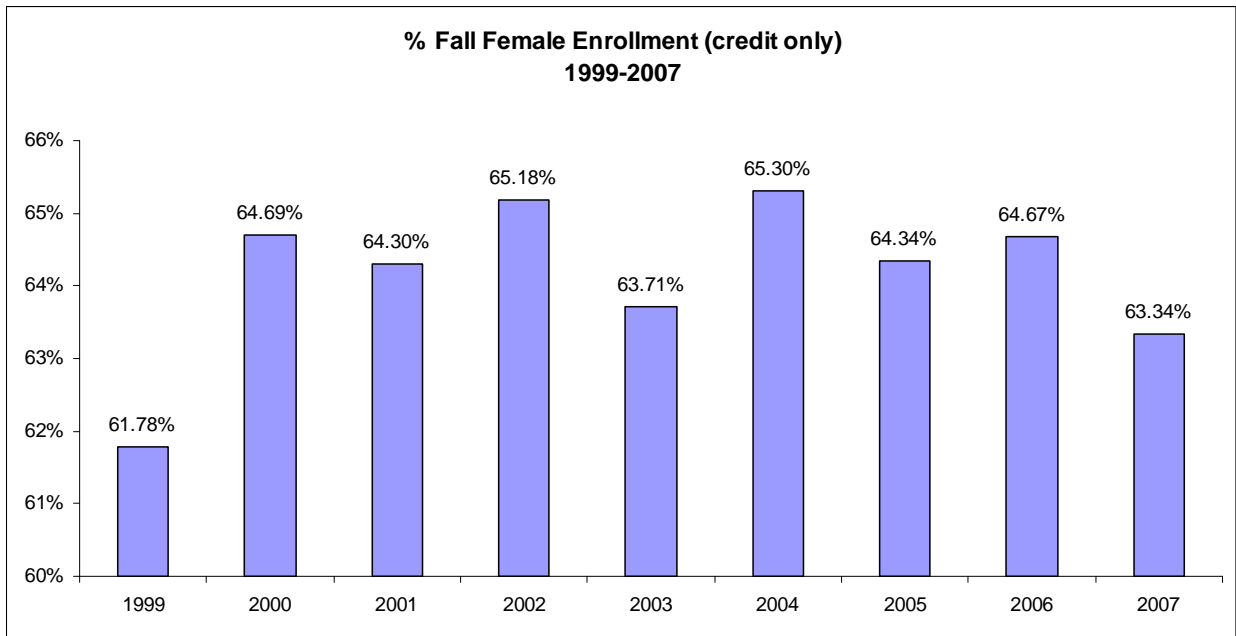


Table 1.5: % Fall Male Credit Students.

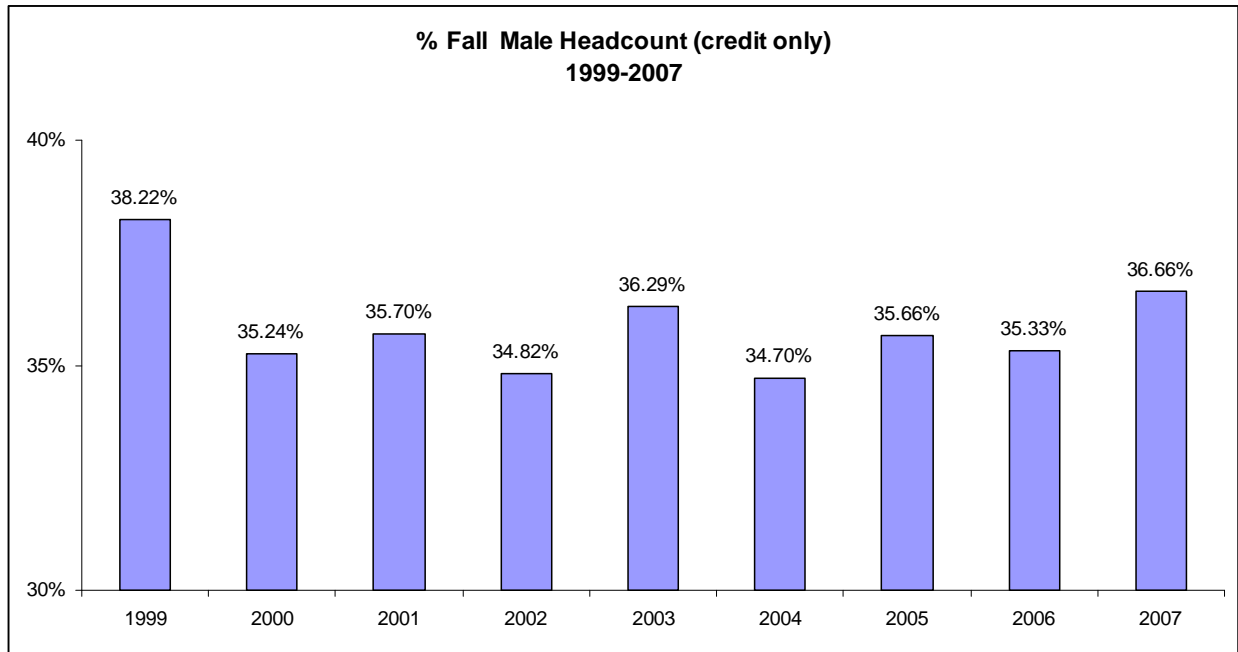


Table 1.6: # Fall Full Time Equivalent (FTE) Students.

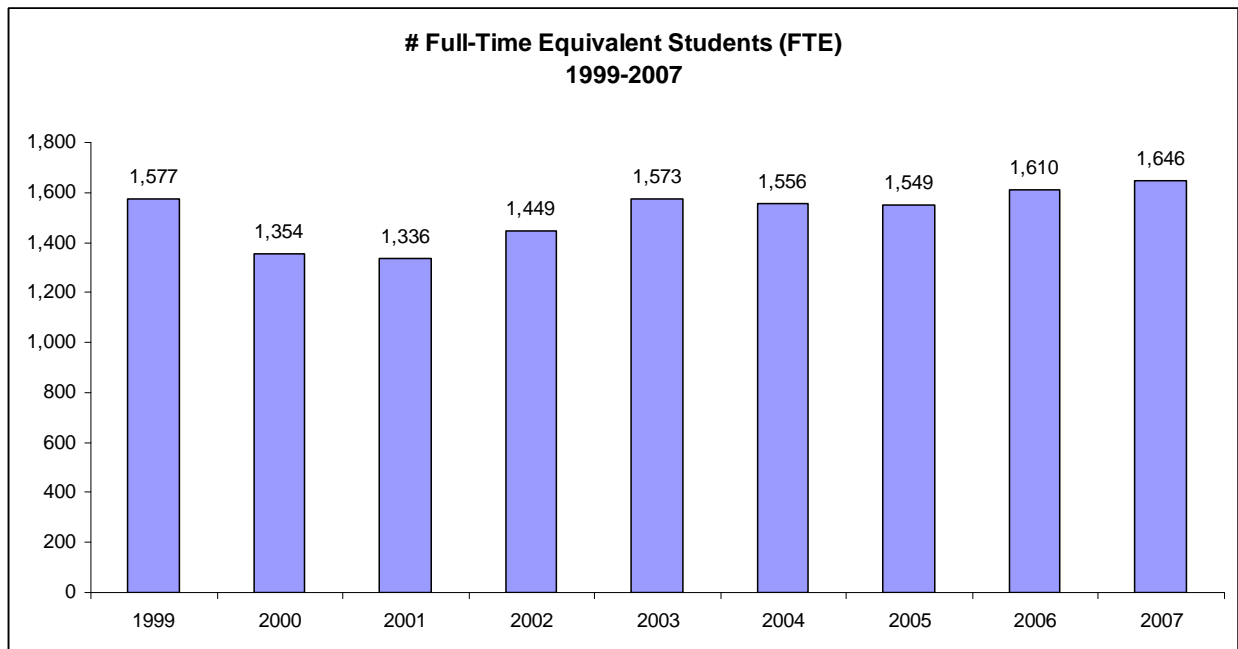


Table 1.7: % Fall Males <25 years of age.

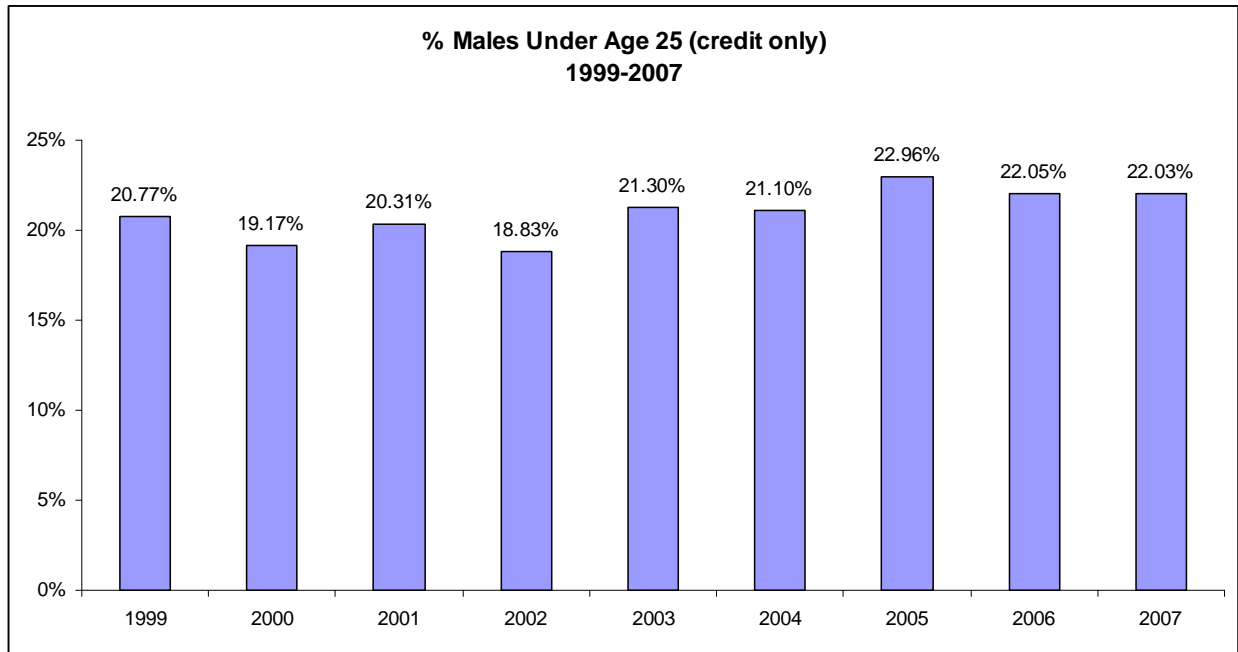


Table 1.8: % Fall Female <25 years of age.

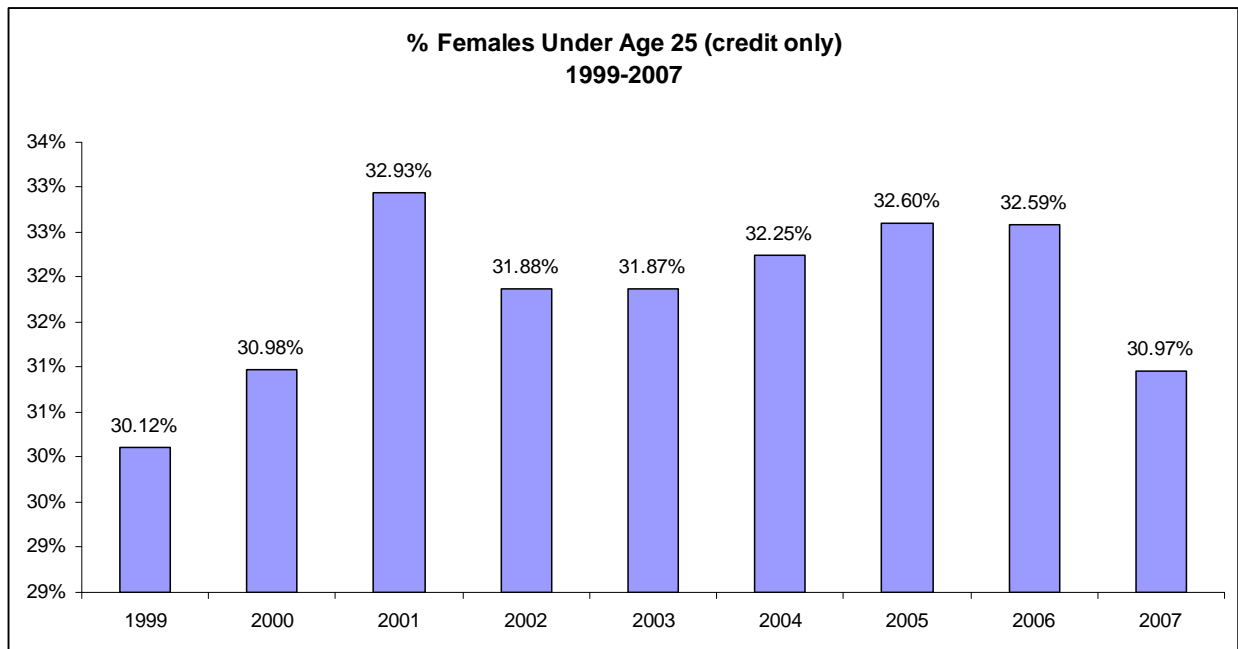


Table 1.9: % Fall Males = or >25 years of age.

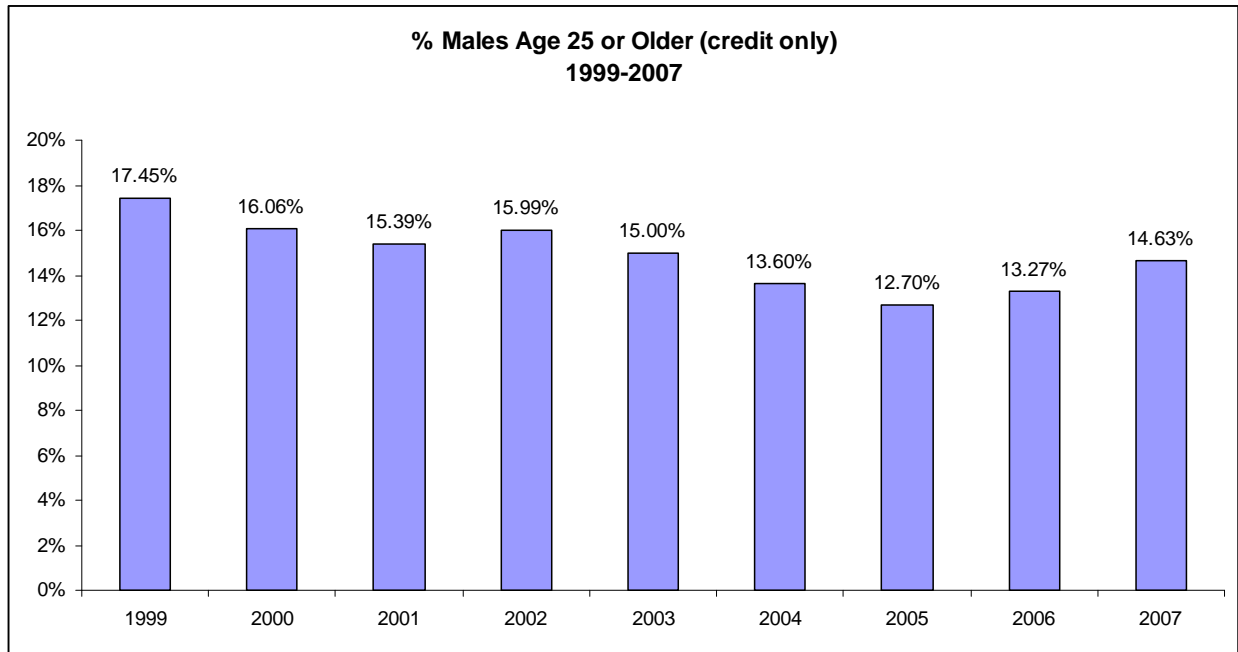


Table 1.10: % Fall Females = or >25 years of age.

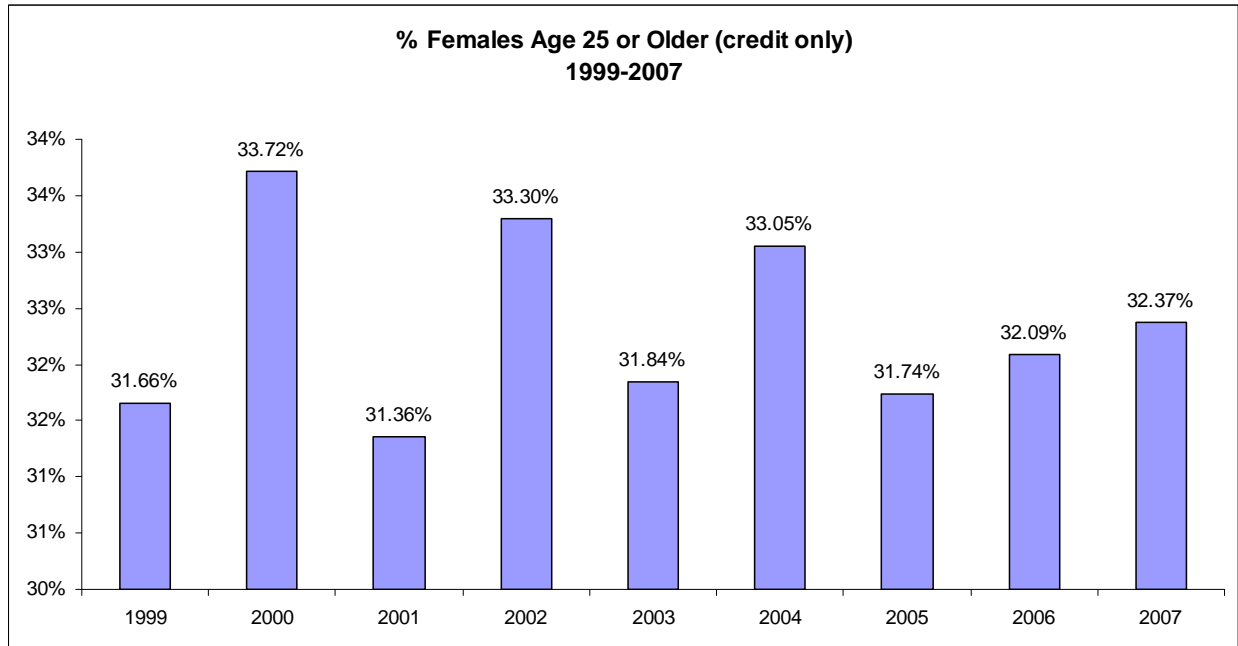


Table 1.11: % Fall All minorities.

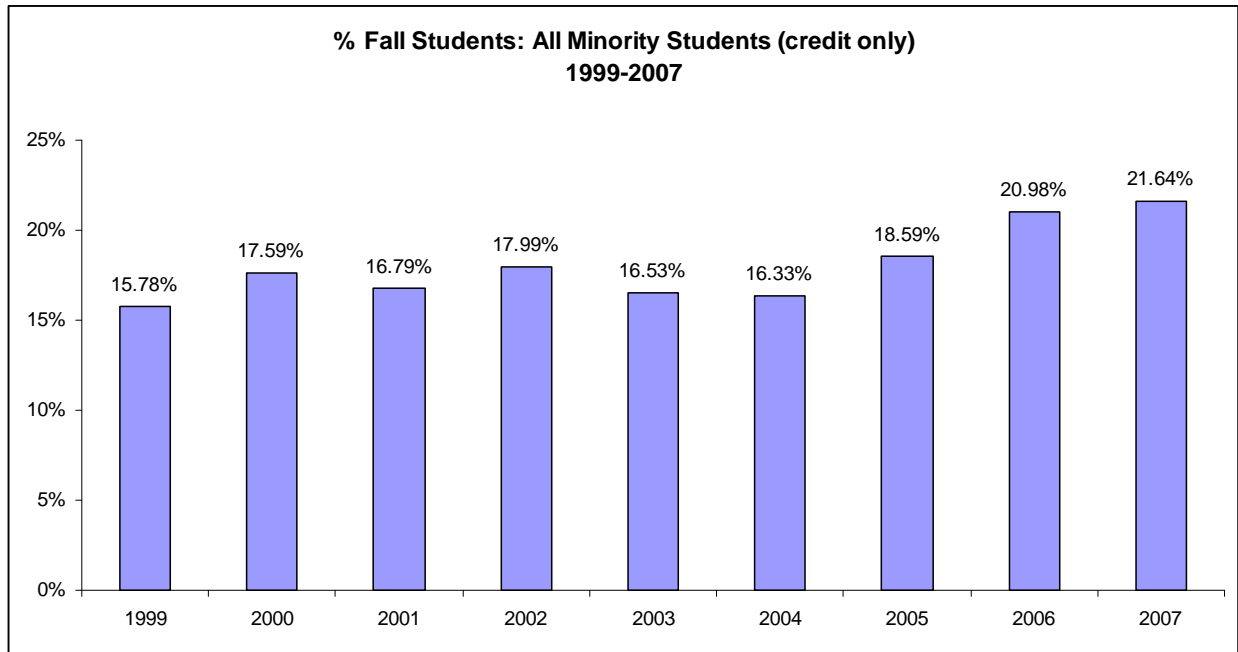


Table 1.12: % Fall Nonresident Alien.

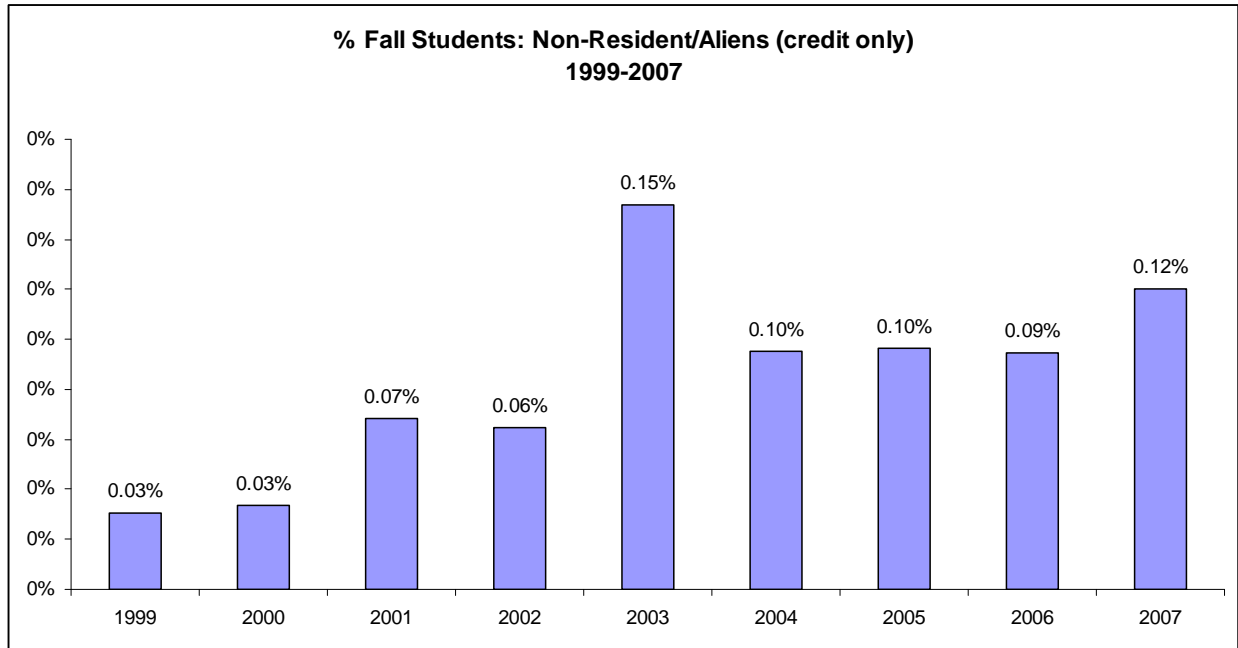


Table 1.13: % Fall Black, Non-Hispanic.

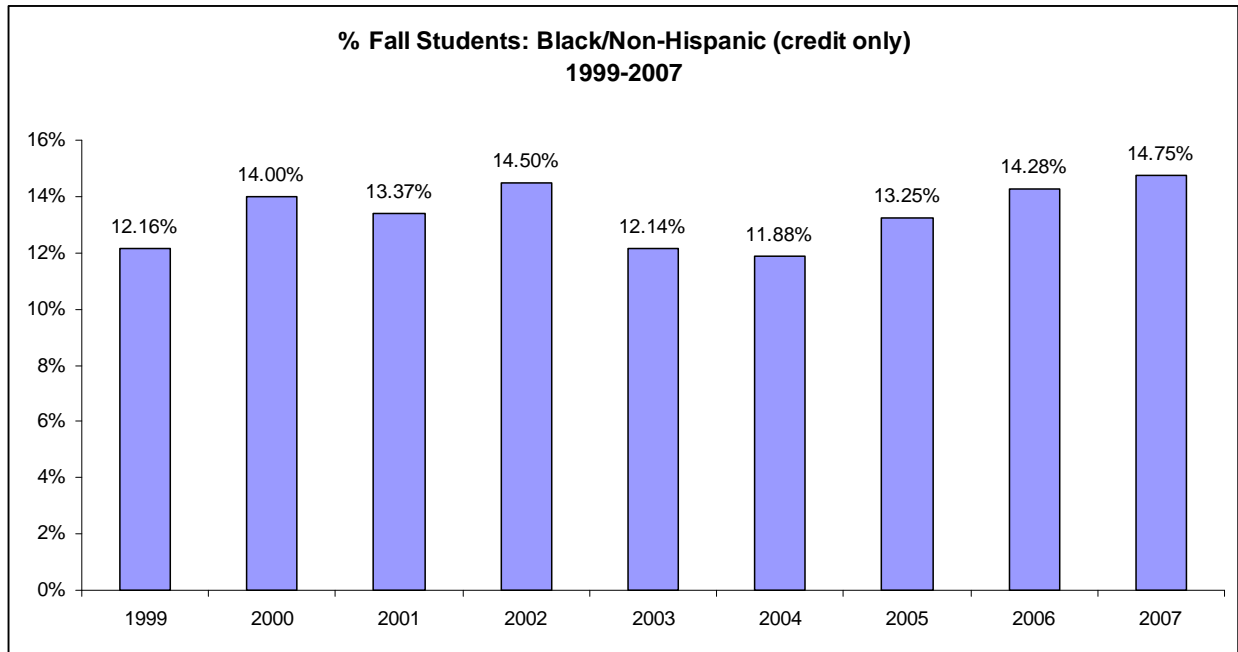


Table 1.14: % Fall American Indian or Alaskan Native.

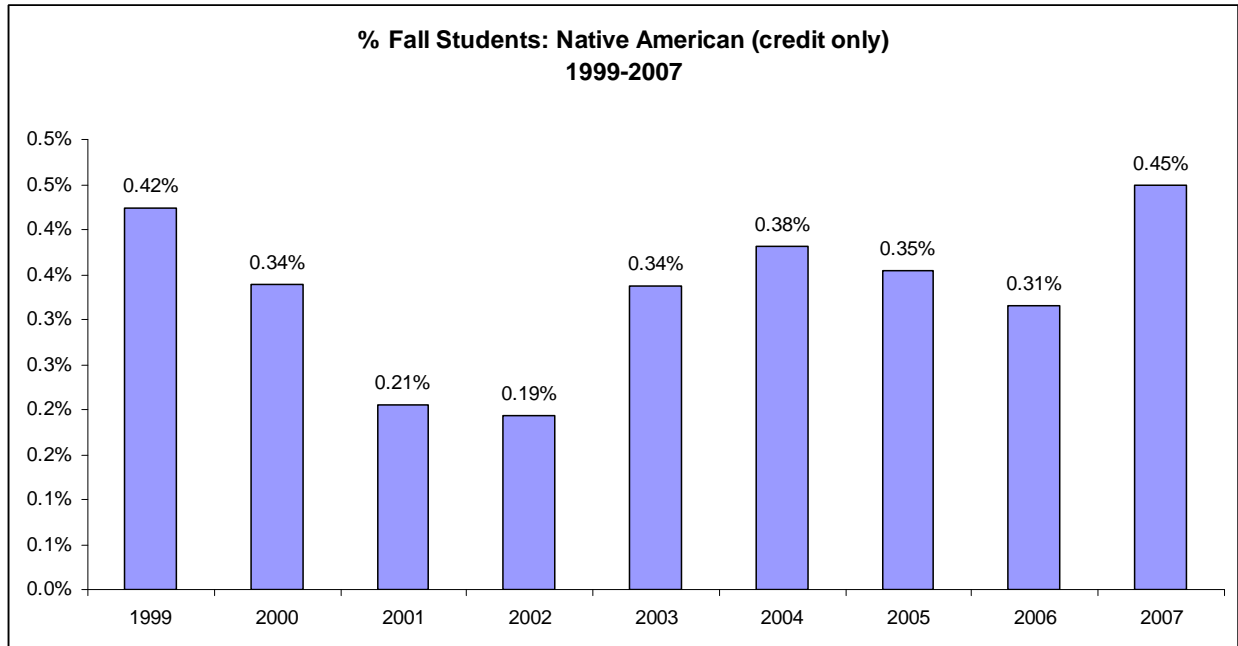


Table 1.15: % Fall Asian or Pacific Islander.

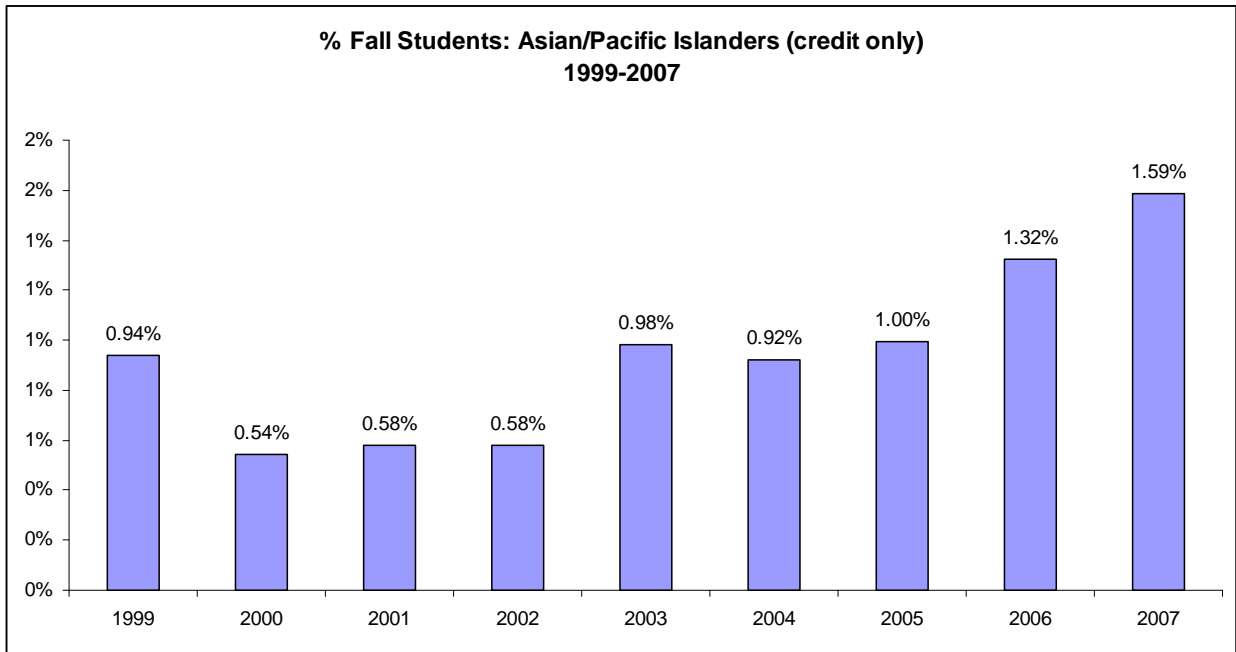


Table 1.16: % Fall Hispanic.

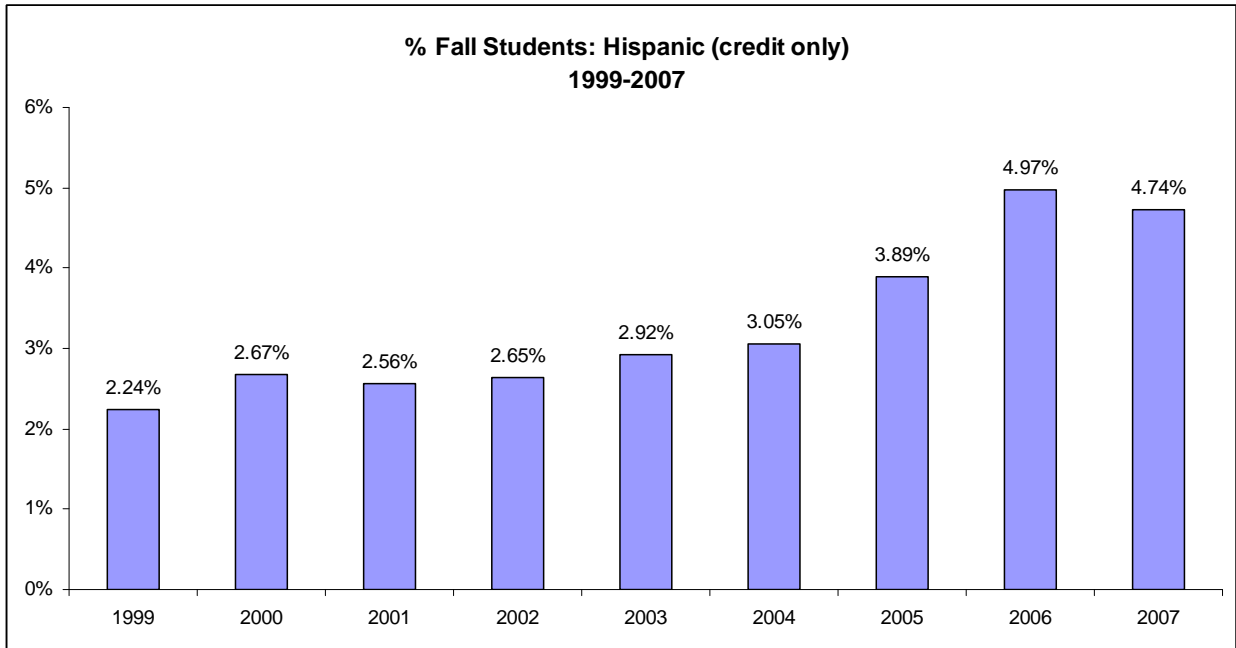


Table 1.17: % Fall White, Non-Hispanic.

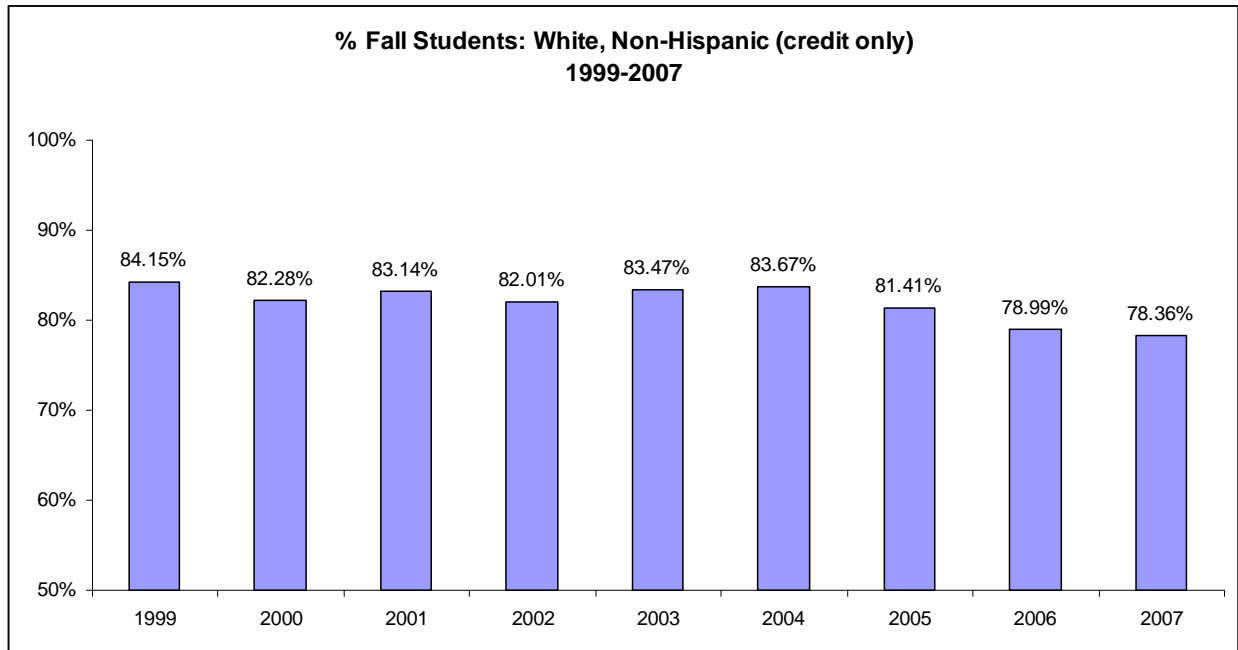


Table 1.18: % Fall Race/Ethnicity Unknown.

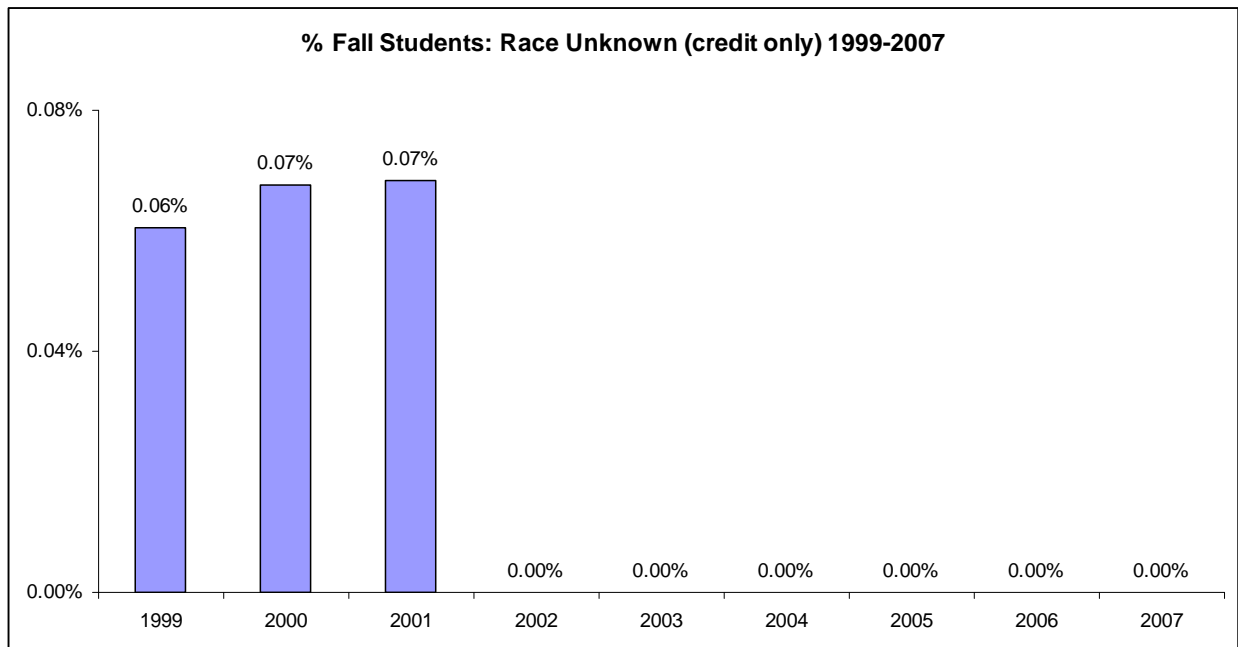


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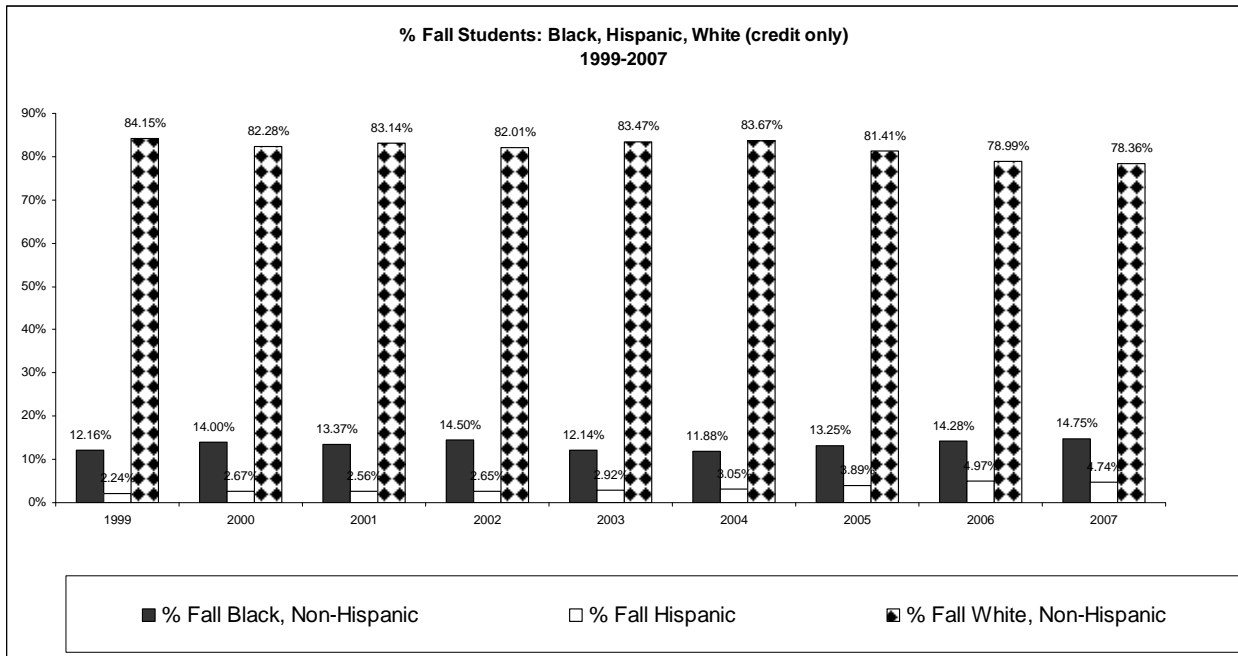


Table 2.1: # of Fall end-of-term credit hours.

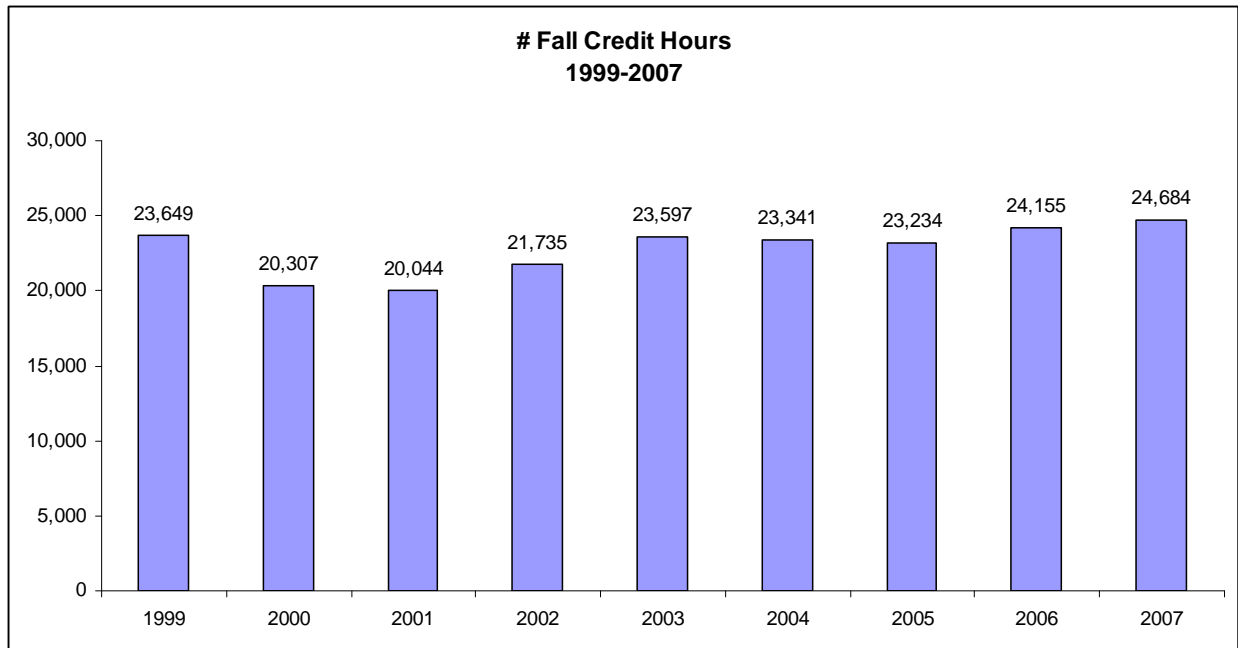


Table 3.1: Fall to Spring Retention Rate.

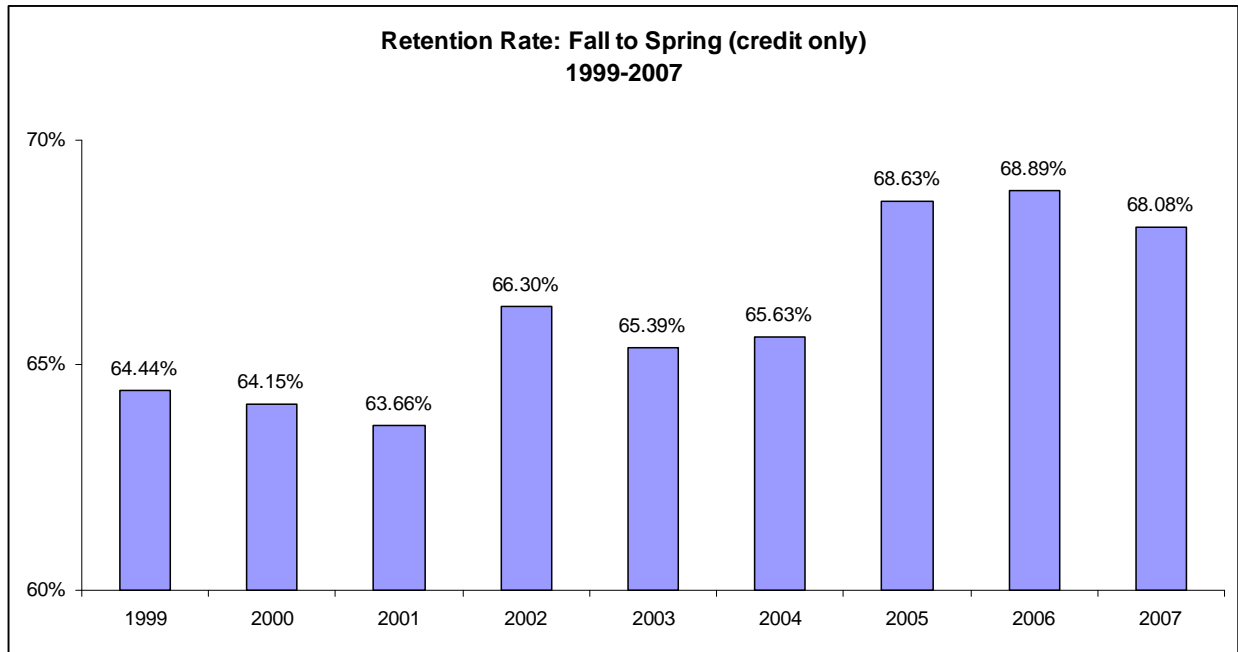


Table 4.1: Fall to Fall Retention.

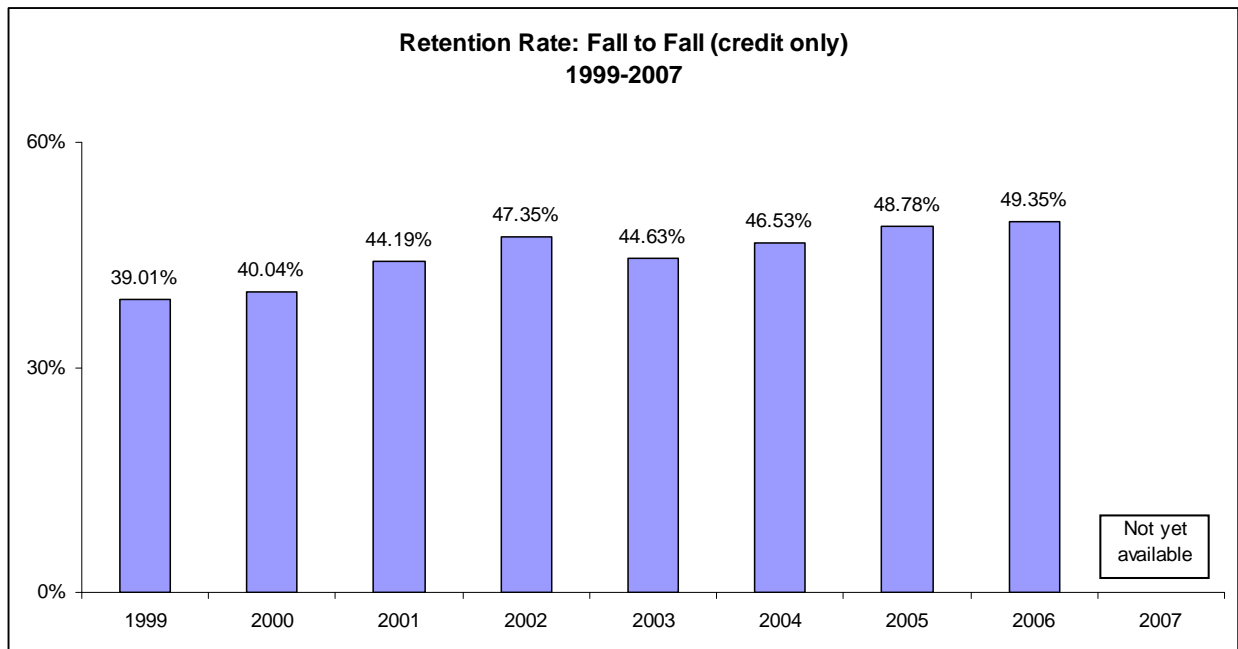


Table 5.1: Number of Graduates: Program/Certificate and Degrees.

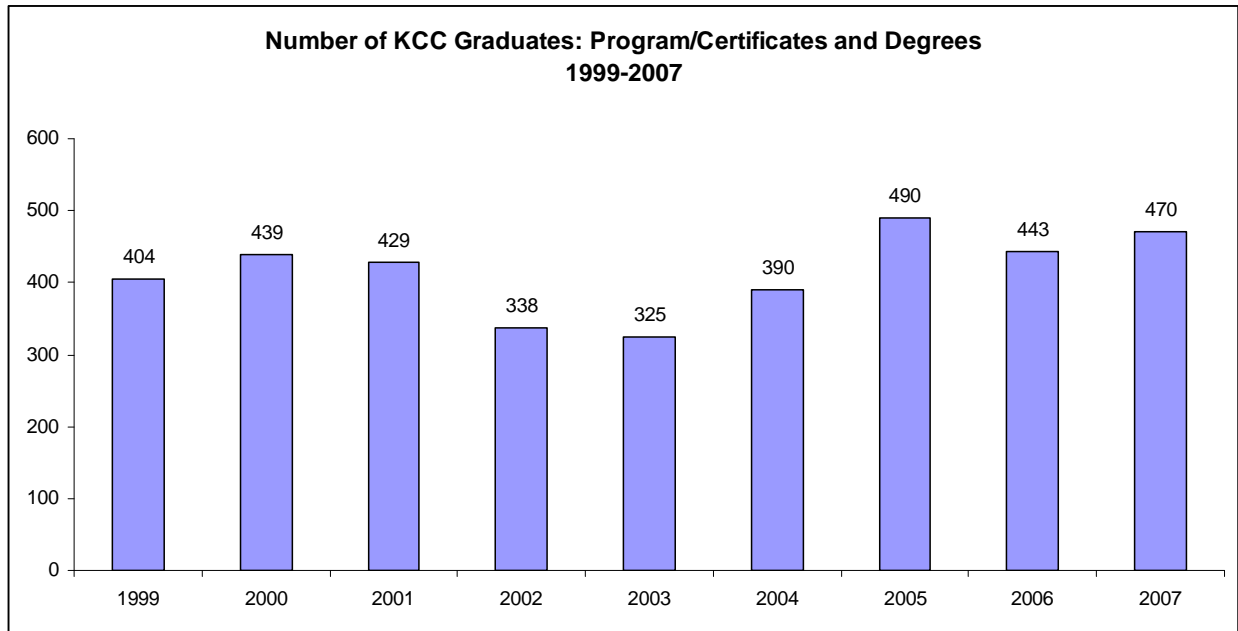


Table 5.2: Number of Program/Certificate Graduates.

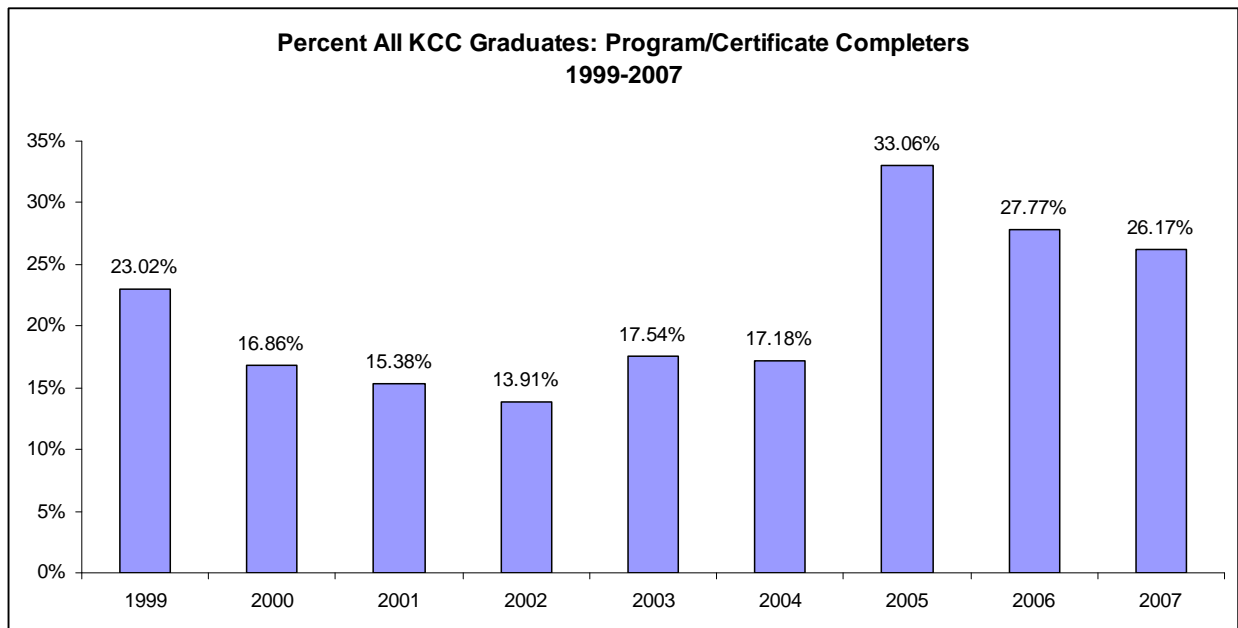


Table 5.3: Number of Degree Graduates.

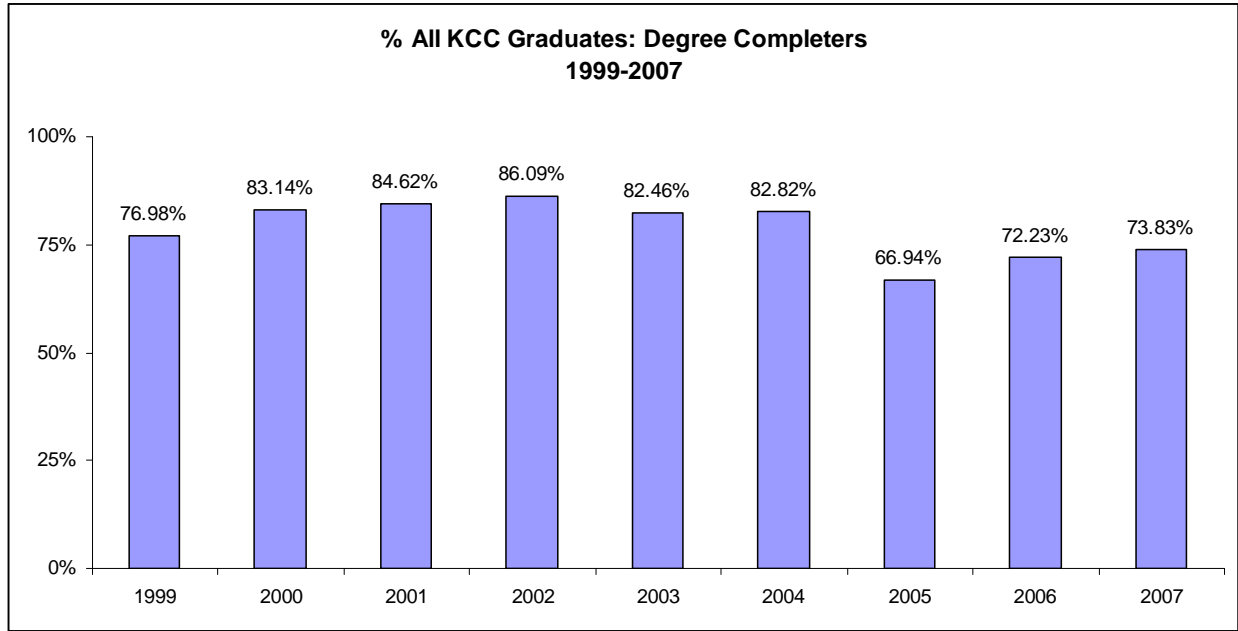


Table 6.1-6.5: Measures of Student Engagement: 2005 & 2007 Administration of CCSSE.

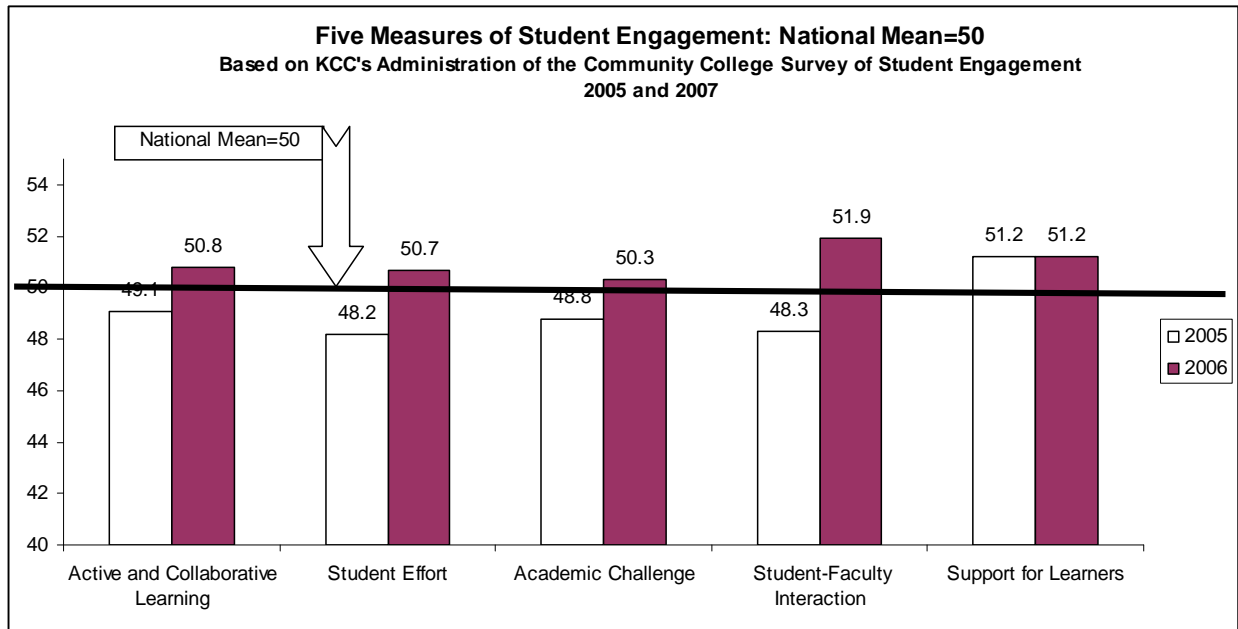


Table 7.1: Student Success: % students who finished fall credit courses (any) with grades A, B, C, P, S.

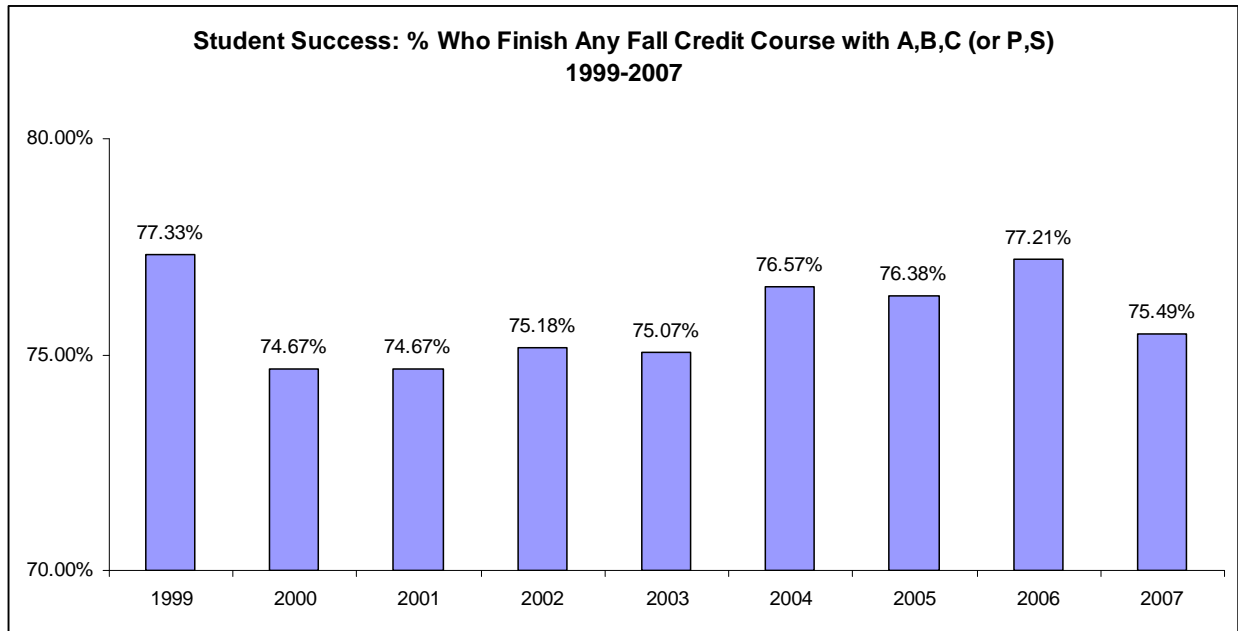


Table 8.1: Student Success: % students who finished fall English Comp I with grades of A, B, C, P, S.

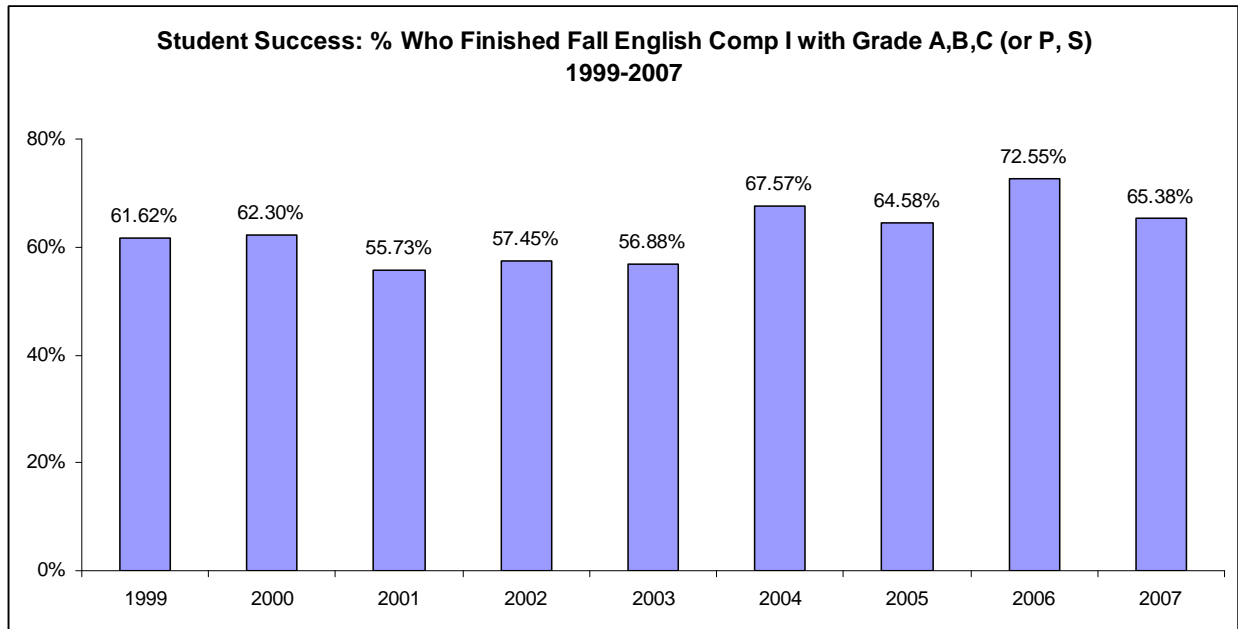


Table 8.2: Student Success: % students who finished fall English Comp II with grades of A, B, C, P, S.

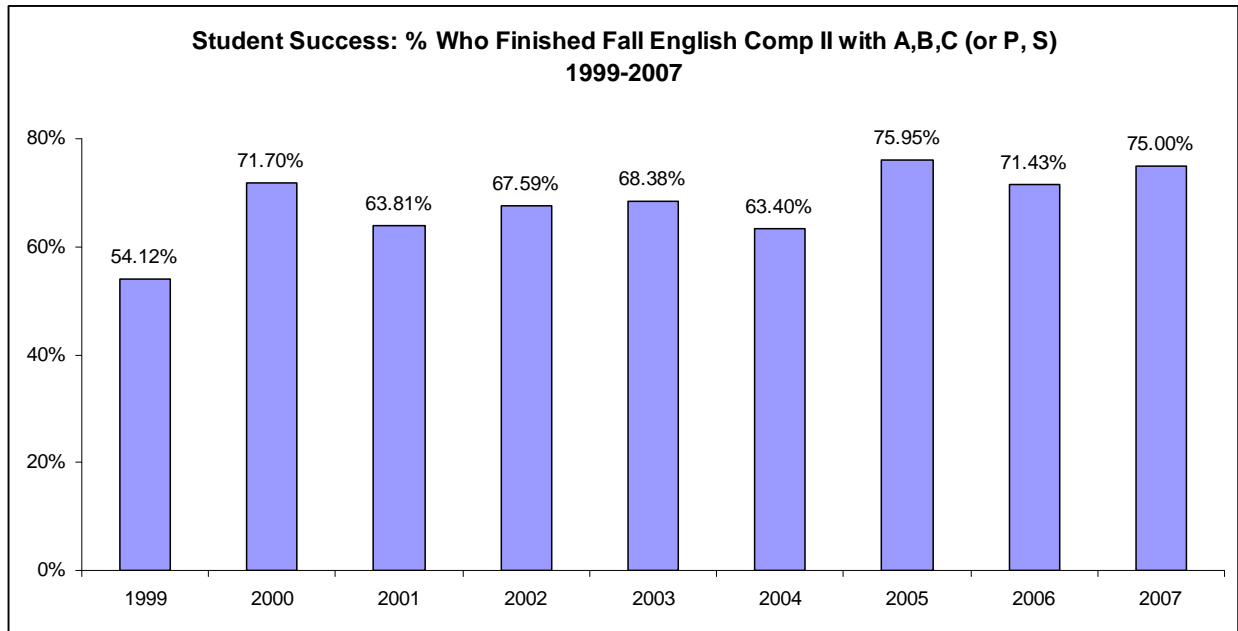


Table 8.3: Student Success: % students who finished fall College Algebra with grades of A, B, C (or P, S).

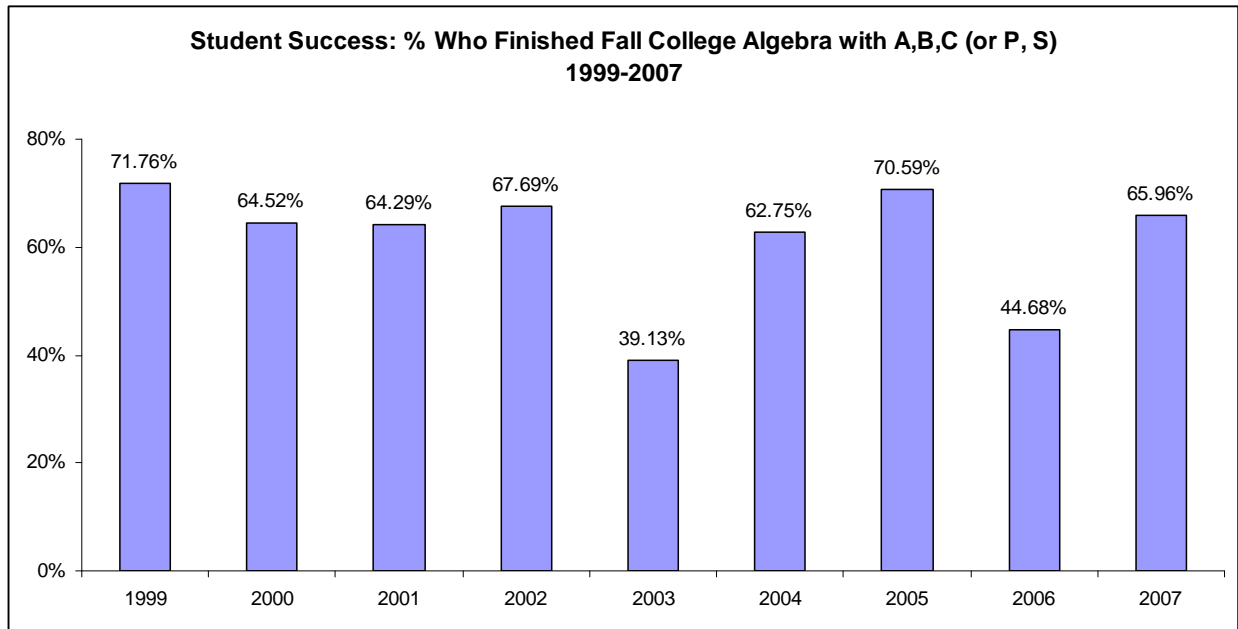


Table 8.4: Student Success: % students who finished fall Speech with grades of A, B, C, P, S.

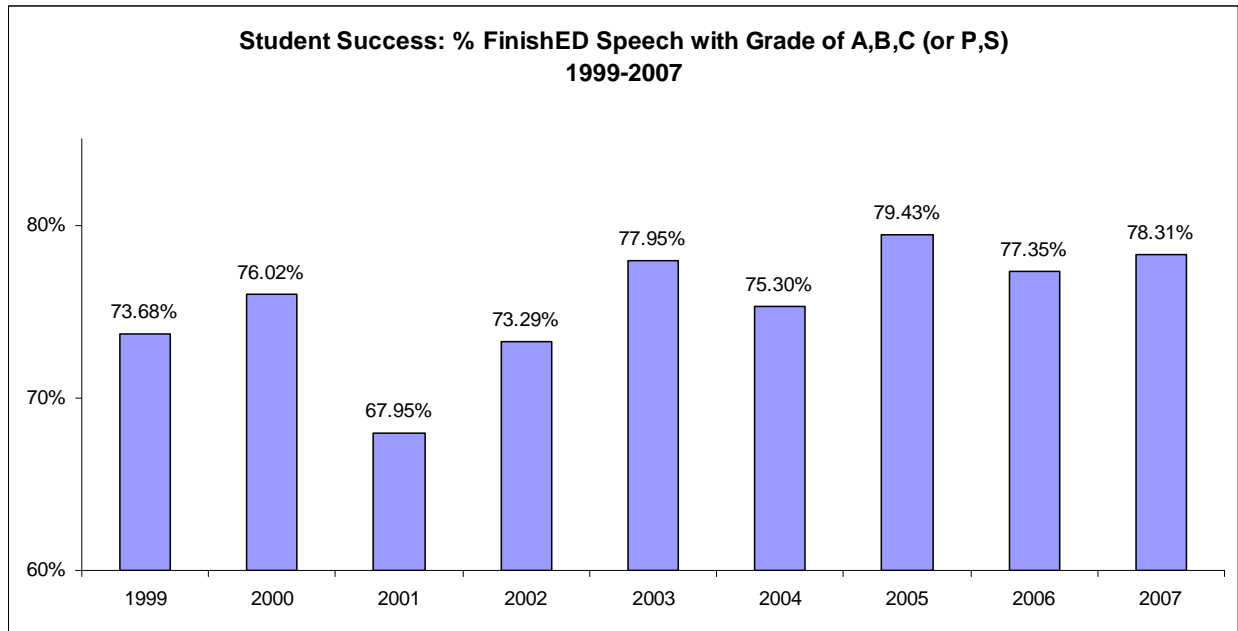


TABLE INSERT

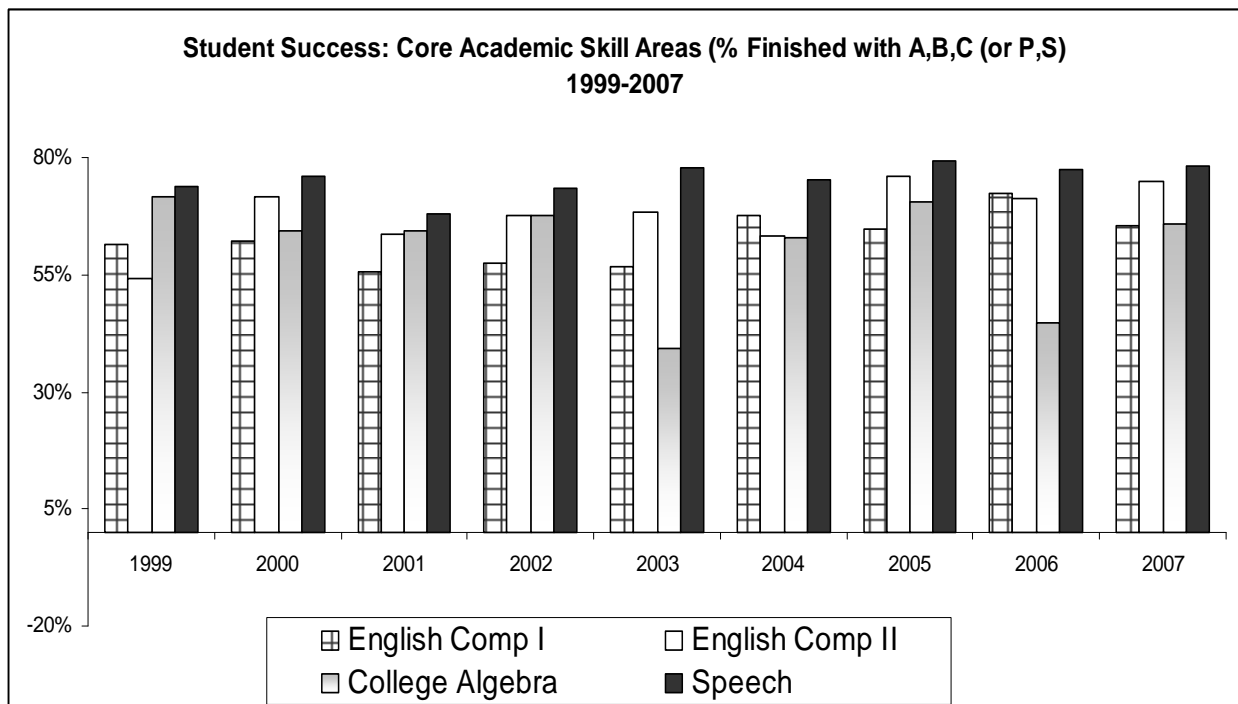


TABLE INSERT: Kankakee Community College Broad Trend Analysis of Selected Key Performance Indicators for 2008 Institutional Effectiveness KPI Report.

	1999	2000	2001	2002	2003	2004	2005	2006	2007
1. FALL STUDENT ENROLLMENT: END-OF-TERM CREDIT STUDENT HEADCOUNTS (Not NCCBP 10th day)									
1.1 # Fall Enrollment (FT+PT credit)	3,307	2,957	2,924	3,096	3,254	3,147	3,110	3,179	3,336
1.2 % Full-time Credit Student Headcount	22.83%	21.20%	20.76%	20.32%	24.43%	26.09%	25.34%	26.90%	25.69%
1.3 % Part-time Credit Student Headcount	77.17%	78.80%	79.24%	79.68%	75.57%	73.91%	74.66%	73.10%	74.31%
1.4 % Fall Female Credit Students	61.78%	64.69%	64.30%	65.18%	63.71%	65.30%	64.34%	64.67%	63.34%
1.5. % Fall Male Credit Students	38.22%	35.24%	35.70%	34.82%	36.29%	34.70%	35.66%	35.33%	36.66%
1.6 # Fall Full Time Equivalent (FTE) Students	1,577	1,354	1,336	1,449	1,573	1,556	1,549	1,610	1,646
1.7 % Fall Males <25 years of age	20.77%	19.17%	20.31%	18.83%	21.30%	21.10%	22.96%	22.05%	22.03%
1.8 % Fall Female <25 years of age	30.12%	30.98%	32.93%	31.88%	31.87%	32.25%	32.60%	32.59%	30.97%
1.9 % Fall Males = or >25 years of age	17.45%	16.06%	15.39%	15.99%	15.00%	13.60%	12.70%	13.27%	14.63%
1.10 % Fall Females = or >25 years of age	31.66%	33.72%	31.36%	33.30%	31.84%	33.05%	31.74%	32.09%	32.37%
1.11. % Fall All minorities	15.78%	17.59%	16.79%	17.99%	16.53%	16.33%	18.59%	20.98%	21.64%
1.12 % Fall Nonresident Alien	0.03%	0.03%	0.07%	0.06%	0.15%	0.10%	0.10%	0.09%	0.12%
1.13 % Fall Black, Non-Hispanic	12.16%	14.00%	13.37%	14.50%	12.14%	11.88%	13.25%	14.28%	14.75%
1.14 % Fall American Indian or Alaskan Native	0.42%	0.34%	0.21%	0.19%	0.34%	0.38%	0.35%	0.31%	0.45%
1.15 % Fall Asian or Pacific Islander	0.94%	0.54%	0.58%	0.58%	0.98%	0.92%	1.00%	1.32%	1.59%
1.16 % Fall Hispanic	2.24%	2.67%	2.56%	2.65%	2.92%	3.05%	3.89%	4.97%	4.74%
1.17 % Fall White, Non-Hispanic	84.15%	82.28%	83.14%	82.01%	83.47%	83.67%	81.41%	78.99%	78.36%
1.18 % Fall Race/Ethnicity Unknown	0.06%	0.07%	0.07%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
2. FALL CREDIT HOURS									
2.1 # of Fall, end-of-term credit hours	23,649	20,307	20,044	21,735	23,597	23,341	23,234	24,155	24,684
3. NEXT TERM RETENTION RATE: RATE OF STUDENTS WHO RETURN FALL TO SPRING TERMS									
3.1 % Fall to Spring Retention Rate	64.44%	64.15%	63.66%	66.30%	65.39%	65.63%	68.63%	68.89%	68.08%
4. NEXT YEAR RETENTION RATE: RATE OF STUDENTS WHO RETURN FALL TO FALL TERMS									
4.1 % Fall to Fall Retention Rate	39.01%	40.04%	44.19%	47.35%	44.63%	46.53%	48.78%	49.35%	NA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
5. GRADUATION (Based on fiscal year, i.e., SU/FA/SP) (Excludes MCRT?)									
5.1 # all program/certificate/degree graduates	404	439	429	338	325	390	490	443	470
5.2 % program/certificate graduates	23.02%	16.86%	15.38%	13.91%	17.54%	17.18%	33.06%	27.77%	26.17%
5.3 % degree graduates	76.98%	83.14%	84.62%	86.09%	82.46%	82.82%	66.94%	72.23%	73.83%
6. MEASURES OF STUDENT ENGAGEMENT (National Mean=50)	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail		Not Avail	
6.1 Active and Collaborative Learning	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	49.1	Not Avail	50.8
6.2 Student Effort	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	48.2	Not Avail	50.7
6.3 Academic Challenge	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	48.8	Not Avail	50.3
6.4 Student-Faculty Interaction	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	48.3	Not Avail	51.9
6.5 Support for Learners	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	Not Avail	51.2	Not Avail	51.2
7. FALL STUDENTS' SUCCESS: All Students, All credit courses									
7.1 % students who finished fall credit courses with grades A, B, C, P (Proficiency) or S (Satisfactory)	77.33%	74.67%	74.67%	75.18%	75.07%	76.57%	76.38%	77.21%	75.49%
8. FALL STUDENT SUCCESS: Students Enrolled in Core Academic Skill Courses (English Comp I & 2, College Algebra, and Speech)									
8.1 % students who finished English Comp I with grades of A, B, C, P (Proficiency) or S (Satisfactory)	61.62%	62.30%	55.73%	57.45%	56.88%	67.57%	64.58%	72.55%	65.38%
8.2 % students who finished English Comp II with grades of A, B, C, P (Proficiency) or S (Satisfactory)	54.12%	71.70%	63.81%	67.59%	68.38%	63.40%	75.95%	71.43%	75.00%
8.3 % students who finished College Algebra with grades of A, B, C, P (Proficiency) or S (Satisfactory)	71.76%	64.52%	64.29%	67.69%	39.13%	62.75%	70.59%	44.68%	65.96%
8.4 % students who finished Speech with grades of A, B, C, P (Proficiency) or S (Satisfactory)	73.68%	76.02%	67.95%	73.29%	77.95%	75.30%	79.43%	77.35%	78.31%

THE END